

# 2019 May Newsletter



COLUMBIA UNIVERSITY  
Weatherhead East Asian Institute



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May 2009

The Weatherhead East Asian Institute's May programming rounded out a successful semester of events with graduation festivities.

The Institute cosponsored a conference on "Global May Fourth: One Hundred Years" examining the legacy of China's May Fourth movement. Bryna Goodman (University of Oregon) delivered the keynote address on "The Stock Exchange as a May Fourth Project? Liberal Governance, Market, and Globality." On May 7, the Institute cosponsored a presentation by Jampa, Associate Research Librarian, The Cultural Palace of Nationalities, Beijing, on "A Newly-Discovered Catalogue by Desi Sanggye Gyatso (1653-1705)." The Institute also cosponsored a conference with the Overseas Press Club on May 9, titled "Tiananmen 30 Years Later: A Portent of China's Authoritarian Future?"

The Center for Korean Research organized a manuscript workshop for Hye Eun Choi, a Korea Foundation postdoctoral fellow, who presented her book titled "Inventing Modern Sound Culture The Transnational Recording Industry in Colonial Korea (1910-1945)."

The Institute's Modern Tibetan Studies program continued its 20th anniversary event series with a conversation with Yangchuk Tso, a critically acclaimed Tibetan actress and contemporary singer. Tso spoke about her experiences in film and television in China, reflected on contemporary Tibetan cinema, and shared thoughts on her own filmmaking practice while engaging in a broader discussion on Tibetan cultural production in the 21st century.

On May 22, the Institute hosted graduating students and their families to congratulate them on their successes and to wish them the best of luck in their future endeavors.



*We hope you enjoy a few  
select photos from the  
celebration*

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## John M.H. Lindbeck, director of the East Asian Institute (1967-1970)



John M.H.  
Lindbeck  
1915-1971

**J**ohn M.H. Lindbeck served as the fifth director of the East Asian Institute (renamed the Weatherhead East Asian Institute in 2003) from 1967- 1970.

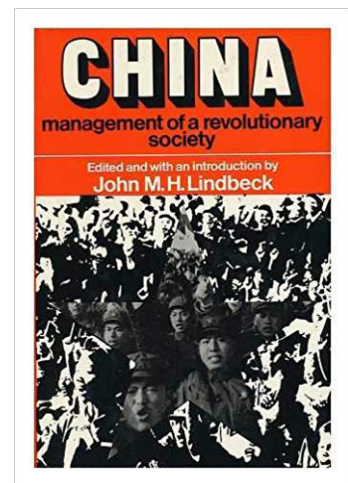
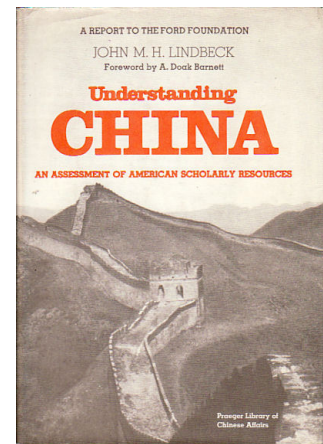
Born in China in 1915, Dr. Lindbeck received his Bachelor of Arts from Gustavus Adolphus College in 1937 and his PhD from Yale University in 1948, after serving as a lieutenant in the Navy during World War II. Dr. Lindbeck played a key role in promoting Chinese studies and made many important contributions to the development of the field.

Prior to starting his work at Columbia, Dr. Lindbeck lectured in the School of Military Government at Princeton University and served as a Rockefeller Foundation fellow in Oriental Languages and History at the Harvard-Yenching Institute. From 1948-1952, he served as Assistant Professor of Political Science and Assistant Professor of Far Eastern Studies at Yale University. He was named Deputy Director of the Project on Men and Politics in Modern China at Columbia in 1958, after serving for six years as a public affairs advisor on Chinese affairs to the US Department of State.

In his work with the Foreign Relations Committee, Dr. Lindbeck strived to bring China into the mainstream of global affairs and end US isolationist policies towards the country. He helped cultivate a deeper understanding of China and kept in close contact with Chinese studies scholars around the world.

Dr. Lindbeck was a consultant and board member for multiple government agencies, national, and international organizations, including the National Academy of Sciences, the National Committee on United States-China Relations, and the Ford Foundation. In 1970, as part of his work with the Ford Foundation, he prepared a report on Chinese studies in the US and abroad after visiting universities in Australia, Southeast Asia, Europe, and the United States. He was an integral figure in organizing conferences on Chinese science and scholarship.

