

# EAST ASIAN STUDIES

*Alumni Newsletter*



Fall 2019

# Table of Contents

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**A Letter from the Chair**

Page 2

**Faculty News**

Page 4

**The East Asia Colloquium**

Page 14

**Class of 2019**

Page 15

**Summer in East Asia**

Page 16

**Alumni News**

Page 34

**Faculty Directory**

Page 40

# A Letter from the Chair

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Dear colleagues,

Now that this very busy semester is drawing to a close, I want to update you on the changes that have taken place in East Asian Studies and report on our major projects for the 2019-2020 academic year.

The faculty of the East Asian Studies Department has been enhanced by the addition of several new members. Atsuko Suga Borgmann joins the Japanese language program as a senior lecturer and will take over the coordination of that program in 2020-2021. Formerly at the University of Wisconsin, Milwaukee, Professor Borgmann built up the Japanese language program there virtually from scratch; we very much look forward to her leadership of Brown's program. Our second new faculty member, Sachiko Hiramatsu, is already very familiar to the department. As a visiting lecturer, she has taught Japanese at Brown since 2013; this year we welcome her back as a regular lecturer. Mei-Hsing Lin joins us from Taiwan as a visiting lecturer in the Chinese language program.

In addition, we have welcomed two established Brown scholars to secondary appointments in East Asian Studies: Rebecca Nedostup, a historian of modern China; and Janine Sawada, a scholar of pre-modern Japanese religions. Like Professors Tamara Chin and Kerry Smith, who joined the department last year in secondary appointments, Professors Nedostup and Sawada will teach some of their courses in East Asian Studies as well as participate fully in department affairs.

The department is proud to announce that Lingzhen Wang, a scholar and teacher of modern Chinese literature and cinema, has been promoted to the status of Professor of East Asian Studies. Congratulations to Professor Wang—we look forward to her taking a role commensurate with her status in department affairs. And we look forward to the publication of Professor Wang's newest book, *Socialist Feminism and Mainstream Culture: Revisiting Chinese Women's Cinema, 1949-1987*, forthcoming from Duke University Press.

This year the department continues to grow in several different directions. We are currently conducting a search for a senior scholar of East Asia; should this search be successful, we will add not only a distinguished scholar and teacher of China, Japan, or Korea to our roster, but also a new chair who will take the lead in developing the department and the broader field of East Asian studies at Brown. With the Department of Comparative Literature, we are also searching for a junior scholar of Japanese literature, in the hopes that we might begin to expand Brown's now rather limited curriculum in Japanese studies; as enrollments in the Japanese language program are rising, the department hopes to be able to offer more topical courses on Japanese literature, culture, and history.

The East Asia Colloquium continues to flourish in its new home in the East Asian Studies Department, offering Brown faculty and students the opportunity to learn about interesting ongoing scholarship on East Asia from both Brown researchers and scholars from other universities. Last year, Professor Tamara Chin (Comparative Literature and East Asian Studies) directed the Colloquium and organized talks by ten scholars of China, Korea, and Japan. This year, under the direction of Professor Janine Sawada (East Asian Studies and Religious Studies), even more events have been planned. Please see the Colloquium schedule on page 14 for upcoming events in Spring 2020.

This year the department will again sponsor a series of Undergraduate Research Colloquia, organized by the Director of Undergraduate Studies, Professor Kerry Smith. Professor Smith launched this very successful series in 2018-2019; in two colloquia, seven students presented papers on their projects in Chinese poetry, Christianity in China, China's Great Firewall, urban planning in Hong Kong, Japanese popular culture, memories of war in Japanese film, and justice in postwar Singapore.

We invite you to learn more about our faculty, staff, and students—as well as upcoming programs and events—by visiting the EAS website: <https://www.brown.edu/academics/east-asian-studies/>. With thanks to Jessica Cho, the department now regularly issues an “EAS Weekly” that reminds us all of upcoming events. If you wish to receive this announcement, please contact Jessica.

I would like to thank all who worked so hard last year (and who are continuing to work hard this year) to strengthen and expand the Department of East Asian Studies as well as East Asian studies broadly defined at Brown. EAS's language program coordinators—Lung-Hua Hu and Yang Wang (Chinese), Sam Perry (Japanese), and Hye-Sook Wang (Korean)—have done an excellent job in improving the quality of language instruction and ensuring the smooth running of the language programs. Kerry Smith, our DUS, in addition to seeing to the day-to-day management of the East Asian Studies concentration, has taken the lead in highlighting the work of our undergraduates and in advocating curricular reform. Many thanks to both Tamara Chin and Janine Sawada for so ably managing the East Asia Colloquium.

But most of all I want to thank our matchless staff—Department Manager Leah Lebel and Program Coordinator Jessica Cho—whose unflagging support, good humor, and good sense have made all these achievements possible.

Cynthia Brokaw  
Chair



# Faculty News

## Kaijun Chen

In the academic year of 2018-2019, Professor Kaijun Chen received a fellowship from the Henry Luce Foundation/ACLS Program in China Studies to complete his book manuscript, "The Culture of Expertise in Eighteenth Century Qing China: The Imperial Porcelain Industry." The EAS Department hosted a book manuscript workshop where scholars from the University of Washington-Seattle, University of California Los Angeles, and Yale University, as well as the Department of History at Brown gathered to discuss the manuscript and provided Professor Chen with productive feedback.

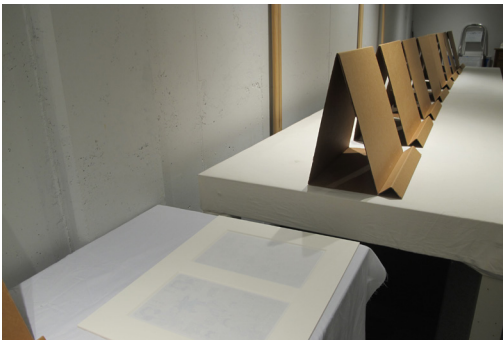
Funded by the Richard B. Salomon Faculty Research Award, Professor Chen conducted extensive research on the imperial manufacture of porcelain in early



modern China and visited a number of institutes for ceramic studies in China during August and September. He participated in the archaeological surveys on recently excavated materials from the city of Jingdezhen—the center of imperial manufacture since CE 1200. (photo) He had the opportunity

to examine collections in the storehouses of the Palace Museum in Beijing and the Shanghai Museum. He was also able to study masterpieces exhibited in major but less frequently visited museums in Jingzhou, Wuhan, and Hangzhou.

The Humanities Research Fund supported Professor Chen's research trip to Kansas City where he visited the storage of the Nelson-Atkins museum and scrutinized a rare illustrated album of the famous novel, *The Plum in the Golden*



*Vase*. The rich depiction of furniture, couture, feasts, and ritual in the album vividly reveals the highly commercial and urbanized world of the late seventeenth and early eighteenth centuries in China. The images of the album and other visual materials that Professor Chen collected from the trip will be extraordinary source for teaching and research on the early modern China.



### **Wenhui Chen**

In the academic year of 2018-2019, I served as Study Abroad Advisor for the Chinese Program for the first time. Before taking on this role, I consulted Gail Hu and Hsini Tseng many times and they both provided plenty of information and useful insights. I also met with several students who had attended summer programs in China before, and got to know about those programs from a student's perspective. In order to better serve this role in the future, I visited two language programs in Beijing in the summer of 2019. During each day-long visit, I sat in on classes of different levels, had academic discussions with staff members and teachers, and visited campus facilities and student housing. The visits deepened my understanding of the programs, which I think are important to know for study abroad advising. I also had dinner with some Brown students who were studying in Beijing. I was amazed at the big improvements they had made with their Chinese and how well they had adapted to their new lives in China. They recommended this great dumpling restaurant to me! Most of the students who were in Beijing this summer were in the WeChat group I set up; it is a great way for us to keep in touch in China.

### **Tamara Chin**

Tamara Chin enjoyed coordinating the 2018-19 EAS Colloquium, which hosted ten exciting lectures by both Brown faculty and outside speakers. Her teaching for EAS included a co-taught "Literatures of Empires" undergraduate class comparing Han China and Rome. She revised for publication two forthcoming essays that relate to her book-in-progress on the modern idea of the ancient "Silk Road." She presented on this work in the US, India, and Italy and conducted archival research while participating in the "Africa-Asia, A New Axis of Knowledge Conference" in Tanzania.

## **Sachiko Hiramatsu**

Spring 2019 was a very productive semester for me. First, in March at the American Association of Teachers of Japanese Spring meeting in Denver, Colorado, I presented my research on “Writing instructions for Intermediate and Advanced Level learners of Japanese: Scaffolding for Improving Writing Skills.” Then in May, at the 2019 meeting of the Japanese Language Teachers’ Association of New England, held at Boston University, the topic of my presentation was “Focus on Feedback on Writing Assignments.” Also in May, at the 25th Princeton Japanese Pedagogy Forum at Princeton University, I presented a paper entitled “フィードバックを重視した上級のライティング指導.” As is obvious from these presentations, writing has been the main focus of my research for the past several years. My interest in this topic started from students’ essay writings for the Japanese speech contest, which I helped initiate at Brown University five years ago. As I learned from my experience of directing the Advanced Level Japanese (JAPN 0500) in Fall 2018, I expanded the topic to encompass instructions for coherent paragraph writing and the process and methods of feedback at multiple levels (intermediate and advanced). I truly enjoy the topic and will continue to seek ways to encourage active learner participation to the writing and feedback process.

