

EAST ASIAN *Studies*

Alumni Newsletter



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Letter from the Chair

First of all, it is my great pleasure to write this letter as Interim Chair of the Department this year. Having been a faculty member in EAS for more than a decade, immediately after earning my degree, I have seen how the Department has grown. I have also grown as a teacher and scholar within the Department. Among all the positive changes, I am glad EAS began publishing this newsletter and has made efforts to reach out to our students, both present and past. It is a great way for *alumni* to reconnect to where they spent four years of their life. I would like to congratulate this year's graduates again and urge them to stay in close touch with us, wherever they are.

As Professor Kerry Smith, who is on a well-deserved sabbatical this year, hinted in last year's newsletter, we're publishing this and forthcoming volumes electronically. While one may not be able to keep the newsletter on his/her bookshelf as a published artifact, we believe more *alumni* can be reached more readily via this form.

Student interest in East Asian Studies has continued to grow in recent years. Overall enrollment in EAS courses jumped from 539 in the 2003-2004 academic year to 746 in the 2008-2009 academic year. We have seen this high level of participation for four consecutive years now, beginning in 2005-2006 when total EAS course enrollment reached 732 students. We are currently serving 411 students this fall. While the number of concentrators remains steady, we hope increased interest in East Asia in general will bring more concentrators in the near future.

EAS has hosted a number of special events since last summer. The Department hosted the New England regional annual conference of the Association for Asian Studies on October 3. 140 scholars and graduate students from forty-seven colleges and universities participated in the conference, some from as far as China. Anthropology Professor Matthew Gutmann, who is also the Vice President for International Affairs at Brown, gave a wonderful keynote speech. Everyone enjoyed sharing research, ideas, and time on a rainy autumn day. We would like to thank all the participants for their contribution to the meeting, the Program Committee (professors Janine Sawada, Kerry Smith, Hye-Sook Wang and Lingzhen Wang) for their hard work, and Kathy Spicer and Melina Packer, our very capable EAS staff, for making sure everything went smoothly.

This past spring the Department sponsored and hosted a colloquium: "Gender and East Asia: Interdisciplinary Approaches to Women in China, Japan, and Korea," thanks to the efforts of professors Lingzhen Wang, Samuel Perry and Kerry Smith. The following four speakers were invited: Professor Chris Gilmartin of Northeastern University spoke about "The Gendered Dimensions of Nation-Building in Rural Sichuan During World War II: A Local Perspective" on February 20; Professor Jina Kim of Smith College presented: "Women in Trouble: Korean Melodrama in the 1930s & 40s" on February 27; Professor Amy Dooling of Connecticut College gave a talk entitled "From Tie Guniang to Dagongmei: Cultural Representations of Female Labor in Post-Socialist China"

on March 6; and Wellesley College Professor Eve Zimmerman finished with her lecture “Into the Dollhouse: Manipulating Scale in Japanese Fiction and Manga, c. 1980” on April 13. This colloquium drew a group of participants who carried on very intense discussion of the growing field of gender issues. We are all grateful for the opportunity for this intellectual communication.

Summer language study scholarships and internship support are one of the ways the Department supports our students. A generous gift from Mr. Brian Leach and our remaining Freeman Foundation grant enabled EAS to support twenty-seven students (totaling \$36,400) this past summer. Seven internship and twenty language study scholarships were awarded. The language study recipients studied their respective languages intensively in China, Japan and Korea, and internship support recipients either worked or conducted research in the East Asian country of their choice. The reflective essays written by the awardees upon returning clearly demonstrate how this Department support assisted them in improving their language skills and deepening their cultural understanding.

“When I think of the friends I made, the skills I acquired and the experiences I had, I can’t believe I was gone for only six weeks.” — [John Boeglin](#)

The second advanced speech contest and first beginning speech contest for Chinese learners was another exciting event for our students. The advanced speech contest has become an annual event since 2008 and only gets better as we gain more experience and more publicity. Twelve students competed in 2008; fifteen students in 2009. Attendees, instructors and classmates alike were very pleased to see the level of engagement and enthusiasm from participating students. Learning does not take place in the classroom alone.

As a final note, the Department will continue to inform you of how we are doing, and we would encourage you do the same. We would be delighted to hear about your life after EAS at Brown. Looking forward to hearing from all of you and wishing you all the very best,

Hye-Sook Wang
Interim Chair
Associate Professor, East Asian Studies

News from the Faculty

MAGGIE BICKFORD

Maggie Bickford is on sabbatical leave during 2009-2010. She is writing a book with the working title *Relic, Replica, and Romance: Repossessing the History of Early Chinese Painting at the Courts of the Song Dynasty*.

LUNG-HUA HU

On Friday, May 22, 2008, a group of Brown *alumni* got together with a dozen undergraduates in the seminar room at the EAS Department to share their valuable first-hand experiences working and living in China. Organized by the president of the [Brown Club of China](#), Michael Keefrider (dubbed “MCK” by his friends), these alums provided invaluable information to the undergraduates who attended. I had wanted to thank these *alumni* but never had a proper opportunity to do so. As such, I would like to take this opportunity to thank them for taking time out of their short stay on campus to help their fellow students.

These *alumni* are: Michael Keefrider, Ryan Levesque, Laura Tylene Levesque, Aaron Halegua, Samantha Tyroler-Cooper, Benjamin Mathis and Lisa Movius. With the exception of Laura, all of these *alumni* had taken Mandarin through East Asian Studies’ Chinese program. MCK and Ben went to Duke’s summer program and semester program, respectively, and worked really hard in these rigorous programs. After Brown, MCK further pursued his Chinese study with IUP at Tsinghua University in Beijing; Ryan, Aaron, Samm, and Lisa all attended Princeton in Beijing, and miraculously survived.

Currently, MCK is an entrepreneur and has been living and working in Beijing for five years. Ryan is China Expansion Manager with AIG and had just returned to the US with Laura after living and working in Shanghai for a few years. Aaron and Samm both received Fulbright scholarships upon graduation; Aaron later went to Harvard Law School and Samm recently received her master’s degree in International Relations from Yale. Ben was in the PLME program and is now a pathologist in Philadelphia. Lisa has been living and working in Shanghai since she graduated a few years ago. She is an established freelance writer and has connections with all walks of life in Shanghai, particularly in the culture and fashion arena.

