

EuroSEAS / AIA-SEAS

7th EuroSEAS Conference 2013

School of Social and Political Sciences – ISCSP  
University of Lisbon - Lisbon, 02-05 July 2013

BOOK OF ABSTRACTS



## Conference Programme

## Book of Abstracts

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+351 911 786 954  
info@lisbon-spirit.pt  
www.lisbon-spirit.pt





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Dear participants in the 7th EuroSEAS Conference,

The School of Social and Political Sciences of the University of Lisbon is pleased to welcome all scholars, students and publishers who will be attending this conference that takes place this year in Lisbon, Portugal and at our University. An old city with a brand new University, resulting from the merger of two preexisting and prestigious Institutions of Higher Education, the Technical University of Lisbon and the University of Lisbon, is proud to host this international occasion. We wish you a pleasant stay here and that you may take the best memories from this event on your return home.

Manuel Meirinho  
President, ISCSP – School of Social and Political Sciences  
University of Lisbon

## Welcome to the 7<sup>th</sup> EuroSEAS Conference!

2013 EuroSEAS Conference is held in ISCSP – School of Social and Political Sciences of the University of Lisbon, from the 2<sup>nd</sup> to the 5<sup>th</sup> of July. ISCSP has a high reputation in Portuguese, Lusophone and international context regarding African and Asian Studies. Being a School which origins relates with the Portuguese Geography Society, ISCSP had a very important role in colonial period and maintains its relevance in international and area studies. It is the first time this important Conference is held in Portugal and we welcome the colleagues from all over the world, being confident that this will be an excellent opportunity to put together scholars, students and Publishers with an interest in Southeast Asia.

This year we have three keynote speakers. In the first day (2 July) the keynote speakers are José Ramos-Horta, former President of Timor-Leste and Nobel Prize *Lauréat* and Jorge Sampaio, former President of Portugal and the first UN High Representative for the Alliance of Civilizations. In the second day we have Professor Duncan McCargo. Professor Duncan McCargo is very well-known by his expertise in Southeast Asian politics. With three degrees by the University of London, two of which by the School of Oriental and African Studies, Duncan McCargo is Professor of the University of Leeds but he also taught at Queen's University Belfast and at Kobe Gakuin University in Japan, was visiting research fellow at the Asia Research Institute of the National University of Singapore and Distinguished Visiting Professor at the University of Malaya as well as Visiting Scholar at the Weatherhead East Asian Institute of the Columbia University.

With a research focus on Thailand but also writings on other Southeast Asia countries (Vietnam and Japan) and a thematic focus on politics in its relations with media and religion, Duncan McCargo has more than ten published books, *Mapping National Anxieties: Thailand's Southern Conflict*, by NIAS being his latest work.

The Conference runs through four consecutive days with the parallel sessions of panels in three days (from the 3<sup>rd</sup> to the 5<sup>th</sup> of July). Each day we have also social activities that may enable the informal gathering and networking among all the participants. In the first day the Welcome Drinks, after the Opening Session, is a good moment to mingle, for reencountering and to find new friends. We will offer drinks from our fantastic world heritage region: Douro Valley. In the second day, we have a film screening in the centre of town (Who Killed Chea Vichea?) and a good opportunity for a drink afterwards. In the third day (4<sup>th</sup> July) the Conference Dinner at Casa do Alentejo is also a moment to remember with our world heritage music: Fado. In the final day of the Conference it will take place the General Assembly of the EuroSEAS and it will be time to prepare the next adventure. For those of you who stay for the Social program, we have a tour to Sintra, World Heritage, as well as to the southwest tip of Europe and the Cascais bay.

We wish you all a very pleasant Conference.

