

FORM D - IV A INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the "past six semesters," the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number Of Assistants**	Notes
			Lec	Rec	Lab			
Fall 2006	HST 326	3				50		
	HST 488	3				20		
Spring 2007	HST 201H	3				19		
	HST 808	3				6		
Fall 2007	HST 325	3				48		
	HST 488	3				20		
	HST 890	3				1		
spring 2008	HST 326	3				148	1	
	HST 488	3				20		
	HST 490	3				1		
	HST 990	3				1		
Fall 2008	HST 488	3				18		
	IAH 201	4				250	3	
Spring 2009	HST 201	3				20		
	HST 326	3				125	1	
	HST 808	3				10		

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

1. Gave three lectures on American history and culture for Japanese exchange students from Hosei University (Japan), 2002-3 and 2004-5 (at the request of [REDACTED], the Institute for Public Policy and Social Research).
2. Served as faculty mentor in the Honors College Professional Assistan Program (2001-3)
3. Served as faculty mentor in the Undergraduate Research Opportunity Program (UROP), 2002-3

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

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4. Served as faculty mentor in the Provost Undergraduate Research Initiative (PURI), 2008-9

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

FORM D – IV A INSTRUCTION, continued

3. Academic Advising:

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate: 2, advised and supervised two Honors College students writing Senior Thesis

Graduate: 3

Graduate/Professional:

Other:

b. Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active		1	
Number of graduate committees during the reporting period	1	2	
Degrees awarded during the reporting period	1	2	
Degrees awarded during career	2	2	

FORM D – IV A INSTRUCTION, continued

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Form D-IVE), and other works that are primarily in support of or emanating from instructional activity.

1. Michigan State University CASID Course Development Grant (for including transnational environmental history in HST 488 (2002); 2. Asian Studies Course Development Grant (for developing a new course on Pacific History)(2010); 3. College of Arts and Letters Teaching Commons (2008-9); 4. National Endowment for the Humanities Summer Institute (for participation in the instructional summer insisute on "Rethinking American History from Global Perspective (2005); 5. Society for Historians of American Foreign Relations, Summer Institute, "Comparative Study of the Vietnam War and the Iraqi War"

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Form D-IVE). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “*”.

Indicate items with a significant outreach component with a “**” (determined by the faculty member)

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period	1	15		5	14	25		1
During career	2	16		13	24	32		2

3. Number of Grants Received (primarily in support of research and creative activities; refer to Form D-IVE):

During the reporting period: 16 During career: 20

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Form D-IVE); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

a) invited talks

1. “Sports in U.S.-Japanese Relations,” Colloquium on International Relations, Akita International University, June 2010
2. “US Foreign Policy and Globalization,” Colloquium on American Politics and Society, Senshu University, May 2010
3. “Japanese Response to MacArthur’s Firing,” The Legacy of Harry S. Truman in East Asia, 8th Annual Truman Legacy Conference, Key West, Florida May 2010
4. “America’s Soft Power and Cultural Diplomacy,” Colloquium on American Politics,” University of Tokyo, December 2009
5. “Towards Pacific History,” The Japanese Diaspora in the Pacific World, International Symposium, Kyoto, October 2009
6. “Mobilization of the Body and the Soul: Japanese Americans and the 2600th Imperial Reign Commemoration, 1940,” Kigen 2600nen Hoshukuto Ekkyo Nipponjin, International Symposium, August 2009

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

7. "The Election of Barak Obama and U.S.-Japanese Relations," Colloquium on Foreign Policy, Rikkyo University, December 2008
8. "Swimming for a New Japan: Hironoshin Furuhashi and the Idolatry of 'World Class' Swimmers in Postwar Japan," A Whole New Game: Expanding the Boundaries of the History of Sports, German Historical Institute, October 2008
9. "Transnationalizing American Studies," The Summer Seminar by the Japanese Association for American Studies (NASSS), Nanzan University, July 2008
10. "US-Japan Baseball Exchange in the Interwar Period and the Role of Non-Governmental Organization," Colloquium Series on American Cultural Diplomacy, University of Tokyo, July 2007
11. "Trans-Pacific Baseball in U. S.-Japanese Relations and the Making of a Transnational Sporting Fraternity," public lecture at Springfield College, April 2007
12. "The Cold War in East Asia and Ocean Resource Management Regimes," Conference on Environmental History and the Cold War, the German Historical Institute, Washington DC, March 2007
13. "Baseball and the Japanese Diaspora in the Transpacific World," public lecture at the University of Kentucky, February 2007
14. "The United Nations in US-Japanese Diplomacy: From the Occupation to the 'Nixon Shock,'" International Symposium Japan and the UN in International Politics, Meiji Gakuin University, December 2006
15. "Transnationalism in Asian American Studies," public lecture at Ritsumeikan University, December 2006
16. "Baseball and U.S.-Japanese Relations in a Global Context," public lecture at Kyoritsu Women's University, December 2006
17. "Transpacific Baseball," Conference Baseball and Beesboru: Passion and Diplomacy between the Baselines, co-sponsored by the Consul General Office of Japan in Detroit and the MSU Asian Studies Center, April 2006
18. "Antarctica in U. S.-Japanese Marine Resource Policy," SSRC Retreat, Amelia Island, Florida, January 2006
19. "America's Soft Power: Baseball as a Case Study," Reischauer Institute for Japanese Studies, Harvard University, March 2006
20. "Baseball Goes Global," The Newberry Library Seminar on Sports & Culture, May 2005
21. "Inter-Allied Diplomacy on Resource Management on the Antarctica," SSRC/Abe Retreat, Amelia Island, January 2005
22. "From the Vietnam Syndrome to the Axis of Evil," Foreign Lecturers' Colloquium, Ajia University, December 2004
23. "The Selling of Godzilla: The Diffusion of a Japanese Cultural Icon in Cold War America," Godzilla's Footsteps: 50th Anniversary Conference, University of Kansas, November 2004
24. "Japan, the U. S. South, and Globalization," American Diplomatic History Colloquium, Seikei University, June 2004
25. "Trans-Pacific Field of Dreams: Americans Who Brought Baseball to Meiji Japan," Social Science Research Council/Japan-Abe Colloquium, July 2004
26. "U.S.-Japanese Economic Integration: The Twentieth Century," public lecture at Keio University Department of Economics Colloquium, July 2004
27. "Baseball, U. S.-Japanese Relations, and Globalization," public lecture at Sophia University Institute of International Relations, October 2003
28. "Japanese Capital Transfer in the American South," Kansai Branch, Japan