I thank them all from the bottom of my heart for their dedication in helping young Brown “bears” who, in one form or another, aspire to pursue their future careers in China.

DORE LEVY

This past year has taken me to several conferences, including two in East Asia. In June, I spoke at “Rethinking Visual Narratives from Asia: Intercultural and Comparative Perspectives,” organized by Alexandra Green of the Department of Fine Arts at the University of Hong Kong. Thanks to my John Rowe Workman Award, I was able to spend two weeks in Hong Kong conducting research around this conference. My paper, “Vignettism in the Poetics of Chinese Narrative Painting,” will appear in the conference volume sometime next year. During the first week of September, I returned to Taiwan after 30 years to

attend “Beyond Text: An International Workshop on Material Culture Studies” at National Tsing-hua University. Organized by Professor Jue Chen, this week-long event included 50 students at all levels of higher education, selected competitively for their research on the subject of the conference. In addition to my lecture, “Imaginary Masterpieces in *The Story of the Stone*,” I conducted a workshop on the methodology of multi-disciplinary research at the University.

Two more essays on *The Story of the Stone* are in press: “Gardens and Garden Culture in *The Story of the Stone*,” for Andrew Schonebaum and Tina Lu, eds., *Approaches to Teaching The Story of the Stone* (Dream of the Red Chamber), Modern Language Association of America (forthcoming); and “The Retributory Power of Gossip in *The Story of the Stone*,” in Jack Chen and David Schaberg, eds. *Gossip and Anecdote in Traditional China* (the Global, Area, & International Archive [GAIA] at the University of California Press: forthcoming).

JAMES McCLAIN

I returned to teaching in the spring semester of 2008-2009, following a sabbatical leave, and spent considerable time revising my courses on the history of modern Korea (which I introduced in 2007) and the cultural history of Japan in the early modern era (which I had not taught since the fall of 2005). I enjoyed both courses immensely, but inserting new offerings on Korea into the Brown curriculum carries with it a special satisfaction.

The sabbatic leave provided me with an opportunity to move forward with research on my book project, *Tokyo Modern: The Importance of the Middle-class in Twentieth Century Japan*, by using materials at collections in New York at the Metropolitan Museum of Art, the New York Public Library, the Columbia University Library, and the Brooklyn Museum of Art. In addition, an article “Edo and Paris” that I co-authored with John Merriman (Yale University) appeared in *The World of 1607* (Jamestown-Yorktown Foundation, Williamsburg), and I worked with my publisher (W.W. Norton) on the Chinese translation of my [Japan: A Modern History](#).

Professionally, I was reappointed to serve another term on the Board of Trustees of the Society for Japanese Studies (which publishes the *Journal of Japanese Studies*), and I continue to serve on the Board of Directors for the Kyoto Consortium for Japanese Studies.

SAMUEL PERRY

Professor Perry specializes in the revolutionary cultural movements of early 20th century Japan and colonial Korea. His latest research focuses on the proletarian avant-garde, communist women’s fiction and the culture of revolutionary childhood. He has published articles on the writings of Chang Hyök-chu, as well as a book-length translation of Kang Kyöng-ae’s 1934 novel *In’gan munje*, which The Feminist Press has just issued with the title, *From Wöonso Pond*. His writing on children and revolutionary fiction was also translated and published this year in Japanese. Professor Perry’s book manuscript, entitled *Fiction on the Front-Line: Revolutionary Culture and Activism in Japan and Colonial Korea*, shows how proletarian artists and activists reconfigured culture into a vital social practice in the late 1920s and early 1930s, opening up new critical spaces in the intersections of class, gender, ethnicity and childhood.

During his first year as a faculty member in East Asian Studies, Professor Perry has delivered papers at the Association of Korean Studies Europe in Leiden, at the Association of Asian Studies in Chicago, at the Kobayashi

“It was not my first time in Korea, but it might as well have been. Since my initial visit as a mere six year old, Korea had changed drastically, and my distant memories seemed of a different country.” — [Aaron Nam](#)

Takiji Memorial Symposium in Oxford and at the Society for the History of Children and Youth in Berkeley, CA. Having taught classes on popular culture, women's literature, revolutionary culture and the practice of translating Japanese fiction and poetry, he adds two new courses to the Department's offerings this year: a survey of Japanese literature called, "From Basho to Banana: Four Hundred Years of Japanese Literature," and a seminar examining the history and culture of sexual minorities in East Asia, called "Queer Japan: History, Culture and Sexuality."

HAROLD ROTH

Roth is a specialist in early Chinese religious thought, Daoism, the history of East Asian religions, the comparative study of mysticism and is a pioneer in the newly developing field of [Contemplative Studies](#). This field finds serious engagement with the meditative traditions of East and South Asia, and studies them, along with other contemplative traditions, from scientific, humanistic and creative arts perspectives.

During the academic year 2008-2009, Roth published: "Against Cognitive Imperialism." *Religion East and West*. 8 (2008); 1-23. This is an article derived from the Fifth Hsuan Hua Memorial Lecture that he delivered in March, 2008 at the UC Berkeley Graduate Theological Union. He also completed the writing and editing of three book chapters: "Huainanzi: The Pinnacle of Classical Daoist Syncretism" and "Daoism in the Guanzi 管子," both of which will be published later this year in Liu Xiaogan (ed.), *Dao: A Companion To Daoist Philosophy*. New York: Springer. This collection includes chapters on all the foundational works of classical Daoist philosophy written by some of the world's leading scholars of the tradition, one of whom is the editor, Professor Liu of the Chinese University of Hong Kong. The third book chapter is entitled, "Contemplative Studies: Can It Flourish in the Religious Studies Classroom?" In Frances Grace and Judith Simmer-Brown (ed.), *Teaching From Within: Contemplative Pedagogy for Religious Studies*. Albany, NY: State University of New York Press, also due for a 2009 publication.



“China was a powerful jolt, a reminder of the radically different lifestyle millions of other people led, a testament to the richness and beauty of Chinese culture and also at times a foil to the freedom and relative wealth I enjoy as an American citizen.” — [Brandon Kaufmann](#)

Roth also continued the seemingly endless editorial work on the massive translation of the last great untranslated work of classical Chinese thought that he completed with a team of three other scholars he first assembled in 1995. It will be published on November 20, 2009 under the following title: *The Huainanzi: A Guide to the Theory and Practice of Government in Early Han China*, by Liu An, King of Huainan, translated, annotated, and introduced by John S Major, Sarah Queen, Andrew S. Meyer ('89 EAS), and Harold D. Roth, New York: Columbia University Press.

