

AATJ 2018 ANNUAL SPRING CONFERENCE

Marriott Wardman Park Hotel, Washington, DC

Meeting Rooms (Mezzanine Level): Jackson, Jefferson, Johnson, Madison, Truman, Tyler

Thursday, March 22, 8:30 a.m.–5:30 p.m.

(On-site Registration and Check-in: Mezzanine Lobby)

Papers whose titles appear in Japanese in the program will be delivered in Japanese; those with only English titles will be delivered in English

8:30 a.m.–10:10 a.m. — Session 1

SESSION 1-A: PEDAGOGY PANEL [MADISON B ROOM]

Chair: Shinji Sato, Princeton University

Panel Title: 「言語景観研究と日本語教育：最近の動向と未来を創る言語教育実践」(Linguistic Landscape and Japanese Language Education: Current Trends and Language Education for Social Future)

「言語景観研究とことばの教育」(Linguistic landscape research and language education)

Yuri Kumagai, Smith College; Shinji Sato, Princeton University

「言語景観が持つことばの教育の可能性—価値の分析と創造，変革にむけて—」(Possibilities of language education using linguistic landscape: Toward analysis, creating our social values, and transforming)

Ryosuke Minamiura, Tokyo Gakugei University

「言語景観データ収集とデータ分析結果を使用した日本語上級クラスでの言語活動報告」(Linguistic landscape and Japanese language education: A new way of discussion and field work activities using LL data)

Asako Hayashi-Takakura, University of California, Los Angeles

「言語景観改善プロジェクトとその危険性：実践と分析」(Changing linguistic landscape as class project: Practice and analyses)

Neriko Musha Doerr, Ramapo College

SESSION 1-B: STUDY ABROAD FOR LANGUAGE ADVANCEMENT (SAFLA) SIG PANEL [JEFFERSON ROOM]

Chair: Hiroaki Kawamura, University of Findlay

Panel Title: Sink or Swim During Study Abroad: Equipping Learners with Navigating Strategies Through Coaching

“Maximizing language gains during a short study abroad program: Use of on-site coaching as a strategy”

Hiroaki Kawamura, University of Findlay

「体験型訪日プログラムにおける活動とコーチングの分析」(An analysis of field-based activities and supervision in study abroad programs)

Akiko Murata, Hosei University

“Transformative learning: A case of a short-term, faculty-led Japanese language study abroad program”

Yuko Prefume, Baylor University

“I am kind of afraid of the language partner”: Data-driven pre-study abroad training”

Hiromi Tobaru, Ohio State University

SESSION 1-C: SECOND LANGUAGE ACQUISITION PAPERS [JACKSON ROOM]

Chair: Mariko Moroishi Wei, Purdue University

“Development of abstract word knowledge in English–Japanese bilinguals with autism spectrum disorder”

Mariko Moroishi Wei, Purdue University

“Developing critical language awareness through a community-based project in an intermediate Japanese language classroom”

Holly Didi-Ogren, The College of New Jersey

““Our Language” – An autoethnographic analysis of Japanese dialect use in L1/L2 interaction”

Jae DiBello Takeuchi, Clemson University

"A preliminary study of Chinese international students studying Japanese in American universities"
Jun Xu, Colorado State University

SESSION 1-D: LANGUAGE AND TECHNOLOGY PANEL [TYLER ROOM]

Chair: **Kasumi Yamazaki**, University of Toledo

Panel Title: 「日本語教育とAI: 研究実践例と今後の課題」 (Japanese Language Teaching and AI: Sample Projects, Research Findings and Future Directions)

「読解支援システムへのAI活用の可能性と留意点」 (Incorporating AI in a reading tutorial system: Possibilities and pitfalls)

Yoshiko Kawamura, Tokyo International University

「自然言語処理を用いた日本語教育ソフトの一例」 (An NLP-based Japanese language educational software package)

Noriko Nagata, University of San Francisco

「会話支援AIスマホアプリの開発に向けて：現状と今後の課題」 (Developing an intelligent mobile-assisted language learning (IMALL) application: Progress and challenges)

Kasumi Yamazaki, University of Toledo; **Yukihisa Yonemochi**, Honda Research Institute, Japan

「AIチュータの開発に向け：機械学習の導入とその成果」 (Toward the development of AI Tutor: Incorporation of machine learning and its results)

Takako Aikawa, Massachusetts Institute of Technology

SESSION 1-E: LINGUISTICS PAPERS [TRUMAN ROOM]

