

EAST ASIAN STUDIES

Alumni Newsletter

Fall 2021

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A Letter from the Chair

Dear Colleagues, Students, Alumni, and Friends of East Asian Studies:

Greetings from Gerard House! As the Brown community slowly returns to something like “normalcy” in the wake of the pandemic, I am happy to report that the East Asian Studies department is growing and thriving.

Brown’s Spring semester 2021 was still largely remote, but EAS sponsored a number of successful events nonetheless. In March, EAS held a well-attended—and only too timely—webinar with Edward Steinfeld, Director of Brown’s Watson Institute, on “US-China Relations and Anti-Asian Racism in America.” Steinfeld’s talk explored the ways that hostile rhetoric between Washington and Beijing exacerbated Anti-Asian racism and violence in the US, and drew many interesting questions. In April, EAS organized a free screening of *Minari*, the celebrated new film exploring the experiences of a Korean immigrant family in the American Midwest in the 1980s. The screening was followed by a Q&A session hosted by EAS visiting assistant professor Ellie Choi, who drew on her own experience of childhood rather similar to that of the film’s protagonists. The end of April brought EAS’s online commencement ceremony. This year’s commencement featured a special, one-time award in honor of Arun Stewart ’11, at what would have been Arun’s tenth reunion year. A passionate student of Chinese language and culture, Arun passed away in a tragic accident while studying abroad in Beijing in 2009. The award, bestowed by Arun’s parents, went to Sam Chowning, an EAS concentrator who has studied both Chinese and Japanese and plays an active role in the Departmental Undergraduate Group. We were honored to have the Stewarts in attendance at the ceremony.

As you may be aware, Brown also held a summer semester this year, to help reduce the density of students on campus during COVID. A number of EAS faculty taught over the summer, and the summer classes turned out to have an added benefit for our language programs, for it increased the number of students wanting to continue their language studies in the fall.

In September, Brown returned to mostly in-person teaching, and with only a few exceptions EAS faculty have been back in the classroom and in our offices, once again enjoying day-to-day interactions with students and colleagues. Yet a number of changes precipitated by the pandemic remain. A fair percentage of campus meetings continue to be held via zoom. Our departmental faculty meetings are now “hybrid,” with many faculty members attending in person but others attending remotely. I suspect that many such arrangements are here to stay. Others, I hope, will recede over time: we have become accustomed to wearing masks inside, but I look forward to the day when I will be able to see my students’ faces again! In any case, EAS has not been letting the continued COVID constraints interfere with our activities. We kicked off the school year with a delightful outdoor reception in the Gerard courtyard. The weather cooperated, and faculty and students enjoyed chatting with one another over coffee, cider, and sweets. We held the first event in our East Asian Studies colloquium series, which featured a terrific set of presentations on language pedagogy by faculty from the Chinese, Japanese, and Korean language programs. We are planning a number of other colloquium events in the 2022 Spring semester, including an EAS-supported event organized by graduate students from across the campus whose studies focus on East Asia.

The department has also been growing at a rapid rate. This fall we welcomed seven (!) new faculty members: Jeffrey Niedermaier is our new Assistant Professor East Asian Studies and Comparative Literature. Jeffrey recently completed his Ph.D. degree at Yale; his research and teaching focuses on the literature and culture of premodern Japan. After serving as a Visiting Lecturer in EAS since 2018, this academic year Naemi McPherson was promoted to the position of Lecturer in our Japanese language program. In response to growing enrollments, the department also hired two new Visiting Lecturers in Japanese (Aya Yamakawa and Naofumi Tatsumi), as well as one each in the Chinese (Pin-chi Chen) and Korean (Yuh Joo Byun) language programs. Last but not at all least, the department is thrilled to announce the inauguration this fall of a new program in the Vietnamese language, led by Visiting Lecturer Trang Tran. Trang is offering both beginning and intermediate Vietnamese classes this academic year. In addition to these new hires, the department has seen quite a few other significant changes in personnel over the past year. These include the retirement of Hiroshi Tajima, a longstanding and beloved Lecturer in Japanese, and the departure of Visiting Lecturer of Korean Hyun Ju Ha. Both are much missed by colleagues and former students. We also viewed with decidedly mixed emotions the advancement of Leah Lebel, our intrepid Department Manager, to another position on campus. While delighted that Leah's many talents were recognized, we were sad to see her leave the department. To our great good fortune, however, Jessica Cho, who had served as Program Coordinator under Leah for several years, was promoted to take over the position Leah vacated. With Jessica solidly in the role of Department Manager and the appointment, in July, of Lauren Leslie as our new Program Coordinator, the department is once again fully staffed and humming along.

The department is continuing our efforts to make our classes and other activities more inclusive and sensitive to issues of diversity. We have formed a Diversity and Inclusion Committee, led by Prof. Hye-Sook Wang and including representatives from among faculty, staff, graduate students, and undergraduate students. The Diversity and Inclusion Committee recently hosted a workshop for faculty on "Unconscious Bias"; in the Spring semester, we are planning an event that will examine Anti-Asian bias in America, as well as an event exploring inter-Asian tensions among undergraduates on campus.

The upcoming Spring thus promises to be a busy one: the department recently had the good fortune to be awarded a Cogut Post-doc in International Humanities, so in addition to our various planned events we will be searching for a young scholar to fill that position. As we look forward to a bit of a break before the busy new semester, we wish you all a safe and joyous holiday and a healthy and happy New Year. As always, please do let us know how you are doing (email lauren_leslie@brown.edu). We love to hear from you!

All best wishes,

Beverly Bossler

Faculty News

Cynthia Brokaw

Travel bans and limited access to library resources slowed my research progress in 2020-21, but I was able to complete a few small projects: guest-editing an edition of the online journal *Lingua Franca* on Chinese encyclopedias in East Asia; an article on concepts of intellectual property in pre-modern China; and an essay on color printing and early modern Chinese social history. Via zoom, I delivered the keynote address for a graduate book history workshop at the University of California, Berkeley. All of the courses I taught in 2021, “Women and Gender Relations in China,” “Urban Culture in Early Modern China,” and “Imperial China,” were hybrid and thus presented interesting new teaching challenges; I am very grateful to my students for their patience and flexibility.

Wenhui Chen

This past academic year, I taught both the spring and summer semesters and it was a memorable experience. I was impressed by all my students’ diligence and determination during this tough time.

