

UCLA Department of Asian Languages and Cultures
Eight-Year Self Review, 2008

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A. INTRODUCTION

This self-review of the UCLA Department of Asian Languages and Cultures was compiled and edited by John Duncan, chair for 2005-08, with substantial assistance from staff members Jeff Korerat, Lauren Na, Asiroh Cham, and Emily Le. The Department faculty began to discuss the self-review during Fall, 2007, at which time decisions were made as to who would author the various sections of this document. All of the authors consulted with the faculty in their respective areas and submitted their reports in Spring, 2008. The report on the Department's graduate programs was written by Namhee Lee, Director of Graduate Studies. The reports on each of the Department's divisions were written by the following individuals: Buddhist Studies, William Bodiford; Chinese, David Schaberg; East Asian Linguistics, Shoichi Iwasaki; Japanese, Seiji Lippit; Korean, John Duncan; South Asia, Gregory Schopen, and Southeast Asia, George Dutton. The remaining portions were written by John Duncan. This final draft has been made available to all the Department's faculty and lecturers, as well as the graduate student representative, Nathaniel Isaacson.

B. GENERAL OVERVIEW

The Department of Asian Languages and Cultures, once one of the smaller departments at UCLA, has grown rapidly in recent years so that it is now the second largest department in the Division of Humanities with 26 ladder faculty, 20 lecturers, and 7 staff members. It now comprises 6 major divisions: Buddhist Studies, Chinese, East Asian Linguistics, Japanese, Korean, and South and Southeast Asian Languages and Cultures. In terms of the breadth of its coverage, the research productivity of its faculty and the success it has enjoyed in placing its Ph.D.s, we believe it ranks among the best in the country.

Significant Changes since Last Review

The Department has undergone two major changes since the time of the last eight year review. In 2001, the Department was still known as the Department of East Asian Languages and Cultures, although it had recently taken over the administration of a program in South and Southeast Asian Languages that had previously been located in another department. In 2003, the Department voted to upgrade the South and Southeast Asian Language program to the South and Southeast Asian Languages and Cultures division and to rename the Department as Asian Languages and Cultures. The change was subsequently approved by the Undergraduate Council, the Graduate Council and the Faculty Senate and implemented in 2004.

The other major change was a restructuring of departmental governance. For several years, the Department had had a chair, a Director of Graduate Studies, and a Director of Undergraduate Studies, and two standing personnel committees: one to review research and service activities and another to review

teaching performance. In 2005-06, the Department decided that the growth in the number of faculty and the increasing complexity of the Department's programs necessitated a restructuring of the way the Department was governed. After considerable discussion, the faculty decided to add a Vice-Chair to supervise the language programs and to create an executive committee composed of representatives chosen by each of the 6 major divisions plus one junior faculty representative to handle routine business and to make recommendations to the faculty at large regarding major issues. Also, because the growing

number of personnel actions made service on the two standing personnel committees an extraordinarily heavy burden, the Department decided to abolish the standing committees, choosing instead to appoint a separate ad hoc committee for each personnel action. The new system of governance has been in effect for the past two years and seems to be functioning well as of this time.

Departmental Philosophy

The Department has dedicated itself to the study of the languages and cultures of East, Southeast, and South Asia in all their richness and diversity. It has a firm commitment to excellence in both teaching and research in all the areas for which it provides coverage. The Department has made the training of graduate students a top priority, but it also remains solidly committed to providing its undergraduate students with first-class educations.

The department has two major guiding principles in designing and implementing its programs. One is the belief that languages should be taught in conjunction with substantial coursework in cultures. This is reflected in the diversity of courses offered to our undergraduates, in the makeup of course requirements for our majors, and in our offerings of upper division courses featuring readings in Chinese, Japanese, and Korean on such topics in culture as Buddhism, Confucianism, and historiography. It was also a major factor behind the Department's decision to upgrade the South and Southeast Asian Language Program to a full-fledged division and to seek to hire ladder track faculty with expertise in relevant cultural scholarship.

The other is the conviction that each of the linguistic/national divisions within the Department should not be taught as isolated traditions but rather as entities that are closely inter-related, both historically and now. Hence the Department requires its undergraduate majors in each of its Chinese, Japanese, and Korean divisions to take coursework in the other two divisions and it has designed and implemented a number of courses that cover Asia or East Asia as a whole, including Languages and Cultures of East Asia, Buddhism Across Borders, and a year long lower division course on popular culture that covers China, Japan, Korea, and Vietnam. The Department also strongly encourages its graduate students to take at least one field in a division outside their major division. Furthermore, the Department's Cultural and Comparative Studies track brings together graduate students from all its divisions in courses that are team taught by two faculty from different divisions and, whenever possible, from different disciplines. Also, the Department has designed a new graduate course on selected topics in Asian cultures; the first go-round for this new course is slated for Winter 2008, when Torquil Duthie, David Schaberg, and John Duncan will team teach a course on representations of sovereignty in early Chinese, Japanese, and Korean histories. Finally, we would like to point out that this region wide emphasis is not limited just to our coursework. We also have a strong commitment to research that cuts across linguist and national boundaries. One example of this is the major international conference held at the Department in January 2005 on how universals have been translated and appropriated in China, Japan, India, Korea, and Vietnam and out of which a conference volume has now been edited and submitted for publication by Michael Bourdaghs and John Duncan, the co-Principle Investigators for the project. We believe that this commitment to pan-Asian teaching and research, plus the existence of two fields (Buddhist Studies and East Asian Linguistics) that bring together scholars of different national traditions, are important reasons why the Department has been able to avoid the kind of balkanization that typically plagues similar departments elsewhere.

Integration with/Service to the University

The Department has consistently sought to integrate its programs into the overall educational and research process at UCLA. This can be seen in a number of areas, including the use of joint appointments with

such other departments and programs as Comparative Literature, Asian American Studies, Scandinavian, Archaeology, and the interdepartmental Southeast Asian Studies program. Departmental faculty serve on numerous extra-departmental committees throughout the University, and also have provided leadership for such entities as the Center for Digital Humanities (Timothy Tangherlini), the Center for Interdisciplinary Research on Asia (Shu-Mei Shih), the Southeast Asian Studies Program (George Dutton), the East Asian Studies Program (David Schaberg), the Center for Buddhist Studies (Robert Buswell), the Center for Chinese Studies (David Schaberg), the Center for Korean Studies (John Duncan), the Mellon Post-Doctoral Fellowship Program, and the Asia Institute Executive Committee (Gregory Schopen). Departmental faculty have also served in leadership positions in the University of California-wide Education Abroad Program, with Michael Bourdaghs having served as its center director for Japan, Ted Hutters for China, and John Duncan for Korea, as well as the Academic Senate.

Strengths and Concerns

The Department has a number of particularly distinguished programs that rival any in the English-speaking world. One of these is Buddhist Studies, an area where we have some of the most acclaimed and productive scholars in the Western world working on Buddhism in India, Japan, and Korea, and where we have recently hired a very promising young scholar of Buddhist Studies in China. Another is East Asian linguistics, where we offer coverage of Chinese, Japanese, and Korean linguistics. A third is Korean Studies, where we have the largest cohort of Koreanists—recently further augmented with the hiring of a promising young scholar of Christianity—covering the widest breadth of disciplines of any comparable department outside of East Asia. In addition, our Chinese program is also emerging as one of the best, with the recent hire of two outstanding young scholars in Tang poetry and film to complement what was already an excellent group of specialists in Chinese literature and another excellent young scholar in archaeology to augment our already formidable strengths in early China.

The Department also has some areas of concern. First, the 2008 cancellation, for budgetary reasons, of our search for a specialist in Korean literature to replace Peter Lee, who retired in 2006, leaves us with a gaping hole that makes it difficult for us to meet the requirements of our undergraduate majors in Korean, makes it nearly impossible for us to continue a viable graduate program, and weakens our ability to maintain the pan-East Asian thrust that has been a major feature of the Department's programs, as will be discussed in more detail below.

A second major area of concern is our Southeast Asia studies program. When the Department decided to incorporate the South and Southeast Asian language programs, it made a long-term commitment to upgrade those divisions to parity with its other established divisions. One of the key issues there is to have a minimum of three ladder faculty so that we can mount graduate programs. Although our progress was initially hampered by the last budgetary downturn in the early 2000s, by 2006-07 we had obtained authorization to search for a third Southeast Asianist in a position that was to be funded 50% by the Humanities Division and 50% by the International Institute. We conducted a search and decided on a candidate in the spring of 2007, only to have the then acting Vice-provost and Dean of the International Institute veto our selection for reasons that are still unclear to us. We have received no assurances that such a search will be authorized at any time in the near future, leaving our Southeast Asian studies program in limbo.

A third major area of concern is our Japanese program. Whereas the Japanese division was once one of the largest in the Department and up until a few years ago was clearly on its way to becoming one of the best in the country, we have suffered the loss of three key faculty, two who retired (Noriko Akatsuka and Herbert Plutschow) and one who resigned to take a position at the University of Chicago (Michael Bourdaghs). Although we have been able to hire one first-rate junior scholar in pre-modern Japanese literature to replace Plutschow, the other two positions remain unfilled. This situation makes it

difficult for us to meet the needs of our undergraduate Japanese majors (the largest major in the Department), leaves us with no coverage of the crucial area of Meiji era literature and culture, and hampers the ability of the Department to provide graduate training not only for students in Japanese but also for the large numbers of students in Chinese and Korean literature who need to take secondary fields in Japanese literature. Here, too, the prospects of hiring additional faculty are dim for the foreseeable future.

A fourth major area of concern is our language program. Despite consistent, and in some cases explosive, growth in demand for the languages taught in the Department, the Department's language program has been chronically underfunded. The Department had been able to meet most of the demand by using summer sessions earnings and carry over funds which the Department's manager (Management Service Officer) had carefully hoarded. Unfortunately, the Department was required to spend down its carry over funds which it did dutifully by the 2006-07 academic year. That left us with no cushion to deal with the sudden increase in demand for our languages, particularly but not solely Chinese. Although the Department received a one time emergency influx of funds from the College and also was able to get some additional funds from the Confucius Institute, the Center for Korean Studies, and the Center for Japanese Studies for the 2006-07 academic year, no such funds, except for some from the Confucius Institute for Chinese language courses, are available for 2007-8. As a consequence, the Department has had to cut back significantly on its language courses by eliminating some courses, increasing the size of discussion sections in most others, reducing some lecturers from full to part-time, and cancelling a search to replace a retiring lecturer in Japanese. This situation has created a great deal of unhappiness among students, both undergraduate and graduate, has become a negative morale factor for lecturers and faculty, and has produced a great deal of stress for office staff. As of this writing, no relief is on the horizon despite the fact that nearly 50% of our first year language students enroll to meet University General Education requirements.

A fifth area of concern is the budgeting standard for our South and Southeast Asian Program (S&SEA). The original commitment from the Division for incorporating the S&SEA Program has never been realized. The Division provides administrative and instructional funding via a separate accounting structure to the original Asian Languages & Cultures Department (ALC). Although the S&SEA program has been cohesively incorporated academically to ALC, UCLA Corporate Accounting as well as the Division considers ALC and the S&SEA program as separate "departments". Since S&SEAs incorporation, the ALC unit has augmented the deficit incurred in offering basic courses for the S&SEAS program. This in turn has resulted in ALC being unable to offer additional courses for highly impacted courses.

Given the serious nature of these problems, unless resources will become available once the University gets through the current fiscal crisis it is not clear how the Department will meet the demands of the ever-growing numbers of students who are seeking coursework in the languages and cultures of Asia.

Department Priorities for Future Growth

The Department considers the filling of the vacancies in Korean and Japanese literature and the hiring of an additional Southeast Asianist to be its most urgent needs, along with finding a resolution to the chronic funding deficit for our language programs. But the Department has also established a number of other priorities in its long range planning. Those include the hiring of specialists in Japanese and Korean film to work with the specialist we now have in Chinese film, the establishment of a second position in Korean literature, and the further augmentation of our South and Southeast Asian program so that Ph.D. work can be offered in both; among the options being considered here is the creation of positions in Hindi

linguistics and the linguistics of a Southeast Asian language and, in the best of all possible worlds, positions in South Asian and Southeast Asian literature.

Department Office Staffing

The Department office has an administrative staff of six, plus an additional Departmental Technical Analyst from the Center for Digital Humanities who devotes the bulk of his time to servicing the Department needs. The office staff has performed admirably in the face of the heavy burdens imposed upon them by servicing six different divisions, eight different language programs, hundreds of undergraduate majors and minors and over seventy graduate students. The Department's complement of office staff is as follows:

- Manager (Management Service Officer)
- Administrative Analyst (Personnel and Fund Management)
- Student Affairs Officer III (Graduate Counselor)
- Administrative Specialist (Scheduling & Lecturer Personnel)
- Student Affairs Officer II (Undergraduate Counselor)
- Administrative Assistant III (Front Office Manager)
- Departmental Technical Analyst (Computer Software & Hardware analyst—funded in part by the Center for Digital Humanities and the Department)

The Department has suffered heavy turnover in its office staff in recent years, a trend that parallels the general situation in the University as a whole but has undoubtedly been exacerbated by the heavy demands imposed a complex and growing program. As of this writing, we have two vacancies. One is the Manager position, which is currently being handled generously on a part-time, interim basis by Lauren Na, a former manager for the Department, while we search for a new manager. The other is the Administrative Assistant III position, a slot that is of particular concern for us. Whereas all the other staff positions are full-time career slots and fully funded by the University, the Administrative Assistant III position is only funded by the University at 50%. We have been able to cover the other 50% with temporary funds provided by the Division of Humanities, but the current fiscal climate makes it highly uncertain if the 50% temporary funds will continue to be available and we badly need the position to be completely funded on a permanent basis. The occupant of this position serves as the “face” of the Department to all the students and others who seek assistance and is the key person to disseminate information to the faculty, lecturers, staff, and students. Therefore, the Department needs the position to be completely funded on a permanent basis.

C. UNDERGRADUATE EDUCATION

The Department's large undergraduate program fulfills two major functions. One can be broadly defined as service to the University in that our language coursework allows large numbers of students to meet General Education requirements for one year of foreign language instruction in addition to fulfilling the various language requirements of other departments (English [5 quarters]) and programs (Comparative Literature, Global Studies, East Asian Studies, Economics, and Southeast Asian Studies [2 years]) & Linguistics in Asian Languages and Cultures [minimum 3 years]). In addition, significant numbers of undergraduates take our courses in literature and culture in order to meet requirements for such programs as Comparative Literature, East Asian or Southeast Asian Studies or as electives. The other major function is to provide for undergraduate students who have selected one of our several undergraduate majors and minors. As of spring 2008, we had a total of 293 undergraduates declaring majors or minors in the Department, a nearly 200% increase over the 149 undergraduate majors and minors we had in 2001-02.

The Department offers an extremely broad range of undergraduate courses, including not only the languages of Asia but also courses in such specialized fields as archaeology, cultural studies, film, folklore, history, linguistics, literature, philosophy, and religion. These course offerings not only reflect the expertise and interests of our faculty, but also respond to the needs of UCLA's diverse student body, over 40% of which is made up of students of Asian ethnicity. Much of the demand for our courses has traditionally come from students seeking to explore their ethnic "roots", but in recent years we have experienced substantial growth in the number of non-ethnic Asian students in our courses as the undergraduate population at large has come to recognize the growing political, economic, and cultural importance of Asia. To give one example, in 2005-06 the number of non-ethnic Koreans in our beginning Korean language courses exceeded the number of ethnic Korean Americans for the first time.

The Department's goals in undergraduate education are to provide students with the best possible training in the languages and cultures of Asia, and to help students develop critical thinking and writing skills through the in-depth study of pre-modern and modern Asian cultures from broad historical and comparative perspectives. The Department's commitment to undergraduate education can be measured in any number of ways, including the extremely high evaluations of our courses and instructors given by our students, the creation of new courses and the frequent reworking of syllabi by many of our faculty in response to changes in their fields, the regular offering of writing intensive courses, active faculty participation in the University's Cluster Course program, a series of year-long interdisciplinary courses for freshmen designed to allow them to get intensive exposure to varying approaches to knowledge and to meet many General Education requirements, the comprehensive restructuring of the Department's majors and minors, and the hiring of a second Student Affairs Officer to handle our burgeoning numbers of undergraduate students.

The Structure of the Department's Undergraduate Program

At the time of the last eight-year review, the Department offered programs leading to B.A. degrees in Chinese, Japanese, and Korean, and also housed the interdisciplinary East Asian Studies major. As a result of a number of factors, including growth in the number of faculty, increasing student interest in our programs, and the relocation of the East Asian Studies major to the International Institute, in 2001-02, the Department implemented a major restructuring of its majors and minors. That restructuring had two major features. One was the creation of new majors in Asian Humanities (within which students can opt to focus on China, Japan, Korea, South Asia or Southeast Asia) and Asian Religions, and the creation of minors in Asian Humanities and Asian Languages (within which students can opt to focus on Chinese, Japanese, Korean, South Asian and Southeast Asian). The other was the effort, to the extent possible, to make requirements uniform across the various majors while ensuring that students acquire substantial training in both language and culture.

The Department is currently considering options for revising the requirements of the Chinese, Japanese, and Korean majors. As a consequence of the Department's inability to fill key positions, such as Korean literature and Meiji era Japanese literature, and the fact that in any given year 4-5 or more faculty are on leave and 4-5 faculty have course reductions because of service in such positions as center or program directors, it has become increasingly difficult for our undergraduate majors to get all the courses required for their majors. The main thrust of the revisions will be to give students more options in selecting upper division courses by, for example, reducing the number of required literature courses and allowing students to select courses in such areas as religion, history, or folklore. The Department expects to finalize its decisions during Fall 2008.

Language Program

Language courses account for much of our total undergraduate enrollment figures and consume much of our teaching and staff time. Our combined enrollments in language courses were already the largest among all foreign language programs in the nation and have continued to grow since then. In 2000-01, our total language course enrollments were 2,304; in 2006-07, they totaled a staggering 4,325 before declining somewhat in 2007-08 to 4,130, primarily as a consequence of the budgetary problems discussed in the General Overview section of this report. Much of this growth in enrollments can be accounted for by the explosive increase in demand for Chinese, and by the inclusion of South and Southeast Asian languages, but it should be noted that there has also been a steady increase in demand for Japanese and Korean as well. It is our understanding that there has been an overall increase in foreign language enrollments throughout the University, but no other program has seen the kind of growth in student demand as seen in this Department.

At the time of the last review, we were already concerned about the implications of strong growth in our language program enrollments, particularly in terms of the demands placed on our ladder faculty and the limited number of qualified graduate teaching assistants. For that reason, we chose to move to a lecturer-based system similar to those used by such schools as University of Michigan and UC Berkeley. As a consequence, we now have 20 full and part-time lecturers in the Department who handle almost all our language courses. This lecturer-based system has worked well in allowing us to meet growing demand and in upgrading the overall quality of language instruction. But it has also brought its own set of various problems. One is the increased administrative burden on the Department Chair and office staff, a problem which we have addressed in part by the establishment of a Vice-Chair to handle language programs. Another is the chronic shortage of funding for lecturers, also discussed in detail in both the General Overview and the individual division sections of this report. A third is the problem of morale among the lecturers, many of who have Ph.D.s and are accomplished scholars in their own right, but who sometimes feel as though they are “second-class citizens” within the Department and the University. We have attempted to address this issue in a number of ways, including establishing the Vice-Chair position, enhancing the quality of the annual teaching reviews for lecturers, assuring the lecturers that their contracts will not be terminated for arbitrary reasons, and by striving to foster an atmosphere in which lecturers feel free to voice their concerns. Serious problems, however, continue and we may have to rethink our commitment to this system.

One of the key features of the Department’s language programs has been the establishment of a two track system of instruction for first and second languages courses, one for heritage learners and the other for “pure” beginners. This system was already in place at the time of the last review for Chinese, Japanese, and Korean. It has since been expanded to include Vietnamese and, on a limited summer session basis, for Hindi. On the whole, this two track system has worked well, enabling us to provide high quality instruction for two disparate groups of learners. One issue that remains to be resolved, however, is the transition from the two track system for years one and two to year three, where both heritage and non-heritage learners are in the same classrooms. Many non-heritage learners find the leap from year two to year three to be daunting and often choose to discontinue their study of our admittedly very difficult languages. The obvious solution to this would be to continue the two track system through the third year, but current budgetary constraints make that impossible.

