

Asia Notes

Newsletter of the Department of Asian Languages and Literature
University of Washington

Spring 2003



*Samples of Okinawan
Textiles from Exhibit in the
UW's Suzallo Library*

Okinawa Lecture Series

by Davinder Bhowmik

To commemorate the 30th year anniversary of Okinawa's return to Japan on May 15, 1972, Professor Davinder Bhowmik, with the support of the Japan Studies Program, organized an interdisciplinary lecture series devoted to Okinawan studies. The series, consisting of three colloquia and a textile exhibit, reflects a growing interest in Okinawa by scholars in the United States and in the main islands of Japan.

The series' first speaker, Professor Linda Angst, a cultural anthropologist from Harvard University and Lewis and Clark College visited the campus on October 29, 2002. Professor Angst's colloquium, entitled "Reading 'Reversion': Women and the Politics of Culture in Okinawa," began with an outline of Okinawa's complex history. Professor Angst then presented research on the memories and self-narratives of postwar Okinawan women, concluding with a reflection on Okinawa's return to its motherland.

On January 31, 2003, Professor Alan Christy, a historian from the University of California, Santa Cruz, gave the series' second lecture, entitled "Profiteering Women and Primitive Communists: Propriety and Scandal in Interwar Japanese Studies of Okinawa." Professor Christy gave an overview of Japanese studies of

Okinawa in the first half of the twentieth century focusing on Yanagita Kunio, the father of Japanese ethnology, and Iha Fuyū, the founder of Okinawan Studies. Through an analysis of two prewar texts, a 1911 essay by Kawakami Hajime and a book by Tamura Hiroshi (both of which dealt with communal landholding systems), and transcripts of a mock trial on Kawakami's essay, Christy showed how these narratives performed a significant function in articulating Japanese identity in an imperialist context.

On February 5, less than a week after Professor Christy's visit, a textile exhibit of Okinawan artifacts opened in Suzallo Library. Spearheaded by Professor Tom Ebrey, of the Molecular and Cellular Biology program at the University of Washington, the exhibit features an extremely scarce book of Okinawan textiles, *Ryūkyū no orimono*, borrowed from the Rare Book Collection at the UW. This book by Tanaka Toshio, an authority on Ryukyuan textiles, contains 59 actual samples of Okinawan textiles. Every two days during the exhibit, which runs until May 2, a new page of the book will be turned allowing return visitors to see all the book's samples. Published in 1939 with a print run of just 100 copies, only three are known to be in existence today. The University of Washington has the only known copy in the United States; another is in

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William G. Boltz, Chairman

From the Chairman

It was my fortune recently to attend a lunch-time meeting with representatives of several UW language departments, all of us collectively welcoming a visit to this campus of an upper echelon academic administrator from the Modern Language Association. High on the list of our guest's concerns was the critical issue of "jobs" for new language and literature graduates, especially Ph.D.s. "Will there be jobs for our trainees, once their training is complete?" Her subsequent comments focused on the shrinking number of openings in this or that language program at various colleges and universities and showed pretty clearly that the only jobs that had occurred to her as pertinent to her concerns were jobs teaching whatever language the fresh Ph.D. happened to have studied. Given the sincere disquiet with which she expressed herself over the uncertain professional and economic prospects of our graduates, it takes I suppose a seasoned malcontent, or at least a dyspeptic tyro, to suggest that the question is, as formulated with such ingenuous altruistic innocence, at least misconceived if not completely irrelevant. There is nothing wrong, of course, with our graduates, Ph.D.s or other, getting

professional positions teaching what they have learned, at any level. When this happens we can be pleased and hope that the course of instruction that they have pursued under our guidance will have provided them with the intellectual, humanistic, and scholarly preparation to undertake their teaching and research duties and privileges responsibly and competently. We can even assume, at the Ph.D. level at least, that this is the hoped-for norm. But—and here is the rub—we are not, I would presume to aver, in the business of producing language teachers, or even language-and-literature teachers, primarily, in the manner of some kind of vocational training school. We do not offer a course of instruction designed simply to lead to a certificate of "language competence," attesting to someone's qualifications for taking a certain kind of job, no matter how distinguished the job may appear or how desirable we recognize competence and qualifications in any pursuit indisputably to be.

Unlike professional schools (Dentistry, Law, Medicine, Engineering, Optometry, Divinity, etc.) which train students to take up certain particular, if noble, professions, the College of Arts and Sciences, through its constituent academic departments, educates students to be knowledgeable participants in society and thus effective voices in the humanistic and scientific dialogues of the modern world. We nurture in our students the development of a capacity to be keenly thoughtful in understanding whatever aspects of the world's civilizations and its intellectual and cultural continuities and upheavals, past and present, they may come into contact with, to be able to express themselves effec-

tively and clearly in these respects, and ultimately to have the intellectual wherewithal for discriminating the meritorious from the meretricious. We do this, to be sure, within the varied contexts of departmental scholarly specializations, building these basic educational postulates into whatever humanities, art, or science curriculum of specialized study and research is defined by a given department.

All graduates of the College of Arts and Sciences are not the same: some are historians, some mathematicians, and some philologists; some are geographers, some classicists, and some musicians; some are anthropologists, some political scientists, and many something else. But all, when they receive their degrees, have had the opportunity to educate themselves in the ways human societies and civilizations think and act and to understand and appreciate the importance of the great diversities that these societies and civilizations present in the modern world. This kind of education in most cases will not have been shaped explicitly to train a student for a particular job; it will instead have provided a student with the intellectual and critical abilities to undertake any job intelligently. Such a concept of education in Arts and Sciences is as applicable to foreign language and literature departments as it is to any other.

