

East Asian Languages and Cultures University of California, Berkeley

Graduate Program

The Department of East Asian Languages and Cultures offers the M.A. and the Ph.D. in Chinese and Japanese languages. Students may focus on the literature, literary criticism, comparative studies, cultural history, linguistics, or a specified period, but in every case students will be expected to acquire a solid grounding in the classical and modern versions of the primary language. The primary purpose of our degree training is to prepare students to become scholars and teachers of advanced courses at the university level. Persons interested solely in elementary modern language teaching will not find the program suited to their needs and should not apply. For the M.A. in Asian Studies, contact asianst@berkeley.edu.

As a rule, students wishing to enter the graduate program should have completed an undergraduate program comparable to the undergraduate major in this department. Students who do not have B.A. or M.A. degrees in East Asian Languages and Cultures (Japanese or Chinese) or in similar fields can be considered for admission. If admitted, these students are often required to make up deficiencies in their course work. This can result in a lengthening of the normative time to degree (six years).

The department only admits students into the Ph.D program. You must indicate that a Ph.D. is your degree goal on the application materials. Students who have not completed an M.A. degree before beginning study at Berkeley will have to complete the requirements for the M.A. before proceeding to the Ph.D. program. After completion of the M.A. requirements (coursework and thesis), students are evaluated for permission to proceed to the Ph.D. portion of the program. Students who have completed an M.A. degree before beginning study at Berkeley may apply for admission directly to the Ph.D. program. After one year in the Ph.D. program, such students will be evaluated before being permitted to continue in the program.

U.C. Berkeley graduate students from other disciplines who are considering transferring into the degree program in Japanese or Chinese language undergo the same faculty review as first-time applicants, however, they do not complete the Graduate Application. Students in this category should contact Graduate Degrees, 302 Sproul Hall, University of California, Berkeley, CA 94720-5900 for a Petition for Change of Major or Degree Goal and the department [Graduate Assistant](#) for a checklist of materials that will need to be submitted.

The length of time needed to complete an advanced degree in the department depends on financial considerations, the extent of the student's earlier preparation, and other factors. Under optimum conditions, the M.A. can be earned in two years and the Ph.D. in an additional three to four years.

To learn how best to prepare for study at the graduate level in the humanities and the social sciences, current undergraduates may find useful [STEP by Step: A Guide to Preparing for Graduate School](#), a planning tool developed by Josephine Moreno and Gloria Chun, the Graduate Diversity Coordinators in the Arts and Humanities and the Social Sciences.

Application Procedure

Application materials become available in September for admission effective the following year. The Graduate Application is submitted electronically; the [online application](#) will be available September 14, 2009. See the [Graduate Division](#) website for details. All applicants must use the online application.

Application materials consist of the online Graduate Application for Admission and Fellowship and a Departmental Application. The Graduate Application for Admission and Fellowship must be submitted online. The Departmental Application and all supporting documents should be mailed directly to: Department of East Asian Languages and Cultures, 3413 Dwinelle Hall, University of California, Berkeley, CA 94720-2230, USA, Attn: Jan Johnson, Graduate Assistant.

A PDF version of the [Departmental Application](#) is available, as are a set of [Application Instructions](#).

ALL APPLICATIONS FOR FALL 2010 ADMISSION MUST BE POSTMARKED BY: **DECEMBER 7, 2009**

Although the above date applies specifically to the completed online application itself, please submit all supporting documents (transcripts, letters of recommendation, GRE and TOEFL score results, etc.) as early as possible. Documents mailed near the deadline should be sent by some form of express mail. There are only a few weeks after the deadline for your file to be organized and presented to the Graduate Admission Committee for its consideration. Though the Graduate Admission Committee will examine all files for which an application has been submitted, it cannot give equal consideration to a file that is incomplete

Foreign applicants are urged to examine closely the [requirements](#) for certification and translation of records provided by Graduate Application and the information on legal residency and fees. International students with F-1 or J-1 visas must pay nonresident tuition every semester of graduate study (\$14,694.00 per year) in addition to in-state fees (\$11,574.50 per year). Doctoral candidates, however, may be eligible for a reduction in nonresident tuition (NRT) for three years after advancement to Ph.D. candidacy. See the Graduate Degrees office for more information on reduced NRT. Since TOEFL scores take 6 to 8 weeks to be mailed after you request the Educational Testing Service to report them to us, please mail a photocopy of your score reports, if available, directly to the department so that the Graduate Admission Committee can make a preliminary examination of your file. (Note: An official report must still be submitted to the department from Educational Testing Service before a student can be admitted.)

