SOUTHEAST ASIA PROGRAM

FALL 2021 BULLETIN

Cornell University
LETTER FROM THE DIRECTOR

This is my first letter as Director of the Southeast Asia Program, and it comes at a time which is both exciting and challenging for Southeast Asian studies. Throughout the COVID-19 pandemic, many of us stayed engaged with Southeast Asia by webinars, following online news, and sitting through Zooms from the relative comfort of our living room or home office. We have also watched from afar as the pandemic ravaged the region; as friends, family, and colleagues faced unimaginable personal hardships, and as governments struggled to manage the pandemic and the economic, social, and political crises that accompanied it.

For our community at Cornell, I am particularly excited by the possibility of a return to something close to normal programming for the Fall 2021 semester. The 2020-21 academic year at Cornell presented our community with unprecedented challenges, but faculty, students, and staff responded with creativity and good cheer. Although research trips and field work were interrupted, and in-person student exchanges were impossible, we had what I consider to be an entirely successful year of webinars, Zoom presentations, and online social gatherings that reproduced much of what makes our community special. Some aspects of this new online mode—like the ability to host Southeast Asian guests for our weekly Gatty Seminar series, and hosting events in the evening and with audience participation from around the world—will likely continue as we return to a largely in-person experience here in Ithaca.

As I write these words in August 2021, however, I am mindful that for most of the world and especially in Southeast Asia, the COVID-19 situation remains dire. Indonesia struggles to contain what is currently the deadliest outbreak in the world, and the news from Myanmar is frightening. Even countries like Vietnam that have done relatively well in the early stages of the pandemic are facing new outbreaks with the arrival of the delta variant. Our hearts, our thoughts, and our prayers are with everyone in Southeast Asia and elsewhere for whom the pandemic is far from over.

A new academic year brings with it a rotation in our SEAP grad committee co-chairs. I was so proud of Kaya Guse and Anna Koscheeva for their hard work to bring our community together during a pandemic year, and the 23rd annual SEAP graduate conference on the theme of Links and Fractures was a great success. The incoming SEAP co-chairs E Budigasi and Nikita Sukmono are already hard at work as well-planning next spring’s graduate conference, hopefully to be held in person.

We had hoped to celebrate the 70th anniversary of the Southeast Asia Program with an in-person symposium and other social gatherings, but the pandemic of course made that impossible. However, we were delighted to celebrate SEAP’s histories and festivities online in creative ways throughout the year and look forward to the 75th anniversary of the program as an opportunity to gather together again in-person in honor of the program’s history.

In the meantime, I do encourage you all to visit the virtual exhibit (Re)-Collecting Southeast Asia celebrating SEAP’s history at the Johnson Museum. The in-person installation of this exhibit opened on August 26 in the Southeast Asia gallery. Another noteworthy virtual exhibit to take a look at is a retrospective of the work of Giok Po Oey in building the world-famous John M. Echols Collection at the Cornell Library. On the theme of the Southeast Asia library, we are excited to welcome Emily Zinger as our Southeast Asia Digital Librarian.

Our calendar this fall will feature a range of great programming, anchored by our weekly Gatty Lecture series, planned as a return to in-person format. Although travel to and from Southeast Asia remains difficult, we will be able to welcome guests and speakers using a hybrid format. In particular, SEAP looks forward to engaging with five public intellectuals from Myanmar who will be on campus this year. These scholars, artists, and activists will be giving guest lectures in many classes, including “Introduction to Southeast Asia,” “Shadowplay: Asian Art and Performance,” and the 1 credit introductory “Burma Country Seminar” organized by Professor Magnus Fiskesi. There was an exhibition of photographer and artist Min Ma Naing’s work at the Johnson Museum August 26-September 26. All of the scholars will also be visiting house fellows on West Campus, offering wonderful opportunities for the campus community to connect.

SEAP faculty and students will also be engaged in a range of campus programs, in particular the Einaudi Center’s initiatives on migration and on democratic backsliding. At various events throughout the fall, from the new student orientation to the SEAP fall reception, we look forward to seeing old friends and to welcoming new students to SEAP. On the administrative side, we will begin discussions for the next round of the National Resource Center grant competition, coming up in 2022.

Before closing, I would like to take this opportunity to give a special thanks to Abby Cobin for her committed leadership of SEAP over these past four years. Abby is a tireless advocate for Southeast Asian studies, both here at Cornell and more broadly, and I have learned so much already about the program and its history from working with her over the past couple of years. Although I take over for Abby with some trepidation, I am also glad that she will be able to finally take a break from administration. She leaves the program in good hands, with a dynamic program staff with whom I look forward to working over these next several years.

—Tom Pepinsky, Professor of government
From LUNCHEON Lectures to the BROWN BAG to the GATTY Lecture Series 1950-2021

The Cornell Southeast Asia Program (SEAP) was founded by Professor Lauristin Sharp in 1950 with Professor George Kahin as its Executive Director. To help this new enterprise form an emerging field of study when there were few published texts or research, it was decided that prominent figures, be they scholars or government officials who know Southeast Asia, should be invited to campus to give lectures, seminars, and to meet with the few pioneering graduate students affiliated with the program.

In his 1952 annual report, Professor Kahin explains:

A special effort was made during the course of 1952 to bring to Cornell at fairly regular intervals visiting lecturers possessing a particular knowledge of one or more of the various Southeast Asian countries. Some of these people met with scheduled seminars, while special meetings of students and staff in the Program were arranged to be addressed by others. In addition, our students were encouraged to meet with these people informally for talks in those cases where these visitors were here for more than a day.

In the very first few years of SEAP’s existence, many famous and well-known individuals came to give lectures at Cornell. These included Professor Paul Mus, US Ambassador to Thailand Edwin Stanton, Luang Bisuddhi Suryabongs, Professor Pe Nuyent (Chairman of the Department of Political Sciences, the University of Rangoon), Sanya Dhammasak, Prince Piya Rangsit, Mariam Djaadjin infringat, Herbert Feith, Jasper Ingersoll, Joo D. Kho, Donald Pond, and David Wurff—sent to note to members of the Southeast Asia Program announcing that regular meetings would be held at 102 West Avenue every other Thursday for talks during the lunch hour. Soon, however, the lectures became weekly events. The note gave the following reasons for establishing the regular lunch hour talks:

…to enable members to know each other better and to share more fully our individual experiences and interests in Southeast Asia. This would also provide a platform for speakers whom many of us [have] otherwise no opportunity to hear: visitors to Ithaca, Cornellians recently back from Asia, and so on.

The suggestion was that faculty and students would meet to eat lunch by bringing their own sandwiches in typical “brown (paper) bags.” SEAP would provide coffee. As an aside, by the time I arrived ten years later in 1968, in addition to coffee, there were also cookies! The Brown Bag lecture series retained its name even after free lunches were provided when I became director of SEAP in 1998. From pizza, coffee, soda, and cookies, the graduate student committee has, over time, opted for more healthy victuals and diversity of cuisines. The Brown Bag (BB) lecture series was renamed the endowed Ronald and Jeanette Gatty lecture series in 2014. SEAP’s Thursday lunch lecture series is the only one on campus that provides free lunch for its audience.

The first BB lecture meeting was held on Thursday, March 5th at 12:15 p.m. at 102 West Avenue. The Thursday lunch hour thus became a tradition since 1959. Another important feature of the lecture series is that it is managed by a graduate student committee chaired or co-chaired by one or two of its members. In this way, students are involved in the shaping of the field by identifying speakers whose works or knowledge were either foundational, exciting, emerging, or trending. The leadership and participation of all students at the lectures and following dinner meeting also facilitated their entry into the international scholarly network beyond the SEAP community. Faculty involvement in selecting speakers has been mainly in advisory roles.

102 West Avenue is the address of the Modern Indonesia Project building where Professors Kahin, Anderson, graduate students writing dissertations (or married with children), and visiting fellows had offices. That building was a rundown (at one time condemned) former fraternity house. It was finally declared unfit for habitation, demolished, and made into a parking lot. It was the predecessor to the Kahin Center. 102 West is well-known to the early scholars of Southeast Asia because many foundational dissertations (later published as books) written there gave credit to that building. The slanting floors, rickety stairs, loose banisters, and drafts windows surprised visitors who were amazed that this famous building that produced so much early scholarship on Southeast Asia was so dilapidated and unworthy of its reputation. However, Professor Kahin famously declared that scholarly productivity is inversely related to the underwhelming magnificence of 102 West.¹

Professor Stan O’Connor sent me an email that succinctly summarized the importance of the early BB lectures. Professor O’Connor writes:

People were widely scattered and eager to find people with similar obsessions and experience. Several seemed quite odd, but very lively— including many European scholars and some public officials from Southeast Asia. All this had a wonderful feeling of beginnings and discovery. Almost everyone in this small community came to 102 West Avenue adding excitement to the jungle and possibility of the building itself. These were high energy occasions. Everyone showed up for what was often quite exciting...you did

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Asia also continued into the 1960s with talks given by prominent scholars such as David Marr, Hans Dieter Evers, and James Siegel. Stanley Tambiah, David Wilson, Herbert Philips, Ben Anderson, Thomas Kirsch, William Klausner, Lucien Hanks, Elizer Ayal, Bende, Ruth McVey, J.A.C. Mackie, Nicholas Tarling, Robert Some of these scholars (now well-known) included Harry well-established scholars and younger scholars who helped unfolding discoveries. In a sense, those who attended the Many of the lectures, if not most, presented raw data and government officials from beyond Cornell came to talk about the region that was important to US foreign policy. Scholars and discovery of new knowledge that began to shape Southeast Asia. Asian Studies as a viable field of study, and to learn about a region that was important to US foreign policy. Scholars and government officials from beyond Cornell came to talk about their work and how it was relevant to our common interest. Many of the lectures, if not most, presented raw data and unfolded discoveries. In a sense, those who attended the talks were also participants of the presenter’s journey and experience.

