

Curriculum Vitae

Dr. Jason Daniel Patent
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Education

University of California, Berkeley. Ph.D., Linguistics, 2003
University of California, Berkeley. M.A., Linguistics, 1996
Stanford University. M.A., East Asian Studies, 1994
Harvard University. A.B., East Asian Studies, *Magna Cum Laude*, 1990

Current Employment

Vice President, Communications & Marketing, Orchestrall, Inc. Nov. 2009 – present.
Create and implement communications and marketing plan for cutting-edge company inventing new business models for global service delivery. Devise strategies for coordination and communication among Orchestrall's global locations, and among customers, Chinese government officials, business development partners, and delivery partners. Leverage communications and marketing to broaden and accelerate the sales pipeline. Guide government officials visiting from China. Lead customers and partners on visits to China.

Work Experience in China (1991-2010)

Vice President, Communications & Marketing, Orchestrall, Inc. Nov. 2009 – present. See above for job duties.

Intercultural Consultant and Assistant Director, Yinghua Summer Language and Leadership Institute. July 2009. Designed and delivered an intercultural program in Mandarin and English to 50+ American and Chinese youth living as roommates in a remote location near Beijing.

Inaugural Director, Beijing Center, Stanford Bing Overseas Studies Program. March 2004 – June 2007, Beijing. In consultation with BOSP staff, oversaw the development of all aspects of the Beijing center: academic, administrative, financial, etc. Built and maintained relations with Peking University hosts. Monitored quality of instruction and adjusted according to needs. Worked with a broad variety of Stanford, host-university and other constituencies: development, alumni relations, faculty, language instructors, deans, parents, trustees, etc. Advised students. Designed and facilitated orientation sessions. Created, and kept up to date, the center handbook for students. Administered a budget of approximately \$400,000. Conceived of and implemented a broad vision for the center.

Seminar Leader (Mandarin), Your Development Partner (YDP). Jan. – April 2007, Beijing. Facilitated management trainings in Mandarin for mid-level Chinese managers. Goal: to introduce Western management practices into Chinese companies, using materials provided by YDP, franchisee of Crestcom, Inc. (Denver, CO).

Lecturer, Stanford University. 2004 – 2007. Designed and taught courses on Chinese and American language and culture: Language, Culture and Meaning; Language, Culture and Thought. Courses taught to Stanford and Peking University students.

Instructor, The Beijing Center for Chinese Studies. Spring 2007. Designed and taught course: Chinese Culture and Values. Content: Linguistic, psychological, anthropological and philosophical perspectives on U.S.–China cultural difference. Course taught to American undergraduates from several universities.

Instructor, CET Beijing Chinese Studies Program. Autumn 2006. Designed and taught

course: Chinese Culture, Chinese Mind, Chinese Worldview. Content: Similar to Chinese Culture and Values course, discussed above. Course taught to American undergraduates from several universities.

Graduate-level instructor, Linguistics and American Culture. Spring 2002. Instructed two graduate-level courses at Sichuan University, Chengdu, P.R.C. Total of approximately 40 students. Linguistics: introduced the basics of Cognitive Linguistics. Culture: assigned readings and led discussions. Both: graded papers.

Semester program developer. Company: Where There Be Dragons, Boulder, CO. Sept. 2000 – Dec. 2001. Along with three colleagues, conceived, developed, scouted, implemented, and administered a 13-week experiential education program in China. This involved developing curriculum, traveling to China to make contacts, hiring and orienting in-country directors, working with parents, managing the website, being available around the clock to handle in-country emergencies.

Trip Leader, China. Company: Where There Be Dragons, Boulder, CO. Late June - early August, 1998, 1999, 2000. Along with two co-leaders, guided twelve American high school students through China for six weeks, making all arrangements ourselves. Roles: teacher, facilitator, counselor, interpreter, “doctor,” others.

English Instructor. Peking University, Beijing, P.R.C. Feb. to June 1998. Taught English to students at PKU’s Institute for International Relations.

English Instructor. Guangzhou Teachers College, Guangzhou, P.R.C. Jan. – July 1993. University-level instructor of English, reading and writing.

English Instructor. Qiqihar Light Industry Institute, Qiqihar, Heilongjiang, P.R.C. Sept. 1991 – June 1992. University- and graduate-level instructor of English, listening and speaking.

Other China-related and Intercultural Work

Consultant/Advisor to President, Widener University. 2 Nov. 2009. Prepared President and senior team for key trip to China through training in cultural, linguistic, economic and political aspects of the country. Discussed cultural aspects of China partnerships. Strategized building trans-Pacific programs.

Training Consultant, Cartus. May – Oct. 2009. Coordinate and lead intercultural training sessions for executives relocating internationally.

Advanced Language Trainer, Cartus. May – Dec. 2009. Assist executives who are not native speakers of English in refining their English and related business skills, including speaking, presenting, teleconferencing, etc.

