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NOTE FROM THE DIRECTOR

By John Pavel Kehlen

On behalf of the PBRC, I'd like to welcome students, faculty, and staff back to the start of a new academic year. Over the past few weeks, I've witnessed with delight the campus slowly emerge into its normal rush of classes, meetings, and discussions. With a dual sense of excitement and relief, we are renewing our connections to each other as a community, and the joy we feel in resuming our common connections is evident.

In this spirit we're delighted to resume our normal calendar of activities this year as the campus comes back to life. Recently, I've also heard from many colleagues and students about the return to in-person learning and the presence of the Delta variant in Southern California. Out of an abundance of caution, the PBRC will continue to host events online for the duration of this latest variant's surge; the safety and well-being of our community is of paramount importance for us all. As soon as circumstances permit, we intend to resume in-person events, but in the interim, we ask for your continued support and understanding as we respond to the shifting developments of the pandemic.

Despite the continuing effects of COVID-19 around the globe and the limits it has imposed on everyday life, I'm pleased to report that students and faculty alike have engaged in a broad range of research and

internships during the summer. Working through numerous challenges and changes of plan, their efforts continue to impress us with their creativity and depth, examples of which you can observe in this newsletter. We also intend to welcome a new cohort of Junior Scholars this year, so I strongly encourage interested students to apply later this semester. I've now seen at first hand the personal and academic growth previous cohorts have made thanks to this program, and I urge students across the concentrations to take advantage of this unique opportunity.

As the incoming director, I will take a moment to thank the previous occupants of this office, Professors Shane Barter and Xiaoxing Liu. Their wisdom and guidance allowed the Center to flourish over the past decade, continuously expanding and innovating its mission. I'm honored to take up the thread of their many efforts, and I will endeavor to continue their service to the community that they both exemplified during their years of service.

A final reflection: in recent weeks I've been gradually frequenting campus again, working in my office or just walking about. Every time I'm here, I encounter an old friend or a new face and, even if just for a few moments, a burst of dialogue happens — we share the delight in being able to engage in person with another mind after our long months of electronic isolation. During my undergrad years, a friend once asked me where I could imagine myself after graduation. My reply was: "Wherever people have interesting conversations." That sentiment has never left me, and I often think of the Center as a forum for creating and expanding all manner of conversations, ones that can enhance the learning that takes place on campus and have influence beyond its confines. We hope that you will contribute to our ongoing spirit of discussion and inquiry at the PBRC, and wishing you all the best for your return to campus, we look forward to seeing you this semester. ■



PBRC STAFF AND ADVISORY COMMITTEES

Staff

John Pavel Kehlen
Director

Kayo Yoshikawa
Program Coordinator

Faculty Fellows (2021-22)

Sarah England Deike Peters

Advisory Committee

Garry Brewer, Yale	Edward Feasel, SUA
Shabbir Cheema, East-West Center	Ian Read, SUA
	Michael Lofchie, UCLA

The PBRC Director's Recent Research

The PBRC's New Director

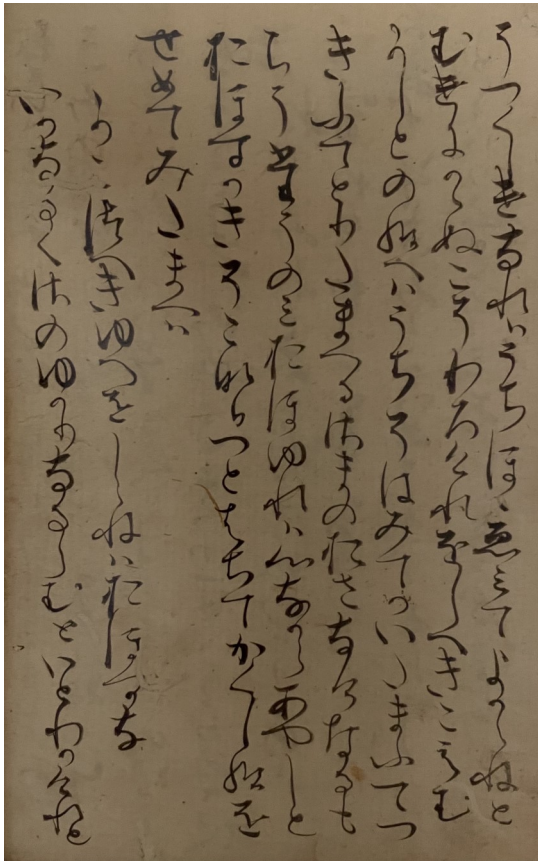
John Pavel Kehlen

This summer I've returned to an area of research that's been central to me over the past 25 years: the premodern Japanese romance *The Tale of Genji*, written by Lady Murasaki Shikibu at the start of the 11th century. The first psychological novel known in world literature, the work is vital not

just to Japanese humanities, but casts a long and detailed shadow throughout Japanese culture and history; it's almost impossible to measure the depth of its influence.

