

SOUTHEAST ASIA PROGRAM



FALL 2021 BULLETIN



Cornell University

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ABOUT THE COVER: JOHNSON MUSEUM HIGHLIGHT

Tray, Unidentified artist
Thai, 19th century
Porcelain with overlaze enamels
Gift of Ruth Sharp

Part of the Johnson Museum's fall exhibit (Re)collecting Southeast Asian Art at Cornell on display from August 26-December 19, 2021 (see upcoming events on p. 36).

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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 through webinars, by 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 regular 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 Kara Guse and Anna Koshcheeva 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 Badiqué 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 model. 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 Fiskesjö. 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.

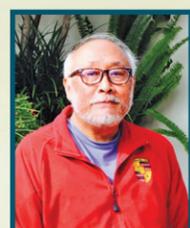
SEAP faculty and students will also be engaged in a range of campus programs, in particular the Einaudi Center's initiatives on migration and on democratic backsliding. At various events throughout the fall, from the new student orientation to the SEAP fall reception, we look forward to seeing old friends 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 Cohn 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 dynamite 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



by Thak Chaloemtiarana, professor, Asian literature, religion, and culture; and Asian studies

The Cornell Southeast Asia Program (SEAP) was founded by Professor Lauristan 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 Suriyabongs, Professor Pe Nuyent (Chairman of the Department of Political Sciences, the University of Rangoon), Sanya Dhammasak, Prince Piya Rangsit, Margaret Mead, Indonesian Ambassador to the UN Ali Sastroamidjojo, Lieutenant Governor of the Netherlands Indies H.J. van Mook, and Mom Luang Tooi Xoomsai. Amazingly, in addition to the eight Indonesian government officials who stayed at Cornell for a whole month, seventeen visitors gave lectures in 1952. In 1953, the practice of bringing notable lecturers to campus continued, among those who came to Cornell was Ngo Dinh Diem. He returned to South Vietnam the following year to become prime minister under Emperor Bao Dai.

Thus, SEAP was one of first—if not *the* first—to institutionalize a lecture series at Cornell in order to construct a new field of study and to educate its graduate students about Southeast Asia.

1950-1970

Both Professor Stanley O'Connor (SEAP 1959-1965) and Professor Charles Keyes (SEAP 1959-1965) of the University of Washington confirmed that the Brown Bag lectures were already in existence when they arrived. With the help of Emily Donald who did most of the legwork in finding data of the early years, I can now pronounce that the Brown Bag luncheon lecture program was established on February 26, 1959. Eight graduate students—Jack Carroll, Ngoc Thu Phan, Idrus Djajadiningrat, Herbert Feith, Jasper Ingersoll, Joo D. Khoo, Donald Pond, and David Wurfel—sent a 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 forum 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 committees have, 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 luncheon 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 fea-

ture 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 bannisters, and drafty 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 jumble and provisionality of the building itself. These were high energy occasions. Everyone showed up for what was often quite exciting...you did

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 Bags did what they were intended to do: build an intellectual community.

When I arrived in 1968, the Brown Bag lectures at 102 West were unrivalled on campus as a “must attend” and “standing-room only” events. Because of 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 unfolding discoveries. In a sense, those who attended the talks were also participants of the presenter’s journey and experience.



Former SEAP graduate student Matt Reeder gives a Gatty lecture in the Kahin Center.

The majority of 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 McVey, J.A.C. Mackie, Nicholas Tarling, Robert O.Tilman, Wang Gung Wu, James Peacock, Bernard Fall, A. Thomas Kirsch, William Klausner, Lucien Hanks, Elizer Ayal, Alexander Griswold, Josef Silverstein, David Wyatt, Robert Pringle, John Smail, Frederick Bunnell, Wilhelm Solheim, Stanley Tambiah, David Wilson, Herbert Philips, Ben Anderson, David Marr, Hans Dieter Evers, and James Siegel.

The tradition of enhancing the understanding of Southeast Asia also continued into the 1960s 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 Ngoc Thao Pham (Armed Forces of the Republic of Vietnam); Van Dinh Tran (Vietnam Embassy); Francis Underhill (U.S. Army War College); Sukich Nimmanhaemin (Thai Ambassa-

dor to the U.S.); Colonel George Benson (U.S. Army Attache, Djakarta); Anthony Eden (Earl of Eden and former UK prime minister who spoke about Vietnam in the international situation); Mohamad Roem (former prime minister of Indonesia); Paul Sitti-Amnuay (Vice President, Bangkok Bank, NY); Gunnar Myrdal (author of *Asian Drama*); Mohammad Hatta (former prime minister and VP of Indonesia); General Carlos Romulo (former Foreign Secretary and President of the University of the Philippines); Soejatmoko (Indonesian Ambassador to the U.S.), Douglas Pike (United States Information Service), and C.V. Devan Nair (Malaysian MP and future President of Singapore).

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 Indochina, 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 Thailand.

Of particular note was the overflowing 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 scholarship on Southeast Asia.

Although lectures by scholars about their research and writing continued, the BB lectures added a new feature. Beginning in the early 1970s graduate students returning from fieldwork were given opportunities to share raw data and initial thoughts about their dissertations with the SEAP community. From 1963 to 1969 a third of the speakers were professors, the others were experts and officials who were knowledgeable about the region, but no graduate students gave a presentation. Nonetheless, there were signs that Southeast Asian Studies had matured quite rapidly into a legitimate field of study. Less and less reliance was put upon official experts and well-known actors from the region. By the mid-1970s few experts and dignitaries were invited to speak. Instead, most speakers from that time on became mainly professors/scholars and advanced graduate students.

The 1960s to the 1970s witnessed the largest number of graduate students who came to Cornell to study Southeast Asia. These students did field research for their dissertations, and later upon their return to campus were allowed to share their findings at the BB lectures. Sadly, records of lectures from 1970 to 1972 are missing. The earliest confirmed evidence of

a lecture given by a graduate student recently returned from field research was of Carl Trocki in 1973 reporting his findings on “Johore as a maritime empire in the 19th century.”

During the 1973-74 academic year five other graduate students—Robert Taylor, Mitsuo Nakamura, Stephen Wallace, Jon Wiant, and Gary Seaman—also presented their initial research findings at the BB lectures. Graduate student reports of their field research thus became a new feature of the BB lectures. What is significant here is that the reports of formative new ideas based on fresh field research by graduate students exposed SEAP faculty and students to unfamiliar disciplinary approaches, interpretations, and societies that required interdisciplinary thinking and cross-country comparisons.

In addition to the usual scholarly lectures, the focus of the lectures began to shift towards political, cultural, and social concerns and consciousness. To wit, there were lectures on “the Montangard’s perception of the effects of the use of herbicides in Vietnam;” “the Philippines—the ambidextrous revolution under Marcos;” “tribal relocation in Vietnam;” “land reform and the new society in the Philippines;” “the new society of Ferdinand Marcos;” “Cambodia: whose victory?;” “Cambodia: starvation and revolution;” “Vietnam: peace and independence;” “Philippine history in the post-Vietnam era;” and “A Christian views Muslim-Christian conflict in the Philippines.”

Professor Martin Hatch (SEAP 1970-1980) summarizes the 1970s in an email he sent me:

The talks and Q&A were essential to my understanding and affirmation of the heart of Southeast Asian studies at Cornell: interdisciplinary, 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 multi and interdisciplinary university. Beginning in 1975, the talks took account of the winding down of the American war in Vietnam and the abatement of activism 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 much-emphasized feature, almost an unspoken requirement for SEAP students. And even though disciplinary requirements became the focus of concern by the 1990s, SEAP students were still encouraged to spend time learning languages, studying the history, politics, and culture of a Southeast Asia in preparation for field research. In fact, in the early days of the program, students were treated as serious scholars and junior colleagues by the faculty only after they returned from field work ready to share “new and cutting-edge knowledge” with the SEAP community.

Therefore, even with the winding down of the U.S. involvement in Vietnam and retrenchment or retreat from Southeast Asia, SEAP continued to develop and enhance the field of Southeast Asian Studies by training graduate students. When the job market and interest in Southeast Asia dried up in the U.S., many SEAP graduates found jobs abroad.

From 1970 to 1980, thirty-three BB lectures were delivered by graduate students. This decade also witnessed the largest production of SEAP PhDs with one hundred and three approved. And even during the doldrums of interest and support for Southeast Asian studies in the U.S. after the end of the Vietnam war, SEAP continued to do well judging from the number of BB lectures given by graduate students. In fact, more graduate students gave talks at the BB in comparison to the previous decade.