Translator, Stanford University. Mar. – Apr. 2009. Translated an article from Chinese to English on the anthropology of the Han nationality, for an upcoming volume.

Instructional Design, ITAP International. Jan. – Mar. 2009. Designed day-long training programs for a client of ITAP. Areas: influencing, conflict resolution.

Our Chinese Daughters Foundation. Jan. – May 2007. Wrote a series of educational books about Chinese culture for use in elementary schools in English-speaking countries.

University of Southern California. Summer 2003. Analyzed metaphors in Chinese newspapers published in the immediate aftermath of the EP-3 (“spy plane”) incident of 2001. Under the supervision of Dr. Edward Slingerland of USC.

Butler Hill Group. Dec. 2000 – March 2001. Evaluated quality of translations for proprietary machine translation technology.

Invited Lectures and Roundtables

“Leadership in Cross-Cultural Perspective.” 22 Sept. 2009. Lecture to leadership course for professionals at Villanova University. Addressed differences between “Eastern” and “Western” leadership.

“Multiple Cultures: Challenges and Opportunities in a Cross-Generational 21st-Century Workplace.” 10 Sept. 2009. Aetna, Blue Bell, PA. Talk video-streamed live to Aetna employees worldwide. Topic: Increasing productivity in organizations by viewing generational groups as cultural groups and breaking down barriers. Analogies drawn to

China–U.S. cultural issues.

- “Culture in the Classroom: Making the Most of Our Differences.”** 4 May 2009. School District of Philadelphia. Lecture to Chinese teachers in the public schools. Topic: how to understand American students’ thinking in order to improve teaching.
- “Language Is the Key to Culture.”** 4 May 2009. Widener University. Lecture to Widener faculty and students preparing for a trip to China.
- “What is culture?”** 30 Apr. 2009. University of Pennsylvania, Organizational Dynamics graduate program. Lecture to OD students preparing for a trip to China.
- Invited workshop participant, Long Term Strategy Group.** 17 Apr. 2009. Boston, MA. Participated in roundtable discussion with six other China experts from political science, political economy and history. Topic: How might the current worldwide economic climate impact the ability of the Chinese Communist Party to rule China?
- “Are These Truths Self-Evident? Digging Deeper into Chinese and American Culture.”** University of Pennsylvania, Organizational Dynamics dinner lecture series, 12 Feb. 2009. Topic: Scientific and anecdotal evidence for differences between Chinese and American culture.
- “American Conceptions of Morality.”** Capital Normal University, 22 March 2007. Topic: Relating conceptions of morality to finding purpose in work. Delivered to approximately 50 undergraduates training as volunteers for the 2008 Olympic Games in Beijing.
- “Cultural Difference: What is it?”** Beijing International Society, 21 Sept. 2006. Topic: Findings from psychology and linguistics on cultural differences between the U.S. and China.
- “Living in China.”** Third Annual Stanford-Siemens Workshop on Globalization. Beijing, P.R. China. 14 June 2006. Topic: The nature of cultural difference and its reflection in language. Delivered to approximately 80 people: Stanford students studying overseas, Stanford faculty, and Peking University students.
- “Are These Truths Self-Evident? Human rights in cross-linguistic and cross-cultural perspective.”** Beijing University of Aeronautics and Astronautics, Beijing, P.R. China. 14 Dec. 2005. Delivered to approximately 100 students at the university.
- “A Cognitive Linguistics Perspective on Human Rights.”** Peking University, Beijing, P.R. China. 14 Nov. 2005. Delivered at a weekly gathering of linguists sponsored by the PKU English Department.
- “Understanding the U.S. to Understand China.”** Peking University, Beijing, P.R. China. 16 May 2005. Delivered to a group of visiting business students from the U. of Michigan.

Other Teaching

- College-level instructor, Chinese.** Teacher for Chinese 1AB, intensive first-year Chinese, UC Berkeley, Summers 2003, 2001. Taught sections, developed lesson plans, wrote and graded exams. Approximately 50 students in two sections (2003), 70 students in three sections (2001).
- College-level instructor, Linguistics.** UC Berkeley, Spring 2003, 2001, 2000. Teaching assistant for Linguistics 105: Mind and Language. Content: Introduction to cognitive linguistics. Developed section plans, taught sections, helped write homeworks, graded homeworks, held office hours. Approximately 55 students in three sections.
- College-level instructor, Linguistics.** UC Berkeley, Fall 2001. Instructor for Linguistics 302: Training for Linguistics Teaching Assistants. Developed and facilitated workshops and discussions for first-time teaching assistants in the Department of Linguistics. Advised first-time teaching assistants on teaching techniques.
- College-level instructor, Linguistics.** UC Berkeley, Fall 2000, 1999. Teaching assistant for Linguistics 106: Metaphor. Content: Introduction to conceptual metaphor theory. See above for duties. Approximately 50 students in three sections.
- Grade-school instructor, Chinese.** GATE teacher at Valley View Elementary School, El Sobrante, CA, Feb. – May 2000. Taught GATE students (grades 3-6) Chinese language and culture for two hours after school each Monday.
- College-level instructor, Chinese.** UC Berkeley, Spring 1999, Fall 1998. Teaching assistant

for Chinese 1A and 1B, first-year Chinese. Taught class three days a week, prepared lessons, developed exam questions, developed conversation topics, graded exams, graded homework. Approximately 50 students in two sections.