The earliest known manuscript of the novel is from the hand of Fujiwara no Teika, a court scholar, poet and polymath who lived two centuries after the author. Decrying the condition of different copies in his own age, he sought to make a definitive copy; by 1225 he produced what's now known as the *Aobyōshi*, which represents his best recreation of the original manuscript. Later that same year, he recorded in his diary the theft of his final copy, and various derivative copies of that original have come down to us through the ages as various manuscript lines. Only four chapters of the original, 54-chapter *Aobyōshi* in Teika's handwriting have surfaced in the past 800 years — until just recently.

In 2019, a Tokyo resident discovered a missing fifth chapter at the bottom of a chest of antiquities, handed down as a family heirloom. Scholars were soon able to verify the manuscript as in Teika's hand (his cursive style is distinct and bold, as is his notation for making corrections to his own handwriting.) Even more exciting, this rediscovered original contains the entirety of the novel's fifth chapter: *Waka-murasaki*, where the young hero Genji first meets his future spouse and love of his life, young Murasaki.



A page from Teika's rediscovered manuscript; the indented lines to the left are young Murasaki's first poem written to her future husband, Genji, after he scolds her for not writing a response to his love poem: "I don't know why/ you would complain — / uncertain, I wonder what grasses/now grow between us."

PBRC Update

Earlier this year, I was able to get one of the first authorized reproductions of this lost chapter, and over the summer, I've been transcribing and analyzing its contents, while having weekly meetings via Zoom with colleagues in Japan. For a philologist, there are few thrills as great as working through a previously unknown text, trying to understand the intentions of both the author and her critic. There are a small but vexing number of differences from the traditionally received text that require new interpretations of significant parts of this chapter and possible new readings of the novel as a whole.

These new discoveries and difficulties are starting to come together in an essay I'm drafting on the poems found within this chapter, and the variant interpretations caused by this rediscovered text. I'm also looking forward to sharing some of this new knowledge this fall with students in my seminar on Murasaki Shikibu. I've always enjoyed my experiences reading her long, complex novel with SUA students, and their hard work has often led me to fresh perspectives on this classic work; I'm ever thankful for their enthusiasm, which propels my own curiosity and energy into further research and (let us hope!) new discoveries about this remarkable book and its author. ■



For Fall 2021, Professor Kehlen is teaching

Literature 317 Murasaki Shikibu

on Mondays from 10:30– 12:00!

Professor John Pavel Kehlen has taught in the Humanities concentration at SUA since 2002; before appointment to the PBRC he served as the Director of the Humanities from 2008-2013. His interests have focused the premodern world, and as an undergraduate at Northwestern University, he studied Asian languages, theater and performance, and classical philology. He continued his studies at the interdisciplinary Committee on Social Thought at the University of Chicago, while continuing research in traditional and contemporary theater technique and theory in Taiwan and Japan, under a multi-year grant from the Pharos Foundation. He taught previously at the College of Arts and Sciences at Northwestern University, and in East Asian Languages and Civilizations at the University of Colorado at Boulder.

For the PBRC's programs, please visit our website at:

<http://www.soka.edu/pbrc>



FIELD-BASED EDUCATION

PBRC Student Summer Grant Program 2021

The PBRC annually awards summer grants up to \$2,000 to SUA students on a competitive basis to undertake internships, learn languages, conduct research, or other educational activities. Due to the continuing uncertainty of the COVID-19 pandemic, the PBRC has revised the requirements of the program for this year. This summer, eight students were awarded the grants for the activities that took place virtually or in their home countries.

Natsuha Kataoka '23

Summer Intern at Nippon Teshigoto Zukan



This summer, I had the good fortune to receive a PBRC grant and undertook an internship at "Nippon Teshigoto Zukan," literally translated, "Japanese Handiwork Pictorial Encyclopedia." This multimedia company is dedicated to promoting Japanese handiwork to a wider audience so that future generations, regardless of being craftspeople or not, can self-sustainably carry the torch of craftsmanship (shokunin-damashii).

This internship exposed me to the company's flexible and dynamic organizational models, the basics of marketing management, and the complexity of multi-layered partner relationships. Although we had to cancel our business trips to multiple locations due to the enduring impact of the pandemic, we were able to conduct a remarkably successful crowdfunding campaign along with my supervisors. This intense three-month internship has become a valuable opportunity to explore and gain a deeper understanding of my interests and potential careers.

