

Luce Initiative on Asian Studies and the Environment

Profiles of Grantee Institutions



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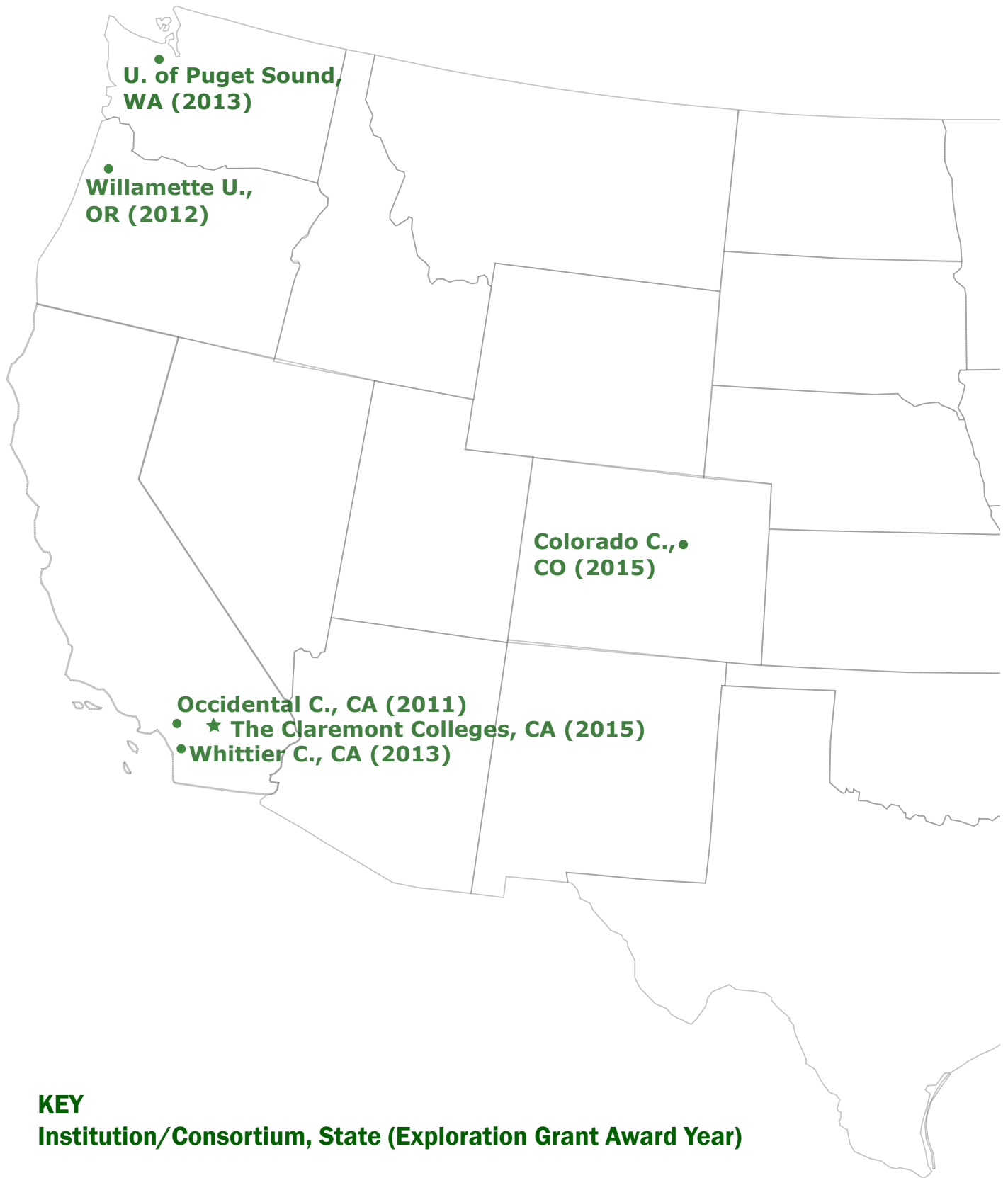
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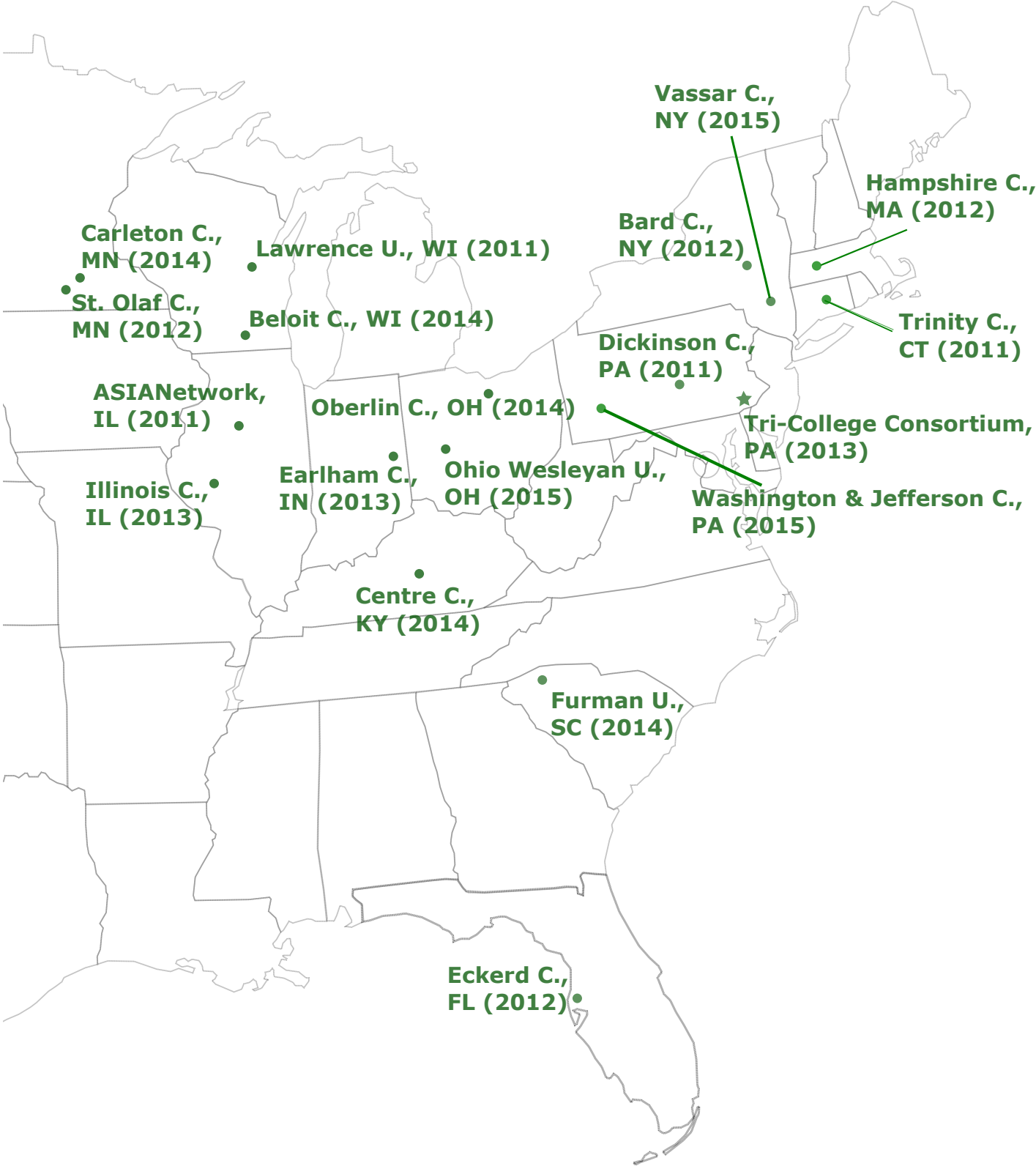
NOTE

Faculty designees attending the LIASE Conference in St. Paul, MN are denoted with an asterisk (*) on their respective institutional profile.

A complete directory of LIASE websites, including links to individual faculty profiles, can be found at the LIASE Landing Page www.hluce.org/liaseresources.aspx.



LIASE Grantees



CORE LIASE FACULTY

Teodora O. Amoloza

Professor of Sociology
Illinois Wesleyan University

Gary DeCoker

Professor Emeritus of Education
Ohio Wesleyan University

Jack Harris*

Professor of Sociology
Hobart & William Smith Colleges

Eriberto Lozada, Jr.

Professor of Anthropology and
Environmental Studies
Davidson College

PRIMARY GEOGRAPHIC SCOPE

China: Yunnan Province

Indonesia: Semarang

PRIMARY ASIAN PARTNERS

China: Yunnan University

Indonesia: Soegijapranata Catholic
University

USA: Eckerd College, Warren Wilson College,
United Board for Christian Higher
Education in Asia

STRATEGIES & PRACTICES

Build institutional linkages between American and Asian colleges and universities; Train faculty in service-learning pedagogy, increasing the capacity of our members to engage in community-based service learning pedagogies in Asia; Introduce environmental studies faculty (especially natural science faculty) to Asia; Run field-based pilot environmental studies programs in Asia; Provide a widely available and visible forum through the AN website and AN annual meeting to continue to explore environmental issues in Asia

TOPICS / SUBTOPICS

Biodiversity

mangrove restoration

Waste

waste-picking hazards

Tourism

eco-educational tourism



ASIANetwork

c/o Ohio Wesleyan University

Delaware, OH*

Exploration: Concluded

*At the time of the grant, ASIANetwork's rotating secretariat was based at Illinois Wesleyan University.

ASIANetwork (AN) is a consortium of American liberal arts colleges. With about 160 institutional members, it is devoted to strengthening Asian studies within the framework of liberal arts education. Through LIASE, AN explored with the United Board for Christian Higher Education in Asia (UB) a model for partnering with educational institutions and non-governmental organizations in Asia. The focus of activities was community-based service learning linked to environmental issues. UB works with about 95 colleges and universities throughout Asia, has experience in service learning in the region, and at the time of the grant administered an environment initiative with projects on coastal resource management and on environment and health. Activities during the grant period included identification of sites for two pilot projects involving interdisciplinary teams of American and Asian faculty and students; a workshop on service learning pedagogy; implementation of the pilots, each of three to four-weeks' duration; and post-project meetings to assess and share the experiences and formulate a model for future projects. For this activity, AN received a two-year exploration grant. A portion of the grant funds also supported an environmental film series at AN annual conferences.

INDONESIA PROJECT

The project in Semarang, Indonesia was to learn about mangrove forest restoration, its relationship to fisheries, and how community-based activism can transform and enhance the environment. Professors Brian MacHarg and Jeannine Lessmann of Eckerd College partnered with Dr. Budi Windianarko of Soegijapranata Catholic University in Semarang. The program combined field study, service work, intellectual reflection, and a consideration of major social issues for both the American and Indonesian members. Eckerd and Soegijapranata students and faculty worked alongside Tapak villagers to plant mangrove seedlings and brainstorm about the development of the site as an educational and eco-tourism destination.

Students learned that Indonesia has the largest Southeast Asian mangrove areas (22% of global totals, 60% of those in Southeast Asia) and that their value is inestimable both ecologically as well as economically. This is especially true for the Semarang community of fishermen who depend on the dense, organic mangrove forests to provide a natural defense against tsunamis and serve as a buffer to sea level rise and nursery grounds for fish and shrimp. Unfortunately, several years ago the fishermen thought that the mangroves were an obstacle to production.

The fishing community, through its NGO, is trying to restore the mangroves; therefore, working in the field planting mangroves was one activity of the project. In addition, the students were challenged to design a process and project that will foster eco-tourism in the area. In a series of gatherings arranged and facilitated by the student and faculty participants of Soegijapranata, Eckerd students collaborated with local students to discuss the hopes of the villagers. The Eckerd and Soegijapranata partners worked well together, and energetically shared ideas about effective ways of leveraging the village's ecological initiatives. The students also helped to build a bamboo bridge to a village becoming more isolated by rising waters.

The Soegijapranata faculty are experienced in environmental studies and service-learning. Dr. Windianarko and his project partner, Dr. Soedarini, are environmental scientists specializing in food safety and environmen-

tal quality. The Soegijapranata students were leaders at the school and had worked either in food science, environmental issues, or in some other capacity with the Soegijapranata faculty. In addition, two of the three had experience with service-learning. Their English skills were very good and they were primed to be responsible to the project. They also extended themselves "after hours" to spend time with the American students.

Each of the faculty from the partner schools had successful experiences working with faculty abroad and this created a willingness to reach across boundaries. The result was a very strong team approach that fostered trust and confidence in the project. The faculty members from both institutions seemed to authentically enjoy working and traveling with the students and interacting with each other. Prof. MacHarg's acute and gentle sensitivity in asking students to think reflexively in dialogue with the community partners, combined with Prof. Lessmann's enthusiasm for mangroves and her energetic use of the language, created an atmosphere of thoughtful curiosity and joy.

In preparation for the trip, the Eckerd faculty met with the Eckerd student team members individually and as a group. More significantly, the team made a visit in the field via kayaks to a nearby Florida marine estuary where Prof. Lessmann gave a primer on the science and environmental value of mangroves. She also provided numerous written materials on the science, environmental impact and use of mangroves. The students consulted with faculty in Eckerd's Environmental Studies department to discuss the basics of developing eco-tourism models, a topic that would be particularly relevant to this project. The Eckerd team also met in Jakarta and spent two days adjusting to the time change and visiting cultural sites in the capital.

CHINA PROJECT

The original focus of the service learning project in Kunming, Yunnan, was to assess the environmental health impact of waste picking in a minority community and, based on the assessment, to provide education in that

Previous Page: Warren Wilson students helping run a used clothing collection drive organized by Chinese college students in Kunming, China (Summer 2015).

community about the hazards. Profs. John Brock and Dongping Han of Warren Wilson College partnered with Prof. Xiang Rong of Yunnan University in Kunming.

The team was able to perform assessments with a small number of community members, which involved visits to individual homes. Students learned about the level of awareness of environmental hazards among individuals in the community, as well as illnesses and injuries incurred by waste pickers as a result of their work. They were able to identify other environmental hazards, such as storage of waste products by individuals and flooded open sewers. They also assisted with several elementary school fairs in honor of International Children's Day, taught English to children at a community center, and helped with a clothing drive for the community.

The Warren Wilson students reported transformative experiences on multiple levels, stating that working in this poor community has forever changed how they see the world. In addition, they reflected that they must learn a great deal about a community before attempting to help. Because of inadequate communication during the planning stage and the lack of familiarity among the Warren Wilson and Yunnan University groups, both sides expressed frustration: for the Warren Wilson group, they complained about limited access to the community; for the Yunnan University group, they felt that the undergraduates were not prepared for service-learning in a Chinese community (given the lack of linguistic expertise and social and historical awareness of Chinese minority groups).

While both the Warren Wilson faculty and the Yunnan University faculty had extensive service-learning experience, there was a theoretical disconnect between what each understood as the core of service-learning. For the Yunnan team, process was most important—establishing a collaborative working relationship that emphasized the needs and desires of the host community and was conscious of inequalities of expertise and power. For the Warren Wilson team, while they understood that addressing the needs of the community was important, they did not fully recognize the importance of working with the local cadres as the way to accomplish this goal.



Learning about planting mangroves in Semarang, Indonesia (Summer 2015).

LESSONS LEARNED

1. Choosing Partners

The process for choosing partners turned out to be a difficult one. While we were seeking to ensure that each party was qualified to do service-learning in an environmental context, the dialogue was too constrained and brief, resulting in implementation interaction that proved fruitful in one pilot and less so in the other.

2. Joint Proposal Development and Design

Pilot project proposals were driven almost exclusively by the AN faculty proposers. They did so with too little information about the host partners. This created, from the outset, an asymmetry between the two partners, the AN collaborator being “senior” and the UB collaborator “junior.” The smaller stipend provided to the UB collaborator did not adequately recognize the significant on-the-ground arrangement and management responsibilities of the host partner and their ongoing relationships with their community partners.

3. Faculty and Student Preparation

This was an area in which the faculty collaborators seemed to have been very active. Students had significant preparatory activities. Nevertheless, there were some obstacles that were recognized:

- AN faculty and students need to be oriented to the principles to be followed in working with the

community partners, the expectations of the community partners, and any particular obstacles that may arise should be identified prior to coming on-site.

- Student collaborators should communicate in advance through social media and digital storytelling about themselves and their studies.
- Project should be attached to earning academic credit that should be awarded at the successful completion of all phases of the project.
- Encourage students and faculty to take a multi-day intensive language course to enhance on-site communication.

4. Relationship with the Host Community

In the Indonesia project there was a long-term, well-established and well-maintained relationship between the host institution, the host NGO, and the host community. In the China project, it was less clear how well the relationship would sustain the environmental project of the nature attempted by the AN-UB partnership. There is a need to confirm the commitment and nature of the relationship between the Asian faculty proposers and their host NGOs and community partners, the prior track record and reputation, and the evidence of the activities and outcomes of prior activities.

5. Planning: A Daily Itinerary

It was noted that having a tentative daily itinerary contributed to the success of the Indonesia project as both teams could anticipate specific times for the field work, the service learning reflection, and homework.

6. Focus on Environment Rather than Service-Learning

While both teams were quite expert at service learning, each team recommended that we shift the emphasis of the projects to Community-Based Research focused on environmental issues. Each team reported feeling constrained in the proposal and project execution process by the foregrounding of service-learning.

We concur with their recommendation to foreground the environmental component, emphasizing collaboration with the community partner. Using a Community-Based Research (CBR) model rather than

specifically service-learning would focus the teams more on research guided by the objectives as defined by the community partner and methodologies that may or may not include the self-reflexive process so central to service-learning. Community-based learning can include service projects, but allow for activities other than direct service (especially experiential learning and documentary work), and can include processes of reflexivity that are important to service-learning. In addition, foregrounding the environmental component within a community-based learning model can overcome differences in expertise.

7. Budget

It is critical to establish a budget that provides sufficient support for project. The budget should reflect the partnership and collaboration of the host institutions and their faculty.

8. Outcomes

- Communicate and publish results of these environmental studies activities in Asia through journals and websites.
- Participate in environmental work that is sustainable and provides significant learning for faculty and students.
- Engage natural scientists in environmental work in Asia in partnership with humanists and social scientists.
- Provide a foundation for sustainable partnerships with schools in Asia.

CORE LIASE FACULTY

Chris Coggins*

Professor of Geography and Asian Studies
(Bard Simon's Rock)

Michele Dominy*

Professor of Anthropology and
Environmental and Urban Studies

Mika Endo

Assistant Professor of Japanese

Eban Goodstein*

Director, Bard Center for Environmental Policy

Nathan Shockey

Assistant Professor of Japanese

Yuka Suzuki

Associate Professor of Anthropology

Li-Hua Ying

Associate Professor of Chinese

PRIMARY GEOGRAPHIC SCOPE

China, Japan, South Korea

PRIMARY ASIAN PARTNERS

China: Center for Environmental Education and Communication, Fujian Normal University, Fujian Academy of Science, Jiangxi Bureau of Forestry, Chinese Academy of Science, Nanjing Research Institute of Geography and Lakes, Fujian Bureau of Forestry, Meihuashan Nature Reserve, and Longxishan Nature Reserve

Japan: Tokyo Wonder Site, Fukutake Foundation, and Peace Boat Disaster Relief Volunteer Center

South Korea: Yonsei University, Korean Federation for Environmental Movement

STRATEGIES & PRACTICES

Competitive funding pool supporting course development; student and faculty research; student internships and practica; student research conferences; faculty working group; pedagogy-focused workshop; Lessons Learned Conference

TOPICS / SUBTOPICS

Forest management

China, fengshui forests, community-based conservation

Environmental Policy

Korea, energy, grassroots activism

Depopulation

Fukushima, disaster recovery, eco/cultural tourism

Environmental Aesthetics

literature, visual arts

Agriculture

Japan, organic farming, WWOOFing



Bard College

Annandale-on-Hudson, NY

Implementation: Year 4

Environment and Community in East Asia is an initiative aimed at embedding a permanent and significant focus on Asian environmental and sustainable development issues into the curricula at Bard's undergraduate campuses at Annandale-on-Hudson and Simon's Rock, and at the Center for Environmental Policy's MS programs. To accomplish this, we undertook a suite of field experiences exploring different interdisciplinary themes: scientific research in China, cultural analysis in Japan, and a study of policy formation and civil society in Korea. A key to our success has been involving faculty in these initiatives who were interested, but were not currently teaching about the environment in Asia.

