

**Proposal to the Graduate School  
For a Critical Asian Humanities MA (CAH-MA)**

Proposed by the  
Department of Asian & Middle Eastern Studies

October, 2013

Revised and updated, October, 2014

Revised and updated, February, 2016

Revised and updated, August, 2017

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## **I. Rationale for program**

*a) statement of how the proposed program fits in to research and teaching mission of the sponsoring unit.*

In 2013, the Department of Asian and Middle Eastern Studies (AMES) created a new track in Critical Asian Humanities (CAH), within the East Asian Studies MA Program (EAS-MA) that is administered by Duke's Asia/Pacific Studies Institute (APSI). This new CAH track is tailored to AMES faculty's disciplinary expertise in literary and cultural studies, and offers a more disciplinarily focused training than is currently possible within the EAS-MA.

This CAH track has proven very successful, and we would like to transform the track into a stand-alone MA program in Critical Asian Humanities (CAH-MA). This new CAH-MA would closely mirror the structure of the existing CAH track of the EAS-MA, with the primary difference being that it would be housed in AMES, with AMES having primary responsibility for running and administering the MA program. Unlike the interdisciplinary EAS-MA—which draws on the resources of multiple departments—the proposed CAH-MA is directly anchored in the disciplinary expertise of AMES faculty. We therefore contend that it would make more sense to run it as a departmental degree program rather than as an interdepartmental one administered by an institute.

Since it was created in 2013, the new CAH track has been very popular among students, and with the number of students enrolling in the track exceeding the number of students enrolled in the default version the EAS-MA (which is now known as the interdisciplinary track). Moreover, the addition of the new CAH track has not come at the expense of EAS-MA's interdisciplinary track. Instead, the creation of the new track has coincided with a significant growth of the overall EAS-MA. In particular, whereas before 2013 the EAS-MA had never had an entering class of more than 10 students, in 2013 (the year the CAH track accepted its first cohort of students) the EAS-MA had an entering class of 20 students—including 13 in the new CAH track and 7 in the interdisciplinary track. Since then, the size of the EAS-MA (including the CAH track) has remained between 50% and 100% above average pre-2013 levels. In other words, enrollment in the interdisciplinary component of the EAS-MA has remained roughly consistent with pre-2013 levels (averaging between 7 and 10 students a year), while the students enrolled in the new CAH track (averaging an additional 9 students a year) represent an expansion of the overall program.

Both the existing CAH track as well as the proposed CAH-MA closely match the disciplinary expertise of AMES's East Asianist faculty. AMES is currently one of the only departments in Trinity College that does not have a graduate program of any sort. In addition, among Duke's peer institutions, AMES is currently one of the only East Asian studies departments that does not have a graduate program of any sort. AMES faculty would welcome the opportunities that having our own graduate program would bring—including the ability to regularly teach graduate-level courses and to advise graduate-level research projects in our own areas of academic expertise.

*b) justification for why the new program is needed*

APSI's EAS-MA is structured as a broad, interdisciplinary program, and is intended to offer generalized training in subjects relating to East Asia, but is not designed to offer specialized training in any particular discipline. The proposed CAH-MA, by contrast, would offer specialized training in East Asian literary and cultural studies. This is a field for which there is considerable student demand—as evidenced by the fact that in more than half of the applicants to the EAS-MA every year specify that they wish to work in the area of literary or cultural studies. Moreover, training in East Asian literary and cultural studies very marketable, including the fields of publishing, journalism, cultural production, and language pedagogy. Finally, for students wishing to apply for doctoral programs in related fields, the disciplinarily focused training that the CAH program can offer is much more advantageous than the more generalized interdisciplinary training that students typically receive through the EAS-MA.

Although the creation of the CAH track in 2013 currently allows us to meet student demand for this sort of specialized disciplinary training, the track strikes us as an ad hoc and awkward arrangement. In particular, although enrollment in the track has consistently matched or exceeded enrollment in the “interdisciplinary” portion of the EAS-MA program, AMES does not currently have the sort of administrative oversight over the program that sponsoring units normally enjoy, and also has access to only a small fraction of the tuition revenue that sponsoring units normally receive (sponsoring units typically receive 40% of the tuition revenue from the program, but AMES currently receives only 4%). Given that the CAH program is clearly anchored in AMES, we recommend that AMES should be granted administrative oversight of the program, together with the responsibilities that this oversight would entail.

## II. Description of the program

### *a) strategic objectives and educational goals*

The proposed CAH-MA program will provide training in the critical analysis of written, visual, and performance cultures of East Asia. Integrating approaches and methodologies from literary studies, film studies, and cultural studies, we will offer an innovative and comprehensive program of study that will provide students with the skills needed to pursue either a doctoral or professional degree in a related area, or a career in field relating to East Asian culture and society.

### *b) degree requirements*

Students will complete ten courses (30 semester hours), of which at least eight (24 semester hours) must be graduate-level courses at the 500-level or above. These 8 graduate-level courses may include a combination of courses focusing on East Asian topics and others focusing on literary and cultural analysis. At least five (15 semester hours) of the required ten courses must be graduate-level courses taken through AMES. One of these ten required courses will be the introductory methodology course AMES 790, which students will usually be taken during their first semester.

Students must also attain advanced language proficiency in Chinese, Japanese, or Korean, equivalent to three years of college-level study. Up to two East Asian language courses may be counted toward the 10-course requirement. Students who already have proficiency in one East Asian language are not required to study a second language, though they are certainly welcome to do so if they wish.

Under the direction of a faculty advisor, each student will complete an MA thesis and submit it to their thesis committee. The thesis committee will be composed of three faculty, at least two of whom must be from AMES. The degree is dependent on the acceptance of the thesis and successful completion of an oral examination.

Students may count toward their 10-course requirement up to two non-regular courses such as Independent Studies or Collaborative Research Projects (which function as Independent Studies, but for groups of three or more students and faculty). For most students, at least one of those Independent Studies will be taken their third semester with their thesis advisor, in which they will work on formulating, researching, and writing their MA thesis.

As per Graduate School guidelines, students are required to be in residence and enrolled full-time for at least three semesters. Students will typically finish most or all of their formal course work during their first three semesters, and then will spend their fourth semester completing their MA thesis.

*c) curriculum*

The curriculum of the CAH-MA will consist primarily of courses on topics related to East Asian cultural studies, as well as courses on cultural studies methodologies. Some students will also take courses on East Asian languages, either at the introductory, intermediate, or advanced levels (depending on the student's prior training in the language in question). We will also offer a course in second-language pedagogy. All of these courses are ones that the department already offers, either for undergraduates or for graduate students in other programs.

*d) brief descriptions of courses and learning opportunities (Appendix A)*

Appendix A contains a list of all of the department's graduate-level courses, as well as the paired undergraduate/graduate courses.

*e) brief backgrounds and bios of key faculty (Appendix B)*

The proposed CAH-MA will consist of 9 core faculty members, all of whom have primary appointments in AMES. All of these faculty are graduate-eligible, including six tenured faculty, one professor of the practice, one lecturer, and one long-term visiting associate professor. They are:

Leo Ching (AMES), Associate Professor of Japanese Cultural Studies

Eileen Cheng-yin Chow (AMES) Visiting Associate Professor of Chinese and Japanese Cultural Studies

Guo-Juin Hong (AMES), Associate Professor of Chinese Cultural Studies and Director of AMI

Nayoung Aimee Kwon (AMES), Associate Professor of Korean Cultural Studies

Hwansoo Kim (AMES and Religious Studies), Associate Professor of Korean Buddhism

Hae-Young Kim (AMES), Professor of the Practice, Korean language and sociolinguistics

LIU Kang (AMES), Professor of Chinese Cultural Studies

Yan Liu (AMES), Lecturer in Chinese

Carlos Rojas (AMES; Gender, Sexuality, and Feminist Studies), Professor of Chinese Cultural Studies; Gender, Sexuality, and Feminist Studies; and Arts of the Moving Image. Director of Graduate Studies of AMES.

The program also includes 10 affiliate faculty from other departments with expertise in either East Asian cultural studies and/or critical theory and cultural studies methodologies. They are:

Anne Allison, Robert O. Keohane Professor of Cultural Anthropology

Nicole Barnes, Assistant Professor of History

Rey Chow, Anne Firor Scott Professor of Literature

Prasenjit Duara, Oscar Tang Professor of East Asian Studies

Markos Hadjioannou, Assistant Professor in Literature

Sucheta Mazumdar, Associate Professor of History

Walter Mignolo, William H. Wannamaker Professor of Romance Studies and Professor of Literature.

Ralph Litzinger, Associate Professor in Cultural Anthropology

Michael Hardt, Professor of Literature

Kathi Weeks, Professor of Gender, Sexuality, and Feminist Studies

*f) explain any distance-based learning opportunities*

APSI currently has an exchange program with the Graduate School of Political Science and Economics at Meiji University, in Tokyo. This is an opportunity that will be valuable to some students in our proposed CAH-MA (in fact, one student in the CAH track of the EAS-MA is currently [Fall 2017] participating in this exchange program). In addition, several AMES faculty have been closely involved with the development of Duke Kunshan University (DKU), and we expect that the new campus will be able to serve as a base for some of our students pursuing research in China. In the future, it is possible that DKU may also be able to offer some sort of curricular exchange program with the Durham-based EAS-MA.

*g) nature and description of student participation in independent research, etc.*

Students have several different options for pursuing independent research with AMES faculty: First, they may take a conventional graduate-level Independent Study. Second, AMES has created a separate course designation called “Collaborative Research Projects,” which function like conventional Independent Studies, except

they involve three or more faculty or students. Third, under some circumstances MA students may take undergraduate-level courses for graduate credit, if they complete all of the undergraduate requirements as well as additional readings, assignments, and meetings with the instructor. (Some AMES undergraduate courses already have a pre-approved graduate-level course number, while for the others we have established a “dummy” graduate-level course number that can be assigned on an ad-hoc basis. Regardless of whether the graduate course number is pre-approved or is assigned on an ad hoc basis, however, the student and faculty member will have considerable latitude in determining the additional readings and assignments, meaning that these undergraduate/graduate paired course arrangements can function as de facto Independent Studies). For all three of these para-curricular options (i.e., Independent Studies, Collaborative Research Projects, and undergraduate/graduate paired courses), the student and faculty member must draw up a detailed proposal, which then must be approved by the department’s DGS.

All students in the program will be required to complete an MA thesis, and will be expected to take at least one Independent Study with their thesis advisor, during which they will research guidance and regular feedback on their project.

*h) target audience for proposed program*

The target audience for the proposed program will be students seeking advanced training in East Asian cultural studies, including both students educated in North America or Europe, but also students educated in East Asia. Many of our students will arrive with a solid training in one or more the areas covered by the program—including training literary and cultural studies, detailed knowledge East Asian societies and cultures, or proficiency in one or more East Asian languages. Applicants will include students who plan to apply to a doctoral program in a related field or discipline after graduation, and students who wish to receive advanced training in East Asian literary and cultural studies in order to pursue a career in a related area.

### **III. Relation of new program with other Duke programs**

*a) analysis of similar or related programs at other universities as well as at Duke*



Duke University frequently looks to the 18 private universities that comprise the Consortium on Financing Higher Education (COFHE) as its peer group. Virtually all of the more competitive universities in the cohort (including Harvard, Princeton, Yale, Columbia, Stanford, Cornell, University of Chicago, and the University of Pennsylvania) have graduate programs that focus specifically on East Asian literature and cultural studies. Duke does not currently have a stand-alone graduate program focusing specifically on East Asian literature and cultural studies, even though the university has an unusually large concentration of faculty working in this area.

The proposed CAH-MA will coordinate closely with APSI's existing EAS-MA, and we expect that the former will complement, rather than supplant, the latter. In particular, the CAH-MA will target students interested in focused training in East Asian literary and cultural studies, while the EAS-MA will continue to target students who are either interested in working in the social sciences or other areas of the humanities (such as History or Art History), or are interested in broader interdisciplinary study of East Asia. As a result, the two programs will appeal to different types of students, permitting each program to address more effectively the needs of its target group. Moreover, the two programs will continue to coordinate social activities and some academic activities, as they do now, thereby offering each group of students a wider range of opportunities than they would have had otherwise.

Several other US universities have adopted a double-degree arrangement similar to what we are proposing here (with parallel MA programs approaching the East Asian region from an interdisciplinary perspective, on one hand, and from a specifically literary/cultural perspective, on the other). Columbia, for instance, offers an interdisciplinary MA in East Asian Regional Studies, as well as a separate MA in East Asian literature and cultural studies through its Department of East Asian Languages and Cultures (the latter can function either as a terminal degree, or as part of an MA/PhD degree). Similarly, Stanford offers an interdisciplinary MA degree through its Center for East Asian Studies and a separate MA degree in literature and cultural studies through its department of East Asian Languages and Cultures. We proposed to follow this model.

Several departments at Duke have graduate programs that accept students working in East Asian humanities and cultural studies. For instance, the Graduate Liberal Studies program is an interdisciplinary terminal MA program that sometimes accepts students working on East Asia. The Departments of History and Religious Studies have graduate programs that offer both a PhD and a terminal MA, for which they sometimes accept students focusing on East Asia. In addition, the Departments

of Cultural Anthropology and of Art and Art History, as well as the Program in Literature each offer PhD programs for which they sometimes accept students focusing on East Asia.

None of these other graduate programs fills the need that the proposed CAH-MA seeks to fill. First of all, only History, Religious Studies, and Graduate Liberal Studies offer terminal MA's at all, and none of those programs offer the sort of specialized disciplinary training in literary and cultural studies that will be the primary focus of the proposed CAH-MA. In addition, although each of these programs may occasionally accept students focusing on East Asia, none of these programs will have the sizable cohort of students working in this area that will be one of the assets of the proposed CAH-MA.

*b) distinguishing features of the proposed program in relation to other programs*

Duke has an unusually large cohort of faculty specializing in areas relating to East Asian literary and cultural studies, with the size of this cohort being roughly comparable to that of our top peer institutions, such as Harvard, Princeton, Yale, Columbia, Stanford, Cornell, University of Chicago, and the University of Pennsylvania. There is, however, one respect in which Duke's faculty cohort differs from that of these other peer institutions—which is that whereas many of our peer institutions have East Asian cultural studies faculty working in a variety of different historical periods, virtually all of Duke's East Asian cultural studies faculty focus on the modern and contemporary periods. For instance, Duke currently has six full-time faculty members for whom modern Chinese cultural studies (including China, Taiwan, and Hong Kong) is one of their primary research interests (they are Ching, Eileen Chow, Hong, Liu, and Rojas in AMES, and Rey Chow in Literature). By comparison, only two other American universities have more than two full-time faculty members working in this area: Harvard and UC San Diego, both of which currently have three faculty members in this area. A similar point could be made for Duke's distinctive depth in modern Japanese empire studies, with at least six faculty with expertise in either modern Japan and/or Korea or Taiwan under Japanese rule (Ching, E. Chow, Hong, HS Kim, Kwon, and Rojas).

This unusual focus on the modern and contemporary period may be viewed as either a limitation or as an asset. On one hand, it is true that Duke would not be able to provide the historical depth that these peer programs are able to offer, but on the other hand, Duke has one of the largest cohorts of faculty working on modern and contemporary East Asian cultural studies of any university outside of East Asia. For students wishing to work in this area, Duke can offer opportunities that few other

universities outside of Asia can match. Given that a disproportionate number of students are interested in working in the modern or contemporary periods, we consider Duke's faculty configuration a valuable asset.

*c) reliance by proposed program on other units at Duke*

Students in the proposed CAH-MA will be required to take at least 5 of their required 8 graduate-level courses through AMES, but will also be permitted to take some of their remaining courses from other departments and programs at Duke, including English, Cultural Anthropology, History, Religious Studies, and Literature. In particular, students are encouraged to take courses that provide training in literary and cultural studies methodologies, even if the courses do not focus specifically on East Asia (this is in contradistinction to the interdisciplinary track of the EAS-MA program, in which all graduate-level courses approved for the degree must focus substantially on East Asia). To the extent that students in the CAH-MA program take courses from other departments, they will be in relatively small numbers, and can be easily accommodated by the partner departments.

We also believe, furthermore, that other Duke humanities and interpretive social science departments will benefit synergistically from the establishment of the CAH-MA. In particular, we expect that the strength of our program will help us to attract a cohort of competitive and well-trained students who will be well-positioned to take advantage of—and contribute to—cultural studies courses in corresponding departments and programs at Duke.

All students in the CAH-MA will be assigned an advisor from among the CAH core faculty, and their thesis advisor will also be a member of the CAH core faculty. Students will be able to ask faculty from other departments to serve on their thesis committees, for which outside faculty will be offered a modest compensation (as is currently the policy in for the EAS-MA).

*d) anticipated consequences to the sponsoring unit or to other programs at Duke*

AMES has already been running the academic side of the CAH track for the past four years, and consequently the department's academic responsibilities should not change significantly if the CAH-MA is approved. The department's CAH core faculty will continue to advise all CAH students, and the department will continue to offer three graduate-level courses a semester (which, of course, will be available to CAH student and graduate students in other programs; some of these courses will also be

available to advanced undergraduates). The primary impact of the program, accordingly, would be administrative. The department would need to hire a part-time DGS-assistant, to help with these administrative responsibilities. The cost of this new DGS-a has already been built into the proposed budget.

AMES does not currently have a graduate program that would be impacted by the creation of a CAH-MA. The department's Middle Eastern Studies faculty have recently proposed a new Middle Eastern Studies MA program of their own, but we are confident that the two MA programs would complement one another in a productive manner. Students in either program will be permitted to take graduate-level courses from any faculty member in the department, and students from both programs would be encouraged to interact both academically and socially. At the same time, however, the distinct needs and configurations of the two fields (i.e., East Asian Studies and Middle Eastern Studies) mean that they would function more efficiently as distinct degree programs—as is currently the model in virtually all of Duke's peer institutions.

AMES has a healthy undergraduate program, with approximately thirty majors in each year's graduating class. The proposed CAH-MA program's core faculty will offer a combination of graduate and undergraduate courses, and we have more than sufficient faculty working on East Asia to meet the needs of both the department's undergraduate and proposed graduate programs. In fact, for the past four years, the department has already been overseeing the new CAH track while continuing to offer its existing undergraduate curriculum, with neither of the two being adversely affected.

With respect to CAH-MA's impact on APSI, the proposed program will not only draw from an existing pool of potential students, it would also help attract a larger, more competitive body of applicants who otherwise would not have considered coming to Duke (as noted above, the number of EAS-MA students in the four years since the creation of the CAH track has been more than double what it had been during any three-year period prior to the creation of the new track). EAS-MA students will continue to have the option of taking courses with or working with AMES faculty, just as they may do with faculty in other departments, and they will also be welcome to participate in many of the academic and co-curricular activities organized under the auspices of the CAH-MA program. Finally, we think that the CAH program can serve as a model for how APSI might create other disciplinarily specific tracks that would capitalize on the interdisciplinary expertise of Duke faculty. We anticipate, therefore, that not only will the CAH-MA program not cannibalize from APSI's EAS-MA, it will actually have the potential to further strengthen the original program.

Finally, our students may take courses from other departments in the humanities and interpretive social sciences, including Cultural Anthropology, History, Religious Studies, and the Program in Literature. Each of those departments and programs has faculty members who have agreed to serve as affiliate faculty for the CAH program, and they each offer courses that will be of interest to some of our students. The number of students in any single course will be very small, however, and should not present undue burden to the other departments. We believe, furthermore, that our students will contribute productively to the courses they take outside of AMES, and will bring varied perspectives to the classroom.

#### **IV. Market research for the proposed new program**

##### *a) evidence of sufficient demand:*

Since 2013, the EAS-MA program has received around 100 applications every year, of which we have identified more than half as being potentially suitable for the CAH track—with assessments of suitability being based on students' specified area of academic interest and whether they identify CAH core faculty members in their application. In addition, approximately 20 students per year (which is to say, roughly a fifth of the overall applicant pool for the EAS-MA) specifically request that they be considered for CAH track. We are confident that once the CAH-MA is recognized as an autonomous program, the number of students applying will be around 40-50 a year.

##### *b) evidence of expected opportunities to graduates from the program.*

From 2013 to 2017 (inclusive), the CAH track has admitted a total of 45 students, of which all but one of the 29 students from the first three cohorts have received their degrees (one student withdrew from the program for medical reasons, and the remaining 16 students from the 2016 and 2017 cohorts are still at Duke completing their degrees).

Of the 28 students who have graduated from the track, nearly half (13) are continuing to pursue educational opportunities, including 11 who are enrolled in PhD programs, 1 who is pursuing a second MA in a related field, and 1 who is pursuing an internship at a Taiwan university in preparation for applying to PhD programs next year. Of the remainder, more than half (10) currently have jobs in areas that build either directly or indirectly on their training at Duke (several of the

remaining students have remained in the US for personal reasons, but are not permitted to work either because of the nature of their visa, and/or because they are waiting for a green card application to be processed).

