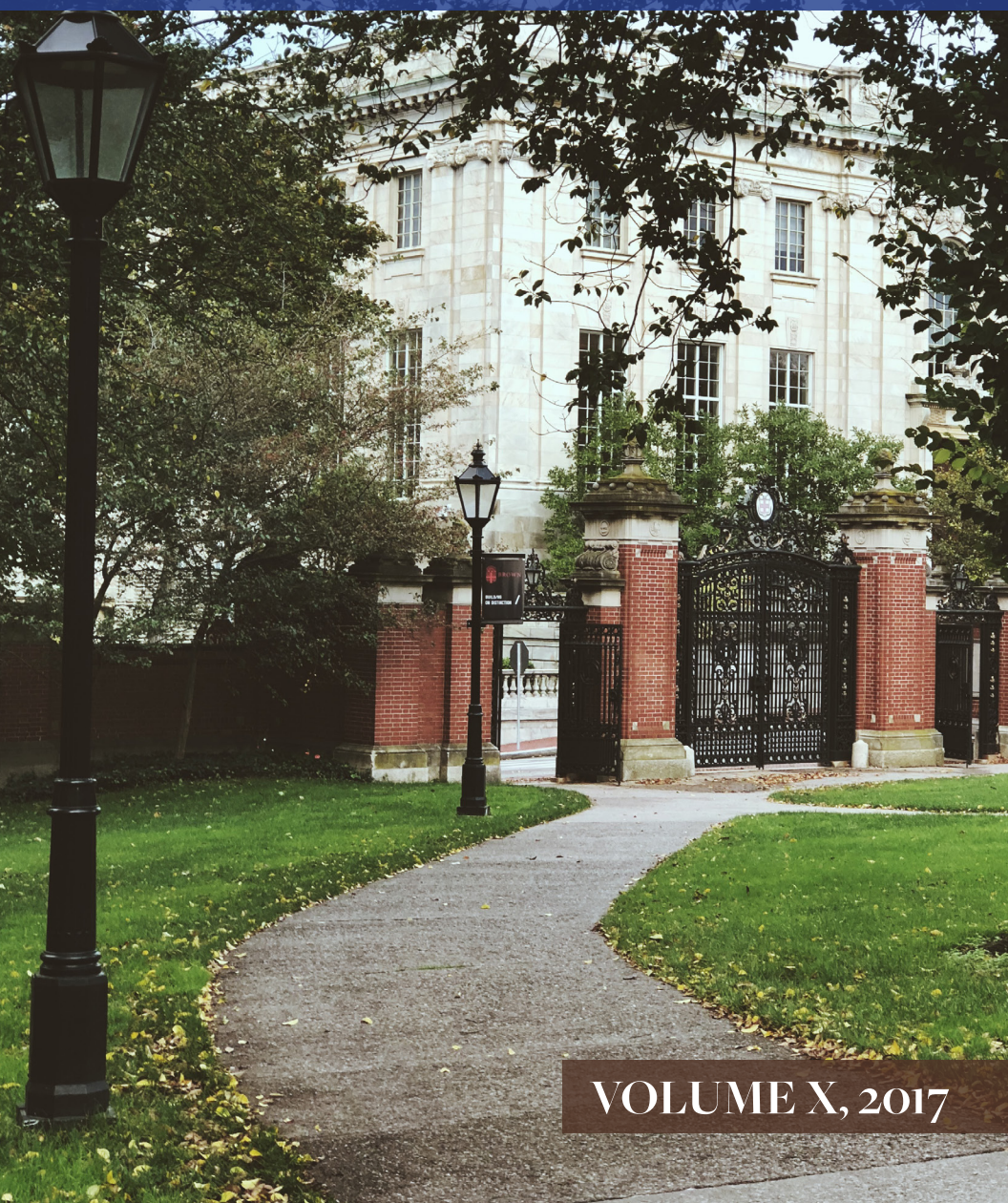


EAST ASIAN STUDIES

Alumni Newsletter



VOLUME X, 2017

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Letter from *The Chair*



Photo Credit: Hyunju Ha

Greetings again from Gerard House!

I hope all of you had a restful and productive summer wherever you spent it. Welcome back Sam Perry who has returned from a sabbatical leave last year. We also welcome the class of 2021, some of whom we hope to nurture as our concentrators.

2016-2017 was the first year of my second term as chair of the department. More than anything, I am very grateful that the sailing has been overall smooth despite many challenges. It is largely to the credit of my colleagues and department staff who so ably helped me to fulfill my duties. I started my second term with the same principles that have guided me during the first term (i.e., fairness, transparency, and shared governance) but with a slightly shifted focus. While that of the first term was on establishing a firm footing as the newly defined department, that of the second term has been and will be on expanding our horizon and reaching out to a broader community while educating and serving our students with the same level of dedication and commitment. I am keenly aware that the department continues to be at a crucial crossroad and is facing various challenges. With that in mind, I am always open to suggestions and constructive criticisms. We need to work together towards the same goals of making this place fun to learn and happy to work.

As is the case every year, the department had a busy academic year in 2016-2017. One of the major tasks was replacing the department manager position. After thirty some years of long and dedicated service to Brown University, Kathy Spicer retired as of Au-

gust 2, 2017. Kathy was one of the two staff members who were part of the inaugural group when EAS was formed as a department in 1987. She stayed with EAS during her entire career at Brown, which we would like to believe is an indication that how much she liked EAS and invested herself in this small community. The department held Kathy's retirement party on May 19, 2017, celebrating and honoring her dedicated service to our community. It was a bittersweet time for all of us who have known her for so long. We are indebted to Kathy for many different things in many different ways, but I know I personally will miss her wisdom dearly. I would not know where to turn to when I need her institutional memories as she virtually was a history of EAS. My sincerest thanks go to everyone who came to the party and shared their time together at Brown. I also would like to particularly thank Jessica (our program coordinator) and Lung-Hua Hu for having done an excellent job from preparation to execution so beautifully, and Sam Perry who delivered a speech that made everyone laugh and think. This gathering was so memorable not only for Kathy but also for all of us. We wish Kathy all the very best for her post-retirement life.

With Kathy's departure, the department welcomed our new department manager Leah Lebel. Leah joined Brown University six years ago and worked in the Provost's office as Financial and Human Resources coordinator for the Academic Finance and Administration department until she found a new home in EAS. She has many years of experience in finance. The transition has been so smooth and seamless that no one really felt the gap. Leah is a mover and shaker, and the building feels her energy and cheer, and we are already seeing some positive changes. With a new manager on board, the department has fresh eyes for the areas of innovation while maintaining order and tradition. We hope Leah's time with us in EAS is filled with blessings and joy of working.