The majority of the speakers in the 1960s were professors, both advanced graduate students. and dignitaries were invited to speak. Instead, most speakers Less and less reliance was put upon official experts and well-established scholars. (1995-2005), I will look at the breakdown of lectures by country. Another tradition that was started during Professor Ben Anderson’s tenure as director (1984-1989) was that the inaugural lecture of each academic year was delivered by the SEAP director. I also maintained that tradition during my stint as director beginning in 1998. The need to deliver the first BB lecture made summer vacations not as relaxing as I would have liked, having to think about something worthwhile to talk about, or to use the summer to do original research so I would not disappoint the SEAP community. Serendipitously, what began as BB lectures later blossomed into future publications. Thus, I have a special soft spot for the BB and Gatty lectures having delivered talks as a graduate student, a visiting fellow, and director/faculty member. This love for the BB lectures may also explain why I have rarely missed a lecture since 1968. Michael Montesano (SEAP grad student (1987-1998) sent me an email urging the revival of this tradition. He writes,

1970-1990

The situation in Southeast Asia of the 1970s and 1980s had a palpable impact on the SEAP intellectual community. The anti-Vietnam war activities on campus, the hippie anti-establishment movement, the volatile political situation in Indonesia, Thailand, the Philippines, Indonesia, and Burma affected the nature of the Brown Bag lectures, which became more political. For example, there were many lectures about Vietnam and the U.S. war, lectures about the student uprisings in Thailand, and the controversy of scholars advising the US government about counterinsurgency in Vietnam.

Of particular note was the overwhelming attendance of the small conference room at 102 West in the early 1980s when the exiled Senator Benigno Aquino Jr. came to talk about the Marcos dictatorship and the danger he would face if he decided to return to Manila. Sadly, his premonition was realized when he was assassinated in 1983 on the tarmac of the Manila Airport. At that time, SEAP had also offered safe haven to another exile Filipino politician, Senator Raul Manglapus. Thus, the 1970s and the 1980s was a time of distraction from purely scholarly concerns but a “re-imagining” of the place, role, and responsibility of scholars in Vietnam and the afterlife of action at 102 West Avenue.

I would argue that the vibrancy of the Southeast Asia Program could also be measured by the number of graduate students it had. And one way to gauge this is by looking at the BB lectures given by students who returned from successful field research. Field research is a multi-dimensional, deep inquiry, diversity of views, and challenging past assumptions. Conversations before and after the talks made me aware of the diversity of research topics, approaches, and the opinions derived from those topics and approaches, available right here in the breadth and the intersection of points of view in a multidisciplinary university. Beginning in 1973, the talks took on the responsibility of scholarly discussions in Vietnam and the abatement of action at 102 West Avenue.

More than two hundred lectures were delivered in this period, but the number of graduate students delivering talks increased dramatically. From 1981 to 1990, sixty-three lectures—almost double the number from 1970 to 1980 were delivered by graduate students who returned from successful field research. Field research is a multi-dimensional, deep inquiry, diversity of views, and challenging past assumptions. Conversations before and after the talks made me aware of the diversity of research topics, approaches, and the opinions derived from those topics and approaches, available right here in the breadth and the intersection of points of view in a multidisciplinary university. Beginning in 1973, the talks took on the responsibility of scholarly discussions in Vietnam and the abatement of action at 102 West Avenue.

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I note the unifying effect of the old tradition of the Program director giving the first talk of the year. Hearing Ben Anderson and Randy Barker (SEAP director 1983-1994) give these talks always had an effect on me in underlying the idea that all of us in the Pro- gram from top to bottom shared something important.

1995-2005

I begin coverage of the 1990s with 1995 because records for 1994 were not available. It is also significant (1995-2005), I will look at the breakdown of lectures by country and attempt to offer some observations whether there were any major intrusion of theoretical or conceptual trends into what had traditionally been an area of study. This will show the increased diversity of scholars from universities that are not usually considered centers for Southeast Asian studies. Many of the two hundred lectures were delivered in this decade. Most of the lectures were given by professors and for-ty-five graduate students. Notably, in 1999 there were three

have the feeling of something into being. The talks were exploratory, searching, and consequential. There was limited reading of research papers or reflection on methodological anxieties. The Brown Bag meetings did what they were intended to do: build an intellectual community. When I arrived in 1968, the Brown Bag lectures at 102 West were unrecorded on campus as a “must attend” and “stand-by-room only” following the US involvement in Southeast Asia and the anti-Vietnam War movement, interest in the region peaked from the mid-1960s until the end of the 1970s. The lectures and those in attendance—graduate students from SEAP and beyond, and almost all SEAP faculty members—were eager to witness the energy, excitement, and discovery of new knowledge that began to shape Southeast Asian Studies as a viable field of study, and to learn about a region that was important to US foreign policy. Scholars and government officials from beyond Cornell came to talk about their work and how it was relevant to our common interest. Many of the lectures, if not most, presented raw data and unfolded discoveries. In a sense, those who attended the talks were also participants of the presenter’s journey and experience.

The majority of the speakers in the 1960s were professors, both well-established scholars and younger scholars who helped to shape Southeast Asian Studies as a viable field of study. Some of these scholars (now well-known) included Harry Benda, Ruth Metcalf, Y. C. Mackie, Nicholas Tarling, Robert O.Tilman, Wang Gung Wu, James Peacock, Bernard Fall, A. Thomas Kirsch, Wilhelm Kaiser, Lucien Hanks, Elizer Ayal, Alexander Griswold, John Humes, William Wade, Robert Pringle, John Smial, Frederick Bunnell, Wilhelm Solheim, Stanley Tambiah, David Wilson, Herbert Philips, Ben Anderson, David Marr, Hans Dieter Evers, and James Siegel. The traditions of enhancing the understanding of Southeast Asia also continued into the 1980s with talks given by prominent personalities and US officials who were involved in the affairs of the region. The names of speakers who were not associated with universities included, for example, Colonel Nguyen Van Pham (Airmen Forces of the Republic of Vietnam); Van Dinh Tran (Vietnam Embassy); Francis Underhill (U.S. Army War College); Sukhich Nikumnaanima (Thai Ambassador-
lectures by prominent personalities—the Venerable Santikaro who spoke about “Sangha from the bottom up: An alternative to state Buddhism in Thailand;” Singapore Ambassador to the U.S. Chan Heng Chee and SEAP alumnus on “Southeast Asia: facing the next century;” and Benny Widyono on “Cambodia: is it finally at peace?” In terms of countries covered, the majority of the lectures (91) were about Indonesia, followed by Thailand (43), the Philippines (42), Vietnam (21), Cambodia (16), Burma (11), Malaysia (11), Laos (4), and Singapore (1).

Fifty-four lectures applied to region-wide issues. Theoret- ical issues that were not addressed during the early decades began to appear as subjects of concern. However, the focus on disciplinary theory and faddish trends was not as prevalent as I anticipated. Only a handful of the talks addressed gender and sexuality and post-colonial topics. Examples include Virginia Hooker's talk “The Thoughtful Subaltern: Minds and Voices in a Malay Novel;” Tamara Loos' talk “Gender Adjudicated: Social History of Siam through Court Cases;” Peter Jackson's talk “Gays, Katoeys, and Men: A Preliminary History of Thailand's Third Gender;” Laurie Sears' talk “Fantasizing a Politics of Feminism in Studies;” Megan Sinnott's talk “Representations of Homosexuality in the Thai Print Media;” Ronald Brayton's talk “Exploring Chinese Filipinas: Male Homosexuality;” Tony Day's talk “Post-Coloniality and Southeast Asian Literature;” Parn McEwin's talk “Nature and the New Nation: Post-colonial Environment in Vietnam;” and Peter Jackson's “Beyond Uniqueness: Theory, Difference, and Hegemony in Thai Studies.”

There is also ample evidence that Southeast Asian Stud- ies scholars have migrated beyond the traditional centers of the 1960s, 1960s, and 1980s. Although there were still speak- ers from Columbia, Yale, Michigan, the Australian National University, University of Wisconsin; Berkeley, Harvard and University of Pennsylvania, many who came to Cornell to talk and to meet students and faculty were from faraway and unusual institutions. For example, the Chulalongkorn University, Aoyama Gakuin, Monash University, Curtin University, University of LaTrobe, Pace University, University of Haifa, University of Stockholm, Yangon University, Chulalongkorn University, Thammasat University, National University of Singapore, St Olaf College, University of Talhoise, University of Adelaide, University of Calcutta, Nottingham University, and Hofstra University.

The next decade and a half witnessed over three hundred and sixty-one talks were by professors and sixty-one talks were by students from faraway and unusual institutions such as Columbia, Stanford, Chicago, Berkeley, the Australian National University, University of North Car- olina, Chulalongkorn University, Binghamton University, and Harvard.

By this time, the nature of the talks had shifted from pre- senting initial fieldwork findings to the reading of polished papers. Many in preparation for upcoming job talks at other institutions. Personally, I miss the original purpose of the talks by returning graduate students from field research to share with us what they found exciting, surprising, or unexpected. The sharing of slide presentations of field sites, research notes and free-wheeling presentations were no longer the norm. Many, if not most, of the talks were based on written chapters or dissertations. Although the presentations were polished and sophisticated, they lacked the intimacy of experience that was shared by the earlier talks.

In contrast to the prior decade, a large number of lectures were given by SEAP faculty and visiting fellows, perhaps because of costs involved in bringing speakers from elsewhere.

It should be noted here that because of the COVID-19 pan- demic and Cornell policies beginning March, 2020 prohibit- ing in-person social gatherings, the graduate student committee chairs have used this as an opportunity to broaden the scope of speakers to include more from outside of the U.S. Zoom and Webinar platforms have allowed them to invite speakers from Southeast Asia and from elsewhere by keeping the usual Thursday noon hour lecture time as well as holding lectures at 8 p.m. to accommodate participants from other time zones.

The innovative SEAP Zoom lecture series, which adds Zoom attendees of the Gatty lectures and allowed scholars and students from around the world to participate in our lecture series. But SEAP is no longer the only center to offer regular Zoom lecture series. Many universities have organized their own lecture series (some even adopting the name Brown Bag lecture series!), and they, too, have reached out to the growing community of Southeast Asian scholars via Zoom. This new situation has led to a more integrated lecture series shared by many institutions both in the U.S. and around the world. Instead of focusing on a Gatty lecture every Thursday, nowadays, my calendar is crowded weekly with two or more enticing lectures that could be accessed by just sitting in front of my computer or iPad.

