

# Northwestern | Asian Languages and Cultures

## Faculty News



**David Boyk,**  
Assistant Professor of  
Instruction for Hindi  
Urdu Language,  
coedited a special  
section on libraries  
for the journal *South*

*Asia*, which featured his article, “Bound for Home: Books and Community in a Bihari *Qasba*,” as well as a coauthored introduction. He also wrote shorter versions of “Bound for Home” in Hindi and Urdu for the popular Indian website *The Wire*. Together with a colleague from the Shabistan Film Archive, where he is the Operations Director, he presented a program of rare Indian film prints at the Block Museum of Art. He was also elected to the Board of Trustees of the American Institute of Indian Studies.



**Laura Brueck,**  
Associate Professor of South Asian  
Literature and  
Culture spent much  
of her leave year  
working on her book  
manuscript, *Indian*

*Pulp: The Local and the Global in Indian Detective Fictions*. She is still working on it! She also published, along with two co-editors, the first anthology of essays on “sound studies” in India titled *Indian Sound Cultures, Indian Sound Citizenship* (University of Michigan Press, 2020). She is also co-editing a special issue of the journal *South Asia* on gender and genre in vernacular South Asian languages, due out Fall 2020.

At the Asian Languages and Cultures Department, the 2019-2020 year has been a rich one filled with both positive developments and abrupt changes, as we adapted to the rapid shifts caused by the covid-19 pandemic. This unprecedented situation brought a host of unexpected challenges to us all, but we also enjoyed many successes worth noting here. We had another vibrant year of courses with robust enrollments. A special feature of our department this winter was hosting Prof. Anthony Fung from the Chinese University of Hong Kong as Roberta Buffett Visiting Professor of International Studies—for more about him see our interview in the following pages. Several ALC faculty members reached important milestones in the past year—we are delighted that Prof. Corey Byrnes was awarded tenure! Prof. Tom Gaubatz has successfully passed the third-year review stage of his pre-tenure process, and Prof. Noriko Yasohama has been reappointed as Professor of Instruction—congratulations to all! We also celebrated the retirement of Prof. Hsiu-ling Robertson this spring. While we will truly miss her, we wish her much joy with her goats in Wisconsin! And it is a big accomplishment that even in this time of budgetary contraction, ALC hired two new visiting Chinese language faculty members to begin Fall 2020—Prof. Ya-Ching Hsu and Prof. Yanting Li—as well as a new Associate Professor of Instruction specializing in China and its borderlands—Prof. Antonio Terrone! All in all, this is a lot to celebrate given the pandemic-related challenges this year brought. This year I have greatly enjoyed the experience of getting to know the faculty, staff, and students in ALC better as I took on the role interim chair. Everyone has been kind and supportive, even as we transitioned abruptly to remote education together, and I look forward to staying in touch.

Sarah Jacoby, Interim Chair

## Congratulations Class of 2020!

We are so excited to congratulate all of our graduated students from 2020! We can't wait to see where your next adventures take you.

L-R: Professor Gaubatz, Asian Languages and Cultures majors John Tanasijevech, Miya Jia, Addison Kwasigroch, Sharmain Siddiqui, Sarah Ahmad (graduated Fall 2019), John O'Grady, and Asian Studies majors Alec Rubin, and Joshua Henderson



## An Interview with Anthony Fung, Roberta Buffett Visiting Professor of International Studies

*(lightly edited for length)*



*Tell us a little about your path to becoming the Roberta Buffett Visiting Professor of International Studies?*

I'm running a research institute in my university at the Chinese University of Hong Kong. The institute is called the Institute of Asia Pacific Studies and includes research in the Humanities, Social Science, Education, and Business. Under the institute there are about 15 centers and programs, which I manage. We collaborate with universities around the world. As it happens, we worked with Cornell University a few years ago, where I was in touch with Annelise Riles [who now is Executive Director of the Roberta Buffett Institute for Global Studies]. At that time she was still at Cornell and later when she joined Northwestern she came and talked to our Vice

Chancellor about the collaborations. In order to discuss this further, Annelise called me and invited me to come to Northwestern. I have been able to make a lot of contacts here, not only in the Department of Asian Languages and Cultures but also in Kellogg School of Management, the School of Education and Social Policy, the Department of Sociology, Political Science, and the Gender & Sexuality Studies Program.