At the end of a long summer, we also welcomed a few new faces to Gerard House. With the grant that I had received from the Korea Foundation, and with the support of the Dean of the Faculty Office, we successfully hired a visiting assistant professor in Korean Studies, Dr. Hieyoon Kim. Dr. Kim has a Ph.D. from the University of California Los Angeles, and is a specialist in modern Korean culture and film. She is teaching "Picturing Korea: History and Memory" and "Modern Korea" this fall. With her presence, the department is able to offer much-needed and long-desired courses on Korea beyond language courses.

In addition to Dr. Kim's arrival, two new visiting faculty members joined our faculty list this fall, one in the Chinese language program, Ms. Chengyuan Xie and one in the Korean language program, Mr. Cheol Rin Park. Ms. Xie is our new teaching fellow from the Chinese University of Hong Kong who replaced Yangzi Ye, and Mr. Park replaced Hye Seung Lee. Yangzi is preparing to enter a Ph.D. Program and Hye Seung returned to Hawaii to teach at the University of Hawaii. These language faculty members will be enormously helpful to meet the growing demands and needs of our students. I am sure working with our well-respected faculty members will be an equally beneficial experience for them as well. Dr. Jennifer Cullen also came back

this semester to teach one course each semester in the Japanese program to replace Professor Kiko Yamashita, who is on sabbatical leave this year.

Unfortunately, we had to say a good-bye to Hsin-I Tseng (Lecturer of Chinese language) at the end of 2016-2017. Hsin-I resigned from her position due to a personal reason after ten years with us. Hsin-I's departure was a huge loss not only for the Chinese Program but also for the department. Least to say is that she has been such a valued member of the Program, a conscientious colleague and a dedicated teacher. We will miss her dearly.

We recognize the many contributions these faculty made to EAS and wish them well for their future endeavors. The department is grateful for relevant language program faculty, especially the program coordinators, for their collegiality, unfailing support and guidance, and strong mentorship for these budding young professionals during their time at Brown East Asian Studies.

2017 marks the 30-year anniversary of the formation of East Asian Studies as a department. It has gone through several transformations since its birth, including most recent 'restructuring' a few years ago. Several of original 'courtesy' faculty members have either retired or resigned from Brown, and several new faculty members have joined Brown over the past years. We are planning on a special event to commemorate this memorable year. More to come so be on the lookout.

Since spring 2017 and through the summer, Wenhui Chen and Jessica Cho have worked on an EAS video project. They interviewed several students from the language programs as well as a few concentrators and asked about their interest in our concentration and language studies. This was part of the department's ongoing efforts to promote the University's Diversity and Inclusion campaign. We hope to reach out to a broader community beyond Brown and share how our students view studying about East Asia. The video can be found on our EAS website.

Faculty News

Our faculty members have not only received important grants but also have been recognized for their leadership skills in their professional field. Here are just a few highlights: Professor Sam Perry received a grant from the American Council of Learned Society during the 2016-2017 academic year. He also started serving as the elected New England rep for the Association for Asian Studies. Hye-Sook Wang has also started serving as the regional president for U.S. East for the World Association for Hallyu (aka Korean Wave) Studies since spring 2017. You can read detailed faculty activities in the following pages.

Student News

East Asian Studies has graduated nine concentrators this past year at the commencement ceremony held on May 28th, two of whom were December 2016 graduates. Six were double concentrators. The department was also thrilled to see five students

graduating with the honor of Magna Cum Laude (Matteo Cavelier Riccardi, Chien Teng Chia, Sarah-Eve Dill, Jie Hao Kwa, and Thomas Tomezsko). Daniel Rabine and Matteo Cavelier Riccardi received an East Asian Studies prize. We were extremely proud of our students' wonderful achievements and offer our heartfelt congratulations on all of their hard work.

Since its inauguration several years ago, the Annual Senior Forum has become one of the most exciting events for our concentrators and the department. It was held on May 5th in the Hillel House and seven students presented their year-long research project before faculty members, their fellow students, and family and friends. We learned about the outcomes of our students' passion and hard work, which we found heart-warming and inspiring. My sincere thanks go to our students, the audience, and EAS faculty and staff.

EAS continued to support our students studying Chinese for their summer activities this past summer, thanks to the generous gift of Mr. Brian Leach and the Arun Stewart Memorial Fund. Thirteen students were awarded summer language study scholarships in the amount ranging from \$750 to \$2,500 based on the merit of their application, demonstrated needs and fund availability in a total amount of \$18,700. Two students were awarded the Arun Stewart scholarship – one for research and one for language study in a total amount of \$7,500. Stories and reflection essays from the recipients can be found in this newsletter. I strongly encourage you to read them. On behalf of the department, I would like to take this opportunity once again to express our appreciation for our donors. We are indeed grateful and fortunate for being able to support our students through various means including financial support.

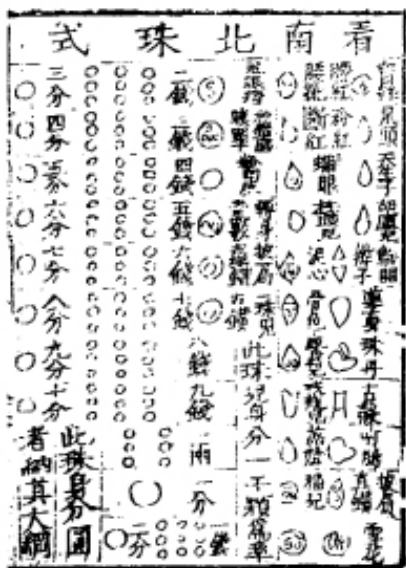
The academic year 2017-2018 has been rolling with high energy and enthusiasm of East Asia lovers as usual. We are back with renewed hopes and newly set promises and goals. And life goes on. I wish everyone all the best for another fulfilling and rewarding year. We would love to stay in touch with you and hear from you, so drop us a line when you have a moment. Many thanks for your continued support.

Hye-Sook Wang
Chair, East Asian Studies

Faculty News



Photo Credit: Alisa Pugacheva '20



Kaijun Chen

Prof. Chen enjoyed his first productive year in EAS. He published a new article “Learning about Precious Goods,” which shows his new direction of research. The work investigates the transmission and transformation of commercial knowledge about luxuries such as Jade wares, gold/silver, and, pearls from the twelfth to the fourteenth century in China. The article was published in the *Bulletin of the Jao Tsung-I Academy of Sinology*, a journal reputed for its traditional Sinology.

Prof. Chen is supported by the Haffenreffer Museum Faculty Fellowship to develop and teach “Crafting Early Modern China: Handicraft, Witchcraft, and Statecraft,” a course utilizing the collections of art and

craft work at Brown University as well as RISD Museum and John Brown House to encourage a multimedia exploration of pre-modern Chinese culture. He also taught four courses introducing the drama fiction, and material culture of late imperial China between the fourteenth and nineteenth century. He mobilized a variety of material artifacts including painting, porcelain, textile, bronze vessels, and woodblock prints to enhance students’ understanding of literature and society in traditional China.