FIELD FOCUS IN ASIA

China - Scientific Research: Fengshui Forests

LIASE sponsored three seasons of field research on community-based forest conservation in China. Dr. Chris Coggins of Simon's Rock reports: "The final season, summer of 2016, was another great success. Four Simon's Rock students participated in the *fengshui* forest research project, which focused on ten villages within four counties of southern Hunan Province. This was the first year that we used a drone to take aerial photos and videos of the *fengshui* forests, and this method has proven indispensable for gaining a synoptic view of the landscapes of which the sacred groves are such an important part. This has helped us understand the ecological function and value of

the forests and there is great potential for interfacing the drone imagery with mapping and digital terrain modeling technologies. This year we also made a transition toward biotic assays for aquatic ecology, and this holds much greater promise for research on the local ecological effects of the forests on adjacent streams, springs, ponds, and other water bodies. We have now completed multidisciplinary research involving sociocultural and biophysical surveys in a total of 44 villages in four provinces.”

Japan - Environmental Change and Cultural Response

Dr. Nate Shockey: “In organizing the trip (summer of 2015), my colleague Mika Endo and I wanted to give our fellow travelers a dynamic balance of experiences, from meeting with artists and activists, to touring industrial infrastructure, to visiting places of intense natural beauty, to witnessing sites of destruction and degradation. Images of a peaceful, aesthetically evolved “Japan” loom large in the American imagination; we aimed to problematize that picture and highlight some of the contradictions that characterize contemporary Japanese society and its relationship to the environment. To that effect, we planned an itinerary that included both positive and negative aspects of humans’ relationship with the natural world in Japan, asking our colleagues and students to think about the relationship between the two.” In addition to this study trip, over the course of the grant, eight students “WWOOFed” in Japan, gaining culturally immersive hands-on experience with Japanese farming practices, while another five students interned at Japanese non-profits.

Korea - Civil Society and Asian Environmental Policy

In the summer of 2015, the Korea team participated in a conference at Yonsei University and a study tour organized by the Korea Federation for Environmental Movement. Dr. Eban Goodstein concludes: “ The inspiring fight to protect Garorim Bay provided a sharp contrast to the desperate situation of coal-town farmers in neighboring Danjin. Yet, the two struggles represent the continuum of an emerging environmental justice movement in which historically marginalized communities are seeking, and sometimes gaining, a voice against a powerful energy-industrial complex. Democratization

has provided political space in South Korea for both science-based citizen protest, and national NGOs that can bring professional resources to bear on local struggles. Changing the nation’s dialog around the need for new nuclear and coal plants is a challenging next frontier.”

HUDSON VALLEY INITIATIVES

Support for course development, faculty-student research, internships, senior projects, and theses

As a result of the grant (and the conference discussed below) Bard faculty have proposed eight new courses and 24 course modifications with a focus on environmental and sustainable development issues in Asia. In addition, undergraduate and graduate students were funded to advance research.

Bard’s Working Group on the Environment in East Asia

organized a successful scholarly conference on Boundaries/Crossings: Art, Culture, Politics, and the Environment in Asia, in April 2016. The conference brought together over 28 scholars, artists, curators, activists, and journalists from across the world to explore intersections between culture, art, and politics in relation to nature and environmental resources in Asia. 17 participating Bard faculty later joined a pedagogy workshop in which faculty participants brainstormed ideas for incorporating the new directions and interdisciplinary conversations generated at the conference into their courses in disciplines as diverse as Biology, Sociology, Literature, Economics, and Film. In addition to the conference, the grant supported an annual on-campus “Focus on Fukushima.”

Annual Student Research Conference

For three years of the grant, we organized a conference focused on presentation of student research related to Asia and the environment. Attendance averaged around forty students from across the country.

Policy Graduate Students from East Asia

The project supported one student each year for three years to enroll in the MS program at Bard. Professional alumni working in Asia provide an important avenue to sustain impact after the grant period.

Previous Page: Simon’s Rock student, James Lam, and South Central China Univ. of Technology & Forestry graduate student, Wang Manna, measure diameter of fengshui tree, Hunan Province village.

CORE LIASE FACULTY

Elizabeth Brewer

Director of International Education

Susan Furukawa*

Assistant Professor of Modern Languages
and Literature (Japanese)

Jim Rougvié

Associate Professor of Geology

Sue Swanson*

Professor of Geology

Pablo Toral

Professor of International Relations

Daniel Youd*

Professor of Chinese Language & Literature

PRIMARY GEOGRAPHIC SCOPE

China: Yellow River, North China Plain

Japan: Akita Prefecture

PRIMARY ASIAN PARTNERS

China: Henan University; Yellow River
Institute at Henan University

Japan: Akita International University

STRATEGIES & PRACTICES

A variety of courses offered in the arts and humanities, social sciences, and natural sciences; experiential learning and language opportunities for students through field studies in China and Japan; faculty development opportunities

TOPICS / SUBTOPICS

Rivers

Agriculture

organic farming

Sustainability

Natural Resource Management

land, soil, water

Art/Film/Literature



Beloit College

Beloit, WI

Implementation: Year 2

LIASE grant activities fall into two major categories at Beloit College—those related to the Rivers in Transition: China program, and those related to the Rural Landscapes in Transition: Japan program. Rivers in Transition: China examines changes in the physical and cultural landscapes along the Yellow River over the previous three millennia. It explores how these changes are framed through myth, art, religion, philosophy, literature, and political discourse to form touchstones of the culture of the “Central Plains”, near the lower reaches of the Yellow River, an area traditionally identified as a birthplace of Chinese civilization.

As part of the Rivers in Transition: China program, students complete two core courses to be eligible for a May field studies course in China, taught by Professors Daniel Youd and Sue Swanson, with support provided by Henan University’s Yellow River Institute. Required are at least one core course from the arts/humanities (e.g., The Yijing) and one core course from the natural sciences (e.g., Environmental Geology and Geologic Hazards, Surface Processes and Landforms). Students embarking on field studies in China also complete an orientation seminar in the semester preceding the field studies course.

Beginning in September 2016, Swanson and Youd held a series of information sessions to recruit students for the program. Ten students were accepted, six first-years, three sophomores, and one junior. Three were students in Swanson’s Water Scarcity or Youd’s Book of Changes first-year

initiative seminars, taught in fall 2016. The students have varied interests and experiences, and they plan to major or minor in Asian studies, biology, Chinese, dance, environmental studies, geology, and international relations. Nearly all of the students have already pursued some language study or, as a result of this program, plan to pursue it in the next academic year.

Throughout the 2016-17 academic year, the students studied topics related to physical and cultural landscapes along the Yellow River in their core program courses. In their orientation seminar the students explored the physical geography and human culture of the Yellow River basin in greater detail. They prepared field guides for the major sites visited in May 2017. Professor Wu Pengfei, our primary collaborator from the Yellow River Institute at Henan University, also worked remotely with Swanson, Youd, and the students to prepare for the successful field course that included exploration of the city of Kaifeng, historic and modern flood control structures along the Yellow River, the Shang Dynasty archeological sites in Anyang, the Song Dynasty imperial tombs in Gongyi, and Mount Song.

Rural Landscapes in Transition: Japan explores the complexities of satoyama landscapes by pursuing research on folk arts and rural culture, ecosystems and landscapes, and engaging in dialogue and problem-solving with rural residents in Akita prefecture. Led by Professors Susan Furukawa and Jim Rougvie, this program structure mirrors that of the China program.

During the 2016-2017 academic year, the Japan cohort engaged in project and faculty development. A group of 5 to 8 faculty met twice a month to discuss issues and research related to rural sustainability and Akita. In October, Elizabeth Brewer, Susan Furukawa, Jim Rougvie, and Pablo Toral (funded by Beloit College) traveled to Akita to present the project to Akita International University (AIU) faculty and to meet with various interested parties there. They also explored possible field sites around the prefecture. In February, AIU Professor Yoshitaka Kumagai spent five days at Beloit. During that time, he met with representatives of several programs whose work intersects with the Landscapes project and facilitated planning for our May 2018 trip. He also attended a faculty presentation on Memory and Muse-

ums in Japan, visited classes (Rivers in Transition-China, Narratives of War and Peace in Japan, Duffy Community Service, and Sustainable Agricultural Management). Prof. Kumagai met with individual faculty members, participated in a discussion of project-based learning at AIU and Beloit College, led a discussion of readings with the 2016/17 Landscapes Japan faculty cohort, and gave a well-attended talk on “Protected Areas in Asia.”

At two informational meetings during February, Furukawa and Rougvie met with approximately 18-20 students to describe the Japan program and discuss core and language course offerings for Fall 2018. Among the core courses is ENVS 280. Topics in Environmental Studies - Totoro Saves the World: Miyazaki, Nature, and the Popular Imagination. This course, to be team taught by Furukawa and Rougvie, focuses on how the intersections of culture, folklore, and physical landscapes influence concepts of nature and environmental sustainability through the films and writings of Hayao Miyazaki. The course is at enrollment capacity (24) and has a wait-list.

In May, Furukawa and Rougvie took three faculty who participated in the development seminar (Kate Linnenberg, Sociology; Ron Nikora, Political Science, and Health and Society; and Darlington Sabasi, Economics) to Akita where they met with local farmers and bureaucrats. Linnenberg taught a module on the Japanese family in her class Global Family Issues in the spring of 2017. Others will develop modules for future courses.



Above: Professors Daniel Youd (Beloit College), Wu Pengfei (Henan University), and Sue Swanson (Beloit College) at the Yellow River Institute, Henan University. Previous Page: The 2017 Rivers in Transition cohort near the banks of the Yellow River, Henan Province, China.

CORE LIASE FACULTY

Tun Myint

Associate Professor of Political Science

Arjendu Pattanayak

Professor of Physics

Kathleen Ryor

Professor of Art History

Asuka Sango*

Associate Professor of East Asian Religion

PRIMARY GEOGRAPHIC SCOPE

China, Japan, Thailand, Myanmar

PRIMARY ASIAN PARTNERS

China: Fudan University, Beijing University

Japan: Doshisha University

STRATEGIES & PRACTICES

Curriculum innovation grants for faculty;
funding student research in China, Myanmar
and Thailand

TOPICS / SUBTOPICS

Agriculture

Conservation

Disaster

Ethics

Landscape



Carleton College

Northfield, MN

Exploration: Concluded

During the LIASE exploration phase, we awarded six Curriculum Innovation Grants funded by LIASE. These allowed faculty to develop environmental studies units within existing courses or revise courses significantly to deepen their Asian environmental focus. One funded the development of a Chinese language course to be taught by Professor Mark Hansell in conjunction with Senior Lecturer in Biology David Hougen-Eitzman's classes on comparative agroecology. Professor Kim Smith in Environmental Studies brought in a visiting speaker on the Fukushima nuclear disaster in conjunction with her winter term Environmental Justice course, which now includes a unit on Japan as a result of LIASE support. Another funded the development of a course on Japanese religion and ecology, taught this past spring term by Professor Asuka Sango in Religion. The grant also funded Professor of Political Science Tun Myint's travel to Thailand and Myanmar during the summer of 2014 to complete arrangements for a new off-campus studies program, focused on the political economy and ecology of Southeast Asia, offered in winter term of 2015.

LIASE funds sent three faculty members (Professor Sango, Professor Kathleen Ryor in Art History and Professor Mike Flynn in Linguistics) to Doshisha University in Kyoto, Japan in March 2015 to meet with faculty and staff about expanding Carleton's current off-campus studies program at Doshisha. LIASE supported a pilot faculty-student research program led by Professor Deborah Gross in Chemistry, funding a two-week visit by three

students to the laboratories at Fudan and Beijing Universities to collect and analyze data on air pollution.

LIASE funds also supported two workshops (one at the beginning of the exploration phase focused on planning and one capstone workshop that was used for assessment), a roundtable discussion among natural scientists, a faculty reading group, and a distinguished visiting speaker. The second workshop included colleagues from St. Olaf, who had already begun work on their LIASE implementation initiative. We had an exciting conversation regarding how to collaborate closely to coordinate the distinctive strengths and capacities of each institution.

Carleton has long emphasized off-campus study and has developed a rich array of faculty-led programs, including many to Asia. Over 70% of our students study in off-campus programs, one of the highest participation rates in the nation. In recent years we have built up a particularly strong partnership with Doshisha University in Kyoto, Japan. Doshisha serves as our base for off-campus programs in Japan, offered every other spring and focused on Japanese linguistics, and each summer a cohort of Doshisha students study at a summer program here at Carleton. With the help of the exploration grant, Professors Ryor and Sango have now established alternate-year programs at Doshisha in Japanese culture and the environment that will run in Spring 2017 and Spring 2019. Another cornerstone of our off-campus programs in Asia is David Hougen-Eitzman's comparative agroecology program in Sichuan province, China. This runs in alternating Decembers, during the break between our Fall and Winter terms, and serves as an embedded field-research experience that links directly to courses taught on campus before and after the program.

Having built this solid foundation in off-campus study, our focus has now shifted to further study of Asia and the environment through faculty-mentored student research and independent student research in Asia. This focus aligns with Carleton's current strategic plan to increase research opportunities for students. The pilot program in which three students accompanied Professor Gross to work in laboratories at Fudan and Beijing Universities resulted in an increased awareness by both faculty and students of the importance of local conditions and

face-to-face interaction with Chinese scientists and students in addressing the problems posed by air pollution. Professor Myint's program in Thailand and Myanmar generated strong student interest and resulted in several students returning to Myanmar this past summer for independent research. Once again, our natural science and environmental studies faculty demonstrated that an effective strategy for student engagement in Asian environmental issues is to provide support and opportunities for them to engage in research in Asia.

Thus thanks to the exploration grant, Asian Studies faculty at Carleton have taken a strong interest in expanding their teaching to include environmental issues. We knew at the time of the submission of the exploration grant, however, that the most challenging goal would be to add the study of Asian environmental issues to the curriculum in the natural sciences. After a year of very productive discussions with faculty in those departments, we identified the obstacles scientists still face in moving towards greater engagement with Asian environmental issues. The clear message was that they needed two types of training to help them integrate LIASE goals into their courses. The first type of training they felt would be most effective and efficient would be to work on campus with scholars who are experts on Asian environmental issues. The second type of training they felt was essential to their understanding of the relevant issues would be site visits to places where our faculty conducted environmental studies research or led off-campus programs. They thought such visits would be most effective if they were accompanied by one or two Asian Studies faculty who could deepen their understanding of the cultural contexts for the study of environmental issues in these localities.

Previous Page: Carleton students in Art History in Kyoto Program visiting the Heijo Palace in Nara (Spring 2017).

CORE LIASE FACULTY

Kyle Anderson*

Associate Professor of Chinese and Asian Studies

Daniel Kirchner

Assistant Professor of Philosophy and Environmental Studies
LIASE Participant (2014-2016)

Matthew Klooster*

Assistant Professor of Biology and Environmental Studies

Brett Werner*

Assistant Professor of Environmental Studies

PRIMARY GEOGRAPHIC SCOPE

China: Beijing, Shanghai, Yunnan

Japan: Yamaguchi

Malaysia: Borneo, Kuala Lumpur

Thailand: Bangkok, Chiang Mai, Karen region

USA: Kentucky

PRIMARY ASIAN PARTNERS

China: Alltech China (Beijing and other locations throughout Asia)

Malaysia: University of Malaya, Mulu World Heritage Area

Thailand: Kasetsart University, International Network of Engaged Buddhists, Karen Environmental and Social Action Network, Moradok Mai Performance Troupe

USA: Pittaya Paladroi-Shane and Jeff Shane (Ohio University)

STRATEGIES & PRACTICES

Intensive Language Learning; 5-week language immersion program; interdisciplinary course: Asia & the Environment Lab; 3-week study abroad; international summer internships

TOPICS / SUBTOPICS

Biodiversity Conservation

tropical forests, coastal wetlands

Culture & Worldviews

art, literature, language, architecture, urban planning

Food & Agriculture

aquaculture, fisheries, palm oil, pork & poultry production

Ethics & Experience

forest bathing, food ethics, indigenous approaches, religious approaches

Water

water quality, dams, land claims



Centre College

Danville, KY

Implementation: Year 2

Our biggest joy has been watching our students get excited about Asian languages, culture, and the environment. In many cases, these are students who were not on a trajectory to investigate or explore Asia at the college.

We are excited to report that at the time of this conference, we now have students that have been intensely involved in the study of Asia for the last fifteen months, moving from one scaffolded experience to another. We track our biggest successes based on the activities of students who have completed the full spread of offered scaffolded experiences.

Two of those students who completed the full suite of scaffolded experiences have recently returned from summer internships with our university partners in Thailand and Malaysia. Brandon, now a senior Environmental Studies and Biology major, was one of nine students who studied Thai language and culture at the Centre Summer Language Institute during the summer of 2016. Olivia, now a junior Environmental Studies major and Philosophy minor, studied Malay that summer as well. Both students enrolled in Conservation Biology and the Asia & the Environment Lab in Fall 2016, as well as completed work in the college's Environmental Ethics and Introduction to Environmental Studies courses. In January, both students went to Thailand for a 3-week study abroad course, and Olivia returned to Asia in May 2017 for a 3-week course to study cultures and habitats in Malaysian Borneo. On those trips, each student developed a close connection with our partner institutions in Asia, creating unique internship opportunities for summer 2017:

Brandon conducted research on aquaculture alongside Dr. Sukkrit Nimitkul of Kasetsart University in Bangkok, and Olivia completed botany research with Dr. Sugumaran Manickam of University of Malaya-Kuala Lumpur. The last step remaining for these students is to present and disseminate their experiences and findings this fall and spring (2017-18), and to apply for prestigious fellowships and graduate research positions.

While not all students could complete the full suite of scaffolded experiences, the project's distinct offerings have had an outsized impact on the college campus. Jake, a 2017 Environmental Studies and Biology graduate, took the Asia & the Environment Lab during our exploration grant phase and attended both the Thailand and Borneo study abroad courses. He would have liked to attend the Centre Summer Language Institute, but at the time had already accepted another research position. If he weren't graduating this year, Jake would also have definitely taken advantage of this year's summer internship experience. The highlight of Jake's Centre experience was shaped predominantly by the interdisciplinary courses and off-campus experiences supported by this grant. Shannon, a junior International Studies major and Environmental Studies minor, participated in the first three offerings: studying Thai at the language institute, taking the A&E Lab, and traveling to Thailand in January. However, as a student already attending college far from home, she declined to take advantage of the summer internship in order to spend more time with her family. Unlike Jake, Brandon, and Olivia, who developed their interest in Asia because of this initiative, Shannon was already a student of Chinese language and culture, but discovered an interest in Environmental Studies through the grant activities.

In March 2017, Centre was lucky to be visited by George Kuh, the scholar most responsible for advocating and developing the concept of High Impact Practices. We were struck by the research he presented highlighting the more than additive effects—multiplicative effects—of doing multiple high impact practices, particularly for first generation students and students of races and ethnicities most underrepresented at institutions of higher education. In the case of each of the four students mentioned above, their horizons were expanded; the

scaffolded High Impact Practices of our project transformed these four students' academic interests and even life goals. For one of our students, more than any other, the Centre Asia & the Environment initiative offered a way to move forward while simultaneously reconnecting with a remote past. Eh Nay, a senior International Studies major who studied Thai at the summer language institute in 2016, attended Centre's Shanghai program for the Fall 2016 semester, and traveled to Thailand in summer 2017 to work with the Karen Environmental and Social Action Network (KESAN). Eh Nay is a former Karen refugee who grew up on the Thai-Myanmar border. This internship allowed him to reconnect with his family's heritage and early memories, as well as explore ways to use his education to assist the Karen in land and water rights disputes and to help advocate for sustainable community-building in Thailand and Myanmar.

As Centre faculty, we designed our project to be as student-centered as possible, and it is the students' stories that matter most. There have been struggles and challenges along the way, but they pale in comparison to the benefits provided to our students and faculty: to date, 8 students conducted an international internship or research experience in summer 2017, 2 faculty conducted research projects in Indonesia and Thailand, 21 students attended the summer language institute, 27 completed the Asia & the Environment Lab, and over 300 have had some larger exposure via campus-wide convocations and performances. Each student learned more about Asia and the Environment, and we believe most will point to a LIASE-related experience as having significantly shaped their future.

Two other students who completed all of the scaffolded experiences—seniors Brendan and Jimmy—just returned from Indonesian Borneo where they spent six weeks assisting with orangutan research. They can attest to the complex emotions these activities can generate: feeling drained and exhilarated, humbled and empowered, disoriented and motivated. When students feel all those things, we know that the project has hit the mark.