And such a concept of education is also likely to be labeled "naïve," "idealistic," "old-fashioned," "foolish," or worse, by those who fail to see the difference between a college education and vocational or professional training. Be that as it may, we do a disservice to our students if we suggest that they see their education only in narrow, vocational terms and their degrees as qualify-

Department Publications



The University of Groningen's Groningen Oriental Studies division has published Associate Professor of Hindi *Heidi Pauwels*' new book "**In Praise of Holy Men: Hagiographic Poems by and About Hariram Vyas**." Dr. Pauwels has dedicated the book to the memory of her mentor, the late Professor Alan W. Entwistle.



The University of Washington Press has recently published Timothy Lenz's "**A New Version of the Gāndāhārī Dharmapada and a Collection of Previous-Birth Stories**." This is the third volume in the Gandhāran Buddhist Texts series, which consists of editions and translations of rare Gandhāran Buddhist manuscripts from the first and second centuries A.D. kept in the British Library and other institutions and studied by the members of the British Library/University of Washington *Early Buddhist Manuscripts Project* (EBMP). Tim Lenz, a founding member, received his Ph.D. from the Department of Asian Languages and Literature in 1999 with a dissertation on the Dharmapada, one of the two texts published in the book. The book's second part of the book represents Lenz's subsequent work as a post-doctoral researcher at the UW, and is a collection of stories of the genre known as *purvayoga* which explain the previous births and karmic histories of various persons. Lenz's edition of this *purvayoga* collection is the first publication of a Gandharan manuscript for which no parallel version exists in any other Buddhist canon. The absence of parallel texts to use as guides makes editing and interpreting such texts immensely more difficult so that this publication serves as an important milestone in the publications of the EBMP and will serve as a model for the work of others who undertaking similar editions in the future.

ing them to do no more than find a job in, or teach, that specific subject in which they have majored. Some, indeed, may see themselves and their degrees in this limited way, but most, we hope, will not. The potential exists for every College of Arts and Sciences student who so chooses to acquire an appreciation for cogent reasoning and to develop an ability for thoughtful reflection with which to approach not just a job, but all aspects of life in the outside world, irrespective of the curricular major undertaken. It is our responsibility to see to it that this potential remains within reach for every student.

And our responsibility does not end with the students; we must recognize that it extends to our whole society. Little as it is acknowledged, or sometimes even understood, the rich intellectual

diversity that well-educated graduates from a College of Arts and Sciences bring to our society is crucial to that society's sensible and successful functioning. We have a responsibility to our collective self to insure that the University of Washington produces more than professionals in Law, Medicine, and Computer Science. We have, in fact, a responsibility to maintain as richly diverse a College of Arts and Sciences as possible. It is neither rhetorical excess nor limp, self-serving humbug to insist that our society needs graduates in Korean, Hindi, Chinese, and Japanese, not just to take up the "obvious" jobs as teachers or interpreters of those languages, but still more for how they have educated themselves (hopefully with our help) to think critically and act responsibly in all respects, in any job, from the

perspective of their specific majors within the humanistic educational framework that the College provides. A graduate in Hindi, Korean, Japanese, or Chinese will inevitably think and act from a perspective and background different from that of a graduate in biochemistry, psychology or Norwegian, and our society is the ultimate beneficiary of that difference. Multiply those different ways of thinking and acting by as many departments and majors as there are in the College of Arts and Sciences, and it is easy to see the enormous impact on our societal well-being of a widely diverse community of Arts and Sciences graduates, above and beyond the technical or professional knowledge and skills any of them has acquired in the course of their departmental majors.

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The importance to society of the educational diversity that a College of Arts and Sciences promises is fundamental, and goes well beyond anything that can be facily evaluated by counting the numbers of students in this or that class or seminar or of degrees awarded in this or that major. To think that success can be quantified and measured in such superficial and ultimately irrelevant statistics misses the point of the mission and spirit of any Arts and Sciences department, not to mention of the College itself. Educational diversity is as crucial to our world as biological, environmental, ethnic, linguistic, cultural, or artistic diversity, and any restructuring of the College that fails to recognize this and that would entail shrinking that diversity must be met with great sceptical scrutiny.

To return to the concerns of the MLA representative for the welfare of our Ph.D.s, I would suggest that the same educational philosophy, if I may be presumptuous enough to call the foregoing ruminations by this name, obtains. Here again the College of Arts and Sciences is distinguished from the professional schools in that the doctoral degree is called a Ph.D., a “Doctor of Philosophy,” no matter

in which department the graduate has studied. The School of Law produces Doctors of Law, the School of Medicine produces Doctors of Medicine, and so forth in the professional schools, each differentiated vocationally by the name of its doctorate. But the College of Arts and Sciences produces Doctors of Philosophy, whether those Doctors come from the Mathematics Department, the Slavic Languages & Literature Department, the Chemistry Department, the Asian Languages & Literature Department, or even the Philosophy Department. This is not due to some kind of terminological aberrancy or oversight, but is so because Doctors of Philosophy, just like their B.A. and M.A. counterparts in the College, have historically been and continue to be educated in the world of letters, arts, and sciences, the proper province of the College overall, rather than trained to take up some particular vocation.

At the Ph.D. level, of course, students must be as sophisticated and rigorous thinkers and analysts of reason and wisdom, i.e., *philosophia*, as the academy can produce and are on this account awarded Ph.D.s—Doctors of Philosophy—not Doctors of, e.g., Renaissance art, or Brazilian

history, or non-linear algebra, or nineteenth century Western European political systems, or Middle Chinese phonology. While those subjects, and innumerable others, all stand undeniably as valid scholarly pursuits, worthy of dissertation research in their own rights and in their respective College departments, it is the common presumption of an education characterized by a broad familiarity with the humanistic and scientific endeavors and achievements of civilizations past and present, where analytical and critical rigor in reasoning extends beyond specific research focuses to encompass the world of knowledge in all of its myriad manifestations that warrants the degree designation “Doctor of Philosophy.” The *philosophy* part of the title is the crucial part that distinguishes this degree from those of the professional schools, where the epithet *philosophy* does not obtain. Unless the designation Ph.D. is to be reduced to no more than a quaint and meaningless trigrammaton, we are obliged to insist that some measure of that catholicity of knowledge originally connoted by the term *philosophy* be maintained at its core as a fundamental desideratum. ✦

Alumni News

Do you have news you'd like to include in our Alumni News section?