The significance of the BB/Gatty lecture series

This nostalgic seventy-year look back at the BB/Gatty lectures reminded me of the reasons why I did my very best never to miss a lecture during my time in SEAP. For me, it is an enticing lectures that could be accessed by just sitting in front of my computer or iPad.

1. I believe that this ranking reflects changing faculty and student interest over time.
2. Graduate students continued to speak at the BB/Gatty lectures. What is new is that the graduate student committee extended this opportunity to fellow graduate students from other institutions that network of Southeast Asia scholars now extends from other institutions such as Columbia, Stanford, Chicago, Berkeley, the Australian National University, University of North Carolina, Chulalongkorn University, Binghamton University, and Harvard.

I would like to end by sharing with you at length a correspondence I had with Professor Erick White who has had a long association with SEAP as a graduate student and visiting faculty member (1990-1994, 1998-2002, 2012-2017). Professor White was a regular attendee of the lectures and over the years, he and I nearly completed in asking the first question after a lecture. Below are Professor White’s comments:

1. if graduate school is primarily about learning how to join a long- term, intergenerational conversation, then the BB were an important part of that. They broadened my interdisciplinary horizons, my collegial horizons, and my vocational networks.

2. It made me a better scholar of Thailand because it exposed me to scholars and arguments about Thai society and culture that I would not have been exposed to only in my reading of the scholarly liter- ature. I was exposed to topics, approaches, questions, theories, and styles of arguments beyond the boundaries of my own narrow thematic and disci- plinary training (which again I likely would not have encountered if I just left to my own research and disciplinary training).

3. It made me a better scholar of Southeast Asia because of the same argument above except applied to the region and society of the region beyond my more restrictive geographical focus and interest. But this was especially important since when and why in the course of my own education and training would I have reason to have to think about agricultural economics of Vietnam, international rela- tions of Indonesia, public health in Malaysia, capitalist development in Mynamar, or state-building in Laos?

4. The BB/Gatty lecture series was an important part of that training and socialization. They broadened my intellec- tual and wide horizon ideal will extend well into the future.

TO CONCLUDE, it is the well-over one thousand BB/Gatty lectures from 1951 to 2021 that have defined us, enriched our joint intellectual journey, and given us the bond as a commu- nity of scholars of Southeast Asia. It is my sincerest hope that the BB/Gatty lecture series endure and that its ecumen- ical and wide horizon ideal will extend well into the future.

https://ecommons.cornell.edu/handle/1813/53915

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A VISUAL TOUR OF ART IN THE KAHIN CENTER

During the pandemic when the Kahin Center was closed indefinitely, I entered quickly a few times to look for books that I had left in my office on the second floor. After climbing the creaky front stairs, ...

...I always paused for a moment to appreciate the Dayak painting by Jok Bato that was made in 1973 and acquired by Carol Rubenstein while she was researching oral literature in Sarawak, Malaysia. The painting features the “Tree of Life” motif that is often found in Dayak art, and it represents the constant intermingling of all forms of life.

Rubenstein was a scholar at the Kahin Center from 1992 to 1993, and as she reflected on the culture shock she experienced each time she returned to the U.S. from trips abroad, she also considered how cold and desolate Ithaca winters might feel to Southeast Asian visitors. Rubenstein thus hoped that this glimpse of verdant jungle tendrils would help all those who
pass through Kahin to feel more “at home.” My time with the painting was a warm refuge when I missed gathering at Kahin for talks and events and ensconcing myself in an office to write.

Now that the Kahin Center is open again, I examine its interior with eager, fresh eyes, enjoying its carved wood panels, paintings, posters, Buddha images, maps, and sculptures. The art that fills the Kahin materializes SEAP’s history and the lives and interests of the individuals who have shaped it. Some works have been donated by SEAP alumni and visiting scholars, like a small bust of the Thai radical Chit Phumisak (1930-1966) given to Kahin by historian Charnvit Kasetsiri (PhD Cornell 1972). Chit sits on a shelf in the large meeting room and listens intently to Gatty lectures.

Art historian Nora Taylor (PhD Cornell 1997) gifted the striking gouache painting, “Faces,” by Hoàng Hà Tùng (b. 1956) created in 1994 that hangs in the front staircase, its leafy green hues extending to the row of plants that bask in the sun of the nearby window. Taylor got to know Tùng during her research in Hanoi, and he was trained as a set designer and worked in folk theatre (hát chèo), which he also uses as a subject for many of his paintings. Taylor recalls Tùng’s sense of humor and notes how his paintings are “rich with expression and deep observation about human nature.”

Some pieces at Kahin belong to the Johnson Museum of Art, and some have been gifted or are on loan from SEAP faculty members, like the Chinese propaganda banners acquired by Thak Chaloemtiarana at the Salt City Antique Show in Syracuse. Other displays are more ephemeral; graduate students enjoy decorating their offices with photographs from fieldwork that they might gaze at for encouragement during long nights working on dissertation chapters, or they cover their desks with vibrant printed batik cloths or hang reproductions of favorite paintings and prints that they can turn to for pleasure and inspiration.

Below: Jok Bato’s painting in the hallway on the second floor.
Right: Detail of Jok Bato’s painting.

Bust of Chit Phumisak given by Charnvit Kasetsiri
In Room 212, a graduate student office, drawings of monsters used in the short film _Kahin’s Last Scare_ directed by anthropologist Emiko Stock (PhD Cornell 2019) keep company with a Balinese painting depicting a scene from the Ramayana donated by SEAP alumna Barbara Harvey (PhD Cornell 1974) and a temple rubbing of Angkor Wat. These works are a bricolage of media types, time periods, moods, and sensibilities, and they capture the dynamic spirit of the Kahin Center and its art.
The Philippines meets Southeast Asian Studies: post-WWII nation-building

The post-World War II era of decolonization reconfigured new conceptual matrices for scholarship as well as new institutional, political, and academic networks in the study of the Philippines. At the institutional level, Cornell’s links with the Philippines remained strongest in the agricultural and life sciences as well as other technical schools. In 1952, Cornell partnered with the University of the Philippines-Los Baños to rebuild the university, which had been devastated by World War II. From 1952-1960, thirty-five Cornell professors participated in the project, serving one to three-year appointments at Los Baños.

This project was a foundational moment in the collaboration between Cornell and the Philippines in providing technical assistance for agricultural development projects. Thanks to the institutional connections built through this project, in 1960, the International Rice Research Institute (IRRI) was established in Los Baños, which remains an important center for research in global agricultural studies. Furthermore, Cornell was home to scholars of the Philippines such as the economist Professor Frank Goyka, an eminent specialist of Philippine economy and director of the SEAP Program (1970-1976), and Professor Robert Polson who established a rural social science research program in central Philippines.

Despite the historical predominance of the College of Agriculture and Life Sciences (CALS) and the social sciences in the study of Philippine-related topics, the founding of the Southeast Asia Program (SEAP) in 1950 facilitated new interdisciplinary scholarly connections. Language was the link. In 1964, Professor John Wolff, a linguist of Baha Indonesia, proposed the Tagalog Program to provide students who were working in the Philippines an opportunity to learn Tagalog and/or Cebuano. Wolff developed new materials for Tagalog learning, including the foundational and still-standard textbook on Filipino (Tagalog). Through the years, particularly through financial support from the Foreign Language and Area Studies (FLAS) program, students of the Filipino (Tagalog) language at Cornell would include not just American scholars involved in Philippine-related projects but also second and third generation Filipino-Americans and non-Filipino international students interested in the Philippine diaspora.

A “Cornell School” of Philippine Studies?

The 1970s was a watershed moment in Philippine historiography. Amidst the tightening rule of martial law under President Ferdinand Marcos, scholars began to question the nationalist historiography of the 1950s and increasingly linked the study of history with the struggle for social justice. At this time, Cornell already had a strong reputation among the academic community in the Philippines since it had produced some of the Philippines’ foremost scholars such as Cesar Adib Majul (Government, ’57) and David Wurfel (Government, ’60). Thus, by happenstance or personal connection, more Filipino students found themselves at Cornell, itself known for the political activism of its professors.

Several monographs now considered canonical in the field of Philippine Studies were first written as dissertations by Cornell graduate students: Panag and Revolution (1979) by Reynaldo Lleto, Contracting Colonialism (1988) by Vicente Rafael, Clash of the Spirits (1998) by Filomeno Aguilar, Making Mindanao by Patricia Albinales (2000), and Necessary Fictions: Philippine Literature and the Nation (2000) by Carol Hau. These

Philippines from a century ago can be found in the the Rare and Manuscript Collections in the papers of those involved in preliminary reconnaissance trips such as Frank Ernest Garnet (Class of 1898), Gerow D. Brill (Class of 1888), Bernard Edward Fernow (Professor, College of Forestry).

Given the focus of the United States on building educational institutions, a number of Filipinos were selected to study in US universities, including Cornell, to contribute to nation-building “back home.” As part of the “Pensionado” Scholarship Program, Filipinos were among the earliest Asian students to enroll in Cornell, meeting international students from Asia in the “Cosmopolitan Club.” Notable Filipino Cornell alumni, such as Vidal A. Tan, Tomas Mapusa, and Victor Bauercamino would go on to establish foundational institutions in government, business, and education. Although less studied for their contributions to the genealogy of Philippine Studies, these scholars foreshadow the contours of modern knowledge production of and about the Philippines and the politics of location in such production.

