

A SHARED UNDERSTANDING OF PEACE



Dr. Shin Chiba chairs the Department of Politics and International Studies at International Christian University in Japan. He has been a United Board Trustee since 2009. In a recent interview, he shared his perspective on peace studies in the East Asian context.

HOW DO YOU DEFINE “PEACE STUDIES”?

Peace studies aims to analyze the causes of conflict and war and seek the conditions that can bring forth peace. It is interdisciplinary in nature: political science, economics, sociology, psychology, philosophy and ethics, religious studies and theology, and other disciplines help set the foundation for peace studies. It analyzes peace, war, reconciliation, conflict, violence, poverty, oppression, exclusion, terrorism, development and other issues. It examines both negative peace — the absence of organized violence such as war and conflict — and positive peace — cooperation, social justice, the elimination of social inequality, and equity.

IS THERE A SHARED UNDERSTANDING OF PEACE IN ASIA?

Each region of Asia has its own particular religious and ethical tradition of ideas on peace. This is true in East Asia. The Japanese word for peace is *heiwa* (平和) and it originated from the Chinese word *heping* (和平). Both words came from the original Confucian and later Buddhist-influenced word, *wa* (和). So the shared notion of the ancient word *wa* can serve as an overarching notion of peace in this region. In addition, Confucian ideas of *jin* (仁 *ren*: benevolence) and *jo* (恕 *shu*: commiseration or compassion) and the Buddhist idea of *jiji* (慈悲 *cibei*: mercy or compassion) are commonly

shared ideas of peace and solidarity in these societies.

In the last two or three decades, the people of East Asia have been interacting with one another in diverse, constructive ways at the level of civil society, both culturally and economically. What emerges from these interactions is a shared awareness that the people of East Asia have been living and breathing in a similar spiritual and cultural climate long cultivated by such religions and moral codes as Confucianism, Buddhism, Daoism and various nature religions.

HOW DO YOU DESCRIBE THE CURRENT EAST ASIAN LANDSCAPE?

East Asia remains one of the few Cold War-structured regions in the world. There are, to be sure, many causes for this troublesome situation, but one historical cause for the lingering tension is the insufficiency of the Japanese government’s past and present acts of war responsibility, reparation and compensation of the victims during the Asia-Pacific War (1931-1945). More recently, from the summer of 2012, the Japan Sea and East China Sea have become turbulent by the intensification of two island disputes: Senkaku/Diaoyu Islands with China and Takejima/Dokdo Island with Korea.

At the same time, a number of efforts in the post-war era have helped the

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East Asian region become peaceable and reconciliatory. For example, during the March 11, 2011 East Japan Disaster — the great earthquake, tsunami and nuclear contamination — countries all over the world showed deep sympathy for the victims and sent relief supplies and funds. It is particularly noteworthy that Taiwan, South Korea and mainland China contributed rescue endeavors, relief supplies and funds. The immediate helping acts of international society and East Asian nations in particular shall long remain etched in the memories of the Japanese. Also impressive was the quiet courage, composure, patience, and spirit of compassion and mutual help expressed by the victimized people to one another in the northeast region of Japan. I tend to think that the Confucian-Buddhist ethos of benevolence, compassion and mutual help that lies deep in the psyche of East Asians suddenly revealed itself in this time of great crisis.

WHY IS PEACE STUDIES AN IMPORTANT DISCIPLINE FOR STUDY AND TEACHING IN ASIA?

In my experience, I have observed that students' perception of and attitude toward war and peace, violence and nonviolence underwent immense changes after taking courses related to peace studies. So it is my wish that peace studies be solidly established in the curriculum both of higher education and secondary education in each and every country of Asia. **UB**

Go Online

Go to unitedboard.org to learn more about the United Board's Interreligious Understanding and Peace Education Program.

ASIAN UNIVERSITY LEADERS PROGRAM SETTING CLEAR GOALS

"We have to be clear about what we aim for as a university," said Neil Rupidara, deputy rector of Satya Wacana Christian University in Indonesia, "and make a strategic response to our surrounding environment." Developing clear institutional goals and strategies to achieve them is what brought Dr. Rupidara and 50 other administrators from 28 Asian colleges and universities to the United Board's February 26-28 Strategic Planning and Resource Development (SPRD) Workshop, a specialized session of its Asian University Leaders Program.