The Department also features upper division courses in such classical languages as literary Chinese, Sanskrit, and classical Japanese/kambun. These courses attract significant numbers of undergraduates and, in the case of Chinese and Japanese, are also required courses for the major. But these courses are also vital for training our graduate students, most of who need additional training in classical languages in order to meet their program requirements and pursue their research interests. One additional feature of the Department’s language program is the availability of highly specialized coursework at the fourth year and graduate levels, such as the Readings in Academic Texts and the

Readings in Sino-Korean in the Korean division and the Introduction to Reading Japanese Academic Texts in the Japanese division. Such courses as these, however, have been the first to suffer due to budgetary problems and the failure to fill vacant ladder faculty positions. It has, for example, been three years since the Department has been able to offer Reading Japanese Academic Texts. Since these are courses on which our graduate students rely heavily to acquire research skills, these cutbacks have had a strong negative effect on our graduate program, as well as on advanced undergraduates seeking to develop high level reading skills.

“Content” Courses

The Department offers a wide variety of courses taught in English that examine the rich historical and modern cultures of Asia. These include lower division survey courses on the civilizations of China, Japan, Korea, language and culture in China, Japan, and Korea, the aforementioned course on popular culture in East Asia, various survey courses on religions, including those on South and Southeast Asian Religions, and introductory courses on such topics as Japanese Aesthetics and the Tea Ceremony or Images of Japan: Literature and Film. We consider these courses to be highly important, not only because they serve as gateways to our upper division offerings, but also because they often are the only courses on Asia that many undergraduates with majors outside the humanities will take and thus offer a rare opportunity to impart basic knowledge about Asia to large numbers of students. Enrollments in these courses have tended to run as high as 200 or more, although we have recently found it necessary to cap enrollments because of the lack of funding for teaching assistants to handle discussion sections.

The Department originally began as a language and literature program. Thus in earlier years, the Department’s upper division course offerings were largely limited to literature, in both English and original languages, along with some courses on Buddhism. Over the ensuing decades, and particularly in the past 20 years, the Department has greatly diversified, hiring many scholars specializing in other areas of the humanities. The Department now offers substantial upper division coursework not only in literature and Buddhist Studies, but also in such fields as aesthetics (Japan), cultural history (Vietnam and Korea), archaeology (China), Christianity (Korea) film (China, Vietnam, and occasionally Japan and Korea), folklore (Korea), intellectual history/philosophy (China, Japan, and Korea), linguistics (China, Japan, and Korea), and popular and folk religions (Korea). These courses are not only taken by our majors and minors, but also by students in such interdisciplinary majors as East Asian Studies and Southeast Asian Studies and by many of our graduate students who come to us from institutions that do not offer such coursework. They are also popular as upper division electives among the general student population.

In addition, the Department offers undergraduate seminars that allow students to explore selected topics not covered by regular courses (recent seminars have covered such topics as women’s history, popular rebellions, and controversies in ancient history). These undergraduate seminars are valuable not only for allowing students to explore specific topics but also for giving our majors an opportunity to experience smaller, more intimate classes (hard to find at large public institution such as UCLA) and to write the research papers needed to fulfill their graduation requirements.

This expansion in our undergraduate content course offerings is not simply a consequence of serendipitous hiring decisions, but a response to changing intellectual interests among our students and to the major shifts in the humanities that have arisen in the wake of the rise of cultural studies some years back. We are proud of the breadth and quality of our undergraduate course offerings and believe they offer students at UCLA an unmatched opportunity to explore the richness of Asian cultures, both past and present. We hope, as mentioned in the General Overview, to be able to expand our course offerings in such key areas as film, linguistics, Korean literature, and Southeast Asian studies once the University has recovered from its current fiscal crisis.

D. GRADUATE EDUCATION

Overview

The Department of Asian Languages and Cultures is one of the largest programs of its kind in the country, and provides training in five distinctive fields and several languages in East Asian, Southeast, and South Asian areas: Chinese literature and thought; Japanese literature and thought; Korean literature, history, and thought; Buddhist Studies; and East Asian linguistics. A total of 26 ladder faculty cover these fields, striving to meet the needs of some 66 graduate students. Of this, 12 are in Chinese, 12 in Japanese, 16 in Korean, 14 in Buddhist Studies, and 12 in East Asian Linguistics. At the last 8 year review, the total number of graduate students was 76, of which 15 were in Chinese, 22 in Japanese, 27 in Korean, and 12 in Buddhist Studies (there was no separate figure for East Asian Linguistics in 2000, as the number was distributed among the three language areas). The reduced number of graduate students seems rather aberrant, given the rising reputation of the program and the increased number of applicants over the years. The number of applicants increased from 68 in 2000-01 to 109 in 2002-03, and dropped slightly to 103 in 2003-04. Since 2003-04 this number has more or less stabilized, with 86 applicants in 2004-05 and 78 in 2007-08. Our applicant pool draws from graduates of some of the best U.S. institutions and major foreign universities.

Even with the fluctuating numbers of applicants, the department has maintained a selectivity rate of around 20 percent on average, and 50 percent enrollment success on average. It should also be pointed out that we now have about the same number of students in each field, with a difference of two to four among them, in contrast to the previous review period during which there was a bigger difference among divisions. This reflects in part the department's continuing effort to share its resources among its divisions fairly and equally, and to bring all the divisions to a leading position in each respective fields.

The fluctuation we have experienced over the recent review period in both selectivity rate (from 22 percent in 2000-01 to 13 percent in 2006-07) and enrollment rate (53 percent in 2000-01, 26 percent in 2003-04, and 64 percent in 2006-07) also have to do with varying availability of funding each year. The amount of the allocation fund from the Graduate and Humanities Divisions has actually increased over the years, from \$136,690 for 2000-01 to \$331,637 for 2007-08. However, this figure does not account for the precipitous increase of the Non-Resident Tuition (NRT) charge over the years, which has risen from around \$10,000 eight years ago to \$14,694 for the last few years. This translates into our department's spending \$323,268 on NRT (for 22 international students) in 2007-08, when the Graduate Division's allocation fund for that year was \$331,637. Given that our program tends to attract a large number of foreign students, the increase of the NRT charge over the years has seriously impeded our ability to attract highly qualified foreign students; more often than not these students are equipped with more than one East Asian language and an extensive knowledge in their chosen fields, and thus constitute a highly selective group.

As was pointed out in the last self-review of the graduate program and uniformly pointed out by the self-reviews of all divisions in our department at this time, one of the biggest challenges we face is our inability to compete with private institutions that offer multiyear packages often exceeding \$20,000 per year, which also do not require significant teaching. Our typical package offers a guarantee of four years, usually with two years of substantial teaching. The budget cut crisis of the Humanities Division has reduced the number of language courses we offer, reducing the number of available Teaching Assistant (TA) appointments. Along with the increased fee and NRT charges, the budget crisis has created a vicious cycle in our graduate program whereby the reduced number of enrolled students reduces the allocation funds from the Graduate Division, which in turn limits our ability to admit higher quality graduate students, which further lowers allocation funds from the Graduate Division. Nevertheless, we have been able to attract students who choose our program over private institutions such as Harvard and Columbia despite our meager packages and their financial difficulty upon moving to UCLA. But we are beginning to see the impact of this vicious cycle in the relatively fewer number of applicants over the last

few years. Our Chinese division had to accept only four out of 28 applicants in 2007-08, due to our limited ability to offer comparable funding packages to top ranking students.

Even as we face this dire financial situation, our department has been able to increase the level of per capital funding for our students during the review period. The amount of total support we were able to provide per graduate student in 2000-01 was \$20,949. In 2006-07 this amount increased to \$32,135. While the support from the Graduate Division and general inflation partly accounts for the increase, the more significant factor is the previously mentioned steep increases in charges for NRT and fees. The actual amount of stipend for an international student is only around \$17,000 after paying NRT and fees. It has also been the goal of our department to provide full support for all entering students; while this remains a goal yet to be reached, the percentage of students receiving some degree of support has increased over the years. In our previous review we noted the need for increased support for TAs, as we had difficulty finding graduate students who could TA for our language courses. Because of the reduction in language courses offered due to the budget cut crisis, the need for TA appointments has decreased, which also reduced the number of TA appointments that we are able to include as part of our financial package. The shortage of TA appointments affects our continuing students as well since TA positions have been cut this coming year in Korean and Japanese language programs.

Despite the array of financial woes that has plagued all of us in the UC system, our department has strived to offer a high-quality program and to encourage and assist our students in making timely progress in their graduate program. Our success so far is indicated by the success of Ph.D. recipients on the job market. Although our department's language requirement lengthens the time required to complete the degree compared to other divisions in the Humanities, we have produced 32 Ph.D.s during the review period (see APPENDIX C). They are spread across the fields of Chinese (6), Japanese (4), Korean (9), Buddhist Studies (8), and Linguistics (11). This number more than doubles that of the 15 Ph.D.s we produced for the comparable period ending in Spring 2000. Twelve of these students received tenure-track positions in major universities, including Duke (Aimee Kwon, 2007), University of Michigan (Youngju Ryu, 2006), McMaster University (Shayne Clarke, 2006), Oxford University (Linda Flores, 2005), Smith College (Jennifer Jung-Kim, 2005), University of Illinois at Urbana-Champaign (Theodore Hughes, 2002), Claremont-McKenna College (Minju Kim, 2002) and McMaster University (James Benn, 2001). In addition a number of students, particularly in linguistics, have been successful in obtaining teaching positions at places such as Princeton University (Jini Noh, 2008), UCLA (Mary Shin Kim, 2006), University of Washington (Judy Okada, 2004), and Asia Pacific University (Rinko Shibuya, 2004). Four of these students also received postdoctoral fellowships in universities such as Harvard and UC Davis, which more often than not are springboards for future tenure-track positions in academic institutions.

Our department's recipients of the Dissertation Year Fellowship (DYF) have also been highly successful over the years in finishing their dissertations by the end of the fellowship period. Of the five DYF recipients in 2007-08, for example, three (Koichi Haga, Tao Ming, Jini Noh) completed their degrees at end of their fellowship period; one (Sonja Kim) is almost finished and is on the job market; and another (Mark Nathan) plans to file for his degree this summer. Unfortunately, again due to budget cuts, none of this year's applicants for DYF received the fellowship. The countries that the fields in our program study are experiencing historic growth; this is reflected in the growth in the job market nationally. We need to find ways to support our students financially so that they make timely progress and are able to compete in this growing job market.

Structure of the Graduate Program

Since our last review the number of our total faculty FTE has increased from 19 to 26, significantly strengthening the existing programs in the department and broadening our fields of teaching and research to include Southeast Asian studies. Two of the new faculty members hired during the review period are

specialists in Vietnamese studies, and have already done much groundwork to start a vibrant Southeast Asian studies program in our department, each bringing complementary perspectives and strengths. The department's overall addition of faculty does not, however, adequately fill the lacuna left by those faculty who have retired or moved since our last self-review. In fact, there has been a serious gap in our graduate program because these positions have not been filled. In the Japanese field we hired Torquil Duthie (early and classical literature) in 2007 after the departure of Herbert Plutschow, 2005. We have not replaced Michael Bourdaghs (modern literature), who moved to the University of Chicago in 2007. His departure has caused a serious strain on the Japanese graduate program. Both Bourdaghs and Seiji Lippit, also a specialist in modern Japanese literature, previously offered a two-quarter sequence of graduate-level academic reading classes, but due to Bourdaghs' departure the department is unable to offer this course anytime soon. This has already seriously impacted not only those graduate students majoring in Japanese but also those whose main areas are in other Asian regions, as many study advanced Japanese for their own research. Bourdaghs' departure has also left the field with fewer numbers of graduate courses and fewer applicants, both of which threaten the vitality and comprehensiveness of the program in the long run.

Since the last review the Korean studies division has lost one faculty member through retirement, Peter Lee, 2007, and gained two, Namhee Lee in 2001 and Sung-Deuk Oak in 2007. Namhee Lee provides a much-needed course and training of students in the field of modern Korea; Oak is a leading scholar of Korean Christianity and fills the Dongsun and Imja Im chair in Korean Christianity. We do not yet have Peter Lee's replacement. By far the most immediate impact of this gap is felt by undergraduate students who major in Korean language and cultures; they face great difficulty in finding courses to fulfill their requirements in time to graduate. But we also have four graduate students who are left without regular mentoring, although Peter Lee will remain as their primary advisor, nor can we accept any graduate students in Korean literature. The long-term consequence of this is the serious damage to the standing of UCLA's Korean Studies as a premier world program, literature being one of the major fields that constitutes its program. In the 2000 outside review it was recommended that UCLA increase the number of positions in Korean literature from one to two. While having two literature positions remains our goal for the next few years, it is imperative that Peter Lee's replacement is filled immediately to ensure the continuing excellence of the Korean studies program.

Chinese linguistics also gained one faculty member in 2000, Hongyin Tao, who has bolstered the linguistics program significantly, with increased graduate student enrollment and the department's first Ph.D. in Chinese linguistics this year (Tao Ming). The gap left by the departure of Noriko Akatsuka in 2005, however, still remains to be filled. Given the large number of our graduates who eventually find positions in teaching languages, the field needs to have a position in language pedagogy or second language acquisition (SLA) to ensure our ability to offer a comprehensive graduate curriculum in linguistics and to meet the demands of our graduate students.

In our last review we noted that our internal administration of the graduate program had been reorganized. A new position of Director of Graduate Studies (DGS) was created in 1995 to oversee the program as a whole, and most of the features introduced at the time have contributed to the efficient running of the graduate program and serving the interests of the students. The principal function of the DGS remains the same as before, in that h/she coordinates application procedures and allocation of funding, as well as monitoring UCLA administrative rules governing graduate students. An executive committee of the department, members of which represent each field of the department, makes decisions on funding; the DGS usually convenes the meeting. DGS also conducts the annual departmental orientation program for new graduate students and offers a practice job talk series to help students with their job interviews.

A newly added feature to the program since the last review is that the DGS and Student Affairs Officer (SAO) conduct an annual graduate student survey; at the end of each year primary advisors are

asked to provide information, comments, and feedback on each of his/her students' performance during the year and to identify any immediate and/or potential problems the department should be aware of. Students receive a letter drafted by the DGS, based on the information gathered through the survey. This annual survey has greatly enhanced both the faculty's awareness of students' progress (or lack thereof) and the students' sense of how they are performing in the program. Initially this survey was conducted in May; in recent years faculty have filled out a graduate student review form (See APPENDIX A) at the end of the academic year (June).

In addition to organizing a welcome party for graduate students in the fall, the department offers additional social gatherings for graduate students to foster a more congenial and welcoming environment in which they can mingle and get to know their peers and future colleagues. Usually the department's SAO announces a date in advance and provides food and a gathering place once or twice a quarter. Students seem to very much appreciate the opportunity to meet, socialize, and exchange information among their cohorts without the presence of faculty, as indicated by their responses.

In our last review we reported on the inauguration of the new Cultural and Comparative Studies Track in 1996, and the offering of proseminar EA 210, designed to introduce significant theoretical writings on history and literature to the students. These courses have been offered three times to date, and are usually team taught by faculty members from different fields and disciplines so that students benefit from diverse perspectives. In 2006-07 Ted Hutters in Chinese literature and George Dutton in Vietnamese history offered the course with great success. In 1998 we added a second seminar to the sequence (EA 220, Topics in Cultural Studies), with the aim of providing students the opportunity to explore specific applications of theoretical writings to topics in East Asian studies and write a research paper. These courses have also been offered by faculty from different fields; in Winter quarter of 2003, for example, Namhee Lee in Korean history joined with Kojin Karatani, a renowned scholar of Japanese literature from Japan, to offer EA 220, "Transcritique: On Kant and Marx," based on Karatani's new book concerning the notion of critique in Kant and Marx. A diverse group of students (Japanese literature, art history, Korean history, Korean literature) took the course, and many described the experience of having a ten-week-long discussion of the text, with its author leading the discussion, as rewarding.

In addition to offering these newly created seminars that were introduced during the previous review period, several faculty have been involved in creating a new series of seminars as a way to meet the changing research interests and needs of graduate students, combining the common interests and various resources of our faculty. One such effort resulted in the creation of a seminar that addresses commonality and divergence within early East Asia: Japan, China, and Korea. John Duncan (Korean history), David Schaberg (early Chinese literature and historiography), and Torquil Duthie (early and classical Japanese literature) will be co-teaching a graduate seminar on Early East Asia in Winter quarter of 2008. Another effort is underway to offer a course in classical Chinese and *kanbun*, by Torquil Duthie and Jack Chen (Chinese poetry and medieval literature).

A large number of faculty in our department also provides substantial training to students, and co-chair their dissertation committees in other departments. Over the years our faculty in Chinese literature have worked closely with the Department of Comparative Literature in producing Ph.D. students whose topics are related to Chinese literature. John Duncan in Korean history also co-chaired two dissertation committees of students in Comparative Literature: Jinkyung Lee (UC San Diego, 2002); and Kelly Jeong in the same department (CUNY, 2003). He also worked closely with students in the History Department (Serk-bae Suh, UC Irvine, 2006; Todd Henry, Colorado State University, 2006) and Film Department (Jinsoo An, Hongik University, 2006). All of these students received tenure-track positions upon receiving their degrees (the names of institutions are in parentheses).

Scholarship and Teaching

Over the period under review, our department has enjoyed institutional stability relative to the previous review period in which there was a considerable faculty turnover. The loss of faculty to other institutions is a fact of life for programs such as ours, where many faculty are recognized for their innovative and exciting research. During the review period our department has successfully retained some of our best faculty with the support of the Humanities Division, ensuring both the continuity of our high-quality program and the well-being of the student body. As a result, our Buddhist Studies program is one of the three best in the nation whose faculty is devoted primarily to teaching and research on Buddhist Studies. The Chinese language and culture program is also one of the two best programs in the country, in terms of the faculty's standing in the field and the number of courses it offers. The Japanese studies program has leading scholars in a range of fields in its program. The Korean history and literature program is considered the premier program outside of Asia. The linguistics division is unique among East Asian linguistics programs in the country in that it offers four languages (Chinese, Japanese, Korean, and Thai).

Our students have been equally successful in garnering both intramural financial support and outside fellowships, as shown in APPENDIX B. Many of our students have received highly prestigious and competitive fellowships, such as the grants from the Japanese Ministry of Education (Linda Flores, 2000-01); Social Science Research Council Fellowship (Matthew Burdelski, 2004-05); Fulbright-Hays Fellowship (Aimee Kwon, 2004-05, 2005-06; Sonja Kim, 2005-06; Paul Cha, 2007-08; Franz Prichard, 2007-08); and Fulbright IIE (Leighanne Yuh, 2000-01; Jennifer Johnson, 2007-08). Thirty-six students have received Korea Foundation Fellowships in North America-wide competition (See APPENDIX B), by far the highest number among U.S. institutions.

Although our graduate program consists of various distinctive fields, we are committed to training students so that they have both a broad regional perspective, and familiarity with major intellectual, literary, and cultural development of the regions and fields represented in our program. At the same time, we endeavor to ensure that students reach their academic goals and research interests. To this end, we allow students to have flexibility in terms of the courses they take, and welcome students' input in terms of curricula. The key requirements applied to all M.A. students remain the same as in our last report, in that students are required to submit three research papers to a faculty ad hoc committee that then administers an oral exam based on these papers. These papers are usually developed during a seminar in three comprehensive exam fields. The new requirement has reduced the number of years required for students to complete their degrees, since they do not have to develop a separate research project for a thesis and complete all the requirements for the M.A. while completing their coursework.

It should be pointed out that we generally admit students to the program with the expectation that they will advance to the Ph.D. program in their chosen field. While we do not offer a terminal M.A. program in this sense, those who complete the department's requirements for an M.A. but who are unable or have different plans than to advance to a Ph.D. program can earn a terminal M.A. degree.

