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11-2012 Academic Year Kicks Off With Visit of Indonesian Ambassador

The Southeast Asia Center began its 2011-2012 year by hosting the Honorable Dino Patti Djalal, Indonesian Ambassador to the United States, on October 17. The University of Washington, as one of the strongest Indonesia-focused programs in the U.S., not only in the Arts & Sciences, but also in the humanities, Asian Law Center, Global Health programs, human rights work, the Primate Center and Health Science programs, was a natural first stop for the Ambassador’s U.S. trip. Upon arrival, Ambassador Djalal met with SEAC faculty and students, as well as with members of the UW Indonesian Student Association, to discuss Indonesian studies at UW. After a warm welcome and introduction by UW Interim Provost Doug Wadden, Ambassador Djalal gave a lively presentation entitled “Islam and Democracy: Evoking Compatibility in the 21st Century” to over 150 students, faculty, staff and community members. The presentation was followed by our annual fall reception.

Welcome to Khmer Language Instructor Luoth Yin and the Beginning Khmer Class at UW

The Southeast Asia Center welcomed Mr. Luoth Yin to our faculty to teach Beginning Khmer language classes in 2011. Mr. Yin, a poet, author and journalist, studied at the University of Washington, as one of the strongest Indonesia-focused programs in the U.S., not only in the Arts & Sciences, but also in the humanities, Asian Law Center, Global Health programs, human rights work, the Primate Center and Health Science programs, was a natural first stop for the Ambassador’s U.S. trip. Upon arrival, Ambassador Djalal met with SEAC faculty and students, as well as with members of the UW Indonesian Student Association, to discuss Indonesian studies at UW. After a warm welcome and introduction by UW Interim Provost Doug Wadden, Ambassador Djalal gave a lively presentation entitled “Islam and Democracy: Evoking Compatibility in the 21st Century” to over 150 students, faculty, staff and community members. The presentation was followed by our annual fall reception.

Notes from the Director, Laurie J. Sears

The highlight of the 2011-2012 year at SEAC was the book launch of the late and beloved Professor Emeritus Benedict Anderson. Daniel S. Lev's new book, No Concessions: The Life of Yap Thiam Hien, Indonesian Human Rights Lawyer, in the photo below, Professor Emeritus Benedict O’G. Anderson and Yap Thiam Hien's grandson Sigfried Loucho offer a toast to the work of Arlene Lev. Arlene worked with Ben Anderson and Audrey Kahin to bring her late husband Dan Lev’s biography of Yap to completion. Ibu Ertie N. Oei, who formerly taught Indonesian at UW in the 1980s and early 1990s, holds a copy of the new book in the photo (see above).

As part of this moving event, Dan’s close friend Ben Anderson came to celebrate the new book and to present a lecture for the University of Washington’s prestigious Jessie and John Danz Lectures Series. The title of Ben Anderson’s wonderful lecture was: “Long Live Shame! The Good Side of Nationalism.” The Danz Lecture Series now asks faculty to choose a graduate student to introduce the distinguished visiting faculty. We chose Allan Lumba of the History department. Lumba is writing a dissertation on “Monetary Authorities: Market Knowledge and Imperial Government in the Colonial Philippines, 1892-1942.”

Comments by Allan Lumba, PHC, History, UW, on the introduction of Emeritus Professor Benedict Anderson, recent recipient of the Albert O. Hirschman Award.

For almost three decades Professor Benedict Anderson was banned from Indonesia. He was banned because he helped research and write a confidential preliminary analysis criticizing the government’s policy of the failed October first, 1965 Indonesian coup. The analysis turns the official military stories upside down, asserting that the Communal Party might not have been behind the coup, but instead, possibly the scapegoat of discontented army officers. Although he was a young scholar and his academic career was at risk, he refused to comply with the Indonesian government’s wishes.

Professor Anderson’s consistent critique of power remains one of the most inspirational aspects of his transdisciplinary and transnational scholarship. His most famous works, such as Imagined Communities, Language and Power, The Spectre of Comparisons, and Under Three Flags, to name but a few, emphasize the types of social relations and political identities only imaginable through confronting imperial, colonial, and authoritarian power. He is best known, however, for transforming our understanding of nationalism.

According to Imagined Communities, the popular creation of a political community, such as the nation, could only come about through a reconceptualization of time, language, and writing, within a capitalist world system. Indeed, the circulation of anti-colonial and anti-imperial ideas within a public sphere and the feeling of belonging to a nation would remain impossible if not for the emergence of a new technological era that brought into focus a system of newspaper and novel production he ingeniously termed “print capitalism.”

In Professor Anderson’s later writings, such as The Spectre of Comparisons and Under Three Flags, he provocatively asserts that within the very nature of nationalism lies a cosmopolitan world-view. He illustrates this worldliness by tracing the political practices and historical effects of those who saw themselves as belonging not only to a specific nation, but a world of nations, made up of universally recognized identities, such as pated, revolutionary, or anti-colonialist. In other words, revolutionary nationalism entailed drawing from universal political struggles in order to transform local conditions.