Previous Page: Students tour a mangrove restoration site in central Thailand in January 2017, where Wisut (wearing a purple shirt) encouraged his community to get behind the project and become mangrove restoration entrepreneurs. Photo credit: Sukkrit Nimitkul of Kasetsart University.

CORE LIASE FACULTY

Claremont McKenna College

Albert L. Park*

Associate Professor of History

Karin Mak*

Project Administrator, EnviroLab Asia

Branwen Williams

Associate Professor of Environmental
Science

Harvey Mudd College

Rachel Mayeri

Professor of Media Studies

Pomona College

Marc Los Huertos*

Associate Professor of Environmental
Analysis

Kyoko Kurita*

Professor of Japanese

Char Miller

Professor of Environmental Analysis

Scripps College

Anne Harley*

Associate Professor of Music

PRIMARY GEOGRAPHIC SCOPE

**China, Japan, Korea, Malaysia Borneo,
Singapore, Thailand**

PRIMARY ASIAN PARTNERS

Japan: Hiroshima City University

Singapore: Yale-NUS College

South Korea: Yonsei University

Thailand: Burapha University

STRATEGIES & PRACTICES

Cross Disciplinary Faculty Research Labs;
support for research; EnviroLab Asia online
journal; postdoctoral fellow in the sciences;
EnviroLab Asia Class with research labs;
clinic trip; internships; workshop for change;
course development/redevelopment;
support for teaching

TOPICS / SUBTOPICS

Infrastructure & Power

water, biodiversity, hydro-modification

Trans-boundaries & Governance

control over resources, deforestation,
resilience

Agency & Built Environment

performance art, coastal zones

Globalization

rural/urban, populations, industrialized/
de-industrialized, agriculture



The Claremont Colleges

**Claremont McKenna (lead), Harvey Mudd, Pomona, Pitzer, Scripps
Claremont, CA**

Implementation: Year 1

Through the LIASE Exploration grant, the Claremont Colleges began building the infrastructure to enhance curriculum and research on Asia and the environment. Our initiative, dubbed “EnviroLab Asia,” aimed to build new knowledge on environmental issues in Asia, bridge academic disciplines to address these issues across the five undergraduate institutions of the Claremont Colleges, and have an impact beyond theory that would shape the practices and policies that determine the realities of environmental issues in Asia. In its inaugural year, EnviroLab Asia launched:

- **2 Research Clusters** that brought together faculty and students from different schools, academic years, and disciplines. Five faculty and 5 students formed Research Cluster 1, which focused on policy implications and 7 faculty with 5 students formed Research Cluster 2, which focused on arts and communications.
- *EnviroLab Asia* **online journal** was created as a result of the Research Clusters.
- **A 10-day Clinic Trip** to Singapore and Borneo conducted in partnership with Yale-NUS College. Eight faculty and 9 students from the Claremont Colleges joined 6 faculty, 8 students, and 1 staff from

Yale-NUS to witness the intersections between themes of development, sustainability, deforestation, food systems, and human rights and the environment. The trip included meetings with non-governmental organizations, indigenous communities opposing a proposed dam, palm oil plantations, and organic farms. Listening directly to people impacted by environmental issues was a transformative experience for participants and paved the way for strong connections to build the work of EnviroLab Asia.

- A **Workshop for Change** led by Malaysian Chinese composer Yii Kah Hoe, a teacher of music composition and theory at Segi College in Kuala Lumpur. Mr. Yii Kah Hoe is an environmental activist who uses performing arts to focus media attention on significant environmental issues. The Workshop for Change introduced students and faculty to a practitioner in the field to share leadership and experience on environmental issues in Asia.
- “Awakening to the Environment” **Concert** featuring Yii Kah Hoe’s composition “Forest Threnody,” inspired by his native Borneo. The piece was performed by the Claremont Concert Choir and Claremont Chamber Choir of CMC, Harvey Mudd, Pitzer, and Scripps.
- A **Conference** of the Southern California LIASE grantees (Claremont Colleges, Occidental College and Whittier College) fostered collaboration, shared results, and helped facilitate the building of a regional network of scholarship. On March 4, 2016, the conference, organized under the title, Globalization & Sovereignty Conference: Examining Environmental Issues in Asia, took place with Mr. U Yan Min Aung, a national consultant on environmental and land policy in Myanmar, as the keynote speaker. Faculty and students co-presented on their topics and held a lively roundtable discussion about the presentations.
- **9 redevelopment/enhancement courses** in the Departments of Modern Languages, Asian Studies, and Environmental Analysis to enrich

the number of courses available that explored themes of environmental issues in Asia. Three of the nine redeveloped courses integrated learning of Asian languages (Korean, Chinese, and Japanese).

- **Website** and accompanying social media that consolidated information about the intersections of Asian Studies, Asian Languages, and Environmental Analysis. The EnviroLab Asia website, Facebook page and Twitter handle @EnviroLab_Asia were used to share opportunities and reflections. One blog post from the website that was shared on Facebook received over 600 views.

The various components of the grant raised awareness and increased scholarship on environmental issues in Asia under EnviroLab’s cross-disciplinary approach. However, the experience of the Clinic Trip was the component that was the most transformative and eye-opening for participants. Due to the design of the trip and the recruitment of participants across disciplines, cross-disciplinary exchanges during travel occurred organically. One faculty member wrote in a survey, “I forged new connections with the members of the steering committee and had opportunities to meet people (students and faculty) from the other colleges with whom I surely never would have interacted.” Students wrote in their reflection pieces



Above: Elizabeth Weinlein (Student Fellow, Pitzer '17) and Anne Harley (Faculty Fellow, Scripps) traveling to longhouse on the Baram River. Photo by William Piel. Previous Page: Johann Lim (Student Fellow, Claremont McKenna '18), Marc Los Huertos (Faculty Fellow, Pomona), and Brian McAdoo (Yale-NUS) measure water quality.



Welcome lunch for Claremont Colleges-Yale NUS group—hosted by Anti-Baram Dam organizers in Sarawak Malaysia Borneo.

about how they observed the difficulties of solving environmental issues on the ground, especially around palm oil, but felt hopeful in having been exposed to tools of different disciplines to think about and support that work. They also had the opportunity to deepen their interests, and thought about ways to apply their new knowledge to environmental issues in their own countries.

What I thought was unique about our trip was the fact that we had an amalgamation of so many perspectives. We had the ability to feel empathy for the indigenous communities, understand the efforts of local NGOs, learn about the corporate efforts in sustainability while understanding their profitability goals, and realize the role of the government and its political corruptness...These different perspectives made me realize the value of my liberal arts education for I hope to have an interdisciplinary mindset when I graduate.

—Jahnvi Kocha, Claremont McKenna, '19

One main takeaway from the trip was how inspired students and faculty were by the passion of the people they met, especially the activists and indigenous community leaders whose lives were threatened by the building of the proposed dam. Faculty also led mini-field labs where participants tested pH of the Baram River or provided short lectures from their specific fields.

All of the various components of the trip were quite beneficial in enabling me to gain in-depth knowledge about the issues that we set out to study while on our trip. The fact that we combined fieldwork with informal and formal lectures provided for a range of learning modalities that were both interesting and useful.

—Professor James Taylor, Theater Department, Pomona

The experience of being on the ground and the importance of being able to engage with and listen to key players gave faculty and students a unique way to con-

template the environmental issues they encountered.

Dancing on the porch of the longhouse made a strong impression on me. As a ballet dancer, dance of all forms is fascinating because the movement's style and technique are cultural clues. When the group danced with our Dayak hosts, we were able to break through more barriers than trying to communicate through language. The dance generated giggles, genuine smiles, excitement, shy and then joyful participation from everyone. The sound of the music was new to me, created from instruments I had never seen before. Trees only found in the local forest were chopped to craft them- a physical tie to nature in the music's every beat."

—Madison Vorva, Pomona '17

Beyond the experiential learning provided by the Clinic Trip, EnviroLab Asia also created opportunities to deepen research and scholarship on environmental issues in Asia. Faculty who previously had little-to-no background in Environmental Analysis or Asian Studies have continued

to research topics they were introduced to through EnviroLab Asia. Faculty have gone on to present their research at conferences or have played an integral part in planning activities, teaching, and developing relationships to continue scholarship on environment in Asia.

Through the EnviroLab Asia activities, a strong sense of community emerged at the Claremont Colleges that showed deep interest in understanding and tackling environmental issues in Asia. This was facilitated by the website and blog, which helped sustain regular communication and provided spaces for reflection of the Clinic Trip. In feedback sessions with students and faculty at the end of the year, it was abundantly clear that meaningful conversations and bonds had taken place, and they had been formed in ways that reflected the guiding principles of EnviroLab Asia: the cross-disciplinary approach, the opportunities to work with folks from across the five colleges, and the chance to integrate theory with practice. EnviroLab Asia is building a robust infrastructure to advance research that will produce fresh approaches to knowledge on environmental issues in Asia.



Group photo of Claremont Colleges, Yale-NUS, and Anti-Baram Dam organizers at blockade to dam construction area in Sarawak Malaysia Borneo. Photo by Tom White.

CORE LIASE FACULTY

Tamara Bentley

Associate Professor of Asian Art

Joan E. Ericson*

Professor of Japanese

Marion Hourdequin

Associate Professor of Philosophy

PRIMARY GEOGRAPHIC SCOPE

China, Japan, Southeast Asia

PRIMARY ASIAN PARTNERS

Japan: International Christian University, Konohana Family cooperative community (Mt. Fuji), Kushiro Wetlands in Hokkaido, Akan International Crane Center, Omi Brotherhood Schools, WWOOF

STRATEGIES & PRACTICES

Scaffolded, longitudinal learning pathways through new First Year Experience courses; language learning opportunities; new Semester in Asia: Japan; half-block Survival Japanese; independent summer research in Asia

TOPICS / SUBTOPICS

Agriculture

organic farming

Art/Film/Literature

ecocriticism

Conservation

deer parks, wetlands

Ethics

geoengineering, youth awareness

Religion & Nature

Buddhism, Daoism, East Asian traditions



Colorado College

Colorado Springs, CO

Exploration: Concluded

Colorado College's Exploration grant sought to craft scaffolded curricular pathways for students interested in Asian Studies, Environmental Studies, and their interrelationships. This approach included offering students a four-year program that builds increasingly advanced understanding of language, culture, science, and policy. CC sought to tie existing curricular elements—such as our First-Year Experience (FYE) and the Semester in Asia program—to major and minor opportunities in Asian Studies, Environmental Science, and Environmental Policy. Our goal was to enable students to begin their engagement with the study of East Asian languages, cultures, and environments from the time of their arrival on campus, and to sustain this engagement through their four years at college and beyond.

We anticipated that these efforts would move us toward our ultimate goal: *to generate a cadre of students whose genuinely interdisciplinary training equips them to tackle local, regional, and global environmental problems and to understand how to approach these challenges in specific East Asian social, cultural, and political contexts.* Because of specific, existing faculty strengths and institutional connections focused on China and Japan, proposal efforts centered around these countries in particular.

During the exploratory grant period, we significantly advanced Asian Environmental Studies (AES) at Colorado College and raised the visibility of AES on campus through the visits of distinguished speakers, student and faculty outreach, new student-faculty research opportunities, and new courses.

Above: Colorado College students joined a community group to plant rice near Kamakura, Japan.

Two key outcomes:

1. Expanded AES Curricula

- Nature in East Asian Traditions of Thought, First Year Experience Course, to be taught Fall 2017 by Professors Joan Ericson (Japanese Language & Literature) and Marion Hourdequin (Philosophy).
- Buddha/Nature/Dao, a joint course of Colorado College and International Christian University by Professors David Gardiner (Religion) and Marion Hourdequin (Philosophy). 45 students enrolled in Spring 2017.
- Community Forestry (with an emphasis on community forestry practices in Southeast Asia), taught by Professor Jean Lee (Environmental Studies).

2. Student-faculty research in AES

The LIASE program supported student-faculty summer research in AES in the form of student summer stipends and research support. In summer 2016, three students conducted student-faculty collaborative research: Anika Grevstad '18, Emily Laur '17, and David Todisco '17, and presented their research at the Colorado College Summer Faculty-Student Collaborative Research Symposium and at the April 2017 ASIANetwork Conference in Chicago, Illinois. These are examples of how the three students successfully navigated through the multiple paths of our scaffolded AES curriculum.

ANIKA'S STORY

- Placed at a higher level of Japanese language upon entering college and continued to take courses for three years at Colorado College.
- Scored a Level 3 on the Japanese Language Proficiency Test.
- Joined the Semester in Asia: Japan Program in Spring 2015 in which she took the course Environmental Politics & Philosophy: Nature, Food, and Agriculture.
- Declared an Asian Studies Major.
- Took an Environmental Science course, Humans and Other Animals.

- Conducted research on her own in Japan on "The Ethics of Geoengineering" in summer 2016.
- Plans to return to Japan to conduct further research for her Asian Studies Senior Thesis.

EMILY'S STORY

- Enrolled in Joan Ericson's First Year Experience two-block course Interpreting Asian Cultures in fall 2013.
- Studied Chinese language at Colorado College for three years.
- Declared an Environmental Policy Major and Asian Studies Minor.
- Conducted research on her own in Japan on Agricultural Planning and Sustainable Farming Practices in Japan, and volunteered on farms through WWOOF in the summer of 2016.

DAVID'S STORY

- Enrolled in Joan Ericson's First Year Experience two-block course Interpreting Asian Cultures in fall 2013.
- Studied Japanese language for three years.
- Joined the Semester in Asia: Japan Program in Spring 2015 in which he took Japanese Literature and Religion: Intersection of Human and Natural Realms.
- Declared an Asian Studies Major.
- Took an Environmental Science course Humans and Other Animals.
- Conducted research on his own in Japan on "Environmental and Cultural Sustainability of Japanese Deer Parks" in summer 2016.
- Wrote his Asian Studies Senior Thesis based on his summer research.

CORE LIASE FACULTY

Alex Bates*

Associate Professor of Japanese Language and Literature

Shawn Bender

Associate Professor of East Asian Studies

Ann Hill*

Professor of Anthropology

Marcus Key*

Professor of Natural Philosophy and Earth Sciences

Dave Strand

Professor of Political Science

PRIMARY GEOGRAPHIC SCOPE

China: Yellow River Basin, Yunnan Province

Japan: Tokyo, Tohoku Region

Nepal

USA: Coastal New Jersey, Three-Mile Island

PRIMARY ASIAN PARTNERS

China: Zhengzhou University, Yunnan University, Yunnan Social Sciences Academy

Japan: Nanzan University, Chuo University, Peace Boat Japan, Aizu Radiation Center, Tarachine (NGO, aka Mother's Radiation Lab, Fukushima)

STRATEGIES & PRACTICES

Fieldtrips and courses abroad; faculty colloquia; cross-discipline collaborative teaching; course development support; new language opportunities; scholar garden for teaching and study

TOPICS / SUBTOPICS

Sustainability

solar, wind, biofuels, eco-cities, water pollution, garbage

Disasters

tsunami, earthquakes, volcanos, hurricanes, flooding

Knowledge

indigenous, science, religion, politics

Nature

romantics, Maoism, naturalists, markets

Climate Change

global warming, drought, water



Dickinson College

Carlisle, PA

Implementation: Concluded

Faculty participants in Dickinson's LIASE grant, including colleagues invited to our campus as collaborators in leading faculty colloquia, were the backbone of our successful grant concluded in 2016. Expanding the faculty capacity to teach and lead programming about Asia was our first program goal. Faculty were also key to achieving other grant goals: reaching across departments to link East Asian Studies to other disciplines (Goal 2) and building infrastructure for effective, collaborative teaching about Asian environments (Goal 3). Our students are the ultimate beneficiaries of classes at every level that make creative connections between East Asian Studies and environmental issues (Goal 4). Over the course of our 4-year grant, 488 students enrolled in LIASE-supported classes. Hundreds more participated in LIASE events and attended classes where guest speakers gave lectures.

We had clear goals and stuck to them. But there were plenty of surprises. One of the best emerged from a course taught by Ann Hill, director of the grant, and Kelin Zhuang, the grant's post-doc teaching fellow. The two of them, anthropologist and geologist, collaborated on a course focused on the Yellow River. Thanks to the grant, they were able to take 10 students to North China in January 2015 to observe conservancy on the river and visit archaeological sites in its drainage basin. Returning to campus after the fieldtrip was a bit anticlimactic. Hill and Zhuang wondered how to keep the students' interest piqued. The problem solved itself. Built into the course was the possibility of presenting their individual research at Bard's annual Asia/Envi-

ronment Student Research Conference. Four students stepped up. Zhuang, an old hand at research presentations, helped them prepare posters explaining the goals, methods, and results of their research, covering topics ranging from coal factories to reforestation. The student participants' enthusiasm energized the class.

One of the students, Kevin (Ronghui) Zhou is currently enrolled in Bard's master's program in Environment Policy. He has just completed an internship in the Citizens' Climate Lobby. Current students have continued to present their work at the annual Bard conference. This spring, two students presented on environmental projects in India.

Hill and Zhuang also co-authored an article, "The Fate of an Old Water System in the New Era of Climate Change and Market Imperatives in SW China," (*Culture, Agriculture, Food, and the Environment*, June 2017) based on fieldwork and research supported by the LIASE grant, Dickinson's Research and Development Committee, as well as our Center For Sustainability Education.

The best part of this story is not only our students' success in their research and careers, but also the unanticipated benefits of including a two-year post-doc teaching fellow in the grant proposal. While there are pros and cons to using scarce resources for a post-doc, in our case the position guaranteed that we would have a new course on Asian Studies and the environment each semester. These classes were all interdisciplinary, attracting students from archaeology, anthropology, environmental studies, and earth sciences. Professor Zhuang was also an active participant in earth sciences activities and was instrumental in setting up our co-taught course on the Yellow River. He also collaborated with Micah Muscolino, an environmental historian then at Georgetown, in leading a faculty colloquium. Prof Muscolino, drawing on his new book manuscript, tracked the events leading up to the destruction of the Yellow River dykes by Nationalist troops in 1938, and its deadly aftermath. Professor Zhuang presented the history and geomorphology of the Yellow River and its tragic flooding.

As for our students, they have many stories to tell of their experiences in LIASE courses and events. We were particularly moved by Alex Holmes' ('18) reflection on his experiences with our summer 2016 course, Melt-

downs and Waves: Responding to Disasters in the U.S. and Japan. Alex, a biology major, heard similar narratives of fear and disbelief from victims of the Three-Mile Island nuclear meltdown (1979) in Middletown, PA and of the 2011 tsunami that caused the meltdown of the Fukushima reactors. Here is Alex reflecting on his interview with a survivor of Fukushima:

"Sitting in a church in rural Fukushima we listen to a woman who had to flee her home for fear that the radiation would harm her young children...There is no amount of radiation that is totally harmless any more than there is a safe amount of bleach that people can drink. The only consensus on the point at which these levels become life threatening is that there is no consensus. Every government agency, NGO, and special interest has not just their own numbers, but also their own units for how much radiation is cause for alarm. This woman does not trust the government, the power company, or the doctors, all of whom constantly reassure her..."

This course—outside the classroom, fostering interactions with local people—was eye-opening for students. They had four weeks that took them to Japan and locations in the U.S. to stimulate thinking about common measures to mitigate community vulnerability to disasters, post-disaster and over the long term. The two instructors, Alex Bates who teaches Japanese language and literature, and Marcus Key, a geologist, designed the course with support from our LIASE grant, the College's Community Studies Center, and our Center for Global Studies and Engagement. The course was cross-listed in East Asian Studies, Environmental Studies, and Earth Sciences.



Above: Dickinson faculty rained out visiting farms in Yunnan, China. Previous Page: Dickinson students examine mass-produced pottery in Jingdezhen, China. What are the environmental costs?

CORE LIASE FACULTY

Eric J. Cunningham*

Assistant Professor of Japanese Studies and Environmental Sustainability

Andrew Moore

Associate Professor of Geology

PRIMARY GEOGRAPHIC SCOPE

Japan: Iwate Prefecture

PRIMARY ASIAN PARTNERS

Japan: Iwate University

STRATEGIES & PRACTICES

“Learning community” model for cohort of first year students to study theme of “Resiliency in Volatile Surroundings”; language courses; ten days in coastal Tohoku; visit of five Iwate University science faculty to Earlham College; trip to Japan to discuss possibilities for future scholarly collaboration

TOPICS / SUBTOPICS

Resilience

disaster management, disaster response

Tourism

tourism and ecological change

Natural Resource Management

community resource management



Earlham College

Richmond, IN

Exploration: Concluded

Although the execution of our exploration grant project deviated from what was outlined in our original proposal, we did increase awareness of Asia amongst the sciences at Earlham and science content within our Asia studies courses. While we were not able to incorporate as much new content about Asia into science courses as desired, we did build faculty awareness of opportunities to conduct scientific explorations in Asia. By way of example, two members of the Chemistry faculty, accompanied by two students, will analyze the elemental compositions of ancient pottery for faculty-student collaborative research in summer 2016. This sense of interconnectedness between disciplines is starting to emerge gradually and will evolve further as Earlham pursues initiatives to develop this kind of interconnection throughout the curriculum.

