

Asia Notes

Newsletter from the
**Department of Asian Languages
and Literature**
at the University of Washington

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Asian L&L Faculty and Students Participate in the Schøyen Manuscripts Project

Prof. Richard Salomon

A few years ago, a vast cache of Buddhist manuscripts dating from about the second to eighth centuries AD was discovered near Bamiyan, Afghanistan, the famed site of the giant Buddhas that were recently destroyed by the former Taliban government. These manuscripts have now become part of the private collection of books and manuscripts of Martin Schøyen in Spikkestad, Norway, and are being studied and published by an international team of scholars under the direction of Professor Jens Braarvig of the University of Oslo. During the current academic year, the Institute of Advanced Study of the Norwegian Academy of Sciences is sponsoring a working group of scholars engaged in editing these manuscripts, coming from Russia, Japan, New Zealand, Denmark, Germany, and Austria, among other countries (see photo #1). The American continent was represented by three members of our department: Professors Collett Cox and Richard Salomon, and graduate student Andrew Glass.

Although the bulk of the Schøyen Buddhist manuscript collection is written in the Sanskrit language and Brāhmī script, there are also well over



Participants in the Schøyen manuscripts project at the Institute for Advanced Study, Oslo:

Front row: M. Vorobyova-Desyatovskaya, S. Dietz, L. Sander, C. Cox. Middle row: S. Baums, R. Salomon, K. Matsuda, J. Braarvig. Third row: A. Glass, K. Wille, J.-U. Hartmann, T. Brekke. In back: E. Franco

one hundred fragments, including many of the earliest ones, which are in the Gāndhārī language and Kharoṣṭhī script. Because this latter type of material is the special script of the British Library/University of Washington Early Buddhist Manuscripts Project, Professor Braarvig invited our project group to edit this part of the collection. It was in this connection that the aforementioned UW members of the team visited Oslo in August and September, 2001, spending two full weeks reading and transcribing the Kharoṣṭhī fragments. Through Mr. Schøyen's generosity, the entire collection—several thousand fragments in all—has been transferred to the Institute of Advanced Study for the duration of the working group. Thus we had unrestricted access to the actual manuscripts, which is a rare and exciting treat for manuscript scholars. The results of our work are being published in a series of volumes entitled *Manuscripts in the Schøyen Collection: Buddhist Manuscripts* under the

Continued on page 4.



William G. Boltz, Chairman

Chairman's Notes

When Clark Kerr, President of the University of California in the early 1960s, coined the term *multiversity* to reflect the many different perceptions and expectations of the American university, little could he have known the extent to which his concern for the changing nature of the university and its increasingly multi-dimensional role in American society would come to be justified in the succeeding thirty or more years.¹ The Berkeley campus of the University of California was in that same decade surely one of the most vocal and most visible examples of what it meant for a university to serve as an agent for social change. Even though he had neither any direct responsibility over that single campus nor any particular role in encouraging the activism that emerged there, Clark Kerr was summarily fired in early 1967 from his post as President of the U.C. system by the Board of Regents acting at the behest of the then newly elected Governor of the State of California, Ronald Reagan.

Even in those activist and volatile days of the sixties, when the mission of the university was seemingly subjected to re-interpretation and re-definition at every turn, there remained a firm, if sometimes unexpressed, conviction that a curriculum in arts, humanities and science lie at

the university's intellectual core just as it always had, and that the educational and instructional substance of this core constituted the best means for bringing about those changes that the new sense of social mission seemed to demand. At the University of California, Berkeley, this intellectual core was known officially as the *College of Letters and Science*; here at the University of Washington it is called the *College of Arts and Sciences*. Irrespective of the small difference in name, the principle is the same: whatever changes universities seem to have undergone, and continue to undergo, and however grand a stature their allied professional schools may have assumed, the university's teaching and research center of gravity still remains firmly anchored to and embedded in a curriculum that focuses on the arts, the humanities and the sciences as the chief areas of fundamental intellectual inquiry.