Within two to three weeks after the application deadline the department will email you, acknowledging receipt of the application and indicating any documents that have not yet been received. Please be sure to list your e-mail address when submitting your online Application.

Review Process

Applications are reviewed and ranked by the entire faculty. The faculty makes its selection on the basis of academic records and on whether or not the applicant's academic goals can be met by the department's programs. Those chosen are recommended to the Graduate Division, which sets the number of students the department can admit, makes a final review of the applications, and issues an official letter of admission to the student. The number of students the department can admit is usually very small and standards for admission are highly competitive. Students admitted with fellowship are notified by mid-February and those admitted for admission without fellowship by mid-March. Please direct inquiries about admission status to the Graduate Admissions office.

Three letters of recommendation are required. EALC accepts online letters of recommendation as well as paper letters. Letters of recommendation in languages other than English should be translated into English, but the original letter, in the original language, must be included. Letters should be submitted online or sent directly to the department. Paper letters must be submitted with Form G. The department recommends that letters of recommendation come from faculty members who can comment on your intellectual capacity, analytical skills, ability to write English, and general aptitude for scholarly work. No more than one letter should come from someone who knows only the applicant's language proficiency. Letters from nonacademic referees are rarely helpful.

Writing sample: Students should submit a paper of no more than 15 pages in length that she/he feels best represents the quality of his/her work. Please do not send a thesis, lengthy papers, or other materials unless directly requested by the department. These documents, if sent, will not be included with the student's file. No writing samples will be returned to any applicant.

Applicants from abroad whose native language is English and those who have studied full time for one year or more in schools or universities where English is the language of instruction are required to take the GRE. Applicant should plan to sit the GRE General Exam before the department deadline of December 7, 2009. The Department is primarily interested in the scores on the verbal and analytical portions of the exam; applicants with scores below 650 on the verbal portion of the exam may be included in the review, but will normally have to have an exceptional record to be considered for admission and fellowship. To send an official score to Berkeley, list the institutional code for Berkeley (4833) and the ETS departmental code for Asian Languages (2601). For more information, contact Educational Testing Service, Box 6000, Princeton, NJ 08541-6000; (609) 771-7670 or 1-800-GRE-CALL.

International applicants with paper TOEFL scores of less than 600, computer scores of less than 250, and iBT scores of less than 80 are generally not reviewed.

Financial Support

Fellowships are merit-based and are judged competitively. Only students who apply to EALC as the primary department of study are eligible to apply for outright fellowship support. We continue the policy, however, of offering GSI positions to students outside the department when the allotment of positions exceeds the number of EALC students who have applied. (See GSI paragraph below.) Fellowship applicants indicate their interest in University Graduate Multi-Year Fellowships, Departmental Block Grant Fellowships, and Diversity and Graduate Opportunity Program Fellowships on Form C of the Graduate Application; FLAS applicants should also complete Form D, and international students should complete Form E. Please review the instructions in the Graduate Application to determine eligibility for these awards.

Graduate students may apply for **need-based financial aid**, in the form of grants, loans and work-study, administered through the Financial Aid Office (FAO). Only U.S. citizens and eligible non-citizens (those holding permanent resident cards) may apply for funds administered by the FAO. Applicants complete and submit a Free Application for Federal Student Aid (FAFSA) form.

A limited number of **Graduate Student Instructor** (GSI) appointments are available in the department each year. Students with these positions teach in the first-, second-, and third-year language courses or in the lower division literature in translation courses offered by the department. A faculty committee makes appointments to these positions on a yearly basis. Applications for these positions are available in February of the preceding academic year and must be requested separately from the department graduate program application. Please do not inquire about GSI employment until you have received an offer of admission. Students are not encouraged to accept a teaching position in their first year of graduate study. Many fellowships restrict or prohibit employment during stipend years. If you are awarded a fellowship, please review the terms carefully.

Some Department faculty receive research grants with which they may hire **Graduate Student Researchers** (GSR), dependent on faculty research needs. A GSR appointment at 25% (approximately 10 hours per week) pays approximately \$3000 per semester. Following admission, students interested in GSR positions should write directly to the faculty member(s) who share their fields of interest about the availability of such positions.

