Allen Hicken, Director

Best wishes,

east Asian studies at Michigan!

We hope that whether or not you are able to attend the reunion you will find something in this issue to enjoy. Thank you for your continued support of South-

Throughout this year we will be celebrating this anniversary in a variety of ways. We are delighted that many alumni and friends will be able to attend our 50th Anniversary Conference and Reunion, October 22-23. This international confer-

This special edition of the newsletter examines the history of Southeast Asian studies at Michigan and celebrates where we are headed. We realize that this

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For recent students, if you needed to figure out a

Hailing juggled way too many balls for quite a long

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Corrections from the Winter 2010 Newsletter:

The University of Michigan is an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. The University of Michigan is committed to a policy of nondiscrimination and equal opportunity for all persons regardless of race, sex*, color, religion, creed, national origin or ancestry, age, marital status, sexual orientation, dis-

A Timeline

1870 – Professor Joseph Steer leads zoological expeditions around the world, including to the Philip-

1878-1920 – Southeast Asian students begin to come to U-M. The first is Myatt Kyau, from Burma (1878-1883). Others follow from the Philippine Islands, Dutch East Indies, and Siam.

1933 -1935 – Professors Frank Murphy and Jo-

1958 – Robert Crane (history), Pete Gosling (geography), and Russ Fifeled (political science) form the Committee on Southern Asian Studies.

1961 – The Center for South and Southeast Asian Studies is formed, funded by the Ford Foun-

1964 – U-M receives US Dept of Education funds to support SEA Studies for the first time.

1966 – Professor Bill Malm buys the university a gamelan, Kyai Telaga Madu. Judith Becker is ensemble’s first director; followed by Susan Walton. Many prominent Javanese visiting artists have performed with the ensemble in the over 40 years since its inception.

1999 – The Center for South and Southeast Asian Studies splits into two centers, CSA and

2003 – Under the Global Intercultural Experience for Undergraduates program, Deling Weller and Montakit Krishnam take undergraduates to the Philippines and to Thailand.
Sailing to the center

- L.A. Peter Gosling, Ann Arbor, April 2010

In 1947, while in the U.S. merchant marine, I spent a month sailing in the central Philippines, collecting a cargo of copra. I became convinced that Southeast Asia was the most wonderful part of the world. It occurred to me that the only way I could wander around Southeast Asia, doing exactly what I wanted, to be paid for learning and not working very hard, was to become a college professor. I quit the sea and came to the University of Michigan.

It was fortunate timing. Within a year Michigan received a Carnegie grant to design an interdisciplinary undergraduate course in Asian Studies. The Asia faculty worked together to develop it, and it was very successful. Next, the Ford Foundation invited a proposal for funding to assist the expansion of area studies, ultimately creating a Southern Asia Studies Center in 1960. Our “center” grew to five faculty with the addition of Dick Park in Political Science and Bill Gedney in Linguistics.

In 1961, Dick became the first director of the new center. The next year, he took leave to serve as Director of the Asia Foundation office in India, and I took over the center. It was obvious that we needed to be an National Defense Education Act (NDEA)-funded center, particularly for graduate student fellowships. Dick’s 1961 and my 1962 proposals for NDEA support were rejected because of our lack of language instruction. The collegial tradition at Michigan came to our rescue. Linguistics agreed to have Gedney teach Thai, and Far Eastern Language and Literature arranged for their visiting scholar to be Hans (Andreas) Terew from Leiden, who taught Indonesian. We instantly had two Southeast Asian languages and the 1963 proposal was successful.

Our NDEA funding was for Southeast Asia only, but we were allowed considerable latitude in how to use our funds. With Ford funding, we could grow both South and Southeast Asia, maintaining a joint center.

I drafted a wildly ambitious “plan” to submit to the LS&A Dean. Amused, he noted that no one had ever presented him with a “plan” before, but nonetheless he would back me. Collegial support and luck quickly brought Gayl Ness (sociology), David Steinberg (history) and Aram Yengoyan (anthropology) to Michigan. With the key addition of Pete Becker (linguistics), we established the Thai (Gedney) and Indonesian (Becker) language foundation as required. Gayl Ness took over as director, knowing student financial support and fostering close student-faculty relationships, a hallmark of the center.

