

# EAST ASIAN *Studies*



Fall 2012 Alumni Newsletter

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Letter from the Chair

East Asian Studies is moving. After more than 25 years at 333 and 341 Brook Street, sometime next summer movers will transfer everyone and everything to the other side of campus, where Gerard House (54 College Street), our new home, awaits. Ours is one in a series of relocations across campus that will happen in sequence at the end of next spring semester; the Admissions Office (Corliss-Bracket House) is moving off College Hill, the Philosophy Department is moving from Gerard House to Corliss-Bracket, and we're moving to Gerard House. With our departure, 333 Brook is likely to house faculty and graduate students from Applied Math; plans for 341 Brook are not yet certain.

Given the choice, moving the Department would not have been high on anyone's list of things we'd like to do next summer. Planning needs being what they are at Brown, we weren't given the choice. East Asian Studies is right next door to the building that houses both Brown's Center for Computation and Visualization and one of the University's key server farms; growth in those units is displacing the Applied Math faculty and graduate students with offices there. Meanwhile, moving Admissions off-campus (itself part of a broader campus plan to free up space for academic use) meant that Corliss-Bracket would be available; once the decision was made to place Philosophy where Admissions has been, shifting us to Gerard House addressed multiple needs for the administration. On the plus

After more than 25 years at 333 and 341 Brook Street, sometime next summer movers will transfer everyone and everything to the other side of campus, where Gerard House (54 College Street), our new home, awaits.

side, the move will allow everyone in the Department to be under the same roof, and the new location may have other benefits as well. Our hope and expectation is that Gerard House will eventually be as accommodating and user-friendly as 333 and 341 Brook have been, and that the transition to the new location will go smoothly. We'll be sure to update everyone once the move is complete.

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Faculty win awards, publish books and garner other forms of recognition from colleagues, the field and the University on unpredictable schedules, and there are so few venues for us to share the news of these achievements that I'm grateful for the opportunity to do so now.

- Hu Lung-Hua was selected to receive the [John Rowe Workman Award for Teaching Excellence in the Humanities](#) for 2012-2014. She was honored at a Teaching Awards Ceremony hosted by the Sheridan Center in early May.
- Samuel Perry has been awarded a [2013 Translation Fellowship by the National Endowment for the Arts](#) to support his work on Sata Ineko's semi-autobiographical novel *Crimson*. The NEA's description of his project provides these highlights: "Published in 1938 and set in 1930s wartime Japan, the work draws a vivid psychological portrait of a woman struggling to balance her family obligations with her personal desires; this portrayal of a "new Japanese woman" is significant for both its feminist politics and its modernist sensibilities."
- [\*Chinese Women's Cinema: Transnational Contexts\*](#), edited by Lingzhen Wang, was published by Columbia late last year. In addition to her role as editor, Professor Wang also wrote the introduction to the volume, and contributed her own chapter on "Socialist Cinema and Female Authorship."

- Yang Wang has been promoted, effective July 1, 2013, to Senior Lecturer. Ms. Wang, who joined the Department in 2005, has taught at all levels of the Chinese Language Program, and this year is both coordinating the Program and directing the first-year sequence.

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The Department continues to benefit from the generosity of Brian Leach. This past summer, the Leach Fund helped support language study in the PRC by 16 Brown undergraduates. They attended a range of programs, including Princeton in Beijing, Tsinghua University, and Duke Study in China. (For more on their experiences, see p. 26)

**After this summer, I can say that I believe that there is no other way to learn a language than total immersion.**

Josh Linden

This year's recipient of support from the Arun Stewart Memorial Fund was Elizabeth Matthews. A junior when she received the award, Elizabeth is a Religious Studies concentrator with a strong and ongoing commitment to the study of China and Chinese. She

took Beginning Chinese her first semester at Brown, and never looked back. She spent the summer interning in Chengdu for Lazy Bones Asia, a food-delivery firm trying to establish a foothold in China's urban centers. Elizabeth describes her experience beginning on p. 27.

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For the first time in many years, the Department has not one but two faculty in the Korean program. Thanks to Hye-Sook Wang's successful application to a program funded by the Academy of Korean Studies, MinJi Chun will be with us for at least a year as a Visiting Lecturer in Korean. Her presence has allowed us to offer multiple sections of first-year Korean, and two other Korean lan-

guage courses, this fall, with more to follow in the spring. We are also fortunate to have in the Department another recent graduate of the Chinese University of Hong Kong's Master of Arts in Chinese Linguistics and Language Acquisition program, and begin plans to host two instructors every year. Wei Gong, who was with us last year as well, was joined this fall by Hao Rongrong.

Although I now look back on my summer with fond memories and deep nostalgia, the process itself was anything but easy.

Zachery Sosa

Finally, I'm also happy to report that Sarah Kile, a specialist in Late Imperial Chinese literature and culture, will be joining the faculty next fall as an Assistant Professor. Professor Kile earned her Ph.D. in East Asian Languages and Cultures at Columbia University, and received her BA in East Asian Languages and Cultures from Beloit College. She was a Fulbright Visiting Student to Beijing University's Chinese Department from 2003 to 2004, and a Fulbright-Hays Visiting Fellow to the Chinese Department of Nanjing University from 2009-2010. Her dissertation "Toward an Extraordinary Everyday: Li Yu's (1611-1680) Vision, Writing, and Practice," illuminates Li Yu's interventions in late imperial literary and material culture. Kile's ability to place his writings within the troubled context of late Ming and early Qing social and intellectual history is nothing short of remarkable, and we anticipate that this project will develop into a fantastic book.

Kile also brings a varied and successful teaching portfolio to Brown, having taught both at Beloit and Columbia. The courses she may offer at Brown cover the major literary genres of Late Imperial China, women's writing, garden culture, as well as topics in drama and performance. Professor Kile's background in literary Chinese will make it possible for her to offer coursework in that area as well.

Sarah is spending the 2012-13 academic year at the University of Michigan's Society of Fellows, where she holds a postdoctoral fellowship. We will officially welcome her to the Department in the fall of 2013.