Please send email to asianll@u.washington.edu

- *Marvin Ming Kuang Li*, who received his MA in Chinese Linguistics from our department in the early 1990's and who is the publisher and editor-in-chief of the Pyramid Press in Taipei, Taiwan, has made a generous offer to provide free lodging and food for a minimum of two weeks' stay at his country villa every summer for two students in Chinese linguistics who wish to carry out language field work in Taiwan and who have successfully completed a course on Field Work in our department. For more information, please contact Professor Anne Yue.
- *David Branner*, who received his Ph.D. in Chinese Linguistics in 1996 from our department and who is currently an assistant professor at the University of Maryland, was one of five finalists (in a field of 31 applicants) for the Young Scholar Award at the 11th Annual Meeting of the International Association of Chinese Linguistics held in Nagoya, Japan.

Conference of the International Association of Buddhist Studies

by **Richard Salomon**

Four current members of the Department of Asian Languages and Literature, as well as one former member, presented papers at the thirteenth conference of the International Association of Buddhist Studies, held in Bangkok, Thailand from December 8 to 13, 2002. These papers were presented in a panel entitled “Further Discoveries and Studies of Gandhāran Buddhist Manuscripts,” presenting the current research of the British Library/University of Washington Early Buddhist Manuscripts Project. Among the participants in this panel were two of our departmental graduate students, namely Andrew Glass, speaking on “Kharoṣṭhī Manuscript Paleography,” and Stefan Baums,

presenting “A Gandhāran Buddhist Text in Sanskrit.” The department’s faculty was represented by Collett Cox, who discussed “Reconsidering the Early Sarvāstivādins in Light of a Gandhāran Abhidharma Fragment,” and Richard Salomon, introducing “The Senior Collection: A Second Group of Gandhāran Buddhist Scrolls.” Finally, Mark Allon, a former member of the department, joined us from his new home in Sydney, Australia, and gave a paper entitled “A Gāndhārī Version of the Śrāmaṇyaphala-sūtra.”

The panel was well attended and received, and delegates from many countries in Asia, Europe, and North America expressed lively interest in the newly discovered Gandhāran manuscripts that are being

published here at the University of Washington. The two graduate students, Baums and Glass, were singled out for praise by several members of the audience for the originality, maturity, and sophistication of their presentations. On the social side, we all enjoyed meeting with Mark Allon again and reminiscing about the three years he spent with us at the UW. Most also found some time to visit sites of interest in Bangkok, elsewhere in Thailand, or in neighboring countries (*see below*). Spoiled as we are by Seattle’s mild climate, we found the Thai winter uncomfortably warm and humid, but any physical discomforts were more than offset by the friendly smiles and welcoming hospitality for which the Thais are so justly famous.

Bangkok Trip

Andrew Glass & Stefan Baums

Following the IABS conference, we visited the ancient capitals and temple complexes of the Khmer kingdom at Angkor Wat in Cambodia. For the budget-conscious traveler this involves a 12-hour grueling bus ride from Bangkok to Siem Reap, the nearest town to the ruins. Siem Reap is now bustling with building activity owing to the recent explosion in visitor numbers. In the few years since Angkor became accessible again following the Cambodian civil war, tourist numbers have increased from a few thousand to an expected two million in 2003. Fortunately, the full impact of those numbers is not yet overwhelming the place, and during our short stay we enjoyed not only the immensely impressive ruins, but also the sleepy, small-town charm of Siem Reap and its friendly inhabitants. Due to the good offices of colleagues we had met at the IABS conference, we were able to stay at the local

outpost of the École Française d’Extrême-Orient, which has been undertaking archaeological research and restoration at Angkor for over one hundred years now and provides facilities for visiting scholars. Each day, we hired motorbikes with drivers to get around the various sites—a necessity due to the huge extent of the Angkor complex, covering an area equivalent to an eighth the size of Denmark. Angkor Wat itself is just one—though the largest and most stylistically mature—of dozens of temple complexes around Siem Reap, a testament to the greatness of the Khmer civilization and a result of the fact that each successive Khmer king felt compelled to build his own entirely new capital and temple. The buildings date from the 9th to the 15th centuries, and while Hindu (especially Viṣṇuite) religious structures and motifs originally prevailed, many of them were later converted to use as Buddhist sanctuaries, and eventually custom-built



Buddhist temples were erected, such as the famous *Bayon*, covered with dozens of huge, smiling faces of the bodhisattva Avalokiteśvara built by Jayavarman VII. The other temple we enjoyed most is *Ta Prohm* (*above*). This is the only structure that has never been restored but left in the condition of its initial discovery, slowly being covered and devoured by the ever-growing jungle—thus still fulfilling part of its religious purpose as a natural reminder of *anityatā*, that all things are impermanent.

A Year in Hong Kong and Fieldwork in China

by Zev Handel

I spent the 2001-02 academic year on leave from the University of Washington, employed as a research associate at the Hong Kong University of Science and Technology (HKUST). Taking a year of leave is crucial for an assistant professor working towards tenure, since it provides relief from the pressures of teaching and time to devote to research. In the world of “publish or perish,” such time is precious. Fortunately, the UW and the Department of Asian Languages and Literature are both very supportive of young faculty, and readily approved my leave request. A lecturer was hired to teach my Chinese language courses, a capable graduate student was tapped to teach my introductory course in Chinese linguistics, and Professor Emeritus Jerry Norman agreed to come back to teach two advanced graduate seminars in Chinese linguistics.