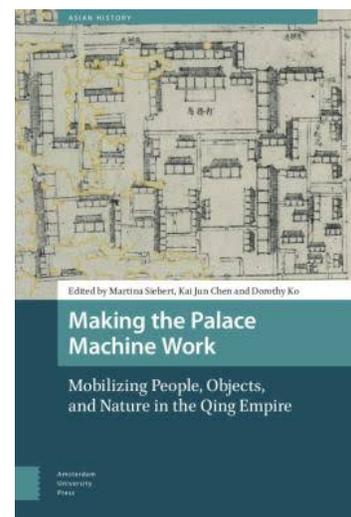
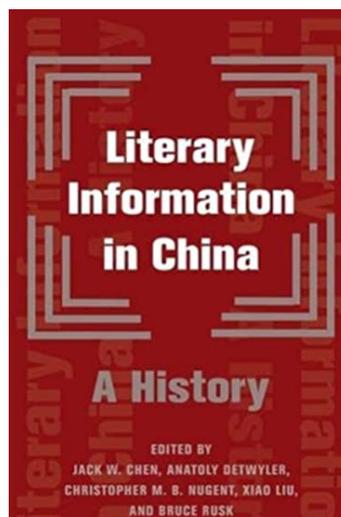
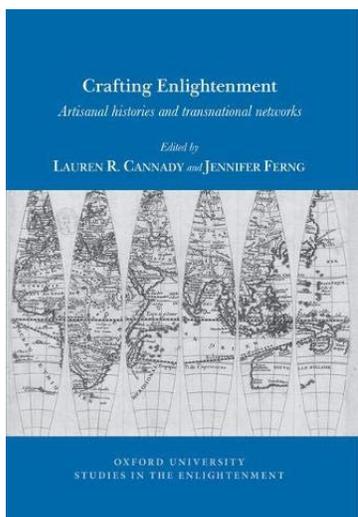
Last fall, I finalized the syllabus and teaching materials of my new course: CHIN0913-Life, Trends and History of Modern China. Through reading and watching the course materials, we study the main aspects of daily life — attire, foodways, housing, transportation, communication — in modern day China. The course will help students to develop their language skills while also providing a more general understanding of modern China’s history.

This fall, I so am glad that I am teaching in the classroom! I still remember the first day of this semester. On my way to my first class, I had very complicated feelings: I was both excited and nervous. Excited, because I finally could meet my students in person; nervous, because I hadn’t taught in a classroom for over a year, would I still be able to do that? But when I stepped into the classroom and saw my students’ eyes, the excitement took over. I really enjoy talking to my students face-to-face, although we all wear masks in our classes. I hope everything can return to normalcy soon.

Kaijun Chen

The past academic year constrained many of us home. While having difficulty conducting any fieldwork, I and editors in presses were able to complete a few ongoing projects.

Making the Palace Machine Work, a book I co-edited was published by the University of Amsterdam Press. The book investigates how the court of the last Imperial dynasty in China intervened in various handicraft industries. Setting this line of inquiry in the global context, my responding chapter “Artisans as Thinkers in the Early Modern World” was published in *Crafting Enlightenment: Artisanal Histories and Transnational Networks*, an edited volume from the Oxford University Press. Again investigating the relationship between literature and the court culture in late imperial China, I contributed a chapter “Late imperial literary archive” to *Literary Information in China: A History*, a scholarly anthology from Columbia University Press.



Sachiko Hiramatsu

After expedited learning for online instruction during the summer of 2020 due to the pandemic, I started out the 2020-2021 academic year with cautious optimism as the course director of JAPN 0500 and team teacher of JAPN 0100. For the most part, my Zoom classes went well, except for several occasions when I suddenly froze and had to figure out the problem and rushed to go back onto Zoom. I taught three semesters, teaching the first-year students for JAPN 0200 in the summer.

The third-year Japanese course continued the collaboration projects with Harvard University and Knox English Network in Japan, in which students discussed issues of language, gender, and the environment over Zoom. Every time, instructors from the three schools discussed topics and material for the discussion and also logistics and digital format on how best to carry out both small and large group discussions. Students from Knox come from universities all over Japan and third-year Japanese courses at Harvard University typically have many graduate students. With this diversity among students, Brown students seemed to enjoy the interaction and richer discussion with their peers, despite the fact that we were spread across 6 different time zones, from Asia to Northern Europe.

The results of this collaboration were presented in June at the virtual JLTANE 2021 conference (Japanese Language Teachers' Association of New England, hosted by Smith College), with three teachers highlighting different aspects of the project. We will continue this collaboration another year and I look forward to this excellent opportunity for both students and language teachers. While many people sought solace in various activities during the pandemic, I was happy to have some outdoor space where we grow vegetables and raise chickens for eggs. During summer and fall 2020 when there were many Covid cases, we participated in a local outdoor farmers' market on Sundays. It was challenging, but with masks on we were still able to interact with and talk to many people outdoors. By far I am not an expert farmer, but I do enjoy being appreciated by the customers for growing certified organic vegetables, and looking at the huge heads of lettuce or amazingly beautiful kale leaves definitely gave me a sense of peace and stress-relief from everything online.



Liwei Jiao

I bought a 6-inch-tall Indian rubber tree just before the pandemic. Despite the ensuing social disturbance outside, the indoor plant grew vigorously. Now it is almost three feet tall. It has given me the strength to remain optimistic during the pandemic.



Zhuqing Li

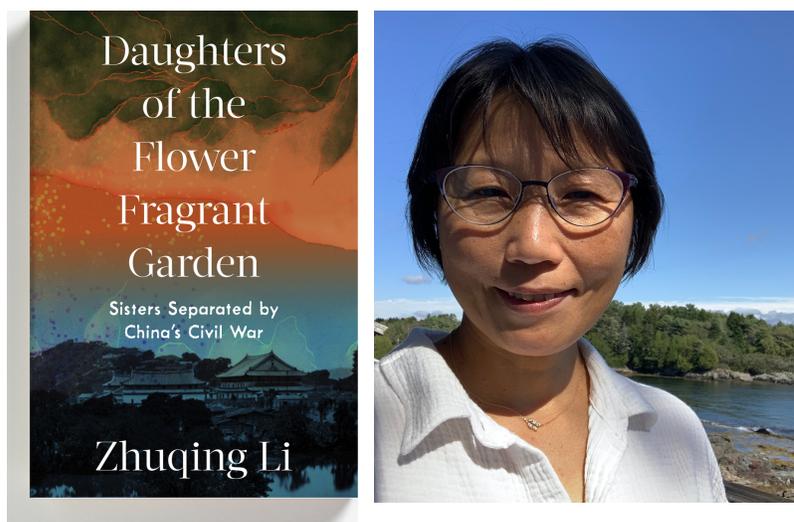
I walked into my first in-person class, eighteen months to the date since my last one. It was good to hear real people talk in the same room. Words came filtering through our masks, but the energy in the classroom was unmistakable. It was good to be back, all in one room.