*Do you feel that your vision of how to effectively collaborate has shifted over the time you've been here? Do you have new ideas for the shape of that collaboration?*

Before I came here, I did not know who would be involved and how big the scale would be. Now I see that people here are very passionate about collaboration. I emailed several people and they were very quick to respond and initiate different meetings. What has changed is that I have more confidence. For example, in the past when I worked in the institute as director, I always told the university that we wanted more collaboration, but the risk was that other potential collaborators might not be willing to collaborate. So now I have more confidence since I have met people in person. Before we would just email but now I have been able to talk in person, which is very different.

*Do you have concrete ideas about what that collaboration will look like? When I think about collaboration I think about conferences or publications. Is it that type of collaboration or will you be inviting people from here to Hong Kong?*

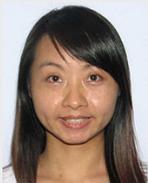
It means actually everything. I'm talking, for example, to the School of Education and Public Policy about the possibility of a double-degree. Other collaborations we are discussing are about research and some are about conferences. A lot of universities have collaborations but



**Corey Byrnes**, Associate Professor of Chinese Culture published his article “Chinese Landscapes of Desolation” in the journal *Representations*.

In March of 2020, his

book, *Fixing Landscape: A Techno-Poetic History of China's Three Gorges* (Columbia, 2019), was awarded Honorable Mention for the American Comparative Literature Association's 2019 Harry Levin Prize for an outstanding first book in the discipline of comparative literature. In June of 2020, he was granted tenure and promoted to Associate Professor. During the academic year 2020-21, he will continue work on second project, which examines the relationship between China and a global environmental imaginary in which it is increasingly treated as an existential threat.



**Chin-Hung Chang**, Assistant Professor of Instruction of Chinese Language, continues her dedication to technological

innovation in teaching

as well as development for language assessment. Granted by the CLI on Curricular Enhancement, an online conversation project with native speakers at [verbling.com](http://verbling.com) was implemented in the Chinese 211 course. Her research work, *The Role of Video Conferencing with Native Speakers for Collegial Chinese Learners' Interpersonal Communication*, has been accepted by the Twenty-Seventh International Conference on Learning, University of Valencia, Spain (July, 2020). To promote students' presentational skills, Chang incorporated Lightboard in Chinese 311 to assist students to explain and elaborate social issues in China. Her certification of OPI and WPT supports the major components in placement testing in the Chinese Language Program.

*Anthony Fung continued..*

each of these are completely isolated. It would be good to form a full fledged collaboration that includes everyone and involves research, teaching, conferences, and everything. That is what I am looking for.

*How did you come to choose the two classes that you have been teaching here this winter - Transnational Media: Globalization and China and Cultural Studies: Concepts and Practice. Are these classes you teach in Hong Kong? Did you create the syllabi differently for the context of Northwestern and what was it like to teach here?*

First I would like to say that I really like teaching here. The students are great—they are really interactive and the classes are small, so we formed a really good relationship. Students always stop by during office hours if they have problems. Now I am leaving and some of the students have left me their contact information. Three of them would like me to do some sort of research with them. In regard to the classes, I am teaching the Transnational Media class for the first time. I have always wanted to teach this class but at my university I am always assigned administrative duties and so I only teach one class per year. I really want to teach more and reduce the meetings! That class is all about my research on transnational media, like Facebook and WeChat. I have all this information but never get a chance to share it at my university, so I feel really good that I can share this with the students. I had students from Korea, Singapore, China, and Taiwan, who were really excited about the course content. Each of them chose a presentation topic about a digital platform that they liked and compared it to an American platform.

*I am curious about the differences in classroom design or classroom experience teaching here in the U.S. or Northwestern as opposed to teaching at Hong Kong?*

The classes in Hong Kong are a little bit bigger and I cannot spend as much time with a single student. Students here in Asian Languages and Cultures already have an initial interest in Asia and they are living here as well. So the comparative approach is quite appropriate for them and they really loved it. Whereas in Hong Kong some of the students are not into



**Thomas Gaubatz,**  
Assistant Professor of  
Japanese Literature  
continued to work on  
his book manuscript,  
tentatively titled *The  
Textual Townsman:  
Writing Urban Identity  
in Early Modern Japan.*

For the coming academic year, he has received a sabbatical fellowship from the Reischauer Institute of Japanese Studies at Harvard University.



