

Notes from the Editors

We are delighted to bring this issue of *ASIANetwork Exchange* to you. We see this issue as a great example of the range of content and the level of quality that we aim to publish.

The issue begins with an outstanding essay by Whitney Webb, now a graduate of Davidson College, and the winner of this year's Marianna McJimsey Award for the best essay by an undergraduate student. Webb's lucidly written "Tua Ji Peh: The Intricacies of Liminality in the Deification of Chinese non-Buddhist Supernatural Beings in Chinese-Malaysian Communities" carefully situates her findings along those of other scholars, namely that of Robert Weller and C. Steven Herell. She finds that intermediate divinities like Tua Ji Peh tend to work toward legitimizing those seeking aid in discriminatory and dynamic environments. The research for Webb's wonderful essay and research was made possible by an ASIANetwork Freeman Foundation Student-Faculty Fellows grant overseen by Dr. Hun Lye.

Stella Xu's historiographical essay "Reconstructing Ancient History—Historiographical Review of the Ancient History of Korea, 1950s-2000s" provides non-specialists, like ourselves, with the opportunity to understand how we might integrate Korea into East Asian survey courses in a manner that does justice to Korean history in its own terms. Making sure that we as non-specialists do not simply "add on" a class here or there, Xu's piece exposes the historiographical trends that may obscure our view of the critical interconnections between societies, which have been divided because of recent political circumstances and/or historical practice.

Sam Pack's essay, "Water Puppetry in the Red River Delta and Beyond: Tourism and the Commodification of an Ancient Tradition," takes up a subject of interest and importance to faculty and students alike. How do we understand traditional arts in their contemporary contexts? How might the revival of such arts today affect their meaning? Working alongside two student co-authors, Michael Eblin and Carrie Walther, this essay explores critical approaches to "traditions" we experience and enjoy as tourists. This article provides an introduction to critical anthropological methods, as well as a model that may be used to prepare students traveling to Asia to recognize both tradition and modernity while they are overseas.

"Negotiating with the Past: The Art of Calligraphy in Post-Mao China" by Li-hua Ying moves us from the other essays both in terms of geographical field and discipline. Ying identifies critical characteristics of this ancient art form in order to consider its flexibility and utility, which she characterizes as resilient. She explores its use and impact on life today through the number of people adapting calligraphy to address contemporary subjects. While she acknowledges that it is difficult to imagine that the contemporary practice of calligraphy will produce the kinds of masterpieces we find in the past, Ying argues that calligraphy will continue to occupy an important niche in the expression of Chinese society.

Adam Cathcart has contributed a wonderful pedagogical piece on a film with his "Love Song of the Foreign Liberator: Teaching Tibetan History to Students in the PRC." Not only do we get a clear sense for the important themes and issues that this particular film addresses, Cathcart provides us with a theoretical framework, as well as complementary resources, that we might use when we integrate this film into our own classrooms. Most

notably, Cathcart shows us how teaching a film and subject such as this can bring to the fore more than contemporary discussion of Tibet, about which students are somewhat familiar. This film and subject lend themselves to linking the PRC's struggle with discussing violence in Tibet to the atrocities of the Cultural Revolution and Great Leap Forward.

The main section of this issue concludes with "Looking Back and Looking Up in Postwar Japan," Hiraku Shimoda's pedagogically minded review of the film *Always: Sunset on Third Street* (2005).

The issue continues with a special section about which we are very excited: three essays, guest edited by Darrin Magee of Hobart and William Smith Colleges, on the theme of *Asian Environments*. This marks the beginning of a series of special sections that Magee is guest editing for the journal. Building upon the momentum of a special symposium funded by the Henry Luce Foundation at Hobart and William Smith Colleges in early March of this year, Magee has assembled a wide variety of scholars working on various regions and themes in environmental studies of Asia. The journal is particularly excited about being able to showcase this outstanding scholarship and bring these essays to our readership as exemplary tools for integrating the study of different facets of sustainability and environmental integrity across courses in the humanities, social sciences, natural sciences, and arts on our respective campuses. Not only do we hope that Asianists will use the essays, but that our readers will bring them to the attention of non-specialists on their campuses. You will find a very helpful introduction by Magee at the beginning of this special section, which addresses the individual articles and themes in greater detail.

Finally, we want to take this opportunity to respond to a very important issue that was raised at the Business Meeting at the annual conference in Portland, Oregon: *the role of the journal as a tool for innovative pedagogy in our respective institutions*. Although we want to encourage members to submit work that is research oriented, we wish to maintain space in the journal for outstanding pedagogical essays and resources for our members. As indicated in our mission statement below, the journal subscribes to the thinking exemplified in Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* (1990):

As a scholarly journal dedicated to peer review, the *Exchange* provides a format and forum for the publication of current research that interrogates Ernest Boyer's four categories of professorial scholarship: discovery (disciplinary research), application (applying scholarship to address societal issues of concern), integration (interdisciplinary collaboration), and teaching (pedagogical innovation).

Particularly at Liberal Arts Institutions, our scholarly lives influence our lives in the classroom and vice versa and this is what the journal provides—a forum for all aspects of our lives as scholar-teachers.

Scholarly work that is expressly about teaching has come to be known as the Scholarship of Teaching and Learning (SoTL). And so we take this opportunity to suggest the following as guidelines for authors to use when developing ideas for pedagogical submissions to the journal. Thank you, Tom Lutze, for raising this critical issue so that we can continue to strengthen the journal for the organization.

SoTL submissions to the journal should have:

1. Clear goals
2. Adequate preparation
3. Appropriate methods
4. Significant results
5. Effective presentation
6. Reflective critique

These goals were chosen to be familiar to faculty members in the context of evaluating the scholarship of discovery (what is traditionally called “research”) yet applicable to evaluating the other three types of scholarly work [expressed in Boyer’s definition above]. Thus, by one definition, the scholarship of teaching is teaching that is done in ways that meet these six goals. (<http://cft.vanderbilt.edu/teaching-guides/reflecting/sotl/#what>)

Authors may also wish to consult the following websites for more information about SoTL:

<http://www.fctl.ucf.edu/ResearchAndScholarship/SoTL/>

http://academics.georgiasouthern.edu/cet/sotl_info.htm

<https://www.iupui.edu/~josotl/>

We hope you enjoy this issue of the *Exchange*.

*Erin McCarthy (St. Lawrence University) and Lisa Trivedi (Hamilton College),
Editors*