While no official surveys were completed regarding the outcomes of the faculty-student trip to Tohoku, the interests of the students indicate great success. Most of the students spent additional time in Japan after the trip to Tohoku and the student cohort remains close. One student is double majoring in Geology and Japanese Studies, a second is double majoring in Japanese Studies and Environmental Science, two students are majoring in Geology, and the final student is majoring in Environmental Studies. All of the students remain interested in Asia regardless of their major and while four of the five students are majoring in science, three of the five students have secured post-graduation employment in Japan. One student completed her

senior project in Japanese Studies on disaster management lessons learned from the Great Tohoku Earthquake and Tsunami, and at least two students intend to attend graduate school for matters of disaster management.

In the end, the faculty-student trip to Japan was expensive but did prove highly effective. In particular, it enabled some students who could not have afforded the cost of a plane ticket, much less additional travel expenses, to travel to Asia in a high-impact setting. With the decidedly successful outcomes of this trip, Earlham has recognized the value of global educational experiences to the extent that we would like to add it as a component of our general education requirements. We are now actively trying to determine how to fund similar meaningful, globally engaged travel for all of our students regardless of individual financial ability.

In contrast to the undeniable benefits of the faculty-student trip to Japan, the Iwate University science faculty trip to Earlham was less immediately effective. Due to staffing changes at Earlham, the trip occurred during the school year at a time when it was difficult to achieve faculty buy-in. That said, Earlham is starting to realize firmer ties with the Japanese university—2015-2016 marked the first year that we hosted a Japanese student at Earlham from Iwate University and a second was hosted in 2016-2017; another student is scheduled to attend for academic year 2017-2018. Additionally, we will soon have the opportunity to strengthen faculty-faculty connections since Professor Eric Cunningham will lead Earlham's Studies in Cross Cultural Education (SICE) program in Fall 2018. The Iwate faculty visit to Earlham began the process of furthering relationships, generating scientific interest in Asia, and the beginnings of curricular interconnectedness, but the full results of this endeavor are likely to be realized over the long-term.

Professor Cunningham's trip to Japan in summer 2015 proved very useful in spearheading new academic trajectories. From the trip to Otaki he developed a May Term course focusing on tourism. In Morioka, he met face-to-face with officials from partner institutions, including Iwate University, to discuss collaborative research and gather new information for his course, Japanese Culture and the Environment, which is a new permanent offering

in Earlham's Japanese Studies curriculum that evolved out of these LIASE initiatives. Additionally, he was able to renew connections with a local coastal village, offering students in Earlham's SICE program more opportunities to engage locally while abroad.

Overall, the combined efforts of the program have yielded significantly improved student interest both in Japanese Studies, where enrollments had been plummeting, and in Earlham's SICE program in Morioka, which was overbooked for the 2016-2017 school year. One student from an American school who is interested in matters of disaster resiliency in Asia enrolled at Earlham specifically due to publicity of the Summer 2014 faculty-student trip to Tohoku. While we did not expect to see such immediate impacts upon student engagement, the renewed enthusiasm will bolster long-term stability within these programs.



Above: Earlham College faculty and students with counterparts from Iwate University on a visit to Jodogahama beach, Iwate Prefecture, an area impacted by the March 11, 2011 earthquake and tsunami. Previous Page: Earlham College students interact with Japanese counterparts during a seminar at Iwate University, Iwate Prefecture.

CORE LIASE FACULTY

Andrew Chittick

Assistant Professor of East Asian
Humanities

David Duncan*

Visiting Assistant Professor of Marine
Science and Geosciences

Jessie K. Fly

Assistant Professor of Anthropology

Jeannine M. Lessmann

Assistant Professor of Marine Science
and Biology

Eileen Mikals-Adachi*

Associate Professor of Japanese

Jesse Sherry*

Assistant Professor of Environmental
Studies

PRIMARY GEOGRAPHIC SCOPE

China: Hong Kong, Xiamen

Japan: Takamatsu, Tokyo

Indonesia: Java, Bali, Sulawesi

PRIMARY ASIAN PARTNERS

China: Hong Kong Baptist University, Xiamen
University (now discontinued as part of
AEI program)

Japan: Kagawa University

Indonesia: Soegijapranata Catholic
University

STRATEGIES & PRACTICES

Introductory course; summer field research;
study abroad independent research; new
language opportunities; faculty development
opportunities

TOPICS / SUBTOPICS

Mangrove Restoration
Natural Resource Management
Biodiversity
Waste Management
Environmental History
oral interviews, local knowledge



Eckerd College

St. Petersburg, FL

Implementation: Year 4

Eckerd College's Asia and the Environment Initiative (AEI) brings together students in natural sciences, environmental studies, and Asian studies to learn holistically about Asian environmental issues through research in science, society, and culture. AEI has supported the expansion of on-campus course offerings and extra-curricular opportunities in Asian environmental issues. However, its most important program has focused on grant-sponsored summer field research. Participating students fulfill language and science-based course requirements and take a semester-long interdisciplinary course on Asian environmental issues before doing summer fieldwork at one of several sites in Asia. The College has developed field sites in partnership with three Asian universities: Hong Kong Baptist University (HKBU) (based upon a prior National Science Foundation IRES grant); Soegijapranata Catholic University in Semarang, Java (based on a prior ASIANetwork-sponsored program through the United Board for Christian Higher Education in Asia); and Kagawa University in Takamatsu, Japan (based on a long-standing sister-city relationship and exchange program). Numerous non-governmental organizations have also been partners for sections of fieldwork. Given that the majority of Eckerd's incoming students seek to major in Marine Science, Biology, or Environmental Studies, the enriched opportunities to pursue coursework and field research in Asia in these fields have greatly increased the visibility of Asia for our student body.

The program has had numerous important successful outcomes.

One outcome has been the opportunity provided for non-science majors at Eckerd College to participate in environmental research in Asia. Students studying Asia have traditionally had relatively little engagement with science and environmental issues, but they are much more likely to do so now. Our fastest growing major is Environmental Studies, where students may focus on environmental education, management, ethics or politics and policy; overseas opportunities to do fieldwork have been invaluable for them. The program has also introduced science majors to the complexity and discovery of doing cross-cultural fieldwork in Asia.

The program has also been successful at drawing numerous faculty in sciences and environmental studies into developing their research interests and professional ties in Asia.

Another major success of the program has been to develop a reciprocal exchange with HKBU. During alternate summers, students from HKBU now travel to the U.S. and participate in research with Eckerd faculty and students. We are hoping to develop a similar reciprocal relationship with Kagawa University in the near future.

The program has generated some published materials, including an article written by two Eckerd students in the online environmental journal *Ensia* and a piece published in the Indonesian-language *Makassar Tribune Takalar*. Students have also routinely presented their research at Eckerd and at our partner institutions, sometimes in the local language. One student in videography composed a seven-minute video essay about the Indonesia 2016 trip (included on the LIASE Landing Page).

The most satisfying outcome has been students' continued engagement with Asia after participating in the AEI program. Several science students went on to take a second major in East Asian Studies following their experience in the AEI summer program; one from the Japan program was so inspired by the interdisciplinary nature of the program's approach to scientific issues that he shifted from a career in lab science to public health, in order to work more closely with impacted communities. Two students from our Hong Kong and

Indonesia trips won Fulbright scholarships to return to work in Asia; two other students continued their language immersion through our semester program in Xiamen, China; another won a position in the JET (Japan English Teacher) program; and another has applied for a Critical Language Scholarship to continue Indonesian language and cultural immersion. One student on the Indonesia program developed her language ability and fieldwork skills to such an extent that she was hired to return with the study group the following summer as a research aide. She turned her fieldwork results on mangrove conservation into a prize-winning (and publishable) senior research thesis, and is now seeking to work for an NGO based in Sulawesi.



Above: Data input and analysis at the Tai Tum Tuk Eco Education Center, Hong Kong. Previous Page: Fieldwork in the mangroves, Indonesia.

CORE LIASE FACULTY

Tami Blumenfield*

Assistant Professor of Asian Studies

Wes Dripps

Associate Professor of Earth and Environmental Sciences

Glen Halva-Neubauer

Professor of Politics and International Affairs

Dennis Haney*

Professor of Biology

Katherine Kaup*

Professor of Asian Studies and Political Science

Min-ken Liao

Professor of Biology

Suresh Muthukrishnan

Associate Professor of Earth and Environmental Sciences

Bill Ranson

Professor of Earth and Environmental Sciences

Wade B. Worthen

Professor of Biology

Dongming Zhang

Associate Professor of Asian Studies

PRIMARY GEOGRAPHIC SCOPE

China: Yunnan Province

PRIMARY ASIAN PARTNERS

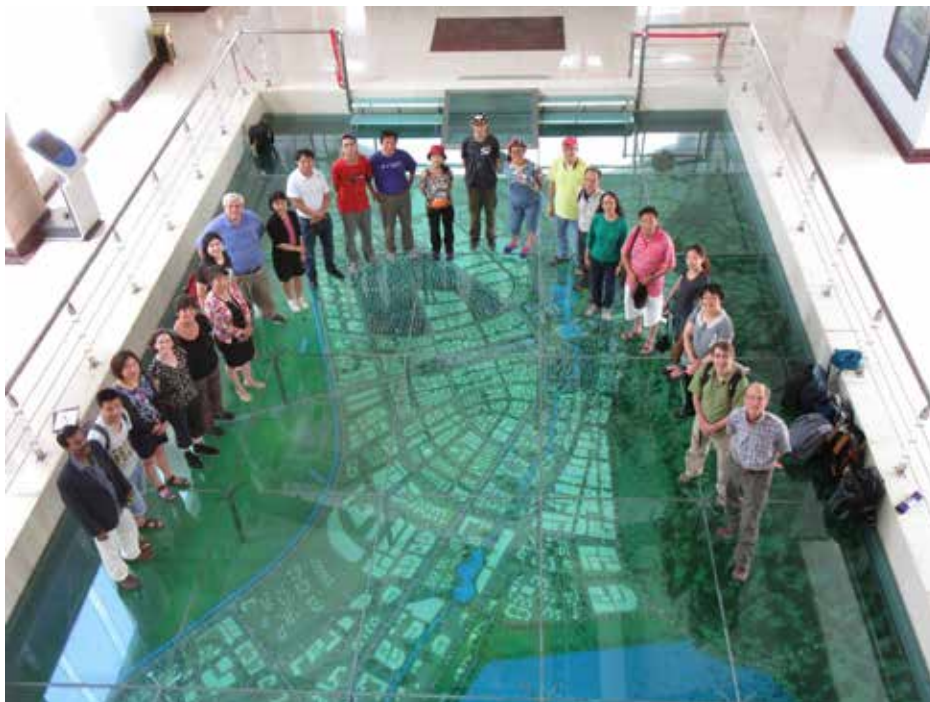
China: Yunnan Minzu University

STRATEGIES & PRACTICES

Faculty development; team-taught introductory seminars; new language opportunities; study abroad; experiential learning; faculty exchanges

TOPICS / SUBTOPICS

Economic Development
Natural Resource Management
water
Sustainability
Tourism
ethnotourism
Urbanization



Furman College

Greenville, SC

Implementation: Year 2

LIASE has provided Furman University an excellent opportunity to merge two of our signature programs, Asian Studies and Sustainability Studies, which previously shared very little curricular or study away programming. Furman LIASE includes four primary components, which have already spurred not only greater faculty and student involvement in Asian Environmental Studies but also sparked new collaborations between Furman and Yunnan Minzu University that extend beyond the parameters of the grant. Furman is pleased that on-campus coursework merges with innovative study away programming to incentivize students' exploration and continuation of Chinese language studies. The grant provides a range of opportunities for students, faculty, and the public in both China and the United States. Each component part of the program supports the others in an integrated whole.

The program began during our Exploratory Grant 2014-15 with a year-long **Faculty Development Workshop**. Fifteen faculty, including six China specialists, six natural scientists, the Director of Urban Studies, and the Associate Director of the Shi Center for Sustainability Studies, met for a week in summer of 2014 and monthly throughout the academic year. In summer 2015, ten participants travelled to China for two-weeks. Of the ten faculty who travelled, eight will return as co-directors for either the LIASE First Year China Experience (FCE) or for the new LIASE May Experience travel courses. Several new team-taught courses have been or will be added to the University's curriculum as a result of the Faculty Development Program:

a First Year Writing course titled China and the Environment (FYW China) and several new May Experience Study Away courses. We will run a second Faculty Development Workshop in 2019-20. Faculty from over a dozen different departments will participate in the workshop, creating a diverse interdisciplinary network of scholars offering courses and public outreach events on China's environmental issues.

Perhaps the most unique component of the grant is our **LIASE First Year China Experience**. Each spring, the Asian Studies Department invites all incoming freshmen to apply to the program. Twelve freshmen are selected for two-weeks of travel study in May after the students complete FYW China and a year of Chinese language instruction. Students are assigned a Chinese roommate from our partner institution, Yunnan Minzu University, while we travel in Yunnan. Several of the students who participated in the inaugural 2016 FCE program have already declared their Asian Studies or Earth and Environmental Studies majors though many reported having "no interest in China before getting that email about the program before freshman year." (Indeed, two of our participants had never been on an airplane.) Many students who did not apply for the program nonetheless explore on-campus Asian Studies offerings as a result of our marketing efforts.

For FCE students who continue studying Chinese or sustainability science, the LIASE grant covers an experiential three-week program in rural Yunnan following their sophomore year through our **LIASE May Experience** program. Because the number of eligible/available students may fluctuate each year, we also plan on taking students who did not participate in FCE and will therefore cover the costs of the May Experience program on their own. Though from a grant budgeting proposal perspective this plan works quite well, we have already seen one change we would like to propose before running the first May Experience in 2018. We had to turn away a number of very strong applicants for the FCE, particularly students with advanced Chinese or travel experience, as the FCE is primarily intended as a first introduction to the field. Rather than discourage those excellent applicants, we would like to offer them scholarships for the May Experience course if they take requisite Chinese language,

Asian Studies, and Environmental Studies courses. Providing FCE students funding *twice* (for both the freshman FCE and their sophomore May Experience) certainly helps develop deep expertise among a core group of students, but we could reach a broader group of students by awarding May Experience scholarships to some of the students who could not be placed in the FCE. Though not insurmountable, we will also face some challenges from taking May Experience groups that are evenly split between those who have been to China on FCE and those who are going to China for the first, or perhaps only, time. Offering some students two trips to China and others none, does pose some questions of equity among the Chinese language student cohort as well.

Each summer during the grant, Furman hosts a delegation of faculty and students from Yunnan Minzu University to participate in a three-week **Summer Science Exposure Program (SSEP)**. In cooperation with our River Basin Research Initiative scholars who are conducting research at Furman throughout the summer, SSEP participants are involved in a variety of programs that introduce them to interdisciplinary lab groups, private-public partnerships, and government-higher education cooperative programming. The group spends time on Furman's campus, conducting fieldwork in surrounding areas, and exploring coastal ecology and the history of economic development strategies' impacts on the environment surrounding Charleston.



Above: Furman Professor Min-ken Liao works with YMU Summer Science Exposure Program students in her lab on Furman's campus. Here, they are determining the concentrations of the total coliform and *E. coli* in water from the Reedy River watershed. Previous Page: 2015 Faculty Development Workshop participants visit the Yulong Naxi Autonomous County Government Urban Development Scale-Model Site, Yunnan.

CORE LIASE FACULTY

Dula Amarasiriwardena*

Professor of Chemistry

Sue Darlington*

Professor of Anthropology & Asian Studies

Kimberly Chang

Associate Professor of Cultural Psychology

Kay Johnson

Professor of Asian Studies

Brian Schultz*

Associate Professor of Entomology & Ecology

PRIMARY GEOGRAPHIC SCOPE

China: Hefei, Anhui; Beijing; Hunan

Thailand: Nan Province

PRIMARY ASIAN PARTNERS

China: Anhui Agricultural University, Chinese Research Academy of Environmental Sciences

Thailand: JOKO Learning Center

STRATEGIES & PRACTICES

Teacher-led field courses and student research experiences; independent student field research projects; student participation in national scientific research conferences and the Bard student research conference; Chinese language program at Anhui Agricultural University

TOPICS / SUBTOPICS

Environmental Pollution

chemistry, analysis, remediation, food security

Sustainable Communities

environmental education, community organizing, appropriate technology, seed banks

U.S.-China Foodways

tea production, consumption, national/cultural identity



Hampshire College

Amherst, MA

Implementation: Year 4

Through this LIASE Implementation Grant, Hampshire College has accomplished multiple curricular and programmatic objectives within the context of intensive, collaborative inquiry into the pressing global issues of all nations and people, but most critically the U.S. and China and Thailand. Specifically, we seek to assist in building sustainable communities capable of solving the complex environmental problems of the 21st century and addressing their detrimental social, economic, and public health impacts.

During the LIASE grant period, the College has four objectives: 1) expand and deepen Hampshire faculty involvement and course development in LIASE-related interdisciplinary areas of study; 2) expand and deepen Hampshire's networks of existing institutional partners and emerging organizational partners in China and Thailand; 3) expand and deepen language-infused, culturally-sensitive experiential learning opportunities for Hampshire students through our exchange networks in China, Thailand, and the U.S.; and 4) expand and deepen Hampshire's programmatic and administrative supports to fully implement and evaluate the integrated strategies and activities proposed under Objectives 1-3.

By way of background, Hampshire's "LIASE transition" from the exploration phase to the implementation phase retains the China Exchange Program with Anhui Agricultural University (AAU) as the language and cultural hub. The four projects co-led by social and natural science faculty serve as the interdisciplinary entry points for other interested faculty, students,

and alumni to engage with Hampshire's expansive network of existing and emerging organizational partners in China and Thailand. The LIASE Faculty Committee is actively moving beyond the initial theme of food, sustainable agriculture, and climate change, to frame the implementation of LIASE-related strategies and activities as an essential and compelling inquiry: How will we ensure that current and future humans will live in environmentally healthy, thriving communities and have economic opportunity in the face of so many divergent and competing imperatives?

During Year 3 of the LIASE implementation phase, each of the four projects described below have expanded, both in terms of the number of faculty and students involved in each project and the interaction between the projects. Thus, the synergy that we anticipated in shifting from exploration to implementation continues to occur, all in accordance with the approved work plan and time line. Projects #1 and #2, which are led by our Natural Science faculty, expanded on the earlier work of mitigating environmental and ecological damage by adopting production methods that reduce harmful emissions and curtail groundwater and soil contaminants.

The Project #1 partnerships between Hampshire, AAU, and CSAs in China, especially Anhui, are solidifying, and a new link has emerged with the Kunming Institute of Botany in Lijiang, Yunnan, through the work of the LIASE "Bee Group" begun in the summer of 2015. Project #2 relationships involving Hampshire, the Chinese Research Academy of Environmental Sciences in Beijing, and the Xikuangshan mining area in Hunan Province, have been strengthened through continuity of scientific collaboration around key research questions of pollution and food safety.

Projects #3 and #4, which are led by our Social Science faculty, have intensified faculty and student efforts to tackle environmental concerns by examining food production, consumption, and security for poor, marginalized communities as well as for a rising middle class in China and Thailand through fieldwork, including ethnographic methods. The Project #3 partnership between Hampshire and the JOKO Community Learning Center in northern Thailand continues to advance through scholar exchanges, increased student participation, and a major

collaborative course planned for fall and January Term in year four. Project #4 examining foodways between China and the US, focusing on tea production, consumption and national identity, has run two successful field courses (years one and three) in cooperation with Anhui Agricultural University.

We are looking forward to an active fourth year in each of our project areas.

In addition to our project areas we have also devoted resources to encouraging and supporting independent student work on topics broadly related to the themes of the grant. Each year we have supported up to six students doing individual fieldwork projects on topics such as coal burning stoves in Harbin; native pollinators in Yunnan; traditional kiln-made pottery in Jingdezhen; ecology and education in a Tibetan village on the Qinghai plateau; the design of agricultural tools in a Thai village; a bicycle project in Beijing; a photographic essay on the environment around Dongting lake. We have further encouraged and supported the participation of these students in the annual Bard College student research conference held each April. Numerous Five Colleges students doing work in environmental studies have joined Hampshire students at the conference with the support of our LIASE grant.

