

# EAST ASIAN STUDIES

*Alumni Newsletter*



Volume IX, 2016

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# Letter from the Chair

Greetings again from the Gerard House!

I hope everyone had a restful and productive summer wherever you were.

We're back to business with new faces of the class of 2020.

Welcome back Lingzhen Wang, and a special welcome back to Yuko Jackson.

After serving two and a half years since my return from sabbatical, I completed my term as the chair of East Asian Studies and was ready to step down. However, 'destiny' forced me to serve another term and I was reappointed until June 2019. I would not have done my job without the support of the department faculty and staff and the university and I know I will not be able to do it again without the same support. While I am pleased to find my colleagues' confidence and trust in me and am honored to serve the department again in this capacity, I am a bit worried at the same time as I am so well aware of the fact that the department continues to be at an important juncture and so much has to be done. As I have been following fairness, openness, and shared governance as my guiding principles during my first term, I will run the department with the same level of dedication and spirit. I invite everyone's participation and cooperation. Suggestions and constructive criticisms are always welcome as we are working towards the same goals of making this place fun to learn and happy to work.

As usual, the department had a busy year this past academic year of 2015-2016. In compliance with the university's major effort of promoting diversity and inclusion in the Brown community, East Asian Studies also had a series of meetings and discussions on the topic, which lead to the production of the Departmental Diversity and Inclusion Action Plan (DDIAP) document. The draft was submitted to the university at the end of May and the final version in early September, which can be found on the Provost's website. The entire process had given the department an invaluable opportunity to reflect upon us and critically assess our situation on all fronts – faculty, students, curriculum and the like, and raise our awareness of this important issue. The department will continue to follow up on the plans and implement them this year.

At the end of a long summer, we welcomed a few new faces to the Gerard House. After successfully completing two years of his tenure as a postdoctoral fellow at the Max Planck Institute for the History of Science in Berlin, Germany, Dr. Kaijun Chen has joined Brown faculty as EAS family. Professor Chen is a specialist in Ming-Qing literature and culture and will teach courses on late imperial and early modern China. With his presence, EAS will not only enrich the curriculum in the Chinese Program as his courses will complement Professor

Lingzhen Wang's courses on modern Chinese literature and culture but there will also be more male faces in the building.

In addition to Dr. Chen's much anticipated arrival, EAS has also welcomed three visiting faculty members this fall in the Chinese language program - Ms. Shan He, Ms. Danwei Li, and Ms. Huijie Zhu. Danwei Li is our new teaching fellow from the Chinese University of Hong Kong; Huijie Zhu replaces Hsin-I Tseng, who is on personal leave this year; Shan He replaces Wenyi Chu who resigned for personal reasons. These language faculty members will be enormously helpful to meet the growing demands and needs of our students. I am sure working with our well-respected faculty members will be an equally beneficial experience for them as well. Ms. Jennifer Cullen will teach one course in the Japanese program in the fall to cover one of Professor Sam Perry's courses. Professor Perry is on sabbatical leave this year.

One of our two office staff members, the new program coordinator Ms. Jessica Cho was hired to replace Laura Magee. While we're all very saddened by the unexpected and premature departure of Laura, who has been such an indispensable member of the department for the past two years, we're also delighted to welcome Jessica to our family. The department extends our deep and sincere thanks to Laura for all she had done for us and put up with us. We will miss her bright smile and humor and wish her the very best for her new life in Chicago. Jessica is a 2015 graduate of the University of Massachusetts at Amherst with a B.A. in Chinese language and literature. With her background in Korean and Chinese, Jessica will be an invaluable asset to the department. Having joined in August, Jessica has already adapted quickly and continues to demonstrate reliability and professionalism as the new program coordinator for East Asian Studies.

As it is how it is in life, we also had to say good-bye to two of our visiting faculty members, Ms. Wenyi Chu and Ms. Qiang Zhang in the Chinese program at the end of June. Ms. Chu returned to China to pursue a Ph.D. degree, and Ms. Zhang found a regular position at Duke University after completing her two-year assignment at Brown. We recognize the many contributions they made to EAS and wish them all the best for their future endeavors. The department is grateful for the Chinese language program faculty, especially the program coordinator, for their collegiality, unfailing support and guidance, and strong mentorship for these budding young professionals during their time at Brown East Asian Studies.

## **Faculty News**

Our faculty members have continued to be productive in their research activities. Zhuqing Li's "Reinventing China: The Experience of Contemporary Chinese Returnees from the West" was published by Bridge21 Publications in August 2016. Sam Perry's translation book entitled Five Faces of Japanese Feminism: Crimson and Other Works by Sata Ineko was published by the University of Hawai'i Press in September 2016. Hye-Sook Wang's edited volume entitled "Rise of Korean Language Programs in U.S. Institute of Higher Education" was published by the Korea University Press at the end of 2015. Lingzhen Wang co-edited "Chinese Sex/Gender: Historical Differences" with Chengzhou He (Nanjing University), which was published by Shanghai Sanlian Press in August 2016. Yang Wang's co-authored textbook "China in Depth: An Integrated Course in Advanced Chinese" with Jianhua Bai was also published in December 2015 by Peking University.

Our faculty members have also been recognized for their dedication and leadership skills in their professional field. Professor Lung-Hua Hu, Senior Lecturer in Chinese, was elected as the President of the New England Chinese Language Teachers Association last spring. She will serve for the next two years in that capacity. Lung-Hua's long time dedication to the organization paved the road for her to become a prepared leader and we're very happy for her accomplishment. You may enjoy reading detailed faculty activities in the following pages.

## **Student News**

East Asian Studies has seen a relatively larger group of concentrators graduating this past year. In the 2016 commencement ceremony held on May 29th, sixteen students received their BA degree diplomas having EAS as their concentration. Among them, ten were double concentrators, one was a triple concentrator, and one was a Brown-RISD dual degree recipient. Two students received their degree at the mid-year ceremony in December 2015. The department was also thrilled to see four students graduating with the honor of Magna Cum Laude, two of whom were inducted to Phi Beta Kappa society as well. Christopher Huber (Japan side) and Kelsey Kawana (China side) received an East Asian Studies prize. We were extremely proud of our students' wonderful achievements and offer our heartfelt congratulations on all of their hard work.

Since it started several years ago, the Annual Senior Forum has become one of the most fulfilling and exciting events for EAS concentrators and the department. It was held on May 3rd in the Hillel House and twelve students presented their thesis, a culmination of their year-long research, in front of faculty members, their fellow students, and family and friends. It was a wonderful occasion in which we learn about the outcomes of our students' passion and hard work, which proves to be always heart-warming and inspiring. A salute to the students

and their thesis advisors and readers, and thanks to the audience and EAS staff. You deserve all the credit for making the event an even bigger success this year. EAS continued to carry on the tradition of supporting our students for their summer activities this past summer, thanks to the generous gift of Mr. Brian Leach and the Arun Stewart Memorial Fund. Seven students were awarded summer language study scholarships in the amount ranging from \$780 to \$3,000 based on the merit of their application, demonstrated needs and fund availability in a total amount of \$16,000. No student was awarded funding for internship participation. To our regret, we ended up with not having an Arun Stewart scholarship awardee this past year as the winner had to choose another university scholarship. Stories and reflection essays from the recipients can be found in this newsletter. I strongly encourage you to read them. I would like to take this opportunity once again to express our appreciation for our donors. We are indeed grateful for being able to support our students through various means including financial support.

