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-along 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 no 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 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 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
<table>
<thead>
<tr>
<th>Course Number/Title</th>
<th>Instructor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMES 511 Documentary and East Asian Cultures</td>
<td>Hong</td>
<td>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.</td>
</tr>
<tr>
<td>AMES 515S Interethnic Intimacies: Production and Consumption*</td>
<td>Kwon</td>
<td>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.</td>
</tr>
<tr>
<td>AMES 518S Approaches and Practices in Second Language Pedagogy</td>
<td>Kim</td>
<td>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.</td>
</tr>
<tr>
<td>AMES 532S Research and Writing About Contemporary Chinese Culture</td>
<td>Liu</td>
<td>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.</td>
</tr>
<tr>
<td>AMES 533 Traffic in Women: Cultural Perspectives on Prostitution in Modern China*</td>
<td>Rojas</td>
<td>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.</td>
</tr>
<tr>
<td>AMES 535 Chinese Media and Pop Culture</td>
<td>Liu</td>
<td>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.</td>
</tr>
<tr>
<td>AMES 539S Queer China*</td>
<td>Rojas</td>
<td>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.</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Instructor(s)</td>
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<tr>
<td>AMES 549S</td>
<td>Techno-Orientalism: Asian/America, (Post)Human</td>
<td>Kwon</td>
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<tr>
<td></td>
<td>and SF*</td>
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<td></td>
<td>Course examines global Science Fiction genres</td>
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<td>in literature, film, and social media to</td>
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<td></td>
<td>understand broad historical and social</td>
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<td>formations of Otherness, the Alien, Citizenship,</td>
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<td>(Im)migration. Studies racial assumptions in</td>
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<td>popular culture, domestic and international</td>
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<td>law, discourse of the human and human rights,</td>
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<td>science and technology industries, and other</td>
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<td>disciplines. Explores intersections of race,</td>
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<td>gender, sexuality, class, and geopolitical</td>
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<td>divisions and interactions in Asian/American</td>
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<td>Studies and Postcolonial Studies from the past</td>
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<td>to the present.</td>
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<td>AMES 551S</td>
<td>Translation: Theory/Praxis</td>
<td>Chow</td>
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<td></td>
<td>Examines theories and practices of translation</td>
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<td>from various periods and traditions (Cicero,</td>
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<td>Zhi Qian, classical and scriptural translators,</td>
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<td>Dryden, Schopenhauer, Benjamin, Jakobson,</td>
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<td></td>
<td>Tanizaki, Qian Zhongshu, Derrida, Apter, among</td>
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<td></td>
<td>others) and considers topics such as</td>
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<td>incommensurability, cultural exchange,</td>
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<td>imperialism, “Global Englishes,” bilingualism,</td>
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<td></td>
<td>and techno-language. Prerequisite: open to</td>
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<td>undergraduates, but all participants must have</td>
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<td>strong command of one language aside from</td>
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<td>English, as final project involves original</td>
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<td>translation and commentary.</td>
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<tr>
<td>AMES 561S</td>
<td>Anime: Origins, Forms, Mutations*</td>
<td>Chow</td>
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<td>Historical origins of Japanese anime, as well</td>
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<td>as its status as art, narrative, genre. Ways</td>
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<td>in which anime mutates: formally (literature,</td>
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<td></td>
<td>manga, live action), culturally (fashion,</td>
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<td>otaku, fan communities), geographically.</td>
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<td>AMES 563S</td>
<td>Nightmare Japan*</td>
<td>Ching</td>
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<td></td>
<td>Inquiry into social anxieties erupted through</td>
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<td></td>
<td>encounters with natural or manmade ‘disasters.’</td>
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<td></td>
<td>Examine defining disasters of modern Japan—the</td>
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<td>encounter with the West, the imperialist war</td>
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<td>and subsequent defeat, nuclear bomb and the</td>
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<td>recent Fukushima meltdowns, earthquakes and</td>
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<td>tsunami, recession and its associated social</td>
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<td>malady. Reading through literature, films and</td>
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<td>popular culture as sites where fantasy and</td>
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<td>desire are materialized and projected in coping</td>
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<td>with these ineluctable catastrophes.</td>
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<tr>
<td>AMES 565S</td>
<td>The World of Japanese Pop Culture*</td>
<td>Ching</td>
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<td>An examination of modern Japanese culture</td>
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<td>through a variety of media including literary</td>
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<td>texts, cultural representations, and films.</td>
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<td>AMES 605</td>
<td>East Asian Cultural Studies</td>
<td>Ching</td>
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<td>East Asia as a historical and geographical</td>
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<td>category of knowledge emerging within the</td>
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<td>various processes of global movements</td>
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<td>(imperialism, colonialism, economic</td>
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<td>regionalism).</td>
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<td>AMES 610S</td>
<td>Trauma and Space in Asia*</td>
<td>Kwon/Ginsburg</td>
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<td>Space and Trauma across Asia. Introduces</td>
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<td></td>
<td>theoretical framework of “trauma discourse;”</td>
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<td>examines how the experience of space in Asia</td>
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<td>broadly defined has shaped historical traumas,</td>
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<td>which have marked the transition from</td>
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<td>colonialism to postcolonialism. Focus on</td>
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<td>Israel/Palestine, India/Pakistan, China/Taiwan,</td>
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<td>Japan/Korea; examines how critical terms</td>
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<td>originating in one historico-geographical</td>
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<td>context are translated across geographical</td>
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<td>boundaries.</td>
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<td>Course Code</td>
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<td>AMES 611</td>
<td>Melodrama East and West*</td>
<td>Hong</td>
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<td>AMES 631</td>
<td>Modern Chinese Cinema*</td>
<td>Hong</td>
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<td>AMES 632S</td>
<td>Literati/Literature Culture: Pre Modern Chinese Literature</td>
<td>Staff</td>
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<tr>
<td>AMES 661</td>
<td>Japanese Cinema*</td>
<td>Chow</td>
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<tr>
<td>AMES 665</td>
<td>Girl Culture, Media, and Japan</td>
<td>Staff</td>
</tr>
<tr>
<td>AMES 669S</td>
<td>Minor Japan*</td>
<td>Ching</td>
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<tr>
<td>AMES 671</td>
<td>World of Korean Cinema*</td>
<td>Staff</td>
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<td>AMES 673</td>
<td>Trauma and Passion in Korean Culture</td>
<td>Kwon</td>
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<td>Course Code</td>
<td>Course Title</td>
<td>Instructor(s)</td>
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<td>AMES 709</td>
<td>Chinese Im/migration: Chinese Migrant Labor and Immigration to the US*</td>
<td>Rojas</td>
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<td>AMES 738</td>
<td>Theories of Minority Discourse</td>
<td>Rojas</td>
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<tr>
<td>AMES 750</td>
<td>CAH Proseminar: Topics in Critical Asian Studies</td>
<td>Rojas</td>
</tr>
<tr>
<td>AMES 790S</td>
<td>Special Topics in Critical Asian Humanities Methodologies</td>
<td>Kwon, Ching,</td>
</tr>
</tbody>
</table>

