

EAST ASIAN *Studies*

Alumni Newsletter



BROWN

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T A B L E O F
Contents

Letter from the Chair..... 5

News from the FacultyII

Current Visitors..... 29

Then and Now: Honors Theses33

The Leach Gift: Highlights35

Twenty years have passed since East Asian Studies became an official academic department at Brown. This is not such a long stretch of time for a university which prefers to mark its milestones in centuries, but two decades of teaching East Asian languages and cultures has allowed department scholars enough time to witness students beginning to make their mark on the world. In these twenty years, Chinese has become one of the most popular languages on the Brown campus, while interest in Japanese remains strong, and enrollments in Korean this fall are among the highest in the history of the program. We are publishing our first department newsletter this year as a celebration of sorts, reflecting on the achievements of our faculty and students, and looking toward new opportunities with much optimism and excitement.

Kerry Smith
Chair, East Asian Studies

REFLECTING ON OUR ACHIEVEMENTS

Before there was a department, there was the Center. The East Asian Languages and Area Center helped coordinate course offerings and faculty projects relating to China and Japan. Faculty associated with the Center oversaw the concentration in East Asian Studies, newly created in 1985, and designated which courses would count toward the concentration requirements. The Center had no faculty of its own and offered no courses – Professor Jerome Grieder directed the Center, for example, but his “home” department was History, and all of his courses were listed under that heading. Additional scholars affiliated with the Center came from a diverse array of disciplines and departments, including Anthropology, Comparative Literature, Economics, Political Science and Sociology, among others. Faculty from the Linguistics department taught courses in Chinese and Japanese languages.

The plan to replace the Center with a Department of East Asian Studies owes a great deal to former Provost Maurice Glicksman. In a November 1985 report on “Brown’s Future Academic Directions,” the Provost announced, among other initiatives designed to increase Brown’s “international character:”

...the creation of a new Department of East Asian Studies and a broadening of the focus in the 'Language and Literature' Departments to encompass the inter-related scholarly study aspects of cultures: language, literature, history, religion, politics, economics and their social and anthropological character.

The actions following this announcement were perhaps unique in Brown's recent history, as Center faculty, charged by the Provost with a goal – the creation of this new academic unit – but provided little in the way of specific structure or composition, managed to design an entire department, from the ground up, in a matter of months.

On July 1, 1987, Professors Jimmy Wrenn, David Lattimore, Steve Rabson, Chieh-feng Ou Lee, Kiko Yamashita, and other language instructors, officially left Linguistics to become the core faculty of the new department. Jerome B. Grieder, James L. McClain, Dore Levy, and Meera Viswanathan would also play important roles in East Asian Studies, as well as in their "home" departments of History and Comparative Literature, respectively.

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The assumption, from the start, was that with "department" status would come opportunities for growth. Early proposals to the administration identified half a dozen new positions in art history, economics, history and religious studies, focusing on either China, Japan or Korea. A number of these have been realized, and the department's curricular coverage has expanded as a result. In 1987, for example, Harold D. Roth joined Religious Studies and EAS as an expert in early Chinese religious thought. That same year, History of Art and Architecture hired Maggie Bickford, a scholar of Chinese visual culture and painting in the *Song* and *Yuan* periods. In 1989, Richard Davis came to the Brown History Department from Duke, bringing his expertise in premodern China, and in 1997, History added another posi-

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tion, this time in modern Japan. East Asian Studies itself hired Laura Hess following Jimmy Wrenn's retirement, and later Hye-Sook Wang, a scholar and linguist of Korean, in 1993. Lingzhen Wang joined East Asian Studies in 1998, following the retirement of David Lattimore. We are in the midst of searches for two positions, one in the literature of premodern China, and the other in modern Japanese literature, the latter as a replacement for Steve Rabson, who retired in 2005.

In addition to a more comprehensive faculty roster, we have also benefited from ancillary financial support. Dore Levy and Richard Davis crafted a successful application for funding from the Freeman Foundation, which in 2001 awarded the department a substantial grant to enhance and expand the undergraduate curriculum related to China and Japan. This grant has funded student internships, research and language training in China, Taiwan and Japan, collaborative faculty-student research projects, and visiting professorships at Brown. In addition, and as described in more detail on page 37, a generous gift from Brian Leach, a former student of Jimmy Wrenn, continues to support summer language training and research in China.

LOOKING AHEAD

This past year, East Asian Studies and Religious Studies collaborated on a joint search for a specialist in Japanese religion, and I'm happy to report that Professor Janine Sawada will be joining the two departments, beginning July 1, 2008. She is the author of two path-breaking works on early-modern religious practices and communities, and is completing a third book on pilgrimage, travel and dissent in Tokugawa Japan. We look forward to welcoming her to Brown next year.

This latest expansion of the department, alongside the two searches we will conduct this fall, have taken place during what, in recent years, has been a rapid and impressive increase in demand for our language courses. Beginning with the boom in interest in Japanese in the 1980s, and continuing to the present day with the growing popularity of Mandarin, our language instructors have responded creatively and with constant enthusiasm. Both Kiko Yamashita and Meiqing Zhang deserve special acknowledgement for their devotion to the students of our Japanese and Chinese language programs. That we are able to place

undergraduates successfully in the most competitive study-abroad programs in China and Japan, and that we consistently receive positive feedback from instructors there commending the skills our students bring to those classrooms, says a great deal about the determination and professionalism of our teachers here.

The growth in enrollments, especially in Chinese, has been remarkable. Three times as many Brown students took Chinese in 2006-07 as in 1987-88. For the past several years, only Spanish and French have enrolled more students than Mandarin. We've responded to this increase in student demand by hiring three visiting lecturers, and this past spring added a position for a new permanent lecturer in Chinese. At present, our two senior lecturers, two lecturers, and three visiting lecturers offer a full four years of Mandarin, as well as a new series of advanced courses on special topics. Japanese, meanwhile, is fifth in enrollments among modern languages (Italian is fourth). The Japanese faculty also supports four years of coursework, and multiple special topics courses, including offerings in Classical and Business Japanese.