The department learned earlier this year (i.e. News from Brown, dated January 28, 2016, <https://news.brown.edu/articles/2016/01/schwarzman>) that our alumni Noah Elbot, a member of Class of 2014, was selected among 111 candidates who were named as inaugural Schwarzman scholars. According to the report, the Schwarzman scholarship, a competitive master's degree program modeled after the Rhodes Scholarship, attracted more than 3,000 applications from students in 32 countries all over the world. Noah will receive a fully funded scholarship and will work on his field of economics and business while taking classes and living at Schwarzman College on the campus of Tsinghua University in Beijing. As a double concentrator in East Asian studies and economics at Brown, Noah collaborated with the Chinese Academy of Sciences to research rainforest ecosystems in the Yunnan province. In the future, he hopes to create private-sector solutions for Asia's emerging markets in energy sustainability, as the news reports.

The academic year of 2016-2017 has gotten off to a great start and it feels like we are going to have another memorable year. Gerard House is full of energy and enthusiasm of East Asia lovers, students and faculty alike. We are truly back to business with new hopes and promises. And life goes on.

We wish everyone all the best for a fulfilling and rewarding year. Let us know how you're doing. We would love to stay in touch with you and hear from you.

Hye-Sook Wang  
Chair, East Asian Studies

# Faculty News

**Kaijun Chen:** Kaijun Chen joined the Department of East Asian Studies as an Assistant Professor of Early Modern Chinese Literature and Cultural History. He earned his Ph.D. degree at Columbia University, and Postdoctoral Research at the Max Planck Institute for the History of Science in Berlin, Germany. Kaijun Chen has published on the literary and cultural history of imperial porcelain and curated an exhibition, “China: Then and Now” with the Frick Collection in New York City.

**Wenhui Chen:** Time flies, I have been here at Brown for three years. I think I have made more progress here than I did anywhere I had worked before, but I still feel like I am the new kid here, there's still so much to learn. I am so blessed to be a part of this amazing department.

This summer I could not travel outside of the U.S. because of a visa issue, I was very sad at first because I had made travel plans with my families in China. But it turned out I very much enjoyed this summer. I have never spent a whole summer in the U.S. since I moved here seven years ago, this year I realized what a lovely



season I missed every year before. Since I had a lot of spare time on hand, I learned a little about how to grow plants, which I should thank my mother, who remotely controlled everything I did. It was so rewarding and satisfying to see my plants grow and bloom. One of my favorite plants is this begonia, it has survived two winters despite the fact that it is an annual. After the second winter, it really looked like it had reached its end, but still it thrived after I took my mother's suggestions, and it put a smile on me every day.



I got two peonies this summer because I really like their flowers. The one in the picture is growing very healthy and strong, the other one is not doing so well, but my mother told me I just need to move it to a sunny place. I hope next year I will be able to appreciate their flowers. I had a good time taking care of all my plants.

Besides this new hobby I picked up, I also spent this summer developing two new courses, Classical

Chinese and Elementary to Intermediate Chinese for Advanced Beginners. I would like to thank the East Asian studies and the Center for Language Studies for their support, with the grants I got from them, I was able to purchase the books I need and to hire a TA in order to develop these two courses. Elementary to Intermediate Chinese for Advanced Beginners will be offered in Spring 2017, and Classical Chinese in Fall 2016, which I am really looking forward to.

**Lung-Hua Hu:** Last year, I created a new course called Two Sides of the Coin: Advanced Chinese Conversation. It is a conversational course designed for those who have completed four years of Chinese at Brown. Here's the official course description:

Two Sides of the Coin: Advanced Chinese Conversation  
Many of us know about the trolley scenario- would you kill one to save five? What do you think about organ trade- is it immoral for wealthy people to buy organs from the poor in order to save their lives or those of their loved ones? Who are really responsible for the atrocious organ harvesting in China? What is your stance on the Affirmative Action? Did you know China has an affirmative action as well? The goal of this course is to develop students' communication skills in Chinese, with an emphasis on their listening and speaking skills, through in-depth discussions on controversial issues and moral dilemmas. Class materials will cover a broad range of topics and will not be limited to those unique to China. The majority of primary sources will be in Chinese. Prerequisite is CHIN0800 or equivalent.

The course was first offered in spring 2015 and is currently being offered for the second time in fall 2016. These serious and controversial topics bring lively discussion among students, which is exactly what I had hoped to see. Some of the topics reflect my own philosophy, such as the animal rights and legalization of organ trade, while others present moral dilemmas everyone faces but rarely gives much thought to, such as whether rich people should pay more taxes. One student became a vegetarian after taking this course, so I'd say this course definitely has some impact on my students. The chapter that made such an impact on the student was, not surprisingly, the one on animal rights which is actually a Chinese translation of a book preface by the renowned philosopher Peter Singer when his influential Animal Liberation was translated into Chinese.

Outside of Brown, I have been quite busy with the professional organizations of which I am a member. I was elected as President of NECLTA (New England Chinese Language Teachers Association) – yes, I beat Hillary to it and became the first female president! I was also elected board member of a similar organization but on a national level, i.e. CLTA-US. The next two or three years will no doubt be a very busy time for me but I look forward to serving my field in these new capacities. And, if you ever come back to Brown campus, I promise I will make time to catch up with you!

**Yuko Imoto Jackson:** I had to take a medical leave of absence during the spring semester this year, but I am back to work this fall, and it's good to see my colleagues in the department. I am grateful for their support and encouragement, and I am most thankful for my fellow teachers in the Japanese program.

I am leading first- and third-year level Japanese again this year. We have sixty-one motivated students in the first-year course. Although every year it takes longer for me to memorize students' names (!), I am happy to see many eager faces. I am also lucky to have a group of nice students, who are mostly those I have taught in previous years, in my third-year course. It is good to see how much Japanese they have learned in two short years. My life was put on hold for a very short time, but that was enough to remind me how lucky I am to have a good place to come back to again.

**Sam Perry:** Professor Perry has recently published his third book, *Five Faces of Japanese Feminism: Crimson and Other Works* by Sata Ineko, a work funded by a generous grant from the National Endowment for the Humanities. A collection of stories by the beloved Japanese author, prefaced with introduction offering historical context about the works and the mid-20th century when they were written, *Five Faces of Japanese Feminism* has been published by the University of Hawai'i Press.

Perry will be on post-tenure sabbatical at the University of Cambridge, in England, this fall having been awarded an American Council of Learned Societies (ACLS) grant. There he will be working on two new book projects, a cultural history of Japan's role in the Korean War and a two-volume translation project called *The Melancholia of Queer Korea*, the first effort to bring together in the same anthology stories about same-sex love from Korea's last century. He will be giving talks this year throughout Europe and Asia.

This past year Perry offered a new sophomore seminar on Japanese childhood as well as a new version of his popular translation class, which now features units on Japanese music, film, and comedic performance. He continues to advise undergraduate and graduate students pursuing independent research on the cultures of modern Japan and Korea. This year he assumes new responsibilities as New England representative for the Association of Asian Studies Council of Conferences.

**Hiroshi Tajima:** We had the first Japan Week between April 4-10, 2016. I organized the following events with my students:

1. A Haiku Reading Contest
2. Useful Japanese for Traveling in Japan
3. Introduction to the Game of Go
4. A Screening of Prince Mononoke, etc.