Roth also served as Director of the Contemplative Studies Initiative in the Arts and Sciences and Co-Director of Brown University School of Medicine's Scholarly Concentration Program in Contemplative Studies. For the latter, he also team-taught a pre-clinical elective course in the Medical School entitled "Clinical Applications Of Mindfulness: A Primer For Medical Students." For undergraduates, Roth also taught "Great Contemplative Traditions of Asia," "Zen Buddhism in China, Korea, and Tibet," "An Introduction to Contemplative Studies," and "Syncretic Daoism," as well as overseeing a GISP on Chinese Medicine, the EAS Honor's Thesis of David Berliner, as well as four Contemplative Studies Independent Concentrations.

Finally, Roth gave a number of papers and invited lectures during the academic year 2008-2009. First, at the Harvard University Conference on the Huainanzi, May 30-June 1, 2008, he gave a paper entitled, "The Daoist Rhetoric of Self Cultivation in the Huainanzi 淮南子." In the fall he gave a paper entitled "The Structure and Significance of the Huainanzi's 淮南子 'Root-Passages'" at the University of British Columbia Conference on Daoist Studies, October 24-26, 2008. This was a major international conference. Also, in the spring of 2009, Roth gave the Keynote Address at the Annual Meeting of the Asia Network, a professional association of scholars of Asia who work at smaller liberal arts institutions. The lecture was entitled, "Asian Contemplatives and Western Science: Breaking Down the Barriers of the 'Non-Overlapping Magisteria'." He also gave a paper at that same conference, entitled "Meditation without Racination: Reflections on a Decade of Teaching Asian Contemplative Practices in an Ivy League Classroom."

JANINE T. ANDERSON SAWADA

During her first year teaching at Brown, Janine Anderson Sawada introduced students to the fundamentals of Japanese religious history as well as to classic works of Buddhist literature that have played a central role in the formation of East Asian culture. She also served as advisor to seniors in the Department of Religious Studies and joined colleagues across the University to develop new graduate programs in East Asian Studies and Religious Studies.

In fall 2008 Professor Sawada delivered a paper at the European Association for Japanese Studies Conference, held in Lecce, Italy, on the history of religious devotion to Mt. Fuji; she followed up with a research presentation at the University of Chicago's Seventh Annual "Japan at Chicago" Conference called "The Buddhist Fringe and the Approach to the Modern." In the meantime Professor Sawada continues to work on her larger project, a study of heterodox religious movements that spread in Japan in the 18th century.

"Driving to the airport for departure, listening and understanding ...what was being aired on the radio, I remembered my arrival - listening to the radio, but not understanding a thing." — [Rosa Cortez](#)

KERRY SMITH

Kerry Smith continues to work on a book about disasters, terrorism and justice in modern Japan, and spoke on these topics at Duke and elsewhere this past year. He has completed his first term as Chair of the Department of East Asian Studies, and will be on sabbatical in 2009-2010.

SHELLEY STEPHENSON

Shelley Stephenson earned her Ph.D. from the University of Chicago in East Asian Languages and Civilizations. Her dissertation topic ("The Occupied Screen: Star, Fan, and Nation in Shanghai Cinema, 1937-1945") reflects her interest in modern Chinese history and cultural studies. She has served as the University's Assistant Provost since 2006, working on ventures such as [Brown's internationalization initiative](#), advising the Provost and Vice President for International Affairs on the University's agendas in Asia, and managing a seed-funding program to stimulate new faculty-led projects. Shelley Stephenson also represents the Provost on inter-institutional committees such as the Creative Arts Council, the Brown-RISD Consortium, and the Rhode Island Independent Higher Education Association.

MARK SWISLOCKI

Mark Swislocki's first book, [Culinary Nostalgia: Regional Food Culture and the Urban Experience in Shanghai](#) (Stan-

ford University Press), came out in December 2008. The book focuses on Shanghai, a food lover's paradise, as a rich intersection of urban, regional, and national identities, and examines how tastes registered change and continuity at pivotal moments throughout the city's history. The book creates a new framework for studying foodways in Chinese history, and it re-characterizes the city of Shanghai, commonly thought of as China's most forward-looking and Westernized city, as a deeply nostalgic place. He also co-organized the spring 2009 conference "What Comes After Area Studies?". He is currently involved in research on his next project, *Human-Animal Relations as Cultural Frontiers in China*. Mark is teaching a new undergraduate seminar on "Minority Peoples of China" in fall 2009.



HIROSHI TAJIMA

I became interested in the application of drama methods in Japanese language teaching because of the great similarities between drama and language learning. "Most fundamentally, actors and language learners share common goals, the most important being effective "performance," that is, communicating the intended, appropriate message." (Smith, Stephen M. 1984. *The theater arts and the teaching of second languages*. Addison-Wesley Pub. Co., 29). "A person learning about a foreign culture tends to become a better actor in much the same way" (Smith, 13).

Drama is also a strong tool to deal with students' fossilization problems. If students continue to make the same mistake, they might learn incorrectly, and it is very difficult to correct such repeated errors. It can also be disheartening for a student in class if an instructor continually corrects the same mistake. However, in a drama rehearsal, an instructor is able to correct his or students' mistakes a number of times without damaging students' self-esteem.

I try to use mini-dramatizations in my classes. The mini-dramatization is a simplified version of regular dramatization. Its main components are students' development of the characters in the mini-dramas and the addition of situational details. As students develop the characters and add situational details, the anonymous characters in the situations become more authentic and the situations seem more real. This involvement provides more incentive for students to perform dialogues.

I am thinking about organizing students' performances so the Brown student body can view them, and intend to record and upload these classes to MyCourses or [Brown iTunes U](#) in order to obtain feedback from peers at other schools.