**Licheng Gu,**  
Professor of  
Instruction of  
Chinese Language  
has been appointed  
Visiting Professor at  
Beijing Language  
and Cultural

University. Professor Gu has also been invited to serve as an Academic External Reviewer for the Confucius Institute in the Department of East Asian Languages and Cultures in Columbia University.



**Wen-pin Hsieh,**  
Assistant Professor of  
Instruction of  
Chinese Language  
conducted a webinar  
titled "Business  
Chinese:

understanding the ecology across institutions and its significance to new Chinese language teachers" on June 17 for National Taiwan Normal University's Graduate Program in Teaching Chinese as a Second Language. Hsieh also made a mini documentary on Northwestern students' performance and success in the 2019 Midwest Chinese Speech Contest held in Loyola University Chicago.

### *Anthony Fung continued..*

Amazon or Netflix, so if I teach this again in Hong Kong I would have redo some of the global content. Although we say Hong Kong is quite global not all students are really into all of the international media.

### *What are the questions that animate your research in transnational media?*

I always ask students not just about the operation or the functions of transnational media, but how, in fact, these medias are affecting and changing our lives. You can say Facebook might contribute something toward discussion in the public sphere and eventually toward democracy, but at the same time we also worry about the use of our personal data and privacy. In class, instead of talking too much about the concrete operation of media, though they are interested in that, I would say I spend quite a lot of time talking about the values that these media celebrate. If I had to frame it into a question I think the question would be "Are these transnational media doing public good in terms of democracy, fairness, equality, and privacy?" And with the digital technologies, "Are we living in a better world, or in a world with more censorship, privacy intrusion or in fear of data being coopted for money?"

### *What's next for Anthony Fung?*

This virus has really affected my schedule. Initially my summer travels were to go at least twice to Europe and also to Australia but now those plans are gone. I will spend my time writing up my research about TikTok and Tencent and also make up the time that I lost with these big companies that have been stopped [due to the virus].

I really value the time in the department here at Northwestern.

## Faculty Focus: **Patrick Noonan**, Assistant Professor of Japanese Literature and Culture; Director of Graduate Studies



### Tell us a little about your path to becoming a professor.

I didn't realize it at the time, but my path to becoming a professor started during my junior year of high school when I began taking literature, philosophy, and religion courses that seemed to break the mold of the classes I had taken as a freshman and sophomore. I went to a Catholic high school and was rather resistant to the highly structured curriculum of the first few years. But when I started taking courses on topics like existential literature and global practices of meditation, I realized just how exciting learning new things could be. I started studying Japanese in college to learn more about the historical conditions that shaped my own family history. In the late 1920s, my grandmother and her family emigrated from Warsaw, Poland to Shanghai, China where, about a decade later, she met my grandfather who was an American marine stationed in the Shanghai International

Settlement. When the U.S. entered the war, my grandfather was sent to fight in the South Pacific and my grandmother and my then two-year-old aunt were held in a Japanese internment camp in Shanghai. Japanese was actually one of aunt's first languages. Wanting to combine the passion for intellectual inquiry that I discovered in high school with studying Japanese to understand this history sent me down the path that I'm still on today.

### What are the big questions that animate your research?

It's hard to locate a single set of questions that remain consistent across my research because the questions change according to the projects that I'm working on. Research, for me, is a process of discovery in which interest in a text leads me to a set of questions, which leads me to another text, which leads me to another set of questions, and so on. Through that process larger questions begin to emerge based on the particular texts that I am studying and the methods that seem most appropriate for answering them. That said, I am consistently interested in understanding how aesthetic media (from literature and film to manga, anime, and digital platforms) reflect and shape the experiences of modern life. In my work on the sixties in Japan, which has occupied me for the past five years or so, this interest has generated a set of recurrent questions that are as relevant to that period as they are to today: How does culture become a site of political struggle when institutions seem to fail in fulfilling their promises to provide a better life? How have artists worked within and across media to transform consciousness as a means to transform society? What role do forms of art play in social movements? What desires and contradictions does aesthetic production reveal about particular historical moments?

