

EAST ASIAN STUDIES

Alumni Newsletter



VOLUME IV, FALL 2010

In memory of

ARUN DAVID STEWART '11

November 6, 1988 - October 30, 2009

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LETTER FROM THE CHAIR

It has been almost a year since Arun Stewart's fatal accident in Beijing. Arun – an EAS concentrator deeply committed to learning as much as he could about China, and to having fun along the way – was at the Inter-University Program for Chinese Language Studies at Tsinghua University. Arun would have been part of this year's graduating class, and I know many of his friends and teachers have felt his absence as we gather this fall to talk about senior theses, job-hunting, plans for graduate school, and life after Brown.



This edition of the Alumni Newsletter will touch on Arun's life and legacy in several ways. The summer before he began his studies at Tsinghua, Arun was part of a team of student researchers who traveled to Shanghai to investigate how newcomers from the countryside used restaurants, street carts, and all aspects of that city's food industry, to transform themselves into entrepreneurs. Essays by several of Arun's partners on that project appear later in this issue.

We also note, and are grateful for, the establishment of [The Arun Stewart '11 Memorial Fund](#). The Fund exists to provide support for East Asian Studies concentrators who share Arun's commitment to the study of China, and who hope to spend time there pursuing independent research projects, internships, or intensive language study. Applications for the first awards from the Fund will be reviewed later this year, for travel, study and research to be conducted in 2011. The Department will also continue to provide support for summer language study and other short-term undertakings in China, thanks to the ongoing generosity of Mr. Brian Leach.

CONCENTRATION RENOVATION

The East Asian Studies concentration is a quarter century old, this year. This is young by Brown standards, although those of you who were among the first to declare East Asian Studies as a concentration would likely prefer not to be reminded of how much time has passed since then. Some small comfort may be taken in the knowledge that concentration requirements have remained largely unchanged since 1985. There have been two tracks to choose from – China or Japan – from the start. Within these tracks, two introductory history surveys, five electives, three years of language study (or the equivalent) and some form of senior project – an honors thesis, a capstone course, or an independent research project – constituted the requirements.

Two years ago, triggered by what students were telling us about what they wanted to be able to do within the concentration, and by the faculty's desire to see requirements better reflect our sense of what mattered most for undergraduates, the Department started what became a series of conversations with students, faculty, and ultimately the Dean of the College, about the future of the concentration. We were especially interested in how the undergraduate program might provide a structure for learning about East Asia that was both a little more ambitious and a little more flexible. We put together a student-faculty committee to survey past and present concentrators, to study other undergraduate programs at Brown and at our peer institutions, and ultimately to report their findings and recommendations to the Department. That long process of review and revision came to an end this past spring, when the Dean of the College and the College Curriculum Council approved a new set of requirements for the concentration.

Under these new guidelines, the concentration does away with the China and Japan tracks. In their place is a more open structure, one that doesn't require students to necessarily focus their coursework on a single national culture, but instead asks concentrators to develop a course of study that reflects their own academic goals and interests. Concentrators will have to work especially closely with their advisors to select courses and to articulate those questions, themes, and/or disciplines, that inform their focus on East Asia. Students can draw on a wide range of analytical frameworks – cultural studies, history, religious studies – as they undertake a sustained exploration of the topics, media, beliefs or linguistic traditions of particular interest to them. Those concentrators who prefer to focus on a single linguistic or national culture are more than welcome to do so – and it is now finally possible to focus on Korea – but we think that the new format also accommodates those students who want to work across traditional boundaries, or on topics that don't lend themselves well to a single nation-state.

The conversations I've had with undergraduates about the revised concentration seem to have a different feel and rhythm to them than I recall from discussions about the old guidelines. Because the new structure makes fewer assumptions about the course of study – the choices are no longer as simple as China or Japan – students end up having to do much more than just pick classes. They are also asked to explain, in some detail, what they want out of the concentration, how they intend to integrate language study and more analytically-focused pursuits, and why they've decided to organize their course of study as they have. These are interesting, and ongoing, discussions for all involved, and we'll be sure to report back as the concentration moves into its second quarter century.

ALUMNI ADVICE

Which brings me to a final topic. A few newsletters ago I mentioned hearing the “What do you do with a degree in East Asian Studies?” question more and more from potential concentrators, prospective students, and from parents. That was in the fall of 2008, and for reasons which should be obvious, undergraduates are even more worried now about forming connections between what they're studying, the skills they're developing, and the world they see waiting after graduation.

One way the Department can help our students think about the relationships between what they're learning (and how they're learning to think) and their lives after Brown is by pointing to the examples you've set. As former concentrators, your experiences and accomplishments continue to provide inspiration and ideas to current Brown students. Please keep in touch, and let us know what you've been up to.

Better yet, if you're in the Providence area, or plan to be, let us know. The Dean of the College sponsors “Brown Degree Days,” a program that helps departments arrange appearances by alumni willing to talk to undergraduates about their careers and work experiences, individually or as part of a panel. The East Asian Studies Departmental Undergraduate Group plans on convening one such panel in the spring, and I'd like your help putting together a series of alumni/ae appearances over the course of this academic year, and the next. By all means, send me an e-mail, or call (401 863-2796), if you'd like to participate.

–Kerry Smith

THE NEW EAST ASIAN STUDIES CONCENTRATION

Beginning in 2008, sparked in part by what concentrators were telling us about their interests and goals, the Department started what became a series of conversations with students, faculty, and ultimately the Dean of the College, about the future of the concentration. More specifically, we were interested in thinking about how the undergraduate program might be changed to provide a structure for learning about East Asia that was both more ambitious and more flexible than the existing concentration. A student-faculty committee was formed to survey past and present concentrators, to study other undergraduate programs at Brown and at our peer institutions, and ultimately to report their findings, and recommendations, to the Department.

Our goals in revising the concentration were to build on existing strengths, and to develop a program that would:

- ☞ Serve students wishing to develop competency in Chinese, Japanese, or Korean.
- ☞ Provide a structure for the study of Chinese, Japanese, or Korean languages, literatures, and cultures, and the study of China, Japan, or Korea as political and historical entities, or East Asia as a region, through well-defined disciplinary and thematic approaches.

Toward those ends, the revised concentration does away with the China and Japan tracks. This change reflects both the concerns expressed by faculty and students about the limitations of the previous two-track structure, and the Department's enthusiastic endorsement of a more open and student-directed structure, one which will allow concentrators to develop a course of study which best reflects their own academic goals and interests. Concentrators will have to work especially closely with their advisors to both select courses and to articulate those questions, themes, and/or disciplines, which inform their focus on East Asia. Students in the concentration will draw on a wide range of analytical frameworks as they undertake a sustained exploration of, for example: a particular community, topic or "problem" in East Asia; a form of cultural production; the beliefs and practices which inform religious or intellectual life; or other appropriate topics, which may or may not be limited to a single linguistic tradition.