I am excited about my new appointment, beginning in July 2019, as lecturer of Japanese and look forward to the opportunity to contribute to the Japanese program and the EAS department to the best of my abilities.

## **Lung-Hua Hu**

I was on scholarly leave in the spring semester. I visited four college campuses in Asia: National Chengchi University and National Jinan University in Taiwan, and Shaanxi Normal University and Xi’an Foreign Studies University in Xi’an, China. I was invited by the MA/PhD program of each one of these institutions to talk about my research on Chinese phonetics and grammar, and held a week-long workshop on pedagogy in two of them. In the workshops, I tried something first the first time: I observed students’ classes, gave them feedback and suggestions, offered a demo teaching class, and then went back to their classes to see if any improvement was made. This new endeavor turned out to be rewarding in many ways. I was able to show Chinese and Taiwanese students what I preach in my talks in terms of effective approaches in teaching pronunciation and grammar and to demonstrate how best to provide feedback when errors occur. I was also very pleased that these students had an opportunity to compare the differences between traditional Chinese teaching methods and those employed by rigorous Chinese programs in North America such as this program. I received overwhelmingly positive feedback from faculty and students and was invited to offer more service in the coming winter and summer.

In addition to these campus visits, I attended and presented a paper at the 15th International Conference on Chinese Language Pedagogy in Beijing. I talked about ‘modal adverbs’, or 语气副词, a subject I had been interested in for a while but had not had a chance to work on until this year.

One unexpected outcome of my visits to Xi'an is that I established a strong connection with Professor Chenguang Pang, Associate Dean of Xi'an Foreign Studies University. Among other responsibilities, Dean Pang is in charge of a cohort of over a hundred students, undergraduates, and MA students who are studying to become Mandarin instructors (and who were in the audience of my talk). He and I paired up my students in CHIN0700, 21 in total, with 21 of his students to create an ongoing long-distance cultural exchange program. The greater goal is to enhance students' understanding of each other's culture, but on a more practical side, I hope Brown students can share with their partners the Chinese essays I ask them to write, their oral test scripts, etc. and receive one-on-one detailed feedback; meanwhile, Dean Pang's students will have first-hand experience tutoring American college students and putting to work what they have learned in the classroom. I am really excited about this cross-cultural exchange between Brown and Xi'an Foreign Studies University. Dean Pang and I will poll feedback from students at the end of the semester and evaluate the effectiveness of this experiment to decide what steps to take to improve it for future collaboration. Moving forward, I hope to help my colleagues here in the Chinese program at Brown to establish similar connections with counterparts in China and Taiwan so that eventually every student taking Chinese at Brown will have a professionally trained, enthusiastic native speaker of Chinese as his or her language partner.

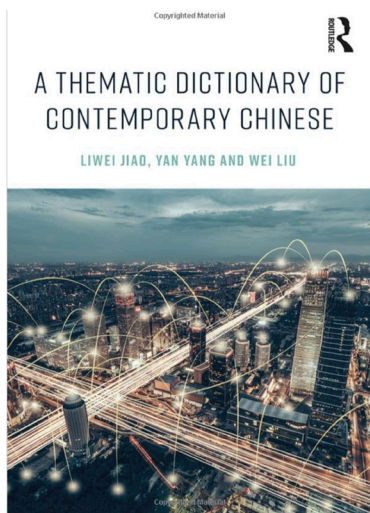
### **Yuko Jackson**

In May 2019, I presented a paper at the 33rd JLTANE Annual Conference at Boston University titled "Discovering the Pleasure of Reading Literature by Appreciating Metaphor and Simile." The paper is about teaching the advanced-level students to appreciate the use of words and expressions in a way they have not been exposed to very much up to this point in their study of Japanese. To understand metaphor, cultural knowledge, rich personal experiences, and an understanding of human nature, among others, are required. I had tremendous fun discussing the use of metaphors and passages that contain metaphors with my students. Those kinds of wondrous experiences are what I treasure most. The academic year 2018-2019 was another trying year for me health-wise - I had knee surgery and rotator-cuff surgery, and went through many months of physical therapy. The academic year 2019-2020 is going to be my last year at Brown. I will be able to take care of my health, house, and my rescued dog, named "Big Bear," and spend lots of time with my husband without whose dedicated care and support I could not have continued teaching this long. I will have spent twenty-six years at Brown by the end of this academic year, and I have many fond memories of teaching Japanese to wonderful students at Brown. I am truly blessed. I am proud to be a part of Brown community for such a long time. I thank Leah and Jessica for kind support and friendship, and Lingzhen for always being there for me. I thank my friends at East Asian Studies for your warm smiles and for being good sports.

### **Liwei Jiao**

Liwei Jiao teaches Chinese language and writes about Chinese language and culture. He co-authored and published in the spring of 2019 a 900-page





Routledge dictionary named *A Thematic Dictionary of Contemporary Chinese* which catalogues 9,862 common Chinese words in 302 thematic categories, supplemented with abundant language and cultural tips as well as exercises. The book was acclaimed as 'to respect the ideographic nature of Chinese writing... a real breakthrough in the field of Chinese dictionaries' by Professor Joël Bellassen, Président de l'Association Française des Professeurs de Chinois, praised the work for its "respect [for] the ideographic nature of Chinese writing... [It is] a real breakthrough in the field of Chinese dictionaries." Professor Jiao's *A Cultural Dictionary of the Chinese Language* is scheduled to be published by Routledge in November 2019. The book was acclaimed as "a must-have reference for anyone seek-

ing to understand the sources of Chinese behavior" by Ambassador Chas W. Freeman, principal American interpreter during President Nixon's path-breaking 1972 visit to Beijing. The book explores Chinese culture through the study of 500 common Chinese proverbs, idioms and maxims which are presented in 290 topics. In the fall of 2019, Liwei Jiao is teaching a new course on Chinese language and culture, which integrates a decade's worth of expertise in teaching and research on the relationship between Chinese language and culture.



### Samuel Perry

Professor Perry continues to coordinate the Japanese language Program, which now has eight participating faculty, and offers four years of modern Japanese, classical Japanese, as well as special thematic courses on Japanese linguistics, Japanese literature, translation. He has been translating Korean all summer long to complete a project about queer culture, and has received a Karen

T. Romer Undergraduate Teaching and Research Award (UTRA) to help wrap up this project and start planning for a second Queer Korea conference to be held here at Brown/RISD next Spring. The stuffed fish are still hanging from his office ceiling.

## **Janine Sawada**

During 2018-19 Janine Tasca Sawada taught courses that aimed to introduce the religious literature of Asia to undergraduate students; one course included works in translation that ranged from the Bhagavad Gita to the Analects to the Life of Milarepa, while others concentrated on the Japanese Buddhist canon and Japanese literary classics. In her research Sawada completed an essay titled "Religious Culture in Transition: Mt. Fuji," for the forthcoming Bloomsbury volume, *Repositioning Shugendō* (edited by Andrea Castiglioni and Fabio Rambelli), as well as a book manuscript on late medieval and early modern Japanese popular religion, titled "Refiguring Mount Fuji: A New Religion in Early Modern Japan" (under review). For the Conference on Buddhist Geo-Aesthetics organized by Jeffrey Moser and Jason Protass at Brown in May 2019 Sawada presented a paper called "Mapping the Ascetic Mount Fuji" in which she analyzed premodern ritual practices associated with the mountain's so-called "Eight Lakes."

## **Kerry Smith**

Kerry Smith continues work on his current book project, which explores earthquake prediction and disasters in 20th century Japan, and spent several weeks in Japan recently tracking down a few loose ends, and meeting with some of the scientists and journalists caught up in the debates over prediction's efficacy. While in Japan, he also accompanied a group of alumnae on a "Brown Travelers" tour of the Inland Sea and its environs, and spoke to the larger tour group on the legacy of World War II and the Occupation in Japan's postwar history. Last fall, he presented work on the long-anticipated Tōkai Earthquake as part of a conference and workshop on Critical Disaster Studies at NYU, and recently submitted a chapter for an upcoming edited volume (one that has nothing to do with earthquakes), "Insect Histories in East Asia." As Director of Undergraduate Studies, he has been fortunate to work closely with the leaders of the EAS DUG on a number of events and initiatives, including last year's launch of new East Asian Studies Undergraduate Research Colloquium.

## **Lulei Su**

This is my second year teaching at Brown. I currently teach both a Chinese heritage class and a non-heritage class and have worked to reconcile the differences between the two groups of learners. After preliminary exploration in the first year at Brown, I adopted and adapted two distinctive pedagogical models for the two types of classrooms. For heritage learners, I use the top-down approach, starting from overall meaning and then moving to smaller units of vocabulary and characters. But for non-heritage learners, it is essential for them to work in the opposite direction, to learn sounds, vocabulary meanings, and grammar; the overall meaning gradually emerges from close study of these smaller units. These two distinctive designs worked well last year.

Brown is a very supportive community. With help from colleagues, I won a \$5,000 grant from the Consortium for Languages Teaching and Learning. As a lead co-organizer, I look forward to bringing the annual Workshop on Language Pedagogy back to the Brown campus. This workshop will focus on the interface



between meaning activation through learning. The goal is to renovate the traditional way of teaching listening by incorporating new approaches and novice perspectives.