Looking back, part of my work in the eighteen remote months was rather solitary, but another part was definitely energizing, and both were new to me. I finished a book manuscript back in April. The book, *Daughters of the Flower Garden: Sisters Separated by China's Civil War*, will be published by Norton in May 2022. The cover design just arrived, attached below.

The other is a digital humanities project. The original intention was to showcase some of the unique objects that I had uncovered in Brown's Special Collections. But Brown's very talented students helped take it to a new level. The site came to fruition by the end of the summer, with the support of both the Rockefeller Library and Cogut Institute. It features high-resolution images of the objects in the collection from late-Qing and Taiwan around the 1960s, made interactive with the StoryMaps technology. To contextualize and help understand these objects, the site presents writings by both Brown's own students and specialists in the field from within and outside of Brown. This project is now available for viewing: <https://storymaps.arcgis.com/stories/c4ef50e060414ff9a17c904689cdb2da>

Please check it out! Feedback and suggestions for improvement will be particularly appreciated. In the long months of isolation, my only notable "social" event was hosting a returnees panel at Brown's Student Summit in the Spring semester. It was a chance to appreciate how our students kept forging ahead even when so many things stopped in their tracks.

If there is an upside for this long isolation, it would have to be the sort of forced focus it imposed on me to think and to appreciate. At this point, both the book and the digital project have taken shape and are in their final stages of preparation, freeing me up for my new semester ahead. I have no pets to show off, but have one tangible new addition that may be my constant companion from now on -- my first pair of spectacles!



Naemi McPherson

Although online teaching in 2020-21 was painful for obvious reasons, the opportunity this forced transition provided to develop my teaching became a silver lining in the dark cloud of the pandemic. I am very happy to be back in the classroom this fall, but I have adapted into my in-person instruction many practices that I learned and utilized while teaching remotely. In Spring 2021 I was excited to offer a new course, JAPN0920D Japanese Language and Society through Contemporary Film. The films we studied focused on social justice issues in Japan, particularly concerning ethnic minorities, indigenous and LGBTQ people, and child poverty. Thanks to a Brown Course Development Grant (Documentary Film), our invited guest speakers included Ms. Ai Mizoguchi, the director of the documentary film AINU|hito, and an Ainu descendant who is now a college student in Tokyo. In addition, two Brown alums generously agreed to share their perspectives and experiences as multicultural/multiethnic individuals working in Japan.

My exploration of the critical pedagogical approach has led me to develop a new unit concerning diversity and inclusion in my intermediate Japanese course. In the unit we read a picture book that depicts dreams of a zainichi Korean child and used it to discuss identity issues as well as discrimination against ethnic minorities in Japan. The book was translated from Korean into Japanese by Ms. Annie Choi, '20, a former student in the advanced Japanese course. I presented this pedagogical innovation at several conferences, including the 2021 annual conferences of the American Council on the Teaching of Foreign Languages (ACTFL) and the American Association of Teachers of Japanese (AATJ), and the 27th Princeton Japanese Pedagogy Forum (PJPF). As I step into my new role as a Lecturer of Japanese, I am excited to continue to develop my pedagogical approach, connect with many more students, and contribute to the Japanese program and the EAS Department.

Samuel Perry

With a fairly new joint appointment in Comparative Literature, I continue to teach courses on Japanese and Korean literature and culture with a focus on questions of empire, activism, gender and sexuality, as well as childhood. As a strong advocate of the department's recent hiring of a Vietnamese language lecture (and a new student of Vietnamese himself), I am also excited at the prospect of developing a new literature course on cultural contacts between Vietnam, East Asia and the broader world. My related efforts this year to propose a new postdoctoral position in "Modern East Asia in the World" have recently been rewarded with a successful application for a Cogut International Humanities Postdoc, which should help to expand transnational course offerings in East Asian Studies in the coming years. I plan to be on sabbatical in 2022-23 when I will complete a monograph on Japan's experience of the Korean War and finally return to the archives, which have been largely closed to US-based scholars for most of the pandemic.

Janine Sawada

I recently completed an essay for publication on the religious world of Hokusai, the great ukiyo-e artist of the early nineteenth century. I also put the finishing touches on her forthcoming book, *Faith in Mount Fuji: The Rise of Independent Religion in Early Modern Japan*. During the academic year 2020-21, I taught Zoom courses of various levels on Japanese Buddhism and early modern Japanese culture. I was unable to travel to Japan, given the COVID 19 pandemic, but hope to do so again in the not too distant future.

Lulei Su

In 2020, my presentation proposal was accepted and originally scheduled by the Chinese Language Teachers' Association in April, 2020. But due to COVID-19, it was postponed to April 2021. Additionally, a group/umbrella proposal "Inspiring CFL Learners' Creativity through Chinese Pop Culture Learning" was recently accepted by the Simulive Session, American Council on the Teaching of Foreign Languages. Representing Chinese Language Teachers' Association, my colleagues and I will use Chinese pop cultures as a conduit to channel students' creativity in learning the language. Our panel successfully turned around the participants viewpoint on the role and function of Chinese Pop culture in the classroom setting. Again, in 2021, our panel's proposal on C-pop for Chinese language education was accepted by ACTFL. It will be one of the four simulive sessions on behalf of CLTA at the coming annual conference in November.

Additionally, I was invited by Washington Association Language Teaching (WAFLT) & CLTA-WA to talk about "Embedding Diversity & Inclusion in C-Pop into Chinese Language Education" in November, 2020. In this talk, I showcased how I developed multimedia learning materials in Chinese on marriage equality, violence and bullying against LGBTQ+ by inviting CHIN0450 students to collaboratively create a Google Site and post interviews, self-narratives, and written stories as the Final group project. In designing this group project, I successfully blended language learning and Diversity, Equity, and Inclusion theme into one wholistic learning material. I was amazed by students' candid and open remarks, and it helped me to understand my students' real daily struggle at a much deeper level. And I personally believed that my talk along with the students' project was the first cry out in the history of Chinese Heritage Education.