Other changes include:

- ☞ The elimination of the "capstone course" option.
- ☞ An increase in the number of mandatory elective courses from five to seven.
- ☞ The addition of an advance research seminar requirement.
- ☞ The addition of Korea as an area of focus, and the option of using Korean (in conjunction with language study abroad) to satisfy the accompanying language requirement.

Please don't hesitate to get in touch with any member of the faculty with questions about the concentration. We'll be happy to hear from you.

ARUN
STEWART
CLASS
OF
2011

WHO IS THE MIGRANT ENTREPRENEUR?

During the summer of 2009, four undergraduates from Brown conducted a two-month fieldwork research project titled “Who is the migrant entrepreneur?” in Shanghai, China. Under the generous financial sponsorship from the Department of East Asian Studies, the Office of the Dean of the College and the Office of Campus Life, Aery Ying Chen, Arun Stewart, Matthew See and Sarah Xia Yu spent the summer interviewing restaurant owners about their decisions to move from their rural hometowns to Shanghai and start businesses in the vibrant city.

When we received the news of Arun’s death in October, we were one week away from making a presentation on the outcomes and findings of our project. Last summer had been life changing for all of us—it was the first time we, as young students, had been entrusted with carrying out such an important task. We also had to get used to our crowded living arrangements, the hot weather, and trying to balance our workload with everything else Shanghai had to offer.

The three of us didn’t know Arun very well before the summer began. We had worked together on our project proposal, but other than these brief collaborations, it wasn’t until June that we got to learn more about Arun, and, more importantly, to learn from him.

—Aery Ying Chen, Matthew See and Sarah Yu

AERY YING CHEN

*Aery thanks Sarah Yu for correcting her grammar

Arun: My dream is to become the funniest Chinese stand-up comedian in China! What do you think?

Me: ... Sure...

Arun: No... You don't mean it at all!

Me: Well... If you want to – go for it.

Arun: Look, I really need to hear a sincere opinion from a Chinese person. So tell me what you truly think... please?

I don't remember the exact wording in this particular conversation, though I clearly remember addressing this specific topic during the very first week of our research.

Everyday after interviewing, the four of us would jump on one of the eight subway lines to head back home. The train clamored up to the platform, and we'd elbow our way on board with the peak-hour crowds of people. The travelling time of these kinds of trips varied, depending on how far our targeted area of interest was from our apartment. Many of the spontaneous discussions amongst us, hence, originated from this daily journey.

Me: Fine. Frankly speaking, I don't think it's going to happen.

Arun: ... Why? Is my Chinese not good enough?

Me: No that's not the point. It's just... very unrealistic!

Arun: How so? You don't think people would want to see me as a stand-up comedian?

Me: Maybe people do. But there are already many active foreign public figures in China, and some of them do standup comedy.

Arun: Who? Like Dashan?

Me: Yeah, and many more. So I don't see much of a market for you in this.

Arun: But he's not funny at all! People wanted to see him only because he's the first foreigner to speak with a perfect Beijing-er accent. I want to bring real humor into this!

Me: Well, how?

Arun: I don't know... Well... I mean... American and Chinese senses of humor are really different...

Me: Eh, yeah. Duh.

Arun: So I want to say funny things coming from a Chinese learner... something that might sound stupid, but is actually clever... Like... I can make a mistake in intonation,

which ends up meaning something complete different, but still makes sense in a clever way...

Me: ... Like what?

Arun: ... I'm working on it. I'm going to start writing everything down whenever I think of one.

Me: See, this is what I mean. It's a very ambitious dream and you don't even have a concrete plan yet. And I doubt how well-received these jokes are going to be...

Arun: ... :(

He had this unidentifiable personality trait, which somehow always tricked me into telling him my true thoughts ... Sometimes, although very rarely, he was such a good facilitator of my thoughts that I'd eventually modify my position.

I had a few reasons for always giving Arun a hard time in a half-joking way. Maybe they just appeared to be reasons, now that I try to rationalize my unfriendly behavior. The first one, I would say, is that I had high expectations for him. His Chinese was very good. It wasn't just his vocabulary level – he had a native Southern Chinese accent, and he probably knew more classical Chinese works than I did. When we first met in spring semester (2009) to work on the research proposal, I recalled seeing him previously working as a cashier at Jo's, who was always reading classical Chinese literature in traditional Chinese characters. Having English as my second language, it is still a communication tool that I have yet to master. I admired his capability in Chinese, and thus became very demanding of him.

Secondly, we had two utterly different ways of thinking. Arun was very idealistic, in my opinion; and he called me a pragmatic cynic. On those daily trips back home, the four of us had talked about many things: what did our interviewee mean when she said so and so; whether or not Daoism is a religion; how should inequality be viewed... Occasionally, the debate between Arun and I would really heat up, to the extent that both Sarah and Matt would drop out of the discussion. I was never a contentious person, but I turned into one when arguing with Arun. He had this unidentifiable personality trait, which somehow always tricked me into telling him my true thoughts, and to think further so that my opinions would stand sound. Sometimes, although very rarely, he was such a good facilitator of my thoughts that I'd eventually modify my position. He was accepting of new perspectives, so one would always feel comfortable sharing their thoughts. At the same time, he was also like a curious seven-year-old, and never stopped asking questions until he understood what you truly meant.

Arun: Aery, I was very discouraged when you told me how unrealistic my dream was that one time.

Me: ... I'm sorry... I still think it is. But I also think it's real cool that you have this dream. At least you have something to fight for.

Arun: But you don't think I can succeed.

Me: No one would know, right? I see your effort, and you are making progress!

Arun: Oh now you're just pitying me!

Me: No dude! I mean it.

This was probably two weeks after he first told us of his dream for the future. I was surprised to realize that he took my opinions so seriously. By that time, both Arun and Matt's spoken Chinese (the two non-native Mandarin speakers of our group) had improved drastically. Arun asked me to routinely teach him Chinese idioms so that he could impress our interviewees, which worked like a charm every single time. He also enjoyed speaking for the group with the locals, and would ask Sarah and I for comments ("Have you noticed that now I don't pause before saying the word XXX anymore? That's one hard word to pronounce and I'm starting to do it right!"). At around the same time, the intensity of debates between Arun and I had reduced, and most of the sarcastic comments I made about him were purely for the sake of laughter – just as one Chinese adage suggests, "from an exchange of blows friendship grows."

