



## iv. South East Asia in Context

### 2010 Global Summer Program Report

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| <b>National University of Singapore</b> |  |
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| <b>Brief description</b>                | <p>This was the fifth consecutive version of the Summer School: Southeast Asia in Context and it was considered a successful learning experience. NUS through Southeast Asian Studies Programme, FASS admitted a total of 52 students for its advanced-level (10) and introductory-level (42) courses. Courses offered included Preserving Indonesia's Cultural Heritage and Music of Indonesia for advanced-level students and Southeast Asia in Context and Introduction to Southeast Asian History for the introductory-level students. Classroom lectures were designed to encourage students to learn from the first-hand fieldtrips to major archaeological, historical and cultural sites in Singapore, Cambodia, Thailand, and Indonesia.</p> <p>Highlights of the Summer School were the 11-day fieldtrips to Indonesia (for advanced-level class) and to Cambodia and Thailand (for introductory-level class). Students immensely enjoyed and treasured their exposure to local cultures and on-spot lectures, given by local and NUS-based professors. Towards the end of this five-week Summer School, each student wrote 5,000-word, theme-based fieldtrip report to think through Southeast Asian historical past, politics, socioeconomic and cultural modernization, which they had learned during the fieldtrips.</p> |
| <b>Course duration:</b>                 | 21 June – 23 July  |
| <b>Tuition fees:</b>                    | USD \$2,230 (SGD\$3069.13)   |
| <b>Accommodation:</b>                   | USD \$327 (SGD\$450)   |
| <b>Field trip:</b>                      | USD \$1,090 (SGD\$1,500)   |

## 2. Participant and teaching staff data

|                               | University                                | Number of Students | Teaching Staff |
|-------------------------------|---|--------------------|----------------|
| IARU Partner Universities     | Australian National University            | 2                  |                |
|                               | ETH Zurich                                |                    |                |
|                               | National University of Singapore          | 23                 | 3              |
|                               | Peking University                         |                    |                |
|                               | University of California, Berkeley        |                    |                |
|                               | University of Cambridge                   |                    | 1              |
|                               | University of Copenhagen                  | 13                 |                |
|                               | University of Oxford                      |                    |                |
|                               | The University of Tokyo                   |                    |                |
|                               | Yale University                           | 13                 |                |
|                               | <b>Total IARU partner involvement</b>     | <b>51</b>          | <b>4</b>       |
| Non-IARU Partner Universities | University of California, Santa Cruz      | 1                  |                |
|                               |   |                    |                |
|                               |   |                    |                |
|                               | <b>TOTAL Non-IARU partner involvement</b> | <b>1</b>           |                |
|                               | <b>TOTAL</b>                              | <b>52</b>          | <b>4</b>       |

## 3. Successful aspects of the course

1. The course involved 51 undergraduate students from 4 IARU schools (ANU, Copenhagen, NUS, and Yale), plus one student from the University of California at Santa Cruz. It is one of the largest courses administered under GSP and has been consistent in the past 5 years.
2. The course offered a wide range of modules pertinent to Southeast Asian studies. Under the five-week duration, the course offered two levels (advanced and introductory) modules, namely, Preserving Indonesia's Cultural Heritage and Music of Indonesia for advanced level and Southeast Asia in Context and Introduction to Southeast Asian History for introductory level.
3. The course brought together teaching staff from different IARU schools. Professors running this course are from NUS and Copenhagen.
4. Students were exposed to the real life of Southeast Asian societies. The course took students to two separate fieldtrips: Indonesia (for advanced level class) and Cambodia and Thailand (for introductory level class).
5. Students' feedbacks were extremely positive.

All in all, this NUS-IARU Summer School Southeast Asia in Context is one of successful models showing how IARU schools could work together in order to share and promote academic cooperation for the benefits of students, professors, and everybody involved, based on a partner school's strengths and expertise.

Below are some student's feedbacks and pictures of activities during the 2010 Summer School fieldtrips to Cambodia and Thailand.

**Brian Toh (NUS):** NUS IARU has allowed me to broaden my horizons, going to countries many times the size of Singapore. It was great fun, travelling around and seeing a cross section of Thailand and Cambodia. The trip allowed me to put a face and image to mainland Southeast Asia. I was truly amazed at the great potential of Southeast Asia, and the dynamism of the peoples. I felt that the constant immersion of Southeast Asia in the programme allowed for greater appreciation of Southeast Asia.

**Elizabeth Andrekovich (Yale):** While the class offered an introduction into a region and history I previously had no knowledge of, the field trips to Cambodia and Thailand capitalized on those lessons. We were able to participate in fascinating cultural experiences that went beyond the tourist guidebook. I was able to do and see things that I never would have realized otherwise. The fieldtrips provided a more comprehensive and rewarding lesson of Southeast Asian history. The summer program surpassed all my expectations.

**Simon Storm (Copenhagen):** The course itself has been very intense and rather fast-paced, but still leaving room for critical reflection, mainly through the written assignments. The international environment with students from very different academic and cultural backgrounds which provide a valuable contribution to any student of any age, culture and field of academic interest...I know a lot of my fellow students have changed their major or chosen courses for the next semester based on parts of what they learned during the programme.

#### 4. Challenges and concerns for the future

SEASP do not have enough resources, especially teaching staff and financial support to run the course on sustainable terms. Since 2006, SEASP have depended on financial subsidization for NUS to take part in the course, while we have no financial aid offering to students from other IARU schools who wish to take part in the course. In order to help ease financial burden for students, each IARU school should set up some financial aid and encourage their students to apply for it. In addition, the course needs more public relations so that students from all or most IARU schools and non-IARU schools could participate in this summer school. At the present, we have 6 major schools sending students to this course (ANU, Cambridge, Copenhagen, NUS, Peking, and Yale). However, the majority of students are from from Copenhagen, NUS and Yale under special MOU among these three schools. The course could definitely accommodate students from more IARU schools in the future.

## 5. Gallery



Interviewing Mr. Chum Mei, one of remaining three survivors of the Khmer Rouge's Tuol Sleng, at the Genocide Museum in Phnom Penh, 8 July 2010 (Photo by Pattana Kitiarsa)



Visiting a floating village school in Tonle Sap, Siem Reap, Cambodia, 9 July 2010 (Photo by Pattana Kitiarsa)



Crossing borders from Cambodia to Thailand at Chong Sa-ngum border pass, 11 July 2010  
(Photo by Pattana Kitiarsa)



Learning rice transplanting with rice farmers in Khon Kaen, NE Thailand, 14 July 2010  
(Photo by Pattana Kitiarsa)