Dr. Lindbeck's published books include *Understanding China: An Assessment of American Scholarly Resources* (1971) and *China Management of a Revolutionary Society* (1972). He has additionally published articles for the *Department of State Bulletin* and for *China Today* magazine.



Written by Priya Chokshi



At EALAC, language teacher Jisuk Park offers custom-fit coursework for students of Japanese

Interviewed by Ariana King



“My students have different interests, but no matter what they do with the language they learn, if they learn to communicate with each other with respect, I believe and hope that kind of attitude alone will help them in the future.”

There are any number of reasons to learn a foreign language. Japanese language instructor Jisuk Park sees a diverse array of motivations in her classroom, from the students seeking context for their research in East Asian studies to the fans of anime hoping to deepen their understanding of Japanese culture.

“My students have different interests, but no matter what they do with the language they learn, if they learn to communicate with each other with respect, I believe and hope that kind of attitude alone will help them in the future,” said Park.

To guide students to a level of effective communication, however, requires some creativity. “One of the challenges for us instructors is figuring out how to make our courses appealing to the students who have different interests,” to design a class that every student will find enjoyable, she said.

Columbia’s Department of East Asian Languages and Cultures (EALAC) offers Japanese language classes at a range of difficulty levels. But while many universities taper off after the intermediate level, EALAC’s curriculum offers advanced level courses with specially prepared authentic materials.

These courses are filled largely with graduate students who plan to use Japanese for their research and future professions.

“In our fourth-year Japanese courses, we incorporated a project into our curriculum where students choose the topic of their interest and memorize a tailored vocabulary list, and take a tailored quiz,” Park explained. For example, if a class has 10 students, Park constructs 10 quizzes. “It is a lot of work for instructors, but I believe students learn better when they are learning what they are interested in,” she said.

“All the courses in our program are really intensive, so the pace is often faster than a lot of other institutions and the coursework is very demanding as well,” Park noted. “But since it is intensive, students can learn a lot in one year.”

According to Park, the intensive nature of the curriculum meant that pre-existing textbooks were not an ideal fit for the needs of the program at Columbia. “Eventually, my colleagues and I decided it would be best if we publish our own [textbook] for our students and Columbia.”

The result was *Hiyaku: An Intermediate Japanese Course*, a textbook Park co-authored with her colleagues Shigeru Eguchi, Fumiko Nazikian, Miharu Nittono, and Keiko Okamoto, and which is now being used by Japanese language educators outside of Columbia as well.

Park is also currently working with Nazikian on a book applying a Social Networking Approach (SNA) to language teaching, based on an October 2018 workshop cosponsored by WEAI, titled “Working at the Intersection of Language and Culture in the Digital Age: Social Network Approaches (SNA) to the Pedagogy of Language Teaching.”

For Park, the decision to teach Japanese and the importance she places on communication across cultures are influenced by her own background as a *zainichi* Korean. *Zainichi* is the Japanese word for foreign residents in Japan, and is commonly used in reference to the large populations of ethnic Korean, Chinese, and Brazilian residents in the country. Park grew up in Japan and attended Japanese schools from kindergarten through university; not until she was in university did she learn elementary Korean.

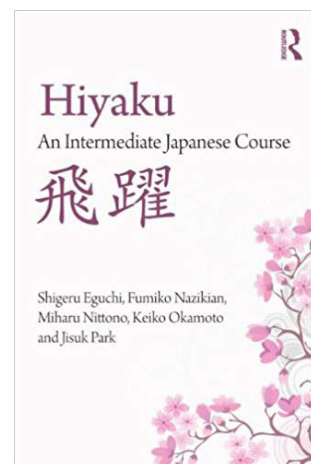
“I have some relatives in South Korea, but since my Korean is very limited, I communicate with them either in English, Japanese or having someone translate for us, which forces us to have very limited conversations,” Park said. “I regret that we have a very limited way of communicating, but at the same time this frustration constantly reminds me of how important it is to have language skills.”

I hope learning Japanese at Columbia will bring something beneficial to our students, and “ultimately they achieve what they believe in and contribute to society in the way they can.”



Top: Jisuk Park (center) holds a fan with the Chinese characters for *kansha* (thanks/appreciation) with a group of students;

Bottom: Students in a Japanese class at Columbia





## STUDENT PROFILE

Richard Lo  
Student in the School of  
General Studies and  
WEAI Student Assistant



Richard Lo is a rising senior in the School of General Studies majoring in Political Science. He has worked at the Weatherhead East Asian Institute as a Student Assistant for two years. Before coming to Columbia, Richard served for four years in the US Navy as a seaman and an operations specialist.