The energy, diversity and high quality of individual student project work reflects the importance that Hampshire College pedagogy places on guided independent learning and research among its students. Our LIASE grant has fostered this approach at various levels and in various ways during the first three years. We are hoping to continue supporting work in all of these ways through our fourth and final year.

Previous Page: The theme of our May 2015 field project was bees, organized by student Michael Fizdale (far rt.) who went on to study wild bees in China for his senior thesis and graduate school. Sawyer Burton (2nd from rt.) remained at AAU to study Mandarin and also focused his thesis and graduate study on honey bees in China. AAU student Cai Qingshuang (3rd from rt.) was one of our guides who attended an agriculture course at Hampshire that summer.

CORE LIASE FACULTY

Rea Amit*

Instructor in Modern Languages-Japanese

Laura Corey*

Associate Professor of Biology

Kevin Klein*

Professor of Economics

PRIMARY GEOGRAPHIC SCOPE

Japan: Kyoto, Lake Biwa, Kanazawa

USA: Central Illinois

PRIMARY ASIAN PARTNERS

Japan: Ritsumeikan University,

Kanazawa University

STRATEGIES & PRACTICES

Faculty travel to Japan; student-faculty research; summer language-intensive internships or 10-week summer research experiences; language and culture training for IC scientists; curriculum development workshops; international symposia; hosting Japanese graduate students; support for Japanese-fluent IC faculty who collaborate with science faculty

TOPICS / SUBTOPICS

Biochemistry

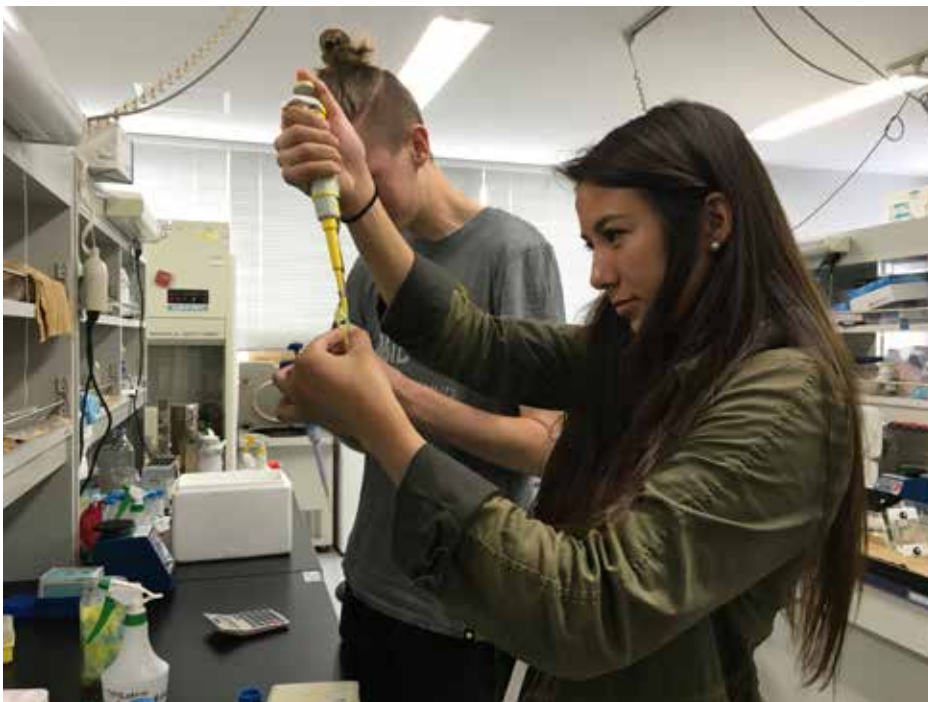
isolation of bioactive compounds from Kampo

Water Management

greywater recycling, flood management

Sedimentary Geology

analysis of clay materials



Illinois College

Jacksonville, IL

Implementation: Year 3

FORGING NEW COLLABORATIONS ON ENVIRONMENT AND SUSTAINABILITY

The goal of Illinois College's initiative is to strengthen intellectual and cultural connections among faculty and students studying the environment, sustainability, and Japanese studies. The goal is twofold: 1) to infuse information about Japan across our STEM curriculum, so that every student is highly likely to encounter learning about Japan as part of their education, and 2) to strengthen Illinois College (IC) as a destination for students and faculty seeking to study and research Japan, the environment, and sustainability.

The College's initiative is built upon a 30-year relationship with Ritsumeikan University in Kyoto, Japan. Our partnership with Ritsumeikan University and our more recent relationship with Kanazawa University provided a head start in developing the personal relationships necessary for the success of the LIASE initiative. IC's relationship with Ritsumeikan University is multi-dimensional. Two dozen Ritsumeikan students participate in the annual Intercultural Exchange Program, which brings them to IC for four weeks each February to study U.S. culture and the English language. Our exchange agreement allows other Ritsumeikan and IC students to study full time at the other institution. Faculty also conduct exchanges. Additionally, we have established the Views of Japan BreakAway course, which IC has long offered in the spring semester every other year, to introduce students to Japan and its culture through a short-term immersion experience. Touring Japan in May/June with faculty leaders and classmates serves as the culmi-

nation of 10 weeks of coursework addressing Japanese art, language, family life, religious practice, history, economy, political system and social issues.

Before the LIASE Initiative began, most of our faculty collaborations and student exchanges with Japan had been based in the humanities and social sciences. There had been a small increase in the number of Japanese students from the sciences participating in the four-week Intercultural Exchange Program at IC; however, the language and cultural immersion program had not provided an intentional opportunity for scientific dialogue.

The LIASE program has been crucial in integrating the study of Japan across Illinois College's science curriculum. Grant funding is driving a comprehensive Implementation initiative that includes: increased use by science faculty of global examples including Asia; bringing science faculty and graduate students from Ritsumeikan University to meet and present to students here; sending students to Japan to conduct research, learn from Ritsumeikan faculty, and work alongside Ritsumeikan students in labs; and establishing and strengthening personal collaborations between Illinois College and Japanese institutions' scientists and environmental scholars. The LIASE program is providing important opportunities for faculty and students to think in new ways about Japan and relationships with Japanese people and institutions, creating an indelible impact on Illinois College and Ritsumeikan University.

Observations

Faculty participants in curriculum development workshops are developing course materials to bring Japanese environmental issues into existing courses. Rather than revising an entire syllabus, faculty have explored ways to develop embedded experiences such as course modules, case studies, laboratory activities, and problem sets. Developing these embedded experiences has proven to be a highly effective strategy for faculty who teach in courses ranging from introductory level to senior capstone courses.

All students preparing to travel to Japan are required to take a variable-credit pre-departure course. The course is tailored to students' needs, covering basic

Japanese culture and language and, because some IC students have never ridden on a subway or airplane or traveled abroad, the training includes some basic preparation for navigating public transportation and being international travelers. For students participating in longer-term research experiences, the pre-departure preparation also includes scientific preparation, such as new Japanese vocabulary, literature review (in English), and practice with specific laboratory techniques. Students preparing to conduct research abroad must be prepared for the scientific aspects of the project they will undertake at Ritsumeikan. Pre-departure training helps to ensure that students can confidently execute the required scientific techniques independently.

Additionally, Professor Laura Corey has led the development of a Visual Dictionary to prepare students for conducting research in Japan. The dictionary includes photos, printed names, and sound recordings of names (in Japanese and English) for various lab equipment that students will use in their research. We have loaded the visual dictionary onto Artstor's Shared Shelf, where it will become accessible in the future to users at other institutions of higher education.

We have been intentional about reconnecting, when in Japan, with Japanese students who have studied on the IC campus. Former participants in the four-week Intercultural Exchange Program have joined our activities, presentations, and research trips, and have volunteered to serve as guides and interpreters where needed. Cultivating these relationships has added value for everyone involved.

A Particular Success

IC students Ashley Sholmire ('18) and Brendhan Garland ('18) participated in a 10-week research abroad program in Dr. Mikio Nishizawa's lab at Ritsumeikan University in summer 2016. (See photo caption for additional detail.)

Previous Page: IC students Ashley Sholmire ('18) and Brendhan Garland's research project, "Plantain Seeds (*Plantago asiatica* L.) Suppress the Production of Nitric Oxide in Interleukin 1 β -treated Hepatocytes," examined the inflammatory efficacy of compounds extracted from plantain seeds, which were used in traditional Japanese medicine (*kampo*). Sholmire returned to Ritsumeikan in Feb. 2017 to complete this project (funded by IC) before beginning a semester-long study abroad there. She plans to attend medical school after graduating with a degree in biology and Japanese studies.

CORE LIASE FACULTY

Ameya Balsekar

Associate Professor of Government

Jason Brozek*

Associate Professor of Government

Hillary Caruthers

Assistant Professor of Economics

Monica Rico

Associate Professor of History

Brigid Vance*

Assistant Professor of History

PRIMARY GEOGRAPHIC SCOPE

China: Guizhou Province and coastal urban areas (Shanghai, Wuxi, Shenzhen, Hong Kong)

PRIMARY ASIAN PARTNERS

China: Guizhou Normal University, Institute for South China Karst, Community-Based Conservation and Development Research Center of Guizhou, The Linden Centre

STRATEGIES & PRACTICES

Introductory course; language training; traveling classroom short-term study abroad; independent student research; faculty development; faculty collaboration

TOPICS / SUBTOPICS

Sustainability
Economics/Economy
Natural Resource Management
air, water
Planning
urban
Policy



Lawrence University

Appleton, WI

Implementation: Year 4 (Extended)

Sustainable China is an interdisciplinary program built on LU's traveling classroom model, which weaves together on-campus preparation with highly-engaged short-term off-campus travel and post-trip analysis. The travel component is a springboard to future language development, independent research, and study abroad.

Since 2009, we have visited China every other December and occasionally in the summer, with a total of six faculty-student collaborative trips. Approximately 100 students and 15 faculty members have been involved, with representation from every division on campus, although primarily concentrated in the social sciences, humanities, and natural sciences.

Broadly, we approach sustainability as the intersection of “Three Cs”—conservation, commerce, and culture—and use China as an extended case study. Students who are selected for the program take two courses during LU's 10-week fall term, including a Chinese language course and a place-based interdisciplinary course on Chinese environmental, political, economic, social and cultural issues. The interdisciplinary prerequisite course by Professor Jason Brozek, Sustainable China, is introduced this way:

“This course challenges the assumption that sustainability is exclusively environmental, or that it can be understood as a simple calculation of inputs versus outflows. Instead, we will take a broad view of sustainability that integrates the natural world with politics, economics, culture, institutions, entrepreneurship and other social and historical forces. Over the next

ten weeks, we will use China as a lens through which to explore a variety of topics critical for understanding sustainability, including economic development, natural resource management, grassroots political protests, institutional effectiveness, and the evolution (or not!) of cultural and social values. Together, we will jointly investigate challenging questions that go well beyond China. How are environmental values reflected in (or perhaps suppressed by) a community's culture? What ought to be the relationship between humans and nature? Does that question itself mistakenly presuppose a split between the two? How can communities balance preservation (of values, of natural resources, of the past) with growth, progress, and modernity? None of us know all the answers to these questions, but I propose that we explore them together—first on campus, then in China.”

During LU's December break, students extend their language training and classroom preparation by spending three weeks in China, engaging with questions of sustainability, economic development, urbanization, and the role of Chinese culture. Working closely with partners on the ground, students and faculty grapple with issues like poverty and urban migration; water allocation and trans-border sharing; energy production; transportation and infrastructure; air and water pollution; and building sustainable communities. Active engagement and discussion are critical parts.

The core of the traveling classroom model is the PERC principle—Preparing, Engaging, Reflecting, and Continuing. In other words, a successful, effective traveling classroom ought to have built-in structural pieces to ensure that participants: (1) Have effective background preparation that's both broadly academic and oriented to the specific place they will be traveling. This includes language preparation as well as other interdisciplinary work. We believe in the critical importance of place-based learning; the prerequisite course includes readings about the places the group will visit (e.g., urban green space in Hong Kong and water pollution in Wuxi's Lake Tai) and written by people we will be spending time with (e.g., a report about the Caohai wetlands preservation project written by our primary contact in Guiyang). (2) Use that background preparation and the travel component together as a way to engage deeply and actively in the

trip. A traveling classroom is not academic tourism or a junket, and we believe strongly that students should not be passively experiencing a place through the windows of a tour bus. We have built important connections with locals and organizations on the ground to help facilitate opportunities for engagement. (3) Have opportunities for individual and group reflection both during and after the travel component. Students are encouraged to use travel journals, and time is built into the travel schedule for group discussions. Participants must also complete a post-trip project during LU's winter term. Recently, this has taken the form of a poster in which students communicate elements of sustainability in one of the cities we visited. (4) Are encouraged to continue exploring the questions by giving students the opportunity to explore other academic work (by suggesting next-step courses or connected majors), facilitating further linguistic and cultural training, and encouraging exploration of independent projects (on campus or at a field site).

Afterwards, students have the opportunity to submit a proposal for 5-6 weeks of independent research in Guiyang, in partnership with our colleagues at Guizhou Normal University. Recent projects have included a short documentary on community interactions with karst geographic features, a field study of how sustainability is incorporated into school curricula, an exploration of the role of women in the Miao ethnic minority's tourism industry, and an examination of the intersection of Buddhism and wildlife in Guiyang's temples. Because Sustainable China is an interdisciplinary program, independent summer projects take multiple forms, and students have done traditional research papers, websites for grassroots NGOs, and films. One participant in the 2015 trip returned to Guizhou Province in her senior year to study sustainable batik handicraft cooperatives, and after graduation, was awarded a Fulbright research fellowship to continue that project. In many ways, she is the model for the Sustainable China traveling classroom as a springboard to further, deeper exploration of the Three Cs.

Previous Page: Speaking with a street market vendor in one of Guiyang's last standing urban villages.

CORE LIASE FACULTY

Jennifer Fraser*

Associate Professor of Ethnomusicology
and Anthropology

Chie Sakakibara

Assistant Professor of Environmental
Studies

Ann Sherif*

Professor of East Asian Studies

Steven Wojtal*

Professor of Geology

PRIMARY GEOGRAPHIC SCOPE

China: Beijing, Sichuan

Japan: Tokyo, Sendai, Kyoto, Hiroshima

Indonesia: Banda Aceh, Aceh, Sumatra,
Yogyakarta, Central Java

USA: Great Lakes region, Northeast Ohio

PRIMARY ASIAN PARTNERS

China: Beijing Normal University, Shanxi
Agricultural University, Sichuan University

Japan: Doshisha University, Tohoku
University, Waseda University, Green
Legacy Hiroshima, UNITAR

Indonesia: Gajah Mada University, Syiah
Kuala University, International Centre for
Aceh and Indian Ocean Studies

STRATEGIES & PRACTICES

Faculty workshops; study trips in Asia;
faculty research grants and student-faculty
research; curriculum-development grants;
language-curriculum revision; exhibitions

TOPICS / SUBTOPICS

Sustainability

cultural responses for resilience,
infrastructure planning

Disaster

disaster preparedness and response in a
comparative context, earthquakes, sea-
level rise, tsunamis

Energy

nuclear power and wastes, alternative
energies, energy transition, energy and
policy from a comparative perspective

Natural Resource Management

land, soil, water, marine, fossil fuels

Arts/Film/Literature

artist activism, ecocriticism, environmental
literacy, music and the visual arts



Oberlin College

Oberlin, OH

Implementation: Year 2

The theme of Oberlin's LIASE project is "Sustainability and Resilience in the Face of Environmental Stress and Extreme Events." We aim to help students understand: 1) the physical processes responsible for gradual changes and the role that humans play in these changes; 2) the physical phenomena that cause extreme events and how the built environment relates to and exacerbates the impact of these events on societies; and 3) how culture promotes resilience of human populations and social/political decisions that can make societies more sustainable. Through LIASE, faculty and students are re-examining their U.S.-based perspectives in environmental studies, deepening their understanding of the environmental challenges facing U.S. and Asian cultures, and examining culturally appropriate policies addressing these challenges.

Year one has proven that this theme has broad appeal and encourages multi-disciplinary study. For example, the September 2016 kick-off event—a symposium with two distinguished speakers—drew faculty and students from across the College of Arts and Sciences and Conservatory of Music. Tang Ya, Professor of Environmental Science at Sichuan University, focused on ecological engineering solutions to problems of deteriorating water quality and soil nutrient depletion resulting from human agriculture. Brett Walker, Regents Professor of History at Montana State University, examined how the impact of the 3/11 tsunami was exacerbated by asbestos released from the built environment. In addition, Professors Tang and Walker visited multiple

classes and participated in faculty and student lunch discussions.

Two important outcomes were: 1) engaging faculty across the college in LIASE activities; and 2) curricular connections through course enhancement and development. Thus, faculty in the sciences (Geology and Chemistry), humanities (East Asian Studies and Religion), social sciences (Anthropology in Arts and Sciences and Ethnomusicology in the Conservatory), and our interdisciplinary Environmental Studies Program have joined LIASE activities, revising courses, hosting speakers, and planning in-Asia study trips. The Asian art curator at Oberlin's Allen Memorial Art Museum and a student assistant are planning a yearlong exhibition on representations and concepts of landscape, nature, and animals in Asian art. In addition, colleagues in Oberlin's Bonner Center for Service and Learning are working with partners in India to help students and faculty understand new theories of non-governmental assistance, focusing on grassroots approaches to policy change. If we have a "thorny problem," it is that several East Asian Studies Program faculty announced their retirements, so LIASE participation by program faculty has been lower than initially anticipated. We are interested to learn how other campuses are handling similar generational shifts.

In reflecting on year one, we recognize two challenges: 1) how to encourage continued participation by faculty in different disciplines to maintain multi-disciplinary approaches to topics; and 2) how to enhance connections among activities across campus. One lesson we learned this year is the importance of opportunities for interaction in promoting participation in LIASE activities. The visit by Professor Tang is instructive in this regard. While on campus, he attended a seminar for first-year students (The Anthropocene) taught by Associate Professor of Geology F. Zeb Page. That encouraged Professor Page to investigate the possibility of collaboration with colleagues at Tohoku University. Professor Tang also joined three Oberlin faculty members (Michael Moore, Amanda Schmidt, and Steven Wojtal) on a field trip to see landforms created by Pleistocene glaciation, post-glacial erosional modification of those features, and their impact on the distribution of flora in northern Ohio. Professors Tang and Moore found a common inter-

est in the arid-climate-adapted plants that thrive on the thin, well-drained, sandy soil developed on the limestone exposed on the western shore of Lake Erie. Professor Schmidt, who has an established collaboration with Professor Tang, will lead a faculty-student study trip to Chengdu in January 2019. Still, Professor Tang's visit motivated him to explore the possibility of student and faculty exchanges between Sichuan University and Oberlin. Professor Moore, a biologist, is one Oberlin faculty expressing interest in such an exchange.

We also now appreciate more fully the role of cultural meanings. For example, Green Legacy Hiroshima (GLH) gave Oberlin ginkgo and *aogiri* seeds from A-bomb survivor trees. Biology faculty and students planted the seeds and nurtured the saplings. For Asian Studies faculty and students, discussion about the seeds became lessons in environmental literacy. The seeds from ginkgo survivor trees will grow well on campus, as they are adapted to survive winter climates. Botany colleagues warned, however, that *aogiri* trees are terribly invasive. Why, then, did GLH send these seeds to Oberlin? Science faculty were as interested as humanists in Asian and Environmental Studies to learn that the *aogiri* were a special gift, one that assumed our understanding that these trees have the greatest cultural and historical significance in Japan. Children's books and songs narrate the *aogiri*'s bringing forth green in the months soon after the 1945 atomic bombings, even though it was said that nothing would grow for 75 years. The simple but compelling message of hope sustained people and the community. While finding a home for the *aogiri* saplings, given their potential as invasive species, is still to be resolved, learning together about their past and present has built bridges among students and faculty from across the college and increased cultural knowledge of Japan. These many discussions resonate in East Asian Studies and Environmental classrooms. We will incorporate the GLH trees into the Japanese language curriculum as well as use them as a point of entry to Oberlin's LIASE project.

Previous Page: Professors Tang Ya (Sichuan University) and Mike Moore (Oberlin) observe arid-climate-adapted plants during field work to study landforms created by Pleistocene glaciation and its impact on flora distribution in the Lake Erie area.