College-level instructor, Chinese. UC Berkeley, Spring 1996. Teaching assistant for Chinese 10B, second-year Chinese. Taught class (conducted in Chinese) three days a week, prepared lessons, held office hours, developed exam questions, developed conversation topics, graded exams, graded homework. Approximately 50 students in two sections.

College-level instructor, Linguistics. UC Berkeley, Fall 1995. Teaching assistant for Linguistics 55, an introduction to Sociolinguistics. Taught class, prepared lessons, held office hours, helped develop exam questions, graded homework, graded exams, graded papers. Approximately 50 students in three sections.

Debate Coach. Hellgate High School, Missoula, Montana. Aug. 1990 – Mar. 1991. Teach debate, organize and supervise out-of-town debate trips.

Publications

“Supracultural models, universalism and relativism: The language of personhood in Chinese and American cultures.” 2009. In Hanna Pishwa ed. *Language and Social Cognition: Expression of the Social Mind*. Berlin & New York: Mouton de Gruyter. 79-125.

“Cultural Models in the U.S. and China: A Linguistic Investigation of Distributed Cognition.” To appear in the conference volume for the 8th Conference on Conceptual Structure, Discourse & Language: Language in Action. U.C. San Diego, November 3–5, 2006.

“Are These Truths Self-Evident? Language, Culture and Human Rights in the U.S. and China.” Ph.D. dissertation, UC Berkeley, 2003.

“A unified account of essentially contested concepts.” *Proceedings of the Twenty-Seventh Annual Meeting of the Berkeley Linguistics Society*. Berkeley, CA: Berkeley Linguistics Society. 205-213.

“What Linguistics Can Tell us about Affirmative Action Discourse.” 2000. *Proceedings of the seventh annual Symposium About Language and Society — Austin*. Texas Linguistic Forum 43: 165-175.

“A Willy Nilly Look at Lai Ideophones.” *Linguistics of the Tibeto-Burman Area* 21.1. 1998. 155-200.

“Lai Verb Lists.” *Linguistics of the Tibeto-Burman Area* 20.2. 1997. 57-112.

“A Lousy Time to be Silver: Crisis in China’s Family-based System of Care for the Elderly.” *Berkeley Journal of Asian Studies*, Vol. VI. 1995, pp. 1-18.

Conference Presentations

“Cultural Models in the U.S. and China: A Linguistic Investigation of Distributed Cognition.” U.C. San Diego, Nov. 3, 2006. Paper presented (by proxy) at the 8th Conference on Conceptual Structure, Discourse & Language: Language in Action.

“Culture, Categories and Human Rights.” Hong Kong. March 2002. Part of a panel presentation on language at the first annual Fulbright China Research Forum.

“A Unified Account of Essentially Contested Concepts.” Santa Barbara, CA. July 2001. International Cognitive Linguistics Conference annual meeting.

“A Unified Account of Essentially Contested Concepts.” Berkeley, CA. Feb. 2001. Berkeley Linguistics Society annual meeting.

“A Unified Account of Essentially Contested Concepts.” Washington, DC. Jan. 2001. Linguistic Society of America annual meeting.

“Contested Concepts and Affirmative Action.” Paris, France. May 2000.

“Mental Spaces and Viewpoint in Affirmative Action Discourse.” Paris, France. May 1999.

“What Linguistics Can Tell us about Affirmative Action Discourse.” Austin, TX. Apr. 1999. Symposium About Language and Society annual meeting.

“What Linguistics Can Tell us about Affirmative Action Discourse.” Los Angeles, CA. Jan. 1999. Linguistic Society of America annual meeting.

“Metaphor and Affirmative Action.” Berkeley, CA. Sept. 1998.

Work in Progress

“Establishing the cross-cultural equivalency of cultural models.” A detailed probing of a methodology for determining the degree to which two models in two different cultures can be considered “equivalents.”

“Universalism and relativism re-revisited: expanding on Shweder and Sullivan’s ‘universalism without the uniformity’.” An exploration of the sorts of cultural models likely to be universal, or at least highly shared, among the world’s cultures.

