

Chinese Diaspora in Southeast Asia

Proposal prepared by:

Association of Regional Centers for Asian Studies

for

The Henry Luce Foundation

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PROJECT OVERVIEW

The Association of Regional Centers for Asian Studies (hereafter, ARCAS: <http://www.arcas-us.org/>) will sponsor a faculty development study experience culminating in a publication on the Chinese diaspora in Southeast Asia. The Chinese Diaspora in Southeast Asia project will consist of two well formed groups of six (6) faculty and two (2) Co-Directors each, selected to create a balance of disciplinary interests and types of colleges served. One group will be focused on the Chinese diaspora in Malaysia, Singapore and Indonesia (MSI region). The other will concentrate on Vietnam, Laos and Thailand (VLT region).

The Chinese Diaspora in Southeast Asia project aims to provide a highly focused research experience around which faculty from disciplines such as Political Science, History, Sociology, Economics, Anthropology, Philosophy, Religion, Literature, and Education may group themselves. Although the project will surely include the development of an historical grounding in the Chinese experience in the various countries under study, it will bring forward ongoing and contemporary issues related to the dynamics of diasporic Chinese life. Questions such as the following will be asked across the six cultures of the project: Where did these disparate communities come from in China, and what explains their geographic dispersion throughout Southeast Asia? What led the Chinese to migrate from locations in China to different locations in Southeast Asia? What ideologies and social practices were brought by the Chinese into their new locations? How were these groups assimilated, changed, or made influential in the culture under study? In what ways did the Chinese engage with locally existing powers in their new cultural locations (political, social, educational)? What roles do the Chinese play now in the politics, society, and economics/business/trade of the culture? How were (are) Chinese treated within the culture and how did they treat others (prejudice, discrimination, equity, racism)? How are Chinese portrayed in the literature and arts of the culture? What role is given to the place of the Chinese in the transmission of the culture and education in these countries?

RATIONALE

The present proposal seeks funding from the Luce Foundation that will allow ARCAS to undertake a major faculty development project on the Chinese Diaspora in Southeast Asia. As is well known, China has become the world's second largest economy and it is increasingly important globally and especially regionally. Much focus has been directed on the history, politics, social change, and even the philosophical and religious underpinnings of these dramatic changes in the People's Republic of China. However, less attention has been given to the Chinese diaspora in Southeast Asia and to the ways in which the Chinese in other countries and cultures have practiced a wide variety of strategies in overseas communities in Southeast Asia from assimilation, to resistance, to constructive transformation. There is much to be learned about how the Chinese have adapted to, influenced, and changed the various Asian cultures into which they moved. The Chinese role in the urbanization of several of the countries targeted in this project dramatically reshaped the social and cultural landscape of these Southeast Asian nations; and indeed, it continues to do so.

While some focus has been directed on these topics with respect to the Chinese diaspora in Korea and Japan, the ARCAS -Luce project targets an entirely different set of cultures and anticipates that faculty from its member institutions will learn much that is different and not currently widely known. Since this is a little-studied and understood area of research, it is not surprising that it is also not a part of the teaching of Asia in ARCAS institutions. Nevertheless, recent popular and scholarly discussion taking place in the various regions targeted in this proposal indicate that the role of Chinese diasporic communities in these areas is attracting interest. Consider, for example, the June 23, 2011 article in *Jakarta Globe*, “Chinese-Indonesians: Is a Once Forbidden Identity Fading?” by Brigitta Kinadi and the March 24, 2011 article in the same publication, “Tracking Chinese Roots in Indonesia,” by Lisa Siregar.

The two co-directors who will manage the field studies of this project are Dr. George Brown and Dr. Joe Overton. They first developed an interest in Southeast Asia in 1999 as participants in a Fulbright Hays Seminar in Malaysia and Singapore in 1999, and then co-directed two similar Fulbright Hays projects in these countries in the summers of 2002 and 2006. As political scientists, they were struck by the problems and different kinds of solutions with regard to multi-cultural societies that they observed in these countries, which led to an interest in the Chinese diaspora in Southeast Asia. They have expanded their contacts and grasp of the topics, resources, and contact persons necessary to provide faculty in ARCAS with an intensive developmental experience in two regions: first in Malaysia, Singapore and Indonesia (MSI region) and then in Vietnam, Laos and Thailand (VLT region).