5. A Zen Meditation Class
6. Japanese Animation Character Bento Making
7. A Japanese Calligraphy Workshop
8. A Japanese Origami Workshop
9. A Karaoke Contest
10. The JAC Spring Festival Harumatsuri (This was a part of Japan Week but organized by the Japanese Cultural Association at Brown University)

I set the date of the Haiku reading a week before the International Poetry Night organized by the Center for Language Studies at Brown so that three top Haiku student poets could read their Haiku and introduce Japanese culture and traditions to the greatest possible number of people. We received very strong appreciation from the audience.

The most popular event was the Character Bento Class. It attracted around 50 Students and we received very positive responses from them. "Useful Japanese for Traveling in Japan" attracted mostly high-school students who were planning to travel in Japan this summer, so this event was timely and we were able to provide them with general as well as little-known-tip for traveling in Japan.

We also had the 2nd Brown Speech Contest (April 2016) at Brown. Every year we send one of the contest participants to the speech contest sponsored by the Japanese Consulate in Boston and this year Rita Ding '17 won third place. This was a first for the Brown Japanese program.

This summer, I spent time in Japan researching the declining birthrate in Japan and developing my reading materials for advanced Japanese using the interdisciplinary approach and CBI. I also attended four conferences.

I had a chance to visit a traditional Japanese restaurant named Minokichi. The restaurant only has private rooms and is located on the 46th floor of a tall skyscraper in Tokyo. During the summer, they place a couple of singing crickets in a small basket behind the screen of an Edo-period painting so that customers enjoy the beautiful sound of nature, traditional Japanese cuisine, and a magnificent view of Tokyo all at once. In addition to the superb atmosphere and service, the price is reasonable. I will definitely go back on my next trip to Japan.

**Hsin-I Tseng:** There was a lot going on in AY 2015-16! It was a great pleasure working with a group of enthusiastic and brilliant students in CHIN 0300/0400. It was also refreshing to teach in CHIN 0100/0200 again after several years of directing advanced level courses. My approach and philosophy in teaching beginning and intermediate level is quite different from many years ago when I started my teaching career. As a foreign language (Japanese) learner myself starting 2011, I have had many opportunities experiencing the success as well as frustration in the learning process. Reflecting on my learning has been



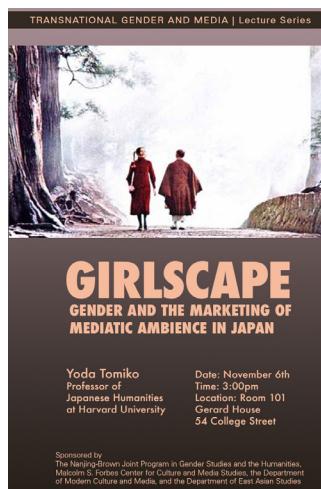
beneficial to my teaching significantly. By the way, I passed the Japanese Language Proficiency Test N2 in December 2015! So N1 (the most difficult level) is my next goal. Whether you are learning Chinese, Japanese, Korean, or other languages, let's Jiayou (similar to "go for it" here in English) together!

The Center for Language Studies (CLS) initiated "Language Week" in 2015. Our Chinese language week was the Chinese New Year's week in February, and there were many fun

events including Easy Chinese, a film screening, Chinese Tea Time, and culture night! During the culture night, I picked up the brush pen for the first time in ten years (!) to show students how to hold it and write on a special type of paper. Practicing calligraphy was one of my favorite activities in school. I think every student in our Chinese classes should experience it! :)

**Lingzhen Wang:** I am pleased to report that 《中国性／性别：历史差异》(Chinese Sex/Gender: Historical Differences), a critical anthology I co-edited with Chengzhou He at Nanjing University, was published by Shanghai Sanlian Press in August 2016. This is one of the first books in Chinese that probe the dynamics and complexity of differences in the history of Chinese gender (trans) formations. It interrogates some of the earlier, totalizing perspectives in Chinese gender studies and reveals the competing discursive forces that constitute the overdetermined history of Chinese gender and sexuality. The contributors include international leading scholars and promising young writers. Unique in its range and focus, this book will generate critical and new perspectives for the study of Chinese history, gender and sexuality, and feminist culture.

I was invited to give several talks in addition to presenting at various conferences. On February 6, I delivered a keynote speech, "Border-crossings: Esther Eng's Challenges to Feminist Theory Today," at the international conference, "Esther Eng and Other Challenges to World Feminism," held at Columbia University from February 4-6, 2016 (<http://heymancenter.org/events/esther-eng-and-other-challenges-to-world-feminism/>). I co-organized and presented at "World Maps and World Cultures: Tsinghua-Brown Symposium," held at Tsinghua University in Beijing, on June 7 ([http://news.tsinghua.edu.cn/publish/thunesws/9649/2016/20160615101956163353688/20160615101956163353688\\_.html](http://news.tsinghua.edu.cn/publish/thunesws/9649/2016/20160615101956163353688/20160615101956163353688_.html)). On June 22, I gave a public lecture, "From Equality to Difference: A Comparative Study of Chinese and American Feminisms in the 1980s," at the Institute for Advanced Studies in the Humanities and Social Sciences at Nanjing University (<https://www.brown.edu/initiatives/nanjing-gender-studies-humanities/events>).



I also spoke at the "International Symposium on Socialist Feminism: Past & Present," organized by Shanghai University and held from July 2-3 in Shanghai. ([http://www.360doc.com/content/16/0715/09/27494174\\_575643789.shtml](http://www.360doc.com/content/16/0715/09/27494174_575643789.shtml)).

I continued collaborating with Brown colleagues, both inside and outside EAS, co-organizing several campus events to engage Brown faculty members and students in transnational issues particularly related to gender, media and politics. In Fall 2015, I continued together with Lynn Joyrich in Modern Culture and Media, "Transnational Gender and Media Lecture Series," sponsored primarily by the Malcome S. Forbes Center and Nanjing-Brown Joint Program in Gender Studies and the Humanities. On November 6, 2015, Samuel Perry and I moderated "Girlscape: Gender and the Marketing of Mediatic Ambience in Japan," a lecture by Tomiko Yoda from Harvard University; and on October 19, 2015, I moderated "Gendered Projection: Female Bodies, Sacrifice and Rural Film Practices in the People's Republic of China," a lecture by Tina Chen from the University of Manitoba in Canada. Both events were well attended and discussions during the Q&A sessions were lively and thought-provoking.

In Fall 2015, I taught CHIN 1040: Modern Chinese Literature, an advanced seminar in Chinese and EAST 1270: China Through the Lens: History, Cinema, and Critical Discourse, a lecture course in English. In Spring 2016, I took a research leave, working on my monograph, "Women Directing Films: History, Cinematic Authorship, and Feminisms in Modern China."

**Yang Wang:** 2015 has been a fruitful year. My textbook for advanced Chinese learners "China in Depth: An Integrated Course in Advanced Chinese" was published by Peking University in December. This textbook was designed for students who are interested in using Chinese to conduct research about contemporary China. It's compiled with reference to the principles of Content-Based Instruction and ACTFL Foreign Language Proficiency Guidelines for "advanced" and "superior" levels. The book aims to develop students' language skills with special emphasis on training in critical thinking and discourse proficiency.



# Class of 2016

The East Asian Studies Department's 2016 graduates are listed below with their respective senior project titles.