Korean is in a slightly different category, not least because the program has for many years rested entirely on the shoulders of a single faculty member, Professor Hye-Sook Wang. Student interest in Korean language and culture is also taking off at Brown; the overflow enrollments in Professor Wang's new course on Korean film and culture is one sign of this new phenomenon. We hope to appoint new faculty in support of Korean in the near future.

As a department, we are well aware that interest in East Asia among students, and the Western world at large, waxes and wanes with changes in economic fortunes and political realities. Department faculty have also come to believe, however, that the language skills, analytical abilities and cultural competencies we provide are likely to remain in high demand for the foreseeable future. Several crucial tasks remain for East Asian Studies: secure the resources and the faculty necessary to meet that demand; continue to provide excellent instruction; and support first-rate scholarship. The University's renewed interest in internationalization bodes well for these goals, and we'll be working closely with the administration to identify opportunities for growth.

I close with a request for you, our alumnae and friends. Please bring us up to date on your exploits since graduation; we'd like very much to hear from you. If you're willing to share some or all of your news with a wider audience, let us know, and we'll include what we can in future editions of the newsletter.

Looking forward to the next twenty years,

Kerry Smith
Associate Professor, History, East Asian Studies

FACULTY *Profiles*

Maggie Bickford.....	11
John Delury.....	11
Jerome B. Grieder	12
Laura Hess	12
Lunghua Hu	13
Yuko Imoto Jackson.....	13
David Lattimore.....	14
Chieh-feng Ou Lee.....	15
Dore Levy	15
James L. McClain	16
Steve Rabson.....	16
Harold D. Roth.....	17
Kerry Smith	17
Mark Swislocki	17
Hiroshi Tajima.....	18
Hsin-I Tseng.....	18
Meera Viswanathan.....	19
Hye-Sook Wang.....	20
Lingzhen Wang.....	20
Yang Wang.....	22
Toshiko Wilkner.....	22
James Wrenn.....	23
Kikuko Yamashita	25
Fumiko Yasuhara	25
Meiqing Zhang	26

Maggie Bickford is studying visual dimensions of *Song* and *Yuan* culture, especially with regard to: the construction of the Chinese cultural heritage at the *Song* courts; illustrated-manuscript and print culture; and, literati cultures of the *Song-Yuan* transition. She continues to explore issues in auspicious visuality in China throughout the imperial period and to develop methodologies for computer-assisted visual analysis of old Chinese paintings. The particularities of these interests are represented by her recent publications, papers, and her works in progress.

Maggie Bickford

*Professor, History of Art and
Architecture, East Asian Studies*

John Delury, visiting assistant professor in the History Department, is a *Ming-Qing* specialist with wide interests in intellectual history and political thought. This fall, he is teaching a lecture course, "Introduction to East Asian Civilizations: China," as well as a seminar on "Tiananmen 1989 As History." In the spring, he plans to offer a new lecture course on the history of Chinese political thought and a seminar on China's early modern rise.

John Delury

*Visiting Assistant Professor,
History, East Asian Studies*

John is currently revising his Yale doctoral dissertation, supervised by Jonathan Spence, which won the Arthur and Mary Wright Prize for the best dissertation on a topic outside Europe and the U.S. The dissertation, "Despotism Above and Below: Gu Yanwu's Record of Daily Learning on Power, Money and Mores," is a detailed study of the life and thought of *Ming-Qing* dynastic transition scholar Gu Yanwu (1613-82).

Jerome B. Grieder

*Professor Emeritus, History,
East Asian Studies*

It seemed unlikely at times, back in the early years, that EAS would ever attain the majestic age of twenty. But it was indeed an idea whose time had come, and I am delighted to congratulate all those who have fought the good fight on this occasion. I must admit that since retiring I have been busy trying to fill in some of the gaps that a life-long preoccupation with China made inevitable, becoming through reading and travel better acquainted with previously unfamiliar (to me) histories and literatures. But as Asia looms ever larger in the probable course of events over the next decades and perhaps centuries, I think with pride of the many colleagues who continue to explain its storied past and exciting present to successive generations of Brown students. Cheers!!

Laura Hess

*Adjunct Assistant Professor,
East Asian Studies,
Associate Director, Sheridan Center*

Laura Hess is the Associate Director for the Humanities and Social Sciences at the Harriet W. Sheridan Center for Teaching and Learning, Brown's center for professional development in pedagogy. At the Sheridan Center, she runs teaching certificate programs for graduate students and postdocs; organizes seminars and programs for the Brown teaching community; and consults with faculty, postdocs and graduate students in the humanities and social sciences. She also regularly serves as a first-year and sophomore advisor.

Prior to joining the Sheridan Center, she was an Assistant Professor in the Department of East Asian Studies, where she coordinated the Chinese language program and taught modern and classical Chinese. She has published a number of journal articles, book chapters and book reviews on various sinological topics. Before coming to Brown, she served for two years as a Visiting Assistant Professor at St. Olaf College.

My research is focused on Mandarin Chinese phonology and grammar as well as pedagogy. I have also been working on assessing study abroad programs designed for American college students located in China and Taiwan. Another aspect of my research is on methods and effectiveness of incorporating technology in the teaching of Chinese.

I have very strong interest in researching effective approaches in teaching and fine-tuning American college students' pronunciation. Being inadequately nicknamed "the tone police" by students, I devote a good deal of time on finding more effective ways to help students break away from the influence of their native language of English. I am also interested in finding ways to better introduce the nuances between phonemes in Mandarin Chinese and American English.



Lunghua Hu
*Senior Lecturer,
Chinese language*

My primary interests are social linguistics, pragmatics, and teaching methodology, including effective incorporation of computer assisted learning into the curriculum and intercultural communication strategies.

One cannot truly master the Japanese language without understanding the intricate speech levels of the language and appropriately switching formal and informal registers. In fact, the American Council on the Teaching of Foreign Languages (ACTFL) Japanese Proficiency Guidelines require test takers to "participate fully and effectively in conversations in formal and informal settings..." in order to pass the Superior Level



Yuko Imoto Jackson
*Senior Lecturer,
Japanese language*

proficiency test. It is undoubtedly one of the most challenging areas of Japanese language learning. Traditionally, with sound pedagogical reasons, we have focused on formal speech, which includes complicated honorific and humble polite words and grammatical patterns. It is very common for students to have difficulties understanding and becoming proficient in using appropriate forms and degree of formality in given situations.