The discussion on the prosperity of Arun's dream popped up a few times throughout the summer. I would never agree that it was the most practical way to channel Arun's talent. It was his passion for Chinese (both the language and the culture) and his persistence and firm belief in this dream, though, that altered my pessimistic attitude toward it. At that time, I was completely clueless about my own future, and probably had seldom thought about it. Someone like Arun, so determined to pursue a dream that in my eyes seemed impossible, was truly courageous and commendable.

And now, as a senior facing one of the biggest crossroads of my life, I can only appreciate his courage more. I have finally figured out what I want for my own future. All that I'm lacking, in order to catch up with Arun's pace in pursuing dreams, is a bit of his courage and perseverance.

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(Source: Gmail chat record)

10/27/09

In the chat room: Arun Stewart, Sarah Yu, and you

1:01 AM

Arun: hey, can one of you or both of you look at the last thing on my blog not right now or anything but I have to find out if it's funny or not

1:02 AM

Arun: I'm just curious if it's not funny, I'm a failure if it is, I'm a failure whose life is lookin' up!

* Arun started a blog when his one-year exchange program in Tsinghua University began (in September 2009). He wrote all the blog posts in Chinese, and started experimenting with a “bridging-the-gap humor” style that he wanted to eventually convey through Chinese stand-up comedy.

SARAH XIA YU

Arun had an unbelievably large appetite for dumplings, especially those from northeastern China. He would order only dumplings, if at all possible, in any restaurant we visited, and would insist that any subsequent restaurant we chose should have dumplings as a main attraction on its menu. As our project was designed to

We had a frequent semi-debate about the number of dumpling restaurants we could go to, and I consistently reminded him that we needed to venture into other regional cuisines as well.

take a survey of all the regional cuisine varieties available in Shanghai, our patronage of dumpling house after dumpling house could have upset the balance of our interview subjects. We had a frequent semi-debate about the number of dumpling restaurants we could go to, and I consistently reminded him that we needed to venture into other regional cuisines as well.

On a typical day during our summer, Arun and I would separate from Aery and Matt to conduct interviews in nearby restaurants. Aery and Matt would usually gravitate towards the southern Chinese restaurants, based on personal preference, and Arun and I would be left to bicker about whether we should focus our atten-

tion on pork dumplings or mutton soup noodles that day. There was something almost comical about his persistent attempt to procure as many dumplings as he could—I saw his childlike refreshing passion for one particular food, and odd as it was to someone like me (who has never seen a shortage of dumplings her whole life), it was endearing that he cared and knew so much about Chinese food.

After sitting down at a table, ordering our meals and eating for a while, we often found ourselves having to wait for whoever appeared to be the restaurant owner to finish busying about enough to chat with us. During these little lulls in our interview process, Arun and I would converse in some odd mixture of Chinese and English, in an attempt to practice our Chinese skills despite the overwhelming relative ease of communicating in English. Chinese history came up a lot in our conversations. It was my area of academic interest, and as the summer of 2009 was the longest I had spent living in China since my family had moved overseas in 1995, I was glad to have Arun to talk to while I continued to complement my theoretical understanding of China with practical experience.

A little inwardly indignant at first, I felt slighted at Arun's perception that he would be able to teach me Chinese...

We also discussed classical Chinese, and I was surprised at Arun's diligence in discovering, memorizing and understanding the difficult texts. Despite growing up in a literarily inclined Chinese family, I had never put much thought or effort to really explore the classics. Arun, on the other hand, reveled in the linguistic aspects, the clever dialogue and the thought-provoking themes of classical Chinese texts, so much that he embraced the extra effort it took a non-native Chinese speaker to study the discipline. Sometimes, during the considerable amount of time we spent waiting and talking in Shanghai restaurants, Arun would take out his notebook (fondly titled "Arun's Journal") and write down a passage from a classical Chinese text he happened to be thinking about. Arun promised that he would go through one passage a day with me, teach me what the unfamiliar vocabulary meant in modern-day terms, and why it was so important for me to understand how cool classical Chinese was.

A little inwardly indignant at first, I felt slighted at Arun's perception that he would be able to teach me Chinese—I've always been overly proud of my Chinese ability, and have spent much of my Brown and high school years practicing my own teach-

ing inclinations. Arun's enthusiasm, however, awed me, and it wasn't long before Arun Stewart, fast friend and capable colleague, became something of a teacher to me. Our diligence in writing down every single block of text faded rather rapidly as we realized that it was probably easier just to search for works online, though. But his lessons continued, albeit intermittently, and I did find myself becoming more knowledgeable about these intriguing literatures.

I retained some of my pride, at least, in being able to teach Arun about more contemporary topics in Chinese society and language. Our mutual teaching experience was especially effective as we were able to address issues in ways that we could both understand. In Arun's words, we knew where the other was coming from, having both spent time among the international school demographic in Hong Kong. We both knew what it was like trying to study Chinese to a deeper level that was generally thought to be beyond our language skills. We talked about the odd plan for developing and producing a comedy television show in China after graduation, and laughed about whether anyone would take us seriously.

Arun was as foreign in China as I am in the United States. While he never let that foreignness stop him from any of his endeavors in China, I am still slowly rising to the challenge of making the most of my overseas experience. Maybe it begins simply, by finding and coveting a food that I love, or pursuing the works of a certain writer or a period of time in American history. And maybe, just easily and comfortably like that, I would find myself teaching someone else about something that I am passionate about.

MATTHEW SEE

... there are limitations to how much interviewing the human body can handle, especially when the intake of food is highly correlated with the amount of information we obtain at the given meetings.

Four rising juniors received a grant for the summer of 2009, from the East Asian Studies Department, to live in the bustling city of Shanghai on their own, and conduct a research project based on their assumptions of what they know of the inter-Chinese migrant population. Obviously, the first course of action is to fulfill the project's main goals and gather qualitative data through in-person interviews. However, there are limitations to how much interviewing the human body can handle, especially when the

intake of food is highly correlated with the amount of information we obtain at the given meetings. So, what do we do in the time in between to help digest and prepare for the next interview?

During our time in Shanghai, Arun came up with a seemingly endless list of bars to drink at, districts to visit, shopping centers to bargain at, and foods we must try. Having spent the previous summer in Shanghai, he knew the city well and acted as our informal tour guide when we would pass a specific street and hear him say, "That street has the best xiaolongbao, and it's dirt cheap!" To have the opportunity to travel and live in one of the fastest growing cities in the world is already an experience in itself, but to have a friend beside you to show you the ins and outs exponentially enhances the fun, excitement, and thrill of being abroad. Arun's presence and outgoing personality easily wiped away any hesitancy and apprehension to the city, and added incalculable value to both the progress of the project as well as my own personal experience in Shanghai.