From 1981 to 1990, sixty-three lectures—almost double the number of graduate student presentations in the former decade—were given by graduate students who shared their fieldwork experiences. Although only one graduate student gave a lecture in 1983, the number of lectures by graduate students began to rise to four each in 1984, 1985 and 1986, five in 1987, six in 1988, ten in 1989, and incredibly to seventeen in 1990. Thus, judging from the number of graduate students delivering BB lectures from 1980-1990 when interest in Southeast Asia was at its lowest level, it is clear that Southeast Asian studies at Cornell was not just striving but in fact prospering.

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,

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 1989-1994) give those talks always had an effect on me in underlying the idea that all of us in the Program from top to bottom shared something important.

1995-2005

I begin coverage of the 1990s with 1995 because records for 1991-1994 are missing. To cover the next decade of lectures (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 area studies-centered presentations. I will also show the increased diversity of scholars from universities that are not usually considered centers for Southeast Asian studies.

More than two hundred lectures were delivered in this decade. Most of the lectures were given by professors and forty-five graduate students. Notably, in 1999 there were three

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 alumna on “Southeast Asia: facing the next century;” and Benny Widyo on “Cambodia: is it finally at peace?” In terms of countries covered, the majority of the lectures (61) were about Indonesia, followed by Thailand (43), the Philippines (23), Vietnam (21), Cambodia (16), Burma (11), Malaysia (11), Laos (4), and Singapore (1).

Forty-nine lectures applied to region-wide issues. Theoretical 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 had 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 Filipino Male Homosexuality;” Tony Day’s talk “Post-Coloniality and Southeast Asian Literature;” Pam McElwee’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 Studies scholars have migrated beyond the traditional centers of the 1950s, 1960s, and 1980s. Although there were still speakers 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 such as Sophia 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 Talhousie, University of Adelaide, University of Calcutta, Nottingham University, and Hofstra University.

2005-2021

The next decade and a half witnessed over three hundred and fifty lectures given at the BB/Gatty lectures. Again, most of the lectures were by professors and sixty-one talks were by graduate students. No important public personalities were invited to speak. While the largest numbers of the lectures focused on Indonesia (76) and Thailand (79), the latter overtook Indonesia. Scholarly focus also shifted to Vietnam (44), Burma (37), and Cambodia (24). The Philippines (19) which ranked third in the previous decade fell to sixth, followed closely by Malaysia (16). The countries that received the least focus were Singapore (6), Laos (5), E. Timor (2), and Brunei

(1). I believe that this ranking reflects changing faculty and student interest over time.

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 universities suggesting that the network of Southeast Asia scholars now extends to graduate students from other institutions such as Columbia, Stanford, Chicago, Berkeley, the Australian National University, University of North Carolina, Chulalongkorn University, Binghamton University, and Harvard.

By this time, the nature of the talks had shifted from presenting 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 from 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 bring speakers from elsewhere. It should be noted here that because of the COVID-19 pandemic and Cornell policies beginning March, 2020 prohibiting in-person 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.

This innovative adaptation has increased the number of 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 luncheon lectures. Many other universities have organized their own lecture series (some even adopting the name Brown Bag lecture series!), and they, too, have reached out to the greater 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 easy way to keep track of what is happening in the intellectual community of Southeast Asia studies, what colleagues both

old and young are doing, and what animates the interest of colleagues and graduate students. One of the unique privileges of being a member of the graduate field of Asian Studies is to have students from many disciplines outside of my own training and interest. SEAP faculty are, therefore, naturally forced to be interdisciplinary because of their students. Attending the BB/Gatty lectures also help SEAP faculty stay *au courant* with other disciplinary approaches, language, theory, and important events happening in the region.



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 quietly competed in asking the first question after a lecture. Below are Professor White’s comments:

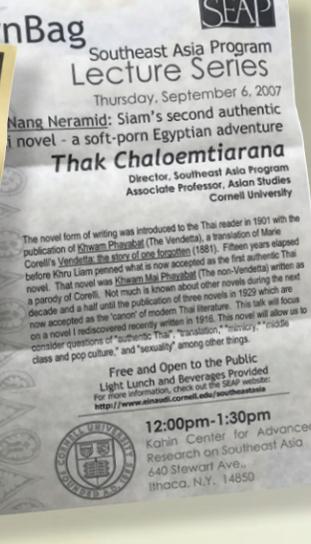
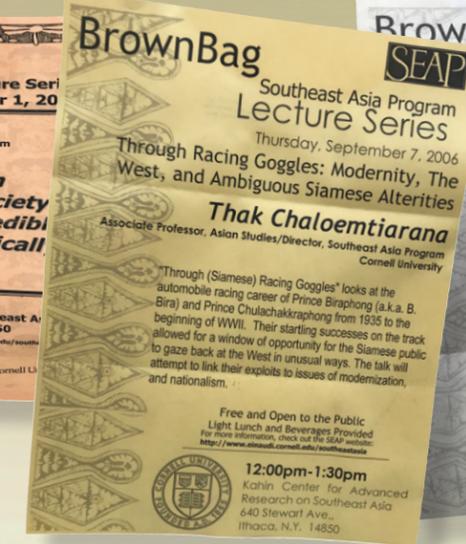
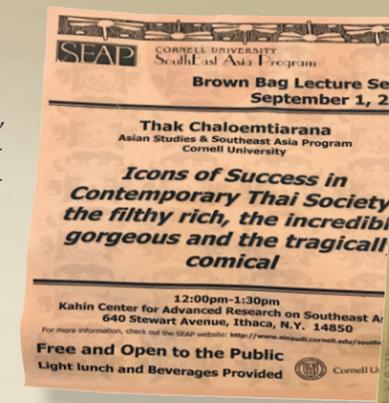
If graduate school is primarily about learning how to join a long-term, intergenerational conversation, then the BB were an important part of that training and socialization. They broadened my intellectual horizons, my interdisciplinary horizons, my collegial horizons, and my vocational networks.

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 literatures. I was exposed to topics, approaches, questions, theories, and styles of arguments beyond my own narrow thematic and disciplinary training (which again I likely would not have encountered if just left to my own research and disciplinary training).

It made me a better scholar of Southeast Asia because of the same argument above except applied to the culture and societies 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 economies of Vietnam, international relations of Indonesia, public health in Malaysia, capitalist development in Myanmar, or state-building in Laos?

The BB/Gatty impressed upon us all—whether graduate students or faculty—that you should seek to be informed about the region in its broadest topical, geographic, and disciplinary horizons. Even if that only at a minimum means staying continually and curious about other times, places, and questions; appreciative of and receptive of partial, fragmentary illumination of narrow slices of those other times, place, and questions; thinking about all of that in a comparative, holistic, and regionalist frame.

The BB/Gatty made me a better scholar in general. It provided training grounds for learning basic academic skills. Serving on the graduate student committee taught graduate students how to work



on a committee, a basic organizational form of academic life, as well as how to plan, organize, and administer through collective collaboration. Attending the talks on a regular, weekly basis provided regular instruction in many core skills of a good scholar.

The talks provided various models (positive and negative) of how to organize and present effective public lectures. The Q&A discussions provided models of how to carry out productive collective deliberations and debate. The exercise of asking questions taught me how to frame and to deliver effective questions—questions that zeroed in on the central issues at hand in terms of the talk’s own claims and arguments and which therefore benefitted the speaker (rather than served to primarily display my knowledge, expertise or cleverness); questions that advanced the collective discussion (rather than led to cul-de-sacs, digression or silence); questions that generated mutual interest and further discussion and collaboration after the formal Q&A was over (rather than indifference and misunderstanding).

The BB/Gatty lectures taught me many foundational scholarly skills, and they provided a forgiving social environment and welcoming community of peers and mentors in which to practice and slowly perfect those scholarly skills. And they were one of the most enduring, concrete signs of supportive intellectual and scholarly community which I could call “home” during my years as a student and faculty member at Cornell. Banquets and other social events were important moments that brought to life that community of fellow academic travelers, but the BB/Gatty lecture series was its central enduring backbone.

Unlike departmental lecture series, the BB/Gatty was generally friendly, more informal, unpretentious, welcoming, forgiving, and unburdened by hierarchical seniority or expertise. All of this made it a more comfortable and effective environment in which to be a junior apprentice learning the ropes. 🙏🙏🙏

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 community of scholars of Southeast Asia. It is my sincerest hope that the BB/Gatty lecture series will endure and that its ecumenical and wide horizon ideal will extend well into the future.

¹ <https://ecommons.cornell.edu/handle/1813/53915>

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

Far Right: Kahin's front staircase with Hoàng Hà Tùng's painting.

Right: Faces by Hoàng Hà Tùng, 1994, gouache on paper.



*by Alexandra Dalferro,
PhD candidate, anthropology*

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



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

Right: Detail of Jok Bato’s painting.



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.

