



THE REED

Winter 2013



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Cover Photo: Fresh fish at a local marketplace in Vinh Long Province, Vietnam

Photo Credit: Amy Dao

Lecture by Indonesian Foreign Minister H.E. Dr. Marty Natalegawa

“Two Pathways” for East Asia



ON September 18, Indonesian Foreign Minister Dr. Marty Natalegawa spoke at Columbia University on Indonesia’s role in East Asia. The lecture was cosponsored by the Weatherhead East Asian Institute (WEAI), the School of International and Public Affairs, the Asia-Pacific Economic Cooperation Study Center, and the Southeast Asian Student Initiative. WEAI Director Myron L. Cohen gave opening remarks and WEAI Senior Research Scholar Ann Marie Murphy and WEAI Senior Research Affiliate Duncan McCargo moderated discussion.

Dr. Natalegawa explained that two kinds of pathways are available to East Asia. He described one path of peaceful prosperity, stability, and continued economic growth and the second path marked by increased tension, threats and territorial disputes. He remarked on Indonesia’s purposeful and deliberate pursuit of the first path and detailed three challenges associated with going down that road.

The first challenge is confronting the trust deficit in East Asia and addressing the animosities of the past. This trust deficit, Dr. Natalegawa said, is exemplified by tensions on the Korean peninsula and in bilateral tensions across East and Southeast Asia.

The second challenge he mentioned is territorial disputes. He cited disputes in the East and South China Sea as examples and remarked, “These are issues that are not going to be resolved overnight...so we must find ways and means to live with this reality, to manage this situation.”



The third challenge the Minister discussed is determining how countries in East Asia and international organizations like ASEAN should manage political, economic and social change, prompting him to ask the question: “Is this a problem or is this potential?” He used political changes in North Africa and the Middle East as examples of how a “democratic deficit” within countries can lead to increased geopolitical tensions and international conflict. Instead of military alliances and political coalitions, he promoted an idea of “dynamic equilibrium,” meaning a balance of power across countries in the region.



During the Q&A session, people asked about Indonesia’s internal political development, its relations with China and the Minister’s position on Syria. In his answers, Dr. Natalegawa was open about Indonesia’s struggles with ethnic tension and corruption. He encouraged other countries to open up about their problems in international arenas and spoke about steps Indonesia has taken to address these issues. The enemies of the modern world are not countries; they are, he said, mutual problems, like natural disasters and terrorism. He advocated for step-by-step resolutions and for “more states-manship and less stage-manship” to get problems solved.

Senior Research Affiliate Dr. Duncan McCargo

The Importance of Southeast Asia



Indonesian Foreign Minister H.E. Dr. Marty Natalegawa with Columbia University scholars

WHO would choose to study somewhere so confusing? The joys of Southeast Asia.

The oppressive heat hit me the moment I stepped off the plane at Bangkok's Don Muang Airport, as a 22-year-old junior English major. It was my first time in Asia; I had actually wanted to go to Japan, but in the 1980s' days of the soaring yen, Tokyo was way beyond my budget for a summer trip. That first trip I had no idea what I was doing in Thailand, but 28 years later I have now clocked up several years there, including four visits in 2013 alone. I have also spent a year in Cambodia, a year in Singapore, done several months of research and language study in Indonesia, edited a book on Vietnam and been a visiting professor in Malaysia—not to mention eventually teaching in Japan for three years. What happened to me? A chance trip to Thailand hijacked my entire adult life. Completely by accident, I became a Southeast Asianist.

Southeast Asia comprises eleven nations: the new nation of Timor Leste (East Timor) and the ten members of the Association of Southeast Asian Nations (ASEAN), made up of the original pro-western grouping of Brunei, Indonesia, Malaysia, the Philippines, Thailand and Singapore, along with Cambodia, Laos and Vietnam, plus Burma/Myanmar. Unlike other regions which are unified by a common lingua franca such as Latin America or the Middle East, or regions

which reflect a spectrum of monarchies, dictatorships and democracies with widely divergent levels of economic development. Geographically, too, Southeast Asia can seem a somewhat arbitrary region, with neither continent nor subcontinent to call its own. All in all, it takes a certain perversity to train as a specialist in Southeast Asia, because to get a decent handle on such a complicated part of the world is really a life's work.

