

Asia Notes

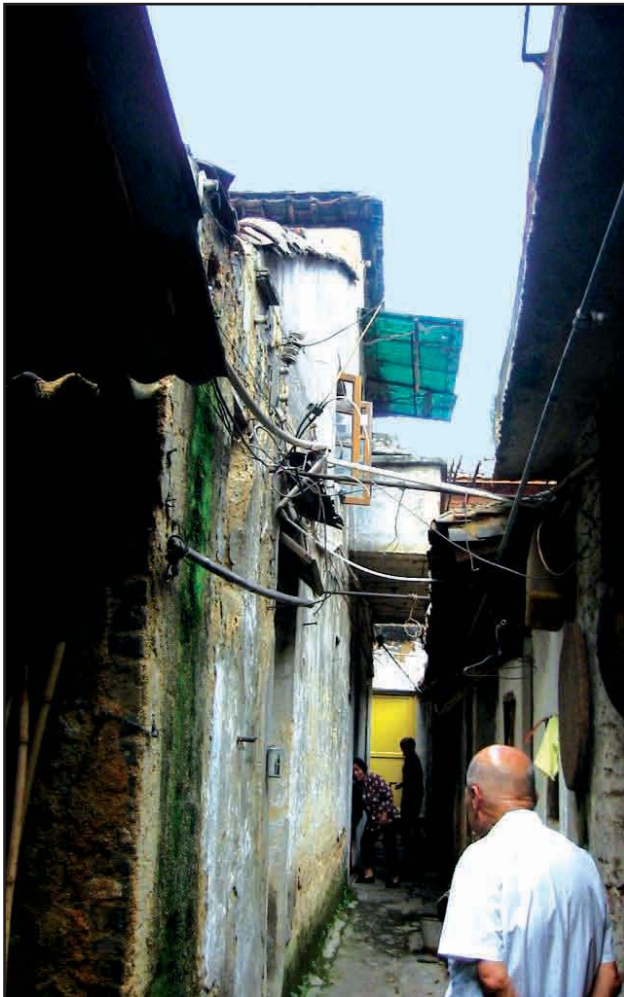
Newsletter of the Department of Asian Languages and Literature
University of Washington

Spring 2005



Vanishing Voices in a Chinese River

by Lin Deng
Pre-doctoral Candidate, Chinese linguistics



Mr. Hou and his home in Shaoguan

I still could not believe that I was about to embark on my research even when last summer I actually arrived in Shaoguan, a humid, fiercely hot town located in the northern mountainous area of China's Guangdong province. My advisor, Professor Yue-Hashimoto, had suggested a fieldwork project on a peculiar Chinese dialect loaded with a number of intriguing features a year ago. Even though she had given me a lot of training in preparation for the

project, as a novice, I could not help but wonder if I could tackle this "hard bone." Guangdong is located in China's southeast; its dominant dialect is Cantonese.

The dialect I investigated belongs to a group tentatively called the *Yuebei tuhua* (Northern Guangdong patois), whose affiliation is as yet undetermined. Just like the rivers in this town—where people can see a clear river originating in Jiangxi province, called the Zhenjiang, meet a muddy river, the Wujiang, originating in Hunan province, only to then mingle to form a river named Beijiang—dialects belonging to different dialect groups had also met and influenced each other in Shaoguan, although, at present, Cantonese is the dominant one. What comforted me at the time was that I had obtained some data of exactly the same dialect from a brief investigation done by the late great linguist, Prof. Y. R. Chao, in 1929, and from a follow-up survey done by Prof. Yue-Hashimoto in 2000. And, most importantly, Prof. Yue-Hashimoto herself stayed with me for over a week and helped me at the start of my project.

When we were still in Seattle, Prof. Yue-Hashimoto and I decided to focus on 81 year-old Mr. Hou, the language consultant that she had used in previous fieldwork. I also planned to work with several other consultants in order to broaden my survey. Inspired by a talk given by Prof. Handel on the use of high technology in fieldwork, I also intended to make a few high-quality digital recordings. The attempt to find more consultants was, in the end, not successful. With the help of Prof. Chusheng Zhuang, a linguist who specializes in various dialects in the northern Guangdong area, we identified several other potential consultants in their 60's. Prof. Yue-Hashimoto interviewed each of

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from
the
Chairman

William G. Boltz

We are occasionally asked, as I suspect are other departments in the college, to formulate an explicit statement of our “teaching goals” or what are sometimes called “student learning objectives” (“SLOs” in the acronym-prone jargon of the day.) And, also like other departments, I would guess, we are often stymied, at least at first, by the implied premise that “teaching goals” are objective things that we should recognize, like cabbages and carrots; things that we can identify, classify and spell out, choosing the ones we like, the ones that fit our perception of what we are doing in a given course, and setting aside the others. Seen thus, at the level of the individual course such a response is almost tautological: I teach elementary Classical Chinese; my goal is to end up after three quarters with students who “know” something of elementary Classical Chinese, i.e., who have a reasonably good, if still elementary, sense of the grammar, lexicon, and literary and linguistic background of that language. And so *mutatis mutandis* for every course I teach. At the other extreme, the response can be so general that it applies not just to all of my own courses equally, but to ev-

erything taught in the department, and probably everything taught in the college, irrespective of course subject or content altogether. For example, our teaching goal may be to encourage the students in their capacity for critical and independent thinking, careful and well-informed reasoning, the ability to distinguish sense from nonsense, and an appreciation for clear and correct writing, both their own and others.’

There is nothing wrong with this, of course. Just as with wanting my students to know the basics of Classical Chinese grammar, it is natural that I would want them also to know how to think and write clearly and effectively. And I would hope that my teaching would, one way or another, urge the students toward both goals. But there is something missing here; we feel a big gap between these two extremes, and somehow that gap ought to be where we find a set of teaching goals that are at once more generally representative of what a college education should mean than knowing the rudiments of Classical Chinese grammar (important as that is to some of us), and at the same time more specifically representative of what a Department of Asian Languages & Literature ought to hope it can teach than the grand notions of critical thinking, well-informed and careful reasoning, and clear writing, desirable as these are.