* AMES courses with undergraduate pairing
Appendix B:

Backgrounds and Bios of Faculty Participating in the Program
RESEARCH INTERESTS

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

EDUCATION


HONORS & AWARDS


WORK EXPERIENCE

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

PUBLICATIONS

Book:


• 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.

**Essays:**


Review:


CONFERENCES AND LECTURES

Organized Conferences

2011 “Japanese Empire and Inter-Asia,” Asia Research Institute, Singapore (March 3-4). With Dinah Sianturi Roma.


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)


“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)


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

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


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


“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)
EDUCATION

Stanford University. Stanford, California.

Harvard University. Cambridge, Mass.

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:


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.

GRANTS AND TEACHING AWARDS

Harvard University Asia Center Faculty Research Grant, 2008.


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


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.


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.


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


2010


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

2009


“1, 2, 3, To Taiwan: The Enigma of Arrival.” Association for Asian Studies, Chicago, 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.


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.


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


“Citizenship and Aesthetics” HAUSCR, Shanghai, August 2006.


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  
(O) 919-660-4396  
(F) 919-681-7871  
Email: gjhong@duke.edu

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  
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  
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 - 2011  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**


**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.


**Edited Journal Issue**


**Review**

**Book Projects in Progress**

*Sino-Verite: New Documentary Movements in Taiwan and China since the 1980s* is 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 1st International Conference on Intertextuality Between Taiwan Literature and Asia-Pacific Humanities. Graduate Institute of Taiwan Literature, National Taiwan University, Taiwan. “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. “Towards a Queer Sinophone Film Spectatorship.”