### What projects are you working on now, or want to work on in the future?

I'm currently finishing up a book on the intellectual and aesthetic foundations of the counterculture in sixties Japan. The sixties in Japan are, by and large, either celebrated or criticized for how artists and activists challenged dominant power structures and the status quo at the time. I try to avoid such polarization by arguing that we need to understand such challenges historically, as extensions of an enduring modern refusal of modernity and as responses to Japan's complex geo-political position within the Cold War global order. By adopting this approach, I show that the counterculture in the Japanese sixties was a hybrid and syncretic collection of attitudes and ideals, always an uneasy aggregation of tendencies that, for example, drew on nationalistic conceptions of aesthetics to contest postwar discourses of the nation. I have also been working on a second project about popular cultural representations of economic crisis and debt from the end of the asset price bubble of the 1980s to the present moment. Media forms play a crucial role in making cultural and political sense of the complex processes and everyday uncertainties that accompany moments of economic decline, and this project seeks to understand how Japanese popular culture addressed the challenges (unemployment, debt, downward mobility, and the fragmentation of family life) of the post-bubble recession.



**Sarah Jacoby**, Associate Professor of Buddhist Studies in the Religious Studies Department served as Chair of the Asian Languages and Cultures

Department for the 2019-2020 year. Amid getting to know the faculty, staff, and administration associated with ALC, she gave a lecture at the University of Virginia titled "Technologies of Sexuality in Tibetan Buddhism," published an article in *Religion* (49:4) titled "In Search of a Queer Buddhist Theology," and wrote an article titled "Tibetan Buddhist Metaphors and Models of Motherhood" accepted for publication by the *Journal of Feminist Studies in Religion*.



**Jingjing Ji**, Assistant Professor of Instruction of Chinese Language published "A Qualitative Study of Chinese Heritage Language Learners' Perspective Towards Peer Response in Writing Processes" in the *Journal of the National Council of Less Commonly Taught Languages*, Vol. 26, p.42-72.



**Ihnhee Kim**, Associate Professor of Instruction of Korean Language was invited by KLTA (Korean Language Teachers in America) as one of the advisors for outreach at the

general meeting on November, 2019. She also serves as a networking liaison between KLTA and AATK (American Association of Teachers of Korean).

*Pat Noonan continued..*

## What is your favorite course to teach, and why?

I like to teach all of my courses, so I can't say that I have a favorite one. But I can say that one of the topics I find most rewarding to teach is how Japanese writers, filmmakers, and intellectuals have grappled with the "Fifteen Years' War" (1931-1945) and its aftermath. Teaching this topic introduces students not only to the war itself and the devastation that it wrought, but also to big

questions about aesthetic media that extend well beyond this specific event. There are the questions that many artists and thinkers themselves confronted at the time: What role did literature and film play in supporting the war and the politics of Japanese militarism? What responsibility did individual artists bear for the violence and atrocities that Japan committed during the war? How could the arts work to prevent the return of fascism and help forge a democratic society? These historically specific questions then lead to a larger scope of inquiry about aesthetic production and cultural forms. How can seemingly apolitical works of art support oppressive political regimes? How do artistic technologies capture or fail to capture the traumas of catastrophic events? In what ways can the arts be used to imagine and realize an equitable social order?



## How do you see the role ALC has to play at Northwestern?

As a relatively new department, I think ALC is in the process of re-working the traditional area studies model for Asian Studies. On campus, the department serves as a hub for the study of Asia—the languages, literatures, and visual cultures of East and South Asia. Despite the name of the department, however, we place less emphasis on teaching and producing knowledge about static "cultures" or "cultural traditions," and more emphasis on teaching students how to analyze aesthetic production within specific historical, cultural, and linguistic contexts. This approach allows faculty to forge productive connections with departments and programs beyond ALC, like the Program in Comparative Literary Studies, the Alice Kaplan Center for the Humanities, Radio/Television/Film, History, Religious Studies, and English. I think this approach and these connections not only make ALC a crucial element of the Northwestern community but also a unique and attractive department within the field of Asian Studies more broadly.



**Eun Jung Lee**, Lecturer of Korean Language attended Preparing Language Educators for the Future: Interaction and Creativity through Technology workshop at

Rice University's Center for Languages and Intercultural Communication (CLIC). She attended the 25th AATK conference, Columbia University and also completed the ACTFL online refreshing workshop for the OPI testers with full certification.



**Daniel Majchrowicz**, Assistant Professor of South Asian Literature was a Faculty Fellow at the Alice Kaplan Institute for the Humanities at Northwestern. He also took a leave to pursue

research and writing. During the fellowship year, he completed a co-edited volume on travel writing by Muslim women travelers, entitled *A Tent of One's Own: Three Centuries of Travel Writing by Muslim Women*. The book will be published by Indiana University Press later this year. He also completed a full draft of a monograph on the history of travel writing in Urdu and had three academic articles accepted for publication, but looks forward to returning to Northwestern to teach in 2020-2021.

