



### 林怡君 Yi-chun Tricia Lin

#### Education

- 師大英語系 71 級
- 美國紐約州立大學石溪分校比較文學博士
- BA in 1982
- PhD in Comparative Literature at SUNY Stony Brook in 1994.

#### Professional experiences

- 美國南康乃狄克州州立大學婦女研究學程主任(2004-迄今)
- 先後任教於美國紐約市立大學(1994-2004)、美國南康乃狄克州州立大學(2004-迄今)等
- 擔任美國婦女研究學會會長(2012-2014)，副會長 (2006-2010)等職務。
- 擔任美國現代語文學會婦女研究召集人 (2004-2005)。
- 2018 擔任美國傅爾布萊特學者。先後於法國、日本、西班牙、澳大利亞等國擔任客座教授



#### A short bio of Tricia Lin

林怡君老師是本系 71 級畢業生(1982)，在學期間曾受教於張芳杰老師、管傳采老師、邱煥堂老師、陳祖文老師、余玉照老師等。畢業後於福營國中教書兩年，後於淡江大學英文系取得碩士，並於 1994 年取得美國紐約州立大學石溪分校比較文學博士。先後任教於紐約市立大學(1994-2004)，南康州州立大學(2004-迄今)，擔任南康州州立大學婦女研究學程主任(2004-迄今)。研究專長為女性文學、女性主義、婦女研究、跨國原住民女性主義等。林老師長期投入婦女研究，並曾擔任美國婦女研究學會會長(2012-2014)、副會長(2006-2010)、現代語文學會婦女研究召集人(2004-2005)等職務。2018 春擔任美國傅布萊特學者，於東華大學原住民族學院研究講學。

As a 17th-generation daughter of Taiwan, Yi-Chun Tricia Lin (林怡君) was expected to follow a life pattern prescribed for her, her mother, her grandmother, and her foremothers: to live a life of obeisance and submission to the Confucian patriarchal order. In the Confucian order, not unlike other patriarchal orders, women and girls do not signify; their roles are at best ancillary to men: as daughters, wives, and mothers. Far from what she was expected to be, she lives a full life in submission to none but peace and justice, which she pursues with fervent passion. She considers her life a magical process of the decolonizing of the mind, which she begins with herself and extends to all the minds, hearts, and souls she encounters.

While she once escaped to graduate school from teaching, today she's found her calling in teaching for the liberation of the mind, her own included. Her decade of teaching and learning from some of the most brilliant minds she has known at Borough of Manhattan Community College, City University of New York (1994-2004) showed her some of the finest moments in the lesson that she continues to be blessed with: teaching and learning are mutual—and teaching is learning. Indeed, her students taught her much about the joy of resistance and the beauty in the struggle for justice.

Yi-Chun Tricia Lin is Director and Professor of the Women's Studies Program at Southern Connecticut State University. In that position (since August 2004), she continues her work for gender, racial, socio-economic, and other forms of justice, in the classroom and beyond. She has been afforded with opportunities to work with communities far and near. They include African American Women's Summit, a Sisters' Collective in New Haven; the Coalition of Women's Studies in Connecticut and Rhode Island (CWMSC), a collective she co-established in 2004; the New Haven Hip Hop Conference collective; the Connecticut Health Equity Leadership Council; Finch College Alumnae Foundation Scholarship Committee; New Haven League of Women Voters; the Perfect Blend Youth Leadership Program; Veteran Feminists of America, Connecticut; and others. She served as a member of the Advisory Committee for the Fund for Women and Girls of the Greater New Haven Community Foundation, 2006-12; a member of the Consulting Scholars of the Connecticut Women's Hall of Fame, 2005-12; and a trustee on the Board of the Connecticut Women's Hall of Fame, 2006-12.

She was President of National Women's Studies Association (NWSA), from 2012-2014. Previously she was also President of Women's Caucus for Modern Languages, 2004-2005; Vice President of National Women's Studies Association (NWSA), 2006-2010; co-chair with Dr. Beverly Guy Sheftall (Founding President of Women's Research and Resource Center, Spelman College), 2009-2011, of the NWSA Gloria Anzaldúa Book

Prize Committee. She was a co-recipient of the Ingrid Washinawatok El-Issa O'Peqtaw Metaehmoh-Flying Eagle Woman Peace, Justice, and Sovereignty Award in 2011, with Teresa Juarez (President of the Board of Peace Development Fund) and Ann Rockefeller Roberts (founder of the Fund for Four Directions). She, too, has been recognized by the West Haven Black Coalition (2012) and presented the Girl Scouts of Connecticut Woman of Achievement Award (2012). Internationally, she continues with the journey of a native daughter of Taiwan in her work with and writing about Taiwan Indigenous feminists' cultural productions as resistance and knowledge production.

Lin edited a special issue on transnational Indigenous feminism with Lectora (University of Barcelona), published in 2016. She republished Ayako Ishigaki's 1940 memoir, Restless Wave (Feminist Press 2004), with Greg Robinson (University of Montréal). She also co-edited, with Cheryl Fish (Borough of Manhattan Community College, CUNY), the Women's Studies Quarterly special issue on women's studies: Women's Studies Then and Now (2003).