Isaiah Berlin, the eminent Rigaborn Oxford philosopher and historian of ideas, died in November, 1997. In February, 1996 he had received an invitation from Ouyang

Kang, alumnus of University College, London, and Professor of Philosophy at Wuhan University, to write a précis of his “philosophy,” tracing the development of his intellectual oeuvre, as it shifted and changed its shape over the course of his life as a historian of ideas. (He was born in 1909 and went up as a scholar to Corpus Christi College, Oxford, in 1928. He remained at Oxford, save for a period in Washington, D.C., during the war, all his life.) This précis was to be translated into Chinese and published in a volume designed to introduce Chinese students to contemporary Anglo-American intellectuals. What becomes clear in the essay that Isaiah Berlin wrote in the last months of his long and intellectually vibrant life is that “learning objectives” or “teaching goals” (depending on which side of the coin you look at) cannot be seen as readily applying to the intellectual trajectory that his years as an Oxford scholar and teacher represent. As self-standing entities independent of the process of learning or teaching they have little to offer. Berlin never used either term, as far as I know, but his work showed all the same that whatever learning or teaching goals or objectives we might identify have more to do with process than with product.

Learning objectives” are not objective, much less objects. Berlin, in shifting from a concern with philosophy to a focus instead on the history of ideas, recognized that one

can open many windows on the world, none necessarily providing an inherently clearer or more opaque view than the others. He took a position in opposition to the historically prevalent western notion of what is usually called ‘monism,’ the *philosophia perennis* most explicitly advocated under the banner of the eighteenth-century French Enlightenment, presuming a single, universally applicable answer, in effect, one window only, to the fundamental question of human morality. He expressed an open distrust of all claims to ‘absolute truth’ in all of its guises. For us, in a language and literature department, the windows that we wish to open and through which we try, together with our students, to look are framed chiefly in linguistic and literary bricks and boards. And serving in a department that promotes the study of the languages and literatures of non-European cultures, where we expect to encounter differences from familiar western notions, the appeal of the “many windows” approach, each window with its distinctive literary and linguistic framing,

is obvious. Not only do we try to open a window or two on the major Asian cultures themselves, we can hope that this process of opening windows will rebound in a way that, by comparison or contrast, re-opens windows, sometimes long closed, on our own western history and culture. Opening windows is a process, the process of learning itself. If there is a learning goal here, it is that the process of opening windows, looking through them critically and thoughtfully, recognizing their multiplicity and diversity, remains with our students long after they may have forgotten the finer points of Classical Chinese grammar. **AL&L**

Lecturer of New Urdu Program: Jameel Ahmad

(Excerpted, with permission, from an interview by Leah Koskimaki, of the South Asia Center)



Mr. Ahmad came to the department from a small town called

Hanswar in the Faizabad district, in the Uttar Pradesh state of In-

dia. He is creating the new Urdu program. His fascination with Urdu began at the age of 8 or 9 when he would listen to an Urdu program on the BBC. Mr. Ahmad explains, “I loved that program, and sometimes I would write and send them little children’s stories or some jokes or some *paheli* (riddles). I received very good responses so it was nice. It encouraged me to hear my name on BBC...”

Before coming to the UW, Mr. Ahmad pursued his Ph.D. at Jawaharlal Nehru University, and taught at the American Institute of Indian Studies in Lucknow. He was searching for a university position when, as he says, “I heard about the opening at the University of Washington and applied. I wanted to teach in a place where I could receive guidance and be part of a good community. Everyone has been very welcoming here.”

This year he is teaching Elementary and intermediate Urdu. He is looking forward to having some advanced students, but for now, he adds with pleasure, “I am happy with my students. They are great!”

Mr. Ahmad’s thoughts on the rewards of studying Urdu follow:

If one learns Urdu script, one is learning at the same time a developed script of Persian, Arabic, and many other languages such as Pashto, Sindhi and Punjabi. At the time these

For more information about Department programs, funding opportunities, or to be added to our e-mail list, please contact us:

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Carver Wilcox, Jr. and Prof. Paul Atkins

Bridging Scholarship Recipient

It is our pleasure to announce that Carver Wilcox, Jr., Japanese major, has received a Bridging Scholarship and has begun attending this quarter at Aoyama Gakuin University in Tokyo, Japan.

The goal of the Bridging Project, initiated by the Japan-US Friendship Commission, is to promote undergraduate study abroad in Japan. Undergraduate majors in any field are eligible to apply. Japanese language study is not a prerequisite. Applicants must be U.S. citizens or permanent residents and be enrolled in a college or university in the United States. Scholarship recipients receive a stipend of \$2,500/semester or \$4,000/year.

For more information see:

www.colorado.edu/ealld/atj/Bridging/scholarships.html

**Applications are accepted twice a year: the next deadline, for studying in Japan beginning in Spring 2006, will be October 4, 2005. Spring scholarships will be awarded to 60 students.*

2005 Katz Lecturer: Romila Thapar Historian of India in residence at the Simpson Center

One of the world's most eminent historians of India, Romila Thapar, will be in residence Spring Quarter at the Simpson Center as Katz Distinguished Visiting Professor in the Humanities. She will teach a graduate seminar on Early Indian History, participate in events coordinated through the Jackson School, and deliver this year's concluding Katz Lecture on May 25.

Dr. Thapar received her doctoral degree from London University in 1960 and returned to a newly independent India to pursue her teaching and scholarship. Her research on ancient India has evolved new ways of reading evidence from archaeology, mythology, literature, philosophy, ritual texts, folklore, and other sources. Her most recent book, *Somanatha: The Many Voices of a History* (2004), provides a new frame for understanding a pivotal moment in Indian history.