The Organizing Committee

## Board of EuroSEAS 2010 – 2013 / Scientific Committee of EuroSEAS 2013 Conference

**Chairman:** Susanne Schröter (*Goethe-University of Frankfurt, Germany*)

**Secretary:** Paulo Castro Seixas (*ISCSP-University of Lisbon, Portugal*)

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Deputy - Lúcio Sousa (*Aberta University – Portugal*)

**Italy and Greece:** Member - Silvia Vignato (*Università di Milano-Bicocca, Italy*)

Deputy - Antonia Soriente (*Department of Asia, Africa and the Mediterranean at the University of Naples 'L'Orientale' Italy*)

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Deputy - Anton Zakharov (*Russian Academy of Sciences*)

**United Kingdom:** Member - Monica Janowski (*School of Oriental and African Studies, University of London, UK*)

Deputy - Fiona Kerlogue (*Horniman Museum, London, UK*)

## Organizing Committee of the 7th EuroSEAS Conference

Chair: Paulo Castro Seixas ISCSP – University of Lisbon /President of the Board of AIA-SEAS

Rui Feijó – CES – Coimbra University / Board member of AIA-SEAS

Lúcio Sousa – Aberta University / Board member of AIA-SEAS

Support Team:

AIA-SEAS – Iberoamerican Southeast Asia Studies Association

ISCSP – Rua Almerindo Lessa, 1300-663 – Lisboa

(Special thanks to Ricardo Roque and Helena Borges Manuel)

**Programme of the 7<sup>th</sup> EuroSEAS Conference, Lisbon 2013**



**Tuesday, July 2<sup>nd</sup>**

School of Social and Political Sciences (ISCSP)

14.00 – 18.00 – Registration

16.00 – Opening Session

17.00 – Welcome Drinks

**17.30 – 19.00 Keynote Speakers:**

José Ramos Horta – Former President of Timor-Leste; Nobel Prize Laureat

Jorge Sampaio – Former President of Portugal; former UN High Representative for the Alliance of Civilizations.

**Wednesday, July 3<sup>rd</sup>**

School of Social and Political Sciences (ISCSP)

9.00 – 11.00 Panels

11.00 – 11.30 Coffee-Break

11.30 – 13.00 Panels

13.00 – 14.30 Lunch

14.30 – 16.00 Panels

16.00 – 16.30 Coffee-Break / **How to Get Published Workshop**

16.30 – 19.00 Panels

19.00 – 20.00 Keynote Speaker – Professor Duncan McCargo (University of Leeds)

21.30 Who Killed Chea Vichea? – Screening in NIMAS Space – Medeia Films – Av. 5 de outubro – Saldanha

**Thursday, July 4<sup>th</sup>**

School of Social and Political Sciences (ISCSP)

9.00 – 11.00 Panels

11.00 – 11.30 Coffee-Break

11.30 – 13.00 Panels

13.00 – 14.30 Lunch

14.30 – 16.00 Panels

16.00 – 16.30 Coffee-Break

16.30 – 19.00 Panels

**20.00 – Conference Dinner**

**Friday, July 5<sup>th</sup>**

School of Social and Political Sciences (ISCSP)

9.00 – 11.00 Panels

11.00 – 11.30 Coffee-Break

11.30 – 13.00 Panels

13.00 – 14.30 Lunch

14.30 – 16.00 Panels

16.00 – 16.30 Coffee-Break

16.30 – 19.00 Panels

**19.00 Closing Session**

**19.30 General Assembly EuroSEAS**

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## Events and Meetings

### Pre-Conference Events

We have two Pre-Conference international events, both on Timor-Leste

(28-29 June) – CES - Lisboa

### **Dynamics of Power in Timor-Leste - International Symposium**

**Venue: CES Lisboa**

**Convenors: Susana de MatosViegas (ICS/UL); Rui Graça Feijó (CES/UC)**

(1-2 July) – ICS – University of Lisbon

### **Crossing Histories and Ethnographies: anthropology and the colonial archive in East Timor**

**Venue: University of Lisbon**

**Convenor: Ricardo Roque (ICS-UL/Univ Sydney)**

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### **Workshops in the Venue:**

**How to get published in Southeast Asian Studies: A books and journals discussion  
A workshop offered by Cambridge University Press**

**(July, 4<sup>th</sup> - 16.00 onwards - Auditório)**

Featuring: Peter Borschberg, Associate Professor of Early Modern History NUS (National University of Singapore) and Review Editor, Journal of Southeast Asian Studies, Lucy Rhymer, Books Commissioning Editor, Asian Studies, Cambridge University Press, UK

This workshop will address such topics as: How to increase your chances of your journal article being accepted. How to choose which journal to publish in. How important is article style and word limit? What to do if your paper is rejected. Matters to consider before submitting your book proposal. What should you include in your proposal. How can you increase your chances of your book proposal being accepted. What happens after you submit your proposal. Followed by a Question and Answer session.