## Motoi Katsumata, Invited Scholar

Scholarly and cultural events beyond the classroom are an integral part of the rich set of experiences in ALC for students, faculty, and the general public.

In the Winter quarter, **Luciana Sanga** and **Thomas Gaubatz** invited **Katsumata Motoi** for two events. Katsumata is a Professor of Japanese Literature at Meisei University and Visiting Professor of



Japanese at Brandeis University. He is a specialist in early modern Japanese literature and culture, with a focus on filial piety tales and oral storytelling practices, and is also a practitioner of traditional Japanese storytelling. The first event was a demonstration of traditional storytelling (in

English) with a short

introductory lecture on Rakugyo which is a traditional Japanese comedic storytelling art that goes back four hundred and fifty years and continues to be popular to this day. In this presentation, Professor Katsumata discussed the history and characteristics of this art and performed two rakugyo numbers.

Katsumata's second event was a lecture titled "Edo Ghost Stories and Media." The Tokugawa Period (1603-1868) was the age of ghost stories. Many masterpieces such as Ueda Akinari's collection *Tales of Moonlight and Rain*, Toriyama Sekien's *The Illustrated Night Parade of a Hundred Demons* and Utagawa Kuniyoshi's *ukiyo-e* depictions of ghosts were created and published during this time. But not all ghost stories circulated in print: the Tokugawa Period was also an age of manuscripts. Though the spread of woodblock printing led to a thriving publishing culture, manuscripts continued to represent more than half of book production. And these manuscripts were not just drafts of material that would later be printed, but played a special, independent role, as it can be inferred from their high quality. So how did ghost stories develop in this manuscript culture, how were they written and circulated? This talk reconsidered the Tokugawa-period culture of ghost stories from the point of view of their dissemination medium.



**Junko Sato**, Associate Professor of Instruction, and

**Noriko Taira**

**Yasohama**, Professor of Instruction, both of Japanese Language, presented "Mini Oral Tests as Effective



Formative Assessment Tools," at the ACTFL Annual Convention. They presented their experiments with short, frequent oral

tests used in the

beginning and the intermediate Japanese courses. They demonstrated how these tests can be used not only as formative assessment, but also as a tool to facilitate students' engagement in in-class interpersonal communication activities and to raise awareness for self-monitoring and self-correction.



**Yumi Shiojima**,

Professor of Instruction of Japanese Language is a recipient of the 2019-20 T. William Heyck Award, which annually recognizes

the contributions of fellows to the residential college program. Her engagement with students and colleagues in International Studies Residential College has made a real impact and the Office of Residential Academic Initiatives is grateful for her ongoing commitment.

## New Faces



**Ya-Ching Hsu**, Lecturer, received her M.A. in Teaching Chinese as a Second Language at National Taiwan Normal University. She also holds the Certificate of Qualification to Teach Mandarin Chinese as a Second Language from the Ministry of Education in Taiwan. She has been teaching Chinese language since 2009 and her teaching experience ranges from beginning to advanced level courses, as well as language for professional use (Business Chinese). Before joining Northwestern, she had been working as a language lecturer in the Chinese programs at Hamilton College from 2014 to 2016, Bucknell University from 2016 to 2017, and the University of Pennsylvania from 2017 to

2020. Her research interests focus on task-based language teaching, curriculum development, and heritage language education.

**Yanting Li**, Lecturer, graduated from Indiana University with an M.A. degree in Chinese Pedagogy. Prior to coming to Northwestern, she taught Chinese language courses at Massachusetts Institute of Technology, Middlebury Language Schools and Indiana University. She also has a passion for learning languages and speaks Mandarin Chinese, Cantonese, English and some Japanese. Her primary research interests include computer assisted language learning and language pedagogy. She is on a project team developing a Chinese language MOOC for beginners and is constantly exploring and creating multimedia materials to enhance students' language learning experience. She is also interested in using computational methods on large-scale corpus to reveal features of the Chinese language.