Through classical Chinese reading group and individual advising, Prof. Chen helped undergraduate and graduate students to pursue their passion in traditional Chinese culture. He recently assumes the role of the Director of Undergraduate Studies in EAS and is excited to provide academic advice to freshmen, sophomores, and concentrators of East Asian Studies.

Wenhui Chen

I coordinated the EAS promotion video project last semester, for which we created three videos, one for each language program in EAS. Students, especially our concentrators, have been very enthusiastic about this, so without much difficulty, we got 5 students each from the Korean and Japanese programs, and 6 from the Chinese program. Two students participated in the interview for the Chinese program, but a small part of their interview was also included in the Korean video. We finished shooting the video and the raw editing last semester, and finished the majority of the editing during the summer. Jessica, the Media Service Center and I exchanged a lot of emails this summer, and Jessica also made herself available to discuss some details with me. It took a little longer than we expected, but I am glad they were ready for use before the new semester starts, and have been uploaded to EAS website. Check them out! I would like to thank Jessica Cho for her enormous support and help from the very beginning to the end of this project. The videos would not have been finished without her. I also would like to thank Yuko Jackson and Hyunju Ha for organizing the video's student volunteers.

Until last semester, I have led CHIN 500 and CHIN 600 three times, this semester, I was assigned to lead CHIN 100 and CHIN 350. CHIN 100 is a new course to me, so I spent this summer developing the course and the course materials. I would like to thank the Center for Language Studies for approving my proposal for Creating Grammar and Word Usage Packet last semester. With the funding I received from the center, I was able to hire a TA and finished the grammar packet, which is now made available to all CHIN 100 students.

Besides the work I did this summer, I really enjoyed the time I spent with my family. My parents stayed with me in Providence for almost three months. They worked very hard on my garden and really transformed it. They also grew some vegetables in my backyard, and the most successful one has been cucumbers. Every day we got fresh and tasty cucumbers, and I felt a little healthier every time I ate them. I took my parents to visit the Brown campus, the beach and some other places, and they really enjoyed the weather, the scenery and the food, especially the seafood here. They are so happy that I work and live here.

Hiroshi Tajima

I have been promoting and supporting the development of a Japanese language community and Japan-related internship programs for students' life-long learning. And I use SNS with a mobile tool to further facilitate the language learning community outside of Brown. A mobile has several advantages for language learning such as



autonomous learning, ability to collaborate with peers, and real-time assessment.

I created a Facebook group for Brown graduates from my JAPN 700-800 class. A number of students went to Japan this summer for their internship or employment. I organized several events to connect Brown alumni and current students.

They emailed each other to organize events in Japanese and I found that they naturally and steadily improved their Japanese without realizing it. This is the best learning method for building one's language proficiency (use language for planning something fun). They all responded in a timely manner. I didn't have to give them a deadline to reply.

We were able to connect 5 times. I met not only my students, but some Brown students who were traveling in Japan and exchange students from Keio University had so much fun and expanded our social network. I hope I organize events this winter to connect more Brown students in Japan.



Lung-Hua Hu

I am teaching a very exciting new course this semester. The course title is “Chinese Language in the Big Screen”. It’s a fourth-year language class, and yes, we do use a textbook in this class, but it is so much fun! What’s great about this course is that because language used in films tends to be more colloquial and colorful, students find the vocabulary they learn in this class to be much more relevant and practical. And when that happens, you know they will remember the new vocabulary. I also believe that it is highly effective in helping students develop cultural literacy towards China through films. For example, one of the films used in this course is the famed Chinese Director Zhang Yimou’s ‘Not One Less’ (一个都不能少). Students learned from watching the clips that flag raising is an indispensable ritual for most Chinese schools, and they saw how students marching into the courtyard following various military commands most Chinese people grew up doing in school; students have also become familiar with the words and rhythm of Chinese national anthem. Compared to other Chinese courses I offer in the Chinese Program, this course offers more fun and practicality and is definitely less stressful. So far, students seem to love it, and I am hopeful it will continue.

Last year, I became President of the professional organization I belong to, i.e. NECLTA (New England Chinese Language Teachers Association), and I have been working on organizing our annual conference to be held in October. I feel fortunate to be surrounded by smart and capable colleagues in the organization. Also in last year, I was elected as a board member of a larger organization, CLTA-US, and am chair of its fund-raising committee. Now I know how to correct tones and teach grammar, even using digital resources in teaching, but I have no idea how fund-raising works. The learning curve is steep. If you have any fund-raising tips for a layperson, please send them my way!

Samuel Perry

Professor Perry was on research sabbatical last year thanks to an American Council of Learned Societies (ACLS) Fellowship. He spent the fall semester at the Centre for Research in the Arts, Social Sciences and Humanities (CRASH), at the University of Cambridge, where he worked on a book manuscript called “From Across the Genkai Sea: Japanese Literature and the Korean War.” During this time he gave invited talks throughout the UK and continental Europe. In the spring semester Professor Perry spent time in Asia, doing research for his new anthology of queer Korean literature, a collection of works he has himself translated, which were originally published over the last century and bear witness to the wide diversity of gender and sex practices in modern Korea. In the summer he plants himself beneath a tree in the White Mountains to catch up on his reading and watch his pumpkins and green beans grow.

Lingzhen Wang

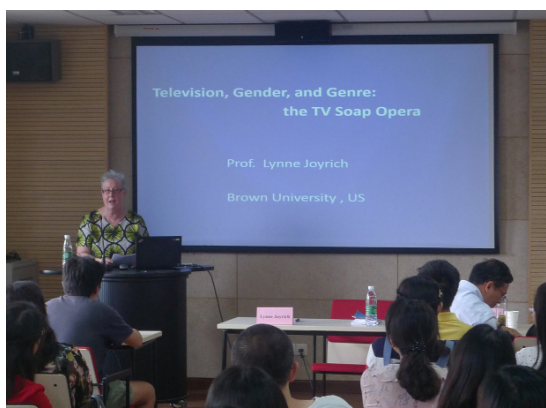
During the academic year of 2016-2017, I published two articles: one journal article in Chinese and one book chapter in English. “革命的韵律：跨国女性主义文化研究”(Revolutionary Rhythm: A Study of Transnational Women’s Culture) was

published in the leading journal of women's studies and feminist theory in China, 《妇女研究论丛》 (Journal of Women Studies) (no. 2, March, 2017) and "Chinese Socialist Women's Cinema: An Alternative Feminist Practice," came out in *The Routledge Companion to Cinema and Gender* (edited by Kristin Lene Hole, Dijana Jelača, Elizabeth Kaplan, and Patrice Petro) Routledge Press, 2017, 77-87), the first transnational companion to cinema and gender published by Routledge Press. Another article with the title, "关于中国革命与性别平等 / 解放的理论再思考" (A Theoretical Reflection on Chinese Socialist Revolution and Women's Emancipation), will come out in *Journal of Women's Studies* next month (No. 5, Oct., 2017).