In my classes I also aim to blend the distinction between traditional classroom learning and real-world knowledge. With support from the Engaged Course Development Mini-Grant at Brown University, I led 11 students from CHIN 0450 to visit a daycare center for Chinese-speaking seniors in Providence, Rhode Island. Students were able to use various Chinese dialects to interact with the seniors and strengthen the connection with the community. So far, this is one of the best classroom activities for my students, for they were able to build a strong shared identity as a socio-cultural group by interacting with the seniors. At the end of semester, what I appreciated most from students' comments is that they deemed me a good "fit into the community."

### **Atsuko Suga Borgmann**

Atsuko Suga Borgmann joined the Department of East Asian Studies as a Senior Lecturer in fall 2019. She received her Master's degree in Asian Studies from the University of Illinois at Urbana-Champaign, and is currently a doctoral student in Urban Education concentrating on Curriculum and Instruction at the University of Wisconsin-Milwaukee. She taught Japanese language and culture at UWM for twenty years and as Senior Lecturer, coordinated the Japanese program and developed the curriculum for undergraduate courses. Her major research interests lie in language pedagogy and in particular, multimodal learning and teaching and their impact on language acquisition. Further interests include integrating technology into language pedagogy and content-based and task-based instruction. Atsuko teaches all levels of Japanese and has taught online Business Japanese and culture courses. She holds full Oral Proficiency Interview Tester certification from the American Council on the Teaching of Foreign Languages.

### **Hiroshi Tajima**

In May, I presented a paper at Princeton University that discussed how to encourage students' critical thinking by focusing on controversial legal issues in Japan.

I spent two and half months in Japan this summer. In July, I met with a Recruiting Manager Yuichiro Fukumaru from Shiseido and plan to meet Tatruru Munaoka from Fastretailing (Yunikoro) to discuss possible internship programs with Brown. Hopefully, we can develop internship programs with them in the near future.

In August, I went to Busan in South Korea for the conference and talked about material development using CBI, interdisciplinary, and transnational approaches and the analysis of Japanese romance based on animé at International Conference at Busan University of Foreign Study 8/10-8/11. The conference was superbly organized and held in a beautiful university campus. Of, course, I enjoyed authentic Korean food. I love bossam, which is a boiled pork dish and

we wrapped the meat in napa cabbage leaves and different herbs. It had wonderful flavors. I wish I could have stayed longer.

At the end of summer, I and other 5 Japanese teachers collaborated and wrote the sample chapters of the text book called “Learning Japanese through Japanese food culture.” I hope we can publish it someday.

### **Hye-Sook Wang**

Hye-Sook Wang was on sabbatical leave during the 2018-2019 academic year. She spent her sabbatical in residence at Brown and devoted her leave time to two main scholarly activities: completing unfinished projects that had been on hold and working on a few new research articles. As a result, she published “Gender Bias in KFL (Korean as a Foreign Language) Textbooks” in the journal *Teaching Korean as a Foreign Language* (co-authored with J. Kwa) and “Comprehension of Honorifics by Learners of Korean” in the journal *Korean Language in America*; both are highly regarded peer-reviewed journals in her field. The final draft of Wang’s paper entitled “Genre-based Approach to Korean Language Teaching: A Curriculum Application” has also been submitted to *The Cambridge Handbook of Korean Linguistics* edited by S. Cho and J. Whitman; it will come out later in 2019 from Cambridge University Press. The final version of Wang’s other co-authored article (with Y. Cho and A. Lee) “KFL Program Building and Professional Development” should be published by Routledge in 2020 in a book titled “Teaching Korean as a Foreign Language: Theories and Practices.” Another paper entitled “Classroom-based Assessment Practices of College Korean Language Teachers: A Qualitative Study” was submitted to a projected edited volume: Jeon et. Al. (eds.), “Globally Informed Design and Praxis in Languages, Literatures and Linguistics Curricula.”



While working on these papers, Professor Wang also delivered a number of conference presentations and invited talks throughout the year. “‘Hallyu’ and Korean language learning: Does Gender have a role?” was delivered at the World Congress of the World Association for Hallyu Studies held in Japan in November 2018 (with D. Pyun). In June 2019 she made two presentations, “‘Politeness Inflation’ and its Implications for Korean Language and Culture Teaching” and “The Influence of Hallyu on Korean Language Learning” (with D. Pyun) at the 24th American Association of Teachers of Korean annual conference held at the University of Minnesota. She delivered another paper entitled “Investigating Writing Assessment Practices in U.S. Korean Language Classrooms” at international conference of the International Association of Korean Language Education, held at Korea University in Seoul in July 2019.

In February 2019, she delivered an invited talk to the audiences of National Consortium for Teaching About Asia seminar on Korean culture. She also attended a textbook workshop in March held at Harvard University where she served as a reviewer/discussant of a chapter of “Teaching Korean as a Foreign Language: Theories and Practices.”

The Korean Language Program hosted 4th annual Korean Language Week events in October 8-12, 2018 and it launched the first Korean Speech Contest in April 2019, with the support of the department and a local restaurant. Although Wang was on leave, she worked with her colleagues in the program to successfully host these exciting and fun events.

While Professor Wang dearly missed her students and teaching, this leave provided her with much needed time to focus on her research and she is grateful for the time off that had been productive and fruitful.

### **Lingzhen Wang**

My research of this past academic year centers on completing a monograph titled “Socialist Feminism and Mainstream Culture: Revisiting Chinese Women’s Cinema, 1949-1987.” This book is forthcoming from Duke University Press. In addition, I published two peer-reviewed articles: “Alternative Women’s Experimental Cinema: Zhang Nuanxin and Socially Committed Film Practice in 1980s China” in *Camera Obscura: Feminism, Culture and Media Studies* (vol. 34, no. 3, 2019); and “Women’s Liberation” in *Afterlives of Chinese Communism: Political Concepts from Mao to Xi* (<https://www.versobooks.com/books/2932-afterlives-of-chinese-communism>) (Verso Press, 2019).

I was invited by University of Chicago, Columbia University, and Oberlin University to give talks at their respective academic events: the “China Lectures Series” (April 11), the symposium on “Legacies of Leftism in Film and Media Theory: East Asia and Beyond” (Feb. 28-March 2), and the symposium on “Public Intellectuals in a Changing World” (Feb. 28-March 5). I also gave a public lecture at the “Global Forum on Gender, Intermedia, and Arts” held at Nanjing University (June 12-13), and delivered a plenary speech at the International Conference, “Seventy Years of New China’s Cinema: Image, Industry, and Culture,” hosted by Shanghai University (June 15-16).



As the Brown director of the Nanjing-Brown Joint Program in Gender Studies and the Humanities, I co-organized two major events, both were held in June at Nanjing University: “Global Forum on Gender, Intermedia and Arts”, which attracted a large audience consisting mainly of young scholars and graduate students from Nanjing and nearby cities, and a lecture series on pre-modern Chinese culture, religion and art history. Five Brown faculty members, Lynne Joyrich, Leslie Bostrom, Jeffery Moser, Jason Protass, and I traveled to Nanjing University to participate in the two events. Brown members also had meetings with administrators and colleagues at Nanjing University, exploring ways to further develop Nanjing-Brown collaborations.

In addition to serving at various committees in the department and the university, I am an elected member of China and Inner Asia Council for the Association for Asian Studies.

### **Yang Wang**

Yang Wang taught second-year Chinese and third-year Chinese last year. In addition to the articles from traditional textbooks that focus on social and political issues in China, she started incorporating more personal stories such as episodes from 故事FM (similar to the podcast “This American Life”) to help students develop narrative skills and gain a better understanding of Chinese people’s everyday lives. She also made an effort to use documentaries instead of commercial films in her language classes. She gave a presentation at the annual conference of the Chinese Language Teachers Association in 2019 on using the Chinese documentary “The Crocodile in the Yangtze River” as part of a case study of Taobao and Ebay’s battle over the Chinese market, as taught in her Business Chinese class (0920D). This presentation won the CLTA Special Interest Groups Award.