CORE LIASE FACULTY

Alexander F. Day*

Associate Professor of History

Heng Lam Foong*

Adjunct Faculty of Urban and Environmental Policy

Robert Gottlieb

Professor Emeritus of Urban and Environmental Policy

John Liu

Assistant Professor of Sociology

Andrew K. Udit*

Associate Professor of Chemistry

Xiao-huang Yin

Professor of American Studies

PRIMARY GEOGRAPHIC SCOPE

China: Guizhou, Nanjing, and Hong Kong

USA: Los Angeles, California

PRIMARY ASIAN PARTNERS

China: Civic Exchange Hong Kong; Chinese University of Hong Kong; Hong Kong University of Science and Technology; Nanjing University

STRATEGIES & PRACTICES

Course development; independent student research in Asia; faculty-student research

TOPICS / SUBTOPICS

Food Systems

agriculture, tea, urban farming, food policy, CSAs

Environmental Quality

air, water, climate change, port cities

Built Environment

urban planning, transportation, walkability



Occidental College

Los Angeles, CA

Implementation: Year 4 (Extended)

The LIASE-funded China-Environment Program at Occidental College has focused on four key objectives: partnerships; course development and student opportunities; research programs; and lectures, workshops, and publications. Our main research areas are: food systems; air quality; and the built environment. The program is completing its last year of the implementation grant, but we look to continue the work, building on the new partnerships and the energy the program furthered.

The core program activity sends students to conduct guided independent research in China (primarily in Hong Kong, but also in Nanjing), and this has been the most successful part of the program. Over the past six years, we have sent students to Hong Kong on eight-week research trips (this last year we also sent two students to Nanjing University); students from the Hong Kong University of Science and Technology (HKUST) have also come to Occidental for summer research. Many students who were not previously interested in studying East Asia have completed the research program, leading them to a new interest in China and its environmental problems—a key success of the program. Students have gone on to present their work at regional and national research conferences, and continued to work with LIASE faculty on faculty-student research. Further, students have made strong connections between environmental problems in Hong Kong and Los Angeles.

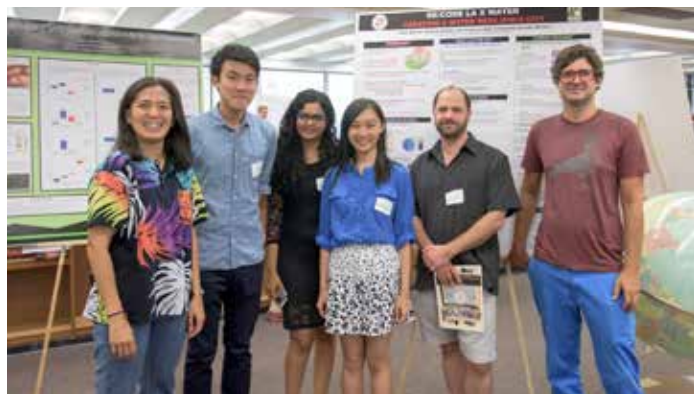
Faculty have built connections with community partners in Hong Kong, most notably Civic Exchange. Robert Gottlieb (former program PI and Profes-

sor Emeritus) worked with Simon Ng of Civic Exchange to write a book entitled *Global Cities: Urban Environments in Los Angeles, Hong Kong and China* (published in summer 2017 by MIT University Press). The program supported Chemistry professor Andrew Udit to conduct research on water quality with Hong Kong partners, setting up for the teaching of Chemistry labs focused on China at Occidental and further faculty-led student travel to Asia. Professor Xiao-huang Yin (American Studies, program Co-PI) spent a year teaching at our partner school, Nanjing University, and faculty from Nanjing have given talks at Occidental.

The program has supported faculty-student research and new courses on China and the environment. Assistant Professor of Sociology John Liu has worked with students during the summer and the academic year on environmental film. John’s hire in 2016 grew out of discussions in the program, and he teaches a new course entitled *China’s Environmental Challenges: A Sociological Perspective*, which expands the range of teaching on East Asia beyond the traditional fields of East Asian Studies. The program helped fund the course, which was very popular with students, with waitlists for enrollment. Associate Professor and program Co-PI Alexander Day has continued researching agriculture and the food system of China. He has worked with multiple students (both from Occidental and HKUST) and will lead students on a faculty-led study abroad course in China in spring 2018. The course, the design of which was supported by the program, will look at the environmental impacts of China’s food system and the rural-urban relationship, and will build on the energy created by the China-Environment Program to increase interest in China on campus. Many faculty have received support from the program to add material related to China’s environment to existing or new courses—in Chemistry, Diplomacy and World Affairs, East Asian Languages and Cultures, Economics, History, Philosophy, Urban and Environmental Policy (UEP), and Religious Studies—touching hundreds of students. The program has also supported numerous campus talks and publications. In spring 2017, we held a linked workshop on Food, Agriculture, and the Environment in China with eight participants from Canada, China, Hong Kong, the Netherlands, and the United States.

The biggest challenge has been the limits of Chinese language proficiency of Occidental students. Even as students have gone to Hong Kong to conduct summer research, gaining new interest in China, they have been intimidated to study Chinese. This has begun to change with the students who went abroad in the summer of 2017, who took language classes in addition to completing their research projects.

As we are now finishing our last year of implementation funding, we have been holding a series of discussions on the future of the program. We have begun to form research clusters around our three research areas, with a wider geographic focus on Asia. We believe these faculty-led clusters will lead to a more integrative approach to research and study of Asia and the environment at Occidental. The idea is to better integrate student and faculty work in each area, linking student course work to summer research or independent work with faculty. When a student returns from the summer research experience, in other words, he/she would continue to be a member of a research cluster that would meet periodically, sharing research and jointly looking for new ways to collaborate. Significantly, this more flexible structure has the potential to bring in new faculty hired at Occidental in the last couple of years (Mijin Cha in UEP; Amy Holmes-Tagchungdarpa in Religious Studies; John Liu in Sociology; Kelema Moses in Art and Art History; Bhavna Shamasunder in UEP; and, Yurika Wakamatsu in Art and Art History). We believe that this integrative approach will not only allow us to continue the work of the program, but will offer a model for strengthening East Asian Studies at Occidental more generally.



Above: Summer 2015 HKUST research students at Occidental College with their mentors. Previous Page: Researching rooftop garden in Hong Kong, Summer 2014.

CORE LIASE FACULTY

Diane Angell

Assistant Professor of Biology

Karil Kucera*

Professor of Art and Art History
and Asian Studies

Paul Jackson*

Associate Professor of Chemistry and
Environmental Studies

Katherine Tegtmeier Pak*

Associate Professor of Asian Studies
and Political Science

Barbara Reed

Professor of Religion

Matthew Rohn

Associate Professor of Art History,
Environmental and American Studies

Ying Zhou

Assistant Professor of Asian Studies



PRIMARY GEOGRAPHIC SCOPE

China: Shanghai, Tianjin, Sino-Singapore
Tianjin Eco-City, Lanzhou, Loess Plateau

Japan: Tokyo, Nasushiobara, Tochigi
Prefecture, Nagawa-machi, Nagano
Prefecture, Yamato-machi, Fukushima
Prefecture, Sapporo, Hokkaido

PRIMARY ASIAN PARTNERS

China: East China Normal University,
Lanzhou University

Japan: Asian Rural Institute, Chuo
University, Hokusei Gakuen University,
International Christian University,
Kitakata (Fukushima), Niigata University
of Information and International Studies,
Tokyo University of Agriculture – Nōdai
University

STRATEGIES & PRACTICES

Curricular development: integrative courses
and course modules; study abroad;
internships; new language opportunities;
faculty development

TOPICS / SUBTOPICS

Sustainability

organic farming, food, energy, mining,
national parks, water quality, air quality,
community organization, urban planning

Resilience & Adaptation

disaster, recovery, radioactive fallout,
mining, national parks, water quality,
research

Food Systems

food scarcity, food security, organic
farming, agriculture

St. Olaf College

Northfield, MN

Implementation: Year 4

BUILDING BRIDGES FOR THE 21ST CENTURY

Our collaborative work continues to create opportunities for faculty and students across the college, especially those in Asian Studies and Environmental Studies, to engage in learning, inquiry, and practice at the intersection of Asia and the environment. Through curricular innovation, language/culture study, internships, and events, the LIASE program enhances awareness of environmental concerns, solutions, and cultural complexities in Asia among our students, faculty, and the greater community. At each step we find ways to deepen collaborations between St. Olaf College and our partner institutions in China and Japan, and throughout their experiences students and faculty discern avenues toward linguistic and cultural competence.

Curricular innovation and students' pursuit of summer opportunities showcase important programmatic outcomes to date. After facing significant pragmatic issues with the St. Olaf and Japanese university calendars, we fortuitously connected with the Asian Rural Institute (ARI) in northern Tochigi Prefecture, rekindling an institutional relationship first established over 40 years ago between two college roommates. Two new co-listed Asian Studies/Environmental Studies courses arose out of the partnership. Each course provides participants with an opportunity to consider lived practice at the intersection of Asia and the environment. The initial course encourages students to learn how Japanese communities provide answers to global environmental challenges, and it focuses on the ways that community

involvement and civic engagement support environmental sustainability in Asia. The companion course roots itself in environmental science research connected to the needs of a partner organization, explores how landscapes and institutions recover after major disturbance, and asks how place and cultural context matters when one engages in scientific inquiry. Students without Japanese language experience complete Survival Japanese in the semester prior to their travel.

Professors Tegtmeier Pak and Jackson observed, and students reported, capabilities associated with communication, inquiry, navigating Japan, and the sharing of ideas, aspirations, and questions with their Japanese hosts. The different perspectives applied to the excursions shared between the aforementioned courses resulted in a powerful exchange of ideas. The ability to witness people's perseverance, dedication, and hope as recovery continues from the 3.11 earthquake, tsunami and Daiichi meltdown provided a transformative experience for all. No longer did the course experience serve only as an academic exercise or excursion – it became about life and living.

Within the Asian Conversations program faculty created a curricular module focused on a comparative analysis of environmental issues in China and Japan and local strategies for addressing them. While abroad in the January term, students engaged with faculty and peers at partner institutions in Shanghai and Tokyo to better understand environmental challenges related to sustainable food sourcing, air and water pollution, resource recycling and historical versus modern sustainable building practices. Over a hundred students have been engaged in an ongoing discussion of environmental issues through this aspect of the curriculum. As a result of the above curricular changes, we are seeing more students continue with a study of Asia coupled to the environment. This year marks the first in which we are graduating double-majors in Asian Studies and Environmental Studies—three—a sign that the curricular changes are having a desired effect.

The increased visibility of Asia and the environment enabled students to seek out intersecting summer opportunities from undergraduate research to internships and language/culture study. Professor Xun Pomponio (Eco-

nomics) and undergraduate collaborators teamed to investigate soil/water conservation and agricultural yield in the Loess Plateau region of China. Professor Ka Wong (Chinese) and his team initiated a comparative study of the Sino-Singapore Tianjin Eco-City from both Chinese and Singaporean perspectives. Professors Tegtmeier Pak and Sian Muir (Management Studies) employed a multi-institution collaboration to conduct an ecotourism assessment and marketing plan for Kitakata, Fukushima, Japan. Students leveraged workplace experiences in traditional papermaking (Japan), carbon pricing (China) and organic farming (China and Japan) as another means for professional, language, and culture study. Others designed their own environmentally focused exploration as an outgrowth of intensive language and culture study; environmental conservation in the Mekong River region and a research project on the impact of dams to local communities serve as exemplars. We have been thrilled with the student response to this program, and with the diverse array of activities offered by the faculty and participating departments.

One of our biggest challenges has been finding time for the faculty within and outside the principal departments to come together to explore and imagine additional connections between curriculum, scholarship and creativity with Asia and the environment. Personnel with interdisciplinary and intersecting interests are already stretched thin with contributions to an array of curricular and scholarly pursuits. Compounding this basic fact is significant challenge associated with added fluidity in the departments' staffing due to career changes of some early core LIASE faculty and upcoming retirements of founding/core faculty within each department. Overall, the presence of the LIASE program continues to encourage faculty and students to connect across department silos and to collaboratively explore areas of interest under the umbrella of language and culture in Asia and the environment. It has been a rewarding journey, and we look forward to the years ahead.

Previous Page: Radiation research team, assisted by ARI volunteers, prepares leaf litter for nuclear decay analysis. (L-R: Leonie Sonstwer (ARI), Nathan Mitka, Corey Ruder, Jordan Lutter).

CORE LIASE FACULTY

Bryn Mawr College

Don Barber

Associate Professor of Biology

Yonglin Jiang

Associate Professor of East Asian Languages
and Cultures

Shiamin Kwa*

Assistant Professor of East Asian Languages
and Cultures

Haverford College

Hank Glassman

Associate Professor of East Asian Languages
and Cultures

Helen White*

Associate Professor of Chemistry

Jonathan Wilson*

Assistant Professor of Biology

Swarthmore College

Betsy Bolton

Coordinator, Environmental Studies

William Gardner

Associate Professor of Japanese

Haili Kong*

Professor of Chinese

Hansjakob Werlen*

Professor of German

PRIMARY GEOGRAPHIC SCOPE

China: Beijing, Hangzhou, Shanghai,
Yangtze River, Yunnan

Japan: Tokyo, Kumano, Kyoto, Koyasan,
Kamikatsu, Fukushima Prefecture,
Minamata Bay

Russia: Yekaterinburg, Irkutsk

Mongolia: Ulaanbaatar

Taiwan

USA: Colorado River Basin



Tri-College Consortium

Bryn Mawr College (Bryn Mawr, PA), Haverford College (Haverford, PA), Swarthmore College (Swarthmore, PA)

Implementation: Year 3

The LIASE program at the Tri-Colleges has greatly enhanced teaching and learning about environmental issues in Asia for faculty and students at Bryn Mawr, Haverford, and Swarthmore Colleges. The Tri-Co LIASE grant employs several strategies designed to foster a more robust understanding of Asia and the environment across the undergraduate curriculum.

LIASE support has helped to create new **embedded study courses** as part of the Tri-Co curriculum. Dozens of students have experienced first-hand Asian life and landscapes through LIASE support. At Bryn Mawr and Swarthmore, embedded study courses providing travel support for students to visit sites in Asia relevant to their classroom learning have opened up new opportunities for deeper understanding of environmental challenges faced by Asian countries. Students and faculty members have approached environmental questions from a variety of disciplines, including chemistry, economics, history, neuroscience, political science, and religion. Blending the humanities, sciences, and social sciences with experiential learning during trips abroad has significantly enhanced student awareness of pressing issues from an array of disciplinary perspectives.

Bryn Mawr's 360° program is an interdisciplinary experience designed to examine an issue or topic from multiple perspectives. As such, participating students take a cluster of courses focused on the history, economic con-

cerns, cultural intersections or political impact of an era, decision, event, policy, or important scientific innovation. Learning outside the classroom is a core component of 360° clusters. Since spring 2015, and with LIASE Implementation grant support, Bryn Mawr has offered two 360° course clusters, Contemplative Traditions and Eurasia in Flux, which included study-tours to Asia. In fall 2016, 15 students and 3 faculty in Contemplative Traditions traveled to Japan to explore traditional spaces of Zen, Yamabushi style, and Shingon Buddhism in Kyoto, Kumano and Koyasan, respectively, practice meditation with local teachers, and visit Kamikatsu, a rural, “zero waste” community focused on maintaining intentionally simple and sustainable lifestyles. In spring 2017, 15 students and 2 faculty participants in Eurasia in Flux spent 2 weeks traveling on the Trans-Siberian Railway. This trip was, by far, the most ambitious one we have ever undertaken with a group of undergraduates, as it entailed traveling over 6,000 miles across three countries spanning five time zones. The group traveled from Moscow, Russia to Ulaanbaatar, Mongolia, before taking the Trans-Mongolian Railway to Hohhot, China and then flying to Beijing. During their stopover in Ulaanbaatar, students explored the Gun-Galuut Nature Reserve, which comprises a diverse array of complex ecosystems including steppes, mountains, and wetlands and is home to rare species of birds. Students were also struck by the dramatic change in air quality when they transitioned from the diesel-fueled Russian trains to a coal-fueled Chinese train. This particular first-hand experience, which required several students to don protective face-masks, drove conversations about the need for clean energy sources.

Swarthmore travel courses have taken students and faculty members to rural and urban areas of China, Taiwan, and Hong Kong. Since spring 2015, Swarthmore has taught three travel courses with one more planned in spring/summer 2018. Courses are team-taught by faculty during the spring semester. Some students enrolled in the course travel to sites to conduct field-work relevant to the course content. For the spring 2015 course, Tea in China, students and faculty traveled to China and Taiwan to enhance their cultural, social, and historical understanding of tea with bio-ecological and

botanical perspectives. They visited several tea farms and factories in Suzhou, Hangzhou and Taipei and met with scholars researching the tea industry. In 2016, participants in the Governance and Environmental Issues in China course visited Beijing, Hangzhou, and Taipei, and traveled for overnight camping expeditions into the mountains with local park rangers in Laojunshan National Park to understand the challenges facing preservation efforts in the region. The 2017 travel course Water Policies, Water Issues: China/Taiwan and the U.S group spent three days in Shenzhen; visited City University of Hong Kong and Hong Kong University, where students attended lectures on water issues; traveled to Taipei to visit reservoirs and attend lectures; and visited a hydraulic lab, wetland, and seafood farm in Tainan. In 2018, faculty will teach Food in China: Cultural and Environmental Perspectives.

Students who have taken these embedded courses have found the experiences to be personally and academically transformative, as reflected in the following statement from a participant in the 360°: Contemplative Traditions: “This has been the most meaningful academic experience I have had up to this point in my education—I have learned so much, and have also received an entirely new perspective on looking at the world around me. Thank you!” In addition, 360° participants have leveraged their new knowledge to impact their campuses or to pursue further academic research. For example, Bryn



Above: Students from the 2015 Swarthmore LIASE travel course visit a family-run tea farm at Tungting Valley, Taiwan. Previous Page: 360°: Contemplative Traditions—In Kamikatsu, Osamu Nakamura provided a workshop on the traditional Japanese approach to book binding in his off-the-grid home converted from a barn. Students spent two days with Nakamura discussing his lifelong pursuit of an intentionally simple and sustainable life.

PRIMARY ASIAN PARTNERS

China: Capital University Institute of Public and Environmental Affairs, Capital University of Economics and Business, Chinese University of Political Science and Law, Clean Air Alliance of China, Energy Research Institute, Fudan University, Institute of Environmental and Natural Resource Law at Jiaotong University, Joint US-China Committee on Clean Energy, Laojunshan National Park, Ministry of Environmental Protection, Nature Conservancy China, Tea Institute of Zhejiang University, Zhejiang University

Hong Kong: City University of Hong Kong, Hong Kong University

Japan: Tsuda College, Zero Waste Academy

Taiwan: College of Bioresources and Agriculture and Center for Weather Climate and Disaster Research at National Taiwan University, Ecological Engineering Research Center, Tainan Hydraulic Laboratory, National Cheng Kung University, Taiwan Tea Merchant's Association

STRATEGIES & PRACTICES

Embedded study, new and revised course development, faculty development, visiting speakers series, study abroad, experiential learning

TOPICS / SUBTOPICS

Agriculture

food, food culture, tea, organic farming
Conservation and Resource Management
water, rivers, national parks, nature reserves, environmental activism, recycling

Governance and Policy

pollution, food supply, energy consumption, urbanization, environmental activism, environmental diplomacy

Mindfulness

green space, gardens, meditation, Buddhism



360°: Eurasia in Flux – In Ulaanbaatar, Mongolia, students explore the Gun-Galuut Nature Reserve on horseback.

Mawr and Haverford students enrolled in the Contemplative Traditions cluster created the Bi-Co Mindfulness Blog (included on the Luce Foundation's LIASE Landing Page), a series of 6 podcasts aimed to help their peers "get through college in a mindful way" by taking time to notice the environment around them. The trip across Eurasia inspired Bryn Mawr political science major Zahabya Mama '17 to conduct further research on the relationship between tourism and the environment. "We could really see the impacts of pollution when we arrived in Beijing, and we saw tourism's impact on both the physical and environmental landscape. It was because of our time in China that I decided to write my research paper on tourism's impact on ethnic minorities and the environment."