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. 🍀🍀🍀



Above Left: Kahin's back stairs with Chinese propaganda banners and a Copy of a Mural at Wat Po, "Scenes from the Ramakien," Thai, 1950s, 36-1/2" x 78", gouache on masonite, unframed, Accession No. 78.98. 30A, Gift of Alexander Griswold.

Left: A cabinet near the podium where Gatty lectures are delivered, showcasing Thai ceramics from various periods, Buddha images, and the face of a deity.

Above: A mantle in the graduate student office on the second floor that is home to monster drawings created by graduate students Anissa Rahadiningtyas, Astara Light, and Alexandra Dalferro used in *Kahin's Last Scare*, a rubbing of Angkor Wat, and a Balinese Painting.

Right: Batik Painting hanging in the foyer, signed by Mohamed Najib bin Ahmad Dawa, Malaysian, visiting artist in Spring 1993, 34-1/4" x 35-1/2", fabric dye on silk, framed, gift of the artist.



HISTORY OF PHILIPPINE STUDIES AT CORNELL UNIVERSITY

Cornell University's connections with the Philippines run deep. As the United States' only true historical colony in Asia, the Philippines was one of the few Southeast Asian countries that might have piqued interest among American academics in the early twentieth century. The narrative of American exceptionalism, however, was entrenched. Knowledge of the Philippines, like the rest of the region, remains marginal and invisible. Thus, the genealogy of Philippine Studies at Cornell adumbrates this conflictive political history between both countries. As the institutional and intellectual configurations of area studies and Philippine Studies shift, Cornell University has served as a nexus for generating and critiquing knowledge on and about the Philippines.

Curator Frederic Gleach showcases early 20th-century artifacts from the Philippine Anthropology Collection to undergraduate and graduate students as part of Prof. Balance's *Critical Filipino/Filipino-American Studies* class, Fall 2019.
Photo credit: Elissa Domingo Badique



by Claire D. Cororaton, PhD candidate, history

American Colonialism and the first generation of Filipino pensionados

Cornell University's involvement in the US colonial project in the Philippines indexes the formation of colonial knowledge production in the service of "nation-building" projects. In 1899, Jacob Schurman, then President of Cornell University, was appointed to lead the United States' First Philippine Commission, in charge of making preliminary recommendations on the future of colonial governance. Traces of Cornell University's involvement in the

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 Gannet (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."¹ Notable Filipino Cornell alumni, such as Vidal A. Tan, Tomas Mapua, and Victor Buencamino would go on to establish foundational institutions in government, business, and education.² 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 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.³ Furthermore, Cornell was home to scholars of the Philippines such as the economist Professor Frank Golay, 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 Bahasa 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 Stud-

ies (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.

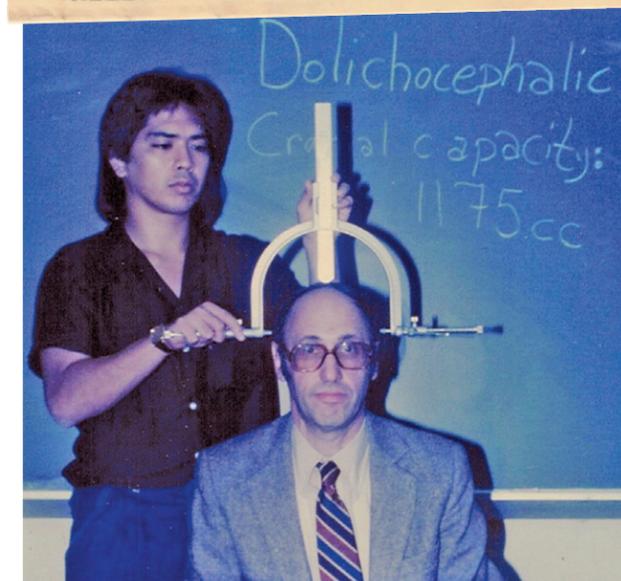
A "Cornell School" of Philippine Studies?⁴

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: *Pasyon and Revolution* (1979) by Reynaldo Lledo, *Contracting Colonialism* (1988) by Vicente Rafael, *Clash of the Spirits* (1998) by Filomeno Aguilar, *Making Mindanao* by Patricio Abinales (2000), and *Necessary Fictions: Philippine Literature and the Nation* (2000) by Carol Hau. These

Lichtenberg therefore rightly says: 'Suppose the physiogomist ever did take the measure of man; it would only require a courageous resolve on the part of man to make himself incomprehensible again for a thousand years.'

--Hegel, *Phenomenology of Spirit*, p.191, Miller trans.



Parody of anthropologists: Vicente Rafael measuring James Siegel's head, 1983. Photo Credit: Vicente Rafael

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 promiscuity" evident in these interdisciplinary works.⁵ Filipino students at Cornell occupied the position of "transnational intellectuals," defamiliarizing and denaturalizing the Philippines via the comparative lenses offered by area studies.⁶ By working with specialists of other countries such as Professor James Siegel and Professor Takashi Shiraiishi, 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 Philippine scholars. Towards the end of his career, Professor Benedict Anderson became interested in the Philippines and published theoretically provocative works such as *Under the Three Flags* (2007), as well as essays in *The Spectre of Comparisons* (1998).⁷ Such intellectual productivity was collaborative and bi-directional. Anderson taught his students as much as learned from them, serving as a teacher, adviser, and friend to a large community of Philippine scholars, such as Patricio Abinales ('97), Carol Hau ('98), Andrew Abalihin ('01), Joel Rocamora ('74), Vicente Rafael ('84), and Filomeno Aguilar ('92). This generation of scholars at Cornell broadened the possibility of what Philippine Studies could be by imbricating them in wider transnational and interdisciplinary frames of study.

New disciplinary directions and ongoing engagements

Although SEAP's core disciplines initially consisted of departments in the arts and humanities, Philippine scholars from the social and agricultural sciences have found a strong and welcoming community among other Southeast Asianists. In the 1980s, Professor Randolph Barker (Agricultural Economics), and Professor E. Walter Coward, Jr. (Rural Sociology) joined SEAP, with Professor Barker serving as SEAP director from 1989-1994.

Most notably, Professor Lindy Williams (Professor Emeritus, Department of Global Development) has maintained an active research agenda on the Philippines since the 1990s publishing widely on topics relating to migration, family for-

mation, and aging. Over three decades, she has sustained a close partnership with the Philippine scholarly community and has helped bridge new theoretical comparative links with other Southeast Asian countries. She has worked closely with her former students, and now colleagues, Joy Arguillas ('08) and Florio Arguillas ('11), and most recently has published on the impact of climate change and flooding in Philippine communities.⁸

Today, distinguished scholars of the Philippines continue to come to SEAP and to Cornell. The university has hosted talks by award-winning novelist Gina Apostol, film and media studies scholar Professor Bliss Cua Lim, and in 2019 Professor Carol Hau (Kyoto University) was invited to deliver the Frank H. Golay Memorial Lecture. New faculty member Professor Christine Bacareza Balance (Performing & Media Arts) brings renewed vigor and commitment to the study of the Philippines and the Filipino diaspora, facilitating exciting links across Southeast Asian Studies and Asian American Studies. In 2019, she delivered the keynote speech at the SEAP Graduate Conference, entitled, "Making Sense, Methods of Surprise: Reflections on Southeast Asian Study".

Philippine Studies at Cornell bears out the multiple trajectories of its history to this day. Cornell alumni such as Joel Rocamora ('74), Belinda Aquino ('74), Gerald Finin ('91), and Arturo Corpuz ('89), who graduated from Cornell, have gone on to lead key academic and public policy institutions in Southeast Asia and the Pacific, positioning Philippine Studies in a much more de-centered and globalized "Southeast Asian studies" network. Connections between Cornell-affiliated scholars and the Philippines institutions in agricultural sciences and global development remain strong, due to foundational work of Professor Randy Barker and Professor Ronnie Coffman. As new research interests and disciplines evolve, Cornell continues to be an intellectual home for those seeking to understand its past and present, from all over the world. 🌱

ACKNOWLEDGEMENTS: Sincere thanks and appreciation to Professors John Wolff, Patricio Abinales, Vicente Rafael, Carol Hau, Lindy Williams, and Ronnie Coffman, as well as Maria Theresa Savella, Fred Gleach, Florio Arguillas, Elissa Badique, and Emily Graw for their insights and contributions to this article. Many more people—students, faculty, staff, and visitors—who were not mentioned in this article have contributed to the study of the Philippines at Cornell. If you would like to share a recollection and contribute to a more robust history of Philippine Studies at Cornell, please contact Claire Cororaton (cc2599@cornell.edu).

¹ <https://www.cornellasianalumni.com/>

² *Cornell Club of the Philippines: 90th Anniversary, November 15, 2002* (Manila: The Club, 1992).

³ Kenneth L. Turk, *The Cornell- Los Baños Story, 1974*, <http://ecommons.cornell.edu/handle/1813/34479>.