As a rising junior concentrated on Humanities and Social and Behavioral Science, I am blissfully thrilled to learn more about my Japanese heritage as well as what it means to inherit the "Japanese spirit" (Yamato-damashii) in today's world. I appreciate the PBRC for financially supporting me in this internship; I could not have asked for a better experience this summer!



PBRC STUDENT PROGRAM Cont'd

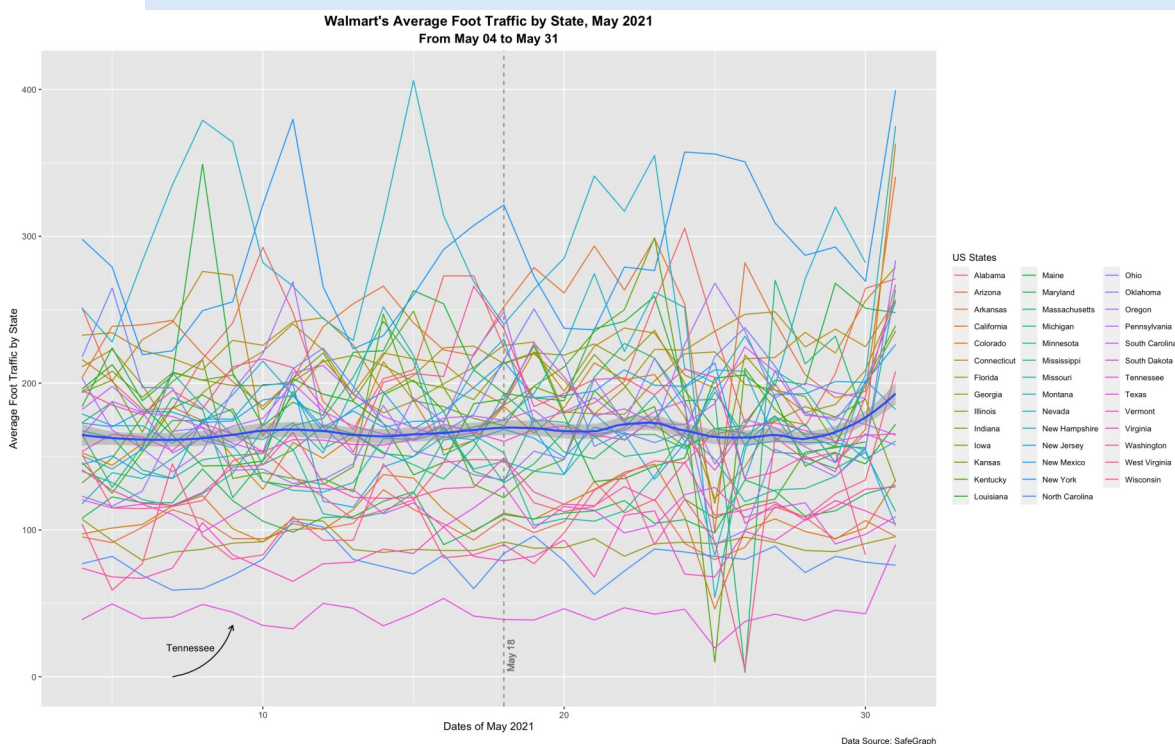
Ha Bui '22

Project title: Data and Policy Summer Scholar Program, University of Chicago Harris School of Public Policy

Within seven weeks of the DPSS program, I learned a crash course about econometrics and public policy analysis with some common R statistical packages. My final capstone on economic and fiscal policy, "The Economic Impact of Retail Mask Policies in the United States," examined the effects of mask policy, 2020 election results, and COVID-19 vaccine hesitancy levels on the daily foot traffic of around 4,000 Walmart stores across the U.S.

Although the program was virtual due to the pandemic, all of the academic modules and community activities were engaging and informative. Initially knowing very little about R, I was able to apply the knowledge regarding multivariate regressions, spatial data, and data visualization to formulate regression models showcasing the relationships among the variables and create time series plots. The process was challenging and intensive: I had only one week to clean and join the datasets in multiple formats, write the most efficient codes possible for insightful analyses, and synthesize all information in a final policy memo. However, with the help of faculty, teaching assistants, and my capstone groupmates, I finished the assignment on time and now have my first data analytics project. In between the academic side, I also had some fun and casual chats with staff and alumni of Harris School of Public Policy to learn more about careers in data and policy analysis.