Swarthmore's travel courses have provided an opportunity to explore both new topics and innovative teaching strategies. In the 2015 tea class, students participated in international lectures using Skype to interact with experts in China. Professor Liang Yuerong, director of the Tea Institute of Zhejiang University, gave a lecture on Longjing (Dragon Well Tea) and its processing. They also spoke with Chou Jenchi, an organic tea farmer in Taiwan, and Professor Yuwen Wang of the Agricultural Institute at National Taiwan University. The tea course also incorporated semester-long interdisciplinary research projects. Students explored topics in the humanities (The Art of Teaware, Tea and Poetry), the social sciences (Tea house business, Climate Change on Tea), and the sciences (Solving the Pesticide Problem, Fertilizers/Pesticides Related to Tea Plantations). As part of this course, Shen Huang '16 studied the aroma profiles of green and black tea with and without UV-B radiation. His research showed that tea smell is composed of a complex mixture of more than 600 compounds and that UV-B radiation can significantly alter it. He continued the research he started at Swarthmore alongside some of the graduate students at Zhejiang University. Through the



Students and faculty in the 360°: Eurasia in Flux course assemble in a coupe on their final train ride from Mongolia to China.

courses and his extended research he acquired a deep appreciation of tea and its culture.

The Tri-Co program has also resulted in **new and revised courses**. Faculty members have applied for course development funds. Course development proposals have helped to strengthen the presence of Asian environmental issues in the curricula of each of the Tri-Colleges. So far, LIASE funding has enabled faculty to revise 8 existing courses and create 5 new courses in the fields of biology, chemistry, Chinese, East Asian studies, economics, geology, history, political science, religion, and sociology.

Throughout the implementation of the grant, we have hosted **outside speakers** to share ideas on the environment in Asia. Speakers have included filmmakers, photographers, and scientists. Guest speakers have addressed a variety of topics. In the past year, Swarthmore hosted Chigumi Obayashi, film director, for a screening of her film, *A Dialogue: Living Harmony*, and Professor Harold Yih Chi Tan, Director of the Center for

Weather Climate and Disaster Research and Professor of BioEnvironmental Systems Engineering at National Taiwan University. Professor Tan discussed what, in the face of increasing risks, can be done to help make local communities more resilient. As a result of his visit, two Swarthmore students, Shuang Guan '19 and Hali Han '19, are serving as interns to receive disaster preparedness training and certification at the Center during summer 2017. In spring 2017, the Tri-Colleges curated an exhibit of photos by Miao (Hmong) scholar and artist Bode Wang, who traveled from China to discuss his work with students and faculty. The exhibit, *Fenghuang Landscape and Miao Culture*, depicted the environment, landscapes, human communities, social customs, and religious practices in Mr. Wang's hometown of Fenghuang, Hunan Province. Students played an active role in the event by giving Mr. Wang tours of the campus and Philadelphia area, creating banners in Chinese calligraphy for the exhibit, and providing written and oral translations of Mr. Wang's talks.

Members of the Tri-Colleges faculty have participated in **faculty development** workshops to share ideas. In these workshops, faculty in the arts, humanities, sciences, and social sciences share new course modules that combine the study of Asia and the study of the environment. Workshop discussions have addressed a number of challenges that faculty face when designing new courses or modules, such as determining where the new material fits into the major curriculum, making connections in East Asia, organizing travel logistics for groups of undergraduates, creating an inclusive learning environment, and allocating resources to sustain programs forward.

In many cases, the faculty have worked collaboratively in team-taught courses or 360° course clusters that have strengthened relationships across departmental and disciplinary boundaries. Many students have benefitted from the opportunities to learn about contemporary questions in environmental and Asian scholarship. Our campuses will benefit for many years to come from the Luce Foundation's investment in our students, faculty, and curriculum.

CORE LIASE FACULTY

Xiangming Chen

Dean and Director, Center for Urban and Global Studies

Emily Cummins

Post-Doctoral Fellow in Urban Studies

Michael Lestz*

Associate Professor of History

Joan Morrison*

Professor of Biology (retired)

Yipeng Shen*

Associate Professor of Language and Cultural Studies & International Studies

PRIMARY GEOGRAPHIC SCOPE

China: Beijing, Shanghai, Nanjing, Suzhou, Hangzhou, Wenzhou, Wuhan, Yichang, Yangtze River Delta, Pearl River Delta, Chongqing, Chengdu, Kunming, Dali, Yunnan province, Dongguan (Hartford's sister city), Shenzhen, Guangzhou, Hong Kong

Thailand: Bangkok, Ubon Ratchathani

Japan: Tokyo, Sendai

Cambodia: Siem Reap, Phnom Penh

Laos: Luang Prabang, Vientiane, Mekong River

Myanmar: Yangon, Bagan, Mandalay, Irrawaddy River

Vietnam: Hanoi, Ho Chi Minh City, Can Tho, Mekong River Delta

USA: Hartford, CT; Connecticut River

PRIMARY ASIAN PARTNERS

China: Fudan University, Tongji University, Shanghai Municipal Government, Nanjing University, Chongqing University, Southwestern University, Sichuan University, Yunnan University, Wuhan Institute of Urban Planning, Shenzhen Municipal Planning Bureau

Laos: University of Laos

Myanmar: Yangon Heritage Trust

Thailand: Chulalongkorn University, Ubon Ratchathani University

USA: United Technologies Corporation



Trinity College

Hartford, CT

Implementation: Year 4 (Extended)

Trinity's LIASE initiative has focused on integrating scholarship, research and experiential opportunities into the curriculum and throughout campus programs. Activities have had both an inward and outward focus. The College has welcomed visiting scholars with expertise in Asia/environment issues for both short- and longer-term appointments. We have thus far hosted four Luce-funded scholars, and are planning to host a fifth in spring 2018, from Shanghai, Shenzhen, and Hong Kong, with backgrounds ranging from urban planning and architecture to geography. They have consistently taught a 200-level course on sustainable urban development in China, integrating environmental, economic, and social dimensions of urban sustainability in China from comparative perspectives. They have used case studies from different Chinese cities, including Shanghai, where Trinity has a strong partnership with Fudan University and strong ties with Tongji University. A couple of the visiting scholars have, in turn, contributed to the local visits of our River Cities summer program, participating in guest lecturing and field programming (included on the Luce Foundation's LIASE Landing Page). These scholars have also helped mentor Trinity students who have done summer research in China with Luce grant support.

At the center of LIASE activities is the summer course and traveling investigation, River Cities of Asia, which has successfully run for the past nine years, before and through the LIASE grant. The LIASE grant allowed Trinity to extend the program's earlier exclusive focus on China to five South-

Above: Trinity students test water quality on the Chao Phraya River, Ayutthaya, Thailand.

east Asian countries. We engaged with local academics, planners, and other professionals regarding a variety of topics about environmental and urban sustainability as we visited a dozen cities located on China's east coast and Yangtze River belt, Pearl River Delta and in the southwestern region (especially Chongqing, Chengdu, and Kunming), as well as sites along the Mekong and Irrawaddy rivers. We have focused on the symbiotic relations between the major rivers in China and Southeast Asia as eco-systems, and the rapid but uneven process of economic development and social transformation. In addition, having studied several major rivers, including the Connecticut River by Trinity's home city of Hartford, we have generated a broad and comparative understanding of the polluting impact of industrialization and how river cities have attempted to respond to and resolve this long-term challenge. While such travel-intensive field programming has largely achieved its intended learning goals, it has created programming and logistical challenges, including relatively high costs of some aspects of the trips, travel fatigue, and the lack of depth in understanding some topics in local contexts. Longer stays in a smaller number of cities could improve these dimensions.

The College has also supported teaching by Trinity faculty during semesters or summers at top Chinese universities like Fudan and Tongji. The grant has allowed us to invite Chinese faculty at these institutions to interact with our summer program faculty and students. Other essential elements of the program include curriculum development, student and faculty research in both the academic year and summer, and dissemination through conference attendance and consultation. Trinity's program was initially challenged by the language component. Our ambition was to provide pre-travel instruction, as well as on-the-ground opportunities for continued learning and practice. Given planning and time constraints, this aspect of the program did not come together as expected. It was difficult to incorporate language instruction for beginners from varied disciplines or to require a language component without dis-incentivizing some students from participating in the program. We recognized the value and importance of being more culturally immersed in Asia through language acquisition and the avenue language instruction provides to greater understanding and potential interest, yet most students were focused on the research aspects of the program, especially on issues of sustainability. Over time, we successfully developed a language immersion component, recruiting a faculty member to join the core team and teach conversational and survival language skills as an essential part of the program. As well, with a project as complex and far-reaching as Trinity's LIASE initiative, it took more time than anticipated to engage a broader group of faculty, and in some instances, grant funds were spent at a slower rate than anticipated. Despite the challenges that can accompany international exchange, throughout the grant period we have become more proactive and targeted in recruiting students, and therefore more successful.

STRATEGIES & PRACTICES

Faculty development; student and faculty research; internships; curriculum development; summer travel; digital networking; visiting scholars; faculty exchange; pre-departure courses; language instruction/immersion

TOPICS / SUBTOPICS

Rivers and Watersheds
dam construction, fishery, biodiversity, water quality

Sustainable Urban Development
migration, carrying capacity of megacities, transportation, garbage disposal, air quality

Urban History
architecture, heritage conservation, neighborhood change

CORE LIASE FACULTY

Gareth Barkin*

Professor of Anthropology and Asian Studies

Rachel DeMotts

Associate Professor of Global Environmental Politics

Nick Kontogeorgopoulos

Professor of International Political Economy and Asian Studies

Sunil Kukreja*

Professor of Sociology and Asian Studies; Associate Dean

Peter Wimberger*

Professor of Biology; Director, Slater Museum of Natural History

PRIMARY GEOGRAPHIC SCOPE

Indonesia: Central Java, North Sulawesi

Thailand: Chiang Mai Province

Malaysia: Sarawak State

PRIMARY ASIAN PARTNERS

Indonesia: Atma-Jaya University

Yogyakarta, Bumi Langit Imogiri Islamic Permaculture, Batik Jolawe Sustainable Javanese Arts, Manado State University, Alliance for Tompotika Conservation, Tasikoki Wildlife Rescue Centre, Tangkoko Nature Reserve, World Wildlife Federation, YSEALI Indonesia (Young Southeast Asian Leaders Initiative)

Thailand: International Sustainable Development Studies Institute

Malaysia: Matang Wildlife Rehab Center, Sarawak Museum, Semmengah Orangutan Sanctuary

STRATEGIES & PRACTICES

Semester of coursework and preparation, followed by a three-week field period in Asia; independent research; experiential learning; language study; Southeast Asia Symposium, offering a forum for reflection and presentation

TOPICS / SUBTOPICS

Sustainability

urban greening, water systems

Conservation

biodiversity, agroforestry, national parks

Cultural Constructions of the Environment

Green Islam Movement, socioeconomic class, indigenous systems



University of Puget Sound

Tacoma, WA

Implementation: Year 3

The University of Puget Sound initially received a LIASE Exploration Grant to develop a model for conducting experiential field schools in Southeast Asia that would focus on intersections between culture and the environment. A planning team of Puget Sound faculty collaborated to develop a pilot in Indonesia, which was built around the “extended semester” model that integrates time abroad with a semester of preparation. We also piloted our Southeast Asia Symposium to involve the broader campus community and increase program impact. In developing our LIASE Implementation Grant proposal, we focused on the successes we’d experienced integrating classroom and experiential learning in the field, as well as an increased emphasis on language acquisition, new opportunities for faculty to develop expertise in the region, and an expanded symposium. Puget Sound’s current LIASE program expands on our initial goals of exploring the intersections of environment and culture in Southeast Asia, and focuses on a range of programming:

CORE PROGRAM

Southeast Asian field schools—intensive student learning abroad, conducted with Asian partners and involving a full semester of language and culture, plus three weeks of overseas research, service, and experiential learning opportunities. This model is elaborated by our Symposium Director Gareth Barkin in the article “In the Absence of Language: Modeling a Transformative, Short-Term Abroad Experience,” (*Teaching Anthropology*, 2015).

Phased introduction of new Asian language courses—Thai, Indonesian, and Malay—which currently are rarely taught as full-credit courses in the United States outside of large, Southeast Asia-focused research universities. These language courses are rotated to support field school destinations, and are open to all Puget Sound students.

Grants for faculty members to explore and develop Southeast Asian field schools or enhancements to the curriculum, including greater area studies and language expertise in Southeast Asia.

An annual Southeast Asia Symposium that draws international speakers and scholars from around the state, and that serves as a resource center for Pacific Northwest partner colleges.

SUCSESSES

Thailand Field School (2016)

The summer course in Thailand was among the highest impact field schools we've completed thus far. Professor Nick Kontogeorgopoulos led a program for 13 students, after teaching them on the political economy of Thailand for a full semester. He had established partnerships from his previous scholarly and pedagogical work in the region, and the partnership with International Sustainable Development Studies Institute (ISDSI) in Chiang Mai was central to the field school experience. Study took place primarily in three different locations, where students examined in depth both the context and practice of agro-ecology within several different communities in northern Thailand:

The Upland Holistic Development Project (UHDP), located in Fang district of Chiang Mai province has worked with ISDSI for several years. While staying at UHDP, the students learned about agroforestry, organic farming, seed sharing, and the ways in which surrounding communities have taken advantage of the agricultural research being done at UHDP.

Homestays in the village of Mae Ta, just outside Chiang Mai city, gave students the opportunity to meet with several farmers and community leaders in order to learn about the history, benefits, and challenges of establishing an organic agricultural cooperative at the village level.

Homestays in a remote village near the Myanmar border called Huay Hee located in Mae Hong Son province allowed students to experience a Christian Karen village that practices shifting cultivation. The students spent a full week in the village learning about rotational agriculture in high-elevation communities.

Each location immersed students in a variety of cultural situations as they drew on their Thai language training and experienced Thailand's diversity, wrote reflection essays, completed daily field guides, and gathered information for their final presentations, which were based on research paper questions that they first addressed while taking the preparatory course at Puget Sound. Students then refined and delivered their presentations at the Southeast Asia Symposium in October.

Southeast Asia Symposium

One of our biggest successes has been our annual Southeast Asia Symposium, which began as a forum for field school students to present their research and reflect on their experiences abroad. Now entering its fourth year, the symposium draws together disparate elements of the field schools and faculty initiatives at one time of the year, while placing a focus on reaching the campus community and disseminating the knowledge drawn from these experiences across the university. In addition, symposia bring together Southeast Asia scholars from around the Northwest along with speakers and artists from Southeast Asia in one three-day period that involves workshops, research panels, performances, and informational sessions.

Organized around a central theme, the annual symposium also introduces potential students to the next field school, and raises faculty interest in Southeast Asia. Open also to members of the campus communities of the Northwest Five (a consortium of Lewis and Clark College, University of Puget Sound, Reed College, Whitman College, and Willamette University), symposia are vehicles to engage more domestic and international partners and create more points of entry to Southeast Asia in the Puget Sound curriculum and beyond.

Previous Page: Bapak Iskandar discusses how Islam informs his perspective on environmental sustainability with 2017 field school students at Bumi Langit permaculture farm, Yogyakarta Province, Indonesia.

CORE LIASE FACULTY

Maryann Cunningham*

Professor of Geography and Environmental Studies

Peipei Qiu

Professor of Japanese and Asian Studies

Jodi Schwarz

Professor of Biology

Fubing Su*

Professor of Political Science and Asian Studies

Yu Zhou*

Professor of Geography and Asian Studies

PRIMARY GEOGRAPHIC SCOPE

China: Wuhan, Shanghai

USA: Hudson Valley, NY

PRIMARY ASIAN PARTNERS

China: East China Normal University,
Central China Normal University

STRATEGIES & PRACTICES

Annual joint summer research workshops in Shanghai and Wuhan; new courses or course modules on Asia and Environment in humanities and social sciences; public lectures and forums; language fellowships; student internships and research assistant positions; student research conference with Bard College; funding for visit of Chinese collaborators to Vassar; summer curricular development workshops

TOPICS / SUBTOPICS

Agriculture and Food

organization, land tenure, fertilizer use, food safety and distribution

Energy

coal, pollution, green technology

Water

dam, water diversion, pollution treatment

City

sustainability, transportation, congestion



Vassar College

Poughkeepsie, NY

Implementation: Year 1

Vassar's LIASE grant has two stages. The exploratory stage (2015-16) featured a study trip to China, the first in ten years. We selected 27 students from a large pool of applicants, prioritizing lower classmen and students from underrepresented backgrounds. The LIASE grant funded six environmental studies faculty and two trip leaders, Professors Yu Zhou (Geography) and Fubing Su (Political Science). In addition, Dean of the Faculty Jonathan Chenette and Vassar Sustainability Coordinator Alistair Hall joined us for their first trip to Asia.

We had an extraordinarily rich itinerary. In Shanghai, we visited Suzhou Creek cleanup projects and wetland restoration park; in Hubei Province, Three Gorges Dam; South-North water transfer project; Enshi Grand Canyon; Miao and Tu villages and tea plantation; and in Beijing, urban village and water processing plant, among many other sites. Students and faculty said that they gained deeper knowledge and insights on China's developmental and environmental dynamics, and 100% of the students ranked the course highly in all evaluatory categories. Many are now interested in learning Chinese language and about the country's diverse cultures, or pursuing majors or careers related to environmental studies or Asian studies, or both. We would like to share a few personal stories.

India was a freshman and had never traveled abroad. Vassar fully covered her expenses, but she was so terrified by the prospect of traveling to China that she considered withdrawing at one point. Yet, she enjoyed the trip

thoroughly and wrote an excellent paper on the redevelopment of industrial zones. Upon return, she signed up for Chinese language courses, declared a major in Earth Science and participated in two other field studies trips from Vassar. Jade had been adopted from China as an infant. Her visa was delayed by the Bureau of Security in Guangzhou—her last exit port from China 18 years ago. Yu Zhou had to resort to personal *guanxi* to secure her visa, which we received at the airport before departure. The trip showed her for the first time her ancestral land and she was able to connect with many personal stories in China. Upon return, she took several China-related courses. James had volunteered for water quality restoration in the Hudson River and found parallels and differences with Suzhou creek in Shanghai. He will be an environmental engineer. Neal grew up in Las Vegas in an Indian immigrant family and had never traveled abroad. He was inspired by the trip, and declared an Asian studies major and served as the program intern. The trip transformed many students' lives and inspired their interests in Asia and the environment. We have seen increased enrollment in Chinese language, Asian studies and environmental studies courses.

The impact of the trip on faculty is equally compelling. Jon Chenette, dean of the faculty, said the trip opened his eyes to a new part of the world and has helped him understand more deeply stories about China in the media. He has been a big supporter of the LIASE program and eagerly hosted several groups of visiting Chinese scholars after the trip. Biology Professor Mark Schlessman was excited to find plant species in China that he thought had gone extinct. Several faculty marveled at China's agricultural system, which they had never thought possible. Biology Professor Kathleen Susman has published a paper in collaboration with a faculty member at East China Normal University. Vassar Sustainability Coordinator Alistair Hall returned with specific ideas to incorporate into the all-campus plan for shrinking Vassar's carbon footprint by 2030.

In a two-day Curricular Workshop in June 2016, faculty developed course modules to incorporate Chinese content. Three Biology professors teaching Biology 105—taken by approximately one-fourth of all Vassar students—will incorporate Chinese examples into their

lesson plans and syllabi. Two Geography professors will incorporate Chinese units in their respective courses—Food and Farming, and Developing Cities: Urbanization of the Global South. The Environmental Studies Program also proposes teaching an ENST 254: Environmental Sciences in the Field course in China during one of the Luce funding years. The course is funded by Vassar College's endowed Environmental Research Institute.

In fall 2017, we submitted our proposal for the Implementation grant and were delighted to be awarded the \$400,000 for the next four years. Here are some of the activities in which we engaged in 2016-17.

Visits by Chinese scholars: In fall 2016, we hosted a visit by Professor Cheng Hong, the well-known expert of Western nature writing and also the wife of Chinese premier Li Keqiang. While her visit did not relate to LIASE activities, we took the opportunity to talk to her and many of the officials accompanying her about our program and seek their support. In early 2017, two professors from Central China Normal University visited Vassar. They toured the Vassar farm and natural ecological preservation station and met with biology and chemistry faculty members to discuss possible collaborative projects. In Fall 2016, Professor Xun Cao of Penn State University gave a public lecture on cadre evaluation and environmental law enforcement in China.

Visits to Chinese partners: In spring and summer 2017, Fubing Su and Yu Zhou visited our Chinese partners at different times to plan for the coming year activities.