With my courses all in capable hands, I set off at the beginning of September for Hong Kong. I had two goals for my nine months abroad. The first was to revise my doctoral dissertation and finish a number of other papers and research projects in various states of arrested development. The second was to carry out fieldwork on an unstudied Chinese dialect, so that I could turn my attention to some of the interesting problems that lie in the intersection of Chinese dialectology and historical linguistics.

I found a welcoming atmosphere in Hong Kong. The University

of Science and Technology was preparing to celebrate its tenth anniversary. The gleaming new compound of white tile university buildings was draped across a lush hillside in the relatively underdeveloped New Territories, fronting a bay of astonishingly blue water dotted with picturesque islets. The dean of the School of Humanities and Social Sciences, where I was employed, was Professor Pang-



Professor Zev Handel at HKUST

Hsin Ting, my advisor during my graduate student days at UC Berkeley and a former doctoral student at the University of Washington under the late Professor Li Fang-Kuei. Also on the faculty was another of my professors from Berkeley, Samuel Cheung.

Along the wall of the central atrium, the university’s foundation stone was inscribed with a dedication from Prince Charles. Great changes had taken place in the ten years since that dedication ceremony had taken place. In 1997 Hong Kong had reverted to Chinese sovereignty, and already there were signs of great shifts in the social fabric. More students were learning Mandarin instead of English (the local dialect is Cantonese).

Tourists and recent immigrants from mainland China crowded the streets. Every day the newspapers were full of the political interplay between the leaders of the territory and of the mainland. Culturally and linguistically, Hong Kong was in transition. The opportunity to experience those changes firsthand over the coming months was an exciting prospect.

Settling into a regular work routine proved difficult, however. The terrorist attacks of September 11 happened just ten days after my arrival, and I suddenly felt terribly isolated. Not only was I without friends and family, but I had not yet had time to even make the acquaintance of any other Americans. Email kept me in touch with relatives back home, but the time difference added to my sense of isolation. Although I was supposed to be working, I found myself daily distracted by thoughts of home and the seemingly infinite supply of news and commentary available on the Internet.

By October I had begun to find a routine, and I also began to plan my fieldwork expedition. With the help of Professor Ting and of Professor Li Rulong of Xiamen University, I decided to work on the dialect of Chengcun, a small village in the mountains of northern Fujian province where Northern Min dialects are spoken. These dialects have many peculiar features, which present challenges to our understanding of the linguistic history of the region. In preparation for my trip, I read the work of other scholars on this dialect group, notably that of Jerry Norman, who has himself done extensive fieldwork in the area.

In early November I flew from Hong Kong to Xiamen, on the southeast coast of Fujian, and from there took an overnight train ride into the mountainous country to the north. The area is lovely, rich in natural beauty, framed by hills and rivers. Recently much of it has been designated national parkland, and a tourist industry has grown up, fueled mostly by domestic tourists. The climate is ideal for tea. In fact, the area has been renowned for its special tea varieties for over a thousand years.

Despite the beauty of my surroundings, I arrived at my destination with a great deal of trepidation. I had never carried out fieldwork in China before, and wasn't sure how much I would be able to accomplish. More pressing was the problem of exactly how I was going to find a suitable native consultant. Fortunately, the tourist season and the harvest season had both just ended, and it wasn't difficult to find an older villager with time on his hands. Chengcun turned out to be a remarkable place, a walled village with



Professor Handel with rambunctious elementary school students

narrow cobblestone pathways lined with old stone-and-wood houses dating back hundreds of years. Though electrified, the village was without running water. Numerous wells provided high quality drinking water, and the nearby river made a good site for washing clothes. The land in the area is fertile, and Chengcun is fairly prosperous.

For four weeks I worked with my consultant six hours a day, eliciting words in the local dialect

and learning how to produce halting sentences of a simple nature. Mandarin was widely spoken, so communication wasn't a problem, but the life of the village was carried out in local dialect, so I made an effort to learn. My work was interrupted on numerous occasions by social obligations and opportunities for exploration too good to turn down. I made a presentation to the elementary-school kids at the local school, and watched the village tofu maker prepare bean curd. I toured the national park, and hiked in the misty hills.

By the time I returned to Hong Kong in December, I had collected a fair amount of data and felt that my trip had been largely successful. My progress had been slow at first and prone to error, but by the end of my stay in Fujian I had become confident in my ability to hear and record the dialect. My feelings were tempered with some sadness, though, since I had come to realize that the dialect I was studying was already in the



A street in Chengcun Village

"Hong Kong" cont'd on p. 14

Faculty News

Jeff Dreyfuss, *Lecturer in Indonesian*, gave two talks in August, 2002, both on "Grammatical Mimicry of Cultural Primitives," at the Chicago Public Secondary School English Teachers Conference and at the University of Michigan Linguistic Faculty and Graduate Student Brown-Bag Lunch Lecture Series.

Heidi Pauwels, *Associate Professor in Hindi*, as Invited Speaker, presented a talk "Rathauri Mira: Two Neglected Rathaur Connections of Mira: Jaimal and Nagridas," at the International Mirabai Conference, held at the University of California in Los Angeles in October, 2002. Professor Pauwels presented new evidence for the early reception history of a so far relatively unknown Mira poem (1600).

Zev Handel, *Assistant Professor in Chinese*, gave a talk on "Chinese Dialect Fieldwork" at the UW in October, 2002.

Thomas Gething, *Associate Director of the Freeman Undergraduate Asian Studies Initiative*, gave a talk on "Asian Languages, Literatures, and Cultures: The Federal Interest" at the UW in November, 2002.

Davinder Bhowmik, *Assistant Professor in Japanese*, gave a talk on "Research on Contemporary Okinawan Fiction" at the UW in February, 2003.