I am very proud of this achievement, and it is certainly a stepping stone for my future tracks in more specialized social policy and quantitative methods. Thank you, all of the PBRC faculty and coordinators, who had supported me to participate in such a wonderful program!



PBRC STUDENT PROGRAM Cont'd

Minori Sakai '22

The 40th Japan-China Student Conference

I participated in the 40th Japan-China Student Conference happened from August 3rd to 19th, 2021. 49 students from Japan and China virtually gathered to discuss social issues in the two countries and interact with participants of each other's countries.



I joined and committed to this conference as a vice leader of the executive committee since December 2020. Amid the global pandemic, we had to give up on holding the conference in China this year. It was the first attempt ever to have the conference wholly online in the 40-year-history of JCSC.

To briefly summarize, the 40th

Japan-China Student Conference was successfully ended even though held entirely online. There were five subcommittees to discuss over two weeks, and I was assigned to the issues around minority groups. We discussed social issues about women in Japan and China for more than 40 hours, gave the final presentation, and wrote the final report as the outputs. We had a special guest speaker to learn about the roles of media in the Sino-Japan relationship. Besides the academic activities, the executive committee prepared the recreational activities to boost the cultural interaction among participants. It was a great learning opportunity to discuss women's social issues with Chinese delegates and organize the historic conference online. I am grateful for the PBRC Summer Grant to support my online journey to China this summer.

Manal Attay '23

Internship at the Addictest Counseling Center in Morocco

I spent this summer interning at Addictest, a counseling center in Morocco that had helped hundreds of underprivileged Moroccan students access education in some of the best universities worldwide with full scholarships. I got the opportunity to work with over a hundred motivated and ambitious Moroccan students on their standardized tests and college applications. It was a very



PBRC STUDENT PROGRAM Cont'd



rewarding experience when some of my students texted me with their scores, and some even got early acceptance into their dream schools.

Through the Addicest Opportunities Internship, I got together with many undergraduate and graduate Moroccan students who studied abroad and are seeking careers to develop the educational system in Morocco that depends on theoretical means for STEM subjects. It was a challenging yet rewarding process to identify and work on the shortcomings of the Moroccan educational system, trying to connect and network with the laboratory STEM classes coordinators throughout the country.

Abigail Nguyen '24

Product Development Intern at VNBioBank

I worked as a Product Development Intern for two months at VNBioBank, a new startup company in the biobank field. I started my work when the Product team was having a problem with the sample kit. Some of our cooling devices stopped working unexpectedly during the transition from Vietnamese hospitals to the storage bank in the UK. I was in charge of examining the remaining kits and contacting the manufacturers. I also had to visit our logistic units to check for any error in their product handling service. Since cord blood storage is a new practice in Vietnam, my team had to work relentlessly to earn legal papers from medical authorities. I reviewed the Vietnamese contract and compared it to the existing English version to comply with Vietnam's law and preserve the English T&Cs.

After one month, I got rotated to the Marketing team. My work mainly contained producing marketing content. I worked with the Head of the Marketing Department and other team members to create PR strategies. For personal work, I translated technical and commercial documents from English into Vietnamese. I then analyzed these documents closely to compose digital content such as social media posts, websites, and videos. I usually collected online interactions as data and visualized them for weekly reports. My work also involved biweekly discussions with the business team to review our collaborations.

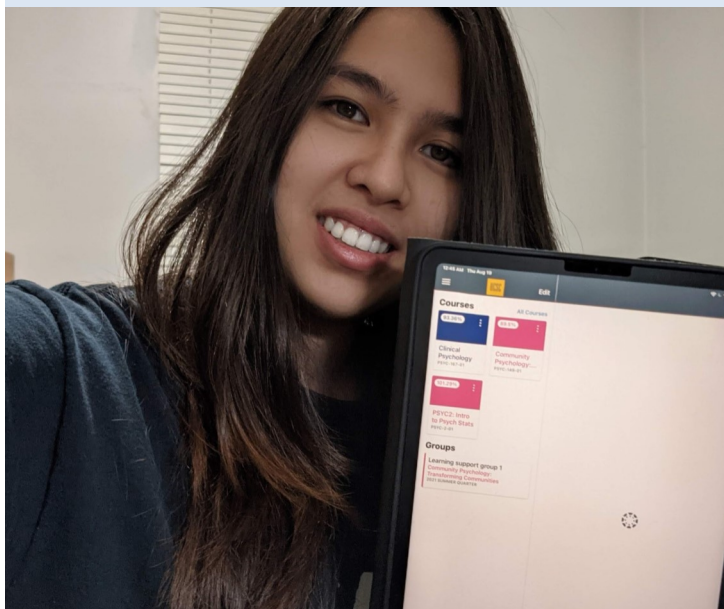
I learned a lot during my stay at VNBioBank. Since there was a rotation during my internship, I could experience different positions and work with multiple tasks. I appreciated this job offer and the financial assistance from the PBRC, which helped me thrive at my work without much financial difficulty.