# The East Asia Colloquium

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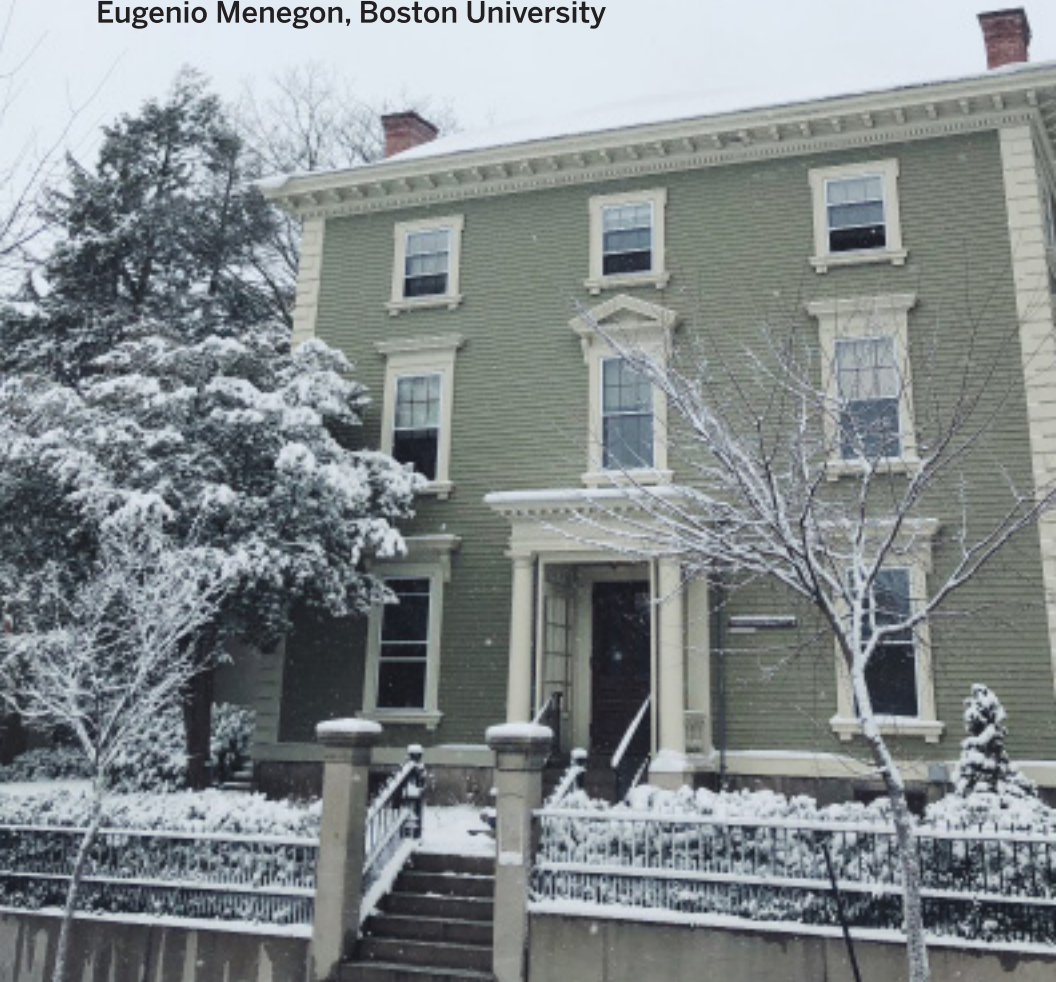
## Spring 2020 Schedule

Thursday, February 6, 2020  
**Aurelia Campbell, Boston College**

Thursday, March 5, 2020  
**Man He, Williams College**

Thursday, April 2, 2020  
**Chan E. Park, Ohio State University**

Thursday, April 23, 2020  
**Eugenio Menegon, Boston University**



# Class of 2019

The East Asian Studies Department's 2019 graduates are listed below with their respective senior project titles.

**Alexander Berman**

**Michael Borrello**

*The Two Koreas and the Politics of Sport*

**Logan Cody**

*Putting the Heat in 'Heart Sutra': a Semiotic Examining of Logographic Forms*

**Nathaniel Conrad**

*Friending over the Great Firewall: An Exploratory Ethnography of Social Media in the People's Republic of China and the Psychosocial Adjustment of Sojourning Students*

**Jordanna Dulaney**

*Sino-Korean Territorial and Maritime Claims Disputes: Past, Patters, and Prospects*

**Quinton Huang**

*"VISIT MANCHUKO... and See It for Yourself": Attracting Western Tourists and Activating the Western Tourist Gaze in Manchukuo, 1934-2940*

**Alex Jang**

*Loanwood-Based Speech Recognition for English Speakers with Japanese and Korean Accents*

**Jamal Tulimat**

*Translating Children's Literature from the 20s*





# *Summer in* **EAST ASIA**

Several language students and East Asian Studies concentrators were able to spend the summer of 2019 in China, Japan, or Korea thanks to the generosity of our donors Brian Leach, the Arun Stewart '11 Memorial Fund, an anonymous Korean donor, and the Watanabe Japan Study Awards and Fellowship.

## **Intensive Language Study - China**

Phunn Boonchouchouy

Hiroaki Cho

Nastassia Goodson

Kaleb Hood

Taylor Coleman Ivenitsky

Kalvin Lam

Emmanuel (EJ) Lao

Benjamin Lipson

Alyssa Pho

Austen Sundara

Carlos Tejada

## **Internship - Japan**

Marina Zilliacus

## **Research - China**

Liyuan Ao

## **Intensive Language Study - Korea**

Alexander Wey



### **Phunn Boonchouchouy**

The days of 8 AM 4-hour class sessions; 1-hour individual session; 2-hour office hours; endless homework, report, and examinations; Chinese tables; cultural activities and excursions; language pledge; new American friends who speak Chinese with me all the time; savory Chinese food that makes me hungry every lunch. All of these are the best representations of this extraordinary study abroad summer program — Princeton in Beijing (PiB).

I was, personally, afraid to travel to a place that I have no idea about or experience with. Before I decided to attend this program, I had reconsidered several times whether only my one-year Chinese courses at Brown are enough to survive in China. However, I believed that this program would help me get through all hardships.

My first impression on PiB was ambiguous. I arrived at Beijing Capital International Airport alone, with no one to come pick me up. I started using my rusty Chinese to communicate with local Chinese people and finally found a bus to Beijing Normal University (BNU). Around two hours later, I finished unpacking my luggage in an air-conditioned small-sized double room and started exploring BNU.

Every weekday, I woke up at around 6.30, prepared for a 1-minute oral report, previewed that day's lessons, memorized new vocabulary, and dashed to the classroom. I rushed to attend 4-hour concentrated lectures with two experienced teachers and five classmates, answered no fewer than fifty questions

and asked no fewer than twenty questions. In the afternoon, I attended an individual session to correct my pronunciation and to refresh my memory with a friendly teacher.

Furthermore, PiB arranged cultural activities and excursions for us, including visits to the Great Wall and the International Horticulture Exhibition, Chinese calligraphy classes, Chinese martial arts, a night at the opera, and many more tourist and cultural attractions. Participating PiB 2019, I not only have improved my Chinese proficiency but also have learned about Chinese culture, history, thought, and politics.

Studying a new language, navigating alien environments, overcoming adversities, and improvising under pressure and unpleasant situations were not easy for all PiBers, especially for me. PiB is admittedly not the most leisurely eight weeks to get through; however, I am pleased that I participated in this unforgettable study abroad program.

### Hiroaki Cho

While it's been already one month and a half since I got back from Beijing, I sometimes feel as if I am still at Tsinghua University, riding my orange rental bike to the building that had seven stories but no elevator. The two months of immersion into Chinese culture and language, both inside and outside of the classroom, were unforgettable.

Academically, IUP comprises two classes, each held two hours a day, making the program four hours a day. One, called 聚焦当代 (Talks on Chinese Cultural Thoughts and Society) is for reading and writing, and another, 广播专题 — (Radio I), was for listening and speaking. Both were 6th-year level in the American scale, and second (or third) highest level is provided in the program.





The classroom experience was much more rigorous than any other language program I have attended before and was very effective in improving my Chinese ability. Each class consisted of one-on-one (单班课) and three-on-one (合班课) instruction, and no textbook was allowed during the class, so everyone had to memorize all of the vocabulary (生词) and its usage (搭配) before the class, which started at 8 am every morning. Also, the goal was that, applying language skills we learned in the classroom, we would express our opinions about various contemporary and global issues. Our textbooks provided an in-depth analysis of a wide range of often sensitive topics, including corruption, censorship, and gender inequality.

In 聚焦当代 one-on-one sessions, I was to write a paragraph using around ten of the new vocabulary words I learned; and to practice new words in conversations on a wide range of topics, including life in Japan or the US or recent news about China and Hong Kong. Such in-depth conversations were extremely helpful in improving my Chinese skills, particularly as they are applicable in real life. In the three-on-one sessions, students narrated the reading passages, using the vocabulary and idioms of the day. 广播专题— classes were more difficult, since we were not given scripts before classes. The intensity of curriculum, the highly experienced teachers, and the small class size provided opportunities for me to analyze my own ability critically and to improve rapidly. Last but not least, the quality of teachers was admirable. I have taken intensive language classes in English, Chinese (Advanced Chinese at Brown), and German (Intensive German at Brown), but IUP classes were definitely the best I have experienced so far.

Cultural immersion also played a significant part in my experience in Beijing. IUP's language pledge was not enforced outside of Tsinghua, which made it a lot easier for us to interact with each other (I did not feel its influence on my Chinese learning level since we spoke in Chinglish and I did not have any trouble with conversational Chinese anyway). Friends from IUP, most of whom were undergraduates, and I explored Beijing every weekend. While the IUP course was quite intensive, teacher intentionally did not leave an extra amount of work on weekends because they recognized that cultural immersion was also important for our learning, although the week before the speech contest (I got a prize) was more stressful than others. At the end of IUP, I visited almost every tourist/historical site in Beijing (my favorites were Temple of Heaven and Yuanming Park), as well as underground live houses, bars, etc. On one weekend, we went to Shanghai, which was also an eye-opening experience (let's set aside the fact that we missed our bullet train back and returned at 3 am Monday). Food was also an important aspect of my stay in Beijing. The canteen at Tsinghua was government-funded and was extremely affordable, with a bowl of noodles priced around one dollar, and everything there tasted amazing! Being at Brown, I can't miss them too much. Other food experiences in Beijing, which fill my phone's picture folder, was also a memorable part of my stay. The variety of (especially Chinese) food Beijing offers went beyond my highest expectations. Other aspects of Beijing, including frantic traffic, two-dollar/month rental bicycles, and horrible-but-convenient housing, were equally memorable, but since the report is already getting extremely lengthy, I would end my description of my life in Beijing here.