The requirements for the Ph.D. remain the same as in our last review, with few revisions. Students are required to take five seminars beyond those taken for the M.A. degree. In addition, we expect the student to acquire reading ability in a second Asian language. The complete list of requirements for the Ph.D. degree is available at the following URL:
<http://www.gdnet.ucla.edu/gasaa/pgmrq0405/ealc.asp>

In order to give students time to focus on their Asian languages, we offer the option of taking a third year of their second Asian language in lieu of passing an exam in a European language. During the review period, we also modified the requirement: instead of beginning their second Asian language at the M.A. level (previously students were required to finish at least one year of their second Asian language for the M.A.), they are now required to do a year of their own classical language (classical Chinese for

modern Chinese, classical Japanese for modern Japanese, and classical Chinese for modern Korean) for their specific Ph.D. specialization.

Conclusions and Prospects

While the department is growing in terms of the number of faculty, its reputation, and the number of fields we cover, we continue to face various challenges. The foremost of these is the ability to attract high-quality students given the rising cost of graduate education, particularly of the NRT and continuing budget cut crisis. Another challenge is the ability to meet the demands of new and continuing students, given that we have not replaced those faculty who have left, either for retirement or to other institutions. An especially urgent task for the department is to fill the positions left by faculty in recent years: late Meiji-period Japanese literature, Korean literature, and language pedagogy and/or second language acquisition (SLA) in linguistics. The very viability of our graduate program is at stake unless we fill those positions. Furthermore, by changing our name from *East Asian Languages and Cultures* to *Asian Languages and Cultures*, we want to reflect both the expanded areas of teaching and research our department engages in and the commitment to meet the demands of the rapidly growing and diverse population of students at our campus. In particular, we have two faculty who are leading scholars in the field of Vietnamese studies, George Dutton and Thu-Huong Nguyen-Vo, who are more than ready to accept graduate students but have been unable to do so because we do not yet have a third faculty member to constitute a graduate program in Southeast Asian studies. Given that our department already offers one of the strongest Southeast Asian language programs in the country and has two outstanding core faculty teaching content courses, hiring an additional member to create this program would truly be a step toward living up to the promise and potential reflected in our department's name.

E. ASIAN RELIGIONS AND BUDDHIST STUDIES

Overview

Asian Religions and Buddhist Studies have occupied a place of prominence in the Department of Asian Languages and Cultures since its inception. ALC was established in 1948 at UCLA (as Oriental Languages) with [Enshō Ashikaga](#) (1910–1984) as our first professor of Japanese. From 1948 to 1974 Professor Ashikaga taught not just Japanese language and literature, but also Buddhist Studies, Japanese religions, and Tibetan Buddhism and language. He worked tirelessly to help UCLA's library acquire one of the premier collections of Buddhist materials in the United States, including many rare Japanese and Tibetan Buddhist texts (such as the [Toganoo Collection](#)) available no where else. Today UCLA's [Richard C. Rudolph East Asian Library](#) holds a collection of scholarly materials on Japanese Buddhism that is ranked number two in the country, behind only the Library of Congress. Eventually Ashikaga was joined by Professor Kenneth Ch'en, a preeminent scholar of Chinese Buddhism. Together they produced the department's first Buddhist Studies Ph.D. in 1979. Since that time the program has grown from strength to strength.

Today ALC boasts an undergraduate major in Asian Religions and a graduate program in Buddhist Studies. At both of these levels ALC offers one of the premier programs in North America. In 2000 at the time of our last self-review ALC was one of only three Buddhist Studies Programs in North America (along with Michigan and Virginia) with three Buddhism specialists on the faculty. At that time programs at most other universities had only a single appointment in Buddhist Studies (e.g. Yale and the Univ. of Washington), or one position in Indic and Tibetan Buddhism and another in East Asian (e.g. Harvard). Today it is becoming increasingly common for Buddhist Studies Programs to boast three specialists (e.g. Harvard, McMaster, Michigan, UC Berkeley, and Virginia). Meanwhile ALC expanded its faculty and still stands as one of only three programs (along with Columbia and the Univ. of Washington) now with five faculty whose primary teaching and research focuses on Buddhist Studies.

At the time of this writing, our core five faculty are as follows. [Robert E. Buswell Jr.](#) (hired in 1986 as the replacement for Kenneth Ch'en) is specialist in the Buddhist traditions of China and Korea, with extensive knowledge of Indian and Southeast Asian Buddhism. The current president of the Association for Asian Studies, Buswell has contributed more than any other scholar outside of Korea to the development of the field of Korean Buddhist Studies. [William M. Bodiford](#) (hired in 1992 to replace William R. LaFleur, who had inherited Ashikaga's responsibilities in Japanese religions) is a specialist in the Buddhist traditions of China and Japan, with extensive knowledge of Japanese folklore and religions. [Gregory Schopen](#) (hired in 1998) is a specialist in the Buddhist traditions of India and South Asia with extensive knowledge of medieval monastic traditions across Asia and Europe. A MacArthur Fellow (1985), Schopen's innovative scholarship has revolutionized our understanding of Indian Buddhism and influenced scholars across many fields of religious studies. [Jonathan Silk](#) (hired in 2002) is a specialist in India Mahāyāna Buddhism and its scriptural reception in China and Tibet. His research interests link ALC's original focus on East Asia with the Buddhist traditions of West, Central, and South Asia. Silk has been on leave since 2007 when he accepted a position as a full Professor of Buddhist Studies at Leiden University. He has not indicated whether he will return to UCLA. In 2007 we added [Natasha Heller](#) (Harvard Ph.D. 2005), a specialist in Chinese Buddhism, religions, and thought.

Many other members of the ALC faculty contribute to the excellence of this program. Students can rely on mentorship and courses by: [Stephanie Jamison](#) (Sanskrit and Middle Indo-Aryan as well as the religious life of women in South Asia); [Michael F. Marra](#) (Japanese literature and hermeneutics with an emphasis on religious issues and aesthetics); [George Dutton](#) (Vietnamese history, including the history of religions in Vietnam and Southeast Asia); [Sung Deuk Oak](#) (Korean Christianity); [David Schaberg](#) (Chinese classical literature and thought, especially the Confucian Classics); [Richard Strassberg](#) (Chinese mythology, drama, and religious performance); and [Timothy Tangherlini](#) (Korean folklore and contemporary religious life). The different regional and language areas represented by these faculty (South Asian, Japanese, Southeast Asian, Korean, and Chinese) demonstrate how Buddhist Studies cuts across divisional lines within ALC and helps to create synergies among what otherwise could be seen as separate programs.

Several of the scholars mentioned above (Dutton, Jamison, Oak, Silk, and Heller) were added after 2000, the date of our last self-review. Their presence indicates ALC's expansion into new areas. Since our last review our program also has been weakened in its original core by the retirements of Professors Peter H. Lee (Korean classical literature, including religious literature) and Herbert E. Plutschow (Japanese mythology, folklore, and festivals).

Finally, this brief overview also must emphasize that the excellence of our program depends utterly on the support of a first-rate academic environment at UCLA. Specifically we are supported, first and foremost, by ALC's other programs in languages and literature, as well as by the acquisitions and bibliographic strengths of UCLA's libraries, and by fellowships for our graduate students provided by the UCLA Graduate Division and the research centers of UCLA's International Institute.

Undergraduate Program

ALC offers 57 courses (7 lower division, 31 upper division, and 19 graduate level) on Asian religions. Of this total, the 33 courses that focus on some aspect of Buddhist Studies occupy the vast majority (6 lower division, 16 upper division, and 11 graduate level). At least 31 additional courses on topics related to Asian religions are available at UCLA in other departments, such as Anthropology, Art History, Ethnomusicology, History, Near Eastern Languages and Cultures, and Philosophy.

ALC's courses on Asian religions cover a vast array topics and approaches. In addition to the usual lower division introductory surveys, upper division courses focus on regional areas (Chinese, Indian,

Japanese, Korean, Tibetan) or address religious aspects of larger themes such as folklore, mythology, social life, modes of religious practice, as well as approaches to the study of religion. In addition to courses on religious literature in translation, we also offer undergraduate courses that introduce the vocabulary and translation skills for reading Buddhist (and other religious) texts in their original languages. All of these courses are designed not just to impart knowledge but also to help students acquire a critical awareness of the ways in which that knowledge is constructed and contested. Since 2004 we also have offered our Introduction to Buddhism course with a Writing II component. “Writing II” refers to a UCLA initiative that requires undergraduates to complete an intensive writing course focused on a subject other than English literature. In our version, typically students work with TAs to write, critique, revise, and rewrite four substantial papers over the 10-week quarter.

It is difficult to measure enrollments across all of these courses. If we focus just on the courses taught by ALC’s core four faculty in religion (Bodiford, Buswell, Silk, and Schopen), then over the past 8 years we have average annual enrollments of about 376 students (AY 2000–2001 = 213; AY 2001–2002 = 366; AY 2002–2003 = 360; AY 2003–2004 = 518; AY 2004–2005 = 548; AY 2005–2006 = 344; AY 2006–2007 = 390; and AY 2007–2008 = 274). A less conservative method of counting that included all our courses related to religion could easily raise our average annual enrollments to around 476 or 500.

In recognition of the strong student interest in our courses on Asian religions and Buddhism, in 2001 we added a new undergraduate major in Asian Religions. ALC is the only department at any major research university in North America that offers both undergraduate and graduate specializations in Asian religions. The vast majority of the students in our classes, however, continue to come from other majors and, most likely, other departments. Asian religions seem to be an especially popular elective in humanities among students who major in sciences and premed. Because of our geographic location we teach many heritage students who wish to learn in a more intellectual manner about the religious traditions and customs found in their own homes and communities.

Graduate Program

Our graduate program identifies itself as Buddhist Studies, but insists that all our students imbed that study within broader religious, intellectual, literary, and cultural landscapes. Because we are housed in a department of Asian Studies (not Religious Studies), we can provide our students with advanced language and research skills unmatched by other Buddhist Studies programs (except, perhaps, Michigan and UC Berkeley). At the same time, our students take full advantage of the many resources provided by other departments (such as Art History, History, Near Eastern Languages and Cultures) that also provide graduate training in religious studies. All students are admitted to the program with the expectation that they will advance to candidacy and complete a dissertation for the Ph.D. In this sense, we do not offer a M.A. program. Nonetheless, students who complete the department’s requirements for an M.A. but who are unable to advance otherwise can earn a terminal M.A. degree.

Graduate students specialize in a geographic region associated with a primary premodern language (Chinese, Japanese, Korean, Sanskrit), but almost everyone develops an expertise that spans more than one region and several languages. Currently the program has 13 active graduate students in 4 specializations (2 China, 3 Japan, 5 Korea, and 3 South Asia). These figures include one student in Japanese Buddhism who is not currently enrolled, but who is expected to submit a dissertation within the next few months.

Graduate students enjoy great degree of flexibility in structuring individualized curriculums that best prepares them for their future academic goals and research agendas. Nonetheless, there are certain key course numbers that serve as signposts for all graduate students. Proseminar 200 “research methods” (available in Chinese, Japanese, and Korean) focuses on research methods and issues within specific

language areas. We also offer Asian 201 as a proseminar which addresses topics of concern to the field of Buddhist Studies as a whole. Our C260 courses consist of graduate versions of our upper division surveys of regional Buddhist traditions (available in Chinese, Japanese, Korean). Asian C270 focuses on the development of the field of religious studies. In these “C” (i.e., offered concurrently) courses graduate students attend the same lectures as do undergraduates, but also meet separately to critique additional assigned readings that present the latest scholarship on key topics. In addition graduate students must write a more advanced (and longer) research paper. Since these C260/C270 courses use all English-language materials, they allow students from different language specializations to study together. These courses thus foster a sense of camaraderie within the program as a whole and allow students from different specializations to learn from one another. Our 243 “translation workshop” (available in Asian, Chinese, Japanese, Korean, and South Asian) are offered every quarter as an overload to our faculty’s normal workload. These courses enable students to receive faculty assistance as they study primary sources outside of their other course assignments. The 265A–B courses (available in Asian, Chinese, Japanese, Korean) consist of advance seminars taught over two quarters. Usually the class meets weekly during the first quarter and devotes the second quarter to writing research papers and student presentations. Asian 265A–B usually addresses a thematic topic relevant to several language areas so that, for example, students in the same seminar might conduct research using primary sources in Chinese, Japanese, Korean, Sanskrit, or Tibetan. Asian 293 “graduate student colloquium” provides students with practical training in organizing conferences, writing grants, preparing and delivering job talks, and conducting interviews.

After our previous review we cemented our offerings in Sanskrit (a crucial component for both Buddhist Studies and UCLA’s IDP in Indo-European) by successfully retaining Schopen (who was being recruited by Stanford) and hiring Jamison and Silk. Ideally elementary Sanskrit instruction should not be assigned to these three ladder faculty (who have many other teaching and research responsibility), but taught by a lecturer. This approach (which we use for the other language programs in ALC and which mirrors the Sanskrit program at UC Berkeley) would free our ladder faculty to teach more specialized upper division courses in Sanskrit literature and Indian religions. As our offerings in South Asian expand, we also should add C260 and 265A–B courses in Indian and Tibetan Buddhism

Since 2000, the date of our last self-review, nine ALC students have completed Ph.D.s in Buddhist Studies. They are listed below along with their current academic positions.

2000. [Poceski, Mario](#). “The Hongzhou School of Chan Buddhism during the Mid-Tang Dynasty.” Associate Professor of Buddhism and Chinese Religions, Department of Religion, University of Florida
2001. [Benn, James Alexander](#). “Burning for the Buddha: self-immolation in Chinese Buddhism.” Associate Professor of Buddhism and East Asian Religions, McMaster University, Canada
2001. Keyworth, George Albert, III. “Transmitting the lamp of learning in classical Chan Buddhism: Juefan Huihong (1071–1128) and literary Chan.” Formerly assistant professor at University of Colorado, Boulder, now teaching in Kyoto, Japan.
2001. [McBride, Richard Dewayne, II](#). “Buddhist cults in Silla Korea in their northeast Asian context.” Assistant Professor, Brigham Young University Hawaii
2001. Ziegler, Harumi Hirano. “The sinification of Buddhism as found in an early Chinese indigenous Sūtra: a study and translation of the *Fo-shuo Ching-tu San-mei Ching* (the Samādhi-Sūtra on liberation through purification spoken by the Buddha).” Librarian, Special Collections, Young Research Library, UCLA

2002. [Riggs, David E.](#) “The rekindling of a tradition: Menzan Zuihō and the reform of Japanese Sōtō Zen in the Tokugawa era.” Visiting Assistant Professor of Religion & East Asian Studies, [Oberlin College](#), Ohio
2006. Chu, William P. “A Buddha-shaped hole: Yinshun’s (1906–2005) critical Buddhology and the theological crisis in modern Chinese Buddhism.” Assistant Professor of Buddhist Studies, [University of the West](#), Rosemead, California.
2006. [Clarke, Shayne Neil.](#) “Family matters in Indian monastic Buddhism.” Assistant Professor of Buddhism, McMaster University, Canada
2008. Uhlmann, Patrick R. “Sōn Buddhism in the Late Koryō Dynasty.” Assistant Professor of Buddhist Studies, [Geumgang University](#), Korea

In addition, three students from the UCLA the Department of Art History who received substantial training in ALC’s Buddhist Studies program attained Ph.D.s during this same period:

2002. [Wu, Pei-jung](#) 巫佩蓉. “The Mañjuśrī statues and Buddhist practice of Saidaiji: a study on iconography, interior features of statues, and rituals associated with Buddhist icons.” Assistant Professor, Graduate Institute of Art Studies, National Central University, Taiwan
2005. [Suzuki, Yui.](#) “The medicine master: Yakushi Buddha icons and devotional practices in Heian Japan.” Assistant Professor, Department of Art History & Archaeology, University of Maryland
2006. Shirai, Yoko. “Senbutsu: figured clay tiles, Buddhism, and political developments on the Japanese Islands, ca. 650 CE–794 CE.”

Relations with the International Institute

Properly speaking the [UCLA International Institute](#) lies outside the purview of this self review. Nonetheless, we cannot avoid mentioning that it now houses a [Center for Buddhist Studies](#) (founded Fall 2000, but not active until 2001). This new research center plays a major role in supporting ALC’s program in Buddhist Studies. Just as is the case with the International Institute’s other research centers it provides at least five key functions.* First, it provides a forum for coordinating research activities with colleagues and graduate students across several departments at UCLA. (In the case of Buddhist Studies, these departments consist of ALC along with Anthropology, Art History, and History.) Second, it funds lectures, colloquia, and conferences to which scholars from outside UCLA can be invited to participate. Third, it provides supplemental fellowship support for graduate students. Fourth, it supports research activities by faculty. And most important of all, fifth, it promotes Buddhist Studies at UCLA through its outreach activities and fund-raising efforts.

* The other research centers at the International Institute that help support ALC’s programs consist of the [Center for Chinese Studies](#) (founded 1986), [Center for India and South Asia](#) (founded 2005), [Paul I. and Hisako Terasaki Center for Japanese Studies](#) (founded 1991), [Center for Korean Studies](#) (founded 1997), [Center for Southeast Asian Studies](#) (founded 1999), and [Center for World Languages](#) (founded 2005).

In 2004, for example, the UCLA centers for Buddhist Studies and Japanese Studies sponsored a major international symposium on Buddhism “in place” (the ways that Buddhist discourses interact with local places) and its relationship to Buddhism “out of place” (the ways that elements from one locality assume new roles as they enable or inhibit developments in other environments). It included presentations by 18 leading scholars from Japan and North America.

The Center has also been able to support several important research and reference projects. The Center’s first major reference project was the *Macmillan Encyclopedia of Buddhism*, a three-year project that compiled the first comprehensive encyclopedia of the religion ever completed in a Western language. The encyclopedia boasts contributions by more than 250 top scholars from around the world, including not just ALC’s core faculty in Buddhist Studies (Buswell, as editor in chief; Bodiford, as an associate editor; Schopen; and Silk), but also many of our current and former Ph.D. students: James Benn, William Chu, Ding-hwa Evelyn Hsieh, George Keyworth, Jongmyung Kim, Richard McBride, Mario Poceski, Pori Park, David Riggs, and Patrick Uhlmann. This publication served to enhance the academic profiles not just of the center, but also of ALC’s graduate program and of our graduate students. This is the goal that we hope to achieve with all the center’s projects.

In 2007 the center received a pledge of \$750,000 from the Bukkyo Dendo Kyokai America (BDK, Society for the Promotion of Buddhism), commonly known as the Numata Foundation. The BDK funding will establish a \$500,000 Yehan Numata Endowment in Buddhist Studies at the center and provide another \$250,000 in current-use funds over a 10-year period. With this pledge, UCLA joins a select group of other major universities around the world that have Numata Programs in Buddhist Studies (including Harvard, Chicago, Hawaii, Smith, and UC Berkeley in the United States, the universities of Toronto, McGill, and Calgary in Canada, and the universities of Leiden, Vienna, Oxford, and Hamburg in Europe).

Moreover, in 2007 the Center for Buddhist Studies launched a fund-raising drive to endow a new chair in Tibetan Buddhist Studies. Thanks to the pioneering efforts of Ashikaga during the early days of ALC, UCLA already possesses an outstanding collection of Tibetan language sources. Among our current faculty, both Schopen and Silk rely on Tibetan sources to research Indian Buddhist traditions. Schopen teaches a reading course in classical Tibetan and Silk and undergraduate lecture course in Tibetan Buddhism. None of our current faculty, however, can provide advanced training in Tibetan Buddhist traditions and civilization. Tibet, therefore, constitutes an obvious and dramatic lacuna in our program. We hope that this fund-raising drive proves to be as successful as was the center’s efforts with the Numata Foundation. Southeast Asia is also only minimally represented in Buddhist Studies and that is a gap we need to close.

Prospects and Pitfalls

We have several plans for enhancing our program in Asian Religions and Buddhist Studies. Our effort to raise funds for a new chair in Tibetan Buddhist Studies is described above. In addition, we recognize the need to better integrate and coordinate our graduate training so that each student can benefit from the collective wisdom of their classmates and of our faculty, regardless of specialization. While we have made great progress over the past eight years, we still must do more to offer systematic training in the field as a whole. We have not been as successful as we should in advertising our course offerings to UCLA undergraduates. All too often we encounter students in their senior year who tell us that they never knew UCLA offers undergraduate courses in Asian religions or Buddhism. We have explored the possibility of having our courses cross-listed in the UCLA General Catalog under the rubric of “Asian Religions” or “Buddhist Studies.” That approach, however, leads to other problems. We also have been too slow to embrace the possibilities of the Internet to publicize our course offerings.