PBRC STUDENT PROGRAM Cont'd

Jenski Nguyen '23

Clinical Psychology, Psychological Statistics, and Community Psychology at UCSC Summer Sessions 2021



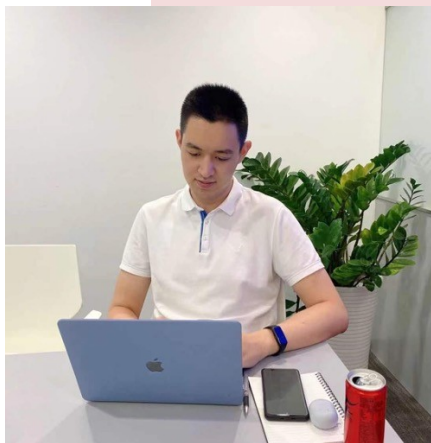
Although SUA has really great psychology classes, we don't have more psychology professors to offer a wider range of classes and research opportunities, which is why I decided to further my knowledge in the field of psychology by taking Psychological Statistics and Clinical Psychology at UC Santa Cruz this summer.

Juggling two classes at once within five weeks was incredibly tough because there were a lot of reading materials, as well as homework and quizzes that came with them. However, I was so glad that my classes were complementary because besides learning different therapeutic treatment modalities in Clinical Psychology class, I was also tasked with understanding

what good treatment research looks like in order to write a research paper. Thanks to the foundation in the psy stats class, I got to familiarise myself with all the numbers that we all come across in psy research papers but never quite understand what they represent (unless you have taken stats before), and so I was greatly assisted in writing research summaries as well as my final paper.

Unfortunately, due to personal constraints, I wasn't able to officially enroll for the second session. Thankfully, my kind and passionate stats instructor helped me connect with the current instructor for the Community Psychology class, and thus I am currently auditing it. My interest has always been about counselling, which has an individual focus to help people improve their own mental health. But thanks to this class, which is very multidisciplinary, I am even more inspired to seek ways that I can contribute to our community as a whole instead of just individuals. This is because community psychology goes beyond an individual focus and integrates social, cultural, economic, political, environmental, and international influences to promote positive change, health, and empowerment at both individual and systemic levels. I find elements of community psychology incredibly significant and relevant in the current political climate, especially in the U.S., where we are making collective demands for equity for marginalized and oppressed groups of people, as it's been long overdue. Learning to understand our own positionality in our research, and exploring new ways to help our community using our own lived experiences without having to conform to the ivory tower of academics are among what I have been learning thus far!

PBRC STUDENT PROGRAM Cont'd



Xiyang Ge '23

Summer Internship at the Stanford Asian Liver Center at Peking University

Thanks to the PBRC summer grant, this summer I had my internship at the Stanford Asian Liver Center at Peking University. So far, I've gained substantial knowledge about hepatitis B in general and its tremendous harm over public health. Besides, I've learned about a variety of communication methods and educational purposes about disease prevention through weekly tutorials and online lessons. My daily work mainly includes editing content for the center's social media accounts and contributing to projects with local community partners. Along with my co-workers, we've drafted

two editions of the hepatitis B prevention material for educational purpose.

During my internship, I also visited many local communities and conducted surveys with people of diverse background. Most importantly, throughout this memorable experience, I practiced nurturing meaningful conversations with others in discussing, identifying, and fulfilling step-by-step solutions. I'm proud to say that I've become a better communicator. To facilitate better communication, I always remind myself of the importance of respecting and listening carefully to others' ideas. More importantly, I learned that an empathic understanding is crucial for smooth interpersonal communication and fundamental to embracing global citizenship.



Ninh Le '22

Comparing the performances of different microbiome taxonomic classifiers for metagenomes



This summer, I had the great opportunity to work as a bioinformatics intern in Dr. Katrine Whiteson's lab, a research group at University of California-Irvine that investigates human-associated microbial communities to understand their roles in health as well as diseases. Since the taxonomic composition of microbial communities is of utmost importance to understanding the roles they play in an organism, many computational tools have been developed to that end. My project is to run such tools on standard microbiome datasets

PBRC STUDENT PROGRAM Cont'd

to evaluate their classifying capacities.