At the beginning of IUP, I heard that a third of IUP alumni were currently in China, and I was quite shocked by that. However, after spending two months in Beijing, I felt like I finally understood what draws people to this land. Although I am from Japan, which is adjacent to China, and was raised in a Chinese immigrant family, I did not know about the energy and the potential of this country. While it is hard to describe it, I know what I felt there was something special in China. The postmodern architecture next to the archaic in untouched districts was frankly complete chaos and made no sense, but I always felt like Beijing was always “under construction,” both physically and mentally. People claim that China’s rapid economic growth period is already over, but my experience there made me physically feel the type of energy I had never experienced in other cities, including Tokyo and New York. I’ll be back there, hopefully soon.

Lastly, I would like to thank for the Stewart family for the generous support that made my journey possible.

### **Nastassia Goodson**

I am extremely grateful to have had the opportunity to spend two months in China this summer. Firstly, I not only was able to discover and learn more about Chinese culture, but I was also able to drastically improve my Chinese through the hard work of the Harvard in Beijing (HBA) teachers.

In fact, this summer was the first time that I had ever been to China. Before arriving in Beijing, I was extremely nervous, because not only were my Chinese language skills not that developed, but I was also going to a country on the other side of the world, especially one I had never been too before. The first few weeks were quite difficult, since it took me a while to adjust to the intense pace



of HBA, but I quickly found myself enjoying learning Chinese in the program more and more. Even though days could often feel very long, since we had Chinese class for five hours every day, and then often several hours of homework and preparation for the next day, I enjoyed the bustle. Even when all the students in the program were exhausted from long nights spent studying, and the teachers were exhausted from the hours they spent preparing the lessons, I never felt that going to class wasn't worthwhile. The teachers gave us ample opportunity to discuss ever more complicated topics as the program progressed, and I could already tell that my Chinese had improved after just a few weeks.

The first few weeks, I was extremely afraid of even approaching a Chinese person, for fear that I would mispronounce something, or not understand what they were saying. When going to the grocery store, I would mumble the least number of words possible to the cashier, and quickly leave.

It was especially difficult to adjust to the cultural practices in China. Chinese culture is definitely much more open than Western culture is; that is, privacy or personal space doesn't really exist. Bumping into someone or being elbowed by someone in the subway or on the streets is inevitable, simply because the population is so large. It was difficult being a foreigner in China not simply because of the cultural gap, but also because I was aware how much I stood out. Even though I was in a part of Beijing where all the universities are situated, and in fact where there are many foreigners as well, I felt as if I was always on display. This was extremely difficult to deal with at first, but over time I learned to ignore it.

Instead, over time I grew more and more comfortable communicating with others, and even found myself having very interesting conversations with a few taxi drivers. I spent not only a lot of time learning Chinese in the classroom, but also going out into Beijing and improving my Chinese language while exploring the city with friends.

This was an invaluable experience, not only because of my enormous gains in Chinese, but also for the many new eye-opening cultural discoveries I made and for the many friendships I built.

## **Kaleb Hood**

My time spent in Beijing this summer was such a formative experience. Before leaving for China, I had never left the East Coast. Being in such a different place, all the way across the world, was definitely a huge culture shock. I stayed at Beijing Normal University through the Princeton in Beijing language immersion program. The main tenet of the program is that the students are not allowed to speak English at all. Being taught only in Chinese was hard enough to get used to, not to mention only using Chinese while with friends or out shopping. However, I soon got used to it and really enjoyed my life in China. Seeing my Chinese improve in real time was really encouraging. My favorite part of being in China was definitely the food. Learning to order food was a big challenge, but through a lot of practice (and accidentally ordering an entire roast duck),





I learned how to navigate the Chinese menu. There were so many new dishes and flavors that I had never heard of or tasted here in America. Trying different foods from different regions helped me learn about the cultures of different areas of China, which was really interesting. Every week we had “Chinese Table” which was a small group lunch with a teacher. Because of my love for food and Chinese, these meals were the most memorable part of my trip for me. These meals also helped us develop closer relationships with our teachers. They really enjoyed spending time with the students and were really invested in teaching us to the best of their ability. Their commitment and enthusiasm in the face of such an intensive program inspired us all to give our best and to have fun studying. The dedication of everyone involved in the program was inspiring, and the connections I made in Beijing will carry on for a long time to come. I am so thankful that I had the opportunity to attend this course, it was definitely only the beginning of my relationship with China and studying Chinese!



### **Kalvin Lam**

Hi, my name is Calvin Lam, and I am a senior studying Computer Science at Brown. I am from San Jose, CA, and I am Vietnamese-American (my parents are both Vietnamese, but I believe some of my ancestors were part Chinese). Beyond computer science, I am interested in Chinese language and culture, since I grew up surrounded by a lot of Chinese culture in my family (Vietnamese culture is very heavily influenced by Chinese culture). I began my Chinese language learning journey here at Brown in Chinese 100 in fall semester of my sophomore year. Chen Laoshi (Wenhui Chen) really inspired me with her endless passion and enthusiasm for the language, and she sparked my own passion for Chinese language. After spending two years at Brown going through Chinese 100-400, I decided to spend the summer studying intensive Mandarin at Princeton in Beijing.

I chose Princeton in Beijing because I heard from many teachers and peers that it was the top program for improving Mandarin skills. I wanted to take my Mandarin to the next level, and I figured "Prison in Beijing" would be a catalyst in my Chinese language learning journey. Princeton in Beijing was undoubtedly one of the hardest experiences of my whole life. Every day, we had four hours of Mandarin class followed by one hour of 1-on-1 discussion, followed by several hours of homework. The workload was heavy and intense, and it took a lot of perseverance to make it through the program. Looking back, however, I think my time at PIB has helped to define my outlook on life. For one, my Chinese language skills have improved so much. Because of PIB's language pledge, I spoke only Mandarin this entire summer (no non-Mandarin language could be spoken at PIB, or you'd be expelled), and this experience really sharpened my conversational skills. I find that now, coming back to Brown, I am well equipped to have conversations about a wide array of topics from favorite foods to the Taiwan issue to freedom of speech. Without PIB, I would not have this confidence in my speaking abilities. My experience at PIB taught me to work hard, to take care of myself, and to take time and enjoy the places I am at. While in Beijing, I was able to try a wide variety of delicious foods, and really immerse myself in the complex, beautiful fabric that is Chinese culture. I have the EAS department and the

Leach Fund to thank for this life-changing experience because without EAS's generous support of my pursuits, I would not have been able to attend PIB.

### **Emmanuel (EJ) Lao**

Armed with 2 years of experience learning Chinese, I arrived in Taiwan with utmost confidence. However, before my summer program began, I communicated incoherently and had difficulty recognizing even the most basic conversational phrases. Especially after realizing that my teacher's eight-year-old son spoke better Chinese than I did, I was determined to improve. I'm grateful for my experience in National Taiwan University's International Chinese Language Program (ICLP), which undoubtedly made a large impact in improving my fluency in Mandarin. The key aspect of ICLP that I enjoyed was the conversational nature of its classes. Textbooks were often banned in the classroom to encourage continuous discussion, which was not difficult in classes of a maximum of four people. I genuinely looked forward to going to class. The topics we discussed increased in complexity throughout the semester and included Chinese society, artificial intelligence, cultural appropriation and automated driving, to name a few. This meant that in addition to improving my Chinese, I was given opportunities to further develop my opinions on issues relevant to our world today that I may have never thought about before. It helped that I shared classrooms with some of the brightest people; watching them squeeze their outsized ideas into concepts that our limited vocabulary would allow was amusing. However, it was a challenge we faced every day that only made our ability to navigate the complexities of the Chinese language better and better.

One of the most underrated qualities about Taiwan is its people. Never have I been met with such warmth from a community in a foreign country. Interacting with locals at restaurants and night markets was one of the most fulfilling moments during my time there and the best way to practice what I had learned





in the classroom. It was an interesting time to be in Taiwan given that they're approaching a presidential election next January and being in a heated political climate only added to my educational experience there, giving me a glimpse of issues that the Taiwanese people cared about most. Besides getting to know the politics in Taiwan, I spent my time working in a consulting role for a Taiwanese company, an opportunity that gave me even more opportunities to both learn Mandarin and develop my professional skills. I appreciated being able to see the hard-working ethic and dedication with which my colleagues handled their responsibilities, which inspired me to give my all during my time there.

After this summer, I cannot stress how great Taipei is. Public transportation, food, nature, speakeasy culture, KTV – these are some of the other aspects that make me love this city. I'd like to express my utmost gratitude to the East Asian Studies department and the Leach Fund for making this very rewarding experience possible.

### **Benjamin Lipson**

Méiyǒu hābeibān, jiù méiyǒu xiànzài de wǒ. This is one of the most important things I learned this past summer at Harvard Beijing Academy: both the grammar structure and the meaning itself. It translates to mean, "Without HBA, I wouldn't be who I am today." And in many respects, I would say it rings true. The immersive experience HBA granted me improved my outlook on life --and my Chinese-- in previously unthinkable ways.



Upon arriving in Beijing, I attempted to hold a conversation with my taxi driver, who was driving me to the hotel. After hearing just a few words of my both literally and metaphorically tone-deaf Chinese, he immediately cranked up the radio volume and turned away from me. These cab drivers must really be sick of foreigners speaking terrible Chinese, I thought to myself. I felt uncomfortable and scared residing outside of my typical comfort zones.

