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University of Washington  
Henry M. Jackson School of International Studies  
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# EAST ASIA CENTER

University of Washington , Fall 2005

## Letter From the Director

Many people have heard of the UW East Asia Center, but few know exactly what it is or what it does. The Center is one of several area studies centers in the Jackson School of International Studies funded by grants from the US Department of Education. Our mission is broad, and our activities are correspondingly multifarious. The Center aims to improve instruction in the languages of China, Japan, and Korea, to strengthen the infrastructure of East Asian Studies, and to make the University’s considerable intellectual resources on East Asia available to diverse communities of the Pacific Northwest. If you attended the recent Seattle Art Museum exhibit on “New Photography and Video in China,” stopped by the just-concluded UW conference on “Islam, Asia, & Modernity,” have used the University’s East Asia Library, or have held a FLAS fellowship for the study of Chinese, Japanese, or Korean, you have been involved in a Center-sponsored activity.

The Center is also involved in evaluating East Asia programs at the University, improving ongoing activities, and seeding new ones. In the past year, the Center supported evaluations of the East Asia Library, the Department of Asian Languages and Literature, and East Asian Studies. It supported the Law School in the construction of a Japanese Law website, and a website for the distribution of East Asia legal materials developed at the Law School. It supported online technical Japanese instruction at the School of Engineering, business Chinese course in the School of Business, and Uighur language instruction in the Department of Near Eastern Languages and Civilization.

The Center also sponsors conferences, public events, and training for K-12 teachers in the region. This spring we sponsored a conference on “Neoliberal Governmentality in East Asia,” and, in the “Hotspots in Our World” series, a public lecture on “The North Korea Nuclear Issue.” Our May calendar alone included conferences on “Islam in Asia” and “War, Capital, Trauma,” a film series on “Sex and Food in the Films of Asia,” and a lecture by Columbia University scholar Paul Anderer on the films of Kurasawa.

To keep up with East Asia-related activities, watch our website at <http://depts.washington.edu/eacenter>, or join our mailing list by sending an e-mail to [eacenter@u.washington.edu](mailto:eacenter@u.washington.edu). The East Asia Center is here to serve the University and the region. If you have ideas about ways to strengthen the University’s East Asia programs or suggestions for Center activities, we would like to hear from you.

William Lively



## About the EAC

William Lavelly, Director

Mary Bernson, Associate Director

Kristi Barnes, Assistant Director

Annette Bernier, Program Coordinator

John Chen, Technology Assistant

Lindsey DeWitt, Newsletter Editor, Program Assistant

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<http://depts.washington.edu/eacenter/>



## China's New Powersheds: Hydropower, Regional Development, and Decision Making on Yunnan's Trans-boundary Rivers

Darrin Magee, Ph.D. Candidate, UW Department of Geography

Several important trans-regional rivers flow through southwestern China's Yunnan Province, including the Jinsha (Changjiang/ Yangtze), Nu/Salween, Lancang/ Mekong, and Honghe/Red River, as well as a short portion of the upper Irrawaddy.

A fundamental part of China's Great Western Development Strategy is the development of hydropower resources on several of these rivers, which is alternately seen as a tool for poverty alleviation and economic development, but also as a threat to ecological systems and downstream livelihoods.

My dissertation research aims to understand the complex and changing decision-making processes related to large-scale hydropower development in China over the past half-century. Through this project focused on current hydropower development initiatives in Yunnan, particularly on the Lancang/Mekong and the Nu/Salween rivers, I expect to better understand the relations among central, provincial, and sub-provincial governmental units, planning institutes, newly corporatized

and quasi-privatized hydropower companies, and social and academic organizations. By clarifying the relations among these entities and the processes through which hydropower development decisions are made, modified, contested, and implemented, my hope is that this research will contribute in some small way to policy dialogue in China and between China and its mainland Southeast Asian neighbors.



China's rapid economic growth over the past fifteen years has improved the standard of living of many Chinese, but it has also stretched energy production capacities to their limits and increased inter-provincial and inter-regional disparities across the country.

All this has occurred in a context of administrative and legal reforms, industrial restructuring, and the growing influence of social organizations, which makes understanding the implications of China's development difficult. My dissertation addresses these issues from a political and natural resources geography perspective. Analyzing the decision-making aspect of hydropower development yields a framework I call a "powershed," which provides a new methodological lens for studying urbanization, center-local relations, regional development, and civil society in contemporary China.