Under the wonderful mentorship of Dr. Whiteson and graduate student Julio Avelar-Barragan, I learned how to operate a wide variety of taxonomic profilers from the command line interface and then visualize outputs using a combination of bash and R scripts. Although my project dealt with shotgun metagenomics data, through Dr. Whiteson's lab bioinformatics resources I learned to work with 16s rRNA sequencing data as well, thereby diversifying my skill sets. Dr. Whiteson's lab resources also include many webinars, workshops, and literature on microbiome studies, which I found very eye-opening. For example, in June, I attended the World Microbe Forum for the first time. This experience allowed me to connect microbiome researchers at various career stages from around the world, listen to their research and receive from them advice on professional and personal development. One of my favorite talks was given by a graduate student at Ohio State University on the environmental microbiome's role in allergic and infectious diseases, which suggested microbial monitoring in indoor environments as an useful approach to COVID-19 surveillance, something very relevant to the times we are all in right now. From reading the literature, I even found out about how one's microbiome can significantly affect the efficacy of their cancer treatment, which kept me thinking about how much cancer therapeutics in my home country Vietnam as well as others in the Pacific Basin area could benefit from such findings.

Not only did this internship enable me to have an improved understanding of microbiome research and develop knowledge and skills conducive to my career aspirations, but it also grew in me a greater appreciation for the microbiome and the work scientists put in to understand it better.

**INTERESTED? THE CALL FOR 2021-22 SUMMER GRANT PROPOSALS
GOES OUT IN EARLY SPRING 2022. PLEASE CHECK OUR WEBSITE AT**

www.soka.edu/pbrc



FACULTY PROGRAM

Meet the PBRC Faculty Fellows 2021-22!

The PBRC is pleased to welcome our new PBRC Faculty Fellows. The Fellowships are awarded annually on a competitive basis. As we show below, the Fellowship holders are involved in a range of exciting research projects. Over the next year, each Fellowship holder will deliver a campus lecture, sharing their fascinating work with the SUA community!

Dr. Sarah England (Anthropology)

“Finding Refuge from Racism and State Violence, or just More of the Same? The Impact of Obama and Trump Era Immigration Policies on Central American Garifuna Asylum Seekers”

The purpose of this research project is to understand how Honduran Garifuna patterns and experiences of immigration have been impacted by changes in US immigration law and events in Honduras over the last 20 years that have led to increased levels of violence towards them by both state and non-state actors. The Garifuna are an Afro-Indigenous population who live in villages along the Caribbean coast of Central America from Belize to Nicaragua. They have been migrating to the US since the 1940s, and up until the 1990s, were largely documented and travelled frequently between the US and their home communities in Central America. Though this migration was associated with some social problems, it was largely seen as positive by the community as it enabled Garifuna to earn money in the US which they invested in their villages in the form of



houses, businesses, and education for their children. Migrants actively participated in the political and cultural life of the home community and frequently visited. However, several events at the turn of the 21st century have changed this migration from simply a strategy of upward mobility (*sacar adelante a mi familia*) to an urgent matter of life and death. First, one of the worst hurricanes in the history of Central America hit in 1998 killing tens of thousands of people, destroying crops, infrastructure, and homes. Then in 2009 there was a coup d'état that overthrew democratically elected president Manuel Zelaya and has led to massive levels of political repression, violence, and corruption. In particular, the new regime created legislation that has opened the Caribbean coast of Honduras to foreign ownership for agribusiness and mega-tourism projects leading to severe conflicts over Garifuna land. In addition, the northeastern coast of Honduras has become dominated by drug cartels that use the isolated beaches and rain forests as places to land their planes and boats, intimidating and threatening the local community to sell their land and/or participate in the business. The Honduran military and government have connections to these cartels leading many to refer to Honduras as a “narco state.” Though Garifuna have attempted to fight against these processes of dislocation, impoverishment, and criminal violence, the state has responded with its own brand of violence by assassinating, threatening, and criminalizing Garifuna leaders. Thus, many Garifuna, like other Hondurans, are making the decision to migrate in response to an immediate threat to their lives, and do not have the time to go through the legal routes of applying for visas and family reunification as they had done in the past, but are rather coming undocumented, many in search of asylum. Unfortunately, since 9/11 in 2001,

FACULTY PROGRAM

US immigration policy has become much stricter about who can enter legally, much more draconian in its treatment of the undocumented population, and more unfriendly to asylum seekers. Many scholars have referred to the current detention and deportation regime of the US and the militarized US/Mexican border as a form of state violence that is highly racialized as it tends to disproportionately target peoples from certain parts of the world, Central America being one of them. Thus, the Garifuna, like many asylum seekers, are caught between two forms of state violence: that of their own countries that is literally expelling them through marginalization and persecution, and that of the US that uses “racialized filters” to make entry to the US and receiving asylum extremely difficult for certain types of people.