East Asian Studies is proud to recognize the accomplishments of our concentrators and language students. Congratulations to the award recipients of 2016!

## Fulbright U.S. Student Program Recipients

### Taiwan

Emily Schell  
Rebecca Levy

### South Korea

Jason Addy  
Margaret Min  
Paige Morris

## Critical Language Scholarship (UDS)

Crystal Sizemore

## Third Place Intermediate Division, Consulate General of Japan: Boston Japanese Language Contest

Rita F. Ding

## Baker Fellowship

Hochan Kim

**Saminya Bangura**  
Transgender & Non-Binary Representation in Anime and Manga

**Xizi Chen**  
“Tenants” (Film)

**Caroline Granoff**  
Post-Socialist China in Portrait: An Examination of the ‘Crisis of Masculinity’ as Reflected in Cynical Realist Painting

**Christopher Huber**  
The Shirakawa Barrier: A Poetic History

**Kelsey Kawana**  
A World of Their Own: The Landscape of 6th Generation Chinese Art-House Cinema

**James Konsky**  
Chinese Energy Investments in Central Asia: Energy Security or Business-driven Decisions

**Julia Leung**  
Comparison of Slang Between American and Chinese College Campuses

**Rebecca Levy**  
**Ronald Medure**

**Givens Parr**  
Illness in Translation: A Discussion of the Stone Mountain Medical Case Histories by Wang Ji

**Andrew Proebstle**  
Monastic Warriors in the Late Heian and Early Kamakura Periods of Japan

**Emily Schell**  
China’s Invisible Children: The Role of Civil Society in Migrant Education

**Maria Ugarte**  
The Fragrance and The Jade

**Livia Whitermore**  
Iridescence and the Cockroach Between T and T



Photo Credit: Dorothy Yam

# Summer *in China*

Thanks to the generosity of Brian Leach, several Chinese language students and East Asian Studies concentrators were able to spend the summer of 2016 in China, intensively studying the language.

## Intensive Language Study

### *Princeton in Beijing*

Jearson Alfjardo

Sandra Ha

Seunglee Lee

Andrew Park

Anand Rajesh

Sharad Wertheimer

Dorothy Yam

### Seunglee Lee '18

I heard about the Princeton in Beijing program even before I decided to study Chinese. A close friend of mine who studied abroad in China during high school, mentioning her experience in China, first brought it up to me. I still cannot fathom how confident I was that I would be attending PIB while I was not even sure I would enjoy my Chinese class. But as soon as I first encountered the program, I had already made up my mind, and exactly a year later, I was on a plane to Beijing to the so-called “Prison-in-Beijing.”

Beijing at times exceeded my expectations, at times did not. We were not a fan of Beijing air pollution, grumpy mornings as we trudged to our classrooms at 8am, nor the hot, humid weather. We gawked at the number of tourists at the Forbidden City and the line in Beijing subway. We joked that we ate more McDonald's in China than our years in the US combined.

But the people made everything worthwhile. What cheered us up even after a long day were the smiling faces of teachers during office hours despite how tired they were. We as classmates bonded over the amount of homework and number of words we had to memorize each day.. The Chinese tables as we explored the vicinity of Beijing Normal University with our teachers as well as the one-on-one conversations not only improved my Chinese but allowed me to know the teachers on a personal level. As a Korean international student studying and seeking a job in the United States, I personally related to the teachers who were trying to relocate to Beijing after graduation.

As much as I learned inside the classroom, and four hours of class a day certainly guaranteed that we would, I believe I learned the most and had most fun outside the classroom exploring Beijing with my peers. Besides the planned group activities, including music performances, a traditional Chinese circus and climbing the Great Wall, my friends and I took full advantage of the fact that we were in one of the most vibrant and populous cities in the world. We explored night markets, bargained with the locals, fearlessly hopped onto the ridiculously crowded buses and subways, sang karaoke with our teachers until we lost our voices, and even rode a rickshaw in pouring rain. We tolerated and at the end even enjoyed the curious stares from Beijing locals as they listened and occasionally chuckled at our awkward, broken Chinese. With most of our phones not fully functioning, we made our way around Beijing talking to locals and occasionally getting lost. None of us were fans of walking six hours straight in 90 degree weather, but looking back, I only have fond memories of our crazy experiences.

I did not realize how much my Chinese had improved until I returned to Brown. As I bumped into a Chinese Singaporean friend, we spontaneously began talking about our summers in Chinese. He was so surprised to see that I, who had

trouble formulating even a basic sentence last spring, could have a legitimate conversation with him. Whenever a friend makes a suggestion, I inadvertently say “keyi” instead of “sure.” It now feels awkward to communicate to my Chinese teachers in English. In that sense, the most valuable skill I learned over this summer was confidence - confidence that I can communicate well in Chinese, confidence that it is ok to make mistakes, and the confidence that I can thrive at an unfamiliar, high-pressure environment.

On that note, I want to express gratitude to the East Asian Studies department for the opportunity to make lifelong friends, experience and understand China, and further develop my Chinese skills which will be a lifelong asset to my career. Going into Princeton in Beijing, I somehow knew that I was not going to regret my decision. I was right indeed.

### Andrew Park ‘19

This summer, I had the opportunity and the privilege to study in Beijing as part of the Princeton in Beijing Intensive Chinese Language Program. Before going to Beijing, I had no idea what to expect. This would have been the first time I was traveling to a country other than South Korea, and the first time where I was traveling to a country where I did not speak the language fluently. I didn't have a deep understanding of the history and culture of the Chinese people, and I was still in the beginning of the process of learning Chinese. However, I am fortunate to say that this was a summer that was truly unforgettable. Not only was I able to improve my Chinese skills exponentially, but also was able to interact and understand more about the Chinese native people – something that would be impossible to do in the States.

The Princeton in Beijing program was more rigorous than I believed possible. Not only was there 4 hours of Chinese class every day, but also there was a one hour one on one section, in addition to the homework that was assigned everyday. Getting adjusted to this sort of curriculum was definitely not easy, especially when we were only allowed to speak in Chinese. However, in the eight weeks I was in Beijing, I could tangibly notice the improvement of my spoken and written Chinese. For example, on the first day at Beijing, I remember a friend and I went to order bubble tea from a nearby shop. However, we were shocked to realize the obstacle that our knowledge of Chinese causes. We were not able to order in a way that was comfortable for both parties. However, by the end of the program, we were able to order bubble tea through the phone more comfortably and without huge amounts of miscommunication.

Although the program did not leave a lot of time for other engagements, I was able to effectively explore the more historical and cultural sites of Beijing. These

opportunities have taught me many things about Chinese history and culture. First, I had wrongfully assumed that the Chinese people were very homogenous and that their history just comprised a couple of huge events. However, arriving in China has taught me that China also comprises many different types of people, and that its history is very complex. For example, the Great Wall's meaning in China is often simplified to symbolize a wall constructed to stop invaders from entering China. However, I learned that the wall was actually created from the northern Chinese population from escaping to Mongolia. In addition, the building of the Great Wall took place over hundreds of years, over a couple of dynasties.

In light of this program, I have grown my knowledge in the Chinese language but also about the country of China itself. It has taught me a lot about the things that we as foreigners have to do to help China as it continues to develop as an economic power. Currently, East Asian History is often not emphasized in current American high school education curriculums, silencing the experiences of a huge group of people. This has caused us, including me, to stereotype an entire country and simplify its contribution to the modern world. Especially as the number of people who study Chinese increase, my hope is that our understanding of China continues to grow and then we are ultimately able to understand the history and culture of China. For people who are considering the Princeton in Beijing program in later years, I wholeheartedly believe that this program is worth it, both for you as an individual and for you as a contributor to society.

