

I sincerely thank authors, contributors, and referees for their valuable work on the spring issue special section, “Asia in Advanced Placement (AP), International Baccalaureate (IB), and Undergraduate Honors Courses.” Every effort has been made to publish a special section particularly appropriate for the kind of courses that almost certainly contain a disproportionate share of future leaders. As readers will see, many of the articles in this issue have an interdisciplinary focus, or are appropriate for different disciplines. Every article and essay in this special section challenges instructors and students to think about Asia in unique ways, a process especially meaningful for future leaders and their instructors.

Clayton Brown’s “Democracy in Asia” describes a multidisciplinary/multicultural institute he directed for teachers last June that included eight other instructors from three universities. Secondary school and undergraduate instructors will gain a specific understanding of institute themes, but just as important, find numerous well-organized, digitally accessible visual and print resources integrated into the narrative; since the issue is also available online, readers can easily explore these resources. Mark Metcalf’s “New Perspectives on the *Sunzi (Sun Tzu)* from Contemporary Chinese Military Writings” is an excellent introduction to a seminal thinker, as well as a thoughtful discussion of how the sage’s ideas are interpreted by select PLA officers and their readers. Matthew Marone’s “Ancient Chinese Science and the Teaching of Physics” is an account of a physics course for Asian studies and honors students that has garnered the author justly deserved attention. Marone’s course syllabus and six other syllabi of authors published in this issue are available in our spring online supplements. Leonard Sebastian, Coordinator of the Indonesia Program at Singapore’s S. Rajaratnam School of International Studies and an accomplished academic and consultant for Asian governments and foundations, creates, in an *EAA* interview, a comprehensive and insightful portrait of a nation high-achieving students are likely to encounter more and more with the passage of time.

Three features in the special segment on Noh and two additional features published in this issue’s online supplements use the performing arts to teach honors and undergraduate students about historical and contemporary issues. Hang Ryeol Na’s “Kim Dae-jung’s Cyberinfrastructure Legacy” tells an important tale of how the ROK leader that some refer to as “the Nelson Mandela of Asia” changed his nation and much of the world in ways that few of us who thought ourselves familiar with this seminal figure are aware.

Three of the four teaching essays/lesson plans that constitute the resources section are written with special attention to the needs of AP and



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IB instructors and students, while the fourth essay, Alexander Maxwell's "Teaching Multiple Asias: Confessions of a Europeanist Teaching World History," offers the kind of outsider perspective that should be particularly helpful for instructors of advanced classes. Jui-Ching Wang's online supplement feature "Beyond Cultural Tourism: Experiencing the Arts in Bali" returns readers to an interdisciplinary focus that integrates performing arts, anthropology, and religion.

The fall 2016 special section is "Sports, Culture, and Asia." Our winter 2016 special section is "Traditional and Contemporary Asia: Numbers, Symbols, and Colors," and the deadline for initial receipt of manuscripts is August 1, 2016. The winter 2016 special section is "Postcolonial Asia," and the deadline for initial receipt of manuscripts is November 30, 2016. The spring 2017 special section is "Water and Asia." For information about this special section and three other planned special sections, please visit the EAA website at www.asian-studies.org/ea

In the meantime, if you haven't done it, please like us on Facebook and tell your friends to like us on Facebook!

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