Chair: **Michiko Kaneyasu**, Old Dominion University

"Grammar at work: Register analyses of Japanese cleft construction"

Michiko Kaneyasu, Old Dominion University

"The ways to greet in Japanese: Awareness by Japanese college students of their greeting"

Noriko Noma and **Megumi Iida**, University of Arizona

"Modern debates on the reasons for use of phonograms and notes on their use in the *Kojiki*: Implications for the history of writing"

Ann Wehmeyer, University of Florida

"Cute (*kawaii*) or overly cute (*burikko*)?: Childlike cute register as an implicit form of social and linguistic capital"

Atsuko Oyama, Stony Brook University

SESSION 1-F: LITERATURE PAPERS [JOHNSON ROOM]

Chair: **J. Christopher Kern**, University of Maryland

"“The Fate of Qi”: Chinese history and the *Tale of Genji*"

J Christopher Kern, University of Maryland

"Four narrative styles in classical Japanese: Their implications for Japanese linguistic history"

Frederick Bowman, Ohio State University

"Narrative structure in secular and Buddhist Heian texts: *-ki* and *-keri* in the *Tale of Genji*, the Lotus Sutra, and the Golden Light Sutra"

John Bundschuh, Ohio State University

"Rewriting magic and miracles in the human world: Adaptations of medieval Buddhist tales in early modern Jōruri puppet theater"

Shiho Takai, Waseda University

10:20 a.m.-12:00 p.m. — Session 2

SESSION 2-A: PEDAGOGY PANEL [MADISON B ROOM]

Chair: Kasumi Yamamoto, Williams College

Panel Title: 「内容重視型日本語教育の意義と可能性：4つの実践形態を通して」 (Significance and potential of content-based Japanese language instruction: Findings from four CBI courses)

「チュートリアル形式で行う内容重視の日本語教育」 (Content-based Japanese language instruction in a tutorial format)

Kasumi Yamamoto, Williams College

「「総合活動型」の内容重視の日本語教育：リーダビリティの観点からの成果と課題」 (Content-based Japanese language instruction in the *sogokatsudogata* format: From a readability perspective)

Jinhwa Chang, Williams College

「ソーシャルネットワークワーキングアプローチ (SNA) に基づいた 内容重視の批判的言語教育 (CCBI) の実践報告」 (Critical content-based instruction for an advanced-level Japanese course using a social networking approach)

Yuko Kageyama-Hunt, Harvard University

「内容重視日本語学習の方法としての Project Based Language Learning (PBLL)：その利点と課題」 (Project-based language learning (PBLL) as a method for content-based language learning in Japanese)

Naoko Nemoto, Mount Holyoke College

SESSION 2-B: SIG PAPERS: STUDY ABROAD FOR LANGUAGE ADVANCEMENT (SAFLA) AND JAPANESE FOR SPECIFIC PURPOSES (JSP) [JEFFERSON ROOM]

Chair: Atsushi Hasegawa, University of Kentucky

「日本の大学における留学生と日本人学生の混住寮：コミュニティの形成プロセスとその要因に注目して」 (International students' socialization processes in a theme-based residence hall in Japan)

Chiharu Shima, Akita International University; Atsushi Hasegawa, University of Kentucky

“Working towards intercultural competence through negotiating and adapting: Case of internship in Japan”

Nobuko Koyama, University of California, Davis

“From talking with restaurant wait staff to explaining U.S. policy: Task-based needs analysis for U.S. Foreign Service officers in Japan”

Kyoko Kobayashi Hillman, University of Maryland, College Park/George Washington University

“Bonding through indexical reference in Japanese and American business discourse”

Lindsay Yotsukura, University of Maryland, College Park

SESSION 2-C: SECOND LANGUAGE ACQUISITION PAPERS [JACKSON ROOM]

Chair: Shigeru Osuka, Seton Hall University

「英語を母語とする日本語学習者の流暢性の研究：レベル別検証」 (A study of oral fluency of English-speaking learners of Japanese at different proficiency levels)

Maki Hirotsu, Rose-Hulman Institute of Technology; Kazumi Matsumoto, Ball State University; Atsushi Fukada, Purdue University

「アメリカの大学における日本語学習の動機づけに関する一考察」 (Japanese language learning motivation in the United States)

Shinji Shimoura, University of South Florida

「21世紀型日本語作文教育の評価法についての一考察：リレー式ストーリー・ライティングを中心として」 (Toward the future of Japanese writing assessment in the 21st century: A case study of relay story writing)