### **The 7<sup>th</sup> EuroSEAS Conference also support several other closed meetings like the followings:**

Meeting of the Steering Committee of SEATIDE Project (“Integration in Southeast Asia: Trajectories of Inclusion, Dynamics of Exclusion” (Tuesday – 2<sup>nd</sup> July – Meetings Room)

Annual Meeting of SEALG - Southeast Asian Library Group (Friday – 5<sup>th</sup> July – Meetings Room)

## PRACTICAL INFORMATION

### Venue

The conference is held at the Institute of Social and Political Sciences (ISCSP) of the Technical University of Lisbon, Portugal, from the 2nd to the 5th of July 2013.

The reception desk is on the ground floor and Panels take place at the ISCSP building, basically in two floors.

### Address of the venue

Pólo Universitário da Ajuda (Ajuda University Campus)  
Instituto Superior de Ciências Sociais e Políticas (ISCSP)  
Rua Almerindo Lessa - 1300-663 Lisboa  
Tel.: (+351) 21 361 94 30

The Venue in Google Maps:

[http://www.iscsp.utl.pt/index.php?option=com\\_content&view=article&id=54&Itemid=157](http://www.iscsp.utl.pt/index.php?option=com_content&view=article&id=54&Itemid=157)

### Access to ISCPs by public transports

#### Buses

Line **723**: Desterro – Towards Algés (you may take this line in Marquês de Pombal station, a central location in the city)

Line **729**: Algés -Towards Bairro Padre Cruz (you may take this line in Belém neighbourhood - in Jerónimos Monastery or in Belém Cultural Center)

Line **60**: Martim Moniz – Towards Cemitério da Ajuda (you may take this line in Praça do Comércio a very central place downtown)

Line **742**: B.º Madre Deus (Escola) – Towards Casalinho Ajuda (you may take this line in Praça do Chile (metro) or in the Shopping Corte Inglês (metro station São Sebastião)

For information regarding schedules, routes and prices see <http://www.carris.pt>.

#### By Metro

Interface with bus 723 at the metro station Marquês de Pombal (Blue Line)

Interface with bus 729 at the metro station of Pontinha (Blue Line);

Interface with bus 60 at the metro station of Martim Moniz (Green Line).

For more information, see <http://www.metrolisboa.pt>.

### Logistics of the Conference

Registration opens Tuesday 2<sup>nd</sup> July from 14.00

The conference itself runs from three full days from 3<sup>rd</sup> to 5<sup>th</sup> July inclusive  
Saturday, 6<sup>th</sup> July is reserved for cultural and social events

### **Food**

Registration includes refreshments and lunches. Lunches will be served in the cantina of the university, a 3 minutes walk from the ISCSP building. Refreshments (tea/coffee twice a day) will be served in – 1 floor in front of the cafeteria.

### **Publishers' Space**

- 1 floor /Publishers present:

Cambridge University Press

GIGA – German Institute of Global and Area Studies

NIAS – Nordic Institute of Asian Studies

Routledge, Taylor & Francis Group

BRILL – Asian Studies

### **Reception Desk and congress office opening hours**

2<sup>nd</sup> July: 14.00 – 18.00

3<sup>rd</sup> July: 9.00 -13.00 /14.00 – 18.00

4<sup>th</sup> July: 9.00 -13.00 /14.00 – 18.00

5<sup>th</sup> July: 9.00 -13.00 /14.00 – 18.00

### **Emergency contact details**

During the congress, emergency contacts should be sent to [euroseas2013@gmail.com](mailto:euroseas2013@gmail.com)  
Paulo Castro Seixas can be contacted on Portuguese cell/mobile phone +351 - 933192668  
There will be a message board for delegates at the reception desk.  
The Portuguese emergency services number is 112.