Upcoming Katz Lecturer:

It is our pleasure to announce that Richard Salomon, Professor of Sanskrit, will deliver the Solomon Katz Distinguished Lecture in the Humanities in Winter 2006.

Newly Revised Undergraduate Honors Degree Program

In April 2005 the faculty approved revisions to the undergraduate departmental honors program. To receive a B.A. with distinction a student must fulfill the standard set of requirements for the Bachelor's Degree in Asian Languages and Literature and meet the criteria listed below:

- ❖ An overall 3.7 GPA.
- ❖ No incompletes at the time of application.
- ❖ Two quarters of coursework in any classical Asian language, or three quarters of coursework in a modern Asian language other than that for which the B.A. is to be granted.
- ❖ An honors thesis to be written in the "senior" year (or the year during which the student is completing the Asian L & L major) under the direction and approval of an Asian L & L faculty member. This can be accomplished by registering for Asian 499.
- ❖ Complete an Honors Program *Departmental Invitation*.

Qualified students should submit an application to Professor Paul Atkins, Honors Program Adviser. For instructions on how to apply, see the departmental website.



Asian L&L faculty, staff, and graduate students celebrate the beginning of the Year of The Rooster.

New Faculty



Sachi Schmidt-Hori, Lecturer in Japanese, is a familiar face as she earned her M.A. in Japanese Linguistics at the University of Washington. Sachi spent her childhood in Ishikawa prefecture and Tokyo, Japan and did undergraduate study

both in Japan and in Kansas. Ms. Schmidt-Hori achieved intermediate to advanced skills in Korean in part due to an intensive course she completed “with excellence” in 2001. She plans to conduct a three-way (Japanese, Korean, and Chinese) comparative sociolinguistic study for her dissertation. Her primary interest is a phonological treatment of English loanwords in three Asian languages. Before she came to the UW, Ms. Schmidt-Hori taught at the University of Oklahoma.



Congratulations to Judy Okada, lecturer in Japanese, for recently completing her Ph.D. in Japanese Linguistics at UCLA. Dr. Okada has published many articles, papers, and materials on Japanese linguistics and pedagogy. She has strong interest in integrating visual props, including *manga* (Japanese comics), into her teaching. Dr. Okada has taught in both Japan and the United States, most recently at Loyola Marymount University and UCLA.



Peggy Hardt, Teaching Associate, earned her M.A. in Teaching Foreign Language (Japanese) at the Monterey Institute of International Studies in California. Ms. Hardt is a native of Washington who grew up in Marysville. She did her undergraduate work in Cross-Cultural Studies at Whitworth College and has taught ESL and English as a foreign language in the U.S. and participated in the JET program in Japan. She has been developing curricula and teaching Japanese since she attained her M.A. degree in 2000.



Desiana “Pauli” Sandjaja, lecturer in Indonesian, received an M.A. in International Affairs from Ohio University. She was raised in Jakarta, Indonesia. Ms. Sandjaja is completing a master’s degree at the University of Wisconsin, in Languages and Cultures of Asia. In addition to teaching Indonesian, she has created or participated in creating various curricula, including textbooks and listening comprehension materials. Her current project includes materials for the elementary level.

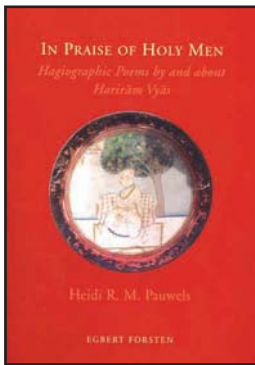
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Faculty Updates



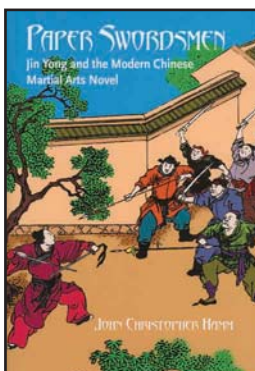
Professor Paul Atkins traveled to St. Louis in March, 2005 to present a paper at a conference titled “Translations and Transformations: The *Heike Monogatari* in Noh,” held at Washington University in St. Louis. The participants discussed the use of the thirteenth-century martial chronicle *Tale of the Heike* by playwrights of the medieval Japanese noh drama. Prof. Atkins paper, titled “Translating *Shigehira*,” addressed a play based on Taira no Shigehira, (1156-85), who was widely reviled for destroying the Kôfukuji and Tôdaiji temples during the Genpei War. Prof. Atkins’ translation of the play is the first English version and will be published in a forthcoming conference volume.

Prof. Atkins participated in an intensive workshop on reading *Kambun* held at the University of Southern California during the summer of 2004. *Kambun kundoku* is a method of reading classical Chinese texts as classical Japanese, and is an essential skill for scholars who study premodern Japan. Prof. Atkins’ participation was funded by a course development award from the East Asia Center, in support of his new course on Kambun, which was offered during winter quarter 2005. The Department is delighted that this course can be now offered after a hiatus of two decades; for many years the late Noburu Hiraga (1922-84) offered it as a yearlong sequence.



Professor Heidi Pauwels has published four entries on medieval Hindi Vaishnava poets and holy men in the following publication: Phyllis G. Jestice, ed. *Holy People of the World: A cross-cultural Encyclopedia*,” vol. 2 and 3. Santa Barbara: ABC-CLIO: 2004. She spent part of her sabbatical in Paris, where she lectured at the Sorbonne, for the École Pratique des Hautes Études (Section des sciences historiques et philologiques). She presented a lecture on the topic “La dévotion vishnouite, du XVI^e siècle jusqu’à l’époque contemporaine,” and “How politically correct is Krishna bhakti?” While in Paris, she worked on her research on the eighteenth-century poet-prince of Kishangarh, Nagridas in the Bibliotheque Nationale and the Fondation Custodia.