Many of the students in the CAH program are interested in pursuing a doctorate degree, and we have had excellent luck in placing our students in very competitive programs. Former CAH students are currently pursuing PhDs at Duke, Columbia, Yale, McGill, University of Toronto, UC Berkeley, UCLA, and UC San Diego, with disciplinary concentrations in East Asian Literature, Comparative Literature, Theatre, Film Studies, and History.

Of the students who are currently working, their jobs include US-based positions and China-based positions. Of the students who are currently working in North Carolina, one is serving as a Project Coordinator for the Office of Duke Kunshan Programs, and two others are working as a Business Analyst for Taste Analytics and as a Program Coordinator for New Mind Education. Of the graduates who are currently working in China, their positions include:

- Working as a Management Consulting Analyst, Accenture, Beijing Base
- Working as a Teaching Assistant, Wenjing College, Yantai University, China
- Working as a Vocabulary Tutor, Y-English Company, Beijing, China
- Working in Game Design, NetEase Inc., Hangzhou, China
- Working as a department assistant of assets management at China Sciences Group
- Working as an Assistant Product Manager for an application called as "Shanbay Read" in Nanjing Beiwan Education & Technology Ltd.
- And working at the media platform of a Chinese Internet company as an operation specialist, responsible for the content assessment of history section.

## **V. Financial projections (Appendix C)**

### *a) Five-year business plan*

Please see the budget proposal in Appendix C. The new CAH-MA program will build directly on the infrastructure that is already in place for the CAH track of the EAS-MA. We expect the number of students in the program to remain relatively constant, and the resulting academic burden on the department (in terms of course offerings and advising) to also remain the same.

Revenue from the program will go primarily to helping pay the salary of a new DGS-assistant, to provide additional support for students in our program, and to provide additional financial aid to incoming students.

*b) Description of financial aid, etc.*

As detailed in the budget proposal, the program will use some of the tuition revenue to fund partial-tuition fellowships for incoming students. These fellowships will be merit-based, but we also use them to attempt to promote demographic diversity within the program.

*c) detailed analysis of instructional costs*

The program's instructional costs will be borne by AMES, which will continue offering the same number of graduate courses that it already offering for the benefit of graduate students in other programs. (AMES currently offers three dedicated graduate-level courses a semester, which are open not only to CAH students but also to graduate students in other programs, as well as advanced undergraduates). From a curricular perspective, accordingly, the department will not incur any additional instructional costs resulting from the creation of the CAH-MA.

*d) description of new program's reliance on sponsoring unit and/or central Duke resources*

At an academic level, the new program will not add any significant demands on AMES, the new program's sponsoring unit. AMES faculty will continue advising all CAH students and the department will continue offering up to three graduate courses a semester, as we have already been doing.

In terms of the program's reliance on central Duke resources, many of our students are from Asia, and will be required to take EIS (English for International Students) courses. Some of our students will also use the Writing Studio (and we strongly encourage the Writing Studio to increase the number of appointment slots for international graduate students, which is currently capped at only 18 slots per week).

Students will of course have access to the libraries and associated resources, and will take advantage of opportunities offered by the APSI, the Franklin Humanities Institute, and other interdisciplinary units on campus.

Students will have access to Student Health Services, including Counseling and Psychological Services (CAPS).

*e) recruitment plan for meeting enrollment targets*

For the past three years, we have been sending promotional materials to dozens of university departments in North America, China, Hong Kong, Taiwan, Japan, and South Korea, and will continue doing so if the proposed CAH program is approved. In addition, we will continue advertising the program's activities on the departmental web page and on social media.

## **VI. Student community**

*a) Describe how the sponsoring unit will promote diversity*

Based on the recent enrollment history for both the APSI EAS-MA and the new CAH track, we expect that many of our matriculating students will be from East Asia, and particularly China, and a majority of the students will be women. Our challenge, accordingly, is not primarily to increase the number of women or non-white students, as is true in many other programs, but rather to maintain a more optimal balance of male and female students, while also actively recruiting students from a variety of different ethnic and national backgrounds.

To this end, we have been advertising the new CAH track by sending materials to dozens of university departments in the US, China, Hong Kong, Taiwan, Japan, and South Korea, and will continue doing so if the proposed CAH-MA is approved. In addition, the department will also take considerations of diversity into account when selecting students for admission, as well as when assigning merit-based partial-tuition fellowships.

*b) describe what types of student support will be available*



Academic support will be provided by the Director of Graduate Studies and an assigned faculty advisor from AMES. A capstone advisor will be assigned to each student before the end of the first year, once he or she decides on a thesis topic.

Some of the tuition revenue will be returned to the students in the form of merit-based partial-tuition fellowship that will be offered both to incoming students, as well as to returning students to help fund their third semester. Summer research fellowships (up to \$3,000) will be available to CAH students on a competitive basis, and conference travel grants (up to \$700 per academic year) will be provided for students traveling to attend domestic conferences or to supplement international conferences.

Counseling and mental health support will be available through the CAPS program.

*c) number of international students anticipated, and resources available*

We anticipate accepting around 6 international students each year. Most international students will take EIS courses (Academic Writing and Oral Communications). Three years ago, we worked with the EIS program to set up a special English composition course for international students working in the Humanities. The course was originally designed specifically for our CAH students, but now the course (in its third year) has been expanded to include students in the GLS program as well (the EIS program is so enthusiastic about this pilot course that it plans to create similar courses tailored to meet the needs of international students in other disciplines).

*d) summary of career development services that will be provided*

CAH students will be encouraged to take advantage of the services offered by Duke University's career center, including their career counseling services, their networking opportunities with Duke alumni and professionals, and the various graduate student skills workshops that they offer. In addition, CAH core faculty will mentor and advise students on applying for doctoral programs and other career options. To this end, we will also draw on the resources of the program's own alumni, as well as the visiting scholars from East Asia whom the university hosts on a regular basis.

*e) sponsoring unit support for graduate student clubs and other co-curricular events*

The program offers CAH Forum every month where invited speakers, visiting scholars, and Duke faculty give presentations on their current research. The Forum offers opportunity for students to interact with professors and artists in an intimate setting.

The annual CAH Workshop invites keynote speakers and graduate students from other institutions for two days of presentations, discussions, and breakout sessions. Keynote speakers consist of eminent scholars in East Asian Studies and graduate student panels are selected by a committee consists of faculty and students through an open call for applications.

The CAH program will also sponsor informal social events for our students and other members of the community.

## **VII. Program evaluation**

*a) Learning assessment plan indicating specific student learning outcomes (Appendix D)*

The primary goal of the program will be to provide training in the analysis of written, visual, and performance cultures of East Asia. At the end of the program, students are expected to have acquired skills needed to pursue a doctoral or professional degree in a related area, or a career in field relating to East Asian culture and society such as in publishing, education, and the culture industries.

Students in the program will be assessed by their course grades by the quality of their MA thesis. Student learning outcomes are measured by their grades and faculty feedback on their class performance and final papers. Successful completion of the program should leave students with critical skills in reading, writing and literary and cultural analysis. We have devised a detailed metrics for the capstone thesis that will be evaluated by committee consisting of at least three faculty members: one primary advisor and at least two readers. The result of the assessment will be shared with the student after the oral exam and kept in file with all capstone theses. Capstone evaluation measures the specific strengths and weakness of the written project and oral presentation. Data from the evaluation rubric will be collected and tabulated to determine the overall rate of student success in meeting the expectations of the capstone project.

*b) Benchmarks and metrics for evaluating success of the new program*

The success of the program will be measured by the following metrics:

—Professional and academic placement of graduates. Up to this point, over a third of our graduates have been admitted to competitive PhD programs within a year of graduation, and well over half of the remainder have secured careers in fields related to their area of study. We expect these trends to continue following the creation of the CAH-MA.

—Graduation rate. We expect most student to graduate within four semesters.

—Demand for program. Interest in the program can be determined by the number of yearly applications. There is a strong demand for the program, especially from mainland Chinese students. Currently, the EAS-MA receives around 100 applications a year, of which over half are considered eligible candidates for the CAH program. We currently accept 35% of the targeted applicants, and the yield is also approximately 35%. We expect number of applications, the selectivity, and the yield to remain similar after the creation of the CAH-MA. We will continue to coordinate closely with APSI to make sure that all applicants are considered by the MA program (the CAH-MA or the EAS-MA) that best meets their needs.

—Virtually all of the selected applicants have GPA's, GRE's, and TOEFL scores (where applicable) that are significantly above the Graduate School thresholds, and we expect this to remain the case after the creation of the CAH-MA.

—Financial health of the program. The budget assumes an average incoming class of eight students, and includes a reserve fund that can be tapped for years in which enrollment falls below projected amounts. Given that many of the program expenses are correlated with the size of the student cohort, we can retain a financially viable program even if enrollment drops to about 50% of current projections.

—Entry and exit interviews. We will conduct detailed entry and exit interviews with our students. This information will provide us with qualitative assessment of the program and important direct feedback from the students.

—Student publication/professional activity. We will track the number of accepted conference participations and publications by our students. The quality of the program can be measured by the number of student papers that are accepted by academic conferences or workshops.

*c) sponsoring unit commitment to third year review of program performance, including history and analysis of evaluation metrics.*

AMES will to conduct an internal review of program performance every three years, the benchmarks and metrics utilized for evaluations.

## **VIII. Letters of support (Appendix E)**

Appendix E contains letters for support from the deans, from APSI, and from the departments and programs with which our program will be most closely allied. We have requested new letters from the deans and from APSI, but have also included the original letters for reference.

## **IX. Risk assessment**

*a). enrollment (e.g., realistic growth plan, marketing and recruitment efforts)*

We will aim for an average of 8 students for each year's entering cohort (we have been averaging 9 students per cohort since the CAH track was created in 2013), which will be a comfortable size given our current staffing. If necessary, the program could operate effectively with entering cohorts as small as 4 students or as large as 12 students (with the primary impact of these shifts in enrollment being on average class size and on the department's advising responsibilities).

For recruitment purposes, we send out letters and flyers to dozens East Asian studies programs in North America and Asia every year (promoting the CAH track), and would continue doing so after the CAH-MA is approved. We also use social media to advertise our programs and events.

*b). implementation factors (e.g., curriculum, staffing)*

The CAH-MA will consist of the same 9 core faculty in AMES and 10 affiliate faculty from other departments who currently comprise the CAH track. The core faculty from AMES will bear primary responsibility for running the CAH-MA, including conducting most of the teaching and advising. This faculty cohort will be more than

sufficient to maintain a robust program and program and curriculum, and we will have enough faculty to cover required instruction and advising responsibilities when some faculty members go on leave.

*c). reputational factors (to Duke, to sponsoring unit)*

We will maintain a rigorous and innovative program on par with corresponding programs at our peer institutions.

*d). financial factors (what are the key drivers of profit/loss, strategies to mitigate downside risk)*

The program's primary revenue stream will come from student tuition, which will be used primarily for program-related expenses such as funding student research and conference travel, inviting outside speakers, social functions, and the program's annual Critical Asian Humanities workshop, and also to fund merit-based partial tuition fellowships. Part of each year's income will go into a reserve fund to help offset occasional downturns in enrollment. If necessary, programing can also be cut back to make up for revenue shortfalls.

At present, most of the students in our CAH are from China (which is also true of the overall EAS-MA), though some of them have received their undergraduate degrees from elsewhere, including Hong Kong, Macau, and North America (the EAS-MA used to be more demographically diverse, but with the university-wide increase MA tuition over the past several years, many of our domestic applicants have been effectively priced out of the market). A shift in the number of students from China interested in studying in the US could have significant implications for our program, but we will strive to further broaden our recruitment base.

## **List of Appendices**

**Appendix A: Description of Courses and Learning Opportunities**

**Appendix B: Backgrounds and Bios of Faculty Participating in the Program**

**Appendix C: Financial Projections**

**Appendix D: Learning Assessment Plan**

**Appendix E: Letters of Support**

## Appendix A:

### Description of Courses and Learning Opportunities

Course Number/Title	Instructor	Description
<b>AMES 511 Documentary and East Asian Cultures</b>	Hong	Focus on documentary films from various regions in East Asia, including China, Taiwan, Korea and Japan, studying the specific historical and social context of each while attending to their interconnected histories and cultures. Emphasis on the ethical implications of documentary in terms of its deployment of visual-audio apparatus to represent different groups of people and beliefs, values and conflicts, both intra- and inter-regionally in East Asia. Special attention paid to the aesthetics and politics of the documentary form in terms of both its production of meanings and contexts of reception
<b>AMES 515S Interethnic Intimacies: Production and Consumption*</b>	Kwon	Critical examination of cultural dynamics, political economies, and ethical implications of interethnic intimacies or “intercourse” as represented from and about Asia. Examines shifts within and beyond “Asia”, asking why cultural representations matter in ways societies construct, produce, and consume objects of desire and repulsion. Texts from literature and visual culture read along with theories of critical race studies, gender and sexuality, postcolonialism, globalization, visual culture, and other representative technologies of the Self/Other.
<b>AMES 518S Approaches and Practices in Second Language Pedagogy</b>	Kim	Introduction to the history and current trends in language teaching with the goal of acquiring the knowledge and skills for informed, effective and reflective language instruction. Focus on psycholinguistic and sociolinguistic dimensions of second language acquisition, key concepts of second language teaching and their applications, and integration of culture and literature in language instruction. Compares features of the target and source languages. Assignments include review of teaching materials, creating lesson plans and modules, and writing an essay stating teaching philosophies.
<b>AMES 532S Research and Writing About Contemporary Chinese Culture</b>	Liu	Addresses how to conduct research and write about contemporary Chinese culture from interdisciplinary and comparative perspectives; introduces critical theory and comparative and interdisciplinary approaches. Engages students in current debates about the rise of China and its implications for social and human values and cultures. Taught in English.
<b>AMES 533 Traffic in Women: Cultural Perspectives on Prostitution in Modern China*</b>	Rojas	Dialectic of prostitution as lived experience, and as socio-cultural metaphor. Focus on literary and cinematic texts, together with relevant theoretical works. The figure of the prostitute will be used to interrogate assumptions about gender identity, commodity value, and national discourse. Transnational traffic in women will provide context for examination of discourses of national identity in China and beyond, together with the fissures at the heart of those same discourses.
<b>AMES 535 Chinese Media and Pop Culture</b>	Liu	Current issues of contemporary Chinese media and popular culture within the context of globalization. Cultural politics, ideological discourse, and intellectual debates since gaige kaifang (reform and opening up); aspects of Chinese media and popular culture: cinema, television, newspapers and magazines, the Internet, popular music, comics, cell phone text messages, and fashion.
<b>AMES 539S Queer China*</b>	Rojas	Examines queer discourses, cultures, and social formations in China, Greater China, and the global Chinese diaspora from the late imperial period to the present. Course will focus on cultural representations, particularly literary and cinematic, but will also consider a wide array of historical, anthropological, sociological, and theoretical materials.

<b>AMES 549S Techno-Orientalism: Asian/America, (Post)Human and SF*</b>	Kwon	Course examines global Science Fiction genres in literature, film, and social media to understand broad historical and social formations of Otherness, the Alien, Citizenship, (Im)migration. Studies racial assumptions in popular culture, domestic and international law, discourse of the human and human rights, science and technology industries, and other disciplines. Explores intersections of race, gender, sexuality, class, and geopolitical divisions and interactions in Asian/American Studies and Postcolonial Studies from the past to the present.
<b>AMES 551S Translation: Theory/Praxis</b>	Chow	Examines theories and practices of translation from various periods and traditions (Cicero, Zhi Qian, classical and scriptural translators, Dryden, Schopenhauer, Benjamin, Jakobson, Tanizaki, Qian Zhongshu, Derrida, Apter, among others) and considers topics such as incommensurability, cultural exchange, imperialism, “Global Englishes,” bilingualism, and techno-language. Prerequisite: open to undergraduates, but all participants must have strong command of one language aside from English, as final project involves original translation and commentary.
<b>AMES 561 Anime: Origins, Forms, Mutations*</b>	Chow	Historical origins of Japanese anime, as well as its status as art, narrative, genre. Ways in which anime mutates: formally (literature, manga, live action), culturally (fashion, otaku, fan communities), geographically. No prior knowledge of subject matter or Japanese language required.
<b>AMES 563S Nightmare Japan*</b>	Ching	Inquiry into social anxieties erupted through encounters with natural or manmade ‘disasters.’ Examine defining disasters of modern Japan—the encounter with the West, the imperialist war and subsequent defeat, nuclear bomb and the recent Fukushima meltdowns, earthquakes and tsunami, recession and its associated social malady. Reading through literature, films and popular culture as sites where fantasy and desire are materialized and projected in coping with these ineluctable catastrophes.
<b>AMES 565S The World of Japanese Pop Culture*</b>	Ching	An examination of modern Japanese culture through a variety of media including literary texts, cultural representations, and films.
<b>AMES 605 East Asian Cultural Studies</b>	Ching	East Asia as a historical and geographical category of knowledge emerging within the various processes of global movements (imperialism, colonialism, economic regionalism).
<b>AMES 610S Trauma and Space in Asia*</b>	Kwon/ Ginsburg	Space and Trauma across Asia. Introduces theoretical framework of “trauma discourse;” examines how the experience of space in Asia broadly defined has shaped historical traumas, which have marked the transition from colonialism to postcolonialism. Focus on Israel/Palestine, India/Pakistan, China/Taiwan, Japan/Korea; examines how critical terms originating in one historico-geographical context are translated across geographical boundaries.



<b>AMES 611 Melodrama East and West*</b>	Hong	Melodrama as a genre in literature and as a mode of representation in film and other media. Issues include: gender construction, class formation, racial recognition, and national identity-building. Emphasis on comparative method attending American and Chinese cultures and the politics of cross-cultural representation.
<b>AMES 631 Modern Chinese Cinema*</b>	Hong	Films, documentaries, television series, and soap operas produced in mainland China in the post-Mao era. Topics include the history and aesthetics of the cinema, soap operas as the new forum for public debates on popular culture, the emerging film criticism in China, the relationship of politics and form in postrevolutionary aesthetics. Research paper required.
<b>AMES 632S. Literati/Literature Culture: Pre Modern Chinese Literature</b>	Staff	Survey of works in Chinese from Confucius to the Qing Dynasty including short stories, novels, autobiographical writings, and poetry. Topics include the role of the educated elite in relation to literature and culture and how the literati portray themselves in their works. Relations between orthodoxy and marginalization of the literati and its impact on their writing.
<b>AMES 661 Japanese Cinema*</b>	Chow	An introduction to the history of Japanese cinema focusing on issues including the relation between the tradition-modernity or Japan-West in the development of Japanese cinema, the influence of Japanese films on the theory and practice of cinema abroad, and the ways in which cinema has served as a reflection of and an active agent in the transformation of Japanese society. Course includes several film screenings.
<b>AMES 665 Girl Culture, Media, and Japan</b>	Staff	Examination, through visual and literary texts, of the way in which girlhood, girl culture, and girl bodies have figured in the construction of gender, nation, and consumer culture in modern to contemporary Japan.
<b>AMES 669S Minor Japan*</b>	Ching	Examine the history and experiences of marginalized peoples in Japan from the Ainu to ethnic Koreans, from queer to the Okinawans, to challenge the myth of racial and ethnic homogeneity and sexual heteronormativity. Enhance understanding about cultural and artistic productions by reading a variety of texts, including fiction, oral histories, philosophical treatises, and films.
<b>AMES 671 World of Korean Cinema*</b>	Staff	Introduction to Korean Cinema from postwar to contemporary period. Examination of issues such as national division, gender, pop culture, family, transnational identity and its influence abroad.
<b>AMES 673 Trauma and Passion in Korean Culture</b>	Kwon	Representations of passion and trauma in Korean society and history through various cultural media including literature, historical texts, autobiographies, film, and other visual media. In dealing with historical traumas such as the Korean War, Japanese colonization, Western imperialism and political upheavals, sub-topics to include war, love, melodrama, nationalism, ideological strife and longing and loss.