Very impressive growth lay in the immediate future, but that is another story, with wondrous achievements, and a cast of thousands.

The times were good.

We sociologists say that if you want to get ahead in life, choose your parents wisely. Now we can add, choose your time and place of birth wisely. I was born in 1929 and came of age when the post-World War II generation was enjoying massive economic expansion, supporting a bold New Frontier and a “can do” mentality. All universities were expanding to accommodate the GI Bill recipients, and the great research universities hired new PhDs to replace the baby boomers. Pete Gosling and Russ Fiffer, who I had met in Sarawak in 1963, convinced the Sociology department to make me an offer: sit, see, listen.

When I came to Ann Arbor in August 1964, I was one of 13 new assistant professors hired by our department. Our chair, Al Reiss, called us together and told us that Michigan had no quotas; all could make tenure. He further said we had to publish good research, and just as important, he said we could not be bad teachers but we did not have to be great teachers. Those were the times when money was in no short supply.

The times were different.

The center then had a suite of three small offices in Lane Hall. We had one secretary and an editor for the publications. I took on the directorship of the center in 1965, which was also the year I got tenure. Tenure in one year! I did come to campus with a book manuscript accepted by the University of California Press, but my rapid advancement was due more to the times than anything else.

The times were extraordinary in other ways as well. I recall one summer day in 1967 sitting at my desk with letters from Walter Spink and John Broomfield. Both were in India doing research and needed more money. Just then the phone rang. Allen Smith, then Academic Vice President, said, “Gayl, if I told you that you could have $20,000, could you give me a good proposal?” I replied, “In five minutes!” I walked the proposal to his office, got the money and sent it off to John and Walter.

Other things were brewing, of course. In 1965 the US began bombing North Vietnam (another war we were lied into). An intense ideological battle ensued in which all of us in Southeast Asian studies were labeled either “War Professors” or “Pinko Fellow Travelers.” Some faculty and graduate students decided to strike against the university because of our misguided foreign policy.

What ensued was classic UMICH! While other universities tore themselves apart, Michigan began an intense three-day dialogue among faculty, students and administration. The result was calling off the strike and holding an all night “TEACH-IN” modeled on the famous southern “SIT-IN.” Remarkably, Michigan had the institutional capacity to turn a potentially destructive strike into a highly creative protest movement.

That was 40 years ago. Since then the Center has split in two, and while the US Department of Education continues its support both for the Center and for FLAS funds, the Center has begun reaching out to alumni for assistance. The faculty is much larger these days, and students are carrying out research on a huge variety of subjects. The times have changed, but in many ways, both “then” and “now” are exciting times to study Southeast Asia at Michigan.
Michigan's anthropology department has had a long-standing relationship with the Center for Southeast Asian Studies. Since the 1990s, one notable feature of this relationship has been active collaboration with historians, which has helped anthropologists expand both the temporal and spatial frameworks for ethnographic research. Anthropologists such as the Indonesianist Ann Stoler played key roles in forming our joint PhD program in Anthropology and History, the first of its kind in the country. As a result of this kind of cross-disciplinary work, the movement of ideas between the Arab and Malay worlds, and even farther afield reflects Aji’s own voyage into an intellectual world.

Born to an Indonesian Hadrami family, Aji did his undergraduate work at the University of Melbourne, where his initial interest was in the history of the Middle East. But gradually, he writes, “I became interested in the connections and affinities between the two regions.” He has also undertaken a voyage of disciplines, realizing that “for the work I am doing, training in anthropology would be helpful.” So he applied to the joint Michigan program, “which gives me the chance to learn anthropology without forsaking my historian identity.”

Aji chose Michigan because “studi[ng] here first and foremost means ‘interdisciplinary’ to me. This is an amazing place to study for the reason that disciplinary boundaries are not set as the limit of our intellectual endeavor. Rather, they are becoming the reasons for us to push through the boundaries of our own disciplines, which is a rare approach to find. The university also has one of the best lines of faculty working on Southeast Asia and the library is extensive. The combination of strong area studies training in the highly sophisticated theoretical inclinations of many of the faculty make Michigan a perfect place to pursue my graduate program.”