Shigeru Osuka, Seton Hall University; Kiyoshi Noguchi, Sophia University; Kazuko Tanabe, Japan Women's University; Aya Okada, University of Oklahoma

SESSION 2-D: LANGUAGE AND TECHNOLOGY AND PEDAGOGY PAPERS [TYLER ROOM]

Chair: Nobuko Chikamatsu, DePaul University

「日本語初級ハイブリッドコースの修正とその方向性」 (Where are we going?: Rebuilding hybrid and flipped first-year Japanese courses)

Nobuko Chikamatsu, DePaul University; Mika Obana-Changet, University of Illinois, Chicago

「オンラインによる漢字力診断テストの報告」 (Report on a digitally administered diagnostic test of *kanji* ability)

Chieko Kano, University of Tsukuba

「私達が好きなこの町をもっと元気に-夏期集中コースでの町紹介ポッドキャスト・プロジェクトの試み」

(Energizing our favorite town: An exploratory project in podcasting to introduce the town in which students live during a summer intensive course)

Kiyomi Kawakami, University of Iowa; Yasuko Shiomi, University of Massachusetts, Amherst

「オンラインと紙面を使った言語学習アドバイジングの実践」 (Language learning advising through written communication)

Yuko Kojima, University of Wisconsin, Milwaukee

SESSION 2-E: LINGUISTICS PANEL [TRUMAN ROOM]

Chair: **Mutsuko Endo Hudson**, Michigan State University

Panel Title: 「語用論と日本語教育：「適切さ」を探る」 (Pragmatics and Japanese language education: Exploring "appropriateness")

「会話における「分かる」と「知る」の使用：語用論的観点」 (The use of "wakaru" and "shiru" in conversation: From a pragmatics perspective)

Misumi Sadler, University of Illinois, Urbana-Champaign

「学習者の誤用：語用論による説明」 (Learner errors: Pragmatics account)

Mutsuko Endo Hudson, Michigan State University

「母語話者の敬語使用に関する様々な規範意識」 (Norms of honorific use: Diverse awareness among native speakers)

Shigeko Okamoto, University of California, Santa Cruz

「「適切さ」とその指導：教師の視点」 (Teachers' views on "appropriateness" and how to teach it)

Naomi Geyer, University of Wisconsin, Madison

SESSION 2-F: LITERATURE PAPERS [JOHNSON ROOM]

Chair: **Linda Galvane**, Stanford University

“Beauty and sadness of excrement: Scatological representation as a rhetorical device in Hino Ashihei's and Yasuoka Shōtarō's works”

Linda Galvane, Stanford University

“Narcissism as genius in the short fiction of Okamoto Kanoko (1889-1939)”

Pau Pitarch Fernandez, Waseda University

“A comparative analysis of Japanese adverb *jitsuwa* and English adverb *actually*” [Translation Focus]

Kiyono Fujinaga, SUNY Buffalo

“The transnational in translation: *Nihongo bungaku* and the inexorability of the nation-state in English translations of Japanese literature”

Gregory Khezernejat, Aoyama Gakuin University

12:00 p.m.–12:50 p.m. — Lunch Break

Heritage SIG Meeting – Jefferson Room

12:50 p.m.–2:30 p.m. — Session 3

SESSION 3-A: PEDAGOGY PAPERS [MADISON B ROOM]

Chair: **Yoshihiro Mochizuki**, University of Michigan

「日本語翻訳実習コースにおける社会貢献の試み」 (Practicum in Japanese translation: Connecting classroom learning to communities and beyond)

Yoshihiro Mochizuki, University of Michigan

「プロジェクトベース・ランゲージ・ラーニングによる異文化コミュニケーションとグローバル能力の伸長」 (Enhancement of intercultural communication and global skills based on project-based language learning)

Noriko Fujioka-Ito, University of Cincinnati

「学習者主役のコンテンツベース授業の試み：日本の自然と文化」 (Case study: Learner-centered content-based instruction – on nature and culture)

Atsuko Neely, Utah State University

「第1回日本語教育インターンシップ制度の活動報告及び相互の言語・文化理解を目指した日米の学生間交流のあり方の検討」(Establishing a Japanese education internship program and exploring effective mutual understanding of language and culture among undergraduate students in Japan and the U.S.: Demonstrating activities and results of a student survey and participant observations)
Yuki Waugh, Texas A & M University; Yoko Arashi, Kyorin University

SESSION 3-B: JAPANESE AS HERITAGE LANGUAGE SIG PANEL [JEFFERSON ROOM]