At one time, Southeast Asia loomed much larger in our collective imaginations. In the 1960s, Indonesia's President Sukarno described Southeast Asia as "the focal point of world contradictions." Those contradictions culminated in the long Vietnam conflict, the heyday of Southeast Asian studies in the United States, which ended with the collapse of South Vietnam in 1975. Since then, the study of Southeast Asia has become the poor relation of better-funded programs of Japanese studies, China studies, and latterly Korean studies. Yet in recent years, Southeast Asia has re-emerged as an area of huge importance, demonstrating rapid economic growth, democratic change, and increased regional integration. If the second half of the twentieth century was dominated by a Cold War struggle between communism and capitalism, the first half of the twenty-first century features a major realignment of political and economic power associated with the rise of China. Southeast Asia,

with shared intellectual traditions like Europe, Southeast Asia is an extremely heterogeneous part of the world, where most countries have their own distinct national language and

characterized by remarkable industrial growth, social transformation and political liberalization is right on the frontlines of this global realignment.

In short, we need more people to take on that perverse calling to become Southeast Asianists, both scholarly experts, and those who can deploy a fine-tuned knowledge of the region to work in the public, private and non-profit sectors. Why bother? Well, here is the secret: Southeast Asianists love 'their' region, the diversity, the colors, the sights, the tastes, but above all the amazing energy, vitality and warmth of the people with whom they work. Southeast Asia is not just a place to study; it's a place to become deeply involved, emotionally and intellectually. There is probably no region of the world that inspires so much passion among those who study it.

Southeast Asia has never had the recognition it deserves at Columbia University, and that is something we are working to change. In June 2013, the Weatherhead East Asian Institute organized a major symposium in Jakarta, in partnership with Australian National University and the Centre for International and Strategic Studies. Nine Columbia faculty members and scholars took part, symbolizing the determination of Columbia to develop more research, programming and course provision on the region. There is a long way to go, but we would love to exchange ideas with anyone reading this who is interested in helping us to make Southeast Asia more accessible to the Columbia community and beyond.

Duncan McCargo is a senior research affiliate at Columbia University's Weatherhead East Asian Institute, Professor of Southeast Asian Politics at the University of Leeds, and 2013-2015 President of the European Southeast Asian Studies Association (EuroSEAS)

Post-Doctoral Perspectives

Q&A with Dr. Saskia Schäfer

Could you explain what post-doctoral fellow is, and what a “post-doc” does?

“Post-doc” describes the stage between having handed in the dissertation and—ideally—reaching a more permanent position in the academic system. Some turn their dissertation into a book manuscript; others dedicate their time to teaching or engaging in other forms of dialogue, choosing to organize conferences or workshops while positioning themselves in the field they would like to work. It is an unstable position, which can be both a good and a bad thing.

What are some of the differences in teaching in Germany and in the United States? Any challenges?

Yes, there are some differences. One that I have noticed is that my students here take fewer classes and focus more, so they are often better prepared and read more which is really great when you want to get an informed discussion going. On the other hand, my German students challenge each other more in their debates. Thus, they learn a lot about other perspectives and sharpening an argument just from engaging more with one another directly.

What about Islam in Indonesia and Malaysia drew you to it, especially considering the media’s attention to Islam in the Middle East?

I travelled widely in Southeast Asia before going to university, and many of the friends I made and the people who welcomed and hosted me were devout Muslims. I learned about Muslim prayers because my host-sister in a village in Borneo always



What projects are you currently working on individually?