⁴ Caroline Hau, "Histories and Texts," *Public Policy Journal* 2, no. 4 (December 1998): 146-56.

⁵ Vicente L. Rafael, "Contracting Colonialism and the Long 1970s," *Philippine Studies: Historical and Ethnographic Viewpoints* 61, no. 4 (January 6, 2014): 477-94.

⁶ Caroline Hau, "Histories and Texts," *Public Policy Journal* 2, no. 4 (December 1998): 146-56.

⁷ It is hard to do justice to the pivotal role that Benedict Anderson played for his Filipino students. For additional memorial pieces, see Patricio Abinales, "Symposium on Benedict Anderson," *Philippine Studies: Historical and Ethnographic Viewpoints* 64 (January 1, 2016): 128-91; Benedict Anderson and Filomeno Aguilar, "Benedict Anderson, Comparatively Speaking: On Area Studies, Theory, and 'Gentlemanly' Polemics: Interview, Filomeno Aguilar, Caroline Hau, Vicente Rafael, and Teresa Tadem," *Philippine Studies* 59, no. 1 (March 1, 2011): 107-39.

⁸ For more on climate change see: Lindy Williams, Marie Joy Arguillas, & Florio Arguillas, "Major storms, rising tides, and wet feet: Adapting to flood risk in the Philippines," *International Journal of Disaster Risk Reduction*. For more on making connections between the Philippines and the region see: Williams, L. B., & Guest, P. (2012). *Demographic Change in Southeast Asia: Recent Histories and Future Directions*. Lindy Williams and Philip Guest (ed.), Southeast Asia Program, Cornell University, Ithaca, NY.

EXPANDING SOUTHEAST ASIAN LANGUAGE LEARNING

by REN Chao, PhD candidate in history at University of Michigan;
Ava White, SEAP programming assistant (left);
and Elisebeth Doty, SEALC project manager (right)



In an exciting new partnership, two consortia on Southeast Asian studies have joined forces to improve collaboration in the teaching of Southeast Asian languages. With support from the [Henry Luce Foundation](#), the [Southeast East Asian Language Council \(SEALC\)](#) and the [Graduate Education and Training in Southeast Asian Studies \(GETSEA\)](#) consortia award financial assistance to students who incur tuition fees when studying a Southeast Asian language during the academic year at an institution other than their home institution via synchronous distance learning. This award is intended to facilitate cross-institutional collaboration and increase access to Southeast Asian language instruction, especially for students who seek to study a language or level of study not currently offered at their home institution.

SEALC and GETSEA consider several factors when awarding students and determining placements. The first is the mission of SEALC and GETSEA to uphold and expand institutional support for the teaching of Southeast Asian languages and Southeast Asian language instructors. In the interest of this mission, the SEALC-GETSEA awards

support for distance, synchronous language classes taught by lecturers hired minimally as part-time staff by the North American host institution.

In addition to this mission, SEALC and GETSEA consider the requests and time constraints of the student applying for language tuition support when assigning placements in order

to maximize the language gains of the student. These considerations 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-GETSEA strives to place students in high-quality courses with reduced tuition costs and looks forward to supporting additional 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 language 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 Watkins, 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 literary 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 need 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.

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 change research plans. Under such restrictive circumstances, language learning has become a wonderfully productive alternative to research, and a distracting mental health refuge.

I had always hoped to find some language preparation before diving deeper into the study of archival documents, but struggled to find rigorous and affordable Burmese language-learning opportunities in previous years. The SEALC-GETSEA language training award met this need perfectly. Despite the absence of Burmese language instruction at my home institution, the this 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 language learning through synchronous remote classes. Many recipients pointed out that these awards have made an otherwise incredibly challenging academic year more productive 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 advance our research with the help of the language classes.

Isabel Chew, a 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 classes after the February military coup in Myanmar. “It is great to be able to work on materials close to my own research— Sayama Tharaphi and Sayama Maw Maw help us learn the language in the context of culture and introduce us to political cartoons, puns, etc. that are related to current affairs.”

Some recipients also explicitly expressed their appreciation 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 a Thai scholar. Overall, the awardees, myself included, are finding 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 opportunities, albeit virtual, also provided precious community-building opportunities in the time of pandemic lockdown and social isolation. Many of us had previously studied Southeast 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 language instructors at SEASSI, or even with their former classmates, while making new friends from different institutions.

“It was great to reconnect with one of my previous language teachers at SEASSI, Sheila Zamar, who made the online class experience so enjoyable,” said Trisha Remetir, 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 for all of us during this unusual time.

An Nguyen Sakach, PhD student in linguistics at Northern Arizona University, thinks the SEASSI alumni network is a really precious resource. “It was through SEASSI circle emails that I learned 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.



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 classmates came from ten universities 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 interests. 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!

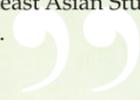
research resources, and perhaps keep practicing languages together after the courses finish!”

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 Ngan (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)
- Selcuk Koseoglu (Indonesian, UW-Madison)
- *Dasom Lee (Vietnamese, UCLA)
- Al Lim (Lao, NIU)
- Natalie Ng (Lao, NIU)
- Lucille Right (Khmer, NIU)
- *Saraswati Soedarmadji (Indonesian, UCLA)
- Anagha Sreevals (Indonesian, UW-Madison)
- Meaghan Waff (Indonesian, UW-Madison)
- Wenxuan Xue (Thai, UW-Madison)



by Emily Zinger,
Southeast Asia
digital librarian

A COLLABORATIVE APPROACH TO A DIGITAL LIBRARY

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



Purabuik' [1-3], Selections from the Donn V. Hart Southeast Asia Collection, The Southeast Asia Digital Library

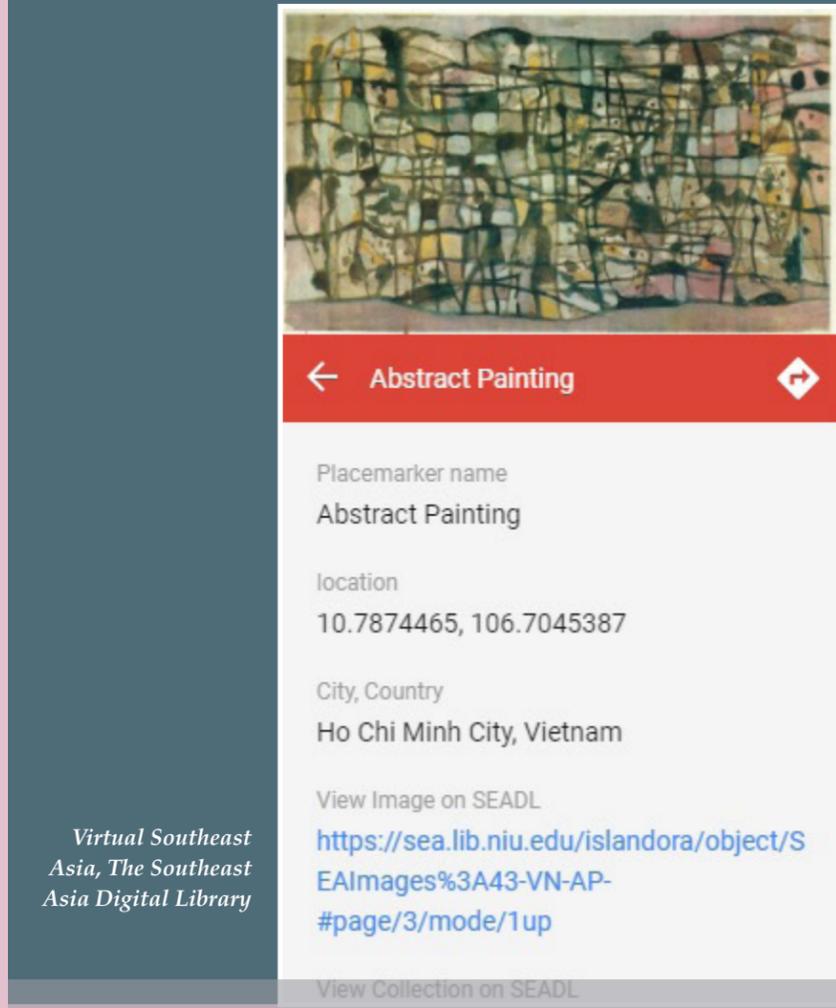
Studies. Founded by the Committee on Research Materials on Southeast Asia (CORMOSEA) in 2005, SEADL provides free access to over 9,000 unique materials in a single online environment that can be easily browsed and searched by scholars or the general public alike.