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Effective Collaboration Enables UW Students to Learn About Southeast Asian Culture through the Performing Arts

Christina Sunardi (Ethnomusicology)

Indonesian performing arts at the University of Washington have flourished over the past two years through the collaborative efforts of the UW School of Music, the UW Southeast Asia Center, Seattle Pacific University (SPU), the Seattle-Surabaya Sister City Association, and the Seattle-based ensemble Gamelan Pacifca. Thanks to the energy and work of these institutions and organizations, UW students have had many opportunities to learn about Southeast Asian culture and people by interacting with Southeast Asian artists—listening, laughing, exchanging stories—and by participating in Southeast Asian culture—playing music, dancing, and performing.

With the changing winds and leaves, fall 2010 brought a number of opportunities for students to learn about and participate in Indonesian arts, and future cultural experiences remain in store.

Spring 2011 also saw the visit of one of Indonesia’s finest artists, the master Javanese dancer, choreographer and make-up artist Didi Nini Thowok, who performed as a special guest dancer at the Visiting Artist Concert to gamelan music played by Gamelan Pacifca and Heri Purwanto. The Seattle-based artist Jessika Kenney was featured as a vocalist. Didi’s visit to Seattle was made possible through the support of Gamelan Pacifca, directed by composer and Cornish College of the Arts prof Jarrad Powell, the UW Southeast Asia Center, and the UW School of Music.

I continue to use the Seattle-Surabaya Sister City Association gamelan and the Seattle-based ensemble Gamelan Pacifca in my courses, and the School of Music invited the West Javanese master musician Ade Suparman for a two-week residency in April of 2012. I am optimistic about future collaboration between institutions and organizations in Seattle, future work with Indonesian artists, and future cultural experiences for UW students. I encourage readers to keep their eyes and ears open for news of more Indonesian performing arts at the UW.

Professor Sunardi is an ethnomusicologist specializing in the performing arts of Java, Indonesia. Her other interests include the American musics, as well as dance, gender, and interaction. Sunardi has spent several years in Central and East Java studying and performing gamelan music and dance.

UW Part of the US-Indonesia Partnership Program

Randall Kyes (Psychology)

The University of Washington is one of six U.S. universities to receive funding from the U.S. Department of State’s Bureau of Educational and Cultural Affairs to help promote US-Indonesian collaboration and increase the number of American students studying in Indonesia.

The program, known as the “U.S.-Indonesia Partnership Program for Study Abroad Capacity,” is administered by the Institute of International Education and reflects the Obama administration’s interest in cultivating relationships with Indonesia as a way to improve opportunities for business, education, science and technology partnerships between the two countries.

The State Department funding to UW will be used as stipends to support 10 students who will participate in Prof. Randy Kyes’ study abroad program, the International Field Study Program-Indonesia (http://depts.washington.edu/cgsfs/ifsps). The stipends will help defray the costs of travel to Indonesia for this summer’s program from June 28 to July 24, 2012. Since its beginning in 1995, more than 60 UW students have participated in this annual, month-long program conducted on the remote Tinji Island (West Java). The program is offered in collaboration with the Primate Research Center at Bogor Agricultural University and also involves Indonesian students. The program focuses on conservation biology and global health—at the human-environment interface, and allows students to experience living in a tropical jungle setting while conducting field research. The 10 students participating in this summer’s program include six from UW, two from the University of Texas, and one from Central Oregon Community College.

Professor Kyes is a Research Professor in the Department of Psychology and Adjunct Research Professor in Global Health at the UW. He is Director of the University’s Center for Global Field Study and Head of the Division of Global Programs at the Washington National Primate Research Center.

NOT POSSIBLE... A YEAR AGO

Mary Callahan (Jackson School of Int’l Studies)

For more than 20 years I have been traveling to Burma for research on military politics and the civil wars that have plagued that country since independence in 1948. Never during that time did I imagine it possible that I would stand before a room of senior active-duty and retired military officers and debate with them the costs and benefits of “democratic civilian control of the military.” But I just did exactly that this summer, in a government-sponsored workshop entitled “Good Governance in Political Transition Countries” in Nay Pyi Taw. The workshop was comprised of some 50 senior government servants, including four active duty military officers. And a couple days later, back in Rangoon, I facilitated a classroom discussion of the very same topic among 25 recently released political prisoners. A year ago—and perhaps even just a few months ago—these discussions were out of the question. The prisoners of conscience were still in jail and the colonels thought they had a monopoly over lectures on “good governance.”

