



## 2006-07 Newsletter

### **Faculty**

**Cody Poulton, Chair**  
**Hiroko Noro,**  
**Acting Chair**  
Martin Adam  
Michael Bodden  
Daniel Bryant  
Leslie Butt  
Katsuhiko Endo  
Yasuko France  
Timothy Iles  
Mika Kimura  
Richard King  
Vivian Pui Yin Lee  
R. Christopher Morgan  
Nozomi Riddington  
Daromir Rudnyckyj  
Karen Tang  
Yuen-Fong Woon

### **Sessionals**

Micaela Campbell  
Helen Lansdowne  
Keiko Ota  
Ying Sun

### **Administrative Staff**

Joanne Denton  
Grad Secretary  
Alice Lee  
Department Secretary

### **Graduate Students**

Hilary Gorman  
Gigi Lee  
Wu Liu  
Yuji Matson  
Isaac Morgan  
Katy Mukai  
Kai Zhang  
Yulin Zhou

### **Adjunct/Emeritus**

**Faculty**  
James Boutilier  
Robert Florida  
Harry Hsiao  
David Lai  
Joe Moore  
Jordan Paper

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## **Kyoto-Doshisha Exchange Reports**

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### **Lindsey Miller**

My name is Lindsey Miller, and I'm currently in the Pacific and Asian Studies program here at UVic. In February I returned from a year-long exchange at Doshisha University in Kyoto, Japan. I'd like to talk a little bit about my experiences learning Japanese at UVic and Doshisha, and what I found to be effective in helping me pick up the language quickly and have fun at the same time.



Lindsey Miller about to enjoy takoyaki

When I first arrived at UVic, I was really impressed with the Japanese language classes, and still am. The lower levels of Japanese are taught in a mixture of English and Japanese, while the advanced levels are taught almost entirely in Japanese. The classes have a well-rounded curriculum which features speaking, listening, reading, and writing. Time is also devoted to looking at Japanese culture, and familiarizing the students with what to expect if they ever travel to Japan. So I felt that the language immersion of the advanced Japanese classes, as well as learning about culture, helped prepare me for my exchange.

I have heard so many times that in order for most people to really learn to speak a language naturally and fluently, they need to go to a country where the language is spoken. So as you can imagine I was really excited to learn that UVic had an exchange program established with a university in Kyoto, a beautiful city that has the perfect mixture of tradition and modernity. I researched my prospective school, worked another job to save more money, and applied for the exchange program. I left for Doshisha last year, and although I had talked to some past students who had returned from learning Japanese in Kyoto, I wasn't too sure of what to expect from their exchange student program as far as classes went. When I arrived all of the exchange students were gathered and had a meeting with our future teachers. Because there were students from all over the world, it was necessary for teachers to speak Japanese at all times, and all tests and homework had explanations in Japanese, no matter what level you were. I noticed the impact from this "all Japanese, all the time" style teaching throughout my stay.

Because I had studied Japanese here at UVic, I got placed in a low advanced level class. Even in the beginners class the teachers spoke Japanese only, so it was definitely good to have some background in the language before arriving. In addition to our teachers speaking only Japanese, the students were from many different countries, so we all communicated through the language we were studying. Once the shyness wore off and we began to talk, we were able to learn a lot from each other, so it was fun to make new friends, and also served as some great speaking practice. Being able to be in the same boat as all these other students from different countries helped cement our friendships, and we became really close by the end of the year. I don't think that sort of thing can happen so quickly here in Canada, so I really value the experiences I had with my friends at Doshisha. Learning about the culture of my friend's countries really helped open my mind to the rest of the world, and helped me make connections that will hopefully last my entire life.

As for the classes themselves, they were definitely intense. On average, students have 12 to 15 classes per term, and each class is held once a week. In the morning there are always 2 language classes, and in the afternoon there are various culture, literature, and history classes being held. Each class had fairly heavy homework loads, so there was lots of memorization and writing to be done each night. We usually had some sort of quiz first thing each morning, which kept us on our toes and helped encourage the daily memorization we were supposed to be doing. Although at first I was overwhelmed by the thought of 15 classes per term, it was easy to adapt, and I felt the results of my improved Japanese in a short time, so I really enjoyed the intensive language program. The year seemed to speed by, and by the end of it most of my friends and I were torn: we missed our friends and families, but we were learning so much and having such a terrific time that we didn't want to go home! These days we keep in contact by email and sending funny postcards back and forth. It helps us to continue practicing the Japanese we learned together, and we're hoping that a reunion will be possible years down the road.