Currently, I am writing an article about Indonesian public debates and media representation of a particular group within Islam, the Ahmadiyya. Similar to the media representations of Islam in Western

performed them at the call of the local mosque at 4:30 a.m., a sound that I still like very much. Similarly, many of my neighbors in Berlin were of Turkish origin and had some Muslim background. I do not think I ever thought of the Middle East as representative of any of the Abrahamic religions. I was interested in Southeast Asia and then discovered how Islam informs many of the debates. For example, I once did an internship with a local environmental NGO and many of the activists participated for religious reasons.

Why do you think your area of research is important?

I think that heterogeneous societies—and that means almost all societies at the beginning of the 21st century—can learn a lot from Southeast Asia. I work on mechanisms of exclusion and try to find out how particular groups are marginalized, how structural and physical violence emerges, and how my own societies and worldviews are involved in this. I bring together various methods and disciplinary approaches and hope to contribute to greater understandings of how societies work so that we can try to improve them.

media, the way in which certain groups are depicted always says a lot about those who portray them, often more than about those they wish to portray. In another article, I look more closely at local effects of international human rights discourses.

Also, I have begun to engage in very interesting conversations on politics and religion with other scholars here at Columbia who work on Turkey and the Ottoman Empire, as well as some others who work on South Asia. I have always really enjoyed the interdisciplinary and inter-regional exchange of ideas.

What are you trying to accomplish and any new plans for the future?

I would really like to bring the diversity and richness of Southeast Asia into dialogue with other regions and make it possible for us to learn from their past and present experiences.

Saskia Schäfer is a 2013-2014 Postdoctoral Fellow in Modern Southeast Asian Studies at Columbia’s University’s Weatherhead East Asian Institute and a member of the INTERACT Teaching Collaborative

Professor Robert Barnett Leads New Project

illuminating Tibet Through the Web



A view of the Potala Palace in Lhasa (Photo Credit: Prasad Kholkute)

TIBET is not the most accessible topic for students and researchers to study if they are outside of the region. Specialists are not numerous and, often, available materials are very general and cannot catch the variety and complexity of history, social change, religion or cultural life. In particular, translations of important documents are difficult to find.

The Modern Tibetan Studies Program, part of the Weatherhead East Asian Institute, is looking at a range of online options to address these issues. I am currently managing a team of students to create a network of small, educational websites covering various areas of modern Tibetan studies, including history, film, language, politics and culture. They will provide tools that will offer glimpses of lesser known aspects of these issues to help bring out the diversity and range within them and to counter over-easy simplifications that can creep in when studying unfamiliar places and environments. The work has been possible

because of generous donations from the Shelly and Donald Rubin Foundation, the Helen Clay Frick Foundation and Heather Henson.

New Websites Will Provide Ease of Access to Tibetan Culture

This semester, a team of six students in New York—including Kaushik Tewari, Anshul Gupta (web development), Gresham Fedora (historical documents), Roberta Barnett (coordinating) and Nolan Bensen (film)—are working alongside a development team in India led by Teachers' College graduate Kelsang Wangdu to generate content for the three initial sites. These will cover literature, film, and history.

The literature website will give examples of poems, short stories and excerpts from longer works written by Tibetans inside Tibet that have been translated into English, wherever permission has been obtained. Where possible, it will include copies of the Tibetan originals for those who already

know or who are studying the language. The site will give basic information about the writers and their work, plus links to studies and articles by scholars discussing the range of writings in Tibet, which have blossomed to an extraordinary degree since the early 1980s. The stories and poems show a breadth of concerns and interests among contemporary Tibetan intellectuals and writers that is rarely reflected in the coverage we receive through the media. At the same time as helping outsiders learn about Tibetan writing, the website will also enable Tibetan writers to broaden the audience for their work.