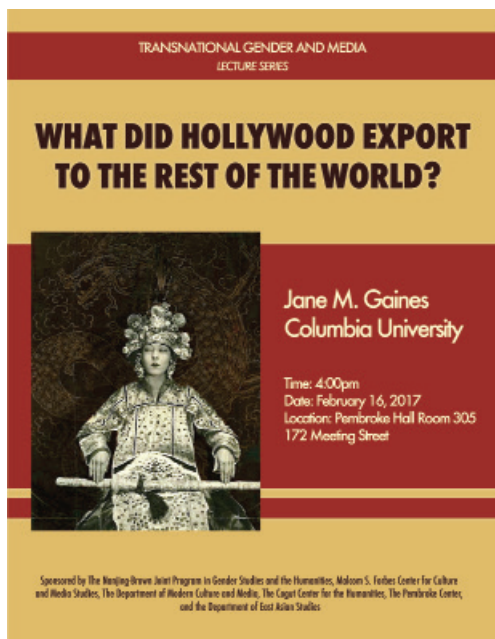


I was invited to give a keynote speech at the international conference, "Women and Chinese Socialist Revolution," co-organized by People's University (人民大学) and *Journal of Women's Studies* (妇女研究论丛) and held in Beijing in June 28-30, 2017. I was also invited to give two lectures at the Harvard-Fudan international workshop on "New Media and Gender Studies," held at Fudan University (复旦大学) in Shanghai in June 10-17. On June 23, 2017, I co-organized and moderated the international symposium, "The Current State and Future of Scholarly Journal Publishing," at Tsinghua University (清华大学), Beijing, where editors and scholars from leading American journals such as *Diacritics*, *Camera Obscura*, *Comparative Literature* and *The Asia-Pacific Journal* met and conducted in-depth discussions with prominent journal editors and scholars from China.

I continued working with both Brown and Nanjing faculty members to further develop the Brown-Nanjing Joint Program in Gender Studies and the Humanities. I co-



organized and also presented at an international symposium on "Transnational Gender and Media," held at Nanjing University (南京大学) on June 19, where feminist and media scholars from Europe, the US, Taiwan and Mainland China shared their most recent research and scholarship. International scholars also took the opportunity to plan future academic collabora-



tions and events. A workshop on global gender studies and feminist media theory was conducted on June 18 at Nanjing University and up to eighty young scholars and graduate students from several universities in Nanjing participated in the event. On February 16, 2017, I collaborated with faculty members at Modern Culture and Media, co-organizing and moderating a public lecture, “What did Hollywood Export to the Rest of the World?” by Professor Jane Gaines (Columbia University). The event attracted many Brown students and faculty members. Outside Brown, I was elected as a member of China and Inner Asia Council of the Association for Asian Studies (CIAC).

In Spring 2017, Professor Tamara Chin from Department of Comparative Literature and I developed a new advanced seminar course, “Critical Approaches to China,” which gathered almost all China scholars at Brown from History, Art History, Religious Studies, Anthropology, American Studies, Comparative Literature and East Asian Studies. This co-led seminar gives students an introduction to some of the basic research tools, methodologies, and current questions in China studies from the perspective of scholars from different disciplines. Each week a different Brown faculty member from across the humanities/social sciences will offer a lecture that addresses their current scholarship; their use of a particular kind of literary, visual, or documentary archive; and the “state of the field” in their particular discipline in its relation to China. We see this as a skills-based workshop that aims to give graduate students and advanced undergraduate students interested in pursuing further work with China practice in interdisciplinary approaches to different types of texts and problems through intensive weekly writing assignments, lecture discussion and class participation, and the compilation of an annotated bibliography. The innovative format of this class is designed to give students a sense of the broader field, an overview of major archival, digital, and interdisciplinary resources, and to encourage students to pursue future coursework with individual Brown faculty who students might not have otherwise encountered. Students who took the course have given extremely positive reviews and feedback. We hope a similar advanced course on Critical Approaches to East Asia could be developed in the near future.



Class of **2017**

The East Asian Studies Department's 2017 graduates are listed below
with their respective senior project titles

Chien Teng Chia

*Chinese Diaspora in Southeast Asia:
A Focus on Malaysia and Singapore*

Sarah-Eve Dill

Portraits from a Migrant School

Jie Hao Kwa

*Alienation and Depression in relation to Socially-Engaged
Buddhism in Modern Japan*

Daniel Rabine

Deconstructing Modern Chinese Tattoo Culture

Matteo Cavalier Riccardi

*Interactions Between the Italian Intelligentsia and the PRC
Propaganda Apparatus in the Mao and Deng Years*

Marcus Sudac

Into Nowhere

Thomas Tomezsko

*Translating Words, Translating Thoughts:
How Translation Conveys Ideology*



Photo Credit: Daniel Steinfeld '20

Summer *in China*

Thanks to the generosity of Brian Leach and the Arun Stewart '11 Memorial Fund, several Chinese language students and East Asian Studies concentrators were able to spend the summer of 2017 in China, intensively studying the language or conducting independent research.

Intensive Language Study

Princeton in Beijing

Michael Borrello
Kaylee Ding
Quinton Huang
Hyunjo Koh
Jeannie Le
Srishti Lulla
Miranda McDermott
Sarah Nicita
Chelsea Phou
Alisa Pugacheva
Kevin Saechew

Intensive Language Study

Inter-University Program, UC Berkeley

Scott Fogle
Daniel Steinfeld

Mandarin Training Center

Alyssa Pho

Independent Research

Yu Guo

Scott Fogle '19

I spent this summer studying Intensive Chinese Language at the Inter-University Program in Beijing, made possible through the generosity of Sunita and Tony Stewart in memory and honor of their son, Arun. Not long after arriving in China, some friends told me a saying that Westerners who



spend a week in China can write a book on it, while those who spend a year in China can hardly muster a paragraph. Reflecting on my three month experience, I have come to agree. Nothing about China is black and white nor so easily surmised that any meaningful sociopolitical observations could be discussed here, for China is fascinating and flawed and contradictory. Instead, the past two years of study combined with my now first-hand experience living in Mainland China have led me to several big personal questions meant to contextualize my relationship with and place in this country moving forward. Firstly, why do I study China? And secondly, what is my scholarship of China worth?