Callahan teaching civil-military relations in Nay Pyi Taw, 7/5/12

Hundreds and possibly thousands of similar kinds of previously unthinkable, impossible conversations now occur openly, publicly and critically every week in the post-junta political landscape of urban Myanmar. How did this happen? The Previous Government, as Burmese call it, was run by a small group of (mostly army) generals, who exercised de facto martial law from 1966-2011. Power was exercised by this junta, comprised of some 50 senior government servants, including four active duty military officers. And a couple days later, back in Rangoon, I facilitated a classroom discussion of the very same topic among 25 recently released political prisoners. A year ago—and perhaps even just a few months ago—these discussions were out of the question. The prisoners of conscience were still in jail and the colonels thought they had a monopoly over lectures on “good governance.”

(Cotinued on page 6)
NOT POSSIBLE ... A YEAR AGO

The army’s institutional command structure mapped isomorphically to administrative and policymaking structures. Anything that happened outside one’s home (and often inside) constituted “politics” and therefore a threat to national security. Research opportunities were scarce and fraught with anxiety. During my dissertation field work from 1991-1993, an MI (military intelligence) agent sat across the table from me daily at the university library; a senior colonel lectured me weekly about “true facts;” and martial law meant my dormitory warden locked us in at about 7 pm nightly. I worried around the clock that what I read, asked and wrote might land an acquaintance, taxi driver, or interviewee in jail. A dear friend was sentenced to 15 years in jail for “currency violations,” and it was more than seven years into his sentence that he finally found a way to get word to me that his arrest was not related to his assistance to me in my dissertation research. For most of his imprisonment and indeed for most of the last 20 years, I worked to stay as far off the radar of the military and its henchmen as possible.

Year after year, I would visit my friends in Rangoon, Mandalay, Lasio, Taunggyi, Pegu and elsewhere, and each time they would say, “Things here can not possibly get any worse;” the next year, they would report that social, political and economic conditions were significantly worse. In late 2009, I published the one piece of writing of which I was the most proud. It ran in The New Left Review and was called, “Perpetual Junta: Solving the Riddle of the Tatmadaw’s Long Reign.” (“Tatmadaw” is Burmese for armed forces.) The title was the editor’s idea, but it seemed wholly appropriate for the Burma that I had called home for nearly two decades I had also sensed there was something wrong with the assumptions of those who expected the longest running dictatorship in the last fifty years to collapse, implode or surrender in the face of economic sanctions, isolation, and a non-stop cornucopia of UN General Assembly resolutions against it. My frequent research trips to Burma had suggested the military was far from the brink of demise. Although there were obvious signs of “cracks in the edifice” of Tatmadaw rule, there existed vibrant political, literary, artistic and civil societies that were anything but crushed by the political oppression. I found it hard to ignore the particular, long-term historical roots for the kind of coercion-intensive state-society relations that had come to dominate post-colonial Burma.

However, there exists a new political fluidity that potentially may change how they rule. Direct rule by the military-as-an-institution is over, for now. Since their inauguration nine months ago, former general, now President Thein Sein and his administration have acted like a government, not a high command, in the “previous government,” there was no such distinction. With this shift, the military-as-an-institution has seen a diminution in its scope of prerogatives. In 2011, the post-junta, constitutional government has fenced out a non-military terrain of non-threatening, business-as-usual “politics” in both formal legal fora and informal iterative decision-making processes. The political development so far has been largely defined and controlled by leaders of the Tatmadaw from a position of strength, not in reaction to destabilizing popular mobilizations or as a result of institution-threatening factionalism among leaders. The new constitution of 2008, and the domination of senior positions of authority by (mostly) retired senior military, seeking to protect the interests of military officers and their families as well as the military as an institution. That said, however, the first fifteen months of President Thein Sein’s government have ended the domination of the political system by the military-as-an-institution and witnessed the emergence of a realm of public, political life that is no longer subject to draconian “national security” mandates. Given how early Myanmar is in this process, the causes, implications, and the potential for reversal of these changes remain unclear.

As it turned out, there was nothing perpetual about Burma’s junta. Although it is too soon to label the wholly unexpected political developments as anything remotely approaching “democracy,” it cannot be insignificant that with each passing week, a previously unthinkable range of actions, conversations and policies materialize on the political scene. Much is still not possible – e.g., the President has failed to stop the army from fighting in northern Shan State and Kachin State (despite his issuance of two ceasefire orders), the post-junta, constitutional government has fenced out a non-military terrain of non-threatening, business-as-usual “politics” in both formal legal fora and informal iterative decision-making processes, and little of the elite-level political reform has trickled down to the everyday lives of ordinary Burmese. This is nonetheless a historical moment of possibility, one long overdue.
Save the Date: Indonesian Cultural Night, Saturday October 20, 2012; 7-9pm

SEAC and Gamelan Pacifica are supporting the CERDAS Foundation’s Indonesian Cultural Night, an event to celebrate the wealth of Indonesian culture. The event will engage the audience with Javanese Wayang Kulit, a traditional shadow puppet play, and performances of Javanese/Sundanese classical dances. Kl Daliang DMIYANTO (above), a renowned dalang (puppet master) from Java, will perform the Tale of Dewa Ruci, a story describing the heroic quest of Bima for the secret knowledge of life. Gamelan Pacifica, one of the best contemporary gamelan troupes in the U.S., will accompany the show under the direction of Professor Jarrad Powell (Comish College of the Arts). All proceeds from the Indonesian Cultural Night will be used by the CERDAS Foundation to provide scholarships for underprivileged students in Indonesia.