Over the years, I have observed that students of Japanese develop a certain degree of anxiety over making mistakes that could result in socially awkward situations. This anxiety seems to grow stronger as students increase their proficiency level. My intent is to develop a reference text that explains both linguistic and context appropriateness in various social and business situations with examples.

David Lattimore
*Professor Emeritus, Comparative
Literature, East Asian Studies*

I taught Chinese at Brown for 33 years beginning in 1965. Before there was an EAS this was in the Linguistics Department. I did my share in the team-taught elementary courses but my main effort went into instruction in classical Chinese. First-year classical, “sinological methods” and “*Qing* documents” I often taught jointly with Jimmy Wrenn. Then there were many and various seminars and tutorials in literary, philosophical and historical texts. (You can scarcely do Chinese literature without the philosophy and history.) I also taught in History of Art, and for many years in Comparative Literature, where I was a department member and ran a yearly graduate practicum in literary translation. (I’ve done my own verse translations from Latin and German as well as Chinese.) I have forthcoming a lengthy introduction to a translation of *Catullus* by my late friend Rodney Dennis. I’ve been taking a sabbatical year, so to speak, for deferred maintenance—two total knee replacements plus eye and shoulder repairs, and lots of physical therapy—but I’m starting to get energy back for my usual occupations.

Chieh-feng Ou Lee received her BA in Chinese Language and Literature from Peking University, and her MS in Languages and Linguistics from Georgetown University.

Chieh-feng Ou Lee
*Senior Lecturer Emeritus,
Chinese language*

Before coming to Brown, she taught Chinese at Taiwan University, at the Inter-University Program for Chinese Language Studies (then administered by Stanford University), at the US State Department's Foreign Service Institute, and at Georgetown University.

Mrs. Lee became a faculty member of Brown's Department of Linguistics in 1975, and after joining the East Asian Studies Department, taught all levels of Chinese until her retirement in 1999. Thanks to her hard work and immeasurable talent, the Chinese language program at Brown not only exists, but excels.

Most recently, Mrs. Lee writes: "My 46-year career of teaching at college level, including the last 24 years at Brown, have given me happiness, contentment, and a feeling of accomplishment in my life. I have missed Brown, the students and colleagues, the classrooms and the libraries."

Icontinue to conduct research on Cao Xue-qin's novel, *The Story of the Stone* (a.k.a. "Dream of the Red Chamber"). I spent a semester conducting research on the art objects in the novel, and the background of the design of the Garden of Total Vision, at Christ Church College, Oxford, where I was the Fowler Hamilton Fellow in Fall 2005. I have presented new research on these issues at Yale and the Chinese University of Hong Kong ("The Designer of the Garden of Total Vision"), and have been invited to speak at conferences at CUHK and UCLA this coming year.

Dore Levy
*Professor, Comparative Literature,
East Asian Studies*

I will be the Director of Undergraduate Studies in Comparative Literature in 2007-08, and plan to teach my survey course on Chinese culture, a course reading and comparing *The Tale of Genji* and *The Story of the Stone*, and a graduate course, "Approaches to Literary Translation," in the spring.

James L. McClain
Professor, History, East Asian Studies

James L. McClain received his Ph.D. in History from Yale. He has taught and researched the history of early modern Japan at Brown for nearly a quarter century. He is author of an award-winning book, *Kanazawa: A Castle Town in Seventeenth-Century Japan*, and more recently a 700-page textbook, *Japan: A Modern History*. He co-edited two volumes on two cities, Edo and Osaka, and is author of numerous articles. His research has won support over the years from the Japan Foundation and the National Endowment for the Humanities. Currently he is researching a book to be entitled “Tokyo Modern: The Dominance of the Middle-class in Twentieth Century Japan.”



Steve Rabson
Professor Emeritus, East Asian Studies

Retired from full-time teaching in 2005, and continue research. For the time being, my cat and I are living in Wayland Square next to Starbucks. I walk to campus almost every day to use the libraries and attend lectures. I travel to Japan once or twice a year, and to Europe where my son Kenji now lives in Stockholm. I am writing a book on minorities in Japan tentatively titled *Living Against Japan's Myth Of Homogeneity*. I contributed a chapter in Japanese, “*Kansai no Uchinaan-chu: bondo sbakai ni okeru rekishi to kojim-teki na taiken*” (The Okinawans of Kansai: Their History and Individual Experiences in Mainland Society), in the book *Ikustu Mo No Ryukyu, Okinawa-Zo* published this year by Hosei Daigaku Shuppan. I gave a paper last year, “Early Retrospectives in Postwar Japan on World War II,” at the New England Conference of the Association for Asian Studies at the University of Massachusetts, Dartmouth. As before 2005, I am playing jazz keyboard with bands in New England and New York, but take more gigs now.

Harold D. Roth is Professor of Religious Studies and East Asian Studies. Roth is a specialist in Early Chinese Religious Thought, Taoism, the History of East Asian Religions, and the Comparative Study of Mysticism.

Roth is continuing his research on early Taoism, comparative mysticism, and on the critical preparation and analysis of early Chinese texts through a number of ongoing projects including the first complete English translation of the important second-century B.C.E. Taoist compendium, *Huai-nan Tzu*, and a study and translation of the essays on “inner cultivation” in the *Kuan Tzu*.



Harold D. Roth
*Professor, Religious Studies,
East Asian Studies*

Kerry Smith has been at Brown for ten years. A historian specializing in modern Japan, Smith did his undergraduate and graduate work at Harvard, lived in Japan for a number of years, and taught for three years at Connecticut College before joining the Brown History Department. His first book, *A Time of Crisis: Japan, The Great Depression and Rural Revitalization*, came out in 2001. He is continuing work on his next book project, a social and cultural history of the Great Kanto Earthquake of 1923.