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Philippines from a century ago can be found in the the Rare and Manuscript Collections in the papers of those involved in preliminary reconnaissance trips such as Frank Ernest Garnet (Class of 1898), Gerow D. Brill (Class of 1888), Bernard Edward Fernow (Professor, College of Forestry). Given the focus of the United States on building educational institutions, a number of Filipinos were selected to study in US universities, including Cornell, to contribute to nation-building “back home.” As part of the “Pensionado” Scholarship Program, Filipinos were among the earliest Asian students to enroll in Cornell, meeting international students from Asia in the “Cosmopolitan Club.” Notable Filipino Cornell alumni, such as Vidal A. Tan, Tomas Mapusa, and Victor Bauercamino would go on to establish foundational institutions in government, business, and education. Although less studied for their contributions to the genealogy of Philippine Studies, these scholars foreshadow the contours of modern knowledge production of and about the Philippines and the politics of location in such production.

The Philippines’ foremost scholars such as Cesar Adib Majul (Government, ’57) and David Wurfel (Government, ’60). Thus, by happenstance or personal connection, more Filipino students found themselves at Cornell, itself known for the political activism of its professors. Several monographs now considered canonical in the field of Philippine Studies were first written as dissertations by Cornell graduate students: Panag and Revolution (1979) by Reynaldo Lleto, Contracting Colonialism (1988) by Vicente Rafael, Clash of the Spirits (1998) by Filomeno Aguilar, Making Mindanao by Patricia Albinales (2000), and Necessary Fictions: Philippine Literature and the Nation (2000) by Carol Hau. These
pioneering works of scholarship foregrounded the discursive analysis of culture and politics to the study not only of the Philippine's history but also of colonialism, nationalism, and imperialism more broadly. If we can then call such a thing as a “Cornell School” of Philippine Studies, as Carol Hau suggests, it is in the “intellectually promiscuous” evident in those interdisciplinary works. Filipino students at Cornell occupied the position of “transnational intellectuals,” defamiliarizing and denaturalizing the Philippines via the comparative lenses offered by area studies. By working with specialists of other countries such as Professor James Siegel and Professor Takashi Shiraishi, these path-breaking scholars expanded the theoretical and narratological frames for unpacking the complexity of the Philippine historical experience.

Central to this story is Professor Benedict Anderson, whose deep commitment and scholarly interest in the Philippines made Cornell an intellectually rich environment for Filipino scholars. Towards the end of his career, Professor Benedict Anderson became interested in the Philippines and published widely on topics relating to migration, family for an active research agenda on the Philippines since the 1990s. 1989-1994. Although SEAP’s core disciplines initially consisted of depart...
to maximize the language gains of the student. These consider-
erations frequently allow support of students looking for first
through third year language instruction but rarely those who
require more advanced levels. Finally, in order to support the
greatest number of qualified students possible, SEALC-GET-
SEA strives to place students in high-quality courses with
reduced tuition costs and looks forward to supporting addi-
tional institutions in their efforts to increase the accessibility
of their Southeast Asian less commonly taught language courses
via synchronous distance learning.

To grasp the true significance of the SEALC-GETSEA lan-
guage tuition support awards from the student perspective, please
enjoy the following article by author REN Chao. Chao is a SEALC-GETSEA awardee from academic year 2020-2021
and a member of the GETSEA graduate student advisory
council. His article highlights the academic, professional,
and personal benefits of continued Southeast Asian language
study made possible by the SEALC-GETSEA awards based on
his own experience and his interviews with fellow awardees.

From REN Chao, SEALC-GETSEA awardee
from 2020-2021

Mingalaba Chao, you look incredibly awake for
what time it is where you are,” said Saya Justin Wat-
kar, Professor of Burmese at the School of Oriental
and African Studies (SOAS) in London. This is how I spent
most of the Monday and Friday mornings of this past academic
year—early morning hours, barely awake, holding tea in my
Michigan mug, and dialing into my remote Burmese class
from Russell Square, ready to crack another passage in liter-
ary Burmese. Since I was the only one in the class located in
the Western Hemisphere, classes are scheduled at 8 a.m.
or sometimes even 7 a.m. so that other classmates won’t
have to stay up too late. These morning classes not only gave
me—a notoriously non-morning person—a reason to get up
early, but also offered me a precious refuge away from the
constant anxieties of the pandemic and of unsavory domestic
and international politics, which have quite literally plagued
so many of us over the past year.

In addition to language tuition support in partnership with SEALC-GETSEA alone also offers free
and virtual “mini-courses” on topics in Southeast Asian studies. Several SEAP students share their
experiences in the courses below.

Astara Light, PhD candidate in history of art and visual studies: I enjoyed being part of the
discussions with scholars across the globe about environmental issues in Southeast Asia through
the format of the GETSEA course, Rethinking the Environmental Repertoire in Southeast Asia. I
also learned a great deal from Professor Hieu Phung who connected environmental issues with
history and other disciplines in fascinating ways. I also appreciate Professor Phung’s thoughtful
feedback on my written piece and the comments I received from the other scholars in the course.
I will use the feedback from this experience for future work on a direction for my dissertation
that I feel encouraged to pursue after taking the seminar.

Francine Barchett, PhD candidate in natural resources and environment: My favorite classes are
where I can engage with and learn from people who are different from me. That’s why I loved
my GETSEA mini-course, Rethinking the Environmental Repertoire in Southeast Asia. My classes
were taught in countries across the United States and Southeast Asia! While we each approached
environmental issues from our own discipline, we all drew the same conclusion: the
environment has largely been sidelined in Southeast Asian Studies despite its undeniable on-the-
ground presence.

The culmination of my classroom experience was digging deeper into my own research inter-
est. By exploring the intersections of conservation, the wildlife trade, and public health, I wrote
my final project: “Scales, Horns, and Skulls: How Southeast Asia is Key to a Pandemic-Free Future,”
and am planning to pitch a revised version for an environmental news outlet this fall.

I highly recommend a GETSEA mini-course to any Cornell SEAP student. While the course load
is light compared to a typical Cornell course, sessions are rich because students are fully invested
and willing to share differing viewpoints. I found the readings delicious too, I kept them all in a
special folder because I’ll likely look at them again!

As a graduate student studying colonial Southeast Asian history at the University of Michigan, I have always wanted
to learn the Burmese language systematically, but it is not
currently offered at my home institution. In September 2020,
I was fortunate to receive a SEALC-GETSEA award
and enrolled in the remote Burmese language class offered by
the School of Oriental and African Studies. This award has
proved to be tremendously helpful for my studies, especially
at this particular juncture. With the pandemic still ongoing
around the globe, on-site research has become impossible, so
many of us had to come up with new research plans. Under
such restrictive circumstance,
sizes, language learning has become a wonderfully productive alternative to research, and a
disturbing mental health refuge. I had always hoped
to find some language
preparation before diving
deeper into the study of archival documents, but struggled
with finding rigorous and affordable Burmese language-learning
opportunities in previous years. The SEALC-GETSEA lan-
guage training award met this need perfectly. Despite the
absence of Burmese language instruction at my home insti-
tution, the award allowed me to further my training in the
Burmese language and better prepare myself for future
research.

In the fall of 2020, SEALC-GETSEA made nine awards
and facilitated three exchanges for students from institutions
across North America to further their Southeast Asian lan-
guage learning through synchronous remote classes. Many
recipients pointed out that these awards have made an oth-
erwise incredibly challenging academic year more produc-
tive and rewarding. For many graduate students, the sudden
pause of on-site research in Southeast Asia created serious
difficulty for their progress toward their degree and added
extra financial burden. The language training award enabled
many recipients to make the most of the lockdown period by
further developing their linguistic skills in preparation for
future fieldwork and research. Some of us were even able to
advise others in our own language classes. Asibel Chew, PhD candidate in political science at
the University of British Columbia, was particularly grateful
for the opportunity to read materials relevant to her own research in the language class. After the February military
coup in Myanmar, “it is great to be able to work on materials
close to my own research—
Sayama Tharuphi and Sayama
Moe Maw help us learn
the language in the context of cul-
ture and introduce us to politi-
cal cartoons, puns, etc. that are
related to current affairs.”

Some recipients also explicitly expressed their appreci-
ation that the award covered two semesters of classes, as
language training needs an extended period of time. Ryan
Huston, a PhD candidate in microbiology at The Ohio State
University, mentioned that the support for remote language
learning prepared him well for his extended future research
in Thailand on bacteria in collaboration with an Ohio scholar.
Overall, the awardees, myself included, are finding them-
sews themselves much better prepared linguistically and culturally for
our research.

This award has proved to be tremendously helpful for my studies,
especially at this particular juncture. With the pandemic still
ongoing around the globe, on-site research has become impossible,
so many of us had to change research plans. Under such restrictive
circumstances, language learning has become a wonderfully productive
alternative to research, and a distracting mental health refuge.

For many recipients these language exchange opportuni-
ties, albeit virtual, also provided precious community-build-
ing opportunities in the time of pandemic lockdown and
social isolation. Many of us had previously studied South-
east Asian languages at SEASSI, the Southeast Asian Studies
Summer Institute at UW Madison, and over the past year
have been missing the social interactions offered by SEASSI.
The language awards of this past year have made it possible
for some recipients to reconnect with their previous lan-
guage instructors at SEASSI, or even with their former class-
mates, while making new friends from different institutions.

“It was great to reconnect with one of my previous lan-
guage teachers at SEASSI, Sheila Zamar, who made the
online class experience so enjoyable,” said Trisha Remmet,
PhD candidate in English and comparative literature at the
University of North Carolina, Chapel Hill, “and I heard
about the Southeast Asian Language Training Award via my
previous connections with SEASSI!” Like Trisha, many of us
learned about this language training award through SEASSI
circles, and the communities that these language exchange
opportunities nurtured and maintained have proven to be
tremendously helpful in overcoming this unusual isolation.