HSIN-ITSENG

Yes, we did it again – the second annual Chinese speech competition! This time we had a large supporting audience and fourteen enthusiastic contestants from CHIN 0600, CHIN 0800, and Business Chinese. Before their speeches, contestants gave a brief English summary or PowerPoint presentation, which allowed non-Chinese speakers to enjoy the competition as well. This year's topic was "Brown and I." Contestants shared their affection for Brown and described how Brown has informed their experiences. To provide students a memento commemorating their involvement in the Chinese program and the EAS Department, we printed award certificates for the winner and five runners-up. While we enjoyed all contestants' various speech styles, the highlight was probably a rap duo created by two students,

Click on the image below to view slideshow.



who were eager to try something different with the Chinese language. Their creativity and cheerfulness not only won great applause but also encouraged me to consider the possibility of organizing an activity, such as a talent show, for our concentrators and students in all three East Asian languages. My hope is to celebrate fully students' language skills by increasing interactions between EAS faculty and students and between students studying different languages.

Having enjoyed my second academic year at Brown, I look forward to teaching at Duke's study abroad program in Beijing this summer since it has been five years since my last trip to China. I taught at *Associated Colleges in China* in 2002 and *Princeton in Beijing* in 2004. This will be a great opportunity for me to catch up on current Chinese pedagogy and the structure of many newly-established programs. I also wouldn't miss any opportunity to explore post-Olympic Beijing and see China's change and development, which has been discussed constantly in class, with my own eyes. To those who are attending summer programs there, see you in Beijing!

HYE-SOOK WANG



I have had a very busy year since last summer, as usual. I taught "Korean Culture and Film" and "Intermediate Korean" in the fall, and "Korean Culture and Society" and "Intermediate Korean" in the spring. I had a fulfilling year in all of these courses with very engaging and enthusiastic students, who are so eager to learn about Korea.

I was especially busy with traveling and giving talks this past year. I presented a paper entitled "Integrating Language and Culture in Advanced Korean Courses" at the National Conference of Culture and Language Across Curriculum at the University of North Carolina at Chapel Hill in October. In May, I was invited to deliver a talk "Rethinking Advanced Level Korean Language and Culture Teaching: Curriculum, Pedagogy and Beyond" at the Center for Korean Studies at the University of California, Berkeley. In June, I gave a presentation, with one of my colleagues, on applying the content-based approach to teaching advanced levels at the annual meeting of the American Association of Teachers of Korean at the University of Washington in Seattle. I even traveled further,

to Korea, during this past summer and presented another paper entitled "Left in the Shade: Other Koreans and Non-Koreans in the Korean Language Education" at the 6th International Convention of Asia Scholars, which was held in Daejeon, S. Korea in August, on a panel "From Heritage Tongue to World Language: The Korean Language in a Global Context." When I returned to the States, I yet again traveled to Michigan to deliver another invited talk at the Korean Teachers' Workshop sponsored by the Center for Asian Studies at Michigan State University.

On the research side, I continued to work as editor of the *Korean Language in America*, the journal of the American Association of Teachers of Korean, since 2005. I also edited volume 13 in 2008. My article "Learning while Laughing: Integrating Language and Culture through Humor" was published in *Bilingual Research*, vol. 39 in the spring.

My service on the Nominations Committee is a small contribution I continuously make to the University. This past year was special because I

chaired the Nominations Committee of the President's Award for Excellence in Faculty Governance. I was honored to be part of the happy occasion where I saw the three most deserving faculty members at Brown University receive the highest recognition for their hard work and dedication to faculty governance. I also chaired

"Street signs which had been mysteries unveiled themselves day by day, and the gratification which came with this progress helped to make this summer study abroad experience one which I can only aspire to repeat in my continuing study of Chinese."

— **Norian Caporale-Berkowitz**

the Undergraduate Concentration Review Committee in East Asian Studies. While the review is still under discussion in the Department, I was pleased to take part in such an important endeavor. Working as a selection committee member for the Arnold Fellowship is another joy I have every spring. I learn a lot about students lives at Brown, and their projects, by reading their applications and interviewing the finalists. Being invited to serve on the National Screening Committee for the Fulbright scholarship offered me another opportunity to learn more about students' lives. It was wonderful to see one of our very own Brown candidates selected for this prestigious scholarship.

LINGZHEN WANG

During this past year, I have worked on three major research projects: a translation anthology, *Years of Sadness: Autobiographical Writings of Wang Anyi*, which will be published by the Cornell East Asian Series in the fall of 2009; two critical anthologies on gender and Chinese cinema, *Engendering Cinema: Chinese Women Filmmakers Inside and Outside China* (edited by me) and *Gender and Chinese Cinema: New Interventions* (co-edited with Mary Ann Doane), which are under consideration at Columbia University Press; and a monograph titled *Women Directing Films: History, Cinematic Authorship, and Feminisms in Modern China*, the first detailed study of the history of mainland Chinese women directors and their films, and the first to explore the diverse historical and political impacts of different feminist practices on women's filmmaking in modern China.

One article, "Transnational Feminism and Chinese Gender Studies," will be published in the first issue of the *Journal of Gender Theory and Culture* (co-edited by Chengzhou He and me) in the fall of 2009 (Nanjing University Press). In November 2008, I was invited to give a talk at the symposium "Understanding Chinese Cinema: Gender, Modernity, Identity" at UC Davis in conjunction with the "2008 Asia Pacific Film Festival: China Focus." My talk focused on issues of gender and commercialism in the recent works of Li Yu, an internationally acclaimed, young, female film director from China.

As the Brown director of the [Brown-Nanjing Joint Program in Gender and the Humanities](#), I have worked closely with both the Brown-Nanjing steering committee (Elizabeth Weed at the Pembroke Center, Michael Steinburg at the Cogut Center, and Kerry Smith in EAS) and with faculty members at Nanjing University in initiating transnational gender research, exchanges of scholars, joint publications and organization of academic events. On November 13, 2008, I was invited to give a talk at the Wayland Collegium Faculty Luncheon Series on transna-



“Ultimately, this summer in Beijing has shown me that China is not just the home of my ancestors, but a place that I could one day end up... . As a hardcore New Yorker who had no thoughts of living anywhere else... I think that’s pretty high praise.” —
[Hudson Leung](#)

tional feminism and on the Brown-Nanjing joint program. On March 13, 2009, I organized, together with the Brown-Nanjing Steering Committee members, a colloquium on “Gender, Modern China, and the Transnational Humanities.” Leading scholars in gender and modern China came to Brown to discuss the current state of research and scholarship on Chinese gender and to exchange views on Chinese women, politics, and historical agency. In March, I also participated in the organization of a series of activities in conjunction with Professor Chengzhou He’s month-long visit to Brown to strengthen the collaborative project with Nanjing University. The first issue of our joint effort, the *Journal of Gender Theory and Culture*— the first of its kind in China—will be published by Nanjing University Press in the fall of 2009.