Kerry Smith
*Associate Professor, History,
East Asian Studies*

Mark Swislocki's research focuses on cultural history in China. His main research project is a book, “Culinary Nostalgia: Food and Cultural Memory in Shanghai.” This book argues that food culture was intrinsic to how the Chinese connected to the past, lived in the present, and imagined a future. It focuses on the city of Shanghai—a food lover's paradise—in order to show how tastes changed at pivotal moments in Chinese history since the nineteenth century. Looking at how the Chinese in Shanghai

Mark Swislocki
*Assistant Professor, History,
East Asian Studies*

thought about food reveals how they viewed their relationships to other places, whether to other regions of China or to the western world. Individual chapters thus focus on such topics as: the proliferation of regional restaurants serving immigrant communities; Chinese-style western food fads; and efforts of the socialist government to train chefs in standardized national cuisine. This study illustrates how foodways helped the Chinese in Shanghai construct their own particular notions of modernity, thereby producing counter-narratives to the potentially homogenizing forces of westernization, nationalism, and socialism.



Hiroshi Tajima

Lecturer, Japanese language

Im planning to interview and videotape Japanese people this winter for next semester's discussion topics in Japan. It will be a very illuminating experience for myself, too.

One of my research interests is two opposing characteristics of Japanese language which are ambiguity and directness. Japanese people are known to be polite but they can be very direct and rude in some cases. As for myself, I'm always polite.



Hsin-I Tseng

Lecturer, Chinese language

As a Chinese Classical Literature major who then entered the field of Linguistics, I use my knowledge of Chinese phonology, semantics, and syntax to analyze the language I love – a great way to show my sense and sensibility.

I joined EAS in the fall as a lecturer in Chinese, teaching first and fourth-year Chinese language classes. The needs of these two levels are, of course, quite different. For beginners, a solid foundation in pronunciation, the four tones, and grammar, needs to be constructed using various drill skills cre-

ated by the instructors. For advanced learners, instructors have to lead extensive discussions on all kinds of topics using target vocabularies and grammar, as well as help students analyze the difference between synonyms, which is another challenging task. Noting improvements made by beginners always makes me feel rewarded; the lively conversations between advanced learners provide opportunities to think more deeply about many issues. Also, from learners' errors I have become more conscious of how complex the Chinese language is and how much work I have to do as a linguist.

It is also encouraging to see students exploring the language and using the language to explore the world. In my teaching experience, although language learning is not typically research-oriented, a lot of students develop their interests in Chinese or East Asian literature, history, society, *etc.* while studying Chinese.

None of my curriculum designs are the same. My goal is to not only provide students with linguistic instruction and an immersion-learning environment, but also to bring as much literary, cultural, and societal perspectives as possible into the classroom via the materials and discussions. I look forward to a brand new experience at Brown!

Professor Meera Viswanathan does research in classical Japanese poetry and prose; Western medieval court literature; and comparative poetics. She is currently

Meera Viswanathan
*Associate Professor, Comparative
Literature, East Asian Studies*

on leave from Brown to take up her post at King's Academy in Jordan as the first recipient of the Sheikh Salman bin Hamad Al-Khalifa Distinguished Chair in the Theory and Practice of Knowledge.

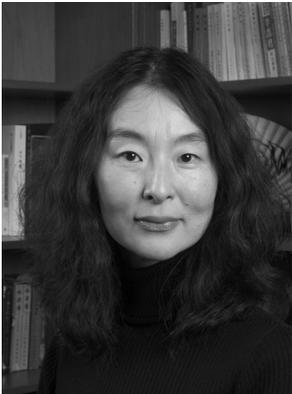


Hye-Sook Wang
Associate Professor, East Asian Studies

Hye-Sook Wang just came back from a sabbatical leave (Spring 2007) in Korea. While she was in Korea, she was a visiting professor at the Academy of Korean Studies. She also was invited to give a talk on “*Hallyu*” (The Korean Wave) at the International Korean Language and Culture Conference.

Her book *Generation Gap and Other Essays: Readings in Korean Culture* has recently been published by Cheng & Tsui. She is currently working on a book tentatively entitled “Culture, Folk Tales and Learning Korean,” and editing *Korean Language in America* (the Journal of the American Association of Teachers of Korean).

Prof. Wang is also teaching a new course this fall, “Korean Culture and Film” (EAST 1100) in addition to her usual “Beginning Korean.” She has also started serving on the Nominations Committee as an elected faculty member.



Lingzhen Wang
Associate Professor, East Asian Studies

Professor Wang specializes in modern Chinese literature and culture, gender and literary theory, film studies, and Chinese women writers and film directors. Her first major research project centers on Chinese women’s life and writing in the long, turbulent twentieth century. Her book, *Personal Matters: Women’s Autobiographical Practice in Twentieth-Century China* (Stanford: Stanford University Press, 2004) studies a group of both well known and lesser-known Chinese women writers in relation to dominant discourses of Chinese modernity—nationalism, revolution, socialism, and market commodification—and emphasizes aspects of women’s experience, especially

their subjective, emotional, psychic, and bodily activities, that tend to be dismissed in mainstream studies of history and literature. The book reconfigures Chinese women's autobiographical writing as an important means of self-negotiation and re-theorizes the concept of the personal in feminist and literary criticism.

Professor Wang's second major research project focuses on gender and Chinese visual modernity, examining particularly the role of female film directors in constructing mainstream Chinese cinema and/or negotiating gendered and different spaces in the second half of the twentieth century. With emphatic attention to social and historical conditions and transformations in modern China, the project also critically re-examines existing feminist theories of gender and cinema, questioning and revising the prevalent Western feminist approaches to women directors and visual culture that are based on binary models of "sexual difference." She has published several articles on the following female film directors: Huang Shuqin, Zhang Nuanxin, Hu Mei, and Ma Xiao Ying. Her other research and writing projects include translations of Chinese women writers into English, a study of transnational feminism in the contemporary globalized world, and a critical re-examination of the socialist legacy on gender, politics, and identity formation.