Degree Requirements

Application to Degree Programs

All prospective graduate students must apply for the Ph.D. program. The department does not offer terminal M.A. degrees; instead, an M.A. degree may be earned while progressing toward the Ph.D.

Academic Advisor and Mentoring Committee

A Primary Advisor will be selected by the Admissions Committee at the time the student is sent a letter from the department recommending admission. Candidates for admission and new students will then have a contact point for questions about the program.

The Primary Advisor initially assigned may be changed by the student at any time, in consultation with the current Primary Advisor and the Director of Graduate Studies.

Make-up of deficiencies after acceptance

A student arriving with an M.A. may be admitted to start work on the Ph.D. requirements, but with the proviso clearly delineated in the letter recommending admission that any and all deficiencies for the Berkeley M.A. must be fulfilled in consultation with the Primary Advisor. The department may determine that the M.A. is not equivalent in coverage or quality and mandate a new M.A. from EALC (this includes the M.A. thesis).

A student with an M.A. will have a review after the first semester, and a comprehensive review after one year [E1.8]. If he or she fails this review, he or she will be sent a letter of warning (a copy of which will also be forwarded to the Graduate Division, [E1.8]) and given a year to rectify all deficiencies. The Primary Advisor and the Director of Graduate Studies will carry out this review, then report to the department, which will determine the appropriate action.

Language Requirements

Chinese M.A.

Fluency in modern Chinese and a year of classical Chinese.

Chinese Ph.D.

Reading competence in a language other than Chinese relevant to the program, chosen in consultation with the Primary Advisor. In most cases, the second language will be three years of Japanese. In exceptional cases, this requirement may be satisfied by competence in another language, normally demonstrated by three years of language study at Berkeley or its equivalent (F3.2). Native speakers of a language other than English do not automatically fulfill the language requirement; the language must be appropriate to advanced research in the program (F3.2).

Japanese M.A.

Fluency in modern Japanese and a year of classical Japanese.

Japanese Ph.D.

Reading competence in a language other than Japanese relevant to the program, chosen in consultation with the Primary Advisor. Competence will normally be demonstrated by three years of language study at Berkeley or its equivalent (F3.2). Native speakers of a language other than English do not automatically fulfill the language requirement; the language must be appropriate to advanced research in the program (F3.2).

Number and types of courses required for the M.A.

- EA 200, "Proseminar: Approaches to east Asian Studies" is required, normally in the first year.
- A minimum of three graduate seminars (four units each) in the student's major language field (Chinese or Japanese) in the department will be required, for a letter grade. EA200 will not count toward the three required seminars. The department also encourages students to take a "Materials and Methods" seminar as part of the M.A. program.
- 8 additional units, in consultation with the Primary Advisor.

All courses required for the degree must be finished by the last day of the semester in which the student expects the degree to be conferred (F2.3).

Students will have the option of taking additional seminars beyond the three required for the M.A. degree for two units, in which case no seminar paper is required. Each EALC seminar is structured with a 4 unit norm and 2 unit option.

Students who will need to acquire a second language from scratch to satisfy Ph.D. requirements (q.v.) will be advised to begin work on that language as early as possible.

M.A. Thesis

An M.A. thesis, usually based on a previous research paper and limited to 50 pages, is required. If the M.A. thesis involves a translation, the translation may be added as an appendix, which will not count toward the page limit.

An M.A. Thesis Committee of three will be appointed by the Primary Advisor and the Director of Graduate Studies in consultation with the student. University regulations (F22) call for a chair, an inside member, and an outside member (or the less preferable alternative of a second inside member). The Committee will comprehensively analyze comments on the thesis, work done to date, and then recommend or not recommend advancement to the Ph.D. program. A student may not advance to Ph.D. coursework until permission to advance has been received and the M.A. thesis has been signed. Acceptance of the thesis does not automatically entail permission to proceed to the Ph.D., which is a separate decision.

Advancement to Candidacy for the M.A. Degree

"Masters Students are not automatically advanced to candidacy; they must submit a formal application for advancement to candidacy no later than the end of the fifth week of classes of the semester in which they expect to receive the degree" (*Graduate Studies Handbook* F1.9).

Mechanism for continuation or termination at the M.A. level

A review of graduate students will take place in the middle and at the end of their first year and annually thereafter, and conveyed to the students in writing (E1.8).

Academic good standing requires the maintenance of a 3.0 grade-point average in all upper division and graduate courses (E1.4). A student with two or more Incompletes is academically ineligible to hold a student academic appointment (E1.4).