The study also contributes to the sparse empirical scholarship on China's energy industry, which is particularly important given current concerns in Southeast Asia about the directions and motivations of China's development.

Finally, in addition to the analytical framework, careful attention is paid to the different discursive constructions of "region" that are used to promote or resist large-scale hydropower development in southwestern China. Together this adds to current theoretical debates in the

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## EAC Works with One World Now! in offering Chinese to High School Students

OneWorld Now! is an after-school global leadership program serving over 100 Seattle public high school students. This innovative and comprehensive program is geared primarily towards low-income and minority youth, offering classes in Chinese (Mandarin) and Arabic, as well as leadership workshops, internships, and college preparation, and summer study abroad programs in China and Morocco.

The East Asia and Middle East Centers of the Jackson School have provided outreach and support to this K-12 initiative. OneWorld Now! has effectively leveraged its many public and private partnerships, particularly the University of Washington. Last fall, the East Asia Center provided training for OneWorld -Now!'s

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## China's New Powersheds... (continued from page 2)

discipline by underscoring the dynamic and relational nature of geographic scale, and by testing the applicability of political ecology and regulation theory in China's socialist market economy.

My research thus far has involved archival work, interviews, and participant observation through which I have collected numerous news reports, journal articles, company documents, and government documents related to hydropower decision making, finance, and implementation. In addition to providing empirical information about hydropower development, these documents also serve as the basis for my analysis of the discourse used to legitimate and contest such development.

Many refer to Yunnan energy resources in militaristic terms, suggesting that it takes an "electrical energy aircraft carrier" or a "strong soldier" to lead the fight towards increased energy self-sufficiency.

Others reflect the different geographic regions that Yunnan is imagined to belong to, each carrying its own political significance and representing the interests of certain stakeholders. For the Asian Development Bank, Yunnan is part of the "Greater Mekong Subregion," a space that legitimizes the Bank's investment in transnational power grids and related infrastructure.

For certain branches of the Chinese government, Yunnan is part of China's "vast and undeveloped west," a place where resource extraction is justified in the name of rural poverty alleviation—even when most of those resources will be shipped east to fuel coastal China's economy, and when most of the profits will be retained by the development companies.

The primary goal of my research is to both complicate and clarify current understandings of how large-scale hydropower decision-making takes place in contemporary China. Through a comparative study of four geographically and historically diverse large dams, this project will show how decision-making has changed over the past half-century and, most importantly, how the process has become more pluralistic and contested in recent years.

Policy-makers, journalists, activists, and academics frequently cling to the notion of a monolithic China recklessly pursuing unilateralist development plans with little regard for social and ecological repercussions. Yet, there is increasing evidence that even large-scale, seemingly central-state-led-projects frequently involve intense negotiation among a host of actors with varying degrees of political influence.

Moreover, such negotiations often result in new policies that are not necessarily in favor of the status-quo or the stakeholder assumed to have the most power. By demonstrating the complexity of decision making and the degree of contestation regarding large-scale energy projects within China, this dissertation will contribute empirically to the literature on energy development and politics; theoretically to debates on regional development and resource governance; and methodologically to the application of political ecology to the study of China.



*Did you know...*

**In 2004-2005, 228 courses were offered in East Asian Studies at the University of Washington.**



## Spring Event Highlights

### ♦ May 5-8: International Symposium on Islam, Asia, Modernity

This exciting event brought together preeminent scholars and public intellectuals from Asia, Europe, and the United States to share their expertise about the changing practices and politics of Asian Islam and examine how the changing practices and politics of Asian Islam are studied, documented, taught, and represented in the academy and the media and how these practices affect politics, society, and culture in Muslim Asia.

### ♦ May 9-10: Project for Critical Asian Studies—War, Capital, Trauma

This conference considered what kinds of theoretical, critical, social, poetic, and political languages trauma discourse enables and/or inhibits. The presentation and discussion of papers are aimed toward a publication that seeks to redefine and reshape how 'trauma' is used in metropolitan theories of harm and its redress.

### ♦ Saturday, June 11: World of Grand Kabuki at the Seattle Asian Art Museum

A special event held in conjunction with the performances of Nakamura, Ganjiro's world-famous Grand Kabuki Troupe on June 11 and 12 at the Paramount Theatre in Seattle. Participants: Professor *Laurence Kominz* (Portland State University), Professor *Paul Atkins* (University of Washington), and members of the *Chikamatsuza Kabuki Troupe*.