The interdisciplinarity of Southeast Asia at Michigan

Webb Keane

A history of History

The reason for establishing Southeast Asian studies at Michigan was the university’s longstanding connection (since the 1880s) with the Philippines, and this too was the basis for studying the history of the region here. In 1964, the Department of History hired David Joel Steinberg to teach this field, especially the history of the modern Philippines. He would be followed in this position by Norman Owen and, quite recently, by Deirdre de la Cruz. In 1968, the Department also brought in David Wyatt, a specialist on Thailand, to teach premodern and mainland history. He would be succeeded by John Whitmore (Vietnam) and Victor Lieberman (Myanmar/Burma). In 1990, Rudolf Mrázek, an Indonesian specialist, began to teach modern and island Southeast Asia. In addition, the History of Art department added Hiram Woodward, followed by Eleanor Mannika, working on Thailand and Cambodia, while other historical and textual work was done in the Department of Asian Languages and Cultures.

In this way, the Southeast Asian historians at Michigan, both professors and graduate students, have contributed to three broad areas of the region, past areas of specialty that have marked Michigan off within both national and international communities studying the region. These three are the modern Philippines, the premodern mainland, and twentieth-century Indonesia. While good work on other times and other parts of the region has also been done here, the major concentration of historical work at Michigan has added greatly to these three broad areas.

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On the first day of my survey course in Philippine history, I end my introduction by informing students that the University of Michigan is full of ghosts. Judging from their puzzled expressions, very few know that I am referring to the fact that the U-M was an important center for the production of knowledge about the Philippines. As we punctuate the semester with trips to several of the incredible collections of Philippine artifacts and materials that are on campus, students are asked to think not only about the content of those collections and the stories they tell, but the routes of circulation and dynamics of power that brought them here. Most students are quick to understand the lesson, and many are willing to embrace its ambivalent implications. The important thing is that they come to know what it is for, if not most Americans, a forgotten past, and realize that the history of the Philippines is only as distant as their proverbial back yard. One of the ironic outcomes of this legacy is the formidable presence of community members and faculty that continue to support and contribute to Philippine Studies in some way. Be it in schools and departments from business to urban planning to English to ethnomusicology by teaching Tagalog, or by attending lectures and helping raise money for the Philippine Studies Endowment, many are doing their part in getting people interested in the Philippines in all its complexity, ghosts notwithstanding.
Russ Fifield arrived on Michigan’s campus in 1947, fresh from a stint in the Foreign Service. As he began his long and distinguished career at U-M’s political science department his scholarly interests shifted from the East Asia to Southeast Asia. It is fair to say that Russ was one of the first political scientists in the United States to recognize that the soon-to-be independent states of Southeast Asia provided an incredible opportunity for scholarship. Together with a handful of other U-M faculty, Russ worked to establish the Center for Southeast Asian Studies in 1961.

Russ quickly carved out a unique niche in the field of Southeast Asian politics as an expert on diplomacy and international relations in the region. He authored five monographs on the subject and has the distinction of being the first to dub a proposed grouping of Southeast Asian states the Association of Southeast Asian Nations (ASEAN). He was a frequent visitor to Southeast Asia and, alongside his more scholarly endeavors, he talked Cambodian ballet with Sihanouk and is rumored to have engaged in a hot-eating contest with Megawati.

Among his students Russ was well-known as a master teacher, with an impressive command of sources, a quick wit, a reputation for telling students what they needed to hear, rather than what they wanted to hear. During his career at Michigan he supervised a score of PhD dissertations on Southeast Asia as well as a vast number of MA theses. A gentleman scholar in the truest sense, Russ had a lasting impact on the study of the politics of Southeast Asia the world over.

In 1965 when America began bombing North Vietnam, a group of faculty and graduate students decided to strike against the University to protest our foreign policy. That could have been highly destructive as the Michigan legislature threatened to fire anyone who struck. President Hatcher kept the lawmen off our backs, and three days of intense interdepartmental discussion between the administration, faculty and students. Sociologists were especially prominent in those discussions. The outcome was a decision not to strike, but to offer instead an all night “Teach-In.” The worst of campus strife was avoided. It was different elsewhere; at Berkeley, my major professor, Reinhard Bendix, had to leave sociology and go to political science to find an acceptable home.