As always, we'd like to hear about what you've been up to, and look forward to hearing from you about work, post-graduate plans, or just about anything you'd like to share with former professors and classmates. If you think you might be in the Providence area, or could include Providence on an itinerary, we'd be happy to host a discussion with current concentrators, language students, or faculty. In addition, we'd of course be delighted to share news of any internship or employment opportunities with current students.

This is my sixth and final year as Chair of East Asian Studies. Thanks for reading, and for your support of the Department and the East Asian Studies concentration.





## Faculty News

**Rongrong Hao:** Rongrong Hao holds an M.A. in Chinese linguistics and language acquisition from the Chinese University of Hong Kong. Prior to coming to Brown, she taught intermediate students at Harvard Beijing Academy as an interning Chinese teacher. In 2011, she taught Brookline High School students Chinese in Xi'an Gaoxin No.1 High School. Her primary research interests include Chinese syntax and error analysis for American Chinese learners.



**Jia-ling Huang Hsieh:** Many assume that heritage Chinese students taking Chinese language courses have an advantage because of their background. This assumption implies that heritage students only need to work on their writing skills, including character recognition. Chinese language instructors agree, however, that writing and reading are only some of the skills heritage students improve upon over the course of the year. Due to dialects spoken at home, for example, almost all heritage Chinese students must work hard to acquire accurate pronunciation and correct grammar.

I taught Advanced Beginning Chinese (CHIN0150 and CHIN0250) this past year, as lead-instructor for the second time. My goal is always to build for students a solid foundation in writing as well as all other language skills: speaking, listening and reading, plus a broader understanding of Chinese culture. This past year I created grammar notes to accompany each chapter of the textbook and revised my previously developed supplementary materials. The addition of discussion sessions and recording assignments enhance students' speaking skills and their appli-



cation of newly learned materials. I am glad to say that students who took these two courses have excelled and are ready for more advanced Chinese language learning.



**Wen-Pin Hsieh:** Last year I taught Chinese at Williams College. Although I have taught Chinese in Taiwan for several years, 2011-2012 was my first year teaching in the US. I am thrilled to start my second year of teaching in the US with the great people here at Brown University.

I have been always a lover of languages. I was an English major, studying mostly English literature and linguistics; my minor was in Japanese. In addition, I am also fascinated by drama and music. For most of my college days, the theater and the band were the places I called home.

After college and military service, I worked in a financial corporation and an international language institute. There I found my special interest in business and the many people who need to become more effective in the Chinese-speaking business community. Therefore, I focused my Master's thesis on Business Chinese teaching material design.

I will be teaching Business Chinese and co-teaching Intermediate Chinese with Wang *laoshi* this fall semester. I feel especially honored to be able to teach Business Chinese at Brown. This is a perfect chance to share my experience, contribute my knowledge and

The taxi driver spoke to me in a language that I swear I had never studied before, except for the fact that when I spoke he understood what I was saying.

Allegra Midgette

exchange ideas with the best students who share the same interest. I appreciate and look forward to this opportunity.

**Su-Ching Lin:** This is my second year teaching Chinese at Brown and I am excited to meet new and old students again, and to hear about their rich summer experiences.

Just seeing a person's expression turn from freaked-out to impressed when I addressed them in their native language...

Guarav Nakhare

Last year, I co-taught Advanced Beginning Chinese with Jia-Ling Huang Hsieh, and Advanced Modern Chinese with Hsin-I Tseng. I enjoy teaching at Brown and am impressed by students' outstanding academic performance.

The Advanced Beginning Chinese students produced a digital storytelling video for their final projects. They all did a great job using images, music and sound effects to tell a story in Chinese. Students from the Advanced Modern Chinese class gained a very good command of Chinese and I was so proud to hear them use Chinese to express their own opinions, and to debate and discuss social issues.



*Su-Ching Lin (center)*

Recently I have been focusing my research on how to integrate technology in language teaching. This summer I attended the 2<sup>nd</sup> Cross-Strait Teaching Chinese as a Second/Foreign Language Conference in Taiwan, and presented a paper titled "The Learning Effects of Implementing Digital Sto-

rytelling in Chinese Class.” I see technology as a powerful teaching tool, and will continue to develop modules for integrating technology in Chinese teaching and learning.

Although American and Japanese news often have a lot about the “rise of China” and “Communist China,” it was very interesting to know how Chinese people who are very close to us in age felt about these issues.

Julia Kuwahara

**Yuko Jackson:** This fall 2012 semester, I began teaching advanced-level Japanese. I have taught first, second and fourth-year Japanese at Brown, but this is the first time I am directing the third-year Japanese course. It is long overdue and I am very excited about creating a new course. Along with the textbooks, I have selected various authentic reading materials under a certain theme and created tasks relating to that theme. My

students will build confidence using the language through interaction with their peers in and outside of the classroom, and through collaborative work with classmates. They might feel like they are thrown into the deeper end of the pool at times, but so far they are doing great. I am looking forward to the day that all my students are swimming the ocean with confidence.

Time did fly during the very first year for **Ayumi Nagatomi** at Brown University. She appreciated the wonderful opportunity to get to know students, who gave her

It was fascinating to see firsthand the art I had studied only through pictures – calligraphy, bronze pottery, terra cotta warriors.

Natasha Wollkind

a warm welcome to their Basic, Intermediate and Advanced level Japanese courses. Students' enthusiasm and commitment impressed her.

Outside campus, too, Ayumi enjoyed collaborating with Japanese-language educators in North America and Japan. She completed her two-year term as a board member of the Canadian Association for Japanese Language Education. She spent her summer at International Christian University in Tokyo, directing their first-year Japanese course for the third time. She continues to work as a certified tester of Oral Proficiency Interview (for the American Council of Teachers for Foreign Languages).

Ayumi hopes to make the most of her experiences for EAS and looks forward to her second year at Brown University.