Prof. Pauwels also published in 2004 two other articles that study the contemporary relevance of medieval texts as portrayed in film and television series: “‘Only you.’ *The wedding of Rāma and Sītā, past and present*,” in Mandakranta Bose, ed. *Rāmāyaṇa Revisited* (pp. 165-218. New York: Oxford University Press) and “*Is love still stronger than dharma? What ever happened Sītā’s choice and the Gopīs’s voice?*,” in Jacqueline Suthren Hirst and Lynn Thomas, eds. *Playing for Real: Hindu Role Models, Religion, and Gender* (pp. 117-140. Delhi: Oxford University Press).



Professor John Christopher Hamm spoke at the University Book Store in early March following the release of his new book, *Paper Swordsmen: Jin Yong and the Modern Chinese Martial Arts Novel* (University of Hawai’i Press, 2004). The martial arts novel is one of the most distinctive and widely-read forms of modern Chinese fiction. In *Paper Swordsmen*, Prof. Hamm offers the first in-depth English-language study of this fascinating and influential genre, focusing on the work of its undisputed twentieth-century master, Jin Yong. Congratulations Prof. Hamm!

New Faculty continued...



Sudeshna Sen, affiliate assistant professor in Japanese, received her Ph.D. in Japanese literature at the University of Oregon in 2002. Professor Sen was raised in India and completed her postsecondary schooling at Jawaharlal Nehru University in New Delhi. After obtaining her Ph.D. she spent a year as a postdoctoral fellow at University of California, Berkeley, then taught at the University of Utah as an assistant professor. At the University of Washington she has taught, and is currently teaching Japan related courses in the Jackson School of International Studies and the School of Art.



Liping Yu, lecturer in Chinese, was raised in Beijing, China. She did her undergraduate and preliminary graduate work in Beijing before receiving her M.A. in Linguistics at Louisiana State University, Baton Rouge. For three summers she was the director of LSU's study abroad program. Prior to her arrival in Seattle, Ms. Yu taught at Princeton University. She is co-author of *A Reflection of Reality, Readings in Contemporary Chinese Short Stories, An Advanced Modern Chinese Reader*, and *A Step Further, An Advanced Modern Chinese Reader*, both of which have been published as part of the Chinese Linguistic Projects at Princeton University Press.

13th Annual Conference of the Association for Japanese Literary Studies “Landscapes Imagined and Remembered”

This conference, organized by Professors Paul Atkins, Davinder Bhowmik and Ted Mack, was held at the University of Washington on October 22-24, 2004. The conference was made possible through the generous support of the Toshiba International Foundation, the Japan Studies Program, the Walter Chapin Simpson Center for the Humanities, the Office of Research, the Dean's Office, and the Department of Asian Languages and Literature.

The conference was held in the Walker Ames room of Kane Hall, where twenty-four presenters and three keynote speakers participated in a lively and productive discussion on the topic of landscape and Japanese literature. Speakers came from five countries: the United States, Japan, New Zealand,



Professors Paul Atkins, Matsuoka Shinpei, Haruo Shirane

Canada, and Germany. In addition to our three eminent keynote speakers, Professor Matsuoka Shinpei (University of Tokyo), Professor Nakahodo Masanori (University of the Ryukyus), and Professor John Treat (Yale University), other eminent scholars such as Professor Haruo Shirane (Columbia University), Professor Atsuko Sakaki (University of Toronto), and Professor Michael Watson (Meiji Gakuin University) also presented. All of the panels were extremely well attended, with an average audience of more

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languages were written in the same script, so one front is conquered. Also, it opens up possibilities to learn other languages. Learning Urdu enables one to understand more fully the South Asian diaspora and gives one the tools to explore the minds and writings of the Muslim South Asian population in Pakistan, India, and in Bangladesh too. Finally, if one is interested in Bollywood movies, a knowledge of Urdu enables one to understand and enjoy the songs and dialogues.

Mr. Ahmad's strong interest in poetry led him to translate the following poem by Ghalib:

*Ishq se tabiyat ne zeest ka maza paaya
Dard ki dawa paayi, dard be-dawa paaya*

In love I found the pleasures of life,
The cure for all the pains,
But I found the pain which is incurable.

Besides the project of building the program in Urdu, Mr. Ahmad is working on an English reader of classic Urdu literature, mostly of stories and modern poetry. He is studying the many different types of Urdu spoken around the world.

Mr. Ahmad concludes, "Media and new modes of communication are being developed, and it is interesting to see how it is affecting the language, and even to see what types of literature are being produced in Europe and some parts of America too. I am interested in the changing perspective and mode of language, in its diction and its form. [AL&L](#)

Congratulations Chinese Linguistics Program Graduate Student Marco Caboara!

Mr. Caboara recently won a fellowship of \$2,000 from the Linguistic Society of America. and the Chiang Ching-Kuo Foundation to attend the Summer Institute of Linguistics at MIT and Harvard University. He is one of a small group of "promising young scholars with demonstrated financial need whose scholarly growth will help enhance the field of Chinese linguistics."

We wish you a productive and rewarding experience!

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them for a day or two. To my surprise, they could not speak the dialect naturally anymore. Vanishing voices! I later learned that my consultant's wife, Mrs. Hou, a housewife who had never been away from her home town for more than a month, had abandoned her native tongue several decades earlier because her children preferred to use Cantonese. Most of my elicitation sessions were recorded on mini-discs, while a high-quality digital recording session was designed and conducted at the end of my investigation.