Chris Hamm, *Assistant Professor of Chinese Literature*, received a course development grant from the Undergraduate Asian Studies Initiative (UASI) at the UW to redesign Asian 204 "Modern China in Fiction and Film," an entry-level course on modern Chinese literature. UASI, funded by the Freeman Foundation, works to promote undergraduate education on Asia. The grant from the UASI allowed Professor Hamm to spend a month during the summer of 2002 in revising the syllabus, developing new lectures, and designing an intensive writing component for the course. It also supported computer upgrades to facilitate incorporation of visual material in slide presentations and the course website. Another vital element of UASI's support has been the provision of two graduate teaching assistants. These teaching assistants have year-long appointments in Asia-related courses in the social sciences and humanities. In addition to allowing expanded course offerings and discussion sections with a lower instructor-student ratio, these fellowships provide invaluable

teaching experience for the university's academic professionals-in-training. Asian 204 is designed to offer undergraduates, including entering freshmen, an introduction to 20th century China's literature and cinema in its historical context. Works studied range from the classic modern fiction of Lu Xun to the oeuvre of one of the UW's most famous alumni, Bruce Lee. After its initial run this winter term, the revamped course will be offered again in Winter 2004 and every other year thereafter. Professor Hamm is delighted to have the opportunity to make coursework in Chinese literature available to a wider segment of the undergraduate population, and hopes to lure a few students into considering a major in Asian Languages and Literature.

Michael Shapiro, *Professor of Hindi*, moderated a panel colloquium entitled "Beyond the Grove of the Academe: Asian Languages, Public Affairs, and the Public Interest" at the UW in March, 2003.

Zev Handel, *Assistant Professor in Chinese*, received a double honor by winning both the *Young Scholar Award* and the first *Mantaro J. Hashimoto Award for Chinese Historical Phonology* for his distinguished paper, "Northern Min Tone Values and the Reconstruction of 'Softened Initials'," presented at the 11th Annual Meeting of the International Association of Chinese Linguistics (IACL), hosted by the Aichi Prefectural University in Nagoya, Japan, August 20-22, 2002. These awards represent the highest honor that the IACL can confer on a scholar under 35 years of age and below the rank of associate professor. Five finalists were chosen (Asian L&L graduate, Professor David Branner, now at the University of Maryland, among them) from more than 30 candidates (the highest number received in the history of the IACL) from all over the world, who submitted papers for competition.

Jerry Norman, *professor emeritus of our department*, has been elected this year's president of the American Oriental Society and will deliver his presidential address at the 213th Annual Meeting of the society in Nashville on April 6. ✦

For Better or Best: Korean Heritage Education, Developing a Dual-Track Program

by Soohee Kim

If your child barely knew Algebra, should she be put in the same class as those who are fluent in Calculus? The answer is, of course, “No.” But such hodge-podge teaching had been practiced in Korean language teaching. I can still vividly remember the first time I taught Korean as a teaching assistant in 1998. Three days before classes began—on a Friday—I was given a textbook and was told to teach section C; the section I later found to be for students with no previous exposure to the language—*supposedly*. I quickly learned that more than one half of the students in class were passive bilingual students who understood their parents’ Korean. Most of them also had attended a weekend Korean language class for an extended period during their childhood thus knew how to read and write *Hangul*, the Korean alphabet. The other half of the class had never seen the Korean alphabet, and some of them did not bother to come to class after hearing the heritage students introducing

themselves in “fluent” Korean. Teaching “section C” with a grammar-oriented textbook was also a tough but enlightening experience, requiring hours of daily preparation drawing stick figure flashcards and creating various and sundry pair work and group work as well as situational exercises.

Needless to say, when I was appointed Lecturer at the UW in 1999, I had a list of goals in mind, some immediate, some long-term. Whether the reason for the imbalance of heritage and non-heritage students was an ever-increasing number of recent Korean immigrants, the fervent, eternal desire to learn their native language by Koreans, or the language having little political and economic motivations for non-heritage students to take up, it was no more even a relevant question to ask “Why are there so many heritage students in Korean classes?” The reality was (and still is) that there are far more heritage Korean students in a given Korean classroom at any given level.



Korean summer intensive class



Two students engaging in traditional chicken fight at a picnic.

Understanding the university’s belief that the school had no more reason to support heritage than non-heritage students in providing language education, I saw the need to increase non-heritage enrollment. That was a quite a challenge as the overall ratio of heritage to non-heritage students in Korean classrooms was nearly 9:1 (overall enrollment has doubled in the last three years and the ratio is nearly 3:2). In order to promote non-heritage enrollment, I planned to create a welcoming ambience for the absolute beginner. For that to happen, there needed to be two classes, one for Algebra students, and the other for Calculus, so to speak. Thus my first set of goals was to:

- write a placement test;
- place students to different *levels* (not different *sections*); and
- place students in different *tracks* based on language background

“Korean Heritage” cont’d on p. 13

**An International Symposium:
The Centennial Birthday of
Professor Li Fang-Kuei**

by Professor Anne O. Yue

Historical Aspects of the Chinese Language: An International Symposium Commemorating the Centennial Birthday of the Late Professor Li Fang-Kuei (1902-1987) took place from August 15 through 17, 2002 at the Faculty Center on campus. It was described by participants as: "a success with high-quality papers and especially a scholarly discussion of Li's scholarship in several fields" (Tsu-Lin Mei of Cornell University); "most successful" (Gong Hwang-cherng of the Institute of Linguistics of the Academia Sinica of Taiwan); "so successful" (Yunji Wu of the Melbourne University of Australia); "very successful" (Jiang Shaoyu of Peking University and You Rujie of the Fudan University of China); "a wonderful symposium" (Wolfgang Behr of the Ruhr-University Bochum of Germany); and "an extraordinarily impressive conference" (Furuya Akihiro of Waseda University, Japan). Sun Jingtao (UC at Davis) and Liu Xueshun (a graduate student from the University of British Columbia) wrote: "Many thanks for giving us such a rare chance to attend such a wonderful conference. We have learned a lot." Graduate students both in linguistics and in literature of our department expressed the same sentiment.