In the Department, I co-organized with Samuel Perry a series of lectures titled “Gender and East Asia: Interdisciplinary Approaches to Women in China, Japan, and Korea” in the spring of 2009. I have continuously served as the concentration advisor for the China track.



YANG WANG

I taught Intermediate Chinese (CHIN0300-0400) and Advanced Modern Chinese I (CHIN0500-0600) last year, and I am currently teaching Intermediate Chinese and Advanced Modern Chinese II (CHIN0700-0800). My research interests include Chinese pragmatics, multimedia learning materials development and Chinese language pedagogy. I am continuing work on the workbooks for the textbook *Basic Spoken Chinese*, which are expected to be published May 2010 by Tuttle Publishing. I have also been working on a paper entitled “From Transcribing to Composing: Effects of Reading-based Writing Tasks for Intermediate Chinese Learners” that I will

be delivering at the 9th International Symposium on Teaching Chinese as a Foreign Language to be held in Taipei at the end of December 2009. In April 2009, I was also invited to give a presentation on the writing curriculum I designed for Intermediate Chinese at the annual Language Symposium sponsored by University of Chicago and Northwestern University. I have been serving as a First- and Second-Year Advisor in EAS as well as on Brown’s Fulbright Committee for the past three years, helping Brown undergraduates apply for Fulbright teaching and research scholarships overseas. Since 2006, I have also organized bi-weekly Chinese language tables at the “Ratty,” dining hall, providing students opportunities to practice speaking Chinese outside the classroom and exchange their study abroad experiences.

FUMIKO YASUHARA

Teaching is a very rewarding and exciting experience. I taught Basic Japanese 0200 with Professor Yamashita, who directed the course, and Intermediate Japanese 0400 with Ms. Imoto Jackson. Students of Japanese 0200 enjoyed their presentations, especially: “If I had one million yen and one month vacation” and the last group project: “The Tale of Urashima Taroo.” Their modern versions of Urashima Taroo were very funny. I was impressed by their teamwork and their great effort to apply what they learned to their productions. Students of Japanese 0400 worked hard for the last project: “Hakone Travel Plan.” Each student did thorough research and made individual travel itineraries with photos and maps. It was a pleasure to see how much our former Japanese 0200 students accomplished in Intermediate Japanese courses.

2009 is my twelfth year teaching Japanese at R.I. College’s [Upward Bound](#) Summer Program. Upward Bound is “designed to generate in low-income, potential first-generation college students the skills and motivation necessary to complete high school and to enter and graduate from a program of post-secondary education.” I am so proud of my former Upward Bound students who have joined Brown after the Program. I recommend EAS alumni teach English, Science, Math, or Foreign Languages for the Upward Bound Summer Program.



MEIQING ZHANG

My teaching responsibilities and research projects have been very closely related in recent years, focusing on grammar pedagogy. While coordinating the first-year Chinese course “Basic Chinese,” using the textbook *Beginning Mandarin Chinese* by Professor Richard Chi, I prepared various supplementary teaching materials, including *Fundamental Knowledge of the Chinese Writing System*, and *Writing Workbook, Teacher’s Manual, Students’ Workbook*. They have not only been used at Middlebury College’s summer school for years, but also at Brown, from 2002-2007. To accommodate the introduction of technology into the classroom, a Powerpoint version of the teachers’ classroom instruction supplement is being prepared as well. I am compiling and revising my fifth-year textbook, *Academic Chinese*, which covers a wide range of topics, including Chinese history, politics, diplomacy, law, international relations, aesthetics, architecture, economics and current social issues, to enhance students’ cross-cultural awareness and understanding. Supplementary teaching materials, including background information, knowledge of Chinese rhetoric and grammar exercises, are also being prepared to help students improve their communicative skills in both oral and written forms.

In recent years, I published several papers on topics of Chinese character instruction and innovative approaches to beginning Chinese grammar pedagogy instruction (in the *Journal of Chinese Language Teachers Association*, and the *Overseas Chinese Language Teaching & Learning Report*, Beijing Foreign Studies University). I also presented papers at CLTA/ACTFL annual conferences.



[Click on the image to view slideshow.](#)

Basic Chinese (CHIN0200) Speech Contest

Updates from our Visitors

JIA-LIN HUANG Hsieh

If you are a language instructor, you might agree with me that grading students' essays can be a time-consuming yet rewarding experience. Topics range from serious to personal, and you are blessed to share students' perspectives and lives, though most of time grading involves mingled feelings of joy and frustration over students' language development. This year, I was brought to tears several times, not because I couldn't finish grading in time (well, I did have to stay up several nights to get it done), but because I was moved by their maturity and sense of humanity. Unselfish love for the needy, especially children in poverty stricken countries, is beyond boundaries and languages. One student wrote he will not have a family of his own because he would rather devote all of his time to care for orphans and poor children from foreign countries. Another student said she and her family tried to raise some funds to provide medical care for poor children. For her, this is a very small thing to do. Yet another one is learning Chinese in order to help orphans in China. I really cannot agree more with one colleague's remark many years ago: it is an honor to teach at Brown.

YUKIKO KOGA

This past academic year gave me a wonderful opportunity to experiment in combining teaching and research in a productive way. Field research in China and Japan last summer, starting with participation in the gender studies symposium at Nanjing University, which inaugurated the Brown-Nanjing University institutional collaboration, played a key role in formulating my second book project, tentatively entitled *Accounting for Silence: Narration, Nation, and the Politics of Redress in China and Japan*.



The symposium provided the first opportunity not only to share my very vague ideas for my next project but also to consider the role of gender and gendered analyses, an area to which I had never been exposed. This new area of awareness turned out to be crucial for conducting productive field research later in Beijing and Tokyo.

The main purpose of my field research there was to document what happened to wartime Chinese forced laborers in postwar Japan and China. I wanted to trace their postwar trajectory all the way up to the postwar compensation lawsuits filed by some Chinese survivors in recent years. One of the significant findings of my Beijing interviews with surviving former forced laborers was how most of these Chinese men maintained decades of silence about their wartime experiences, even to their kin. The scant attention paid to their postwar silence stands in stark contrast to their female counterparts—the so-called “comfort women”—whose testimonies in the 1990s triggered the proliferation of a memory industry on these female sex slaves, which quickly pointed out the role of a patriarchal social structure in producing their postwar silence. I came

to a realization that addressing this asymmetry is one of the key areas for understanding what the postwar silence, both in China and Japan, reflects, and what it means to break this long-standing silence through the politics of redress.