### **Wireless internet**

There is wireless access within the congress venue.

### **Printing**

Printing can be done from a USB memory stick. Availability should be asked in the reception desk.

## **Local Travel**

Here are some information about Lisbon, its history, monuments, shops, leisure and entertainment places, places to eat and transports.

### **Lisbon history**

Lisboa is an historic capital with 800 years of mixed cultural influences, most likely founded by the Phoenicians but styled by the Moors who ruled here for 450 years. The city was re-conquered by the Christians in the 12<sup>th</sup> century and Lisbon became the Portuguese capital in the 13<sup>th</sup> century. The Portuguese age of discoveries and the rule of King Manuel I marked Lisbon unique architectural style, with its typical use of maritime motifs.

The city was almost completely destroyed by the earthquake of 1755, and it was rebuilt by Marquise de Pombal, who thus created the Baixa Pombalina, a commercial area that still retains much of its original lay out.

### **Monuments**

Among the many historical places to visit in Lisbon, we suggest St. George's castle ('Castelo de São Jorge'), where the city began in 1147, after its conquest from the Moors and the monuments of the Age of Discovery, like the Belem Tower ('Torre de Belém') and the Jerónimos Monastery ('Mosteiro dos Jerónimos'). You can also visit the various historical places of cult, including churches, monasteries and chapels dating from the 10th-11th centuries and the city and the Terreiro do Paço and the Baixa Pombalina.

### **World Heritage Monuments**

#### *Tower of Belém*

Inscribed on UNESCO's World Heritage since 1983, it is one of the jewels of architecture from the reign of King Manuel. It was strategically built as a defense system in the 16<sup>th</sup> century.

#### *Jerónimos Monastery*

Inscribed on UNESCO's World Heritage since 1983 and declared a National Monument in 1907, it is commonly considered to be the "jewel" of the Manueline style and a symbol of the golden age of Portuguese Maritime Discoveries. The main façade of the building is over three hundred meters long and was built from Lioz limestone.

### **Museums**

Lisbon has over fifty museums waiting for your visit. We suggest the National Museum of Ancient Art, the National Coach Museum, the Fado Museum, the National Tile Museum, the museums of the Calouste Gulbenkian Foundation, among others.

### **Shops with Tradition**

In Lisbon you can find shops which are infused with history and culture, some of which having their origins in the Pombaline era (18th century) and earlier periods. These traditional shops include tea and coffee shops, bakeries, wine shops, old bookshops and other.

You can delight yourself with the aromas of the traditional coffee and tea blends; taste the Portuguese typical and delicious pastry, as well as the Portuguese wine, spirits and liqueurs and discover Portuguese traditional preserve food brands with reproduction of original packaging.

You can also visit the charming old bookshops and retrieve childhood memories in shops with handmade reproductions of antique toys of wood and tin.

### **Where to Stay**

Lisboa offers a wide choice of accommodation to suit everyone's taste and budget.

You can choose between staying in major international hotel chains, boutique hotels, guesthouses, hostels, youth hostels or even camping.

You can book your accommodation at several internet websites, for instance: [www.booking.com](http://www.booking.com) or [www.trivago.pt](http://www.trivago.pt)

### **Leisure and Entertainment**

There are many places to go for leisure and good entertainment in Lisbon.

By day we suggest a walk downtown through Baixa-Chiado, a visit to St. George Castle with its wonderful sight over Lisbon, a relaxing walk to the Estrela Gardens ('Jardim da Estrela') or a visit to Belém to see the monuments of the Age of Discoveries, not forgetting to taste the delicious 'pastéis de Belém', also called 'pastéis de nata'. You can also enjoy a walk by the river at Parque das Nações, appreciating the futuristic architecture.