For many years now we have recognized the desirability of developing a M.A. program in Buddhist Studies. This program could appeal to a growing number of people in a variety of professional fields (journalism, health-care providers, government) as well as Buddhists living in the Los Angeles area who wish to acquire intellectually-sound knowledge about Buddhism but who neither want nor need the language skills expected of our Ph.D. students. Other departments and programs at UCLA offer a wide range of courses that would complement our own offerings, allowing the M.A. program to develop along broad interdisciplinary lines. It would be a logical extension of our undergraduate major and Ph.D. tract. After many years on the backburner, we plan to develop this M.A. program over the next several years.

While we look to the future with confidence, we also recognize that this program and ALC — indeed, UCLA as a whole — faces a number of serious challenges. The undergraduate enrollments in our courses could easily expand by a factor of 2 if only the university would provide funding for TAs (i.e., temporary FTE). At the present time, only Asian 60 and 60W regularly employ TAs. This lack of funding not only restricts our undergraduate enrollment, it also deprives our graduate students of valuable teaching experience (and income). Funding for graduate students remains a serious concern. While Buddhist Studies at UCLA can compete with any university in the world academically, we find ourselves at a perpetual economic disadvantage. Private universities (especially Chicago, Columbia, Harvard, Princeton, Stanford, and Yale) can attract our graduate recruits simply on the basis of their offers of funding (currently guaranteed for 5 years, including summers, with stipends). The Numata money pledged to the Center for Buddhist Studies will help a little bit, but the UCLA Graduate Division and administration must do more. Finally, we worry about the dangerous cuts being proposed to ALC's language programs and to the budget for UCLA's library acquisitions and staff. Even in the best of times, our levels of funding did not keep pace with our peer institutions. Now that the state of California faces an economic down turn, we must redouble our efforts to protect and enhance these programs.

F. CHINESE DIVISION

Judged by its faculty, ALC's Chinese division is one of the two best Chinese language and culture programs in the country. As of fall, 2008, the department will have eight ladder faculty members teaching entirely within the division, with four others teaching partly in other divisions or departments. Of the institutions with which UCLA is routinely compared, only Harvard can boast superior numbers. In breadth of coverage and in depth of coverage in select periods and areas, we surpass all peers.

Here a word of clarification on administrative structure is required. The Chinese division is one of six divisions within the Department of Asian Languages & Cultures, which is itself located within the Division of Humanities in the College of Letters and Sciences. Entirely separate from ALC is the Center for Chinese Studies (www.international.ucla.edu/china), one of six centers constituting the Asia Institute. The Asia Institute is part of the International Institute, a unit now independent of the College and led by its own Vice Provost. There are no direct administrative connections between ALC and the International Institute, though certain ALC faculty members (Buswell, Duncan, Schaberg) serve as directors of Centers under the Asia Institute, and Schopen is the chair of its Executive Committee. The interdepartmental program in East Asian Studies is likewise hosted by the International Institute and is chaired by an ALC faculty member (Schaberg). The main academic difference between ALC and the Institute's Centers and programs is that the Institute tends to serve as a forum for scholars from all disciplines, while ALC is more narrowly focused on humanistic study.

ALC's China faculty specialize in the following fields of research: archaeology and epigraphy (Chou); Bronze Age archaeology and late imperial maritime archaeology (Li); early literature, thought, and historiography (Schaberg); poetry and medieval literature (Chen); Buddhism (Buswell); religion and thought (Heller); medieval and late premodern fiction, drama, and mythology (Strassberg); late imperial

and twentieth-century fiction (Huters); modern and contemporary Chinese and Sinophone literature and mass media (Shih); cinema (Chi); and linguistics (Tao). The problems of subject coverage raised in the last eight-year review have largely been resolved.

Under current workload expectations as set by the department, faculty members teach five courses per year, typically offering one seminar and four undergraduate courses. However, shared appointments, course releases, and non-teaching quarters bring down the total number of courses offered in the Chinese division. Two faculty members teach some of their courses in other departments or programs: Shih (25% in Comparative Literature, without salary in Asian American Studies) and Li (50% in the interdepartmental program in Archaeology). Five faculty members regularly or occasionally teach in an ALC division or track other than Chinese: Buswell's and Heller's courses in Buddhist thought and culture do not all fall entirely within the Chinese division, while Huters, Schaberg, and Shih have every few years joined in team-teaching duties for the Comparative and Cultural Studies track. Five faculty members (Buswell, Huters, Schaberg, Shih, Tao) receive one or more course releases for administrative duties within the department or for other duties. Junior faculty members Chi, Chen, Li, and Heller have been granted non-teaching quarters to facilitate research progress.

Since the last review, the Chinese division has lost one faculty member through resignation (Pauline Yu, 2005) and gained four (Chen in 2006, Chi in 2007, Heller in 2007, Li in 2008). Yu's duties as Dean of Humanities limited the numbers of courses she could teach, and both before and after her departure, Professor Ronald Egan (UC Santa Barbara) taught seminars in Chinese poetry on a visiting basis (2000, 2001, 2003). This arrangement ended with the arrival of Jack Chen. Before the hiring of Robert Chi, courses in Chinese film were offered by visitor June Yip (2005, 2006).

Courses in Mandarin Chinese are taught primarily by our five lecturers: Liancheng Chief, Michelle Fu, Yan Shen, Xiaoxin Sun, and Yuwen Yao. Besides serving as coordinator of the Chinese language program, Professor Hongyin Tao teaches one language course per year; Professor Theodore Huters, who acted as coordinator before the hiring of Tao, also teaches one quarter of third-year Chinese per year.

The faculty are a diverse group. By such measures of ethnicity as native language, location of primary education, and birthplace of parents or grandparents, the faculty represent a broad spectrum of backgrounds. Men are still overrepresented among the ladder faculty (10 men, 2 women), though among the lecturers the disproportion is reversed (1 man, 4 women). The department has initiated and conducted its searches in a gender-blind fashion, and the resulting hires reflect the excellence of specific candidates in relatively small pools of qualified applicants.

In an effort to foster diversity in our graduate program—and by implication in the larger field of Chinese literature and culture—we have worked to recruit a balanced group of male and female students from different national backgrounds. In a sign that we are meeting some of the university's aims in maintaining diversity, we have succeeded in using the Eugene V. Cota-Robles Fellowship, which was designed to support individuals “from cultural, racial, linguistic, geographic and socioeconomic backgrounds that are currently underrepresented in graduate education.” The student recruited in 2008 with the Cota-Robles is the first in her family to attend college.

The distinctive research strengths of the division are concentrated in two areas. First, in the study of modern and contemporary literature and culture, Professors Chi, Huters, and Shih draw international attention to the department by their extensive publications, lectures and conference appearances, and teaching. Every year's applicant pool includes students who wish to work with one or more of these professors and who are also applying to other top programs such as Harvard and Berkeley. Notable recent publications include Shih's *Visuality and Identity: Sinophone Articulations across the Pacific* (UC

Press, 2007) and Hutters' *Bringing the World Home: Appropriating the West in Late Qing and Early Republican China* (University of Hawai'i Press, 2005).

A second area of distinctive strength is early and medieval China. With the recent hiring of Li Min (50% in ALC), the department now has 2.5 faculty members whose main research focus is early China (i.e., China before 220 CE). The newest addition to the department, Li Min, has just completed his Ph.D. on Shang dynasty bronzes at the University of Michigan, and has been hired with the support of a large grant from the Luce Initiative on East Asian Archaeology and Early History. A veteran of the department, Professor Chou has long taught early Chinese culture, archaeology, and epigraphy. Schaberg has published widely and given numerous talks on early Chinese philosophical literature and its relations with rhetoric and the birth of historical writing. Meanwhile, for medieval China, Strassberg's extensive publications on drama, narrative, mythology, and art history have for many years brought credit to the department, while the addition of Jack Chen in poetry and Natasha Heller in religion and thought has made for a more complete coverage of literature and religion. In few other graduate programs will students find such a rich variety of courses on premodern Chinese culture.

Significant publications on early and medieval Chinese subjects include the following: Strassberg's *A Chinese Bestiary: Strange Creatures from the Guideways through Mountains and Streams (Shanhaijing)* (UC Press, 2002) and *Wandering Spirits: Chen Shiyuan's Encyclopedia of Dreams* (UC Press, 2008); and Schaberg's *A Patterned Past: Form and Thought in Early Chinese Historiography* (Harvard University Asia Center, 2001), which in 2003 was awarded the Association of Asian Studies China and Inner Asia Council Levenson Prize for Books in Chinese Studies (pre-1900 category).

The excellence of faculty research is clear from the extent of extramural support it has received. For example, in connection with his upcoming research project on gossip and anecdote in medieval China, Chen secured funding from the American Council of Learned Societies and from the Chiang Ching-Kuo Foundation and organized a large international conference through the Center for Chinese Studies (May, 2008). Schaberg was awarded an ACLS Frederick Burkhardt Residential Fellowship for Recently Tenured Scholars in 2003-2004 and an NEH Collaborative Research Grant in 2005-2006. Shih has received both an Andrew Mellon Sabbatical Fellowship and funding from the Chiang Ching-kuo Foundation for International Scholarly Exchange, and has been the co-project investigator for a Mellon Foundation grant (\$1.5 million) to run a postdoctoral program entitled "Cultures in Transnational Perspective." Tao received a US Department of Education grant for developing new teaching materials for Chinese language learning, as well as a Dean's Digital Humanities grant for developing online materials and support from the Hong Kong Government's University Grant Council support for work on pre-imperial Chinese texts.

Student enrollments in the division's degree programs bespeak a healthy interest in Chinese language and culture. On the undergraduate level, there are currently 29 declared Chinese majors and 38 declared minors; since the last review 80 majors and 122 minors have received their degrees. On the graduate level we currently have 23 students in all, with 15 in Chinese Language & Culture, 4 in Buddhist Studies with a China focus, 3 in East Asian Linguistics with a China focus, and one in Cultural and Comparative Studies with a China focus.

In teaching, the Chinese division's faculty score high by all measures of excellence. Enrollments in undergraduate courses are high, with most courses full and many overfull; despite the lack of teaching assistants in most content courses, faculty members typically continue to admit students beyond enrollment caps. Numerical evaluations reflect a generally high level of satisfaction both with instructors and with courses, and in their comments students often write in superlative terms of the "best course" or the "best professor" they have had at UCLA. This past year alone, faculty have created seven new undergraduate courses: Chinese 60 "Introduction to Chinese Religions" (Heller); Chinese 100i

“Advanced Modern Chinese” (Tao), a summer equivalent to Chinese 100ABC; Chinese 138 “Travel Writing in Premodern China” (Strassberg); Chinese 154 “Introduction to Chinese Cinema” (Chi); Chinese 174 “Chinese Strategic Thought” (Schaberg); Chinese 176 “Neo-Confucianism” (Heller); and Chinese 185 “Food and Love in Chinese Culture” (Chou). The arrival of new colleagues with new teaching aims makes this number slightly higher than in a typical year, but even a typical year features a number of innovations in the division’s undergraduate offerings. Where regular course offerings do not meet the degree requirements of undergraduate majors, faculty are generous in offering individual courses (199) tailored to students’ needs. Many faculty have taken advantage of reliable technical innovations such as PowerPoint (Chinese 139 “The Garden in China”) and UCLA’s online gradebook and course webpage software. Tao has also used concordance programs, statistical analysis packages, and AV editing and analysis programs, and Chi has made full use of classroom and online technology for showing films.

Graduate course offerings are likewise responsive to changes in research interests and in the needs of graduate students. Variable topics courses such as Chen’s Chinese 212 “Topics in Chinese Poetry” and Schaberg Chinese 242 “Chinese Classics and Exegetical Traditions” can be repeated for credit, allowing students to study a topic intensively over a period of years. Chi has brought new film and cultural studies courses to the curriculum: Chinese 213A/B “Chinese-Language Cinemas” (topic for 2008: The Cinema of Shaw Brothers) and Asian 220A/B: Topics in Cultural Studies: Memory and Public Culture.” In connection with the direction of her recent research, Shih has introduced Chinese 205 “Critical Issues in Chinese and Sinophone Literature.” Since the last review the department has instituted a requirement that students take a total of three 200 courses (two for the MA and one more for the PhD). The Chinese division has accordingly added to its original bibliographical methods course (now 200A) and built an intensive two-quarter graduate introduction to the history of Chinese literature. To cope with the limitations of the ten-week quarter, faculty have often chosen to offer seminars as extended two-quarter courses, with the first quarter devoted to readings and class meetings and the second devoted to research, writing, and the oral presentation of seminar papers. For example, Chi’s Chinese 213 and Schaberg’s Chinese 242 have both been expanded recently to fit the two-quarter format. As on undergraduate level, faculty offer many individual reading courses (variously numbered 596, 597, and 599) tailored to students’ research interests.

One indication of the success of the division is the success of PhD recipients on the job market. Buswell placed five students in tenure-track positions; Huters placed four, plus one in a visiting position; besides co-chairing with Huters for one of the ALC students, Shih placed four others through Comparative Literature, and she and Huters served together on the committee for yet another Comparative Literature student who secured a tenure-track job. Strassberg placed one student in a tenure-track position, as did Tao. It is worth mentioning that Pauline Yu also placed one Comparative Literature student who did much of her coursework in ALC. The lower number of placements in premodern literature and culture (as opposed to religion) reflects the smaller number of students specializing in these fields. Overall, students who successfully complete the program have excellent chances of finding a good job.

Despite its manifest strengths and its resolution of certain problems since the last review, the division still faces a number of challenges. Foremost among these is the challenge of finding sufficient funding to attract and support the best graduate students. Year after year the division receives applications from the finest American and international prospects, students who are also applying to the wealthiest and most prestigious private institutions in the country. With the ingenuity of the departmental staff and faculty administrators we have managed to put together a tiny handful of modest recruitment packages. In view of the costs of non-resident tuition, we have generally had to focus our efforts on students who are U.S. citizens. In the end, too often, we lose out to our competitors. The excellent students who do choose to come to UCLA do so with the consciousness that the choice is an investment

that may well mean some short-term financial hardship. At present we can afford only to bring at most two students into the Chinese graduate program per year, and these must be U.S. citizens.

An excellent faculty without graduate students is like a fine emplacement of artillery without ammunition. The Chinese division's seminars are eagerly attended by graduate students from other divisions and departments, but these units are facing similar funding pressures. Meanwhile, the single most efficient way to raise ALC's profile and influence in universities around the world is to allow the Chinese division the means to recruit, train, and place the best applicants, particularly those who wish to specialize in our distinctive areas of strength. Long-term failure to secure better funding for the graduate program could ultimately lead to deterioration of the faculty itself, as professors leave UCLA for places where they can work with graduate students. A trend of this sort would seriously harm the department and the university.

A second challenge is the perennial underfunding of the Chinese language series. For several years now, demand for Mandarin courses has outstripped available spaces, with the result that scores of students have been turned away from introductory courses. Besides the obvious appeal of Chinese during China's recent rise, there is a curricular factor in that first-year Mandarin offers many students a relatively easy way to fulfill university language requirements. Because of funding constraints, the department has been forced to limit courses and to seek supplementary funding from UCLA's Confucius Institute. Such improvisations are hardly ideal at a time when UCLA should be in a position to prepare its undergraduates for successful careers in a world where China is a major economic, political, and cultural player.

A final, relatively minor challenge is the transition from an older, looser set of degree requirements to a newer, more systematic set. With a smaller faculty, the division formerly allowed its undergraduates and graduates a good deal of freedom in choosing and sequencing their courses. The addition of four new faculty members makes it possible now to establish stable sequences of courses that will provide students a detailed, ordered introduction to the vast history of Chinese culture and that will give them a solid general foundation for more detailed work in upper division courses and seminars. Faculty members are already engaging in discussions on new course sequences and requirements for undergraduate majors and graduate students. The new requirements should serve to make our majors more rigorous and to prepare our graduates for even more successful competition after they leave the program.

G. EAST ASIAN LINGUISTICS

Overview

The East Asian Linguistics track was an outgrowth of the Japanese Linguistics track in the Department, and is currently staffed by three faculty members (Hongyin Tao – Chinese, Shoichi Iwasaki – Japanese/Thai, and Sung-Ock Sohn – Korean; Noriko Akatsuka was also involved in the program until she retired in 2005-6). Our goal is to train students to become functionally oriented linguists who are able to analyze language from various perspectives – historical, structural, and sociocultural - with sound theoretical orientations, and to become effective language teaching professionals at the college level.

There are several research universities in the nation which offer a similar Asian linguistics program. The following six schools have three or more faculty members in (East) Asian linguistics. In the parentheses in the list below, the number of Chinese (C), Japanese (J), and Korean (K) ladder faculty members (linguistics and language pedagogy only) are indicated with the total number at the end.

1. UH (4C, 11J, 4K) = 19
2. OSU (3C, 4J) = 7
3. Wisconsin (2C, 3J) = 5
4. Illinois (2C, 2J) = 4
4. Arizona (1C, 3J) = 4
5. UCLA (1C, 1J/Thai, 1K) = 3
5. Indiana (2J, 1K) = 3

In terms of the total number of faculty members, our program is at the same level as Indiana, but Indiana only offers an MA degree in Japanese or Korean linguistics and/or pedagogy. Compared to other programs in the list above, our program is the only program in which not three but four Asian languages (CJK + Thai) are represented. This is our strength and uniqueness.

The three linguists share close theoretical interest under a broad heading of 'functional linguistics,' and among the three of us, we can train students in the following sub-fields: corpus linguistics, grammaticalization, language typology, discourse and conversation analysis, and pragmatics. Our functional orientation offers an alternative to the formalist orientation mostly assumed by the faculty members in the Department of Linguistics on campus.

In the past eight years, we admitted 11 students (about 1.4 students per year) among whom 2 have completed their PhD degrees and 4 have advanced to candidacy. The distribution of language areas among these 11 students is: 6 in Korean, 3 in Chinese and 2 in Japanese. This profile is very different from the one found 8 years ago when most students were pursuing Japanese linguistics, fewer in Korean, and none in Chinese. The zero-to-3 increase in Chinese linguistics is due to the arrival of Hongyin Tao in our program in 2000. Since then he has been actively promoting Chinese linguistics study in the Department. The reversal of Japanese and Korean in terms of the number is due to the maturity of the respective fields. That is, many of our graduate students pursue a language teaching career (this point will be addressed later), and teaching of Japanese in this country has a much longer history than the Korean counterpart, and has already produced many language teaching professionals. On the other hand, the market for language teaching professionals is still open for Korean and even more so for Chinese linguistics graduates. Recent Korean graduates have found employment at such schools at Claremont-McKenna College, UC Berkeley, UCLA, UC Irvine, and one Chinese student is already receiving tenure track offers from several colleges.

Strength

Although the three linguists mostly offer courses under specific language headings (e.g. Japanese 224 - Selected Topics in Japanese Discourse Linguistics, Chinese 224 -Selected Topics in Chinese Linguistics, Korean 224 - Selected Topics in Korean Linguistics), our students freely take any of our courses. Since there are fewer students in Japanese linguistics, Iwasaki makes his courses suitable for anyone regardless of their primary language area. This is possible partly because our graduate students take a second Asian language during their graduate career as a matter of requirement, and partly because the courses are organized in terms of theoretical topics. A healthy trend we are seeing is students' curiosity in other Asian languages in addition to their major focus. This gives our program a comparative perspective, which cannot be achieved easily in most of other programs listed at the beginning.

A few examples of recent courses we offered include such as follows. Tao: Asian 200 (Research Methods in East Asian Linguistics), Asian 222AB (Corpus Linguistics and East Asian Languages). Iwasaki: Japanese 224A/B (Multiple Grammars), Japanese 226 (Endangered Languages and the language situation in Japan), and Japanese 228 (Fundamentals in Discourse Data Analysis). Sohn: Korean 224AB (Intersubjectivity and Grammaticalization) and Korean 225 (Korean Corpus Linguistics and Language Pedagogy). Iwasaki, Sohn, and Tao also jointly offered Asian 120 'Languages and Cultures of East Asia.'