### Sharad Wertheimer ‘19

My experience at the Princeton in Beijing intensive language program was one of the most enriching experiences I've ever had. The main purpose of the program was to challenge students to achieve the highest level of Chinese possible within an eight week time span. I left the program deeply content and grateful for the opportunity to go, as I felt that my level of proficiency in Mandarin Chinese advanced more at Princeton in Beijing than it would have anywhere else. This was largely due to the many hours of class and work every day, the rigor and high demands of classes themselves, and plentiful opportunities to speak Chinese casually with teachers outside of the classroom. Every day students took classes from 8 to 12 in the morning, which included two hours of grammar and vocabulary training, and then two hours of discussion practice. After lunch in the afternoon, there were one-on-one conversation practice sections with individual teachers. In the evenings, it took about three hours to memorize the daily 50 characters for the next day's lesson, complete homework, memorize a two-minute oral report, and prepare for the daily quizzes at the beginning of class. Every weekend, there was a required essay in addition to preparation for Monday's class, and every Thursday we had to recite the essay from memory as

a weekly oral exam. Completing two semesters worth of Chinese credit in two months was no small feat, and the reward of witnessing my ability to communicate freely in Chinese increase day by day was incredibly valuable to me.

The Princeton in Beijing experience, however, included much more than hours upon hours of learning Chinese. The Princeton in Beijing program, Beijing Normal University, and the city of Beijing all had plentiful activities and interesting places to engage with. Princeton in Beijing itself held many activities, such as a weekly Chinese movie showing and excursions to beautiful natural sites outside of Beijing every weekend. My personal favorite activity was Friday morning sing-along. Every Friday morning, in order to raise people's spirits before the weekly exam, the teachers would have a sing along session during class breaks. I recognized the need for music to accompany and guide the singers, so I bought a cheap guitar and learned all the Chinese songs so that I could play along with them. These impromptu concerts were a great time for everyone, and an amazing way to share a beautiful part of Chinese culture with our teachers. I also started a weekly Chinese poetry appreciation club that allowed teachers and students to come together and discuss both ancient and contemporary Chinese poetry. Beijing Normal University was an excellent place to hold the program, as it is very close to central Beijing, and most student needs could be met in stores contained within the campus. I loved to go exercise at the outdoor athletic courts, especially when I joined in native Beijingers' basketball games. On the weekends, when I wasn't doing homework for the next week, I learned about Chinese history and culture by visiting some of Beijing's many historical and cultural sites, including the Forbidden Palace, the Summer Garden, the Yonghe Temple, and more. All of these activities fostered my interest in Chinese culture, and led me to broaden my respect and appreciation for China has a keeper of history and tradition.

The most important thing I learned from spending two months abroad intensively studying Chinese culture and language was the importance of understanding people's historical, cultural, and temporal context. After leaving China, I decided that I want to study International Relations, and take classes that study how China engages with the rest of the world. After getting to know many Chinese people, the news in Western newspapers about Chinese foreign policy decisions no longer seem to describe a hollow, behemoth nation of over a billion concerned only with rampant development, censure of free speech, and the manufacture of goods for Western markets. China now means something to me, because I've learned about the world from the perspective of Chinese citizens, engaged with their core philosophies and beliefs, and come to respect how they perceive themselves and others. Chinese culture embodies a rare equilibrium between nurturing ancient traditions and beliefs, while simultaneously growing, changing, and rebuilding itself in order to triumph in an increasingly connected world filled with other powerful nations. The spirit of ancient China and birth of new China all live in the imaginations of Chinese people, reproduced in every

song they sing, meal they eat, and idiom they say. The current Chinese situation and modern Chinese identity are inseparable from the 2000 years of dynastic history before, just as our skin, the only visible vital organ, could not exist without the heart, lungs, or brain. During my time at Brown and beyond, I hope to use the powerful force of Chinese language to promote further understanding between Westerners and Chinese people, and continue to respect the gift of Mandarin language and the people with whom I've bonded through it.

## Dorothy Yam '19

My responses for "How was China?" have changed a little bit each time somebody new asked, depending on context and my current mindset. I let this happen because it was a way to slowly digest it all, and to respond right away would reach into my immediate thoughts and feelings, and inform me in some way what I took out of China. Not surprisingly, my responses a lot of the time were "It was a lot." because there wasn't one thing I could mention in a short amount of time. But sometimes I had an extended period of time, where I could describe the people I met, the relations made with those people, what my daily life and adventures looked and felt like, and what I realized while in China.

One important thing I kept mentioning and found significant while in China was, as I explained many times before (having difficulty doing so in English, let alone in Chinese), the moment of rampant thoughts to answer a large question about life and the immediate translation while in the middle of expressing through speech. The purpose behind Princeton in Beijing that brings everybody together to work hard is to learn Chinese, right? And yet, in that process, comes out these personal aspects to oneself, because we want to answer honestly. It wasn't just about using the new grammar structures and vocabulary, it was about oneself being in a new place and meeting new people. So in the process, we were able to express and hear others express themselves, using rudimentary aspects of a language to convey something important to oneself. I remember while answering the question "Why do you want to learn Chinese?" I had a chain of thoughts that led back to conversations I had when I was in the ninth grade, where I was speaking to a friend who identified as a "realistic pessimist" and then explained what I found wrong in my friend's line of thinking and what sorts of philosophies and lines of thinking that I abided by. I didn't read much into these topics before then, so I didn't know if there were schools of thought or terms to categorize what my thoughts aligned with, but I soon came to learn that the thoughts and feelings I naturally had aligned with many popular East Asian philosophies, like Buddhism and Daoism. I then explained how a lot of my friends speak Chinese at home and to be able to speak with them would open a new door of interpersonal comfort. In addition, I have an interest in studying Traditional Chinese Medicine at one point, to inform my view on what health is and get a

more diverse perspective on healing. This would then lead into a conversation about what I want to do when I grow up. I kept telling people I wasn't sure, and I answered with "maybe a doctor" since I had to reply, but after many of the same questions from different teachers later, I began to think about it more and more. And despite the pressure I felt before I began to grow comfortable with saying that this is my aspiration, it might take time, but in this moment it's what I want. And I only have a set amount of vocabulary to describe any nuances or intricacy—I of course thought about it a lot, but to express, I had to be direct, since that's the only thing I could be. This situation also affected conversations about culture, views on health, views on development, to what I look for in a friend or partner, et cetera. In many ways, I appreciated this conversational phenomenon. These would be questions people want to sit on, avoid for some time, think about in great depth, but for the sake of keeping a conversation going and practicing Chinese, I had to dig through my thoughts right then and there and start talking, to answer genuinely. I at times used my hands, had gaps in my sentences due to a few vocabulary words I just didn't know and had to explain with other words, and so on. But, one of the most fulfilling moments was leaving the discussion session having fully expressed myself, and knowing that it was in Chinese, a language I had started learning less than a year ago. Knowing only basic words, I had to break down reasons into more basic concepts, and it also forced me to express more slowly. By the time I was done explaining a concept, giving a reason, I felt satisfied. I felt true with myself with my responses and was focusing on the ideas, and then afterward, I was taken aback that this had all been in Chinese. In addition, with so many people with whom you can chat, you come to express things so much that they make you consolidate your ideas more. I described the moments after these discussions as enlightening ones, where I would walk back to the dorm with a smile and feel calmly satisfied—it was indescribable, it was as though the lighting of the world sort of changed for me as I left an involved discussion, or I at least paid more attention to my surroundings as the inner chaos was soothed by such discussions.