The digital space allows us to expand the definition of traditional library materials to present oral histories and television shows alongside palm leaf manuscripts, historic photographs, and rare books. These materials are all richly described with item-level metadata to enhance their use and are contextualized alongside indexes of online secondary sources related to the region. Beyond its own collections, SEADL links to external primary source repositories, bringing numerous additional items within reach of interested users. With this wealth of aggregated information, SEADL should be one of your first stops in an online search for primary sources related to Southeast Asia.

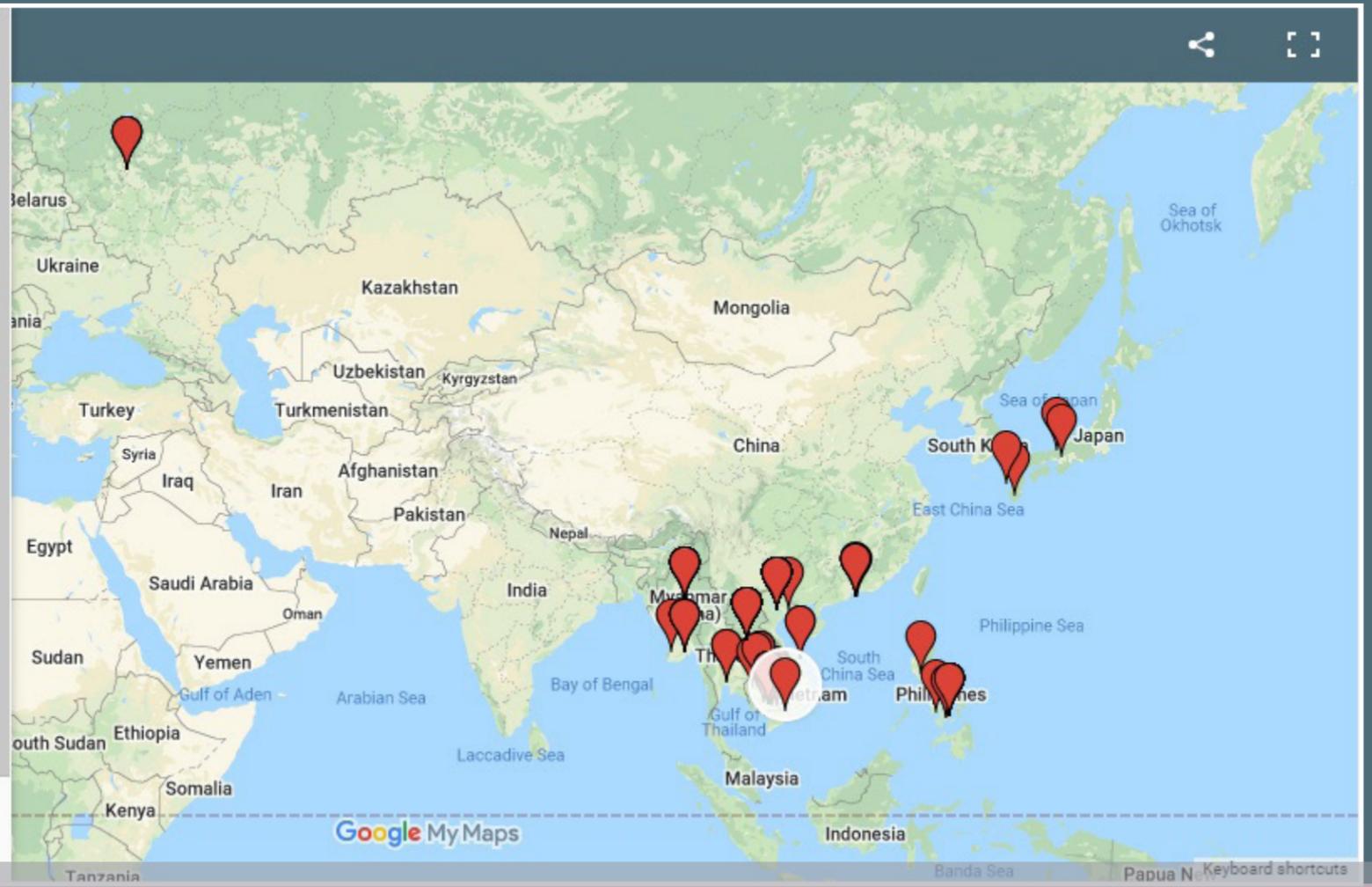
But it is not simply SEADL's holdings that make it unique. This digital library is cooperatively managed by the seventeen academic institutions that make up CORMOSEA. These libraries—including Cornell, Northern Illinois University, Yale, and the Library of Congress—pool together subject area knowledge, library collections, professional networks, and financial resources to create a repository that none could build alone. SEADL is a testament to collaboration, demonstrating how partnerships between institutions better facilitate the preservation and sharing of cultural heritage.

A New Position for Sustainability and Growth

With an eye on long-term sustainability, CORMOSEA sought external funding through the Henry Luce Foundation to support two newly created positions, a Southeast Asia Digital Librarian (myself) and a Digital Library Web Developer (Annie Oelschlager at Northern Illinois University). While digital collections are the foundation of any digital library, the work does not end when these materials are placed



Virtual Southeast Asia, 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.

online. To serve as many library users as possible, collections need advocates, someone to promote them widely and ensure that they continue to meet users' needs as technologies and standards change over the years.

As the new Southeast Asia Digital Librarian, I actively seek out ways of better connecting SEADL resources with potential users around the world. Recent events have included a virtual tour of SEADL with the Center for Khmer Studies in Cambodia, an introduction to digital primary source research for the New York Southeast Asia Network's Public University Conference, and the inaugural Southeast

Asia Digital Library Undergraduate Paper Award.

Outreach is not the only way that SEADL is growing. We are currently processing five new collections, including palm-leaf manuscripts from the National Library of Cambodia, a selection of rare films from the Thai Film Archive, early printed books from Vietnam, digitized recordings of Cham chants, and the archives of the United Nations Transitional Authority in Cambodia radio broadcasts. In the past, interested users would have had to book an international flight to consult one of these collections, let alone several. But today aggregation through

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 without 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?



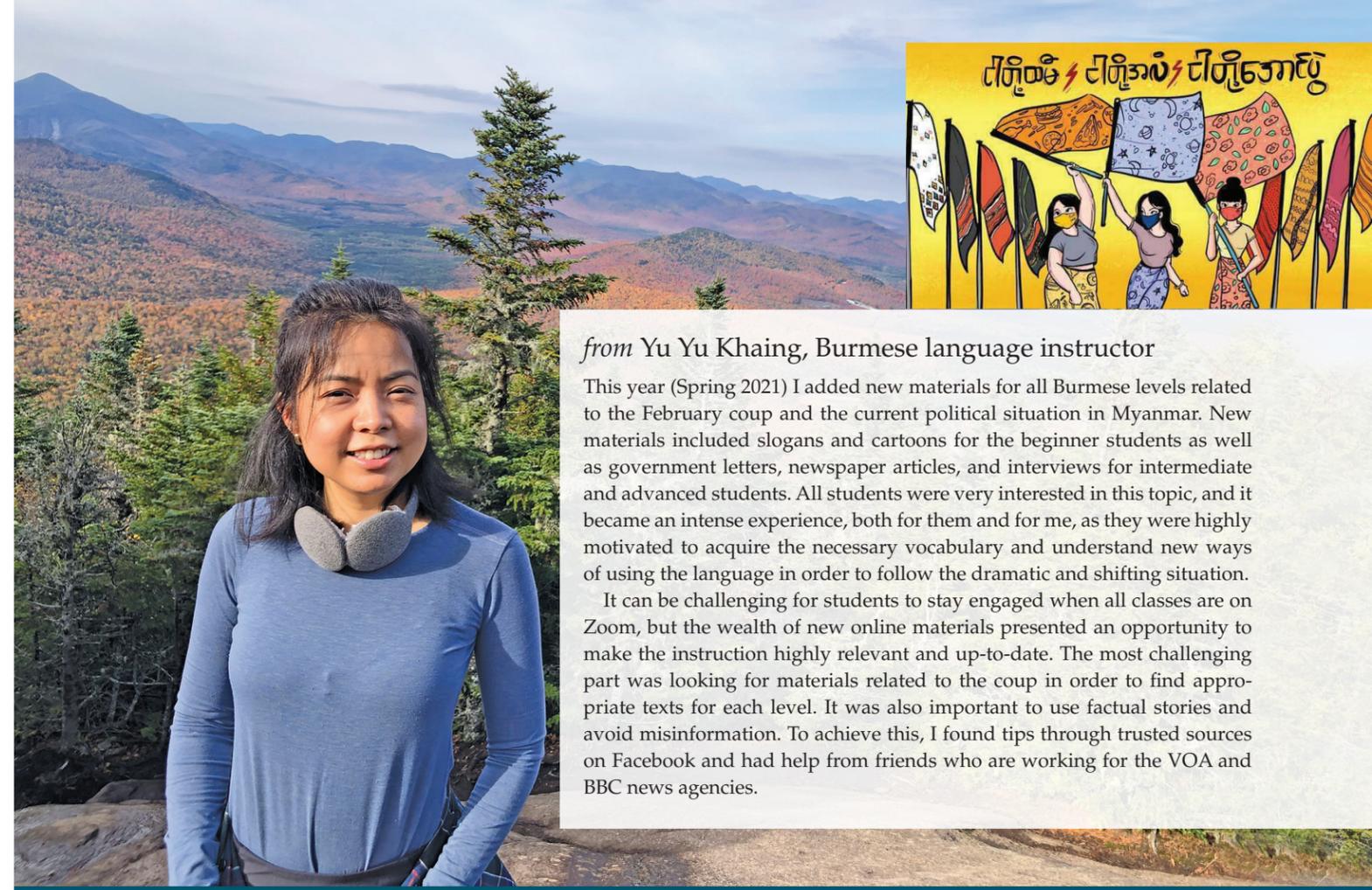
from Jolanda Pandin, Indonesian language instructor