An Nguyen Sakach, PhD student in linguistics at North-
ern Arizona University, thinks the SEASSI alumni network
is a really precious resource. “It was through SEASSI circle
emails that I found about this opportunity in the SEASSI
alumni network people get to share information, share

“It has been really great that I get to connect with people from other institutions who work on the same country as I do, even in such times of isolation,” said Isabel, who also added that there are no institutions in Canada that offer Burmese, which makes the community-
building piece of this opportunity even more precious for her.
While digitized primary sources were an important part of the research process even before the pandemic, the past year and a half has taught us how critical remote access to information can be. The Southeast Asia Digital Library (SEADL) is one initiative championing open access resources in the field of Southeast Asian research resources, and perhaps keep practicing languages together after the courses finish?*

These communities have turned out to be professionally helpful for many of us too. Southeast Asian Studies experts are always thinly scattered across the globe, and it is often the case that graduate students in Southeast Asian Studies find it difficult to get to know colleagues familiar with their own geographical and cultural specialization. “It has been really great that I get to connect with people from other institutions who work on the same country as I do, even in such times of isolation,” said Isabel, who also added that there are no institutions in Canada that offer Burmese, which makes the community-building piece of this opportunity even more precious for her.

The remote learning setup of this past year was indeed challenging at times, but most of the time it turned out to work surprisingly well for us. The generally small size of Southeast Asian language classes made it easier for Zoom class participants, but more importantly, the language instructors’ enthusiastic commitment to teaching made a huge difference. Instructors made students feel fully welcome and comfortable in the virtual classroom, despite the barrier of time zone differences in some instances.

Many award recipients acknowledged the commitment and teaching innovation of the language instructors who used breakout rooms and games as important factors in their fruitful experience with remote synchronous language classes. Said Isabel: “I am actually pleasantly surprised by how effective online synchronous classes can be for language learning. We probably don’t get to do as much cultural stuff as we would hope, but in terms of instructional efficacy for language learning there is no significant difference from in-person classes, but 6 a.m. classes can be challenging!”

As the pandemic moves toward the latter phase and universities plan for a more in-person academic year, the collective experience of remote synchronous learning we gained throughout the past year as a result of the SEALC-GETSEA award will undoubtedly be a precious resource for future language exchange opportunities. Despite much of the world being put on halt, these language exchange opportunities and language training awards created an academically productive and mentally rewarding year for many of us, and we are coming out of this year much more confident and prepared for ongoing work in Southeast Asian Studies as we move into the post-pandemic future.

FOR MORE INFORMATION on the GETSEA-SEALC Southeast Asian Language Training Award and to apply for the next funding cycle, keep an eye on the GETSEA website (https://get-sea.org/) and the SEALC website (https://sealc.wisc.edu/)

WE ARE PLEASED TO ANNOUNCE the SEALC-GETSEA Language Tuition Support awardees and exchange participants (*) from the prior academic year (2020-2021) and for the upcoming academic year (2021-2022):

**2020-2021**
- Isabel Chew (Burmese, NIU)
- Ryan Huston (Thai, University of Washington – Seattle)
- Jillian Lewis (Khmer, UC-Berkeley)
- Adrienne Magill (Indonesian, NIU)
- *Lillian Li Ling Nhan (Vietnamese, UCLA)
- Trisha Remetir (Filipino, UW-Madison)
- Chao Ren (Burmese, NIU)
- *Irena Rosenberg (Khmer, Cornell University)
- An Nguyen Sakach (Burmese, NIU)
- *Mai Ze Vang (Hmong, University of Minnesota)

**2021-2022**
- Tiyas Bhattacharyya (Khmer, NIU)
- Carina Campellone (Indonesian, UW-Madison)
- Ryan Emerson (Lao, NIU)
- Christian Gilberti (Burmese, NIU)
- Saclek Roseglou (Indonesian, UW-Madison)
- *Dasom Lee (Vietnamese, UCLA)
- Al Lim (Lao, NIU)
- Natalie Ng (Lao, NIU)
- Lucille Right (Khmer, NIU)
- *Saraswati Soedarmadj (Indonesian, UCLA)
- Anagha Sreevals (Indonesian, UW-Madison)
- Meaghan Waff (Indonesian, UW-Madison)
- Wenxuan Xue (Thai, UW-Madison)

*Purabbuil’ [1-3], Selections from the Donn V. Hart Southeast Asia Collection, The Southeast Asia Digital Library*
As the new Southeast Asia Digital Librarian, I actively seek out ways of better connecting SEADL resources with potential users around the world.

SEADL unites these dispersed collections, enabling users anywhere in the world to access them near instantaneously, without even needing to consult multiple library websites. Be on the lookout for future announcements about the publication of the new collections mentioned here, as well as other forthcoming SEADL events.

Dedicating two full-time positions to SEADL has also allowed for the revitalization of creative projects beyond the traditional means of presenting library materials online. Several years ago Greg Green, Curator of Cornell’s Echols Collection, launched the Virtual Southeast Asia Project. While travelling throughout the region, Greg captured nearly 800 photographs of buildings, landscapes, statues, and other sights. Greg then began to geolocate these photographs to create a navigable map of the art and architecture of Southeast Asia. Today, this endeavor has begun

again, and we are in the process of geolocating all SEADL collections so that users can browse these resources through a map-based interface.

New Directions
The internet is a large place, and with deliberate care and curation it is easy for digital collections to get lost among the billions of other websites jockeying for your attention. For this reason, SEADL is undergoing a massive overhaul that will improve the ways that the digital library describes and presents its materials online.

Updates will include a newly organized site with a reconfigured information architecture that will streamline site navigation and make it easier for users to orient themselves while searching for resources. In preparation for this migration, we are updating legacy collections with improved description and additional contextualization that will make these items easier to identify and locate when searching both within SEADL and on the internet at large. The SEADL team is also working with a graphic designer to rebrand the site with a modernized, sleek look. With the support of dedicated professionals and a network of libraries united by the goal of open access for Southeast Asia primary sources, SEADL is embarking upon a new chapter, one which embodies growth, innovation, and creativity.

FOR ANY QUESTIONS ABOUT SEADL AND ITS COLLECTIONS, please reach out to Emily Zinger at emz42@cornell.edu
SEAP’S LANGUAGE INSTRUCTORS REFLECT ON A CHALLENGING YEAR OF VIRTUAL LANGUAGE INSTRUCTION

How is it to teach a language virtually? Did you try anything new? What was challenging? What did you learn?

from Jolanda Pandin, Indonesian language instructor

It was a blessing in disguise that I had to teach from home. I was able to finish the initial listening project on conversation awareness and administer it to the beginning class. The listening materials were administered in an online format through Flipgrid videos accessed in Canvas. The students and I were happy with the materials, even though there is still a lot to do to make the project shareable to other institutions.

With the intermediate class, I was willing and able to have students at Columbia University join in via the Shared Course Initiative (SCI) because their FLTA could not come due to illness. With the advanced class, I was able to administer Zoom interviews with academics and highly educated native speakers from western, central, and eastern parts of Indonesia whose expertise were suitable for the subjects of interest on Indonesian Studies selected at the beginning of the semesters by our enrolled students. The department of Asian Studies provided tremendous support in making all the technologies and other facilities available for me to teach at home, as well as administrative assistance in helping the students from Columbia join the classes.

These are the highlights of what was new during the past academic year. Though psychologically exhausting, I would say it was a quite smooth transition from in-person to fully online teaching. This is in large part because during Summer 2020 I participated in two intensive workshops from The Center for Advanced Research on Language Acquisition (CARLA) at the University of Minnesota and the Language Resource Center at Cornell on technologies and principles of online teachings.

from Yu Yu Khaing, Burmese language instructor

This year (Spring 2021) I added new materials for all Burmese levels related to the February coup and the current political situation in Myanmar. New materials included slogans and cartoons for the beginner students as well as government letters, newspaper articles, and interviews for intermediate and advanced students. All students were very interested in this topic, and it became an intense experience, both for them and for me, as they were highly motivated to acquire the necessary vocabulary and understand new ways of using the language in order to follow the dramatic and shifting situation.

It can be challenging for students to stay engaged when all classes are on Zoom, but the wealth of new online materials presented an opportunity to make the instruction highly relevant and up-to-date. The most challenging part was looking for materials related to the coup in order to find appropriate texts for each level. It was also important to use factual stories and avoid misinformation. To achieve this, I found tips through trusted sources on Facebook and had help from friends who are working for the VOA and BBC news agencies.

from Thúy Tranviet, Vietnamese language instructor

For me, teaching online had its challenges as well as its opportunities. Lesson plans had to be organized differently to allow students to get the most out of the virtual classroom. For example, breakout rooms were used frequently to provide students more personal interactions that were lacking due to not being in-person.

Homework collecting and grading was also a new learning curve. I would collect homework once a week instead of every day. While I wasn’t able to offer feedback right away, this also gave the students the opportunity to have more time to do and submit the homework while all of us navigated this new format. Grading or correcting a foreign language on Canvas is not as efficient as doing it the old-fashioned way with a pen.

However, online teaching also had its pluses. Most students tended to be on time because they didn’t have to commute, and they didn’t have other social functions to attend to. While online, they seemed to be engaged and attentive. Once they got the hang of doing presentations, they seemed to do them better, perhaps because they were presenting from a familiar environment such as their bedroom. In some ways, all of us were more focused and even felt closer to each other, perhaps due to our feelings and reactions to this surreal event.

All said, in reflecting on this past year of teaching virtually, I believe a foreign language is best learned and taught in person. There is no technology that can replace human interactions when it comes to learning a foreign language!
from Ngampit Jagacinski, Thai language instructor

My efforts shifting to the online teaching situation worked out well, though teaching online was not as good as an in-class teaching experience. I had to adapt teaching materials very quickly in the second half of the Spring semester 2020, and the result was not satisfactory. Students commented on the poor audio quality of materials that were not well-suited for a language class. I had to adapt the teaching materials constantly and acquire additional audio and visual equipment, such as an external microphone, a high-bandwidth audio amplifier, a document camera, and a Wacom pen tablet. With this equipment, the online classes turned out better in the Fall 2020 semester and in Spring 2021. In the course evaluation from the Fall semester 2021, one student wrote compliments on the use of the document camera (as compared to the Whiteboard in Zoom that had been used previously in Spring 2020). The pen tablet was critical for teaching the Thai script writing in Spring 2021.