Fall Calendar of Events

- ◆ **Thursday, October 13: Lecture, Professor Wen-Hsin Yeh, University of California, Berkeley**  
Denny Hall, Room 401, 3:30-5:00pm
- ◆ **Friday, October 14: Book Discussion on “War Trash” by Ha Jin**  
Parrington Hall, The Forum, 7:00pm  
  
The East Asia Center is pleased to welcome Ha Jin to the University of Washington. Please join us in the Forum at Parrington Hall on Friday, October 14<sup>th</sup> at 7:00 PM to hear the National Book Award winner and 2 time PEN-Faulkner award winner read from his most recent novel.
- ◆ **Thursday, October 20: Lecture, Professor Ikuro Anzai, Ritsumeikan University, Japan**  
Kane Hall, Room 210, 7:00pm  
  
In this time of war, the East Asia Center, UW Educational Outreach and the Japan Studies Program are pleased to be able to offer a program on world peace. Please join us on October 20 in Kane Hall, room 210 at 7:00 PM for a lecture by Professor Ikuro Anzai, director of the Kyoto Museum of World Peace and professor of international relations at Ritsumeikan University. Professor Anzai will speak on the role of peace museums in Japan and around the world in the wake of Hiroshima, with an emphasis on the importance of “facing the past faithfully.”
- ◆ **Tuesday, October 25: Book Discussion on “From Comrade to Citizen: the Struggle for Political Rights in China” by Professor Merle Goldman**  
Denny Hall, Room 401, 3:30-5:00pm
- ◆ **Thursday, October 27: Lecture, Professor Zhao Yuezhi, Simon Fraser University**  
Denny Hall, Room 401, 3:30-5:00pm
- ◆ **Early November: Atsuhiko and Ina Goldwin Tateuchi Lecture**  
Kane Hall
- ◆ **Thursday, November 3: Lecture, “Post-modernity and Post-coloniality in the Age of Globalization: A Chinese Cultural and Literary Perspective”**
- ◆ **Thursday, November 3: Book Discussion of the recent biography “Mao” by authors Jung Chang and Jon Halliday**  
Allen Library, Peterson Room, 7:00pm
- ◆ **Thursday, November 10: Lecture, “Collectivism, Political Control, and Neighborhood Enclosure in Chinese Cities: An Alternative Approach to Gated Communities and Residential Segregation,” by Professor Huang Yoqin, University of Albany**  
Denny Hall, Room 401
- ◆ **Thursday, December 8: Lecture, “Building Community in China: Towards Local Democratic Governance?” by Professor Feng Xu, University of Victoria**  
Denny Hall, Room 401

Launch of the Japanese Business Online Course



Anyone considering taking classes has probably noticed the growing number of online courses available. In fact, the online-learning field is exploding, making education more accessible than ever before. With just a computer and internet connection, it is possible to take a course without ever stepping foot inside a classroom.

But what exactly is online learning and how does it compare with traditional in-class instruction? Is online learning an effective tool for teaching foreign language? These types of questions were considered by the University of Washington’s *Technical Japanese Program* (TJP) as they developed, *Business Japanese Online* (BJO), a distance-learning program. Since online learning is a new addition to university curriculum, the answers are as varied as the online courses; every program has a different approach to delivering lectures, assignments, and exams. Rather than imitate others, TJP created its own innovative method—an interactive

program taught entirely online. According to TJP Associate Director, Masashi Kato, “There are other distance-language programs, but I haven’t seen very effective oral communication courses on the Internet before this. We wanted to create an environment for real-time interaction that simulates the same experience students get in the classroom.”

Although developing any distance-learning program is a challenge, TJP already had the curriculum and much of the technology in place. This technology included *Language Partner*, an interactive language-learning software program developed and used by TJP for its on-campus classes. *Language Partner* presents short video segments featuring two people conversing in Japanese. After viewing the video conversation and studying the dialogue displayed on the computer screen, the student then assumes either of the two roles and practices Japanese with the other ‘partner.’