Students not only take courses within the Department, but also take a wide variety of courses available throughout the campus to craft their research areas. They often take courses from the Departments of Applied Linguistics, Sociology, and Anthropology in order to sharpen their skills in analyzing language from the social, cultural, and interactional perspectives as afforded in these external courses. In fact, both Tao and Iwasaki are affiliated faculty (zero percent appointment) in the Department of Applied Linguistics, and the courses that the three of us offer also attract students from the Department of Applied Linguistics, thereby creating a synergetic environment in the classes we teach. As part of the close interaction with Applied Linguistics, our faculty members have supervised graduate students from that program in various capacities.

Some of the faculty members from the above mentioned departments are active members of UCLA's Center for Language, Interaction and Culture (CLIC), which offers lectures, workshops, conferences, and symposiums to which our students are actively participating. Another benefit that we receive from CLIC is that it accepts international visiting scholars and post-docs. We have had many such visitors from Japan, Korea and China, who interact actively with our students.

We not only rely on the CLIC's activities but also are very active in organizing our own workshops and conferences. The most significant one is an annual conference on Japanese and Korean Linguistics (widely known as the JK Conference). This conference was inaugurated in 1991 by the founding members from UCLA (Akatsuka- Emeritus), USC (Hoji), and UCSB (Clancy). Iwasaki and Sohn joined the standing committee soon after they arrived at UCLA. The conference covers all areas of linguistics, and the selection process of papers is very strict with the acceptance rate of 15% for the 2007 meeting.

This conference has been hosted by most major players for Japanese and Korean linguistics in the nation (including UH, OSU, Arizona, Cornell). It became truly international when it was held at the University of Kyoto in 2006. The future international sites include Kyung Hee University (Seoul) in 2009 and SOAS (London) in 2010.

UCLA hosted the JK Conference 6 times in the past, and the most recent one was in 2007 (26 presentations and 8 talks by guest speakers in two special workshops, attended by over 130 participants). Our graduate students volunteered to help at the conference, and two assisted Iwasaki and Sohn throughout the entire process. The proceedings for the conference have been published by the Center for the Study of Language and Information (CSLI), a prestigious Stanford publisher for linguistics research. Many of our students had a chance to present their own research and often their first experience of publishing their papers.

In addition to the JK Conference, the three faculty members have organized numerous other activities. Sohn organized conferences and workshops on Korean linguistics with Yonsei University (2007) and Seoul National University (2002, 2003, 2007). Sohn and Tao each organized a conference on corpus linguistics (2003, 2007). Iwasaki organized linguistic workshops with USC (2002, 2003, 2007), on data transcription (2004, 2005). He was also the organizer for the 13th Southeast Asian Linguistics Society Conference (2003).

We are in a unique position to make connections between the discourse-functional linguistics and the field of second or heritage language instruction. For example, the faculty in the East Asian Linguistics has been developing a multi-track program for language courses. Due to the geographical location of UCLA, we have a large population of heritage speakers on campus (38.4% of the UCLA undergraduates are Asian Americans). The majority of Asian heritage students have little or no literacy in their heritage language although they have some degree of oral skills. In order to meet the needs of the large numbers of heritage learners, the faculty in East Asian Linguistics has created a multi-track program of instruction. For instance, our Chinese and Korean programs which are among the largest in North America, offer a

separate program for heritage and non-heritage speakers. Currently, our combined enrollment in Asian languages is the second largest after English in the Humanities Division at UCLA.

Furthermore, the linguistics faculty in the Dept has been actively involved in the K-12 foreign language instructions, especially in the field of heritage language instruction, a field of growing importance nationwide. The Korean faculty, Sohn, has received a five-year grant from the US Dept of Education to train Korean-English bilingual teachers in the Los Angeles public schools. Hongyin Tao has also received multiyear DOE grants for developing advanced language teaching materials and has conducted teacher training workshops in and out of California for K-16 Chinese language teachers. Iwasaki worked with the late Russ Campbell (former Director of Language Resource Center, presently the Center for World Languages) to obtain a multiyear DOE grant to create on-line resources for Thai and Korean heritage learners.

Our graduate students can obtain invaluable hands-on experiences by being involved in many of these activities.

Challenges and future directions

Cooperation among the three linguists in the Department is excellent, and we can offer conducive learning environments for our graduate students inside and outside of our classrooms (e.g. conference activities mentioned above). It is also important to underscore the fact that Tao, Iwasaki, and Sohn act as the language coordinators for the Chinese, Japanese and Korean language programs, respectively, thus are able to provide our graduate students classroom language teaching experiences that are critical for their future language related careers.

As with other programs in the Department, one of the major challenges has been the lack of funding to attract top rank students. We have often found ourselves to be in direct competition with top private universities for the best students in the application pool but lose to them only because of the lack of fellowship packages. As a result, our graduate classes have been shrinking and new strategies are urgently needed to remedy this situation.

Compared to other major programs in East Asian Linguistics in the nation listed at the outset, our program is uniquely lacking a faculty member whose training is in language pedagogy. While students can have hands-on training while working as a teaching assistant, they do not have a pedagogy related class to take within our department (except for a course funded by Office of Instructional Development which gives very general do's and don'ts in classroom teaching and occasional pedagogy oriented courses by Sohn). Most of our students take pedagogy courses in the TESL/Applied Linguistics for a general introduction to language pedagogy.

This situation should be improved. We need a position in the near future for a faculty member who is trained in language pedagogy of at least one Asian language and has an extensive experience of managing large language programs.

There is another reason why we need such a position. Because the three of us must spend much time and energy for the department's language programs as coordinators, our research has been severely impacted; despite this, we have been very productive in publication and conference presentations – see our CVs.

The Department changed the way it teaches languages several years ago from TA-based to lecturer-based teaching. This was a necessary change due to a chronic shortage of qualified graduate teaching assistants. However, this has increased the coordinators' responsibilities significantly. They have had to organize various workshops for the lecturers (e.g. Sohn's Workshop on Korean Oral Proficiency

Interview, 2007. Tao's Heritage Language Instruction Workshop, 2003, and Iwasaki's Japanese Heritage Language Symposium, 2005), and, more seriously, they have had to manage the interpersonal aspects of organization, a task that was never required in the past.

One of the problems is that many lecturers are professional language teachers with various views on language teaching. A pedagogy specialist with strong theoretical training and management skills outlined above would be able to head a very large and varied language faculty in the department. This will guarantee not only a happier group of lecturers but more productive research and teaching from the linguists in the Department. Since we have not filled a position after Akatsuka's retirement and since such a position serves multiple language programs, we believe that such a new applied linguist faculty position would serve the entire department with the best value.

We should also consider an MA program in language pedagogy, especially with the proposed pedagogy faculty. Most programs listed at the outset offer such a degree. The Department's current agreed policy is to admit only students with an intention to proceed to the PhD degree, which has turned away many important future teacher/scholars. However, our experience has shown that many students who have had a well-rounded applied linguistics (including language pedagogy) MA training tend to do well in the PhD program, and from a career point of view, our informal survey shows that there is a large demand for (East) Asian language professionals in the market. Thus although the East Asian Linguistics Program will keep the PhD option as primary, we should allow students to have an option for a terminal MA as is done in many similar program like ours.

Another area of future direction is to include another linguist with training in one or more Southeast Asian languages. This will enhance not only the undergraduate program in Southeast Asian languages, but also attract linguistic students to enrich our new "Asian" (not East Asian) Linguistics Program.

Finally, we would like to propose that an Asian linguistics lab be established for language teaching and research. Current research in empirical linguistics requires increasingly sophisticated computing and multimedia equipment. For example, data transcription, speech recording and analysis, video recording and analysis, and text corpora all require audio/video tools and/or computer software programs. Such a lab would provide a stable place to build a basic infrastructure for linguistic and pedagogical activities in the department. With consultation with the Center for Digital Humanities (CDH), Office of Instructional Development (OID), and the Center for World Languages, we may seek initial funding to start up with a designated space, and purchase additional equipment and computer programs through extramural grants. This will not only improve teaching and research for the faculty members but, more importantly, also provide necessary training in linguistic research and language teaching for our graduate students.

H. JAPANESE DIVISION

Overview

The Japanese division is currently composed of five ladder faculty, four full-time lecturers, and one part-time lecturer. As of spring 2008, the program has fourteen graduate students, seventy-four undergraduate majors, and thirty-four minors in Asian languages with a Japanese focus. The undergraduate major is the largest in the department, while the language program is second in size to Chinese.

The ladder faculty consists of leading scholars in a range of fields relating to the study of Japan, including: early and classical literature (Torquil Duthie), literature, aesthetics, and hermeneutics (Michael Marra), religion (William Bodiford), modern literature and culture (Seiji Lippit), and linguistics (Shoichi Iwasaki). In addition, for the past three years, we have benefited from the presence of Tom Rimer, the

Terasaki Chair in U.S.-Japan relations. A highly distinguished scholar of Japanese literature and culture, Rimer has offered important courses relating to literature, theater, and aesthetics for our undergraduate and graduate students. His term comes to an end in 2007-2008.

Since the last review, the division has lost three ladder faculty to retirement and to recruitment by other institutions: Herbert Plutschow (premodern literature and culture; retired in 2005), Noriko Akatsuka (linguistics; retired in 2005), and Michael Bourdaghs (modern literature; hired by the University of Chicago in 2007). During this time, the department has made one new appointment in Duthie, who was hired in 2007 in response to the departure of Plutschow. The loss of the other faculty members, however, coming at a time when both the undergraduate and graduate programs continue to experience steady growth, has placed an undue burden on the remaining faculty and has created various strains on the program.

The Japanese division has a very strong foundation, including an active and accomplished faculty, a strong graduate program, a high level of undergraduate enthusiasm and interest, and the support of the well-funded Terasaki Center for Japanese Studies. In order to maintain the excellence of the program, however, it is imperative that the department move forward with new appointments as soon as possible. The department clearly faces a variety of challenges arising from the current budget crisis, yet we believe this should be one of its top priorities over the next several years.

Language Program

The modern Japanese language program offers four levels of instruction for undergraduates and one for graduate students.

Lower division

- Elementary Modern Japanese (Japanese 1-2-3) – First year level
- Intermediate Modern Japanese (Japanese 4-5-6) – Second year level
- Intermediate Readings in Modern Japanese (Japanese 7) – Second year level

Upper division

- Advanced Modern Japanese (100 A-B-C) – 3rd year level
- Advanced Readings in Modern Japanese (Japanese 101A/B) – 4th year level
- Advanced Reading and Writing for Japanese-Heritage Speakers (Japanese 102AB) – 4th year level

Summer session

- Elementary Japanese: Intensive (Japanese 8)
- Intermediate Modern Japanese: Intensive (Japanese 10)
- Advanced Modern Japanese: Intensive (Japanese 100I- starting Summer 2008)

Graduate level

- Introduction to Reading Japanese Academic Texts (201A/B)

The enrollments in all Japanese courses have been relatively steady. The total annual enrollment (3 quarters) is over 800; about 400-500 for Elementary, about 200 for Intermediate, about 150 for Advanced, and about 30 for both Advanced Reading and Heritage Japanese courses. One notable increase is for Advanced Japanese (100ABC); it was 140 on average before 2006, but jumped up to 178 (2006-7) and 206 (2007-8). This is due to an increasing number of transfer students who come to our program with their declared major in Japanese. To accommodate more students, we are offering for the first time a summer intensive course at this level (Japanese 100I) in 2008.

There have been several major changes in the profile of the modern Japanese language program during the past eight years. First, the number of the main faculty members involved in language teaching has increased from 3 (2 ladder faculty and 1 lecturer) to 5 $\frac{3}{4}$ (1 ladder faculty and 4 $\frac{3}{4}$ lecturers, as of Spring 2008; this will be reduced to 1 ladder faculty and 4 lecturers from 2008-9 due to budget cuts--see below for more description). The change is a result of one ladder faculty's retirement, the hiring of 1 part-time and 3 new full-time lecturers, and the replacement of one lecturer. However, the significance of this change is not in the number but the balance between the ladder faculty and lecturers; 2-to-1 eight years ago and 1-to-4 $\frac{3}{4}$ now (and 1-to-4 from Fall 2008).

Second, the lecturer-TA team teaching format was changed to a lecturer-only teaching format for Intermediate (J4-5-6) and Advanced Japanese (J100A-B-C), while Elementary Japanese still keeps the original teaching model in which a lecturer teaches large lecture classes (50-60 students) twice a week and TAs teach in small discussion sections (15-20 students) three times a week. The change was initiated mainly to solve the problem of a diminishing number of capable language TAs.

Third, four new courses were added (Japanese 7, Japanese 100I, Japanese 102A – replacing former Japanese 15, and 102B). Japanese 7 was added to meet the demand from students who wish to accelerate their reading skills at an earlier stage. This is especially needed for graduate students. Japanese 102 A/B are special courses for heritage learners. Unlike heritage students of other Asian languages, Japanese heritage learners have a higher proficiency in the written as well as spoken language, as many of them have attended weekend Japanese language schools. (For Japanese 100I, see the next paragraph).

Fourth, the program has been receiving an increasing number of transfer students majoring in Japanese, resulting in an increase in the number of students taking Advanced Japanese classes. Also, we anticipate that the number of students who have completed AP Japanese in high school will increase (There was one such student in 2008). To anticipate increasingly high demand, a summer intensive course for the 3rd year level will be offered for the first time in 2008.

Fifth, a two-quarter sequence of graduate level academic reading classes was offered with great success by Bourdaghs and Lippit, but due to Bourdaghs' departure, we do not anticipate offering it until his replacement is hired. Since this is crucial not only for graduate students majoring in Japanese but also for those whose main areas are in other Asian regions, it is important to re-introduce these courses immediately.

The language program faces several challenges. The modern Japanese language program used to be a very bottom-heavy program. It is certain that it will continue to have such a profile as students must take at least one year of foreign language before graduating. However, the ratio between Elementary/Intermediate and Advanced/Heritage is shifting gradually. The bottom may become smaller as many courses in other Asian languages are available in the department (Chinese, Korean, Thai, Indonesian, Filipino, Vietnamese, and Hindi), while the upper level may become larger as we receive more well-trained transfer students. Thus, we have been shifting resources from the Elementary level to the Advanced and Heritage levels.

Another challenge we must inevitably face is a rethinking of language teaching in our program. Beyond language acquisition courses, Japanese majors and minors need to take so-called "content courses." Language teachers face the challenge of responding to students' changing profiles (most of them are interested in contemporary pop culture) as well as to requirements for other non-language courses. There has been a traditional divide between language teaching faculty and non-language faculty, as discussed in the recent MLA report ("Foreign Languages and Higher Education: New Structures for a

Changed World”), and our department is no exception.¹ This issue should be resolved by all the faculty members involved.

As mentioned earlier, the program now has more teaching staff compared to eight years ago. The new system has stabilized the program greatly, since the older system depended heavily on teaching assistants, who need training and supervision and cannot work more than 12 quarters. While we embrace this positive change, a new challenge has emerged due to the diversity of training, teaching styles, and teaching philosophies that lecturers bring to the program. This diversity adds strength to the program, but may also potentially introduce some conflicts. Recognizing these unprecedented complications, the Department established the position of Vice Chair, whose responsibility is mainly to address issues concerning lecturers. This is an extremely important position for all language programs in the department. In addition to the Vice Chair, however, to flourish further we need a pedagogy or second language acquisition specialist in the department who can address issues of actual language teaching. This duty is currently carried out by the language coordinators, but they are not trained in language pedagogy or second language acquisition.

Finally, we must mention a serious new challenge that the Japanese language program faces together with other language programs--the budget crisis. Due to a severe budget cut announced for AY 2008-09, the program has had to cut one part-time teaching staff's position, resulting in a reduction of 6 courses that we had planned to offer (2 courses of J1, 1 course each of J4, J7, J101B, J102B). At a time of steady increases in the numbers of Japanese majors, reducing the size of the program may undermine the foundation of the Japanese major.

Undergraduate Program

The requirements for the Japanese major were substantially changed in 2001, when a more structured curriculum was established. In addition to the survey of Japanese civilization that is a prerequisite for the major, students must currently complete three years of Japanese language training, two courses in classical Japanese, three literature courses, two upper-division courses on Japanese culture, and one course focusing on another Asian culture. Thus students who graduate with a Japanese major have a substantial foundation in the language (both modern and classical), have taken a core set of literature courses, and have done coursework both in translation and using primary-language materials.

Previously, the department had allowed students wide latitude in combining upper-division courses to fulfill major requirements, allowing for a great deal of flexibility but also leading to a relatively unstructured curriculum. At the time the new requirements were instituted, the department also created a new Asian Humanities major that maintained maximum flexibility. This is necessary especially in the case of transfer students, which are a sizable group in our department, who may find it difficult to take all of the requirements in a timely manner. Looking at the graduation data over the past eight years, it is clear that a certain number of students have switched from the Japanese major to the Asian Humanities major. For example, in 2001-2002, 30 students graduated with a Japanese major and none in Asian Humanities, while in 2006-2007 we had 17 students graduate with a Japanese major and 12 students graduate with an Asian Humanities major with a Japanese focus.

One of the distinguishing characteristics of the Japanese major at UCLA is the strong component in classical language and literature. Japanese 110: Introduction to Classical Japanese, is taught by Marra in the fall quarter of every year and is a required course for all majors. Duthie teaches the sequel to the course, Japanese 140: Readings in Classical Japanese, each winter. The course maintains a sequence of

¹<http://www.mla.org/flreport>

Classical (J140A), Medieval (J140B), and Early Modern (J140C), all of which will be taught in cycles of three years. In addition, Duthie teaches Kanbun (J149 and 249), a course geared to both undergraduates and graduate students. Together with J110 and J140, Kanbun makes up a one-year sequence in classical Japanese (for both graduates and undergraduates). Bodiford's J165: Introduction to Japanese Buddhist Texts offers another opportunity for students to work with premodern texts in the original language. Duthie has also developed a new undergraduate course, J170: Japanese Tales of the Supernatural.

In addition, Marra, who has played a central role in developing the study of Japanese aesthetics and hermeneutics, offers a range of courses on these topics for both undergraduates and graduate students, including: J177/277: Introduction to Modern Japanese Aesthetics, J180/290: Readings in Japanese Literary Thought, and J186/286: Japanese Poetry and Philosophy. The ability to offer these courses, which span the premodern and modern periods, represents another unique element of the Japanese major at UCLA.

In modern and contemporary literature and culture, we also offer courses both in translation and those utilizing primary language materials. The J130 series provides a bridge between the advanced language classes and the literature courses in translation. J130A/B focuses on reading and translating advanced literary texts in Japanese, along with the reading of theoretical texts addressing key questions in modern and contemporary culture. The course is designed to accommodate both native/heritage speakers of Japanese (a sizable group at UCLA) as well as those who have had three years of language instruction, and it provides training in both literary translation and analysis.

Lippit teaches a number of courses in translation on modern and contemporary literature and film, including J154: Postwar Literature and Film, J191b: Contemporary Japanese Literature and Culture; J155: Topics in Japanese Cinema; and J156/Comp Lit 176: Literature and Technology. Bourdaghs' departure for the University of Chicago has left the program short-handed, restricting the number of courses that can be offered. Rimer has offered valuable courses on both modern and premodern topics, but as mentioned previously, his term unfortunately comes to an end in 2007-2008.

Bodiford offers a range of courses examining Buddhism, popular religion, folklore, and Shinto in Japan, including J160: Japanese Buddhism, J161: Religious Life in Modern Japan, and J165: Introduction to Japanese Buddhist Texts.

The retirement of Akatsuka in 2005 has left Iwasaki as the sole instructor for Japanese linguistics courses in the Department. He has made several changes to make the Japanese linguistics courses into a coherent thread in the Department comparable to other fields in the Japanese section. In addition, Iwasaki created with Tao (Chinese linguist) and Sohn (Korean linguist) a new course "Languages and Cultures in Asia." Currently, the following courses are in the book.

- Japanese M120: Introduction to Japanese Linguistics (also offered as Linguistics M116)
- Japanese CM122: Japanese Phonology and Morphology (also as Linguistics M176A)
- Japanese CM123: Structure of Japanese (also offered as Linguistics M176B)
- ALC 120: Languages and Cultures of East Asia

Japanese M120 is a general survey of the Japanese language, which includes discussions of the following topics, among others: genetic relationship, history of language, development and the use of writing system, dialect and language varieties in Japan. In the past, CM122 and CM123 both dealt with the structure of the language. However, Iwasaki changed the content of CM122 completely with the new title "Japanese Phonology and Morphology" in recognition of a rich research tradition in these areas in Japanese linguistics. The discussion includes among others comparison of Japanese and English phonetics, phonological rules (e.g. pitch accent, mora vs. syllable), and various morphological processes involved in new word coinage. CM123 now is the only course to discuss the "structure" of the language

in which a variety of grammatical topics are discussed; subject and topic, noun modification, tense and aspect, conditional and other adverbial clauses among others.