Sociology in Southeast Asia

Sociology is the scientific study of society, focusing on intergroup relations. At the University of Michigan three approaches to the study of Southeast-Asian societies are very manifest, namely the conflict, the Durkheimian, and the rational/utilitarian traditions. The conflict tradition emphasizes the competition for dominance and the unequal distribution of resources. Studies of informal sector workers, networks of migrants seeking a better life, farmers or factory workers fighting for a more favorable distribution of wealth fall within this tradition. The Durkheimian tradition shifts the emphasis to rituals, symbols, and the dynamics of solidarity. For Durkheimians culture takes center stage as the meanings of social life and the autonomous effect of meaning on social outcomes are examined. From the Durkheimians have come studies of civil society struggles, the meanings that guide market interactions, and cultural influences on economic enterprises.

Finally, the rational/utilitarian tradition is best exemplified by studies of population trends and demographic shifts. In the context of Southeast Asia, these studies have largely taken on HIV/AIDS, aging, and various family health outcomes. Sociologists often use Southeast Asian countries as “cases of” more general social, economic, cultural, and political phenomena. This means that what happens in Thailand may be compared with what is happening in countries outside of the region. It also means that less attention is sometimes paid to the specific histories and meanings within a particular place. Ethnographers and those engaged in cultural sociology favor thick description, Sociology faculty and graduate students are examining studies in Thailand and the Philippines, Malaysia, and Indonesia, working on corporate social responsibility, cultural industries and entrepreneurship, political participation, government effectiveness, migration, and family planning.

Profile:

**Marcó Garrido**

Savoring the sweet spiciness that is Manila

It’s a long way from Harvard to the slums of Manila, but Marco Garrido fits in both places. After graduating with honors from a certain small school in Cambridge, and then working in the Philippines, Marco came to Michigan to work on a doctorate in sociology. He’s writing his dissertation on segregation and social class in Metro Manila, having just spent a year there mainly interviewing the residents of subdivisions and slums about their perceptions of each other and their place in the city.

Marco’s interest developed during his time working in Manila after college. I chose to pursue my studies in sociology because it seemed like a discipline hospitable to my intellectual interests, which had to do with misperceptions across the development divide. But I recognize that such interests, both then and now, grew out of an inarticulate sense of attachment to a place, Metro Manila.

Manila is ultimately his favorite place in Southeast Asia, “simply because it’s so alive, schizophrenic really, both exhilarating and exhilarating, sometimes simultaneously.” And his least favorite place Manila as well; “Edsa during the morning or evening rush hour, or any of the city’s innumerable malls.”

And yet, it’s there that he can find his favorite treat: “Lamarin candy (the sweet and spicy kind) which I regularly eat with M&M’s for dessert.”
From THE UNIVERSITY OF MICHIGAN

Richard Atienza

Singing Pinoy: A new Filipino voice in Ann Arbor

Richard Atienza was born in Quezon City, Philippines, and received his education at the University of Santo Tomas in Manila where he earned his bachelor’s degree in 1995. He has spent time teaching at the Pamantasan ng Lungsod ng Maynila (University of the City of Manila), before emigrating to the USA in 2005. While volunteering for the Filipino Community of Seattle, he was nominated by the leaders of the community to handle Filipino language courses at the University of Washington in spring quarter in 2006. Later in the same year, he relocated to Monterey, California where he taught intensive Filipino language at the Defense Language Institute until 2007. He returned to Manila to pursue his MA in education and major in language teaching at Saint Joseph’s College in Quezon City.

Richard’s keen interest in promoting second language learning was brought about by his personal experience as a traveling performer with the UST Singers; the Filipino premier choral group. As a representative of Filipino culture through music, he realized the high value of being able to communicate in other languages with people from different parts of the world. He appreciates the fact that his simple knowledge of Spanish and German, helped him enjoy better the many cultural exchanges he had participated in. Richard is much honored to teach Filipino at U-M beginning this fall semester 2010. He also looks forward to building a good relationship with the local Filipino communities in Michigan.