Through the lens of being a student in an immersion program studying Chinese, so many things in China seemed like an opportunity. Merely walking out of the dorm and reading the signs was a learning opportunity, and going to stores and bargaining was another. Going out to eat was an adventure, and at a certain point amidst all the experimenting with trying new foods and exploring new places, we found our traditions that we would go back to and feel a sense of familiarity and comfort. I bought a pack of postcards from the supermarket that had a different Chinese poem on each cover, and I brought a few to a teacher during office hours to ask about the meaning of each in order to send the more suitable one to my friend. I saw bringing the postcards and talking about them as an opportunity to have an interesting discussion about the poems and also as an opportunity to send something meaningful. Simple acts became more obvious learning opportunities. After the fulfillment of having huge conversations about life to escape the seemingly mundane topics that my basic Chinese could foster,



I also enjoyed the simple excursions, which seemed to be equally as exciting considering the context.

It was really inspiring to see how bringing together teachers and students in a single program can derive so much. Within the group of PiB participants, there was an exchange of hard work, and it would build up everybody in some way, either to improve the students' Chinese proficiency, or build up the teachers' teaching experience. The teachers gave us so many opportunities to speak, and spent so much energy teaching us, and we took interest in their stories as well. There was a two-way exchange that I really appreciated, and both sides took notice that the other side of the equation is working hard, and we appreciated each other mutually for that. It was a priceless experience, and it got me thinking about how nice the teacher-student exchange is—sometimes the students whose grades didn't count in their universities would try hard to do some work for the sake of not disappointing the teachers. And when the teachers complimented our increase in Chinese proficiency level, we felt extremely happy about that but owed it to them, and they owed it back to us. In addition, we had the opportunity to interact with so many teachers and it was exciting to come into class and see who the teacher for the day was. One would think that constantly changing teachers would make it difficult to connect with any one but that was not the case, the students and teachers grew close. Close student friends were of course also made, because there was an impulse to do things in groups, since we're

not that familiar with Beijing, and through simple excursions to get food or to explore on the weekends, we got to know each other very well, and pass the time together comfortably, whether it be via studying or just by walking around Beijing and navigating public transportation, and when we needed guidance, there were always resources ready to help us in this new place. There was an indescribable feeling of gratitude for this—after the eight weeks of PiB with its guidance, aid, and social connections, I spent a few extra days in Beijing alone and despite what I would have expected especially since I would have to say goodbye to so many people, I felt quite comfortable and prepared.

The topics we were set out to learn and talk about were geared toward learning certain vocabulary and I sometimes wanted to escape the lesson topics and learn more Chinese that's tailored toward personal life and interests. So this is where the discussion sessions came into play: I was able to express what either interested me or was important to me in some way and learn the vocabulary associated with that. Looking back at the discussion section notes, I found the writings to be symbolic mementos of the important discussions I had with teachers. But in no way does that diminish the vocabulary we were set out to learn. The vocabulary we learned proved in many situations to be helpful and well-planned, and proved to be applicable through the interactions we had with Beijing and the locals.

On the whole, I found my time in Beijing (and also Tianjin, which a few people and I decided to visit during the long weekend) very meaningful, and in nuanced ways. My daily schedule in Beijing was very tiring but what I'll remember are the times I got to think deeply about what was going on and see how meaningful it was and is. I am grateful to have had the opportunity to go away somewhere so far, for it has changed my perspective on what's near me now and I still think about this far away place ever so often, and keep in touch with all the people I met there. I'm happy to have crossed paths with people under the goal of learning a language, because throughout the experience, there were so many meaningful conversations and exchanges that come about that brought people together. None of this would have been possible without the scholarship I received to go there, and for this I am forever grateful.



## *Gerard House*



Photo Credit: Emily Schell

## Alumni Notes

### Class of 1972

**Alice Price:** My East Asian Studies took me to NYU law school, where I planned to focus on international law. But my path took other turns. Since the 80's, I have lived in rural Colorado and my professional practice has focused primarily on mediation with families and organizations. All those hours in language lab studying Mandarin would, in hindsight, have been better spent in my case learning Spanish! Though I do not regret my studies at Brown and the wonderful professors and students I met during

that time. Sadly, my closest friend in the program, Dr. Barbara Alexander Pan, died a few years ago after many years of teaching and research in the School of Education at Harvard.

### Class of 1973

**William Achilles:** I graduated from Brown in 1973 after a four-year tour of duty in the US Navy but retained an affiliation with my original class of 1968. I then took an MA in Japanese studies at the Claremont Graduate School in southern California and moved to Tokyo, where I have lived

ever since, except for a year and a half (July 1981 to January 1983) in Honolulu while studying for an MBA at the University of Hawaii. I married a Japanese woman, Michiko Yamada, in January 1982 while I was in Honolulu, and we have two daughters who attended the American School in Japan and U.S. universities. In Tokyo, I have worked primarily as a translator and editor of business publications. I was the head of the translation and editing service for the Japanese equities research department of HSBC Securities Co. from November 1986 through March 2011. I now translate and edit part-time, work as a house husband while Michiko continues her full-time career as a human resources and women's empowerment professional, walk our golden retriever, golf, perform tai chi, sip wine, and generally enjoy life.

### Class of 1977

**Linda Jaivin:** After graduating in 1977, I lived, studied and worked in Taiwan, Hong Kong and China for nine years, including six years as a China correspondent for *Asiaweek* magazine, covering culture, politics, society and the economy in all three places and becoming their first Beijing correspondent in 1985. Since immigrating to Australia in 1986, I have made frequent trips back to China in particular, usually spending at least one month a year there. I've written eleven books, including a China memoir cum biography of a Chinese pop star/dissident, *The Monkey and the Dragon* (Text Publishing, 2001), a travel companion for *Beijing, Beijing* (Reaktion Press, 2014) and the China-based novels *A Most Immoral Woman* (HarperCollins Australia, 2009) and *The Empress* (HarperCollins Australia 2014). I've also written published countless articles, reviews and essays, including travel essays, on China (but not exclusively - I write about other things too).



New York), was highly praised but is sadly now out of print.

Under the close guidance of the master Peking Opera librettist Wu Jiang, then president of the National Peking Opera Company of China, from 2008-2010, I wrote a bilingual libretto for a fusion opera, *Passion*, based on a story from the Ming dynasty novel *Outlaws of the Marsh*. The prominent Peking Opera composer Zhu Shaoyu composed the music. For very complicated reasons, and despite a successful showcasing of several scenes from the opera in a concert at the National Performing Arts Centre in Beijing, the project has been put on the shelf. Mr Zhu and Mr Wu and I all hope that we can get it off the shelf and onto the stage one day.

I also have a long association with the Australian National University, where I delivered the 72nd annual Morrison Lecture (<http://asiapacific.anu.edu.au/news-events/video/morrison-world-72nd-annual-george-e-morrison-lecture-linda-jaivin#.V7eCB45d9E4>) and have participated in the editing of the Australian Centre on China in the World China Story Yearbook since its inception several years back and have done a number of other projects, including interviewing the Taiwan experimental filmmaker Tsai-ming Liang for an online video, and (this week!) translating for and speaking with the mainland artist Zhang Peili as well.

