您好，everyone! I took this picture while traveling as part of the College Board/Hanban Chinese Bridge Delegation in November 2011. This was an amazing trip, involving cultural excursions not only in China’s capital of Beijing, but also venturing to Shaanxi Province, to the city of Xi’an. You may not have heard of Xi’an, but you may have heard of the Terracotta Warriors, and they are located just outside of Xi’an. While the Terracotta Army Museum was pretty amazing, I have to say my favorite part of the trip to Xi’an: a 14 course dumpling banquet. Shaanxi province is known for dumplings called jiao zi. The above photo, though, was taken during a performance delivered by students at the Shaanxi Arts College. The performance was traditional Shaanxi opera. You can get a better idea of what that sounds like by checking out this video (YouTube). The students who study at the college go on to perform locally and all around China. We observed dance classes, music classes, and all sorts of wonderful, talented young people.

I loved Xi’an because it was so different from Beijing. It is still a large city of 6 million inhabitants, but had a smaller, more laidback feel. There is also a relatively vibrant Islamic community there which influences the food and culture.

The trip was definitely the highlight of the semester for me. The Asia Institute has been busy continuing outreach efforts, seeking funding sources, and planning for the year ahead. There are many exciting things coming up – including a special professional development project on Japan (see page 2). Happy New Year from all of us here!

-Rachel Stauffer

Recent Events

* Margaret McNett and Dean Fassassi, both graduate students in the U.Va East Asian Studies program, gave talks on Chinese Language and Culture to students at Fluvanna Middle School

* The Asia Institute, East Asia Center, Curry School of Education, School of Continuing Studies, and Center for International Studies hosted China Town Hall on November 16th. Read more in the Cav Daily.

* Brantly Womack, U.Va Professor of International Politics was awarded China’s Friendship Award.

* The Asia Institute was awarded a $5000 grant for a K-12 professional development project on Japan from the Center for Global Partnership.

* The U.Va College of Arts and Sciences was awarded a $2.9M Mellon grant to cultivate research in global humanities.
The Asia Institute houses faculty who are experts on the cultures of China, Japan, Korea, India, Pakistan, Afghanistan, Tibet, and Nepal. We also work with U.Va students and staff volunteers who are interested in visiting schools to provide cultural and informational programming on their study or travel experiences. We provide these services at no cost to schools.

Unique Opportunities

The Chinese Summer Language Institute at the University of Virginia welcomes rising high school senior or high school graduates who are attending college this fall to take Beginning Chinese or Intermediate Chinese if there is proven sufficient background. For a prospective first year college student, taking Chinese in the summer will speed up your college level as this summer intensive program will allow you to study one year’s worth of Chinese in 8 weeks. If you are interested, please look at the website with all information concerning application and cost: http://www.virginia.edu/summer/SLI/chinese/

The Virginia School-University Partnership (VSUP) is pleased to partner with EF Education to provide one high school teacher with a full travel scholarship to China in June 2012 and one high school freshman, sophomore, or junior with a full travel scholarship (Global Citizen Scholarship) to Berlin in June 2012. The VSUP teacher will travel on EF’s “Education in China” tour for 10 days to Beijing, Xi’an and Shanghai with a small select group of educators from other U.S. school districts. The competitive application deadline is January 15, 2012. (Application is on pages 5 and 6 of this Newsletter). Please email completed applications to Jenni Williams at jenni.williams@ef.com.

The Korea Society’s Summer Fellowship in Korean Studies program takes educators from the U.S. on a (FREE) 16-day study tour of the Republic of Korea. For those chosen to participate, the fellowship is a once-in-a-lifetime opportunity to experience the richness of Korean culture and history, as well as to enhance their teaching of East Asia by gaining invaluable hands-on experience. Application deadline is January 16th. For more info, visit http://apply.korea.org.

To travel to China with College Board on the Chinese Bridge Delegation in 2012, bookmark this site and check back often. The program is not yet accepting applications, but probably will be later this spring.

For questions about any of the opportunities listed here, contact the people indicated or Outreach Coordinator for the Asia Institute, Dr. Rachel Stauffer. (see p. 4)

Did you know that the primary difference between Hindi and Urdu is alphabetical? Hindi uses the devanagari script and Urdu uses the Arabic writing system. Aside from this and some basic vocabulary differences, they are the same language. Read more about Hindi/Urdu.

SATURDAY, FEBRUARY 4th, 2012
8:30-5:00 p.m.
Newcomb Hall 389
FREE
Japan Mini-Course for K-12 Educators
日本語

- Free to Virginia public school teachers in any subject
- Lunch and parking provided
- Learn basic Japanese
- Understand Japanese customs
- Discover Japanese culture
- Develop curriculum to integrate Japan into the SOLs
- Work with U.Va faculty
- Win an iPod Touch!

This workshop is the first part of a semester long project funded by the Center for Global Partnership. Participants in the workshop will have the option to develop a lesson plan in any subject that may be selected by a group of U.Va faculty for further research and development. Four winners will be awarded an iPod Touch (loaded with apps about Japan and Japanese language and culture). The winners will then consult virtually or in person with U.Va faculty to further develop the original lesson plan. The plans will then be published on the Asia Institute website, and in hard copy and added to the East Asia Center Resource Library, and included as part of the Japan Trunk which will be available on loan to schools across the Commonwealth.

To sign up for the workshop, simply send an e-mail to Rachel Stauffer with your school division and school, subject area(s), and grade level(s).

The workshop can only accept 30 participants on a first-come, first-served basis – so sign up soon!
India and Russia in the World History and Geography II SOLs

**WHII.5b** The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 AD by b) describing India, including the Mughal Empire and coastal trade.

