Pictured above are just three of the 37 extraordinary Virginia high school students who lived on-Grounds (in unairconditioned dorms, no less!) for 3 weeks this summer (for free!) as accepted participants in the Virginia Governor’s Japanese Academy. This innovative program provides students with an intensive experience learning Japanese language and culture. Among many other activities, students took cooking classes, visited a Japanese garden, and put on undokai, a field day of sports and fun, and tanabata matsuri, a summer starry-night festival. See the full story on the Japanese Academy on page 2 of this newsletter.

At the same time, we had 23 local rising 9th through 12th graders studying Chinese in a day program under the direction of Professor Miao-fen Tseng. Those students undertook study of Mandarin for 2 weeks with master teachers of Chinese undergoing an intensive training program, funded by STARTALK.

AND, as if that wasn’t enough excitement, the Asia Institute and East Asia Center were thrilled to welcome over 30 K-12 teachers to the University in late June for a two-day intensive Mandarin Mini-Course, taught by Sara Epperly, teacher of Chinese and Spanish at Charlottesville High School. Everyone had a terrific experience in this pilot program, and we hope to offer something similar in the coming months.

In LESS stellar news, due to budget cuts in Congress, our federal funding was slashed by 46%. More about that on page 3. Hope the school year is off to a great start!

-Rachel Stauffer
Fall 2011 Professional Development

*We are hoping to offer another workshop sometime this year on East Asia at Blue Ridge Community College. We hope to announce something later this fall. In the meantime, if your school division is having a PD day coming up in fall or spring, and you’d like a (free!) speaker on some aspect of teaching about Asia, let us know!*

*The Virginia School University Partnership, Albemarle County Schools, and the Asia Institute are collaboratively planning a workshop for September 30, 2011 that deals with Asia’s place in secondary social studies curricula, Including AP courses. For more information, visit the VSUP website (http://www.vsup.org).

The Asia Institute is currently applying for grant funding to provide an intensive workshop in Japanese language and culture for the purposes of curriculum development. We hope to have exciting news about this later this fall.

And don’t forget that you can ask us for personalized professional development anytime – our faculty are knowledgeable in a range of areas, and we also frequently call upon K-12 teachers with lots of great experience. All such services provided by us are done so at no cost to schools. We can also provide resources for libraries, departments, and special programs.


July 19, 2011 — The 37 students in the Japanese Academy started each day on the lawn outside Dabney House with *rajiō taiso*, or radio calisthenics, a short exercise regime used in Japanese schools as a way to build morale and a sense of group unity, as well as to raise energy levels and encourage good health.

The University of Virginia hosted the academy, a summer language program of the Virginia Department of Education, for the first time this summer.

The state education department offers five language academies each summer for high school students at different institutions across the commonwealth; French, German and Spanish are offered as immersion programs, and Japanese and Chinese are partial-immersion academies.

Rachel Stauffer, outreach coordinator for U.Va.’s *Asia Institute* in the *College of Arts & Sciences*, knows firsthand how meaningful the program can be. An alumna of the Russian Academy, she went on to major in Russian studies and earn a doctorate in *Slavic languages*. She said the faculty of the institute’s *East Asia Center* was eager to bring the academy to U.Va., calling it "a terrific way to promote the Japanese program and *East Asian Studies* here at U.Va."

"We sincerely hope that students who participate in the program at U.Va this summer may eventually choose to return to U.Va as undergraduates to undertake coursework in Japanese language and/or East Asian Studies more generally," Stauffer said. The three-week program – which closed with a ceremony in which the students presented a play in Japanese and demonstrated other cultural activities – is aimed at rising high school seniors who are interested in learning Japanese.

"The students do a full academic year of language and every day there is something cultural – lectures and activities," academy director Thomas Sones said. This was Sones' ninth year leading the Japanese Academy, which had previously been at Virginia Commonwealth University. He and three other high school Japanese teachers focused on the program's language component. Three resident advisers, proficient in Japanese, helped lead some of the cultural activities and lectures.

"The students are all sophisticated and expect a high level of rigor and there is a great demand for the program," Sones said.