<b>AMES 709 Chinese Im/migration: Chinese Migrant Labor and Immigration to the US*</b>	Rojas	Comparative examination of contemporary China's "floating population" of migrant labor, and of Chinese immigration abroad (particularly to the US). Focus on cultural representation of these phenomena (particularly literary, cinematic, and artistic works), but sociological, anthropological, economic, and political perspectives will also be considered. Topics include cultural alienation, marginalization, and assimilation; education and health care; labor and commodification; gender and ethnicity; narratives of modernization and development; together with the ethical, social, and political implications of migration.
<b>AMES 738 Theories of Minority Discourse</b>	Rojas	Course will introduce a variety of critical theories of minority discourse, or discourses associated with minority groups within a more dominant cultural tradition. Course will also consider examples of these sorts of texts, focusing primarily on works from within a Chinese or Greater Chinese cultural sphere. knowledge of Chinese encouraged, but not required.
<b>AMES 750 CAH Proseminar: Topics in Critical Asian Studies</b>	Rojas	Topics in Critical Asian Studies. An in-depth analysis of the work of three leading contemporary scholars working in Asian Cultural Studies. Content and focus of the course will be coordinated with an annual workshop to be offered in late Spring. Focus on theory and methodology.
<b>AMES 771S Topics in Classical Japanese (Bungo)</b>	Tucker	Selected readings in ancient, medieval, early modern, and modern texts, prose and poetry. Examples: Heike monogatari, Makura no soshi, Oku no hosomichi, Hyakunin isshu, Tsurezuregusa, and Gakumon no susume. Emphasis on nuanced, in depth understandings of classical grammar. Translation of major texts in the classical tradition.
<b>AMES 790S Special Topics in Critical Asian Humanities Methodologies</b>	Kwon, Ching, Hong, Rojas	Course offers in-depth introduction of theories and methodologies that may be used for the study of East Asian Humanities. Approaches may include cultural studies, marxism and psychoanalysis, gender and sexuality studies, nationalism and diaspora studies, empire and postcolonial studies. May be repeated for credit.

\* AMES courses with undergraduate pairing

## Appendix B:

### Backgrounds and Bios of Faculty Participating in the Program

Leo T. S. Ching  
Associate Professor  
Department of Asian & Middle Eastern Studies  
Duke University • Durham, NC 27708 USA  
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[leo.ching@duke.edu](mailto:leo.ching@duke.edu)

## RESEARCH INTERESTS

Colonial and postcolonial Discourse; Regionalism and Globalization; Popular Culture Studies; East Asian Cultural Studies.

## EDUCATION

**Ph.D. U.C. San Diego.** Comparative Literature, 1994.  
**M.A. U.C. Los Angeles.** Asian Studies, 1988.  
**A.B. Occidental College.** Geology, Asian Studies (minor) 1985.

## HONORS & AWARDS

**Asia Research Institute, Visiting Fellowship** (2010-11); **Asian/Pacific Institute** Course Development Grant, Duke University (2007, 2005, 2002); **Asian/Pacific Institute** Research Grant, Duke University (2001) **Franklin Humanities Seminar Fellow** 2000-2001; **Andrew W. Mellon Assistant Professor** 1997-1998

## WORK EXPERIENCE

**Duke University**, Associate Professor of Japanese Cultural Studies. July 2001-present.

**Duke University**, Chair. Department of Asian & Middle Eastern Studies. July 2004-present.

**Duke University**, Assistant Professor of Japanese Cultural Studies. September 1994-July 2001.

## PUBLICATIONS

### Book:

- *Becoming 'Japanese': Colonial Taiwan and the Politics of Identity Formation*. Berkeley: University of California Press, 2001.

- 成為“日本人”--殖民地台灣與認同政治。鄭力軒譯 台北：麥田出版。

2006.

- 「日本人」への転換—植民地台湾におけるアイデンティティの位相。  
菅野敦志／訳 東京：Blues Interactions Publishing, 2009.

### Essays:

- 'Japanese Devils': The Conditions and Limits of Anti-Japanism in China." *Cultural Studies*, 26(5), 710-722, 2012.
  - "Colonial Nostalgia or Postcolonial Anxiety: The Dōsan Generation In Between "Restoration" and "Defeat," in King, R., Poulton, C., & Endo, K. (2012). *Sino-Japanese transculturation: From the late nineteenth century to the end of the pacific war*. Lexington Books, 2012. 211-226.
  - "Champion of Justice: How Asian Heroes Saved Japanese Imperialism," *Publications of Modern Language Association*, September, 2011.
  - "Taiwan in Modernity/Coloniality: *Orphan of Asia* and the Colonial Difference." *The Creolization of Theory*. eds. Françoise Lionnet and Shu-mei Shih. Durham: Duke University Press, 2010. 309-31.
- "*Inter-Asia Cultural Studies and the decolonial turn*," *Inter-Asia Cultural Studies* 11(2): 184-87, 2010.
- “現代性／殖民性中的台灣：亞細亞的孤兒及殖民差異”(Taiwan in Modernity/Coloniality: Orphan of Asia and Colonial Difference), Chen Fang-ming ed. *Taiwan and East Asian Modernity: Literature, Arts, and Cultural Politics*. (台灣文學的東亞思考), Taipei: Wen -Jian Hui (文建會), 2007, pp.360-373.
- "The Musha Rebellion as Unthinkable: Coloniality, Aboriginality, and the Epistemology of Colonial Difference," J. Craig Jenkins and Esther Gottlieb, editors. *Identity Conflicts: Can Violence Be Regulated*. New York: Transaction Publisher, 2007, 43-62.
- "Japan in Asia," in *A Companion to Japanese History*, William Tsutsui, editor, London: Blackwell, 2007. 407-23.

## **Review:**

- Empire of Texts in Motion, by Karen Laura Thornber. The Journal of Asian Studies, 2010.
- Orphan of Asia, by Wu Zhuo-liu. Modern Chinese Literature and Culture, 2007. <http://mclc.osu.edu/rc/pubs/reviews/ching.htm>

## **CONFERENCES AND LECTURES**

### **Organized Conferences**

- 2011 “Japanese Empire and Inter-Asia,” Asia Research Institute, Singapore (March 3-4). With Dinah Sianturi Roma.
- 2010 “Comparative Colonialism: Taiwan and Korea,” Duke University (May 7). With Kyeong-Hee Choi and Nayoung Aimee Kwon.
- 2006 “Korean Wave in the Era of Regionalism and Globalization,” Duke University (March 3)
- 2005 “Martial Arts/Global Flows,” Duke University (February 11-12). With Anne Allison.
- 2004 “The Question of ‘Asia’ in the New Global Order,” Duke University (October 1-2). With Ralph Litzinger.
- 2003 “Hip-Hop/Global Flows,” Duke University (February 18-22). With Anne Allison.
- 2002 “‘Post’-socialist China,” Duke University (February 22-23)

### **Invited Talks**

- 2010 “Colonial Nostalgia or Postcolonial Anxiety: Contemporary Taiwanese Perception of Japan.” Asia Research Institute, National University of Singapore and Asian Civilization Museum (November 24)
- 2009 “‘Champion of Justice: How ‘Asian’ Heroes Saved Japanese Imperialism.” U of Seattle at Washington (May 27)

“Champion of Justice: How ‘Asian’ Heroes Saved Japanese Imperialism.” Dartmouth College (May 14)

“Japanese Devils: Conditions and Limits of Anti-Japanism in China,”  
U of Toronto (April 2)

2006 “Anti-Japanism in China: Towards a ”post” East Asia.” UCLA (March 16)

“Anti-Japanism: Towards Critical Cosmopolitanism and Dialogical Ethics.” U of Illinois, Urbana-Champaign (March 7)

2005 “Anti-Japanism in Asia,” University of Kentucky (November 17)

2002 “The FORMation of Japanization in the Era of Global-centrism.” Asian Cultural Studies Workshop, Harvard University (April 11)

2001 “Race/Ethnicity in the US: Perspective for Leaders.” The Policy and Organizational Management Program for Senior Civil Servants from Taiwan, Duke University (June 12)

1999 “Japanese Colonialism and Its Discontent.” Osaka University, Japan (March 24)

1996 “Appropriated Space and Inappropriate Desire: Writing Japanese in the Postcolonial Age.” National Tsinghua University, Taiwan (May 28)

“Theme Parks and Postcolonial Geography.” National Tsinghua University, Taiwan (May 28)

1995 “Opened Seclusion, Closed Internationalization: Japanese Mass Culture in the Era of Transnational Capitalism.” University of Carolina, Chapel Hill (February 22)

### **Invited Conferences**

2011 “(Un)interesting? Post-Fukushima Japan.” Trespassing: The Future of the Humanities, a Tribute to Professor Emeritus Masao Miyoshi. UC San Diego (October 28)

2009 “(Post)colonial Nostalgia and Postwar Anxiety: Taiwan, Japan and the Discourse of Intimacy.” Dynamics of Across the Taiwan Strait Conference. Berkeley (September 17)

2008 “Japan in/and Asia--towards a Critical Cosmopolitanism and Dialogic Ethics.” Asian Cultures Under Globalization, Seoul, S. Korea (August 25-29)

“The Decolonial Turn: Comparative Colonialisms, Modernization and Overcoming Anti-Japanism.” U of Aichi, Nagoya, Japan (August 1-4)

“Cultural Flows and Cultural Blows: Two “Japans” in Northeast Asia.” Northeast Culture Flows Conference, U of British Columbia, Canada (February 21-22)

“Postcolonial Nostalgia: The Dosan Generation In-Between ‘Defeat’ and ‘Liberation’.” Sino-Japanese Cultural Relations Conference, U of Victoria, Canada (January 24-25)

2007 “Intimacy and Sensibility in Postcoloniality.” Workshop on Colonial Sensibilities, a Tribute to Miriam Silverberg, UCLA (December 6-7)

2006 “The Possibility and Difficulty of South/South Dialog.” Asian Global Publishing Conference, Tsinghua University, Taiwan (December 1-3)

“Taiwan in Modernity/Coloniality.” Taiwan and East Asian Modernity, Chengchi University, Taiwan (November 10-12)

2003 “Taiwan as Method.” Blueprint for Taiwan Studies in the Humanities and the Social Sciences Conference, UCLA (December 6)

Roundtable with Homi Bhabha and Gary Okihiro, Symposium: Beyond U.S. Multiculturalism? Asian Diaspora and New Transnational Cultures, MIT (October 25)

“East Asian Postcoloniality: Japan, Comics and Politics.” From Book to the Internet Conference, U of Oregon (October 16-18)

“The Question of Aboriginality and Colonial Violence.” Deprivation, Violence and Identities: Mapping Global Conflicts Conference, The Ohio State University (October 3-4)



**EILEEN CHENG-YIN CHOW 周成蔭**  
Department of Asian and Middle Eastern Studies  
Duke University

EDUCATION

Stanford University. Stanford, California.

Ph.D., Dept. of Comparative Literature, September 2000. Dissertation:  
*Spectacular Novelties: 'News' Culture, Zhang Henshui, and Practices of  
Spectatorship in Republican China*. Committee: David Palumbo-Liu, Haun Saussy,  
William Lyell.

Harvard University. Cambridge, Mass.

A.B. in Literature *cum laude*, March 1991. Senior honors thesis: *Songs of  
Seduction: Figurations of the Moment and Woman in the Tz'u of Yen Shu, Ou-yang  
Hsiu, and Yen Chi-tao*. Fields of concentration: Classical Chinese and French  
literatures. (Sept 1986-March 1991) Coursework at the University of Perugia  
(Aug-Dec 1991); National Taiwan University (Sept 1988-Jan 1989); University of  
Paris, Sorbonne (Jun-Sept 1988).

**Employment:**

Visiting Associate Professor of Chinese Cultural Studies, Department of Asian and  
Middle Eastern Studies, Duke University (2010-present)

Associate Professor of Chinese Literary and Cultural Studies, Department of East Asian  
Languages and Civilizations, Harvard University (2006—2010)

Assistant Professor of Chinese Literary and Cultural Studies, Department of East Asian  
Languages and Civilizations, Harvard University (2000—2006)

**Publications:**

*Books:*

*Rethinking Chinese Popular Culture: Cannibalizations of the Canon*, co-editor with Carlos  
Rojas (Routledge, 2008)

*Brothers*, by Yu Hua, co-translator with Carlos Rojas (Pantheon, 2009).

[In preparation]:

*Global Chinatowns* (forthcoming Harvard University Press, 2013)

*The Oxford Handbook of Chinese Cinemas*, co-editor with Carlos Rojas (Oxford University  
Press, 2013).

*Articles and Essays:*

"Yuzheng: zaiqing shuxie yu qinggan zhengzhi" [Aftershocks: Writing Disaster and Affective Biopolitics] forthcoming in Ch'iao Chien, ed., *Tanqing shuoyi/Alter-culture and Romance* (Shih-Hsin UP, 2012 forthcoming).

"The Utopian Ideal in Writing" *New York Times* 5/2/2009.

"Serial Sightings: News, Novelties, and *An Unofficial History of the Old Capital*" In *Rethinking Chinese Popular Culture: Cannibalizations of the Canon*. Routledge, 2008.

"Chengshi zhitu: Xinwen, Zhang Henshui, yu ershi niandai de Beijing" [A city map: News, Zhang Henshui, and 1920s Beijing], in *Shucheng*, vol. 12 (December 2003).

"Song Lyrics: *ci, qu, sanqu*—On Tune Titles." In Haun Saussy and Kang-i Sun Chang, eds., *Women Writers of Traditional China: An Anthology of Poetry and Criticism*. Stanford: Stanford University Press, 1999.

"A Peach Blossom Diaspora: Negotiating Nation Spaces in The Writing of Taiwan." *SAQ* (The South Atlantic Quarterly) 98:1/2 Winter/Spring 1999.

Review of *New Chinese Cinemas: Forms, Identities, Politics*, Eds. Nick Browne, Paul Pickowicz, Vivian Sobchack, and Esther Yau for *China Information* (Autumn 1997).

TEACHING

**Duke University.** Durham, NC.

- Chinatowns: A Cultural History. Undergraduate lecture course.
- Serial Fictions: The Art of To Be Continued. Undergraduate seminar.
- Japanese Cinema. Undergraduate lecture course.
- Anime: Origins, Forms, Mutations. Undergraduate lecture course.
- Modern Chinese Culture: Narratives of Home and Abroad. Undergraduate seminar.
- Senior thesis on Chinese migrancy, independent study on online fiction.

**Harvard University.** Cambridge, Mass.

- Screening Modern China: Chinese Film and Culture. Undergraduate Core Curriculum lecture course, plus graduate section on film theory.

- Bilingual Arts. Undergraduate Core Curriculum lecture course.
- East Asian Keywords: Sophomore Tutorial. Undergraduate lecture course/tutorial sequence for all entering majors in East Asian Studies.
- Modern Chinese Literature in Translation. Undergraduate lecture.
- Chinatowns. Undergraduate lecture plus seminar.
- Diaspora and Transnationalism. Undergraduate/graduate seminar.
- Visual Evidence. Graduate seminar.
- The Long Twentieth Century: Seminar in Modern Chinese Literature. Graduate seminar.
- Asian Modernities: Introduction to Critical and Cultural Theories. Graduate seminar.
- Introduction to Film Studies (focus on Asian cinema). Graduate seminar.
- Junior Tutorial in the Chinese Humanities. Undergraduate lecture plus seminar.
- Directed reading courses on postcolonial theory, new media and the internet in China, Asian diaspora literature, ethnic studies, sports and culture, theories of nationalism, Japanese cinema, colonial-period Taiwanese literature, 20thc. Chinese art movements.

#### GRANTS AND TEACHING AWARDS

Harvard University Asia Center Faculty Research Grant, 2008.

Visiting Research Fellow, Cheng Shewo Center for Chinese Journalism Studies. Shih Hsin University, September 2007-July 2008.

American Council and Learned Societies with the Chiang Ching-Kuo Foundation Workshop Grant (co-recipient), May 2005.

National Endowment for the Humanities Summer Stipend for Research, 2004.

Harvard University Asia Center Faculty Research Grant, 2004.

2002 Roslyn Abramson Award (awarded annually to two faculty members in the Faculty of Arts and Sciences for excellence in teaching undergraduates), May 2002.

Thomas T. Hoopes Prize for Senior Thesis Advising (Jillian Shulman, "The Poet's Place: The Search for Identity in the Works of Xi Chuan and Yu Jian"), May 2002.

Derek Bok Center for Teaching and Learning, Certificate of Distinction in Teaching (awarded for graduate teaching), September 2001.

Thomas T. Hoopes Prize for Senior Thesis Advising (Jonathan Shapiro, "To Live a Movement: Exile and Activism Inside and Out of a New Delhi Neighborhood"), May 2001

Thomas T. Hoopes Prize for Senior Thesis Advising (Jie Li "Palimpsests of Private Life: Memories and Artifacts from Shanghai Homes"), May 2001

2001 Harvard Undergraduate Council Levenson Award Nominee for Outstanding Teaching, April 2001

#### CONFERENCE PAPERS, COLLOQUIA, AND GUEST LECTURES

2011

"Mother Tongue, Childish Banter: Yu Hua's *Brothers* and Translation." Symposium on Yu Hua. New York University, December 2011.

Eileen Cheng-yin Chow, "Earthquake Narratives: Foreshocks, Aftershocks, and Affective Biopolitics." Duke University, September 2011.

"A 'Chop Suey' State of Being: Hybrid Productions of Culture, Cuisine, Romance, Progeny." [In Chinese]. International Symposium on Romance and Alter-culture. Shih Hsin University, Taipei, May 2011.

"*Aftershock, 1428* and Affective Biopolitics." Conference on Documentary Cinema in China, Harvard University, April 2011.

"The Tangshan Earthquake: Tremors and Aftershocks." Conference on Writing a Literary History of Modern China. Harvard University, April 2011.

"Monkey Morphs: Origins, Forms, Mutations in Chinese Animation." Conference on Chinese Cinemas: Reframing the Field. Duke University, April 2011.

2010

"Red Legacy, White Tourism." Conference on Red Legacy, Harvard University, April 2010.

"Charging Utopias: Two Photographic Visions". Roundtable on "Seeing Utopias." Harvard University, April 2010.

"1, 2, 3, To Taiwan: The Enigma of Arrival." Brown University, March 2010.

2009

"Verité China: the Cinema of Everyday Life." Conference on the PRC at 60, Harvard University, May 2009.

"1, 2, 3, To Taiwan: The Enigma of Arrival." Association for Asian Studies, Chicago, March 2009.

"Aesthetics and Strangeness." Panel on the Humanities for the Installation of the Chancellor, University of St. Andrews, Scotland, March 2009.

2008

"1, 2, 3, To Taiwan: The Enigma of Arrival." Conference on Loyalism and Betrayal. Harvard University, December 2008.

"Citizenship, Aesthetics, and Constructing A Canon." Fudan University, Shanghai, June 2008.

*"Lust, Caution: Cinema, History, Character."* Academia Sinica, Taiwan, January 2008.

2007

"Republican News Culture and the Figure of the Newsman." (In Chinese). Shih Hsin University, Taiwan, December 2007.

"New Women, Old Shanghai: Cinema and Nostalgia." (In Chinese). National Taiwan University, Taiwan, November 2007.

"Training the Body for the Nation: Asian Olympics" HPAIR, Beijing, July 2007.

"Ku-Han: Chinese Perspectives on the Korea Wave." Roundtable on Hallyu, Korea Institute, Harvard University, February 2007.

2006

Organizer and presenter at conference on "Newspapers as Source and Subject," Shih-Hsin University, Taipei, October 2006.

"Global Chinatowns." University of Florida, September 2006.

"Citizenship and Aesthetics" HAUSCR, Shanghai, August 2006.

"The Curious Career of Anna May Wong—A Study in Transnational Stardom." Indiana University, March 2006.

2005

"The Curious Career of Anna May Wong—A Study in Transnational Stardom." Conference on "Transpacific Modernisms." Princeton University, November 2005.

Organizer, workshop on "Studying the Daily Medium: Newspapers as Subject and Source in Republican China, 1911-1949." Fairbank Center, Harvard University, May 2005.

**Hong, Guo-Juin**

Associate Professor  
Department of Asian and Middle Eastern Studies  
220 John Hope Franklin Center, Box 90414  
Duke University  
Durham, NC 27708  
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**CURRICULUM VITAE****Education**

- 1989-1991      B. A. in English  
Fu Jen Catholic University, Taipei, Taiwan
- 1993-1995      M. A. in Cinema Studies  
San Francisco State University, San Francisco  
Master's Thesis: *New Taiwanese Cinema: The Year 1986, an Identity in the Making*.  
Supervisor: Bill Nichols
- 1996-2004      Ph.D. in Rhetoric with a designated emphasis in Film Studies  
University of California, Berkeley  
Advanced to Candidacy with Distinction, November 1999  
Dissertation: *Cinematograph of History: Post/Colonial Modernity in 1930s Shanghai and New Taiwanese Cinema since 1982*.  
Committee Members:  
Linda Williams (co-chair)  
Chris Berry (co-chair)  
Trinh, T. Minh-ha  
Andrew F. Jones

**Employment**

- 2013 – Present    Co-Director, The Humanities Laboratory on Audiovisualities, Duke University.
- 2012 – Present    Director, Program in the Arts of the Moving Image (AMI), Duke University.
- 2011 – Present    Associate Professor with Tenure, Department of Asian and Middle Eastern Studies (AMES) and AMI, Duke University.
- 2004 - 20011      Assistant Professor, AMES, Duke University.