**I blush when my aunt and uncle tell me my accent and pronunciation is more correct than theirs.**

Inggrid Chen

**I'd been to China multiple times before, but from the perspective of a child estranged from the language and culture. This time, I'd be coming to experience China in a way such that I'd finally be able to understand how it fit into my identity.**

Anna Poon

**Sam Perry** was on the road for much of the spring semester, giving invited talks at the University of Michigan, the University of Hawai'i, Otaru University of Commerce (in Japan) and Connecticut College, as well as participating in conferences in Chicago and Los Angeles.

His lecture in Japan, "Writing Feminism in Red: Literary Contradictions in Kang Kyŏng-ae's In'gan munje," was recently published in Japanese.

This summer Professor Perry was awarded a Karen T. Romer Undergraduate Teaching and Research Award, and worked with a rising sophomore on the preliminary stages of his third book, which is about the Korean War in “post-war” Japan.

This coming year he will be teaching his most popular courses, on Japanese modern literature, translating Japanese fiction and film, and the queer history of East Asia, as well as second-year Japanese.

*Editor’s note:* Professor Perry was awarded a [2013 Translation Fellowship by the National Endowment for the Arts](#), one of only a dozen or so recipients of the Fellowship this year; it is quite an honor. Congratulations, Sam.

I already knew I would not pursue a career involving business or economics, which worried me as to how I would use Chinese in the future. But learning about human rights and identity, as well as about the developing art culture in Beijing, opened my eyes to a whole new world of opportunity in China beyond the stereotypical business one.

Mathew Kelley

**Steve Rabson** published [\*The Okinawan Diaspora in Japan: Crossing the Borders Within\*](#) (University of Hawai’i Press).

In fall 2011 **Janine Sawada** enjoyed teaching a new first-year seminar called “The Floating World,” which introduced entering Brown students to early modern Japanese culture; in the spring semester she taught “Introduction to Buddhism,” a new, large course (which seems to

have attracted many members of the Brown lacrosse team, among others). In her research Professor Sawada continues to study religious groups dedicated to the worship of

In the hours before the language pledge started, I resolved that I just would not speak at all for a few days. I could not imagine how I could live my life entirely in Chinese for eight weeks.

Emma Patterson Ware

Mt. Fuji in the seventeenth and eighteenth centuries. In April 2012 she presented a portion of this work at the Japan Forum of the Edwin O. Reischauer Institute of Japanese Studies at Harvard University in a talk called “Prayer and Economy in Tokugawa Japan: Mt.

Fuji Religion.” In May she followed up with a public lecture at Princeton titled “Mt. Fuji Religion: The Debate over Prayer Practices.” In the meantime Professor Sawada has completed a translation into English of the most important Fuji religious text, *The Book of Thirty-One Days*, a record of the last words of Jikigyō Miroku, who starved himself to death on Mt. Fuji in 1733 in order to hasten the arrival of a new age of social justice in Japan.

**Kerry Smith** continues to work on a book about the 1923 Great Kanto earthquake and the construction of catastrophe in modern Japan. He spoke on his research this past year at Harvard and Yale, and amongst anthropologists at their annual conference in Montreal. This fall he’ll offer a new seminar — “3.11: Building a History of the Great Eastern Japan Earthquake” — as part of an effort to explore the emergence of modern, scientific explanations of how and why disasters happen, and analyze the role played by popular culture in shaping the meanings assigned to disasters past, present and future.

In Beijing, if you at any point just take a moment to sit outside, and look, and listen, you can see the city growing right in front of you.

Zachary Salmon

**Hiroshi Tajima:** I sang a Chinese song for the first time at the special Year of China Chinese Language Showcase at Brown. I enjoyed it very much. I truly appreciate our Chinese faculty's efforts to organize this wonderful event.

Through the many organized trips we took together and, perhaps more so, through the adventures we partook in individually and with friends, we all were confronted daily with a reality that never ceased to awe and surprise us.

Justin Lardani

Regarding my research, I have been interested in how to develop the advanced level of students' writing skills. A traditional Japanese writing rule is based on 起承転結 (introduction, development, turn, conclusion). This writing method, however, is not effective for Japanese language learners because it is

the writing style for traditional Chinese poetry and narrative texts, not for essay writing. "Turn" (転) in particular means "dramatic turn over" and is not appropriate for the logical construction of essays. Since Japan introduced the short essay on college entrance exams over 20 years ago, this form has become increasingly important for various subjects. I would like to create new materials for developing intermediate and advanced students' Japanese essay writing skills, investigating how this essay-based entrance exam question has influenced Japanese thinking processes and writing styles. This should be an interesting research topic, with strong potential for future applications in the classroom, as well as creating a foundation for further research beneficial to the fields of Japanese language, education and culture.

**Hsin-I Tseng:** The third annual Chinese Language Showcase was held in conjunction with Brown's [Year of China](#). The Granoff Center Martinos Auditorium created a more stage-like atmosphere and students' enthusiasm,



effort, and talent were wonderfully displayed through their songs, poems, skits, speeches, video, and hosting! I can't say enough thank yous to the students and colleagues who were on stage, behind the scenes, or in the audience. If you missed the fun this year, please join us next April!

Professionally, this past academic year I led third- and fourth-year Chinese; classroom teaching was as fulfilling and rewarding as always. Outside of the classroom, in order to provide students with more opportunities to conduct real-life conversations with native Chinese speakers, Brown's ESL Program and I continued our voluntary Chinese-English Language Exchange Program, which equally benefits Chinese graduate students by increasing their exposure to American language and culture. In addition, I served as a First-year Advisor for Brown and was also the Department's Study Abroad Advisor for China.

When I first landed in Beijing, I had expected a fully modernized city with futuristic skyscrapers and advanced commuter rails. I was not disappointed, Beijing is indeed a 21<sup>st</sup> century modern city, but at the same time, there were many parts of it that caught me by surprise.