For this project I travelled in July to New Orleans and Houston where I conducted interviews with Garifuna who had migrated to the US within the last 10 years to hear their stories of why they decided to migrate, what their experience was like passing through Mexico and the US/Mexican border, and how they were treated by US immigration officials. I heard stories of people migrating due to poverty, death threats, and political persecution, and having to pass through many “filters” created by harsh Mexican and US immigration policies, corrupt officials, and organized crime along the way. Some of the earlier migrants came as single adults but all of the more recent migrants came as families, often with very small children. After collecting these stories I am able to see the way that immigration from Central America has generated a whole system of state and non-state actors who benefit financially from the expulsion of Central Americans from their communities (which makes their land available for corporate investment), their vulnerability during their passage to the US border (which makes them easy prey for extortion), and their difficulty in regularizing their legal status in the US (which makes them vulnerable to the detention and deportation industrial complex). In the case of the Garifuna this is made even more acute by the fact that they are an Afro-Indigenous population whose culture, territory, and rights are supposed to be protected by numerous international conventions acknowledging the special value and vulnerability of indigenous and Afro-descent peoples. Many Garifuna experience this dislocation from their communities as the third expulsion that they have suffered as a people: first from Africa, then from St. Vincent, and now from Central America. And yet US asylum policy is also hostile to their claims to seek refuge in the US, forcing them to remain undocumented and vulnerable to expulsion from this country, completing the circle of state violence against them.

Dr. Deike Peters (Environmental Planning & Practice)

“Natural Playscapes, Ecological Literacy & Outdoor Education” – A Spring 2022 PBRC

Symposium at Soka University



For many of us, the past year of zoom gloom reinforced the insight that excessive time spent indoors, hooked to technology, is related to many modern-day behavioral issues related to attention and mood, especially among children and teens. Yet beyond a simple ‘opting outside,’ what exactly constitutes an optimal outdoor playscape? How much designing do such spaces need? How much is simply about spending time in nature? And what kind of ‘nature’ can families access in today’s urban and suburban environments?

The most recent thematic issue of the British journal *Built Environment* on “Natural Playscapes and Outdoor Education” which I had the pleasure to guest edit, clearly demonstrates that ‘playscapes’ by no means have to fea-

PBRC Update

FACULTY PROGRAM

ture classic structures such as swings, teeter-totters, or sand boxes. The anarchist social historian Colin Ward once famously proclaimed that “one should be able to play everywhere easily, loosely and not forced into a playground or a park.” My collaborators and I show how natural elements are being incorporated into playgrounds at the same time that virtual and ‘smart’ elements of play are complementing the way children are experiencing the outdoors. We also acknowledge that access to nature has become an important environmental justice issue, as many studies show that higher socioeconomic status is highly correlated with superior access to green spaces. The thematic issue drew its original inspiration from a pre-pandemic winter 2020 Soka Travel Learning Cluster to Sweden and Denmark where my students and I were exposed to the best examples of outdoor education and natural playscapes that Scandinavia has to offer. The follow-up symposium planned at Soka University will be specifically designed to better connect North American scholars and practitioners to this rich European expertise, all the while featuring some cutting-edge initiatives from across California and possible other parts of the US.



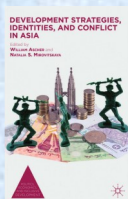
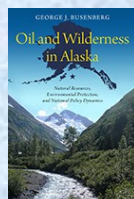
Pacific Basin Research Center

2021-22 Faculty Fellow Research Lectures

Both of the Pacific Basin Research Center Faculty Fellows 2021-22 will give a public lecture in April 2022 on campus, based on their research supported by the fellowship. Stay tuned!



SUA Faculty Publications are displayed at the PBRC Library (Ikeda 457). For more information on PBRC and SUA Faculty publications, select “Research and Publications” at:

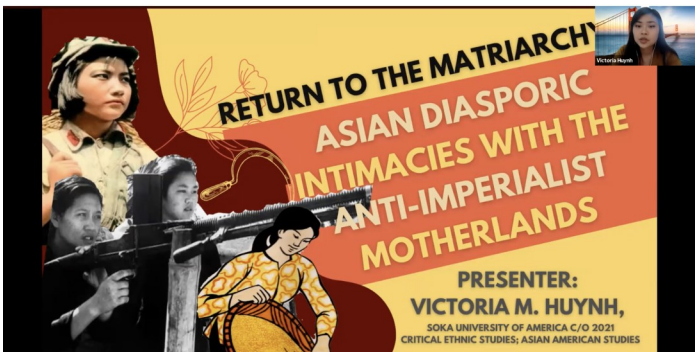


<http://www.soka.edu/pbrc>

PBRC STUDENT PROGRAM

Field Report from PBRC Jr. Scholars

With the PBRC's conference funding, Victoria Huynh '21 presented her research at the Richard Macksey Humanities Symposium at John Hopkins University held virtually on April 24, 2021.