To answer the first question, I cite instances in my early teenage years where I felt isolated due to the combining factors of mental illness and insularity of my small town. I latched onto an imaginary future where I could explore the world and unearth ancient treasures like Indiana Jones long before I even had a passport. I lusted after any new worldly material my eyes met, and the Beijing Olympics were certainly one of the most impactful. The 2008 Opening Ceremony was colorful and epic artistry. As a product of the 1990s, I witnessed this decadent performance art without any of the enduring and ill-suited Western preconceptions of Maoist China that had many in the West watching from their couches with paternalistic condescension—"That's China?! Looks like they're finally catching up," I now imagine they must have thought. Admittedly, just as China had wanted: that Ceremony was a performative piece somewhere at the intersection of nationalistic pride and carefully constructed political and economic intimidation. But to me, in the absence of fear and worry, all that remained was the awe, and I knew that I would file this fascination away for later.

That brings me to the second question of my scholarship's worth. As a Brown student, I am immensely privileged in the intellectual and social capital to which I have access. More significantly, I am white and, even despite my low-income background, am a native citizen in one of the richest and most powerful nations on the planet. Since freshman

orientation, I have carefully considered this positionality and tried to deconstruct the implications of this power. As a young white boy stuck in his parochial hometown, the images of China described above fed my learned behavior to exotify, even fetishize, the glamorous and foreign “other”. When taking cabs throughout Beijing and Shanghai, I often saw the implications of this othering. The drivers would ask me which of any number of tourist destinations I had been to, citing the beautiful, traditional architecture as the unopposed center of Western fascination. Many a Westerner (admittedly, including me) are disappointed when we find that many of these traditional architectural sights are reconstructed edifices, purposeful destinations instead of a voyeuristic glimpse into traditional life. This disappointment stems from the Western expectation that China and the rest of the developing world are to remain stuck in time for our objectification until the day where we are ready to develop them within our terms. What makes China truly exceptional, then, is that it has defied this arbitrary yet seemingly impenetrable global power structure. What’s more is that after the Reform and Opening Up, China has worked within the established global economic system to challenge that structure by presenting a uniquely Chinese alternative. I no longer thrive on that fetishization of China, as is necessary of anyone near the top of institutional academic power in studying other places. Instead, I feel even more personally invested in that fear and awe that China has so firmly cemented into the global zeitgeist.

Rather than draw my own assumptions about China, I am more interested in finding ways to amplify the voices of young Chinese artists, academics, and marginalized folks who deserve the agency over Chinese scholarship denied to them for the past two centuries of imperialism, trauma, and emasculation by the West. That’s not to say my scholarship and the scholarship of outsiders more broadly have no place in China. In fact, within this period of unprecedented growth comes the greatest opportunity of institutional change, and the best of every system worldwide is available as a model. There are several common sociopolitical transition theories that predict a gradual convergence of East and West as China continues to absorb Western values and the West, more than ever before, seeks to emulate East Asian success. But China’s ingenuity in success is a firm declaration that it doesn’t need my help, though I hope it will ask for it. With luck and introspection, hopefully with this balance comes fewer of the things that weigh our systems down and more of those that make them more durable and benevolent.

China is not waiting for the West, and I’m so eager to return and keep pace now that I have this personal investment. This is the gift of shared language. You can’t truly know anybody until you know them in their native tongue, when you can participate in their nuanced thoughts and feelings for which language serves as the intermediary. So this summer experience has reinvigorated my drive to continue Chinese after two years of more or less the same at Brown. I have personal relationships not just with Chinese friends and teachers but with Chinese friends, teachers, and family in China, the most authentic environment for these interactions. Again, thank you so much to those who enabled me to have this experience and better formulate and personal and academic trajectory.

I plan to return to China for the Spring 2018 semester, this time studying at the Shanghai University of Finance and Economics before returning to Brown for my senior year and 5th Year Masters in Public Health. I am so excited for all that is to come!



Yu Guo '19

Liberal arts education has been an emerging phenomenon in China in the past few years. Policy makers and university administrators have been trying to incorporate the ideal of liberal arts education into the Chinese education system; private educational

institutions have been advertising the benefits of liberal arts education; and students and parents (especially those the large cities) have become increasingly interested in pursuing an undergraduate degree in the liberal arts colleges in the United States. Under this background, there recently emerged a few non-profit educational organizations that aimed at promoting liberal arts education in China through short-term summer programs. Most of the summer programs were founded by Chinese students who studied in the United States or other western countries, and they soon gained popularity among Chinese high school students. Most of the scholars who studied the condition of liberal arts education in China have concentrated on the reforms within the Chinese education system. My research, however, focused on how the ideal of liberal arts education was practiced in these summer programs and the implications of their practices.

I conducted researches in three liberal arts education summer programs in China: Veritas China (博雅书院), ProjectNous (格致计划) and MetaSummit (元峰会). Veritas China was a non-profit academic organization founded by a group of Chinese undergraduates in 2015. Every year, the organizers invited Chinese undergraduate students in prestige universities in the United States to offer courses in various subjects to Chinese high school students. The program was held in Beijing Eleventh Middle School (北京十一学校), and over 70 students participated in the program this year. The organization of MetaSummit was very similar to Veritas China, but it was an indigenous program established entirely by students graduated from high schools in Chengdu. They held a five-day program for about 40 students this year. ProjectNous was a non-profit organization founded by students from Columbia University. Different from other liberal arts education programs which targeted students from the major cities, their goal was to promote liberal arts education in small cities or towns.

This year, they planned to hold programs in Pujiang (浦江) and Yuhuan (玉环) in Zhejiang province, and Zhongfang (中方) in Hunan province and each program had 60-80 students.

My primary research method was participant observation, supplemented by surveys and interviews. I took part in Veritas China as one of the lecturers and offered a course called “Literary Theory: from Plato to Derrida” for 13 students. I participated in Meta-Summit’s daily activities as a student. As for ProjectNous, I was initially admitted as a lecturer in the Pujiang program, but since the program was eventually canceled this year (as I shall discuss in more detail in section three), I failed to go to the program in person. Therefore, I conducted interviews with the founders, organizers and former lecturers from ProjectNous.

Because these three programs were set in distinct socioeconomic and geographic contexts, their founders, organizers, and lecturers had different understandings and practices of liberal arts education. In this paper, I shall examine their ideas and practices of liberal arts education in their process of promoting this educational model in the Chinese context, their success and difficulties, and how these the situations of these summer liberal arts education programs shed new light on the current condition of Chinese education.



Quinton Huang '19

Coming from a Chinese heritage background, I must admit that I have had a lot of mixed feelings about learning Mandarin Chinese when I first came to Brown. Having spent much of my childhood and teenage growth process under the twin pressures of Chinese grandparents with an expectation that I learn and carry on their cultural traditions, and a social environment which thrust me into Western Canadian culture. Though conversationally fluent going into Brown, I had never taken formal Chinese before; though able to converse with my grandparents, I was unable to read or even to speak beyond a basic level of ordering food and talking about my day; though I knew how

to express myself well enough, I never felt comfortable with speaking in Chinese and

always defaulted to English ways of saying things or even the English language whenever the going got tough in environments with only Chinese speakers. As I grew older, I felt almost as if I had let down my grandparents in a certain way, that I had forfeited some sort of responsibility I had as their grandchild and as someone of Chinese heritage because I did not speak Chinese well.