How is Satya Wacana responding to its environment? "As a university," he said, "Satya Wacana decided to improve its performance in research." That's because the Indonesian government is challenging universities to improve their research capabilities, including applied research that can help Indonesian society. Satya Wacana has strong research programs in molecular biology, small and medium enterprise dynamics, and gender studies, for example, but wants to enhance these and add research capabilities in more disciplines.

To make that happen, Satya Wacana's rector has set a goal of having 150 to 170 Ph.D. faculty members by 2017. "We are lucky as a university to have international partners for collaboration," Dr. Rupidara said. "We have sent staff there to do MAs and Ph.D.s. Now we have to do more." He hopes Satya Wacana can find more opportunities for research collaboration, among universities in the United Board network. "Can the United Board open a door for us?" he asked. "It has done this through leadership



Neil Rupidara at the SPRD Workshop.

and fellowship programs. Can we do the same with research?" Collaborative research in service-learning or social inclusion issues, for instance, could bring benefits to multiple colleges and universities.

The SPRD Workshop sessions explored ways for colleges and universities to set goals, build support among stakeholders, raise funds, and communicate success. Often these institutions, like Satya Wacana, must compete with large public universities. "We are a smaller university," said Dr. Rupidara, "but don't underestimate us!" Through the United Board's network, these strategic planners can find ways to make their institutions more effective in teaching, learning, and sharing knowledge with their communities. **UB**

Neil Rupidara earned his Ph.D. from Macquarie University with partial support from the United Board Faculty Scholarship Program and was a 2002-2004 United Board Fellow.

Go Online

Go to unitedboard.org for more information on the Asian University Leaders Program.

MISSION

The United Board for Christian Higher Education in Asia works to support a Christian presence in colleges and universities in Asia.

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UNITED BOARD PARTNER CENTRAL CHINA NORMAL UNIVERSITY: BUILDING NEW BRIDGES

DR. LIU JIAFENG has studied the roots of the United Board's relationship with his home institution, Central China Normal University (CCNU) in Wuhan, and other missionary-founded colleges in China. He also has been active in promoting the university's collaboration with the United Board. Now CCNU is exploring a new form of cooperation with the United Board, based on shared interests in faculty development.



*CCNU's Liu Jiafeng
with United Board Vice
President Glenn Shive*

"The role of the United Board is not limited as a sponsor," Dr. Liu said in a recent presentation to United Board trustees, "but also as a bridge to connect CCNU to universities in the United States and many other countries in Asia." Dr. Liu found that pattern as he studied missionary colleges in China, and traced the genealogies of CCNU and the United Board to their intersection point. Huachung University was the successor to Boone College, established by Episcopal missionaries, and in 1933, it joined the Associated Boards for Christian Colleges in China, as the United Board was known at that time. (In 1951, Huachung University merged with Zhonghua University and the Education College of Zhongyuan University to form CCNU, now a public, secular university.)

The United Board's bridge has taken the form of faculty development. With support from the United Board, Liu Jiafeng conducted research at the Yale Divinity School archives to complete his Ph.D. dissertation. In the early 1990s, the United Board gave CCNU Chancellor Ma Min valuable time for research at Yale and Princeton. Currently, a United Board Faculty Scholarship is helping young faculty member Ke Yang earn her Ph.D. in English at Ateneo de Manila University, and a United Board grant supports the efforts of Liu Jiafeng and his CCNU colleagues to develop a curriculum in interreligious understanding.

Now CCNU sees a way to build new bridges from its own educational platform. It proposes to create an Institute of Asia Studies, opening a channel for faculty from South and Southeast Asian institutions to study on the CCNU campus. "The main purpose," Dr. Liu explained to United Board trustees and staff, "is to offer opportunities for students, faculties and research staff of South and Southeast Asian educational and research institutes to enhance their degrees, teaching abilities and research capacity, and promote comprehensive development of higher education in South and Southeast Asia."