*Language Partner* was an integral part of BJO, but ad-

ditional technology was needed to make it a truly interactive online program. For this, *Conversation Partner* software was developed. Using a computer, webcam, and headsets, students meet in a virtual practice room on the Internet where they can see and practice their Japanese together in real-time. The best recorded performance is sent to the instructor, who then provides feedback and evaluation. This does not mean that BJO is entirely a real-time program, though.

Students independently study the course materials, do multimedia grammar practice drills, and complete exams and quizzes online.

TJP also considered the question of who BJO should be marketed towards. With their previous distance-learning experience teaching practical Japanese to corporate employees, it seemed logical for the core audience to again be business professionals with ties to Japan. Although BJO was primarily geared for business professionals, the program also attracts university students because of the flexibility of online learning and the specialized training in Japanese, business etiquette, and culture. According to Kato, “We designed the program

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Did you know...

There are 61 faculty devoted to East Asian Studies at the University of Washington.

The University of Washington Libraries hold an estimated 581,212 books on East Asia.



Behind Door Number Three - Point C on the Axis of Evil: North Korea

Tracy Stober (International Relations/Korea Studies-University of Washington)

Since October 2002, the United States has been at a standoff with North Korea. A country roughly the size of Ohio, North Korea has effectively brought the highest foreign policy powers of the United States into conflict with each other. The clash came after North Korean requests for the continuation of their prized nuclear power reactor project went unanswered for ten years, following negotiations in the mid-1990s; this wait was extended when the Bush Administration entered the White House.

North Korea, tired of waiting, finally decided to reveal some disturbing information, alleging that they had been secretly working on enriching a substance that could be used to make nuclear weapons. However, North Korea had agreed to halt its nuclear power plant in a 1994 agreement with the United States. According to the agreement, North Korea was additionally required to disclose the amount and location of their plutonium, and to have it effectively removed.

However, the agreement was not all encompassing for other substances that could be used to make nuclear warheads, namely uranium. If one were to take into account the geography of North Korea and the natural source of uranium available within its own borders, the United States should have understood that a future event such as this might take place. Hindsight is always 20-20.

Now, with the Iraq war on our hands and Iran a possible target on the horizon, a question I would like to raise is whether or not we will move toward strategic preemptive strikes with the Korean peninsula. Many believe that the United States would never seriously consider launching a nuclear war with North Korea. Nevertheless, according to Leon V. Sigal, in his book *Disarming Strangers*, the United States has threatened North Korea with a nuclear strike more times than it has any other country. Specifically, the United States is on record

ans with a sense of security works, while threatening them with war *does not*.



On February 10, 2005, North Korea announced it had a nuclear weapon, and would pull out of multilateral talks. If this is more than just bluff, then we must begin to think about the unthinkable: a nuclear North Korea. Now what?

I would like to suggest that the United States show its strength by very publicly being the first one to remove nuclear weapons and preemptive war from the table. We need to sign an agreement with North Korea. Trying to alleviate their fears simply by using statements and White House announcements is not enough.

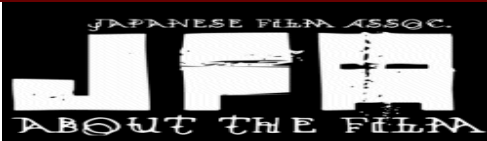
This is getting serious. I believe that in order for other countries to follow suit, we must set an example. We must be wise in our decisions on how to deal with North Korea by carefully evaluating our progress or lack thereof. There are several questions that we should consider: In the past, what has worked? Do we really need weapons of mass destruction in our arsenal? And, do we really want to go back to the 1980's when the threat of mutually annihilating the entire planet was the status quo?

Strangely enough, the first Bush administration removed nuclear weapons from the Korean peninsula as well as from Trident submarines off the coast in 1991. This action had positive results; North Korea signed the IAEA agreement and agreed to a nuclear free zone with South Korea. It appears that attempting to provide the North Korean

Sigal, Leon V., *Disarming Strangers: Nuclear Diplomacy with North Korea*, New Jersey: Princeton University Press, 1998.

Mazarr, Michael J. *North Korea and the Bomb: A Case Study in Non-proliferation*. New York : St. Martins Press, 1995.

Triplett, William C. *Rogue State: How a Nuclear North Korea Threatens America*. Washington, D.C: Regnery Pub., 2004.