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 share-able 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

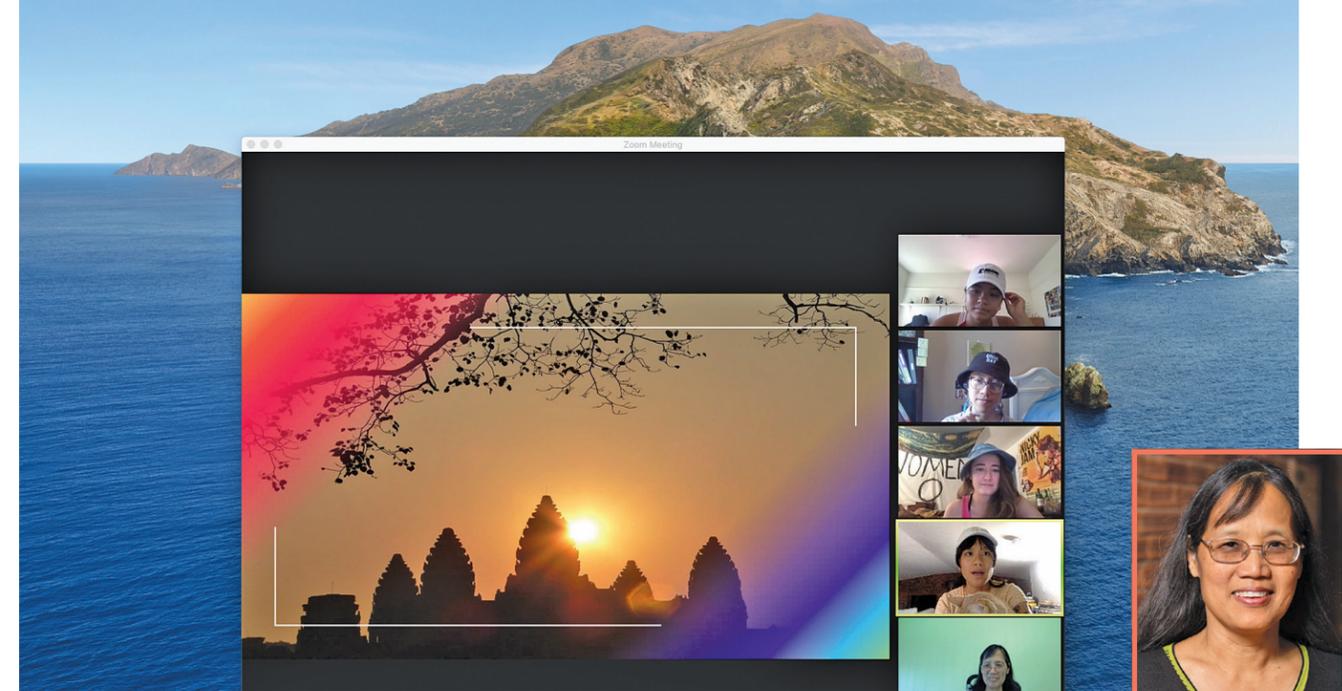
learned and taught in person. There is no technology that can replace human interactions when it comes to learning a foreign language!

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 2020, 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 recreating 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 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 have 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. 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 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-media/fillable 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 three 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, Cliburn, 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 the combined assistance and support from the Dean's Advising Office, the counseling services, as well as their professors and families, they were able to recover completely.

And then COVID-19 hit our families in Manila in March of 2021. Things got overwhelming with the sudden passing of my husband's brother to cancer, followed by COVID-19 infection of six family members a few months after, one of them losing the battle after only a week of hospitalization. It felt so surreal since this virus not only takes lives like a thief in the dark, but also takes away from families all the norms of grieving and traditions of honoring the dead to help them heal.

It will take time to come to terms with the trauma and havoc that this pandemic wreaked and still threatens to inflict on millions of people. But for

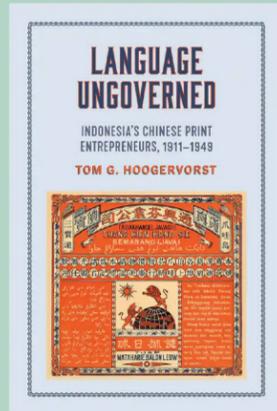


us, sharing our grief with loved ones, and the full recovery of the other five infected family members gave us a renewed sense of hope and gratitude. The kindness and generosity of friends and relatives during those times of difficulty was also very heartwarming and reassuring.



New and Forthcoming Books from SOUTHEAST ASIA PROGRAM PUBLICATIONS

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LANGUAGE UNGOVERNED

Indonesia's Chinese Print Entrepreneurs, 1911-1949

TOM HOOGERVORST

\$31.95 paperback

By exploring a rich array of Malay texts from novels and newspapers to poems and plays, Tom G. Hoogervorst's *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.

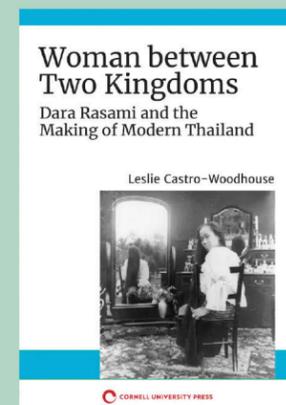
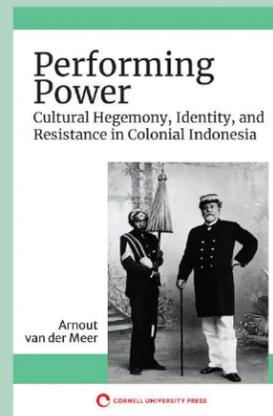
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ARNOUT VAN DER MEER

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LESLIE CASTRO-WOODHOUSE

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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.

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GRACE NONO

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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.

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INTERNATIONAL CONNECTIONS:



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



by Stephen Pierson,
professor of English,
Onondaga Community College

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

...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.

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



A zoom snapshot of Rattawut Lapcharoensap's virtual visit to Onondaga Community College in February 2021, with Post-Secondary Outreach Coordinator Kathi Colen Peck, OCC English Professor Steve Pierson, author Rattawut Lapcharoensap, and South Asia Program Manager Daniel Bass.

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 more massive than I had expected. Having studied classics and comparative Western Lit in grad school, I had little to no exposure to literary works of these 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. Thamora Fishel 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 PDFs of the rest. My students—all three sections of English 104: Literature and Composition II—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 Bzdak and Anisha Saxena, both social studies 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 this student 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 refugee 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 abreast of the news of the devastating toll that COVID is taking on India 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 Barington declared on the last day of class.

I also received help securing my second guest speaker, Professor Rattawut 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).¹

Professor Lapcharoensap's connection to the students was instantaneous. Dressed in a white, open-collar sport 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 Amby Bender, Saul Bellows, Anton Chekov, Edward P. Jones, Leonard Michaels, Flannery O'Connor, Leo Tolstoy, among others—Professor Lapcharoensap regaled his virtual audience with a reading of a work-in-progress, a short story called "In the 90s."

Initially, I had misgivings about anyone reading fiction at length via Zoom to my students, let alone fiction they had not read. Nevertheless, Professor Lapcharoensap's reading was spellbinding. After ten minutes, he proposed to begin the Q&A, and a student interjected, "Please continue!" Another seconded, "Yes, please read more." And so he did, giving his audience another twenty minutes of a tour de force of narrative fiction on the death of a loved one and the end of an era.