Chair: Hitomi Oketani, Eastern Michigan University

Panel Title: 「北米における補習授業校の挑戦：高度グローバル人材育成に向けて何ができるか」(Challenges for *Hoshuko* in North America: Issues towards Advanced Global Human Resource Development)

「問題提起：乳幼児・園児・小学低学年を中心とした補習校と大学の母語支援の取り組みをもとに」(From the perspective of *hoshuko*-university collaboration on early childhood mother-tongue support)
Hitomi Oketani, Eastern Michigan University

「日本語指導が必要な児童生徒教育充実のための施策と海外での日本語支援」(Enhancing Japanese language education and its policies for students in Japan and overseas)
Yukiko Konda, Ministry of Education, Culture, Sports, Science and Technology, Japan

「米国北東部における新しい日本語教育施設の課題—ニューヨークを事例に政策支援の方法を探る」(New Japanese programs in the New York area: Searching for effective policy interventions)
Toshiko Calder, Princeton Community Japanese Language School

「グローバル時代の補習校 —カナダの現地校と共にバイ/マルチリテラシー育成を目指して」(*Hoshuko* in the global era: Working with local Canadian schools in promoting bi/multi-literacies)
Kazuko Nakajima, University of Toronto

SESSION 3-C: LANGUAGE AND CULTURE SIG PANEL [JACKSON ROOM]

Chair: Hideki Hara, Japan Foundation Los Angeles

Panel Title: Thematic Approach in the Language Classroom Using Manga

“‘Edutainmentification’ in Japanese manga”

Frederik L. Schodt, Author and translator

“Using manga in the Japanese language classroom”

Shige (CJ) Suzuki, Baruch College, CUNY

“Manga edutainment”

Hideki Hara, Japan Foundation Los Angeles

SESSION 3-D: PEDAGOGY PAPERS [TYLER ROOM]

Chair: Tomoko Shibata, Princeton University

「自律型発音学習における自己モニター力の育成」(Improving self-monitoring ability in autonomous learning of Japanese pronunciation)

Tomoko Shibata, Princeton University

“Integrating the full scope of Japanese pitch accent into the Japanese as a Foreign Language classroom”

Vance Schaefer, University of Mississippi

「初級レベルにおけるスキット創作と朗読発表を融合したハイブリッド型音声・表現指導の試み」(Voice for expression: Exploring the synergy of combining “skit writing” and “recitation performance” for pronunciation training in elementary Japanese)

Mihoko Yagi, Boston University

「初級・上級コースにおける音声教育の実践報告：学習者の意識向上を目指して」(An attempt to further improve the quality of Japanese accents and intonations for learners at elementary and advanced levels)

Hiroyo Nishimura, Yale University

SESSION 3-E: LINGUISTICS PANEL [TRUMAN ROOM]

Chair: Mitsuko Takei, Hiroshima Shudo University

Panel Title: 「効果的な国際共修カリキュラム構築のための「共通語としての日本語」話者の言語行動の分析」(Analyses of Conversations Using Japanese as a *lingua franca* for Effective Multicultural Co-learning Curricula in Japanese Universities)

「国際共修カリキュラムのための母語場面・接触場面における会話データの収集と分析」(Collecting and analyzing Japanese conversation data in native and contact situations for multicultural co-learning course design)

Mitsuko Takei, Hiroshima Shudo University; Etsuko Yoshida, Mie University

「日本語母語話者によるスピーチスタイルシフトー母語場面と接触場面の比較ー」 (L1 Japanese speakers' style-shifting: A comparison of native and contact situations)

Mitsuaki Shimojo, University at Buffalo, SUNY

「母語場面と接触場面における疑問表現の比較」 (A comparison of interrogative expressions in native and contact situations)

Miho Fujiwara, Willamette University

「話段の展開的構造からとらえる母語場面と接触場面の比較」 (A developmental structure analysis of *wadan*, 'functional paragraph': A comparison of native and contact situations)

Fumio Watanabe, Yamagata University

SESSION 3-F: LITERATURE PAPERS [JOHNSON ROOM]

Chair: Joan Ericson, Colorado College

"Women writing literature for children"

Joan Ericson, Colorado College

"Reevaluating war-time feminism: Waka Yamada and her personal advice column"

Rika Saito, Western Michigan University

"A young woman's search for her female sexual identity in Ogawa Yoko's "Pregnancy Diary" (1990)"

Yuko Ogawa, Purdue University

"What's Love Got To Do With It - The case of Setouchi Jakuchō's Kashin "