The Tibetan film website will offer a similar window into modern Tibetan film, a topic which is currently being taught by Professor Barnett in EALAC ("Film and TV in Tibet and Inner Asia," W4557). The site looks at films and television dramas made within Tibet, especially those that have influenced feelings and opinions within China about Tibetan history and culture. For copyright reasons, it will show only clips from the films to give a sense of their storylines and underlying premises. The site will provide a glossary of information related to the films, including entries on actors, directors, themes and camera techniques, many of which have been compiled by former students of the film course.

Another website will offer an unusual and challenging way to look at modern Tibetan history. Rather than giving narratives by historians, each with their own perspectives and elisions, the site will present examples of primary documents (mainly produced by the Chinese authorities or officials working for them) relating to society and policies in Tibet over the last half-century or more. Such documents are often very difficult to

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read and hard to interpret even for Tibetans and Chinese due to the extreme obliqueness of language in bureaucracies, magnified many times over in communist systems.

In addition, not all the documents on this site will be translated into English. Each, however, will come with an introduction summarizing the contents of the document and discussing briefly some of their implications. Most of the documents have never been seen before or are extremely rare, and the site is designed primarily to show potential researchers how much primary, completely untouched material is now available that could be used to study Tibetan history. The site encourages people to learn the relevant languages and to study history through primary texts, rather than through secondary accounts.

Future Websites Will Facilitate Tibetan Language Study

Other sites are being developed for future release. One, the Tibet Language Teaching Enhancement Project, funded by the Institute's Title VI grant, and led by Tenzin Norbu (CU), Kalsang Wangdu in India and Françoise Robin at INALCO in Paris, will aid students in learning Tibetan, enhancing their learning experience through conventional exercises and more sophisticated interactive applets. It is designed in particular to teach Tibetan language-learners about the importance of registers—the radically varying ways in which different people speak the same language, because of class, profession, status, audience, topic or region; thus, some segments of the site will offer audio clips of the same sentence spoken by people in five different registers so that learners can come to recognize the wide range of differences in tone, inflection, pronunciation and intonation that ornament the same set of words in different contexts.

Dealing with language in a different vein is the Tibetan Signs Site, which will introduce an innovative way to study Tibetan language and to think about its social footprint and



The team of five Columbia University students working busily on Professor Barnett's new project

its durability. The site will track language use and change via the study of public signage in Tibet. Language competition is a crucial feature of modernization, and it is an especially risky and unequal one where that process is monolithic or extremely rapid. To compensate for this, the Chinese authorities have introduced local laws requiring all public signs in Tibet to be in both Chinese and Tibetan. How do these laws work in practice? The site includes a database of photographs of signs from Tibet, along with their location, and notes on any mistakes in grammar or language, so that users can literally map the effectiveness of these efforts to maintain dual language practices in Tibetan areas.

Another site that is constructed around a database will offer details about officials in Tibetan areas of China, giving their positions, dates of service, ethnicity, gender and other data from the 1940s to 1987. When the site launches, users will be able to see the ways in which many Tibetan leaders were connected, illustrating the relationships and trajectories that are important to historical and political studies of elites.

The first three sites are expected to go online in the spring of 2014 to join one that is already live—the Tibet Web Digest, at www.tibetwebdigest.com—which provides translations of Tibetan blogs

and other writing from the internet sites within Tibet. Access to this site can help those studying contemporary Tibet better understand the popular issues, debates and interests that make up the intellectual climate of many people in the region. Like the other sites in preparation now, it aims to provide tools for studying Tibet by providing access to primary materials written and used by Tibetans and others inside Tibet, whether from the government, the Party, the intelligentsia, the mainstream media or from social media.



Robert Barnett is Director of the Modern Tibet Studies Program at Columbia University, Adjunct Professor of Contemporary Tibetan Studies, and Associate Research Scholar of Modern Tibetan History

Professorial Perspectives

Q&A with Professor Jungwon Kim

How has the transition been from teaching at University of Illinois to Columbia University?