I'm a member of Asia Pacific Writers and Translators - I delivered a keynote address at the APWT conference in Singapore a few years back and am doing another at the upcoming meet-

ing in Guangzhou in November.

In short, East Asian Studies changed my life. Professor Lea Williams persuaded me to study Chinese when I was certain I had no talent for languages. Now I can't imagine living without it. I am eternally grateful to Professor Williams and to all my other teachers at Brown.

**Robin Lauren:** I've been a librarian since the early 80s, for the past 20 years an adult reference manager at a medium-sized public library. My only ongoing connection with my college concentration is that I ensure that my library's collection of materials on Asian philosophy, religion, history, and current events is robust.

### **Class of 1986**



**John Crespi:** Since 2002 I've been teaching Chinese language, literature, and culture in the Department of East Asian Languages and Literatures at Colgate University. In the coming year I will be in Shanghai with my wife Botao and two children, Henry (13 years old) and Emma (10 years old). I'll be leading a Colgate study abroad program in the fall, and from January through June will be doing research on Fulbright grant affiliated with Fudan

University. If you are passing through Shanghai be sure to get in touch!

**Brant Reiter:** Joined the Fujisankei Communications Group in Tokyo immediately after graduating from Brown in 1986. Spent most of my career there (nearly 20 years), working in film, radio and television in Tokyo, LA, and NY. Left last year to work at Moxie Pictures in New York - one of the very few jobs I've had that did NOT have anything to do with Japan or Asia. Still love sushi though ;)

### **Class of 1989**

**Andrew Meyer:** Recent Publications:

"What Made Mo Di a Master? Exploring the Construction of a Category in Warring States Sources." *T'oung Pao* Volume 101, Issue 4-5 (2015): 1-27.

"Only the Human Way May be Followed: Reading the Guodian Manuscripts Against the Mozi." *Early China* 37 (2014): 471-517.

"Root-Branch Structuralism in the Huainanzi." Sarah Queen and Michael Puett, eds. *The Huainanzi and Textual Production in Early China*. Leiden: Brill, 2014, 23-39."

### **Class of 1992**

**Peter Gillespie:** I have worked on Wall Street for most of my career. I am currently a portfolio manager at Lazard Asset Management. My job involves investing in stocks in China, Taiwan and the other emerging markets (Brazil, Russia, parts of Africa, etc...)

I am married with two kids at 14 and 11 years old. Both study Mandarin.

### **Class of 1994**

**Suzanna (Murray) Ruthven:** My degree in East Asian studies has taken me on a bit of a whirlwind of a career path:

After graduating from Brown in '94 I went into Investment Banking in New York, but after two years of being in the rat race, I decided it wasn't for me and moved back to the UK where I opened an Asian Antique gallery in London called Soo San, specialising in Asian Antiques and contemporary art. I had 12 very happy years running this business and travelling around Asia, but when my daughter was born, I decided to close the gallery and focus on being a mum. I took about a year to realise that being an 'at-home-mum' wasn't going to work for me, and tried to find a career path that would give me the flexibility to do both. I now have a company called SR Design and Development, focusing on property development and interiors in London.



I live in a beautiful part of England called the Cotswolds with my husband, an 18 year old step daughter, a 16 year old step son, my 9 year old daughter, Sienna, and our cocker spaniel. Life is pretty good.

### Class of 1996

**Kevin Lo:** I am a professor at the University of San Francisco School of Management. I received tenure and promotion to Associate Professor last Spring. This year is the first year of a three-year term as Department Chair of Organization, Leadership, and Communication. My teaching is in organizational behavior, international management, and intercultural communication. My research examines cross-cultural differences in the workplace, especially how people conceive of time and how organizations use social media to engage with stakeholders.

### Class of 1998

**Brantley Turner:** I'm the American Principal at Shanghai Qibao Dwight High School. Our school was started by the Shanghai Education Commission to explore a new model of educational cooperation for China. I love living in Shanghai with my husband and three children.

### Class of 2000

**Stacy Smith:** Over the past year I became active in court interpreting, and I have already learned much during my time at family, housing, civil and criminal courts throughout New York City. Via my work with the Department of State, I have many opportunities to travel domestically with Japanese groups here on the Interna-

tional Visitor Leadership Program. I also have the chance to travel to Japan on a regular basis thanks to private sector clients. Looking forward to seeing what the next year will bring!

### Class of 2001

**Aya Brackett:** I live in Oakland, CA with my husband and 2 year old daughter, Miya. I've been busy as a photographer shooting stories for magazines like NYT T magazine, Bon Appetit and Martha Stewart Living and also just finished the photography for two books, Bitter: A Taste of the World's Most Dangerous Flavor, with Recipes (Ten Speed, 2014) and Natural Color: Vibrant Plant Dye Projects for Your Home and Wardrobe (Ten Speed, 2016)

### Class of 2002



**Johanna Cox:** I'm currently living in London with my husband Terry Moran, a journalist for ABC News, and our three kids, Helen (4), Michael (2) and Mary Louise (5 weeks). My primary job is wrangling the kids, but I also tutor a few days a week and occasionally find time to freelance write. I'm hoping to make it back to College Hill for my 15th reunion in 2017!

### Class of 2005

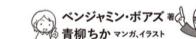


**Mark Cho:** I've been busy working on my menswear businesses, The Armoury and Drake's. The Armoury Hong Kong's first shop in the Pedder Building will be six years old next month. The Armoury's location in New York at 168 Duane St continues to thrive and GQ recently nominated us as one of the top 10 independent menswear stores in the USA. Drake's just opened its pop-up shop in New York last month at 120 Prince St., it will be around until January. Come by and see us!

### Class of 2007

**Benjamin Boas:** Benjamin Boas '06.5 was named a Cool Japan Ambassador by the Cabinet Secretariat this past April and published his second Japanese book, "Re-learning English" with Shogakukan in July. On September 10 he played in the inaugural

Pacific Mahjong League Championship as an invited professional player. He currently does work for Netflix helping the company understand its Japanese-language content and feels vindicated for the many times he chose to watch anime and Beat Takeshi movies instead of doing his Japanese homework.



## 大人のための やり直し 英会話



Benjamin remains the Tourism Ambassador for Tokyo's Nakano Ward and invites any visiting alumni to contact him at benkun@gmail.com

### Class of 2008

**Corey Lipow:** I'm working for the Lewin Group, a health care and human services consulting firm. The firm is domestic, meaning that our clients are all in the United States. I live in Northern Virginia, where I also work (outside DC). I've been working at the firm for almost six years. I received a Master's degree in Public Policy from Georgetown University in

2010. For my graduate school thesis, I examined the effect of the New Cooperative Medical Scheme (NCMS) in rural China, as well as whether that effect differed by the distance a participant lived from a medical facility.

### Class of 2009

**Gordon Arata:** I currently work at the International Trade Administration in the Department of Commerce here in DC doing trade policy and U.S. export promotion to East Asia, primarily Japan. I just won an award for my work on our Cybersecurity Business Development Mission to Japan, Korea, and Taiwan. (info about the mission: <http://trade.gov/press/press-releases/2016/commerce-official-to-lead-us-industry-leaders-on-cybersecurity-mission-to-asia-pacific-region-051216.asp>)



It was especially awesome as we were there on President Tsai Ing-Wen's first day in office, and had one of her first meetings! The picture is from here: <http://www.storm.mg/article/122164>. I'm the guy on the very far left.