Lastly, if I were to give advice to a student who was planning on going into an intensive language program like the one I completed, it would be to learn as much of the target language as you can before you leave. It's very possible to learn a language quickly if you are completely immersed, but it still helps to know something before you go. When there are so many students from different countries, it's difficult to make friends unless you can communicate in the common language. It also helps you get the most out of every experience you have abroad.

So looking back, I had an extremely positive international experience, and would definitely recommend going abroad to any student!

## **Life in Kyoto** **Dustin Stolen**

After three previous visits to Japan, traveling throughout most of the country as either a tourist or English teacher, I have finally made it to Kyoto; The Cultural Capital of the country.

This time I have been fortunate enough to come to study as an international exchange student under Doshisha University's 1 year comprehensive language immersion program, so that I may receive UVic credit for upper level Japanese language courses. There are over 120 international exchange students studying at Doshisha under my program and through the language skills that I am acquiring I am able to communicate not only with Japanese students but friends from many other countries as well. Five different language courses covering advanced reading, essay writing, speaking and listening are held every morning, Monday to Friday, from 9:00-12:30, while electives are held in the afternoon.



Fushimi Inari

My apartment couldn't be in a better location; next to a super market and subway station and less than a 10 minute walk to Campus. Although Japan has a world-wide reputation for its brutally expensive living costs, there are many cheap restaurants and cafeterias centered around the University where most of the time you can find healthy meals cheaper than you would be able to back home in Canada.

Although I don't have a lot of free time, I spend most of it in coffee shops, studying and chatting-it-up with the locals. For exercise I run along the beautiful Kamo-gawa River two or three times a week, and I'm also a member of a nearby gym and pool which has a variety of studio programs. A prime tourist destination, Kyoto has a total of 17 Unesco World Heritage sites and over 2000 shrines and temples which could take a lifetime to discover all its riches and beauty. I am very grateful to UVic for giving me the opportunity to come here. So far it has truly been the experience of a lifetime!!!

See you in spring!!!

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Michael Bodden: Editor and Layout  
Joanne Denton: Copy Editor  
Thanks to all of our contributors: Lindsey Miller, Dustin Stolen, Yuumi Noto,  
Dwayne Cover, Todd Richer and all faculty members.

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## **Yuumi's Excellent Shanghai Adventure!!!** **Yuumi Noto**

Anyone who has been to Shanghai would describe the city as crazy, messy, dirty, noisy, filthy, and at the same time exciting and fun. So much fun. The *city* contains everything, not a *bit* of everything, but a *lot* of everything.

Shanghai, this huge city, has a population of about 18 million, which is more than the half of the entire population of Canada. Shanghai has people from all over China and all over the world. Many foreigners are working or studying there. The number of International students is massive, and East China Normal University (ECNU) is one of universities which have special programs for international students. ECNU is a *normal* university, which means their major programs are education. Therefore, the quality of Chinese Language for foreigners is one of the best in Shanghai.

I attended the school from September of 2005 to July of 2006. My life in Shanghai is the craziest and the most fun time ever. I went to school at 8:45 everyday from Monday to Friday, and all classes finished at 12, so I had afternoons completely free. All the *yi nian ji* class, or first year class were focused on basic language skills including pronunciation, character writing, and easy conversation. Since I had finished the intermediate level of Chinese (CHIN 249) at UVic, I was expecting to start from *liang nian ji*, second year classes; however, after the placement test I was put in 1-5, which was beginner's level. I was shocked. "What's the big idea, it cannot be true!" Then I went to the first class. I had no clue what they were saying. Both teachers and students spoke Chinese too fast to catch. "I think he just said *wo* (I) and *ni* (you) so I guess he is talking something about him and I, but about what?" I could read and understand everything because I am Japanese and I had a background in Chinese characters, however, my speaking and listening skill was as poor as the lowest level. I decided to work on speaking and listening practice as soon as classes started. The best people to practice both with were those who were working at the dormitory. Their language is more *real* than that of the teachers. They are ordinary Shanghai-nese, so their language contains heavy Shanghai accents and slang. Guards were always sitting or standing at the entrance of the dormitory smoking cigarettes and being bored. They always loved helping international students, although only a few of us hung out with them. By becoming friends with many local people, my speaking and listening level has improved greatly.