Wonmin Lee

**Hye-Sook Wang:** On the research side, in addition to my work as the editor of *Korean Language in America*, the Journal of the American Association of Teachers of Korean (I edited volume 16), my paper contribution, entitled "Culture in the Textbook, Culture in the Classroom, and Culture in the Korean Language Curriculum," was published in *Teaching and Learning Korean as a Foreign Language*, edited by Byon & Pyun (Ohio State University Press). My other paper, "A Proposal for Advanced Level Korean Curriculum," has been accepted for publication in a special edition of *Korean Language in America*, guest-edited by H.

Sohn *et al.*, currently in press. I have also submitted a paper “The Korean Language Diaspora, with a Special Focus on the East Coast of the United States” to be included in the book *Korean Language Diaspora*, edited by C. You and Y. Ha. In addition to these publications, I presented two papers; one on Korean teacher governance at the American Association of Teachers of Korean annual conference in June, and the other on incorporating Korean film into Korean curriculum, at the international conference of the Korean Language and Culture Education Society in July in Daegu, Korea. I also delivered a couple of invited lectures on Korean culture and North Korea for the National Consortium for Teaching About Asia Seminar in Connecticut and Vermont. Since last summer I have continued to

**I biked the morning traffic to class, wolfed down oily Chinese breakfasts, and fountain pens cried my Chinese chicken scratch all over the page. Images of kites and burning houses from Lu Xun mixed with Buddhism and stroke orders for characters indicating orchids and the like.**

Nic Cavell

work on my book project, on the history of Korean Programs in the United States, with second-year grant funding from the Academy of Korean Studies. Finally, I was selected and included in *Sutton Who's Who in Education* in 2011 as an honored member.

On the teaching side, there were a couple of exciting events in the Korean program. I offered Advanced Korean (KREA0500-0600) for the first time, during the 2011-2012 academic year, and am currently teaching another new course, Media Korean (KREA0910B) for the first time this semester. I also successfully applied for a visiting lectureship grant to the Academy of Korean Studies in 2012 and the Department is hosting a visiting lecturer from Korea, MinJi Chun, who is teaching Beginning Korean this fall. This visiting lectureship enabled the Program to offer two sections of Beginning Korean,

which has seen a dramatic increase in enrollment in recent years. Although the Korean Program has been constantly understaffed, I am excited to see some of these positive changes.

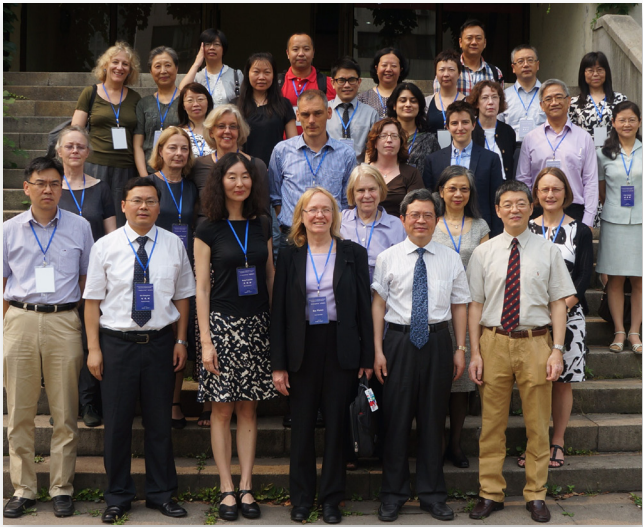
**Lingzhen Wang:** I published two articles during the 2011-2012 academic year: “Chinese Women’s Cinema,” the first comprehensive and critical article on Chinese women film directors of all Chinese communities (mainland China, Hong Kong, Taiwan and the Chinese diaspora), in *A Companion to Chinese Cinema* (edited by Yingjin Zhang, Blackwell Publishing, 2012); and “Personal Voices and Public Space: Chinese Women’s Autobiographical Practice in the Early Post-Mao Era,” in *Global Cold War Literatures: Western, Eastern and Postcolonial Perspectives* (edited by Andrew Hammond, Routledge, 2012).

I also co-edited and published the second issue of *Gender, Theory and Culture*, a Chinese journal published by Nanjing University Press. The journal has, since its inauguration in 2010, generated significant impact in China on the fields of gender studies, feminist theory, and literary and media studies. I wrote an introduction to the second issue and also contributed an essay. This issue contains ten critical essays by well-known and promising young international scholars, discussing issues related to gender, sexuality, revolution, and modernity in Chinese cinema.



2011-2012 was designated the **Year of China** at Brown. In fall 2011, I organized and moderated four Chinese film events (from September to December), each consisted of two film screenings, a public lecture given by an invited

scholar from the States or China, and a subsequent class visit of the scholar to my film class: [China through the Lens](#). On December 2, I was invited to present, as a humanities faculty member, at an important panel, “[Trends of Globalization: Some Perspectives from Asian Universities](#),” organized by the [Year of China](#) and moderated by President Ruth Simmons. In March 17-21, 2012, I organized a week-long film festival and symposium, “[Chinese Women’s Documentaries in the Market Era](#).” This event brought to Providence six Chinese women directors, from Hong Kong, Taiwan, Mainland China and the United States, and six international scholars, to discuss with Brown faculty and students, as well as local residents, the role and significance of women’s documentary films in articulating different human concerns, critical visions, and visual aesthetics in the rapidly changing Greater China area.



*Lingzhen Wang (front row, third from left)*

As the Brown director of the Nanjing-Brown Joint Program in Gender Studies and the Humanities, I co-organized an [international conference on gender research in Chinese studies](#), held at Nanjing University, June 9-11, 2012. This international, bilingual conference aims to forge much needed interdisciplinary, trans-regional, and cross-generational dialogues about the past and future of gender studies and feminist research on China. Over thirty international scholars from the United States, Europe, and the Greater China area participated in the conference, contributing to some of the most unprecedented and stimulating discussion and debate on gender research, set against a backdrop of transnational history and theory.