Luciana Sanga, Stanford University

2:40 p.m.-4:20 p.m. — Session 4

SESSION 4-A: PEDAGOGY PAPERS [MADISON B ROOM]

Chair: Yuki Matsuda, University of Memphis

「「多書のすすめ」：参加型文化の時代における「多書」活動の効果」 ("Let's write!": Effects of extensive writing in the age of participatory culture)

Yuki Matsuda, University of Memphis; Noriko Okamoto, Tokyo International University

「多読は、たくさん本を読むだけでいいのか？より効果的な読書法の考察」 (Is solely reading many books an effective method in extensive reading curriculum?: Analysis of more effective reading methods)

Ikuno Imaizumi, Foreign Service Institute

「多読における自作本作成と伝統的和装本製本ワークショップの実践報告：インプットからアウトプットへ、現代と江戸のコラボ」 (Implementing a students' book writing project and a traditional stitch-bound book binding workshop in extensive reading: From input to output, what is old is new again)

Yuki Yoshimura and Sharon Domier, University of Massachusetts, Amherst; Hisako Kobayashi, UWC ISAK Japan

"An impossible mission? *Tadoku* pedagogy and library collaboration with limited institutional resources"

Michiru Lowe and Yuh-Fen Benda, Vanderbilt University

SESSION 4-B: SIG PAPERS: JAPANESE AS HERITAGE LANGUAGE (JHL) AND LANGUAGE & CULTURE [JEFFERSON ROOM]

Chair: Yoshiko Mori, Georgetown University

"The role of parental support and family variables in L1 and L2 vocabulary development of Japanese heritage language students in the United States"

Yoshiko Mori, Georgetown University

"Crafting Japaneseness: An ethnographic study of parents' attitudes toward language maintenance in a Japanese community in the United States"

Lorvelis Madueno, University of New Orleans

"Amazing!: A study of the construction of foreigner stereotypes in Japanese anime"

Rika Ito and Megan Bisila, St. Olaf College

「日本語の音節構造とリズムを俳句を導入して学ぶ活動報告」 (Creating *haiku*: Appreciating seasons and sounds while implementing *haiku* in Japanese language class)

Chieko Yamazaki, Eckerd College

SESSION 4-C: AP JAPANESE FOR SPECIFIC PURPOSES SIG PANEL [JACKSON ROOM]

Chair: **Tomoko Takami**, University of Pennsylvania

Panel Title: 「新しい時代の日本語教育への提言」 (Recommendations for Japanese Education in a New Era)

「日系企業が日本語教育に期待すること」 (Business expectations for Japanese language education)

Motoko Tabuse, Eastern Michigan University

「日本語教育を通してのグローバル・コンピテンシー育成への提言」 (Global competency in Japanese language education)

Yoshiko Saito-Abbott, California State University, Monterey Bay

「グローバル・コンピテンシーの育成をめざしたビジネス日本語教育：「ワークライフバランス」プロジェクト」
("Work-life balance" project : An attempt to cultivate global competency in Business Japanese instruction)

Tomoko Takami, University of Pennsylvania

SESSION 4-D: PEDAGOGY PAPERS [TYLER ROOM]

Chair: **Tomoko Ikeda**, McGill University

「日本語独習者は教室内の他の学習者にどのような影響を与えるか」 (How do self-taught Japanese learners affect the other students in the classroom?)

Tomoko Ikeda, McGill University

「独学成功者の学習法を上級日本語の授業に取り入れる試み」 (Implementing learning methods of self-learners into an advanced Japanese class)

Masami Ikeda, Massachusetts Institute of Technology

「日本語教師のビリーフ：日本語教師は文化をどのように捉え、教えているのか」 (The beliefs of Japanese teachers about culture and culture learning)

Chihiro Inoue, Osaka Gakuin University

「もし私が日本語の先生だったら・・・」 学生と共に言語教育について考える授業の試み」 ("If I were a teacher of Japanese ...": Reinventing learning and teaching with students)

Mieko Kawai, University of Virginia

SESSION 4-E: PEDAGOGY PAPERS [TRUMAN ROOM]

Chair: **Shoko Hamano**, George Washington University

"Context-based teaching of Japanese mimetic verbs"

Shoko Hamano, George Washington University

"The role of pragmatics-focused instruction in L2 interactional competence of Japanese interactional particles *ne*, *yo*, and *yone*"

Saori Hoshi, Brown University

「日本語学習者の「書き」に見るヘッジの使用」 (An analysis of hedging in the written work of intermediate/advanced Japanese learners)