**Awards and Honors**

- 2013-15            Andrew W. Mellow Grants, Humanities Writ Large, Humanities Laboratory on Audiovisualities, Duke University.

- 2009            The Katherine Kovacs Essay Awards, Honorable Mention, the Society for Cinema and Media Studies.
- 2008-09        Andrew W. Mellon Assistant Professorship in Chinese Cultural Studies, Duke University.
- 2008-09        Fellow, John Hope Franklin Humanities Institute Annual Seminar, Duke University.
- 2005            The Dissertation of the Year Awards, Honorable Mention, the Society for Cinema and Media Studies, 2005.

### **Book**

*Taiwan Cinema: A Contested Nation on Screen*, New York: Palgrave Macmillan, 2011; paperback edition with revised afterword, 2013.

### **Articles and Book Chapters** (\* indicates refereed)

- \*"Limits of Visibility: Taiwan's *Tongzhi* Movement in Mickey Chen's Documentaries," *positions: asia critique*, vol. 21, no. 3, Summer 2013: pp. 683-751.
- \*\*"Voices and Their Discursive Dis/Content in Taiwan Documentary." *Frontiers in Literary Studies in China*, vol. 7, no. 2, June 2013, pp.183-193.
- \*"Theatrics in Cruising: Bath Houses and Movie Houses in Tsai Ming-Liang's Cinema," in *Queer Sinophone Cultures*, Routledge: London and New York, 2013.
- "Healthy Realism in Taiwan, 1964-1980: Film Styles, Cultural Policies, and Mandarin Cinema," *The Chinese Cinema Book*, London: British Film Institute, 2011.
- "Historiography of Absence: Taiwan Cinema before New Cinema 1982," *Journal of Chinese Cinemas*, vol. 4, no. 1, 2010, pp. 5-14.
- \*"Meet Me in Shanghai: Melodrama and the Cinematic Production of Space in 1930s Shanghai Leftist Films," *Journal of Chinese Cinemas*, vol. 3, no. 3, 2009, pp. 215-30.
- "Island of No Return: Cinematic Narration as Retrospection in New Taiwanese Cinema," in *Futures of Chinese Cinema: Technologies and Temporalities in Chinese Screen Cultures*. Chicago: Intellect, 2009.
- \*"Framing Time: *New Women* and the Cinematic Representation of Colonial Modernity in 1930s Shanghai," *positions: east asia cultures critique*, vol. 15, no. 3, Winter 2007, pp. 551-79.

### **Edited Journal Issue**

- "The Missing Period – Taiwan: 1949-1979," a special issue on Taiwan Cinema before the New Cinema with two refereed articles, three invited essays, and an introduction, *Journal of Chinese Cinemas*, vol. 4, no. 1, 2010.

### **Review**

"From the Masses to the Masses: An Artist in Mao's China," *Visual Anthropology*, vol. 22, no. 1, 2009, pp. 75-76.

### **Book Projects in Progress**

*Sino-Verite: New Documentary Movements in Taiwan and China since the 1980s*, a book project in development with completed drafts of two chapters (a shorter version of one chapter accepted for publication)

*The Chinese Film Theory Reader*, an international collaborative anthology project with participants from the US, Taiwan, and the UK, on translating key film critical writings from Chinese to English, with a website currently under construction and hosted by the University of Amsterdam.

*1949: Representing the Chinese Exodus after the Second World War*, a book project in development with a complete draft of one chapter.

*Decolonial Aesthetics in Asia*, an international collaborative project that brings together artists, scholars and activists in responding to the darker side of imperial globalization by challenging the Western-centric paradigm of arts and humanities; an continuing effort in close connection with the Decolonial Aesthetics workshop and exhibition described in Activities section.

### **Invited Talks and Presentations**

- |               |   |
|---------------|---|
| June 28, 2014 | Cultural Flow and Knowledge Dissemination: The 1 <sup>st</sup> International Conference on Intertextuality Between Taiwan Literature and Asia-Pacific Humanities. Graduate Institute of Taiwan Literature, National Taiwan University, Taiwan.<br>"Dire Straits: Cinematic Representation of the Year 1949" |
| Oct. 25, 2013 | International Conference on Visual Culture, The Visual Culture Research Center, National Central University, Taiwan.<br>"Towards a Queer Sinophone Film Spectatorship."   |
| Oct. 12, 2013 | "Documentary Views of Taiwan": A Taiwan Documentary Film Festival and Symposium, Columbia University.<br>"Voices and Their Dis/Content in Taiwan Documentary"   |
| Oct. 10, 2013 | "Site of Cinema" Seminars, Columbia University.<br>"Sinophone Queer, Global Cinema: Tsai Ming-Liang and Film Theory."   |
| Feb. 25, 2012 | "The Dialects and Dialectics of Subtitling: Graphing Language Matters in Film," Yale University.<br>"Words and Their Dis/Content in Taiwan Documentary."  |
| Oct. 12, 2011 | "Globalizing Asian Cinema," Asian Cinema Forum, Busan International Film Festival, Korea.<br>"Chronicles of the New and Its Repetition: Historicizing Genre and Style in Taiwan Cinema."  |



- June 5, 2011 "Taiwan Literature in East Asia: Methodology and Comparative Framework." University of Texas, Austin.  
"The Past and Future of Taiwan Film Studies."
- May 6, 2011 "Decolonial Aesthetics Workshop." Duke University.  
"Decolonial Taiwan."
- October 23, 2010 "Taiwan New Cinema International Conference," Academia Sinica, Taipei, Taiwan.  
"Hou Hsiao-Hsien before Hou Hsiao-Hsien: Film Aesthetic in Transition, 1980-1982."
- October 2, 2010 "Taiwan at the Center," Center for Asian Studies, University of South Carolina.  
"From Rootlessness to Rootedness: Constructed Homeland in Taiwan Cinema."
- June 4, 2010 "Taiwan under Japanese Rule: Cultural Translation and Colonial Modernity," Center for Taiwan Studies, University of California, Santa Barbara.  
"Film Historiographies and Taiwan Cinema before 1945."
- February 19, 2010 "Relocating Ozu: The Question of an Asian Cinematic Aesthetic," Centers for Chinese Studies, University of California, Berkeley. "The Poetics of Cinema in Transition, Taiwan 1980-82."
- October 29, 2009 "International Conference on Post-New Taiwan Cinema," Academia Sinica, Taipei, Taiwan.  
"Chronicles of the New and Its Repetition: Historicizing Genre and Style in Taiwan Cinema."
- July 6, 2009 "Documenting Taiwan on Film: Methods and Issues in New Documentaries," Department of East Asian Languages and Literature, University of Oregon.  
"Words and Sound in New Taiwanese Documentary Movement."
- February 12, 2009 Modern China Seminar, Columbia University.  
"Voices and Their Dis/Content in New Taiwanese Documentary."
- December 5, 2008 "New Media in China: The Documentary Impulse," Center for Chinese Studies, University of California, Berkeley.  
"Words and Sound in New Taiwan Documentary."
- December 14, 2008 The First Taiwan Festival in Los Angeles, University of California, Los Angeles.  
"Around of the Corner of the Sea: *Cape No. 7* and Taiwan Cinema in the Age of Globalization."
- June 30, 2008 The Inter-Asia Cultural Studies Society Summer Theory Camp, Yonsei University, Seoul, Korea.

- “Why Film Historiography?: Colonial Archives, Postcolonial Archeology.”
- February 22, 2008 “Reflections on the Decolonial Option and the Humanities: An International Dialogue,” Center for Global Studies and the Humanities, Duke University.  
“The Decolonial Desire in Colonial Taiwan Cinema.”
- April 1, 2006 “The Future of Chinese Cinemas,” University of New South Wales, Sydney, Australia.  
“Island of No Return: Cinematic Narration as Retrospection in Wang Tong and New Taiwanese Cinema”

**Conference Papers Delivered (since 2005)**

- March 2012 Society for Cinema and Media Studies, Boston. “From Rootlessness to Rootedness: Constructed Homeland in Taiwan Cinema.”
- March 2011 Association of Asian Studies, Honolulu. “Theatrics of Cruising: Movie Houses and Bathhouses in Tsai Ming-Liang’s Films.”
- March 2010 Society for Cinema and Media Studies, Los Angeles. “‘I Don’t Want to Have Sex Alone:’ Failed Intimacy and the Global City in Tsai Ming-Ling’s Films.”
- April 2008 Association for Asian Studies Annual Conference, Atlanta. “Limits of Visibility: Taiwan’s Tongzhi Movement in Mickey Chen’s Documentary.”
- March 2008 Society for Cinema and Media Studies Annual Conference, Philadelphia. “Japan’s Orient: Documentary in Pre-1945 Colonial Taiwan Cinema.”
- June 2007 Inter-Asia Cultural Studies Society annual conference, Shanghai, China, “Layers of Modernities: Healthy Realism and Taiwan’s Cultural Policies in the 1960s.”
- March 2007 Society for Cinema and Media Studies, Chicago, “Cruising in Tsai Ming-Liang’s Films.”
- April 2006 Association for Asian Studies Annual Conference, San Francisco. “Duck and Bicycle Modernity: Taiwan’s Healthy Realism 1965-80, or Nationalism caught between Shanghai’s Leftist Cinema and Italian Neorealism.”
- July 2005 First International Conference of Asian Queer Studies: Sexualities, Genders and Rights in Asia, Bangkok, Thailand. “Theatrics of Cruising: Bath Houses, Movie Houses in Tsai Ming-Liang’s Films.”
- April 2005 Beyond the Strai(gh)ts: Transnationalism and Queer Chinese Politics, Institute for East Asian Studies, University of California, Berkeley  
“Memorandum on Happiness: Taiwan’s *Tongzhi* Movement in Mickey Chen’s Documentaries.”

**NAYOUNG AIMEE KWON**  
**Associate Professor, Duke University**  
**Co-Director Duke Engage Korea**  
**Asian & Middle Eastern Studies, Arts of the Moving Image, Women's Studies**  
**209 John Hope Franklin Center**  
**Box 90414. Durham, NC 27708**  
[na.kwon@duke.edu](mailto:na.kwon@duke.edu)

**POSITIONS**

2015-present	Associate Professor, Duke University, Durham, NC
Spring 2016	Faculty-in-Residence, L'école des Hautes Études en Sciences Sociales, Paris, France
Spring 2015	Visiting Associate Professor, Duke Kunshan University, Kunshan, China
2014-Present	Co-Director, Duke Engage South Korea (Service Learning Program in Seoul)
2008-2015	Assistant Professor, Duke University, Durham, NC
2007-8	Visiting Assistant Professor, UCLA, Los Angeles, CA
2005	Lecturer, Arizona State University, Tempe, AZ

**EDUCATION**

2007	Ph.D. in Asian Studies, University of California, Los Angeles
2005	Fulbright-Hays Research Fellow (Korea and Japan)
2002	Fulbright IIE Researcher (Korea)
2002	Inter-University Center for Japanese, Yokohama, Japan (advanced Japanese language immersion program for academic year and summer)
2001	M.A. in East Asian Studies, University of California
1996	A. B. Duke University, English Literature, graduation with honors
1995	University of London (Exchange student. Concentration in English and French Literature)

**Language** Fluency: English, Korean, Japanese; Reading Proficiency: French, classical Chinese, mandarin Chinese

**Grants and Awards**

Humanities Korea (HK)-Yonsei University KOVIC Collaborative Research Grant  
“Critical Turn of Global Korean Cinema: History, Politics and Theory” (2015-2018)  
Andrew W. Mellon Foundation Emerging Networks Humanities Writ Large Grant (AY 2013-14, AY 2015-16).  
Andrew W. Mellon Assistant Professor, Department of AMES (AY 2013-14)  
Duke University Arts & Sciences Council Faculty Research Grant (AY 2014-15)  
Asian-Pacific Studies Institute Summer Travel Grant (Summer 2013)  
Franklin Humanities Institute Book Manuscript Workshop Grant (Fall 2012)  
Duke University Arts & Sciences Council Faculty Research Grant (AY 2012)  
Japan Foundation-Triangle Center for Japanese Studies Research Grant (Summer 2012)

Association for Asian Studies, Northeast Asia Council (NEAC) Summer Research Grant—Japan (Summer 2010)  
 Association for Asian Studies, Summer Research Grant—Korea (Summer 2010)  
 Duke University Asian-Pacific Studies Institute, Faculty Research Cluster Grant: “Relocating Empires in the Asia-Pacific”  
 Duke University Asian-Pacific Studies Institute Faculty Research Cluster Grant: “Trans-Asia Media Cultures”  
 Franklin Humanities Institute, Working Group Grant: “Trans-Asia Media Cultures”  
 Duke University Asian-Pacific Studies Institute—Faculty Research Grant (2009-10, 2010-11)  
 Duke University Asian-Pacific Studies Institute—Travel Grant (Spring 2010, Spring 2015)  
 Duke University Asian-Pacific Studies Institute--Course Development Grant (2009-10)  
 Duke University Center for International Studies Course Development Grant (Spring 2010)

## SELECT PUBLICATIONS

### *Book*

*Intimate Empire: Collaboration and Colonial Modernity in Korea and Japan* (Duke University Press, 2015); Korean translation forthcoming from Somyŏng ch’ulp’an, 2017.

### *Edited Volume*

*Transcolonial Film Co-productions in the Japanese Empire: Antinomies in the Colonial Archive* (Special Issue of *Cross-Currents: East Asian History and Culture Review* (Takashi Fujitani and Nayoung Aimee Kwon, eds.) December 2012 (print version May 2013)

### *Journal Articles*

“Conflicting Nostalgia: Performing *The Tale of Ch’unhyang* in the Japanese Empire.” *Journal of Asian Studies* (February 2014)

(with T. Fujitani). “Editors’ Introduction.” In *Transcolonial Film Co-productions in the Japanese Empire: Antinomies in the Colonial Archive* (Special Issue of *Cross-Currents: East Asian History and Culture Review* (Takashi Fujitani and Nayoung Aimee Kwon, eds.) December 2012 (print version May 2013)

(with Guo-Juin Hong and Hong-An Truong). “What/Where is Decolonial Asia?” *Social Text* Periscope July 2013

“Collaboration, Coproduction, Code-Switching: Colonial Cinema and Postcolonial Archaeology.” In *Transcolonial Film Co-productions in the Japanese Empire: Antinomies in the Colonial Archive* (Special Issue of *Cross-Currents* (Takashi Fujitani and Nayoung Aimee Kwon, eds.) December 2012

“Colonial Modernity and the Conundrum of Representation: Korean Literature in the Japanese Empire.” *Postcolonial Studies* 13, no. 4 (2010): 421-439

제국, 민족, 그리고 소수자 작가 [Empire, Nation, Minor Writer],” 한국문학연구  
[*Korean Literature*] 37 (2009): 213-253 (In Korean)

*Book Chapters*

“*Spring in the Korean Peninsula: an Archival Trace.*” In *Rediscovering Korean Cinema: History, Politics and the Nation* (University of Michigan Press, forthcoming in 2017)

“제국, 민족, 그리고 소수자 작가: 식민지 사소설과 식민지인 재현의 난제” [Empire, Nation, Minor Writer] in 전쟁하는 신민, 식민지의 국민문화: 식민지말 조선의 담론과 표상 [Imperial Subjects at War: Imperial Culture in the Colony] (Seoul: Somyōng ch’ulp’an, 2010), 223-256 (In Korean)

“어긋난 조우와 갈등하는 욕망들의 검열 [Missed Encounters and the Censorship of Conflicting Desire],” in 일제 식민지 시기 새로 읽기 [Re-reading Colonial Korea] (Seoul: Yōnsei University Press, 2007), 199-233 (In Korean)

*Translations*

From Japanese (with critical introduction and annotations) Ch’oe Namsōn’s “Images of Korea in Japanese Literature” in *Imperatives of Culture: Selected Essays on Korean History, Culture, and Society from the Japanese Colonial Era*, University of Hawaii Press, 2013

From Japanese (with critical introduction and annotations) of Noguchi Kakuchū’s “Foreign Husband” in *Into the Light: Anthology of Resident Korean Literature*, University of Hawaii Press, 2010

From Korean in *Echoing Song: Contemporary Korean Women Poets* (White Pine Press), 2005

From Japanese, *Broken Angels*, Vol. 1-2 (TokyoPop), 2005

From Korean in *Myths of Korea* (Jimmundang), 2000

*Book Reviews*

Samuel Perry’s *Recasting Red Culture in Proletarian Japan*, H-Net Book Reviews <https://www.h-net.org/reviews/showpdf.php?id=45793> (Jan 2016).

Sunyoung Park’s *The Proletariat Wave: Literature and Leftist Culture in Colonial Korea 1910-1945* (Cambridge: Harvard Asia Monographs), 2015. In *Harvard Journal of East Asian Studies* (January 2016).

T. Fujitani's *Race for Empire: Koreans as Japanese and Japanese as Americans during World War II*, *The Review of Korean Studies* 17, no.1 (June 2014): 219-223.

Taylor E. Atkins's *Primitive Selves: Koreana in the Japanese Colonial Gaze 1910-1945* (*Pacific Affairs* March 2012)

Samuel Perry's translation of Kang Kyöngae's *From Wonso Pond*, *Journal of Asian Studies* 70, no. 4 (2011):1174-1175

## **PRESENTATIONS**

### *Select Invited Lectures*

"Collaborators and Translators" Renmin University, Beijing (May 8, 2015)

"Theorizing Colonial Cinematic Networks in East Asia" Korean Studies Lecture Series. The University of Hong Kong (April 23, 2015)

"Intimate Empire." School of Modern Languages and Cultures, The University of Hong Kong (April 22, 2015)

Keynote "Paradox of Post-Cold War and Post-Colonial Asia Pacific: Crossing Asian Studies and American Studies" Issues of Identity Conference, College of William and Mary (April 4-6, 2014)

"Artist as Producer and Kitsch" Harvard University Korea Institute (Nov 7, 2013)

"Disavowing Empire: The Conundrum of Collaboration in Korea and Japan." The Center for Korean Studies and the Institute for East Asian Studies University of California-Berkeley (Oct 25, 2013)

"Transnational Collaboration on the Antinomies of the Colonial Archive Project." Graduate Student Lunchtime Colloquium. University of California-Berkeley (Oct 25, 2013)

"Artist as Producer and Kitsch: The Ethnographic Turn and the Colonial Collection" *Center for East Asian Studies Stanford University* (Oct 28, 2013)

"Geopolitics of Collaboration: Remapping Korea after the 'Manchurian Incident'" Columbia University (November 17, 2011)

"Imagining Imperial Communities and Consuming Colonial Collections." The Project of Modernization: Reconsidering Capitalist and Socialist Roads, The 4<sup>th</sup> Kyujanggak International Symposium on Korean Studies, Seoul National University (August 25-26, 2011)

"Censorship and Dialogue across the Colonial Divide." Princeton University, East Asian Studies Department (April 30, 2011)

“Colonial Modernity and the Conundrum of Representation: Korean Literature in the Japanese Empire.” Workshop on Inter-Asia and Japanese Empire, National University of Singapore, Asia Research Institute (March 3-4, 2011)

“Fissures, Silences, Failures: Question of Agency in Colonial Cinema” Korean Cine-Media and the Transnational, NYU Department of Cinema Studies, Tisch School of the Arts (Nov 11-14, 2010)

“Spring in the Korean Peninsula: Reconsidering ‘Collaboration’ in the Japanese Empire” Annual Meeting of The International Comparative Literature Association, Seoul, South Korea (August 15-21, 2010)

“アメリカの コリアンスタディス “ [State of the Field: Korean Studies in North American Universities] Musashi University, Tokyo, Japan (July 24, 2010)

“번역된 조우와 식민지 표상의 난제: 제국의 언어로 글쓰기 [Translated Encounters and the Conundrum of Representing the Colonized: Imperial Language Writings in Colonial Korea], International Conference Commemorating the 100<sup>th</sup> Anniversary of the Birth of Modernist Poet Yi Sang, Musashi University, Tokyo, Japan (July 16, 2010)

“Cinematic Coproductions and the Colonial Archive,” University of Southern California (March 9, 2010)

“Ambivalent Nostalgia in the Japanese Empire,” Annual Meeting of the Learned Society for Modern Korean Literature, Seoul National University (December 8, 2009)

“Empire, Nation, and Minor Writer,” North America Workshop on Korean Literature, University of Chicago (June 2009)

“Colonial Film-making and Code-Switching” Asian Pacific Studies Institute, Duke University (March 23, 2009)

“Imperial Theater: Legacies of “Collaboration” in the Japanese Empire.” Yale University (June 29, 2009)

*Select Conferences and Workshops*

Discussant. Panel “Japanese Literary Historiography: Past Present Future.” Association for Asian Studies, Seattle, WA (March 31-April 3, 2016)

Presenter. “Performing Transwar East Asia’s Transition” Association for Asian Studies in Asia, Kyoto, Japan (June 24-27, 2016)

Presenter. Panel, Inter-imperiality: Remapping Literature’s Political Economies

## Curriculum Vitae

HWANSOO KIM

Duke University  
Department of Religious Studies/  
Asian & Middle Eastern Studies  
118 Gray Building, Box 90964  
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### EMPLOYMENT

#### **Duke University, Durham, NC**

*Associate Professor, Korean Buddhism and Culture, Department of Religious Studies / Asian & Middle Eastern Studies Department, July 2015 – Present*

*Assistant Professor, Korean Buddhism and Culture, Department of Religious Studies / Asian & Middle Eastern Studies Department, Fall 2009 – 2015*

*National Humanities Center Fellow, 2014–2015*

*Andrew W. Mellon Assistant Professor of Religion, 2012–2013*

*Faculty-in-Residence, Few Quad, Fall 2009 – present*

#### **University of Arizona, Tucson, AZ**

*Assistant Professor, Japanese and Korean Religions, Department of East Asian Studies, Fall 2008 – Spring 2009*

#### **Harvard University, Cambridge, MA**

*Postdoctoral Fellow, Reischauer Institute, Fall 2007 – Spring 2008*

### COURSES

Modern Korean Buddhism in the Global Context; Religion and Culture in Korea; Buddhism, Colonialism and Modernity in East Asia; Buddhist Monasticism; Introduction to Buddhism; Reading Classical Chinese Buddhist Texts; Buddhist Meditation; Buddhism and Sexuality; Religion in Japanese Society; The History of Japanese Religions; North Korea

### EDUCATION

#### **Harvard University, Cambridge, MA**

Ph.D., 2007. Committee on the Study of Religion (Japanese and Korean Buddhism). General Examination Fields: Colonial Korea and Korean Religions (Buddhism), Japanese Religions (Buddhism), Modernity and Nationalism, and Religious/Cultural Theories. \* *Passed with distinction.*

#### **Harvard Divinity School, Cambridge, MA**



MTS, 2002. Fields: Buddhism, East Asian Buddhism, sociology and theory in religion, comparative religions.