Settling in a new place is always hectic, but it has been wonderful to be part of Columbia's vibrant intellectual community. I feel grateful to have the rich East Asian library nearby and to work with stellar scholars in East Asia as my colleagues. Also opportunities to attend numerous talks, workshops, and conferences crossing the boundaries of disciplines and nations offered by the Weatherhead East Asian Institute have reminded me of important issues shared by societies in the world. Most of all, it has been inspiring to meet and work with new students at Columbia who have challenged me with thought-provoking questions through class discussions, weekly posts, and many individual meetings.

What are some of the difficulties you face tackling something as challenging and seemingly overwhelming as writing a book?

Although I am a historian of early modern Korea, I have been tremendously inspired by scholarship on China and Japan, as well as Europe and other parts of the world, and especially by innovative theoretical approaches and methodologies in dealing with various archives. As I write my book, therefore, I always try to ask whether it will also appeal to broader audiences within academia, not only in my own field but beyond. It is a real challenge for me not to forget about the potential place of my work within the larger scholarly context (or debate).

Do you find yourself formulating new ideas or re-interpreting older ones in the middle of your writings?

Both. Writing is truly a textual place where I can formulate new ideas and revisit existing ones. I am often amazed at how my scattered and vague ideas—which have slipped into my mind or my notes while reading various sources and books—can be (re)organized through the actual process of writing them down.

How has working in so many different places and environments affected your studies and research?

One thing I have learned from working in different places is the value of diversity. Before leaving Seoul, where I was born and lived until I came to the US to pursue graduate study, I hardly knew or thought of the idea of diversity. Since encountering people from all different backgrounds, in terms of ethnicity, education and work experiences, religious beliefs, etc., however, I have realized how crucial it is to understand and honor diverse experiences and perspectives, which have also enriched my own experiences in research and study.

What are some of the important ideas you try to instill in your students through your teaching?

As a historian of Korea, my foremost teaching goal is to help students understand why and how we study history, and in particular, the history of Korea. By situating

Korean history within the perimeter of East Asian history as well as in the context of world history, I expect students to be challenged to recognize commonalities and particularities of Korean history so that they can appreciate their own cultural background as well as the lives of those far away. Also, I believe that the most important way to access and reflect on the past is through primary sources produced at a specific historical moment. As more historical materials are presented in class, students are able to narrow the gaps between actual history and their prejudices or subjective ideas, and thus develop a better understanding of another culture and its history as part of humanity.



Jungwon Kim is Assistant Professor of East Asian Languages and Culture. She specializes in gender, family, and legal history of Choson Korea (1392-1910). Her broad research interests include women's writings, ritual and expression of emotion, crime and punishment, and the use of legal archives

2013–2014 Global Scholars Program

Summer Research Workshops



The 2013 Global Scholars & Professor Xiaodan Zhang in Beijing

THE 2013 Columbia University Global Scholars Program (GSP) Summer Research Workshop offered thirteen Columbia undergraduates the opportunity to conduct comparative social science research in Beijing, China and Santiago, Chile. The program focused on the theme of “Pathways to Development.” Students explored how politics, economics, labor, and other transnational issues influence development in real-world settings through visits with the government, with the business sector, with aid organizations, and with individuals involved in urban and rural labor.

The students first spent three weeks in Beijing where they studied alongside peers at Peking University and met with representatives from the Chinese central government, the American Chamber of Commerce in China, and several leading Chinese companies. One of the highlights of the program was a day spent with a class of seventh-grade students at a private school for the children of migrant workers.

GSP students also spent time with children from the Fuyang AIDS Orphan Salvation Association, which cares for children who have lost their parents due to AIDS.

“ I learned so much outside of the classroom. Learning about the political structures of China and Chile and their contemporary issues provided me with tools I can use as a Foreign Service Officer. ”

— Aliza Goldberg, *senior at Barnard College and MIA Candidate at SIPA*

While in Santiago, students toured the Chilean Congress and met with the President of the Senate. They also held meetings with a former minister of labor,

the current minister of finance, and former president Ricardo Lagos Escobar. Working with students from Diego Portales University, GSP students were able to visit several Chilean think tanks and the U.S. Embassy in Santiago. Their stay in Santiago coincided with the first national primaries to choose presidential candidates in Chile’s history. On the primary day, some of the GSP students were interviewed about the differences between the electoral processes in Chile and in the U.S. by CNN Chile and Chilevision.