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When people ask me about my summer in Shanghai, I tell them it was easily the two most enjoyable months of my life thus far, and I can attribute a portion of that enjoyment to Arun. To put it simply, we had fun. Lots of it. Not only did we accomplish what we set out to do with the research on the migrant population, and even go above and beyond what we originally planned, the four of us had spent an unforgettable two months together exploring the city and interacting with a variety of individuals, from local Shanghainese to migrants, and tourists to students. There was an irresistible charm to Arun and the way he would flirt with both males and females using his Chinese, and I am happy to say I am just one of the many who fell for it.

I admire Arun's willingness to not only adopt Chinese culture, but entirely submerge himself in the customs and tradition to essentially be a Chinese man trapped in a half-Indian, half-Caucasian body. When the subject of commitment or dedication arises in discussion, there is no doubt that I can tell the story of Arun and his plans to be a comedian in China. Given his eccentric and positive attitude towards life, I am happy to say he has been a positive influence on me, and know for a fact that he left a lasting impression on all those he interacted with.

NEWS FROM THE FACULTY

MAGGIE BICKFORD

Maggie Bickford has been on sabbatical leave during the Academic Year 2009 – 2010. In November 2009, she delivered the 41st William Cohn Memorial Lecture at the Ashmolean Museum, University of Oxford; her lecture was entitled “Repossessing the Past: Retrospective Painting at the Courts of Song Dynasty China.” The following March she read her paper, “Agency Under The Skin: Song Bird and Flower Painting Revisited,” at the Annual Meeting, Association for Asian Studies, Philadelphia.

Her essay on “Bronzes and the History of Chinese Art,” will be published in the symposium volume, *Art and Archaeology of the Erligang Civilization*, P.Y. and Kinmay W. Tang Center for East Asian Art, Princeton University. Her book, *Ink Plum: the Making of a Chinese Scholar-Painting Genre* (Cambridge University Press, 1996) has been translated into Chinese and will be published by the Jiangsu People’s Publishing House in their Overseas Studies of China Series (Hawai Zhongguo yanjiu congshu) 海外中国研究丛书 edited by Prof. Liu Dong 刘东.

She is completing her chapter on “Works of Art as Works of State: Emperor Huizong’s Paintings,” which will appear in Japanese in the collaborative volume “Qingming shanghe tu and the World of Emperor Huizong” 清明上河图と徽宗の時代, edited by Ihara Hiroshi 伊原弘.

LUNG-HUA HU

Lung-hua Hu is the lead instructor for Basic Chinese again this year, as well as the Concentration’s Area Advisor for China.

YUKO JACKSON

Yuko Jackson is again teaching Advanced Readings in Japanese along with Intermediate Japanese and Business Japanese (in the spring). She also serves as Study Abroad Advisor for Japan.

DORE LEVY

This has been a wonderfully productive year for my research. This is due, in good part, to the support I received from my John Rowe Workman Award for Excellence in Teaching in the Humanities. The funds allowed me, for the first time in my Brown career, to conduct research in East Asia, and the resources I was able to find have made a tremendous difference. I was able to coordinate my research trips with invitations to two international conferences where I presented very different kinds of research.

On the weekends, we would travel with our group of a hundred students to farther areas, including Ping Xi, a rural township in northern Taiwan, where we released our self-made sky lanterns into the sky.

Allison Chen
National Taiwan Normal University
Mandarin Training Center

Three major articles are in press: “The Garden and Garden Culture in The Story of the Stone” for Andrew Schoenebaum and Tina Lu, eds. *Approaches to The Story of the Stone*; “The Retributory Nature of Gossip in The Story of the Stone” for Jack Chen and David C Schabel, eds.; and “Vignettism in the Poetics of Chinese Painting” Alexandra Green, ed., *Rethinking Visual Narratives from Asia: Intercultural and Comparative Perspectives* (Hong Kong: Hong Kong University Press, forthcoming, 2010).

Another essay, “Imaginary Masterpieces in The Story of the Stone,” is in draft form, and I intend to hold it as a chapter of my book, *The Visual World of The Story of the Stone*. This essay was prepared for the finale of the international conference held at Tsing-hua University in Hsinchu, Taiwan, in September 2009. “Material Culture and Traditional Chinese Art” drew eminent scholars of Chinese history, art history and literature from all over the world, and I was honored to be invited to deliver the final talk.

2009 was also an exceptional year for teaching. In addition to my regular course load (Spring: “Tales and Talemakers of the Non-Western World,” “The Paternalistic Thriller;” Fall: freshman seminar “The World of Lyric Poetry” and “Early Chinese Poetry”), I taught a Group Independent Study Project (GISP) on Tang Poetry in the spring for four students, two of whom are Comparative Literature concentrators. I also conducted two independent studies on theory of narrative (one

for a graduate student, one for an undergraduate), and advised two senior theses. I would like to note that this is the first time I have had a class of undergraduates in an advanced Classical Chinese course. This speaks volumes for the support the University has given to the study of Chinese in recent years. I have frequently offered independent studies for individual advanced students, but to be able to teach two courses in Chinese in one calendar year is a first.

...after being immersed in the Chinese language and culture for a period of two months, I find that I often come across situations that I can better describe in Chinese than in English.

Michelle Le
Duke Study in China, Beijing

I have been elected Chair of the Departmental Advisory Committee, Department of Chinese Culture, at The Hong Kong Polytechnic University. This is a 5-year appointment, and should involve yearly visits to review various programs and planning for the future of Chinese Studies at HKPU, one of China's premier polytechnical research universities.

JAMES McCLAIN

During the 2009-2010 academic year, I continued to move forward with research on my book project, *Tokyo Modern: The Importance of the Middle-class in Twentieth Century Japan*. I presented a portion of the research at the School of Oriental and African Studies in London when I was invited to deliver the Annual Tsuda Lecture in February and at the Global Cities conference, held at the University of Helsinki in May. In addition, a major press in China published the Chinese translation of my *Japan: A Modern History*.

Here on campus, I once again offered the survey history of Japan course after a hiatus of several years and introduced a new seminar-style course, "Korea: North and South." To help advance my knowledge and understanding of events on the peninsula, I will travel to North Korea in August, 2010. That trip is sponsored by [the Pyongyang Project](#), a non-profit organization founded by two recent graduates in East Asian Studies at Brown (Matt Reichel and Nick Young).

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

SAMUEL PERRY

Samuel Perry has been teaching Japanese and Korean literature at Brown for the past two years, during which time he has added six new classes to the Department's course offerings. His translation of *From Wŏnso Pond*, a Korean novel by Kang Kyong-ae, was published last year by the Feminist Press. He is on leave for the academic year 2010-2011 while he finishes his next book on the proletarian literary movement in early Shōwa Japan.