**Ryūkoku University**, Kyoto, Japan

One year exchange program, 1994. Concentration: Yogacara philosophy.

**Dongguk University**, Seoul, Korea

BA, 1996. Fields: Buddhist Studies, with emphasis on history and Yogacara philosophy.

## **DISSERTATION**

“Strategic Alliances: The Complex Relationship between Japanese and Korean Buddhism, 1877– 1912.”

Advisors: Helen Hardacre, Carter J. Eckert, and David Carrasco.

## **TEACHING EXPERIENCE**

**Harvard University**, Kennedy School of Government, Cambridge, MA

*Teaching Fellow*: taught two discussion sections, “Religion in Global Politics” (Professor David Little), Spring 2006

**Harvard University**, East Asian Languages and Civilizations, Cambridge, MA

*Teaching Assistant*: researched and reviewed materials for syllabi, provided student support. “Religion and Society in Twentieth-Century Japan, Shinto, and Japanese Religions” (Professor Helen Hardacre), 2005–2006

**Harvard University**, Core Program and the Study of Religion, Cambridge, MA

*Teaching Fellow*: taught one discussion section, “World Religions: Diversity and Dialogue” (Professor Diana Eck), Fall 2005

**Harvard University**, Anthropology and Religious Studies, Cambridge, MA

*Teaching Fellow*: taught one discussion section and one class, “Religious Dimensions in Human Experience” (Professor David Carrasco), Fall 2004

*\*Award for Excellence in Teaching*

## **FELLOWSHIPS AND AWARDS**

National Humanities Center Fellowship (2014–2015)

Five Year Collaborative Project Grant, Laboratory for Globalization of Korean Studies, through the Ministry of Education of Republic of South Korea, convened by Professor Namlin Hur at the University of British Columbia (2014–2018)

AAR Collaborative International Research Grant (2014)

An’guk Seon Center Foundation and Young Do Cultural Center Foundation Grants for Modern East Asian Buddhism Conference (2013)

Andrew W. Mellon Assistant Professorship (2012–2013)

Korea Foundation Fellowship (2012)

Duke University, Arts & Sciences Council Committee, Faculty Research Grant (2011)

Duke University, Conference Travel Grant (2011, 2012, 2014)

Duke University, Asia/Pacific Studies Institute, Course Development Grant (2011)

Korea University, International Center for Korean Studies, Publication Program Grant (2010)  
 Duke University, Asia/Pacific Studies Institute, Summer Research Grant (2010, 2011, 2014)  
 Harvard University, Reischauer Institute, Postdoctoral Grant (2007)  
 Harvard University, Supplementary Dissertation Grant (2006)  
 Harvard University, Center for the Study of World Religions, Research Grant (2006)  
 Harvard University, Reischauer Institute, Summer Research Grant in Japan (2003, 2004, 2006)  
 Harvard University, Korea Institute, Summer Research Grant in Korea (2006)  
 Ryūkoku University in Japan, Exchange Student Scholarship (1995)  
 Jogye Order in Korea, Fellowship for Undergraduate (1989, [military service], 1993–1996)

## PUBLICATIONS

### Monograph

*Empire of the Dharma: Korean and Japanese Buddhism, 1877–1912*. Cambridge: Harvard Asia Center, 2012.

\* Honorable Mention, James B. Palais Book Prize of the Association for Asian Studies

### Articles

“A Modern Buddhist and Colonial Monument: Manufacturing the Great Head Temple T’aegosa in 1938 Downtown Seoul.” “Asian Buddhism: Plural Colonialisms and Plural Modernities Workshop” Conference, Kyoto University & Ryukoku University, Kyoto, Japan (December 11–15, 2014).

“Seeking the Colonizer’s Favors for A Buddhist Vision: The Korean Buddhist Nationalist Paek Yongsŏng’s (1864–1940) Imje Sŏn Movement and His Relationship with the Japanese Colonizer Abe Mitsue (1862–1936),” *Sungkyun Journal of East Asian Studies* 14/2 (October 2014): 171–193.

“Social Stigmas of Buddhist Monastics and the Lack of Lay Buddhist Leadership in Colonial Korea (1910–1945),” *Korea Journal* (April 2014): 105–132.

“‘The Mystery of the Century’: Lay Buddhist Monk Villages (*Chaegasŭngch’ŏn*) near Korea’s Northernmost Border, 1600s–1960s,” *Seoul Journal of Korean Studies* (February 2014): 269–305.

“Pulgyojŏk sigminjihwa?: 1910 nyŏn ŭi Chodongjong/Wŏnjong yŏnhap” (A Buddhist Colonization?: The Sŏtŏshū/Wŏnjong Alliance of 1910). Written in Korean. *Pulgyo hakpo* 36 (2012): 9–33.

“A Buddhist Christmas: The Buddha’s Birthday Festival in Colonial Korea (1928–1945),” *Journal of Korean Religions* (October, 2011): 47–82.

“‘The Future of Korean Buddhism Lies in My Hands’: Takeda Hanshi as a Sŏtŏ Missionary,” *Japanese Journal of Religious Studies* 37/1 (2010): 99–135.

“A Buddhist Colonialism?: A New Perspective on the Korean Wŏnjong and Japanese Sŏtŏshū’s 1910 Attempted Alliance,” *Religion Compass* 4/5 (May 2010): 287–299.

“The Adventures of a Japanese Monk in Colonial Korea: Sōma Shōei’s Zen Training with Korean Masters,” *Japanese Journal of Religious Studies* 36/1 (2009): 125–165.

## BOOK REVIEWS

Nakanishi Naoki. *Colonial Korea and Japanese Buddhism* (Chōsen Shokuminichi to Nihon Bukkyō). Kyōto-shi: Sanninsha, 2013. National Christian Council, *Japanese Religions Journal* (2015): 1–7.

Kim Iryop. *Reflections of a Zen Buddhist Nun: Essays by Zen Master Kim Iryop*. Tran. by Jin Y. Park. Honolulu: University of Hawai'i Press, 2014. *H-Buddhism, H-Net Reviews*. July, 2014.

Cho Eun-su. *Korean Buddhist Nuns and Laywomen: Hidden Histories, Enduring Vitality*. Albany: State University of New York Press, 2011. *Journal of Asian Studies*. August, 2012.

Ama Michihiro. *Immigrants to the Pure Land: The Modernization, Acculturation, and Globalization of Shin Buddhism, 1898-1941*. Honolulu: University of Hawai'i Press, 2011. *Pacific Affairs*. June, 2012.

Kendall, Laurel. *Shamans, Nostalgias, and the IMF: South Korean Popular Religion in Motion*. Honolulu: University of Hawai'i University, 2009. *Journal of Religion*. September, 2011.

Vermeersch, Sem. *The Power of the Buddhas: The Politics of Buddhism during the Koryō Dynasty (918-1392)*. Cambridge: Harvard University Asia Center, 2008. *Journal of Korean Religions*. March, 2011.

Park, Pori. *Trial and Error in Modernist Reforms: Korean Buddhism under Colonial Rule*. *H-Buddhism, H-Net Reviews*. November, 2010.

## TRANSLATIONS

Translation from Japanese to English of a review article by Izumi Niwa. Isomae Jun'ichi and Yun Haedong, *Shokuminichi Chōsen to shūkyō: Teikoku shi, kokka shintō, koyū shinkō* (Colonial Korea and religion: imperial history, state Shinto, and indigenous beliefs). Tokyo: Sangensha, 2013. *Journal of Korean Religions* 4/2. October, 2013.

## WORKS IN PROGRESS

“Art, Service, and a High-Rise Temple in Korea,” a 1000-word vignette, for an edited volume on *Modern East Asian Buddhism* (submitted and reviewed).

“A Collective Trauma: Buddhism during the Chosŏn Dynasty (1392–1910)” (12,000- word draft completed).

## INTERNATIONAL CONFERENCES

“Identities and Identifications: Modern Korean Buddhism.” October 14, 2015, Duke University, in collaboration with Dongguk University.

“Bordering the Borderless: Faces of Modern Buddhism in East Asia.” October 3 & 4, 2013, Duke University, in collaboration with Korea University.

## CONFERENCE AND GUEST TALKS

“Vying for Representation and Dominance: A Third Buddhist Community in Colonial Korea, 1925–1945.”

“Identities and Identifications: Modern Korean Buddhism” Conference, Duke University & Dongguk University, Durham, NC (August 14, 2015).

“A Modern Buddhist and Colonial Monument: Manufacturing the Great Head Temple T’aegosa in 1938 Downtown Seoul.” “Asian Buddhism: Plural Colonialisms and Plural Modernities Workshop” Conference, Kyoto University & Ryukoku University, Kyoto, Japan (December 11–15, 2014).

“A Transnational History of Colonial-Era Korean Buddhism.” Talk at the National Humanities Center, NC (September 30, 2014).

“The Collaboration between the Korean Buddhist Nationalist Paek Yongsŏng’s Relationship with the Japanese Colonizer Abe Mitsuie.” “Religion in Imperial Japan and Colonial Korea” Conference, University of Auckland, New Zealand (July 26–27, 2014).

“Yu Guanbin and His Contribution to Korean Buddhism.” History Colloquium. Kyongbuk University, Taegu, Korea (May 16, 2014)

“The Korean-Chinese Lay Buddhist Yu Guanbin in the Context of East Asian Buddhism.” International Conference on “Modern East Asian Buddhism.” Dongguk University, Seoul (May 8-9, 2014).

“The Korean-Chinese Lay Buddhist Yu Guanbin and Taixu’s Buddha-ization Movement (*fohua yundong*).” Center for East Asian Studies, Stanford University (May 6, 2014).

“Competing International Buddhisms: Yu Guanbin’s Contribution to Taixu’s Buddha-ization Movement in 1920-30s Shanghai.” Korea Colloquium Series, Yale University (April 24, 2014).

“The Politics of the Colonial Koryŏ Canon (*Koryŏ taejanggyŏng*).” “Competing Imperialisms” Conference, Yonsei University, Seoul, Korea (December 10, 2013).

“A Discourse on the Valorization of the Colonial Koryŏ Canon (*Koryŏ taejanggyŏng*).” Center for the Study of World Religions, Harvard Divinity School (December 8, 2013).

“Seeking Political Favors: The Korean Buddhist Nationalist Paek Yongsŏng’s Relationship with the Japanese Colonizer Abe Mitsuie in the mid-1910’s.” “Buddhist Modernities” Conference, University of Oslo, Norway (December 3–4, 2013).

“Chosŏn Buddhism and the Lay Monk Villages in Northernmost Korea, 1600s to 1960s.” 26th Biannual Conference, Association for Korean Studies in Europe, University of Vienna, Austria (July 7, 2013).

“Korea’s Jŏdōshinshū: Lay Monk Villages in Colonial Korea (1910–1945).” University of Southern California (April 25, 2013).

“The Politics of the *Tripitaka Koreana* (Goryeo Canon) in Colonial Korea (1905–1945).” 2nd International Conference on the Chinese Buddhist Canon, University of the West (March 19, 2013).

“The Lay Monk Villages in Northernmost Korea, 1600s to 1960s.” Korea Institute, Harvard University (March 7, 2013).

## HAE-YOUNG KIM, Ph.D.

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### EDUCATION

PHD IN SECOND LANGUAGE ACQUISITION	University of Hawai'i at Manoa Dept. of Second Language Studies	May 2000
Dissertation: 'Acquisition of English nominal reference by Korean speakers' Dissertation Committee: Kate Wolfe-Quintero (Chair/Advisor), Thom Huebner, Richard Schmidt, Gabriele Kasper, William O'Grady, Patricia Donegan		
MA IN APPLIED LINGUISTICS	Victoria University of Wellington, New Zealand	August 1991
MA thesis: 'Text-type information in tasks designed by teachers for academic texts' Advisor: Margaret Franken		
DIPLOMA IN TEACHING OF ENGLISH AS A SECOND LANGUAGE	Victoria University of Wellington, New Zealand	October 1988
MA IN ENGLISH	Seoul National University, Seoul, Korea	February 1985
MA thesis: On George Eliot's <i>Mill on the Floss</i> and <i>Daniel Deronda</i> [In Korean] Advisor: Young-Moo Kim		
BA IN ENGLISH	Seoul National University, Seoul, Korea	February 1983
BA thesis: On Joseph Conrad's <i>Heart of Darkness</i> and <i>Lord Jim</i> [In Korean]		
HIGH SCHOOL DIPLOMA	Seon-II Girls' High School, Seoul, Korea	February 1979

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### RESEARCH AND TEACHING INTERESTS

Second language acquisition  
Interface between morphology and discourse semantics  
Bilingualism and biculturalism  
Heritage language development and maintenance  
Content-based instruction of language  
Second/Foreign language curriculum and pedagogy  
Multi-media teaching materials development for post-secondary Korean

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## TEACHING POSITIONS

PROFESSOR OF THE PRACTICE	Dept. of Asian and Middle Eastern Studies, Duke University	September 2011 -Present
ASSOCIATE PROFESSOR OF THE PRACTICE	Dept. of Asian and Middle Eastern Studies, Duke University	July 2005 -August 2011
ASSISTANT PROFESSOR OF THE PRACTICE	Dept. of Asian and African Lang. and Lit., Duke University	September 1998 -May 2005
LECTURER	Dept. of Asian Languages and Cultures, University of Michigan at Ann Arbor	September 1997 -April 1998

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## TEACHING EXPERIENCE

### Korean

#### DUKE UNIVERSITY:

*KOR 101 Elementary Korean I.* Fall 1998-1999; 2003-2005.  
*KOR 102 Elementary Korean II.* Spring 1999-2005.  
*KOR 203 Intermediate Korean I.* Fall 1998-2006.  
*KOR 204 Intermediate Korean II.* Spring 1999-2005; 2007.  
*KOR 305 Advanced Korean I.* Fall 1998- 2002; 2006-2011; 2013  
*KOR 306 Advanced Korean II.* Spring 1999-2000; 2002; 2007-2012; 2014.  
*KOR 407 Topics in Korean I.* Fall 2004; 2008; 2014.  
*KOR 408 Topics in Korean II.* Fall 2007; 2009; 2013.  
*KOR 490 Independent Study.* Fall 1998; Spring 2000; Fall 2000; Spring 2003; Fall 2003; Fall 2009; Spring 2010; Fall 2010.

#### UNIVERSITY OF MICHIGAN:

*First year Korean I.* Fall 1997.  
*First year Korean II.* Spring 1998.

### Applied Linguistics

#### DUKE UNIVERSITY:

*AMES 308/LING 308S Bilingualism.* Fall 2001-2003, 2005, Spring 2008, Spring 2010; Spring 2014.  
*AMES 378/LING 378S Korean Sociolinguistics.* Spring 2009, Spring 2012.

#### UNIVERSITY OF HAWAII AT MANOA:

*ESL 302 Second Language Learning.* Summer 1995; Spring 1996.  
*ESL 303 Second Language Teaching.* Fall 1996; Spring 1997.  
*ESL 313 Teaching ESL Listening and Speaking.* Spring 1995.  
*ESL 441 Language Concepts for ESL Teachers.* Summer 1997.

### English as a second language

#### ENGLISH LANGUAGE INSTITUTE, UNIVERSITY OF HAWAII AT MANOA:

*ELI 80 Listening Comprehension.* Fall 1995.  
*ELI 82 Advanced ESL reading.* Spring 1995.  
*ELI 83 Graduate Academic Writing.* Fall 1996.

#### HAWAII ENGLISH LANGUAGE PROGRAM, UNIVERSITY OF HAWAII AT MANOA:

*Conversation Skills 10/11* (for non-matriculated students). Summer 1996.

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**PUBLICATIONS**

- ‘The status of the art of research on Korean heritage speakers in North America [In Korean].’ *The proceedings of the 17th International Conference of the Korean Society of Bilingualism*. 2013
- ‘Teaching of reference and address terms in discourse context [In Korean].’ *The proceedings of the 23rd International Conference on Korean Language Education*, 29-39. 2013.
- ‘Development of NP forms and discourse reference in L2 Korean.’ In Ho-min Sohn et al. (eds.), *Innovations in Teaching Korean: 2012 Special issue of the Korean Language in America*, pp. 211-235. The American Association of Teachers of Korean. 2012.
- Co-authored with Kim, Eunyoung. ‘A case for instructional focus on pragmatics: Request strategies of advanced Japanese learners of Korean.’ In Andrew S. Byon and Danielle O. Pyun (eds.), *Teaching and Learning Korean as a Foreign Language*. NEALRC, Ohio State University. 2012.
- ‘Content-Based Language Teaching: A model for bridging with Korean Studies [In Korean].’ *The proceedings of the 21st International Conference on Korean Language Education*, 97-104. 2011.
- ‘Korean language in the U.S.’ In Kim Potowski (Ed.), *Language Diversity in the U.S.* (pp. 164-178). Cambridge University Press. 2010.
- ‘Factors in the choice of referential forms in Korean discourse: Salience, speaker perspective and thematic importance.’ In H. Wang (ed.), *Korean Language in America 14*, pp. 1-24. The American Association of Teachers of Korean. 2009.
- ‘Commentary.’ In Lee, J.S. and Shin, S.J. (Guest Eds.), *Korean as a Heritage Language [Special issue]. Heritage Language Journal*, 6, pp. 94-104. 2008.
- Co-authored with Lee, Jin Sook. ‘Heritage language learners’ attitudes, motivations and instructional needs: The case of post-secondary Korean language learners.’ In K. Kondo-Brown & J.D. Brown (eds.), *Teaching Chinese, Japanese, and Korean heritage students: Curriculum, needs, materials, and assessment* (pp. 159-185), Lawrence Erlbaum. 2008.
- Co-authored with Lee, EunHee. ‘Reference to past and past perfect in L2 Korean.’ In H. Wang (ed.), *Korean Language in America 12* (Selected Papers from the Twelfth Annual Conference). The American Association of Teachers of Korean. 2007.
- Co-authored with Lee, EunHee. ‘On cross-linguistic variations in imperfective aspect: the case of L2 Korean.’ *Language Learning*, 57(4), 651-685. 2007.
- Co-authored with Jeon, K. Seon. ‘Noun Phrase Accessibility Hierarchy in head-internal and head-external relativization in L2 Korean.’ Yasuhiro Shirai (Guest Editor), *Studies in Second Language Acquisition*, 29(2), 253-276. 2007.
- ‘Re-focusing of instruction on relative clauses [In Korean].’ *The proceedings of the 17th International Conference on Korean Language Education*, 219-230. 2007.