The symposium lasted three full days and was organized into three fields—Sino-Tibetan and historical phonology, historical dialectology, and historical grammar—and 11 panels according to these fields, not counting the opening session devoted to a

dedication to and recollection of Li Fang-Kuei as a great scholar-teacher. Two keynote addresses were delivered the first day by two prominent senior scholars: the late Professor Li's distinguished student, Ting Pang-Hsin, professor and dean of the School of Humanities and Social Science of the Hong Kong University of Science and Technology and Agassiz Professor emeritus of UC Berkeley, on *The Relationship between Chinese and Tai*, and Gong Hwang-cherng, professor and research fellow at the Institute of Linguistics of the Academia Sinica, on *Professor Li Fang-Kuei's Old Chinese Phonological System*.

There are two outstanding aspects of this symposium: an evaluation of the academic achievements of the late Professor Li Fang-Kuei in three major areas where he made significant contributions; and a focus on discussion. The former included papers by Ting-Pang-Hsin on the relationship between Chinese and Tai, South Coblin (another distinguished student of the late Professor Li) on Tibetan studies as well as Gong Hwang-cherng on Old Chinese phonology.

The eleven panels of the symposium embraced a wide range of topics within the three major fields of the historical aspects of the Chinese Language:

I. Phonology: The Relationship between Chinese and Tai (Ting Pang-Hsin, Pan Wuyun of the Shanghai Normal University, and Prapin Manomaivibool of the Chulalongkorn University of Thailand who is also the late Professor Li's student); Tibetan (South Coblin); Old Chinese phonology (Wolfgang Behr of the Ruhr-University Bochum of Germany, Sun Jingtao of UC at Davis, and Zev Handel of our

department); Middle Chinese phonology (Zhengzhang Shangfang of the Institute of Linguistics, Chinese Academy of Social Sciences and Shen Zhongwei of the University of Massachusetts at Amherst); and Pre-Modern Chinese phonology (Furuya Akihiro of the Waseda University).

II. Dialectology: Min dialects (Jerry Norman of our department, Lien Chinfa of the National Tsing Hua University of Taiwan); Northern Yue (Chang Song Hing, Chinese University of Hong Kong); Wu (You Rujie of the Fudan University and Akitani Hiroyuki of Ehime University); Xiang (Wu Yunji, Melbourne University); Gan (Wan Bo, Hong Kong Polytechnic University); Hakka (Xiang Mengbing, Peking University); Southeastern Mandarin (William Baxter III, Michigan University); and cross-dialect historical study (Anne Yue of our department).

III. Grammar: Oracle Bone Inscription period (Ken-ichi Takashima of the University of British Columbia and Shen Pei of the Peking University); Archaic period (Mei Kuang, National Tsing Hua University); from Archaic to Modern (Zhang Min, Hong Kong University of Science and Technology); Classical period (Christoph Harbsmeier, Oslo University); Medieval period (Jiang Lansheng of the Chinese Academy of Social Sciences and Jiang Shaoyu of the Peking University); Pre-Modern period (Wei Pei-chuan, Institute of Linguistics of the Academia Sinica); syntactic change (Benjamin T'sou, City University of Hong Kong); and linguistic theory (James Huang, Harvard University).

The decision to focus on discussion rendered the

symposium to be one of the best and most significant scholarly gatherings ever held. Each speaker was given 10 minutes for a summary of his/her paper and 20 minutes for discussion. Each panel consisted of two to four papers, giving 40 to 80 minutes for enthusiastic, heated, but engaging discussions.

The high quality of the participants has guaranteed the success of this symposium, at which many important papers were delivered. To ensure that the significant contribution of the symposium scholars can disseminate far and wide and exert beneficial influence on the linguistic world, a volume of selected symposium papers is planned for publication by the Institute of Linguistics, Academia Sinica in Taiwan around the end of 2003.

Because of external circumstances or change of plans, some of the originally invited participants could not come. Although South Coblin of the University of Iowa could not

attend, he showed his support by contributing a paper, read *in absentia* by Jerry Norman.

It was particularly moving that some participants managed to attend under difficult conditions: James Huang, who had heart surgery and was wearing a pacer and who had to rush back and forth to another international conference, came to present a paper; Ken-ichi Takashima, who had been having eye problems, brought along a graduate student and came early to offer help; Wu Yunji interrupted her field work deep in a remote village of Hunan just to attend the symposium.

Furthermore, Peter Li of Rutgers University, son of the late Professor Li Fang-Kuei, gave a lively speech on memories of his father, which fascinated the audience. Above all, Ting Pang-Hsin, the most prominent student of the late Professor Li, recited a moving poem composed by him and dedicated to the memory of his great teacher, in the traditional chanting style of his native dialect,

that tugged at the hearts of everyone. The poem was translated beautifully into English by Samuel Hong-Nin Cheung (chair of the Division of Humanities, Hong Kong University of Science and Technology and professor emeritus of UC Berkeley).