Although the students could have listened to Professor Lapcharoensap read for another hour, the Q&A that followed was delightful and enlightening. Pro-

fessor Lapcharoensap fielded question after question with sincerity, wit, and insight. While some of the questions were the usual ones asked of famous authors—What inspires you to write? Whom did you read in your youth? What is your writing process like? What do you do for writer's block—Professor Lapcharoensap answered them as though he were responding for the first time. He showed a kindness and respect for his student audience that was palpable and appreciated. Having Ms. Colen Peck and Dr. Bass participate in the session enhanced the quality of the experience.

Listening to the discussion, I felt my students were being rewarded for all their hard work and persistence. "What do you like best about writing a story," asked student Alexandra Beavers. "Finishing it," Professor Lapcharoensap replied laconically, and then, chuckling, added that the best part is the realization that the language and characters that constitute the initial creation of the story are, through writing, actually becoming verbal art. It's the discovery that you're finding something worthwhile—that's the best part."

Student Amanda Musgrove asked, "What did you read growing up?" Professor Lapcharoensap replied: "Everything. I'm told I was doing other things, but I don't remember that. I don't remember a time when I was not reading." He then specifically recalled reading his mother's Thai romance novels, science-fiction, Japanese comics, and at age twelve, *Anna Karenina*. Professor Lapcharoensap confessed that his first love of reading was from the sheer pleasure of it, and that it was only upon

moving to Ithaca at age seventeen and receiving a copy of James Baldwin's *Another Country* that he realized that literature could be profound as well as pleasant. I wonder how many students took to heart Professor Lapcharoensap's injunction to read everything one could get their hands on if one wanted to be better writers. A teacher is expected to say such things; it's another thing to hear it from a successful writer.

On overcoming writer's block—student Lashaun Howard's question—Professor Lapcharoensap laughed in response to the "\$64,000 question," but then advised on walking away from the writing and "playing hooky" by beginning another project. The breakthrough will come during this away time, Professor Lapcharoensap insisted. As for how many revisions his stories go through—student Madeline Fioto's question—Professor Lapcharoensap replied that it varies. Some short stories, like "At the Café Lovely," required numerous revisions, 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 emphasize 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 "In the 90s." He had read the short

story "In the Fifties" (1975) by Leonard Michaels, and the phrase "in the nineties," kept coming to his mind, along with a character expressing it. I think Professor Lapcharoensap's philosophy of composition that emphasizes exploration and play must have struck my students as odd given how much time they have spent practicing the writing process (prewriting, planning and outlining, drafting, revising, editing, proofreading). It would seem that creative writers and compositionists could have a productive dialogue on the art of writing.

My CCIF offered me the opportunity to delve into new subject matter, meet guest speakers from South and Southeast Asia, and learn from my fellowship cohort and all the people at Cornell and Syracuse University who helped me develop the syllabus and bring Professor Lapcharoensap to my class. This experience has been a highlight in my long teaching career. Occurring as it did during the pandemic, it taught me that the way forward in such times is to follow one's passion, take advantage of professional development opportunities, and continue to marvel at the humanizing effect the study of literature has on students. Certainly, I share Professor Lapcharoensap's hope that we will all be able to enjoy each other's company in person soon. Meanwhile, I too, am sad the semester is over.

¹ Lapcharoensap, Rattawut, and Dennis Keesmaat. 2005. *Sightseeing*. Amsterdam: Vassallucci.

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



by Ava White,
SEAP programming assistant



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 into Fall 2021.

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.

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!

UPCOMING

(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.



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 new media (primarily TikTok at the moment), fandom studies, gender studies, and dance studies. They are currently researching embodiments of race and gender as they relate to popular dance in Southeast Asia (particularly in the Philippines).

Southeast
Asia
Program

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 Itinerancy: 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 Malaya

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.

SEAP



Accommodation requests: seap@cornell.edu



<http://seap.einaudi.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.

VISITING FELLOWS



Ryan Cipta Julianda 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 2015 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 (CertTESOL). 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 school of Tapak Suci Putera Muhammadiyah and Indonesian Songs (especially 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 Freedom in Yangon. He ran for the Myanmar parliament in the 2020 election from the People's Party and exposed several scandals of the National League for Democracy government (2016-20). He has a Master of Public Policy from the University of Oxford and an MA in Political Science from Northern Illinois University. His research interests include the politics of Myanmar, civil-military relations, democratization, civil service reform, and political parties and elections. He is the founder and host of *Trends in Myanmar* – a political talk show. In Ithaca, he is living with Dr. Rachel Safman's family (a SEAP alumnus and PhD in Sociology, '02).



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 politics, democratization, state-society relations, social movements, communal problems, and peace building. He is currently researching what has gone wrong with Myanmar's democratic transition.

VISITING ARTIST

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 photobooks 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.



FACES OF CHANGE: Portraits of Myanmar's Democratic Awakening

August 26-September 26, 2021

Herbert F. Johnson Museum of Art

ARTIST'S STATEMENT

On February 1, 2021, Myanmar's army nullified the results of the November 2020 election, seized power, and abruptly sank the coup-prone country back into a retrograde military dictatorship. Myanmar's political leader, Aung San Suu Kyi, was arrested.

The army chief, Min Aung Hlaing, declared himself dictator. The military generals who throttled Myanmar's fledgling democratic experiment in the wee hours of February 1 may not have counted on a major public backlash against their coup.

For the first few days, Myanmar's population of more than 54 million people seemed stunned into silence. But by the fourth day, after police raids and arrests began, people flooded the streets in peaceful protests led by the youth of this conservative, largely Buddhist nation. Even older citizens—who had endured five decades of ruthless military dictatorships and had tasted some freedoms during the past decade of hybrid democratic rule—joined in resisting with exuberant fury.

Within days, the military and police began shooting unarmed protesters. As of August 18, 2021, there are 1,007 people who have been confirmed killed and 5,747 people who have been detained, according to the Assistance Association of Political Prisoners. It has been reported in international and local media outlets that some women activists in custody have been tortured and sexually harassed.

Faces of Change presents intimate portraits of brave people who have resisted: individuals who are participating in the revolution and—as strangers acting in unison—radically changing their country's history.

This gallery of ordinary people—at an extraordinary juncture in their lives—aims to bring a needed counterpoint perspective to the imagery of Myanmar's Spring Revolution as seen on the news.

—Min Ma Naing



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 AIFIS (aifis.org), both of which he co-founded; the Association for Analytical Learning on Islam and Muslim Societies (aalims.org); and the International Political Economy Society (IPES). Working with these groups gives Pepinsky great satisfaction, and he is especially happy to see his own Cornell PhD students thrive in them.



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 Center's Comparative Muslim Societies Program; of the Cornell Modern Indonesia Project; of the Migrations Initiative at Cornell (with Shannon Gleeson of ILR); and he is a core faculty member of SEAP. His research centers on the history of people, ideas, and material in



Sarosh Kuruville

Andrew J. Nathanson Family Professor in Industrial and Labor Relations

Sarosh Kuruville, ILR professor of Industrial Relations, Asian Studies, and Public Affairs, whose research, government advising, and corporate consulting has taken him to Singapore, Malaysia, the Philippines, South Korea, Taiwan, India and China, was named ILR's Andrew J. Nathanson Family Professor in Industrial and Labor Relations 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.



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 Buddha biography. 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 P.B. Meegaskumbura introduced Blackburn to the rich history of Sinhala Buddhist literature and historiography, 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...

...NAMED PROFESSORSHIPS

motion in and around Southeast Asia, especially in the late colonial age. He is author, editor, or co-editor of twelve books. Tagliacozzo's first book *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 Southeast 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.

tions 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.



Lauriston Sharp Prize

Margaret Jack is a postdoctoral scholar on NSF Project 1928573 "Augmenting Work" with Ingrid Erickson (Syracuse University) and Melissa Mazmanian (UC Irvine). She is a research affiliate at the Digital Life Institute at Cornell Tech and an adjunct professor at NYU Tandon. She holds a PhD in Information Science from Cornell University, with a minor PhD concentration in Anthropology. She uses qualitative research methods like ethnography, interviews and historical analysis to contribute to questions of work and technology, memory and media, and the geopolitics of technology.

This award recognizes both her exemplary service to Southeast Asian studies in the development of programs in Cambodian studies, and her strong dissertation, "Infrastructural Restitution: Cambodian Postwar Media Reconstruction and the Geopolitics of Technology." Dr. Jack's dissertation is a profound and powerful work that examines the restitution of Cambodia's media infrastructure in the aftermath of colonial interventions, civil war, and genocide. Dr. Jack's term, "Infrastructural restitution," is not simply a forward-looking technological fix, but an emotionally cathartic means to reckon with cultural memory such that artistic heritage and histories of conflict inform future visioning, including vernacular innovation, creativity, and technology.