Instead of the English I command with ease, broken Chinese became my only communication tool. My consistently Western diet was unavoidably upended, replaced with Chinese delicacies I had yet to become accustomed to. My friend Nastassia did attend the same program, but I would otherwise be living and studying with complete strangers for 9 weeks.

Comfort zones are spaces that protect and, of course, comfort people. But I didn't fully realize until I studied in Beijing this summer that comfort zones are also spaces, in both the literal and metaphorical sense, that bind people. People become bound to certain versions of reality and perceived limitations that discourage them from experiencing new things, befriending new people, and living with more open minds.

I occasionally enjoy striking up conversations with strangers on airplanes and trains, in taxis, and on lines. The idea of overcoming seemingly insurmountable linguistic and cultural barriers to make myself understood to people in China was daunting, though, to say the least. From the beginning of my journey in China, I felt this constant push within myself to learn more, not for the sake of my grade, but in order to freely express myself. It was that constant push, a force that thrust me out of my comfort zone, that allowed me to overcome linguistic barriers, better understand Chinese culture, and to prove to myself that I have the ability to accustom myself to a culture and lifestyle that differs so much from all that I've ever known.

More than anything, the people I met are what made my experiences this summer so valuable. In the classroom, my teachers were outstanding. They were kind, gracious, fair, and were incredibly devoted to us, the students, exhibiting boundless enthusiasm and energy on a daily basis. The students were attentive and motivated, and I had the pleasure of learning so much from them. Learning a language-- particularly in its spoken form-- is not a solitary experience, and I owe much of my improvement this past summer to my inspiring, intelligent classmates who always challenged me.

Harvard Beijing Academy was a formative experience that I highly recommend to any student who wants to not only improve their language skills, but also change their outlook on life.

### **Alyssa Pho**

I still remember the first thing the head instructor told all of us during orientation. "At Princeton in Beijing (PiB), we may be tired but we are happy." My classmates and I had all laughed at the time, but this statement continued to ring true throughout PiB.



My days had quickly become filled with Chinese. Just as the nickname “Prison in Beijing” suggests, the program was intense and rigorous. My daylight hours were spent in class, writing essays and rehearsing for oral debates and presentations. Similarly, my nights were filled with memorizing vocabulary with my roommate, editing my homework, and preparing for our never-ending quizzes and exams. My life during those days was bounded by a five-minute circumference surrounding my dorm: the old classroom building five minutes south of my dorm room and the cafeteria five minutes north of my dorm room. However, the topics we learned spanned the globe. We learned to discuss topics such as One Belt One Road, the Chinese Dream, and America’s soft and hard power. It was tiring and challenging, but simply amazing how much we could accomplish in two months.

However, PiB was not just about studying. Even with the devotion to language study that PiB demanded, my classmates, my teachers, and I found time to bond over our experiences in Beijing and learning Chinese. We would share our musical tastes during bus rides on our weekly Saturday field trips. During meals, we would moan over the mountain of schoolwork waiting for us back in our rooms and debate over what the people around us were saying. On Sundays, we would tour the streets of Beijing. We tried anything we could make time to do. From going to art districts and historical sites to finding good food at restaurants and night markets, we did all that we could to make the most of the time we had together. On the last day of PiB, we all went our separate ways. We had all come together for this period of two months on our Chinese language journeys. We had laughed together and crammed together. We had shared our language learning struggles and triumphs. And now - with our hearts filled with fond memories and our heads full of Chinese vocabulary - we were moving on to continue our respective paths.



## Austen Sundara

On the first day in China, I felt some fear. At the airport, I felt like I was lost in the woods, not knowing anyone or knowing the language itself. The fact that in a few days I could speak no language other than Mandarin Chinese for two months was daunting. I remember people saying “huh?” when I asked them “where is the bathroom?” and then immediately feeling the pain of being misunderstood. I blamed myself for not being smarter and not knowing the most basic Chinese. But, these experiences in China, including such misunderstandings, culture shock, and back-to-back classes for four hours, led me to confront the one thing I struggled with: the power of believing that you can improve. When I was considering studying abroad in the Fall of 2018, I really didn’t know what I was getting myself into. At the same time, I didn’t want to keep feeling like I could never improve. While at Brown, I kept hearing about the study abroad experiences and the sentence people who come back always say: “this was such a life-changing experience.” I thought I wouldn’t understand why this is said so often unless I went overseas myself. I thought, “why not go?”

As the weeks went by, I noticed the teachers at Princeton in Beijing always embraced the idiom, 水滴石穿, which translates to “dripping water penetrates stone.” Whether it was during one-on-one sessions, conversations on the bus to



the Great Wall, lunch at the school cafeteria, they always talked about how they respected the students who attended intensive language programs. Specifically, they mention the strategies, perseverance, effort, and improvements needed to “survive” in such programs. But they never directly mentioned intelligence or smartness. They were teachers who themselves had had to study hard in a competitive academic environment, especially in high school in which they had to pass the toughest exam that determines their future called 高考. From learning about their lives, I felt lucky to be taught by them, not only in Chinese but in basic humaneness..

After studying Chinese intensively for two months, I was amazed by how much I could do. The late nights of preparing for oral presentations, daily quizzes, weekly tests, were not in vain. I could engage in small talk and say a few things about current affairs and history. I am also amazed by how much I learned. Interestingly, the intensive nature of my classes helped me value the importance of allocating time for reflection as well surrounding yourself by people who can provide you with invaluable advice. I also realized that, before studying abroad, I was trying to believe in myself to do well in academics and extracurriculars without support or advice. At China, the teachers there constantly encouraged and believed in me.

I want to use this opportunity to thank the East Asian Studies Department and the Leach Fund for supporting me to study in China as part of the Princeton in Beijing program. I want to express my deep gratitude towards for my Chinese teachers at Brown who have shown me kindness and their belief in me. My time in Beijing is definitely, as my fellow students who also studied abroad would call it, “a life-changing experience.”

### **Carlos Tejada**

This summer I attended Princeton-In-Beijing, one of the most prestigious Chinese intensive language programs in China. The goal of this program was to immerse myself in Chinese culture while becoming fluent in the language. At Brown, I am pursuing a double concentration in International & Public Affairs



(under the Policy & Governance Track) and Environmental Studies (under the Environmental & Inequality Track). China was the perfect political and social location to further enhance my knowledge in my two concentrations. I arrived in Beijing, Friday, June 21st. My primary concern was the air quality in Beijing. I was told it was very unhealthy and harmful. Over time, I discovered that although China, as a whole, has a very serious air quality problem, the air quality has significantly improved. In Chinese, I communicated with the many Beijing locals and they told me that only three years ago, one could not see the blue sky. Now, Beijingers can see blue skies and fluffy white clouds. Unfortunately, the sunsets in Beijing are something to cause great concern. One can stare directly at the sun without their eyes hurting due to the thick air pollution in the atmosphere. Moreover, the air quality is worse at night. I witnessed the local people transform from walking freely throughout the day to resorting to a face mask by night.

My days were very structured, so structured it turned into a mundane routine. I would wake up at 6 AM to prepare my class materials for that morning. Then, I would grab something quick to eat at the student dining hall. Full disclosure: All the students enrolled in Princeton-In-Beijing are required to sign a language pledge stating that we are not to speak any other language besides Chinese during this program. This included: my dormitory, weekends, free time, etc. As I was signing my Chinese and English name on that piece of paper, I truly understood what they meant by “full immersion program”. It was extremely difficult, however, as I am writing this, I have completed six out of the eight weeks of this program and I feel as though I have improved significantly in my ability to speak Mandarin Chinese. I can hold a deep conversation with Chinese professors and local citizens and can make my way around Beijing and the rest of China without having to use Google Translate. Our textbooks included a plethora of information about the cultural aspects of China, foreign relations between the US and China, and day-to-day grammar structures understood by all Chinese. Each lesson told a story about a specific scenario related to China. For example, the first lesson told a story about the narrator’s first impressions of Beijing before arriving and after. As we advanced in the language we learned more complex and thought-provoking topics such as China’s “one child per household” policy, the government’s initiative to integrate all of China’s people by having them communicate in Putonghua rather than in the vast number of different regional and provincial dialects—we even learned about a plethora of Chinese idioms, proverbs, and common sayings (both formal and informal). Overall, while being in China for almost two months, I not only have a deeper understanding of China and Chinese people, but I also developed a new perspective on America. I am eager to go back to my country and share my experience with my community and find a way to solve the heavy tension between the United States and foreign countries.

### **Alex Wey - Korea**

This summer, I was fortunate enough to receive an award from the Department of East Asian Studies to help finance my studies at Yonsei University in Seoul. As a prospective EAS concentrator, my experience abroad was gratifying because I was able to trace the material I learned inside the classroom to its



origins. Having the chance to be in the presence of renowned sites such as the Han River, the golden statue of King Sejong, and the Heunginjimun Gate were my own historic moments that solidified my passion for Korean language, history, and culture.