I worked primarily with Mr. Hou for two months. The humid weather in South China did not stop us from meeting five days a week, for five to six hours a day. In order to set the consultant at ease, I used Cantonese rather than Mandarin (the standard language of China) during my elicitation sessions, and recorded everything in the familiar surroundings of his home. I had studied Cantonese with Prof. Yue-Hashimoto for a short period but I am still far from being a fluent speaker. Prof. Yue-Hashimoto wrote down the Cantonese words for hundreds of important lexical items. Her help allowed me to succeed in using Cantonese during my fieldwork. At night, I went over the data that I had elicited and written down by hand, and entered it into a database created by Alissa Harrison, a classmate of mine. This database turned out to be very useful. During the first week of my work, I failed to clearly hear the difference between the two sounds "ung" and "ong," and puzzled over why the consultant pronounced the same sound differently from time to time. After I realized my mistake, I was able to use the database to easily extract a list of words containing these sounds, then went through them again with my consultant. The database also made it easy to locate similar-sounding and homophonous words, and to organize my data after the fieldwork was completed. The two-month investigation covered phonological, lexical and syntactic aspects of the dialect.

It was very exciting for me to encounter new things every day. For the first time, I heard the high-pitched "creaky" sound for which this dialect is famous, an "l" sound with a slightly nasal pro-



Professor Y.R. Chao

nunciation (which is difficult to distinguish from an ordinary “n”), and a tonal development different from most dialects. My investigation of lexical items invariably led Mr. Hou to give me detailed lectures. He explained vividly words that I only knew from dictionaries. We also went to markets to search out real objects. I tried very hard to induce him to produce natural sentences related to certain grammatical structures. These activities made me love fieldwork all the more.

My only regret was that I still could not answer the question that I had set out to resolve before I went to Shaoguan; that is, what is the historical origin of this dialect? Even after the investigation, I am still not sure. Of one thing I am certain: it is a hybrid. The solution to this question awaits further analysis of my data so that I can identify the various linguistic layers that may be deeply buried within the dialect. I now plan

to conduct a thorough acoustic analysis of the special creaky tone I recorded. Since I owe a debt of gratitude to so many people for this project, I aim to do my best. AL&L

Apropos the Linguistic Field Work on the Shaoguan Dialect of Northern Guangdong

by Anne Yue-Hashimoto
Professor of Chinese

In 1928-29, the late Professor Y. R. Chao undertook a second round of dialect fieldwork in China, three years after his first stint during which he researched the Wu dialects spoken in the provinces of Jiangsu and Zhejiang. The focus of this second field trip of his was on the dialects of the provinces of Guangdong and Guangxi. While the result of his first field trip was published in 1928 as the important book *Studies in the Modern Wu-Dialects*, the first such kind of publication in the field of Chinese dialectology, the data from his second field trip, except for information on Guangzhou, Zhongshan and Taishan, which was later incorporated into his different works, had never been published in full.

In the summer of 1969, encouraged by the late Professor Fritz Mote, who was a student of the late Professor Chao, and supported by the Chinese Linguistics Project of Princeton University, I spent a month in Berkeley visiting Prof. Chao specifically for the purpose of

looking into these unpublished field materials. Prof. Chao was kind enough to let me copy all of his data and field notes and answered my questions concerning them when I was in the process of both hand copying and xeroxing these materials. I wrote a brief general outline on these materials of his, “The Liang-Yue dialect materials,” in *Unicorn* No. 6 of the Chinese Linguistics Project and Seminar (CHILIN) of Princeton University in 1970. With his permission, the complete set of his materials on Taishan city was published, through the support of CHILIN and the U.S. Office of Education, in 1971 as *A Guide to the Taishan Dialect*. Funding then became exhausted and the original plan to publish all of his materials came to a halt.

In June 2000 I had the opportunity of joining Prof. Song Hing Chang of the Chinese University of Hong Kong and his team to Shaoguan in northern Guangdong for a very short dialect investigation field trip. The city dialect of Shaoguan was described in phonetic detail in Chao’s 1929 field notes and I wanted to follow up on

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The author with Mr. Hou, and Professor Anne Yue-Hashimoto

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the development of this dialect after an interval of 71 years in order to find out what changes had occurred. This was meant as a pilot trip for a much more ambitious project of mine – the investigation of linguistic change in all of the dialects described by Chao in 1929 after seven decades to three-quarters of a century. Language change is constant; after the popularization of the common, standard language or *putonghua* in the last 50 odd years and especially after the spread of modern communication, such as television, in China, the influence of standard Mandarin is felt everywhere and dialects have become ‘endangered species.’ To fully understand the historical, cultural development of the Chinese, it is necessary to understand the development of the language in its diversified dialectal aura, revealing through the different strata or stratification its internal as well as external contact with neighboring non-Han languages. The investigation of dialects and languages before their extinction or further encroachment from *putonghua* in China is of dire importance.

In short, my purpose was to establish micro-histories of dialects with first-hand materials from 1928-29 and compare them with their modern versions. Because of my acquaintance with colleagues of the Chinese University of Hong Kong, many of whom have their own dialect investigation

projects in northern Guangdong, I planned to start with Shaoguan city. Contact was made with colleagues at the Shaoguan College who had actually found a wonderful native informant/speaker of this dialect for me in 2000. It so happened that this speaker, Mr. Chongyan Hou, 76 years old in 2000, knows the brother of the informant that Prof. Chao used in 1929! Although Mr. Hou is a well-educated man, a retired teacher of the most famous junior high school in town, a poet and a calligrapher, he does not hesitate to expound on colloquial details of his native dialect. Since 2000 I had planned to return to carry out a full-scale investigation of Shaoguan with this excellent informant. If it were not for the outbreak of SARS I would have gone in the summer of 2003.

Shaoguan, formerly called Shaozhou, is a city located at the crossroad of Han migration, since the Tang-Song periods, into the Guangdong area. The languages and dialects in its environs have not been studied (except for Chao’s field work) until the past decade. There are many varieties of Han dialects, especially from the Yue group and the Hakka group. However, the so-called aboriginal dialects or *tu-hua*, so far defy present dialect classification. Some linguists claim they form a special group, separate from the seven major groups of Han dialects. As the Shaoguan dialect was unintelligible to me, in 2000, I had to carry out my investigation with the informant in Cantonese.