FORM D - IV B RESEARCH AND CREATIVE ACTIVITIES

Association for International Relations, December 2002 (Osaka Foreign Scholar Lecture)**three lectures**

29. "Japanese Business Investment in the U. S. Deep South," public lecture at Tokyo Women's University, December 2002
30. "From Southeast Asia to the U. S. Southeast: Japanese Business Meets the Sunbelt South," The South and Globalization Symposium, University of Georgia, June 2002
31. "Transnational Field of Dreams: Baseball and Modernity in U. S.-Japanese Relations, 1872-1952," Foreign Policy Colloquia, University of Connecticut, Storrs, March 2002

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Form D-IVE); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

1. Associate Editor, the Journal of American-East Asian Relations, 2001-4
2. Editorial Board member, Diplomatic History, 2010-
3. Editorial Board member, the Japanese Journal of American Studies, 2009-
4. Advisory Board member (for international exchange), the Japanese Society for International Relations, 2000-5
5. Grant application reviewer, the American Council of Learned Societies, 2007-9
6. Grant application reviewer, the U. S. Department of Education Fulbright-Hays program (for East Asia), 2007
7. Grant application reviewer, the Japan-U. S. Educational Commission (Fulbright Commission), 2006, 2007
8. Reviewer, the Organization of American Historians (OAH) Best Foreign Language Book Prize, 2003, 2004
9. Reviewer, the OAH David Thelen Article Prize, 2003
10. Member, the OAH Willi Paul Adams Award Committee, 2003-4
11. Member, the OAH/Japanese Association for American Studies Ad Hoc Committee on Historians Collaborative Committee, 2009-
12. Member, Best non-American Book Prize Committee, Urban Historical Society, 2002-3
13. External Reviewer, Tenure and Promotion of [REDACTED], Connecticut College, 2003
14. External Reviewer, Tenure and Promotion of [REDACTED], Georgia State University, 2010
15. Program evaluator on the Nagoya American Studies Summer Seminar for the Japan Foundation (2008)

Panels and Sessions Chaired

1. International Symposim, "Reflecting on the US-Japan Security Alliance," held in conjunction with the annual meeting of the Japanese Association for American Studies, Osaka (Japan), June 2010
2. "Leading Them to the Promised World: Race, Religion, and Wilsonian Foreign Policy," and "Complicated Friendship: Japanb in the United States since World War II," panels at the annual meeting of the Society of Historians of American Foreign Relations, June 2009
3. "The Immigrant's Dilemma: Japanese, Koreans and Mexicans in Urban America, 1880-1941" Annual meeting of the Organization of American Historians, Seattle, March 2009
4. "U. S.-East Asian Relations in the Twentieth Century," Annual meeting of the Society for Historians of American Foreign Relations, June 2003

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Form D-IVE), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

1. University : i) service as interpreter and accompanying aid for President [REDACTED] her Sesquicentennial Overseas Travel (to Japan), June 2005; ii) All-University Award Committee, appointed by President [REDACTED] Elected at-large member, Advisory Board, Women and International Development (WID), 2001-2003;

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

iv: Core Faculty, Asian Studies Center, 1993-; v) Advisory Board Member, American Studies Program, 2005-9; vi) Director Search Committee, Global Urban Studies Program, 2006; vii) Associate Director Search Committee, Asian Studies Center, 2006; viii) American Studies Program Graduate Admissions Committee, 2005-8

2. College: i) College of Arts and Letters Scholarship Committee, Chair, 2002-3; ii) College of Social Science Research Committee, 2007-9; iii) College of Social Science Hearing Board for Undergraduate Grievances, 2007-8

3. Department: i) Department Advisory Committee, convener, 2004; ii) Department Representative to the American Studies Program, 2004-9; iii) Award Committee, 2006; iv) Annual Review Committee 2007-9 (Co Chair 2008-9); v) Search Committee, Premodern Japanese History, 2002; vi) Special Selection Committee for Chair Reappointment/Interim Chair Election, 2009

FORM D - IV C SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY, continued

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Form D-IVE), of activity that is primarily in support of or emanating from service within the broader community.