Another important factor that contributed to improving my Chinese was travel. While I was in Shanghai, I had three big trips and several small ones. In my first trip, I went to Hangzhou to see the West Lake. I met a girl in a bus, and she was a student at *Zhejiang* University. She kindly let me stay at her dormitory. Moreover, she let me join her outdoor trip with 40 other members of the outdoor club. It actually turned out to be an army trip, in which everyone except myself was wearing army suits and singing national army songs. Through the trip, I had to very carefully listen to what other people said so that I can protect my life when we were walking around the mountain for night training, when we were rappelling down a cliff through a waterfall using rope, and many



Yuumi enjoying Shanghai's services

other dangerous training sessions. The more I traveled, the more my Chinese improved. In Nanjing, Beijing, Xi'an, and Inner Mongolia, I kept speaking Chinese, and really felt Chinese has been becoming a part of myself. It was such a great experience to feel that.

My Chinese couldn't have been as good as now if I hadn't gone to Shanghai. For the next UVic students who are going to ECNU, I definitely recommend to study hard, and travel as much as you can. That's the best way. Oh, and don't forget to hang out with those dormitory guards!

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## ALUMNI REPORTS

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### **Todd Richer (1994)**

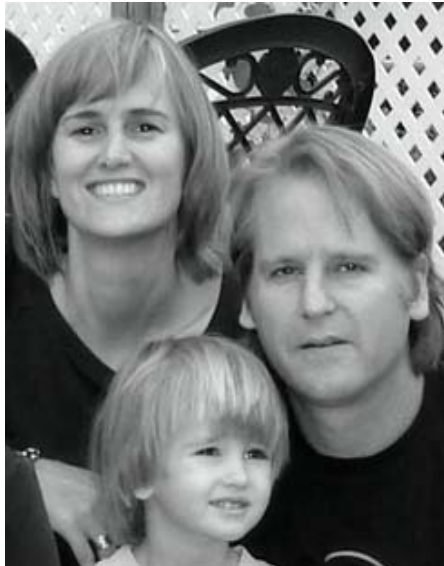
I graduated from UVic in 1994 with a BA in Pacific and Asian Studies, Southeast Asia. My interests at the time were Thailand, Indonesia, and China. I studied Indonesian at UVic and attended two summer sessions of SEASI, when it was being held in Seattle at UW, to study Thai. I would highly recommend any student interested in Southeast Asia to try and attend SEASI.

My girlfriend, Alison Francis, and I went on an extended trip through China

and Southeast Asia as soon as we graduated. We lived in southern Thailand for 4 months. I look back at it as one of my most valuable learning experiences. We were in quite a remote area living with a fishing family. I think that I gained some insight into how politics works at the grass roots level in southern Thailand. Over the years, we have watched how the impact of what is called globalisation or modernisation

and tourism has impacted a particular family and community.

In 1995, we moved to Bangkok. I was fortunate enough to get a teaching job at Shrinakarinwirote University in the Department of Western Languages and Social Sciences. My background in Southeast Asian Studies helped immensely - especially my language skills. We were fortunate enough to get married in Bangkok in 1995. However, we were unfortunate to be living in Bangkok at a time when the sky train and subway were being constructed, which meant horrific traffic jams. We also lived through the 1997 Southeast Asian financial crisis and lost more money than I care to remember. Nonetheless, we look back on our years in Bangkok with fondness and always feel at peace there.