There are also minority languages spoken in the region in ques-

tion. They include varieties of Miao and Yao. During my very short survey, I found the lexical item for ‘bedbug’ cognate with that in a variety of Miao. It is of paramount importance to uncover more lexical items of non-Han origin. Such discovery will help to sort out the different strata and substrata of the dialect, which in turn, will elucidate the nature of inter-cultural contacts among different peoples, Han and non-Han. A full investigation of the Shaoguan dialect was thus both urgent and desirable.

With support from the China Studies program of the Jackson School of International Studies, this goal was finally realized. A two month long field project to investigate all aspects of the Shaoguan dialect including phonology, vocabulary, grammar, and actual speech samples, took place from the end of June to the end of August 2004. Chao recorded only about 3000 syllables in phonetic form. With the use of a basic vocabulary handbook compiled 30 years ago with my colleagues then at Princeton, and questionnaires for the investigation of grammatical patterns from my book, *Comparative Chinese Dialectal Grammar* (1993), I investigated entire words from at least 3000 basic vocabulary items, sentences to illustrate grammatical usage, actual conversation and narrative in the form of stories, etc.

Of greater significance, the bulk of the investigation was carried out by A L&L graduate student, **Ms. Lin Deng**,

since my chronic back problem prevents me from sitting down for a long period of time. Lin was determined, enthusiastic and well prepared for this task. Before coming to the department in 2001, she completed both her BA and MA degrees from Peking University and had already accrued, in her undergraduate days, fieldwork experience in northern Guangdong. Lin learned quickly enough during my small weekly Cantonese class that she was able to communicate in Cantonese with a Shaoguan native speaker during her fieldwork (NB: Lin can also sing *karaoke* in Cantonese!). Now, with the materials she gathered in the field, we look forward to her findings on the Shaoguan city dialect. Lin, ‘*ganbatte ne!*’

**We wish to express our deepest appreciation to the China Studies Program of JSIS, for their support of this field work, to Mr. Chongyan Hou, a patient speaker of the Shaoguan city dialect, to Prof. Pang-Hsin Ting, who gave permission for Ms. Deng to use copies of the late Prof. Y. R. Chao’s materials, and to Prof. Chusheng Zhuang, who found Mr. Hou and arranged for accommodation in Shaoguan.*

AL&L

Translation Corner: Paul Atkins, Assistant Professor of Japanese

Love at Dawn

月我暁誰思
ぞまもがひ
みたきい
ゆしぬで
らのぎよ
んぶぬの

*omoiide yo
ta ga kinuginu no
akatsuki mo
wa ga mata shinobu
tsuki zo miyuran*

Remember me
no matter who you are with
at dawn the morning after.
Can you see the moon
that reminds me again of you?

This poem was written by Fujiwara no Teika (1162-1241), the renowned poet, courtier, and critic, around the year 1201. It is in the classical thirty-one-syllable waka form and was composed for the Poetry Contest in Fifteen Hundred Rounds, an unprecedented event organized by Retired Emperor Go-Toba in which thirty poets each composed one hundred poems on a variety of fixed topics. The three thousand poems they produced were matched up, one by one, in a battle of the Left Team versus the Right, in fifteen hundred rounds that were judged win, loss, or draw.

Translators of Teika’s verse are perennially vexed by his word-play, allusions, and distortion of syntax, but this poem is relatively straightforward. He writes it in the

persona of a woman who has been jilted by her lover. Despite her knowledge that he is in the arms of another, she hopes that he will still recall her fondly as he sees the moon in the dawn sky. The inability to forget an old love is known in modern Japanese as *miren* 未練; literally, a lack of polish. This poem exemplifies that quality (dare I say virtue?) with empathy and grace.

Kinuginu (translated as “the morning after”) is a very interesting word. *Kinu* means silk and, by extension, robes or clothing. Repeating the word pluralizes it in a language whose grammar is largely indifferent to number. *Kinuginu* refers to the separation of lovers in the morning after they have slept together under layers of the robes they removed the night before. When the sun rises they must figure out whose clothes are whose, and part in sadness. The term *kinuginu* may be written 衣衣 (robe-robe) or, in one of those convention of Japanese that delight and confound students of the language, 後朝 (after-morning). The latter pair of characters could also be pronounced *gochô* (or *kôchô*), but such Sinified pronunciations are not permissible in waka.

Professor Atkins is conducting research for a book on the poetry and poetics of Fujiwara no Teika.

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than fifty individuals. The conference drew audience members from the University of Washington, from neighboring universities, and from the general public. Notable attendees included representatives of the Seattle Consulate of Japan who were present during the Japanese-language keynote lectures. Ms. Horikawa Norigiku, President of the Seattle chapter of Ikebana International and Ms. Takako Shiozaki, a fellow member, together crafted for the conference site a beautiful ikebana arrangement, which served as a visual reminder of the conference theme.

In addition to the academic activities described above, the organizers hosted two social events: a conference banquet for all presenters on Friday, October 22, at the Watertown Hotel and a conference reception on Saturday, October 23, at the Walter Chapin Simpson Center for the Humanities. Both events were filled to overflowing, and succeeded in allowing guests to further conversations begun at the conference site.

The AJLS 13 organizers, now editors, are compiling a volume of proceedings, scheduled for publication in Autumn, 2005. This collection of the final versions of participants' presentations will give an even wider audience access to the valuable academic contributions made during this dynamic conference, as well as providing a veritable pulse of the field. Upon publication of the conference proceedings, copies will be distributed to all sponsoring organizations, Association for Japanese Literary Studies members, conference presenters, and major libraries throughout the United States. It will also be available through the Association for Japanese Literary Studies website and at future AJLS conferences.