1. Judge, Michigan History Day held by the Michigan Historical Society, 2005-
2. Expert adviser, the Tokyo-Minato Historical Society's Community History Exhibit, 2004
3. served as local host family for Japanese exchange students under the Institute for Public Policy and Social Research's Hosei Program, 2004-6

FORM D - IV D ADDITIONAL REPORTING

1. Evidence of Other Scholarship:

Cite evidence of "other" scholarship as specified on p. 2 in the "summary rating" table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

Encyclopedia Essays and Newspaper Essay

1. "San Francisco Peace Treaty" and "Japan," in [REDACTED] Dictionary of Cold War History (New York, ABC-Clio, 2008), (peer-reviewed)
2. "General Agreement on Tariffs and Trade (GATT)," "International Monetary Fund (IMF)," "U. S.-Japanese Trade Relations," in [REDACTED] Northrup (ed.), World Trade: From Ancient Times to The Present (New York: ME Sharpe, 2005), 4 vols. (peer-reviewed)
3. Commentary and Essay, [REDACTED] Hearings held in a U. S. Military Base in Japan], [REDACTED], March 29, 2004 (invited and peer-edited)
4. "Bureau of Foreign and Domestic Commerce," "Commission on Foreign Economic Policy (CFEP)," "Committee for Reciprocity Information," "Dollar Gap," "Most Favored Nation (MFN)," "Reciprocal Trade Agreements Act," "Senate Finance Committee," "World Wild Life Fund," [REDACTED] The Tariff in U. S. History (NY: Greenwood Press, 2003) (peer-reviewed)
5. "Levittown," "Office of Price Administration (OPA)," "Office of Production Management" in [REDACTED] ed.), The American Economy: A Historical Encyclopedia (NY and London: ABC-CLIO, 2003) (peer-reviewed)
6. [REDACTED]

Translation

- [REDACTED]
Of World War I; Encyclopedia of World War II (New York: ABC-CLIO, 2005)***from Japanese to English***
_____, "Great Britain, Japan, and the International Order between the World Wars," in [REDACTED]
Two Islands and Their Trade: Anglo-Japanese Economic Relations 1880-2000 (London: Anthem Press, 2004)***from Japanese to English***

2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

My scholarship focuses on the interlocking ways in which the United States' national experience developed with those of other nations across time and space. My teaching at MSU at all levels has been powerfully motivated by a desire to train students to acquire knowledge, skills in information gathering and assessment, and critical thinking necessary for membership in informed global citizenry. I believe such skills, along with intercultural sensitivity and a cosmopolitan outlook, to be fundamental requirements of the globalized world of today. Both my scholarship and instructional activities aim to serve the goal of advancing the edification of the public towards informed global democratic citizenry. My services to the larger profession have been characterized by liaison work linking the American and the Asian scholarly communities.

3. Other Awards/Evidence:

FORM D - IV D ADDITIONAL REPORTING

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

FORM D - IV E GRANT PROPOSALS

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
I. Instruction							
Grantor: National Endowment for the Humanities	February 20	4,200	<input type="checkbox"/>	4,200	<input type="checkbox"/>		
Focus: Reconfiguring American History instruction							
Grantor: The Society for Historians of American Foreign Rel	January 200	NA	<input type="checkbox"/>	2,000?	<input type="checkbox"/>		
Focus: Learning up-to-date instructional strategies and bibliography of the comparative study of the Vietnam War and the War in Iraq							
II. Research/Creative Activity							
Grantor: Council for International Exchange of Scholars	August 2009	NA	<input type="checkbox"/>	Y3,280,000	<input type="checkbox"/>		
Focus: Research on "The Rise and Transformation of North Pacific Ocean Resource Management Regimes, 1900-1975"							
Grantor: MSU Humanities and Arts Research Program	August 2009	25,000	<input type="checkbox"/>	25,000	<input type="checkbox"/>		
Focus: Research on "The Rise and Transformation of North Pacific Ocean Resource Management Regimes, 1900-1975"							
Grantor: Japan Foundation	August 2006	NA	<input type="checkbox"/>	Y1,020,000	<input type="checkbox"/>		
Focus: Research on "The Transpacific Field of Dreams"							
Grantor: Social Science Research Council	Nov 2002		<input type="checkbox"/>	88,300	<input type="checkbox"/>		
Focus: Preliminary research on "The Rise and Transformation of North Pacific Ocean Resource Management Regimes"							
III. a. Service – Academic Community							

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

FORM D - IV E GRANT PROPOSALS

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor: Michigan State University	May 2006	5,000	<input type="checkbox"/>	5,000	<input type="checkbox"/>		
Focus: Asia Program Development Fund							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

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