For many years, Judith Becker and Southeast Asian musicology were synonymous at Michigan. Upon her retirement in 2008, Andy Sutton wrote the following:

From the day in 1972 when I opened up the copy of your dissertation I had ordered and eagerly awaited as it made its way (non-electronically) from University Microfilms to the University of Hawai‘i, I knew you would have a major impact on the field. As I completed my PhD, your work opened up many new vistas, not only for those of us working on gamelan in Java, but for a younger generation of students interested in the meanings of music, musical change, and musical aesthetics.

Four years later when I enrolled as a doctoral student at Michigan, I was immediately engaged reading the new work you and Pete were doing on musical grammars. It inspired my own first conference paper in 1977 and my first publication (Ethnomusicology) which followed shortly thereafter. As I completed my PhD, your work kept developing in intriguing new directions, from translations of Jaunevin’s theories to convincingly posting Java’s tantric connections, to the beginnings of your seminal work on music and trance. From the mapping of gamelan cycles onto circles—a device I consistently use in my classes to teach students about gamelan’s structures—to your and Peter’s brilliant theorizing on coincidental/ketutan. I’ve been so enriched by your penetrating and original thinking. It was not kebetulan that as a young student of gamelan I eagerly read your dissertation, but it surely was kebetulan that I was in Ann Arbor during those existing years 1976-1981, with you as a wise and patient advisor. All your students hope we will continue to journey kunirah (draw knowledge from the well) from talks and articles you’ve got percolating for us in the future.

Amy Kimura

The unintentional Indonesianist

Amy Kimura came to her PhD program in musicology at Michigan as a Western musician. But she started playing in the gamelan during her first term, “when Mas Wali [Bantole] was in residence. One thing led to another; before long I was teaching with Mas Sigit [Sadopoegono], learning Bahasa Indonesia, and changing my research focus to Indonesia.”

Amy’s dissertation research is musical, but also historical, and is heavily influenced by Judith Becker’s view of music as being firmly imbedded in societ- ies, and Rudolf Matzke’s scholarship on late colonial Indonesia. It focuses on radio programming in the Dutch East Indies in the two decades leading up to World War II, and specifically at the history of Indonesian-run radio stations that emerged during that period, how their development reflected the politics and culture of the time and how the mass media influenced Indonesian (as well as Dutch) musical culture.

Her research has taken her both to the Netherlands and to Indonesia, mostly Jakarta, which is both her most and least favorite place in the region. “It’s a night- mare of a city, and not very fun to live in, but in a way it encompasses so much of what’s important to the country.” And when she needs to, she can relax in a bowl of soto ayam (chicken soup), “which I could eat three times a day. I’ve spent many hours in the kitchen trying to perfect a recipe. Without the noisily plastic chairs and tables and stifling heat, though, it will never taste as good as it does in Indonesia.”

A new ensemble of Southeast Asian music

Ethnomusicology at the University of Michigan continues to thrive. Because of the foundation set by Judith Becker, the program has always had a close relationship with the Center for Southeast Asian Studies, and many of our students participate in the gamelan ensemble. Our faculty is representative of this regional strength with Judith as professor emerita (and the more recent additions of Christine Bunce for Indonesian and Tim Melu Ho (Malaysia and India). Since 2000, there have been several artists-in-residence teaching Javanese gamelan, dance, and shadow puppetry. Dr Fe Prudente came to teach kulintang from the Philippines, and Dr Prong Nguyen led a Vietnamese instrumental ensemble. At this writing four ethnomusicology doctoral students are focusing their studies on Southeast Asia – Amy Kimura is writing a dissertation on the history of radio in Indonesia. Ael Cannon and Brenton Dimick are working on traditional music in Vietnam, and M. Antonette Adovia is researching the music festivals of Bicol, Philippines.