**Antonio Terrone**, Associate Professor of Instruction, is a scholar of East Asian cultures, politics, and religions. He joins Northwestern after serving as an East Asia Analyst in Chicago, IL. Previously he was an Assistant Professor of Tibetan Buddhist Studies in the Graduate Institute of Religious Studies at National Chengchi University in Taipei, Taiwan. His research spans politics, policies and religion in modern and contemporary China and its borderlands, with a concentration on religious culture, literature, violence, and ethno-religious politics (Tibetans and Uyghurs). He has studied and worked extensively in numerous Asian countries including India, China (eastern provinces and Tibetan regions), Taiwan, and Nepal, and has conducted fieldwork in various parts of Western China including eastern Tibetan areas of Qinghai and Sichuan, Kashgar and Urumqi in Xinjiang, and along the Himalayas in northern Nepal and India. Antonio works with several relevant Asian languages including Mandarin Chinese, Tibetan, Japanese, and more recently Uyghur.

## Hsiu-ling Robertson Retires



Since 2004, when Hsiu-Ling Robertson joined the faculty of what was then the Program in Asian and African Languages (PAAL), she was a central member of our Chinese language instruction faculty. Over the last 16 years, Hsiu-Ling had developed and taught a full range of elementary through advanced Chinese language courses, and served twice as the administrative co-coordinator of the Chinese Language Program (CLP) in PAAL from 2011-2013 and in the new Department of Asian Languages and Cultures from 2013-2014.

Hsiu-Ling received a B.A. in Chinese Literature from Tunghai University in 1976, and an M.A. from the same two years later. In 1994, Hsiu-Ling received an Ed.D. from the School of Education at the University of Massachusetts-Amherst with a dissertation entitled "Toward a Pedagogy for

Teaching Feminist Literature Through a Cultural Perspective: A Qualitative Action Study of Taiwanese Undergraduates in an American University Literature Class." She has published two books in Chinese: *Wings of Life: The Road Less Traveled By Nine Brave Women* (Taipei: Nu Shudian, 2003) and *Women's Self-Recognition in Modern Chinese Literature* (Taipei: Le Jin Books, 2004). She also directed a film, *Jiu-Fen-Er Mountain: The Lives of Taiwanese Foreign Brides* (2014), that premiered at international film festivals.

At Northwestern, Hsiu-Ling was named to the ASG Faculty Honor Roll in 2007 and again in 2015. Throughout the shifts in her professional context at Northwestern (from PAAL to ALC and all the administrative and pedagogical shifts that came with that transition) Hsiu-Ling had maintained a very sincere and consistent devotion to her students. She genuinely cared for them, her passion for teaching demonstrated over the years by how much time she spent working with them outside of class as well as inside. Her students and colleagues have consistently commented that her strength is one-on-one or small group instruction, in particular with respect to teaching writing. In fact, Hsiu-Ling was one of the principal architects of our advanced (4<sup>th</sup> and 5<sup>th</sup> year) Chinese language curriculum in which writing and other modes of creative, meaningful, and personalized expression is the goal.

Hsiu-Ling was active in the culture of service at Northwestern as well, with stints on the Undergraduate Language Grant selection committee and the Fulbright Interview Panel. She was active in attending major language pedagogy conferences and presented papers on innovative pedagogical methodologies several times since joining the faculty at Northwestern. Over the last 16 years, students and colleagues at Northwestern have benefitted from Hsiu-Ling's passion for Chinese literature, particularly classical Chinese literature and women's writing. Hsiu-Ling regularly organized Chinese New Year celebrations for students and had coached many medal-winning students for the annual Midwest Chinese Speech Contest. She also offered extracurricular workshops for students on Chinese calligraphy.

Hsiu-ling was granted Professor Emeritus status at Northwestern. We wish Professor Robertson all the best!!

## Language Instructors Respond to the Covid19 Pandemic

Spring 2020 created an unprecedented challenge for students, faculty and staff members. Our beginning and intermediate language courses meet 4 or 5 days per week to provide opportunities practicing interpersonal communication skills. Even in the remote learning setting, our language courses met synchronously 4 or 5 days throughout the quarter and provided a similar learning experience to in-person classes as much as possible. To accommodate students in Asia, some instructors changed their time from 1:00 PM to 8:00PM, for example, so that everyone could participate in discussions synchronously in their countries rather than only watch videos of the class.

Professor **Jingjing Ji** responded to the pandemic by creating a voluntary summer movie club for students who were in her Spring quarter Chinese 111 class. Professor Ji explained "Due to the pandemic, it has been challenging to all of us in different aspects. Students might not have internships or other activities but have to stay at home over summer this year. For my Chinese 111 class which was primarily taken by freshmen, I wanted to find a way to provide some support, making their first year experience at Northwestern better." The group watched one movie per week and then they met online to discuss and share their opinions in Chinese.