*Essential Understandings*: Descendants of the Mongols, the Muslim Mughal (Mogul) rulers, established an empire in northern India. The Mughal Empire traded with European nations. Much of southern India remained independent and continued international trade.

*Essential Questions*: What were the contributions of the Mughal emperors of India? How did the Mughal Empire trade with European nations? What did southern India trade?

*Essential Knowledge*: Location of the Mughal Empire in North India; Contributions of Mughal rulers: Spread of Islam into India, Art and architecture (Taj Mahal), Establishment of European trading outposts, Influence of Indian textiles on British textile industry; Trade with European nations: Portugal, England, and the Netherlands competed for the Indian Ocean trade by establishing coastal ports on the Indian sub-continent, Southern India traded silks, spices, and gems.

**WHII.14a** The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by a) describing the struggles for self-rule, including Gandhi’s leadership in India and the development of India’s democracy.

*Essential Understandings*: British policies and India’s demand for self-rule led to the rise of the Indian independence movement, resulting in the creation of new states in the Indian sub-continent. The Republic of India, a democratic nation, developed after the country gained independence.

*Essential Questions*: Who was a leader of the Indian independence movement, and what tactics did he use? What were the outcomes of the Indian independence movement?

*Essential Knowledge*: Regional setting for the Indian independence movement (Indian sub-continent, British India, India, Pakistan/formerly West Pakistan, Bangladesh/formerly East Pakistan, Sri Lanka/formerly Ceylon); Evolution of the Indian independence movement (British rule in India; Indian National Congress; Leadership of Mohandas Gandhi; Role of civil disobedience and passive resistance; Political division along Hindu-Muslim lines – Pakistan/India; Republic of India – World’s largest democratic nation, Federal system, giving many powers to the states); Indian democracy (Jawaharlal Nehru, a close associate of Gandhi, supported western-style industrialization; 1950 Constitution sought to prohibit caste discrimination; Ethnic and religious differences caused problems in the development of India as a democratic nation; New economic development has helped to ease financial problems of the nation.

**WHII.2a** The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 AD by a) locating major states and empires.

*Essential Knowledge*: Major states and empires in the Eastern Hemisphere: England, France, Spain, Russia, Ottoman Empire, Persia, China, Mughal India, Songhai Empire

**WHII.2d** The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 AD by d) analyzing major trade patterns.

*Essential Knowledge*: Silk Routes across Asia to the Mediterranean basin; Maritime routes across the Indian Ocean; Trans-Saharan routes across North Africa; **Northern European links with the Black Sea, Western European sea and river trade**, South China Sea and lands of Southeast Asia

**WHII.13a,b** The student will demonstrate knowledge of major events in the second half of the twentieth century by explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe.

*Essential Understandings*: Competition between the United States and the U.S.S.R. laid the foundation for the Cold War. The Cold War influenced the policies of the United States and the U.S.S.R. towards other nations and conflicts around the world. The presence of nuclear weapons has influenced patterns of conflict and cooperation since 1945. Communism failed as an economic system in the Soviet Union and elsewhere.

**WHII.13d** The student will demonstrate knowledge of major events and outcomes of the Cold War by d) describing major contributions of selected world leaders in the second half of the twentieth century, including Indira Gandhi, Margaret Thatcher, Mikhail Gorbachev, and Deng Xiaoping.

Need a refresher? Contact us!
Asia In the News

Where to Go to Understand the World
New York Times (Travel)
January 6, 2012

The East India Company: The Company that Ruled the Waves
The Economist
December 17th, 2011

Kim Jong-il
The Economist
December 31st, 2011

China’s Newly Rich
The Washington Post

Left and Right Unite in Russia’s Protests
The Washington Post
December 28th, 2011

Request Outreach Online
http://artsandsciences.virginia.edu/asiainstitute/outreach/contact

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:
Full Professional Development Scholarship Opportunity Application
China 2012

As the World Leader in International Education, EF Educational Tours—the student travel division of EF Education First—is offering a full travel scholarship to a high school administrator or teacher in the Virginia School-University Partnership. Educators will be selected on the basis of their interest in and commitment to global education initiatives within their state.

Selected recipients will travel to Beijing, Xi’an, and Shanghai, China for 10 days in June 2012. This Professional Development Scholarship will be a unique opportunity to earn professional development credit while discovering China with other like-minded educators.

To apply please complete this application and email it with a Word Document attachment containing the answers to the 3 questions below to Jenni Wiliams at jenni.williams@ef.com

The deadline for submissions is January 15, 2012.

Personal Information
Name:
Title:
School:
City, State:
Phone:
Email:
Years in Education:

Please answer the following questions in a maximum of no more than 400 words each. You may attach a separate sheet of paper if necessary:

1. How are you actively preparing students to be successful in today’s global society? Share how you promote global competency and teach 21st century skills in your classroom and/or school.

2. If selected, how will you use your experience in China to benefit your students and your community?

3. Talk about any previous travel experiences (international if applicable) you may have had and how those have impacted you as a person as well as your teaching. If this is your first time traveling abroad, what do you hope to gain from your experience?
Eligibility and Terms:

- Administrators and high school educators working with grades 9-12 are eligible to apply.
- Each essay question must be answered in 400 words or less.
- Scholarship includes airfare, hotels, meals where indicated, selected sightseeing and entrances, and all taxes and fees.
- Obtaining all necessary travel documents, including passports and visas, is the sole responsibility of the recipient. For a list of current fees and processing times, visit www.travel.state.gov and/or www.zvs.com.
- Recipients agree to complete the coursework associated with earning professional development credit at no extra cost.

☐ Date: __________________
Initial and date here to indicate that you have read and fully understand the eligibility and terms.