Oct. 12, 2013 "Documentary Views of Taiwan": A Taiwan Documentary Film Festival and Symposium, Columbia University. “Voices and Their Dis/Content in Taiwan Documentary”


<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Location</th>
<th>Additional Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 5, 2011</td>
<td>“Taiwan Literature in East Asia: Methodology and Comparative Framework.” University of Texas, Austin.</td>
<td></td>
<td>“The Past and Future of Taiwan Film Studies.”</td>
</tr>
<tr>
<td>October 2, 2010</td>
<td>“Taiwan at the Center,” Center for Asian Studies, University of South Carolina.</td>
<td></td>
<td>“From Rootlessness to Rootedness: Constructed Homeland in Taiwan Cinema.”</td>
</tr>
<tr>
<td>June 4, 2010</td>
<td>“Taiwan under Japanese Rule: Cultural Translation and Colonial Modernity,” Center for Taiwan Studies, University of California, Santa Barbara.</td>
<td></td>
<td>“Film Historiographies and Taiwan Cinema before 1945.”</td>
</tr>
<tr>
<td>July 6, 2009</td>
<td>“Documenting Taiwan on Film: Methods and Issues in New Documentaries,” Department of East Asian Languages and Literature, University of Oregon.</td>
<td></td>
<td>“Words and Sound in New Taiwanese Documentary Movement.”</td>
</tr>
<tr>
<td>February 12, 2009</td>
<td>Modern China Seminar, Columbia University.</td>
<td></td>
<td>“Voices and Their Dis/Content in New Taiwanese Documentary.”</td>
</tr>
<tr>
<td>December 14, 2008</td>
<td>The First Taiwan Festival in Los Angeles, University of California, Los Angeles.</td>
<td></td>
<td>“Around of the Corner of the Sea: Cape No. 7 and Taiwan Cinema in the Age of Globalization.”</td>
</tr>
<tr>
<td>June 30, 2008</td>
<td>The Inter-Asia Cultural Studies Society Summer Theory Camp, Yonsei University, Seoul, Korea.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
“Why Film Historiography?: Colonial Archives, Postcolonial Archeology.”


Conference Papers Delivered (since 2005)


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.”


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.”


April 2005  Beyond the Stra(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

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)

Languages  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

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

(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

제국, 민족, 그리고 소수자 작가 [Empire, Nation, Minor Writer]."


**Book Chapters**


“제국, 민족, 그리고 소수자 작가: 식민지 사회와 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: Somyŏng ch’ulp’an, 2010), 223-256  (In Korean)


**Translations**


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**


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)


“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)


“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)


“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 100th 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

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
Duke University
Durham, NC 27708

Cell: (617) 251-8851
Office: (919) 660-3505
Home: (919) 613-0160
Fax: (919) 660-3530
hwansoo.kim@duke.edu

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

Harvard Divinity School, Cambridge, MA

**Ryūkoku University**, Kyoto, Japan

**Dongguk University**, Seoul, Korea
BA, 1996. Fields: Buddhist Studies, with emphasis on history and Yogacara philosophy.

**DISSERTATION**

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

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

Articles


BOOK REVIEWS


TRANSLATIONS


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 Chosôn 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.”


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


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


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


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


“The Lay Monk Villages in Northernmost Korea, 1600s to 1960s.” Korea Institute, Harvard University (March 7, 2013).
HAE-YOUNG KIM, Ph.D.
Professor of the Practice of Korean & Chair
Dept. of Asian and Middle Eastern Studies
Duke University
Box 90414
2204 Erwin Rd.
Durham, NC 27708, USA
(919) 660-4364
haeyoung@duke.edu
http://asianmideast.duke.edu/people

EDUCATION

PHD IN SECOND LANGUAGE ACQUISITION University of Hawai'i at Manoa May 2000
Dept. of Second Language Studies
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, August 1991
New Zealand
MA thesis: ‘Text-type information in tasks designed by teachers for academic texts’
Advisor: Margaret Franken

DIPLOMA IN TEACHING OF ENGLISH AS A October 1988
SECOND LANGUAGE Victoria University of Wellington, New Zealand

MA IN ENGLISH Seoul National University, Seoul, Korea February 1985
MA thesis: On George Eliot’s Mill on the Floss and Daniel Deronda [In Korean]
Advisor: Young-Moo Kim