Japan Film Association & UWeiga Fall 2005 Film Calendar

	September 29	Crazy Fruit Nakahira Ko 1959 86 min.		November 10	Lady Snowblood Fujita Toshiya 1973 97 min.
	October 6	Iden & Tity Tomorowo Taguchi 2003 118 min.		November 17	Goke Sato Hajime 1968 84 min.
	October 13	Tora san #2 Yamada Yoji 1969 color 93 min.		November 24	Hidden Blade Yamada Yoji 2004 131 min.
	October 20	Sword of Doom Okamoto Kihachi 1966 119 min.		December 1	Vibrator Hiroki Ryuichi 2003 95 min.
	October 27	Manji Masumura Yazuso 191964 91 min.		December 8	Double Suicide Shinoda Masahiro 1969 104 min.
	November 3	Hana & Alice Iwai Shunji 2004 135 min.	All films will be screened on Thursday evenings at 7:30 pm in Guggenheim 224		

Japanese Online Business Course (continued from page 3)

for business professionals, but it is suitable for a broad range of students, including anyone who is planning to study-abroad, do an internship in Japan, or those wanting to review basic grammar and oral communication skills."

Students throughout the US and even as far away as Japan participate, making this a truly global program. Even though online courses can be taken from nearly any location, students should nevertheless realize that it can take as much effort as a traditional class and that they need to be self-disciplined and independent. Online instruction can also create a sense of isolation, diminishing the student's learning experience. According to BJO instructor, Miyako Imai, that is one area where the program is different. "We do not want faceless students. Our goal is to build a sense of community by simulating a classroom environment where the student can see, talk, and interact with me, and their classmates, only with more flexibility. With *Conversation Partner* we can do that."

Just as students have to adapt to learning in a virtual classroom, online teaching is also an adjustment for the instructor, who no longer regularly meets face-to-face with her students. While *Conversation Partner*, frequent emails, and an online bulletin board help Imai and her students interact, other methods such as online group conferences, student photos, biographical sketches, and peer reviews are also being considered. Overall, students have reacted positively, and though the program is more structured and time consuming than some initially anticipate, most adapt easily to the online format.

Launched in the Autumn Quarter of 2004, *Business Japanese Online* is now over halfway through its pilot year. Guided by the experience they have gained thus far, BJO looks toward the future. Kato hopes to eventually add more courses. "Currently, students begin at an intermediate level. We want to build upon that by offering beginning and advanced-level classes that teach functional oral communication skills." For more information about *Business Japanese Online* or how to register for classes, visit the BJO web site at: <http://www.tjp.washington.edu/bjo/> or call 206-543-7610.



**One World Now** (continued from page 2)

-Chinese instructors whose students learn from the same first-year textbooks that are used at the UW. Seattle public schools even give students foreign language credit for their language studies during the program.

Due to its focus on assisting low-income youth, OneWorld Now! provides scholarships for the summer study abroad program. The Freeman Foundation has also helped to expand the Chinese language and scholarship side of the program. Last year, OneWorld Now! partnered with the Experiment in International Living to send students to China. This year, they hope to work with their local partner, Pacific Village Institute (PVI), to create an integrated leadership, community service, and language trip to China in the summer of 2005.

Though only in its third year of operation, OneWorld Now! has obtained significant foundation funding and achieved national recognition. The Jack Kent Cooke Foundation named OneWorld Now! one of the nation's four "most innovative after-school programs."

"OneWorld Now!'s global leadership opportunities for underrepresented youth and strategic and relevant language programs in Chinese and Arabic for public high school students are distinguishable and commendable - the East Asia Center applauds these efforts in our community and looks forward to a continued partnership.

**East Asia Resource Center Changes Lives** (continued from page 5)

participate in an EARC study tour to Japan where I also created a digital archive and companion lesson entitled "Japanlinks." Traveling to China and Japan changed me both professionally and individually. It was through the study tours that my teaching became more authentic and my appreciation of cultural diversity more acute.

My teaching also prospered from pilot testing cutting-edge curriculum developed by EARC staff in conjunction with their colleagues at the University of Colorado-Boulder. I have also had the opportunity to make presentations with Mary Cingcade in Washington and, more recently, at the NCSS Annual Meeting this past November. Our most recent presentation dealt with teaching about young people in China. The sessions were packed with people wanting to know more, not only about China, but also Asia, so their students will be better prepared to live in a global community.