Japanese linguistics is a rich area, and the three courses above are not sufficient. Iwasaki is considering creating a new course in “Japanese Sociolinguistics,” which would expose students to regional varieties (including those in Okinawa), politeness and honorifics, gender and language, technology and language, pragmatics, conversation analysis among others.

“Languages and Cultures of East Asia” is offered as a course in the Asian Languages and Culture (ALC 120). This is an exciting new course where Japanese is contrasted with Chinese and Korean. There are some difficulties in offering this course, however. First, the course is co-taught by three ladder faculty members, and as such it is difficult to calculate each faculty’s share in terms of workload. Second, when it was taught twice in the past, we obtained TA FTE from OID and the East Asian Studies IDP, but a permanent FTE is not available, even though discussion sessions are an inevitable component for this type of course.

Graduate Program

In recent years, the graduate program in Japanese studies has continued to build a strong track record, achieving a number of notable successes in the placement of graduates into top academic positions and the recruitment of graduate students, especially in the area of modern literature and culture. For example, Michael Baskett (Japanese cinema; PhD 2000) received a tenure-track position at the University of Oregon and, after moving to the University of Kansas in 2004, received tenure in the Department of Cinema Studies there in 2007. Linda Flores (modern Japanese literature; PhD 2004) was appointed to a tenure-track position at the University of Oxford in 2006, one of the top available openings that year. Koichi Haga (modern Japanese literature; PhD 2008) has accepted a tenure-track position at Josai International University in Chiba Prefecture, Japan. In addition, a number of students in linguistics have been successful in obtaining teaching positions, including Judy Okada (University of Washington), Chisato Koike (Cal State LA), Matt Burdelski (Cal State Long Beach), and Rinko Shibuya (Asia Pacific University). In the last several years, three of our students have received major dissertation research fellowships (the Japan Foundation Fellowship and the Fulbright-Hays Fellowship).

As is the case for the department as a whole, coming up with competitive funding offers continues to be a problem in recruiting students. The generally low level of graduate funding support at UCLA means that we are typically at a marked disadvantage with respect to the Ivy League schools, which often give five-year packages in excess of \$20,000 per year, sometimes involving a minimal teaching commitment. Our typical package extends to a guarantee of four years, of which two years involve substantial teaching. (Now even those TA appointments are getting scarce due to budget cuts.)

At the same time, we have benefited from the resources available to the Center for Japanese Studies, which provides a three-year recruitment fellowship for students in Japanese studies that includes a \$20,000 stipend. The number of fellowships is limited, however, and they are allocated on a competitive basis to multiple departments, so we cannot always count on one being available.

With two faculty trained in premodern Japanese literature and thought, the department is well-positioned to become a leading program in this area. Duthie has developed a graduate seminar on Ancient Japan that will first be taught next Spring. In addition to exploring various aspects of Ancient Japan that relate to the graduate students’ interests (Buddhism, ritual, historical representation, etc), the course is also intended to help develop students’ basic research skills in premodern Japanese literature and history. At the graduate level, we are also working to connect courses on the premodern Japan side with the premodern China and Korea sections. John Duncan, David Schaberg, and Duthie will be co-

teaching a graduate seminar on Early East Asia next Winter. Duthie and Chen have also discussed coordinating the offerings in classical Chinese and kanbun. Thus, together with Chinese 110A and 110B (to be taught in the Fall and Winter by Chen), J249: Kanbun will complete a one-year sequence in classical Chinese/Sino-Japanese for graduate students in premodern Japanese studies.

The program in modern literature and culture continues to attract strong applicants. Bourdaghs' departure, however, has meant that Lippit must offer both the proseminar on research in modern literature (J200C) as well as the research seminar (J235AB). In the past, Lippit had also taught such graduate courses as the proseminar on cultural and comparative theory (Asian 210) and Reading Japanese Academic Texts (J201A/B), but it will be difficult for him to continue doing so until a replacement for Bourdaghs is hired.

The courses regularly offered in Japanese linguistics for graduate students are as follows. Iwasaki is the only faculty who teaches these courses.

C222: Japanese Phonology and Morphology

C223: Structure of Japanese

224A: Seminar: Selected Topics in Japanese Discourse Linguistics

226: Survey of Functional Linguistics

228: Fundamentals in Discourse Data Analysis

C222 and C223 are concurrent courses with undergraduate courses, C122 and C123. Graduate students take them with undergraduate students but have to write a paper in addition to all the regular requirements. Among the rest of the courses, Japanese 228 is most fundamental. The students in this course learn how to gather and analyze spoken discourse data. Both theoretical and practical issues are discussed. Most linguistics graduate students in our program take this course before they start collecting their data for analysis. Japanese 226 is a one-quarter course in which a variety of topics can be introduced. Most recently the issue of endangered languages and language situations in Japan was taken up as a topic in this course. Japanese 224A-B is a two quarter sequence course, and the students engage in an extensive reading and discussion (224A) before writing a substantive research paper (224B). "Grammaticalization" and "Multiple Grammars" were among those that were discussed recently.

Needs and Challenges

The severe budgetary crisis in the Humanities Division and at the University of California generally continues to pose serious challenges to the Japanese program and to the department as a whole, including a significant reduction in the number of language classes offered next year. At the same time, as mentioned at the outset, the Japanese division faces an urgent need to replenish the ranks of its ladder faculty. Despite having the department's largest undergraduate major (which is, moreover, expected to expand further next year), the number of faculty in the division has fallen below that of both the Chinese and Korean divisions. The ongoing search to fill the Terasaki Chair in the Study of Contemporary Japan may offer an opportunity to add a senior scholar of great distinction to the department. Regardless of the outcome of that search, however, the department should move to fill the open positions as soon as possible.

One of the main needs is for a specialist in Meiji-period (late 19th to early 20th century) literature, a position left open by Bourdaghs' departure. Virtually all of the major programs in Japanese literature in the U.S. have at least two specialists in modern literature, including UC Irvine, UC Berkeley, University of Washington, University of Michigan, Cornell, Columbia, Yale, Dartmouth, and Stanford. It would be a shame for UCLA to fall behind such universities, many of which have much smaller undergraduate and graduate programs than we do.

Tom Rimer's contributions over the last three years have been enormous, and if we could find a way to retain him in the future (even on a part-time basis), it would be of great benefit to both the Japanese division and the department. He is an accomplished teacher as well as scholar, and his continued presence would be invaluable for our students and faculty.

In addition, as outlined elsewhere, the position of Noriko Akatsuka (retired in 2005) should be filled with a specialist in language pedagogy and/or second language acquisition (SLA). This position will serve not only the Japanese section but also all language programs in the department. The responsibilities include undergraduate teaching (e.g. Japanese sociolinguistics mentioned above) and graduate teaching (language pedagogy/SLA) as well as organizing and training language lecturers. As teaching and learning Asian languages at the college level is of great concern at the national level, a relatively senior person can successfully obtain grants and lead workshops and conferences with the assistance from the on-campus (OID and Center for World Languages) and off-campus (UC Consortium of Language Learning and Teaching) recourses. In order to position language teaching at the core of the department's mission, we should consider this possibility seriously as a departmental agenda.

Another potential area of growth is in the field of cinema studies. The study of Japanese cinema is growing in prominence both in Japan and abroad, and given the strength of UCLA's film program and the depth of student interest in the subject, it would make sense to add a scholar in this area. The film school has expressed a strong interest in adding a Japan specialist, so a joint appointment would be a possible avenue for such a move. Since the department has recently hired a scholar of Chinese cinema (Robert Chi), the addition of a Japanese film scholar would allow for the possibility of creating a program in Asian cinema, which would be a unique asset for the department.

I. KOREAN DIVISION

Overview

The Korean division of Asian Languages and Cultures has grown rapidly since its inception in the late 1980s and is now the largest of its kind outside Korea. The division has an undergraduate major in Korean, offers an M.A. in Korean language and culture, and provides Ph.D. training in several fields related to Korean culture. The division has six ladder faculty offering courses on Korean history, religions (Buddhism and Christianity), language and linguistics, and folklore. Four are 100% Korea; two are split between Korea and other programs. The division also has one vacant position in Korean literature.

The division has two historians of Korea: Professor John Duncan for pre-modern and Assistant Professor Namhee Lee for modern Korea, both 100% Korea. Duncan's research interests are in the cultural and intellectual history of the late Koryô and Chosôn eras. Lee, who was hired in 2002 to fill the position vacated by the departure of Henry Em, has research interests in the cultural history of contemporary Korea. The division has one scholar of Korean Christianity, Assistant Professor Sung-Deuk Oak, also 100% Korea. Oak, who was hired in July 2007 is the Dongsun and Imja Im Chair in Korean Christianity designate, engages in research on the history of Christianity in Korea in the late 19th and 20th centuries. The division has one linguist, Professor Sung-Ock Sohn, who serves as coordinator of our Korean language program; her research interests, which are in functional linguistics, are covered in more detail in the East Asian Linguistics section of this report. The division's scholar of Korean Buddhism, Professor Robert Buswell, is split 40% Korea and 60% China. Professor Buswell's research interests, which fall largely in the area of Buddhism in pre-modern Korea, are covered in more detail in the Buddhism section. The division's specialist in Korean folklore, Professor Timothy Tangherlini whose Korea research interests fall primarily in the area of contemporary Korea, holds a joint appointment, with 40% in Korea and 60% in Scandinavian.

Undergraduate Program

The Korea division offers a wide range of undergraduate courses (55) on language, Buddhism, Christianity, history, folklore, and literature, split approximately 60-40 between language and “content” courses. The division has 17 undergraduate majors and 17 minors in Korean language and culture as of winter 2008, and an additional 20 Korea concentrators in the East Asian Humanities major. There is also an unknown number (estimated to be in the range of 15-20) of Korea concentrators in the interdepartmental East Asian Studies major who take the vast majority of their courses for the major in the division, although they are also able to take Korea-related courses in other departments, such as Anthropology, Art History, Ethnomusicology, and Geography. The division’s undergraduate course offerings are split roughly 60-40 between language and “content” courses.

The Korean language program is the largest in the US, with annual enrollments exceeding 700 students. The language program provides separate tracks for heritage and non-heritage learners through the first two years of language coursework. It also offers a broad range of courses, including Advanced Reading, Advanced Conversation, Readings in Sino-Korean Characters, and Readings in Academic Korean, at the fourth year level to meet the specialized needs of both advanced undergraduate and graduate students. These courses are almost always handled by the division’s complement of four full-time lecturers, two of who hold Ph.D.s in Korean linguistics. In addition, the Korean division is the only program in the U.S. that offers a full range of upper division reading courses in literary Chinese and Korean in such areas as Buddhism, Confucianism, Christianity, and historiography.

The Korea division has the widest range of undergraduate “content” course offerings of any university in North America. These include such lower division “gateway” courses as Korean Civilization and Introduction to Korean Religions, but the real strength is in the range of upper division courses. The division currently offers seven upper division courses in Korean history and thought, five upper division courses in Korean literature and film, four upper division courses in Korean religions (Buddhism, Christianity, and folk religion), three upper division courses in linguistics), one upper division course in folklore, and two upper division undergraduate seminars on variable topics, one for pre-modern and one for modern Korea. Enrollments in “content” courses have been strong: the numbers of students taking Korean Civilization has been as high as 160, while the numbers of students in upper division courses range from 15-20 at the low end to as many as 70-80 at the high end.

Graduate Program

The Korea division offers an M.A. in Korean language and culture, but students are admitted to the M.A. on the assumption that they will proceed on to the Ph.D. The division does not offer a terminal M.A., although occasionally students whose performance is not up to par are discouraged from proceeding on to the Ph.D., and a small number of other students develop other interests that lead them to discontinue their training with the M.A. There is also a small but growing number of Korea concentrators in the interdepartmental East Asian Studies M.A. program who take many of their courses in the division.

The Korea division provides Ph.D. training in a wide range of fields, including Buddhism, history, linguistics, and literature. The division offers a total of 22 graduate courses on Korea. There are six courses of general interest for all graduate students. They include Korean 200, a basic bibliography and methods course required of all graduate students; Korean 203, variable topics in Korean culture; Korean 205 A, B, and C, reading academic Korean; and Korean 243, translation workshop in pre-modern texts.. There are two courses in Korean Buddhism: Korean 260, a lecture course on Buddhist history; and K265A-B, a seminar on Buddhist texts. There are five courses on Korean history: Korean 210, a pro-seminar on the Koryô and Chosôn periods up through 1799; Korean 211, a pro-seminar on 20th century Korea; Korean 212, a pro-seminar on 19th century Korea; Korean 295A-B, a seminar on pre-modern Korea; and Korean 296A-B, a seminar on modern Korea. There are five courses in Korean literature:

Korean 215, a pro-seminar in literary history; Korean 230A-B, a seminar in literary translation; Korean 240A-B, a seminar in classical fiction; Korean 235A-B, topics in modern Korean literature; and Korean 245A-B, a seminar in classical Korean poetry. There are four courses in linguistics: Korean 220, on the structure of Korean; Korean 224A-B, selected topics in Korean linguistics; Korean 225, on corpus linguistics and language pedagogy; and CM227, contrastive analysis of Korean and Japanese.

There are currently 30 graduate students in the division: 15 in history, 5 in literature, 6 in linguistics and 4 in Buddhism. Eleven have advanced to candidacy and are working on their dissertations; at least three are expected to finish their dissertations in the 2008-09 academic year. The division's graduate students have been extraordinarily successful in winning extramural awards. Twelve have received Fulbright fellowships since the last review in 2001-02, and 36 have won Korea Foundation fellowships in North America-wide competition over the past six years. Seventeen graduates of the division's Ph.D. program have landed jobs since the last review in 2001-02.

Claremont-McKenna College	Minju Kim, language and culture	2002
Rutgers University	Ann Choi, literature	2003
Arizona State University	Pori Park, Buddhism	2003
Columbia University	Theodore Hughes, literature	2004
Academy of Korean Studies	Jongmyung Kim, Buddhism	2005
Yongsan University	Peter Yun, history	2006
Dartmouth College	Christopher Hanscom, literature	2006
Roanoke College	Yingzi Xu, history	2006
Smith College	Jennifer Jung-Kim	2006
Koguryō Research Foundation	Minkyu Kim, history(researcher)	2006
UCLA	Mary Kim, linguistics (lecturer)	2006
University of Michigan	Youngju Ryu, literature	2007
Brigham Young Univ., Hawaii	Richard McBride, Buddhism	2007
UCLA	Jane Kim, linguistics (lecturer)	2007
Johns Hopkins University	Min Suh Son, history	2007
UC Irvine	Soojeong Kim, linguistics (lecturer)	2007
Duke University	Aimee Kwon, literature	2008
Los Angeles City College	Jeong-il Lee, history (lecturer)	2008
Princeton University	Jini Noh, linguistics (lecturer)	2008
Geumgang University	Patrick Uhlmann	2008

In addition, a number of students from the departments of Comparative Literature, History, and film who received substantial training in ALC's Korea division have gotten teaching jobs in recent years.

UC San Diego	Jinkyung Lee, literature	2002
UC Irvine	Serk-bae Suh, history/literature	2006
Colorado State University	Todd Henry, history	2006
Hongik University	Jinsoo An, film	2006
UC Riverside	Kelly Jeong, literature/film	2008

Problems and Prospects

Although the Korea division has continued to grow, adding one new ladder faculty position in Korean Christianity and two new Korean language lecturer positions, and enjoying extraordinary success in training and placing its graduate students, it faces a number of serious problems.

The most urgent issue is the hiring of a specialist in Korean literature to replace Professor Peter Lee, who retired in 2007. The Department launched a search for a replacement in fall 2007, but the search was cancelled by the Humanities Division in March 2008 because of the University's dire financial situation. Although we have been assured the search for a specialist in Korean literature remains a top priority for the Division, it is not clear when we will be authorized to do such a search. The Department was able to hire a temporary lecturer to provide coverage of Korean literature during 2007-08, using a combination of summer sessions earnings and funds from the Center for Korea Studies, but the current fiscal climate makes that impossible for 2008-09 and beyond for the immediate future. Professor Lee has committed himself to seeing the literature graduate students through their dissertations, but the division will be unable to accept any new literature graduates student or to offer undergraduate literature courses for the Korean language and cultures majors and other students until the position is filled. This is, needless to say, a serious blow to the division's program and to UCLA's reputation as the premier Korean studies program in the U.S. And this has happened despite the recommendation by the 2001-02 eight year review for UCLA to increase the number of positions in Korean literature from one to two.

A second major problem is the lack of recruitment fellowships for graduate students. During the years covered by the previous review, the Korea division was able to offer multi-year recruitment packages to 3-5 students each year. The sharp decrease in the number of recruitment packages following the 2003-04 budget crisis has meant that the Korea division has been able to offer only one or two, and sometimes no, multi-year recruitment packages, even though the numbers and quality of applicants have remained high. The division has been able to recruit one or two new graduate students each year since that time by cobbling together various sources of funding from the Department, the Center for Korean Studies and most recently the Center for Buddhist Studies. Nonetheless, the long-term effect has been an overall decrease in the number of graduate students working on Korea. If this trend continues, it will be increasingly difficult to maintain an effective graduate program.

A third problem is providing adequate coverage of undergraduate courses. In addition to the problems discussed above about Korean literature, the division has experienced some difficulty in offering all of its undergraduate courses regularly. A major reason for this is that both Buswell and Duncan have heavy administrative workloads (Buswell is director of the Center for Buddhist Studies and the President of the Association for Asian Studies, while Duncan is director of the Center for Korean Studies and has served as chair of the Department for the last three years). The division has been able to hire temporary lecturers to teach many of those undergraduate courses, using course releases and funds from the Center for Korean Studies. The current financial crisis precludes resort to those remedies, so there will likely be reduced offerings of upper division undergraduate courses on history and Buddhism over the next 2-3 years.

On a more positive note, the Korea division has taken advantage of a number of opportunities, some arranged by the Department itself and others by the Center for Korean Studies, to provide innovative educational opportunities for its graduate students. One is an initiative that has sent several advanced Ph.D. students in history, literature, and Buddhism to Korea University and Yonsei University in Korea as graduate exchange students, where they spend one year (or, in one or two cases, one semester) taking graduate coursework and building relationships with Korean graduate students and faculty. Another is participation in various graduate student workshops over the past 2-3 years with Korea University and Yonsei University in Korea, with Kyushu University in Japan, and with Harvard University in the U.S. These have proven to be excellent opportunities for our graduate students to get feedback on their work from students and faculty at other institutions and to get to know their peers and future colleagues. In addition, the division has offered a number of innovative courses at UCLA, including a 2007-07 graduate seminar on the history of colonial Korea, team-taught by Duncan and Prof. Kim Dohyung, a visiting Fulbright scholar from Yonsei University, that attracted 12 students; a 2007-08

intensive course on Korean foreign relations taught by a visiting scholar from Argentina that drew six students, and a 2008 telecourse on ancient Korea from Seoul National University taken by 11 students.

The division's Korean language program has been very innovative. The dual-track system for heritage and non-heritage learners established by Sohn during the period of the last review has become a model for other universities in the U.S. struggling with the problem of how to deal with the presence of large numbers of heritage learners in their beginning and intermediate language classes. The language program has also been very responsive to the needs of both advanced heritage learners (typically the so-called 1.5 generation of students who immigrated from Korea after attending elementary or middle school in Korea) and graduate students by instituting a variety of specialized courses at the fourth year level designed to provide students with college-level reading skills in Korean.

Much of what the Korea division has accomplished in recent years is now threatened by the University's financial crisis. We have been forced to place caps on enrollments in many of our courses, including the highly popular Korean civilization course, because of the lack of funds to hire TAs for discussion sections. We are also facing the prospect of having to lay off one or more lecturers and eliminating a number of the specialized fourth year language courses. And, as mentioned above, we face the prospect of being unable to offer sufficient content courses to meet the needs of our majors and minors in Korean language and culture, as well as our concentrators in East Asian Humanities and East Asian Studies.