OBJECTIVES

The objectives of the project are:

1. Enhancement of Asian Studies programs at the widely-diverse ARCAS institutions.
2. Identification and examination of the rich permutations of human cultural interactions which have played out in cultures in ways ranging from tension and conflict, to the creation of viable, cohesive, and community-building strategies, by focusing on one diasporic community in several different societies.
3. Sharing the findings of the research in objective #2 with faculties, scholars, and those interested in global interactions at ARCAS member institutions and other communities of concerned scholars and teachers of Asia.

In order to realize the objectives of the project, each of the two field study group experiences will be divided into four phases: Orientation, Research, Reflection and Production, and Implementation.

- In the Orientation phase, each group will assemble in Honolulu, Hawai'i for a 4 day (3 night) orientation to the project design and countries to be visited, the logistics of the work ahead of them, and the expectations of the Directors of the project. Participants will be sent a set of selected readings to do before they arrive in Honolulu for the orientation. Faculty selected in consultation with the University of Hawaii's National Resource Center on Southeast Asian Studies and

the Co-Directors will provide a preview of the sites to be visited and a set of preliminary research questions. Participants will receive introductions to the speakers who will be in-country resources for the seminar and an initial set of engagement questions will be created.

- In the Research phase, the teams will leave from Honolulu. One group of faculty will depart in the summer of 2012 to conduct its research in Malaysia, Singapore and Indonesia (MSI region). The MSI group research period will be divided as follows: 14 nights in Malaysia; 4 nights in Singapore; and 14 nights in Indonesia. The other research team will leave in the summer of 2013 for Vietnam, Laos and Thailand (VLT region). The VLT group research period will be divided as follows: 14 nights in Vietnam; 5 nights in Laos; and 13 nights in Thailand. The Co-Directors will lead the participants by making use of the research topics they have created and which they have communicated to guest in-country lecturers, as well as the preliminary inquiry and engagement questions participants generated in the Orientation phase of the project. Appropriate de-briefing sessions for processing the experiential learning of the participants will be moderated by the Co-Directors.
- In the Reflection and Production phase, each group will return to Honolulu for 4 days (3 nights) for an intensive working seminar reporting on their findings and projects for incorporating them into the curriculum and programs at their home institutions. The reflection process of the seminar project will feature collaboration with other group members, the Co-Directors of the seminar and specialists from the University of Hawaii's National Resource Center for Southeast Asia. The participants will make corrections, identify ongoing issues to research, generate comparisons between their own projects and between the countries studied, and receive detailed briefings on the expected results of their work. The production phase for each group will stretch over approximately six months in duration and include the creation and implementation of new or modified course syllabi which will also be made available at the ARCAS website, the development of conference presentations, including dedicated panels at the Asian Studies Development Program's national conferences, and the development of course units designed by the groups that will be published in 2012 and 2013 respectively as special reports to the ASDP journal, *East-West Connections :A Review of Asian Studies*. The concluding event in the production stage of each group's project will be a final faculty development workshop on the mainland U.S. each year which will be open to faculty of any of the ARCAS institutions, as well as any regional institutional faculty who wish to attend, and hosted by one of the ARCAS regional centers.
- The Implementation phase of each group's experience will bring to fruition the impact of the faculty member's development on the curriculum and program areas of his/her home college or university. Every participant, in the application process, will have submitted an anticipated plan of implementation at the home campus for what he/she will learn in the seminar. Indeed, a significant factor in

the selection of participants will be the expected measurable and sustainable impact of their learning on the curriculum and program of Asian Studies at their own institutions. It is anticipated that work completed in the production phase of the project will find its way into the implementation phase on each participant's campus.

APPLICATION AND SELECTION OF PARTICIPANTS

Application. The faculty participants in the Chinese Diaspora in Southeast Asia field seminars will be chosen from the eighteen member institutions of the ARCAS consortium. ARCAS includes both two and four year institutions, from Alaska to Florida, and Pennsylvania to Hawai'i. It is composed of minority serving institutions such as Morgan State University and Kapiolani Community College, highly rated liberal arts schools such as Eckerd College and Belmont University, and state universities such as University of Central Washington, University of Alaska, and University of Central Arkansas. The member institutions of ARCAS annually serve over 400,000 undergraduate students in the U.S.