**Hilary Johnson:** After 4 years at the Reischauer Institute at Harvard, Hilary left her position last September to finish a master's degree in Human Factors in Information Design at Bent-

ley University. She currently works at Liberty Mutual in downtown Boston as a Web User Experience Consultant.

**Kimberly Kwok:** I just started my own nursery and kindergarten in Hong Kong called Mighty Oaks International Nursery and Kindergarten. Our child-centered approach aims to help our students form a healthy self-identity through play and discovery, so they may continue to form good relationships with the people around them and the community. Through our curriculum focused on character building, the goal of this school is for our children to become oaks of righteousness.

### Class of 2011

**Kevin Grubb:** I recently returned to the United States after working in marketing for five years in Hong Kong. I got married in January and now work as a brand consultant in New York City. And I've got two amazing dogs!

**Dana Mirsalis:** Dana Mirsalis (class of '11) is currently a PhD candidate in the East Asian Languages and Civilizations Department at Harvard



University. Her dissertation focuses on female Shinto priests, and she has spent the last few summers conducting fieldwork at shrines in Nagoya.

### Class of 2012

**Yuri Tomikawa:** After working as a consultant at McKinsey & Company, Yuri founded Zencare.co ([www.zencare.co](http://www.zencare.co)), a website that helps people find the right therapist for them. Within the first year of operations, Zencare has helped over 400 individuals connect with local, recommended psychiatrists, therapists, and dietitians, and is expanding the service to Boston in September 2016. The service is free for users, who can browse photos and videos of clinicians and book a free initial phone consultation to find the right match for them. Debbie Lai '12, who ran the EAS DUG with Yuri while at Brown, has been an integral part of Zencare's development, too!

### Class of 2013

**Debbie Lai:** Debbie works at Google on the Global Product Partnerships team, taking early-stage products to market. In her spare time, she writes post-apocalyptic science fiction and teaches spin classes.

**Megan Turley:** In April I celebrated 2 years at Dream Foundation, a non-profit that grants Dreams for terminally ill adults. I am now a Senior Program Coordinator, and loving every minute! In June I had the pleasure of visiting the East Coast for the first time since I graduated, and spent about two weeks with good friends from Brown in Boston, the Adirondacks and New York City. I am looking forward to planning a 5-year reunion trip for 2018

(has it been 3 years already?!), and hope to take a fall trip to Japan that year as well. My Japanese is getting rusty, so I'm hoping to brush up before I go.

**Jonathan Kuo-Yanagawa:** Since graduating in 2012 as a ".5-er," I have moved to Asia to start an exhilarating management consulting career at McKinsey & Company's Asia Digital division –where I've been able to combine my passion for both East Asian Studies and Computer Science, in which I concentrated at Brown. After serving clients across Japan, Singapore, and Australia for 3 years, and taking annual leaves to study abroad in Korea and Taiwan in the summer (indeed, language study is a never-ending adventure even after Brown!), I have relocated to Hong Kong this year to focus my career on Greater China. I am fortunate to be able to witness firsthand the massive growth and change throughout China! Please do not hesitate to reach out to me if you're interested in hearing about opportunities in the region.

### Class of 2014

**Noah Elbot:** I have begun a year-long master's program at Tsinghua University in Beijing as a part of the inaugural class of Schwarzman Scholars.



The goal of the fellowship is to build understanding of China's role in the world by bringing together 110 students from 31 different countries. I received the scholarship following a half year working in Myanmar in energy and power sector research, and a year and half in Mongolia working for XacBank Eco Banking after my graduation.

**Mathew Kelley:** I'm just about to wrap up my second year in Shanghai since graduating in 2014. I've been in charge of marketing for a restaurant reservation app called Chope, and come September I'll be moving to Chope headquarters in Singapore to continue as an editorial executive there! Shanghai has been incredible, but I'm wicked excited to continue my adventures in a new (South)-East Asian city. I will be finding every opportunity to keep up my Chinese while I'm there of course. I've attached a photo to show how much I love my job - hosting pub quizzes every month across Shanghai gets so tiring :D



And I'd like to extend my sincere gratitude to the EAS department for all the learning and support that put me in such a great position to succeed in Asia both professionally and personally. Shout out especially to Lingzhen Wang and Yang Wang!

### Class of 2015

**Bailey Hu:** After graduation, I went into educational consulting (i.e. helping Chinese high school students apply to school in the US) in Shenzhen, China. Nine months later, after my students had finished with their applications, I decided the field wasn't for me and decided to move on to something else. Within the last half-year or so, I've been "shopping" around with various jobs in media and teaching, trying to balance my interests in both writing and education.

Currently, I'm freelancing for an English-language magazine in Guangdong Province, and teaching English classes for adults in the evening. Overall I'm still enjoying my time abroad and have hopes of staying in Shenzhen a little longer. It's an exciting place to be, although the subtropical humidity makes me miss Providence weather sometimes.

**Huilian (Sophie) Qiu:** After I graduated from Brown, I went to Princeton University for a masters degree in Computer Science. I also founded a club, CodeGirls, that teaches girls about computer programming in Guangzhou, China.

### Class of 2016

**James Konsky:** As part of the Venture for America fellowship, James moved to St. Louis, MO to work on his education startup, College Preparation Station.



**Kelsey Kawana:** Kelsey Kawana spent the month after graduation traveling to Nepal, Bhutan, Tibet, Austria, Czech Republic, Germany, The Netherlands and Denmark. She is currently living in San Francisco and working as a Business Development Sales Analyst at BlackRock in San Francisco.

**Julia Leung:** I was an East Asian Studies and Biochemistry double concentrator and I'm currently still at Brown pursuing a 5th year Master's in Biotechnology! My plans after that are to enter the biotechnology industry.

**Emily Schell:** Since graduating, I have begun my Fulbright Scholarship in Taiwan. As a Fulbright English Teaching Assistant, I am a cultural and educational ambassador in Kinmen, Taiwan, which is a tiny island just off the coast of mainland China and an hour plane ride from Taiwan. I am very excited to report that I am working with 2nd through 6th graders in a rural school called Jin Ning. When I am not busy planning lessons or assessing my students' progress, I engage the students through sports and traditional Chinese drums or enjoy Kinmen's

beautiful beaches, amazing seafood, and close knit community with my fellow ETAs.



This image from Kinmen's "Ghost Month," a month long celebration that honors ancestors by burning paper money and presenting offerings.

We want to hear from you! Email eas@brown.edu and keep us in the know.

Please also contact us if you're interested in speaking to concentrators about what you did with a degree from East Asian Studies. Campus visits or emails are more than welcome!

# East Asian Studies Faculty 2015-2016

<b>Kit Brooks</b>	<i>Visiting Lecturer on Japan</i>	<b>Kaijun Chen</b>	<i>Assistant Professor of East Asian Studies</i>
<b>Alice Cheang</b>	<i>Visiting Lecturer on China</i>	<b>Wenhui Chen</b>	<i>Lecturer in Chinese</i>
<b>Wenhui Chen</b>	<i>Lecturer in Chinese</i>	<b>Jennifer Cullen</b>	<i>Visiting Lecturer on Japan</i>
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