J. SOUTH ASIA DIVISION

Historically South Asia has not been an area of major focus for the department although it has always been represented by at least one faculty member housed in it. For many years until his retirement in 1994, Hartmut Scharfe, an internationally known Sanskritist, was a member of the department, and taught courses in introductory Sanskrit, Indian grammar, and philosophy. Hans-Peter Schmidt, also an internationally known Indo-Europeanist and now retired, had wide interests in classical India as well, and although not in the department he too for many years taught courses dealing in part or whole with South Asia in the Neareastern department. The legacy of both, in addition to an impressive range of publications, is the surprising strength of the South Asian holdings of our library which they built up over the course of their long service. Neither, however, was particularly interested in modern South Asian languages and none were taught.

Since the retirement of Scharfe, and the last review, two senior appointments of individuals who concentrate on South Asia have been made by the department. Gregory Schopen was initially hired in 1999 and has been in permanent residence since 2001. Schopen works primarily on the social history of Buddhism in India, and has strengths in several languages of classical India – Sanskrit, Pali and the inscriptional Prakrits – as well as classical Tibetan. Since arriving he has taught classical Sanskrit, and two undergraduate courses – Introduction to Classical Indian Religion and Buddhist Literature in Translation – which are exclusively South Asian in content. The latter two have been offered almost every year. On the graduate level he has taught at least one seminar focused on South Asian Buddhist topics every year. He has produced one PhD student, and as of this year will have four graduate students working toward this degree, all on South Asian topics.

A more important appointment for South Asia was made in 2002, when Stephanie Jamison was hired. Jamison is one of the leading Vedic scholars of her generation and her work on women in early India is both highly regarded and widely cited. She is also the South Asia editor of the *Journal of the American Oriental Society*. Although Jamison is the director of the Indo-European program and half her teaching load is owed to it, still she has taught Vedic Sanskrit, a regular sequence of first and second year Sanskrit, a course on classical Sanskrit literature, and a course on women in India. Apart from her

graduate students in the Indo-European program, she shares one graduate student with Schopen, and has offered several reading courses in both advanced Sanskrit and Pali for departmental graduate students in Buddhist Studies, and for graduate students in Art History as well. One particular problem is that while Schopen can accept graduate students working on South Asia under the reading of Buddhist Studies, because of university requirements that three ladder faculty in an area are needed before the department can offer PhD work in it, Jamison is not able to accept her own students who want to work on South Asia in the department. This is a problem that needs to be resolved. Unfortunately it is in part tangled up with another problem: Jonathan Silk, who also works on South Asia, was hired into the Buddhist Studies program in the department in 2002, but his service so far has not been without difficulties and his continuing presence is, as of now, questionable. He has accepted a position at Leiden University, without resigning from UCLA, and will be taking a second consecutive year of leave of absence.

Equally important for South Asian studies in the department was its incorporation in 1998 of the South and Southeast Asian language teaching which had been housed in Applied Linguistics. This resulted in among other things – making Dr. Gyanam Mahajan a lecturer in the department, and this was a major gain. It meant that for the first time the department would be offering a modern South Asia language. Mahajan is endowed with an unfathomable amount of energy. She has single-handedly devised, developed, and maintained what appears to be the largest Hindi, Hindi/Urdu program in the country – there are one hundred students already registered for the fall quarter. She teaches all its courses and consistently receives the very highest student evaluations. She also teaches a consistently over-subscribed course on Indian film; acts as the sponsor for the South Asian student group on campus; and does out-reach work with local high schools and South Asian community groups. It is absolutely unconscionable that the university has not moved to create a ladder faculty position for this talented and important individual who does so much for it. It is equally unconscionable that this situation could easily result in our losing her. She is beginning to take seriously other possibilities elsewhere, and if we lose her she could never be replaced.

A South Asia program in the department could take advantage of faculty in Art History, History and Anthropology, and draw support from the new center for India & South Asia. It would be well served by UCLA's strong library resources. Most of the pieces for a small, but vibrant and academically excellent program in South Asia are, in one form or another, here but not yet focused, and until the problems already referred to are solved it will remain a work more or less in progress.

K. SOUTHEAST ASIA DIVISION

Overview

Currently the faculty and lecturers of SSEASIAN consist of two ladder faculty (one of whom serves as director), and six lecturers. Of these, five are full-time, and one is part-time (in Tagalog). Reflecting enrollment figures and student demand, Vietnamese has two full-time instructors, Tagalog has one full-time and one part-time instructor, while Hindi, Thai, and Indonesian each have one full-time instructor.

Since the addition of the Southeast Asian language program to ALC in 1999, enrollments have been good to excellent, with considerable expansion in some offerings, notably Vietnamese and Tagalog. Hindi enrollments were strong on entry into ALC and have continued to remain very good, particularly at the elementary level. Thai and Indonesian enrollments have been lower, but as the comparison chart (see below) indicates, they are at or above the levels of similar offerings at other major Southeast Asian language programs around the country. Enrollment figures for the past four years (for which statistics are available) are as follows:

Total Yearly Enrollments (all levels)				
	2002-2003	2003-2004	2004-2005	2005-2006
Hindi:	229	225	189	214
Tagalog:	165	132	202	203
Vietnamese	194	212	314	285
Thai:	43	82	58	64
Indonesian:	33	11	29	46

As a comparison with statistics available from peer institutions shows, UCLA enrollments are quite strong for Thai and Indonesian, and far stronger, comparatively, for Tagalog and Vietnamese.

Comparison of Language Enrollments (2005-2006 Avg. Enrollment/Instructional Period)²

	UCLA	U of Washington	U of Mich	U of Wisconsin
Vietnamese	95	37	20	5
Hindi	71	n/a	76	n/a
Tagalog	68	43	19	6
Thai	21	25	10	8
Indonesian	15	18	11	6

The very strong ALC language enrollments are a testament to a program which, in less than a decade, has established itself as one of the preeminent Southeast Asian language programs in the United States. Statistically, in terms of student enrollment, the UCLA South and Southeast Asian language courses far exceed those at the University of Michigan and University of Wisconsin, and exceed the University of Washington in Vietnamese and Tagalog. Each of these peer institutions also has a Title VI-funded Southeast Asia Center, which is instrumental in coordinating language instruction and providing FLAS fellowships to encourage language enrollments. The ALC numbers are particularly impressive given that the Michigan and Washington Southeast Asian language programs have been in existence far longer than that at UCLA.

Background of SSEASIAN on Campus

In the fall of 1990, the Asian Pacific Languages and Cultures Committee (APLCC) was formed by a coalition of Indian, Pilipino, Thai and Vietnamese students at UCLA. Backed by a growing number of students with South and Southeast Asian heritage, APLCC demanded a curricular reform to include instructions in key languages of South and Southeast Asia and an expansion of course offerings related to this region. Responding to the students' demand, a faculty Task Force was formed, and produced its final report to Interim Provost Herbert Morris in June, 1992. In this report, the Task Force recommended a curriculum reform, pointing out the intrinsic importance of S&SE Asia in both historical and contemporary contexts, the university's geographical proximity to the region, and the responsibility as a state university to respond to the demand of the community in general and student body on campus in

² The 2005-2006 AY was selected as one for which comparative data was available for all programs. Since Michigan has a semester system, it was decided to use the average per instructional period measure rather than total numbers per academic year.

particular. Since the report was submitted when the University was operating under a severe budgetary constraint, the Task Force recommended a phased implementation of a program in S&SE Asian Studies. It recommended an interdisciplinary, regional approach, with specific focus on undergraduate enrichment rather than graduate education particularly in the targeted areas of India, the Philippines, and Vietnam, and the national languages of these countries (Hindi, Tagalog, and Vietnamese, respectively.)

As a result of the Task Force recommendation, Elementary Tagalog was first offered through the Linguistics Department with an OID grant from Winter, 1993 through Spring, 1995. Elementary Vietnamese was offered through UC Extension; the course was approved in Fall 1992 and offered until Spring 1995.

Meanwhile, the South and Southeast Asian Languages (SSEAL) program was established within the Applied Linguistics/TESL Department in 1994 to make the language offerings a more integrated, permanent component of the University curriculum. In its first year, it offered Elementary Hindi, Elementary Thai, and Intermediate Vietnamese. From its second year (1995-96), the SSEAL offered two levels of Hindi, Tagalog and Vietnamese, and one level of Thai.

History of SSEASIAN's involvement in EALC

EALC was first approached by APLCC in the early 1990's as a potential unit to house SSEAL, but due to the strict budgetary constraints imposed upon the department at that time, it was determined unrealistic to start a new program. At a faculty meeting in 1999, however, the EALC faculty agreed to house SSEALC within the department as a temporary measure. It was decided that the faculty would vote after a several-year trial period to decide whether the program should stay within the department as a permanent component, or to recommend it be organized in some other way (see below).

The Center for Southeast Asian Studies was established on July 1, 1999, under ISOP, which later was restructured as the International Institute. Since the establishment of the Center for Southeast Asian Studies, and its subsequent receipt of Title VI Status as a Department of Education-funded Area Studies Center, there has continued to be a relatively strong relationship between SSEASIAN and the Center. Title VI funding has directly provided support to ALC to fund several advanced language offerings, funding that has traditionally rotated between the various languages that ALC offers. This has made it possible to sustain course offerings at advanced (third-year) levels on a more or less regular basis. The provision of funds has been the primary nexus of interaction between the Center and SSEASIAN, though there has been some coordination of language offerings between the two units as well. Programmatic decisions with respect to language and course offerings as well as actions relating to hiring, promotion, and retention of personnel remain within the department.

It should be noted that one of the most successful languages within SSEASIAN is Hindi, which lies outside of the CSEAS purview. With the establishment of the Center for India and South Asia (CISA) in 2006, Hindi now also has a Center behind it. While this has not meant any direct funding of language instruction, which is still entirely funded by ALC internal sources, it has meant the ability to fund professional development for the ALC Hindi lecturer, as well as general logistical support for South Asian-related academic programs.

Program Developments Since the Last Eight-Year Review

Since the last eight-year review, the program has expanded substantially, adding considerably both to its language offerings as well integrating content courses with the hiring of two ladder faculty. As a result of

CSEAS Title VI support as well as a strong ALC commitment to expanding language offerings, SSEASIAN is now able to offer four Southeast Asian languages at three levels, from elementary to advanced. Currently, only three other U.S. Universities offer as many Southeast Asian languages to three levels (Cornell, Hawaii, and Michigan). Furthermore, as noted above, enrollments in SSEASIAN language courses are among the highest in the country for each of these languages. In short, ALC can now boast of being one of the strongest South and Southeast Asian language programs in the United States, even as it is the youngest such program. Moreover, given UCLA's student population, and the demographics of the wider Los Angeles region, it is anticipated that student demand will remain strong and potentially grow as well.

The language program has also benefited from the continued work of established lecturers as well as the arrival of several new instructors, virtually all of whom have doctorates. In Thai, Dr. Supa Angkarawaranon has continued to offer strong classroom instruction drawing on a solid pedagogical training. Similarly, in Tagalog Dr. Nenita Domingo has anchored one of the program's key languages for the past seven years, even as other part-time instructors have come and gone. Both instructors have now successfully completed their 18-quarter evaluations, and thus have relatively secure positions within the department. For Indonesian, instruction has been taken on by an ALC graduate in linguistics, Dr. Juliana Wijaya, who has been serving as instructor for the past four years. Dr. Wijaya has continued to apply her expertise in linguistics to course material development. In Vietnamese, the language program has flourished despite some turnover among instructors. The department chose not to renew the contract of Dr. Tin Pham, electing instead to conduct an open search for a new lecturer. This search yielded Quyen Di, a well-established language instructor with considerable experience at various southern California institutions. He has served to anchor the program since his arrival. The growth in enrollments led to the decision to conduct a search for a second full-time instructor, a search which brought Dr. Thu-Ba Nguyen to ALC. Dr. Nguyen had been a full-time instructor of Vietnamese in Ho Chi Minh City, and has brought extensive experience in teaching to the department. As a result, Vietnamese became the only Southeast Asian language that was taught by two full-time instructors.

The previous eight-year review recommended the introduction of non-language courses relating to Southeast Asian culture. This has happened with the hiring of two faculty members, both in 2001. Prof. Thu-Huong Nguyen-Vo is a specialist in Vietnamese culture, literature and society, who has carried out important work on gender, globalization, and politics. She came to ALC with a joint appointment with the Program (now Department) in Asian American Studies and also with the Southeast Asian Studies IDP. Prof. Nguyen-Vo regularly offers courses relating to Vietnamese film, literature, gender issues, and globalization. A second faculty member, George Dutton, is a historian, also specializing in Vietnam, but with broad training in Southeast Asian Studies. Like Prof. Nguyen-Vo, his appointment is a joint one with the Southeast Asian Studies IDP, of which he is currently the Chair. He regularly offers courses on the history of Vietnam, with a focus on society and culture. He also teaches a region-wide course on religions in Southeast Asia. He teaches one course per year in the Southeast Asian Studies IDP, switching between the Senior Capstone seminar and the introductory survey of Southeast Asian Studies. While both working on Vietnam, the two complement one another nicely, as they cover historical and contemporary Vietnam, and between them address topics in history, religion, literature, society, and politics. Prof. Dutton and Prof. Nguyen-Vo have both been granted tenure, which means that the program is on solid footing with respect to content courses, and represents a very positive development for the program. Retaining these two faculty members will be critically important for the program's future.

Both of these hires have considerably expanded the reach of SSEASIAN within the department, enabling it to begin to parallel offerings found in the other country/language groupings within ALC. An additional ladder-track hire would be greatly desirable, however, as it would enable ALC and SSEASIAN to offer both undergraduate and graduate degrees. Currently, SSEASIAN is the only division within ALC that does not offer any degrees, due to a lack of sufficient faculty and course offerings. While two faculty

hires have gone a long way in this direction, collectively, Professors Nguyen-Vo and Dutton represent only 1.25 FTE within ALC. Thus, because of the nature of these joint appointments, ALC does not offer the 8-10 courses per year that it might with single-unit faculty. Rather, it typically is able to offer only 5-6 SSEASIAN content courses. The hire of another faculty member with a full-time ALC appointment would boost course offerings to 9-10 per year, which would be sufficient to establish at least an SEA minor, and would allow ALC to enroll graduate students. Until such additions are made to the faculty roster, and thus the availability of courses is increased, the SSEASIAN unit will remain, at a certain level, largely a service entity, providing language instruction at numerous levels, and scattered courses, but not fulfilling its potential as a coherent academic unit.

Language Offering Strategies

ALC has worked in some innovative ways to expand language offerings and to take advantage of technological capabilities available within the university. This is best seen in an experimental program to offer Tagalog in a distance-learning arrangement with UC Irvine. After drawing up a memorandum of understanding regarding funding and logistics, ALC began in 2005 to offer Introductory Tagalog to UC Irvine students via video linkup from a classroom based at UCLA. This arrangement, which is fully funded by UC Irvine, includes a small number of UCLA students here at the host institution, and a larger number (up to 15) at UC Irvine. The program has benefitted both partners, as it allows ALC modestly to boost its enrollments for Tagalog, while allowing UC Irvine to offer a language that is in high demand, without having to hire a local instructor and to find a department in which to house him or her. The program was renewed twice, but declining enrollments at the remote site at UCI left the program's future uncertain for the 2008-2009 Academic Year.

At one point it was believed that this might be the beginnings of a larger video distance-learning program involving other languages and other UC schools. The logistics of this have proven formidable, particularly with respect to sharing courses with UCLA's Title VI partner for Southeast Asian Studies, UC Berkeley. The incommensurate academic calendars (quarter/semester) has made sharing courses difficult in terms of registering students and has scared off potential students at UC Berkeley. An attempt to offer an advanced Tagalog class via video link from ALC to UC Berkeley in the 2007-2008 academic year via distance learning was not successful precisely for these reasons. It is possible that such efforts may be revisited, but only if hurdles, both financial and logistical can be overcome. In the short-term, SSEASIAN's general policy is to focus on its own students in the more traditional classroom setting.

Transformation of SSEALC to SSEASIAN and its integration into a renamed Department.

At the time of the last report, there was considerable discussion about the long-term scenarios for SSEASIAN (then SSEALC). These scenarios including moving SSEALC out of the department and attaching it to the newly-established Center for Southeast Asian Studies, where, it was thought, it could be affiliated with the newly-created Southeast Asian Studies Interdepartmental Program (SEA IDP). Ultimately, it was decided to keep SSEALC within the department, as the most secure and logical home for the program. Discussions about perhaps creating a more autonomous Southeast Asia unit within the department ultimately were resolved in favor of integrating Southeast Asian languages and content courses more fully into the department and attempting to give it a standing on par with the China, Korea, Japan, and Buddhist Studies divisions. This was facilitated both by the hiring of the two permanent ladder faculty as described in the previous section, and by the expansion of the South Asia program, including the hire of a ladder faculty offering coursework in Sanskrit and early Indian literatures. This made the combined unit of SSEASIAN a more academically robust one, which, while not quite on par with the other units within the department, was strong enough to be seen as a fully realized academic unit.

Recognizing that the strengthening of both South and Southeast Asian course offerings had made the unit a much stronger one, the department formally voted in 2002 to rename itself the Department of Asian Languages and Cultures (ALC), dropping the “East” from its title. This was a formal recognition of the strength of the “South” component that had emerged. This move was greatly welcomed by faculty within the unit, elevating their standing within the department. While the recognition of the considerable growth in the South and Southeast Asian component of the department is an important one, it should not be viewed as the conclusion to what certainly remains an unfinished project. This division cannot yet be considered to equal those of the other language/culture groups in ALC, particularly because of relatively limited non-language course offerings. An attempt to hire another faculty member for the division in 2007 was ultimately unsuccessful, and it is imperative that this search be renewed and brought to a successful completion. In the case of SSEASIAN an additional ladder faculty member to offer content courses is not a luxury, but an absolute necessity to enable the division to offer a major and graduate degrees on par with other units in the department. Until this is possible, SSEASIAN will continue to remain almost, but not quite, the equal of its peer divisions.

Recent Developments, Problems and Prospects

The latest round of budget cuts has had a strongly negative impact on the Southeast Asian language program. It required the elimination of advanced Indonesian, after Dr. Wijaya’s appointment was reduced to 2/3 time. It also required the elimination of all but one advanced Vietnamese course, when Quyen Di’s appointment was reduced to half-time. The latter cut was particularly painful, given that enrollments for the advanced courses have averaged 27 students per quarter over the past several years. Not only are these enrollments far greater than any comparable programs, this is one of the few advanced Vietnamese programs to be found anywhere in the United States. It is crucial that funding be restored for both of these languages so that a full complement of courses at three levels can be offered.

In sum, the Southeast Asian program has developed considerably since the previous review, with steady growth in language offerings and enrollments, and the arrival of two professors who offer SEA content courses. These gains, however, are fragile without additional resources, both to stabilize the existing language offerings through three levels to meet student demand, and to recruit another content faculty member to enable the program to offer degrees, either at the undergraduate or graduate level. As was noted, UCLA now has one of the strongest Southeast Asian language programs in the United States, as well as excellent core faculty teaching content courses. The long-term viability of the program, however will require these additional steps.

APPENDIX A: Graduate Student Review

Graduate Student Review - [enter date here]

Student Name: «Name»

Faculty Advisor: «Advisor»

(Please note: This form will NOT become part of the student's permanent academic record)

ACADEMIC PERFORMANCE

Please rate student's time-to-degree progress: ___ Faster than average ___ Average ___ Slower than Average

Judging from the student's transcript, how is the student's academic performance?

___ Excellent ___ Average ___ Problematic (please explain)

Any incompletes? ___ No ___ Yes Any lapsed incompletes? ___ No ___ Yes

(For lapsed incompletes, please explain and indicate whether or not there is a specific timeline for completion)

Has the Ph.D/M.A. (circle one) language requirement been filled? ___ No ___ Yes If not when will it be fulfilled? _____

Has the 200 course requirement been completed? ___ No ___ Yes If not, when will it be completed? _____

CAREER PREPARATION:

Please rate the student's skills as researcher and writer: ___ Excellent ___ Average ___ Problematic (please explain)

Please rate the student's participation in seminar discussions: ___ Excellent ___ Average ___ Problematic (please explain)

Has the student been active in attending professional conferences? ___ Yes ___ No

Has the student presented at academic conference(s)? ___ Yes ___ No

Has the student organized panel(s) for academic conference(s)? ___ Yes ___ No

Has the student submitted articles for publication/been published in refereed academic journals? ___ Yes ___ No

Has the student applied for extramural funding? ___ Yes ___ No Successfully? ___ Yes ___ No

RANKING

To help us determine allocation of next year's departmental funding, please give us a sense of how deserving the student is academically and what special financial considerations she or he might have in the coming year.