Top right: Jingjing Ji leading her voluntary summer movie club

For his Spring class Chinese 121-3, Professor **Wen-pin Hsieh** organized activities with a theme on Taiwanese music which he called "New Fusion: When Chinese traditional musical instruments meet hip hop and rock". The activities chronologically introduced Taiwanese and Taiwanese American singers and groups that were famous for such style. He integrated several such mini lectures and discussions into class meetings. He found it not only fit with the textbook theme, made discussions more productive but also worked well in energizing the students who had trouble adapting to school work and life under the impact of Covid-19. Professor Hsieh also found it helpful for those who were sick or had sick family members, so he sometimes extended the discussion for those who wanted to delve into a specific singer, group or genre after class.

Professor **Yumi Shiojima** said in the Japanese language curriculum, each third-year student chooses a topic of their interest and engages in a year-long research-based interview project, and they normally conduct interviews during the spring quarter with Japanese people who reside in the Evanston area; however, that was impossible this quarter. She found college students from Japan through a friend of her who teaches at a university there, and her students conducted interviews via Zoom, Skype, and Facebook. Those Japanese students have become conversation partners for her students, and they are regularly meeting virtually to practice Japanese and English conversational skills. Also, After the spring quarter ended, Shiojima's students spontaneously began weekly Zoom Japanese Coffee Hours; each week two to six students get together to talk and discuss various things. They send her a weekly invitation, and she joins them whenever she can.



**Jili Sun**, Associate Professor of Chinese Language presented a paper entitled "Women's Status in the Oversea Chinese Writers' Novels" Red Wall and White

Magnolia" by Shi Wei And "Venus's Spring" by Shan Yan" at the Sixth International Conference on New Immigrant Literature Research at Zhejiang Yuexiu University of Foreign Languages. Nov 1<sup>st</sup> -5<sup>th</sup>, 2019 Shaoxing, P.R. China.

## Student Awards

**Michael Huyler** was awarded the Outstanding Achievement Award in Chinese Language and Culture.

**Addison Kwasigroch** was awarded the Outstanding Achievement Award in Japanese Language and Culture and also the Francis L. K. Hsu-John Henry Wigmore Senior Honors Thesis Award.

**William Paik** was awarded the Outstanding Achievement Award in Korean Language and Culture.

**Sharmain Siddiqui** was awarded the Outstanding Achievement Award in Hindi-Urdu Language and South Asian Culture and also the Francis L. K. Hsu-John Henry Wigmore Senior Honors Thesis Award.

The Jock McLane prize for Best Paper was awarded to **Simran Deokule** (class of 2022 International Studies) and **Xinyang Zhou** (class of 2021 School of Journalism).

A big thank you to our student workers who assisted us throughout the year. **Beomseok Kim, Jungwon Kim, Asuka Kosugi, Sharmain Siddiqui, and Ruogu Xu.**

## Senior Theses

ALC awarded Departmental Honors to three graduating seniors in 2020. In their senior year, students with a sufficiently high GPA and the support of a faculty member can opt to write a senior thesis in pursuit of departmental honors. Senior honors theses represent the culmination of an outstanding amount of work in language and cultural studies, as well as a year-long process of researching and theorizing, and writing and revising while working one-on-one with a faculty advisor.

**Miya Jia's** thesis, "With Words That Are Yours and Yours Alone: Creative agency in constructions of the virtual idol," directed by Professor **Thomas Gaubatz**, studies the figure of Hatsune Miku, a character built around a voicebank for the VOCALOID musical software platform. The thesis asks what is at stake in imagining digital technology in such a form, with attention to how the figure of the "virtual idol" gives shape to creative agency in the context of fan production.

**Addison Kwasigroch's** thesis "Melodrama and Realism in Postwar Japanese Cinema," directed by Professor **Patrick Noonan**, is an ambitious and intensively researched intervention into the politics of cinema in 1950s Japan. It is original not only in its attention to films and archival materials that have received little to no scholarly attention, but also in its claims about the relationship between two dominant modes of filmmaking: realism and melodrama.

**Sharmain Siddiqui's** thesis "Negotiating Modernity in The Clinical Encounter: Unani Tibb and Remedies for Postcolonial Wounds," directed by Professor **Daniel Majcrowicz**, examines the post-colonial history of Yunani medicine in Karachi, asking how this medical field has sought to remain a cohesive and meaningful tradition in the face of competition from biomedicine and interference from the state.

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