The hard work of recruiting the teaching materials and learning how to integrate new electronic tools for the online classes eventually yielded good results and was worth the effort. However, in terms of student learning overall, the quality was poor since students did not have the same “high tech” set up as I did. I plan to revise my curriculum quite a bit for the Fall 2021 semester in-person class experience.

from Maria Theresa C. Savella, Tagalog language instructor

Many articles have been written about foreign language teaching during the COVID-19 pandemic, which was a very difficult year. Pedagogically, these include numerous challenges faced by language instructors with the switch to online platforms such as the need to adapt teaching materials within a very short turnaround time. This online adaptation involved two major components for me personally: first, the conversion of Filipino teaching materials for five classes each semester to PowerPoint/multi-mediafillable pdf files, ever mindful of preserving their interactive nature, as needed; and second, developing an effective web-based grading/assessment of students’ work on a daily basis.

Negotiating these challenges and making sure the students were always engaged in the synchronous Zoom classes day in and day out required so much more work and much longer preparation time. There have also been unsettling challenges raised by language faculty like possible violations of academic integrity with digital assessments. These still need to be addressed at some point in the near future. However, gaging from the feedback and performance of my Tagalog students, it looked like, overall, they were satisfied with the learning that they acquired in the past academic year.

But now that I can afford to have some quiet moments, I would like to reflect a little bit more on this pandemic experience. I found the blurring of personal and professional space and time both strange and interesting. For more than a year, I only needed to step out of our kitchen to get to my office in the dining room with all the plastic storage crates holding teaching files lined up underneath the piano in the living room. I shared all these meals with my husband every single day in the past year except on the one day a week that he worked in the office. Our dog, Cli-burn, must have happily wondered, at first, why we were home all the time. His excited yelping at people and dogs passing by our front yard had occasionally become part of the Tagalog Zoom class landscape.

There were difficult moments, too, some more grave than others. The Tagalog Fulbright Foreign Language Teaching Assistant (FLTA) for 2020-2021 had a stressful experience of trying to rebook her flight back to the Philippines numerous times starting in mid-March 2020 when Cornell decided to switch to virtual instruction due to the pandemic. She was finally able to leave Ithaca and get home safely in late May 2020. Additionally, two Tagalog students, who during normal times were doing very well academically, experienced difficult challenges in their mental and emotional well-being last Spring semester. Thankfully, with Zoom, its features, and all the technology needed for teaching Khmer in a Zoom format, although I am familiar with the technology, the transition surprised me and the students. Before the pandemic, I taught some classes in-person and other classes via videoconferencing at the Language Resource Center where Cornell students were present. With the new transition, everyone had to prepare mentally and had to get used to the Zoom format where a lot of important elements to learning a language were missing, such as the in-person student interaction.

from Hannah Phan, Khmer language instructor

The immediate transition from in-person instruction to online instruction during the pandemic happened smoothly due to the workshops and training I had attended in the past when I started to teach Shared Course Initiatives (SCI). I had been familiar with Zoom, its features, and all the technology needed for teaching Khmer in a Zoom format. Although I am familiar with the technology, the transition surprised me and the students.

However, in terms of student learning overall, the quality was poor since students did not have the same “high tech” set up as I did. I plan to revise my curriculum quite a bit for the Fall 2021 semester in-person class experience.
BABAYLAN SING BACK
Philippine Shamans and Voice, Gender, and Place
Grace Nong
$23.95 paperback

BABAYLAN SING BACK depicts the embodied voices of Native Philippine ritual specialists popularly known as babaylan. These ritual specialists are widely believed to have perished during colonial times, or to survive on the margins in the present-day. They are either persecuted as witches and purveyors of superstition, or valorized as symbols of gender equality and anticolonial resistance.

WOMAN BETWEEN TWO KINGDOMS
Dara Rasami and the Making of Modern Thailand
Leslie Castro-Woodhouse
$19.95 paperback

WOMAN BETWEEN TWO KINGDOMS explores the story of Dara Rasami, one of 153 wives of King Chulalongkorn of Siam in Thailand during the late nineteenth and early twentieth centuries. Born in a kingdom near Siam called Lan Na, Dara served as both hostage and diplomat for her family and nation. Thought of as a “harem” by the West, Siam’s Inner Palace actually formed a nexus between the domestic and the political. Dara’s role as an ethnic “other” among the royal concubines assisted the Siamese in both consolidating the kingdom’s territory and building a local version of Europe’s hierarchy of civilizations. Dara Rasami’s story provides a fresh perspective on both the socio-political roles played by Siamese palace women, and how Siam responded to the intense imperialist pressures it faced in the late nineteenth century.

LANGUAGE UNGOVERNED
Indonesia’s Chinese Print Entrepreneurs, 1911–1949
Tom Hoogervorst
$11.95 paperback

LANGUAGE UNGOVERNED examines how the Malay of the Chinese-Indonesian community defied linguistic and political governance under Dutch colonial rule, offering a fresh perspective on the subversive role of language in colonial power relations.

PERFORMING POWER
Cultural Hegemony, Identity, and Resistance in Colonial Indonesia
Arnout van der Meer

PERFORMING POWER illuminates how colonial dominance in Indonesia was legitimized, maintained, negotiated, and contested through the everyday staging and public performance of power between the colonizer and colonized.

INTERNATIONAL CONNECTIONS

Bringing Fiction Writer Rattawut Lapcharoensap to My English Class through the Community College Internationalization Fellowship Program

When I learned about the Community College Internationalization Fellowship (CCIF)—a year-long, competitive professional development opportunity for community college faculty in upstate NY—it had an immediate appeal. This program represents one of SEAP’s many collaborative outreach initiatives aiming to help prepare students to become global-minded citizens by facilitating community college faculty engagement with Cornell University’s area studies programs and the South Asia Center at Syracuse University: At Onondaga Community College (OCC), where I have been teaching English composition and literature for almost twenty years, I played a major role in creating the International/GLOBAL Studies Minor, headed up the International Education Committee and ESL Mentoring Service, offered service-learning projects to students working with resettled refugees, and tutored resettled refugees myself through Catholic Charities and Hopeprint, a Core Partner of the Refugee Alliance of Greater Syracuse. Additionally, I have enjoyed teaching Composition 1 with a globalization theme.

All of these activities were undertaken in response to OCC’s longstanding initiative to internationalize the curriculum. Consequently, the CCIF presented me with an opportunity to internationalize my Composition 2 syllabus (Writing About Literature) by offering support and resources for creating and teaching a course on the contemporary literature of South and Southeast Asia. The entire 2020 CCIF cohort of fellows comprised of seven educators from Cayuga Community College, Monroe Community College, Tompkins Cortland Community College, and my home institution of Onondaga Community College, whose work spanned the disciplines of Fine Arts, Geography, History, Sociology, Spanish, Construction Technology, and English. Being a part of this program turned out to be the silver lining in a year clouded by COVID.

For my CCIF internationalization project, I had originally planned on developing a course that would teach modern world literature, including...
literature from Africa, East Asia, and Latin America, and South Asia. Fortunately, Ms. Kathi Colen Peck, Cornell’s postsecondary outreach coordinator at the Cornell Mario Einaudi Center for International Studies, encouraged me to adopt a narrower focus, such as a module on South and Southeast Asia. It was the first of much sound advice on my project from Ms. Colen Peck and others affiliated with the Center, and I decided to devote the entire class to the contemporary literature of the two regions.

One of the biggest challenges in developing this course was selecting the texts. Not only was the pandemic and a proposed massive reorganization of departments and programs at OCC taking a toll on my nerves, but the contemporary literature of South and Southeast Asia was still very little known to me.

I had expected. Having studied classics and comparative Western Lit in grade school, I had little to no exposure to literary works of those regions. Ms. Colen Peck helped me surmount this obstacle. She brought on board Dr. Emera Bridger Wilson of the South Asia Center at Syracuse University, Dr. Thaina Firel of SEAP, and Dr. Daniel Bass of Cornell’s South Asia Program. They assured me I did not have to reinvent the wheel, and after a couple of Zoom meetings and some correspondence, in which they provided me with samples of syllabi, I soon had my syllabus ready and approved by all concerned. What’s more, I was able to locate electronic copies of 80% of the readings, and I made 73% of the rest. My students—all three sections of English 104: Literature and Composition I—would be reading for free. As a bonus, Ms. Colen Peck provided me with a copy of the books on the syllabus.

This support was invaluable, but it did not end there. Ms. Colen Peck encouraged me to reach out to two of my colleagues with expertise in South Asia: Drs. David Redak and Anisha Saxena, both social sciences faculty at OCC. This led to Dr. Saxena becoming the first guest speaker in the class. Her visit in February was stimulating. She spoke intelligently about the English-language literature and film of India, the historical conflicts among Hindus, Muslims, and Sikhs, as well as about the enduring problems of colorism and sexism in the region. One student, who at the outset of the semester skeptically asked whether the course would be “a geography or English class,” noted that Dr. Saxena’s visit helped her see her own struggles with the racist beliefs she was taught growing up. This student is now a member of the South Asia Club.

Additionally, several resettled refugees students began to speak up, acknowledging their connections to South and Southeast Asia. One student shared an emotional story about her relatives in Myanmar. The relevance of the reconstructed course as an example of an internationalized curriculum was now apparent to all. As I write this, I know that students who are staying abroad of the news of the devastating to COVID that is taking India on our wheels will receive it with an understanding and appreciation they may not have had without the course. “I’m actually sad this class is over,” student Parker Barrington declared on the last day of class.

I also received help securing my second guest speaker, Professor Rat-tawut Lapcharoensap, acclaimed short story writer, Cornell grad, and creative writing professor at Sarah Lawrence College. Dr. Fishel arranged an introduction by email, and the rest was plain sailing. My students and I had just finished discussing and writing about several short stories from Professor Lapcharoensap’s successful collection, Sightseeing (2005).