Yu Zhou has been appointed to be the director for the first year. She has held several rounds of discussion and developed protocols to review course proposals. Vassar welcomed Professor Wayne Soon, an historian, in fall 2016 and Professor Jin Xu, an art historian, in fall 2017. These two appointments confirmed Vassar's strong commitment to a well-rounded program of Asian Studies. Both have expressed interest in participating in LIASE at the intersection of the humanities and the environment.

Previous Page: Testing water quality at Huangpu River in Shanghai.

CORE LIASE FACULTY

Dr. Patrick Caffrey

Associate Professor of History

Dr. Robert M. East*

Associate Professor and Director of
Environmental Studies

Dr. Nichole Fifer

Assistant Professor of Political Science

Dr. Zheya Gai*

Professor of Political Science

Dr. Robbie Iuliucci

Associate Professor of Chemistry

Dr. Jason Kilgore

Associate Professor of Biology

Dr. Jennifer Logan-Bayline*

Associate Professor of Chemistry

Dr. James March

Associate Professor of Biology

Dr. Han Ye

Assistant Professor of Chinese



PRIMARY GEOGRAPHIC SCOPE

China: Guangzhou, Qingdao, Beijing

USA: Rust Belt cities of the Northeast

PRIMARY ASIAN PARTNERS

China: Guangzhou Education University;
Qingdao University; China University
of Petroleum; Sino-German EcoPark;
Chinese Academy of Forestry - Research
Institute of Forest Ecology, Environment
and Protection

STRATEGIES & PRACTICES

Curriculum development (new and modified courses); collaborative research and other exchanges with Chinese partner institutions; summer internships; independent student research; additional language courses; faculty workshops/symposia

TOPICS / SUBTOPICS

Sustainable Development

industrial ecology, green buildings, public education, ecologically-friendly supply chains, renewable energy, boom-bust economies, transition of resource-based cities in China/U.S., urban revitalization

Environmental Reclamation

bioremediation, phytoremediation, water quality

Forest Conservation

non-traditional forest products, plant metabolites, ecology, microbiology, analytical chemistry

Washington & Jefferson College

Washington, PA

Implementation: Year 1

In 2015, Washington & Jefferson College entered the LIASE program on a wave of momentum gained from successful completion of an ASIANetwork-Freeman Foundation Grant. Our Director of Environmental Studies and a Professor of Economics led six students in a comparative study of recycling practices within the automobile industries of Japan and China. It was during this time that we forged many durable partnerships and friendships which helped sustain our abilities and interests in further study of environmental issues in China. This was achieved by joint visits to cultural sites, environmental remediation sites, agricultural zones, forests and parks. During these visits we shared pedagogical approaches, research interests/outcomes, and faculty development aspirations. From these interactions came commitments and memoranda of understanding.

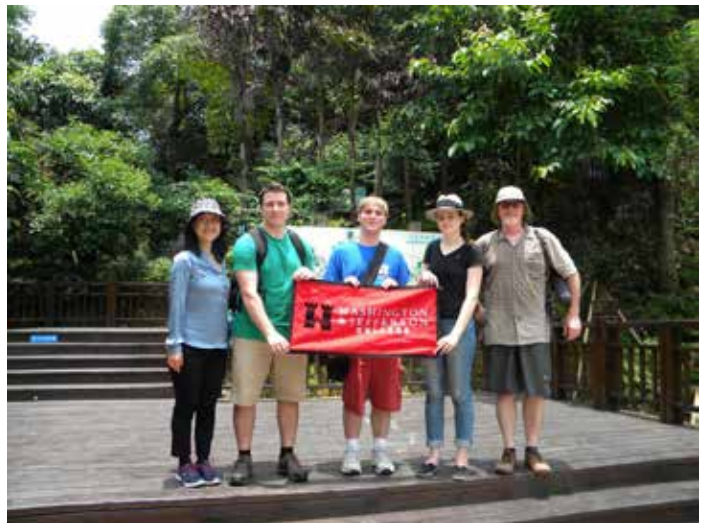
During the latter half 2015 and part of 2016, we successfully formed our LIASE Faculty Team (LFT) and completed the LIASE Exploratory Grant. To foster collaboration with our Chinese counterparts, part of this phase involved two LFT members spending three weeks in China interacting with university faculty members/students and colleagues in the public/private sectors to identify opportunities and challenges in sustainable development which are common to both our countries. Building on what was achieved during the previous summer, this visit focused on inspecting amenities at potential partner institutions and identifying potential sites for field research.

Upon returning from this trip, LFT members and students who had previously participated in the ASIA-Network Grant gave presentations in various fora around campus, helping generate interest among faculty and students to participate in LIASE. Thanks to the intellectual curiosity of our faculty, growing interest among our students, and support from administration, we were quickly able to expand our LFT and write a compelling Implementation Grant proposal. Throughout the process, we have experienced some unforeseen difficulties, but also some unexpected pleasant surprises. Because we are a small college with relatively few students in our East Asian and Environmental Studies programs, student recruitment has been challenging. Also, communication with and obtaining commitments from some of our Chinese colleagues has at times been slow. On the other hand, while in China we observed enthusiasm from some unexpected places/individuals, and among our faculty colleagues with little or no experience in Asia we have seen keen interest. Among the most magical moments so far has been watching students with no prior overseas travel experience, or with no experience in Asia, both personally and academically blossom from the experience.

Following the announcement in April 2017 that W&J had been awarded an Implementation Grant, the LFT immediately began recruiting students for summer travel to China from 2018-2021. We now have four very novel projects examining various facets of the natural and human-built environments within select regions of China and the northeastern United States. Although we are just beginning the Implementation Grant, several noteworthy outcomes have been realized, including: Increased interest among students from various disciplines to take our modified/new courses, opportunities to use our LIASE experience in recruiting events, opportunities to host symposia, and increased interest among students and faculty to study Mandarin Chinese. The visibility of Asia on our campus continues to be enhanced by course-related project outcomes being exhibited on posters and in public presentations, increasing numbers of students interested in visiting/studying in Asia, and guest speakers/scholars from Asia visiting campus.

While at the LIASE conference, we hope to explore answers to the following questions:

1. How to ensure that our Asian counterparts get the most out of their collaboration on the grant?
2. What are the best strategies/approaches for preparing students who are completely new to foreign travel and cultures?
3. What are the most effective ways to ensure that momentum created from the grant continues after the grant period ends?



Above: Students and faculty visit a potential forest conservation research site near Guangzhou, China. Previous Page: An internship has been established at the Sino-German EcoPark, Qingdao, China.

CORE LIASE FACULTY

Tony Barnstone

Professor of English

Jason Carbine*

Associate Professor of Religious Studies

Dan Duran

Associate Professor of Business
Administration

Cinzia Fissore*

Associate Professor of Biology and
Environmental Science

Robert Marks

Professor of History

Cheryl Swift*

Professor of Biology and Environmental
Science

PRIMARY GEOGRAPHIC SCOPE

China: Hong Kong, Yunnan, Pearl River Delta

Myanmar

Los Angeles

PRIMARY ASIAN PARTNERS

Hong Kong: World Wildlife Fund, World
Organization for Early Childhood
Education, Hong Kong Research Institute
of Textiles and Apparel

China: Wild China Film, Poetry East West

STRATEGIES & PRACTICES

Courses; short-term study abroad;
independent research; faculty development
opportunities; invited guest speakers;
undergraduate conferences and
presentations

TOPICS / SUBTOPICS

Biodiversity

mangroves, wetlands, national heritage
and religious sites

Sustainable Business

renewable energy, corporate social
responsibility

Environmental History

deforestation, land use, climate change,
nation-states

Environmental Literacy

elementary school education

Eco-literature

pedagogy, translation



Whittier College

Whittier, CA

Implementation: Year 3

We have been using our implementation grant to inspire and mobilize a diverse group of our institutional community, including students, faculty members across numerous disciplines, and administrators. Our efforts have taken many forms, infusing our broad-based liberal arts curriculum with new courses and modules related to Asia and the environment. With a working group of about 25 faculty members, our efforts in many cases have been interdisciplinary, while in others have been concentrated in specific fields. Here, we detail only a few activities related to our work in China and Myanmar. These are illustrative of our energy and engagement. We also comment on outcomes to date and remark on the heightened visibility of Asia on our campus.

With the efforts of Professor Cheryl Swift, we have developed a close relationship with WWF Hong Kong, working at the Mai Po nature reserve. This reserve is among the largest expanses of mangrove forest in the Pearl River Delta. Prof. Swift has led groups of students on two research trips. The first trip in 2016 worked on comparing mangrove community structure, mangrove water relations, and seedling establishment in freshwater and brackish water ponds to mangroves in the intertidal area. This research resulted in two posters presented at the Southern California Conference for Undergraduate Research, and a senior project in Environmental Science. We also shared the posters with WWF Hong Kong. This resulted in an invitation from WWF Hong Kong to return in 2017 to work at Mai Po. In summer 2017 we had four students work on the effects of an invasive vine on mangrove

function, a project specifically requested by WWF Hong Kong, and working on mangrove water relations at WWF Hong Kong's Island House in Tai Po, also specifically requested by WWF Hong Kong. We are hopeful that we will be invited back next year as this partnership develops into a relationship wherein WWF provides logistics in exchange for Whittier College research expertise. We are also pleased that students will have the opportunity to work in a unique wetland ecosystem, and continue to present their research findings.

With the efforts of Professors Tony Barnstone and Jason Carbine, aided by administrative coordinator Denise Wong and key support faculty, what was originally planned as an eco-festival in Beijing and Yunnan morphed into an ambitious, two-track alternate spring break study program. This ultimately involved 27 students, 9 faculty (in English, Chemistry, Environmental Science, Religious Studies, Chinese language, and Film), four educational institutions in China (Beijing Normal University, Luxun Academy, Dali University, and Yunnan University), a partner group from Myanmar, and several key Chinese locations (Beijing, Kunming, Dali, and Lijiang). Participating students and faculty prepared by attending a lecture series, including a public talk by an invited guest and three other talks by Whittier faculty (from history, business, and economics).

Facilitated by Mindy Zhang, editor of *Poetry East West*, faculty and students on the eco-literature track worked with contemporary Chinese poets, literary translators, and graduate students to translate English and Chinese ecological literature. The results from the eco-literature track will be published in various journals and an anthology in China. For the track focused on the theme of tourism and the environment, all the programming, including meeting with persons featured in the documentary *Waking the Green Tiger*, was made possible by Shi Lihong and Xi Zhinong of Wild China Film. At the end of the trip, all students in both tracks presented their work or preliminary field findings at Yunnan University in a formal venue, before an audience of about 250 Chinese and American students and faculty and visiting writers and scholars. When back in the U.S., all students also presented in other venues, including the ASIANet-work conference. As we consider the levels of student

learning in the context of this kind of expansive programming, we're looking forward to sending smaller faculty and student teams back to Southwest China this coming year, working with various partners.

Additionally, we have had several major events on campus with regional U.S. partners, which have significantly raised visibility and awareness of the relevant issues throughout the institutional community: a week-long series of events with filmmakers Shi Lihong and Gary Marcuse (Face to Face Media), and reporter Liu Jianqiang; a joint LIASE conference with Occidental and the Claremont Colleges, with a keynote speaker, Yan Min Aung, National Land Policy Consultant, Myanmar, and with essential involvement of our Business department faculty and students; and activities by Judy Mills, author of *Blood of the Tiger*, and Dr. Michael Hathaway, Simon Fraser University, who spoke on "animal agency" in SW China. Student attendance at these events has been high; for example, each campus-wide talk has drawn about 150 students, or 10% of our total student body at each talk.

Looking to the future, we'll support continuing research opportunities for faculty and students alike, in our geographical areas of concentration, and application of that research to developing and sustaining Asia and the environment course content and student learning pathways. Some examples include our plan to send a couple of students who have shown promise in their Dali work to the upcoming East Asian Environmental History annual conference at Nankai University in Tianjin with Professor Bob Marks; and, Professors Dan Duran, Carbine, and Swift will continue with their LIASE-related course and research plans related to Myanmar. A challenge that we face is cultivating a cohort of students with linguistic skills in Chinese (or Burmese) doing actual research, field or otherwise. In some cases, the language skills are not critical to the success of the research; in other cases, particularly with potential projects in the humanities, linguistic skills would go a long way to deepen learning.

Previous Page: A pilot solar project supported by an NGO and a local university in a village outside Bagan, Myanmar. Spring 2016. Photo courtesy Daniel F. Duran.

CORE LIASE FACULTY

Joe Bowersox*

Professor of Environmental and Earth Sciences

Greg Felker

Associate Professor and Chair of Politics

Miho Fujiwara

Professor of Japanese

Ron Loftus*

Professor of Japanese

Cecily McCaffrey*

Associate Professor of History

Scott Pike

Associate Professor of Environmental and Earth Sciences

PRIMARY GEOGRAPHIC SCOPE

China

Japan: Kawagoe, Sayama, Ranzan Forest Trust, Nikko, Ashio Mine Site, Minamata, Hiroshima, Chichibu Mountains, Arakawa River

USA: Oregon, Willamette Valley

PRIMARY ASIAN PARTNERS

Japan: Tokyo International University (TIU) (Kawagoe, Saitama); Tokyo International University of America (TIUA) (Salem, OR)

STRATEGIES & PRACTICES

Summer post-session study abroad in Japan for Willamette University students; summer sustainability institute in Oregon for Tokyo International University students in the TIUA program; Willamette University faculty curricular development projects around the theme of Sustainability and the Pacific Rim



Willamette University

Salem, OR

Implementation: Year 4

Willamette University's LIASE project, Sustainability and the Pacific Rim (SPR), brings together students and faculty from Willamette and Tokyo International University (TIU) through the study of environmental sustainability. SPR includes the following activities: 1) an immersive summer post-session experience in Japan for WU undergraduates, 2) a six-week summer Zena Sustainability Institute, which provides opportunities for TIU students studying at TIUA to learn about sustainability in the Willamette Valley, 3) curriculum development mini-grants that help WU faculty incorporate Asia and environmental sustainability topics into their coursework, and 4) symposia and workshops that bring experts to WU to speak on these themes.

In the grant's first three years, 31 WU students have participated in the Japan post-session, and 35 TIU students studied sustainability under Willamette and TIUA faculty as part of the Zena Sustainability Institute. In addition, SPR has engaged faculty in WU's departments of economics, history, environmental and earth sciences, Asian studies, and religious studies to revise or create 12 courses in the undergraduate curriculum. While the Japan post-session and Zena Sustainability Institute are, indeed, profound experiences for the individuals who participate in them, the incorporation of these themes into the University's existing coursework has already exposed hundreds of additional students to content on Asia and the environment, and helps to ensure that WU's LIASE activities will be sustained beyond the grant. Finally, through its LIASE project and related campus initiatives, WU has

Above: Willamette University students help to construct a "green curtain" in Kawagoe, Japan as part of a visit with the Kawagoe City Environmental Section. (Summer 2016)

hosted highly-attended symposia with speakers and scholars such as Vandana Shiva, Junko Habu, Ma Jun, and Julia Adeney Thomas who presented on topics of sustainability in Asia.

NOTABLE SUCCESSES

A particularly exciting outcome of the grant has been WU's partnership with TIU as part of planning and administering the Japan summer post-session program. This program has gained immense popularity among our students, and the increased interaction between Willamette, TIU, and TIUA students has motivated significant changes in academic trajectories. For example, environmental science graduate Lauren Nagao's ('17) experience inspired her to learn more about sustainability in Japan, and she is now studying environment and development at Ritsumeikan Asia Pacific University. The experience of her environmental studies classmate, Samantha Mularz ('18), sparked a passion for Japanese language, and she is currently abroad attending TIU's Japan Studies Program.

The grant has also provided curricular development opportunities to better connect these two universities. SPR project co-director Joe Bowersox developed a new course, Sustainability and the Environment Across Cultures: The United States and Japan, which will be cross-listed between WU and TIUA and taught for the first time in Fall 2018. WU and TIU are also beginning to pilot linked courses on their home campuses, connecting Willamette and TIU students through shared readings, course discussions, and projects.

CHALLENGES

One area in which Willamette seeks its colleagues' guidance is how to better engage faculty across various disciplines to engage in curricular development. For example, which strategies have been helpful to encourage science faculty to incorporate Asia/environment themes into their courses and research—especially with increasingly tightened curricula and disciplinary standards? How have your institutions empowered faculty with little expertise in these areas—especially those with little knowledge of Asian languages and cultures—to take on and lead such projects?

TOPICS / SUBTOPICS

Sustainability

cross-cultural understandings of sustainability, urban sustainability, green/high performance buildings, daylighting, mass vs. private transit, environmental justice and living wages, waste diversion and recycling, environmental ethics, environmental history and cultural preservation

Water

industrial and mining pollution, agricultural run-off and non-point source pollution, waste-water treatment, bioswales and rain gardens, green roofs, water efficiencies, fisheries and fisheries management, dams and environmental movements

Natural Resources Management

forests, land, soil, water, coastal reclamation lands, Satoyama, deforestation, ecological vs. industrial forestry, biodiversity management, ecological restoration, mining, air pollution, climate change

Agriculture

organic farming, bees, community supported agriculture (CSAs), nutrient pollution, non-point source pollution, economics of small production, soil health, traditional rice production, urban agriculture

Energy

solar/photovoltaic energy, nuclear energy, coal/oil thermal energy production, wind energy, energy policy, waste to energy, public vs. private utilities



Willamette University students present their final projects to TIU students (in Japanese) as part of their post-session experience. (Summer 2016)

Topics of Focus & Participating Institutions

Note: Topics are listed as provided to us by each institution. In some cases, slight differences in terminology result in redundancies or overlap. Some institutions' topics were other institutions' subtopics, and vice versa. We hope this index will nonetheless help initiate conversations on points of shared interest and programming. Subtopics are listed on each institution's profile pages.

Agency & Built Environment

Claremont Colleges Consortium

Agriculture

Bard College

Beloit College

Carleton College

Centre College

Colorado College

Tri-College Consortium

University of Puget Sound

Vassar College

Willamette University

Art/Film/Literature

Beloit College

Colorado College

Oberlin College

Biochemistry

Illinois College

Biodiversity

Centre College

Eckerd College

Whittier College

Biodiversity Conservation

ASIANetwork

Built Environment

Occidental College

City

Vassar College

Climate Change

Dickinson College

Conservation

Carleton College

Centre College

Colorado College

Tri-College Consortium

University of Puget Sound

Cultural Construction of the Environment

University of Puget Sound

Culture & Worldviews

Centre College

Depopulation

Bard College

Disaster

Carleton College

Dickinson College

Oberlin College

Eco-Criticism

Colorado College

Eco-Literature

Whittier College

Economic Development

Furman University

Economics

Lawrence University

Energy

Oberlin College

Vassar College

Willamette University

Environmental Aesthetics

Bard College

Environmental History

Eckerd College

Whittier College

Environmental Humanities

Colorado College

Environmental Literacy

Whittier College

Environmental Policy

Bard College

Environmental Pollution

Hampshire College

Environmental Quality

Occidental College

Environmental Reclamation

Washington & Jefferson College

Ethics

Carleton College

Centre College

Food

Centre College
Vassar College

Food Systems

Occidental College
St. Olaf College

Forest Conservation

Washington & Jefferson College

Forest Management

Bard College

Globalization

Claremont Colleges Consortium

Governance and Policy

Lawrence University
Tri-College Consortium

Infrastructure & Power

Claremont Colleges Consortium

Knowledge

Dickinson College

Landscape

Carleton College

Mangrove Restoration

Eckerd College

Mindfulness

Tri-College Consortium

Natural Resource Management

Beloit College
Earlham College
Eckerd College
Furman University,
Lawrence University
Oberlin College
Tri-College Consortium,
Willamette University

Nature

Colorado College
Dickinson College

Planning

Lawrence University

Policy

Lawrence University

Religion

Colorado College

Resilience

Earlham College

Resilience and Adaptation

St. Olaf College

Rivers

Beloit College

Rivers & Watersheds

Trinity College

Sedimentary Geology

Illinois College

Sustainability

Beloit College
Dickinson College
Furman University
Lawrence University
Oberlin College
St. Olaf College
University of Puget Sound
Willamette University

Sustainable Business

Whittier College

Sustainable Communities

Hampshire College

Sustainable Development

Washington & Jefferson College

Sustainable Urban Development

Trinity College

Tourism

ASIANetwork
Earlham College
Furman University
University of Puget Sound

Trans-boundaries & Governance

Claremont Colleges Consortium

Urban History

Trinity College

Urbanization

Furman University

U.S.-China Foodways

Hampshire College

Waste

ASIANetwork

Waste Management

Eckerd College

Water

Centre College
Vassar College
Willamette University

Water Management

Illinois College