With the help of the PBRC's funding, I presented my research at the Richard Macksey Humanities Symposium on a panel of three other students. My paper, entitled *Return to the Matriarchy: Asian Diasporic Intimacies with the Anti-imperialist Motherlands*, discusses Asian diasporic relations with anti-imperialist methodologies in China, Viet Nam, and Korea during the Cold War to offer perspective on how to best read the sustained U.S.

War on the Pacific today. Ultimately, in historical materialist analysis of political publications, interviews, and oral histories, my project seeks to denounce liberal feminism's dominance over the Asian/American feminist movement for a necessarily militant, anti-imperialist stance. (See abstract below.) I was also able to hear from panels of graduate students, undergraduate students, and faculty presenters on their work and life under the John Hopkins Humanities program. Overall, I hope to channel the experience I gained presenting at this conference into my intended future involvement with Critical Ethnic Studies, Asian/American Studies, & critiques of U.S. imperialism and its war economy. ■

Abstract:

As the prevalence of Asian/American feminist calls for visibility in the U.S. increases, so does the reification of diasporic faith in the liberal empire-building project that is the Pax-Americana. Necessarily, merging literature from Critical Ethnic Studies and Asian American Studies chronicles how U.S. imperialism composes the *Oriental Feminine* as a compositional subject that valorizes continued warfare in the Pacific. Tracing where the production of the Oriental Feminine becomes the Oriental *American* Feminine further reveals the Asian diasporic feminist's potential colluding role in the destruction of their motherlands. This essay, however, historicizes that the roots of Asian diasporic feminism in the 1970s invited divergently subversive possibilities against U.S. imperialism's transnational grip. Through analyses of political newspaper publications, oral history archives, and biographical narratives, I utilize historical materialism to read for "flashes" of transnational intimacies between feminist Asian diaspora and Asian revolutionary women as sites to speculate for their methodologies on militant anti-imperialism, solidarity, and praxis. I ask: how did revolutionary women's struggle in the liberation wars in China, Korea, and Viet Nam activate Asian diasporic feminist consciousness in the 1970s? How can Marxist, anti-imperialist feminism relocate diasporic strategies for organizing with politics in the motherland(s) in disembarking from U.S. settler-colonial empire?



PBRC Announcement

JUNIOR SCHOLARS PROGRAM

Interested in becoming a PBRC Junior Scholar? Call for applications begins this fall semester!

PBRC Junior Scholars Program

Benefits Include:

- ♦ Access to PBRC facilities (including key access and personal study space in the PBRC)
- ♦ A \$300 research budget to order books and other materials for the PBRC
- ♦ Opportunity to attend academic conferences in their field
- ♦ A profile on our website
- ♦ Invitation to participate in PBRC initiatives such as guest speaker visits and student summer grants



The PBRC Junior Scholars Program is open to about a dozen outstanding students who have interests that mirror those of the PBRC, namely humanistic development in the Pacific Basin. The Junior Scholars program reflects the PBRC's goal of deepening its ties to Soka students, whose energies and ideas can shape the direction of the Center. Junior Scholar titles are subject to renewal each year. The new and incumbent scholars will attend an orientation via online in November.

To apply, please send your resume and a brief (100 word) note of how your studies contribute to the PBRC's core goals to Kayo Yoshikawa, the PBRC Program Coordinator (kayoshikawa@soka.edu). **The deadline is October 30, 2021.** If you have any questions, please contact Kayo Yoshikawa or Prof. John Kehlen (JKehlen@soka.edu).

Current PBRC Junior Scholars:

Leonardo Salvatore (2022)	Minori Sakai (2022)
Ninh Le (2022)	Michelle Boralessa (2023)
Thuy Le (2022)	Yixin Wang (2023)
Jenski Nguyen (2022)	Aarohee Bhattarai (2023)
Vibhu Walia (2022)	Chiharu Nagai (2023)
Tayná Baptista Ferreira (2022)	Sachi Nishida (2023)