Professor Lapcharoensap’s connection to the students was instantaneous. Dressed in a white, open-collar shirt that contrasted with his striking black hair, and seated in front of his massive book collection—including (we infer from his talk) fiction by Ambey Bendar, Saul Bellows, Anton Chekov, Edward P. Jones, Leonard Michaels, Anna Karenina—Professor Lapcharoensap introduced himself as a writer who had returned to his subject. However, among others—Professor Lapcharoensap’s exchanges with the students were virtual and with the students were instantaneously and take advantage of presentation. A productive response Professor Lapcharoensap replied that he doesn’t write with main ideas or messages in mind. He starts with a bit of language and the voice behind it. He illustrated this point with a lengthy discussion on the origins of “The I and OD.” He had read the short story “The Fifties” (1975) by Leonard Michaels, and the phrase “in the nineteen-words, while the current manuscript “In the 90s” will require only editing and proofreading—a highly unusual feat on his part, he noted. I was delighted to hear Professor Lapcharoensap emphasized the importance of writing multiple drafts and how difficult writing can be.

Student Tran Phuong’s question—“What main ideas or messages do you try to communicate in your stories?”—produced a provocative response Professor Lapcharoensap replied that he doesn’t write with main ideas or messages in mind. He starts with a bit of language and the voice behind it. He illustrated this point with a lengthy discussion on the origins of “The Fifties.” He had read the short story “The Fifties” (1975) by Leonard Michaels, and the phrase “in the nineteen-
RE-ENVISIONING SEAP’S COLLABORATIVE AFTERSCHOOL LANGUAGE AND CULTURE PROGRAM

Gaining exposure to a variety of cultures in today’s increasingly globalized world is an important part of a K-12 student’s educational experience. To facilitate this exchange, the Afterschool Language and Culture Program (ALCP) – offered through the Mario Einaudi Center for International Studies and managed by the South Asia and Southeast Asia programs – bridges connections between Cornell student volunteers and local K-12 students to foster meaningful language and culture engagement. Student volunteers who speak foreign languages have worked with thousands of children in the local community to provide engaging experiences learning about other languages and cultures.

During the COVID-19 pandemic, the ALCP re-envisioned the way it operates, as in-person programming at local schools was not possible. In Ithaca and the surrounding areas, the local schools that previously hosted in-person volunteers with the Center’s Afterschool Language and Culture Program ceased normal operations, and students transitioned to online and hybrid learning arrangements.

While the ALCP wanted to bring language learning opportunities into local schools in a virtual capacity, an after-school program was simply not possible. Teachers expressed concern with virtual after school or in-school collaborative programming for children at the K-12 level, as their students were struggling to adjust in the fully virtual and hybrid settings that had been implemented. This was compounded by the challenge of asking students to participate in yet another virtual session after school, given the level of “Zoom fatigue.”

However, the ALCP is a program with two goals: to provide opportunities for local K-12 students to engage with foreign languages in our increasingly interconnected world, and to provide opportunities for Cornell students to offer their language skills as service to the community and to learn about culturally-competent language education.

Despite the challenges posed by the pandemic, the Einaudi Center developed an engaging professional development opportunity for undergraduates interested in volunteering with the program – a chance for students to learn about language pedagogy and to develop skills they could leverage for future teaching or while volunteering with the ALCP once pandemic restrictions ease.

The Einaudi Center offered three workshops in April 2021 to serve as a training opportunity for the 30 student volunteers who expressed an interest in volunteering with the ALCP, organized through a Canvas course. Ten to fifteen students attended each workshop, a mix of Ithaca College and Cornell University student volunteers with experience in a variety of languages including Vietnamese, Spanish, French, Italian, Mandarin and others.

Given Cornell’s lack of an education department, the ALCP recruited the expertise of education department faculty at Ithaca College for assistance with the project. This opened a dialogue between Ithaca College and the Einaudi Center, and we hope to explore a collaborative relationship moving forward.

On April 7, 2021, Senior Lecturer of Global Development at Cornell, Dr. Jeff Perry provided a workshop on Developing Lessons from a Curriculum. The survey workshop stressed the iterative practices of developing lessons based on existing curriculum as well as using various methods and practices to help boost engagement in the classroom.

Dr. Ellie Fulmer, Associate Professor of Education at Ithaca College, presented a workshop on Learning about Students, Multisensory Activities and Assessment Tools, and the Practice of Lesson Design on April 14, 2021. Fulmer co-taught with the assistance of Ithaca College students Lillian Roman (Spanish Education) and Catriona Ferguson (Spanish and Education Studies). The workshop addressed how to consider students’ individual backgrounds when lesson planning and the practice of assessing the success of a lesson.

The third and final workshop in the series took place on April 21, 2021. Assistant Professor of Education at Ithaca College, Dr. Shuzhan Li provided a workshop to identify cultural strengths within diverse communities. Participants used critical race theory to analyze multimodal materials and collaboratively imagine ways to incorporate an asset-based approach in the After School Language and Culture Program.

As we look to the future, we hope to integrate the strengths of the virtual program into the in-person format moving forward. This fall, as vaccination rates increase and restrictions lift, we hope to once again return to local schools for in-person exchanges of culture and language outreach.

The Einaudi Center is currently organizing a Fall 2021 workshop series to re-engage with our local K-12 partners, and we hope to once again return to local schools and the surrounding areas, the local schools for in-person exchanges of culture and language outreach.

VOLUNTEERS WITH...

introductory, intermediate and advanced knowledge of foreign languages are encouraged to join the program! Please email outreach@einaudi.cornell.edu for updates on fall recruitment of volunteers!
Graduate Student Co-Chairs

Nikita Sukmono  is a Master of Southeast Asian Studies candidate currently interested in post-colonial transformations of religious principles to practice in Indonesia. She hopes to pair these explorations with her prior work on multicultural policy and ethnic politics in Southeast Asia to create more nuanced understandings on the ways in which the state and citizen can negotiate modern realities. After an unprecedented last year, Nikita is thrilled to be a co-chair helping to facilitate a dynamic transition into the 2021-2022 Gatty Lecture Series.

Elissa Domingo Badiqué (they/she) is a California native, a FLAS fellow learning Tagalog, and a third-year PhD student in performing and media arts. They enjoy pop culture and are passionate about incorporating it into their research on race and performance. Their research interests also encompass objects in relation to the journeys that brought them to Ithaca, we attempt to foreground voices of individuals who contributed to the collection or who have engaged with it in meaningful ways, especially those who may not be recognized in usual or existing coverage of the objects. To historicize the processes of collecting and the production of related scholarship and teaching materials, we have relied on archival materials held at Cornell Library’s Rare and Manuscript Collections. We have also looked to the Johnson Museum’s acquisition records and exhibition history to understand the ongoing recontextualizations of these collections as mediated by curators and SEAP faculty and students.

(Re)collecting Southeast Asian Art at Cornell
August 26-December 19, 2021
Herbert F. Johnson Museum of Art
museum.cornell.edu/exhibitions/recollecting-southeast-asian-art-cornell

“(Re)collecting” signifies the active process of remembering and draws attention to the power of collections to elicit memories and histories and to act as participants in social and political change. This special installation showcases a collection of objects at the Johnson Museum that have been donated by alumni and faculty of the Cornell Southeast Asia Program (SEAP), beginning in the 1970s with gifts of Buddhist sculpture from Alexander Brown Griswold, SEAP visiting professor.

In creating this collection of a collection, our approach is both reflexive and reflective, emphasizing the history of collecting and its social and geopolitical underpinnings. As we consider objects in relation to the journeys that brought them to Ithaca, we attempt to foreground voices of individuals who contributed to the collection or who have engaged with it in meaningful ways, especially those who may not be recognized in usual or existing coverage of the objects. To historicize the processes of collecting and the production of related scholarship and teaching materials, we have relied on archival materials held at Cornell Library’s Rare and Manuscript Collections. We have also looked to the Johnson Museum’s acquisition records and exhibition history to understand the ongoing recontextualizations of these collections as mediated by curators and SEAP faculty and students.

NEWS
EVENTS...
Southeast Asia Program
Fall 2021 Thursdays,
12:15pm Kahin
Center, 640
Stewart Ave,
Ithaca, NY
Also available on
Zoom, click each
talk or visit our
website for links
to register.

Ronald and Janette Gatty Lecture Series

September
2  Thomas Pepinsky, Cornell University/Department of Government
   Ethnic Orders: Making Identity in Malaysia and Beyond
9  Joshua Plotnik, Hunter College/Department of Psychology
   The Elephants of Southeast Asia: The Role of History, Behavior and
   Cognition In Their Conservation
16 Sara Ann Swenson, Dartmouth College/Department of Religion
   "I am only alive thanks to supernatural energy": Women's Devotion
   in Buddhist Contramodernism
23 Sandy Chang, University of Florida/Department of History
   Intimate Intimacy: Sex, Work, and Chinese Women in Colonial Malay's
   Brothel Economy, 1870s-1930s
30 Andrew Weintraub, University of Pittsburgh/Department of Music
   What's in the Notes? De-ciphering the Music of the Left in Indonesia,
   1950-65

October
7  Geoffrey Robinson, UCLA/Department of History
   The Mass Killings of 1965-66 in Indonesia: Problems of History and
   Responsibility
14 Nay Yan Oo, Cornell University/Southeast Asia Program
   What happened in the Myanmar Election?
21 Amy Liu, University of Texas at Austin/Department of Government
   Integration, Accommodation, or Conflict: A Framework for
   Understanding Ethnic Politics in Southeast Asia
28 Kyaw Yin Hlaing, Center for Diversity and National Harmony
   Civil-Military Relations in Myanmar's Failing Democratic Transition

November
4  Will Smith, Deakin University/Alfred Deakin Institute for Globalization and Citizenship
   Placing Blame: Climate, Culpability and Indigenous Lives in the Philippines
11  Abigail de Kosnik, UC Berkeley/Department of Theater, Dance, and
   Performance Studies
   Star Trek Made Me American: Fandom, Piracy, and the Filipino-American
   Experience

December
2  Hanisah Sani, National University of Singapore/Faculty of Arts and Sciences
   Sacred States and Subjects: Religion, Law, and State-Building in Colonial
   Malaysia

Accommodation requests: seap@cornell.edu
These talks are partially funded by the US Department of Education as part of SEAP’s designation as a National Resource Center, and by GPSAFC.
Ryan Cipta Juliandra is an English teacher and Head of the Academic Division at Best Partner Education, Pontianak. Having seven years of teaching experience, he has been teaching English at multiple levels from kindergarten to college students. He earned his Bachelor of English Education in 2013 from Institut Keguruan dan Ilmu Pendidikan PGRI Pontianak (IKIP PGRI Pontianak), and in 2019 achieved a scholarship from his working institution to have a short course that rewards him with Trinity College London’s Certificate in Teaching English to Speakers of Other Languages (CertiTESOL). His motivation to challenge himself and refine his teaching ability out of his comfort zone in Pontianak has led him to Fulbright’s FLTA Program. During his FLTA program, he wants to share his culture with the students at Cornell through the martial arts of “Pencak Silat” particularly from his region of West Kalimantan.