In June 2007, Professor Wang formally began as the coordinator of the Transnational Collaborative Program on Women and Gender, a project that brings together the Institute for Advanced Studies in the Humanities and Social Science at Nanjing University, PR China, and the Pembroke Center for Teaching and Research on Women, the East Asian Studies Department, and the Cogut Center for the Humanities at Brown University. The collaborative program intends to address both the potential and the problems produced by capitalist globalization with regard to politics, higher education, and gender in today's world, and aims to forge important and concrete alliances among scholars in gender studies and feminist theory in China and the United States, creating a critical platform that highlights the connectedness of gender studies in today's highly globalized world.



Yang Wang
Lecturer, Chinese language

Yang Wang directs advanced-beginning and advanced Chinese courses. Before coming to Brown, she taught at Beijing Language and Culture University (formerly Beijing Language Institute), Ohio State University, and Williams College. She has also taught at Middlebury Summer Language School.

Her primary research interests are in pragmatics, cross-cultural communication, and strategies to help advanced learners of Chinese improve their oral proficiency at the discourse level. She has given presentations at various national and international conferences including CLTA/ACTFL annual conferences.

Her ongoing research projects include writing workbooks with Professor Neil Kubler for the textbook “Basic Spoken Chinese,” and a learning project that focuses on the instruction of sentence connectives for third-year Chinese, sponsored by the CLS Consortium. She also serves as a First-Year Advisor in the East Asian Studies Department.



Toshiko F. Wilkner
Teaching Associate, Japanese language

I cannot believe that I have been with EAS for almost 2 decades! I feel only gratitude towards both the students and the department for giving me the opportunity to feel the joy of learning from teaching. Watching the freshmen grow into mature scholars and seeing them after graduation are among my most precious and gratifying moments. I take a lot more than I give. Thank you, graduates, and thank you EAS.

I came to Brown from Yale in 1962, where I had served as a Lecturer in the Yale Graduate School, to join the recently formed Linguistics Department, then under the chairmanship of Professor W. Freeman Twaddell, as a Lecturer in Chinese. Most modern foreign language teaching at Brown at the time was taught under the Division of Modern Languages, nearly all housed in Marston Hall, where the interaction between us language teachers provided a collegial, reinforcing, teaching environment. Prof. Twaddell had a vision of Brown, which then had a reputation as a regional university, as soon to have an international role, and he had persuaded President Barnaby Keeney and Provost Merton Stolz, both of whom shared his view, that Brown should offer both Chinese and Arabic. Although our initial offerings in Arabic faltered after a few years (but have since been reinstated), Chinese flourished.

James Wrenn
*Professor Emeritus,
East Asian Studies*

At that time the university operated on a six-day schedule, with many three-session classes available on a Monday-Wednesday-Friday schedule or on a Tuesday-Thursday-Saturday schedule. Because of the time required to teach both spoken and written Chinese, we used both options and taught the first Chinese classes six days per week. Over the next few years the Department of Linguistics gradually expanded our offerings in Chinese, mostly in basic language and literacy, but some to accommodate the needs of the Chinese historians who were then based in the Department of Political Science, and some to support the work of our colleagues in Comparative Literature. We did this by adding faculty members, most on a temporary basis, but, as positions became available, we were able first to appoint David Lattimore, a distinguished litterateur, and later Ms. Lee Ou Chieh-feng, a much-admired teacher and mentor to most of our most advanced students. As the role of Asia in American life became more pronounced, we were able to begin the teaching of Japanese.

During these years the focus of the Department of Linguistics had shifted away from applied linguistics toward theoretical linguistics and cognition while other departments had added specialists in Asia, with appointments in Comparative Literature, the History of Art, Religious Studies and Economics, and it seemed more appropriate to

rectify names. Two new departments were shaped, East Asian Studies and Cognitive and Linguistic Science. We language specialists in applied linguistics joined others of our colleagues with specialties in East Asian studies to form the Department of East Asian Studies, which Professor Jerry Grieder and I co-chaired for eight years. During these early years we were also able to introduce the teaching of the Korean language.

More personally, I note that often the first contact prospective students have with a department is through the front office. Through these formative years our backup staff, Hope Fisher, Ann Devine and Kathy Spicer, warmly and enthusiastically supported us.

During all my years at Brown I most enjoyed introducing students to the Chinese language and always taught the first and second year language classes.

As part of my service to the university I had been a member of the Committee on Academic Standing, and partly because of my supposed familiarity with student academic performance, I was invited in 1972 to become a member of the Faculty Committee on Admission and Financial Aid, which I accepted. At the end of my service on the faculty committee, I was invited to continue as a member of the Board and have served on it ever since. This provides some contact with former students who are active in the Brown Alumni Schools Committee (BASC) and sometimes contact with former students who are now introducing their own children to Brown.

Professor Yamashita specializes in historical linguistics, Japanese linguistics, and language pedagogy. Her research interests include pragmatics, communication strategies, discourse analysis, and the language policies and national language of Japan.

She is currently working on world English and Japanese languages. Her recent presentations include “Impact of the Use of *Katakana* Words (English Loan Words) in contemporary Japanese fiction” at the New England Association for Asian Studies (AAS) and “English Words in Japanese: An Analysis of Shortening” at the Princeton Japanese Pedagogy workshop.



Kikuko Yamashita
*Associate Professor,
East Asian Studies*

I have been teaching, mainly beginning Japanese courses, at Brown University since 1991, as a teaching associate.

I have been especially interested in teaching introductory Japanese language, as well as teaching Japanese culture to high school students. I have also been a Japanese language instructor at Rhode Island College, with the Upward Bound Summer Program for high school students, since 1998.

The Upward Bound Summer Program (six weeks) exposes participants to new cultures and ideas by introducing the student to a particular language with which he/she has no prior knowledge. The course acquaints the student to a more global



Fumiko Yasuhara
*Teaching Associate,
Japanese language*

perspective by introducing the culture as expressed through language and by discussing the history, geographical location, and politics of its people. My course is an introduction to the Japanese language, its people, geography, history and unique culture. It emphasizes achieving spoken Japanese. Students also learn the Japanese writing system. At the end of the course, students are able to communicate with native Japanese at a basic level.



Meiqing Zhang
Senior Lecturer, Chinese language

I am working on a series of papers on different aspects of advanced Chinese teaching. The first paper on “Pedagogical Approaches in Teaching Phrases in Advanced Chinese” was delivered at the 2007 CLTA-GNY Conference, and at the fifth New York International Conference on Teaching Chinese, at the US Military Academy West Point, May 5, 2007.