- Co-authored with Lee, EunHee. 'The development of tense and aspect morphology in L2 Korean.' In Jae Jung Song (ed.), *Frontiers of Korean language acquisition*, London: Saffron Books. 2007.
- 'Construction of language and culture in a content-based language class.' In H. Wang (ed.), *Korean Language in America 10* (Selected Papers from the Tenth Annual Conference) (pp.50-70), The American Association of Teachers of Korean. 2005.
- Kim, Hae-Young (ed.). *Korean Language in America 9* (Papers from the ninth annual conference and professional development workshop). The American Association of Teachers of Korean. 2004.
- 'Heritage students' perspectives on language classes.' In C. You (ed.), *Korean Language in America 8* (Papers from the eighth annual conference and professional development workshop) (pp.315-326), The American Association of Teachers of Korean. 2003.
- 'Strategies for improving accuracy in KSL writing: Developmental errors and an error-correction code.' In S. S. Sohn (ed.), *Korean Language in America 5* (Papers from the fifth national conference on Korean language education) (pp. 231-248), The American Association of Teachers of Korean. 2000.
- *Acquisition of English nominal reference by Korean speakers*. PhD dissertation, University of Hawai'i at Manoa. 2000.
- 'Communicative approaches to teaching Korean.' In Lee, D., Cho, S., Lee, M., Song, M., & O'Grady, W. (Eds.), *Studies on Korean in Community Schools* [in Korean], Technical Report No. 22, Second Language Teaching and Curriculum Center, University of Hawaii Press. 2000.
- Co-authored with Wolfe-Quintero, K. & Inagaki, S. *Second language development: Measures of fluency, accuracy & complexity*, Technical Report, No. 17. Second Language Teaching and Curriculum Center, University of Hawaii Press. 1998.
- 'Input modification: comprehensible or perceptible input?' In Reves, C., Steele, C., & Wong, C. (eds.), *Linguistics and language teaching: proceedings*. Technical Report, No. 10. Second Language Teaching and Curriculum Center, University of Hawaii Press. 1996.
- 'Intake from the speech stream.' In Schmidt (ed.), *Attention and awareness in foreign language learning*. Technical Report, No. 9. Second Language Teaching and Curriculum Center, University of Hawaii Press. 1995.

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#### INVITED TALKS

- 'Teaching writing in advanced level classes: a post-product, post-process approach.' Asian School II, Defense Language Institute, Monterey, CA. August 12, 2014.
- 'Teaching reference and address terms in discourse context.' Asian School II, Defense Language Institute, Monterey, CA. August 11, 2014.
- 'Teaching reference and address terms in discourse context' & 'Teaching writing in advanced level classes: a post-product, post-process approach.' Korean Language Center, Language Education Institute, Seoul National University, Seoul, Korea. July 16, 2014.



- ‘The status of the art of research on Korean heritage speakers in North America’ Keynote lecture, the 17<sup>th</sup> international conference of The Korean Society of Bilingualism, Hanyang University, Seoul, Korea. November 2, 2013.
- ‘Teaching of reference and address terms in discourse context.’ Plenary talk, the 23<sup>rd</sup> international conference of IAKLE (International Association of Korean Language Education), Korea University, Seoul, Korea. August 11, 2013.
- ‘Teaching writing in advanced classes: a post-product, post-process approach.’ Center for World Languages and the UCLA Asia Institute. UCLA. January 23, 2013.
- ‘Content-Based Language Teaching: A model for bridging with Korean Studies.’ The Graduate School of Teaching Foreign Languages, Ewha Womans University, Seoul, Korea. October 22, 2012.
- ‘Third-person reference in L2 Korean oral narrative discourse: Use of pronominal forms and demonstratives by L1 English learners.’ The Graduate School of International Studies, Ewha Womans University, Seoul, Korea.. October 22, 2012.
- ‘Writing in advanced Korean classes: a post-product, post-process approach.’ Korean Language Education Research Institute, Seoul National University. October 18, 2012.
- ‘Content-Based Language Teaching: A model for bridging with Korean Studies.’ Dept. of Korean Language and Literature, Dong-A University, Pusan, Korea. October 15, 2012.
- ‘Korean as a heritage language: On being bilingual in the U.S.’ Plenary talk, the 2012 fall conference of the Association for the Education of Korean Language and Culture, Pukyung National University, Pusan, Korea. October 13, 2012.
- ‘Third-person reference in L2 Korean oral narrative discourse: Use of pronominal forms and demonstratives by L1 English learners.’ 2011 National Conference on Korean Flagship Initiative: Toward Creating Global Professionals. University of Hawaii at Manoa. May 2011.
- Co-presented with EunHee Lee. ‘On cross-linguistic variations in imperfective aspect: the case of L2 Korean.’ Linguistics Colloquium. University at Buffalo, New York, USA. October 2006.
- Co-presented with K. Seon Jeon. ‘Noun Phrase Accessibility Hierarchy in head-internal and head-external relativization in L2 Korean.’ Workshop on second language acquisition of relative clauses. Cornell University, Ithaca, New York, USA. January 2006.
- Discussant of a plenary speech on functional approaches to teaching Korean as foreign language. The International Association for Korean Language Education annual conference. Kyunghee University, Seoul, Korea. August 2002.
- ‘Nominal Reference in Korean.’ UT POSCO conference, the University of Texas at Austin, Center for Asian Studies. 1999.

## **Curriculum Vitae**

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### **Education**

1989 Ph.D. in Comparative Literature, University of Wisconsin-Madison

1984 M.A. in Comparative Literature, University of Wisconsin-Madison

1982 B.A. in English, Department of Foreign Languages and Literature, Nanjing University, China

### **Academic Appointments**

- |                      |   |
|----------------------|---|
| April 2008--present  | Zhiyuan Chair Professor, Dean, the Institute of Arts and Humanities, Shanghai Jiaotong University   |
| January—May 2008     | Visiting Professor, Department of Cultural and Religious Studies, Chinese University of Hong Kong   |
| August 2003--present | Professor of Chinese Media and Cultural Studies, Department of Asian and Middle Eastern Studies, Director, Duke China Research Center (CRC), Duke University  |
| Aug. 1991-2003       | Professor of Comparative Literature and Chinese (Assistant Professor, Associate Professor, and Professor), Department of Comparative Literature, and Chair, East Asian Studies Program, Pennsylvania State University |
| May 1999-present     | Guest (Adjunct) Professor and Senior Research Fellow of Humanities and Social Sciences, and International Coordinator, Center for International Communication Studies, Tsinghua University, China                     |
| June-August, 1998    | Research Fellow, International Institute for Asian Studies, Leiden, the Netherlands, and Visiting Professor, School of Asian Studies, Leiden University, Leiden, the Netherlands                                      |

January-May 1998                      Fulbright Visiting Professor, Department of Radio and Television, the College of Journalism and Mass Communication, National Chengchi University, Taipei, Taiwan

### **Recent Research Projects**

May 2013 –present    Secretary General, Global Barometer Survey (GBS) Organization, Secretariat at Shanghai Jiaotong University (Affiliated organizations including Asian Barometer Survey, Latino Barometer Survey, Afrobarometer Survey, Arab Barometer Survey and Euro Asia Barometer Survey)

May 2013 –present    Director, Shanghai Jiaotong University Global Public Opinion Research Center

October 2011                      Chief Organizer, European-Chinese Media Exchange Projects, in collaboration with Institute of Strategic Dialogue (London UK) in Chengdu, China, a week-long media exchange program with 13 leading European media senior editors and journalists participating, including *Economist*, *Guardian*, *Sunday Times*, CNN, BBC, *Le Monde*, *Le Figaro*, *Le Pointe*, *Die Welt*, *Die Zeit*, *Frankfurter Allgemeine Zeitung*, *Sud Deutsch Zeitung* and major Chinese media journalists, supported by Bosch Foundation

October 2012                      Chief Organizer, European-Chinese Media Exchange Projects, in collaboration with Institute of Strategic Dialogue (London UK) in London and Berlin, a week-long media exchange program with 14 leading Chinese media senior editors and journalists participating, and major European media journalists, supported by Bosch Foundation

October 2013                      Chief Organizer, European-Chinese Media Exchange Projects, in collaboration with Institute of Strategic Dialogue (London UK) in Chengdu, China, a week-long media exchange program with 13 leading European media senior editors and journalists participating, including *Economist*, *Guardian*, *Financial Times*, *Sunday Times*, CNN, BBC, *Le Monde*, *Le Figaro*, *Le Pointe*, *Die Welt*, *Die Zeit*, *Frankfurter Allgemeine Zeitung*, *Sud Deutsch Zeitung* and major Chinese media journalists, supported by Bosch Foundation

2009—present                      Head, Shanghai Jiaotong University-Shanghai Municipality Joint Research Center for National Image, Creativity and Innovation in Arts and Humanities (Shanghai Principal Research Grant 15 million RMB)

2009—present                      Principal Investigator, “Survey of American Attitudes toward China” in collaboration with Duke University China Research Center, and Indiana University Survey Center

2009—present Principal Investigator, “Survey of 14 Asian Countries and Regions Attitudes toward China” in collaboration with Duke University China Research Center, and Asian Barometer

2009—present Principal Investigator, “Survey of 26 Latin American Countries Attitudes toward China” in collaboration with Duke University China Research Center, and Latin American Public Opinion Project (LAPOP)

2009—present Principal Investigator, “Survey of 25 African Countries and Attitudes toward China” in collaboration with with Duke University China Research Center, and AfroBarometer

2009—present Principal Investigator, “Shanghai Jiaotong University-Shanghai Municipality Joint Research Center Survey of International Journalists in China” in collaboration with with Duke University China Research Center

2009-present Co-Principal Investigator, “China’s Global Image----History and Present” (Chinese Ministry of Education Principal Project Grant 600,000 RMB), Sub-theme: “Global Maoism and Western Critical Theory,” in collaboration with Zhou Ning, Xiamen University

## Publications

### 1-1. Academic Books:

Liu Kang, chief editor, *China Rise Through U.S. Public Opinion*, Beijing: People’s Press, forthcoming 2014. In Chinese.

Liu Kang, chief editor, *China Rise Through Asian Public Opinion*, Beijing: People’s Press, forthcoming 2014. In Chinese.

Liu Kang, chief editor, *China Rise Through Latin American Public Opinion*, Beijing: People’s Press, forthcoming 2014. In Chinese.

Liu Kang, *Images of Great Power: Essays on World Perceptions of China*, Shanghai: Shanghai People’s Press, forthcoming 2014. In Chinese.

Liu Kang and Zhou Xian eds. *Media Culture in China*, Beijing University Press, 2010. In Chinese.

Liu, Kang, *Cultural, Media, and Globalization*, Nanjing: Nanjing University Press, 2006. In Chinese.

Liu, Kang, *Globalization and Cultural Trends in China*, Honolulu: University of Hawaii Press, 2004. In English.

Liu, Kang, *Globalization and Nationalism*, Tianjin: Tianjin People's Press, 2002. In Chinese.

Liu, Kang, *Aesthetics and Marxism: Chinese Aesthetic Marxists and Their Western Contemporaries*, Durham, NC: Duke University Press, 2000. In English. Beijing University Press, 2012. Chinese translation.

Liu, Kang and Li Xiguang, *Media Bombing: Reflections on Media and Kosovo*, Nanjing: Jiangsu People's Press, 1999. In Chinese.

Liu, Kang and Li Xiguang, *Demonizing China*. Beijing: Chinese Social Sciences Press, 1996; Tai-Kung-Pao Publisher, Co., 1997 (Hong Kong edition); Chie-you Publishing, Co., 1997 (Taiwan edition). In Chinese. Named as a "national bestseller in 1997" by *China Books Review*, reviewed and commented by *Washington Post*, *Wall Street Journal*, *Newsweek*, *Time*, CNN, and other U.S. media. The English translation of the book (abridged) is published as *Demonizing China: A Critical Analysis of the U.S. Press*, as a special issue of *Contemporary Chinese Thought*, 30. 2 (Winter 1998-99).

Liu, Kang, *Bakhtin's Dialogism and Cultural Theory* (Mainland China edition). Beijing: People's University of China Press, 1995. Also published as *Bakhtin's Dialogism and Cultural Theory* (Taiwan and Overseas Edition). Taipei: Rye Field Press, 1995. New edition, Beijing: Beijing University Press, 2012. In Chinese.

Liu Kang, and Xiaobing Tang, eds. *Politics, Ideology, and Literary Discourse in Modern China*. Durham, NC: Duke University Press, 1993. In English.

## **2-1. Articles in refereed journals (in English):**

"Interests, Values, and Geopolitics: The Global Public Opinion on China," *European Review*, forthcoming 2014.

"China Rise through World Public Opinion: Editorial Introduction", Guest Editor to the Special Issue, "Rise of China: Asian Views and Assessments," *Journal of Contemporary China*, forthcoming 2014.

"How Do Asians View the Rise of China?" Principal author, with Yun-Han Chu, and Min-Hua Huang, in the Special Issue, "Rise of China: Asian Views and Assessments," *Journal of Contemporary China*, forthcoming 2014.

"Frankfurt School and China: Questions of Culture, Aesthetics and Alternative Modernity in Western Marxism and Chinese Marxism," *Journal of Chinese Philosophy* Vol. 40 Issue 3-4 (September-December 2013): 558-577.

"Introduction", Special Issue (editor), "China and the World: Literary Construction," *Comparative Literature Studies*, Vol. 49, Issue 4 (2012): 497-504.

"Searching for a New Cultural Identity: China's Soft Power and Media Culture Today," *Journal of Contemporary China*, Vol. 21, Issue 78 (2012): 915-931.

"Dinner Party of Discourse Owners," *Minnesota Review*, 79 (2012): 113-136

"Poeticizing Revolution: Zizek's Misreading of Mao and China," *Positions: East Asian Cultural Critique*, Vol. 19, Issue 3 (2011): 627-651.

"Reinventing the 'Red Classics' in the age of globalization," *Neohelicon*, Vol. 36, Issue 2 (2009): 143-150.

"The Short-Lived Avant-Garde: The Transformation of Yu Hua," *Modern Language Quarterly*, 63.1 (March 2002): 89-118.

"Popular Culture and the Culture of Population in Contemporary China." *Boundary 2*, 24.3 (Fall 1997): 99-123.

"Hegemony and Cultural Revolution." *New Literary History*, 27.4 (1996): 34-51.

"Is There an Alternative to (Capitalist) Globalization? --The Debate about Modernity in China." *Boundary 2*, 23. 3 (Fall 1996): 245-269.

"The Legacy of Mao and Althusser: Problematics of Dialectics, Alternative Modernity, and Cultural Revolution." *Rethinking Marxism: A Journal of Economics, Culture, and Society*, 8.3 (1996):1-25.

"Aesthetics and Chinese Marxism." *Positions: East Asian Cultures Critique*, 3.1 (1995):595-629.

"Politics, Critical Paradigms: Reflections on Modern Chinese Literature Studies." *Modern China*, 19.1 (1993): 13-40.

"Subjectivity, Marxism, and Culture Theory in China." *Social Text* 31/32 (1992): 114-140.

"Discourse of the Body and Sexuality: Neoconfucianism and Eroticism in Ming Culture." *Tamkang Review*, 14. 4 (1996):65-91.

"Aesthetics and Chinese Marxism." *Positions: East Asian Cultures Critique*, 3.1 (1995):595-629.

"Politics, Critical Paradigms: Reflections on Modern Chinese Literature Studies." *Modern China*, 19.1 (1993): 13-40. The article is the centerpiece of the special issue of the journal, commented by three other articles authored by Perry Link, Michael Duke, and Zhang Longxi.

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## EDUCATION

- |   |                       |
|---|-----------------------|
| <b>Carnegie Mellon University</b>           | Aug. 2009 – Aug. 2013 |
| • Ph.D., Second Language Acquisition        |                       |
| <b>Beijing Foreign Studies University</b>   | Aug. 2002 – May. 2005 |
| • M.A., Linguistics and Applied Linguistics |                       |
| <b>Lanzhou University</b>                   | Aug. 1995 – Jul. 1999 |
| • B.A., English Language and Literature     |                       |

## WORKING EXPERIENCE

- |   |                       |
|---|-----------------------|
| <b>Lecturer of Chinese</b>                        | July. 2013-present    |
| <b>Duke University, Durham, NC</b>                |                       |
|   | Aug. 2009 – May. 2013 |
| <b>Graduate Student Instructor of Chinese</b>     |                       |
| <b>Carnegie Mellon University, Pittsburgh, PA</b> |                       |

## RESEARCH INTERESTS

- Second language acquisition
- Second language reading
- Heritage language acquisition
- Teaching and learning Chinese as a second language
- Chinese language pedagogy and curriculum development

## RESEARCH EXPERIENCE

- |   |                     |
|---|---------------------|
| • Co-investigator, Reading Assessment for Foreign Language Content Courses, directed by Dr. Keiko Koda, Carnegie Mellon University  | Jan. 2011 - present |
| • Principal Investigator, L2 Semantic-gap Filling in Chinese Reading Comprehension, funded by Graduate Small Project Help (GuSH) research funding, Carnegie Mellon University                                     | Summer 2012         |
| • Principal Investigator, Compound Awareness, Lexical Inference Ability and Reading Comprehension in Chinese as a Foreign Language, funded by Grant through Vice Provost for Research, Carnegie Mellon University | Summer 2011         |

- Collaborator, Chinese Character Acquisition among Adult American Learners of Chinese, directed by Dr. Li-Jen Kuo, Northern Illinois University Sept. - Nov. 2011
- Co-investigator, Professional Development of English Primary School Teachers in Beijing, funded by Beijing Municipal Government Sept. 2005 - Nov. 2006

## PRESENTATIONS

- **Liu, Y.** (2016, April). *L2 Lexical Inferencing Ability among Chinese Heritage Language Learners*. Paper to be presented at the 2016 CLTA Second International Symposium on Chinese Teaching and Learning held at University of Maryland, Maryland, USA.
- **Liu, Y.** (2015, July). *Dual Language Involvement in L2 Lexical Inferencing in Chinese*. Paper presented at the 22<sup>nd</sup> Annual Conference of Society for the Scientific Study of Reading held in Hawaii, USA.
- **Liu, Y.** (2015, March). *L2 Lexical Inference in Chinese: Contributions of L1 Reading Ability and L2 Linguistic Knowledge*. Paper presented at American Association for Applied Linguistics (AAAL) and Association Canadienne de Linguistique Appliquée/Canadian Association for Applied Linguistics (ACLA/CAAL) Conference held in Toronto, Ontario, Canada.
- **Liu, Y.** (2014, October). *Integrating Language and Culture into Curriculum Development for Chinese Heritage Language Learners*. Panel Chair and Paper presented at the First CLTA International Symposium on Chinese Language Teaching and Learning. Bloomington, Indiana.
- **Liu, Y.** (2014, June). *Compound Awareness in Chinese as a Foreign Language*. The 12th International Conference on Chinese Language Pedagogy. Harbin, China.
- **Liu, Y.** (2014, April). *Semantic Gap Filling Ability in Chinese as a Foreign Language*. Paper presented at the Fourth International Symposium on Chinese Applied Linguistics. University of Iowa.
- **Liu, Y.** (2014, March). *Explorations of Integrating Service Learning into Chinese Language Courses*. Presentation at the retreat meeting held by the department of Asian and Middle Eastern Studies. Duke University.
- **Liu, Y.** (2014, January). *Developing An Online Course for Advanced Learners of Chinese*. Paper presented at Southeast Conference Association for Asian Studies 53rd Annual Meeting. Duke University.
- **Liu, Y.** (2013, November). *Assessing and Promoting Cultural Analysis Skills in Advanced Chinese Courses*. Paper presented at the annual conference of Chinese Language Teachers Association (CLTA). Orlando, FL.
- Kuo, L., Li, Y., Kim, T., **Liu, Y.**, Li, H., & Wang, H. (2013, May). *Acquisition of Chinese Characters Among Child and Adult Learners: the Effects of Visual Complexity and Radical Presence*. Poster presented at the annual conference of Association for Psychological Science. Washington, D.C.
- **Liu, Y.** (2013, April). *L2 Semantic-gap Filling (SGF) in Chinese Reading Comprehension*. Poster presented at the Annual Innovation with Impact Research Exhibition. Carnegie Mellon University, Pittsburgh, PA.



- **Liu, Y.** (2013, March). *Lexical Inferencing Ability in Chinese as a Foreign Language*. Paper presented at the annual conference of American Association for Applied Linguistics (AAAL). Dallas, TX.
- **Liu, Y.** (2012, November). *A Synthesis Study of Morphological Awareness Instruction*. Paper presented at the annual conference of Chinese Language Teachers Association (CLTA). Philadelphia, PA.
- **Liu, Y. & Yu, Y.** (2012, November). *Lexical Inferencing Ability and Reading Comprehension in Chinese among American College Learners of Chinese*. Paper presented at the first Maryland International Conference on Chinese as a Second Language. College Park, MD.
- **Liu, Y.** (2012, October). *Morphological Awareness and Lexical Inferencing Ability in Chinese as a Foreign Language*. Paper presented at the 31st Second Language Research Forum (SLRF). Pittsburgh, PA.
- **Liu, Y.** (2012, March). *Compound Awareness, Lexical Inferencing Ability and Reading Comprehension in Chinese as a Foreign Language*. Paper presented at the annual conference of American Association for Applied Linguistics (AAAL). Boston, MA.
- **Liu, Y.** (2012, March). *Radical Awareness and Children's Literacy Development in Chinese*. Paper presented at the annual conference of Association for Asian Studies (AAS). Toronto, Canada.
- **Liu, Y.** (2011, March). *Radical Awareness and Children's Learning to Read Chinese: A Synthesis of Studies*. Paper presented at the annual conference of American Association for Applied Linguistics (AAAL). Chicago, IL.