Every morning commenced with a mile-long uphill trek to school. Hair wet and a bit dazed, I stepped foot onto the busyness of Yeonhui road and began my route—a conglomeration of twists and turns through the narrow streets of my neighborhood, Yeonhui-dong. I strolled past decades-old mom-and-pop shops, took in my daily dose of the smells wafting from Korean restaurants, and arrived at New Millenium Hall, where I had my first class, “A New Context of Chinese Security and Foreign Policy”. This International Relations course explored the implications of the rise of China in the 21st century and analyzed the international behavior of an economically confident, diplomatically viable, and culturally assertive China. My main focus throughout was the Belt and Road Initiative, a global development strategy presented by President Xi Jinping that promotes unprecedented continental connectivity networks. Moreover, my summer studies also kick-started my ambition to become proficient in Korean. My “Korean Language Learning” course became a turning point in not only my proficiency but also my deeper linguistic understanding of the native Korean community.

A critical part of my time in Seoul was spent connecting Korean people in a way I had never before experienced. While Western influence is quite visible, many customs of Korean life remain untouched and celebrated. Whether it be a small but significant mannerism around the dinner table or an honorific introduction or saying, the emphasis on tradition in Asian culture in comparison to Western facilitated a fuller integration and immersion in the culture. Moreover, interacting with locals on a personal level gave me an opportunity to observe contemporary social issues in Seoul, most notably the ongoing turbulence with Japan. After Japan hit numerous chaebols with heavy semiconductor sanctions, the anti-Japanese sentiment in Seoul was palpable—just talking about the matter would intensify emotions. Without a firsthand experience of the relations between both nations, I would have never truly understood the present-day colonial baggage still left over in South Korea.



All in all, my studies abroad were undoubtedly eye-opening and memorable. Talking about Seoul while not being there makes me nostalgic. I plan to return



to continue my studies, relive unforgettable moments, and reconnect with the people who I grew fond of.

I want to take this opportunity to thank the Department of East Asian Studies and its donors for supporting me to pursue one of my best opportunities. Not only was this award financially integral to my international studies, but it also facilitated a rigorous academic experience that helped me build relationships and ultimately changed my global outlook.

### **Marina Zilliacus - Japan**

This summer I interned at Tokyo-based cultural experience start-up Deeper Japan. The company works with local artisans and connects them with travelers looking to see something truly authentic. Experiences include observing sumo wrestlers train at their stable, learning to make sushi from chefs with decades of expertise, and visiting the studio of one of Japan's last Katana makers and watching him create. Many of the masters only speak Japanese, so Deeper Japan serves as a bridge between them and guests by offering support, interpreter guides, and detailed itineraries in various languages. Although most of the experiences are located in Kyoto and Tokyo, Deeper Japan also organizes homestays in Rikuzentakata, a coastal town in Iwate ravaged by the 2011 Tsunami. In partnership with NPO Marugoto, Deeper Japan provides a sustainable mode of traveling which benefits the hosts as well as the travelers.

Although hired as a social media intern, I was quickly able to take on a variety of roles due to the company being a startup and thus having a smaller team. I did still mainly focus on growing brand awareness through online channels in the hopes of increasing bookings, but was also given the opportunity to engage in some more exciting activities. Among other things I was able to observe a Tea Ceremony and an Ikebana class, attend meetings with leading Japanese companies like NTT Data, and go on a weekend trip to a private island in Ookayama.



Although truly magical, the most rewarding about my time at Deeper Japan was the knowledge I gained. For someone with a goal of eventually living and working in Tokyo, getting a close look at authentic Japanese working culture was invaluable, and the up-and-coming start-up scene is especially exciting right now. I, also, of course, learned so much about Japanese tradition, and am so appreciative to have interacted firsthand with some of the most skilled artisans in the country. For someone who is half Japanese but grew up fairly estranged from that part of myself, being able to reconnect with my heritage this way was an experience I will forever be grateful for.

The Deeper Japan team itself is fantastic. Although mostly everyone there spoke fluent Japanese, they were incredibly welcoming and accommodating, and I treasure having been taken along for part of this fascinating ride that they are on. I got by with one semester of JAPN0200, which prepared me excellently for intro-level office talk and I was even able to hold our morning meetings in Japanese. I picked up on several colloquial phrases after spending 12 weeks in a young Japanese office, and I am happy to see that I am able to build off that knowledge in JAPN0300 as we further study casual language. For those interested, I have returned to Brown with an army of knowledge on living while interning in Japan and the various customs involved (and more). Deeper Japan is also very keen on hiring more interns from Brown!

### **Liyuan Ao - Research in China**

**Broken Treasure: Ceramic Sherds, Protection, Collection, and Transaction in China**

My study examines the landscape of the collection and protection of broken ceramics in China and how different players are involved. Through interviews with experts and collectors, browsing collections in museums and examining documents such as legal declarations and archival resources, this research finds that while the current official system of broken ceramics preservation is not complete, many individuals and institutions, encouraged by state regulation and a sense of patriarchalism, also contribute to the collection and preservation of broken ceramics and play an important. Finding also shows that the state regulation and reinforcement is currently improving with new legislation to update the system.



# Alumni News

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## 1957

**Britten Dean** writes: After graduation from Brown in 1957 with a major in French and German languages and literatures, I experimented with wildly different career paths and served in the New York National Guard. Finally I came to my senses and enrolled in the PhD program at Columbia University's Department of East Asian Languages and Cultures. I had been studying the Chinese language for many years on my own (Brown didn't offer any East Asia courses when I was there) and as a consequence I was able to start in advanced Chinese. I continued taking language courses (both Chinese and Japanese) pretty much the whole four years I was in residence, plus a lot of linguistics courses. My MA thesis analyzed the anti-war poems of Du Fu. Thereafter my interests focused more sharply on modern Chinese history. Having completed my course work at Columbia, I went off to Taiwan (Mainland China was basically off-limits in those days) for dissertation research dealing with late Qing Sino-British relations. I received my PhD from Columbia in 1969.

In 1967 I joined the faculty of California State University, Stanislaus, located in a pleasant town in California's Central Valley. I stayed there for fully 30 years, during which time I taught a wide variety of courses dealing with East Asia, including Chinese and Japanese history, philosophy, Japanese music, Asian politics, Chinese language, and others. I had frequent occasion to live in the East, as visiting professor at Waseda University and Hangzhou University, and on sabbatical leaves. My publishing activity included numerous studies dealing with Sino-foreign relations, English language pedagogy, Japanese music, and translations of Chinese and Japanese literature. My publication record is book-ended with *China and Great Britain: The Diplomacy of Commercial Relations, 1860-1864* (Harvard, 1974) and translation from the Japanese of *The Wasteland* (Arano in the original), a novel by Takahashi Takako (Cornell, 2019).

After retiring from Cal State in 1997, I moved to Charlottesville, Virginia. I have remained active in the profession, teaching a few courses at the University of Virginia and working on Japanese translation. And of course I have travelled a good deal.

## 1966

**John M. Cross** writes: I believe I was Brown's first AM in Chinese studies even though I did not continue in the field. But still, I thank Professor Lea Williams for his advice and assistance getting my degree.

I entered Brown in 1962, earned a history degree, then moved on to the graduate program. From Brown I went to Columbia Journalism School. As a UK citizen then, I had a simple wish: go to China and cover what was happening there.

But a job offer from Business Week, then a weekly newsmagazine, led me into business journalism. Early in my career I covered energy and finance from the

hydrogen economy to Wells Fargo Bank. Later in the 1980s I did some TV work at WPXI in Pittsburgh covering the decline of the steel industry and how the city could change.

I like to think I never turned down an opportunity that looked interesting. For many years I found public relations interesting—in one case using it to make a small company look valuable enough for GE Capital to acquire it.

In the 1970s I spent time working in politics in the Senate and for President Jimmy Carter. That job led to the development of legislation that established a federal small business advocacy office and, at another time, solar energy tax credits. Even now, in my seventies, I am an education commissioner looking at the best ways to regulate, license and encourage higher education in the District of Columbia—from internships to trade schools for “returning citizens” leaving incarceration.

But, I still haven’t made it to China.

Here’s a synopsis of 50 years—Business Week/McGraw-Hill, US Senate, President Carter’s White House Conference on Small Business, WPXI-TV, Hill and Knowlton, GE Capital, Business Essentials audio-magazine, COO for a small pharma company, then retirement. Got into DC politics and am now a Higher Education Licensure Commissioner for DC’s mayor.

## 1971

**Richard James Forde** writes: I graduated from Brown in 1971 and was the only person in my class to specialize in Asian History, as the major was then called. I spent the first semester of my senior year at in the history department of National Taiwan University, on a Republic of China government scholarship. When I arrived, I had had only a year of training in Chinese (about six semesters’ worth of courses); and I struggled with the language and the courses I was taking. At Taida, the somewhat artificial Mandarin I had learned in school met the hard shock of Taiwanese Mandarin, but I made it through my courses. After returning to Brown and graduating, I attended Harvard for a year and received a master’s degree in Regional Studies—East Asia. I was uncertain that the job market would sustain a career in Chinese studies, and so I left Harvard and enrolled in a post-graduate pre-medical course at Columbia, where I completed the required courses for medical school in four semesters. My parents were happy about this, but I felt that I had left my heart at Harvard. I ended up at Yale for medical school and was back at Harvard for my residency training in psychiatry. I never gave up on Chinese, however, and have continued to study, sometimes intensively. I thought that the effort I had put into learning Mandarin should not be wasted by attrition.

I was in the US Navy for five years, in San Diego, and have, with the exception of a short period of time, lived in California ever since 1981. I finished my career in psychiatry six years ago, having spent most of my time treating severely disturbed individuals in inpatient settings.