At the end of the M.A. program, a determination will be reached regarding permission to advance to the Ph.D. program.

If all requirements for the M.A. are not completed by the end of the fourth semester, the student will be warned that failure to complete the requirements by the end of the following semester may result in academic probation, in which case, the student cannot hold academic appointments or receive graduate fellowships (E1.7). A student who has been put on academic probation will not normally be eligible to proceed to the Ph.D. program until the condition is remedied.

Ph.D. requirements

Two graduate seminars for a letter grade in the department are required after completion of the M.A., as well as at least one course outside the department in a cognate discipline, also for a letter grade.

Ph.D. Qualifying Examination

Students must apply to take the Qualifying Examination no later than three weeks before the exam date since the Graduate Division needs this time to review the application " (*Graduate Studies Handbook* F3.3). It is highly recommended that students submit this application as far in advance as possible.

In order to fulfill the eligibility requirements set forth in the *Graduate Studies Handbook* (F3.3), students must:

- be registered for the semester in which the exam is taken, or, during winter or summer break, be registered in either the preceding or the following semester;
- have completed at least one semester of academic residence;
- have at least a B average in all work undertaken in graduate standing;
- have no more than two courses graded Incomplete;
- have completed the foreign language requirement (see *Graduate Studies Handbook* F3.2), which is satisfied by the EALC language requirements.

The Qualifying Examination must be conducted in English.

Choosing the Qualifying Examination Committee

In consultation with his or her Primary Advisor, a Qualifying Examination Committee is nominated at least one semester before the student enters the Qualifying Examination study period. After consulting with the Primary Advisor, the Director of Graduate Studies signs off on the nomination of the Qualifying Examination Committee. The committee is appointed by the Dean of the Graduate Division, acting on behalf of the Graduate Council. The EALC members of the Qualifying Examination Committee reserve the right to accept or reject the proposed outside field.

Note that "affiliated faculty" (also known as "below the line" appointments) cannot direct Ph.D. dissertations. They are considered "outside members" of the department. This means that in the case of a qualifying examination or Ph.D. dissertation, they can only serve as "outside members."

Number of members on the Qualifying Examination Committee

- Three fields within the department, each with one examiner
- One outside field (defined as a field not covered by the department) with one examiner

Qualifying Examination

The following will be required:

- Three written examinations on fields within the department
- One written examination on a field outside the department
- Oral examination

The purpose of the Qualifying Examination is to insure that the student possesses adequate breadth and depth of preparation needed to conduct dissertation research and teach. The student will normally choose reading lists in consultation with examiners and then meet regularly to discuss those readings with them. The written examinations will be based on those readings and discussions. The oral examination that follows is not meant to be a separate field of enquiry; instead, it is designed to pursue issues raised in the written segments.

Normally there will be a nine-month period established for Qualifying Examination preparation (either fall and spring, spring and summer, or summer and fall). The student will set up meetings with his or her field examiners to take place during this period.

The written examinations will take place at the end of the Qualifying Examination study period. All four written examinations and the oral examination must be taken within a six-week period. Written exams will usually be given one week apart, with a minimum of 72 hours between each. Each examination is open book and take-home, to be returned the following day before 4:00 P.M. Each should be 10-12 double-spaced pages (2,000-2,500 words), with a maximum of 15 (3,000 words).

Each written examination will be read and judged by the examiner in charge of that field. Informal feedback on the each written examination may be provided to the student immediately by the examiner. But the result of the written examinations will not be determined until all four are completed.

At the end of the written examination period, there will be a formal appraisal of the four examinations by the committee meeting as a group, and a decision will be made whether the student may proceed to the oral part of the examination or whether a remedial course of action is required.

The oral examination will take place one week after completion of the last written examination. It will last three hours and be attended by all four members of the Qualifying Examination Committee. It will be devoted to further investigation of issues raised in the written examinations.

In the case of a partial pass or failure, a remedial course of action will be required: partial reexamination, complete reexamination, or no recommendation to reexamine (F3.4). All members of the committee must be present for any reexamination.

A determination will be made after the written components of the Qualifying Examination to assess whether the student is ready to proceed to the oral examination (E1.8). If the student is judged unready, a remedial course of action will be determined before the student attempts the oral exam. A student may be allowed to take a second oral exam. However, if after the second attempt, the student is still judged unready, university regulations about program termination will apply. No third attempts to pass the qualifying examination are allowed.