Tibet to Bosnia: Summer Seminar Promotes Global Storytelling


For two days, teachers attending the 2011 Summer Seminar for Educators listened with rapt attention as guest speakers shared their personal stories of survival and escape from Nazi Germany, war-torn Cambodia, and other turbulent regions of the world. Then, working in groups, the educators created digital materials that captured those dramatic stories, providing a powerful teaching tool for their own classrooms.

Helping teachers bring global issues to the classroom is at the heart of the Summer Seminar, aimed at middle school, high school, and community college educators. The annual offering is hosted by the Jackson School of International Studies and organized by the School’s eight area resource centers.

Tikka Sears, outreach coordinator for the Southeast Asia Center, led the seminar. A theater artist who is passionate about storytelling, Sears proposed a program that would help educators gain skills in using oral histories by creating and editing digital stories and brainstorming ways to implement them in the classroom. “This model works well,” says Sears. “It is unique and provides the opportunity to combine different models of learning.”

The educators worked in groups, each group focusing on one of the regions covered by the guest speakers. The participants listened to presenters, sorted through archival images, read a short article, built and edited a presentation using Photo Story software, and presented the finished product to the group.

“I loved the hands-on experience,” says participant Elizabeth Norville, co-founder and project director for the Seattle Refugee Youth Project. “It really showed me the learning benefits of a digital media assignment and active learning.” Norville’s work includes digital storytelling to promote the social inclusion of local refugee youth into their new Seattle homeland.

Recruiting seminar presenters with compelling stories was crucial to the project. Invited speakers included Dr. Noor Aaf, a physician who lived in Afghanistan at the time of the Soviet invasion; Stephen Adler, a Holocaust survivor who escaped by Kindertransport to Hamburg; Abdullah Polotina, a Seattle Imam who lived through revolution in Bosnia; Moly Sam, a Cambodian court dancer who escaped the Khmer Rouge; and Tsering Chamatsang Yuthok, an international program advocate who fled Tibet.

“It was an intense two days with five incredible stories,” says Sears. “Teachers walked away with photo stories and digital archives for all the regions, which they can bring back to the classroom.”

Sears and her team are now preparing DVDs of the presentations for participants to use as a resource. The software selected for training purposes is also easily accessible and available as a free download online, so the teachers can continue honing their digital storytelling skills.

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Cambodia’s first social work grad ready to take the reins

Calvin Yang. Reprinted with permission from The Phnom Penh Post.

Cambodia’s first social work grad ready to take the reins. 

Dr. Tracy Harachi (left), Associate Professor (School of Social Work) has played the role of partnership director in the successful establishment of Cambodia’s first social work program. The article below details the first graduating cohort.

Cambodia, a country ravaged by decades of civil conflict and mistrust, is slowly moving out of the shadows of its disturbing past with the assistance of professional social work. “There is a lot of need here in Cambodia, and this is our chance to meet that need,” says Rebekah Kofod, a social work technical adviser at Friends International. “Having Khmer social work graduates on the ground will balance well-developed field practice with theory that will provide strengthened services to beneficiaries.”

As Cambodia transits from reliance on foreign aid to locals working on the ground, advocates and aid workers hope the local angle will change its ability to address the issues that have plagued the Kingdom for decades.

Dr. Meng, head of the department of social work, says, “I wanted to do something to help them find solutions to their problems.”

Chihaileng graduated from high school four years ago and chose to pursue a university education in social work—completely uncharted territory for young people who have not experienced war but are still living with its consequences. “Some NGOs are handing out help to the needy rather than teaching them skills, which is more long-term,” says Meng, who has a graduate degree in social work from the University of Washington in the United States, a close partner that has helped to establish the program.

“We are trying to put in place a more sustainable approach to social work in Cambodia, and this program is a good way to let young Khmers take charge of their own country,” says Meng.

According to the department, five of the 22 graduating social-work students have already received permanent job offers from various NGOs and government agencies in Phnom Penh. “In a few years, I think many NGOs here will be localized, so they can become more sustainable for the long term,” Meng says.

To commemorate the completion of their course, the students have been invited to a formal ceremony early next year at which the top students of the program will receive their official certificates from Prime Minister Hun Sen.