HAROLD ROTH

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



JANINE T. ANDERSON SAWADA

Professor Sawada continues her study of heterodox religious movements that spread in Japan in the 18th century.

KERRY SMITH

Kerry Smith spent the past year in California, working on a book about earthquakes (and the 1923 Great Kanto earthquake in particular), disasters and popular science in modern Japan. He began his second term as Chair of the Department of East Asian Studies this fall.

HIROSHI TAJIMA

One of the main objectives of JAPN 500 and 600 is for students to express their intellectual thoughts on various issues in spoken and written Japanese. I strongly believe that Content-Based Instruction (CBI) is the most appropriate approach to achieve this goal. CBI is based on the notion that “as students master language, they are able to learn more content, and as students learn more content, they’re able to improve their language skills.” (Fredricka L. Stoller, TESOL 2002, Salt Lake City, UT.) According to CBI, there are various methods for promoting the acquisition of content and language.



THEME AND TOPIC

Japanese textbooks, including those we use for JAPN 500 and 600, contain a va-

We were everything we had jeered at when we started, when the suit and tie were costumes we put on and “business analyst” was a role we played. But at a point after that we became a family, I became an employee at a financial advisory firm-slash-investment bank, a resident of Shanghai who knew the names of roads... . I became totally submerged in the empty lonely culture, the bright bourgeois culture of the city. And everything that existed outside of this ceased to exist.

Allison Peck
E. J. McKay internship, Shanghai

riety of reading topics that are not organized in a coherent way. Reading topics must be organized in order to maximize content and language learning outcomes. Thus for JAPN 500 and 600 I chose to organize the various reading topics in our textbooks by the different stages of the human life cycle: compulsory education, college education, employment, love and marriage, children and family, retirement, and the final years. Categoriz-

ing the various reading topics in this way helps students develop a holistic view of the course content and thus easily recycle language and revisit previous reading topics for class assignments such as essays and presentations.

INTERDISCIPLINARY APPROACH

According to CBI, cross-disciplinary topics help students synthesize information and draw their own conclusions, which, in turn, promotes acquisition of content and language. Also, an interdisciplinary approach exposes students to the different perspectives of disciplines as varied as sociology, literature and religion, for example. Cultivating a broader perspective is also beneficial for improving language proficiency. As we know, when literature and sociology both deal with the same topic, such as education or marriage, vocabulary and linguistic styles are considerably different. Students who are exposed to different styles of language acquire a more well-rounded Japanese proficiency.

I presented my paper “Curriculum Design Based on CBI and College Education” at the Japanese Pedagogy Forum at Princeton University this past May.

HSIN-I TSENG

Two years ago the Chinese Program started the annual Chinese speech Competition in hope of promoting language study and providing students with an opportunity to express themselves outside the classroom. However, the format of “competition” and the nature of “speech” unavoidably limited the number of participants as well as what and how they presented in Chinese.

“What can we do to make it more fun?” “How will more students participate?” After many discussions within the Chinese Program and with our Interim Department Chair, Hye-Sook Wang, we decided to open the event to students at all levels by holding a [Chinese Language Showcase](#) on the first day of the reading period of the spring semester. Students could give a speech, perform a skit, sing a song, or read a poem – all in Mandarin Chinese, no competition!

The turnout was absolutely beyond anyone’s expectations! Over 100 audience members packed Wilson 102, and each of the twenty-one individual and group performances simply amazed everyone. From an a cappella pop song to a tongue twister, from a recitation of Tang Dynasty poetry to a videotaped skit, all performances displayed students’ creativity and enthusiasm in studying Chinese. Our six student hosts also did a wonderful job during the event. I can’t forget the two students who volunteered to make decorations for the venue either.

As the coordinator of this event, I am grateful for the support received from Hye-Sook, Kathy, Melina, and all my colleagues in the Chinese Program. I look forward to seeing everyone again next spring!

MEERA VISWANATHAN

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

HYE-SOOK WANG

I served the Department as Interim Chair during the 2009-2010 academic year, and taught one course each semester. Thus, most of the activities I engaged in this past year were related to performing Department business. Of all the things I worked on as Chair, I would like to highlight the EAS concentration revision. After two years of hard work – I also served as the chair of the EAS Concentration Review Committee in the 2008-2009 academic year – and



long discussions, the Department has finalized the new concentration program at the end of this past year, which will be in effect the fall of 2010. This was one of the Department's most important curricular-related tasks, and one that was long overdue as the concentration program had not been revised since its establishment over 20 years ago. While the program was in the process of revisions, the University wide review of concentrations was simultaneously underway, conducted by the Dean of the College and the College Curriculum Council. Their review was completed successfully.

I am pleased to have been able to serve the Department as Chair. Chairing was also a great opportunity for me to grow personally. I have become far more understanding of university governance and more appreciative of how much effort chairs put into their work. I am very grateful for the Department faculty for their support and the staff for their able assistance.

On the research side, I continued to work on the new volume of *Korean Language in America*, the journal of the American Association of Teachers of Korean for which I serve as editor. I also delivered a series of invited talks on Korean society and culture at the National Consortium for Teaching About Asia seminars in CT, MA, and NY, in addition to presenting conference papers, including an International Conference of the International Association of Korean Language Education in August and the American Association of Teachers of Korean (AATK) annual meeting in June.

One day I would be bright and eager to explore Beijing, and another I would shut myself in my room, wishing I could return home. I remember these times, and yet ... when I first returned to the United States ... I actually felt upside-down, as though my body knew that I was really a world away from where I was supposed to be.

Julia Sheehy-Chan
Associate Colleges in China

I also reviewed the Standards for Korean Language Education project. This project is one of the most important projects that the AATK has undertaken and focused on for the past couple of years. Moderating the "Future of Korea" panel in April 2010, which discussed political security, economic and trade issues pertaining to U.S.-Korea relations was another exciting profes-

sional engagement for me. This event was sponsored by the World Affairs Council of Rhode Island and hosted by Brown and Johnson & Wales University.

Serving on the Arnold Fellowship and Baker/Emery Fellowship Review Committee has again given me a chance to learn about our students at Brown, for which I feel privileged. I have also served continuously on the National Advisory Board of the Korea-America Student Conference and the Korean Language and Culture Education Society's board of directors.

LINGZHEN WANG

I was awarded a National Endowment for the Humanities Fellowship for 2010-2011 to work on my book manuscript, *Women Directing Films: History, Cinematic Authorship, and Feminisms in Modern China*. In December 2009, *Years of Sadness* (Translation Anthology of Wang Anyi's Autobiographical Works), of which I am the editor and co-translator, came out from Cornell East Asian Press. In spring 2010, the first issue of *Gender, Theory, and Culture*, a new journal in Chinese I helped to create and for which I have served as co-editor, was published by Nanjing University Press. I also contributed one article to this inaugural issue.