By night, you may decide to have dinner and a drink in one of the many excellent restaurants and bars of Lisbon. You can find good restaurants to every price all over the city, namely at Bairro Alto, Principe Real, Belém, Chiado, Alcantara, Restelo, Ajuda, Amoreiras, Saldanha, Parque das Nações, etc.

Bairro Alto, the Docas (Docks) and Cais do Sodré are some of the most popular places to go out for a drink at night. If you are interested in Fado you can enjoy an evening in one of the Fado houses at Alfama or Bairro Alto.

### **Restaurants**

Here are some of the many recommended restaurants in Lisbon. You can find varied options for different kinds of cuisine and a wide range of prices.

#### **Portuguese Cuisine**

*Prices per person between 15 e 25€*

**Sessenta** – Contemporary, Mediterranean, Portuguese

Prices: Lunch: < 15€; Diner < 25€

Closes at Sundays and week holidays

Address: Rua Tomás Ribeiro nº 60

1050-231 Lisboa

Email: [geral@sessenta.pt](mailto:geral@sessenta.pt)

Telephone: (+351) 21 252 60 60

**Real Fábrica** - Grill, Seafood and Portuguese

Prices: Lunch < 15€; Diner <25€

With smoking area; Opened Monday to Sunday from 12h to 24h; closes at Sunday

Address: Rua Escola Politécnica - 275

1250-101 Bairro Alto e Príncipe Real

Email: [geral@realfabrica.pt](mailto:geral@realfabrica.pt)

Telephone: (+351) 213 852 090; 213 870 456; 213 870 648 Mobile: (+351) 917 263 046

**Estufa Real** – Mediterranean, Portuguese

Prices: Lunch <25€

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Telephone: (+351) 213 973 565

Email: [info@docapeixe.com](mailto:info@docapeixe.com)

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**Laurentina, O Rei do Bacalhau** – Portuguese

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1050-067 Lisboa

Telephone: (+351) 217 960 260

Email: [info@restaurantelaurentina.com](mailto:info@restaurantelaurentina.com)

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Schedule:

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Dinner - from 20h00 to 24h00

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18 e 20, Chiado

1200-005 Lisboa

Telephone: (+351) 213 404 010

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 Monday to Friday from 13.00 to 15.00 and from 20.00 to 23.00  
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 Address: Rua do Salitre nº169 1250-199 Lisbon  
 Telephone: 211933719 [geral@pedroeolobo.pt](mailto:geral@pedroeolobo.pt)  
 Website: <http://www.pedroeolobo.pt/>

**As Velhas** – Portuguese

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 1250-079 Lisbon  
 Telephone: 213 422 490  
 E-mail: [asvelhas.restaurante@gmail.com](mailto:asvelhas.restaurante@gmail.com)  
 Website: <http://www.asvelhas.net/>

**Largo** – International, Portuguese

Prices: Lunch : <25€; Dinner < 40€  
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 Email: [Geral@largo.pt](mailto:Geral@largo.pt)  
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 Dinner- From 20h00 to 24h00  
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 1200-005 Lisboa  
 Telephone: 213 404 010  
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 Rua de São Bento, 212  
 1200-821 Lisboa  
 Telephone: (+351) 21 39 529 11  
 Mobile: (+351) 913 658 343  
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1400-038 Lisboa

Tel.: +351 210 400 200/ +351 210 400 207

Email: [reservations@altisbelemhotel.com](mailto:reservations@altisbelemhotel.com)

Website: <http://www.restaurantefeitoria.com/>

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**Estórias na Casa da Comida**- Author, Contemporary, Mediterranean, Portuguese

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E-mails: [reservas@casadacomida.pt](mailto:reservas@casadacomida.pt) | [geral@casadacomida.pt](mailto:geral@casadacomida.pt)

Website: <http://www.casadacomida.pt/>

**100 Maneiras** – Author

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Tel.: +351. 910 307 575

Email: [info@restaurante100maneiras.com](mailto:info@restaurante100maneiras.com)

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Telephone: (351) 21 3120000

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1250-198 Lisboa Avenida da Liberdade  
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Telephone: (+351) 21 343 18 22

**Riso8** – Contemporary, Fusion, Italian, Vegetarian

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1150-292 Lisbon  
Telephone: (+351) 213 523 199  
Email: [restaurante@riso8.pt](mailto:restaurante@riso8.pt)

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Cell phone: 917006455  
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**Umai Chiado** – Asian, Author, Chinese, Korean, Goan, Indian, Indonesian, Japanese, Malayan, Oriental, Thailand, Vegetarian, Vietnamese

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Telephone: 967 27 12 81

Email: [umairestaurante@gmail.com](mailto:umairestaurante@gmail.com)

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Address: Rua da Escola Politécnica 27

1250-099 Lisboa

Telephone: +351 912 353 646

**NOOD** – Asian, Fusion, Japanese

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Address: Largo Rafael Bordalo Pinheiro 20

Chiado 1200 Lisboa

Telephone: (+351) 213 474 141

**Suntory Exotic Japanese Fusion** – Japanese, Asian, Oriental

Prices: Lunch <25€; Dinner <40€

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Closes at Sunday

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Rua Tomás Ribeiro, Nº 65

Loja H03

1050-227 Lisboa

Telephone: (+351) 213 149 219

Cell phone: 919 850 187

### Transports

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- Yellow (Rato-Odivelas)

- Green (Cais-do-Sodré - Telheiras)

- Blue (Santa Apolónia – Amadora Este)

- Red (S. Sebastião – Aeroporto)



### Closest Metro Stations/Buses/Trains:

**To Bairro Alto:** Baixa-Chiado (Blue line)

**To Cais do Sodré:** Cais do Sodré (Green line)

**To Alfama:** Santa Apolónia (Blue line)

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**To Docas:** Tram no 15, 18, bus no 28, 714, 727, 732

**To Belém:** Bus: 14, 27, 29, 43, 49, 51. Tram: 15. Train: Belém station on the Cais do Sodré – Cascais line

### More information

<http://www.cm-lisboa.pt/>

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Phone: +351 217 932 756

On the night of December 7/8, the Japanese began bombing Pearl Harbor, Singapore and Hong Kong. Christine and her mother were evacuated on the two last ships out of Singapore. Christine's sister married, and refused to leave; instead she made it to Australia where she served in the nursing corps of the Australian Army for the duration of the war. Her husband Eric was captured, and eventually spent most of the war helping build the Burma Road. Christine's father was placed in Changi Prison—a Japanese prison camp. Amazingly, all would survive the war.

In this paper, I will focus on the events as witnessed through Christine's life (with some integration of her sister's, since she still had not reached her majority). It will provide a unique insight into an English family caught up in the war in Asia, but particularly through the experiences and remembrances of Christine Charlwood.

**An Indonesian girl's war: A qualitative study of language, culture, identity and character building education**

*Noni Basalama (Gorontalo State University, Indonesia)*

Experiences of war during childhood are extremely important in identity shaping. Understanding specific factors that have influenced a child's attitudes is revealing of their subsequent identity formation, particularly the ways they understand life as well as their identity growth from childhood to adulthood and becoming a spouse and parent. Drawing on Norton's understanding of identity (2000) which views language, culture and identity as inseparable, this paper recounts the life history of a 78-year-old subject, the author's mother. The paper considers the significance of war time experiences in Eastern Indonesia during the Pacific War in shaping her identity. In particular, it will address her emotional reactions to the deaths of family members and friends in war time and the hardships she faced as a child growing up during war time and post-war Indonesia. Data for this research was collected through in-depth interviews and observations with the subject and five of her family members. The discussion scrutinizes the experiences, views and attitudes of the subject to determine the significance of their influence on the ways in which she approached her family and social life to survive to the current time.

**INTERNATIONAL CONFERENCE PRESENTATION(SEVENTH EUROSEAS  
CONFERENCE 2013) – International proceeding**

**Link in internet:** [http://pure.au.dk/portal/files/54925825/Proceedings\\_final\\_dia26\\_1.pdf](http://pure.au.dk/portal/files/54925825/Proceedings_final_dia26_1.pdf)  
(Page 117)

***An Indonesian girl's war: A Qualitative Study of Language, Culture,  
Identity and Character Building Education***

**NonnyBasalama**

**Abstract**

Experiences of war during childhood are extremely important in identity shaping. Understanding specific factors that have influenced a child's attitudes is revealing of their subsequent identity formation, particularly the ways they understand life as well as their identity growth from childhood to adulthood and becoming spouse and parent. Drawing on Norton's understanding of identity (2000) which views language, culture and identity as inseparable, this paper recounts the life history of a 78-year-old subject, the author's mother. The paper considers the significance of war time experiences in Eastern Indonesia during the Pacific War in shaping her identity. In particular, it will address her emotional reactions to the deaths of family members and friends in war time and the hardships she faced as a child growing up during war time and post-war Indonesia. Data for this research was collected through in-depth interviews and observations with the subject and five of her family members. The discussion scrutinizes the experiences, views and attitudes of the subject to determine the significance of their influence on the ways in which she approached her family and social life to survive to the current time. This paper brings the discussion on implications of the women's language, culture and identity shaping to an English foreign language teacher's (the author), motivation in English learning and teaching in the context.

## **Introduction**

Whilst women often are being discussed as people who always become the casualties of war, it is argued that experiences of war during childhood can become extremely important in identity shaping, which later influence one's identity. More specifically the discussion in this paper goes to understand factors that have influenced the life history of a 78-year-old subject, the author's (as English foreign language teacher) mother in considering her war time experiences in Eastern Indonesia that has influenced the lady's identity shaping, and later has influenced to the author's motivation as English teacher in foreign language teaching context. In particular, this paper focuses on understanding the author's mother's emotional reactions to the deaths of family members and friends in war time and the hardships she faced as a child growing up during war time and post-war Indonesia, which later influence to the ways she encountered her life challenges and difficulties including her influential role to her children, and hence character building education. Put in more specific way, the discussion will scrutinize the experiences, views and attitudes of the subject to determine the significance of their influence on the ways in which she approached her family and social life to survive to the current time. Following the section, the discussion will then be connected with the author's beliefs and motivation in teaching English in the foreign language in the context, where the exposure of English in daily interaction both for speaking and writing are still rare and subjected to the necessity of improvement.

Data for this research was collected through in-depth interviews and observations with the subject and five of her family members. Yet this paper discussion focuses to bring the discussion on implications of the women's language, culture and identity shaping to an English foreign language teacher's (the author), motivation in English learning and teaching in the

context. As the war knowledge and theories are not the focus of this paper discussion, the section of theoretical perspectives in the following section will not be elaborated more on the issue of war but focused on understanding language, culture and identity shaping that can help the author to analyze and interpret her study findings.

### **Theoretical perspectives**

Several theoretical concepts on identity shaping and its formation, Indonesian women and Indonesian cultural perspectives and the sense of empowerment and how they influence on one's identity shaping are worthy to be highlighted in the following as those all have helped the author's understanding of the study.

In relation to identity shaping and its formation, the theory of Norton's understanding of identity (2000) which views that culture, language and identity are integrated from one another influencing the shaping of one's identity. The conception of Norton I found was useful to give better perspective in understanding the research subject and her identity formation during her past experiences, resulting on her as a powerful and committed person in her ways facing with her life challenges and difficulties in her adulthood and marriage life experiences, which later have been influenced the author in multiple ways.

The concept of motivation which drawn in the data and their interpretation is the notion offered by Dornyei (2003) which according to the expert that one's motivation to take action in something can be affected by one's knowledge, one's behavior as well as the efforts he or she is trying to do to achieve their goal. This conception of Dornyei seems has affected me as the author in the way how I react and face with the challenges and difficulties I face in my professional teaching experience in more positive ways in approaching my work and my students.