When I was growing up in Taiwan, I had hoped to move to New York for the life experience the city provides. That opportunity became possible when I learned about the General Studies (GS) program at Columbia. GS is designed for nontraditional students like myself who took time off between high school and college to pursue other ambitions. I was excited to find a program that took my life experience and professional merits into account.

Before starting at Columbia, I served three and a half years aboard the USS George Washington and USS Ronald Reagan, two aircraft carriers based in Yokosuka, Japan. I began my fleet time working as a seaman, which involves a lot of shipboard maintenance work such as painting.

About two years in, I became a specialist in air defense operations and radar navigation, and rose to the rank of a Second Class Petty Officer. I enjoyed training other sailors with my knowledge and experience. I also enjoyed the duties as a shipboard announcement maker and our port visits to cities in the Pacific.

As a Chinese-American and a US Navy veteran, I have a personal and professional interest in bridging my heritage and my allegiance, and Columbia provides me with the knowledge and the analytical lens to develop my own judgment on US-China-related issues.



*Richard (second from left) with Ai Nakashio (left) and fellow student veterans Steven and Rachel Ballew at the 2018 MilVets Ball*



*Richard (second from left) with fellow WEAI student workers Priya Chokshi, Justin Robbins, and Jack Cheng*

During my first semester in the GS program, I asked for a summer job from Professor Andrew Nathan and he offered me the opportunity to work on a project at Weatherhead. I have worked for the Institute for about two years since then. Working at Weatherhead puts me within steps from most East Asia-related events at Columbia, allowing me to access new information and interesting insights regarding to US-China relations and other topics of interest.

Interacting with Weatherhead faculty also helps challenge my perspective on ongoing developments in China, Taiwan, and Japan, and enriches my scholarship as a Political Science major. Being part of Weatherhead is an integral part of my time at Columbia since I wish to contribute to the best of my abilities in enhancing US relations with East Asian countries in the future.

Having access to many educated perspectives will help me be more judicious in my decisionmaking when I am a professional. Talented thinkers with a deep understanding of both countries are needed for the future of US-China relations, to protect US interests while at the same time enhancing the bilateral relationship.

After graduating, I am planning on attending law school and practicing law in California. I found myself interested in issues in economic inequality, so I can see myself entering politics and working with experts and leaders to fix it.

## ON THIS MONTH IN 2009:

### COLUMBIA AND CHINA: PAST AND FUTURE

WEAI Director Myron Cohen addresses an audience at a 2009 symposium in Beijing titled "Columbia and China: Past and Future"



May 31, 2009

In 2009, the Weatherhead East Asian Institute hosted a series of events in New York, Beijing, Tokyo, and Seoul in commemoration of the Institute's 60th anniversary. The Beijing event, "Columbia and China: Past and Future," marked the first of the three events in Asia and followed two successful events in New York: a special lecture by renowned artist Xu Bing and the fourth annual Borton Mosely Distinguished Lecture on Eurasia. The symposium in China was cosponsored by the Columbia Alumni Association and supported by the Arts Initiative of Columbia, the Earth Institute, the Center for Chinese Legal Studies, Columbia Business School, and the Graduate School of Architecture, Planning, and Preservation.

Opening remarks at the symposium were delivered by Nicholas Dirks, Vice President for Arts and Sciences, and followed by a keynote speech by Zhang Xingsheng, Former Vice Minister of Education of the People's Republic of China. Subsequent panels featured distinguished speakers from the Columbia community, the private sector, and China-based institutions including Peking University and the Chinese Academy of Fine Arts. The panels were followed by a cocktail reception and the premiere of an exhibition titled "Columbia and China in Photographs."

Overseeing the 60th anniversary program of events, WEAI Director Myron Cohen wrote in a letter from the director in the Institute's 2009 Annual Report: "Last semester's celebrations climaxed, most appropriately, in East Asia itself... In all three cities, Columbia and WEAI alumni were witness to panels composed of Columbia faculty together with local scholars and public figures. Columbia were once again exposed to the intellectual excitement provided by the University's faculty, and the many nonalumni in the several audiences were introduced to it."

To read the 60th anniversary Annual Report, visit:

[http://weai.columbia.edu/documents/annual\\_report/2008-2009weai\\_annual\\_report.pdf](http://weai.columbia.edu/documents/annual_report/2008-2009weai_annual_report.pdf)