Advancement to Candidacy for the Ph.D. Degree

The *Graduate Studies Handbook* (F3.5) specifies that in order to advance to candidacy the student must

- satisfy the foreign language requirement;
- pass the Qualifying Examination;

- have no more than two courses graded Incomplete;
- have a minimum 3.0 grade-point-average in all upper division and graduate work taken in graduate standing;
- fulfill any other departmental requirements.

When a student has satisfied the eligibility requirements listed above, the student submits an application for advancement to candidacy to the Grade Division (F3.5). The Candidate in Philosophy (C. Phil.) degree may be awarded to students who have completed all degree requirements except the dissertation. Students recommended for the degree should possess the intellectual capacity to complete the requirements for the doctorate, according to Academic Senate regulations. If the faculty doubts a student can complete the requirements, the faculty should not recommend the Candidate in Philosophy degree (F4.1).

A minimum of four semesters of academic residence must be completed for the Ph.D., and six for the M.A. and the Ph.D. (F2.6).

Dissertation Prospectus

The prospectus is defined as a preliminary plan for the dissertation, accompanied by a preliminary bibliography. A document of no more than ten double-spaced pages (excluding the bibliography), it will be written in the semester following the successful completion of the Qualifying Examination and after the student has advanced to candidacy, and submitted to the primary advisor.

Dissertation Colloquium

After the student submits the dissertation, the department may invite him or her to hold a Dissertation Colloquium on the subject of the dissertation, to be funded by the department.

Normative Time

Effective 2004, the student has ten semesters of Normative Time after entering the program to complete the Qualifying Examinations and submit a petition to advance to candidacy to be eligible for the Dean's Normative Time Fellowship (DNTF). If the student successfully advances before or during the tenth semester, he or she is awarded a Normative Time grant for one year of support, which must be used within the two-year Normative Time in candidacy period (F.3.7). If a student advances in the eleventh or twelfth semester, he or she is eligible for one semester of the DNTF, and must claim it within the student's remaining time in candidacy.

Faculty Profiles

ROBERT ASHMORE (Chinese Program)

Robert Ashmore, Associate Professor, received his M.A. in classical Chinese literature from Beijing University in 1992, and continued his graduate studies in the department of East Asian Languages and Civilizations at Harvard University, where he received his Ph. D. in November, 1997. His research focus is on Chinese literature of the third through eleventh centuries, with special interests in lyric poetry and poetic theory, song and musical performance, and traditional concepts of identity and personality. He is currently completing work on a book manuscript on the literary culture of the early ninth century.

MARK CSIKSZENTMIHALYI (Chinese Program)

Mark Csikszentmihalyi, Professor, has an AB in East Asian Languages and Civilizations (Harvard) and a Ph.D in Asian Languages (Stanford). He uses both excavated and transmitted texts to reconstruct the religions, philosophies, and cultures of early China. Recent books include *Material Virtue: Ethics and the Body in Early China* (2004) and *Readings in Han Chinese Thought* (2006). He is currently translating a set of Song dynasty essays on the Zhuangzi by Li Yuanzhuo . He is also currently Editor of the *Journal of Chinese Religions*, and an Associate Editor of the *Journal of the American Academy of Religion*.

JACOB DALTON (Buddhist Studies)

Assistant Professor Jacob Dalton received his B.A. (Religious Studies) from Marlboro College, and his M.A. and Ph.D. (Buddhist Studies) from the University of Michigan. After working for three years (2002-05) as a researcher with the International Dunhuang Project at the British Library, he taught at Yale University (2005-2008) before moving to Berkeley. He works on Nyingma religious history, tantric ritual, paleography, and the Dunhuang manuscripts. He is the author of a forthcoming study on violence and the formation of Tibetan Buddhism, and co-author of *Tibetan Tantric Manuscripts from Dunhuang: A Descriptive Catalogue of the Stein Collection at the British Library* (Brill, 2006). He is currently working on a history of Tibetan Buddhism, as seen through the eyes of the "Sutra Empowerment" (*Mdo dbang*) tradition of the Nyingma school. Future plans include a study of tantric ritual in the Dunhuang manuscripts.