This fall, Yale University Press will publish the book I co-authored with other Chinese teachers at Middlebury College, *Teaching Chinese Grammar, 150 Cases*. I am also working on my fifth-year textbook, and creating a Power Point version of reading and writing materials for first-year Chinese.

CALL FOR SUBMISSIONS

The Department of East Asian Studies invites readers to submit articles, letters, photographs, *etc.*, for publication in our forthcoming newsletters.

Please send your submissions to:



**EDITOR, EAS NEWSLETTER
EAST ASIAN STUDIES
BROWN UNIVERSITY BOX 1850
PROVIDENCE, RI 02912**



VISITOR *Profiles*

Hitoshi Horiuchi.....	29
Yukiko Koga	30
Jun Zhao.....	31

CURRENT VISITORS ALSO INCLUDE:

Zhanping Ding	<i>Visiting Scholar, East Asian Studies</i>
Roger Keyes	<i>Visiting Scholar, East Asian Studies</i>
Mei-Hui Lee	<i>Visiting Lecturer, Chinese language</i>
Rebecca Suter	<i>Visiting Assistant Professor, East Asian Studies</i>
Zhennan Zeng	<i>Visiting Scholar, East Asian Studies</i>

CURRENT *Visitors*

One year has passed since I came to Brown. I have taught Japanese language courses (at elementary, intermediate, and advanced levels) as well as a course on Japanese culture and society (“International Cultural Relations of Japan”). Brown students have impressed me with their potential, passion, and diligence through these courses. The Department of East Asian Studies has also impressed me with such nice colleagues and excellent programs.

I am interested in both teaching Japanese as a foreign language and linguistics, as well as education and research. Currently, I am working on several issues, including the role of culture in teaching Japanese, the pedagogical grammar of Japanese, and the effective use of technological teaching tools. I am also studying word formation and its relation to syntax, phonology, and (lexical) semantics in Japanese, *etc.* In addition to these specialties, my interest in international cultural relations revived while I was preparing my course on Japanese culture. I am considering the possibility of relating it to teaching Japanese as a foreign language at US college Japanese programs.



Hitoshi Horiuchi
*Visiting Assistant Professor,
East Asian Studies*



Yukiko Koga

Postdoctoral Fellow, International Humanities, East Asian Studies

I'm joining the department this fall as a post-doctoral fellow. My dissertation entitled "The Double Inheritance: The Afterlife of Colonial Modernity in the Cities of Former 'Manchuria'" explores the process of coming to terms with the past in urban Northeast China, where Japanese are once again present, this time as businessmen and tourists within the emerging political economy of the new China. With a combination of urban ethnographies in three major cities—Harbin, Changchun and Dalian—and a cultural analysis of the intricacies of post-imperial and post-colonial relations between Japanese and Chinese

in Northeast China, the study addresses the question of modernity, the problem of historical responsibility and the work of memory.

My next project, tentatively entitled "The Body Impolitic: Postwar Compensation in China and Japan," grows out of my dissertation field research, in which I worked with Japanese lawyers representing Chinese war victims *pro bono* in their lawsuits against the Japanese government and corporations. Whereas my dissertation explores the political economy of colonial inheritance in the built environment of Chinese cities, my new project traces the disappearance and appearance of injured bodies of war victims—another form of historical remainder, whose political mobilization now is creating ever stronger pressure for settling past accounts. Focusing on wartime forced laborers, I plan to trace the postwar trajectory of two modes of compensation in China and Japan since the end of the war in 1945: one is the logic of compensation surrounding monetary loss and the other the moral economy of compensation for past injustice.

My name is Jun Zhao and I am from Beijing. I have been teaching the Chinese Language for 4 years.

Jun Zhao
Visiting Lecturer, Chinese language

Before I became an instructor of Chinese Language, I was a Russian translator and interpreter, and later an assistant director of a research institute in Beijing. I started my teaching career at the Inter-University Program for Chinese Language Studies (IUP) at Tsinghua University. IUP is administered jointly by the University of California, Berkeley and Tsinghua University. It is a rigorous Chinese language intensive program that helps students make rapid progress through one-on-one and small group classes in their Chinese language proficiency. I taught a wide variety of courses at intermediate and advanced levels including listening comprehension, grammar, and advanced reading of both formal and idiomatic Chinese.

This past year, I was assigned by IUP to teach Chinese at Cornell University. I taught both beginning Chinese and intermediate heritage Chinese. I also had the opportunity to teach full year and Summer FALCON, which are intensive courses for beginners and intermediate students focusing on all skills. My time in America has allowed me to better understand how to teach students with no previous Chinese language background. I feel comfortable teaching students of all levels. I believe that my experiences in America have allowed me to better understand my current students' way of thinking and formulating questions, and the common problems in their learning of Chinese.

In 2004, I received the "Advanced Certificate for Teaching Chinese as a Foreign Language" from the Ministry of Education of the People's Republic of China and the "Certificate for Mandarin Standard Test" from the National Language and Characters Committee, Level One.

Besides teaching, I also enjoy traveling. I hope my year at Brown University will be successful and that it will further improve my teaching skills. I look forward to working with my colleagues at Brown.

THEN AND NOW: HONORS *Theses*

1987 Honors Theses

*The Legacy of the Allied Occupation to Japanese Women:
Legal Reforms in Education and Labor, and Their Significance in
Women's Progress Toward Equality in Employment*

Momoko Kishimoto

*Mishima Yukio and the Death Aesthetic:
Towards a Personal Warrior Ethic*

Russell Pillar

2007 Honors Theses

*Reflections in the Tiles: An Anthropological Analysis of
Hegemonic Masculinity in Japanese Mah Jong*

Benjamin Boas

*Snow Country Yasunari Kawabata, 1937
A New Annotated Translation*

Neal Deckant

*Sociolinguistics and Identity Formation in Xinjiang,
Past and Present*

Gregory Fay

*The Second Genbun Itchi: The Trend Toward Greater
Vernacularization in Modern Japanese Literature*

Noah Lorenzana

Health Care Access for Foreign Workers in Japan

Nicholas Kenji Taylor

I EXPLORED A PLACE BEYOND
ANYTHING I COULD CONCEIVE
BACK HOME OR AT BROWN, AND
I OBTAINED A MORE COMPLETE
VISION OF THE WORLD.