ARCAS has proven itself to be a responsible and capable organization in its activities designed to enhance faculty expertise in the teaching of Asian Studies. The organization has already administered two faculty development grants through the Fulbright-Hays Group Projects Abroad to Southeast Asia. It runs an annual national conference focused on faculty research and pedagogy, publishes a refereed journal (*East-West Connections: Review of Asian Studies*), a listserv and a newsletter. All member schools in ARCAS have a commitment to a robust undergraduate Asian Studies curriculum. Some have baccalaureate majors or minors in this interdisciplinary field, while others have multiple courses but no degree concentration. While there are a few Asian specialists at ARCAS institutions, the vast majority of the faculty members at these schools are not specialists on Asia. Most, however, through their work in ARCAS have developed a level of competency on Asia appropriate to their disciplines. Virtually none will have any background in the specific area of Chinese diasporic studies and it is likely that almost all participants will likewise have little, if any, direct, on-the-ground experience in the countries which are the targets of this project. In all cases, individual faculty members play a pivotal role in the strength and even the continuation of Asian Studies at ARCAS member schools. Accordingly, providing them with substantial opportunities for development, which put faculty in an engaging scholarly environment, working alongside other faculty toward a similar mission is arguably the most effective way to enhance their own skills and the program of Asian Studies at their colleges.

Each applicant must submit the following as e-mail attachments:

1. a completed application form (will be available on the website soon)
2. a cover letter;
3. a resumé;
4. a 3-4 page statement of purpose explaining why the applicant wishes to participate in the program; a discussion of the academic, research, and teaching experiences which have prepared him/her for this faculty development program; a

- plan for incorporating the lessons of this experience into existing or new courses, so that the design becomes part of the process and experience and not something that is begun from scratch at the end of the seminar abroad;
5. two signed letters of recommendation (in pdf form). One of these must be from a Department Chair, Dean, or higher officer. The other should be from someone who can evaluate the applicant's experiences as a teacher-scholar.
 6. a signed letter (in pdf form) on institutional letterhead from the appropriate administrative officer committing the applicant's institution to pay a \$1,500 participation fee to assist with the funding of the post-trip workshop.

Selection of Participants. The Seminar Program Co-Directors will select the faculty participants from applicants drawn from ARCAS member institutions. Selection of participants will be made on the basis of their training, teaching assignments, proposed project, and statement detailing how participation in the field study for which they are applying will enrich their teaching and strengthen their institution's Asian Studies curriculum. Among other decision factors will be the academic discipline of the applicant and balancing the group of scholars without any discrimination based on race, color, national origin, gender, age or disability.

Two faculty members from the same institution may apply for the same field seminar (e.g., MSI region), provided that in addition to their individual plans for the project, they also explain how their collaboration will have a desirable curricular or program impact at their institution.

Moreover, one faculty member from a given institution may apply for the MSI region study and another from the same school may apply for the VLT region the following year without prejudicing the second applicant's possibilities of selection. We believe there are situations in which this may help an institution build a core faculty or core set of courses that the college does not have at present.

EXPECTATIONS FOR PARTICIPANTS AND ARCAS RESPONSIBILITIES

Expectations for the Participants.

- Participants will be expected to be in attendance at all project events.
- Each participant will work with other faculty on his/her team and with the Co-Directors responsible for the regions to design a project and a presentation based on the research done. The project may be an essay to be published, but may also include conference presentations, or a new course syllabus, or a substantial revision in a syllabus currently being offered.
- Every participant will make some type of presentation in the reflection and production phase of the project.
- Every participant's institution (not the individual participant) will pay a \$1,500 participation fee to assist with the funding of the post-trip workshop.

ARCAS Responsibilities

- Setting up an application procedure and soliciting applications from faculties at member schools
- Naming the Co-Directors of the regional teams who will, in turn, select the participants
- Working with the team Co-Directors to arrange all the lectures and activities for the group in each of the countries.
- Liasoning with the Co-Directors to enable them to work closely with the faculty and staff of the National Resource Center on Southeast Asia at the University of Hawaii.
- Assisting the Co-Directors in their contacts with those local universities in each country with which ARCAS institutions already have close associations.
- Supporting the Co-Directors in their work with the Fulbright Commissions in those countries that have Fulbright offices.
- Planning the two workshops at the end of the program
- Managing the publication of the appropriate findings of the groups in the *East-West Connections* refereed journal.
- Posting the curriculum created by participants online to share through the ARCAS website.

PROJECT TIMETABLE

Beginning the Program

- Fall 2011. ARCAS Board announces the program to member colleges indicating to all applicants that their submissions will be “pending funding.”
- Deadline for applications February 2012 for the MSI region group; February 2013 for the VLT region group.
- Selections, March 2012 for the MSI region group; March 2013 for the VLT region group.
- Correspondence between Co-Directors and Participants begins after selections are made for each year.

Summer 2012 and 2013

- Orientation in Hawaii – June 2012 and June 2013
- MSI region group in Field Research Abroad during June –August, 2012; the VLT region group in Field Research Abroad during June-August 2013
- Reflection and Reports begins with return to Honolulu, August, 2012 for the MSI region group; August 2013 for the VLT region group.
- Post-trip Workshop One for the MSI region group, January 2013; Workshop Two for the VLT region group, January 2014—to be funded by participant institutional fees.
- Conference presentations by the MSI region group participants, 19th annual ASDP National Conference, March, 2013; the VLT region group participants, 20th annual ASDP National Conference, March 2014.

SAMPLE ITINERARIES

In what follows, we offer a representative sample itinerary of the academic and cultural resources we will bring to bear on the development of the faculty participants' understanding of the Chinese diaspora in Asia. We provide a tentative itinerary for the Malaysia, Singapore and Indonesia (MSI) region for June-August 2012 and a more abbreviated version for the Vietnam, Laos and Thailand (VLT) regional study in 2013. We will further develop the VLT itinerary in the coming year.

The Chinese Diaspora in Malaysia, Singapore and Indonesia (MSI) Region **Tentative Itinerary June-August 2012**

We (Drs. Brown and Overton) have contacted Ms. Rena Chooi at Summit Travel in Kuala Lumpur to help us arrange our travel in Singapore, Malaysia and Indonesia. We have worked with her on our Fulbright seminars in 2002 and 2006 and have full confidence in her ability to provide excellent travel arrangements and superb local tour guides as needed at reasonable rates.

Orientation in Honolulu

We will spend three days at the University of Hawai'i's National Resource Center on Southeast Asian Studies, engaged in a group orientation for this project before each of the field study abroad. For the Malaysia, Singapore and Indonesia region we will work closely with faculty at the Center for Southeast Asian Studies at UH, including Dr. Steve O'Harrow, the Director of the Center, Dr Barbara Andaya (Indonesia and Malaysia), Dr. Leonard Andaya (Malaysia and Indonesia), and Dr. Alice Dewey, Indonesia and Cathryn H. Clayton (China in Asia), School of Pacific and Asian Studies

In addition, we will go over our itinerary, get the participants started on their curriculum projects, make sure that everyone is comfortable with our common Google documents file that will include our trip calendar and common documents. This will allow us to collaboratively develop a common set of documents, photos etc., that can be used by all of the participants as they develop their curriculum projects.

Singapore

We will spend 4 nights in Singapore. In Singapore we will be working closely with the Institute for Southeast Asian Studies.

Academic Resource Lectures. We anticipate these talks being two hours each, including questions. We have made arrangements with the following resource persons, with the anticipation that we will be adding others.

- Dr. K. S. Nathan at the Institute for Southeast Asian Studies in Singapore, and have asked him to speak on "Historical Overview of Chinese Migration into Southeast Asia."

- Dr. Antonio Rappa, Senior Fellow at the RSIS at Nanyang University, who we have asked to speak about “The Historical and Contemporary Role of the Chinese in the Politics of Singapore.”
- We have also contacted noted Singaporean author and social critic, Catherine Lim and have asked her to speak on “The Chinese in the Literature of Malaysia and Singapore.”
- Dr. Anne Pakir, who is the Director of the International Relations Office at National University of Singapore is assisting us, not only by agreeing to speak to our group, but in identifying Dr. Brenda Yeoh, Professor in the Department of Geography and Head of the Southeast Asian Studies Programme. Prof. Yeoh is a geographer and has written widely on Asian ethnic migration patterns. She will speak on “Transnational Migration and the City,” with specific attention to the Chinese outside of Singapore.
- Dr. Marleen Dieleman, Senior Researcher; Associate Director, Centre for Governance, Institutions & Organization, National University of Singapore, Department of Strategy and Policy, who has just edited a book on the ethnic Chinese community in Indonesia and the Salim group, will speak on Chinese in business in Indonesia in preparation for our visit there.
- We have also contacted people at the Chinese Heritage Center at Nanyang Technological University about speakers.

Cultural Resource Field Inquiry. There are several key cultural sites relevant to our project in Singapore, including the Singapore Housing Board, the Chinese Heritage Museum and the Museum of Asian Civilization (where we will arrange a special tour and speaker). We will visit the old Chinatown in Singapore and will visit several Chinese temples, including the Thien Hock Kheng (Tian Fu Guan), the Tan Si Chong Su Temple, and as a striking contrast, the Kong Meng San Phor Kark See Temple. Other sites may include the Lanhe Zaobao, the major Chinese newspaper circulating in Singapore or the Singapore Association of Writers, composed of Chinese literature authors, or the Siong Leng Musical Association

Malaysia

We will spend 14 nights in Malaysia, dividing our time between Kuala Lumpur, Penang, Malacca, and Kuching (in Sarawak).

Academic Resource Lectures. We have contacted scholars in Malaysia, including:

- Dr. Edmund Terence Gomez, Professor & Chairman of Social & Behavioral Science Research Cluster at the University of Malaya in Kuala Lumpur will lecture on forms of enterprise development by the Chinese diaspora in Malaysia.
- Prof. Lee Kam Hing, Head of the Institute of Advanced Studies at the University of Malaysia. Prof. Hing is one of the author’s of *The Chinese in Malaysia* (Oxford, 2000). This work is a comprehensive study of one of Chinese ethnic society in Malaysian covering the historical, economic, political, and socio-cultural development of the Chinese in Malaysia. He is also the author/editor of

- the *Biographical Dictionary of the Chinese in Malaysia* (Pelanduk Publications, 1997)
- Dr. Chia Oai Peng of the Faculty of Arts and Social Sciences, Universiti Malaya, will speak on “Overview of Chinese Culture and Religions in Malaysia.”
 - Dr. Loh Wei Leng of the Faculty of History, Universiti Malaya will speak on “Economic Development in Malaysia.”
 - Dr. Toh Kin Woon, Penang State Executive Councilor for Education, Economic Planning, Human Resource Development, Science and Technology will speak on “Chinese Communities in Penang in Social and Political Matters.”
 - Dr. Dato Ariffin of the School of Humanities, University Sains Malaysia (Penang) will speak on the "Politics and Society in Penang," with emphasis on the place of the Chinese in the process.
 - Dr. Aruna Gopinath, Faculty of Arts and Social Sciences, Department of History, Universiti Malaya will offer a lecture on “The History of Malaysia and Malacca,”
 - Other contacts with whom we are working in Malaysia include:
 - a. Dr. Yeoh Kok Kheng, Institute of China Studies, Deputy Vice Chancellor (Research & Innovation), University of Malaya.
 - b. Dr. Wazir Jahan Begum Abdul Karim, Women and Human Resource Studies Unit, Academy Of Socio-Economic Research And Analysis (Penang).
 - c. Prof. Lee Poh Ping, Institute of Malaysian and International Studies at the National University of Malaysia
 - Other institutes which will be approached to offer speakers as needed include: University of Malaya (Universiti Malaya) – Asia Europe Institute, Department of History (Kuala Lumpur); Universiti Sains Malaysia, Center of International Studies, School of Social Sciences, (Penang); the Institute of East Asian Studies, Universiti Malaysia Sarawak Kota Samarahan, Sarawak, Malaysia (Kuching); and the Fulbright Office in Kuala Lumpur.

Cultural Resource Field Inquiry. There are many important Chinese cultural sites in Malaysia, and our tentative list as targets for our study of include the following:

- **In Kuala Lumpur** we will visit the Chinatown, view architecture, have lunch in Chinese Peranakan restaurant; visit the Kuan Ti Temple, the Chan See Shu Yuen Temple, and the Thean Hou Temple.
- **In Penang** we will visit the Chiew Jetty Kongsi (a Chinese fishing community that lives on wharves in Penang), the Khoo Kongsi Clan House, and the Kwan Yin Temple.
- **In Malacca** we will walk around the Chinese shop areas to see Chinese “shop houses” and visit the Cheng Hoon Teng Taoist temple.

Indonesia

We will spend 14 nights in Indonesia, and will divide our time between visits to Jakarta, Surabaya, Yogyakarta, Semarang, and perhaps one other site chosen from West Java, Bendung, Cirebon and West Kalimantan (Borneo).

Academic Resource Lectures. We anticipate these talks being two hours each, including questions. We have made arrangements with the following resource persons, with the anticipation that we will be adding others.

- Dr. James Castle, Executive Director, CastleAsia, and former professor at Johns Hopkins University School of Advanced International Studies will offer a lecture for us and assist us in making contacts with other appropriate academic resource persons. CastleAsia manages the Indonesia Country Program, the largest and most prestigious CEL forum in the country, with over 125 of Indonesia's corporations and institutions as its member base will speak to our group, arrange meetings with Chinese CEOs, and assist us in arranging key events and lectures.
- Thee Kian Wie, Senior Economist, Economic Research Centre, Indonesian Institute of Sciences, Jakarta will speak on what is often called the 'Chinese problem' in private sector development in Indonesia.
- Nurise Widjaya, Senior Program Officer for Indonesian Special Programs, of the American Indonesian Exchange Foundation (AMINEF) which administers the Fulbright Program resources in Indonesia for Americans and Indonesians to study and conduct research in areas such the Chinese Diaspora will speak as well as assist us in identifying speakers, events, and sites.
- Dr. Mely Tan, a sociologist who wrote a Ph.D. thesis on the Chinese community in the U.S. at the University of California, Berkeley, will be asked to speak to our group. After her return to Indonesia, Dr. Tan wrote many papers on the Sino-Indonesian community.
- Dr. Didi Kwartanada, who wrote a Ph.D. thesis on the ethnic Chinese community at the National University of Singapore (NUS), Singapore will be asked to speak to our group.
- The Nabil Foundation of Indonesia which is a non-profit group dealing with inter-ethnic relations and nation building will be a group with which we will work.
- The Center for Strategic and International Studies of Indonesia will be a group with which we work.
- We will ask Sofjan Wanandi, an official spokesman of the Chinese Indonesian community, to speak to our group.
- In Jakarta we will be working with the University of Indonesia.

Cultural Resource Field Inquiry. There are many important Chinese cultural sites in Indonesia, and our tentative list as targets for our study includes the following:

- **In Jakarta** we will assign participants projects to undertake in Chinatown; attend lectures at the National University of Indonesia; have conversational and engaged learning experiences with the youth affiliate of the Chinese-Indonesian Social Association (PSMTI) and the Chinese-Indonesian Association (INTI) and will seek to meet with Chinese-Indonesian business and community leaders. There are several important Chinese heritage sites in Jakarta, including the Jindeyuan Guanyin Temple (founded 1650).
- **In Surabaya.** We will have assignments for the participants in Chinatown and related to the Chinese "Ash Houses," as well as the mosque dedicated to the Chinese Muslim explorer Zheng He.

- **In Yogyakarta.** We are planning to focus on Chinese trading practices in this historical Chinese trading area.
- **In Semarang.** In this home to a large and well established Chinese community, we will visit a number of Chinese temples and shop houses. The Chinese temple dedicated to Zheng He will form the basis of an interesting comparison with the mosque of Zheng He in Surabaya.
- **In Medan, Bendung, and Cirebon** are also places under study for possible field experiences. We will finalize this itinerary over the coming months.
- **West Kalimantan (on the island of Borneo).** We will visit a number of sites in this area in which Chinese Indonesians are 17% of the population.

The Chinese Diaspora in Vietnam, Laos and Thailand (VLT) Region
****Tentative Itinerary****
June-August 2013

Orientation in Honolulu

As with the Malaysia, Singapore and Indonesia regional study, we will begin the Vietnam, Laos and Thailand (VLT) experience by spending three days at the University of Hawai'i's National Resource Center on Southeast Asian Studies, engaged in a group orientation for this project before each of the field study abroad. We will work closely with faculty at the Center for Southeast Asian Studies at UH, including Dr. Steve O'Harrow, the Director of the Center and Cathryn H. Clayton (China in Asia), School of Pacific and Asian Studies. We will ask Jeff Fox, an EWC researcher who has been studying rubber planting in Laos - which is being done by Chinese - to provide an overview of the ways in which Chinese supply capital, labor and planting material and also buy up the product. This venture is having transformative effect on Northern Laos. In addition, we will go over our itinerary, get the participants started on their curriculum projects, make sure that everyone is comfortable with our common Google documents file that will include our trip calendar and common documents. This will allow us to collaboratively develop a common set of documents, photos etc., that can be used by all of the participants as they develop their curriculum projects.

Lao People's Democratic Republic

In Laos, the group will focus most of its time in two cities: Vientiane, the capital and Luang Prabang, which is a World Heritage site.

In planning the program in Laos, we will follow the same structural pattern for identifying resource personnel and scholars as used in Malaysia, Singapore and Indonesia regional study, seeking the assistance of a number of individuals and institutions with whom we already have contacts. These will include, for example, Ms. Shannon Dorsey, Public Diplomacy Officer at the United States Embassy in Vientiane, Laos. In Dr. Overton's exploratory meeting with her and Ambassador Huso in January 2010, she and the Ambassador agreed to help us develop our program in Laos. We will make extensive use of the U.S. Embassy resources.

Other Lao Resources

- 1) The National University of Lao in Vientiane , Associate Dean Khamla Phanvilay
- 2) The Chinese University in Laos (scheduled to open in Vientiane in 2012)
- 3) The Hunan Chamber of Commerce, Vientiane
- 4) Mr. Puonpung Sananikone, Chairman of the Board of Governors of the East-West Center, who was born in Laos and has extensive government and business contacts there through his business advisory company.
- 5) Ms. Vantheng Keopany, The Director of the National Museum in Luang Prabang.

Socialist Republic of Vietnam

We will visit Hanoi, the Central Highlands, Ho Chi Minh City, and the Mekong Delta. We will use the following resources in identifying support personnel and scholars for the field study.

- 1) United States Embassy in Vietnam
- 2) Hanoi University (Kapi'olani Community College, Dr. Overton's campus, has an academic relationship with this university)
- 3) Danang and Hue Universities in the Central Highlands of Vietnam (Kapi'olani Community College has academic relationships with both universities.)
- 4) National University of Vietnam –Ho Chi Minh City (University of Hawaii has an academic relationship with them)
- 5) Canpho University – in the Mekong Delta (academic relationship with University of Hawaii)

Kingdom of Thailand

We will use the following resources in identifying support personnel and scholars for the field study.

- 1) Thailand-United States Educational Foundation (Fulbright Commission)
- 2) U.S. Embassy in Thailand
- 3) Chulalongkorn University (Bangkok)
- 4) Mahidol University (Bangkok)
- 5) Thommasat University (Bangkok)
- 6) Chiang Mai University (University of Hawaii has varying degrees of academic ties with these institutions)
- 7) Chinese Temples and Philanthropic Associations in Thailand (e.g. Chip T'ua Association) –their goals are to preserve the religious traditions of South China and promote social integration into Thai society.