In this respect the university has not changed at all, at least not in nearly two hundred years. The promise and pursuit of uninhibited and objective scientific intellectual inquiry that defines the modern research university stems directly from the philosophical and intellectual underpinnings of the University of Berlin, founded and shaped by Wilhelm von Humboldt in 1810. Prior to that time universities, whether in the Northern European tradition of Paris or the Southern tradition of Bologna, were constituted nearly exclusively of what we would now call 'professional schools', viz., Law, Theology, and Medicine. What was taught in these early European universities that we would now think of as the humanities, to wit, grammar, rhetoric and philosophy, was important only to the extent that it contributed to the curricula of those three professional domains and consequently to the professional success of their *geschäftsleute* "business-world" gradu-

ates. Humboldt, influenced by both the philologist F. A. Wolf and the philosopher Immanuel Kant, established a university in which philology and philosophy could be undertaken as independent courses of study and were not viewed as subordinate "service programs" to the professional schools. These non-professional school subjects were now for the first time recognized as worthy of study in their own right, and in fact came to be seen as counter-weights to, and sometimes even scholarly checks on, the dominance of the traditional Law, Theology, and Medicine faculties.

What is sometimes not fully appreciated is the status and role of the study of foreign languages within this core humanities and sciences curriculum. Before the end of the eighteenth century the study of Greek, for example, was deemed important, at least judging from institutional structure, only for its pertinence to theology, in particular to New Testament studies. Wolf recognized that the study of Greek language and literature had an intrinsic importance and value that went beyond theology, and he insisted when he first matriculated in 1779 that his course of study at the University of Göttingen be registered as a *studiosus philologiae*, 'a course in philology', not as Theology or New Testament Studies. Wolf's *Prolegomena to Homer*, published in 1795, is not only a Classics classic, it is the first work in the history of western literary studies that can be called genuinely and deliberately *philological*. With this work Wolf established the study of a foreign language and its literature as a subject deserving of serious scholarly scrutiny in its own right rather than merely as an adjunct to producing effective and learned jurists, theologians, or physicians.

Continued on next page

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Humboldt, whose linguistic interests and explorations, unlike Wolf, were not limited just to Greek or to the classical languages alone, but encompassed as many living languages as he could survey either first-hand or from written reports, held tenaciously to the conviction that “thinking and speaking, thought and language form so close a union that we must think of them as being identical, in spite of the fact that we can separate them artificially.”² For Humboldt the study of language is the study of the intellectual activity of thinking itself, and in this sense the study of language, and languages, lies at the foundation of all true science.

Departments such as ours have developed purposefully within this epistemological framework and are the direct heirs to this philosophical tradition. In our case we promote a fundamental form of intellectual inquiry independent of the training that characterizes the professional and vocational curricula, and therefore that is not motivated by the external material goals of those schools. We also represent the serious scholarly study of a group of historically and

culturally linked languages and literatures, both classical and modern, that differ significantly from the European linguistic mainstream in which western universities have developed. In both of these respects we are unmistakably Humboldtian.³ Language is what gives breath to thought and body to ideas. The study of language and of languages, when pursued with linguistic, literary and philological rigor, is the surest means for promoting thoughtful and creative intellectual reflection in all scholarly domains. □

¹ The term *multiversity* takes its meaning and produces its effect, of course, chiefly by contrast of its first half with the *uni-* of university. In fact, we would be on solid historical ground were we to understand Kerr’s *multiversity* as synonymous with *diversity*, since the sense he intends is to emphasize the extent to which the university now is expected to meet a great diversity of demands and to serve a diversity of interests; diversity so great that it seems like *multiversity*. Clark Kerr can be forgiven, in those dynamic and turbulent days of the sixties, for forgetting that the true sense in which the word ‘university’ comes to be the name for the institution is simply as a synonym for ‘college’, i.e., a gathering or collection of students and masters together in a single group.

We would do well to remember this original

sense of the university too; the students and the masters, i.e., the students and the professors (in modern parlance), are the university. This historically fundamental understanding of a university unambiguously entails the strictly subordinate position of administrators and regents. If the modern university has come to be seen as a kind of academic corporation, with students as the clientele and professors as the employees, and with administrators and regents as the “bosses,” it is only because students and professors alike have voluntarily, if unwittingly, allowed this misperception and distortion to take form.

² Hans Aarsleff, “Introduction” to Wilhelm von Humboldt, *On Language*, translated by Peter Heath, Cambridge: Cambridge University Press, 1988; p. xviii.

³ Humboldt’s linguistic interests and explorations included the indigenous native American languages, especially the languages of Central America, with many of which he became familiar thanks to the Jesuit-produced grammars that his brother, Alexander, brought back from his extensive journeys throughout the western hemisphere. Humboldt’s extensive language analyses and linguistic syntheses included intense work on both Sanskrit and Chinese and took its final form in his comprehensive three-volume study of Kawi (*Über die Kawi-Sprache auf der Insel Java*), the old literary language of Java, a language that was Malay in structure and heavily Indic in vocabulary. See Aarsleff, *op.cit.* (note 2, above.) The introduction to the Kawi study is Humboldt’s famous treatise usually known in English as *On Language*.