YOKO HASEGAWA (Japanese Program)

Yoko Hasegawa, Associate Professor, received her Ph.D. in Linguistics from UC Berkeley. She teaches Japanese Linguistics and serves as Coordinator of the Japanese Language Program. Her publications include: "Fundamental frequency as an acoustic cue to accent perception" in *Language and Speech*; "Prototype semantics: A case study of TE K-/IK- constructions in Japanese" in *Language and Communication*; "The (nonvacuous) semantics of TE-linkage in Japanese" in *Journal of Pragmatics*; *A Study of Clause Linkage: The Connective -TE in Japanese*, CSLI, Stanford University and Kurosio, Tokyo; "What the Japanese language tells us about the alleged Japanese relational self" in *Australian Journal of Linguistics*; and "Embedded soliloquy and affective stances in Japanese" in *Emotive Communication in Japanese*, John Benjamins.

H. MACK HORTON (Japanese Program)

H. Mack Horton, Professor, teaches premodern Japanese language and literature. He received his M.A. in 1981 from Harvard University and his Ph.D. in 1989 from University of California, Berkeley. Professor Horton specializes in classical poetry and diary literature, focusing on issues of performativity, cultural context, and poetics. He is the author of *Song in an Age of Discord: The Journal of Sôchô and Poetic Life in Late Medieval Japan* (Stanford University Press, 2001), its companion volume *The Journal of Sôchô* (Stanford University Press, 2001), and the forthcoming *Traversing the Frontier: The Man'yôshû Account of a Japanese Mission to Silla* (Harvard University Asia Center). He is also the translator of ten books on Japanese literature, history, and architecture. Chair of the department from 2003-06, Professor Horton received Berkeley's Distinguished Teaching Award in 2004.

ANDREW F. JONES (Chinese Program)

Andrew F. Jones, Associate Professor, received his Ph.D. from the University of California, Berkeley, in 1997. Professor Jones teaches modern and vernacular Chinese literature and popular culture. His research interests include music, cinema, and media technology, modern and contemporary fiction, *children's literature*, and the cultural history of the global 1960s. He is the author of *Yellow Music: Media Culture and Colonial Modernity in the Chinese Jazz Age* (Duke University Press, 2001), co-editor of a special issue of *positions: east asia cultures critique* entitled *The Afro-Asian Century*, and translator of literary fiction by Yu Hua as well as Eileen Chang's *Written on Water* (Columbia University Press, 2005). He is currently at work on a study of evolutionary thinking and developmentalist narrative in modern Chinese literature.

D. CUONG O'NEILL (Head Graduate Advisor) (Japanese Program)

Associate Professor D. Cuong O'Neill completed his Ph. D. from Yale University in Japanese Literature in 2002. He teaches courses in Meiji print culture and literature, Taishô aesthetics, and postwar intellectual history and popular culture. His research interests include the novel in comparative perspective, global modernisms, and critical theory (particularly in relation to affect and aesthetics). Recent and forthcoming publications include a study of Mori Ôgai and the bildungsroman (Japan Forum, 2006), an analysis of Natsume Sôseki's theory of tragic pleasure (*Discourse*, 2008), and a book chapter on the memories of moving bodies in Tsai Ming-liang's *Goodbye Dragon Inn* (I. B. Tauris, 2009). He is currently completing a book titled *Ghostly Remains: Affect and the Afterlife of Reading in Modern Japan*.

WILLIAM SCHAEFER (Chinese Program)

William Schaefer, Assistant Professor, received his Ph.D. from The University of Chicago in 2000. His research and teaching interests include modern Chinese literature and culture; histories and theories of photography in China; relations between verbal and visual representations; Chinese and global modernisms; landscape representation and geographies of literature; race, primitivism, and anthropological discourse; and comparative studies of literary, ethnographic, and historical narrative. His most recent publications are *"Shanghai Savage" (positions: east asia*

cultures critique 11:1); and “Shadow Photographs, Ruins, and Shanghai’s Projected Past” (PMLA 122:1 [2007]). He is completing a manuscript on photography and modernist literature and art in Shanghai during the 1920s and 1930s. His new research concerns the engagement of contemporary Chinese documentary photographers with rural-urban migration and historical traces; and Chinese photography and image theories during the 19th and early 20th centuries.