—VERO TESTA

THE LEACH GIFT:

Highlights

Thanks to the generous support of Mr. Brian Leach, East Asian Studies was able to award a number of grants to students attending Chinese language instruction or immersion programs for the summer of 2007. Students could apply their awards to tuition, travel, or living costs for those programs. This same Leach gift also provided funds for students pursuing eight- to ten-week unpaid or minimally paid summer internships in China. Interns with NGOs, companies or government agencies received grants towards travel, lodging and living expenses.

Award recipients wrote short statements upon returning to Brown, reflecting on the experiences they might have missed were it not for the Leach fund. We hope you enjoy the following sampling of student responses.

SUMMER LANGUAGE STUDY AWARD RECIPIENTS

Victoria Bartolome '09	<i>Princeton In Beijing</i>
Rebecca Chan '09	<i>Duke Study In China</i>
Julia Chiang '09	<i>Associated Colleges in China</i>
*Charles Custer '08	<i>CET Harbin</i>
*Miriam Gordon '08	<i>CET Beijing</i>
*Daniel A. Perez '09	<i>Duke Study In China</i>
Vero Testa '10	<i>CET Beijing</i>

**EAS Concentrator*

SUMMER INTERNSHIP SUPPORT AWARD RECIPIENTS

Billy Popwell '09 *Tibet & Xinjiang Group Research Project*

***Matthew Reichel '09** *Tibet & Xinjiang Group Research Project*

Corrie Tan '10 *Tibet & Xinjiang Group Research Project*

Kevin Xu '08 *Tibet & Xinjiang Group Research Project*

Jing Xu '10 *Clinton Foundation & Theater Production Internships*

**EAS Concentrator*

On the last night of Harbin's International Beer Festival, a friend from CET Harbin (another Brown student, actually) and I opted out of our classmates weekly pilgrimage to "Box," a local club frequented by Harbin's tiny Western population as well as a mass of surly Russians. Instead, we decided to head back to the beer festival, which we'd visited earlier in the day, to take in the sights at night. I can't claim that we were searching for an enlightening cultural experience; we were just trying to escape a night of dancing to bad American pop music in a room full of sweaty foreigners and cigarette smoke. The beer festival offered a much less oppressive atmosphere; if nothing else, a view of the stars and the promise of some decent tasting beer.

We had barely been there five minutes when we happened upon someone we knew. Harbin is a large city, and the beer festival was pretty far from the DVD store we had originally met this man in, so seeing him was a rather startling coincidence, but he called out to us, invited us to his friends' table, and provided us with drinks and food before we had even really realized what was happening. We sat and chatted with him and his friends for several hours, covering a variety of topics and enduring (as best we could) the enthusiasm with which they refilled our glasses as soon as we'd finished a beer and called out "干杯!" ("Bottoms up!"). As it turned out, the man and his friends were

connected to the people running the festival, so as people began to filter out of the park we remained at their table, eating, drinking, and laughing together. By the time we finally left, the place was virtually deserted and the lights were starting to turn out. It was a piece of one evening, perhaps not even the most interesting thing that happened to me that day, but it's also symbolic of the incredible and often surprising experience I had studying abroad this summer.

It probably goes without saying that my language skills improved vastly. CET's Harbin program is very intensive and my fellow classmates respected the language pledge with a fervor that I suspect is not approached by many of the other "language pledge programs" in China. Although I greatly value the linguistic improvements I attained through my participation in the program and just generally through living in China, I think the true value of my experience is found in moments like the one described above. A conversation with a Chinese wine merchant and his friends is language practice, but it's also an enlightening cultural exchange. I'm more convinced than ever that mastering a language is impossible without studying culture, and experiences like that have greatly broadened my understanding of Chinese culture. I also hope that speaking with us helped to broaden the way some Chinese people understand Americans. I recall another night, sitting in a quiet bar called 丽江 near campus and listening to a Chinese friend tell us how interested she was to listen to our conversations, because they made her realize that Chinese and American students are actually very similar. Although at times the differences between us can seem massive, after this summer I can't help but agree with her, and I think that realization alone makes the trip worthwhile.

This summer was not simply a roundabout way of skipping Chinese 50 and 60, but rather a complex experience that has dramatically reshaped my future plans and will assuredly remain with me for the rest of my life.

Of course I saw some incredible sights while I was in China. I took challenging classes, and ate delicious food. I read fascinating literature,

and expanded my understanding of Chinese history. I listened to Chinese music, learned Chinese slang, and survived many harrowing taxi rides. Those are things that, while new and exciting to me, are probably also par for the course for anyone studying in China. What made an even deeper impression on me is that I made Chinese friends and really felt like I was participating in Chinese culture. By the time I left, I think I'd promised about 10 different people that on my return—and I do definitely plan to return and live in China long term, hopefully starting right after I graduate—I would visit them, and I mean to keep my word. I've barely been in the States for two weeks and I've already sent a dozen emails to my roommate and other Chinese friends, so in a very real sense, my summer study abroad experience isn't even really over. Studying in China not only allowed me to significantly improve my Chinese and my understanding of Chinese culture, it has given me an invaluable foundation on which that understanding will undoubtedly grow. It has given me good memories, good friends, and most important of all, the knowledge that this summer was not simply a roundabout way of skipping Chinese 50 and 60, but rather a complex experience that has dramatically reshaped my future plans and will assuredly remain with me for the rest of my life.

—Charles Custer

I don't think I ever fully understood the meaning of 'research'. It used to summon up visions of musty old libraries and stacks of papers and trawling through websites to find some sort of answer to a complicated question. 'Research' spoke of tedium and pressure, and so I shied away from it because it really intimidated me. Even in college, as I tackled lengthier research papers with a little more faith in my capabilities, the apprehension wouldn't seem to fade.