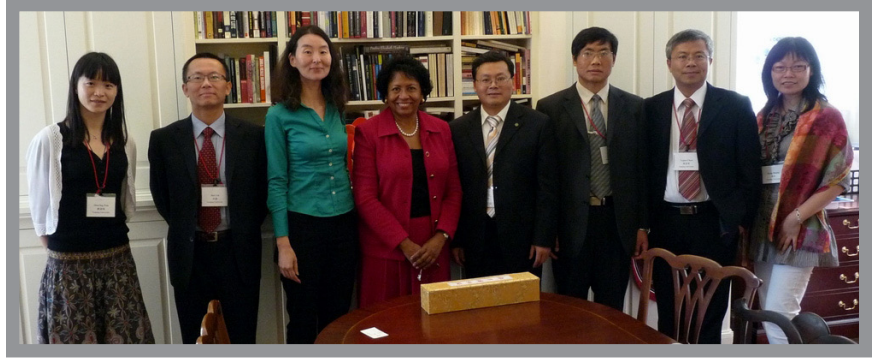


I was invited to give speeches in Taiwan and mainland China during the past academic year. On December 4, 2009, I gave a speech titled, "Autobiographical Mode of Cinematic Representation: Inter-subjective Identification and Inter-textual/media Recreation in Contemporary Chinese Women's Cinema," at an international conference, "Self-Writing in Diaspora: Border Crossing and Contemporary Women's Film, Literature and Artistic Representation," in Taipei, Taiwan. On June 24, I lectured on the relationship among Western Theory, Visual Modernity, and Chinese Cinema at the School of Liberal Arts of Nanjing University, and on June 25 I gave a talk titled, "Claire Johnston and Laura Mulvey: A Critical Reflection on Early Feminist Film Theory," at the Institute for Advanced Studies in Social Sciences and the Humanities, Nanjing University.

I also participated in the 2010 annual conference of the Association for Asian Studies and served as discussant on the panel, "Illumination of the Feminine Repertoire of Tradition: Poetess, Woman Warrior, Paragon of Virtue, and Maternal Tutor." "

As the co-director of the [Nanjing-Brown Joint Program in Gender Studies and the Humanities](#), I organized, with the help of other Brown members at the Pembroke Center, the Cogut Center, and East Asian Studies, the international symposium:

“Modern China from Socio-economic and Transcultural Perspectives,” held at Brown on June 12, 2010. Six faculty members from Nanjing University presented papers at the symposium and six faculty members from Yale, MIT, Cornell and Brown discussed their papers. The event attracted many Brown faculty members and greatly helped promote China and East Asia related activities on the Brown campus. President Ruth Simmons met with the Nanjing delegation during their visit. She further endorsed the joint program and also expressed interest in visiting Nanjing University in the near future.



YANG WANG

Yang Wang is currently teaching Advanced Beginning Chinese and Intermediate Chinese. Her research interests include Chinese pragmatics, multimedia learning materials development and Chinese language pedagogy. Recent instructional projects include “[Digital Storytelling](#)” narratives (Intermediate Chinese, fall 2009). She also serves as Study Abroad Advisor for China.

TOSHIKO WILKNER

This year Toshiko teaches Basic and Advanced Intermediate Japanese with Professor Yamashita and Hiroshi Tajima, respectively.

KIKUKO YAMASHITA

Kiko Yamashita teaches Basic Japanese and Classical Japanese this fall semester. She is also the Concentration’s Area Advisor for Japan.

FUMIKO YASUHARA

I taught Basic Japanese 0100 & 0200 with Professor Yamashita, who directed the courses, and Intermediate Japanese 0300 & 0400 with Ms. Imoto Jackson.

Students of Basic Japanese proudly introduced their hometowns in the project “My Town” using PowerPoint. We had students from as far as Hawaii, Hong Kong, South Korea, China and Singapore. We felt like we had



traveled together all over the world on these class excursions. Students were challenged to translate *Asahi* newspaper articles as practice using dictionaries for their homework assignments. They were delighted that they could read current news articles by themselves.

Students also had fun with their final group project “The Tale of *Urashima Taroo*.” Each group wrote an original script of one scene.

We had special pronunciation & intonation correction sessions before recording the final version. “Ponyo,” the child fish from Miyazaki’s anime movie made her debut in this project. I was impressed by their teamwork and great efforts to apply what they have learned to their productions.

Students of Japanese 0400 also worked hard on their final project: “Hakone Travel Plan” and enjoyed presenting unique travel itineraries within a given budget. They are ready to visit and have a great time in Japan. It was our great pleasure to see how much students have accomplished in two years.

MEIQING ZHANG

Meiqing Zhang continues compiling and revising her fifth-year textbook, *Academic Chinese*, which covers a wide range of topics, including Chinese history, politics, diplomacy, law, international relations, aesthetics, architecture, economics and current social issues, to enhance students’ cross-cultural awareness and understanding. Supplementary teaching materials, including background information, knowledge of Chinese rhetoric and grammar exercises, are also being prepared to help students improve their communicative skills in both oral and written forms.

Sometimes, we leave a new place saddened to depart and longing to go back. Vacations to tropical islands like Aruba or elegant cities like Paris come to mind. But other times, we leave a new place realizing how lucky we are to be where we are.

Rosemary Le
Duke Study in China, Beijing



VISITORS OLD & NEW

TAI-CHI CHANG

Tai-Chi Chang joins us this year from Taiwan, beginning a two year appointment as visiting instructor for Chinese.

WEISI CAI

Weisi Cai is the second participant in our new exchange program with the Chinese University of Hong Kong. She works with Lung-hua Hu as a visiting teaching associate for Basic Chinese.

JIA-LIN HUANG HsIEH

“Beautiful white hair, growing in class; Teacher’s magic, benevolent in her strictness.” These are the last two lines of the rap, “Listen To Your Teacher” (adapted from “Listen To Your Mother”) written and performed by two Chinese 0600 students in the first annual Chinese Language Showcase. I believe many instructors can truly relate to these last two lines as I do.



Reflecting on this past year, I’ve realized that students and I have been growing together: they, with greater knowledge of Chinese language and culture; me, with increasing white hair. While there is a big difference between parenting and teaching, both parents and teachers share the magic of molding the younger generation. On the one hand, in order to push children and students to excel, parents and teachers must be strict. On the other hand, being kind, encouraging and supportive is equally important so that students thrive despite pressure and frustration and attain their goals.