ROBERT SHARF (Buddhist Studies)

Professor Robert Sharf received his B.A. (Religious Studies) and M.A. (Chinese Studies) from the University of Toronto and his Ph.D. (Buddhist Studies) from the University of Michigan. He taught at McMaster University (1989-95) and the University of Michigan (1995-2003) before joining the Berkeley faculty. He works primarily in the area of medieval Chinese Buddhism (especially Chan), but he also dabbles in Japanese Buddhism, Buddhist art, ritual studies, and methodological issues in the study of religion. He is author of *Coming to Terms with Chinese Buddhism: A Reading of the Treasure Store Treatise* (2002), co-editor of *Living Images: Japanese Buddhist Icons in Context* (2001), and is currently working on a book tentatively titled *How to Read a Zen Koan*. In addition to his appointment in EALC he serves as Director of the Group in Buddhist Studies, Director of Religious Studies, and Chair of the Center for Buddhist Studies.

JIWON SHIN (Korean Program)

Jiwon Shin, Assistant Professor, received her Ph.D. from the Department of East Asian Languages and Civilizations at Harvard University in 2003. She specializes in Korean literature and culture from the late Chosôn period through the modern era, focusing on issues of space and identity. Her research interests include: intersection of literature and cartographic imagination; conceptions of urban culture and literary coteries; early modern print culture; nationalist aesthetics. She is working on a book manuscript on late 18th and 19th century literary culture in Seoul. She also translates cultural theories and feminist criticisms as well as literary works from contemporary South Korea.

ALAN TANSMAN (Department Chair)

Professor Alan Tansman earned his A.B. from Columbia University in East Asian Studies, his M.S.J. from the School of Journalism at Columbia, and the M.A., M. Phil, and Ph.D. from Yale University in Japanese literature. His specialization is modern Japanese literature and culture. He is the author of *The Writings of Kôda Aya* (Yale) and the forthcoming *The Culture of Japanese Fascism* (Duke), and *The Aesthetics of Japanese Fascism* (California). He is now writing a book comparing Japanese and Jewish responses to atrocity, is co-editor of *Studies in Modern Japanese Literature* and the forthcoming *Tokyo as an Idea: Isoda Kôichi's Essays on Literature and Space* (California). In addition to literature, Professor Tansman has published on topics including Japanese cultural criticism, popular culture, film, Area Studies, Japanese and Jewish responses to atrocity, and the sublime in Japanese literature. He has also translated Japanese fiction and criticism.

PAULA VARSANO (Chinese Program)

Paula Varsano, Associate Professor, received her B.A. in Chinese Language and Literature in 1980 from Yale College and her Ph.D. from Princeton University in 1988. Professor Varsano specializes in classical poetry and poetics from the third through the eleventh centuries, with particular interest in literature and subjectivity, the evolution of spatial representation in poetry, the history and poetics of traditional literary criticism, and the theory and practice of translation. She is the author of *Tracking the Banished Immortal: The Poetry of Li Bo and its Critical Reception* (Hawaii, 2003), and is currently at work on a book tentatively titled *Coming to Our Senses: Locating the Subject in Traditional Chinese Literary Writing*.

SOPHIE VOLPP (Chinese Program and Comparative Literature)

Sophie Volpp, Associate Professor, received her Ph.D. from the Department of East Asian Languages and Civilizations at Harvard in 1995. She specializes in Chinese literature of the seventeenth through nineteenth centuries. Research interests include the history of performance, gender theory, the history of sexuality, and the representation of material culture. Her forthcoming book *Worldly Stage* (Harvard) concerns the ideological niche occupied by the theater in seventeenth-century China. Her current research examines the depiction of material objects in late-imperial literature, focusing on the relation between the representation of objects and the representation of the self.

DUNCAN RYUKEN WILLIAMS (Buddhist Studies)

Duncan Ryuken Williams, Associate Professor of Japanese Buddhism, received his B.A. in Religious Studies at Reed College (1991), his M.T.S. at Harvard Divinity School (1993), and Ph.D. in Religion at Harvard University (2000). He works primarily on Japanese Buddhist history, Buddhism and environmentalism, and American Buddhism. He is the author of *The Other Side of Zen: A Social History of Soto Zen Buddhism in Tokugawa Japan* (Princeton, 2005),

translator of four Japanese books, and editor of three volumes including *American Buddhism* (Curzon, 1999) and *Buddhism and Ecology* (Harvard, 1997). He is currently completing a manuscript entitled *Camp Dharma: Japanese-American Buddhism and the World War Two Incarceration Experience* (forthcoming, UC Press) and an edited volume, *Issei Buddhism in the Americas: The Pioneers of the Japanese-American Buddhist Diaspora*. His next project focuses on Buddhism and bathing practices in Japan through the themes of healing and purification.



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