**Yang Wang:** I am currently teaching first-year and second-year Chinese. This is my first time teaching CHIN0100 since 2008, when I co-taught the course with Meiqing. The sparkles in my students' eyes make teaching a real pleasure. In the spring of 2012, I continued to offer my advanced Chinese course, The Changing Face of China: Advanced Reading in Chinese Media (CHIN0920C). Through listening to online news, interviewing native Chinese speakers and reading primary source materials from Chinese-speaking societies, students gained a better understanding of a wide range of issues in a rapidly changing China. My students did an excellent job in their final projects, 3500-character reports on a topic of their choosing. Student papers covered many different aspects of contemporary Chinese society, including for example, Chinese "Tiger Mom" Style of Family Education and An Overview of China's "Ant Tribe" Phenomenon.

In terms of research, I have been working on a second volume textbook: *Intermediate Spoken Chinese: Practice Essentials*, forthcoming by Tuttle Publishing. My paper, "On the Teaching Principles and Teaching Methods of Chinese Academic Writing" was published by the *Journal of Chinese Language Teaching and Research* (《对外汉语教学与研究》) in 2011.

Last year, I continued to serve on the National Committee for Fulbright English Language Teaching Assistantships (Taiwan). This experience has taught me a great deal about Fulbright program selection standards which, in turn, helps me much more effectively advise Brown applicants.

During this past summer, I also visited EAS students who were studying Chinese in Beijing. Their fluent Mandarin and authentic Chinese food are a great combination!



*Yang Wang (seated, second from right)*

*Editor's note:* Yang Wang was promoted to the rank of Senior Lecturer in Chinese. Congratulations 汪老师.

## Chinese Women's Documentaries in the Market Era

Exploring the role and significance of women's documentary films in articulating different human concerns, critical visions, and visual aesthetics in the rapidly changing Greater China area.

**Tickets:** [www.cablecarcinema.com](http://www.cablecarcinema.com)



**Film Festival** March 17-18, 2012  
Cable Car Cinema, 204 South Main St.

Screenings followed by Q & A with Directors

**Symposium** March 21, 2012 9am-5pm  
Watson Joukowski Forum, 111 Thayer St.

Sponsors: Pembroke Center for Teaching and Research on Women, Year of China, East Asian Studies, Department of Modern Culture and Media and The Malcolm S. Forbes Center for Culture and Media Studies, International Affairs, and Cogut Center for the Humanities



*Poster advertising the first Chinese women's documentary film festival and symposium: "Chinese Women's Documentaries in the Market Era," screened and hosted at the Cable Car Cinema and the Watson Institute for International Affairs, respectively.*



## Class of 2012

**Alexander “Alec” T. Brownridge** | D.T. Suzuki and Peace vs. War: What does it mean to be a Peace Advocate?

**Krongkamol “Joy” M. deLeon** | The Life and Poetry of Bo Juyi

**Helen A. Diagama** | Betsuyaku Minoru in Translation: *Yellow Sunday*

**Liam P. Hynes** | Translating *The Elephant Vanishes*

**Deborah “Debbie” Lai** | Mao in Cultural Revolution Propaganda: Historical Icon, Contemporary Commodity

**Tyler M. Kasindorf-Mantaring** | *East Asian Studies Prize* | English Education in Japanese Public Schools: The Relation of Social Class to Attitude Formation and Classroom Experience

**Leora “Lee” K. Kava** | The Formation of ‘Asian Pacific Islander’: Exploration of Tongan, Samoan and Chinese Diasporas in California

**Halsey F. Niles** | Koan Conundrum: Approaching the Ineffable through Language

**Shannon L. Parker** | *Ying-mao & Anna Kau Prize in East Asian Politics & Peace* | The State and Equality: A Comparative Study of Affirmative Action in Higher Education in the United States and China

**Jocelyn A. Richards** | *East Asian Studies Prize* | Chinese Impetus for Protest: ‘Ant Tribes’ and the Tiananmen Youth-Led Protest

**Yuri Tomikawa** | *Ying-mao & Anna Kau Prize in East Asian Politics & Peace* | Working Mothers, Childrearing Fathers: Implications of Family Policies on Gender Roles in Japan

**Daniel G. Towne** | Women and Gender in Twentieth-Century Chinese Cinema

**Keisuke “Jonathan” Yanagawa** | *December 2012 Graduate*



*Graduates at our 2012 Commencement, from left to right: (back row) Jonathan, Yuri, Jocelyn, Halsey, Shannon, Alec and Tyler; (front row) Debbie, Joy, Lee and Helen.*

**East Asian Studies Department  
ANNUAL SENIOR FORUM**

**Petteruti Lounge  
APRIL 24, 2012  
4 PM**

**The State & Equality:  
A Comparative Study of Affirmative Action in Higher Education in the United States and China**  
SHANNON PARKER

**English Education in Japanese Public Schools:  
The Detraction of Social Class to Attitude Formation & Classroom Experience**  
TYLER KASIMDORE-MANTARINO

**The Formation of Asian Pacific Islander:  
Exploration of Tongan, Samoan & Chinese Diasporas in California**  
LEE KAWA

**Working Mothers, Childrearing Fathers:  
Implications of Family Policies on Gender Roles in Japan**  
YURI TOMIYAWA

**Women & Gender in 20th Century Chinese Cinema**  
DANIEL TOWNE

**Chinese Impetus for Protest:  
"Ant-Tribes" & the Tiananmen Youth-Led Protest**  
JOCELYN RICHARDS

**Betsuyaku Minoru in Translation: Yellow Sunday**  
HELEN DIAGAMA

**Koan Compendium:  
Approaching the Inevitable through Language**  
HALSEY WILES

**D.T. Suzuki & Peace vs. War:  
What Does It Mean to be a Peace Advocate?**  
ALEC BROWNAIDGE

**Translating The Elephant Vanishes**  
LIAM HYNES

*Poster advertising our 2012 Annual Senior Forum, including senior project titles (also listed on p. 24).*

# Summer in China

*Thanks to the generosity of Brian Leach, several Chinese language students and East Asian Studies concentrators were able to spend the summer of 2012 in China, intensively studying the language or pursuing independent research and internships.*