Looking forward, the 2014 Global Scholars Program will focus on the theme of “Socialist and Post-Socialist Cities of Eurasia” and will take students on a four-week study tour through Berlin, Moscow, Ulan Bator, and Beijing. Central to the course will be a leg of travel on the Trans-Siberian Railway, where students will gain an appreciation of the imperial spaces of Russia and China while participating in directed reading, film screenings, and small-group discussions with faculty and teaching assistants. Sample workshop activities include discussion with a Berlin city planning expert, an architectural tour of Moscow, and visits to media outlets in Beijing.

Titled “Contemporary Cities of Eurasia: Berlin, Moscow, Ulan Bator, Beijing,” the five-credit course will be led by Professor Charles Armstrong of the Columbia University Department of History and Catharine Nepomnyashchy of the Barnard College Slavic Department. This program has been devised through the collaboration of the Harriman Institute, the Weatherhead East Asian Institute, the Office of Global Programs, and Columbia Global Centers | East Asia.

PhD Candidate Amy Dao

Health Insurance in Vietnam

SPENDING this summer on an ethnographic exploration of health care reform in Vietnam, I discovered that riding through the streets on a motorbike is the best way to experience everything the country has to offer. From the city to the countryside, the unobstructed views of lush gardens, street vendors, rice paddies, buffalos, tangles of floating electrical cords, neon-lit karaoke bars, and endless rivers never cease to evoke mixed feelings of harmony and frenzy.

One of my most vivid memories about how Vietnamese people are experiencing health care reform involves such a motorbike ride. It's 2:00AM in the morning and I am waiting with my friends on the roadside for a bus that will take us from Vinh Long Province back to Ho Chi Minh City. This is not a public transit bus, but a privately owned and operated service bus used by the residents of this largely rural province for transport into the city. Passengers use this particular bus to travel directly to the city's health facilities for medical treatment.

As headlights guide us through bumpy streets, we stop intermittently to pick up other passengers waiting in the dark with their bags full of clothes and various fruit. Right before sunrise at 4:00AM, I learn that someone has managed to sneak on two roosters. At the drop off, a female employee of the bus company decides who will continue onto the motorbike taxis first. She groups everyone by destination and gives priority to those going to hospitals. My friends leave first and I wait a few minutes before being called up. They pair me with a man who appears to be in his late 40s. The three of us, including the driver, cram onto a motorbike and stop first at hospital where my companion is dropped off. With his health records in his hands, he will most likely wait another six to eight hours until he can see a doctor.



A view of local fishing vessels along the Mekong Delta in southwestern Vietnam

Another vivid recollection about health care reform is one of the many stories told to me by a local café owner in Vinh Long province. “When you pay the doctor with your own money, he feels that the money is coming from you so he will treat you better. When he is paid by the insurance department, the doctor feels like the money is coming from insurance and he won’t care,” says Di Nho*, explaining her reasons for not enrolling in the government sponsored social health insurance program. Her response is indicative of how people are making sense of an expanding health insurance policy in contemporary Vietnam.

Di Nho’s explanation is only one example of how insurance can open a window onto the ways that these state-wide policies have affected social relationships within the broader culture of care in Vietnam. It also reveals how money comes to have social meaning via the way it is exchanged and represented at a time of increasing social, cultural, and economic change.

