MONSOON

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A letter from
Dr. Gene Ammerall

As Associate Director for Southeast Asian Studies, I have had the privilege this year of serving the community of faculty and students at Ohio University whose academic interests in Southeast Asia span multiple disciplines. While advising students in the Southeast Asia track in the M.A. Program in Asian Studies has been my main concern, I have also had the opportunity, with the tireless efforts of our Thai teacher, Pittaya “Fon” Paladin, to support the work of our South and Southeast Asian language teachers in an effort to strengthen that program. One of the highlights of the year for me was accompanying Dr. Lorna Jean Edmonds, Vice Provost for Global Affairs, to Jakarta, Indonesia, to meet with dozens of our amazing alumni who, along with alumni from across Southeast Asia, continue to build and strengthen ties between their countries and Ohio University. While I would like to thank each faculty member who has contributed to the success of our mission, a very special note of gratitude goes out to Dr. Elizabeth Collins who will be retiring at the end of spring semester. You will be long remembered and sorely missed. To those students who will be graduating, my warmest congratulations and best wishes. As you go forth, remember you are all awesome!

Gene Ammerall
Associate Director, Center for Southeast Asian Studies

I spent 2014 working on a new book with the ambitious title, Ritual and Rule: A History of Religion and Politics in Southeast Asia. Research for the book included a trip in January-February to see religious festivals and sites in three countries, the Philippines, Cambodia and Vietnam. In the Philippines I saw Brother Eddie of El Shaddai and attended services of an Iglesia ni Cristo church. But the highlight of the trip was the festival of the Black Nazarene, a famous image of Christ bearing the cross that is housed in a church in Quiapo, Manila. It is the second largest religious festival in the Philippines after Easter.

Before dawn on the day of the festival I joined the throngs of people, many dressed in maroon and yellow, the colors of the image, who were proceeding to the Quiroño Grandstand in Rizal Park. The crowd was estimated at over ten million people. Just below the stage of the Grandstand I could see the banners of the many carriages with an image of the Black Nazarene from a local church attended by small boys who touch cloths to the image and then return them to worshippers who fill the narrow streets that the procession passes through.

Next stop was Cambodia where I traveled with Wes Clark from OU and my sister-in-law. We traveled overland by jeep from Siem Reap to Wat Pu in Laos, visiting Sambor Prei Kuk and Preah Vihear on the way. The trip was a grand expedition with many ferry crossings on rafts as bridges destroyed during the long war in Cambodia are only now being rebuilt.

One morning I went out for a quiet moment to watch the sunrise over the Mekong and came upon a girl lighting candles at a spirit shrine. As I sat there eight monks silently passed by with their begging bowls, and I felt I had dropped back into another time.

Our last stop was Rattanakiri, a market town in the hills east of Steng Trang not far from the border with Vietnam. It is known for gem mining. In the morning we drove into the hills to see the mines: in a cashew nut orchard tribal peoples had dug deep wells by hand, hauling the dirt out with buckets. When they reached an ancient streambed, usually at a depth of at least 15 meters below the surface, they began their search for gemstones. The abject poverty of the miners was shocking.

We ended the day with a jar of rice wine brewed by the tribal Jarai. It turns out to be very strong.

After seeing the Cham temples that still stand along the coast of south coast of Viet Nam, the celebration of Tet was the highlight of the final week of my trip. In Nha Trang the temple with the memorial to the eight monks who immolated themselves in protest against the violence of the American-Vietnam War was full of worshippers. Two days later in Saigon the Chinese temples in Cholon were still packed with worshippers as you see in this photo. Cholon, in my view, is the most authentic China Town in Southeast Asia today and well worth much more exploration than I had time for, alas.

A helicopter flew over the crowd. Later learned later there were soldiers on the roof of the bandstand as well in case trouble broke out. But the crowd was mellow and the day peaceful despite a scuffle when people trying to touch the Quiapo image broke through the barriers. An editorial in the Manila Times that morning addressed the accusation that the festival of the Black Nazarene was “pagan” because people thought there was power in the image and did not understand that the teachings of the church were the important thing.

In the photo you see one of the many carriages with an image of the Black Nazarene from a local church attended by small boys who touch cloths to the image and then return them to worshippers who fill the narrow streets that the procession passes through.

“Eight monks silently passed by with their begging bowls, and I felt I had dropped back into another time”
Southeast Asian Studies Program Students

Letter from Editor

Monsoon, a student run and produced magazine, was put together rather last minute this semester, however the quality however the quality and content is fantastic!

The magazine had been previously created by an Ohio University faculty member but it is now solely based on the students. The magazine’s last issue was about a year ago, therefore this issue is the re-start of the magazine, which will hopefully continue for the years to come.

Although it is that time of year for students to be cramming for their exams the magazine has been created and published, with only a little delay. While second year graduate students spending their nights in the library getting their final projects, papers and thesis, the student in the Southeast Asian Studies program find the time to produce a magazine in under two months.

This magazine is for the students to exemplify their work and activities they have been participating in during the last few months. As well as informing others of up and coming activities. Plus it is a place for them to show off some of the work they have been working on.

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 dialog.

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

Halee Conisbett
Editor-in-Chief
Second Year Graduate Students

Chetra Chap
Chetra obtains MA in International Affairs, focusing on Mass Communication and Southeast Asia, at United States’ Ohio University (OU). Prior to this, he received BEd in TEFL, and BA in International Studies at Royal University of Phnom Penh (RUPP) in Cambodia. He also taught English Literature, Global Studies and International Relations at RUPP.

His interests mainly center around development communication, innovation and entrepreneurship, multimedia journalism, strategic online marketing, web design, and software programming. Embracing minimalism as a way of life and enthusiastic about media, he loves to write and design.

He works as a web assistant at OU’s Office of Global Affairs, while founding Khmer Scholar (www.khmerscholar.com), a citizen journalism news website in Cambodia.

Dalin Nhean
My name is Dalin NHEAN, a Cambodian graduate student, majoring in Southeast Asian Studies, at Ohio University. I was born in the capital city of Cambodia, Phnom Penh. I grew up in a conservative traditional environment where gender inequality existed. All of my family members practice Buddhism, and that’s why I also follow their path.

In 2012, I got bachelor in Business Administration from ICN Business School, France, and in Financial Banking from Puthisastra University, Cambodia. In 2013, I got another bachelor degree in International Studies at Institute of Foreign Languages, RUPP, Cambodia.

Koytry Teng
Koytry Teng obtains his Master’s degree in Southeast Asian Studies at Ohio University, United States. Prior to that, he received his Bachelor’s degree in International Studies from the Department of International Studies, Royal University of Phnom Penh, Cambodia. He has thus far also participated in various international programs, namely, the 2013 Asia Institute for Political Economy (AIPE) at the University of Hong Kong; the 2012 Model Asia-Europe Meeting (ASEM) at National University of Singapore (NUS), in which he was awarded “Best Delegate” in the Political Pillar; and the 2012 summer program on “The European Union in Asia – Reflections on European Integration, Institutions and Influence”, organized by Nanyang Technological University (NTU)’s S. Rajaratnam School of International Studies (RSIS) and the European Commission. His research interests primarily include party politics, electoral systems, political economy and democratization in Cambodia and Southeast Asia.

Leakhena Sreng
Leakhena is currently working on her professional project on "A Story of Opportunities and Challenges: Cambodian Migrant Workers in South Korea". “I have the greatest advisor for my project, Dr. Kim. She is very knowledgable and helpful,” said Leakhena. She concentrates on economic geography specializing on urban development and labor migration. She added that “Ohio University, as a college town, is a great place for students to study without distraction in addition to the interdisciplinary program of the degree itself makes Southeast Asia studies even more worthy to study.” Three main things that are unforgettable about her time in America are studying, working and traveling which really change her life. Leakhena is on her fast rack and ready to graduate this May.
**Yi Yang**

Yi comes from China. She is a 2nd year graduate candidate major in Southeast Asian Studies in Ohio University, and a current Graduate Assistant for Tun Abdul Razak Chair. Besides, she is also the secretary of International Students Union from 2014 -2015. Before she entered Ohio University (OU), she obtained her bachelor dual degree in Journalism and Malay Language at Communication University of China (CUC) in Beijing. After that, she fulfilled a three-month internship at the Chinese People’s Association for Friendship with Foreign Countries (CPAFFC). From that working experience, she developed her research interests in Sino-Malaysian Relations. Currently she is writing a professional project in analyzing the South China Sea issue.

Her current dream is to host a travel to Southeast Asia channel: “I would like to apply my knowledge about the Southeast Asian history and local customs into the travelling channel and promote Southeast Asian unique culture!”

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**Sophyrum Heng**

I am Phyrum, a second year graduate student in Southeast Asian Studies from Cambodia. I have an interest in Economics Development with the focus of Cambodia, which I later started dual degree in Master’s of Applied Economics. I am doing my master’s thesis, entitled Assessing Outreach and Sustainability of Microfinance Institutions in Cambodia. My favorite class at Ohio University is “Economics of Poverty” by Dr. Paxton, which talks about poverty alleviation in developing countries. These two years have been an incredible chapter of my life. Ohio University is a diverse, friendly college where I can enrich my cultural understanding and earn academic achievements.

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**Naykieng Khun**

My name is Naykieng KHUN, and I was born in Phnom Penh. Currently I am a Masters student in International Affairs at Ohio University, United states. My area of interest is in Economic development, and recently I am doing a project on renewable energy for rural electricity in Cambodia. I acquired bachelor degrees in Finance and Banking at Royal University of Law and Economics and International Studies at Royal University of Phnom Penh.

Regarding to my past experience, I was working at Norton University for nearly two years. I also attended may educational programs and training in Thailand, Indonesia and Singapore. During my under grade, I was participating in many research development projects in many different provinces related to Gender and Development, Rural children education with UNICEF, and improving Rural public health with UNDP.

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**Zeya Zhu (Leo)**

Zeya Zhu, better known by his firends at Ohio Univeristy as Leo, is an international student from China. He is a second year student in the Southeast Asian Studies graduate program at Ohio University. Leo is also the TA for the Buddhim class here at Ohio University. His research interests range from Buddhism to Military rule in Burma and Thailand. He can also speak Hindi and Thai.

Leo also showed his skills at the annual badminton tournament this spring.
First 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 current interest and research is related to visual communications and it’s helping qualities in developing areas, specifically in Indonesia. Between my undergraduate degree and graduate degree I worked as a national and international photographer.

Irma Sanusi
I’m a first year student in Asian Studies 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.

Nay Nay 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.
Nissa Aprillia  
I major in Asian Studies with concentration in Transnational Asia in Globalization, Conflict, and Social Change track. My interest is in language, mainly in Indonesian as a Foreign Language, as well as its economic and sociopolitical dimension. I am currently the Teaching Assistant for Indonesian in Southeast Asian language program. I love meeting new people and sharing thoughts and cultures. I also have the ability to shout "orange!" in a split second whenever an orange object is in sight.

Channimol Kea  
I am Channimol and I am from Cambodia. I am a first year graduate student major in Southeast Asian Studies with concentration in Teachers’ Education. Having been a teacher myself, my interest sets in looking into teachers’ problems and challenges they face and whether those issues affect their motivation and satisfaction in their teaching profession. I am currently working as a Graduate Assistant, help with the research. My other favorite job on the campus is cooking at Ohio University restaurant, Latitude 39, where I do not feel like working since I love being around in the kitchen and cooking. The thing I love about being a Bobcat at OU is that not only that I am offered a quality education and at the same time enrich my cultural knowledge for OU is a diversified university, but I can also expose myself in American working environment which I think is the best part of being here. I look forward to another incredible year at OU.

Radityo Aryo Hutomo  
Hi! My name is Aryo, from Indonesia. I am a first year graduate student in the Asian Studies program, with a focus on Southeast Asia. My research interests include farmer movements, decentralization, food security, and colonial/post-colonial history in Indonesia (Currently I am developing a thirst for literary works about colonialism in Indonesia). Prior to coming to Ohio University, I was a Program Assistant at the United States – Indonesia Society and had a 3-month stint Research Assistant the Centre for Strategic and International Studies in Jakarta. My favorite part about joining the SEA program at OU is that I can meet many amazing individuals from different parts of Southeast Asia and the world (and of course the opportunity to try many Southeast Asian dishes!). In between studying, I enjoy cooking, baking, playing music, and listening to obscure metal bands.

Uymeng Tang  
My name is Uymeng Tang and I am from Cambodia. I am first year graduate student major in Southeast Asian Studies with concentration in Teachers’ Education. Having been a teacher myself, my interest sets in looking into teachers’ problems and challenges they face and whether those issues affect their motivation and satisfaction in their teaching profession. I am currently working as a Graduate Assistant, help with the research. My other favorite job on the campus is cooking at Ohio University restaurant, Latitude 39, where I do not feel like working since I love being around in the kitchen and cooking. The thing I love about being a Bobcat at OU is that not only that I am offered a quality education and at the same time enrich my cultural knowledge for OU is a diversified university, but I can also expose myself in American working environment which I think is the best part of being here. I look forward to another incredible year at OU.
previous events:
- 9/1: SEASA Welcoming Event
- 9/26: SEASA Scary Movie Night
- 10/24: SEASA Karaoke Night
- 11/21: SEASA Thanksgiving Night
- 1/30: SEASA Spring Movie Night
- 4/3: SEASA Sangkran
PERMIAS
Badminton Tournament

Southeast Asian Student Association held the Sangkran Festival at Ohio University on April 3, 2015. This year, there are four Southeast Asian representative countries co-organize Sangkran Festival such as Cambodia, Thailand, Laos and Myanmar. There are many interesting cultural activities in the event such as Buddha Blessing Shower, traditional dress photo shooting, and various popular games from Southeast Asia. At the same time, we are serving sweet and dessert as refreshments, which are locally cooked accordingly to Southeast Asia recipe.

Sangkran is the term derived from Sanskrit meaning traditional New Year, which is celebrated popularly in Southeast Asian Countries such as Cambodia, Thailand, Laos and Myanmar. The celebration occurs usually on April 13-16. In Southeast Asia, Sangkran is one of the biggest festivals that people value and celebrate it every single year starting from the past history. It’s also the occasion that people get off from busy life of work to gather with their families and friends.

Sangkran is a blessing New Year festival that people in mainland Southeast Asian Regions consider this as the prestigious event to gather with their families and friends and receive blessing wisdoms and wishes from elders and monks. Common activities that mainland Southeast Asian people do during the Sangkran are popular dancing, popular traditional game, pagoda visiting, and Buddha Blessing Shower etc.
“The food was delicious!”
~Kate Htun

The Indonesian Night, a night which incorporates a plethora of Indonesian culture including traditional dances and authentic food, is one of the best cultural events available on Ohio University campus.
~Koytry Teng

“Indonesian Night!”

“~Uymeng Tang

“It was the closest thing to home.”
~Nissa Apriia

“I have great fun dancing Saman!”
~Uymeng Tang
Every year, students and faculty involved with Southeast Asian Studies gather to celebrate and raise awareness of the languages offered by the program. This year’s week-long event resulted in more than just shared experiences, it spurned students to take action and help the program they felt so passionately about.

During the first week of the Spring semester, March 9-13, Ohio University celebrated the Southeast Asian (SEA) language Awareness Week. This initiative was jointly organized by the Southeast Asian language instructors, the Southeast Asian Student Association (SEASA), the language students and students from SEA. The main purpose of the celebration was to raise awareness among students and faculty and the Athens community about the SEA languages taught at Ohio, as well as the various cultures and histories of the people of Southeast Asia. It also had the objective of recruiting students into the language classes. Currently, there are four languages offered at Ohio University, including Khmer, Malay, Indonesian and Thai. This initiative has not only become an interactive event but also a driving force in creating dialogs and understanding about Southeast Asia. The week began with a variety of film screenings from Cambodia, Indonesia, and Thailand. The film “One Night After the War,” directed by Rithy Panh, captures the lives of soldiers and their struggles after the genocide in Cambodia ended.

The Indonesian film, “Denias Senandang di Atas Awan” by John de Rantau, reflects the social inequality and the issue of the right to education of the children in Papua. The Thai black and white indie movie, “Village of Hope,” directed by Boonsueb Nakphoo, deals with the shattered hopes and disenchantment of villagers in rural northern Thailand.

The Round Table Discussion, “SEA languages and Worldview Changes,” focused on the individual experiences of the language students. The event proved to be very insightful and productive. The panel was diverse and inclusive. The discussants consisted of eleven students, including graduate and undergraduate students, current students and recent graduates, and American and international students. An increasing number of Chinese students are enrolling in Thai, owing largely to China’s growing economic interest in Thailand and ASEAN.

During the discussion, the students spoke specifically about how they learned about the existence of these language courses at Ohio and what inspired them to enroll in them. Many of them learned about the SEA languages in one or more of the core Southeast Asian Studies courses taught at Ohio, including, Buddhism, SEA History, Problems in SEA Anthropology, SEA literature and Introduction to Southeast Asia. Other students learned about these languages through class visits and presentations organized by the SEA language coordinator. Each student’s experience and motivation for enrolling in a SEA language course is unique and personal. They discussed the important role learning a SEA language has had in their research and social lives. Some students have had opportunities to compete at the national level, travel overseas and continue their language training in Southeast Asia. All agreed that studying a SEA language was key to enabling them to achieve their academic goals and careers and rounding out their identities as students of Southeast Asia and global citizens.

The students also called on the university administration to provide additional financial support for the SEA language program. Some students suggested that the language classes ought to meet more often.

The discussion galvanized several students to take action. Many students made announcements in their classrooms about the SEA language program. Some recruited their friends into the program. Riana Upton, a current Indonesian language student and a senior in the E.W. Scripps School of Journalism, conducted a survey and used the results to create two posters (displayed above) to promote awareness of the SEA languages. As one poster reads: “enroll in a Southeast Asian Language today and don’t just learn a language, become fluent in a culture.”

The 2015 Southeast Asian Language Awareness Week concluded with a festive potluck party. Dr. Gene Ammarell, the Associate Director of the Center for Southeast Asian Studies and an enthusiastic supporter of the SEA language program, commended the students for their dedication and urged them to promote the languages.
Marinated Beef with Lime

**Ingredients**
- 1 tablespoon Sugar
- 2 tablespoons Lime juice
- 1 1/2 teaspoons Fresh ground black pepper
- 1 teaspoon Water
- 2 tablespoons Mushroom soy sauce
- 2 tablespoons olive oil
- 7 Garlic cloves — crushed
- 1 Green leaf lettuce
- 1 Tomato
- ½ red onion (or white onion)
- 1 1/2 Pound Sirloin — 1/2 in cubes

**Directions**

Combine sugar, 1 teaspoon of the black pepper, soy sauce and garlic. Stir well and add the beef. Stir well to coat beef and marinade for 20 minutes or longer.

Combine remaining pepper with lime juice and water. Place in a small serving bowl.

Slice tomato and onion. Plate lettuce, onion and tomato on a serving plate and set it aside.

Sauté beef in hot oil, three to four minutes until medium rare. Place the sautéed beef on the lettuce place that was set aside.

Enjoy the marinated beef with lime sauce as a side, with toothpicks, or as a main dish over jasmine rice.

Fish soup with herbs & rice noodles

**Ingredients**
- 1 teaspoon dried shrimp
- 3 cups whole fish or 500g tender white fish fillets, such as whiting, sole or flounder
- 4 tablespoons Khmer Curry Paste (see how to make the Khmer Curry paste below)
- 2 tablespoons oil
- 1 cup (250ml) water
- 1/3 cup (80 ml) fish sauce
- 1 tablespoon sugar
- 1 1/4 cups (300 ml) coconut milk
- Small bunch (100g) dried rice vermicelli

**Khmer Curry Paste**

3 tablespoons oil
- 5 cm galanal root, peeled and sliced into shreds
- 5 cm turmeric root, peeled and sliced into shreds
- 5 cm krachai or 6 cloves garlic, peeled and chopped (optional)
- 3 stalks lemongrass, tender inner part of bottom third only, finely chopped
- 4 small red shallots, peeled and chopped
- 10 kaffir lime leaves, finely sliced

**To make the curry paste:**

Heat the oil in a wok or skillet over medium heat. Add all the ingredients and fry until golden brown. Transfer the mixture to a mortar or a food processor and blend into a smooth paste.

**To make the soup:**

First, soak the dried shrimp in warm water for 30 minutes, then drain them and discard the soaking liquid. Slice the fish into large pieces. If you are using a whole fish discard the tail and set the head aside for the soup. Combine the soaked shrimp, the fish slices (including the bones) and the Khmer Curry Paste in a mortar and pound into a paste.

Heat the oil in a large saucepan over medium heat and fry the past until golden. Add the water, fish sauce, sugar and fish head (if using). Simmer gently for 15 minutes, then coconut milk, remove from the heat and set aside to cool. If possible, refrigerate the soup for 24 hours to allow the flavors to marry. Strain the liquid and discard the solids. To serve the soup, divide the

Accompaniments among four bowls. Pour the cold soup over and serve with lime wedges and fresh chilies.

**Preparation time:** 1 hours 30 minutes+ time to make the curry paste and 14 hours to chill and rest (if possible). **Cooking time:** 20 minutes.
Dalín’s First Year Experience in Athens

By Dalín Nhean,

During my stay in Ohio, Southeast Asia Student Association (SEASA) events really stimulated me to interact with other Southeast Asian students as well as American students. Those events included Welcoming Party, Scary Film Night and Thank You Day. Although those were social and relaxing events but I found them very useful for my social networks as well as university life.

Firstly, Welcoming Party was the most important event I would not want to miss. It was the time I got to know all the GRAD student of Southeast Asian Studies program who were from Indonesia, the Philippines, Malaysia and the U.S. I was so excited to learn about their backgrounds during the time of introduction to new students and I was a bit nervous to introduce myself to them. However, they were all very friendly and helpful. More importantly, I was informed about many fun activities and how to adapt to new environment.

Secondly, Scary Film Night was one of the most exciting events. The purpose was to celebrate the pre-Halloween Party. Actually, before the day, I was wondering what they were going to do besides watching a scary movie. Were they going to surprise participants with scary cosplays? I was a bit disappointed that there was no surprise. However, it was still a wonderful night since everyone was so into the movie. Some were screaming, while the others were closing their eyes. Moreover, it was also my first time to taste Avalanche’s pizza since I heard that it was one of the famous pizza brands in Athens. The taste was different from Cambodia’s since it had less meat and cheese than the Cambodia’s. However, I preferred the pizza in Athens to my home country’s pizza. After the end of the movie, I was informed of how Athens people celebrated the Halloween and that the Halloween in Athens is one of the biggest celebrations in the States.

Malaysia at Ohio University Outreach: Celebrating Five Decades of Strategic Partnerships

By Yi Yang

On the morning of the 12th of November, 2013, people found that the Ohio University campus was unusual. Students saw sniff dogs with policemen by the Baker Center, which made students curious about who was visiting the university and what was going on.

At the Baker Center doorway, stood a host of students in a queue who were waving the Malaysian national flags, in order to welcome Malaysian Deputy Prime Minister and Education Minister YAB Tan Sri Muhyiddin Yassin.

After the welcome speech delivered by Dr Lorna Jean Edmonds, Vice-Provost for Global Affairs and the opening speech given by Ohio University’s President Roderick J. McDavis, YAB Tan Sri Muhyiddin Yassin delivered a keynote speech. During the speech he reviewed the five decades of strategic partnership between Malaysia and Ohio University and expressed how he cherished that long standing relationship. Following that, a speech was given by Prof Habibah Ashari, who is the 14th Tun Abdul Razak Chair holder and the initiative person of this program. Tun Abdul Razak Chair was established by Malaysian government in March 1980. Malaysian prominent scholars was sent to Ohio University to teach, lecture and research to promote Malaysian culture.

In addition, YAB Tan Sri Muhyiddin Yassin visited several booths including Education Malaysia from Universiti Technology Mara (UiTM), Malaysia and Ohio University. The audience was fascinated by this wonderful film, which was enriched with Malaysian culture and customs and made the audience want to travel to Malaysia.

When the clock ticks to four o’clock, the programme closed. People went home with not only presents from the Tourism Malaysia booth, but also filled with knowledge about Malaysian culture.

Business, analysed strengths of Malaysia as a foreign country to invest. At the end of this symposium, Frederick Lewis, associate professor of Media Arts & Studies, briefly introduced Malaysian media. Ed Yost, a professor of Communication Sciences and Disorders, talked about Aging, Disability, and Access to Care in Asia Project. Drew McDaniel, professor of Media Arts & Studies, briefly introduced Malaysian media. Ed Yost, a professor of Communication Sciences and Disorders, talked about Aging, Disability, and Access to Care in Asia Project.
Khmer Studies Forum, one of the biggest Cambodian events in the United States, happens every year at the beginning of spring usually in March at Ohio University. The sixth annual Khmer Studies Forum this year was held from March 14th to the 16th in 2014. Its main theme was “Cambodia at a crossroads.” There were several interesting panels such as politics at a crossroads, art at a crossroads, education at a crossroads, and social media at a crossroads. More than this, three interesting films were shown and those films reflected reality of Cambodian society. The participants include Cambodian, Cambodia-American, and some other foreigners either students or scholars from different parts of the world.

To welcome the event, there was a Coconut Dance performed by six Cambodian students from Center for Southeast Asian Studies at Ohio University. Its purpose is to begin the event and create a friendly welcoming atmosphere. I would like to briefly introduce the history of Coconut Dance. Coconut Dance or Robam Kos Trolork is a long-lasting Khmer traditional folk dance. It is originated from Rormeas Hek district in Svay Rieng province. This dance is to show gratitude to the coconut trees. Cambodia is a country filled with coconut trees, and if you drive from Phnom Penh along any national roads to any other provinces in Cambodia, you will see several thousand coconut trees rise above. Coconut trees play an essential role as sustenance for Khmer people especially people in the countryside who’s lives relying on agriculture. Coconut trees are very useful since people can eat and drink its fruit. After we finish eating or drinking, we can use its shell to make cups or bowls and many other souvenirs as well. We can also use its midribs and leaves as decoration especially as a gate to enhance the occasion especially for wedding ceremonies. Different from other traditional dances that refer to belief, superstition or religion. However the Coconut Dance appears in all kinds of ceremonies but most often during wedding ceremonies, engagements, or times when the groom is escorted in a procession to the bride’s house (Pi-thi Hae Chum-noon). This coconut dance is to enhance the atmosphere by filling it with fun. Each pair of dancers has a guy and a girl with polished coconut shells in their hands jumping and dancing crossing each other like Grasshoppers and some people called it “Ror Bam Kon Dob Ses”.

“Hands jumping and dancing crossing each other like Grasshoppers”
the missing picture review

Reviewed by Chetra Chap

Director Rithy Panh

It was very fortunate for me to get a chance to watch a Cambodian movie “The Missing Picture” at Athena cinema during the Athens International Film Festival sponsored by Ohio University. The movie was nominated as one of the best foreign films at the Oscars, and as a proud Cambodian, I had always wanted to screen it. On this occasion, I would like to share my personal review of the movie.

Narration-wise, it’s first-person story telling. That is powerfully effective in its own right, especially when everything going into the audience’s ears is first-hand, personal life experience of the one voicing over the microphone. Detailed, specific, personal, relatable, reliable and somewhat entertainingly poetic; probably, the list goes on.

Now, what I like so much about this movie is its rich (not sure if I use the right adjective) coverage of the topic, although the topic is oddly what I don’t like about the movie, too. On my defense, I’m not so keen on more movies talking about the Khmer Rouge, the dark, depressing history of Cambodia. I’ve moved on. Lots of existing Cambodia-in-the-70s movies, anyway. Plus, the country is not just about the Khmer Rouge, so I do hope it’s not the only picture being painted.

Don’t get me wrong when I say the topic turned me off about the movie. It’s completely the other end of the equation when talking about the quality of how the story is told. I love the fact that director Rithy Panh understands everything about the Khmer Rouge so well that his description of it touches most, if not all, areas imagined possible.

On my count, there are pre-1975 lifestyle and mentality, political ideology of Pol Pot, Angkar (organization), how people die, hunger, torture, family suffering situation, children reeducation, dangerous healthcare, injustice and concept of enemy. What’s most impressive is the fact that all of these scenarios are presented in a cohesive and coherent story and reflection of a person experiencing the regime on the ground.

To me, the movie itself is a piece of literature, something that lets viewers take their imagination for a ride. I love that ride. Like reading a novel, I did, while watching the movie, get a chance to learn so much about Cambodia and the Khmer Rouge through my horny imaginations triggered by plots and scenes in The Missing Picture. Clearly, it’s beyond just staring at moving images.

To me, the movie itself is a piece of literature, something that lets viewers take their imagination for a ride. I love that ride. Like reading a novel, I did, while watching the movie, get a chance to learn so much about Cambodia and the Khmer Rouge through my horny imaginations triggered by plots and scenes in The Missing Picture. Clearly, it’s beyond just staring at moving images.

Then, there is the art of film making. Wait, I should say the “high art” of film making. Using clay models is, needless to say, out-of-the-box thinking. I praise such thinking. I do. If there is one valuable message from the movie other than anything to do with the depressing Khmer Rouge, it’s the idea that there are a whole lot of possibilities in how movies are made. Rithy Panh just made an innovative contribution to the film industry.

I discussed with one of my academic associates on why The Missing Picture was chosen to air at my university’s cinema, and we sort of boiled down to one conclusion. It was the annual Film Festival at Ohio University. Not only was The Missing Picture nominated for the Oscars, but the use of clay has the artistic values that can inspire film students here. Well, I should try to confirm with the committee on that.

Again, I’m going too long. Let me say one last thing you may not like so much before I wrap this post with a bow. I think the clay is also a reason that costed this movie the (Oscars) Academy Award. I have to admit the movie failed to absorb my full attention. I would have been much more engaged if there had been more thrilling or striking pictures, instead of steady-looking clay models.

Let me know what you think about the movie if you have watched it. If you have not, take my word: Find it.

The Missing Picture

Nominees for Best Foreign Film

Rithy Panh

Oscar 2013
As a Khmer language instructor, he thinks taking Khmer language at Ohio University, offers students a myriad of benefits and opportunities. First and foremost, through Khmer language, not only can students learn about language, culture, society and history of Cambodia, they can also fulfill the 2-year foreign language requirement at Ohio University. Second, taking Khmer language at Ohio University can also be a great milestone for students to pursue further studies or conduct their research through various programs available both in Ohio University and in some other universities in the United States. Programs through which students can apply to go to Cambodia include, but not limited to, Ohio University’s Center for Law, Justice, and Culture (CLJC), Ohio University’s Global Leadership Center (GLC), the Summer Foreign Language & Area Studies (FLAS) Fellowship, University of Hawaii-Manoa’s Advanced Study of Khmer (ASK), and the Center for Khmer Studies (CKS)’s Summer Junior Resident Fellowship Program.

Koytry Teng is a graduate student in Southeast Asian Studies at Ohio University. His research interests primarily include party politics, electoral systems, political economy and democratization in Cambodia and Southeast Asia. He is also a Khmer language instructor at Ohio University from Fall 2014 to Spring 2015, teaching different Khmer courses from Elementary to Intermediate.

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Thai language at Ohio University was first offered in 1999 in a tutorial style, taught mainly by graduate students, and limited to the elementary and intermediate levels. The addition of Thai strengthened the Southeast Asian Studies program at Ohio University, particularly the Southeast Asian language program, which had previously offered Indonesian only. It gave the program added breadth and was recognized that same year by the U.S. Department of Education, which awarded the Center for SEA Studies the Title VI grant. The addition of Thai to the SEA language program was followed by the introduction of Vietnamese in 2000 and Khmer in 2002. When I began teaching in 2006 at Ohio University, my first task was to develop curricula and teaching & learning materials for elementary to advanced Thai, as well as the advanced course “special topic in Thai studies.” In 2009, I was hired as a full-time, Group II Faculty member and the Coordinator of the Southeast Asian Language program. In this capacity, I was able to implement up-to-date teaching pedagogies, curriculum development, improving the quality of language instruction and collaborative networking among the SEA language students and students from the region. This initiative impacted the students in various important ways. First, Thai language students, regardless of their language of study, received much-needed support and were able to more fully utilize their SEA language skills when transitioning from the classroom to conducting research or working. Students were better prepared to successfully continue their foreign language studies in the various in-country intensive language programs in Southeast Asia. Second, I was one of the first students from Southeast Asia at Ohio to study a SEA language apart from my native language, Thai. I studied Indonesian at Ohio for three years and the summer of 2009 in Salatiga, Indonesia. This appears to have inspired other Southeast Asia students at Ohio to study a second language from the region, which is rather uncommon among Southeast Asian students at other universities in the U.S.

The Thai language students at Ohio University commonly refer to me as “Ajaan Fon.” “Fon” is a nickname (all Thais are given a nickname from an early age), which means “rain” in English. The word “ajaan” means professor. Ajaan is a root word from Pali. This word shares some similarity with the word “penganjar” in Bahasa Indonesia. It means a person who teaches. This is one of the basic cultural lessons that I share with my students. To me, it is as equally important to teach cultural knowledge and social values as Thai grammar and pronunciation. Thai, like other Asian and SEA languages are culturally embedded, and therefore it is essential for students to know what to say, when to say it and also how to say it properly. My first task is to make them familiar with Thai culture and our basic values. The term culture, as used in the context of the Thai language, classroom, is fluid. I like to expose my students to the various diverse cultures of the Thai people, not just the Central Thai. In addition to regular meetings in class, the students are required to meet for the conversation hour, where they can interact with native Thai speakers. They learn how to greet others, act, interact and enter into unfamiliar social and cultural settings. I also arrange for the students to visit the Buddhist Thai temple, eat at the Thai restaurant, watch Thai movies, read Thai literature, go grocery shopping, and cook Thai food, both together and on their own. The experience they gain is real. In my view, giving students the skills to move within different social settings is an important aspect of language instruction. Taking Thai is a way for students to experience the world outside their everyday life. Inspired by intercultural education, I always encourage students to examine their own values and society in order to develop critical thinking.
From Malaysia, Wai Ling Fong is Ohio University’s Fulbright Foreign Language Teaching Assistant for Bahasa Malaysia for the 2014-2015 academic year. She holds a B.A in Communications from the University of Science Malaysia. After completing her studies, she wrote for Cosmetic Surgery and Beauty magazine and later as brand management executive at Naga DDB, one of the largest advertising agencies in Malaysia. Prior to Ohio University, she was an English teacher and program leader for the Pre-University Australian Matriculation program at KDU University College, Malaysia. Her research interests includes TESOL, foreign languages, education technology, and women and gender studies. She’s also an adrenaline junkie with a passion for reading and solo travels.

The Malay language or Bahasa Malaysia is an Austronesian language widely spoken by over 270 million speakers across Southeast Asia. It is written in roman characters with syllables that are pronounced almost equally. It is also the official language for Malaysia, Singapore, Indonesia, where it is known as Bahasa Indonesia, and Brunei.

Teaching Malay in Ohio University has been a fulfilling and enriching experience. I am extremely proud to represent my country’s language and culture. My challenge thus far in teaching Bahasa Malaysia lies in creating authentic content that merges both language and culture to draw my students’ interests. Alden Library has been helpful as it houses a comprehensive and rich collection of Southeast Asian materials in my material creations.

Sadly, Malay language is one of the less commonly taught languages here in the US and Ohio University is one of the few institutions offering the course. If you are looking for a unique language to learn, learning the Malay language will be a great and fulfilling experience!

Nissa Aprilia is a graduate student in Asian Studies with concentration on Transnational Asia in Globalization, Conflict, and Social Change track at Ohio University. Her research interest is in language, mainly in Indonesian as a Foreign Language, as well as its economic and sociopolitical dimension. She is the Indonesian language instructor at Ohio University since Fall 2014. Before studying at Ohio University, she has taught Indonesian as a Foreign Language in Indonesia for State University of Malang from 2010 to 2014 and for Critical Language Scholarship (CLS) program from 2011 to 2014.

Why study Indonesian? From the geopolitical standpoint, Indonesia is the world fourth most populous country with abundant human and natural resources as well as economic potential, making this developing democracy a country of interest to various fields. Secondly, Indonesia’s rich cultural diversity is shown from its hundreds of various ethnic groups, each with unique tradition, art, and language. This country also has the largest Moslem population in the world while other religious communities of Hindus, Buddhist, Catholic, and Protestant presist as well. Lastly, Indonesian uses Roman script, has consistent pronunciation and simple grammar system, making it relatively easy language to learn. Bahasa Indonesia is offered in Elementary, Intermediate, and Advanced level with Special Topic class included. Summer course opportunities in learning Indonesian are available, such as: in US → SEASSI (Southeast Asian Studies Summer Institute), in Indonesia → CLS (Critical Language Scholarship), COTI (The Consortium for the Teaching Indonesian), DARMASISWA, and SLS (Summer Language Study). Feel free to contact her for additional information in regards to Indonesian language program.
BPSOS-Delaware
April 2015-August 2015 / part-time / unpaid

Become a part-time Program Coordinator in Delaware Valley, Philadelphia for BPSOS and gain experience programming and coordinating their two intensive programs: Summer Youth Career Exploration Project (SYCEP) and the Journey Home Project. Your duties will include recruiting, interviewing and supporting 50 Southeast Asian immigrant youth, leading youths through multi-media projects, conducting informational sessions, entering data into a proprietary database, maintaining files and embodying someone with excellent customer service.

To view requirements and apply, visit: http://www.internships.com/non-profit/Summer-Asian-Youth-Program-Coordinator-BPSOSPhiladelphia

US-ASEAN
May 2015-August 2015 / part-time / paid

US-Asia Institute
year-round / part-time / unpaid

The US-Asia Institute is looking for highly motivated students with a strong interest in U.S.-Asia relations. The USAI Internship Program gives students a unique opportunity for hands-on experience in the field of U.S.-Asian affairs and will be responsible for representing USAI at briefings, researching and writing reports on current related issues, corresponding with legislative staff, organizing events and assisting with daily office operations.

To view requirements and apply, visit: http://www.asiasociety.org/about/interns-and-volunteers

Stimson
year-round / part-time / unpaid

The Southeast Asian program at Stimson offers a unique opportunity to build upon and apply educational and other experience by carrying out research and participating in the development of practical approaches to important policy issues. Applicants for this internship should have a strong interest in political economy and Southeast Asian issues, as well as the desire to learn more and develop policy analysis skills. You will work closely with the staff to provide research assistance, maintain the program’s website, write summaries of seminars, coordinate events and keep track of regional developments.

To view requirements and apply, visit: http://www.stimson.org/about/employment/southeast-asia-internship/

BPSOS-Delaware
year-round / part-time / unpaid

BPSOS in Delaware Valley, Philadelphia is seeking highly motivated students to support their various youth-related projects under their Asian Youth Empowerment Program (AYEP). You will be part of a seasonal team designed to provide programming for 30-50 youth in various summer intensive programs. Your duties will include recruiting, interviewing and supporting at least 30 Southeast Asian and other minority immigrant youth, organizing, planning and execution of professional development seminars for the youth and assisting youth with multi-media projects. For college students, this position qualifies as work-study.

To view requirements and apply, visit: http://www.internships.com/non-profit/Youth-Program-Assistant-I278687

US-Asia Institute
year-round / part-time / unpaid

Business Council is currently accepting applications for their Business and Public Policy Internship for summer of 2015. The internship will take place at their regional headquarters in Singapore. The role of the intern will be to assist Country and Industry Teams by providing research into current economical and regional issues, assisting in the organization of trade missions and attending briefings and other events. The ideal candidate should demonstrate a strong academic/professional background in ASEAN foreign and trade policy issues and have strong written and oral skills in English.

To view requirements and apply, visit: https://www.usasean.org/about/jobs/business-public-policy-internship
abstracts

“The Development of Solar energy technology (photovoltaic) in Cambodia”
Professional Project by Naykiem Khun

This study focuses on how to address the development of solar (Photovoltaic) energy technology in Cambodia to promote the local generation of clean and renewable energy for rural population. In the Cambodia, the rural population which is 35% of the population, and only urban people have access to the national energy supply while rural people depend on the conventional energy supply. The electricity price is remaining very high, and by 2030 the energy demand will be increased by fivefold to accommodate with the rapid development of the country. Given this trend, renewable energy is one of the best solutions to address the problems for sustainable energy supply. This paper presents a comparative study between Cambodia and four other developing countries that successfully deploy renewable energy to gain insight to the appropriate mechanisms and policy changes needed to increase the rural energy supply. Based on the international experiences of China, India, Kenya, and South Africa, strong government commitment and long-term consistency of effective policies and implementation are essential in guiding and sustaining renewable energy development. Focusing on large-scale hydropower, coal and fuel is not a better option for a future sustainable energy supply since these sources are very destructive to the environment and have a high production cost for electricity generation especially for net imported oil country as Cambodia.

“Building a Citizen Journalism News Website for Cambodia”
Professional Project by Chetra Chap

This professional project aims to build the first ever citizen journalism news website in Cambodia that promotes the true voice of the people. Modeling after – and adopting measures and strategies developed and successfully implemented by – South Korea’s OhmyNews (www.ohmynews.com), the website is branded as “Khmer Scholar” (www.khmerscholar.com) and is fully operational after the publication of this report.

This report explores the origin, definition and motivations of citizen journalism. Enabled by the power of web 2.0 (web infrastructure that allows active collaboration and participation among users), citizen journalism involves ordinary citizens in the production of journalistic content. Motivations of citizen journalists include self gain, personal development, community interaction, information dispersal, and social reform. A case study is also conducted on OhmyNews and South Korea, looking to do a situation analysis for Khmer Scholar and Cambodia. The case study suggests that Cambodia is arguably having similar situations and characteristics – known as participatory Internet culture, drive for a true democracy, and frustration over traditional mainstream media – as South Korea during the inception period of OhmyNews in the early 2000s, thus making Khmer Scholar a potential success as OhmyNews.

Finally, a strategic planning that covers operation strategies for Khmer Scholar is completely designed. Modeling after OhmyNews, the plan outlines detailed guideline for areas including selected layers of citizen journalism, organization’s vision and mission, funding and monetization, marketing, development tools and techniques, editorial process, content strategies, and reward system.

“Assessing the outreach and sustainability of microfinance institutions in Cambodia”
Thesis by Sophyrum Heng

Microfinance has been playing a vital role to assist the poor with day-to-day living needs to gain access to credit in order to smooth their consumption and start small businesses. The microfinance sector in Cambodia seems to grow fast, and the scale has been increasing rapidly over the last several years. However, it is uncertain that the industry of microfinance is growing with sustainability. This paper analyzes the sustainability of microfinance institutions (MFIs) in Cambodia. This quantitative research uses descriptive statistics and linear regression analysis to illustrate the trends and determinants of sustainability level of Cambodian MFIs. To achieve the long-term sustainability and outreach, the conclusion suggests that the MFIs should diversify profit and risk portfolio by: 1) targeting a wide range of clients in addition to the poor, 2) increase the cost efficiency, 3) maintain the growth of the loan at steady rate, and 4) pay attention to institutional experience, and 5) mobilize more savings.

“A Story of Opportunities and Challenges: Cambodian Migrant Workers in South Korea”
Professional Project by Leakhana Sreng

“Money”, which is one of the most significant reasons for people to leave their home and beloved families to work in the city or even foreign countries. Small job market, low education, and low wage, make it difficult for many Cambodian people especially people from rural areas to survive. First, people leave their home to the city, but once the city is overcrowded, people continuously leave to neighboring countries, and go further and further. Some of them are really better off by working abroad while some encounter unfair and hardship conditions while working outside their home country. Cambodian people have left to Thailand, Malaysia, Taiwan, Japan and South Korea, and South Korea has recently become a trendy destination for Cambodian migrant workers. There are people who came back with success while others did not experience the same kind of success. I have conducted interviews with nine Cambodian migrant workers in South Korea to learn more in-depth about their reasons for leaving to work in South Korea in addition to their working conditions and plans upon their return. It finds that by migrating to work in South Korea, it brings more opportunities for Cambodian migrant workers in earning a lot more money than they did when they were in Cambodia. This helps their families to have a better living. However, there are also challenges such as unmatched working contract with real work, unpaid overtime working, verbal abuses, dangerous accommodation, and health degradation that they still encounter while working in South Korea.
“Clientelism and Party Institutionalization in Post-Authoritarian Regime: The Case of Cambodia”
Thesis by Koytry Teng

After more than two decades of regime transition in 1993, Cambodia’s party system remains fluid and subordinated to the hegemonic control of the long-ruling Cambodian People’s Party (CPP). The degree of institutionalization of individual parties within the system has thus far been noticeably uneven, with the CPP being the only political party without any history of party merger or party schism. Despite its relatively institutionalized party organization, the CPP has been struck by personalistic control of Prime Minister Hun Sen, an open-secret factional conflict between Prime Minister Hun Sen and the CPP’s President Chea Sim, an absence of distinct political programs, and an unstable voter base, as evidently suggested by its unprecedented electoral decline in the July 2013 election.

Puzzled by this very characteristic of Cambodia’s party system, this thesis seeks to understand the nature and development of the CPP, and subsequently analyze why the CPP has institutionalized the way it has. The thesis argues that the ability of the CPP to institutionalize its party organization was facilitated by its organizational inheritance from the former hegemonic party, the Kampuchean People’s Revolutionary Party (KPRP), the only party which ruled Cambodia virtually from 1979-1991. Emerged as the most structured, organized and well-financed party after the UN-supervised election in 1993, the CPP has been embracing clientelism as its strategy of party institutionalization. Clientelistic politics, while effective for the CPP to mobilize voters and to secure loyalty from the political and business elites, has remarkably weakened both the internal and external dimensions of the CPP: party autonomy and value infusion, respectively.

Keywords: Clientelism, party institutionalization, value infusion, party autonomy, post-authoritarian, post-conflict, Cambodia.

“The Development of Entrepreneurship Education Template in Cambodia’s Higher Education Institutions”
Professional Project by Dalin Nhean

Cambodia scores the lowest among the Southeast Asian countries in terms of the promotion of entrepreneurship education. It also ranks 95th on the global competitiveness index, which gives the assessment on education, market efficiency, infrastructure, technology and macroeconomics. As the ASEAN Economic Community 2015 is approaching, Cambodian entrepreneurs are not ready to effectively compete in a regional market. Cambodia’s Small and Medium Enterprises (SMEs) face three main constraints, which are weak regulatory framework, a lack of access to finance and poor SMEs-supported activities. These three obstacles limit Cambodian capacity to improve its competitiveness. Focusing on the third constraint of SMEs in Cambodia, this project will help the promotion of Cambodian SMEs by developing an entrepreneurship education template for Cambodian higher education institutions, which will generate measurable impacts on human resources and business start-up activities. By identifying the global leaders in entrepreneurship education, various components of these programs will be identified as “best practices” and recommended for the Cambodia’s higher education institutions. The template is designed based on the benchmark components and is divided into three main categories: core courses, recommended courses and co-curriculum entrepreneurial activities. Due to the limited capacity of Cambodian universities, the implementation of the template recommended to the universities is based on low-cost and high-cost programs. Cambodian universities can cooperate in launching high-cost programs, while each university can implement low-cost programs. In addition to the universities’ involvement, this project offers recommendations for relevant stakeholders in fostering the implementation of the designed template. The participations from business community, government, funding agencies, financial institutions, and non-governmental organizations (NGOs) are necessary to strengthen the entrepreneurship programs in Cambodian universities. Finally, this project sets out a foundation for the future research on the improvement of entrepreneurship education in Cambodia.

“Analyzing the Sino-Malaysian Relations through the South China Sea”
Professional Project by Yi Yang

The South China Sea territorial dispute became a war of oil between China and ASEAN since 1970s, when some Asian countries explored a huge of undeveloped natural gas and oil underlying the South China Sea and its crucial geographical location of international shipping. The major players in the South China Sea dispute are People’s Republic of China, Taiwan, Vietnam, the Philippines, Indonesia, Malaysia, and Brunei. Unlike the Philippines and Vietnam, Malaysia and Brunei kept a low profile in this matter. Malaysia, as a minor player in this territorial dispute, has been playing a mediating role between China and ASEAN through calling for all countries involved to respect the principles of international law and resort to peaceful dialogue. In this article I will analyze Malaysia-China Relations through the South China Sea issue by comparing news reports from Utusan Malaysia and Sin Chew Jit Poh. On one hand, Malaysia upgraded its bilateral ties and increased investment and trade with China. On the other hand, some Malaysian scholars blamed China’s aggressive actions on the South China Sea and calls for Malaysia to take actions.

Keyword: China, Malaysia, the South China Sea, ASEAN