BA IN ENGLISH Seoul National University, Seoul, Korea February 1983
BA thesis: On Joseph Conrad’s Heart of Darkness and Lord Jim [In Korean]

HIGH SCHOOL DIPLOMA Seon-Il Girls’ High School, Seoul, Korea February 1979

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
**TEACHING POSITIONS**

<table>
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<tr>
<th>Position</th>
<th>Department</th>
<th>Institution</th>
<th>Dates</th>
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<tbody>
<tr>
<td>Professor of the Practice</td>
<td>Dept. of Asian and Middle Eastern Studies</td>
<td>Duke University</td>
<td>September 2011</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Present</td>
</tr>
<tr>
<td>Associate Professor of the</td>
<td>Dept. of Asian and Middle Eastern Studies</td>
<td>Duke University</td>
<td>July 2005</td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
<td>-August 2011</td>
</tr>
<tr>
<td>Assistant Professor of the</td>
<td>Dept. of Asian and African Lang. and Lit.,</td>
<td>Duke University</td>
<td>September 1998</td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
<td>-May 2005</td>
</tr>
<tr>
<td>Lecturer</td>
<td>Dept. of Asian Languages and Cultures</td>
<td>University of Michigan at Ann Arbor</td>
<td>September 1997</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-April 1998</td>
</tr>
</tbody>
</table>

**TEACHING EXPERIENCE**

**Korean**

**DUKE UNIVERSITY:**
- 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:**

**UNIVERSITY OF HAWAI‘I AT MANOA:**

**English as a second language**

**ENGLISH LANGUAGE INSTITUTE, UNIVERSITY OF HAWAI‘I AT MANOA:**
- ELI 80 Listening Comprehension. Fall 1995.
- ELI 83 Graduate Academic Writing. Fall 1996.

**HAWAI‘I ENGLISH LANGUAGE PROGRAM, UNIVERSITY OF HAWAI‘I AT MANOA:**
H.-Y. Kim

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


• 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.


• ‘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.


• ‘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.


---

**INVITED TALKS**


• ‘Teaching of reference and address terms in discourse context.’ Plenary talk, the 23rd international conference of IAKLE (International Association of Korean Language Education), Korea University, Seoul, Korea. August 11, 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.


• ‘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.


• ‘Nominal Reference in Korean.’ UT POSCO conference, the University of Texas at Austin, Center for Asian Studies. 1999.
Curriculum Vitae

LIU, KANG (刘康)

Department of Asian and Middle Eastern Studies
Duke University, 210 Franklin Center, Durham, NC 27708
Tel. 919-684-3615, Fax: 919-681-7871 Email: liukang@duke.edu

Institute of Arts and Humanities
Shanghai Jiaotong University, 800 Dongchuan Road, Shanghai, China 200240
Tel. 21-3420-3861, fax 21-3420-2854 Email: liukang@sjtu.edu.cn

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, Afrobometer 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 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 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:


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


“Searching for a New Cultural Identity: China’s Soft Power and Media Culture Today,” 


“Discourse of the Body and Sexuality: Neoconfucianism and Eroticism in Ming Culture.”


EDUCATION

• Ph.D., Second Language Acquisition

Beijing Foreign Studies University  Aug. 2002 – May. 2005
• M.A., Linguistics and Applied Linguistics

• B.A., English Language and Literature

WORKING EXPERIENCE

Lecturer of Chinese  July. 2013-present
Duke University, Durham, NC

Graduate Student Instructor of Chinese  Aug. 2009 – May. 2013
Carnegie Mellon University, Pittsburgh, PA

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


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. (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.


**PUBLICATIONS**


**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 *Studies in Chinese Learning and Teaching*  
  Sept. 2014-now
- Proposal Reviewer, 32nd 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).

Cornell University, Ithaca, NY

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


Edited books:


Book-length translations:


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].


**Guest-edited journal issues:**


“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” 現代中國文學的史料阐 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).


**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.


“Niehai hua, zhihuan yu qiangpoxing chongfu” 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.


“Writing the Body: Performing Gender in Modern China,” in Howard Chiang, ed., Transgender China (Palgrave McMillan, 2012), 199-224.


Appendix C:

Financial Projections
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<th>Notes</th>
<th>Base year 1</th>
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**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
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.
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,

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 firsthand 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
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,

David Morgan  
Professor and Chair

[Signature]
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 commendes 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
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
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,

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