In 1998, broke because of the financial collapse of 1997, we decided to move back to British Columbia to get into teaching. After we finished our teaching qualifications we realized how much we enjoyed living in Southeast Asia. My wife got a job as an elementary school teacher at the International School of Phnom Penh in 2000. I started teaching middle and high school Humanities, ESL and History. ISPP is a fully accredited International Baccalaureate school. I am happy to be

teaching Southeast and East Asian history in grade 11 and 12. It is aimed at first year university level so it keeps me up to date academically and keeps me interested in how dynamic Asia really is. It is an interesting time in Cambodia and the region.

We were blessed with a son, Sam Francis Richer, in 2003. He was born in Bangkok and we are purposely trying to raise him in Southeast Asia. I took him to his first *loy krathong* festival last week. He was more interested in throwing the *krathong* in the water than the symbolism, though. We are building a house in southern Thailand with a friend from UVic living in Bangkok. It has been an interesting journey.

### **Dwayne Cover** **(B.A. 1997, M.A. 2006)**

*Mina-san, konichiwa.* I am a recent graduate of the Pacific & Asian Studies Department currently teaching at Kanda University of International Studies in Chiba, Japan. I was asked to offer some thoughts reflecting on my time in P&A and I'm grateful for this opportunity. In the lines that follow, I will likely come across as exceedingly complimentary to the department, and unapologetically so. P&A has had an indelible effect upon me, both personally and professionally, so regardless of what I leave on this page, I feel I can't really say enough good things.

First, I'd like to offer a brief background on how I ended up studying in the department. I completed the undergraduate program in P&A in 1997. Growing up in the B.C. Interior, Southeast and East Asia were not accorded much attention in the public school system, so my undergraduate experience had a significant impact upon my global perspective in opening my eyes to a part of the world that I had previously known little about. After graduation, I spent a good deal of time traveling in Southeast Asia and eventually found my way to Japan, where I began teaching English as a Second Language.

I returned to Canada in 2000 firmly convinced that I would continue my studies at the graduate level, however, I was unsure where I would find a home. The P&A Department did not have a stand-alone Master's program when I left in 1997, so initially, I did not think returning to UVic would be a possibility. I was actually in the process of applying for a position at another university when I contacted some of my former instructors at UVic for letters of reference. Given my absence, I was not sure they would even remember me; however, all were extremely accommodating and encouraging. In fact, Dr. Michael Bodden, who was the graduate advisor at the time, informed me that the department had grown to include a graduate program and suggested that I apply there, as well. He put me in touch with Dr. Hiroko Noro, and, fortunately, she agreed to act as a supervisor on a project examining English in Japan. It was an easy choice to return to UVic and the P&A Department. I was able to secure partial funding and a teaching assistant's position – two benefits that I feel are essential for making steady progress through a graduate program. I was also strongly attracted to the small class sizes, which allowed for a great deal of interaction between instructors and students. Graduate students are given an active role in the department and enjoy the benefits of developing in an eclectic, multidisciplinary environment.

Another aspect of the program that is extremely beneficial is the emphasis upon overseas experience for as many students as can be accommodated. Through the efforts of my supervisor, Dr. Hiroko Noro, and an existing exchange relationship between UVic and Doshisha University in Kyoto, I was able to return to Japan as a visiting research student to collect data for my project. During my six-week stay, I was invited to attend freshman and sophomore English courses and to take part in a graduate class in the Department of

Education with my host supervisor, Dr. Tomoyoshi Inoue. By the time I left Kyoto, I had successfully gathered more than enough data to complete my thesis project and made a number of friendships – both social and professional – that I hope will be maintained for a lifetime.

I successfully defended my thesis in August of this year (2006) and secured a lectureship at Kanda University of International Studies. My position here involves teaching responsibilities in the Department of International Communication and a research component as part of an ongoing collaborative project. I will also be conducting an individual research project that takes a holistic approach toward Second Language Development – a study that is, in many ways, a continuation of my thesis research at UVic. Although the work has been, thus far, quite demanding, I am enjoying the challenge. I feel my time in P&A prepared me well for the academic requirements of my current position and for managing multiple responsibilities (i.e. multi-multi-tasking!).