Nay Yan Oo is a visiting fellow in the Southeast Asia Program (SEAP) at Cornell University. He previously worked as a technical advisor for the Governance Program at The Asia Foundation in Myanmar, a resident fellow at the Pacific Forum in Hawaii, and a Program Manager at the Friedrich Naumann Foundation for Free Partnership Education, Pontianak. Having seven years of teaching experience, he has been teaching English at multiple levels from kindergarten to college students. He earned his Bachelor of English Education in 2013 from Institut Keguruan dan Ilmu Pendidikan PGRI Pontianak (IKIP PGRI Pontianak), and in 2019 achieved a scholarship from his working institution to have a short course that rewards him with Trinity College London’s Certificate in Teaching English to Speakers of Other Languages (CertiTESOL). His motivation to challenge himself and refine his teaching ability out of his comfort zone in Pontianak has led him to Fulbright’s FLTA Program. During his FLTA program, he wants to share his culture with the students at Cornell through the martial arts of “Pencak Silat” particularly from his region of West Kalimantan.

Dr. Kyaw Yin Hlaing is the Executive Director at the Center for Diversity and National Harmony. He earned MA and PhD degrees from Cornell University and has taught at the City University of Hong Kong and the National University of Singapore. He is a former Advisor to President U. Thein Sein, a former member of the National Economic and Social Council, and a former director of the political dialogue program at the Myanmar Peace Center. He has published four edited volumes and more than 50 articles and reports on Myanmar politics and society. His research and teaching interests include state- and nation-building, authoritarian polities, democratization, state-society relations, social movements, communal problems, and peace building. He is currently researching what has gone wrong with Myanmar’s democratic transition.

Min Ma Naing is a personal documentary photographer from Myanmar, who was based in Yangon until recently. Starting out as a press photographer, she realized that short-term assignments were not for her and she decided to focus on stories around love and hatred. She co-founded a photographer collective for women in Myanmar and makes photozines as art objects for herself and the collective. She has adopted the temporary pseudonym “Min Ma Naing” (meaning “The King Cannot Beat You”) because of the political situation in Myanmar.

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Tom Pepinsky
Walter F. LaFeber Professor of Government and Public Policy and SEAP Director

Tom Pepinsky, Professor of Government and Public Policy, will be the inaugural Walter F. LaFeber Professor, a professorship established in the College of Arts and Sciences to honor Walter LaFeber, the Andrew H. and James S. Tisch Distinguished University Professor Emeritus in the Department of History, who died March 9, 2021 at the age of 87. Pepinsky, a scholar of Southeast Asian studies and comparative politics, has expertise in local, national and global political economy, religion, ethnicity and identity; Southeast Asian area studies; and research methodology. Pepinsky is a nonresident senior fellow at the Brookings Institution and a faculty fellow at the Cornell Atkinson Center for Sustainability. He sits on the editorial board for the journal World Politics and serves on the steering committee for the International Political Economy Society. Pepinsky is deeply committed to undergraduate teaching and to the training of PhD students, especially those whose research focuses on Southeast Asia. He does this through his work with the Southeast Asia Research Group (seareg.org) and AIFS (aifs.org), both of which he co-founded; the Association for Asian Studies (aas.org), and the Department of History, Cornell University. He is the Director of the Einaudi Institute for International and Area Studies, and a faculty fellow at the Cornell ILR's Andrew J. Nathanson Family Professor in Industrial and Labor Relations.

Eric Tagliacozzo
John Stambaugh Professor of History

Eric Tagliacozzo is the John Stambaugh Professor of History at Cornell University. He is the Director of the Einaudi Institute for International and Area Studies (EIISA), and a faculty fellow at the Cornell ILR's Andrew J. Nathanson Family Professor in Industrial and Labor Relations. Tagliacozzo is the author of Secret Trades, Porous Borders (Yale, 2005), a history of smuggling in SE Asia, won the Harry Benda Prize from the Association of Asian Studies (AAS). His second book The Longest Journey was about the pilgrimage to Mecca from South Asia (Oxford, 2013). He currently serves as Editor (with Joshua Barker) of the journal Indonesia and was co-editor of the Asia Inside Out trilogy of books, published by Harvard University Press. Tagliacozzo is an engaging teacher and dynamic speaker, traits that won him the Stephen and Margery Russell Teaching Prize at Cornell in 2016. He has a new book coming out in 2022 about the history of the sea in Asia. His new book, Private Regulation of Labor Standards in Global Supply Chains: Problems, Progress, and Prospects, published by Cornell University Press in April 2021, is concerned with how labor standards in global supply chains can be improved. His book has resulted in the establishment of the New Conversations Project, at Cornell, which engages regulators (private and public) around the world through research to improve working conditions in global supply chains. In 2016. He joined Cornell's faculty in 1990 after obtaining a doctorate in business administration from the University of Iowa in 1989, and after a career as a labor relations manager in the industry in India. His research has largely focused on the linkage between economic development strategies and national human resource and labor policies in Asia, which has involved working with Asian governments. His new book, Private Regulation of Labor Standards in Global Supply Chains: Problems, Progress, and Prospects, published by Cornell University Press in April 2021, is concerned with how labor standards in global supply chains can be improved. His book has resulted in the establishment of the New Conversations Project, at Cornell, which engages regulators (private and public) around the world through research to improve working conditions in global supply chains.

Sarosh Kuruvilla
Andrew J. Nathan Janson Family Professor in the Humanities, Asian Studies

Sarosh Kuruvilla, ILR professor of Industrial and Labor Relations, is author, editor, or co-editor of twelve books. His book The Longest Journey was about the pilgrimage to Mecca from South Asia (Oxford, 2013). He currently serves as Editor (with Joshua Barker) of the journal Indonesia and was co-editor of the Asia Inside Out trilogy of books, published by Harvard University Press. Tagliacozzo is an engaging teacher and dynamic speaker, traits that won him the Stephen and Margery Russell Teaching Prize at Cornell in 2016. He has a new book coming out in 2022 about the history of the sea in Asia. His new book, Private Regulation of Labor Standards in Global Supply Chains: Problems, Progress, and Prospects, published by Cornell University Press in April 2021, is concerned with how labor standards in global supply chains can be improved. His book has resulted in the establishment of the New Conversations Project, at Cornell, which engages regulators (private and public) around the world through research to improve working conditions in global supply chains.

Anne Blackburn
Old Dominion Foundation Professor in the Humanities, Asian Studies

Anne Blackburn was first drawn to the study of Buddhism at Swarthmore College thanks to Donald Swearer, a scholar of Northern Thai Buddhism who developed innovative analytical perspectives on Buddhist history working across the domains of Thai Buddhist historiography, politics, Buddhist material culture, and Buddhist biographies: She received further training as an historian of religions at the University of Chicago, mentored by Frank Reynolds in a program shaped by historical sociology and hermeneutics. Her secondary supervisor at Chicago, Steven Collins, conducted research in Buddhist Studies and South Asian Studies, working with great originality at the intersection of historical sociology, philosophy, and the study of Buddhist literature in Pali. Studying with Charles Hallisey and F. B. Meegaskumbura introduced Blackburn to the rich history of Sinhala Buddhist literature and hermeneutics, as well as approaches to South Asian literary vernaculars. Without the generous instruction and mentoring in literary Sinhala by Jim Gair (Cornell), Blackburn’s trajectory would not have been possible. In her research, Anne Blackburn works at the intersection of Buddhist institutional history, political economy, intellectual history, and literature. She focuses on intellectual-political centers in what is now Sri Lanka (formerly Lanka) during the 2nd millennium A.D., and networked nodes across the Indian Ocean in what are now Burma and Thailand. Blackburn’s current book project, Experimental Sovereignties Across the Indian Ocean, 1200-1550, received support from the American Council for Learned Societies.

HONORING SEAP FACULTY WITH...
JOHNSON MUSEUM ACQUISITION HIGHLIGHT

Mulyana
Indonesian, born 1984
*Candramawa 6*, 2019
Acrylic and polyester yarn, crocheted
Acquired through the George and Mary Rockwell Fund

The Indonesian archipelago is home to nearly a fifth of the world’s coral reefs, which are among the most biologically rich, but are threatened by ocean acidification, land-based pollution, plastic waste, and destructive fishing practices.

A few years after completing his studies at University Pendidikan Indonesia in his hometown of Bandung, Mulyana worked on a community project collaborating with transgender women in Sorogenen village. That experience led to his focus on crocheted and knitted sculptural works and installations. Since then, he has used surplus and repurposed yarn from Bandung’s textile industry to create three-dimensional undersea worlds that call attention to the plight of Indonesia’s coral reef ecosystem.

*Candramawa 6* is made from yarn in various shades of gray, representing a coral reef experiencing the suffocating effects of sediment accumulation. Sedimentation of coral reefs can occur from volcanic eruptions, but the rapid increase in sediment discharge onto reefs in Indonesia is largely the result of human activities that include widespread de-forestation, blast fishing, and pollution from mine tailings, industrial effluents, sewage, and fertilizers.

Mulyana deploys his expert crochet skills to generate innovative designs and meticulous patterns for the various hard-coral and soft-coral motifs. He describes his process as meditative and prayerful. The finished works have a playful quality that is visually appealing and attractive, while also drawing attention to serious environmental issues.

This image is on display at the Johnson Museum from August 26 through December 19, 2021 as part of the exhibit “Art and Environmental Struggle.”