Cambodia, a country ravaged by decades of conflict and mistrust, is slowly moving out of the shadows of its disturbing past with the assistance of about 2,000 local and international non-government organisations.

“The four-year course, which began in September, 2008, was specially designed as a practical, hands-on program to prepare its students for work at local and international organisations as well as in public agencies.

This program provides our students with a more participatory learning environment instead of just sitting in lectures or reading their text books,” says Meng, a lecturer specialising in psychological trauma and counseling. “We hope this will help students to learn more, explore more and experience more.”

The professional degree, which emphasizes field learning as a key component, allows students to be directly exposed to the situation on the ground through practicums during their second and third year, as well as a semester-long internship in their final year.

With close to 40 partnering organisations including UNICEF, Maryknoll, Transcultural Psycho-social Organisation and First Step, the undergraduates, who come from 10 provinces, are offered a broad range of opportunities in every facet of community living, from community-based organisations and hospitals to government agencies and NGOs.

“The placements allow us to apply what we have learned in class through the different areas of social work,” says student Hun Sinoun.

With all the experiences I have gained through different placements, I am confident of finding a good job.”

“After Pol Pot’s reign, there were issues of poverty, street children, domestic violence and more, but we didn’t have the knowledge or skill to help our own people,” Meng says.

Even now, there are a lot of people here who face such problems.”

For two decades, myriad NGOs have come to Cambodia to work on everything from child rights and protection, HIV/AIDS and mental health issues to disabilities and youth rehabilitation.

Some experts, however, feel that the help offered by international organisations and agencies is only short-term when it comes to the future of Cambodia. Today, the country is populated by young people who have not experienced war but are still living with its consequences. “Some NGOs are handing out help to the needy rather than teaching them skills, which is more long-term,” says Meng, who has a graduate degree in social work from the University of Washington in the United States, a close partner that has helped to establish the program.

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The social-work course, which has gained popularity with high-school students keen to enroll at university, is being adapted into a part-time program in addition to short-course Certifications to cope with the demand for long-term qualified workers.

“If we look at the situation in Cambodia today, we can see that even though it’s not perfect, some things have changed,” Sinoun, a former intern with the Advocacy and Policy Institute, says. “I strongly believe that one day, Cambodia will be a great society in which everyone can help both themselves and their country.”

Dr. Tracy Harachi (left), Associate Professor (School of Social Work) has played the role of partnership director in the successful establishment of Cambodia’s first social work program. The article below details the first graduating cohort.

Cambodia’s first social work grad ready to take the reins

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2011-2012 FLAS Awardees

Hyun Jung Ahn, (Thai). Also a ’12-13 FLAS recipient, Hyun Jun’s research focuses on how fixed word-order and scrambling occur in the languages. Her research also extends to how structural cases such as nominative and accusative or topic-focus is realized in different Asian languages.

Aubrey Black, (Tagalog). Also a summer ’12 FLAS recipient, Aubrey is researching environmental governance in insular Southeast Asia. He focuses on decentralization and collaborative governance models for resource management and conservation, especially of marine and coastal resources. He is interested in how both local and global conservation groups interact with governments and resource users to address complex and dynamic environmental challenges.

Veronica Hoy. (Tagalog). Veronica is interested in the relationship between poverty and access to healthcare, particularly in minority communities such as the local Southeast Asian community. Specifically, she would like to look at the link between poverty and access to healthcare and the development of healthcare that is culturally appropriate.

Micaela Campbell. (Indonesian; ’12-13 FLAS offered). Micaela’s research interests include the public sphere, politics of culture, intellectual history, religion and democracy, and counter discourses of nation and modernity. Her dissertation work focuses on arts communities working at the intersection of culture and politics in Indonesia.

Kaitlin O’Neil, (Vietnamese). Kaitlin’s research is primarily interested in museums and their potential to strengthen communities and increase cross-cultural understanding. She looks forward to gaining the skills necessary to collaborate with Indonesian cultural institutions to refocus the purpose of museums as spaces for community-building, in addition to preservation.

2012-2013 FLAS Awardees

Rawi Nanakul, (Thai). Also a summer ’12 FLAS recipient, Rawi’s main area of research is Muay Thai or Thai Kickboxing as practiced in Thailand. His interests lies in cultural preservation of the art and culture through photography, film and ethnography. His goal is to present the story of Muay Thai through visual media.

Gai-Hoai Nguyen, (Vietnamese). Hoai’s research revolves around the theme of war legacies. She has been studying the re-education camps in Viet Nam using trauma theory. During the past two years she interviewed camp survivors and their children to learn about the effects of re-telling stories about their camps experiences. Hoai received her MA this past June.

Ralph Riccio, (Vietnamese). Ralph’s thesis research is on managing social and ecological resilience to the impacts of climate change in shifting growing areas of the Mekong Delta. Ralph graduated in June and will be a consultant for the Ecosystem Based Adaptation to Climate Change project with the International Union for the Conservation of Nature in Viet Nam.