Andrew Markus Memorial Lecture 2002

This year’s *Andrew Markus Memorial Lecture*, given on May 16 in the Walker-Ames Room, Kane Hall, featured *Professor Royall Tyler*, East Asian Languages & Civilizations, Harvard University, speaking on “Reading (or Not) the Tale of Genji.” Dr. Tyler is Professor Emeritus in Japanese literature at Australian National University and is presently teaching at Harvard. His translation of the Eleventh Century *Tale of Genji*, published in the autumn of 2001, has received much critical

acclaim, despite the fact that two earlier translations of this mammoth novel exist.

Andrew Lawrence Markus (1954 – 1995) taught Japanese language and literature at the University of Washington from 1986 to the time of his death in 1995. Established through the generosity of family and friends, this annual lecture honors Prof. Markus’ contribution to the study of Asian languages and literature. □

New Graduate Students

The Department welcomed fifteen new graduate students in the autumn of 2001. In Japanese language and literature: Mr. Ryan Atwater, Ms. Yukiko Shigeto, Mr. Koji Tanno; in Chinese language and literature: Mr. Robert Campbell, Ms. Lin Deng, Ms. Jo Huang, Mr. Chung-Han Kuo, Ms. Amy Mc-Namara, Ms. Junko Nakajima, Ms. Haeree Park, Mr. Mark Pitner, Ms. Chunqiu Ren, Mr. Sol Weil; in South Asian languages and literature: Mr. Prem Pahlajrai, Mr. Kang-Yuan Sung (Buddhist Studies). □

“Schøyen” continued from page 1 editorship of Prof. Braarvig, of which the first volume has already appeared in 2000.

Although the three of us worked hard during our visit, it was not all drudgery. We found plenty of time to partake of Norwegian hospitality, and one of the high points was a

group excursion to the Institute’s retreat in Sørneset. Here we enjoyed hikes through the heaths and bogs of the mountains of central Norway, and spent the evenings drying out while enjoying generous portions of food and drink. In the retreat, a converted farm with plenty of rustic charm, we entertained ourselves by reading the

guest books, dating back to the 1940’s, with memorabilia and reminiscences by a long line of distinguished Norwegian and foreign visitors. These included such luminaries in our field as Georg Morgenstierne, the great pioneer of the study of the Indo-Iranian frontier languages.

Prof. Salomon and Andrew Glass are looking forward to a return trip to Oslo for further work on the project in June, 2002, when we will continue working on editions of various fragments for the second and subsequent volumes of the Schøyen publication series. Andrew has also been invited to contribute a major portion of a special volume on the paleography of the Schøyen Buddhist manuscripts, which he will co-author with Lore Sander of Berlin—a signal honor for such a young scholar. □



Schøyen project participants enjoying a walk in the Norwegian summer: from left to right: A. Glass, R. Salomon, C. Cox, S. Baums, K. Matsuda, J. Braarvig, S. Dietz, L. Sander, S. Watanabe, S. Watanabe

Cap and Gown

Graduates of the Department of Asian Languages and Literature between autumn, 2001, and summer, 2002, include two doctors of philosophy, one doctoral candidacy, four masters of art, and fifty-four bachelors of art. In recognition of its graduates, the Department schedules an annual spring *Graduation and Awards Ceremony*, held this year on Friday, June 7th, in the Student Lounge (M218), Gowen Hall. Awards include the Henry P. Tatsumi Award honoring outstanding accomplishment in the study of the Japanese language, the Departmental Book Award for excellence in the study of an Asian language, and the Turrell V. Wylie Memorial Scholarship Award. Awardees for this year include: **Henry P. Tatsumi Award:** Mr. Brian P. Walsh and Ms. Jennifer Barrick; **Department of Asian Languages and Literature Book Awards:** Ms. Miguella Milluzzo and Ms. Ping Wang; the **Turrell V. Wylie Memorial Scholarship Award:** Ms. Mei-huang Lee.