Miharu Nittono, Columbia University

「夫の言い分、妻の言い分」：文章の結束性を高めるための指導における感情の果たす役割」 ("He said, She said": The role of emotions in the instruction for cohesive writing)

Takae Tsujioka, George Washington University

SESSION 4-F: PEDAGOGY PAPERS [JOHNSON ROOM]

Chair: **Satoru Ishikawa**, Boston University

「初級で学ぶコンテンツと学習者の関心の分析 ～言語学習を継続していくには～」 (Aligning student interests and introductory course content: A proposal for student retention in language programs)

Satoru Ishikawa, **Mariko Itoh Henstock**, and **Emi Yamanaka**, Boston University

"Corrective feedback in a beginning Japanese language classroom"

Karen Curtin and **Suwako Watanabe**, Portland State University

「相互行為能力育成を目指した新カリキュラム：プラグマティックス重視のアプローチ」 (A new curriculum for fostering interactional competence: A pragmatics-focused approach)

Tomoko Iwai and Emi Murayama, University of Hawai'i, Manoa

「異なったレベルの学習者同士の学びを促す活動としての「ポスター発表」 (Poster presentation as an activity to promote peer learning by learners at different proficiency levels)

Erika Hirano-Cook, Pennsylvania State University; Yuta Mori, University of Michigan; Sachiko Kondo, Oberlin College;

Miki Murakami, University of Arizona; Keiko Ueda, University of Missouri, St. Louis; Yumiko Tashiro, Kenyon College;

Wakana Maekawa, Massachusetts Institute of Technology; Ayaka Sogabe, University of Michigan

4:30 p.m.–5:30 p.m. — Keynote Session

Madison Room

Keynote Speaker: JEFFREY ANGLES, Western Michigan University

“Poetics of the In-Between: Learning and Living Between Languages”

Language teaching involves spending large amounts of time with students helping them learn to express themselves in their second language. Instructors try to carry them as far as possible toward fluency by sharing knowledge, providing experiences, inculcating new habits, and teaching discursive strategies, in the hopes that the learners will reach a point where they can give full, culturally appropriate expression to their own thoughts. In reality, though, most language learners never make it all the way to the goal of fluency and instead end up somewhere in the large, intermediary expanses that separate their native tongue from the one they are trying to master.

As a writer and translator, Jeffrey Angles has spent much of his career navigating and negotiating the terrain between Japanese and English. In fact, the need to reconsider the spaces between languages is a major theme of *Watashi no hizukehenkōsen* (My International Date Line), a collection of poetry that Angles wrote in Japanese and which won the *Yomiuri Bungakushō* (Yomiuri Prize for Literature) in 2017. This theme also appears in the writing of the multilingual writers Tawada Yōko and Itō Hiromi, both of whom have spent much of their careers writing from locations outside Japan. Perhaps instead of thinking of the terrain between languages as a kind of no-man's land that simply needs to be traversed as quickly as possible, we might think about it as a productive space in which ideas flow together and new dynamic, creative forms of cultural expression might arise. In this presentation, Angles will discuss his own work and will argue for the value and importance of those types of expression that arise in the vast transitional spaces between languages.

AATJ-Sponsored Panel at the AAS Annual Meeting

Friday, March 23, 5:15 – 7:15 p.m., Roosevelt Room 4 (Exhibit Level)

Earning Your Stripes as an Academic: Advice on publishing, presenting, collaborating, and winning support, for young faculty and graduate students in Asian languages and literatures

This panel is part of the Association for Asian Studies program and requires registration for the AAS conference.

Chair: Janet Ikeda (Washington & Lee University)

Panelists: Linda Chance (University of Pennsylvania); Jennifer Crewe (Director and Publisher, Columbia University Press); Hiroshi Nara (University of Pittsburgh; *Japanese Language and Literature*); Yoshiko Saito-Abbott (California State University, Monterey Bay; *Foreign Language Annals*); Keith Cothrun (Executive Director, American Association of Teachers of German)

Classical Japanese Special Interest Group Meeting

Friday, March 23, 7:30 – 9:30 p.m., Johnson Room

Roundtable: Past and Present Pedagogical Tools:

Material and Digital Culture in the Bungo Classroom

Panelists: Christina Laffin (University of British Columbia); Jack Stoneman (Brigham Young University); Ed Kamens (Yale University); Joshua Mostow (University of British Columbia); Unno Keisuke (National Institute of Japanese Literature)