In light of this background, going to Princeton-in-Beijing has been a turning point for me not only in the development of my Mandarin language abilities but also in my self-identity and understanding of my place in the world. The program was intense and rigorous, but the long nights memorizing vocabulary, rehearsing oral presentations and writing essays were not for naught. After completing the program, I am now amazed at what I can do now that I previously thought was not possible for me to learn in the short-term future. Being able to talk about current affairs, history and academic issues in Mandarin, reading Chinese op-eds and nonfiction books without having to pick up a dictionary, and understanding the Mandarin evening news when it comes up on my TV back at home during dinner... these simple surprises and joys that I found I was able to experience upon returning to North America were already enough to convince me that the time spent and the hours not slept in Beijing were well worth it. Another thing that PiB has helped me appreciate a lot more are the subtle differences between English and Chinese in the way certain ideas are expressed. In a way, the intensive nature of the program and the constant use of Chinese under the language pledge felt like the only way to begin realizing and appreciating these differences, as I felt every single conversation or piece of edited writing that I had helped me nuance my vocabulary use in some way.

I think the most critical thing about the program was the fact that it was in China, and that the level which I was taking (Year 5) was focused thematically around contemporary social issues in China. There is one thing learning Chinese and learning about China while studying in America, but it is another thing entirely to be doing it in Beijing. These social issues really came to life as we explored the city and interacted with locals. Strangely, being in China not only helped me understand China better but also what it meant for me to be a Chinese-Canadian. After many deep conversations with teachers, as we discussed our histories, our philosophies and our plans for the future during one-on-one sessions in order to practice our new vocabulary and language, I realized that there are many things that Chinese-Americans (and Chinese-Canadians) do not understand about the Chinese experience, and many things that Chinese people do not understand about the Chinese-American experience. In a way, this offset a concern that I had at the beginning of the program, as PiB is well-known for its emphasis on standardized language, pronunciation and character system. The conversations that I had actually led me to disagree strongly with the program's orientation on that matter, and I developed a strong feeling with my Chinese-Canadian identity and the language used in my own community at home.

Doubtlessly, however, the most important thing which I will remember from Princeton-in-Beijing are the friends that I made there, not only fellow students from

Princeton and other institutions throughout the United States but also the teachers there. The extensive amount of time that we all spent together working (and commiserating) really bonded us together in a special way, and I know there are many people I met at PiB whom I will not soon forget.

I want to take this opportunity to thank the Department of East Asian Studies for supporting me to attend Princeton-in-Beijing, not only in a financial sense with scholarships and grants, but also in the sense of providing me and other Brown students rewarding language courses with committed, fun and spirited teachers. Even though Princeton-in-Beijing has catapulted my language ability beyond my expectations, it was originally the course programming and teachers here at Brown EAS that kick-started my re-discovery of my heritage language and kept me going with encouragement and extra-curricular opportunities to practice the language.

Alyssa Pho '20
The Language Unspoken

I am so grateful to have studied abroad in Taiwan. The three months I spent there are a plethora of memories of the delicious food I ate, the historic and local sites I visited, and the kindhearted people I met. However, the most incredible parts of my trip were the lessons I learned through my everyday life there.



Before coming to Taipei, I had studied Simplified characters and learnt a Beijing accent in class. Even the things I was supposed to be familiar with, like reading characters and listening to Mandarin, were painfully difficult. I hadn't realized the extent of my incompetence until I started speaking to locals. Whenever I spoke, I would watch their faces jump between bewilderment and confusion. They would then use poor, broken English to communicate with me – as if resorting to what was (for them) a long past spoken language was easier than deciphering my Mandarin.

As I lived with my friend, she would often help me translate words and convey to people what I wanted to say. It was relieving to have that kind of support. To know that when I was with her, I had a safety net, was reassuring. But at the same time, it just strengthened my lack of confidence in my speaking ability. It was frustrating and sometimes downright maddening when I couldn't convey a simple sentence I could breeze through in English. This often happened when I ate with others. I would start to ask, "Can you pass the -", only to remember I don't know how to say the word. I was determined to communicate with people in some way.

In class, I understood everything the teacher and my classmates said. So why couldn't I understand people outside the classroom? After a few more classes, I soon realized that I actually didn't understand everything they said. I used context clues to infer their meanings and the message being conveyed. Following that realization, I learned how powerful sound effects and active body language in combination with elementary vocabulary are. I saw how, when words failed, these would fill in the blanks. The acting out of an event with simple sentences to tell others a story. The motion of running to indicate having ran or being in a hurry. The crossing of the forefingers and a frown to show disagreement. A smile to show contentment.

One experience I vividly remember happened in the middle of the summer. The sun was shining down and the sky was a clear blue, without a cloud in sight. I was waiting to cross the street. For a moment, I was the only one there waiting. And then, from across the street, I saw a man coming from the park standing by the curb. We both stood there waiting, anticipating the moment the light would change colors as cars continued to cross the intersection.

Behind me I heard a child laughing calling, "爸!爸!" (Dad, dad!). I turned to look. A small boy around the age of 5 was holding a toy plane in his hand, pretending to fly it as he approached the crosswalk and waved his hands at his dad. Smiling, I turned back and continued waiting for the light to change. Across the street, I saw the man wave towards the boy. I smiled even wider, warm from the sweet exchange from father and son.

But then I saw the man's face shift. His smiling face went to one of shock and fear. His body rocked back and forth, as if ready to run across the street the moment traffic stopped. Startled, I turned only to see the boy toddling past me with seemingly no intention of stopping despite the passing cars.

Language failed me. Forget forming grammatically correct sentences: I couldn't even think of what vocabulary words would be appropriate. All thoughts in both English and Mandarin just flew out the window.

I jumped in front of the kid. I spread my hands out before me and shook them back and forth. Don't move forward. Although I still don't know if he understood me or was just frightened, I had achieved my goal: the child backed away from the curb.

Glancing back, I saw that the crossing sign had started flashing. Still in a daze, I started to cross the street.

Running past, the man turned towards me smiled and gratefully nodded his head, saying “Thank you” without words.

Language is important. From my time in Taiwan, I realized how hard it is to communicate without a common language. But even more so than that, I learned that as long as you have some patience and an open heart, language barriers can be overcome. Even without spoken language, people can convey messages that surpass the limitations of words.