Hye-Sook Wang

I regret that my entry this year is notably shorter than other years. Contrary to what we had hoped, COVID-19 continued to impact my professional activities as it did to others as well as those of the Korean Program that I coordinate.

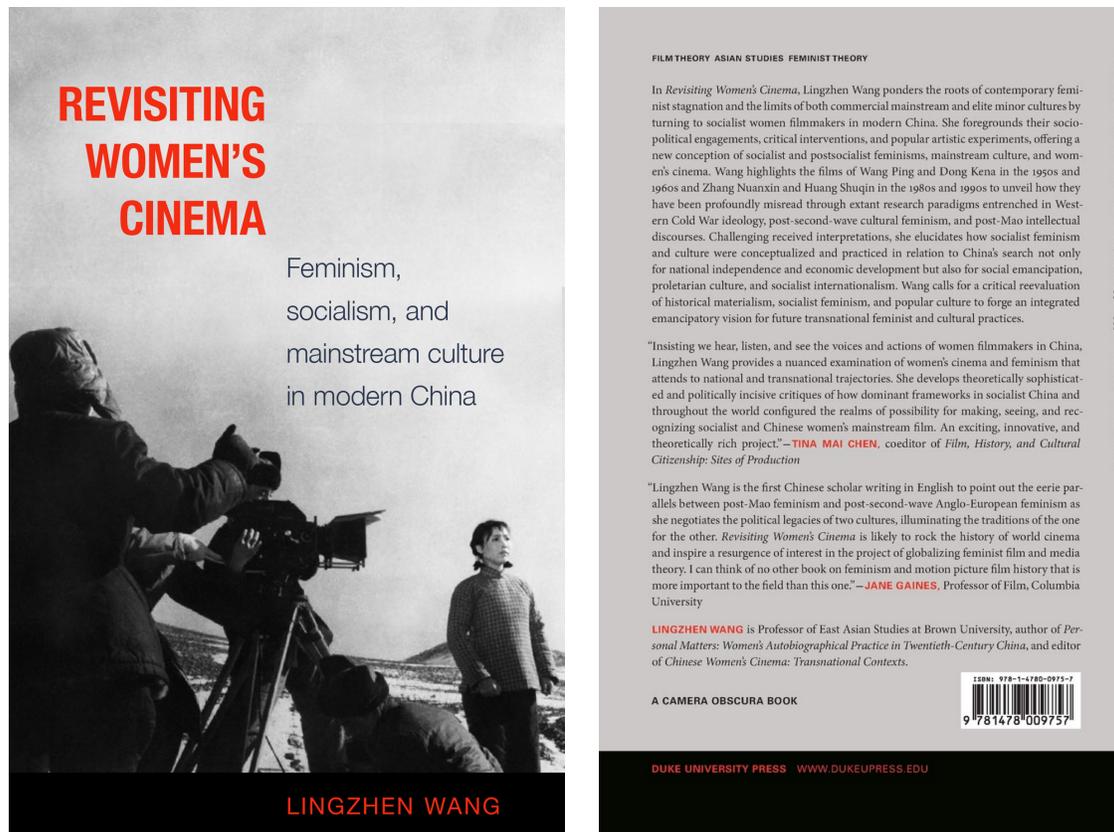
For research, a book chapter “Genre-based Approach to Korean Language Teaching: A Curriculum Application” to be included in *The Cambridge Handbook of Korean Linguistics* edited by Cho and Whitman is expected to be out any time now. I submitted a book chapter “Classroom-based Assessment Practices of College Korean Language Teachers: A Qualitative Study” to be included in *Curriculum Design and Praxis in Language Teaching: A Globally Informed Approach*, edited by F. Carrasalsberg, Figueredo & Jeon, which will be published by the University of Toronto Press next year. I also submitted the final draft of a chapter “Instructor Individual Characteristics in a KSL/KFL Setting: A Research Perspective” to *The Routledge Handbook of Korean as a Second Language* edited by Byon & Pyun. I received a UTRA award in the fall of 2020 and worked on gender differences on politeness strategies in Korean KakaoTalk (Korean version of WhatsApp) messages with my UTRA fellow. Travel restrictions imposed by the University because of COVID-19 disrupted my conference participation plans but I made a presentation entitled “Rethinking gender in Folktale teaching: A Korean example” In Boston Area Pedagogy Conference in March and “Politeness Strategies and Gender in Korean KakaoTalk Messages: Implications for Teaching” at the annual conference of the American Association of Teachers of Korean (aka AATK) in June 2021. I also delivered an invited talk on Korean Culture to the audiences of the National Consortium for Teaching About Asia seminar virtually in March 2021. I continuously performed my professional services on the executive board of AATK and Korean Society of Bilingualism, Advisory Board of International Student Conferences, and the editorial board of the journal *Culture and Empathy*, provided reviews for various journals, served as the president of the New England Association for College Korean Educators (aka NEACKE) and Director of Finance for the World Association for Hallyu Studies. For the University, I continued to serve as Study Abroad advisor for Korea for the Office of International Programs and sat on a few sub-committees of the Center for Language Studies including the Consortium Grants Committee. As for teaching, I taught Advanced Korean and First-Year Seminar entitled *Language, Culture, and Society: Korea* during 2020-2021 AY. As usual, I also allocated some of my time for Freshman and Sophomore advising.

To my regret, the continued impacts of COVID put some restrictions on our in-person activities on the program level. However, we were able to offer a guest talk by the Consul General of Boston Mr. Yonghyon Kim entitled “Korea’s Growing Power: Opportunities and Challenges” and hold a T-shirt Design Contest (theme: Korean language) and Video Contest (theme: Peace and Unification in Korean Peninsular) for the first time for our students taking Korean language classes with the support of the department and the Consulate General of S. Korea in Boston. Stella Ng was the winner of the T-shirt design contest and a group of students (Emma Giventer-Braff, Jason Whang, and Sabrina Chiang) won the Video Contest. All students registered in Korean 300 and Korean 500 this fall received the T-shirt with winning design on it. It was disappointing not being able to hold the ever-popular main green event and performance night event. I sincerely hope that these events will return next year. At the end of the 2020-2021 AY, my colleague in the Korean Language Program Hyunju Ha left Brown after teaching seven years with us and we welcomed Yuhjoo Byun to our team. I wish good luck for both of them. I am looking forward to another great year and wish everyone stay safe and healthy during these challenging times.