## INTENSIVE LANGUAGE STUDY

### Associated Colleges in China

Emma Patterson Ware  
Nicholas Cavell

**My experience defied the misconceptions I had before, and I was fascinated by Chinese society day by day.**

Jonathan Yanagawa

### Duke Study in China

Allegra Midgette  
Natashi Wollkind  
Wonmin Lee  
Zachary Salmon

### Harvard Beijing Academy

Anna Poon  
Guarav Nakhare

## Inter-University Program for Chinese Language Studies at Tsinghua University

Jonathan Yanagawa

### Princeton in Beijing

Ethan Madigan  
Josh Linden  
Julia Kuwahara  
Justin Lardani  
Mathew Kelley  
Zachery Sosa

**I can't believe back in the US, I'll no longer be able to find those street stands that sell dumplings and baozi's, malls like the Silk Market, and restaurants as cheap as those in Beijing!**

Ethan Madigan

## ARUN STEWART '11 MEMORIAL FUND

*The [Arun Stewart '11 Memorial Fund](#) was established by Sunita and Tony Stewart in memory of their son, the late Arun David Stewart, Class of 2011, to honor his passion for Chinese language and culture. The fund supports undergraduates in East Asian Studies who conduct independent research projects in China, or participate in low-paid or unpaid internships in China, or pursue intensive language studies in China. Elizabeth Matthews, the second recipient of this award, reflects on her experience in Chengdu, below.*

Having attended Princeton in Beijing and completed advanced Chinese courses at Brown, I felt I had a clear idea of what it would be like to intern and live in China. It seemed I was near 'fluent' and that I would comfortably navigate menus, interact with random strangers, and blend into the streets of Chengdu. But, I quickly realized this was not a given. Looking back, my summer was humbling and eye opening, a snapshot of a reality beyond Brown. I gained insight into the diversity of China, Chinese language, and Chinese culture, as well as the difficulties of living in an utterly foreign environment.

Deplaning in Chengdu was a stride towards becoming more 'Chinese.' The heaviness and the industrial quality of the air reminded me of a 4<sup>th</sup> of July BBQ where the flipper on duty was more focused on his next sip than evenly cooking the hot dogs. Spiciness—un-standard tones and cadences of speech—lingered in the air as well. Fear numbed my mouth, and I began to doubt my ability to communicate with the 12 million citizens of Chengdu who mostly speak “四川话,” the province's dialect. The energy was quick, noisy, and scattered, leaving me intimidated.

With each breath, each stride, I gradually became a part of Chengdu's fascinating rhythm, a spastic melody combined with a soothing baseline. Starting that first night, I became familiar with Sichuan cuisine and Sichuan restaurant dialect, feeding my tongue two-dimensional freshness. Extra tingly peppers became mild peppers, “服务员” became “老板儿” for restaurant personnel, and “买

单” became “收钱” to request the check. Embarrassed by my non-existent Sichuanese but calmed by kind restaurant employees, I left with a peaceful mind and a churning gut. I settled into my Chinese-style “Hakka Home” and snores later unpeeled my lids. My window shaped for me a bright grey breathing organism 12 stories below. Faded Volkswagen taxi cabs, poncho-wearing figures on bikes, two-segment red busses, slick mopeds, and ant-like pedestrians drew a scene, one that I would enter too. I had never *lived* abroad, only having previously participated in a structured language program. I accepted that working for a start-up company in another country would be an exercise in learning to assimilate.

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Lazy Bones is an infant of a business, an entity still learning how to orient itself to its surrounding environment. The process of establishing a business in China is different from the American process, for the business owner must reconcile country-specific

laws and cultural differences. Creating an investment contract that is consistent with Chinese and American laws must be done with care, over an extended amount of time. The investment contract was incomplete when I arrived, and as a result, my role was not clearly defined. Ultimately, I learned that working for a start-up company, especially in a foreign country, requires patience, flexibility, and enthusiasm. My tasks included mapping out the locations of partnering restaurants and hotels, researching the amenities of local hotels, contemplating insurance plans, and thinking — juggling — infinite variables. I also witnessed the messiness of constructing an investment contract from scratch. There was no model to follow, for we were creating one. Creating structure is an unstructured task. Similar to my abandoning ‘Standard Chinese’ in order to mingle with the locals, I was forced to abandon

don my independent lifestyle that I enjoy at Brown and that I have cultivated through swimming. I had to accept the reality of the situation and learn to work with others. In the process, I conditioned my networking muscles. I found it important to interact with both Chengdu locals and fellow foreigners. Maggie, a native restaurant owner, connected me with her friend who works for an insurance company. This was helpful for my researching bike insurance for our delivery people. Foreign friends revealed the diverse career opportunities in China. I befriended an architect, a U.S. Foreign Service member, a museum business employee, and others. Lazy Bones is not officially running yet in Chengdu, but I am confident that our collaborative efforts this summer laid a foundation for its future success. Our experiences in Chengdu helped direct another Lazy Bones branch in Kunming. Its menus were printed the day I left. As an intern and a temporary resident in China I became part of reality in China. I am excited to have added another dimension to my experience of Chinese, one beyond the textbook essays on socio-economic growth in China that we mull over and discuss in Providence, Rhode Island.

**I had to accept the reality of the situation and learn to work with others.**

On two separate occasions, I was able to venture into the Sichuan countryside. I learned that Sichuan Province is roughly the size of Texas—diverse in culture and terrain.

I interacted with Tibetan-Chinese villagers and visited a Buddhist monastery. I camped in sacred Tibetan hills and rafted through a valley in Lushan. I drove through the aftermath of the 2008 earthquake in Wenchuan. Through my daily life in the city and weekend travels beyond, I gained new perspectives on China and myself. My summer in Chengdu has inspired me to continue pursuing Chinese and life in China.

Thank you to the Stewarts and the East Asian Studies Department for granting me this opportunity.

## Alumni Notes

.....1987

**Joan Mauldin Hurst:** Last fall, I moved from USDA's international trade agency to the Office of the U.S Trade Representative. I love working in this field because I feel there is a real opportunity to effect change. I handle agricultural trade issues with a focus on East Asia - China, Taiwan, Japan - and still have the opportunity to speak Chinese in meetings. One of the neat things about agricultural issues is that we are discussing food, and the food words are some of the first words a student learns in a language. So whether we are talking about rice, or pork, or fresh vegetables, among other things, I think of the early days learning those words at Brown as well as their significance culturally.