LI JIN

Visiting Assistant Professor Li Jin is teaching two new courses this fall: “Self, Gender, Society, and Nation: 20th

Century Chinese Literature in Translation” and “The Problematic of Affect and Idea: Literature and Ideology in 20th Century China.”

CHIUNGSHU WANG

Chiungshu Wang is in her second and final year as a visiting instructor for Chinese. She assists with Intermediate Chinese.

SHUCHENG ZHANG

Shucheng Zhang splits his teaching duties between Brown and MIT. Here he teaches Advanced Modern Chinese I with Jia-lin Huang Hsieh in the fall and the increasingly popular Business Chinese in the spring.

The Department also welcomes back Visiting Scholars Roger Keyes and Deborah Del Gais.

There are days when I just want to die, and then days when I feel like I've dragged myself into tiny victories with this language. But I always end each day knowing how to say something I didn't know when I woke up. And I think that's as fine and realistic a goal as any.

Brian Cross
Princeton in Beijing

GRADUATES



CONCENTRATORS

TRATORS

East Asian Studies granted nine Bachelor of Arts degrees on May 30, 2010. Our newest group of alumni and alumnae are listed below with their respective senior project titles.

CAPSTONE PROJECTS

Objects in Li Qingzhao's Poetry
Sophia Lin

*Han Feizi:
Influencing the Chinese language 2,000 Years Into The Future*
Andria Payne

Retranslation to Remedy Misrepresentation
Gerardo Tejada

*Journey to the East:
the Genre of the Essay in Western & Eastern Literature*
Axel Tiff

Changing Ethnic Relations in 20th Century China
Ronghua Jeanne Tong

*Internet in China:
Consequences for the People & the Communist Party*
William Chen

Western Influence on Contemporary Popular & Commercial Culture in Mainland China
Han Cui

Reading & Translating Modern Japanese Fiction
Chio Yokose

Neo-Confucianism
Hudson Gaines-Ross

While I get overwhelmed by the teeming Chinese population at the canteen, I spontaneously wonder: perhaps in each one of their hearts and lives, there are as deep and rich stories as articulated in the Chinese literatures – it's just that I cannot understand their lives and language yet.

Chishio Furukawa
CET Intensive Chinese Language, Harbin

INDEPENDENT RESEARCH

*Women in Rock:
Shining the Spotlight on Females That Helped Revolutionize Rock in China*
Nina Arjarasumpun

Once again the generosity of Mr. Brian Leach allowed several undergraduates the opportunity to study or work in China.

As many non-Chinese-looking foreigners who have spent time in China have realized, being treated as someone who “belongs” in a Chinese city is a very refreshing experience.

Andrew Cook
CET Intensive Chinese Language, Harbin

SUMMER LANGUAGE PROGRAMS

NATIONAL TAIWAN NORMAL UNIVERSITY MANDARIN TRAINING CENTER
Allison Chen

CET INTENSIVE CHINESE LANGUAGE IN HARBIN
Andrew Cook
Chishio Furukawa

PRINCETON IN BEIJING
Brian Cross
Kevin Grubb
Armenui Kotandzhyan
Elizabeth Matthews
Daniel Towne

DUKE STUDY IN CHINA
Michelle Le
Rosemary Le
Andrew Lee
Julio Ma Shum

ASSOCIATED COLLEGES IN CHINA
Julia Sheehy-Chan

SUMMER INTERNSHIPS & RESEARCH

HONG KONG UNIVERSITY LEARN, LIVE AND INTERN IN CHINA PROGRAM
Allison Peck

ALUMNAE & ALUMNI NOTES

1991

Yishane Lee: After graduating I moved to NYC and worked in books and magazine publishing. Then I was presented with an opportunity to move to Thailand for work, and I took it. I ended up living and working abroad in Asia for six years—after Bangkok, then Tokyo and Hong Kong. I was always at English-language publications but some required language ability, especially in Tokyo at the *Japan Times*. In Hong Kong I worked for *Time Asia*, and in Bangkok I edited a magazine for a self-styled media tycoon, Sondhi Limthongkul (now making headlines himself as an anti-government protestor in Thailand). I absolutely loved living in Asia and having the opportunities to work and travel there. I could write pages and pages about it but will leave it at that, and say that I have highly encouraged other Brown alums who have contacted me about journalism or Asia to travel and work abroad if possible. Back in NYC I worked at *Time Inc.* and other publishing companies and have freelanced as a writer and editor for dozens of publications and organizations, but mainly for *The New York Times* and *Runner's World* magazine. My ties to Asia still exist via family and friends and I hope someday to take my family there.

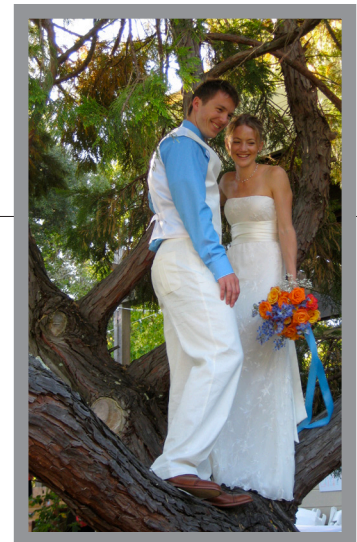
1993

Jason Cox: I'm a Managing Director at Goldman, Sachs & Co. and live in New York with my husband, David Lewis (Brown Class of '90).

Peter Gillespie: I am currently working at Lazard Asset Management as a portfolio manager in emerging market equities (stocks). I co-manage the Lazard Developing Markets fund (ticker LDMIX). I have two children, Eli (8) and Ava (5). Both of them are enrolled in a Chinese school on weekends. They hate it, but as a parent you hope you're doing the right thing. As always, I'd be happy to hear from other EAS alumni.

1994

Neil Segal: I attended **Nick Zakrasek's** ('06) wedding to Elissa Briggs (same year) in Sebastopol, CA in September. It was a beautiful setting filled with love. In December, I will be returning to Japan as the Japanese Association of Rehabilitation Medicine traveling fellow.



1998

Brantley Turner-Bradley: Moved back to Shanghai with my husband and 2 year old daughter in January 2010. Great living here again. Would be great to see East Asian studies alumni here. Brantley@chinaprep.com

Stephen Whiteman: I am now a Visiting Assistant Professor in the History of Art & Architecture at Middlebury College.