Currently, I read widely, study Chinese (among other things), play the piano, and spend time with my spouse, David Foushée, Yale '78, whom I met when I was in medical school. The two of us were in China (Xi'an and Nanjing) for three weeks over the summer. Our sister-in-law, who is a professor of journalism at UMass-Amherst, taught a two-week course at Shaanxi Normal University, and David and I, as well as our niece, served as informal teaching assistants. My ability to speak Mandarin and to read signs and menus greased the skids, so to speak, for our adventures in hellishly torrid Shaanxi and Jiangsu.

My most memorable experience was going to the Zhong Shan Ling (the mausoleum of Sun Yat-sen) in Nanjing and climbing the 392 steps to the top. That was something I had wanted to do for a long time.

I remember so fondly all my teachers at Brown—Professors Williams, Widmer, Grieder, and Marsh (in history) and Professors Wrenn, Lattimore, and Mei (in Mandarin), along with teaching assistant Yin Yuen Mei.

My education in Chinese language and history has lasted me a long time. I plan to continue my studies in East Asia for the duration.

## 1986

**Michael Justin Lee** writes: After a gratifying career in finance, I became a professor, teaching at Georgetown and Johns Hopkins among other DC area universities, eventually winning the Distinguished Teaching Award three times at the University of Maryland. During this time, my first book, *The Chinese Way to Wealth and Prosperity* (McGraw-Hill, 2012), was published. It was positively reviewed in *The New York Times* and received an Honorable Mention in the 2013 American Society of Journalists and Authors' Outstanding Book Awards.



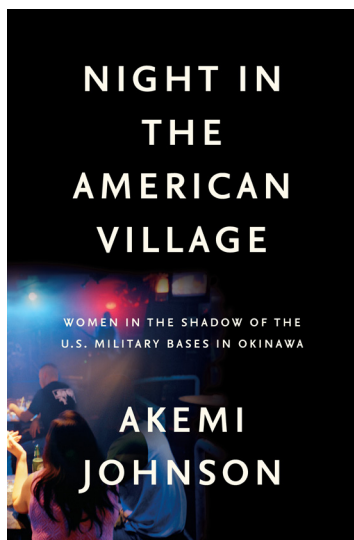
I am now a filmmaker and a member of The Writers Guild of America as well as The Dramatists Guild of America. Four of my movies have achieved distribution on Apple iTunes Films, Google Play Movies and Amazon Video, in over 80 countries, with a fifth one probable by the end of 2019. I work in a genre I call “edu-tainment” and my four distributed movies are my modern reinterpretations of “Medea,” “Salomé,” “Antigone” and “Joan of Arc.”

**Jonathan Walsh** writes: I’m back in Dharamsala, India, living and working on an organic farm ([www.peepalfarm.org](http://www.peepalfarm.org)). My friends, a Tibetan-Japanese family at the Sakura Hotel in Sidhpur, are establishing an eco-village behind Gyuto Monastery in Sidhbari ([www.ultraman.gr.jp/dharamsala/](http://www.ultraman.gr.jp/dharamsala/)).

## 1987

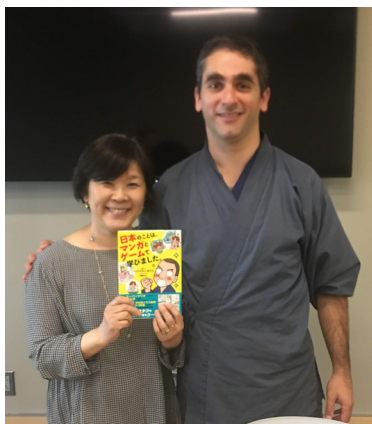
**Mary Ellen (Kivlen) Friends** writes: The big news from my corner of the world is that, after twenty years of wondering what I was going to do with those overstuffed boxes of graduate school materials in my basement, I actually opened them up and completed my doctoral work! In 1995, when I took my current position as a teacher and coach at Deerfield Academy, I accepted my ABD status from Yale and turned my attention to job and family. Life was—and is—pretty good. I have a terrific work environment that allows me to develop my own courses; I have a beautiful family (Caleb is a senior at Brown and Ellie is a junior at Bates), and I have summers to do with what I please. In the early months of 2014, however, my former dissertation advisor, Kang-I Sun Chang, contacted me out of the blue and suggested that it was time to get back to writing. I riffled through my old papers, discovered the wonders of digital databases, and started writing. It was a surprisingly pleasant experience, all the more so because of my terrific advisor and the sort of fearlessness that comes from not needing to prove myself to the world. The dissertation, which is titled “Love, Gender and Reception in Double Seventh Literature,” was accepted by my reading committee and is available as an open source document through ProQuest. I also got my motorcycle license and am planning a cross-country trip with my family, but that is another story for another time!





## 2004

**Akemi Johnson** writes: In June of this year, I published my first book, *Night in the American Village: Women in the Shadow of the U.S. Military Bases in Okinawa*. Through profiles of women, it explores the complex and often unexpected ways Okinawans interact with the heavy U.S. military presence in Japan's southern prefecture. The book was a long time in the making--it has its roots in my undergraduate honors thesis! I remain indebted to the East Asian Studies Department for supporting my early work on this subject, which became a years-long obsession. I'd love to hear from anyone with thoughts on the book or see you at an event. You can learn more at [akemijohnson.com](http://akemijohnson.com).



## 2006

Official Japanese government Cool Japan Ambassador (yes, it's a real title) **Benjamin Boas** '06.5 visited former Japanese Lecturer Kayo Nonaka (Sensei)'s class at NYU to give his own lecture on the spread of pop culture and his own book on Japanese comics.

## 2016

**Marcella Ho** writes: 2019 has been a very exciting year. Currently, the major part of my work is writing MBA case studies for the top business schools in Asia; the cases are distributed by the Harvard Business Press globally. I also do writing, translation, and communications work for different organizations ranging from start-ups to museums to various media groups. I have been contributing articles to the New York Times Chinese Site since 2017, and this year I have had several interesting collaborations with the editorial team. On top of all this work, I also spent 3 months at Yonsei University this summer to pick up some Korean, which is an endeavour I've wanted to try since my time at Brown. That experience made me miss my EAS friends & professors tremendously.

If anyone happens to be in Hong Kong (where I am based), please feel free to drop me an email. I now serve on the Board of the Brown Alumni Association in HK, so I'd be happy to arrange events for visiting professors/alumni. Also, it's always a pleasure to meet fellow EAS alumni!

Since graduating, **Emily Schell** ('16) completed a Fulbright English Teaching fellowship in Kinmen, Taiwan and received her MA in International Comparative Education from Stanford's Graduate School of Education (GSE). Currently, Emily is pursuing her PhD in Developmental Psychology at Stanford's GSE as well as serving as a Teaching Fellow, lecturing for courses such as "Well-being in Immigrant Children and Youth."



**Livia Whitermore** writes: I've just graduated from the London School of Economics with a Master's of Science in the field of migration policy! Next steps for me involve founding a social venture here in London and finding a part-time side hustle. I am endorsed for a startup visa already, thankfully. My startup will be called Refugee Speaker, and it is the meeting place of verve, global need, and profit. Stay tuned for more information!

## 2017

**Matteo Cavalier Riccardi** is currently a second-year PhD student at the Comparative Literature program at UC Berkeley. His research explores the impact of Maoism on European artists and intellectuals. Over the summer, Matteo returned to the International Chinese Language Program hosted at National Taiwan University for independent reading courses on philosophy, literary criticism and Tang stories in Classical Chinese.

We want to hear from you! Email [eas@brown.edu](mailto:eas@brown.edu)  
and keep us in the know.

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



# Faculty Directory 2019-2020

Cynthia Brokaw .....	Chair of EAS
Kaijun Chen .....	Assistant Professor of EAS
Wenhui Chen .....	Lecturer of Chinese
Tamara Chin .....	Associate Professor of EAS and Comparative Literature
Ellie Choi .....	Visiting Assistant Professor of EAS
Nahoko Collis .....	Visiting Lecturer of Japanese
Hyunju Ha .....	Visiting Lecturer of Korean
Sachiko Hiramatsu .....	Lecturer of Japanese
Jia-Lin Huang Hsieh .....	Visiting Lecturer of Chinese
Lung-Hua Hu .....	Senior Lecturer of Chinese
Yuko Jackson .....	Senior Lecturer of Japanese
Liwei Jiao .....	Lecturer of Chinese
Zhuqing Li .....	Visiting Associate Professor of EAS
Mei-Hsing Lin .....	Visiting Lecturer of Chinese
Naemi McPherson .....	Visiting Lecturer of Japanese
Rebecca Nedostup .....	Associate Professor of EAS and History
Cheol Rin Park .....	Visiting Lecturer of Korean
Samuel Perry .....	Associate Professor of EAS and Comparative Literature
Janine Sawada .....	Professor of EAS and Religious Studies
Kerry Smith .....	Associate Professor of EAS and History
Atsuko Suga Borgmann .....	Senior Lecturer of Japanese
Lulei Su .....	Lecturer of Chinese
Hiroshi Tajima .....	Lecturer of Japanese
Hye-Sook Wang .....	Associate Professor of EAS
Juyin Wang .....	Visiting Lecturer of Chinese
Lingzhen Wang .....	Professor of EAS
Yang Wang .....	Senior Lecturer of Chinese
Kiko Yamashita .....	Associate Professor of EAS

Brown University Department of East Asian Studies  
Providence, Rhode Island