Lingzhen Wang

In January 2021, I published my new book, *Revisiting Women's Cinema: Feminism, Socialism, and Mainstream Culture in Modern China*.

<https://www.dukeupress.edu/revisiting-womens-cinema>



Yang Wang

Last year was tough, but it taught me to enjoy "small happiness" in my life! I had awesome students in first-year Chinese, third-year Chinese, and Business Chinese. In the fall, I invited three EAS alum Nathaniel Conrad, Debbie Lai, and Leland Lazarus to give a talk on how to develop professional relations in the Chinese workplace to my students in Business Chinese. It was so nice to see how much they've grown since I taught them ten years ago! My article "Developing Advanced CFL Learners' Academic Writing Skills: Theory and Practice" was selected and published in the *Palgrave Handbook of Chinese Language Studies*, and I became a certified ACTFL Oral Proficiency Interview Tester in Chinese. If you want a free, unofficial OPI interview, let me know!

New Faculty Spotlight

What is your title? Mulberry Essence Assistant Professor of East Asian Literature and Comparative Literature

What are your research interests? I work on premodern Japanese poetic culture, including poems written in Chinese (kanshi) as well as Japanese (waka).

What do you like to do when you aren't working? I like going out to try new bars and restaurants as well as staying in to play board games.

What is your favorite place in the world? Before moving to Providence, I lived first in Tokyo and then in northern Italy. Both have a special place in my heart.

Jeffrey Niedermaier



Naofumi Tatsumi



What is your title? Visiting Lecture of Japanese

What are your research interests? Japanese pop culture, technology for language teaching, intercultural communication, pragmatics, and sociolinguistics

What do you enjoy most about your position? I enjoy seeing students' "Aha!" faces.

What do you like to do when you aren't working? I play the guitar, write songs, and post them on my YouTube channel.

What is a fun fact about you that people may not know? Search for my name on Wikipedia. I was named after him.

What is your motto or personal mantra? Don't be satisfied with your results. Be happy with your progress.

New Faculty Spotlight

Trang Tran



What is your title? Ms. Trang Tran. My students usually call me "cô Trang".

What are your research interests? My research interests include: Translanguaging and Multimodality in Less Commonly Taught Languages Classrooms, Teaching Vietnamese as a Foreign/Heritage Language, and Language Pedagogy for Less Commonly Taught Languages

What do you enjoy most about your position? I'm thrilled to join the Brown University community, where I am initiating an exciting yet daunting task of launching the new Vietnamese program at the Department of East Asian Studies. I find my job is very rewarding because I love working with students who are passionate about Vietnamese languages and culture. I learn so much from them every day.

What do you like to do when you aren't working? I love cooking Vietnamese food, gardening (mostly flowers and herbs), and playing volleyball. I enjoy traveling with my family to new destinations, meeting people, and trying new food.

What is your favorite place in the world? It would be my hometown, An Giang, known as "The Rice Basket" of the Mekong Delta and Vietnam. It has the best street food in the world, to my humble knowledge :)

Aya Yamakawa

What is your title? I am a visiting lecturer of the Japanese language.

What are your research interests? My current interest in research is developing a more gender-inclusive Japanese language classroom as gender diversity is an inevitable issue, especially in second language acquisition as it is tied to identity.

What do you like to do when you aren't working?

I enjoy cooking and traveling. I often experiment in and out of the kitchen with new multicultural recipes. My most recent experiment was cooking over an open fire during my summer road trip camping in the beautiful Yellowstone National Park.



Class of 2021

The East Asian Studies Department's 2021 graduates are listed below.

Chris Avalos

Adelaide Li

Matthew Dai

Amelia O'Halloran

Houda Barroug

Nicholas Smith

Thomas Godwin

Karis Ryu

Kaleb Hood

Amy Pu

Hugh Jia

Lauren Wilson

Elaina Kim

Tiny Love Stories

Listed below are short stories written by students for the
Chinese Tiny Love Stories Competition



tiny love stories

MINI STORY COMPETITION

中文组2021年 Tiny love stories 征稿

2020-2021 是“魔幻”的一年，每个人的生活都很不容易。但也是这一年，我们苦中作乐，“疫”中生情！来自家人、朋友、同学，甚至是陌生人的温暖让我们懂得珍惜和感恩。

布朗大学中文项目邀请你分享过去一年里你经历的一个小小的，有爱的故事。这个故事不必太长（200字-500字），可以是你看到的，听到的，也可以是你生活的感悟。故事需要配一张图片。

请在4月09日之前发表在布朗大学中文项目的脸书的网页上。老师和同学会评选出最有爱的故事，发表在东亚系的 newsletter 上。

p.s. 一年级的同学可以用一组照片配上简单的文字讲一个故事。

Tiny Love Stories

Provided below are stories written by students for the **Chinese Tiny Love Stories Competition**

Lisa Yu

上大学之前，我父母给了我一个硬盘，里面装的全是老照片。我已经上了三年大学可是我一直都没有把这个硬盘拿出来看。我这几年上大学很忙。除了学习就跟朋友们出去玩。因为疫情，我突然每天都有很多空闲时间。前几个星期我又想起来了这个硬盘。我进去看的时候发现有好几百我父母从七十年代到2018年的照片。我以前从来都没见过我父母上高中和大学的照片所以我很高兴。看了以后我马上给我父母打电话请求他们给我讲每个照片的故事。我们说了很长时间我觉得帮助我更好了解他们的成长。我觉得我父母很无私所以不常说自己的成长故事，只关注孩子的事情。可是通过这件经历我可以听到他们回忆一些快乐的记忆。我现在离家很远很想家人可是因为这个疫情我可以发现不同办法跟我爱的人联系和深入了解。



Tierra Williams

我的最好朋友是我的弟弟。他只有五岁，可是什么事我都跟他说。我在家住了七个月了，另外爸爸妈妈平常都很忙。就我们俩在家，所以我花了那么时间跟他在一起。我们看电视，做饭，和去公园走路。我快年半没见面大学的朋友了。但是跟弟弟在一起的时候，每天我越来越高兴。



Tiny Love Stories

Provided below are stories written by students for the **Chinese Tiny Love Stories Competition**