As I mentioned above, I hope the P&A Department continues to grow and prosper. I feel it offers a well-rounded graduate study experience that can be found in few other places. I consider myself very fortunate to have had the opportunity to develop there and I look forward to maintaining ties with the department as I move forward in my academic career. If any P&Aers are heading to Japan and have any questions, I can be reached at [coverd@kanda.kuis.ac.jp](mailto:coverd@kanda.kuis.ac.jp). *Mata, ne.*

Dwayne Cover  
Lecturer – Department of International  
Education  
English Language Institute  
Kanda University of International  
Studies  
Chiba, Japan

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## NEW FACULTY MEMBERS

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The Department was excited to add two new faculty members to our **Pacific Studies** section. Dr. Katsuhiko Endo is a specialist in Japanese history with a strong interest in theory and interdisciplinary studies. Dr. Daromir Rudnyckj is an anthropologist specializing in Southeast Asia with interests in religion, globalization, and contemporary theory.

### Katsuhiko Endo

After working in Tokyo as an economic journalist for NIKKEI newspaper, Dr. Endo did his graduate work at Cornell University and New York University. He received a Ph.D. in History from NYU in 2004. He has taught at University of California, San Diego, and the University of Chicago. Currently, he teaches the Department's courses in Japanese history as well as its introductory survey to the Asia-Pacific Region.

### Daromir Rudnyckj

Daromir Rudnyckj joined the Department of Pacific and Asian studies from the University of California, Berkeley where he received a Ph.D. in anthropology. A specialist in Southeast Asia, Dr. Rudnyckj's current and future research examines Islam and globalization in contemporary Indonesia, Malaysia, Singapore, and Brunei. He is specifically interested in contemporary projects of "spiritual reform" that take economic development as a religious and ethical problem. Thus, his research examines the way in which neo-liberal development in contemporary Indonesia is recast in "spiritual" terms. His

dissertation is titled *Islamic Ethics and Spiritual Economy in Contemporary Indonesia*. Dr. Rudnyckj's previous research projects examined the networks and institutions that enable transnational labor migration from Indonesia through the Indian and Pacific Ocean regions and the political economy of urban space in contemporary Jakarta. His projects have been supported by Fulbright-Hays, the Social Science Research Council, and the Wenner-Gren Foundation for Anthropological Research. He is the author of "Technologies of Servitude: Governmentality and Indonesian Transnational Labor Migration" which appeared in *Anthropological Quarterly* (2004) and has several other publications currently under review. At the University of Victoria he is excited about teaching courses such as PACI 323A "Southeast Asia From 1800 to 1945," PACI 323B "Post-War Southeast Asia," PACI 412 "Globalization and Religion in Asia," and PACI 290 "Introduction to Theory and Analysis in Pacific Studies." He also hopes to actively contribute to the department's growing graduate program.

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## FACULTY UPDATES

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### Martin Adam

This year has been a very active one with a total of ten public talks and papers given at a wide variety of venues. The definite highlight was a paper delivered this past summer at the sixth conference of the International Association for the Study of Argumentation, which was held at the University of Amsterdam. The paper "Classes of Moral Agent and the Art of Persuasion in the Pali Nikayas" represents a continuation of my research into the deep structure of moral thinking as embodied in the texts of the early Buddhist tradition. The argument



was elaborated in "Four Categories of Action, Three Classes of Agent, Two Basic Orientations and One Moral Law: Towards a Buddhist Understanding of Early Buddhist Meta-ethics"; this paper was delivered this fall at the regional meeting of American Oriental Society, right here in Victoria. Before that, a new role was filled when serving as a panel respondent at the Canadian Society for the Study of Religion Annual meeting in Toronto. Here on campus, I was one of the speakers at the annual Community Seminar put on by the Centre for Studies of Religion in Society. As well, I played a role in organizing a non-violence training workshop that was held on campus. The Sanskrit and Tibetan Translation Group of Victoria (initiated last year) continues its weekly meetings.