## PUBLICATIONS

- Kuo, L-J, Kim, T-J, Yang, X, Li, H, **Liu, Y**, Wang, H, Hyun Park, J, and Li, Y. (2015). Acquisition of Chinese characters: the effects of character properties and individual differences among second language learners. *Frontiers in Psychology* 6 (August 3, 2015).
- **Liu, Y.** (2014). Compound Awareness in Chinese as a Foreign Language. *Proceedings of the 12th International Conference on Chinese Language Pedagogy*.
- Taguchi, N., Li, S., & **Liu, Y.** (2013). Comprehension of Conversational Implicature in L2 Chinese. *Pragmatics & Cognition*, 21(1), 139-157.

## PROFESSIONAL DEVELOPMENTS

- ACTFL OPI Assessment Workshop, Brigham Young University, UT Summer, 2014
  - Future Faculty Program Fall, 2012  
Eberly Center for Teaching Excellence, Carnegie Mellon University, Pittsburgh, PA
  - Graduate Student Teaching Seminars Summer & Fall, 2012  
Eberly Center for Teaching Excellence, Carnegie Mellon University, Pittsburgh, PA
- Courses Taken:
- Introduction to student cognition
  - Course and syllabus design
  - Building a teaching portfolio

- Assessing student learning and providing helpful feedback
- Making the most of your first day of class
- Monitoring your teaching effectiveness
- Gender in the classroom
- Motivating and engaging students
- Encouraging intellectual development and critical thinking
- Microteaching workshop

## HONORS, SCHOLARSHIPS & GRANTS

- |   |              |
|---|--------------|
| • David L. Paletz Innovative Teaching Funds, Duke University                    | Spring, 2015 |
| • Travel Grant, Trinity College of Arts & Sciences, Duke University             | Fall, 2014   |
| • Travel Grant, Asian Pacific Studies Institute, Duke University                | Summer, 2014 |
| • Title VI IT Grant, Duke University  | Fall, 2013   |
| • Travel Grant, Trinity College of Arts & Sciences, Duke University             | Fall, 2013   |
| • Finalist for Walton Presentation Award, Chinese Language Teachers Association | Fall, 2012   |
| • Graduate Student Small Project Help (GuSH), Carnegie Mellon University        | Summer, 2012 |
| • Grant through Vice Provost for Research, Carnegie Mellon University (USD 800) | Summer, 2012 |
| • Grant through Vice Provost for Research, Carnegie Mellon University           | Summer, 2011 |
| • Travel Grant, Association for Asian Studies (AAS)                             | Spring, 2012 |
| • Travel Grant, Department of Modern Languages, Carnegie Mellon University      | 2010-2012    |
| • Full scholarship, Department of Modern Languages, Carnegie Mellon University  | 2009-2012    |

## SERVICES

- |   |                         |
|---|-------------------------|
| • Interview Committee for Duke's 2016 Fulbright Scholars  | September, 2015         |
| • Judge of The 6th Chinese Language Competition sponsored by Confucius Institute at NC State  | March, 2015             |
| • Reviewer for the online journal <i>Studies in Chinese Learning and Teaching</i>   | Sept. 2014-now          |
| • Proposal Reviewer, 32 <sup>nd</sup> Second Language Research Forum  | 2013-now                |
| • Student Organization Advisor to Chinese Lion Dance Club, Duke University  | Sept. 2014-now          |
| • Member of Ad hoc committee on academic dishonesty, AMES, Duke University  | Fall, 2014              |
| • Member of Search Committee for the DKU Chinese Program Coordinator/Director   | Spring, 2014            |
| • Co-organizer of Community Outreach Workshop on Chinese Pedagogy and Research for K-16 Teachers in North Carolina, Duke University | Spring, 2014            |
| • Organizer of East Asian Language Pedagogy Research Cluster at Duke University   | Spring, 2014            |
| • Student Organization Advisor to Dream Corps at Duke University  | Fall, 2013-Spring, 2014 |

## **AFFILIATIONS**

- American Association for Applied Linguistics (AAAL)
- American Council on The Teaching of Foreign Languages (ACTFL)
- American Educational Research Association (AERA)
- Association for Asian Studies (AAS)
- Chinese Language Teachers Association (CLTA)
- Modern Language Association (MLA)

## Carlos Rojas

Professor  
of Chinese Cultural Studies;  
Gender, Sexuality, and Feminist Studies;  
and Arts of the Moving Image;  
Co-Director of Story Lab;  
Director of Graduate Studies,  
Department of Asian and Middle Eastern Studies,  
Duke University  
President,  
Association of Chinese and Comparative Literature

### Education:

Columbia University, New York, NY

Ph.D. *with distinction* in Modern Chinese Literature (2000).

Dissertation: *Flowers in the Mirror: Visuality, Gender, and Reflections on Chinese Modernity*. David Der-wei Wang, director.

Cornell University, Ithaca, NY

B.A., *summa cum laude* in Comparative Literature and East Asian Studies (1995).

Senior thesis: *Nietzsche and the Body Politic: Culture and Subjectivity in Modern Chinese Literature*. Edward Gunn and Geoff Waite, co-directors.

### Employment:

Professor of Chinese Cultural Studies; Gender, Sexuality, and Feminist Studies; and Arts of the Moving Image, Duke University (2016—).

Associate Professor of Chinese Cultural Studies, Women's Studies, and Arts of the Moving Image, Duke University (2011-2016).

Assistant Professor of Chinese Cultural Studies and Women's Studies, Duke University (2009-2011).

Assistant Professor of Chinese Literature and Film, University of Florida (2001-08).

### Visiting Appointments:

Visiting Assistant Professor, MIT (Fall, 2008).

Visiting Associate Professor, Shih-hsin University (Taipei, Taiwan) (2007-2008).

Visiting Assistant Professor, Yale (Spring 2004).

Wang-An Postdoctoral Fellow, Harvard University (2003-2004).

Adjunct Assistant Professor, Columbia (2000-01; Summer 2002).

Fang-Tu Postdoctoral Fellow, Columbia University (2001-2002).

Adjunct Lecturer, City College of New York (Spring 1999–Fall 1999).

## **Publications:**

### *Books:*

*A Unity of Fragments: Fruit Chan and Hong Kong Cinema* (Hong Kong: Hong Kong University Press, 2017; under contract and in preparation).

*Homesickness: Culture, Contagion, and National Transformation in Modern China* (Cambridge: Harvard University Press, 2015); Chinese edition forthcoming from Shanghai Wenyi Press).

*The Great Wall: A Cultural History* (Cambridge: Harvard University Press, 2010); Chinese edition forthcoming from Shanghai Wenyi Press).

*The Naked Gaze: Reflections on Chinese Modernity* (Cambridge: Harvard University Asia Center, 2008); translated into Chinese as *Luoguan: Zhongguo xiandaixing de fansi* (裸觀：中國現代性的反思), Rae Jui-an Chao, trans. (Taipei: Rye Field Press, 2015; Shanghai: Shanghai Wenyi Press, 2017).

### *Edited books:*

*Ghost Protocol: Development and Displacement in Global China*, Carlos Rojas and Ralph Litzinger, eds. (Durham: Duke University Press, 2016).

*The Oxford Handbook of Modern Chinese Literatures*, Carlos Rojas and Andrea Bachner, eds. (New York: Oxford University Press, 2016).

*The Oxford Handbook of Chinese Cinemas*, Carlos Rojas and Eileen Cheng-yin Chow, eds. (New York: Oxford University Press, 2013).

*Rethinking Chinese Popular Culture: Cannibalizations of the Canon*, Carlos Rojas and Eileen Cheng-yin Chow, eds. (New York: Routledge, 2009).

*Writing Taiwan: A New Literary History*, David Der-wei Wang and Carlos Rojas, eds., (Durham: Duke University Press, 2007).

### *Book-length translations:*

Chang Hsiao-hung, *Fashioning Modernity*, Carlos Rojas, trans.

Chen Xiaoming, *Endless Struggle: Postmodern Elements of China's Avant-Garde Literature*, Carlos Rojas, editor and translator (Duke University Press, under consideration).

Chen Jianhua, *Mao Dun: Revolution and Form*, Carlos Rojas, editor and lead translator (Leiden: Brill, 2018, under contract and in preparation).

Yan Lianke, *The Day the Sun Died*, Carlos Rojas, translator (New York: Grove/Atlantic Press, 2018).

Yan Lianke, *The Years, Months, Days: Two Novellas*, Carlos Rojas, translator (New York: Grove/Atlantic Press, 2017). [Translations of each of the two novellas were also published independently by publishers in the East Asia market, under the titles *The Years, Months, Days* and *Marrow*, respectively (listed below). Each of the three volumes has a separate translator's preface].

Yan Lianke, *The Years, Months, Days: A Novella*, Carlos Rojas, translator (Melbourne, Australia: The Text Publishing Company, 2017).

- Jia Pingwa, *The Lantern Bearer: A Novel*, Carlos Rojas, translator (New York: CN Times Books Inc., 2017).
- Ng Kim Chew, *Slow Boat to China and Other Stories by Ng Kim Chew*, Carlos Rojas, editor and translator (New York: Columbia University Press, 2016).
- Yan Lianke, *The Explosion Chronicles: A Novel*, Carlos Rojas, translator (New York: Grove/Atlantic Press, 2016). [Translation longlisted for the 2017 Man Booker International Prize, the 2017 PEN Translation Prize, and the 2017 National Translation Award].
- Yan Lianke, *Marrow: A Novella*, Carlos Rojas, translator (Beijing: Penguin/Random House, 2015).
- Yan Lianke, *The Four Books: A Novel*, Carlos Rojas, translator (New York: Grove/Atlantic Press, 2015). [Translation shortlisted for the 2016 Man Booker International Prize and the 2016 Financial Times/OppenheimerFunds Emerging Voices Award, and long-listed for the 2016 Best Translated Book Award (University of Rochester)].
- Yan Lianke, *Lenin's Kisses: A Novel*, Carlos Rojas, translator (New York: Grove/Atlantic Press, 2012).
- Yu Hu, *Brothers: A Novel*, Eileen Cheng-yin Chow and Carlos Rojas, translators (New York: Pantheon, 2009). [Translation shortlisted for the 2008 Man Asian Literary Prize].

*Guest-edited journal issues:*

- "Yan Lianke's Mythorealism and Modern Chinese Literature," guest editor for a special forum of *Frontiers of Literary Study in China* (in preparation, slated for publication in 2017).
- "Hourenlei zai Zhongguo" 後人類在中國 [The posthuman in China], guest-editor of a special column for *Xuewen* 學問 [Learning], 2016, vol. 3.
- "Xiandai Zhongguo wenxue de shiliao chanshi yu chonggou" 现代中国文学的史料阐释与重构 [Interpreting and Restructuring of Historical Sources Relating to Modern Chinese Literature], co-guest editor, with LI Song, of a special issue of *Zhongguo xiandai wenxue* 中國現代文學 [Modern Chinese literature], vol. 29 (2016).
- "Time and Temporality," guest editor of a special issue of *Frontiers of Literary Study in China* (vol. 10, issue 1, 2016).
- "Discourses of Disease," guest editor of special issue of *Modern Chinese Literature and Culture* 23.1 (Spring, 2011).

*Book chapters:*

- "Wei Manzhouguo yu jia qinshu guanxi" 伪满洲国与假亲属关系 [Manchukuo and fictive kinship relations], Liu Xiaoli 刘晓丽 and Ye Zhudi 叶祝弟, *Chuangshang: Dongya zhiminzhuyi yu wenxue* 创伤: 东亚殖民主义与文学 [Trauma: East Asia colonial literature] (Shanghai: Shanghai sanlian shudian, 2017), 73-79.

- "Fruit Chan: An Aesthetics of Fragmentation," *Transnational Cinematography Studies*, Lindsay Coleman, Daisuke Miyao, and Roberto Schaefer, eds. (Lexington Press, 2017).
- "A Touch of Sin and Intermedial Imaginations," in Tim Trausch, ed, *Martial Arts and Media Culture* (Amsterdam University Press, 2017).
- "Before and After *The Midnight After*: Occupy Central's Specters of Utopia and Dystopia," in *Utopia and Utopianism in the Contemporary Chinese Context: Texts, Ideas, Spaces*, David Der-wei Wang and Zhang Yinde, eds. (Hong Kong University Press, 2017).
- "At Home in the World," in David Der-wei Wang, ed., *A New Literary History of Modern China* (Harvard University Press, 2017).
- "Introduction: Ng Kim Chew and the Writing of Diaspora," in Ng Kim Chew, *Slow Boat to China and Other Stories by Ng Kim Chew*, Carlos Rojas, editor and translator (New York: Columbia University Press, 2016), vii-xxi.
- "Time out of Joint: Commemoration and Commodification of Socialism in Yan Lianke's *Lenin's Kisses*," in Jie Li and Enhua Zhang, eds., *Red Legacies in China: Afterlives of the Revolution in Contemporary Chinese Culture and Society* (Harvard University Asia Center, 2016), 297-315.
- "On Time: Anticipatory Futurity in Dung Kai-Cheung's Fiction," in *The Oxford Handbook of Modern Chinese Literatures*, Carlos Rojas and Andrea Bachner, eds. (Oxford University Press, 2016), 847-865.
- "Introduction: On Writing, Literature, and Diasporic Modernity," in *The Oxford Handbook of Modern Chinese Literatures*, Carlos Rojas and Andrea Bachner, eds. (Oxford University Press, 2016), 1-15.
- "'I am Great Leap Liul': Circuits of Labor, Information, and Identity in Contemporary China," in Carlos Rojas and Ralph Litzinger, eds., *Ghost Protocol: Development and Displacement in Global China* (Duke University Press, 2016), 1-14.
- "Introduction: Specters of Marx, Shades of Mao, and the Ghosts of Global Capital," in Carlos Rojas and Ralph Litzinger, eds., *Ghost Protocol: Development and Displacement in Global China* (Duke University Press, 2016), 205-224.
- "Speaking from the Margins: Yan Lianke," in Kirk Denton, ed., *The Columbia Companion to Modern Chinese Literature* (Columbia University Press, 2016), 431-435.
- "How to do Things with Words: Yang Jiang and the Politics of Translation," in Christopher Rea, ed., *China's Literary Cosmopolitans: Qian Zhongshu, Yang Jiang, and the World of Letters* (Leiden: Brill, 2015).
- "Queer Utopias in Wong Kar-wai's *Happy Together*," in Martha Nochimson, ed., *A Companion to Wong Kar-Wai* (Wiley-Blackwell, 2015).
- "The Persistence of Form: Nation, Literary Movement, and the Fiction of Ng Kim Chew," in Yingjin Zhang, ed., *A Companion to Modern Chinese Literature* (Wiley-Blackwell, 2015).
- "*Niehai hua, zhihuan yu qiangpoxing chongfu*" 《孽海花》、置換與強迫性重複 [Flowers in a Sinful Sea, displacement, and repetition compulsion], in Ko Chia-cian 高嘉謙, ed., *Wenxue, jingdian, xiandai yishi* 文學、經典、現代意識

- [Literature, the canon, and modern consciousness] (Taipei: Linking, 2014), 338-347.
- "Collective Creation and the Politics of Visibility," in Hans Holzwarth, ed., *Ai Weiwei*, (Taschen, 2014), 403-420.
- "The Return of the Vagabond: Cui Jian and Political Iconoclasm," in Eunice Rojas and Lindsay Michie Eades, eds., *The Role of Music in Multicultural Activism*, vol. 2 (Praeger Press, 2013), 311-328.
- "Viral Contagion in the *Ringu* Intertext," in Daisuke Miyao, ed., *The Oxford Handbook of Japanese Cinema* (Oxford University Press, 2013), 416-437.
- "Along the Riverrun: Cinematic Encounters in the Work of Tsai Ming-liang," in Carlos Rojas and Eileen Cheng-yin Chow, eds., *The Oxford Handbook of Chinese Cinemas* (Oxford University Press, 2013), 626-646.
- "Introduction: Chinese Cinemas and the Art of Extrapolation," in Carlos Rojas and Eileen Cheng-yin Chow, eds., *The Oxford Handbook of Chinese Cinemas* (Oxford University Press, 2013), 1-20.
- "Danger in the Voice: Alai and the Sinophone," in Shu-mei Shih, Chien-hsin Tsai, and Brian Bernards, eds., *Sinophone Studies: A Critical Reader* (Columbia University Press, 2013), 296-303.
- "Writing the Body: Performing Gender in Modern China," in Howard Chiang, ed., *Transgender China* (Palgrave MacMillan, 2012), 199-224.
- "Lu Xun: Yi ge jingshen shang de yisheng" 鲁迅：一个精神上的医生 [Lu Xun: A spiritual physician], in David Der-wei Wang, ed., *Zhongguo xiandai xiaoshuoshi daguan: Yu Xia Zhiqing xiansheng duihua* 中国现代小说史大观：与夏志清先生对话 [An overview of the history of modern Chinese narrative fiction: A conversation with C.T. Hsia] (Taipei: Lianjing chuban gongsi, 2010), 165-178.
- "Alai and the Linguistic Politics of Internal Diaspora," in Jing Tsu and David Der-wei Wang, *Global Chinese Literature: Critical Essays* (Leiden: Brill Press, 2010), 115-132.
- "Abandoned Cities Seen Anew: Reflections on Spatial Specificity and Temporal Transience," in Rosalind Morris, ed., *Photographies East: The Camera and its Histories in East and Southeast Asia* (Durham: Duke University Press, 2009), 207-228.
- "Authorial Afterlives and Apocrypha in 1990s Chinese Fiction," in Carlos Rojas and Eileen Cheng-yin Chow, eds., *Rethinking Chinese Popular Culture: Cannibalizations of the Canon* (New York: Routledge, 2009), 262-282.
- "Introduction: The Disease of Canonicity," in Carlos Rojas and Eileen Cheng-yin Chow, eds., *Rethinking Chinese Popular Culture: Cannibalizations of the Canon* (New York: Routledge, 2009), 1-12.
- "Western Journeys of Journeys to the West," in Eric Hayot, Haun Saussy, and Stephen Yao, eds., *Sinographies: Writing China* (Minneapolis: University of Minnesota Press, 2008), 333-354.
- "Jin Yong's Martial Arts Picture Manuals," in Ann Huss and Jianmei Liu, eds., *The Jin Yong Phenomenon: Chinese Martial Arts Fiction and Modern Chinese Literary History* (New York: Cambria Press, 2007), 241-270.