In 1986, Vietnam’s economic liberalization policies of Doi Moi marked a transition from a centrally controlled economy to one that is open to the market flows of global capitalism. Along with the movement of economic capital came the influx of ideas about how a newly privatized health care sector could be improved. With the passing of declaration WHA58.33, the World Health Organization’s endorsement of universal health coverage resulted in a renewed global interest in health care financing. Vietnam, in particular, enacted laws to reform its health insurance program and reach universal coverage by 2020. Current data show that while health insurance has reduced the risk of medical-related spending, the majority of health spending in Vietnam continues to occur out-of-pocket payments, which is the least equitable method of payment. In my project, I hope to explore the disjuncture between these two phenomena.

Last year, WEAI’s Sasakawa Young Leaders Fellowship Fund (SYLFF) provided me

Continued on page 11

with the opportunity to collaborate with Hanoi Medical University on social science research on HIV in Vietnam in the summer of 2012, which culminated in an article published in *Global Public Health*. This summer, SYLFF continues to be instrumental in the development of my scholarship and professional career by enabling me to embark on my own independent research to pilot my ideas and hypotheses about the effect of health insurance on people's everyday conceptions of managing uncertainty in Vietnam.

During this time, I was able to progress towards my dissertation research. I had two wonderful language teachers who not only improved my Vietnamese, but also fielded all of the naïve questions I was too afraid to ask others. I established scholarly contacts and institutional affiliation by attending a qualitative interviewing training workshop that was supported by the Social Science Research Council (SSRC) and the Southern Institute of Social Sciences (SISS) in Vietnam that specifically examined health care seeking patterns in Vietnam. With the help of SISS, I was put in touch with a fellow anthropologist to help me navigate



An oven used to bake bricks and terra cotta goods, products well-known in Vinh Long



Floating down the river during a tour of Tam Coc in Ninh Binh Province

through Vinh Long Province and test out my questions about health insurance by talking to locals about their experiences with the health care system. Obtaining this information in an open-ended fashion allowed me to situate insurance within the wider context of people's social relationships, thoughts about the future, and concepts of money. More importantly, being there to see and experience the wait at hospitals, the division of patients into those with and without insurance, and the difficulty of traveling to medical facilities during the common summer floods gave me a sense of the social and infrastructural issues that arise when trying to obtain health care. Without the support from SYLFF, I would not have had the means nor the flexibility to study the local aspects of the macro-level policies of universal coverage.

Amy Dao is studying medical anthropology and pursuing her doctoral studies at Columbia University in Department of Sociomedical Sciences. She is interested in healthcare reforms and the global movement towards providing universal coverage in low-income countries. In particular, she would like to study the multifaceted meanings of health as they pertain to health insurance in Vietnam.



Dao (second from left) at the National Symposium for Sexuality & Health in Hanoi

Meet the 2013–2014

Visiting Scholars



Ruth Barraclough
Visiting Scholar
Lecturer, School of Culture, History & Language, Australian National University



Joachim Bergstrom
Visiting Scholar
Counselor, Embassy of Sweden; Dept. of History, Lund University



Junlin Du
Visiting Scholar
Associate Professor, School of Politics and Law Science, Hexi University



Yucheng Fu
Visiting Scholar
Doctoral Candidate, Peking University Law School



Hans Peter Hertig
Visiting Scholar
Professor & Director, Area & Cultural Studies, Ecole Polytechnique Federale de Lausanne (EPFL)



Seung Hwa Joung
Visiting Scholar
Research Professor, Women's Oral History Archive Project in Ewha Women's University Korea



Yunseong Kim
Visiting Scholar
Associate Professor, Dept. of Religion & Culture, Hanshin University



Hiroki Kusano
Visiting Scholar
Associate Professor, Dept. of Global Governance Studies, Saitama University



Wang Li
Visiting Scholar
Associate Professor, Lanzhou University School of Ethnology



Dong Liu
Visiting Scholar
Deputy Director, Institute of International Strategic Studies, Central Party School



Yixu Lu
Visiting Scholar
Deputy Dean, College for Tibetan Studies, Minzu University



Bu Luo
Visiting Scholar
Professor, Department of History, Tibet University



Muzi Lv
Visiting Scholar
Professor & Producer, Communication University of China



Hsiu-hua Shen
Visiting Scholar
Associate Professor & Deputy Director, Institute of Sociology, National Tsing Hua University