Many scholars wrote to ask to come to attend, but our funding would not allow for a larger-scale conference. In the end, 33 scholars were invited to participate. They came from four continents, including 10 countries and regions—U.S.A., Canada, China, Taiwan, Hong Kong, Japan, Thailand, Australia, Germany, and Norway. Because of the size of the conference hall, the number of observers was restricted. Several faculty members and about 10 graduate students from UW also attended. In all, between 50 to 60 people attended the symposium, including members of the Li Fang-Kuei family and UW dignitaries giving

“Li Fang-Kuei” cont’d next page

Participants in the Li Fang-Kuei Symposium



Left to Right: Jack Lloyd (AL&L graduate student), Andy Chin (AL&L graduate student), Professor Zev Handel (UW), Professor Shen Pei (Peking University), Professor Pan Wuyun (Shanghai Normal University), Professor Benjamin T'sou (City University of Hong Kong), Professor Jiang Shaoyu (Peking University), Professor Christoph Harbsmeier (University of Oslo), Mrs. Ting Pang-Hsin, Professor Ting Pang-Hsin (Hong Kong University of Science & Technology), Annie Li (younger daughter of the late Professor Li Fang-Kuei), Professor Anne Yue (UW), Professor Peter Li (son of the late Professor Li Fang-Kuei), Professor Mei Tsu-Lin (Cornell University), Professor Zhengzhang Shangfang (Chinese Academy of Social Sciences), Professor Sun Jingtao (University of California at Davis), Chang Jung-Im (AL&L graduate student), Deng Lin (AL&L graduate student), Liu Xueshun (University of British Columbia graduate student).

speeches (East Asia Center director William Lavelly, AL&L chair William Boltz, former AL&L chair, and student of the late Professor Li, David Knechtges).

The symposium was made very special by the attendance of two of the three children of the late Professor Li (Peter and his younger sister Annie). Above all, it inaugurated a permanent tribute to the late Professor Li Fang-Kuei (one of a handful of great founders of modern Chinese linguistics, who taught at the University of Washington from 1947-67)—the establishment of a proposed Li Fang-Kuei Center for Chinese Linguistics, to ensure not only the continuation of an excellent tradition of scholarship and teaching at the University of Washington begun by him but also the support of a worthwhile discipline that is endangered by a gradual decline on the American continent. By the conclusion of the symposium, pledges of endowment funds from scholars for this proposed Center reached

\$110,000. Although the sum is still far from the one million dollar goal, it showed the hearty approval and support from the scholarly community for this worthy endeavor.

The success of this symposium depended on the enthusiastic support of the participants (not a few of whom have been taught by Li Fang-Kuei or his students or are acquainted with him), the devoted assistance from Asian L&L administrative assistant Youngie Yoon, and our graduate students (Jung-Im Chang, Andy Chin, Lin Deng, John Lloyd, Robert Orndorff) as well as generous funding from various units of the University of Washington (Department of Asian Languages and Literature, Chinese Studies Program of the Jackson School of International Studies, College of Arts and Sciences, East Asia Center, Walter Chapin Simpson Center for the Humanities), and in particular the Chiang Ching-Kuo Foundation for International Scholarly Exchange. ✦

Japanese Program Faculty-Student Mixer

The Japanese program held its semi-annual faculty-student mixer Fall quarter, bringing together UW students with Japanese faculty and representatives from Japan-related programs on campus and in Seattle. Student representatives from the *Anime Discovery Project* and *Japanese Student Association* spoke, as did a representative from the UW’s Office of International Programs and Exchanges. In addition, presentations were made by the *Shunjukai* (Japanese Business Association of Seattle), the Japanese Consulate, and the Japan-America Society of the State of Washington. Students and guests mingled while sampling an assortment of Japanese *senbei* crackers, drinking green tea, and looking over informational flyers provided by the guests and the Japanese program. This event was a great opportunity for students and faculty to interact informally while students received information on study abroad in Japan, Japan-related student organizations, scholarships, and volunteer opportunities using Japanese. This event helps to build community and encourage information exchange in the Japanese program, which has over 100 students majoring in Japanese and over 500 students enrolled in language courses.



Okinawa, and a third at the Folk Art Museum in Tokyo.

While *Ryūkyū no orimono* is the exhibit’s centerpiece, equally entrancing are the dozen or more display cases containing vintage and modern pieces of Okinawan textiles made of ramie, cotton, silk, and a banana leaf fiber, unique to Okinawa, known as *bashōfu*. Taken together, the text and textiles from Okinawa, the largest island in the prefecture, to Miyako, Yaeyama, Amami shima, and Kume, the smaller, textile-rich islands outlying Okinawa, offer an exciting visual dimension to the lecture series.

The series’ final colloquium offered by Professor Davinder Bhowmik, a modern Japanese literature specialist in the Department of Asian Languages and Literature, will be held in May 2003. Professor Bhowmik will conclude the series with a discussion of contemporary Okinawan writers Medoruma Shun and Sakiyama Tami, two authors whose styles and themes simultaneously uphold and defy the conventions of the genre of Okinawan fiction. ✦

To write the placement test, I had a consulting session with a CIDR staff person and occasional meetings with the OEA staff for a one-month period. I ran two preliminary tests on 80-some students. The result then was analyzed by the university statistics service, which evaluated that the majority of the test questions was more than fair. I had the OEA start using the test in May 2000. The test is currently required of heritage students, or students with any amount of background in the Korean language. The department and the college were also very helpful in establishing the two-track program, as is evident from the establishment of distinct course numbers for heritage and non-heritage classes. The Korean program is now running a dual-track program.

While the form was being adjusted, I also worked toward improving the *content* of the program. My content-related goals were to:

- write textbooks appropriate for different levels and tracks; and
- develop and collect supplementary teaching materials.

In the past, the Korean language program shifted its instructional focus between bilingual and novice learners depending on the availability of resources and the particular instructors available at the time. Thus, the same teaching methods and textbooks were used for both tracks, sacrificing ideal learning environments for both groups and increasing the workload for the instructors. Both heritage learners and non-heritage learners—few though they were—were stigmatized in classes (for being too advanced or too slow), creating antagonism among classmates.

With the help of capable and eager teaching assistants, a mountain of auxiliary practice and homework materials were accumulated, some in folders and some in electronic form. They are useful not only for occasionally breaking up potentially monotonous classroom teaching but also for making tests, assigning homework and training new teaching assistants.