Rachael Gunderson

每年寒假我都会跟家人一起去旅行。冬天的时候，我的家乡天气很冷，所以我们喜欢去比较暖和的城市旅行。不过，刚过的这个寒假我们得呆在家里。虽然我们本来不开心，但是呆在家里让我们有很多时间在一起，所以后来就觉得这样也很好。我的姐姐在别的州上大学。因为我们平时相处得很好，所以我经常很想她。刚过的这个寒假她回家来过圣诞节。因为我们呆在家，所以我们买了一个圣诞树，去滑了雪，看了圣诞电影，什么的。圣诞节晚上我跟姐姐一起为家人做了晚饭。我们做了五道好吃的菜。去年有时候生活很不容易，可是我为着跟家人在一起的时间感恩，特别是跟我的姐姐一起的时间。



Victoria Yin

当我离开校园时，不但要跟朋友们、社区、和校园生活离开，我还必须要跟我的女朋友离开。我们四个月以前在共同朋友的派对见面了。她叫米亚。当时她的头发比较长，我的比较短；她喜欢黑的服装，我喜欢更丰富多彩的服装；他的眼睛是绿色，我的是咖啡色。她是巴西后裔，我是华裔。我们都喜欢谈社会和政治问题，去外面玩儿，做好吃的饭以及看关于同性恋的电影。那时候，我们通常要上课或参加会，经常躺在床上说，“我希望我们能有一天不用上课或参加会，就能安安静静的一起躺在这儿。”

过了几个月，我们就要回家了。他家在加州洛杉矶市，我住在爱荷华州。2500多公里，两个时间不同：我们算是不同的世界。去年到家以后，我们两个写了信，打了电话，和制定了计划。米亚和我打算一起过夏天，可是我们父母不同意，太危险。总的来说，她七月十五日到达爱荷华州，我们没有课，没有会议，就花了一天躺在床上聊天。没有想到我们的愿望成真了！



Tiny Love Stories

Provided below are stories written by students for the **Chinese Tiny Love Stories Competition**

Simone Paul

去年我家人跟我觉得非常糟糕，每天都越来越痛苦。我姐姐生病了。但是她一从医院回家，我们就觉得非常高兴了。谁都爱我的姐姐，但是我们俩的爱非常特别：她让我的雨天变成晴天，我的冷天气变暖和。她是我的爱，我的家。



Picture from the Zoom event



Post-Fellowship

Stella Lee

This summer, I was a student of Princeton in Beijing, a widely recognized intensive Chinese summer language program. Over the course of eight weeks, not only did my Chinese proficiency level improve significantly, but my understanding of Chinese culture and politics deepened as well.

During this program, I was pleased to notice that my study habits improved. In the beginning, I was hesitant to ask questions during class, especially because I was aware that two years of learning Chinese was not enough for me to be fluent in the Chinese language. It also didn't help that the perfectionist side of me wanted to make sure that all of my sentences were thought out in advance so that I would sound like I had mastered the course content. However, I quickly understood that I was not there to test my knowledge of the Chinese language, I was there to learn it. I started to get into the habit of more frequently asking questions and volunteering to answer questions even when I wasn't exactly sure of what to say, because I knew that, ultimately, I wanted to get as close as I could to the level of fluency where I wouldn't have to translate sentences in my head as I speak.

Another change I saw in my study habits was that I started to go to the instructors' office hours more often and diligently preview for each class. This was likely a result of how kind and encouraging all of the instructors were, because it made me want to become a student that they could be proud of. Due to the extremely fast pace of the course curriculum, I also learned how to manage my time better to make time for both preview and review, and I plan to continue these study habits at Brown and beyond.

At the start of Princeton in Beijing, I was capable of holding very short and relatively simple conversations with native Chinese speakers, but two years of studying Chinese was not enough for me to maintain a conversation and freely express my thoughts. However, I realized about halfway through the program that I found it much more comfortable and easier to talk about relatively complex topics such as government responses to COVID-19 and abortion for longer periods of time. Outside of attending two hours of class every day, each student also had to attend a one hour one-on-one session with one of the instructors, which I believe was a key player in improving my Chinese language skills in a short amount of time. There were weekly meetings arranged by the program manager, where all of the Princeton in Beijing students and instructors gathered online to listen and ask questions to alumni who have applied their love of the Chinese language to their occupations. For example, some of the people we were introduced to work with the US government or news publication agencies. After hearing their stories of how studying Chinese can help us in the future, I started to consider how I could also apply my love for languages to a future career.

Post-Fellowship

Stella Lee continued

Looking back, I feel like I was able to accomplish my initial goal of being able to “act as a bridge between those who lack a shared language to understand each other, whether it be in a professional setting or on the streets” and “view the world from the perspective of those who resonate with China” by being a part of Princeton in Beijing. Not only did I polish my Chinese language skills to help facilitate better communication between people of different backgrounds, but I also learned new ways of approaching problems and communicating by learning about the

Chinese people and their culture. Despite being in an online setting, I was able to study and appreciate the differences between multiple cultures, learn about both historical and current events in China, and practice the ways in which I can voice my own opinions. I am very thankful to the EAS department for granting me the EAS Summer Fellowship

Brianna Richards

This past summer I participated in CET: Beijing’s virtual Chinese language program. Originally applying for their in person study abroad program, and this being CET’s first virtual version brought on by the pandemic, I had no idea what to expect going into this past June. However, through shared challenges and a shared learning curve, I believe I was better able to form connections with my classmates, instructors, and language partners. Through shared cultural resources, weekly meetings with language partners, and guest speakers, I was still able to expand my knowledge concerning Chinese culture and current affairs. In this way, CET’s virtual program was much more than I expected. As far as my language ability, I believe the program’s one-on-one components and weekly essays significantly increased my confidence in speaking and writing Chinese, aspects of my language learning that I have always struggled with advancing. Most significantly, I have become more comfortable speaking with native speakers who I have never met before in Chinese, something I even struggle with in my first language!