“Globalization is deeply transforming the context of the lives of many people around the world. Those who are educated to understand those transformations and how to turn them into sources of comparative advantage are likely to benefit from globalization; but those who are not will face real and growing challenges.”

-Fernando Reimers, Harvard School of Education
Teaching Global Competence Across the Curriculum

In May 2011, I attended a conference at the Harvard University Graduate School of Education, called “Think Tank on Global Education”. For two very intensive days, I learned about the ways that education professionals and researchers are shifting paradigms in the way that global issues are emphasized in K-16 in connection with critical thinking and problem solving skills, and also how they are integrated into the required curriculum. There are truly some amazing ideas out there, and here is a sample of some resources that might be useful for you, your school, and your educator colleagues. If there is anything here that you would like to collaborate on in more depth, let us know and we can match you with a faculty member or a colleague from another Virginia school. –Rachel Stauffer

Asia Society (http://asiasociety.org)

✈ “Three Steps to Put Global Issues Into Your Science Curriculum”
✈ Educating for Global Competence: Preparing Our Youth to Engage the World by Veronica Boix Mansilla and Anthony Jackson (entire book is free online)
✈ “Math Is a Global Competence”
✈ “The New Canons of the English Language Arts”
✈ “Simulations: Real World Practice”
✈ “International Travel: Make It Happen!”

Primary Source (http://primarysource.org)

✈ “Why Is Global Education Important?”
✈ Global Education Resources
✈ A Greener World: Resources About the Environment
✈ Teaching the UN Millennium Development Goals

Peace Corps Worldwide Schools (http://www.peacecorps.gov/wws/)

✈ Building Bridges for Young Learners
✈ Speakers Match (this program connects schools with current or former Peace Corps volunteers who can talk about their experiences remotely or on-site in schools)
✈ Culture Matters: The Peace Corps Cross-Cultural Workbook
✈ Languages

World Savvy (http://worldsavvy.org/)

✈ Global Educators Resource Library
✈ Global Educators Network
✈ World Savvy Global Affairs Challenge

Curriculum21 (http://www.curriculum21.com)

✈ Clearinghouse (tons of resources online on a variety of topics for a variety of levels)
✈ Global Partnership resources
In Spring 2011, Congress passed a budget that required a $50 million cut to the Department of Education specifically for International and Foreign Language Education. This line item funds such programs as Fulbright-Hays, the Foreign Language Assistance Program (FLAP), undergraduate and graduate fellowships for advanced study in languages and area studies, and Title VI National Resource Centers. The U.Va East Asia Center, a constituent of the Asia Institute, is funded through Title VI until 2014, and for this reason has the financial capacity to extend services to schools and the community regarding programming on Asia. The EAC was forced to make a cut of 46% this year to the annual budget. This meant big changes to the way the center operates, the way faculty research is funded, and the amount of resources we can provide as part of our outreach program. It is an understatement to say that we are concerned about our future – with a 46% cut this year, and the economy in such turmoil, we are concerned not only that previous funding levels might not be restored, but also that further cuts could occur in the next fiscal year.

If you value the work that we do, the resources that we have provided to you, the programming we continue to support, we ask that you advocate on behalf of all Title VI centers doing similar work at universities all over the U.S. Please write to your Congress and Senate representatives and ask them to reinstate funding to International and Foreign Language Education in the Department of Education in order to restore funding to Title VI National Resource Centers. Title VI has been around since the height of the Cold War in the 1960s, designed to increase Americans’ understanding of the languages and cultures of the Soviet Union, and since then, has ebbed and flowed with the trends in international studies and foreign language learning and teaching. Now, more than ever, in a world that is increasingly globalized, where cultural understanding sometimes seems the norm, rather than the exception, this funding is crucial to training future experts in language and culture.

Cuts to International and Foreign Language Education

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Fill out the form found at the address above and mail, e-mail, or fax to Rachel Stauffer (see above). You may also print, complete, and mail in the form below. We hope to hear from you!

Name: ________________________________  Title: ________________________________
School/Division: __________________________  E-mail: ______________________________
Work Phone: ______________________________

Describe the nature of your inquiry/request: