# MONSOON

December 2015 - VOL. 1 - NO. 2

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Senghuo Loem
Wai Ling Fong
Alec Holcombe, PhD

I began as a history professor here at O.U. last fall, so I am still learning the ropes in this exciting new environment. My family and I have enjoyed joining the O.U. community and especially the university's vibrant Southeast Asian studies community. U.C. Berkeley, where I completed my graduate degree, seemed to attract primarily students interested in mainland Southeast Asia. Reflecting back upon my time at Berkeley, I cannot remember overlapping with a single student of Indonesia or Malaysia. So it has been fun and professionally enriching to join a program with such a robust student interest in island Southeast Asia. From a teaching perspective, the presence of Indonesians, Cambodians, Burmese, and Vietnamese in my undergraduate courses and in my graduate seminars has been invaluable to the overall learning experience.

The study of Southeast Asia at O.U. is definitely going through a major transition now with the recent retirement of an outstanding cohort of baby-boomer-generation professors (I am thinking especially of William Frederick, Elizabeth Collins, and Gene Ammarell). I think all of us are eagerly awaiting to see how their shoes are going to be filled in the coming period. A young specialist on the Malay world would be of enormous benefit to the overall balance and quality of Southeast Asian studies here at the university. But personnel moves always take time in academia. And O.U., with its first-rate library collection and outstanding connections to Southeast Asian countries, built up gradually over the span of six decades, still has a great deal to offer graduates and undergraduates interested in the region.

When I first arrived at O.U. last year and looked at some of the graduate students here from Southeast Asia, most of whom came from enormous cosmopolitan cities like Saigon, Jakarta, Kuala Lumpur, Phnom Penh, and Bangkok, I wondered how they felt about living in such a radically different environment as Athens. After almost a year and a half here, though, my sense is that most of them tend to quickly accustom themselves to the crystal clear air, the natural beauty of the Hocking Hills, and the relatively crime-free community atmosphere.

Senghuo Loem

Studying at Ohio University is the best experience in my academic life. To start, the university puts a variety of courses on the menu for students to pick. From the field of economics to politics, all courses are instructed by wonderful professors, all of whom are equipped with knowledge and priceless experiences to share. On top of that, every one of them reflects their own unique teaching styles in their class, which I found very interesting from my experiences in Cambodia. Next, in addition to the marvelous academic curriculum, I have made so many inspiring friends, who come from different parts of the world and have their own stories to tell. When listened intensely, I could hear both their sorrow and joyful experiences.

Nonetheless, the friendship was reinforced when we had to walk in the middle of the night before the exam or had crazy parties from dawn to dust. Friendship is what frees my life in this new land from nostalgia and isolation. Last but not least, the environment is filled with beautiful landscape and great people. Athens has the stunning Hocking River running through in addition to its glamorous big green trees. Furthermore, people are friendly and helpful to international students, like me, which makes me feel like home. Therefore, may be years from now, my memory would fade, but the memory of the great people I met here and the experiences in Athens will linger on.
Hi everybody! Salve a tutti! My name is Luigi and I come from Italy. Few months ago, while I was busy eating pizza and pasta in my hometown, I decided to start a new adventure and live new experiences. I've been always interested in Asia and more particularly in Chinese language and culture, so I was looking for a place where I could have continued my studies and broaden my horizons.

That's why I decided to fly miles and miles to get here, at the Ohio University. This place is amazing not just for the high level of education provided and for the stunning landscape that surrounds the campus: the best thing in this place is that I have the feeling of being part of a family, a big, multi-cultural, colorful family made by people from all over the world. If I think about family here I suddenly think about the Monsoon Staff and all my Asian and South-East Asian friends. Sometimes I think about myself and I realize that maybe I am the only European who came to America to study about Asia. This sounds funny, and actually I really like to be kind of rare here!

Sometimes things can be overwhelming for a foreign student and it can be difficult to get used to a new life far away from home. However, here I have always my friends to rely on and I can say that I'm living the best experience of my life. If you don't trust me come to Ohio University to have a look. But tell me in advance so I can prepare some delicious Italian dish for you!!!
Letter from Editor

Monsoon, a student run and produced magazine, is proud to publish our second Monsoon. We may still be getting use to the nuts and bolts of things, however just like last year we are pleasantly pleased with out work.

An Ohio University faculty member previously produced the Monsoon but it is now solely based on students’ work and responsibilities. The magazine’s last issue was the students from the Southeast Asian Studies department trial run at producing Monsoon for themselves by re-starting the magazine.

Monsoon has now started to build a bigger base, beyond just the Southeast Asian Studies students. We are excited to have more members on our staff and we look forward to the many more that we hope to gain with each production.

This magazine is for the students. It is a place for them to exemplify their work and activities they have been participating in during the last few months, as well as informing others of up coming events that are related to Southeast Asia. Students are also encouraged to show off some of their work they have done in school. Therefore you will see at the end of each edition is the abstracts of all students finishing up their graduate or doctorial degree.

Over the next few issues of the magazine we hope to get more alumni involved to make this not just for the students, but also a location for alumni and students to learn about each other and create dialogue.

This magazine is the collection of hard work and long nights. I hope you enjoy and please share!

Halie Cousineau
Chief-in-Editor

Absent from Photo: Chetra Chap, Senghuo Loem, Wai Ling Fong and Pittaya Paladroi

Left Bottom- Nissa Aprillia, Uymeng Tang, Radityo Aryo Hutomo, Caitlin Bentley, Halie Cousineau and Kristen Garringer
Second Year Graduate Students

Halie Cousineau
I am currently in graduate school in the International Studies program at Ohio University, in Athens, Ohio. I received my undergraduate degree from Ohio University as well in visual communications, with a focus in Photojournalism, a minor in Anthropology and a certificate from the Global Leadership Center. My thesis is about introducing visual documentation as a tool for developing, rural communities in Indonesia, to help increase dialog in an alternative way. Between my undergraduate degree and graduate degree I worked as a national and international photographer.

Irma Sanusi
I'm a second year student in Asian Studies and I am from Indonesia. My focus is in gender studies and I’m interested to learn more on the correlation between gender, religion and ethnicity. Currently, I’m planning to write my Capstone project on deconstructing female circumcision from a cultural perspective in Indonesia. I’m also drawn to issues related to women’s representation in politics and decision-making.

Kate Htun
Nay Nay Htun is a graduate student at Ohio University, studying Asian Studies. She is from Burma, however her family moved to Thailand in 2007 where she spent most of her childhood. While doing her undergraduate degree at Payap International College in Chaing Mai, Thailand she worked at a non-profit organization where she interviewed undocumented workers from Burma and taught English to the children. Currently she is preparing to do an academic research in Thailand for her thesis. Her main interest is to carry out an ethnographic fieldwork in undocumented workers communities in order to develop the policies that will improve the workers lifestyle and future.

Kana Fujii
I’m from Japan. I’m studying in Southeast Asian Studies because I’m interested in Cambodia. I’m learning Khmer language now and I’m planning to write something about Cambodian history for my thesis as well.

My favorite time of the day is when I’m cooking. When I have too much stress, I cook or sleep, then I forget about my problems. My favorite season in Athens is summer, when Athens turns into a quiet and easygoing town.
Radityo Aryo Hutomo
Hi! I am currently a second year student in the Asian Studies Program with a focus in Southeast Asia. My research interests include land reform and post-colonial struggles.
I am working on my project about farmer movement in Yogyakarta and the status of land rights in Indonesia. In my free time I like to cook or listen to metal music (it really does take off stress!). I also like to play guitar and I am always excited to participate in campus events; if you ever wanted a companion to jam, please do contact me. In campus, you can usually find me somewhere at the 7th floor of the Library.

Channimol Kea
I am Channimol Kea, a 2nd year graduate student in Southeast Asian Studies expecting to graduate by May 2016. I come from Cambodia and one of the problems we are facing now a days is the lack of professional teachers with proper pedagogical trainings. As a result, this prevents the country from providing quality education to our Cambodian students which is the most important human resource for the development of the country.
My concentration is on Education. I am right now working on my professional project related to Teachers’ Training Program and Teacher Education in Cambodia. Besides cooking at Latitude 39, a university restaurant, I am also working for 1st floor library- Center for International Collection. I love cooking and making some sweet stuffs for snacking on.

Nissa Aprillia
I am a second year student majoring in Asian Studies with focus on Globalization, Conflict, and Social Change. My interest is in language, especially Indonesian as a Foreign Language, and its economic and sociopolitical dimension.
I am currently working on my project about Bahasa Indonesia and its impact in Southeast Asia. I am also the Teaching Assistant for Indonesian, where I live my passion of teaching and sharing thoughts and cultures with others. Shall anyone need a sing-off karaoke buddy, my email is on the page with the email list

Uymeng Tang
I am a second Year Asian Studies and I am conducting my thesis on 'International trade between the US and Former Socialist Countries in Southeast Asia: Cambodia Garment Exports to the US’s Market.' I am a Graduate Assistant in Geography Department. My interests are in Southeast Asia and the US. The focus of my interest is in International Economics and Trade. When I am not studying my hobbies are Gym, Basketball, Ping Pong.
Beau Wisdom
Hello there, I’m originally from Oklahoma, and for the time being I am calling Ohio home. After working in Thailand for nearly three years as an English teacher, a year in Australia, and numerous detours in between, I decided to attend Ohio University, so that I could understand a bit more about the country and region in which I had spent so much time and met so many wonderful people.

Pierluigi Di Francesco
My name is Luigi and I come from Italy. I’ve been always interested in Asia and more particularly in Chinese language and culture, so I have decided to study at Ohio University. I am first year graduate student in the Asian Studies program. Sometimes things can be overwhelming for a foreign student and it can be difficult to get used to a new life far away from home. However, here I have always my

Wai Ling Fong
This is my second year at Ohio University, but my first year as an official graduate student! Last year, I was here as the Fulbright Foreign Language Teaching Assistant for Malay language and I’ve fallen in love with this place that I have to come back. I am currently a first year graduate student in Asian Studies and also the Malay language instructor. My research interest lies in education and gender studies. I am also pursuing the Women’s, Gender, and Sexuality Studies certificate. I really enjoy being a student again after several years of working. It’s great to be back in the classroom, and more importantly, belonging in a learning community.

Senghuo Loem
This is my first time in the US and also first semester in the Master Program in International Studies, majoring in Asian Studies. My main interests are in the field of politics and economics. For now, my thesis topic might be the Labor Mobilization in the Transitional Economy: The Case of Cambodia. My hobbies are simple, most of which include watching movies and riding the bike. Hence, if you are a rider and need a companion, email me: sl114014@ohio.edu. In addition, I am also a Commissioner of the Minority Affairs of the Graduate Student Senate; hence, if you ever need to have your voice heard, please feel free to contact me.
Kristen Garringer

Kristen is a master’s candidate in the International Development Studies program. She has studied and lived in Yunnan Province, China, Thailand, and Myanmar. As an undergraduate she studied cultural geography and Tibetan sacred landscapes, ecotourism, conservation, and development in the mountains of Yunnan, China. Her current research focuses on land reform, law, human rights, resource politics, and gender in Myanmar. She grew up in rural West Virginia and has always been fascinated with nature-society relationships and how people relate to and experience land and place.

Caitlin Bentley

Caitlin Bentley is a Ph. D student at Ohio University’s History department studying American Military History with Dr. Ingo Trauschweizer. Mrs. Bentley, a member of the Contemporary History Institute, whose focus on Allied intelligence in World War II has led to secondary and tertiary fields of study in Southeast Asian History and British Commonwealth Intelligence. In the summer of 2014 she was a FLAS recipient and participant in the Summer SEASI’s Basic, or introductory Filipino program. In the future she hopes to continue her previous research by adding the research from the Archives at Central Manila University in Panay to offer a framework more centered not only on the experience of Filipinos during the Japanese Occupation, as supported by predominantly non-western sources. She is also continuing her study of Tagalog to remain conversant in the hopes of advancing first in Tagalog, and later beginning Bisaya.

Past Events: 2015

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**Upcoming Events**

**February 3:** Meak Bochea (Buddha Commemoration Day)

**February 12:** PERMIAS: Indonesian Night!

**March 11:** SEASA: Language Night

**March 18:** PERMIAS: Badminton Tournament

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**Cambodia's Water Festival**
The festival marks a reversal of the flow between the Mekong and Tonle Sap rivers.

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*** Please check our facebook for possible event changes
Bahasa Indonesia

Indonesia, as the world fourth most populous country and the largest Moslem population, is one of the emerging nations in Southeast Asia. This developing democracy has abundant human and natural resources as well as economic potential. Indonesia’s rich diversity, which is shown from its hundreds of various ethnic groups, cultures, religions, and language, also attract interests from various fields of study.

Spoken by more than 240 million people, Bahasa Indonesia acts as Indonesia’s national language encompassing more than 400 local languages spread across more than 17,000 islands. Indonesia’s geopolitical situation in ASEAN also contributes to the increase of teaching Bahasa Indonesia as a Foreign Language offered in 251 institutions in 22 countries.

Bahasa Indonesia itself is a relatively easy language to learn. It uses Roman script, has consistent pronunciation and simple grammar system.

Bahasa Indonesia has been taught in Ohio University since four decades ago. The teaching and learning process takes place in small classes and designed to develop students’ language skills from listening, speaking, reading, to writing competence.

Outside the class, students are also encouraged to be involved in various cultural events held by Indonesian Student Association (PERMIAS) or Southeast Asian Student Association (SEASA) to not only expose them to Indonesia’s culture but also to put their language competence into regional and international context. Bahasa Indonesia is offered in Elementary, Intermediate, and Advanced level with Special Topic class included. There are also numerous study abroad opportunities, both in US and in Indonesia, that allow students to further develop their language skill, enrich their knowledge of the region, and conduct research on their field of interest.

Syma Pippins
Global Studies – Asia

This class is awesome! So much fun and very interactive! I never thought I’d learn so much so fast.

Thanks Nissa! You’re great! → I don’t know if this needs to be included, although I’m flattered. A lot :D

Halie Cousineau
International Studies-Southeast Asian Studies

I always look forward to my Indonesian class. Nissa makes sure to teach the language but she also integrates learning about the culture. I have never had a class like this. not only do I learn language and culture but I get involved with out of the classroom activities that enhance my education as well. I love it!

Phoebe Parkers
Pre-Law and Global Studies – Southeast Asia

Going into Indonesian, I didn’t know what to expect, but now it is my favorite class.

Not only is it a relatively easy language to learn, but the class itself is fun. Also, since the class size is so small, it’s very personable and I never feel intimidated when asking questions. I’ve also been exposed to many opportunities and events outside the classroom, which have both given me a greater appreciation for Indonesia and helped me network for my career. Taking Indonesian is the best decision I have made here at OU.

Duncan Wills
Political Science

I have really enjoyed studying Bahasa Indonesia this semester with Mbak Nissa. I have studied other languages in the past but have never encountered a language with such a rich diversity in its history or influences. I think part of the beauty of a language such as Bahasa Indonesia is that it gives me the ability to communicate with so many different people.

Makayla Martin
Communication Sciences and Disorders

So far, I have really enjoyed my elementary Indo class. In American education, we receive a lot of exposure to Romance languages like French and Spanish, so it has been fun learning something totally new and somewhat unusual. I also have enjoyed learning about Indonesian culture. This class has really given me an interesting perspective into Southeast Asian life - something I never would have thought I would have learned in college!
Thai Language

The Thai language program at Ohio University has expanded and more diverse today than ever before. Like other Southeast Asian Languages taught here, the Thai courses at Ohio University focus on all aspects of language acquisition: speaking, listening, reading and writing, as well as cultural knowledge, regardless of the level of proficiency. I also adhere to the 5 C’s as proposed by the American Council on the Teaching of Foreign Language (ACTFL) into classroom—communication, cultures, connections, comparisons and communities. For the intermediate and advanced levels, in addition to communicative activities, task-based and content-based learning activities are included as well.

During the past three years, Chinese students at Ohio University have demonstrated a genuine interest in Thai language and culture. An ever-increasing number of Chinese students are enrolling in Elementary Thai, giving Ohio University the highest enrollment of Thai language students in the country. We had a total enrollment of 29 students in Fall 2013, 34 students in Fall 2014, and 28 students Fall 2015. The increase of Chinese students taking Thai has been a windfall, but it has also created unavoidable impacts and challenges. It has caused fundamental changes in Thai language instruction in three different ways. First of all, due to the large class size and diverse needs, the curriculum and teaching methods have had to be redesigned to accommodate all the students’ needs. I had to adjust the balance between the written and spoken Thai. The elementary Thai course at Ohio University has also become more of a hybrid. I began to use technology for teaching languages or CALL intensively, for example, Moodle, Quizlet, and Potatoes, to allow students to spend time studying and taking quizzes outside of classroom. The class time is reserved for short drills, lectures, communicative activities and cultural presentations given by the Thai students on Athens campus. As one of my students put it in her feedback, “A. Fon does an excellent job of blending together the technical aspects of language with the cultural connections.”

Secondly, Thai class has become a crossroads, offering an exchange between American, Chinese, Thai and other cultures, depending on the student’s country of origin. Thai class epitomizes the idea of teaching the concept of “interculturality.” It not only allows students to compare and think critically about their own cultures but develop intercultural competence. They learn how to communicate and interact with each other with confidence and genuine respect. Given that Ohio University hosted the 2015 Council on Thai Studies conference, the Thai language students, of all levels, were able to learn more about Thailand and the wide array of issues impacting Thailand today. In this way, language and culture are taught in the real-life context.

Lastly, while the growth of Chinese students in Thai elementary class has been a promising development, it poses a challenge in that it can disrupt the continuity of the program. Given that many students take Thai for only one or two semesters, the retention rate has declined at the intermediate level. With the implementation of the Responsibility Centered Management (RCM) model, the decline in enrollment at the Intermediate level may jeopardize the entire Thai language program. What is needed, today more than ever, is to find new ways to both expand and diversify the enrollment in Thai to make it more sustainable and ensure its continued growth and success well into the future.

“We really enjoy studying Thai. Learning Thai is hard but rewarding... It is challenging but a lot of fun. We go to do many activities. We learn a lot about Thai culture and history as well.”
~Feihong Zhu

“Studying Thai has been a wonderful, challenging learning experience for me. It has helped to broaden my perspective and has shaped my goals for the future in a way that no other previous language classes have.”
~Kinsey Pritchard
Malay language or Bahasa Malaysia is one of the less commonly taught languages in the US and offered at Ohio University. Many majors demand a foreign language requirement and learning a Southeast Asian language like Malay is an alternative to other more commonly taught Roman languages. Students who sign up for the language are usually those looking for something different or have a specific research interest in Southeast Asia or Malaysia. The Malay language is spoken by over 270 million people and is the official language in four countries: Malaysia, Singapore, Brunei, and Indonesia (known as Bahasa Indonesia, it is a slight variant from Bahasa Malaysia).

As foreign as it sounds, the Malay language is actually a relatively easy language to learn. To begin with, students do not need to learn a new writing system as it uses the Latin alphabets. Next, anyone can pick up a Malay text and read it (even from the first class) with just a little bit of coaching because there are almost no hidden sounds. The grammar and sentence structures are definitely less complicated than English. For example: there are no past, present, and future verbs in Malay. The only challenge lies in learning new vocabularies but that’s a given when it comes to learning a new language.

I incorporate a wide range of materials in my lessons, from using authentic teaching materials from Malaysia, YouTube videos for songs, short films, poems, and interactive communication activities. My favorite is teaching Malay folk songs and stories to my students because this is where the cultural component comes in. Malay folk songs and stories are a great way to peek into local cultural values, customs, and norms. Aside from standard class meetings, there is also a designated weekly communication class where students get to practice their speaking skills or have a discussion after watching a short Malay film.

Class size is also small and this has serve as an advantage especially in language learning. I get to know my students well and customize lessons to their learning needs. Malay language is offered at three levels – Elementary, Intermediate and Advanced and taught in both Fall and Spring. For more information, you can reach me at wf590714@ohio.edu.

“Helo! Apa khabar?” (That’s a standard greeting in Bahasa Malaysia which is equivalent to “How are you?” in English). My name is Anthony Negrini and I am currently in my second year of learning Malay language here in Ohio University. The reason I signed up for Malay is because I wanted to learn a language that is both unique and pertaining to my area of studies. I am currently a history major, looking to focus on Southeast Asian history. A major obstacle that I face in learning a language like Malay is the different pronunciation, as opposed to that of English. Every sound is very different but having the same alphabets as the Latin alphabets helps very much, although correctly pronouncing them is a challenge. I learn to overcome this through constant practice. Repeating the correct pronunciation over and over does improve overtime. The most surprising thing to me about learning Malay is that a language on the other end of the world has the same exact writing system as English. I find that pretty amazing. I really enjoy learning Malay language because I am amazed on the amount of language I have acquired in such a short span of time. I can pretty much read texts like short stories, write essays, understand simple questions, and carry a basic conversation in Malay. This made my language learning journey very fulfilling. Additionally, the culture surrounding the language is very interesting to me. A couple of tips that I can offer when learning a less commonly taught language like this, is to be patient. Learning a new language is a process and not something that happens overnight. Also, enjoy the language outside from just an academic standpoint. Finally, learn as much as you can about the country, the culture, and the people who...

“...Bahasa Malaysia

The most surprising thing to me about learning Malay is that a language on the other end of the world has the same exact writing system as English. I find that pretty amazing. I really enjoy learning Malay language because I am amazed on the amount of language I have acquired in such a short span of time.”

~Anthony Negrini
Learn a Language!
This issue’s Language:
Bahasa Indonesia

Words/Phrases you will need in Indonesian:

Hello: Halo
Goodbye: Da da! (informal)
The follow can be said to say hello or goodbye:
Good morning: Selamat pagi
Good afternoon: Selamat siang
Good (later)afternoon/ early evening: Selamat sore
Good night: Selamat malam
What is your name?: Siapa nama Anda?
My name is: Nama saya...
Thank you: Terima kasih
You’re welcome: Sama-sama
How are you?: Apa kabar?
Answer “Good”: Baik
Answer “Not good/bad”: Tidak bagus

Where is...? (the bathroom?): Di mana... (kamar kecil)
Yes: ya
No: Tidak/ Bukan
How much?: Berapa?
Please: permisi/Silahkan
Help: Bantuan
Can I have...?: Bisa punya...
I am... happy/sad/ hungry/ full: Saya... senang/sedih/ lapar/ kenyang
Is this spicy?: Apakah ini pedas?

Cultural Differences:

You will be asked: Are you single/married? ... if you say no the next question they will ask is: Why?
Where are you going? ... This is equivalent in US culture as the question: What’s up?
Would you like coffee or tea? ... Note it is one of the other. Also coffee and tea comes with lots of sugar, always.
You will be called a bule if you are a white tourist.
If you ask someone if they want to try food or if they want to be served food and they say no... ask three fore time and the third you will get the true answer.
You will always be more dirty than everyone because they wash five time a day before prayer... maybe not in Bali.
If someone knows you it wouldn’t be impolite to point out that you have gained weight.
Everyone will ask to take a photo with you (not as much in the big cities).
Do you think you like spicy food? What until you get to Indonesia.

Look for our next issue to learn Thai!

Council on Thai Studies Conference
By Jeffrey R. Shane
Chair of the Council on Thai Studies

On October 23-24, 2015, Ohio University hosted the 43rd annual Council on Thai Studies (COTS) conference. Established in 1972 at Northern Illinois University under the direction of Dr. Clark Neher and Dr. Ladd Thomas, COTS was conceived as a kind of intellectual laboratory in which scholars and students engaged in the study of Thailand could assemble to exchange ideas, share their research, and test the validity of their contentions and approaches to understanding Thailand. OHIO previously hosted the COTS conference in 2012. It was the first Thai Studies conference ever organized at OHIO and the 40th anniversary of the founding of COTS.

The 2015 COTS conference was well attended, attracting more than 50 faculty and students from Thailand, Australia, China and several major universities across the United States. The 2015 COTS Keynote Speaker was Kong Rithdee, a prominent columnist and the Arts and Culture Editor of the Life section of the Bangkok Post newspaper. Dr. Paul Chambers, a graduate of both Northern Illinois University (Ph.D.) and OHIO (MAIA), delivered the Special Guest lecture.

Not surprisingly, the COTS conference was cathartic. For this reason alone, the 2015 COTS conference was cathartic.
Throughout the Fall semester, PERMIAS (Indonesian Student Association) organized two series of Indonesia Today, a discussion-based forum focused on the topic related to Indonesian affairs. The first discussion was held on October, which presented two graduate students of OU. Halie Cousineau (M.A. in Asian Studies) talked about her two months experience in Sembalun, Lombok Indonesia, compelling photograph and interviews for her thesis while Ika Idris (PhD in School of Media Arts and Studies) presented her experience working to promote Act of Information Disclosure to government ministries in Indonesia. Another discussion took place on November, which presented Yeanry Panji (PhD in School of Media Arts and Studies) and Elizarni (PhD in Educational Leadership). Yeanry talked about the dynamics of indie music in Indonesia, which he argued, grew through vast networks of community arts existed in Jakarta and Bandung. Elizarni presented the challenges of women movement in Aceh, Indonesia. The broad topics of the two discussions had invited students and the faculties to come, followed by lively questions and comments from the participants. According to Nissa Aprilia, PERMIAS’s treasurer, Indonesia Today has been an annual event organized by Indonesian students. “This event is basically intended to be a forum for OU students, who have interest on Indonesia, to present their research,” said Nissa.

Another event PERMIAS had recently was Indonesian Cultural Day. This year, PERMIAS chose to have tutorial of Saman Dance, a traditional Acehnese’s dance that has been performed in many campus events. It attracted many students to learn some basic movements of Saman (and they did pretty well!). Also, students got to know the history of the dance itself since there was a brief presentation before the tutorial was done.
The International Dinner went off without a hitch. Cooked and served the students in the International Student Union. The night was filled with good food, wonderful people and performances.

"It was very fun cooking together and seeing everyone preparing their country’s dishes!"
~ Ayro Hutomo

All images on page taken by Olivia Raney
By Animesh Rathore

Ohio University Welcomes Dr. Jayum Jawan: The 15th Tun Abdul Razak Chair

On July 10, 2015, Dr. Jayum Anak Jawan joined Ohio University as the fifteenth Tun Abdul Razak Chair and Visiting Professor of Political Science. Dr. Jawan is senior Professor of Politics and Government at Universiti Putra Malaysia (UPM), Serdang, in the state of Selangor, where he has worked for the past 33 years. Dr. Jawan's research focuses on elections and challenges of interethnic relations in Malaysia. In addition to supervising many graduate students over the years, he teaches Malaysian politics while focusing on the political discourse and developing a liberal arts foundation among his undergraduate students. He is also involved in formulating curriculum for Malaysian Studies for private universities and colleges on behalf of the Ministry of Higher Education, Malaysia. He is also involved in the development of the curriculum for Malaysian nationhood component within the National Service Training Programme of the Ministry of Defense, Malaysia. He has previously been a member of the National Science and Research Council, Malaysia. Outside of work, he is a member of the Sarawak Iban Annual Conference of the Methodist Church in Malaysia and represents his Conference in the Judicial Council of the Methodist Church in Malaysia.

Background

Dr. Jawan is the first Tun Razak Chair from the state of Sarawak in Borneo (East Malaysia). He is also the first non-Malay to hold the chair since the position was first established in 1980. Dr. Jawan grew up in a longhouse community called Sungai Assan in Sibu (a timber town located in Sarawak). Recalling his childhood, he states, "I grew up in a middle-of-the-jungle community. In the neighborhood, there were farms, river, mountains, trees, and forest, which taught you as you grow up." He notes that his village has changed tremendously in the last four decades. While geographically not very far from bigger, busier cities, Dr. Jawan's village is still a small community where he can enjoy the serene home environment with his family and extended members of the longhouse community.

At the age of 17, he left Sungai Assan to study Politics and Economics at the University of North Carolina in Ashville. Thereafter, he earned his M.A. in International Relations from Appalachian State University (Boone, North Carolina). In 1982, he started teaching at UPM and later earned his Ph.D. in Southeast Asian Studies from the University of Hull (United Kingdom) in 1990. Since then, Dr. Jawan has published several books and monographs on elections and politics in Malaysia, and has maintained his overseas speaking and teaching engagements. During his tenure, he is excited about improving the U.S.-Malaysia academic relations. Nevertheless, he is excited about improving and politics in Malaysia, and has maintained his overseas speaking and teaching engagements. During his tenure, he is excited about improving the U.S.-Malaysia academic relations. Nevertheless, he is excited about improving and politics in Malaysia, and has maintained his overseas speaking and teaching engagements.

Dr. Jawan is also the Deputy Head of the Politics, Security and International Affairs Cluster of the National Council of Professors, Prime Minister's Department. He is often consulted by the press and electronic media for his analysis of current political developments in Malaysia.

On Becoming the 15th Tun Abdul Razak Chair

During his two-year term at Ohio University, Dr. Jawan is looking forward to networking and strengthening ties with institutes and people across the U.S. Among other places, he has already been to Washington, D.C., where he spoke at the American University about the recent political developments in Malaysia and how that may shape relations with the U.S., and to Iowa State University in Ames to address a Graduate student conference on Malaysia and talking about how Malaysia's plurality will help maintain a moderate Malaysia. While Dr. Jawan attempts to offer a more balanced picture of his home country, he finds the American audience receptive and encouraging. On the other hand, at the outset of his tenure as the Razak Chair, Dr. Jawan feels both honored about and overwhelmed with the expectations of this prestigious position. Nevertheless, he is excited about improving academic exchanges and meeting challenges that lie ahead for the U.S.-Malaysia academic relations.

2004-05, for instance, he was a Visiting Professor at the University of Hull, England. And in 2011, he was offered a visiting position at the University of Leeds, England. He has contributed to the development of UPM's offshore post-graduate program at National University of Bangladesh in Dhaka during the recent years.

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Goals and Expectations

In his role as Malaysia’s intellectual ambassador to the U.S., Dr. Jawan views the promotion of academic relation with Ohio University as a key goal during the next two years. In mid-September 2016, he will oversee the organization of a seminar on Malaysian Studies aimed at bringing advanced graduate students from around the world to showcase their research on Malaysia. He hopes to bring together at least 40 graduate student presenters for this event. In the spring of 2017, Dr. Jawan plans to bring about 20 to 30 scholars to discuss the state of Malaysian studies. In the fall of 2017, Dr. Jawan hopes to start inviting and hosting U.S.-based experts from a variety of fields for short visits to Malaysia.

So far, Dr. Jawan has witnessed a warm reception from the Ohio University community, including especially from the President and the First Lady, administrators, staff and faculty, and the students. Both Dr. Jawan and his family enjoy their neighborhood in Athens. In his words, “For me, Athens is an ideal place because I like living in small towns. Living in Athens is similar to living in my hometown Sungai Assan or in Ashville or Boone (in North Carolina), where you feel safe and at home, but are not too far from big cities.” Dr. Jawan’s personal and professional journeys from growing up in a longhouse in Sungai Assan to becoming the first non-Malay to hold the prestigious Tun Abdul Razak Chair position are truly inspiring. We hope Dr. Jawan and his family continue to enjoy their stay in Athens and look forward to the growing relationship between the two countries during his tenure.

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Vegetarian Pho

For the broth:
1 large onion, peeled and halved
2-inch piece fresh ginger, peeled and halved lengthwise
3-inch cinnamon stick, preferably Vietnamese cassia-cinnamon
1 star anise
2 whole cloves
1 teaspoon coriander seeds
4 cups unsalted vegetable stock or broth
2 teaspoons soy sauce
4 carrots, peeled and coarsely chopped

For the toppings (choose a few):
- Protein such as fried or baked tofu, bean curd skin, or seitan
- Mushrooms, or add meat
- Vegetables such as bok choy, napa cabbage, or broccoli

For the garnishes (choose a few):
1/2 large onion, very thinly sliced
2 scallions, thinly sliced
1 chile pepper (Thai bird, serrano, or jalapeño), sliced
1 lime, cut into wedges
1/2 cup bean sprouts
Large handful of herbs: cilantro,

Directions:
To make the broth, char the onion and ginger over an open flame (holding with tongs) or directly under a broiler until slightly blackened, about 5 minutes on each side. Rinse with water.

In a large pot, dry-roast cinnamon, star anise, cloves, and coriander over medium-low heat, stirring to prevent burning. When you can smell the aroma of the roasted spices, add vegetable stock, soy sauce, carrots, and charred onion and ginger.

Bring broth to a boil, reduce heat, and simmer, covered, for 30 minutes. Strain and keep hot until ready to serve.

Make the noodles while the broth simmers. Place the noodles in a large bowl and cover with hot water. Let stand for 20 to 30 minutes or until tender but still chewy. Drain. (If soaking does not soften the noodles enough, blanch them in a pot of boiling water for a few seconds.)

Prepare the toppings as desired – slice and cook tofu, lightly steam or blanch vegetables, and so on. Toppings should be unseasoned or only lightly seasoned so as not to interfere with the flavor of the broth.
Klepon

Ingredients:
about 3 1/2 cups glutinous rice flour
1 1/2 cups water
1 Block of palm sugar, chopped
Green Dye
Grated coconut
Pinch of salt
Serves about 40

Directions:
Add a teaspoon or so of the green dye to the water and stir to mix.
Then put the rice flour in a bowl and add a pinch of salt.
Slowly add the green water to the rice flour while you stir with a spoon.
Keep adding water and stirring until the dough comes together.
The dough should be smooth and pliable.
Take about a tablespoon of the dough and roll it into a ball with your hands.
Put your finger into the ball to make an indentation. Put about 1/2 teaspoon of chopped palm sugar in it.
Carefully close it (so the dough won’t break) and roll it until you have a ball again. If the dough breaks all the time, you may have to add a bit more water to the dough, or use a bit less palm sugar sugar.
Repeat until you have used up all of the dough. Arrange the klepon on a surface sprinkled with rice flour to prevent sticking.

Steam the dessicated grated coconut for about 5 minutes to soften it and make it stick better.
Bring a pan of water to a boil, lower the heat to a gentle boil, and drop in the klepon.
Cook them until they start to float. Then cook them for about 30 seconds longer.

Once the klepon are done, take them out of the simmering water with a slotted spoon...
...and transfer them to the steamed coconut.
Carefully stir the klepon to cover them completely with coconut.
Allow them to cool a bit before serving.
The purpose of the internship programme is to expose qualified students specialized in various professional fields to the day-to-day working environment of the United Nations. As part of our team, working directly with outstanding career professionals and senior management, applicants will take part in high-profile conferences and meetings, and contribute to analytical work as well as organizational policy of the United Nations where their educational experience can be enhanced.

The normal duration of an internship is two months, which can be extended for an additional two months. The total duration may be exceptionally extended to a maximum of six months when there are special academic requirements or special needs of the receiving department/office.

The internship programme is normally on a full-time basis. The interns are expected to work five days a week in a department/office which has selected them, under the supervision of a staff member.

Telephone: +66 2 288 2100
Fax: +66 2 281 2129
E-mail: fo.thailand@unodc.org

The World Health Organization (WHO) as the leader in global public health issues is committed to building future leaders in public health. WHO’s Internship Programme offers a wide range of opportunities for students to gain insight in the technical and administrative programmes of WHO.

The duration of WHO internships is between a minimum of 6 weeks to a maximum of 12 weeks. Exceptionally, internships may be extended up to 24 weeks to respond to special academic requirements or particular needs of the receiving programme.

WHO internships are not paid. Travel costs, travel arrangements (including visas), and living accommodations are the responsibility of the intern or their sponsoring institution.

WHO Interns are not eligible for appointment to any position within WHO for a period of three months following the end of their internship. Employment with WHO at that point in time shall be subject to established recruitment and selection procedures.

Telephone: 011-23370804
Email: perrec@searo.who.int

http://www.unescap.org/jobs/internships/

United Nations ESCAP internships
Economic and Social Commission for Asia and the Pacific

ESCAP provides opportunities for students enrolled in graduate school/PhD programme, students enrolled in the final year of a first university degree, students having graduated with a university degree less than one year ago to undertake an internship with one of its diverse range of divisions and agencies, most of which are located at its Bangkok headquarters.

The programme aims to expose the intern to the day-to-day work and special missions of ESCAP, promote a better understanding of international problems, and to introduce the intern to the unique and multinational work environment of the UN organization.

The programme will enhance the intern’s educational experience through practical work and/or research, along with providing the host division at ESCAP with able assistance in various specialized professional fields.

http://www.unescap.org/jobs/internships/

Human Rights Internship Programme
Forum-Asia: Asian Forum for Human Rights and Development

The Human Rights Internship Programme aims to provide on-the-job training opportunities to students or graduates from a range of educational and professional backgrounds. Interns will have the opportunity to deepen their theoretical knowledge on human rights and acquire practical skills required for engaging with different advocacy, campaigns and research on the situation of human rights in Asia. Furthermore, they will have the opportunity to enhance their understanding of human rights challenges in Asia. Interns will also acquire practical experience of work in NGOs and civil society in Asia.

The Human Rights Internship Programme is part of FORUM-ASIA’s wider efforts to develop a next generation of human rights defenders equipped with leadership and skills for strategic advocacy actions. This effort will also help to strengthen civil society organisations and human rights movement as a whole. This programme is currently designed for FORUM-ASIA Bangkok office.

Areas of Internship Programme
- Country Programme (East Asia/ South Asia)
- Human Rights Defenders (HRD) Programme
- Information, Communication and Publication (ICP) Programme

The duration of internship with FORUM-ASIA is six months: March-August/ September-February. The March intake will accept application from December-January only; the September intake will accept applications from June-July only.

https://www.forum-asia.org/?page_id=3997
study abroad

The Global Leadership Center (GLC) is a unique two-year undergraduate certificate program that prepares students to become lifelong learners in order to serve as internationally-minded, locally engaged, skilled, attuned, professional, and experienced leaders in all walks of life (commercial, governmental and nongovernmental, educational, etc.).

Global Leadership Center courses are non-traditional, where students work on team-based projects regarding real-world problems and issues. The project-based action learning approach challenges students to acquire the knowledge and skills they need to work in a rapidly changing world.

The Cambodia Project consisted of consulting for several NGOs in Phnom Penh. The team spends about two weeks in Cambodia working with their Cambodian counter-parts. At the end of the two weeks the group presented several recommendations pertaining to the project charge that included a mentorship program between new and experienced staff members, implementation of an evaluation system, utilization of role and responsibility charting, and methods for improving employee involvement and motivation.

Telephone: 740-597-2794
Email: glc@ohio.edu
https://www.ohio.edu/global/glc/about/index.cfm

Nanyang Technological University Exchange - Singapore
Summer, semester or academic year

Spend a summer, semester or year at Nanyang Technological University. Singapore is a tiny nation, approximately 697 square kilometers — that’s just three times the area of Washington, D.C. Nevertheless, Singapore has a big impact on the global economy. Located between Indonesia and Malaysia, Singapore is in the heart of Southeast Asia and has benefitted from its auspicious location. With strong international trading links and a highly developed free market economy, Singapore has become one of the world’s most cosmopolitan and prosperous countries. What better place to study science, engineering, international relations, business, finance, and much much more?

This program is open to OHIO undergraduate students of all majors who have a minimum GPA of 2.5. As part of the application, students will submit two letters of reference and an essay. They must also meet with OGO staff for an in-person interview.

Telephone: 740 593-1841
Email: cseas@ohio.edu
https://www.ohio.edu/global/goglobal/programs/ntu.cfm

Promoting Wellness in Older Adults: Community Based Service - Malaysia
Global Health Initiative - 2 weeks

May 8 - May 23, 2016
Kuala Lumpur, Malaysia
Students will work in interdisciplinary teams with UKM medical and health science students on community-based service projects focused on supporting wellness among older adults.
They will also participate in discussions, workshops, and readings at the University of Kabangsaan Malaysia on topics such as models of community-based access to care for older people; aging-related health and support services for older adults in Malaysia, and social and cultures barriers to access to care.

Telephone: 740-593-1356
https://www.ohio.edu/globalhealth/malaysia.cfm

Gender, Culture, and Development - India
July 1- August 1, 2015. 2016 dates TBD

This summer, join Women’s, Gender, and Sexuality Studies and Classics and World Religions for an amazing program experience at Gawande College in Umarkhed, Maharashtra, India. Students will have the chance to explore gender in the cultural, religious, and social context of contemporary rural India. This context provides students with an opportunity to think about both the empirical and policy dimensions of conventional development work as well as to confront difficult normative questions about the trajectory and meaning of ‘development’ itself. Exposure to everyday life in Indian villages and visits to unique sites like the Buddhist cave monasteries at Ajanta are a major part of the coursework.

Students will learn about the interconnectedness of Indian religion, society, and history through lectures, readings, and group excursions to some of the most significant religious sites venerated by Hindus, Muslims, Buddhists, and Sikhs. Engaging this kind of religious diversity in context prompts reflection on the range of meanings of secularism and toleration and the central role religion plays in the Indian experience. It also provides a useful lens on questions about the appropriate relationship between religiosity and public life.

https://www.ohio.edu/global/goglobal/programs/IndiaGenderCulture.cfm
The Philippines lay in the middle of Japanese shipping lanes to the Dutch East Indies, a region that provided them with the oil necessary to keep their navy in the war. Japanese possession of the Philippines ensured them not only shipping lanes, but also unrestricted communication with Tokyo. Allied command GHQ SWPA began maneuvering to sever this linkage. As this thesis will argue, there was already an effective local Philippine guerilla intelligence network, illustrated by the speed with which information began to flow back to Australia once these networks were aligned under the Philippine Regional Section. The PRS provided the communications apparatus to link these movements, but they themselves did not control or muster the forces necessary to operate it with the islands. It was the intelligence provided by the guerillas and the Coastwatch stations they supported that provided information crucial to an American reinvasion. Whatever or not MacArthur used the intelligence presented to him to its full capacity, the information that disseminated through the ranks transformed the mindset of the Allied forces outside the Philippines. Whether or not MacArthur undermined Japan's civil control, kept resistance morale high, and provided intelligence to the Allies. Without the intelligence gathered by the resistance, American forces would have been operating without a precise understanding of enemy positions during battles like Leyte Gulf, making any attempt to retake the islands difficult, if not far too risky to be sold to the high command. Despite General MacArthur's selective use of guerilla reports, often favoring the discoveries of signals intelligence, at each crucial stage of operations Filipino guerilla reports changed the awareness of the Allied forces outside the Philippines. Whether or not MacArthur undermined the loyalty of the Philippine populace to an operational taskforce in possession of Japanese plans, strategy, and positions.

An abstract by Caitlin Bentley

Dalin Nhean

Dalin Nhean recently earns her M.A. in Asian Studies from Ohio University. She is now staying in Maryland, and doing an internship for an economic empowerment and entrepreneurship team at an international organization in Washington D.C. While staying in Maryland, she had experienced both good and bad things. Dalin likes experiencing new things. During this summer, she had come to like standing paddleboat and Jet Ski activities. She learned how to be skillful in those activities. In the past, Dalin had experienced camping along the river and lake, but she had never once camped on a real camping site. At the end of this summer, she went to camping along the ocean for the first time in the last five years with her relatives and did a lot of fun activities. Addition to those activities, Dalin became a fan of Oreo Baltimore baseball team and DC United soccer team after she went to those two games this summer. Contrast to Asia, in the U.S. baseball game gets more attention and fans than soccer game. Despite all her pleasant experiences, Dalin caught a serious flu that she had never experienced in her life. She coughed for two weeks and was not able to speak for four days. For the first time in her life, she thought, “Is this how an American flu affects your body? I don’t think I want to experience new things anymore”.

Karla Guinigundo

Karla (Schneider) Guinigundo is Associate Director for Global Initiatives at Miami University where (among other things) she manages international partnerships, advises for the Fulbright, Boren and Gilman scholarships, and pursues grant activities that support internationalization. She and husband Billy welcomed a daughter, Zora Lourdes, in August 2014 and are enjoying the adventures of parenthood. They are looking forward to taking Zora to meet family in the Philippines in December this year. Karla loved the time she spent in the Southeast Asian Studies MA program (1999-2002) and working in the Center for International Studies at OU (2002-2011) and would enjoy connecting with any Southeast Asian Studies alumni passing through the Cincinnati area. You can reach her at guinigkm@miamiOH.edu.
Sergina Loncle

I am an alumni of Ohio University, class of 2015, graduated on May 2015, and recently flew back to Indonesia on August 2015. I was studying Communication and Development Studies at Ohio University, with a specialization in women’s, gender, and sexuality studies.

With my experience working in women’s empowerment, gender and disability, emergency response, and community-based projects as well as my MA’s degree in Communication and Development, I started to work with Kopernik on September 2015 as Communications Manager. Kopernik is a non-profit organization based in Ubud, Bali with our mission to connect simple technology with last mile communities to reduce poverty.

I am enthusiastically leading Kopernik’s communications team, promoting Kopernik’s mission, encouraging innovation for sustainable development, and advocating for women’s economic empowerment through energy access in Indonesia and beyond. I love traveling and cultural exchange, meeting new people, sharing stories, and hunting for local ethnic costumes and fabrics.

Hanum Tyagita

My name is Hanum, I am an alumni of Southeast Asian Studies Program, graduated in 2012. I graduated from OU in 2012 and moved to DC to work for Voice of America until 2013, and I returned to Indonesia. I taught Indonesian Language at Atma Jaya University from 2013 to 2015, and recently began a new job at ASEAN Secretariat as Technical Officer at External Relations Division.

I hope the information is enough for the Monsoon post purpose, please do not hesitate to contact me if you have any questions and/or need more information.

Thank you.

Hanum Tyagita

Contact SEASA!

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Advisor: Dr. Alec Holcombe
Email: holcombe@ohio.edu
Southeast Asian Trivia

1.) Can you name all 11 countries?

2.) Which surname is very common among Thais?

3.) What does the name Singapore mean?

4.) Which country has the largest Muslim population in the world?

5.) Which Southeast Asian nation was ruled by the United States for almost half a century?

6.) At least 25% of the population of Southeast Asia lives on this island:
   a) Singapore
   b) Borneo
   c) Java
   d) Sumatra

7.) What is the only country in Southeast Asia that was never colonized?

8.) Which country is the only country in SE Asia that has Christianity as its primary religion?

9.) What 3 Southeast Asian countries were once occupied by the French?

10.) Komodo dragon (Varanus komodoensis) is the largest living species of lizard. Where is its natural habitat?

11.) What Southeast Asian country has the highest per capita income, not including Singapore?

12.) What Southeast Asian country is landlocked?

Look for the answers on our Facebook page! Just search SEASA bobcats.
Find us on facebook:
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