Throughout this summer program, I was presented with and overcame countless challenges; If it was not balancing 3 hours of nightly Chinese classes and extended weekly essays with working almost full-time hours at a part-time job, it was working on a group project at the same time as a 1500+ character research paper on the state of Chinese and American economic relations. At several points during this time I had to reach out to my instructor, in part to complain (which was okay as long as I did it in Chinese), and in part to gain the confidence necessary to overcome these academic challenges. The extended writing assignments, especially the research paper, was unfamiliar territory for me. I had never written full-blown essays in a second language before, and for me, these presented both a great challenge and opportunity for me to advance my language ability. It is interesting to look back now and see how such challenges, while in the moment can seem overwhelming, can serve as the strongest indicator of progress when overcome. I would like to thank the EAS department for their continued support in my Chinese language and cultural education, and for giving me the opportunity to prove (mostly to myself) that I have made significant progress in just a few short years. I hope in the years to come, I can continue my Chinese education here at Brown and in China!

Post-Fellowship

Luis Tsatsos Montoliu

This summer, I applied for International Christian University's summer program, which is normally held in Japan, but due to the COVID pandemic, was held online over Zoom.

Going into this program, I wanted to expand my proficiency, particularly in spoken Japanese, which I have seen is one of my weak points when speaking the language. Immediately after going through the introduction procedures and being given a summary of all of the possible class options, I was placed in an Intermediate-Upper level class that was more focused on academic applications of the language.

Although I was a bit disillusioned by this fact at first, I quickly felt at home in my 4 person class paired with two professors. Similar to my classes at Brown, there was a mixture of readings, writing assignments, and kanji mastery that was expected of us. However, on top of that, in every unit (about every 4 days) we had to give a presentation pertaining to the themes of the things we had been learning that week. This really gave me the chance to practice both my writing and speaking skills, while also attempting to research different topics through Japanese media. Although my speaking still tends to break down during high-pressure semesters at Brown University, this experience shows itself on days where I speak to my senseis or my classmates casually. On top of this, I did get to interact a lot with my classmates and senseis due to the small class size. My classmates and teachers were from a variety of different backgrounds, spanning from Japan to England, allowing me to get perspectives of different ideas in both the Japanese context that we were studying, as well as from other places in the world. In the event that I do get to make my way over to Japan in the near future, I have gotten the contact of both teachers and students that are over there.

On top of that, they gave me useful insights on what I can possibly accomplish with my time learning Japanese, and my options over there going forward. Finally, I did get to interact with students that were currently attending ICU. Most of the time, they would come into our class to help us with kanji practice or class exercises. However on top of that, there were bi-weekly conversation sessions that were hosted with different themes at every meeting. Overall, I felt that these were inaccessible however, due to the fact that the software that we used was glitchy and it was sort of awkward due to that fact. I was also given a conversation partner for the whole semester, with whom I exchanged phone numbers with. That situation also didn't lead to much, other than texts around every two weeks during the duration of the program.

Overall, I very much enjoyed my classroom experience with what I learned and the time I got to spend with my classmates and teachers. I do think that the zoom aspect of the program hampered some of the immersion experience that came with interacting with the Japanese student, but I think if anything, this has strengthened my desire to go to Japan myself to experience the culture first hand.

Alumni News

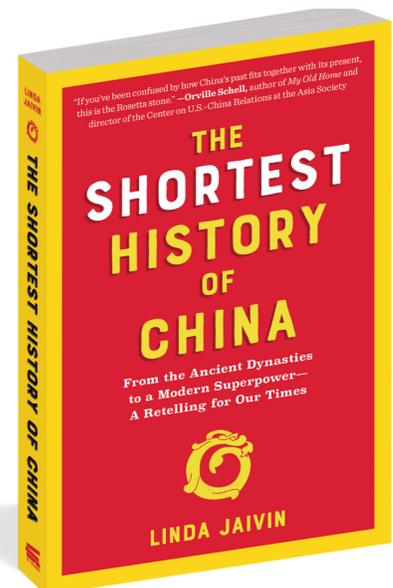
1977

Linda Jaivin

She is very happy to say that her newest book, *The Shortest History of China*, is out in the US and UK this month (September); it was published in Australia in May. The acknowledgements begin: "This book is dedicated to Professor Lea Williams of Brown University, whose introductory course on East Asian history hooked me on the study of China in 1973, and whose insistence that I study the Chinese language changed my life." It's been getting great reviews, which is thrilling, and comments like the following.

"This is a virtuosic, and virtuosically succinct, history of China. Its 288 pages brim with political, cultural, social and economic insight. It brings together statesmen, court chronicles, poetry, fiction, mythology, painting, pottery, pop music and myriad other sources to construct a fascinating, enormously dynamic portrait of a superpower. Essential reading." (Julia Lovell, professor of modern China, Birkbeck College, University of London)

"Jaivin defies the convention that China's history is too big, too complex, and too long to be handled succinctly. She also challenges the notion that history can be entertaining, or informative, but not both. This book is the perfect jumping off (diving in?) point for someone new to Chinese history: it encourages you and prepares you to go further, but if this is all you read, you can consider yourself well informed and better prepared to make sense of the world that China is remaking." (James Carter, author of *Champions Day: The End of Old Shanghai*)



1986

Marnix (“Mark”) R. Koumans, Brown class of 1986

Since graduating from Brown with an A.B. in East Asian Studies in 1986, and after I worked for a bank in Boston and for a Rhode Island-based company as their Asia-Pacific Sales Manager, I have served in the U.S. Foreign Service and the Civil Service for 30 years. My business experience proved useful when I worked in the Economic & Political Section of the U.S. Consulate in Hong Kong where among other things, I worked to support American companies’ export efforts. Also at the State Department, I worked on the China desk, negotiating agreements with and traveling to China; served two tours in Europe; spent a year detailed to the Office of the U.S. Trade Representative (USTR); and spent two years directly supporting the Office of the Secretary.

After 17 years at State, I transitioned to the Department of Homeland Security (DHS), where I worked in the Office of Policy for eight years, most of it as the Deputy Assistant Secretary for International Affairs. During that time, I led or attended numerous negotiations, conferences, and other engagements in Asia and elsewhere. After that time, I held several positions in executive leadership at DHS component agency U.S Customs and Border Protection. Later I was the Deputy Director of U.S. Citizenship and Immigration Services and led, on behalf of DHS, the preparations for and implementation of the U.S. Presidential Transition in 2020-2021. After that assignment, I returned to an executive leadership position at CBP, where I now oversee CBP’s international engagements and deployments as well as CBP’s laboratories and scientific services, intelligence officers, and several other offices grouped under Operations Support.



2000

Stacy Smith

To say that the last year and a half was disruptive is an understatement, but I am extremely thankful that I and my loved ones remained healthy.