### **Michael Bodden**

I presented a paper on regional identity in recent Indonesian fiction and theatre at a workshop on developments in contemporary Indonesian culture at the University of Tasmania in mid-December 2005. Then, in February 2006 I was invited to give a series of



Michael Bodden with Indonesian theatre director Shinta Febriani at the Tasmania workshop.

lectures on contemporary Indonesian literature, hip-hop, and the dynamics of contemporary urban culture in Indonesia for the Center for Southeast Asian Studies at Yale University. I spent the summer working on my manuscript

on Indonesian theatre and politics in the 1990s, and contributed an article to, as well as co-edited, a collection of articles on recent writing and performance by women in Indonesia, which is currently being reviewed for possible publication. This November I presented a paper on post-Suharto theatre in Indonesia at a one-day Indonesian culture seminar at UBC. During the past year, I have taught 2<sup>nd</sup> year Indonesian-Malay language, a new Southeast Asian cinema course, as well as the graduate thesis design seminar and courses in literary theory, Indonesian and Pacific literature, and Indonesian theatre.

### **Daniel Bryant**

In the spring, Daniel Bryant presented two papers, "Why Translation Has Always Got Literary History Wrong and Will Never Get It Right," given at a Workshop on "Contexts of Translation" at the University of Toronto in April, and, in the same month "So Then He Sez to Me, He Sez . . . ' – Li K'ai-hsien as Biographer," given as Part of the Panel "Shaping the Literary World: Li Kaixian's (1502-1568) Songs, Plays, and Biographies" at the Association for Asian Studies, 2006 Annual Meeting. He also signed a contract with the Dutch academic publisher E.J.Brill for his book manuscript on the Ming poet Ho Ching-ming, which should appear in 2007. In the fall, he was co-organiser of the 2006 meeting of the Western Branch of the American Oriental Society, being held for the first time in Canada.

### **Leslie Butt**

In 2005 and 2006, I enjoyed a year's sabbatical. Getting a break from teaching was productive, for it allowed me to return to West Papua to finish up a research project on sex workers and the care of unplanned infants in the highlands town of Wamena. I have been

researching this topic since 2000, and have found a rapidly changing sex work industry in the highlands. Because young women are more mobile, and are less monitored by kin-based social control, they find it easier to flout conventions. One result of changing conventions is an increase in unplanned pregnancy among unmarried teenage girls. My research looks at who cares for these infants, and why they choose to take on this work. As well as completing this research project, I have also prepared a co-edited volume entitled AIDS in Oceania, which is currently under review at the University of Hawai'i Press, and I have submitted articles for publication in scholarly journals.



Leslie Butt with friends in West Papua

### **Katsuhiko Endo**

Dr. Endo is currently writing a book on Uno Kozo's critical study of Karl Marx's *Das Kapital* in the light of the works by Giles Deleuze and Michael Foucault, and the current condition of global capitalism. He is also translating and editing the collection of Harry Harootunian's works, which will be forthcoming Spring 2007.

### **Timothy Iles**

In 2006 Tim took part in three international conferences, in San Francisco (the AAS), Shanghai (as a parallel event to the Shanghai International Film Festival), and Tokyo (the Association for Japanese Literary Studies). Two of these conference papers will be published as part of the conference proceedings, and one will be translated into Chinese for two separate journals. As well, he has submitted several papers and a book proposal for publication. At the start of the academic term he took over as Graduate Advisor, a position he's enjoying very much, from Michael Bodden. He's looking forward to travelling in Asia this coming summer to research, and to presenting at two upcoming conferences, one in Paris, the other at ICAS in Kuala Lumpur in August.

### **Mika Kimura**

My first year in the Department of Pacific and Asian Studies as a Senior Instructor was challenging, but ended with satisfaction. I had planned one of the courses I taught last year, JAPA 481 (Academic Japanese), to be quite a demanding course, but the students responded well and produced fascinating research papers in the Japanese language. My focus since last year has been on an integration of web-based learning resources with the more traditional techniques I use in my classes. I have been developing WebCT for my courses and trying to use new computer programs like Audacity to assist my students in refining their spoken skills. I intend to continue working on this project this school year as well. And finally, I was given a new and very fun challenge this year: I am currently working on improving our Japanese Program Website. If anyone has any ideas, comments, and criticism, please let me know!!