Doctors of Philosophy include Mr. William Burton, “In a Perfect World: Utopias In Modern Japanese Literature” and Ms. Xiaorong Zheng, “A History of Northern Dynasties Literature.” **Doctoral candidacy** was this year conferred upon Ms. Suh-jen Yang. **Masters of Arts** include Ms. Jina Kim, Korean Language and Literature, Ms. Hye-Jin Juhn Sidney, Korean Language and Literature, Ms. Meehwa Lee, Korean Language and Literature, and Mr. Michael Tandy, South Asian Languages and Literature.

Bachelors of Art include, in **Japanese Language and Literature:** Mr. Timothy Anderson, Mr. Todd Arao, Ms. Soo Youn Baik, Ms. Setsuko Barlow, Ms. Jennifer Barrick, Ms. Olga Bossert, Mr. Andrew S. Brown, Mr. Derrek Buston, Mr. Brian Dunn, Ms. Monica Fujii, Ms. Trina Fujii, Mr. Yoon Sung Han, Mr. Cory Holmer, Ms. Deidre-Ann Iwane, Ms. Kumi Kato, Ms. Ahum

Kim, Ms. Michelle Chunq-Hui Lai, Ms. Ji Hye Lee, Ms. Twiggy Lee, Mr. Seav Huor Lim, Mr. Christopher Lockeman, Ms. Sharon Louie, Ms. Hanako Momono, Mr. Benjamin Monroe, Ms. Mayumi Namekata, Mr. Luke Nathan, Mr. Mark Nishihara, Ms. Amy Nishimura, Mr. Todd J. Oquist, Mr. John Otterson, Ms. Ursula Owen, Mr. Chi Vi Phung, Mr. Andrew Remter, Ms. Catherine Ripperger, Mr. Brad Sand, Mr. J. Alex Small, Mr. Blue Stiley, Mr. Daniel Walker, Ms. Ti Wang, Ms. Tara Yamamoto, Mr. Elijah Zupancic; in **Chinese Language and Literature:** Ms. Sarah Ankersmit, Mr. Brian C. Bernards, Mr. Chun-Wu Andrew Chang, Mr. David Collings, Ms. Anne Decker, Mr. Joseph L. Havlin, Ms. Coby Lastuka, Ms. Yataka Mizuma, Mr. Robert Onuma, Mr. Jeremy Taff, Ms. Buu B. Tran, Mr. Jeffrey N. Weil, Mr. Duncan F. Willson; in **Korean Language and Literature:** Mr. Joel Koeth. □

Visiting Professor Reinhard Emmerich

The Department was privileged to have Professor Reinhard Emmerich, from the Institute of Sinology at the University of Münster (North Rhine-Westphalia, Germany) as a Visiting Professor of Chinese during the winter quarter, 2002. Professor Emmerich taught a graduate seminar (Chinese 592) in Han history and historiography, titled specifically “The Rebellion of the Seven Kings: Internal Strife and Tension in the Early Han” in which many of our current and a few of our past graduate students participated. He also consulted extensively, but informally in his office (or occasionally, as a concession to his gentle Westphalian proclivities, in one of the local ‘pubs’) with many of our students on a wide range of topics in the area of early Chinese history, literature, and texts.

Not only did the seminar focus attention on the official histories of the Han period, it also provided an introduction to Jia Yi’s historically slanted essays, and to his *Xin shu* writings overall. Professor Emmerich was on our campus and in our Department as a visiting scholar in 1987-88 under the auspices of the DAAD (Deutscher Akademischer Austauschdienst, i.e., the German



Visiting Professor Reinhard Emmerich

Academic Exchange Service) at which time he undertook a major study of Jia Yi and the *Xin shu*, an endeavor in which some of us were able to participate with him, benefiting from his formidable expertise in this area. It was especially gratifying to find him returning to this material again now, and to see how effectively he was able to incorporate it into the Han historiography seminar.

When Professor Emmerich is not teaching here, he is teaching similar courses as well as courses in early and medieval period literature at his home institute in Münster, where he is the senior Professor and Head of the program, and Editor-in-chief of the sinological journal *Oriens Extremus*, published in Hamburg. We have every hope that our exchanges with the University of Münster will continue at both the professorial and graduate student level. □

Visiting Professor Paul Harrison

by Prof. Richard Salomon

During the winter quarter, 2002, Professor Paul Harrison, a renowned Buddhist scholar, was with us as a visiting professor from his home base in the Department of Philosophy and Religious Studies of the University of Canterbury, Christchurch, New Zealand. Prof. Harrison’s activities here included teaching a course on the Larger Sukhāvātī-vyūha Sūtra in Sanskrit and Chinese, as well as collaborating with the faculty and student members of the British Library/

University of Washington Early Buddhist Manuscripts Project in their research and publication work.