Interpreting jobs dried up completely at the beginning of the pandemic, allowing me to do things I might not previously have had the bandwidth for. I enjoyed being a poll worker for the first time, as it was a privilege to play a small but necessary part in our political process. I was also able to volunteer for weekly cleanups at local parks and join a community garden. Lockdown was difficult, but access to these amazing outdoor activities made getting through it a lot easier.

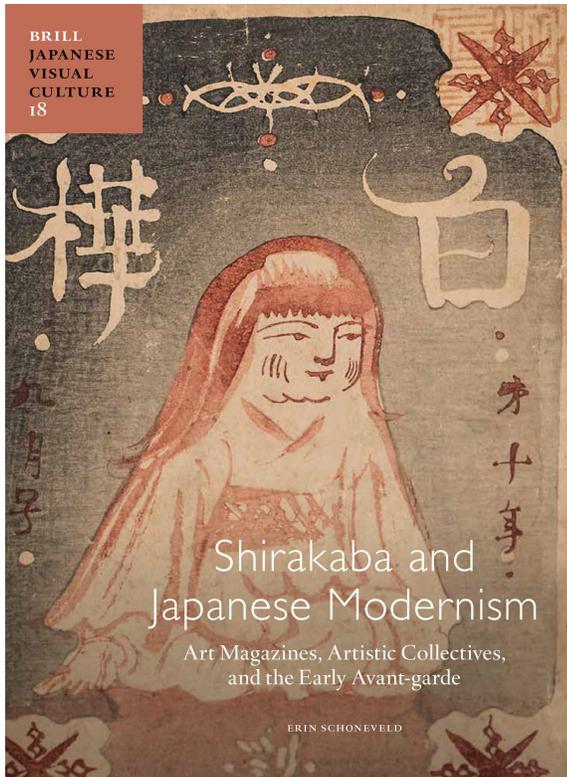


I appreciated the chance to have such diverse experiences, and realized that I wanted to keep this balance in my life going forward. Things are slowly returning to whatever our new normal will be, but regardless of how it all turns out I plan to nurture my new pursuits. Workwise I'm curious to see if the surge in remote interpreting during the pandemic is a trend that permanently takes over the industry, or if it shifts to a hybrid model of remote and in-person. One thing for sure is that like everything else in our current Zoom-centric world, remote interpreting is here to stay.

2002

Erin (Kelley) Schoneveld

In February 2021, I was promoted with tenure to Associate Professor of East Asian Languages & Cultures and Visual Studies at Haverford College. My book *Shirakaba and Japanese Modernism: Art Magazines, Artistic Collectives, and the Early Avant-garde* (Brill, 2019) was awarded the Japan Art History Forum First Book Prize.



2009

Kimberly Kwok

I am currently still running my own playgroup, nursery and kindergarten in Hong Kong called Mighty Oaks International Nursery and Kindergarten. My school is heavily focused on character education. Our children explore, learn, laugh, love and grow together in a nurturing educational environment so our students will blossom from acorns into oaks of righteousness. Recently, Mighty Oaks was awarded "Hong Kong Most Outstanding Services Awards 2021" in recognition of our efforts in the early childhood education field. On a more personal note, I am excited to announce our family of 2 is now a family of 3. Our son Samuel was born 5 months ago and he has been a joy since!



2019

Quinton Huang

After matriculating from Brown, I taught English at Can Tho University, Vietnam as a Princeton-in-Asia fellow for the 2019-2020 academic year, where I had the opportunity to learn Vietnamese and learn more about international education in Southeast Asia. When the pandemic began in earnest during the spring of 2020, I returned to my hometown of Kitimat, Canada (near the Alaska-British Columbia border) and interned remotely for Fulbright University Vietnam. In September 2020, I began working as a Junior Research Scholar at the Asia Pacific Foundation of Canada, researching primarily on subnational and civil society relations between Canada and Asia. Outside of work, I've enjoyed continuing with my Chinese and Vietnamese language studies by engaging in volunteer translation projects, and have begun to learn Korean and Japanese. I am also continuing to be involved in Strait Talk, a peacebuilding initiative across the Taiwan Strait that started at Brown, as a board member and have continued work on my undergraduate research on Kowloon Walled City during the last years of British colonial Hong Kong, presenting a paper at the most recent Society for Hong Kong Studies conference in June 2021. Finally, the silver lining of the pandemic is that it has brought me back together with family, both new (pictured) and old, after a long time away from home, and has reignited my interest in gardening, which has shown me that amazing things—such as this massive zucchini (pictured)—can happen with some patience and tender care.



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!

Faculty Directory 2021-2022

Beverly Bossler	Chair of EAS and Professor of History
Cynthia Brokaw	Professor of EAS and History
Yuh Joo Byun.....	Visiting Lecturer of Korean
Kaijun Chen	Assistant Professor of EAS
Pin-Chi Chen.....	Visiting Lecturer of Chinese
Wenhui Chen	Lecturer of Chinese
Ellie Choi	Visiting Assistant Professor of EAS
Sachiko Hiramatsu	Lecturer of Japanese
Jia-Lin Huang Hsieh	Visiting Lecturer of Chinese
Lung-Hua Hu	Senior Lecturer of Chinese
Liwei Jiao	Lecturer of Chinese
Zhuqing Li	Visiting Associate Professor of EAS
Mei-Hsing Lin	Visiting Lecturer of Chinese
Naemi McPherson	Lecturer of Japanese
Rebecca Nedostup	Associate Professor of EAS and History
Jeffrey Niedermaier.....	Associate Professor of EAS and Comparative Literature
Cheol Rin Park	Visiting Lecturer of Korean
Samuel Perry	Associate Professor of EAS and Comparative Literature
Janine Sawada	Professor of EAS and Religious Studies
Kerry Smith	Associate Professor of EAS and History
Atsuko Suga Borgmann	Senior Lecturer of Japanese
Naofumi Tatsumi	Visiting Lecturer of Japanese
Trang Tran.....	Visiting Lecturer of Vietnamese
Lulei Su	Lecturer of Chinese
Hye-Sook Wang	Associate Professor of EAS
Lingzhen Wang	Professor of EAS
Yang Wang	Senior Lecturer of Chinese
Aya Yamakawa	Visiting Lecturer of Japanese
Kiko Yamashita	Associate Professor of EAS

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Providence, Rhode Island