Caleb Stewart, (Khmer). Caleb is pursuing concurrent degrees in public administration (MPA) and law (JD) where he focuses on immigration law and international human rights. Caleb plans to study the impacts of climate change on shifting agricultural areas in the Mekong Delta. Caleb will be working with the Coastal Conservation and Education Foundation in the Philippines this summer to better understand the role of women in marine resource management.

Linda Uyeda. (Indonesian). Linda aims to take an interdisciplinary approach to the study of wildlife conservation, and will use both natural sciences and social sciences research methods to complete her dissertation research on the role of the water monitor lizard, Varanus salvator, in Indonesia. She is currently completing her third year of Indonesian study at the UW and preparing for her next season of field research in Banten, West Java, Indonesia.

2012 Florida Foreign Language Association Newsletter
Update on the Charles and Jane Keyes barrier reef in the Philippines. A comprehensive management plan for a rare double barrier reef in the Philippines to present her thesis findings regarding the reef.

Attended the Danajon Bank Stakeholder Summit in 2012.

Presented his paper “Bauxite Mining in Vietnam’s Central Highlands: An Arena for Emerging Civil Society” at the UW Environment Program where she performed along with the fights. He also studied kickboxing in addition to carrying out conservation work.

Congratulations to the 2011-2012 Tom and Mary Kay Gething Awardes.

Hunter Marston (JSIS/Evans School) Presented his paper “Bauxite Mining in Vietnam’s Central Highlands: An Arena for Emerging Civil Society” at the Cornell Graduate Student Conference. He presented his work to the SEAC alumni association.

Chris Patterson (English) Attended the Multi-Ethnic Literature of the United States (MELUS) Conference in San Jose to present the results of his dissertation project on post-colonial literature in English from Singapore, Malaysia and the Philippines.

Kim Sparks (School of Marine Affairs) Attended the Danajon Bank Stakeholder Summit in 2012. She presented a paper on the barrier reef in the Philippines.

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For the first two weeks of winter quarter, my academic studies occurred in government buildings and NGO offices, my homework involved trekking through rice paddies and mountainous forests, and my teacher was the beautiful country of Indonesia. As part of the Jackson School of International Studies’ task force program on climate change in Indonesia, I traveled with professor Celia Lowe and seven undergraduates to Indonesia with the goal of researching carbon emissions from deforestation and land-use changes. Yet the scholarly endeavors were only a piece of the full learning experience I had in broadening my understanding of the history, politics, and culture of my father’s home country, Indonesia. We traveled 8,386 miles to Indonesia, where we researched and created policy recommendations for the United Nations’ program on Reducing Emissions from Deforestation and Deteriation (REDD+) in developing countries. REDD+ is a global attempt to create financial incentives for forest conservation in Indonesia.

Equipped with nothing but a few weeks worth of knowledge about forestry rights in Indonesia and elementary Bahasa Indonesian skills, I felt underqualified to produce non-trivial recommendations to a United Nations representative about how REDD+ can be implemented in an efficient, effective, and equitable manner. We were challenged and empowered to think outside of a constricted, American mindset. Professor Lowe described collaboration and rewriting the script of the Western paradigm of development as key components of our research. Instead of Western countries and people imposing ideas on development strategies, she explained, “This task force was to be a process of rewriting script and how rich and developing countries can engage together in an environmentally transformative experience.”

This trip to Indonesia illuminated the importance of humility during engagement with foreign cultures in the face of daunting global challenges. This was plainly revealed to me in Nyuncung, the remote forest village we stayed at in order to learn about land-tenure conflicts between the central government, district government and local communities. On one occasion our hosts, local community farmers, led an expedition through the mountainous landscape and rice paddies. The supposedly light hike turned out to be a frightening and almost farcical experience of repeatedly slipping on muddy ground and feebly crawling up steep terrain, in part due to my ignorance in wearing Converse shoes and my complete lack of athletic inclination. Without any traction, sense of direction or control of the thorns prickling my exposed ankles, I felt incapacitated. As an outsider, I had no choice but to let our hosts take the lead. Every step of the way through dense forests and along the sheer drop of the cliffs, the knowledgeable guides held my hand, literally. As they led us, they told us which paths were safe to walk in and which plants were poisonous. There is no doubt that my experience in Nyuncung would be incomplete without the community farmers’ local knowledge and sense of stewardship for the land.