CHINESE DIASPORA IN SOUTHEAST ASIA BUDGET PROPOSAL

TOTAL GRANT REQUEST **\$199,493.80**

ARCAS Institutional Financial Commitments

Each participant's institution will be required to pay
a program fee of \$1,500 (\$1,500 x 12) **\$18,000**

This fee is to cover the costs of the two follow-up workshops on the U.S. Mainland for the 12 participants and the two directors. They will present their findings at the workshops, which will be open to faculty from all of the 18 ARCAS institutions as well as neighboring colleges as part of ARCAS' outreach to the academic community. The fee will cover: r/t airfare from the participant's home institution to the workshop location, accommodations, and meals, etc. ARCAS will cover additional expenses for the two workshops up to \$500 per participant (up to \$6,000) as needed to supplement funding for the two follow-up workshops.

APPENDIX ONE: COMMITMENT LETTER FROM THE CENTER FOR SOUTHEAST ASIA STUDIES



THE UNIVERSITY OF HAWAI'I AT MĀNOA
CENTER FOR SOUTHEAST ASIAN STUDIES
SCHOOL OF PACIFIC & ASIAN STUDIES

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DIRECTOR: S. D. O'HARROW

03 MAR 11

Ms. Helena Kolenda
Program Director for Asia
Henry Luce Foundation
51 Madison Ave.
New York, NY 10010

Dear Ms. Kolenda:

It is with great pleasure that the Center for Southeast Asian Studies (CSEAS) at the University of Hawaii enthusiastically supports the *Chinese Diaspora in Southeast Asia* proposal submitted by the Association of Regional Centers for Asian Studies (ARCAS). The proposal was formally submitted to the Executive Board of CSEAS in January 2011 by Dr. Joseph Overton. After discussing the proposal, the Executive Board voted unanimously to support the proposal and to offer whatever assistance necessary.

The Center for Southeast Asian Studies is designated a National Resource Center by the U.S. Department of Education. As such we are well qualified and equipped to provide all the necessary assistance to ARCAS in successfully completing the *Chinese Diaspora in Southeast Asia* proposal being submitted to the Luce Foundation.

We will provide the following services to ARCAS:

- 1) conduct detailed orientation workshops for each of the two groups going to Asia;
- 2) conduct debriefing and summary workshops for each of the two groups as they return from their programs in Asia;
- 3) in the planning stages of the program, CSEAS will identify resources, and assist in contacting key personnel in each of the six countries to assist each group with their research;
- 4) provide readings and other background materials necessary for the participants to gain a better understanding of each country
- 5) work closely with the two co-directors, Dr. Joseph L. Overton, Kapi'olani Community College and Dr. George Brown, Slippery Rock University in assisting with whatever logistical support is required.

Both Drs. Overton and Brown have extensive backgrounds in leading study abroad programs. They successfully co-directed two Fulbright-Hays Group Projects Abroad grant programs to Malaysia, Singapore and Brunei. Dr. Overton has set up a student study abroad

program in Vietnam and has visited both Laos and Thailand. During a visit to Laos he received the assurance of support from the U.S. Embassy for this type of program.

Dr. Brown has done research in Laos for the World Bank, and has visited Thailand on several occasions, including a three-week academic workshop held there. He is primarily a China specialist and speaks Chinese. Dr. Overton has visited Indonesia and will be directing a 4 month program in Fall 2011 for 10 Indonesian educational administrators sponsored by the U.S. Department of Education.

The Center for Southeast Asian Studies feels strongly that the subject of the *Chinese Diaspora in Southeast Asia* is an important subject that will allow faculty at the 19 ARCAS schools to obtain a better understanding of the historical and contemporary roles played and being played by the Chinese in Southeast Asia. These involve such issues as urbanization, trade, culture, literature and other areas of Chinese influence. The result of this Luce program will have a tremendous impact on both the students and faculty at these 19 institutions which represent 2 and 4 year institutions, both public and private, including minority institutions.

The Center for Southeast Asian Studies at the University of Hawaii is pleased to participate in such an important research project. This is part of our mandate as a National Resource Center to reach out and use our extensive resources to provide a greater awareness and appreciation for the countries and cultures of Southeast Asia.

Yours faithfully,



Stephen O'Harrow
Director
Center for Southeast Asian Studies
University of Hawai'i at Mānoa