Collecting the supplementary material was an easier task than writing a textbook, of course. “Writing” the new textbook involved a year of manuscript writing, a year of classroom testing, and another year of editing and improving. The first-year non-heritage Korean students now have a new textbook (authored by myself, and colleagues Emily Curtis and Haewon Cho), awaiting imminent publication, and partly sponsored by the Korea Foundation. I am working on the next level non-heritage textbook, and a heritage edition of the first-year textbook with more intense reading and writing materials.

My efforts to create an affable ambience for both heritage and non-heritage students have also been routed toward encouraging weekly conversational group meetings for non-heritage students to put heritage and non-heritage students together in a friendly environment.

Throughout this article, I have talked about the absolute novice and passive bi-lingual students who need to start learning Korean at the beginner’s level. They acquire basic communicative skills in first-year Korean class. There is yet another population of students on campus, however, who need to maintain their heritage language, to expand their bilingual

range, and/or to transfer the literacy skills they already possess in English. For these students there should be an accelerated grammar course (much like the current intensive Vietnamese course). The intra- and inter-departmental benefits of such a course are many, far more than space allows me to elaborate upon here. One example is giving students a firm basis in Korean grammar thereby preparing them for upper-level literature, linguistics, culture, and history courses. Of course, some may see the effort to promote heritage languages as an unnecessary proliferation of courses or a waste of resources. However, the heritage language movement that began with Spanish but is now sweeping the nation will remain important as long as there are heritage constituents in the U.S., and any program that promotes heritage language learning is getting ahead.¹

Needless to say, all systems have loopholes and weaknesses, and there is no one perfect system. The new system I created for the Korean language program is by no means new, nor is it the only possible system. Whatever the future holds, however, two things are clear to me—expanding and developing is easier than creating out of nothing, and if this system doesn’t continue to work well, we can and will make it better. ✦

¹ The University of Hawai’i Korean program was recently awarded a million-dollar grant from the U.S. government, for promotion and development of heritage courses. UCLA was also awarded a smaller-scale grant on similar grounds.

process of dying. My consultant’s young grandchildren spoke only Mandarin. I was told that they would learn the local form of speech when they became teenagers, but a language cannot sustain itself under those conditions. I realized that, if we are unable to document the forms of local speech currently in use in more remote parts of China, within a generation or two many will be lost to our collective knowledge forever.

Back in Hong Kong, I taught a graduate seminar on Sino-

Tibetan linguistics during the spring semester. During this time I also wrote up a paper on the history of the Northern Min dialects, making use of my newly-collected data. I presented the paper in the summer of 2002 at a Chinese linguistics conference in Japan, winning the “Young Scholar Award” of the International Association of Chinese Linguists. The paper will soon appear in the journal *Language and Linguistics*, published by Academia Sinica in Taiwan.

I left Hong Kong with much regret. I consider it one of the most exciting cities in the world, and my time there had been productive, restful, and educational. Nevertheless, stepping out of the airport in Sea-Tac, it was hard to feel displeased about exchanging 95 degrees and high humidity for the crisp sunny days of a Seattle June. I returned home with new research projects to pursue and new ideas to incorporate into my teaching, re-energized for the years ahead. ✦

Department Lead Teaching Assistant

S*achi Schmidt-Hori* is the Department’s Lead TA for the 2002-03 Academic Year. The Lead TA, appointed annually, helps to provide resources to department TAs and serves as an important link between TAs, faculty, and training resources on campus. Last year’s Lead TA, **Haewon Cho**, organized a series of brown-bag lunches on teaching-related topics. As Lead TA this year, Schmidt-Hori has organized two TA training workshops for the whole department: the Fall workshop on “Teaching Tips” which featured a teaching demonstration by Schmidt-Hori and mini-lectures by Chinese Lecturer Nyan-ping Bi and



Japanese Lecturer Fumiko Takeda; and a Winter workshop entitled “Challenging Encounters” which featured interactions between our own TAs and faculty and a UW drama troupe called “UW On Cue” who simulated challenging classroom and office hour situations that teachers face. Both TAs and faculty involved in language instruction attend the Departmental TA Training Workshops. Schmidt-Hori will graduate from the Department this Spring with an M.A. in Japanese Linguistics. Her thesis research investigates processes of lexical borrowing in Japanese. ✦

Graduate Student Update

- *Newell Ann Van Auken, PhD Candidate in Classical Chinese*, is in Taiwan for her dissertation research.
- *Andrew Glass, Stefan Baums, and Richard Salomon* had their Kharoṣṭhī Unicode Proposal accepted for inclusion in Unicode Post 4.0. This will enable anyone to write and read in the Kharoṣṭhī script on a computer. A copy of the proposal is available at <http://depts.washington.edu/ebmp/downloads/Kharoshthi.pdf>.
- *Megumi Inoue, Ph.D. Candidate in Japanese*, gave a talk on “The Enigma of ‘The Green Grocer’s Daughter’: On the Fourth Episode of The Five

Women Who Loved Love” at the UW in December, 2002.

- *Stefan Baums, Ph.D. Candidate in Buddhist Studies*, published “Jyotiṣkavadana” in *Buddhist Manuscripts*, volume II (Jens Braarvig, Editor; Hermes Publishing, 2002). The manuscript is part of the Schøyen Collection, III. Mr. Baums also presented “A Gandāhran Buddhist Text in Sanskrit” at the XIIIth Conference of the International Association of Buddhist Studies, at Chulalongkorn University in Bangkok, in December, 2002.

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Andrew L. Markus Memorial Lecture

8:00 p.m., Thursday, May 15, 2003

The invited lecturer for the *Sixth Annual Andrew L. Markus Memorial Lecture* is **James Fitzgerald** from the *University of Tennessee*. His lecture, entitled “With Kindness at Heart, a Song on the Tongue, and Gold and Steel in Hand: Religion, Power, and Ideology in the *Mahābhārata*, the Great Epic of India,” will be held Thursday, May 15, 2003, at 8:00pm in the Walker-Ames Room of Kane Hall on the UW’s north campus, with a reception to follow.