New designs on language

The Southeast Asian language programs at U-M are committed to always keeping our language instruction at its highest level with the help of the most experienced and skillful instructors in the field. Student evaluations have been very positive and the number of enrollments in all four of our SEA language courses (Filipino, Indonesian, Thai, and Vietnamese) have always been in the top five compared to our peer institutions in North America. The lecturers take an active role in designing and developing new teaching materials and adapting new teaching techniques to ensure that students benefit as much as possible from their language learning. Besides our academic pursuits, the SEA language lecturers are also actively engaged in promoting the languages through publications, presentations at conferences, and cultural events on campus and internationally. These past three years, the Indonesian, Thai, and Vietnamese lecturers have taken students (from both language and non-language programs) to their home countries to carry out language immersion programs and explore relevant issues. These programs are expected to carry on this year and for many years to come. We also hope that the first-years scholarships and FLAS will attract more students to concentrate in SEA language and study programs. With the addition of Richard Atienza this fall, we hope that the SEA language programs will become even more vibrant and bring more students interested in the area. As we celebrate our center’s 50th anniversary, we are optimistic that the area will grow stronger and stronger in the future. Happy 50th Anniversary, CSEAS!

An ensemble of Southeast Asian music

- Christ-Anne Castro

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Southeast Asian studies as a field of instruction and research attract several students at the School of Natural Resources and Environment (SNRE) each year. Given the many different ways in which rapid development and social change is transforming the region, it is not surprising that most of our students are interested in figuring out how the environment can be protected at the same time as development resources are increased and challenges to environmental processes proliferate. Whether they focus on farmers and crop resources, aquaculture, and its capacity to feed increasing populations, or pollution and its effects on population health, they manage to find faculty members who can work with them, guide their interests, and most importantly, maintain and develop the curiosity that brought these students to graduate school in the first place. Southeast Asia, in many ways, is a wonderful terrain on which to explore the complexities of the interaction between environmental change, developmental imperatives, and the politics of governance.
So Vu is making money studying Vietnam already, just as planned.

In 2000, the Southeast Asia Business Program (SEABP), as it was now called, was folded into the Business School, reflecting a “mainstreaming” Southeast Asia into both the curriculum and faculty research. Along with me, colleagues Antel Karanian, Priscilla Rogers, and Gunter Dulay regularly teach and do research in and on the region. A student exchange program is under development with a business school in Singapore, and our annual Asia Business Conference (20 years and counting) has in the last 6 years featured ambassadors from Indonesia, Philippines, and Singapore, and two ASEAN Secretary-Generals as keynote speakers.

Our graduates have worked for extensive periods in Indonesia, Singapore, and Thailand as well as the US, and as a group they continue to be generous to the Center with their time and their regular donations. Southeast Asian nations have played a prominent role in over the years and each year, more than 40 ASEAN nationals study in our Ross degree programs, helping to spread knowledge about and connection with the region among their fellow students and faculty.

Since its founding the masters program in Southeast Asian studies, run through CSEAS, has granted 220 degrees, with students focusing on nearly every country in the region, and doing interdisciplinary research that is the hallmark of SEA studies at Michigan. Formal joint degrees are available with the Ross (business) and Ford (public policy) schools, and students have initiated joint degrees in natural resources, urban planning, social work and law. Our SEAS MA is an important feeder to the next generations of both university faculty and public servants, as many of our graduates continue either to doctoral programs at Michigan and elsewhere or into government service.

If he does end up in Vietnam, Vu will be well prepared, both by his education at Michigan, “which makes me more confident in my future than ever before,” and by his strongly developing skills in Vietnamese language. The winner of an Undergraduate Language Award for Vietnamese, Vu is now also one of the first recipients of new Undergraduate Department of Education Foreign Language and Area Studies (FLAS) awards that provide $10,000 towards tuition and a $5,000 stipend. So Vu is making money studying Vietnam already, just as planned.

Making Vietnamese pay

Vu Nguyen came to an academic interest in Southeast Asia, Vietnam specifically, for personal reasons. Born in Vietnam but raised in the United States, he was unable to truly learn about Vietnam until college. After he was admitted into the BBA program in the Ross School of Business, he decided to minor in Asian languages and cultures, focusing on Southeast Asia. “To keep it short and simple,” Vu says, “I was inspired to major in business because I was attracted by the numerous career opportunities it presents. And after graduation, perhaps I can earn a good living in Vietnam.”