Prof. Harrison’s work on the Sukhāvātī-vyūha Sūtra is part of his research specialty in the early translations of the scriptures of Mahāyāna Buddhism from their Indian originals into Chinese. He is one of the world’s foremost experts in this area, and his ability to handle Buddhist texts in Sanskrit, Chinese and Tibetan with equal skill and facility are virtually unparalleled. His outstanding philological skills and vast knowledge of Buddhist literature and doctrine have been a great asset to all members of the



Visiting Professor Paul Harrison

Buddhist Studies and affiliated programs, and we only regret that his visit passed by so quickly. □

Additions to the Faculty

The Department has hired two new faculty members in the Japanese Program, Assistant Professors Paul Atkins and Edward T. Mack II.

Paul Atkins, M.A., Ph.D., Stanford University: Medieval Japanese literature, especially *waka* poetry and *noh* drama; pre-modern literary and dramatic theory; landscape and the environment; illness and literature; reception history.

Edward T. Mack II, M.A., Columbia University, Ph.D., Harvard University (expected): modern Japanese literature. □

Graduate Student News

Jina Kim

This year the graduate students hosted three major events for our fellow graduate students in Asian Languages and Literature and the University of Washington community.

We welcomed our first-year and new graduate students in October with a happy hour in the graduate student lounge. This was an opportunity for the returning students to meet the new students in an informal setting. At this meeting, we elected (asked for volunteer) graduate student representatives and GPSS senators. Andrew Glass (South Asian languages and literature) and Sachi Schmidt-Hori (Japanese language and literature) served as our GPSS Senators. They were able to receive \$150 from GPSS to use toward purchasing various goods for the department. Jina Kim (Korean language and literature) and Chung-han Kuo (Chinese language and literature) served as the Department's graduate student representatives.

The Asian Languages and Literature Annual Book Sale was held on February 28 and March 1, 2002. With book donations from faculty, staff, and students, we were able to raise \$355.25. Part of these funds were used for our annual spring Graduate Student Colloquium

in Asian Studies, and part contributed to travel grants for graduate students presenting conference papers. (This year, Ms. Jina Kim was awarded a travel grant for her presentation at the Annual Association of Asian Studies Conference in Washington, D.C.)

Our book sale would not have been as successful without the help of a number of AL&L graduate students who volunteered their time and brawn. In particular, we would like to thank Chris Dakin, Charles Sanft, Newell Ann Van Auken, Junko Nakajima, Fusae Ekida, Kyoung-ok Noh, Prem Pahlajrai and Ryan Atwater.

We were very fortunate, this year, to receive financial sponsorship in the amount of \$1400 for our annual spring Graduate Student Colloquium in Asian Studies from the Jackson School of Interantional Studies (the East Asia, South Asia, Southeast Asia Centers, and the China, Japan and Korea Studies programs). This year's theme, "Engaging Asia through Texts and Contexts," brought together fourteen student presenters in a well-attended professional forum. The range of presentations truly demonstrated the depth and breadth of Asian studies in the 21st century, ranging from Japanese linguistics, classical Chinese literature, and Buddhist manuscripts to

modern Korean literature. This interdisciplinary colloquium allowed students from departments such as history, linguistics, and international studies, from as far away as far as George Washington University, Washington, D.C. and the University of British Columbia, Canada, to participate. In addition to the wonderful student presentations, we were honored to have Professor Kyoko Tokuno (East Asian Religion) and Professor Amy Snyder Ohta (Japanese Linguistics) as our keynote speakers. This year's organizing committee members were: Andrew Glass, Jina Kim, Chung-han Kuo, Sachi Schmidt-Hori and Prem Pahlajrai. We would like to thank all those who assisted us in making the colloquium such a success, especially the faculty and staff of the Department of Asian Languages and Literature, the AL&L graduate students, in particular Koji Tanno, Newell Ann Van Auken and Kyoung-ok Noh, our friends Roy Schmidt, Glynnis McPhee, Theresa Pahlajrai, and Brian Lee. We are also particularly grateful to Diane Atkinson, Assistant Director of the East Asia Center, for her support and coordination.