.....1993

**Betsy Wiedenmayer Rogers:** I have ended up in Tokyo - have 4 kids, 3 born in Japan and we have sent them all to Japanese schools as I just know how hard it is to learn Japanese. So they now speak better than I ever dream to. My husband is from VA and he started a business here. I thought we would be here for 1 and it is now going on 12. Scary. I am a full time mom and teach English and Japanese part time to others who don't speak it as well as I do. Love Japan but hope to live in the States soon and apply what I have learned here to our education and social systems.

.....1994

**Matthew Crowe:** I've never written in before so perhaps a bit of an update is due. After Brown, I worked for three years in Japan. First, for a year as Coordinator for International Relations for a small village in the mountains of Oita Prefecture and then for two years at Toin Gakuen, a conglomerate school in Yokohama running from kindergarten to graduate school. At Toin, I managed their high school exchange program with five American boarding schools (Andover, Exeter, Choate, Deerfield and St. Paul's) and ran a number of seminars in Japanese at Toin University focusing on US-Japan cross-cultural media portrayals. I returned to the US in 1997 to enroll in a 4 year JD/MA program at Harvard and Yale. I received my MA in International Relations from Yale in 2000 and my JD from Harvard Law School in 2001. After law school, I worked at Cleary Gottlieb and Davis Polk in New York and moved to Davis Polk's Tokyo office in late 2002 where I advised corporate clients on capital markets and M&A transactions. In 2005, I joined Citigroup's Legal Division in Tokyo, where I covered various businesses and regulatory snafus until 2007. Since then, I've been working in Citi Private Bank's legal division in New York, most recently as General Counsel for Citi Private Bank North America. I miss Japan dearly and travel there at least once a year for pleasure. My



experience at Brown certainly prepared me for the peripatetic career I've traveled.

..... 1996

**Gerald S. Ohn:** We recently adopted a baby girl from South Korea named Caris Grace Ohn.

I was selected as a 2012 Rising Star by the Southern California Super Lawyers Magazine.

I'd love to hear from alumni at [gerald@ohnlaw.com](mailto:gerald@ohnlaw.com).

..... 1997

**Amy Tunis Shinkman:** I'm back in the Washington, DC area since early 2011 after 10 years overseas in London and Singapore, and I'm working at the Export-Import Bank. Would be happy to hear from any EAS alums interested in working in international trade. Also, I have two children - Jack who is 5 and Ebba who is 2.

**Stephen Whiteman:** Having spent the past two years teaching art and architectural history at Middlebury College, I am now in Washington, DC, where I am a postdoctoral fellow at the Center for Advanced Study in the Visual Arts at the National Gallery of Art.

..... 1998

**Brantley Turner-Bradley.**

I'm still living in Shanghai with my husband and two daughters, Zander (4) and Logan (1). My educational travel business, [China Prep](#), creates trips for middle and high school students traveling to and from China. I also serve as the Director of Programs - China for The Dwight School in New

York on a few joint diploma programs and initiatives they have in the region.

..... 1999

**Adam Goldberg:** After well over a decade, I finally returned to my EAS "roots" in 2011 by relocating from Los Angeles to Hong Kong, where I have a legal practice focused on helping multinational companies meet anti-corruption obligations while operating across Asia and especially in China. I am thrilled to be speaking and reading Chinese again on a regular basis, and spending significant time in mainland China, and I continue to be grateful for the patience, dedication, and encouragement of the many EAS mentors who helped to guide me into a lifetime appreciation for Chinese language and culture. Please contact me if you're in the area! [goldberg.adam@gmail.com](mailto:goldberg.adam@gmail.com).

..... 2000

**Stacy Smith:** I am keeping busy with freelance translating and interpreting, and a bonus this year was a fall business trip to Japan (in addition to my annual pilgrimage for the Tokyo Marathon every February!). I often interpret for Japanese delegations who are



invited to the US on the State Department's International Visitor Leadership Program (IVLP). I enjoy the various cities we travel to, as well as the diversity of themes that I am able to learn about through this work. I was at Brown for the first time in over a decade this spring, and it was great to be back in Providence and see how much campus had changed. Hope I don't let so much time pass before my next visit!

.....2001  
**Vivian Tang:** I had a tough two years in London at the College of Law followed by a blissful year studying Creative Writing at City University back in Hong Kong. Currently, I am working on a novel while teaching English to the young ladies at Diocesan Girls' School full time and really enjoying my niche in Education.

.....2003  
**Yaniv Gelnik:** Attending Kellogg's International eMBA program, looking forward to using my Mandarin this December when I take classes in Hong Kong. Otherwise, I'm a dad!



**Mai Karitani Manchanda:** I am starting graduate work in clinical psychology at the Pacific Graduate School of Psychology (PGSP)-Stanford Psy.D. Consortium at Palo Alto University in September. I will continue to work at the Center for Interdisciplinary Brain Sciences Research (CIBSR) at Stanford University School of Medicine.

.....2004  
**Joel Dietz** just finished his M.A. in the East Asian Languages and Civilizations department at the University of Pennsylvania on the Dao De Jing's potential relationship to oral traditions with somatic elements and has retired to the Umbrian countryside to pursue his poetry and other private writing projects.

**Russ Glenn:** Not quite sure how this happened, but somehow the path that Lung-Hua Hu and the rest of EAS helped set me on has turned into a full-fledged career. After heading over to the UK for a masters originally, I began studying for a PhD in Chinese studies in 2006. I wrote my dissertation ('thesis' over there) on the role of oil in Sino-US relations, and finally finished the whole thing a couple years ago. Now I'm working as an assistant professor in the Chinese studies department at Leiden University, lecturing on modern Chinese history and foreign policy. Really grateful to the EAS department for helping me figure out what I was interested in all those years ago, and looking to get back to China soon so I can improve my very rusty Chinese! My email is [russglenn@gmail.com](mailto:russglenn@gmail.com).