Profs. Atkins, Bhowmik, and Mack expect this conference will lead to an increased discourse on the valuable topic of landscape and to the overall vitality of Japanese literary studies, and offer many thanks to all who contributed to its success.

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Professor Zev Handel Gives Department Colloquium “Reconstructing the Pronunciation of Old Chinese -- and Beyond”

Professor Zev Handel gave a talk on Chinese on Tuesday, February 22, 2005. Over thirty faculty and students were in attendance. The department colloquium is an opportunity for Asian L&L faculty and students to present their research to their colleagues in an informal setting. By crossing lines of language and specialization, the colloquium develops and reveals the commonalities uniting the various strands of scholarship undertaken in our department.

Professor Handel's colloquium introduced the specialized techniques that historical linguists use in order to discover the pronunciation of Chinese during the first millennium BCE. Because Chinese is written in a logographic, rather than an alphabetic script, written texts do not overtly provide as much information about pronunciation as do texts written in Ancient Greek or Latin. After summarizing the role that ancient poetry, phonetic components of Chinese characters, and principals of linguistic development play in the reconstruction of Old Chinese pronunciation, Prof. Handel discussed some of the challenges that remain in the field. One approach to these challenges is to supplement Chinese evidence with data from Tibeto-Burman languages, which ultimately descend from the same parent language as Chinese. The Tibeto-Burman language family consists of dozens of languages spoken through South, East, and Southeast Asia, and is named after its two most well-known languages, Tibetan and Burmese. Comparison of Chinese with Tibeto-Burman languages can yield useful insights into ancient Chinese pronunciation. Prof. Handel discussed his recent work in this area, focusing on one particularly controversial issue that has been the subject of considerable debate within the field over the last few decades: whether a significant number of Old Chinese words were pronounced with a “Y”-like sound following the beginning consonant.

Professor Handel is currently working on a book manuscript relating to these issues.

Cap and Gown

The Department's annual Graduate and Awards Ceremony will take place this year in the Walker-Ames Room of Kane Hall, on Wednesday June 8th at 3:30 p.m.. Professors Michael Shapiro and Amy Ohta will host the ceremony offering awards to those students who have achieved specific academic accomplishments.

Bachelor of Arts will be awarded to the following students:

In Chinese Language and Literature: Ying Zhi Chen, Annie Ye Ching Fong, Michael Todd Jones, Catherine Eliza Kehl, Duyen H. Lam, Wai Bing Mak, Kyung-Sun Park, Betty Sue Rambow, and Paul Steven Schellhaas.

In Japanese Language and Literature: Erika Rae Ahlstrom, Chih-Hsuan Chang, James Sylvan Davis, Erin Michelle Defilipps, Kirsten Kitada Edstam, Kristi Elaine Govella, Jihye Kang, James Daniel Kerr, Andrew Jin Kim, Katharine Irene Klise, Jean Hui-Chun Lee, Peter Chia-Chen Lin, Daniel Samuels Markoff, Jon Kristian Nilsen, Starlyn Leinani Mitsuko Okada, Ryan Eugene Pierce, Mi Kyung V. Rho, Lavi D. Ruderman, Alex David Schaeffer, Dong Bin Shin, Kevin James Southard, Kerridan Lise Van Veen, Julie Yeuk-Lun Wang, Nathan Thomas Warne, Bradley Donald Wilton, Jonathan Dulany Winkler, Cheng-I Yen, Jisham Yoon, Mignon Siu Teen Yuan, and Hua Zheng.

In Korean Language and Literature: Anna Marie Boylan,

Jennifer Hyun Kang, and Charlene June Kennedy.

In South Asian Language and Literature: David Stratton Fowler.

Graduate Students earning Master of Arts degrees include: Haeree Park, Chinese; Amy C. McNamara, Timothy Michael O'Neill, Chinese, Prem Pahlajrai, South Asian, and Mark Gerald Pitner, Chinese.

Doctoral Candidates include: Junko (Nakajima) Agnew, Chinese.

The Department congratulates everyone on their achievements here in Asian Languages and Literature and wishes them a prosperous and fruitful career.

Alumni Updates

Thank you Alumni! If you would like to send an update to the department, please e-mail the Secretary: asianll@u.washington.edu

Dan Bensky M.A. Chinese '95

I use East Asian medicine in my practice and use my skills in classical Chinese to read medical classics. I have continued translating work and last year published the third edition of *Chinese Herbal Medicine: Materia Medica* by Eastland Press. I am working on studies of the late Han medical work, *Shang han lun*.

Shinn Chen B.A. Chinese '96 shinn_chen@yahoo.com

In 1998, I moved to San Francisco. Currently, I am working for Williams-Sonoma Inc. as a Senior Marketing and Technical Analyst. Recently, I've also learned Korean. I would love to use my Chinese

degree and am open to moving overseas.

Jim Huie B.A. Chinese '76

Currently, I am pursuing a Master of Finance at the Univ. of Hong Kong, and expect to receive the degree by July 2005.

Yoshizo Itabashi Ph.D. Japanese '87 itabashi@design.kyushu-u.ac.jp

I am in the Graduate Faculty of Design, at the Univ. of Kyushu, teaching Linguistics in the Dept. of Acoustic Design. If you are in Japan, please stop by!

Betty Lau M.A. Education '80 belau@seattleschools.org

I'm currently an ESL/ELL teacher and department chair at Garfield HS in Seattle. In my career, I've used my degree to teach Mandarin in the public schools, teach English in Keelung, Taiwan and Beijing, China; write Chinese language curricula for Seattle Public Schools and OSPI; teach Mandarin to adults in the evenings; serve as Chinese community education chair (Chong Wa Benevolent Assoc.), give workshops on Chinese language and culture; write and supervise a grant for a teacher training program for speakers of less commonly taught languages (Arabic, Chinese, Japanese, Korean and Russian) for 7 years; operate the oldest Chinese language school in the state (as a volunteer); worked one

continued on next page

Alumni Updates cont'd

summer in Beijing as a consultant on English language education reform; served as staff interpreter for a Fulbright-Hays Summer Group Project in China for CWU; arrange for credit for secondary students studying Asian languages outside the school day; serve as advisor to the Taiwan Econ. & Cultural Office; translate for parents at school conferences; advocate for equity in education for immigrant and refugee kids.