### **Richard King**

This year I have continued to divide my time between the Centre for Asia-Pacific Initiatives and the Department, where two of my graduate students have completed their MA degrees. In the second half of the year, while I have been on study leave, much of my focus has been on translating and writing about the literature of the Chinese Great Leap Forward of 1958 and the famines that followed it; I presented a paper to a conference on the Great Leap Forward in Vienna in November, and gave a lecture on another aspect at the Chinese University in Hong Kong while visiting the Research Centre for Translation to work on an anthology of literature about the Great Leap to appear next year in the translation journal *Renditions*. I have also been working as editor of a manuscript on the visual arts in the Cultural Revolution and another on Mao-era writing in China.

### **Vivian Lee**

Vivian Lee joined the Pacific and Asian Studies Department in August 2004. Since then she has been teaching Chinese literature, language and culture courses. This year she has launched a new Chinese cinema course, *Topics in Contemporary Chinese Cinema*, to be followed by another new course, *Screening the Nation*, in 2007/2008. In the summer of 2006, Vivian presented three papers on contemporary Chinese martial arts films and Japanese anime at international conferences in Hong Kong, Shanghai, and Beijing. Her articles on Chinese literature and film have been published in a number of academic journals such as *Modern Chinese Literature and Culture*, *Asian Cinema*, and the *Journal of Chinese Cinemas*.

### **Hiroko Noro**

One of the major events for the past year was that with big help from CAPI, Cody Poulton and I organized the first international conference on the role of theatre in second language education in February. This conference, entitled, *Performing Language: International Conference on Theatre and Drama in Second Language Education* was one of the pioneering endeavors exploring the power of drama and theatre in second language education. We have brought together more than 50 scholars and practitioners from Canada, U.S., Japan, and Israel, who share keen interest in the role of drama and theatre in second language education. The conference presented Oriza Hirata, world-renowned Japanese playwright and advocate of drama education, as keynote speaker as well as a workshop leader. This conference was so successful that we will hold the second conference in 2007, at Waseda University in Tokyo.

### **Nozomi Riddington**

As a senior instructor in the Japanese Program, I taught the following language courses during 2006: January to April -- JAPA 311(Intensive Intermediate II) and JAPA 150 (Intensive Introductory II) May to June -- JAPA 249, a two-month Intensive Intermediate II; and September to December -- JAPA 249 & JAPA 312 (Advanced Prose Reading I). During a two-month summer break, in addition to preparing for the fall Prose Reading course, I attended, in August, a CAJLE conference in Toronto.

### **Daromir Rudnyckyj**

In the past year Dr. Rudnyckyj has been invited to give lectures in the Department of Anthropology at the University of California, Riverside and in the

Center for Asian Studies at Colorado University. He presented a paper entitled "Worshipping Work: Spiritual Economy in Reformasi Indonesia," at the 2006 meetings of the Association for Asian Studies, San Francisco, CA in April. He also co-organized two panels at the 2006 meetings of the American Anthropological Association in San Jose, California in November. These panels were entitled "Economies of Affect" and "Field/Work: Work as an Object of Anthropological Inquiry Beyond 'Ethnos'." On these panels he presented three papers, respectively entitled "Circulating Tears, Managing Hearts: Economies of Affect in Contemporary Indonesia," "Economies of Affect," and "Worshipping Work: Financial Crisis and Spiritual Reform in Contemporary Indonesia."

### **Karen Tang**

Karen continued to teach CHIN 149, 150, 220, 320 & 420 and to use WebCT to assist her teaching in all of the above courses during 2005-2006.

She has encouraged her students to create a blog using the Discussion Tool in WebCT. She found it an effective medium for enhancing writing skills, on line community building, cross-cultural communication, personal discovery and comparative studies for all levels of students. She presented her goals, methods and outcome and discussed the pros and cons in the Open Discussion and WebCT Poster Sessions of the 2005 UVic Humanities Project Showcase: How Humanists Compute.

Karen's proposed project entitled "Professional Development on Contemporary Techniques for Teaching Chinese and Chinese Culture" won a UVic Learning and Teaching Development Grant in June, 2006. She is looking forward to using the funding to support her teaching development activities in China during her eight-month Study Leave starting in January, 2007.