Photo Credit: Hyunjo Koh '20

Photo Credit: Miranda McDermott '20



Photo Credit:Kaylee Ding '20



Photo Credit:Kevin Saechew '20



Alumni Notes



Photo Credit: Emily Schell '16

Class of 1976

Russell Kirkland: I had a long career after graduating AB/AM from Brown (Relig.Studies/Asian History) in 1976. My teaching career was ended by a 2012 stroke. But I can still occasionally publish, e.g. booknotes for Religious Studies Review, and a recent article in Monumenta Serica (text at <http://www.tandfonline.com/eprint/XncTHFc6vp92n4MifAvT/full>).

Class of 1977

Karen Johnson Hemphill: I have made Berkeley my home since receiving a graduate degree from UC Berkeley. I am recently retired as executive staff in local government, however I continue to serve as a Berkeley Unified School District Director (first elected in 2006). I am married (Richelieu Hemphill, MIT

Class of 1979) and have sons: Richelieu Jr: Morehouse grad; Elijah: Fisk grad and Jonah: Columbia University senior.

Linda Jaivin: 'Since my last update, the China Story Yearbook 2016: Control (<http://press.anu.edu.au/publications/china-story-yearbook/control>), of which I'm an editor, was published and we are already hard at work on the 2017 yearbook. I'm also subtitled several Chinese films, and working on my third China novel, which is coming along very slowly, but coming along.'

Class of 1986

Brant Reiter: Hospital Educator for kids with behavior management disorder at Jersey City Medical Center in Jersey City NJ.

Consulting for the Japan Ninja Council

Writing and producing videos for the YouTube channel billschannel
Producing and editing videos for the YouTube channel Cannabis Frontier

Producing and editing a new video series for Nectar Cannabis in Portland OR

Provided Japanese/English translation services to help secure music rights for the new Wes Anderson film “Isle of Dogs”

Wrote the English subtitles for a Japanese documentary film called “Ramen Heads” that premiered at the Hot Docs film festival in Toronto in last May

Did the English translation of the website for a Japanese documentary film called “In Between Mountains and Oceans”

Did a 5-day silent meditation retreat at Insight Meditation Society in Barre MA

Jonathan Walsh: After 8 1/2 years in Dharamsala, I’m relocating to the northern California, managing a property that we are turning into a tiny food forest community.

I continue to sponsor, along with Thor Smith ‘87, the Tibetan woman I met when I moved to India in 2008 (b.1980 in Kham, lived in Lhasa, came to India in ‘06). Please check her site at sweetfamily.simsif.com and contact me if you wish to become a sponsor.

Class of 1987

Mary Ellen (Kivlen) Friends: I’ve had a great “ride” since leaving the wonderful EAS family at Brown. In terms of putting my Brown education to good use, directly

after graduating from Brown in ‘87, I attended the Stanford Inter-university Program. From there, I enrolled in the East Asian Languages and Literatures Department’s PhD program at Yale, but I left in the mid-90s with “ABD” status to get married to John Friends (EAS Department professors David Lattimore and Jimmy Wrenn attended the wedding!), start a family and begin a teaching career at Deerfield Academy. I’m happily entering my 23rd year teaching in the History Department, with current courses that include a senior elective on contemporary issues in India and China, and a spring term elective called “The History of Opium.” I directed School Year Abroad’s summer Chinese language program in Beijing for four years, but a few summers ago I pulled my old dissertation draft out of the basement, retaught myself Classical Chinese and started writing again. Thanks to support from my original advisor at Yale, I am on board to submit the dissertation in September 2018 with a graduation date in December of that year. Wish me luck!

With regard to family, my husband co-runs Full Circle School in Bernardston, MA; my son Caleb is in Brown’s class of 2020 and is on the men’s rowing team, and my daughter Ellie will begin her freshman year at Bates College this fall. Both kids have studied Chinese and spent some time in China, and Ellie will continue her language studies at Bates. (I think I scared off Caleb with tales of Saturday morning language classes at Brown in the 1980s.) John and I will be ‘home alone’ with our two big dogs, and we welcome any EAS visitors who would like to see beautiful Deerfield, Massachusetts. I’m at mfriends@deerfield.edu.

Class of 1989

Pamela Burton-Macauley: My family and I recently made the big move from Vermont (our home for the past 15 years) to the Pacific Northwest.

We now live in Portland, OR, where my husband, Bob Macauley, works as a Pediatric Palliative Care specialist. Our children Catherine, (9th Grade), Noah (7th), Lucy (5th), and Charlotte (1st) are attending local schools.

After previous careers in journalism and teaching yoga, I'm hoping to find part time work and connect to the local Japanese community.

I'd also love to meet any Brown alums nearby.

Class of 1993

Peter Gillespie: I still work at Lazard Asset Management as a portfolio manager for an emerging markets equity fund. As part of my job, I frequently travel to China and Taiwan looking for stocks in which to invest.

Class of 1993

Neil Segal: I joined the faculty of the University of Kansas Medical Center in 2014 as the Medical Director of Musculoskeletal Rehabilitation. After over 30 years of Japanese martial arts training, this past year I established Aikijuku Dojo in Lenexa, KS, where I plan to continue to share my passion for Aikido and Japanese cultural traditions.

Class of 1998

Edward Wang: I'm Edward Wang, brown EAS grad 1998. I am currently settled in Taipei, Taiwan, married with my wife Charline Huang & we have two boys, ages 2 & 5.



We take frequent family trips to Japan & all thanks to my sensei at Brown, my rusty Japanese still comes in handy!

I manage a family-owned construction company & my latest two projects are 1) Citizen M Hotel with 267 guest rooms and 2) 36-stories high rise luxury residential property development on the MRT red line, two stops away from Taipei 101.

I keep in touch with local Brown alums in Taiwan through Ivy League Balls & I represent Brown in friendly sports competitions with alumni groups from other schools such as tennis, golf, triathlons, road running, Taipei 101 run-up, etc.

If there are any alums, classmates or professors traveling to Taipei I'd be glad to help in any way possible, or simply catch up over some delicious broth dumplings!

Class of 1999

Dara Huang: Dara Huang M.D. is the first medical practice in New York City to treat patients with medical cannabis. She is double Board Certified in Nephrology and Internal Medicine. She graduated from Brown University and earned her Masters and Medical degrees from Brown Medical School. Dr. Huang is a highly regarded medical expert as seen in The View, Crain's New York Business, NY1 and others. She is affiliated with Mount Sinai, Beth Israel and Lenox Hill Hospitals.

Class of 2000

Stacey Smith: I have reached a decade of freelance interpreting, and the job seems to get more enjoyable every year. One of the perks is frequent trips back to Japan, and I went several times this year interpreting for FDA inspectors and private sector IT clients. Domestically I often work for the State Department's International Visitor Leadership Program, and went on two defense projects this year that both ended in Hawaii! The first one also took us to White Sands Missile Range, where we were able to experience the amazing national monument.