## Appendix C:

### Financial Projections

	Notes	Base year 1	Year 1			Year 2			Year 3			Year 4			Year 5		
			18-19			19-20			20-21			21-22			22-23		
Semester			Fall 18	Spring 19	Total	Fall 19	Spring 20	Total	Fall 20	Spring 21	Total	Fall 21	Spring 22	Total	Fall 22	Spring 23	Total
Total students enrolled full-time			8	8		16	8		16	8		16	8		16	8	
Tuition/student/sem. (+4% / year), est.	Fall, Spring, Fall		\$ 25,737	\$ 25,737	\$ 51,474	\$ 26,766	\$ 26,766	\$ 53,533	\$ 27,837	\$ 27,837	\$ 55,674	\$ 28,951	\$ 28,951	\$ 57,901	\$ 30,109	\$ 30,109	\$ 60,217
Tuition revenue per semester			\$ 205,896	\$ 205,896	\$ 411,792	\$ 428,264	\$ 214,132	\$ 642,396	\$ 445,394	\$ 222,697	\$ 668,091	\$ 463,210	\$ 231,605	\$ 694,815	\$ 481,738	\$ 240,869	\$ 722,608
Tuition revenue per year	\$ 51.474																
Money back to University	60%				\$ 247,075			\$ 385,437			\$ 400,855			\$ 416,889			\$ 433,564.56
Money back to Department	40%				\$ 164,717			\$ 256,958			\$ 267,237			\$ 277,926			\$ 289,043.04
NET REVENUE																	
EXPENSES																	
Personnel																	
Administrative Coordinator (0.25 FTE)		\$ 56,000	\$ 7,000	\$ 7,000	\$ 14,000	\$ 7,210	\$ 7,210	\$ 14,420	\$ 7,426	\$ 7,426	\$ 14,853	\$ 7,649	\$ 7,649	\$ 15,298	\$ 7,879	\$ 7,879	\$ 15,757
fringe benefits / 26.6%, 26.9%			\$ 1,848	\$ 1,848	\$ 3,696	\$ 1,903	\$ 1,903	\$ 3,807	\$ 1,961	\$ 1,961	\$ 3,921	\$ 2,019	\$ 2,019	\$ 4,039	\$ 2,080	\$ 2,080	\$ 4,160
Part Time DGS A		\$ 30,000	\$ 15,000	\$ 15,000	\$ 30,000	\$ 15,450	\$ 15,450	\$ 30,900	\$ 15,914	\$ 15,914	\$ 31,821	\$ 16,391	\$ 16,391	\$ 32,782	\$ 16,883	\$ 16,883	\$ 33,765
fringe benefits / 26.6%, 26.9%			\$ 3,960	\$ 3,960	\$ 7,920	\$ 4,079	\$ 4,079	\$ 8,158	\$ 4,201	\$ 4,201	\$ 8,402	\$ 4,327	\$ 4,327	\$ 8,654	\$ 4,457	\$ 4,457	\$ 8,914
Personnel subtotal			\$ 27,808	\$ 27,808	\$ 55,616	\$ 28,642	\$ 28,642	\$ 57,284	\$ 29,502	\$ 29,502	\$ 59,003	\$ 30,387	\$ 30,387	\$ 60,773	\$ 31,298	\$ 31,298	\$ 62,596
Other program costs																	
Instructional expenses**		\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Conferences, Workshops, Trainee (fac.)		\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000	\$ 10,000
Conference travel fellowships (students)	1-time \$600/student	\$ 6,000	\$ -	\$ 6,000	\$ 6,000	\$ -	\$ 6,000	\$ 6,000	\$ -	\$ 6,000	\$ 6,000	\$ -	\$ 6,000	\$ 6,000	\$ -	\$ 6,000	\$ 6,000
CAH forum		\$ 4,000	\$ 2,000	\$ 2,000	\$ 4,000	\$ 2,000	\$ 2,000	\$ 4,000	\$ 2,000	\$ 2,000	\$ 4,000	\$ 2,000	\$2,000	\$4,000	\$ 2,000	\$ 2,000	\$ 4,000
Scholarship/Fellowship - students		\$ 65,000	\$ 65,000		\$ 65,000	\$ 97,500		\$ 97,500	\$ 97,500	\$ -	\$ 97,500	\$ 97,500	\$ -	\$ 97,500	\$ 97,500	\$ -	\$ 97,500
CAH Workshoo		\$ 24,000			\$ 24,000			\$ 24,000			\$ 24,000			\$ 24,000			\$ 24,000
deductions to tuition reserve account					\$ 101			\$ 41,071									
Other expenses subtotal					\$ 109,000			\$ 141,500			\$ 141,500			\$ 141,500			\$ 141,500
TOTAL EXPENSES					\$ 164,616			\$ 198,784			\$ 200,503			\$ 202,273			\$ 204,096
Tuition reserves account					\$ 101			\$ 41,172			\$ 41,172			\$ 41,172			\$ 41,172
CAH-PHD seed funding					0			\$ 17,103			\$ 66,734			\$ 75,653			\$ 84,947
**All program-related courses are already included in the department's budget)																	

## Appendix D:

### Learning Assessment Plan

## **Appendix D: Learning Assessment Plan**

1. Objective: To prepare students with the methodological and theoretical training in East Asian cultural studies, in order to pursue a higher academic degree or a professional career in East Asian cultural studies.

Outcomes: By the time they graduate, students should be able to:

- A. Attain an intermediate to advanced level of language proficiency, to function as informed and capable interlocutors with native speakers in the target language.
- B. For students who are not native speakers of English, master the fundamentals of academic writing and speaking in English.
- C. Develop analytic knowledge of culture and society from an interdisciplinary perspective of one East Asian culture and society or a cross-cultural perspective in one field of inquiry. Understand relevant concepts and analytical approaches from at least two different disciplines.
- D. Apply and utilize the skills and knowledge gained in the MA program in their professional or academic career.

Evidence of outcome:

- A) Students will complete third year of at least one East Asian language (or demonstrate equivalent proficiency in the language), and use materials in at least one East Asian language in their MA thesis.
  - B) As needed, students will complete Academic Writing I, to learn to write well-organized summaries, responses and data commentaries; and, as needed, will complete Academic Presentations I.
  - C) Students will identify a future career path including placement in a PhD program or job placement in a field related to East Asia.
2. Objective: To prepare students to be effective researchers in the field of East Asian Studies

Outcomes: By the time they graduate, students should be able to:

- A. Frame a research problem in the context of the literature on a topic in East Asian Studies cultural studies, and demonstrate the value of their research to the problem.

- B. Apply sound research methods/tools to problems in an area of study and describe the methods/tools effectively.
- C. Interpret cultural texts
- D. Draw valid conclusions from these texts and make a convincing case for their conclusions to advancing knowledge within the area.
- E. Communicate their research clearly in both oral and written presentations.

Evidence of outcome:

- A. Thesis committee will evaluate student's MA thesis. Does it define appropriate boundaries for the problem? Review the relevant literature?

## Appendix E:

### Letters of Support

Valerie Sheares Ashby, PhD  
Dean of Trinity College of Arts & Sciences  
Professor of Chemistry

104 Allen Building  
Box 90046  
Durham, NC 27708-0046  
Phone: 919-684-4510  
Facsimile: 919-684-8503  
asdean@duke.edu

August 21, 2017

Paula McClain, Dean of the Graduate School  
John Klingensmith, Associate Dean of the Graduate School  
2127 Campus Drive  
Box 90065  
Duke University

Dear Paula and John,

We write in support of the proposal for an M.A. in Critical Asian Humanities (CAH), proposed by Professors Hae-Young Kim and Carlos Rojas on behalf of the Asian & Middle East Studies Department (AMES). This degree will be run by one of the strongest cohorts of faculty working on modern and contemporary East Asian cultural studies of any university outside of East Asia. The proposal relies on the interdisciplinarity already extant in AMES, as well as throughout Duke University, Trinity College of Arts & Sciences, and its various Schools.

The M.A. in Critical Asian Humanities will draw on a wide range of scholarly fields and subfields and, in a manner that is uniquely a Duke trait, it bridges Trinity College's institutional divisions and traditional disciplinary boundaries. It also builds upon the already existing synergies of Duke's Asian/ Pacific Studies Institute (APSI), Department of English, Department of Religious Studies, Department of History, Department of Cultural Anthropology, Department of Art, Art History & Visual Studies, the Program in Gender, Sexuality & Feminist Studies, and the Program in Literature. Other synergies exist with faculty in the Duke AMES Middle Eastern Studies track as well as peer faculty at North Carolina State University (NCSU) and the University of North Carolina at Chapel Hill (UNC).

We think the time is ripe for this proposal to get approval from the Graduate School, in light of the longstanding success of the APSI MA program, which has already tested the Critical Asian Humanities program as one of two tracks. The two tracks complement each other. The EAS M.A. uses an area studies model with a strong social science concentration, while the CAH M.A. focuses on Asian humanities, cultural studies and critical theory with an Asia focus. Demand for this degree has already been demonstrated by the currently successful and financially sustainable Critical Asian Humanities track that AMES developed for the APSI East Asian Studies (EAS) M.A. Over the past four years, enrollment in the CAH track has increased 50 percent to a manageable cohort of 16. Plans are to continue admitting eight students per year.

Paula McClain  
John Klingensmith  
August 21, 2017  
Page 2

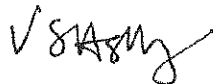
Let us now take the opportunity to point to the M.A.'s business plan, and the resources that the tuition revenue stream, A&S, and other parts of the university will provide. First, the proposed M.A. makes no demands in terms of administrative space; AMES (which is housed in the John Hope Franklin Center for Interdisciplinary and International Studies) and the other aforementioned A&S departments already house the faculty and staff who will be affiliated with the M.A. Second, there is no need for additional hires to support the M.A.: Duke already has a stellar cadre of faculty to teach the Critical Asian Studies curriculum and supervise the M.A. theses. Third, once student enrollment reaches approximately 8 students (probably in the M.A. program's 2nd year), the tuition revenue stream will enable the program to hire a dedicated M.A. administrator.

The timeliness of the M.A. in Critical Asian Humanities at Duke cannot be overstated. The features of this M.A. program are ideal for enabling prospective students to bridge their undergraduate educations with professional degrees, Ph.D.s in a multiplicity of fields, or in jobs where recognized expertise in East Asian Studies is required or an asset. At a time when there is an increased focus on political, economic, and social issues in Asia, the M.A. will prepare its graduates to obtain employment in the region with NGOs, international organizations, governmental agencies, cultural agencies, business, and industry.

Finally, the business plan and financial model proposed by the M.A. has been thoroughly vetted by Sandy Connolly, Vice Dean, Finance and Administration, in conversation with Hae-Young Kim and Carlos Rojas. Professor Rojas will be submitting a revised budget in accordance with Sandy Connolly's suggestions. Upon revision, the budget's tuition distribution, faculty course replacement funds, and contingency tuition assistance funds are well-conceived and reasonable.

We heartily endorse the M.A. in Critical Asian Humanities. There is no other program like it in the country, and it builds on existing strengths at Duke.

Sincerely,



Valerie S. Ashby  
Dean of Trinity College of Arts & Sciences



Gennifer Weisenfeld  
Dean of the Humanities



August 25, 2017

Dr. John Klingensmith  
Associate Dean for Academic Affairs  
Duke University Graduate School

Dear John,

As Director of Duke's Asian/Pacific Studies Institute (APSI), I'm writing to express APSI support for the Asian and Middle Eastern Studies (AMES) Department's proposed MA program in Critical Asian Humanities (CAH) – version August, 2017.

The goal of APSI is to support Duke's scholarly community in East Asian studies including a large number of faculty from AMES. APSI and AMES have been long-standing partners in various programs and activities, including the East Asian Studies MA Program (EAS-MA), research clusters, workshops, speaker and movie series, and other APSI activities/programs.

We have also been aware for several years of AMES faculty members' desire to establish their own CAH-MA program for disciplinary and programmatic reasons. Their interest and expertise in Asia and cultural studies will be a firm foundation for the establishment of a successful Critical Asian Humanities MA which will benefit a department that still does not have a graduate program.

The CAH track within the EAS-MA has been a good complement to the EAS-MA Interdisciplinary track. The increase in the number of students and the even distribution (on average) of students enrolled in the two tracks is evidence that the two offerings could exist in their own right. We can envision that students interested in Asian Cultural Studies will apply directly to the CAH-MA in AMES while those interested in History, Art History, Social Sciences, Religious Studies, and in a broader interdisciplinary approach will apply to the APSI EAS-MA. The large number of incoming students (16 new students in Fall 2017) and the composition, nine students enrolled in the Interdisciplinary track and seven in the CAH, confirms students' interest in both programs.

The establishment of the CAH-MA will have an impact on the existing EAS-MA and APSI in general. The establishment of two separate programs will, at least in the first two years, involve some administrative and programmatic changes. The current EAS-MA program has its own established reputation and it will take some communication/marketing endeavors to explain to potential applicants the existence of two distinct MA programs in East Asian studies. APSI will work with the new CAH-MA to ensure that students who might be interested in both programs get the necessary information to make an informed decision when applying.

As in the past, AMES and other APSI faculty will continue to offer their courses to students from both MA programs. In addition, faculty members in APSI and AMES will need to ensure that AMES and APSI continue to coordinate social and cultural activities. Based on the experience of collaboration between the two tracks, the large contingent of AMES faculty in APSI, the thorough analysis included in the revised proposal (August 2017), and ongoing discussion with the leadership of AMES about the split we expect to have a smooth transition.

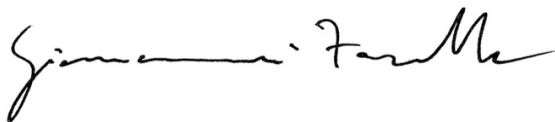
The reduction in the income stream from MA tuition might reduce APSI's ability to support some future activities. However, since a large share of APSI activities is conducted by AMES faculty, AMES will be able to use revenues from the CAH-MA to support some of their own activities currently supported by APSI.

From a programmatic point of view APSI will have to do some upgrading of its traditional East Asian studies MA track. This could represent an opportunity for APSI faculty to add a new track that will complement some of the existing courses with courses on political, economic, environmental, religious, and public policy themes, as well as expanded geographical and thematic offerings. Recent faculty appointments in the departments of history, political science, and in the professional schools, as well as the establishment of new programs such as the Global Asia Initiative and increased cooperation with Duke Kunshan programs will contribute to this effort. An upgraded APSI MA in East Asia Studies will eventually attract more graduate students and expand the domestic and international reach of recruitment.

APSI and AMES will work closely at sharing the intellectual and programmatic resources in East Asian studies that currently are managed through APSI. In addition, an equitable distribution of committee work and other programming tasks will be crucial, as APSI depends upon its faculty constituents for much of its work. Overall the establishment of two MA programs will expand the offering of East Asia studies opportunities at Duke. AMES will be able to expand its own program while APSI will focus on new offerings and collaborations with other units within and outside Duke.

We sincerely hope you will consider AMES' proposal favorably.

Best regards,

A handwritten signature in black ink, appearing to read 'Giovanni Zanalda', with a stylized, cursive script.

Giovanni Zanalda  
Director, Asian/Pacific Studies Institute (APSI)

November 11, 2017

To Whom It May Concern,

On behalf of the Program in the Arts of the Moving Image (AMI), I write this letter with great enthusiasm to endorse the proposal put forth by the Department of Asian and Middle Eastern Studies (AMES) for a Masters Program in Critical Asian Humanities (CAH). As a member of AMES, I have experienced first-hand how this program enriches the intellectual life in Asian Studies at Duke. From the perspective of AMI, the value of this addition to the broader Duke community is no less welcome.

The studies of Asia, far beyond the conventional area studies model, have become an emerging and, indeed, urgent field for any higher education institution. To engage with Asia critically and productively, especially for a leading institution like Duke, a broad and yet rigorous curriculum, encompassing both graduate and undergraduate levels, is crucial. For the last few years when the Critical Asian Humanities became a focus for student recruitment, I have witnessed an impressive increase of students both pursuing an advanced study of Asian studies and gaining solid ground in training in the moving image. If Asia commands increasingly elevated attention in the years to come, and if audiovisual literacy is fundamental for any serious inquiry in the 21st century, we see the great potential for the CAH benefitted by AMI's offering and, in turn, contributing to AMI's flourishing curriculum.

CAH students have been a welcome and productive presence in many of AMI's existing courses open to both undergrad and graduate students. With the official establishment of the CAH as an integral component of AMES and its greater integration with other programs such as AMI, I firmly believe that Asian studies and visual studies will form a synergy that energizes both fields of inquiries.

We are positive that the CAH program will continue the already existing productive relationship between graduate students with advanced undergraduate curriculum at AMI. And we look forward to further expanding and substantiating this relationship. AMI strongly supports the establishment of the MA Program in Critical Asian Humanities.

Sincerely yours,

Hong, Guo-Juin

Guo-Juin Hong

Director and Associate Professor



David Morgan, PhD  
Professor and Department Chair

**Department of Religious Studies**

118 Gray Building

Box 90964

Durham, NC 27708

Telephone: (919) 660-3555

Fax: (919) 660-3530

Email: david.morgan@duke.edu

November 4, 2017

Dr. Carlos Rojas  
Department of Asian & Middle Eastern Studies  
Duke University

Dear Carlos,

I write to convey the avid support of the Department of Religious Studies for the proposed MA in Critical Asian Studies, which would bring together the considerable strengths of AMES and APSI. This intersection of resources in the study of the arts and humanities within Asian cultures will offer courses that appeal strongly our MA students in Religious Studies as well as to our PhD students. An entire track of our doctoral program is devoted to Asian religions and many of our MA students specialize in that field.

Sincerely,

A handwritten signature in blue ink that reads "David Morgan". The signature is fluid and cursive, with a long horizontal stroke at the end.

David Morgan  
Professor and Chair

**Duke University**  
Durham, North Carolina 27708

The Program in Literature  
1316 Campus Drive  
Campus Box 90670

TELEPHONE: 919.684.4127  
FAX: 919.684.3598  
<http://literature.duke.edu>

8 December 2017

Professor Carlos Rojas  
Department of Asian and Middle Eastern Studies

Dear Carlos,

The Literature faculty discussed the proposal for a master's in Critical Asian Humanities and expressed its support for the project. We want to take this opportunity to register some of our continuing concerns, but we do not intend for these to be an obstacle to the approval of the project.

First is a simple concern of faculty workload and department resources. As more CAH master's students are admitted, especially students who have interests in the kinds of classes offered in the Literature Program, workload for Literature faculty will inevitably increase.

A second concern is that the MA students pose pedagogical difficulties in the graduate seminars. Since MA students generally come with a lower level of academic preparation than PhD students, an unfortunate two-tiered graduate system can sometimes result. This problem of division is compounded when the MA students have a somewhat lower English-language competency, as is often the case of Critical Asian Humanities students.

Let me reiterate that, although we want to make sure our continuing concerns are borne in mind, the Literature Program supports the Critical Asian Humanities MA project.

Best,



Michael Hardt, Chair

MH/kab



November 27, 2017

Paula McClain, Dean of the Graduate School  
John Klingensmith, Associate Dean for Academic Affairs  
The Graduate School at Duke University  
2127 Campus Drive  
Box 90065  
Durham, NC 27708

Dear Paula and John,

The Center for Documentary Studies (CDS) at Duke University is pleased to endorse the Critical Asian Humanities MA (CAH-MA) proposed by Professors Hae-Young Kim and Carlos Rojas on behalf of the Asian & Middle East Studies Department (AMES). By offering specialized training in East Asian literary and cultural studies, the CAH-MA will be responding to student demand and providing multiple pathways towards doctoral or professional degrees. This program will also promote further collaboration between various departments, institutes, and centers across Duke University's campus. I am especially excited to have CDS students, faculty, and staff interact with these MA students, and look forward to MA students who can make use of Duke's rich photography video and multimedia archives (Wu Wenguang and the Memory Project, B'Tselem, the Archive for Documentary Arts photographers, etc.) and thus expand our knowledge-creation of film and documentary analysis within a Critical Asian Humanities framework.

The Center for Documentary Studies commends this vital work and wishes this program every success.

Sincerely,

Wesley Hogan  
Director, Center for Documentary Studies  
Research Professor, Franklin Humanities Institute and Department of History  
Duke University

**Do. Tell.**

Lee D. Baker  
Mrs. A. Hehmeyer Professor of Cultural Anthropology  
Director, International Comparative Studies Program  
Chair, Department of Cultural Anthropology  
Trinity College of Arts & Sciences

Telephone (919) 681-3263  
ldbaker@duke.edu

November 6, 2017

Professor Carlos Rojas  
Department of Asian and Middle Eastern Studies  
Duke University

Dear Professor Rojas:

In 2015, the faculty in the Department of Cultural Anthropology met to discuss the Critical Asian Humanities MA proposal that you oversee and are pleased to give our support to it. Several of our faculty members are involved already- as members of your steering committee, in teaching CAH MA students in their graduate seminars - and we imagine ongoing and positive synergies between our two units.

Best of luck with this exciting new project

I am

Yours sincerely,



Lee D. Baker  
Mrs. A. Hehmeyer Professor of Cultural Anthropology



## Gender, Sexuality and Feminist Studies

DUKE UNIVERSITY  
112 EAST DUKE BUILDING  
BOX 90760  
DURHAM, NC 27708

TELEPHONE (919) 684-5683  
FAX (919) 684-4652

Carlos Rojas  
Asian and Middle Eastern Study  
Box 90414 Duke University  
Durham, NC 27708-0414

Dear Professor Rojas:

I am strongly in favor of the creation of an MA in Critical Asian Humanities to be housed in AMES. I believe there will be mutual benefit to the students that come to study in the CAH program and the certificate students in the Program in Gender, Sexuality, and Feminist Studies (and, in fact, I would expect some overlap). The graduate classes in GSF will allow CAH students interested in feminist theory to pursue that interest and, conversely, the classes you propose will contribute significantly to the global reach that we hope to provide our graduate certificate students. The Program of study you propose is rigorous and exciting, and you have a wide range of faculty with strong interest and expertise in this area. I am pleased to give your proposal my strongest endorsement.

Sincerely,

A handwritten signature in blue ink, reading "Priscilla Wald". The signature is fluid and cursive, with the first name "Priscilla" and last name "Wald" clearly legible.

Priscilla Wald  
Margaret Taylor Smith Director of the Program in Gender, Sexuality, and Feminist  
Studies  
R. Florence Brinkley Professor of English