2000

Stacy Smith: I live in NYC and I am a freelance Japanese interpreter/ translator, as well as a contributor to a Japanese culture magazine. Homepage: www.stacy-smith.webs.com Blog: <http://jetwit.com/wordpress/category/wit-life/>

2001

Mariko Miki: After graduating from Brown in 2001 with an A.B. in East Asian Studies and Political Science, Mariko earned her J.D. at Harvard Law School in 2006. Today, Mariko works at [Law Students for Reproductive Justice](http://www.lawstudentsforreproductivejustice.org) (LSRJ) in Oakland, CA. LSRJ is a national, non-profit network of law students and lawyers that educates, organizes, and supports law students to ensure that a new generation of advocates will be prepared to protect and expand reproductive rights as basic civil and human rights. As the Curriculum & Training Coordinator, Mariko provides vision, direction, and evaluation for multi-faceted projects in two of LSRJ's core programming areas: curriculum/academic enrichment and professional training, including managing the new Reproductive Justice Fellowship Program in Washington D.C. Before joining LSRJ, Mariko practiced commercial litigation with an international law firm based in San Francisco, where she also gained extensive pro bono experience in domestic violence is-

sues, immigration, habeas corpus, FOIA, and Native American land rights. Mariko got married in September 2010 and lives in San Francisco, CA, where she continues to support Brown through her participation in alumni events and admission interviews.

Jeff Mizrahi: Ni hao! I graduated from Columbia Business School in 2009 and returned to my job at Lindsay Goldberg, a private equity fund in NYC. Unfortunately I haven't been back to Asia since 2005 but would love to spend some time in the renovated Beijing one of these days.

Miriam Silverman: Though I've set my EAS endeavors aside for a while, I still try to keep up my Mandarin when I can. I received my MFA in Acting from the Brown/Trinity program in 2005 and have been working as an actress in NY and all over the country ever since. This past year I've spent mostly in Washington DC with the Shakespeare Theatre Company where I've been made an affiliated artist. Last September I married Adam Green, Harvard '99, who is also an actor.

2002

Mark Dembits: After spending a fantastic year getting my MBA at INSEAD in France, I am heading back to Asia to work in Environmental Finance based in Singapore.

2003

Mai Karitani Manchanda: I completed the Santa Cruz Half Marathon in April 2010. After many years off from formal classes, I resumed ballet and modern classes in July and really enjoy it. My 2.5 year old son is really picking up Japanese well so he keeps me on my toes. Would love to hear from friends. Planning to return to graduate school next fall.

2004

Sara Novak: I graduated SIT Graduate Institute (formerly School for International Training) with a MA in Sustainable Development and a concentration in Development Management in May. In August I left the Intervale Center in Burlington, VT and moved to Boulder, Colorado where I am currently looking for a job. Any leads in the Boulder-Denver area would be great!

2005



Mark Cho: Since graduating, I worked in NYC in fashion, then London in real estate banking, then moved to China to start working in my family's investments business. I have been stationed in China for four years now, splitting my time between Shanghai, Chengdu, Hong Kong

and London managing the family's assets. Menswear has always been where my heart is and my latest project is starting up Hong Kong's first authentic men's store: "The Armoury" (www.thearmouryhk.com) which specializes in tailored clothing and classic menswear from the UK, Italy, Spain and Japan. I am also working on a book about bespoke shoemaking. If there are any EAS concentrators out there interested in getting a little work experience with us, we'd love to hear from you! Finally and most importantly, I am engaged to the love of my life, Emi Saito, and we will be getting married in Tokyo on March 19th.

Daniel Hausmann: Everything is good! I'm working at Google as a Learning De-

signer, which is a fantastic job. It's basically like being a teacher, but for a company--and what better than one that gives free food (If anyone wants a job, feel free to reach out!). I'm still also playing piano, building a Facebook game, doing yoga, and applying to grad school...

2006

Simon McEntire: Highlights are probably as follows: Got engaged; Started a non-profit called Neighborhood Collaborative; Relaunched existing business as Strolling Entertainment to better take advantage of non-recession economic climate; Started process for launching business called Nuffin' but Muffins which sells gourmet muffins to places like grocery stores, etc.

2007

Alex Richardson: I'm still enjoying living in the French Concession in Shanghai and working as a strategy consultant with L.E.K. I've also recently discovered a new passion for surfing in Hainan!

2008

Charlie Custer: Since graduating I have moved three times. I spent a year teaching English in Harbin, China, then moved to New Hampton, New Hampshire and taught Chinese at a boarding school for a year, and now I'm living in Beijing where I am an editor at *The World of Chinese*, a magazine about Chinese language and culture for people who are studying Chinese. I also do freelance writing and translation for a few different companies, including the *Global Times* (one of China's daily English newspapers) and Youku.com (one of China's top video sharing websites). In my free time, I'm also the editor-in-chief of China-Geeks.org, a blog dedicated to translation and analysis of Chinese current events. I've been writing the blog for about a year and a half, and now have a team of seven vol-

unteers who contribute posts from time to time (always looking for more, and would love to see some fellow Brunonians on the team!). Recently, we've begun working on creating short documentary films that investigate and address issues of concern in modern China as well. Aside for that, I've been pondering grad school for several years but can't decide exactly what I want to study. Obviously, something related to China, but there are so many interesting things it's difficult to pick one!

I hope everyone from the department and all my classmates are doing well, I miss everyone and everything!

Miriam Gordon: Since school, I have been working at Wilmer Culter Pickering Hale and Dorr law firm in Boston as a paralegal. I worked on Intellectual Property cases and attended two trials in Philadelphia and Cincinnati. This summer I spent 6 weeks in Guatemala teaching English to children in public school. Right now, I am starting Law School at University of Washington.

Kenji Taylor: After graduating from Brown in 2008, I worked for two years in "The Associates Program," a global rotational training program with The Capital Group Companies. While initially based in Los Angeles, I was sent to London for 6 months to conduct economic research and then back to Tokyo, where I was an exchange student from 2005-2006. Many thanks to the folks in the East Asian Studies Department for making my initial exchange student experience possible. The experience was invaluable throughout my time there earlier this year.

I learned a great deal in the past couple of years but most importantly realized my true passion is medicine. I am currently in Philadelphia pursuing an MD at the University of Pennsylvania School of Medicine. There are some great Japanese restaurants in Philly, so if anyone is in the neighborhood, please look me up!

2010

Nina Arjarasumpun: I'm currently working in marketing at **Knewton**, an educational technology start-up that provides GMAT prep, LSAT prep, and SAT prep and uses adaptive learning technology to tailor lessons to individual learning styles. Knewton is based in New York City and was recently recognized as a Technology Pioneer by the World Economic Forum. This honor has meant a lot to the entire team because past winners of the award include Google, Twitter, and PayPal and we hope that being in great company signifies a bright future for us. I absolutely love the "Knerd" culture here and encourage anyone interested in education, technology, and its combined capabilities to learn more about Knewton.

WHAT ARE YOU DOING?

Email east_asian_studies@brown.edu to update your contact information.

