

Lauren Collins in “Teaching Taiwan: An Experiential Learning Essay” demonstrates why understanding Taiwan is essential for teachers and students. She provides convincing and compelling evidence that student involvement in co-creating the curriculum in a short-term study abroad program enhanced the quality of the experience for the entire group.

Although not consciously planned, the next three features focus exclusively on significant events that resulted in the deaths and impoverishment or loss of autonomy for many people. Samuel Yamashita in “Understanding Daily Life in Wartime Japan, 1937–1945” uses his decades long study of World War II’s “Pacific War” primary sources, to write a highly accessible article that confirms stereotypes, yet occasionally problematizes the actual effect of government propaganda efforts to keep the nation unified during the conflict. In “Teaching About Myanmar and the Rohingya through One Man’s Eyes” and the subsequent interview by Ann Bayliss, “A Class Captain from Myanmar,” *EAA* publishes only the third feature in the journal’s history where anonymity of a contributor must be protected. Clayton Brown, in “Museums, Monuments, and Memorials: Commemorating the American War in Vietnam” describes how the government of Vietnam utilizes public spaces, in creating, in some cases accurate and in other instances, highly distorted perspectives on the conflict.

Tegan Truitt in “How Singapore Sustains its Market Autocracy” enhances reader understanding of Singapore, one of the world’s most dynamic economies. This island nation is famous for honest bureaucrats, and although only “Partly Free” according to *Freedom House*, maintains an economic freedom more comparable to Western democratic governments, than what is true in, for example, the People’s Republic of China.

The resources section should be particularly useful for instructors and students. The focus of The Facts About Asia column is the Modi Government’s suppression of religious freedom in India. Religious freedom suppression has resulted in *Freedom House* downgrading India from a long-standing classification of “Free” to a “Partly Free” ranking. Peter Braden in the teaching resources essay “Teaching About Asian War Refugees and Diaspora Experiences through Graphic Novels” reviews three acclaimed Asia-related graphic novels and makes useful suggestions on how they may be incorporated into classrooms. New Zealand History Professor Stephen O’Connor in “Teaching Christopher Harding’s *The Japanese: A History in Twenty Lives* in High Schools” introduces readers to a unique collection of biographical vignettes of familiar and unfamiliar Japanese. The book is a useful teaching tool for secondary school and undergraduate survey-level world history instructors who love using stories to make their courses more meaningful. Clayton Brown’s book review essay *Freedom Swimmer* highlights an award-winning book for young people where an author’s



narrative is based upon a true story—her father’s successful attempt to escape the oppression of Mao’s “Cultural Revolution” through swimming to the then-freedom, Hong Kong afforded Chinese of the 1970s.

The final two resources essays focus upon engaging visual media selections. Jeffrey Wallace reviews the first season of the television adaptation of *The New York Times* best-selling novel *Pachinko*, the saga of the trials and tribulations of a Korean immigrant family in Japan that spans four generations. Many *EAA* readers are aware of the novel since its value as a teaching tool earned it two prior separate resource essays in *EAA*; Charles Newell’s fall 2018 review of the novel and Todd Munson’s winter 2019 essay “Contextualizing Min Jin Lee’s *Pachinko*” (both available in our online archives.) Jessica Johnson’s film essay review of the Indian blockbuster *RRR (Rise, Roar, Revolt)* introduces our readers to a fantasy action movie set in the 1920s about the imaginary partnership of two real life Indian freedom fighters. The film has garnered superb reviews in the US and India though with some noteworthy criticism; but seems to be an ideal choice for undergraduate film clubs.

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Cordially,

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