Class of 2002

Mizue Saito (Murai): My name is Mizue Saito (Murai) graduated in 2002. I am currently a mother of two daughters, and a owner of a patisserie shop, called Madeleine Lapin in Japan.

It's a speciality shop for madeleine, a French patisserie. I have two shops in Tokyo and it's often posted by magazines and TVs. (<http://madeinelapin.com>)

If any EAS alumni is around Tokyo, I will be very happy if they can visit the shop!



Class of 2003

Mai Manchanda: In August, I completed my PsyD in clinical psychology from the PGSP-Stanford PsyD Consortium at Palo Alto University. I am currently a psychology postdoctoral resident at Kaiser Permanente, San Jose in Adult Psychiatry.

Andrew Polins: My name is Andrew Polins '03. I am now completing my 14th year in Asia (7 years in Shanghai and now 7 in Hong Kong). I have focused my career on leading supply chain teams for leading global brands. Today I am the head of Lululemon's Product and Supply chain. I still leverage both my Chinese language and my familiarity with China's history that I learned at Brown. I credit Professor Laura Hess, Professor Grieder and Professor Hu Long Hua for helping guide me on this amazing path.

All the best to everyone at Brown and happy to see the East Asian Studies department continuing to grow!

Class of 2006

Benjamin Boas: Benjamin Boas '06.5 continues his reign as Tourism Ambassador of Nakano Tokyo and now works



as a bilingual reporter for NHK World, the international arm of Japan's public broadcaster. He was recently featured in the periodical English Journal, in which transcribed interviews with him and French President Emmanuel Macron are used as educational materials, complete with vocabulary and reading comprehension quizzes. He thinks this is hilarious. Benjamin invites any visiting alumni to contact him at benkun@gmail.com.

Class of 2010

Gerardo Tejada: My name is Gerardo Tejada, class of 2010. I've recently been accepted into the Korean Literature Translation Institute's Translation Academy, a sponsored program that trains aspiring translators in several different language tracks. I just started my first of two years in the Korean-to-English literature translation program.

Class of 2012

Yuri Tomikawa: I've been expanding my startup Zencare.co, a therapist search website that helps millennials find their ideal talk therapist. I live in Boston and commute often to Rhode Island, too! We had our 5th year reunion this year and it was great to see familiar EAS alumni. Hope everyone is doing well!



Class of 2014

Mathew Kelley: I've recently moved from Singapore to home, then back to Shanghai just a few weeks ago - an inevitable move back to China! My new role is in marketing and communications for an awesome network of British international schools across Asia, so I'm quite excited to be back in education.

Christopher Lam: I'm currently in the process of finishing my 4th year of medical school at Brown. I just returned from a 1 month exchange rotation in Tainan City, Taiwan at the National Cheng Kung University Medical Hospital. This is all thanks to my Chinese instructors at Brown. Special thanks to Hu Laoshi for helping me to create a Medical Chinese elective during my undergraduate years which has enabled me to converse with Mandarin speaking patients and participate in medical rounds. My regards to the East Asian Studies Department!

Class of 2015

Huilian Qiu: Huilian Qiu graduated from Princeton University with a Master of Science in Engineering degree. Now she is a new Ph.D. student at Carnegie Mellon University in the School of Computer Science, Institute for Software Research department. Her work focuses on gender diversity and inclusiveness in the tech community.

Class of 2016

Xizi Chen: I've been working as a UI/UX designer for a startup in Silicon Valley. They're still in stealth mode so I can't say much more!

Givens Parr: In the winter of 2016 I began assisting anthropologist Tami Blumenfield with a documentary film about a village school in the Yi Autonomous Prefecture of Sichuan, China. The film, "Our Future Came From The School," had its first screening in August at the University of Washington.

I also recently participated in an experimental artists residency in my hometown, Greenville, SC. My first solo exhibition of paintings opened at the Hampton III Gallery in August.

I am now studying at National Taiwan University's language center with support from a Taiwanese Ministry of Education scholarship.

Emily Schell: I'm a recent grad (Class of 2016) and in the last year I've been serving as a Fulbright ETA (English Teaching Assistant) in Kinmen, Taiwan. On Kinmen, I taught 2nd - 6th grade and had an amazing experience. Since finishing my





Please feel free to reach out via Brown-Connect if you are interested in any of these fields!

Jie Hao Kwa: I've been interning for RISD guest professor Chunghie Lee at the Korea Bojagi Forum as a curating intern. My job includes helping her with translation and curatorial proposals, as well as liaising with artists.

Daniel Rabine: Daniel spent part of his post graduation summer traveling throughout the the Pacific Northwest and New York. He is currently living in San Francisco and begins work as an Associate Consultant at Bain & Company in October.

grant in June, I've been traveling around East Asia (China, Japan, and Korea), and will be going to Stanford's Graduate School of Education for my Master's in International Education Policy Analysis in September.

Class of 2017

Matteo Riccardi Cavalier: I interned at the Bain & Co Luxury practice in Milan over the summer and am off to the ICLP-NTU Mandarin program for the year

Marcella Ho: After graduation in December 2016, I have been involved in several different industries in Hong Kong. Currently, I am working as a language instructor at a private education center. In addition to my full-time job, I am contributing to various media platforms, including the New York Times Chinese Site, and doing various marketing work for different clients. I also take on free-lance writing and translation projects, mostly in relation to arts and culture.

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

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



East Asian Studies Faculty

2017-2018

Kaijun Chen

Wenhui Chen

Jennifer Cullen

Hyunju Ha

Shan He

Sachiko Hiramatsu

Saori Hoshi

Jia-Lin Huang Hsieh

Lung-Hua Hu

Yuko Imoto Jackson

Hieyoon Kim

Danwei Li

Zhuqing Li

Cheol Rin Park

Samuel Perry

Hiroshi Tajima

Hye-Sook Wang

Lingzhen Wang

Yang Wang

Chengyuan Xie

Kiko Yamashita (*on leave*)

Huijie Zhu

Assistant Professor of East Asian Studies

Lecturer of Chinese

Visiting Lecturer of Japanese Studies

Visiting Lecturer of Korean

Visiting Lecturer of Chinese

Visiting Lecturer of Japanese

Visiting Lecturer of Japanese

Visiting Lecturer of Chinese

Senior Lecturer of Chinese

Senior Lecturer of Japanese

Visiting Assistant Professor of Korean Studies

Visiting Lecturer of Chinese

Adjunct Associate Professor of East Asian Studies

Visiting Lecturer of Korean

Associate Professor of East Asian Studies

Lecturer of Japanese

Associate Professor; Chair of East Asian Studies

Associate Professor of East Asian Studies

Senior Lecturer of Chinese

Visiting Lecturer of Chinese

Associate Professor of East Asian Studies

Visiting Lecturer of Chinese



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