DEGREES CONFERRED

CORNELL UNIVERSITY SOUTHEAST ASIA DOCTORAL DEGREES

AUGUST 2020

Hilary Faxon
Global Development
Chair: Wendy Wolford
*The Peasant and Her Smartphone:
Agrarian Change and Land Politics in
Myanmar*

Margaret Cora Jack
Information Science
Chair: Steven Jackson
*Infrastructure Restitution: Cambodian
Postwar Media Reconstruction and the
Geopolitics of Technology*

Ting Hui Lau
Anthropology
Chair: Magnus Fiskesjö
*Colonial Development and the Politics
of Affliction on the China-Myanmar
Border*

Armand Sim
Applied Economics and
Management
Chair: Ravi Kanbur
*Essays on Consequences and Responses to
Economic Shocks*

Fauzul Rizal Sutikno
City and Regional Planning
Chair: Victoria Beard
*Urban Planning and Informality:
Community Action and Political Alliances
in Indonesia*

DECEMBER 2020

Corey Keating
Music
Chair: Kevin Ernste
Two Essays on Music

Hoai Khai Tran
Asian Literature, Religion, and
Culture
Chair: Keith Taylor

Mai Van Tran
Government
Chair: Tom Pepinsky
*Resilience of Contentious Movements
Under Repression: The Role of Bystander
Protection and Disruption*

Hoang Vu
History
Chair: Keith Taylor
*The Third Indochina War and the Making
of Present-Day Southeast Asia*

CORNELL UNIVERSITY SOUTHEAST ASIA MASTER'S DEGREES

AUGUST 2020

Claire Elliot
Asian Studies
Chair: Anne Blackburn
*From LanNa to Lanka: Regional Bhikkhuni
Identities and Transnational Buddhist
Politics*

Anushi Garg
City and Regional Planning
Chair: Neema Kudva

James King
Natural Resources
Chair: Louise Buck
*Initiating an Agroforestry Community
Enterprise in Cambodia: A Facilitative
Approach to Socio-Ecological Resilience*

DECEMBER 2020

Lin Le
Government
Chair: Jeremy Wallace

Joshua Michell
Anthropology
Chair: Marina Welker

Sauvanithi Yupho
City and Regional Planning

MAY 2021

Francine Barchett
Global Development
Chair: Shorna Allred

Gusti Budiarta
Global Development
Chair: Terry Tucker

Kara Guse
Public Affairs
Chair: Thomas O'Toole

Tien-Dung Ha
Science and Technology Studies

Astara Light
History of Art, Archaeology, and Visual
Studies
Chair: Kaja McGowan

Tiolora Lumbantorian
City and Regional Planning

Bruno Shirley
Asian Literature, Religion, and Culture
Chair: Anne Blackburn

Shorna Allred, associate professor,
natural resources

Christine Bacareza Balance, associate
professor, Asian American studies,
performing and media arts (*on leave
Fall 2021*)

Randolph Barker, professor
emeritus, agricultural economics

Victoria Beard, professor and associate
dean of research, city and regional
planning

Anne Blackburn, Old Dominion
Foundation professor in the
Humanities, Asian studies

Thak Chaloeintarana, professor,
Asian literature, religion, and
culture; and Asian studies

Abigail C. Cohn, professor,
linguistics

Magnus Fiskesjö, associate
professor, anthropology

Chiara Formichi, associate
professor, Asian studies

Arnika Fuhrmann, associate professor,
Asian studies

Jenny Goldstein, assistant
professor, global development

Greg Green, curator, Echols
Collection on Southeast Asia

Martin F. Hatch, professor
emeritus, music

Ngampit Jagacinski, senior
lecturer, Thai, Asian studies

Yu Yu Khaing, lecturer, Burmese,
Asian studies

Sarosh Kuruvilla, Andrew J.
Nathanson Family professor,
industrial and labor relations

Tamara Loos, professor,
history

Kaja M. McGowan, associate
professor, history of art and visual
studies

Christopher J. Miller, senior
lecturer, music

Stanley J. O'Connor, professor
emeritus, art history

Jolanda Pandin, senior lecturer,
Indonesian, Asian studies

Juno Salazar Parreñas, assistant
professor, science and technology
studies; and feminist, gender, and
sexuality studies

Thomas Pepinsky, Walter F. LaFeber
Professor of Government and Public
Policy and director of the Southeast
Asia Program

Hannah Phan, senior lecturer,
Khmer, Asian studies

Maria Theresa Savella, senior
lecturer, Tagalog, Asian studies

James T. Siegel, professor
emeritus, anthropology

Eric Tagliacozzo, John
Stambaugh Professor of History

Keith W. Taylor, professor,
Asian studies

Erik Thorbecke, H. E. Babcock
professor emeritus, economics
and food economics

Thúy Tranviet, senior lecturer,
Vietnamese, Asian studies

Marina Welker, associate
professor, anthropology

John Whitman, professor,
linguistics

Andrew Willford, professor,
anthropology

Lindy Williams, professor
emeritus, global development

John U. Wolff, professor
emeritus, linguistics and
Asian studies

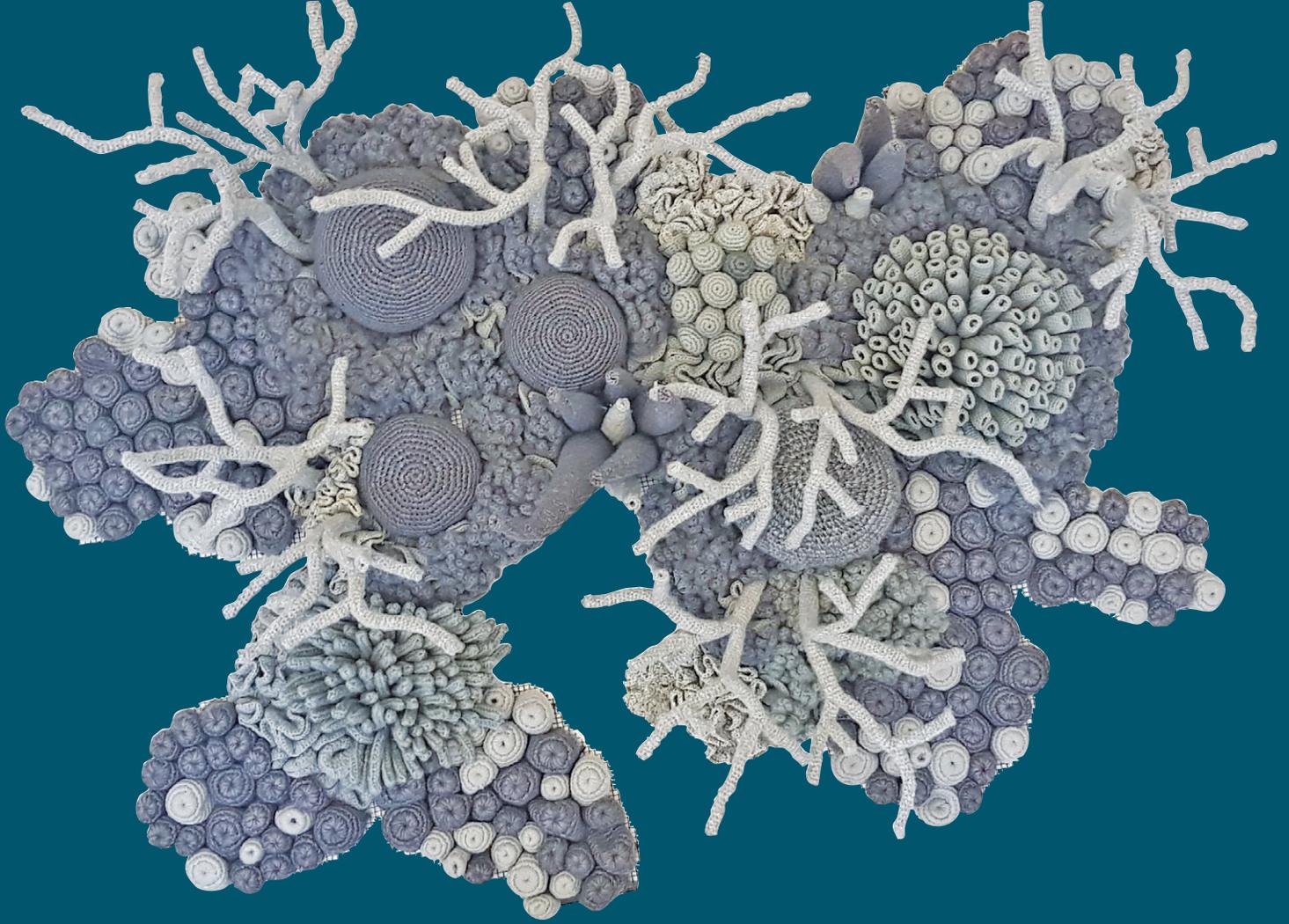
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JOHNSON MUSEUM ACQUISITION HIGHLIGHT

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."