Compared to your other advisees, where should this student be ranked in priority for departmental funding?

___ Higher priority ___ About average ___ Lower priority

Compared to other students you know in the dept., where should this student be ranked in priority for departmental funding?

___ Higher priority ___ About average ___ Lower priority

Has the student already secured funding for the coming year? ___ Yes ___ No

If so, what is it?

REPORT

The DGS will send a letter to each student reporting on this faculty review. Please indicate one general message that you would like the student to receive:

___ Making good progress, no other comment ___ Good progress, but need for improvement in specific areas (explain)
___ Poor progress (explain) ___ Proceed rapidly to completion of dissertation
___ Last chance before departmental recommendation for termination (explain)

APPENDIX B: Graduate Student Financial Support History

2000-2001

Teresa Algosó	<i>Cota-Robles*</i>
James Benn	<i>Dissertation Year Fellowship</i>
Melissa Birchard	<i>Chancellor's Fellowship*</i>
Matthew Burdelski	<i>New Light Fellowship</i>
William Chu	<i>New Light Fellowship</i>
Steven Day	<i>CSCC</i>
Linda Flores	<i>Monbusho Fellowship</i>
James Freda	<i>Korea Foundation (Ctr for Korean Studies)</i>
Christopher Hanscom	<i>NRF/Title VI (Ctr for East Asian Studies); Korea Foundation (Ctr for Korean Studies); Summer Mentorship</i>
Howard Kahm	<i>Dean's Del Amo</i>
Chisato Koike	<i>New Light Fellowship</i>
Jennifer Jung-Kim	<i>Korea Foundation (Ctr for Korean Studies); Collegium of University Teaching Fellow</i>
Charles Kim	<i>NRF/Title VI (Ctr for East Asian Studies); Korea Foundation (Ctr for Korean Studies)</i>
Mary Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Minju Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Craig Merrill	<i>Korea Foundation (Ctr for Korean Studies)</i>
Andrew Miller	<i>New Light Fellowship</i>
Paul Nam	<i>Project 88*</i>
Mark Nathan	<i>UCLA Affiliates/Fishbaugh Fellowship</i>
Takashi Odagiri	<i>President's Graduate Fellowship</i>
Meejeong Park	<i>New Light Fellowship</i>
Teresa Post	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Steven Riep	<i>Dissertation Year Fellowship</i>
Youngju Ryu	<i>NRF/Title VI (Ctr for East Asian Studies); Korea Foundation (Ctr for Korean Studies)</i>
Min Suh Son	<i>President's Graduate Fellowship</i>
G. Andrew Stuckey	<i>Summer Research Mentorship</i>
Patrick Uhlmann	<i>Dean's Del Amo</i>
Chaohua Wang	<i>New Light Fellowship</i>
Leighanne Yuh	<i>Fulbright II E (Korea)</i>
Zi Yue	<i>Dean's Del Amo</i>

2001-2002

Melissa Birchard	<i>NRF/Title VI; New Light Fellowship</i>
Eileen Cheng	<i>Dissertation Year Fellowship</i>
Jennifer Cullen	<i>Dean's Del Amo Fellowship</i>
Steven Day	<i>Dissertation Year Fellowship</i>
William Dunbar	<i>Dean's Del Amo Fellowship</i>
Suzette Duncan	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Christopher Hanscom	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Felicia Ho	<i>New Light Fellowship</i>
Howard Kahm	<i>Dean's Del Amo Fellowship</i>
Jieun Kim	<i>President's Graduate Fellowship*</i>
Mary Kim	<i>Center for Korean Studies</i>
Sonja Kim	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Aimee Kwon	<i>Fulbright-II E (Korea)</i>
Makiko Mori	<i>Chancellor's Fellowship*</i>
Paul Nam	<i>Project 88*</i>
Mark Nathan	<i>Center for Korean Studies, Luce Foundation</i>
Takashi Odagiri	<i>Center for Japanese Studies</i>
Judy Okada	<i>Graduate Research Mentorship Fellowship</i>
Diane Riggs	<i>Center for Japanese Studies</i>
Youngju Ryu	<i>President's Graduate Fellowship*</i>
Hijoo Son	<i>E. Cota-Robles*</i>
Andrew Stuckey	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Patrick Uhlmann	<i>Dean's Del Amo Fellowship; Center for Korean Studies</i>
Chaohua Wang	<i>Dissertation Year Fellowship</i>
Shengqing Wu	<i>Lenart Fellowship; New Light, Collegium for Teaching Fellow</i>

APPENDIX B <continued>

2002-2003

Teresa Algosó	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Paul Cha	<i>Center for Korean Studies; Luce Foundation</i>
Suet Chiu	<i>New Light</i>
Shayne Clarke	<i>Dean's Del Amo Fellowship</i>
Jennifer Cullen	<i>Dean's Del Amo Fellowship</i>
Christopher Hanscom	<i>Korea Foundation (Ctr for Korean Studies)</i>
Sonja Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Chisato Koike	<i>President's Graduate Fellowship*</i>
Jennifer Lee	<i>Fulbright-Hays</i>
Makiko Mori	<i>Lenart Fellowship</i>
Mark Nathan	<i>NRF/Title VI (Ctr for East Asian Studies); Korea Foundation (Ctr for Korean Studies)</i>
Tuan Haong Nguyen	<i>Center for Japanese Studies</i>
Hijoo Son	<i>Korea Foundation (Ctr for Korean Studies)</i>
Min Suh Son	<i>Korea Foundation (Ctr for Korean Studies)</i>
Patrick Uhlmann	<i>Korea Foundation (Ctr for Korean Studies)</i>
Regina Wei	<i>Dean's Del Amo Fellowship</i>
Yingzi Xu	<i>Korea Foundation (Ctr for Korean Studies)</i>

2003-2004

Paul Cha	<i>Luce Foundation</i>
William Chu	<i>New Light Fellowship; Quality of Graduate Education Fellowship</i>
Angela Chung	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Shayne Clarke	<i>Dean's Del Amo Fellowship</i>
Jennifer Cullen	<i>Dean's Del Amo Fellowship</i>
Linda Flores	<i>Dissertation Year Fellowship</i>
William Dunbar	<i>Dean's Del Amo Fellowship</i>
Christopher Hanscom	<i>Fulbright-IIE</i>
Jennifer Johnson	<i>Pauley Fellowship</i>
Mary Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Sophia Kim	<i>Graduate Mentorship Research Fellowship</i>
Sonja Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Seunghak Koh	<i>Pauley Fellowship</i>
Aimee Kwon	<i>Graduate Research Mentorship Fellowship</i>
Hong Hong Ma	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Paul Nam	<i>Korea Foundation (Ctr for Korean Studies)</i>
Mark Nathan	<i>Korea Foundation (Ctr for Korean Studies)</i>
Jini Noh	<i>Chancellor's Fellowship*</i>
Carlos Prado-Fonts	<i>Fulbright-IIE (China)</i>
Rinko Sibuya	<i>Quality of Graduate Education Fellowship</i>
Min Suh Son	<i>Korea Foundation (Ctr for Korean Studies)</i>
Patrick Uhlmann	<i>Korea Foundation (Ctr for Korean Studies)</i>
Regina Wei	<i>NRF/Title VI (Ctr for East Asian Studies)</i>
Shengqing Wu	<i>New Light Fellowship</i>
Yingzi Xu	<i>Korea Foundation (Ctr for Korean Studies)</i>

2004-2005

Matthew Burdelski	<i>Fulbright-Hays (Japan);SSRC Fellowship; Center for Japanese Studies</i>
Paul Cha	<i>Blakemore Foundation Fellowship</i>
Jennifer Cullen	<i>Dean's Del Amo Fellowship</i>
Suet Chiu	<i>Lin Hsiung Chen Fund for Excellence in Chinese</i>
William Dunbar	<i>Center for Japanese Studies</i>
Koichi Haga	<i>Center for Japanese Studies</i>
Christopher Hanscom	<i>Korea Foundation (Ctr for Korean Studies)</i>
Jennifer Johnson	<i>FLAS/Title VI</i>
Hung-joon Jung	<i>Confucian Fellowship</i>
Jieun Kim	<i>President's Graduate Fellowship</i>
Jane Kim	<i>Dean's Humanities Fellowship</i>
Sonja Kim	<i>Fulbright-Hays Fellowship</i>
Sophia Kim	<i>Fulbright-IIE(Korea);Korea Foundation (Ctr for Korean Studies)</i>
Seunghak Koh	<i>Center for Buddhist Studies</i>
Aynne Kokas	<i>President's Graduate Fellowship*</i>

APPENDIX B <continued>

2004-2005 <cont.>

Aimee Kwon	<i>Fulbright-Hays Fellowship</i>
Janet Lee	<i>Pauley Fellowship</i>
Jeong-Il Lee	<i>Confucian Fellowship</i>
Seung-Ah Lee	<i>Korea Foundation (Ctr for Korean Studies)</i>
Andrew Miller	<i>FLAS/Title VI; New Light Fellowship</i>
Tao Ming	<i>Lin Hsiung Chen Fund for Excellence in Chinese</i>
Makiko Mori	<i>New Light Fellowship</i>
Paul Nam	<i>Fulbright-IIE; Korea Foundation (Ctr for Korean Studies)</i>
Mark Nathan	<i>Korea Foundation (Ctr for Korean Studies)</i>
Youngju Ryu	<i>Korea Foundation (Ctr for Korean Studies)</i>
Min Suh Son	<i>FLAS/Title VI</i>
Patrick Uhlmann	<i>Dissertation Year Fellowship; Center for Buddhist Studies</i>
Regina Wei	<i>FLAS/Title VI; New Light Fellowship</i>
Yingzi Xu	<i>Korea Foundation (Ctr for Korean Studies)</i>
Leighanne Yuh	<i>Korea Foundation (Ctr for Korean Studies)</i>

2005-2006

Brian Bernards	<i>President's Graduate Fellowship</i>
Matthew Burdelski	<i>Dissertation Year Fellowship</i>
Paul Cha	<i>Korea Foundation (Ctr for Korean Studies); Luce Foundation</i>
Jane Choi	<i>Korea Foundation (Ctr for Korean Studies)</i>
William Chu	<i>Dissertation Year Fellowship</i>
Shayne Clarke	<i>Quality of Graduate Education Dissertation Fellowship</i>
Matthew Cochran	<i>New Light Fellowship</i>
Jennifer Cullen	<i>Aratani Fellowship (Ctr for Japanese Studies)</i>
Koichi Haga	<i>Aratani Fellowship (Ctr for Japanese Studies)</i>
Christopher Hanscom	<i>Dissertation Year Fellowship</i>
Mickey Hong	<i>Korea Foundation (Ctr for Korean Studies)</i>
Howard Kahm	<i>Korea Foundation (Ctr for Korean Studies)</i>
Michiko Kaneyasu	<i>Graduate Research Mentorship Fellowship</i>
Jane Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Sangbok Kim	<i>Dean's Humanities Fellowship; Shapiro Fellowship</i>
Suhee Elli Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
You Me Kim	<i>Shapiro Fellowship; Chancellor's Prize</i>
Seunghak Koh	<i>Center for Buddhist Studies; Daehang Fellowship</i>
Aynne Kokas	<i>FLAS/Title VI</i>
Michelle Kuhn	<i>Pauley Fellowship</i>
Aimee Kwon	<i>Fulbright-Hays (Continued from 04-05)</i>
Hanmee Na Kim	<i>Shapiro Fellowship</i>
Jeong-Il Lee	<i>Dissertation Year Fellowship</i>
Andrew Miller	<i>Graduate Research Mentorship Fellowship</i>
Mark Nathan	<i>Center for Buddhist Studies</i>
Franz Prichard	<i>Center for Japanese Studies</i>
Benjamin Rosenthal	<i>Aratani Fellowship (Ctr for Japanese Studies)</i>
Youngju Ryu	<i>Fletcher Jones Dissertation Year Fellowship</i>
Min Suh Son	<i>Quality of Graduate Education Dissertation Fellowship</i>
Hisayo Suzuki	<i>Graduate Research Mentorship Fellowship</i>

2006-2007

Wayne Bass	<i>Center for Buddhist Studies</i>
Paul Cha	<i>FLAS/Title VI</i>
Suet Chiu	<i>Dissertation Year Fellowship</i>
Muifong Choi	<i>New Light Fellowship; Luce Foundation Fellowship; Chancellor's Prize</i>
Jennifer Cullen	<i>Dissertation Year Fellowship</i>
Tomoko Endo	<i>Center for Chinese Studies</i>
Timothy Goddard	<i>FLAS/Title VI</i>
Koichi Haga	<i>Quality of Graduate Education Dissertation Fellowship</i>
Chi Chen Ho	<i>E. Cota-Robles Fellowship</i>
Nathaniel Isaacson	<i>FLAS/Title VI</i>
Jennifer Johnson	<i>Graduate Research Mentorship Fellowship</i>
Howard Kahm	<i>Korea Foundation (Ctr for Korean Studies)</i>

APPENDIX B <continued>

2006-2007 <cont.>

Jane Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Sonja Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Suhee Elli Kim	<i>Graduate Research Mentorship Fellowship</i>
Seunghak Koh	<i>Daehang Fellowship</i>
Aynne Kokas	<i>FLAS/Title VI</i>
Michelle Kuhn	<i>FLAS/Title VI</i>
Aimee Kwon	<i>Dean's Del Amo Fellowship; Center for Korean Studies</i>
Amy Leader	<i>Pauley Fellowship</i>
Dennis Lee	<i>President's Fellowship; Global Scholar's Fellowship; Center for Korean Studies</i>
Seung-Ah Lee	<i>Quality of Graduate Education Dissertation Fellowship</i>
Sumi Lee	<i>Daehang Fellowship; Shapiro Fellowship</i>
Andrew Miller	<i>Center for Digital Humanities Fellowship</i>
Karen Muldoon-Hules	<i>Graduate Research Mentorship Fellowship</i>
Hong Hong Ma	<i>E. Cota-Robles/Mentorship Fellowship</i>
Makiko Mori	<i>Dissertation Year Fellowship</i>
Paul Nam	<i>Korea Foundation (Ctr for Korean Studies)</i>
Li Li Peters	<i>Dissertation Year Fellowship</i>
Franz Prichard	<i>Center for Japanese Studies</i>
Hijoo Son	<i>Quality of Graduate Education Dissertation Fellowship</i>
Min Suh Son	<i>Dissertation Year Fellowship</i>
Hisayo Suzuki	<i>Japan Foundation Fellowship</i>
Yeunjee Song	<i>Lenart Fellowship</i>
Hanmo Zhang	<i>Dean's Humanities Fellowship; Shapiro Fellowship</i>

2007-2008

Bernards, Brian	<i>Graduate Research Mentorship Fellowship</i>
Caleb Carter	<i>Dean's Fellowship</i>
Paul Cha	<i>Fulbright-Hays(Korea); Center for Korean Studies</i>
Muifong Choi	<i>New Light Fellowship</i>
Tomoko Endo	<i>Quality of Graduate Education Dissertation Fellowship</i>
Noriko Day	<i>Graduate Research Mentorship Fellowship</i>
Timothy Goddard	<i>FLAS/Title VI</i>
Koichi Haga	<i>Dissertation Year Fellowship</i>
Chi Chen Ho	<i>E. Cota-Robles/Mentorship Fellowship</i>
Nathaniel Isaacson	<i>Graduate Research Mentorship Fellowship</i>
Jennifer Johnson	<i>Fulbright-IIE (China)</i>
Hee Ju	<i>Dean's Humanities Fellowship; Center for Korean Studies</i>
Howard Kahm	<i>Fulbright-Hays(Korea); Korea Foundation (Ctr for Korean Studies)</i>
Michiko Kaneyasu	<i>E. Cota-Robles/Mentorship Fellowship</i>
Jane Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Seung-uk Kim	<i>Luce Foundation; Numata (Center for Buddhist Studies)</i>
Sonja Kim	<i>Dissertation Year Fellowship</i>
Sophia Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Suhee Elli Kim	<i>Korea Foundation (Ctr for Korean Studies)</i>
Seunghak Koh	<i>Pauley Fellowship</i>
Aynne Kokas	<i>Graduate Research Mentorship Fellowship</i>
Amy Leader	<i>FLAS/Title VI</i>
Dennis Lee	<i>Graduate Research Mentorship Fellowship</i>
Janet Lee	<i>Korea Foundation (Ctr for Korean Studies)</i>
Seung-Ah Lee	<i>Quality of Graduate Education Dissertation Fellowship</i>
Sinwoo Lee	<i>President's Fellowship; Chancellor's Prize</i>
Sumi Lee	<i>Numata (Center for Buddhist Studies)</i>
Hannah Lim	<i>E. Cota-Robles</i>
Jason McCombs	<i>President's Fellowship</i>
Tao Ming	<i>Dissertation Year Fellowship</i>
Karen Muldoon-Hules	<i>FLAS/Title VI</i>
Mark Nathan	<i>Dissertation Year Fellowship</i>
Jini Noh	<i>Dissertation Year Fellowship</i>
Franz Prichard	<i>Fulbright-Hays; Graduate Research Mentorship Fellowship</i>
Hijoo Son	<i>Quality of Graduate Education Dissertation Fellowship; Center for Korean Studies</i>
Jessica Woo	<i>Dean's Letter's & Science Fellowship; Center for Japanese Studies</i>

APPENDIX C: List of PhDs Since Last Review

Faculty	#	PhD Graduates	Committee (if other than Chair)	Year (advanced to candidacy)	Year (dissertation completed)
AKATSUKA, N.	1	Kawanishi, Yumiko		1997	2003
BODIFORD, W.	1	Riggs, David		1998	2002
BOURDAGHS, M.	1	Cullen, Jennfer		2004	2007
	2	Flores, Linda		2000	2005
	3	Haga, Koichi	co-chair	2005	2008
	4	Winston, Leslie		1996	2002
BUSWELL, R.	1	Benn, James		1997	2001
	2	Chu, William		2004	2006
	3	Keyworth, George		1997	2001
	4	McBride, Richard		1998	2001
	5	Poceski, Mario		1997	2000
	6	Ziegler, Harumi		1997	2001
DUNCAN, J.	1	Hughes, Theodore		1998	2002
	2	Jung-Kim, Jennifer		1999	2005
	3	Kim, Minkyu		1995	2006
	4	Lee, Jeong-Il		2003	2007
	5	Son, Min Suh		2005	2008
	6	Xu, Stella		2003	2007
HUTERS, T.	1	Cheng, Eileen	co-chair	1999	2003
	2	Peters, Li Li		2002	2007
	3	Riep, Steven		1994	2001
	4	Stuckey, George		2003	2005
	5	Wu, Shengqing		2001	2004
IWASAKI, S.	1	Burdelski, Matthew		2003	2006
	2	Ezaki, Motoko		1997	2001
	3	Okada, Judy		2003	2004
	4	Rosenthal, Benjamin		2004	2006
	5	Shibuya, Rinko		2002	2004
	6	Sugi, Hidemi	co-chair	2002	2004
	7	Kim, Minju	co-chair	2001	2003
LEE, P.	1	Choi, Ann		1998	2002
	2	Hanscom, Christopher		2003	2006
	3	Kwon, Nayoung		2005	2007
	4	Ryu, Youngju		2004	2006
LIPPIT, S.	1	Baskett, Michael		1998	2000
	2	Haga, Koichi	co-chair	2005	2008
SCHOPEN	1	Clarke, Shayne		2004	2006
SHIH	1	Cheng, Eileen	co-chair	1999	2003
SOHN, S.	1	Choi, Jane		2005	2007
	2	Kim, Mary	co-chair	2003	2006
	3	Kim, Minju	co-chair	2001	2003
	4	Kim, Soojeong		2004	2007
STRASSBERG, R.	1	Chiu, Suet		2004	2007
TAO, H.	1	Mng, Tao		2006	2008