“I remember looking over excerpts from my old textbook that I used to have trouble reading before I left for Waseda and realizing how much easier they became to read. ... I will also enjoy telling my friends at Brown some of the ridiculous stories I have accumulated during my summer” — [R. Lucas Jeffrey](#)

Thinking about this new project during the fall semester through teaching (“After Empire: History, Memory, and Mourning”), and participation in various seminars, made me want to push my thinking further by teaching a new course on the subject. For the spring semester, I developed a course entitled “Accounting for Silence: Anthropology of Narrativity and Law,” which critically examines the role of law within the politics of redress, using postwar compensation lawsuits filed by Chinese forced laborers and comfort women as case studies. The course exposed my students and myself to methodological and theoretical issues beyond

conventional legal analyses, and allowed us to explore highly conceptual matters through concrete cases. It was my first experience using a case method for teaching, but this turned out to be a very effective pedagogy, and I feel that I learned as much as my students through this course.

This summer, I am shifting gears and working on my book manuscript entitled *The Double Inheritance: The Afterlife of Colonial Modernity in the Cities of Former “Manchuria”* which I hope to submit for review by the end of the summer.

CHIA-HUI LIN

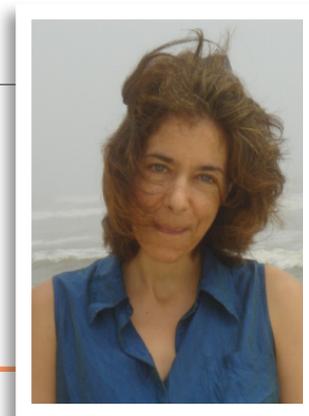
This is my second year at Brown. This semester I am co-teaching Intermediate Chinese. Last year, I found out how creative and absorbed the students are. It’s really like that old (Chinese) saying; teaching and learning promote and enhance each other. I feel satisfied seeing them use the target language accurately and am always excited by their wonderful performance. Language is a tool for communication; I believe the main task for a language teacher is to help students be well-prepared to communicate with others. For this reason, I like to develop teaching materials with a lot of variety to prepare students for the world where they would need to speak a different language.

Last semester, a student sent me an e-mail explaining how happy and appreciative she was because she could finally use Chinese to communicate with her father, who is unable to speak English. At that moment, I felt truly happy for her and also felt gratified as an instructor. I think that is the most pleasing compliment for a teacher to receive.

This new semester, I will focus on the cultural contrasts between American and Chinese teaching and learning, and definitely maintain my passion for teaching.

KATHRYN LOWRY

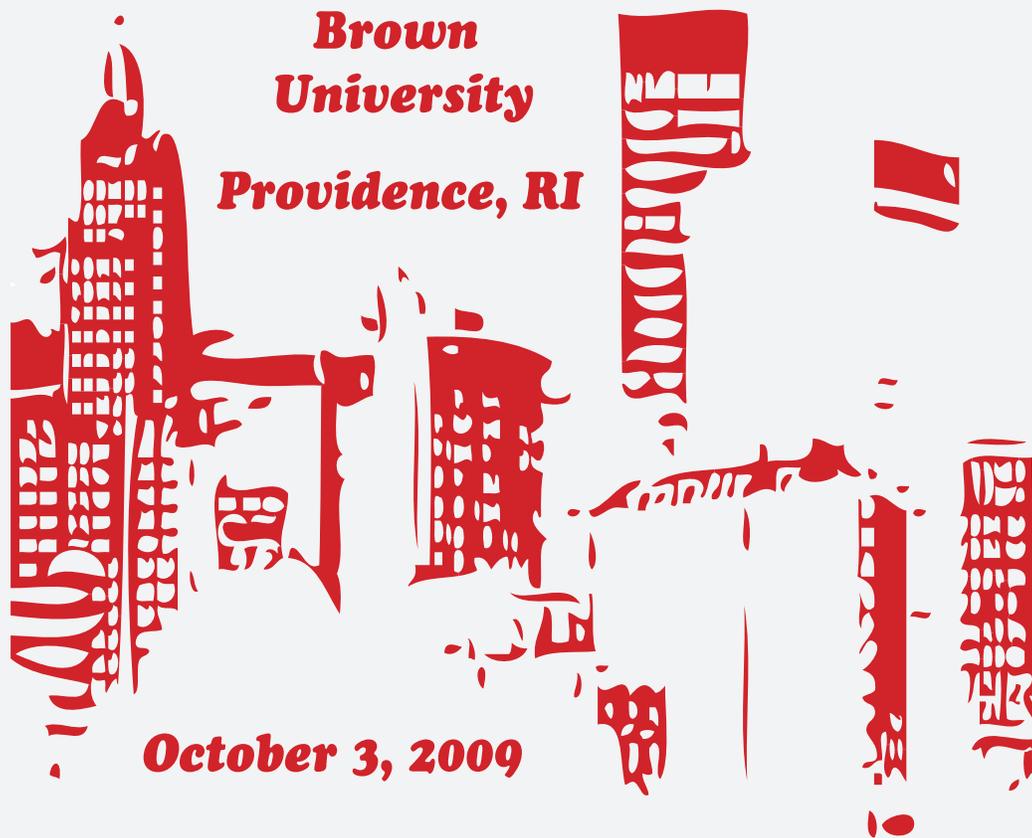
Kathryn Lowry is Visiting Assistant Professor at Brown. She earned her B.A. at Princeton in East Asian Studies with high honors and her Ph.D. at Harvard University. Her teaching and research explore pre-modern Chinese literature and popular culture. As well as teaching Classical Chinese (in Mandarin), this fall she is offering a freshman-sophomore seminar on the Chinese novel that invites students to think about the future of the literary past. She will also oversee a GISP on China’s migrant work



force, surveying the problem of the floating population, past and present. Her first book *Reading, Imitation and Desire* (2006) shows how and why street songs were made a high form of literary art and circulated in print after 1550. She is writing a second book on a 17th century editor and author, Deng Zhimo, who made a career of writing dictionaries and fiction after failing the civil service examinations. She is interested in how people like Deng operate on the margins of society and how they forge new social and economic identities. During June 2008, she collaborated on research on math and literature, as Visiting Professor in Lille, Northern France, focusing on verses and role-playing that figure into wagers with playing cards of the 16th century. Former Member of the Institute for Advanced Study, and recipient of a Franklin Research Grant (2004), Chiang Ching-Kuo Postdoctoral Fellowship (2000), and other grants, she has served as Editor of CHINOPERL (Chinese Oral and Performing Literatures) Papers (2003-2008).