“What Chinese and American college students say about rights.” Picking up where my dissertation research left off, I investigate new language data: answers provided by Chinese and American college students to questions about *rights/qúanli*.

Board Memberships

Advisory Board. Fei Yang Chinese Language and Culture Center, Swarthmore, PA. June 2008 – present. Participate in hiring teachers, in strategic planning, and in other advisory activities for Chinese language and culture school for children.

Board of Advisors. Technology Education Connecting Cultures (TECC), Stanford, CA. Apr. 2005 – June 2007. Provided advice to Stanford student group whose mission is to use technology education to build bridges between the U.S. and China.

Board of Directors. Pacific Village Institute (PVI), Seattle, WA. Apr. 2004 – Feb. 2006. Co-created and strategized long-term organizational and programmatic goals for an educational non-profit organization which collaborated with American high schools and Chinese organizations to bring American students to China on service learning and experiential education programs.

Other Work Experience

Consultant, Gap International, Inc. July 2007 – Dec. 2008, Springfield, PA. Led the language research team at Springfield, PA-based consulting firm. Innovated and developed new technologies to maximize the power of language to have businesses produce extraordinary results. Generated new business for the company through cold calls, mailings, sales presentations. Consulted executives and others on creating thinking to produce extraordinary results.

Research Associate, Rockridge Institute. Oct. 2003 – Feb. 2004. Conducted linguistic and conceptual analyses of political language for a Berkeley, CA think tank. Produced language guidelines and recommendations for non-profit organizations. Developed training materials. Gave presentations on conceptual framing and language analysis.

Sino-Tibetan Etymological Dictionary and Thesaurus (STEDT) project. Research Assistant, Fall 1996 – Fall 1999. Project Director: Professor James Matisoff. Entered linguistic data, managed computer files.

World Color Survey (WCS). Research Assistant, Summer 1995 – Summer 1996. Project Director: Paul Kay. Programmed computer to ease data entry, entered color data.

Foreign Language Skills

Chinese (Mandarin). Speaking and listening: Near-native. Reading: Can easily read newspapers and vernacular literature, can comfortably read essays on abstruse topics. Writing: Can write essays on any non-technical topic.

German. Reading, writing, listening, and speaking: Advanced.

Fellowships

U.C. Berkeley Center for Chinese Studies Summer Research Grant. Summer, 2002.

\$3,000 stipend to do dissertation research in Chengdu, P.R.C.

U.C. Berkeley Humanities Research Grant. Spring, 2002. \$2,500 stipend to do dissertation research in Chengdu, P.R.C. during the Spring, 2002 term.

Foreign Language and Area Studies (FLAS) Fellowship. 1997–98. Provided tuition plus \$11,000 for my studies in Tibeto-Burman linguistics at the Central University of Nationalities, Beijing, P.R.C.

FLAS Fellowship. Summer 1995. Tuition plus \$1,500 for advanced study of Chinese. Refused due to job opportunity at World Color Survey (see Work above).

Chao Yuan Ren Center for Chinese Linguistics Fellowship. Academic years 1994–95, 1996–97. Provided tuition plus \$9,000 for my studies at UC Berkeley the first year, \$9,000 the second year.

FLAS Fellowship. Academic Year 1993–94. Provided tuition plus \$8,000 for my studies at Stanford.

Honors and Awards

Outstanding Graduate Student Instructor. UC Berkeley, 2000–2001.

Awarded M.A. with Distinction from UC Berkeley Department of Linguistics, May 1996.

Harvard College Scholarship for high academic distinction (honorary), four consecutive years: 1987–90.

Other Freelance Work

David Brodwin & Associates (San Francisco-based consultancy). Nov. 2009 – Feb. 2010.

Co-designed and implemented a linguistic coding scheme for analysis of conceptualizations of aging for a San Francisco-based non-profit organization. Advised on linguistic and conceptual issues, directed coding work, co-wrote and edited final report.

American Environics (Oakland, CA-based company). Dec. 2008 – Feb. 2009. Conducted analysis of language and conceptualizations of health and obesity for a Washington, D.C.-based client.

Real Reason (Oakland, CA-based non-profit organization). Feb. 2009. Co-led a workshop on language and conceptualizations of sexuality in the U.S. for a documentary film.

MCorp. March 2003. Brainstormed names for a financial services company undergoing reorganization.

Nuance Communications. Nov. – Dec. 2000. Provided phonetic transcriptions for proprietary voice recognition technology.

eHow, Inc. Sept. 1999 – June 2000. Wrote how-to instructions on a number of topics (wilderness first aid, backpacking, education) for Web-based company (<http://www.eHow.com>).

PointsBeyond. Spring 2000. Wrote two articles for Web site on outdoor activities. (Website now defunct.)

Magic Quest, Inc. Spring 1994. Wrote quiz questions for educational software designed to make learning more fun for grade school and high school students.