Thanks to the EARC, I have developed friendships with people I met while traveling on the Yangtze River to the Three Gorges and with colleagues who experienced the China (2001) and Japan (2002) study tours with me. My appetite for learning was further enhanced by a similar study tour to South Korea with the Korea Society in 2003. My association with EARC made me a more viable candidate for my South Korean experience.

Although I recently left the classroom, my EARC education has landed me contract work with The Asia Society, which has a Gates Foundation grant to support the development of ten small inner-city middle and high schools with international studies as their central theme. My job is to help the teachers and building leaders integrate technology into their teaching and professional development in order to enhance the students' learning. Equally as important, I have an opportunity to help them develop a new curriculum that focuses on the United States' relationship with Asia and the rest of the world. Thanks to the EARC and its staff, I think that I am ready to write a new chapter in my career book.

(Joe is a former social studies/history teacher at Thomas Jefferson High School in Federal Way, Washington. Currently, he is working as a consultant for Asia Society & Educational Testing Service.)

**East Asia Resource Center Changing Teachers' Lives**

By Joe Gotchy, Freelance Writer

Over the course of my thirty-year teaching career, I participated in scores of seminars, institutes, and professional development programs also joining in on collaborations, partnerships, and a national network of colleagues working on disparate projects.

Mentors and benefactors generously invested time and resources to make my professional and personal qualities more complete. After three decades, I can say that none of these organizations or individuals have had a more profound impact on my teaching, worldview, and future than the East Asia Resource Center at my alma mater, the University of Washington.

Many Pacific Northwest educators such as myself first came into contact with the EARC and its staff at local conferences hosted by organizations such as the Washington State Council for the Social Studies. For those of us in the business of working with students, it is not long before we discover the treasure trove of resources housed in the EARC library.

Expertise and excellence have always been synonymous with the Center and its staff; their much anticipated and highly-prized workshops, seminars, institutes, and study tours have influenced educators and students at every level. Associated with the Henry M. Jackson School of International Studies, the EARC is a conduit for communication about upcoming lectures, classes, and local programs.

Through its association with organizations like the Freeman Foundation and the National Consortium for Teaching About Asia, the

EARC bridges classrooms in the Pacific Northwest with those in the countries of China and Japan. Thanks to Mary Hammond Bernson, Mary Cingcade, and Kristin Chaney, hundreds of teachers have a hands-on opportunity to learn about East Asia through travel.

Study tour participants share their experiences and insight with others both in-person and through the development of educational materials. The true beneficiaries of these study tours are the tens of thousands of students and other teachers throughout the Northwest who have or will in the future come into contact with these teachers, either in the classroom or at conferences and onsite seminars throughout the country.

I most recently connected with the EARC in the mid-1990s. For many years, my career focused primarily on American studies and government, but it later came to include the development of a new interdisciplinary laptop project with some of my colleagues. Following this, I began teaching Global Studies to sophomores. Fortunately, I received a Keizai Koho Fellowship through the National Council for the Social Studies. After learning of my award, I immediately went to the EARC to discuss my first trip to Asia. Through their guidance, I came into contact with a New York-based friend who has since become my colleague.

Throughout this time, I integrated EARC-developed curriculum into my teaching. I have also read their newsletters and borrowed resources from their library. At EARC events, I met local and regional teachers who, like me, were interested in bringing

Asia into their classrooms. At every WSCSS or NCSS annual meeting that I attended, the EARC staff was there, presenting to throngs of educators.

Then, in 2001, I read about their study trip to China, a place I had taught about and always dreamed of traveling to. Being married with children, however, meant that standing atop the Great Wall or wandering among the first emperor's terracotta warriors was not a possibility for me.

The EARC transformed that dream into a reality. As I have told others, the trip through China was epic. We traveled through a dozen time zones, from a Buddhist monastery in the high southern plateaus to eastern port cities that were poised to become the world's new trade center. We met people from all walks of life and experienced the sights, sounds, smells that only a hands-on experience can provide.

To enhance our experience, Professor Kent Guy, a UW Chinese historian, accompanied us on the tour. He became our resident scholar, mentor, and friend. During the study tour, I created a digital photo archive in excess of two thousand images which I have given away to teachers in at least 20 states. I also created a lesson set, "Who's Driving that Audi," which allows students to use online resources to explore the politics, economics, education, and culture of modern China. I used the lesson set with hundreds of students and shared it with over a hundred teachers at local and national conferences.

After traveling to China, I was also selected to partic-

(continued on page 6)