Proceedings from the annual spring colloquium will be published in early June, 2002. □

Brown Bag Lunches to Enhance Graduate Student Progress

It comes as no surprise either to 'new' or on-going graduate students that the road to academic success is strewn with obstacles, both real and imagined. It has been suggested, with less than tongue-in-cheek, that it might be easier to earn a degree in 'procedural red-tape' than it could ever be to earn one in Chinese, Japanese, Korean or South Asian languages and liter-

ature. However that may be, the Department has for many years and in many ways grappled with the need to pass on its accumulated wisdom vis-à-vis graduate study. Beginning this autumn, it has inaugurated an informal Graduate Seminar Series entitled "Nuts and Bolts of the Asian L&L Graduate Career," which consists of drop-in brown bag lunch conversations

open to all graduate students of the Department.

The Series is intended to demystify what is expected of a graduate student in this Department by discussing some of the most important "stumbling blocks" on the road to graduation and a successful career. The discussions are led by the Graduate Program Coordinator (and *Continued on page 8.*

Donors 2002

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- **Henry S. Tatsumi Endowed Scholarship Fund:** honors the late Professor Tatsumi and rewards excellence by students in the study of the Japanese language at the University of Washington.
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- **Turrell V. Wylie Endowment Fund:** honors former Chairman and Professor of Tibetan Turrell V. Wylie and provides scholarships to graduates or undergraduates in the Department.
- **Andrew L. Markus Memorial Endowment Fund:** honors the late Professor Markus and is used to support library acquisitions in the area of Classical Japanese.
- **Friends of Early Buddhist Manuscripts Project:** The Early Buddhist Manuscripts Project relies on grants & gifts from foundations and individual donors, and appreciates contributions of any size, which will assist us in meeting the high costs of publishing the British Library scrolls. Contributions support post-doctoral & graduate student research appointments, costs of research & publication, and improvements in our technological capacities.

“Lunches” continued from page 6.

originator of the idea), Asst. Prof. Heidi Pauwels, with input from more advanced graduate students, interested faculty, and staff. Topics are alternately relevant to beginning graduate students and to those further along in their academic careers. To date, topics have included “The Skill of Academic Writing,” “The Second-Language Requirement” (featuring Asst. Prof. Davinder Bhowmik and Japanese M.A. student Sachi Schmidt-Hori), “Conference Presentations” (featuring Asst. Prof. Chris Hamm and Chinese Ph.D. student Newell Ann van Auken), “Getting in Shape for the Annual Spring Review” (featuring Prof. Amy Ohta), “Writing Theses/Dissertations: How to Start, Keep At It, and Finish” (featuring Prof. Michael Shapiro and recent Ph.D. recipient (in Sanskrit) Jason Neelis. □

Student Grants & Fellowships

Two Department of Asian Languages and Literature graduate students in Korean have won \$15,000 grants through the **2001 Korea Foundation Korean Studies Graduate Scholarship Program**. The students are **Ms. Jina Kim and Ms. Meehwa Lee**. The Program “seeks to promote Korean studies and foster young scholars in this field by providing graduate students majoring in Korean studies in North America with scholarships for their coursework and/or research while enrolled at their home institutions. It covers students only through the year that they are advanced to candidacy, and only if they are in residence.”

Asia Notes 2002

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Ms. Jina Kim also received a ten-month grant for dissertation research abroad, and will be studying in Korea next year. □

On Ms. Lauren Hussey's Retirement

By Youngie Yoon

I am honored and privileged to take this opportunity to say a few words about the Department's long-time academic adviser, Ms. Lauren Hussey.

Ms. Hussey joined Asian Languages and Literature in February, 1982. She has served the Department for twenty years as the Student Services Coordinator, which consists of managing and advising both the graduate and undergraduate programs, as well as editing the Departmental newsletter. Each relationship that she had with faculty, students, and staff was approached with the utmost integrity, respect and responsiveness. For the professional services that she



Lauren Hussey, Student Services

provided, she was well respected by all the members of the Department, as well as by the larger university community.

During her twenty years of working at the Department, Ms. Hussey contributed significantly to the Department and for this we are immeasurably grateful.

Therefore, on behalf of the Department, I would like to thank Ms. Hussey for the support and encouragement she has given over the years and would like to wish her well as she begins a new chapter of her life. I know you all join me in wishing her well on her journey and in expressing how much we will miss her dedication and gentle counsel. Thank you Lauren!!!

Upon retiring, Ms. Hussey would like to spend more time in her garden, walking around Green Lake, reading (always), writing, and one day publishing her words. Maybe one day she will move to the likes of Northern California to watch and contemplate the calm and peaceful water, walk every morning and of course read and write and write some more. □