### **Yuen-Fong Woon**

In the past year, I have been teaching PACI 319A, 319B, 420, 443, and 520. I have two graduate students: Gigi Lee and Isaac Morgan. One will complete her thesis on the One Child Policy in China this year, the other has just begun his program this Fall. My third graduate student Katy Mukai is now under the care of Dr. Hiroko Noro.

I have been doing research and writing on Asian Canadians in British Columbia. My latest paper is entitled "Trans-national Links between South China and British Columbia: The Female Dimension, Past and Present". It will be published by BC Studies in the special issue Historical BC in the Asian Pacific World, in May 2008.

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### **GRADUATE STUDIES**

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#### **M.A. Theses Completed In 2005-2006:**

##### **•Dwayne Cover**

"English in the Air: An Ecological Approach to English Language Development in Japan"

##### **•Ping Guo**

"Anti-Confucian Themes in Language Reforms in Meiji Japan and Early Republican China: Reexamining Shimazaki Tôson's *The Broken Commandment* and Lu Xun's "Diary of a Madman"

##### **•Tamara Sone**

"Network of Islands: Linkages Among the Islands of Fiji, Tonga, and Samoa."

##### **•Kefen Zhou**

"Unspoken Desire: Zhang Xianliang's Autobiographical Trilogy and the Contemporary Chinese Intellectual"

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## CURRENT GRAD STUDENTS

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### **Hilary Gorman**

Entered Program Fall 2006. Examining the issue of reproductive rights in Indonesia with a focus on HIV/AIDS awareness among informal sex workers in Surabaya, East Java.

### **Gigi Lee**

Currently finishing thesis on how the Mainland Chinese government's one-child policy has affected the views of first generation "one-child" females with respect to ideas of family.

### **Wu Liu**

Entered Program Fall 2006. Defining and analyzing the "6<sup>th</sup> Generation" of Chinese filmmakers.

### **Yuji Matson**

Entered Program Fall 2005. Examining the novels of Kobo Abe and the cinematic versions of them by Teshigahara Hiroshi in relation to existentialism and the search for identity in modern, urban Japan.

### **Isaac Morgan**

Entered Program in Fall 2006. Examining the construction industry in Vancouver as a case study to compare the working conditions of migrant workers from China relative to their immigration status.

### **Katy Mukai**

Entered Program Fall 2005. Change and continuity and reproduction of Japanese culture among different generations of Japanese migrants living in Canada.

### **Kai Zhang**

Entered Program Fall 2004. Currently on leave.

### **Yulin Zhou**

Entered Program Fall 2006. Using Eco-criticism to analyze works of contemporary Chinese Literature.

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## **Pacific and Asian Studies**

# **Student Research and Exchange Fund**

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The Pacific and Asian Studies Student Research and Exchange Fund is now entering its third year. In the first year, the fund received over \$3000.00 in donations. This allowed us to help fund the research and film-making trip of two undergraduate students to Southern Thailand in the Summer of 2005. Last year, however, we received no new contributions, and our drive to raise an initial endowment of at least \$10,000 remains stalled at around \$2,500.

This fund is intended to help Graduate and Undergraduate Students alike to be able to travel to the Asia and Pacific regions in order to undertake advanced language training and carry out thesis research and other kinds of critical study projects. The Department of Pacific and Asian Studies believes that education about the Asia-Pacific region is most effective when combined with opportunities for first-hand travel, experience, language-immersion, and research in the countries that students are studying. Many of our alumni can easily recognize the value of such “first-hand” experience.

The importance of Asia in a variety of areas—culture, politics, economics—will only continue to grow over the next few decades. It is therefore even more crucial that we continue to train Canadians to speak the major languages of the Asia-Pacific region, and to understand the histories, cultures, and social dynamics of as much of the area as possible. Advanced language-immersion programs and critical research are a vital part of such training.

Please consider donating to our Student Research and Exchange Fund. No matter how small the amount, every bit will help us reach our initial goal of a \$10,000 endowment.

***Thanks in advance for your support!***