United Board staff are exploring ways to engage its partner institutions in this CCNU initiative. "The proposed Institute of Asia Studies draws on CCNU's roots as a distinguished university dedicated to promoting scholarly excellence and understanding across cultures," observed Nancy E. Chapman, president of the United Board. "We look forward to working with our colleagues at CCNU and other Asian colleges and universities to help further our shared goals." **UB**

UNITED BOARD FRIENDS A CONTINUING GIFT

HOWELL AND JEAN LOWE spent their 54 years of married life in the United States but their continuous support of the United Board shows that higher education in China was always close to their hearts.



Howell Lowe (Luo Hui-quan) was born into a teaching minister's family in Jinan, Shandong Province. He earned an engineering degree at Yenching University, one of the earliest partner institutions of the United Board. He graduated during the turbulent year of 1949, and the next year he departed for Hong Kong and, subsequently, a master's degree program at Cornell University.

Jean Rowland spent her first eight years in Changli, Hebei Province. At 25 she was a newly commissioned missionary for the Methodist Church and eager to return to China, but World War II postponed her plans until 1947. She attended language school in Beijing and worked for two years in Sichuan Province before returning to the United States in 1951, when she met Howell at Cornell University. She resumed missionary service in 1952, working at a rural center near Fukuoka, Japan, then came back to the United States and married Howell in 1954. The couple raised two children as Howell built a career in the computer industry.

It would be 1977 before the Lowes could visit China again but their bonds to the country remained strong during the long years of separation. The Lowes made their first gift to the United Board in 1956 and continued their annual giving until Jean's passing in 2008 and Howell's in 2013. Their estate gift to the United Board ensures that faculty and students in our partner schools will continue to benefit from the Lowes' generosity for many years to come. **UB**

We invite you to consider a planned gift through your estate to support the United Board's work and our partner institutions in Asia. We gratefully acknowledge such thoughtful support through the United Board Legacy Society. Please call 212-870-2612 or email legacysociety@unitedboard.org to learn more.

NOTES FROM THE FIELD: RECOVERY IN THE PHILIPPINES

by Dr. Hope S. Antone

AT the College of St. John on Panay Island, faculty have been watching new leaves bud on trees torn apart by Typhoon Haiyan/Yolanda in November. This new growth is a sign of hope and life, for which they are grateful.

Universities are signs of promise in other ways as well, as I learned in conversations with several of our partners shortly before Christmas. Central Philippines University, Silliman University, and the University of St. La Salle were outside the zone of impact, but all responded to communities in need on Panay, Samar, Leyte, Negros and the outlying islands. Their engagement in these communities showed them the needs for rebuilding economic livelihoods, particularly fishing, and for psycho-social intervention to help survivors move past feelings of guilt.



Roof in need of repair at Filamer Christian University

I met with these United Board partners to develop plans for an international service-learning program to take place in the central Philippines in July 2014. The United Board's goal is two-fold: to respond to the continuing need for reconstruction and to expose Asian students to areas where they can serve and learn at the same time.

Filamer Christian University and the College of St. John, both in Roxas City on Panay Island, were hit by the typhoon. Even as they struggled to recover from the devastation, they also responded to the needs in the surrounding communities. Our planned international service-learning program will include reaching out to Filamer Christian University and the College of St. John.

Like the green buds on trees, I think that international service-learning also can be a sign of hope and life — as Asian service-learners come and show solidarity with the affected communities in the central Philippines, and as partner institutions from different religious denominations rise above their differences and work together for a common purpose. **UB**

Notes from the Field is a new feature, in which United Board staff share insights from their travels in Asia and interaction with our partners.

UNITED BOARD EVENTS AND PROGRAMS

INSTITUTE FOR ADVANCED STUDY ON ASIAN CULTURES AND THEOLOGIES

June 2-July 6, 2014

Chung Chi College, Hong Kong

IASACT CONFERENCE ON THEOLOGY AND CULTURE IN ASIA

June 20, 2014

Chung Chi College, Hong Kong

LEARNING AND SERVING AFTER TYPHOON HAIYAN: INTERNATIONAL SERVICE- LEARNING IN CENTRAL PHILIPPINES

June 28-July 11, 2014

Central Philippine University, Philippines

UNITED BOARD FELLOWS PROGRAM LEADERSHIP SEMINAR

August 2-8, 2014

University of Macau, Macau