This summer I realized that the 'research' I had been doing was in disguise all along. I'd forgotten about how research is fueled by people, not pages. The act of discovery is all too often negated by sets of complex academic jargon, but peering beyond that allows you a glimpse into an exciting human dimension.

Entering Tibet and Xinjiang for the first time in my life, I was particularly struck by how permeable culture can be, more so in the loss

of culture rather than an acquisition of culture. While we perceive China's Cultural Revolution of the 1960s to be the epitome of an erosion of culture, what we often fail to see is how much can be erased in much subtler and much deadlier ways. When the Cultural Revolution was imposed, there was an acute sense of drastic and brutal loss – with so much visible destruction and chaos it could not be ignored, bringing the country to the brink of civil war.

But I have learnt that the lack of visible chaos (and hence, we like to believe, the lack of instability or unrest) has the capacity to mask something more insidious. When you survey the stately Idkah Mosque in Kashgar, or Jokhang Temple in Lhasa, they leave you wanting to believe that the preservation of their beautiful architecture must be a reflection of the meticulous preservation of religious culture. Here are people going about their daily routines: children learning their mother tongue in school; signs in two languages – Chinese and Uighur, or Chinese and Tibetan; traditional food sold around the corner and on the street; locals haggling in their native language and calling to you from their stores.

What you don't see is what we look for: nine-year-old Tibetan children complain about their Tibetan lessons; we ask an elderly monk if there are photographs of the 14th Dalai Lama in the monastery he lives in, and his wrinkled face slips into a frown, and subdued silence; the hostile looks you occasionally receive from locals when they see that you look Chinese; a Uighur store owner bursts into a smile only when he realizes the Chinese girl in front of him has just asked for 'blueberry juice' and said 'thank you' in his own language. And these subtle observations are only the beginning.

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need is to be asked.*



Students at the Jokhang Temple in Lhasa, Tibet. Pictured (from left to right) are: Billy Popwell, Clayton Dinkins, Corrie Tan, Matt Reichel and Kevin Xu. [Photo courtesy of M. Reichel]

Sometimes the most important thing is listening to someone who realizes that their perspectives do matter, even if he's an antique vendor on the street, or a college student teaching basic Mandarin to her friends. There are many questions the people pose to themselves: whether they ought to remain silent but subdued, or to be vocal and place their lives on the line, or perhaps whether they ought to stay or to go – and all these questions rise to the surface so easily, because all they need is to be asked.

Going on the trip has reasserted and refreshed what previously was only textbook knowledge for me: that the heritage and history of these peoples seem to be leaking away, little by little. Also, that it can be easy to paint government authorities as the villains in scenarios like these – but that one must also place the circumstances in the context of history in order to make a value judgment on what we see, and hear. What makes me so keen on unearthing more of the education policies of the

Chinese government in these so-called minority areas is because of the vitality of children to each side of the fence; it's a like a tug-of-war between them: the side with the hearts and minds of the next generation is the side that has the greater leverage in making the decisions that constitute the future of the region.

I'm no expert in East Asian studies. There is much about the intricacy of China's politics that I have to learn, and that is what this exciting GISP [*Group Independent Study Project*] is for. But I suppose sometimes for your learning to begin, all you need is an eye for detail, and someone to talk to. If we were to go into the etymology of words, Research can be fascinating: 're' and 'search' – a hunt for discovery, over and over again, and each time you find something new.

—*Corrie Tan*

George Street Journal

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January 4, 1987

Sheridan resigns to pursue other interests

Harriet Sheridan has resigned her post of dean of the college effective June 30, 1987, according to an announcement last week by President Howard R. Swearer. Sheridan intends to take a year's sabbatical leave, after which she hopes to return to full-time teaching and scholarly research at the University combined with some administrative duties during her sabbatical year. Sheridan will aid the Development Office with particular fund-raising projects and work to establish a center for the advancement of college teaching at the University.

Sheridan came to Brown in the fall of 1979 as dean of the college and professor of English from similar positions at Carleton College in Northfield, Minn. The dean of the College has administrative responsibility for undergraduate education at the University. "In her eight years here, she's been an outstanding spokesperson for our undergraduate program, both on campus and off," said Swearer. "She has really given of herself and has had a profound impact on Brown. In addition to spearheading the establishment of an outstanding advising system on campus, she has taken the initiative to see that students are actively engaged in creating their own education. Our writing program, math center and advising programs are now nationally recognized as models. It will not be easy to replace her."

Swearer stated that a national search would be held for Sheridan's replacement.



Will it never end? Another of this winter's snowfalls shrouds the campus in white.

New department to focus on Oriental societies

The internationalization of Brown will continue next semester with a new Department of East Asian Studies. The department was approved at the January meeting of the Advisory and Executive Committee of the Corporation, the University's governing body.

In essence, the creation of the department was first proposed last year when the university released its proposals for the academic directions at Brown through the year 2000. The report recommended increasing the international character of Brown by improving instruction in the cultures and languages of non-Western European societies. After the report was issued, a group of interested faculty put together a formal proposal, which was later approved by the Academic Council.

Another initiative in this direction was the creation of an Institute for International Studies on campus, which incorporates five centers, including a newly expanded Center for Latin American Studies.

DAN, page 2

ACUP for 7 percent tuition next year

Next year's tuition the Corporation recommends many budget-maintenance. The Advisory Planning (ACUP) increase pool of 7 percent for state may be slight include more increases.

The report revenue side is improving several years. Savings and so combined tightest in will be more than 10 percent will be very had more projects directed would vary in In ACUP look possible by cutting costs not B



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The East Asian Studies Department will be the University's 31st department or division on the campus. (There are also 10 departments in the medical program, located at affiliated hospitals.) Most of the faculty and resources that the new department require are already here. While the move will not mean any big changes in resource efficiency, it is expected to lend the efficiency of a departmental structure and a greater degree of coordination between the various elements that make up a department, according to Provost Maurice Glicksman.

The cornerstone will be the current Asian Language and Area Center an faculty now connected with the department co-chairpersons will be linguistics Professor Jimmy Wrenn, who teaches Chinese language, and His professor Jerome Grieder.

Glicksman sees the department

See E