Lin holds a B.A. in English and American Literature, from National Taiwan Normal University; an M.A. in Western Languages and Literatures, from Tamkang University, Taiwan; and a Ph.D. in Comparative Literature, from State University of New York, Stony Brook.

In spring 2018, Lin is on a Fulbright, as Visiting Professor/Scholar at National Dong Hwa University, offering a graduate seminar in postcolonial feminism and working on two co-edited volumes in North American Asian feminism and transnational Indigenous feminism. 😊



### **An interview with Tricia** By I-ping Liang and Joan Chang, July 3, 2018

*In retrospect, how has the education at NTNU English Department helped you become who you are today? What do you remember the most about the four years at NTNU? Who was the most influential teacher during those years? What do you value the most?*

Wow, there's a lot to talk about. Of course, the most precious and the most important was the friends I made in the four years. Shu-mei Shih (史書美) and Vicky Tchong (張芬霞) have become life-time friends. In addition, we were classmates with Guo-zong Chen (陳國榮), Shu-li Chang (張淑麗), Shien-chin Liu (劉顯親), etc., who have all become prominent scholars on their own. What I also knew was that I did not want to teach English. I did not like some of the language classes, which were boring to me then. I

loved literature and still love it passionately. Literature for me was like a window that opened toward the world. Literature was the “words for the world.” Literally, it brought the world to me.

In retrospection, I remember these teachers—Prof. Chuan-tsai Guang (管傳采老師), who taught us French. Guang Laoshi was a nice person and very close to students. He’d even invite us to his house and dine with his family. He instilled in me the love for the French language and literature. Also, I remember Prof. Huan-tang Chiou (邱煥堂老師), who was also an artist. He gave us a series of lectures, introducing us to European arts, such as impressionism, cubism, fauvism, etc. It’s Chiou Laoshi, who planted in me the seed of inter-disciplinary study, as I was later specialized in comparative literature. Also, I remember Prof. Tsu-wen Chen (陳祖文老師), who taught us Shakespeare. He inspired in me the love of the English language, though I did not become a Shakespearean scholar. Among all classes, I remember most vividly the American Literature class taught by Prof. Yu-zhao Yu (余玉照老師). Yu Laoshi just came back from the US then and he asked us to read *Look Homeward, Angel* by Thomas Wolf (1929), *Lolita* by Vladimir Nabokov (1958), *Rabbit, Run!* by John Updike (1960), etc. We read the novels back to back and it’s amazing that as college students, we were able to do it and actually had a lot of discussions about these novels in class. This is what I remember most about the four years in college at NTNU.

BTW, I actually taught two years at 福營國中 (as we were the government-funded students), which I hated. I did not want to be “a teacher with a whip.” As a result, I decided to quit and go for graduate school. I later was enrolled in the master program at Tamkang University. When I graduated from TKU in 1987, I was admitted to the Ph. D. program at SUNY, Stony Brook.

*How have you become a feminist scholar?*

It has to do with my grad. studies. At TKU, we read George Eliot, Virginia Woolf, and Flannery O’connor. We were even taught by Ying-tai Lung, who left shortly after. I was greatly inspired by Prof. Magnolia, who taught us French theory, but he had nothing to do with feminism.

It’s later when I became a Ph.D. student at SUNY, Stony Brook and began to be concerned with feminism. The catalyst was a series of invited speeches given by Maxine Hong Kingston. I remember that I was so provoked that I finished reading all her novels in the summer. As a result, I changed the topic of my dissertation to ethnic women writers—including Joy Kogawa, Maxine Hong Kingston, Trinh minh-ha, and Theresa Hak Kyung Cha. After the completion of my dissertation, I was lucky to be hired by the

Borough of Manhattan Community College, CUNY, where I was tenured (1994-2004). In 2004, I moved to Southern Connecticut State University (SCSU) and became the Director of Women's Study Program, where I was tenured for the second time. I've served as the Director at SCSU since 2004.

*How have you become involved in the National Women's Studies Association (NWSA) in the US? What are the major issues, battles, and contributions during your presidency at NWSA?*

I was asked to integrate the women's study programs among the 19 campuses when I started to teach at CUNY in 1994. Consequently, I became familiar with most of the directors and teachers in Women's Studies in the greater New York area. Also, it helped me position myself at the intersection of theory and practice and I was able to revision myself as an intersectional feminist scholar. I went to my first NWSA conf. in 2005 and regarded it as a waste of time. The catalyst did not take place until 2009, when I urged the Women of Color Caucus to enact a "walking out," which was the first one since the one led by Audre Lorde in 1991. I was then asked to run as partner and served the term of vice president between 2006 and 2010.

What recommendations you'd make for the curriculum reform at the English Department? (FYR, the Department has been undergoing some curricular reform, and we'd like to have input from you. In other words, how can an English education in NTNU prepare/equip/empower our students for the "real" world, in terms of global competitiveness and liberal arts education.)

As I don't know much about the current curriculum, I don't think I can offer much in this regard. As a general rule of thumb, I'd recommend a wider and freer curriculum. Most importantly, never kill students' interest in learning. It's always important to keep students' desire for learning. This for me is the most important. 😊