

I hope *EAA* readers have time for creative and interesting projects this summer and find our second non-thematic issue in over two decades to be lively, thought-provoking, substantive, and useful.

A special thank you goes to Krisna Uk, AAS Director of Special Initiatives for introducing us to “Anonymous,” who authored “The Problem That Has No Name,” a real-life account of denial of basic freedoms. This is only the second anonymous author published in *EAA* in the journal's history but expect more anonymous authors in future issues because of our unusual but appreciated access the journal has gained to scholars, journalists, and policy experts in some of the most conflict plagued areas of Asia.

Greg Wilkinson's “Teaching Confucian Practice: Kit Kats as Confucian Ritual for Education Success” focuses on contemporary Japan and melds formal requests to the Sage and popular candy quite nicely in a student-friendly essay. David Gordon's “The ‘Child Prodigy’ and the ‘Wandering Mare’ Pairing Chōmin's *A Discourse By Three Drunkards On Government* (1887) and Abramovitch's *The Mare* (1873) in the World History Classroom” is a well-crafted exposition on how teachers can utilize two late-nineteenth-century satires by a Japanese author and a Ukrainian Jewish author in assisting students to understand non-Westerners' attempts to cope with extensive Western political and technological developments that were impacting much of the rest of the globe. Zhuqing Li's book, *Daughters of the Flower Fragrant Garden: Two Sisters Separated by China's Civil War*, has been favorably reviewed in a substantial number of publications including *The Wall Street Journal* and *The New York Times*, and is already being utilized in university undergraduate, community college, and high school classrooms. Three contributors: Margot Landman, Mark Dodge, and Maura Elizabeth Cunningham, all with expertise in Chinese history, but different backgrounds, discuss both the content of the book, and teaching applications in a special *EAA* symposium.

Despite a global readership, most *EAA* readers reside in the US and many American high school and even community college educators are responsible for teaching both American and world history. Edward O'Mahony's “Goodbye My Darling, Hello Vietnam: Country Music and the Vietnam War,” is a superb cultural history that will dispel many stereotypes of generation Z, and most likely millennials, about the Vietnam War and offers the distinct possibility (see the interview with the author of our latest Key Issues in Asian Studies volume on page 60) that American and Canadian students might become more interested in Asia through learning and thinking about the Vietnam War.

Mahak Mahajan's “Islam and the Mughal Empire in South Asia: 1526–1857” promises to be an excellent instructor and student introductory reading on an empire that was effective, much more pluralistic for generations than many readers assume, and whose architectural accomplishments remain global treasures.

Nancy Sowers and Jianfen Wang's “The Belt and Road Initiative: An Integrative Subject for Interdisciplinary Studies about China” is a specific class-tested guide that introduces students to current, important, and contrasting perspectives about the PRC's global initiative. The authors do a nifty job including specific pedagogical tools in the article that should be helpful for both high school and undergraduate instructors.



Education About ASIA
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The Resources section of this issue includes “Teaching About Asia through Think Tanks”; an interview with Lauren McKee, author of the most recently published Key Issues in Asia Studies volume *Japanese Government and Politics*; a teaching resource essay on North Korean defectors that includes excerpts from *EAA*, a high school text on integrating economics in civics and government courses, and an undergraduate student publication, as well as other sources. The Resources section concludes with highlights of a few the 2022 Freeman and South Asia Book Award Winners.

The next three *EAA* issues will also be non-thematic. The deadlines for initial receipt of manuscripts are as follows: fall 2023, July 21, 2023; winter 2023, September 15, 2023; spring 2024, January 8, 2024.

Please subscribe to our monthly e-newsletter, the *EAA Digest*, for regular updates on *EAA* and exclusive content on using *EAA* articles and additional recommended Asia-related resources at <https://tinyurl.com/y38pxf3z>. Please also like us on Facebook and encourage your colleagues to do the same!

Cordially,

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EDUCATION ABOUT ASIA ONLINE ARCHIVES

The Association for Asian Studies and the *Education About Asia* (*EAA*) editorial office wish to thank the Freeman Foundation for their support with a 2022–2023 grant that significantly enhanced the quality of our online open access archives. With the Freeman Foundation’s support, as of this issue’s publication, over 1,900 articles from twenty-seven years of *EAA* are now available in full-text in our archives with greatly improved search results for users. Subscribers are encouraged to explore our enhanced archives at <https://www.asianstudies.org/publications/ea/archives>.

IMPORTANT 2023 ANNOUNCEMENT

Beginning with this issue, subscribers to the print edition of *EAA* will have exclusive digital access to the current year’s three issues (spring, fall, and winter) as an online flipbook for the duration of their active subscription. Articles from the prior twenty-seven volumes will remain available in our online open access archives. Articles from volume 28 will be made available in these archives in 2024. Subscribers who wish to view the online flipbook version of *EAA* volume 28, as well as manage and review their subscriptions, can visit <https://simplecirc.com/subscribe/education-about-asia>.

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