Since his studies began, Vu has worked with his professors and classmates, and he has learned to question and think, while before he only memorized the content of textbooks like a machine.” This will surely help Hao as he continues in his studies of Southeast Asia, which he calls “a kaleidoscopic showcase of different types of political and economic formation that teaches you so much in its variety.” Hao’s English has clearly come a long way since he was a small boy lost with his mother, in Singapore.

A little boy finds his way

Hao Jie’s earliest experience with Southeast Asia came when he was very young, visiting Singapore from his native Beijing. “I got lost with my mother, and I couldn’t speak English. We couldn’t even find a place to get a taxi, since in Singapore, taxis could only stop at certain spots (this was totally different from China).” With the help of a friendly waiter, they found their way to a taxi stand.

Hao’s academic interest is on languages spoken by indigenous peoples, particularly in Laos and Thailand which are his principal focus. His MA thesis will pick up on elements of this as he explores intra-ethnic conflict among Chinese businessmen in Laos and inter-ethnic conflicts between these Chinese businessmen and the indigenous population.

Hao is a big fan of the University of Michigan. “Studying at Michigan is fantastic,” he writes. “Every day I am challenged by my professors and classmates, and I have learned how to question and think, while before I only memorized the content of textbooks like a machine.” This will surely help Hao as he continues in his studies of Southeast Asia, which he calls “a kaleidoscopic showcase of different types of political and economic formation that teaches you so much in its variety.” Hao’s English has clearly come a long way since he was a small boy lost with his mother, in Singapore.

The support of CSEAS Alumni and Friends is instrumental to building on the Center’s strengths, extending to new areas, and expanding faculty and student ranks in this dynamic part of the world. We invite you to help us in this mission by participating in the targeted opportunities described below:

Graduate Student Support ($309,664)

Our graduates over the past 50 years have taught and founded programs of study in major universities across the United States and around the world. We continue to attract the very best young students interested in the region, and finding ways to adequately support their education is more critical now than ever before. We seek to fund:

- Named Scholarships for CSEAS MA and departmental PhD students to allow us to continue to attract the very best students to Michigan.
- Goal up to five $20,000 named scholarships per year
- Endowed Named Scholarships: $40,000 each
- An endowed fund that supports field study internships in Southeast Asia and professional conference participation.

Philippine Studies Endowment ($731,185)

Initiated by generous gifts from the Filipino community in Southeast Michigan, this endowment supports the continued study of the Philippines and Filipino languages and cultures at the University of Michigan.

Goal: On-going support to build the endowment

Endowment value as of June 2010: $650,000

Additional Initiatives

Japanese Gamelan Endowment ($731,164)

Building from a generous bequest from Rosanaah Steinhoff who with her husband Bill, was a loyal member of the Gamelan in the 1980s, this newly established endowment supports programs in the Japanese performing arts at the University of Michigan.

Goal: On-going support to build the endowment

Endowment value as of June 2010: $10,000

Center Discretionary Fund ($365,095)

Unrestricted gifts to this fund permit the center director to respond to new needs and opportunities as they arise, allowing a flexibility to offer initiatives that keeps center programming current.

Goal: $20,000 per year

If you would like to contribute to any of these funds, you may give online at www.umich.edu, or feel free to contact us by email at casad@umich.edu, or by phone at 734.764.0352.

Graduate Student Support ($309,664)

Our graduates over the past 50 years have taught and founded programs of study in major universities across the United States and around the world. We continue to attract the very best young students interested in the region, and finding ways to adequately support their education is more critical now than ever before. We seek to fund:

- Named Scholarships for CSEAS MA and departmental PhD students to allow us to continue to attract the very best students to Michigan.
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Two Deans on the Philippines

More than 100 years apart, U-M professors Dean Worcester’s and Dean Yang’s work both engage the Philippines.

A woman slicing a banana for hog feed, Aringay (La Union), 1904. Credit: Museum of Anthropology Worcester Collection 39C007

Asking questions about migration and labor in Sorsogon (Bicol), 2010. Credit: Dean Yang