**Sara (Novak) Hepburn:** I was married at the end of June in a civil ceremony in Reykjavik, Iceland. It was a fun, low-key weekend in a beautiful country, and I am greatly anticipating my honeymoon in Thailand over the holidays. At the end of May I began working at Tufts University School of Medicine as a Project Manager on a USAID-funded grant (RESPOND). The grant installs Tufts University's Sciences Knowledgebase (TUSK) in health science institutions in the Congo and Mekong Basins. I have taken my husband's name and my new email is [sarajhepburn@gmail.com](mailto:sarajhepburn@gmail.com).

.....2005  
**Mark Cho:** My partners and I recently opened the second store under The Armoury brand name in the Landmark mall in Central, HK. We are now in the same mall as Louis Vuitton, Dior, Loewe, Gucci, Lanvin, etc. and are pleased that the landlord of the mall took notice of what we were doing in the world of classic menswear and invited us to join them. Below is a photo of the shop designed by my friend (and RISD grad!) Katherine Wong, and I. Those with sharp eyes will notice we replicated an old folding screen painting depicting a



scene from the *Romance of the Three Kingdoms*. Those with even sharper eyes will notice that despite the tale being Chinese, the painting is actually from Japan, so thanks EAS department!

In other news, my wife and I are expecting a baby girl in October and I went to 4 out of 5 antenatal classes!

.....2006  
**Benjamin Boas:** Benjamin has completed his 2 year MEXT fellowship at Tokyo University, spending much of the final semester training with the monks at Engakuji, a major Zen temple in Kamakura, Japan. He is now studying Aikido full-time at the Yoshinkan Aikido Honbu Dojo in the *senshusei* program, a year-long course designed to train Aikido instructors for the Tokyo Metropolitan Police Riot Squad.



**Nick Zakrasek:** I will be entering the Stanford Graduate School of Business MBA class of 2014 this fall. I would love to meet up with any EAS alumni living in or passing through the bay area - my email is [zakrasek@gmail.com](mailto:zakrasek@gmail.com).

.....2008

**Charlie Custer:** I recently completed work on a short, free [documentary about urbanization and its effects on rural China](#).

Additionally, I'm in the planning stages of another, much longer and more serious documentary project. I'm looking for some help, and among other things would love some help funding it, and it's a project I think lots of Brown EAS folks would approve of. You can check out [more information about it here](#).

**Mai Denawa:** I am starting my second year of law school and recently transferred to the University of Michigan to be closer to home. There is a great Japanese legal studies program, and I am hoping to enroll in some courses while here. I hope that I will have a chance to work with East Asia related legal issues in some shape or form in the future!

**Miriam Gordon:** I am just about to start my last year at law school at University of Washington. I am hoping to go into juvenile justice after graduation.

**K. Adam White:** While I have not returned to Japan since graduation, the cultural curiosity that drove my studies lead me to join a travel agency in downtown Boston where I have recently become the website interface team manager. Hoping that I get back to Japan soon!

.....2009

**Matt Reichel: Nick Young** and I are still working for our organization [East West Coalition](#). After

a year of negotiations and helpful intervention from the Canadian Embassy, we signed a Letter of Intent (M.O.U.) with Yanbian University in Yanji, Yanbian Korean Autonomous Prefecture to begin working on joint semester courses, academic forums, conferences, and an OpenCourseWare platform. We are opening our Yanji, China office in September as well as a new office in Vancouver, Canada this October. We have also been very active in the DPRK, and some of our recent activities there have included placing the first undergraduate student from the DPRK at Cambridge University for a semester abroad, bringing foreign students to the DPRK for peer-to-peer exchange, and we are hoping to build an educational resource centre in the country next year. We also ran our first ten-week North Korean language program in Yanji, with visits to Rajin and Chongjin, this past summer. Additionally, this year we have partnered with the Beijing Department of Education, Beijing Jiaotong University and Tsinghua University to run joint programs in computer science, design and entrepreneurship at the University of Washington in Seattle and Stanford University.

We are working on economic and culture-related informal diplomatic projects in the DPRK and ROK. Last year we brought the Asia Society to Pyongyang in partnership with the Korea-America Private Exchange Society for a meeting with the DPRK's Vice Minister of Foreign Affairs, and this September we are bringing a delegation of

CEOs from the Young Presidents Organization (YPO) to the Rason Special City, a special economic and trade zone in the DPRK, for meetings and exchange with local economic and trade officials.

This is an exciting time to be working “between” East and West, as many countries in the North Pacific are going through (or are about to go through) leadership/administration transitions.

#### .....2010

**Gerardo Tejada:** I’m currently enrolled in an intensive, full-time Korean class. My hope is to be ready to apply to Korean Medical School out here by 2015 - which means a whoooooole lotta studying. No adventures here! Just books!

#### .....2011

**Dana Mirsalis:** I was in Japan until August on a Fulbright grant, conducting research on the connections and interactions between Shinto shrines and local communities. Because of my close relationship with several local priests, aside from learning a great deal about the inner workings of shrine communities, I had the once-in-a-lifetime opportunity to work as a miko at a local summer festival (see photo).



This fall I’m starting a master’s course at Harvard University in the Regional Studies: East Asia department.

#### .....2012

**Alec Brownridge:** I spent my summer networking in Washington, DC and Honolulu. I had the opportunity to meet some great world leaders including Congressman John Lewis. I also helped the Archbishop Desmond Tutu and his family during a number of events in Honolulu. I am currently volunteering and looking for internships in Honolulu while I wait to start a job in either Los Angeles or Washington, DC at the end of the year.

**Tyler Kasindorf-Mantaring:** I have moved to Kashima City in Saga Prefecture, Japan, where I will be starting my new job in September: teaching English and developing English language programs in my rural community through the JET program. Below is a picture of me [far right] and fellow JETs about to participate in the Saga Odori: a 2 day festival where thousands of people dance together down the main street for hours.





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