In the same vein, during the task force research, I was reminded of the significance of learning by following. With a professor of political ecology in the university’s anthropology graduate program, our Indonesian counterparts were invaluable as academic partners, translators, cultural brokers, and friends. Together, our task force conducted interviews with major REDD+ stakeholders, such as representatives from relevant government ministries, international embassies, and NGOs, as well as local community farmers. In learning more about the complexities of REDD+ in the context of Indonesia’s culture and history, I became aware of my inability to provide development advice as a 20-year-old undergraduate and an outsider. Yet through collaboration with our Indonesian counterparts, we were challenged and empowered to think outside of a constricted, American mindset. While at UW, I have also undertaken a concurrent MPA degree at the Evans School of Public Affairs. The two degrees complement each other, each teaching a different skill set which I will use in my professional career. JSIS has contributed immensely to my understanding of the history, culture, and politics, of Southeast Asia, as well as my language abilities in both Vietnamese and Burmese. I have relished the two years of instruction here and will continue to delve into Southeast Asian scholarship as I travel and explore these societies further.

The critical thinking skills I gained as an undergraduate student at Skidmore College held a direct affinity with my coursework at JSIS. It is these skills—above those gained in policy analysis or quantitative science courses at the Evans School, in fact, that I will be taking with me in the field of foreign policy.

Last summer I interned at the Council on Foreign Relations in Washington, DC. Since then, I have participated in a conference at Cornell and published an article about Burma in the Journal of Int’l Affairs at Penn State. The Southeast Asia Program has provided me with incredible opportunities, and it has taught me the intrinsic value of critical thinking, writing and communication skills. Most importantly, it has re-energized my passion for academic excellence and honed my professional ambitions.

Welcome Fulbright-DIKTI Indonesian Senior Scholars

The Fulbright-DIKTI Indonesian Senior Scholar Rechaging Program is an experimental international program that allows selected Indonesian senior scholars to spend 10 weeks in the U.S. at a research university. The University of Washington was chosen as the first site for the program because of the excellence and quantity of scholars who specialize on Indonesia in the areas of Anthropology, Archaeology, Ethnomusicology, Environmental Science and Conservation, Global Health, History, Literature and Film, Marine Affairs, Political Science, the Asian Law Center, and Primatology. The Indonesian scholars will be matched with UW faculty mentors for an intensive program of academic collaboration. The program will include weekly seminar series both for and by the scholars, exposure to university research facilities, and opportunities to visit other institutions around Washington. The Scholars will arrive in mid-September and leave at the end of November. The program is sponsored by CIES Fulbright, AMINEF Indonesia and DIKTI, and hosted by the UW Center for Global Field Study (COFS), the Jackson School and the Southeast Asia Center, in collaboration with the Seattle-Surreybara Sister City Organization. Special acknowledgment to Professor Randy Kyes, Research Professor of Psychology and Director of the Center for Global Field Study, who is heading up the program.

Prof. Dr. Ir. Andi, M.Sc, Andalas University
Dr. Irwati Chaniago, Ph.D, Andalas University
Dr. Ir. Maria Endo Mahata, MS, Andalas University
Dr. Muhammad Nawaz ST, M. InfTech, Hasanuddin University
Prof. Dr. Ir. Asmudin Natar, M.Sc., Hasanuddin University
Djoni Prajava Rahanta, Ph.D, Hasanuddin University
Dr. Ir. Bales, M.Sc, Hasanuddin University
Dr. Ir. Ansudyo Supriyanto, Papua State University
Ir. Sintje Lumatauw, M. Sc, Ir., Papua State University
Prof. Dr. Ir. Mansety, M. Sc, Padjadjaran University
Ir. Andah Adam, M. Sc, Ir. Padang University
Stephanus Mandag, M. App. Sc, Ph.D, Sam Ratulangi University
Dr. Anom Bowikosokon, M. Sc, Ph.D, University of Indonesia
Dr. Abdul Hadi, M. Agr, Ph.D, Lambung Mangkurat University
Dr. Mohammad G. Rindaryo, M. Sc, Sebelas Maret University

For more information about the program and scholars, visit: http://apts.washington.edu/cgip/6W-Fulbright-DIKTI/index.htm

Opportunities the Jackson School’s Culture of Critical Thinking Has Created for Me

Hunter Marston (JSIS/Evans School)

I am among the first cohort graduating from the Southeast Asia Program at the Henry M. Jackson School of International Studies (JSIS). There are three of us in the cohort, and each of us has had a unique and formative experience at the University of Washington. This summer I will be interning for the Department of State at the American embassy in Myanmar, where I will combine my language and area studies skills with hands-on policy analysis.

The critical thinking skills I gained as an undergraduate student at Skidmore College held a direct affinity with my coursework at JSIS. It is these skills—above those gained in policy analysis or quantitative science courses at the Evans School, in fact, that I will be taking with me in the field of foreign policy.

Last summer I interned at the Council on Foreign Relations in Washington, DC. Since then, I have participated in a conference at Cornell and published an article about Burma in the Journal of Int’l Affairs at Penn State. The Southeast Asia Program has provided me with incredible opportunities, and it has taught me the intrinsic value of critical thinking, writing and communication skills. Most importantly, it has re-energized my passion for academic excellence and honed my professional ambitions.