[Click on the image below to view the full conference program.](#)

**Association for Asian Studies
New England Regional Conference**



Graduates and Concentrators

The Department of East Asian Studies granted fourteen Bachelor of Arts degrees on May 24, 2009. We are proud to present our newest group of *alumni/ae*, listed below with their respective senior project titles.

HONORS THESES

Sunzi's Art of War & Its Unique Relationship with Daoism
David Berliner

Reading the Body of the Japanese Soldier: Soldier Imagery in Ishikawa Tatsuzo's Living Soldiers & Japanese Wartime Propaganda
Daniel Perez

CAPSTONE PROJECTS

Jazz, Spirits & Newport: Translating Murakami Haruki's Rekishinton no Yuurei
Gordon Arata

Video Game Translation
Asa Berkley

The Perception of Money & the Merchant Class in the Fictional Works of Feng Menglong
Brett Camarda

Women's Roles in Short Stories by Feng Menglong
Kimberly Kwok

New China, Old Vices: Criminalization & Justification of Illicit Economies in 20th Century Chinese Popular Media & Fiction
Michelle Jackson

Translating Kodomo no Tomo: An Exercise in the Translation of Japanese Children's Literature
Hilary Johnson

Absence Makes the Heart Grow Fonder: The Economics of Love in Chinese Drama
Amanda Lee

The (Comfort) Women: Incorporation of the Comfort Women Narrative into Global Feminist Discourse
Christine Lee

Peaceful Civil Society Mobilization in 20th Century China
Jonathan Warren

Hybridity & Distinctively Chinese Film Aesthetics
Henry "Hank" Weintraub

Representations and Evolutions of Masculinity & Emasculation in Modern Chinese Literature
Nicholas Young

INDEPENDENT RESEARCH

Documentary film We've Made Revolution Before; Social & Historical Comparisons between China's Cultural Revolution (1966-1976) & Modern-day North Korea
Matthew Reichel

Once again the generosity of Mr. Brian Leach, as well as remaining funds from our Freeman Foundation grant, allowed several undergraduates the opportunity to study or work abroad. The following summer language program and internship award recipients traveled to China, Japan and Korea.

SUMMER LANGUAGE PROGRAMS

Princeton in Beijing

Hudson Leung
Kenji Morimoto
Warren Jin
Cecilia Springer
Elizabeth Connolly
Mark Nagy
Harmony Lu
Allison Peck
David Menino

Associated Colleges in China

Norian Caporal-Berkowitz
Diana Pham

Duke Study in China

Brandon Kaufmann
Janet Zong
Pablo Sánchez Santaefemia
Rosa Cortez

Waseda Oregon

R. Lucas Jeffrey

Princeton in Ishikawa

Wendy Sekimura

International Christian University

John Boeglin
Hongyin Tan

McCann World Group & Seoul National University

Aaron Nam

SUMMER INTERNSHIPS & RESEARCH

Beijing Lan Peng Law Firm
Breeana Moore

Research in Shanghai: "Who is the Migrant Entrepreneur?"
Ying Chen, Matthew See, Arun Stewart & Xia Yu

The Taipei Times & Hong Kong Legislative Council
Deborah Lai

Citizens' Alliance for North Korean Human Rights
Eun-Young Jeong

Alumnae & Alumni Notes

1994

Neil Segal: I was promoted to Associate Professor with Tenure at the University of Iowa (Orthopaedics & Rehabilitation). My Aikido dojo, Aikijuku Dojo, moved to a larger location this year.

1995

Yasuko Okamoto: After graduating from Brown, I earned my law degree at Georgetown University Law Center and worked as a corporate associate at O'Melveny & Myers in both New York and Tokyo for several years. For the last five years, I have been employed at Macmillan as Assistant General Counsel. My husband and I live in New York with our two boys — three year old Alex and his baby brother, Nicolas.

1997

Heather Ohata Kamppari: After graduating from Brown I lived in Boston doing IT consulting work. My husband and I moved to Philadelphia a few years ago to be closer to family when our family started expanding. I have a three year old boy and a one year old girl who keep me very busy! They're learning Finnish from my husband's side of the family, but I haven't been good about teaching them much Japanese. I still keep in touch with my fellow KCJS'ers from my junior year abroad. I've been wanting to take a trip back to Japan but I think I'll wait until the kids can handle such a long trip!

Taylor Noguera: Still working in NYC in the interactive marketing business at an agency founded by a few fellow Brown grads. Most excitingly, we are doing our first work in China in October!

1998

Alex Cook has started a position as Assistant Professor of History at the

University of California, Berkeley. His new email is accook@berkeley.edu.

Brantley Turner-Bradley: The year has been great thus far. My company, [China Prep](#), had a good summer taking high school students to China. Highlights included a service learning trip for a high school orchestra with performances at migrant schools in Beijing and rural schools in Anhui. Brown alum author/journalist Hannah Seligson '04 joined the service learning trip. Our students also had the chance to meet Brown Alum Michael Keefrieder "MCK" '04 at his company, [Khaki Creative](#), in Beijing.

Colm Rafferty: After graduation, I worked for the Singapore Government's Trade Development Board and then for a Chinese internet company called [Alibaba.com](#), where I was Director Business Development. After receiving an MBA from the Yale School of Management in 2004, I then joined Cummins (China), a U.S. diesel engine manufacturer, where I'm currently director of distribution operations in China. I'm also national co-leader of the company's Corporate Responsibility program in China, responsible for coordinating community efforts across all twenty-four Cummins-owned and JV entities in the country. I look forward to hearing from fellow East Asian Studies alums and current students that might be passing through Beijing.

2000

Stacy Smith: I live in NYC and I am a freelance Japanese interpreter/translator, as well as a contributor to a Japanese culture magazine. Last year I began working with the State Department as an escort interpreter for groups who travel around the States for three weeks at a time, and those assignments have been incredibly challenging and rewarding. I manage to

make it back to Japan on an annual basis to run the Tokyo Marathon and then head down to my old stomping ground of Kyushu for some R&R and onsen. I look forward to visiting Brown sometime in the near future, perhaps for my ten-year anniversary next year!