Yang Xia
Visiting Scholar
Associate Professor, Law School, Beijing Normal University



Baiyong Xu
Visiting Scholar
Assistant Research Fellow, Northwestern Ethnology Center, Shaanxi Normal University



Sun Hui Yi
Visiting Scholar
Researcher, Jangseogak Institute, The Academy of Korean Studies

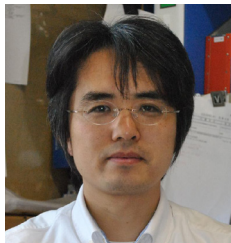
Meet the 2013–2014

Robert M. Immerman Professional Fellows

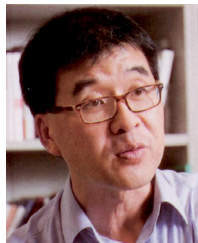


Naoki Matsuda
Senior Visiting Research Associate
Professor, National Tax College

Research Interests:
Populism in the United States and Japan and
the relation between media and politics



Hiroshi Iwaisako
Professional Fellow
Staff Writer, The
Yomiuri Shimbun



Hyungjoon Jo
Professional Associate
Editor-in-Chief,
Saemulgyul Publishing
House



Kazushige Kamiyama
Professional Fellow
Head of Policy Planning
Division, Monetary
Affairs Department,
Bank of Japan



Kwangsoo Kim
Professional Associate
Chief Producer
of Entertainment
Department, Korea
Broadcasting System



Kumiko Makihara
Professional Fellow
Freelance Writer



**Haodong (Bill)
Shang**
Professional Associate
Partner, Zhong Lun
Law Firm University



Eunjin Shin
Professional Associate
Reporter, Chosun Ilbo
Daily



Katsuhiro Soma
Professional Fellow
Assistant Director,
Public Security
Division, National
Police Agency of Japan

Meet the Fall 2013

MARSEA Students



Yue Chen
Concentration/Interests:
China | Economic development & foreign policy
Undergrad. Institution:
Lewis & Clark College



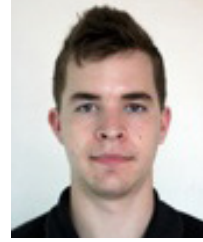
Yuan Zhi Lau
Concentration/Interests:
China | Social & political trends of China in transition
Undergrad. Institution:
Peking University



Leah Lettieri
Concentration/Interests:
China | Evolution of consumer culture in modern China
Undergrad. Institution:
Columbia University



Danyang Li
Concentration/Interests:
China | Chinese government & foreign policy
Undergrad. Institution:
Peking University



Zach McLeod
Concentration/Interests:
Korea | Politics of the Korean peninsula & modern Korean history
Undergrad. Institution:
University of Wisconsin



Hansol Park
Concentration/Interests:
China | Sino-Korean, U.S.-Korean, & U.S.-China relations
Undergrad. Institution:
Amherst College



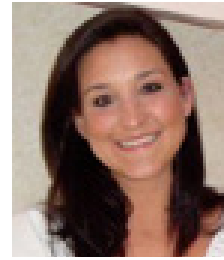
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Undergrad. Institution:
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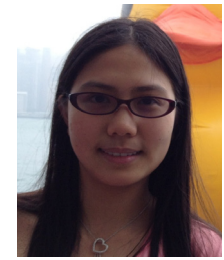
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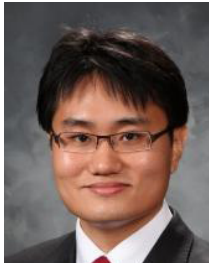
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China | Chinese politics & economics
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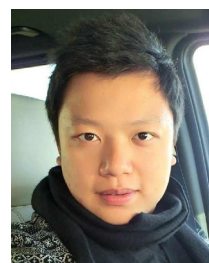
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