Hunter with other JSIS students. Left to right: Matthew Hsi, Hunter Marston, Madge Jang and Weiyu Wang. (Photo by Brian Chu, JSIS)
During Winter 2012, I enrolled in AAS/ANTH 314: Ethnography, Transnationalism, and Community in Island Southeast Asia/Asian America, a course co-taught by Professors Rick Bonus (American Ethnic Studies) and Celia Lowe (Anthropology). Three themes were clear from the beginning: Ethnography, Transnationalism, and Community with an emphasis on Southeast Asian countries, people, and cultures. This class was unlike any class that I had ever taken, and not only because there were two professors. While the lectures as a whole gave a basic foundation and understanding of the themes, it was up to the students to provide the content of the final paper through ethnographic research on any topic of our choosing. I was particularly interested in the language in the Mien community and chose this as my topic. I have always wanted to research my own community, and the openness of this class allowed me to select a topic that truly resonated with my interests.

With guidance from the professors and independent fieldwork, I was able to see the three themes of the class come together. The professors laid out guidelines on the role of the ethnographer, which, as student researchers, we kept in mind as we conducted interviews in the community. In class, we also explored the histories of the Southeast Asian countries and people in order to understand what may have led to the migration of these groups of people. By looking at migration of Southeast Asian groups, the element of transnationalism arose as a major issue because these people, uprooted from their homeland, would face this phenomenon as their cultures crossed physical and invisible boundaries. As the lectures laid the groundwork for the themes, the real understanding of how these themes arose in the communities came through the independent fieldwork and ethnographic research.

The ethnographic research was the most rewarding part of the class because the student stepped into the role of the ethnographer and conducted interviews within the community. AAS/ANTH 314 allowed the student to gather information from the primary sources themselves. This was amazing—the students going out into the community to learn about their topic from the people themselves, describing their experiences. I was allowed to go out into the Mien community and ask questions and gather responses, gaining an understanding of the Mien language gap from the people who are currently experiencing the issues of transnationalism and migration. After gathering this information, I was able to string together ethnographic, transnationalism, and community even more, because of the depth and breadth of research that I was allowed to undertake on my own. AAS/ANTH 314 maintained the right balance of structuring a basis for the student to understand the themes of ethnography, transnationalism, and community, and then by allowing the student to witness these themes. The course not only allowed me to better understand the language aspect of my community, but also piqued other interests as well. My research in the Mien community has inspired me to continue conducting interviews on other topics, such as Shamanism and religion. This class taught me an important aspect of research: to value the voices of the community. These voices would otherwise be unheard, and I am thankful that I had the opportunity to take a class that prepared me to listen to these voices.

### A Gift Legacy
Special thanks go to Tom and Mary Kay Gething and Charles (Biff) and Jane Keyes for their generous gifts that allowed the Southeast Asia Center to establish two important endowments benefiting our students. The Tom and Mary Kay Gething endowment for graduate student travel provides much-needed travel funds for graduate students to present papers at professional conferences. The Charles and Jane Keyes endowment provides travel funding for graduate student research in Southeast Asia. Thanks to the Gethings and the Keyes for supporting these essential graduate student professional development opportunities.

The Southeast Asia Center would also like to thank the following individuals and organizations for their generous contributions over the last five years to the SEAC discretionary fund. Your gifts are a vital source of funding for programming and activities. Thank you!

- $1 - $99
  - Lam Thai Bui
  - Sara Currier
  - Charles Hirschman
  - Lilanna Ly
  - Constance Wilson
- $100 - $299
  - Francisco (Kiko) Benitez
  - Betsy Bronman
  - Christoph Gabel
- $300 - $500
  - Thomas Gething
  - Mark Gibson
  - Stephen Stone
  - Sara Van Fleet
  - Laurie Sears
  - Sandra Ellsworth

The Charles and Jane Keyes endowment provides travel funds for graduate students in Southeast Asia. Thanks to the Gethings and the Keyes for supporting these essential graduate student professional development opportunities.

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- $300 - $500
  - Thomas Gething
  - Mark Gibson
  - Stephen Stone
  - Sara Van Fleet
  - Laurie Sears
  - Sandra Ellsworth

### Calendar of Events

- **Oct 07.** Lecture: The Ramayana and the Sacred Temples of Angkor: Cambodi and Beyond. (Boreth Ly)
- **Oct 13.** Lecture: Buddhist Art and Architecture of Myanmar. (Boreth Ly)
- **Oct 14.** Lecture: The Ramayana and the Sacred Temples of Angkor: Cambodi and Beyond. (Boreth Ly)
- **Oct 15.** Southeast Asia Center Annual Fall Reception.

**Photo taken at Tom’s farewell gathering. From left to right: Laurie Sears, Tom Gething, Sara Van Fleet, and Tikka Sears.**
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