Tabitha Grace Mallory **B.A. Chinese and** **International Studies '03**

I work at The National Bureau of Asian Research (NBR) in Seattle. I assist the Vice Pres. for Institutional Advancement with board relations, development efforts, and am responsible for the coordination of special events and projects, and as an asst. editor for many NBR publications. I am the President of the Jackson School Alumni Club.

Rebecca J. Manring, **Ph.D. South Asian '95** rmanring@indiana.edu

I am the sole Sanskritist here at Indiana University, jointly

appointed to the India Studies Program and the Religious Studies Department. I teach Sanskrit, Ancient and Classical Indian lit., medieval devotional lit., women in S. Asian religious traditions, an introductory course on Asian religions, and Hindi. My first book, *Reconstructing Tradition: Advaita Acarya and the Gaudiya Vaisnava Movement on the Cusp of the Twentieth Century*, is in production with Columbia Univ. Press and will be out in June. I'd love to hear from former classmates!

Shawn Morse B.A. Japanese '91 www.pacific-translations.com

After the UW, I spent six years in Tokyo as a translator. Then I returned to the NW and started my own technical translation and localization business, Pacific Translations. It caters to translation agencies and high-tech companies in Europe, Asia and North America. My education at the AL&L Department and Jackson School of International Studies has been the foundation for my career.

Robert Moulton B.A. Thai '92

I'm here at UW, working in Computing & Communications. It's just computer-geek stuff.

Michael G. Reed **M.A. Chinese Studies '89** mickreed@yahoo.com

I now live in Knoxville, Tennessee with my wife, a physician, and our two daughters, ages 8 and 4. For 1 year I taught Asian History at the University of Alabama for a year. I currently manage commercial properties for Coldwell Banker. I am also in my 6th of a 7-semester MBA program at the University of Maryland University College.

Richard VanNess Simmons **Ph.D. Chinese '92** www.rci.rutgers.edu/~rsimmon/

I received all my university degrees at UW AL&L and use my study at UW every day in my career at Rutgers University, where I am currently Associate Professor of Chinese.

Nina Uchida **B.A. Japanese Literature '03** ninav@myuw.net

In February I moved back to Tokyo and began working as an editorial assistant for *Metropolis*, a popular English-language weekly magazine here. I am directly using my studies at the UW in my current job, since the main reason I was hired was because I speak both English and Japanese. I am eternally grateful to all my teachers who stressed the importance of using proper respectful language in business situations. It is great to be back in Japan. I look forward to hearing about my classmates, especially if any of them are living in Japan.

• ASIAN LANGUAGES & LITERATURE WEB BULLETIN •

In order to keep friends of the **Department of Asian Languages and Literature** informed about upcoming events, the Dept. sends out a bulletin at the beginning of autumn, winter, and spring quarters. To see the most recent bulletin, please go to:

<http://depts.washington.edu/asianll/bulletin/>

If you would like to receive this bulletin of upcoming events by e-mail, please contact us at:

asianll@u.washington.edu

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The following people have generously contributed to the Department:

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Cornelius Borman	Joana & Michael Shapiro
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Laurion Burchall	Stephen Snyder
The Boeing Company	Ching-I and Sabrina Tu
Collett Cox	Ted & Margaret Yasuda
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Mel Kang & Mia Hannula	Ted Woolsey
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You may wish to support the Department of Asian Languages and Literature by making a contribution to one of the funds listed below. For a list of other funds targeted toward specific areas of study or research, please see our Department Outreach web site: <http://depts.washington.edu/asianll/about/support.html>. You may make your contribution to any of the Department's funds online or by check with the specific fund noted in the memo line of your check. Please the check along with this form to:

Administrator
Asian Languages and Literature
Box 353521, 225 Gowen Hall
University of Washington
Seattle, WA 98195

- Friends of Asian Languages and Literature Fund:** This discretionary fund provides immediate financial support with maximum flexibility to address the most pressing needs of the department. In addition to supporting the department's five language programs in Chinese, Japanese, Korean, South Asian, and Southeast Asian languages, your donation will also support talks, symposia, colloquia, and other teaching and research activities that serve the university, local, and international communities.
- Asian Languages and Literature Endowment Fund:** Like the Friends of Asian Languages Fund, the Asian Languages and Literature Endowment Fund will provide resources essential to the department's educational and research goals. But as an endowment, the fund guarantees a reliable income stream. Your gift to this fund allows the department to ensure excellence in the study and teaching of Asian languages and literature at the University of Washington in perpetuity.
- Student Support Fund:** Our ability to expand awareness of Asian languages and literatures and to train the next generation is possible only with support for our students. Your contribution to this fund allows the department to further undergraduate and graduate studies in various ways, including prizes for excellence in scholarship, support for study abroad, and both merit and need-based financial aid. It will allow us to attract, support, and graduate the best and brightest students in the field today.



06-0415

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ANDREW L. MARKUS MEMORIAL LECTURE

8:00 p.m., Wednesday, May 11, 2004

The invited lecturer for the Eighth Annual Andrew L. Markus Memorial Lecture is Pauline Yu, President of the American Council of Learned Societies. Her lecture entitled “Travels of a Culture: Chinese Poetry and the European Imagination,” will be held Wednesday, May 11, 2005, at 8:00 p.m. in the Walker-Ames Room of Kane Hall the UW’s north campus, with a reception to follow.