2001

Kenneth Li: I have been doing many things in Asia. I started my own clothing line called *Gar-de* in 2007. I have been traveling back and forth from China for various apparel related projects. Recently I am working on a new clothing brand for the Chinese market called *Astor and Ivy*. The flagship store will open in Beijing in 2010. I have also been working on a luxury outlet mall in China located between Tianjin and Beijing.

2002

Mark Dembitz: I quit my job in Beijing in April to ride a motorcycle across Central Asia. After riding 16,000 kilometers from Beijing to Istanbul, I am now settling into my life as an MBA student at INSEAD in France. I will be here for one year and can be reached at mark.dembitz@insead.edu or mark.dembitz@alumni.brown.edu.

2003

Adah Chan: Since graduating from Brown, I lived in New York for a year and a half, working in the licensing industry. I then moved to Shanghai in early 2005 and spent four and a half years in China. The first three years, I developed a product development and production management team for WestPoint Home (US Home Textiles Co.). Recently, I started a China subsidiary company for a family retail business and opened two retail shops in Shanghai. I moved back to Cambridge this month to pursue an MBA at MIT Sloan where I plan to concentrate on manufacturing/entrepreneurship. Would love to hear from any EAS students/professors; I can be reached at adah@alumni.brown.edu.

Jon Fisher: I'm living in NYC, and am setting up a long/short equity hedge fund. I also just passed the final level of the CFA program.

Yaniv Gelnik: I've been working in International Development and Strategic Consulting in the US and Israel. I'm now in Seattle working on clean tech projects, and my wife L. Katrina ole-MoiYoi '03 is getting an MA in Fisheries studies. It looks like we'll be in Asia next year, either for her Fisheries work in Penang, or my clean tech work in China. Learning Mandarin was one of the best

decisions I ever made (in addition to attending Brown). It is a skill that continues to offer new opportunities and friendships.

Mai Karitani Manchanda: Since (finally!) earning my A.B. in 2003 as a RUE student (I was originally with the class of '94), I continued working as a Clinical Research Assistant in the Pediatric Anxiety Research Clinic at Rhode Island Hospital. In June 2004, I switched gears and started a position at Harvard Medical School as the Administrative Coordinator of the Drug Policy Research Group, in the Department of Ambulatory Care and Prevention (DACP). Two summers ago, I completed the core curriculum at the Coaches Training Institute. As I write this (July 2009), I am headed back to the Bay Area and will be working as a Project Coordinator in the Center for Interdisciplinary Brain Sciences Research at Stanford. I enjoy reading when I am not chasing after my sixteen month old son, Aadi Iori.

2004

John F. Dilg (Cisco): After graduating I participated in the JET program for a year, then became a "dorm master" at a private high school in Northern California. In fall '07 I entered Teachers College at Columbia, and I finished my program in fall '08, taking a position as a social studies teacher at a public high school in the South Bronx. In April '09, I proposed to Mayuko Kayano, whom I had met during my time in Japan (although we did not get together until much later), and we plan to be married just as soon as the fiancée visa clears (sometime in the next year.) I will be in Tokyo from late June until early September and returning to my current school in the fall.

Sara Novak: After Brown I served as a Peace Corps volunteer in Natore, Bangladesh. After Peace Corps I worked at a law firm in NYC, and at a nonprofit in Boston. I have just finished my coursework for a MA in Sustainable Development (with a focus in Development Management) at the School for International Training (SIT) in Brattleboro, VT. I am also continuing service as the Community Connections Coordinator and Americorps Vista Volunteer at the Intervale Center in Burlington, VT. The Intervale Center focuses on food security and sustainable agriculture issues in the Greater Burlington area. I am planning on staying in the Vermont area for this next year before resuming the nomadic life.

2006

Simon McEntire: I graduated in '06, and have stuck

around Providence, 'cause, y'know, it's awesome. I've been part of a startup gaming company called FNB-Games which has slowly but surely been moving towards the release of its first product, which will probably happen next fall or winter. Last summer, I started to spin fire for a living and almost exactly a year ago I started up a company along the same lines. It's called [Circus Theatrics](#) and is doing quite well, really starting to take off.

Nick Zakrasek: I will continue to live and work in Heidelberg, Germany for Rockwell Collins, Inc. for the remainder of 2009. My East Asian Studies background continues to open doors and form connections for me in unexpected ways, even though my everyday life and travel has been necessarily Europe-centric over the last year. Although a recent trip to Japan was scrubbed because of H1N1 quarantines, I hope to return to Asia within the year. Contact me at zakrasek@gmail.com.

2007

Alex Richardson: I am now living in Shanghai, working for L.E.K. Consulting. I expect to be moving around in China/Hong Kong for at least another year, and likely many more. I've been glad to keep in touch with a few alums over here and those passing through, so would welcome anyone to drop me a note on Facebook.

2009

David Berliner: This past summer, I attended the Summer Institute for General Management at Stanford University's Graduate School of Business. Following the program, I moved out to Boston. I am excited to be joining Trip Advisor as a Marketing Associate this September. I will be in their Marketing Rotation Program, in which I will work in a number of marketing areas over the course of two years.

Hilary Johnson: I spent the summer working in Chicago, and then departed for Japan in August to search for English teaching opportunities. Flying halfway across the world with only a 90-day Tourist Visa and high hopes was perhaps a bit risky, especially since finding jobs here has become quite competitive recently. My job search didn't last long, fortunately, and beginning in late September I will be teaching kids (one to fifteen years old) in Joetsu City in Niigata Prefecture.

Kimberly Kwok: I am currently in Switzerland getting my MBA degree at Glion Institute of Higher Education.

Matt Reichel: Jonathan Warren, Nick Young and I just finished up leading [our first program to North Korea](#). We took a group of twenty students, professors, recent

alumni and even some parents from Brown, Berkeley and beyond on an educational program through P'yongyang, Kaesong, Myohyang, and Sariwon, DPR Korea as well as Beijing, Dandong and Shenyang, China. The trip was an enlightening experience for us and we are sad that this year's program is over. We will hopefully be leading another N. Korea study program to P'yongyang next year. For photos, visit: www.pbase.com/mreichel/dprkorea.