### **Methodology**

This research employs qualitative research method who pointed by Denzin and Lincon (cited in Creswell, 2003) as having multi methods which covering some variations of empirical study materials including personal experience, life story, interview, observation and interactional



experience of an individual. Data were obtained from in-depth interviews and observations with the research subject and five of her family members. The interviews and observations with the subject were collected through day today interaction with the author in natural setting, where the recalls from interviews were presented in the form of narrative. The family member interviews were added and obtained from five of the subject's family members whom three of them as the siblings of the research subject, and two other participants were her distant cousins. The data obtained from these five participants used as the confirmation of the data findings as a result of the interview conducted by the author with the research subject, including the ways they belief about the subject covering the issue of the issue of identity and empowerment of the research subject, and how they believe about her and he ways of doing in the past and in the current time. They were chosen due to their presentation and engagement with the subject in the past time during the subject childhood war experiences in Eastern part of Indonesia, Ternate, North Maluku, Indonesia. .

All the participants' names including the subject were pseudonyms because as it is important to keep the participants' names remaining anonymous in this context. The other reason is it is also important to preserve any harm feelings which may occur during the data collection process. Below are some examples of some broad are of interview question occurred during the data collection phase which was conducted for about 6 months from December 2012 to June 2013.

1. What stories and experiences which most/ least have meaningful to the little girl (who is now a 79 old lady) before, during and after the world- war II?
2. What kinds of learning/ values, views, principles, methods, techniques the girl thought had influenced her the most during the war experience ( in the ways of whether strengthening or creating difficulties on her in the ways she is approaching her life practices?
3. How are these all similar to or different from what she is experiencing in the present times?
4. Was there any figure in her childhood experience who has or had influenced her and in what ways she was influenced by the figure's?
5. If yes who she thinks were the most influential figures who had/ have influenced her the most in the past time?
6. What other difficulties/ challenges she has experienced in the past and present time which may influence her ways of thinking on life, influence her decision making and so forth.

7. What type of teaching/ values the girl believes she has learnt and has helped her to face with the challenges during and after the second world war.
8. What identity of the lady in her childhood, teenager and adult experience based on the point of views of others?
9. How all the participants in this study (except the subject) think about the research subject?
10. What other things about the sense of empowerment of the research subject?
11. What examples of values, teaching that manifested/ or reflected derived from the lady's teaching which can explain her identity and culture as a result of her war past time experiences.
12. How all the stories and experiences during her childhood has influenced her identity shaping, in what ways and how these all later influenced to the ways of thinking and motivation of the author in English teaching a s a foreign language?

Data analysis and interpretation were conducted during the process, and after the data collection phases including the coding process where several big themes emerged as important to be further discussed in order to better understand the study. The model analysis followed the model offered by Miles and Huberman(1984) covering the data reduction, data display and analysis. Further below is a brief description of the research subject profile.

The research subject name is AlwiyahAlbahar, usually called as Wiyaby her friend and was born in 1933 in Ternate, North Maluku (as part of Eastern province, in Indonesia),Alwiyahwas known as a strong female child. This identity of how others ( based on the recollections of the other five her family members) believe about Wiya influenced from their experiential relationship with Wiya in their childhood times.

Alwiyah' s childhood experiences in Paguat ( previously named as Bumbulan) until her age of six years old when her mom ( Salma who was originally came from Ternate, North Maluku, an eastern part of Indonesia) was dead when Alwiyah was six.

Alwiyah's father was Ahmad Albahar who was coconut farmer in Paguat; the village which was 150 Km from Gorontalo city. Because of her marriage life, her mother had to move from Ternate

and stayed in Paguat with her husband and 6 children including my mom as the couple's second children. The research subject recalled that their life had dramatically changed when her mother died due to miscarriage problem. After her mom died, her grandfather ( who also was the chief of Inherited Arab family in Ternate) had put the request to his son in law, Ahmad Albahar to send the 6 of his grandchildren to Ternate, so he could look after them after losing their own mother. In short, Alwiyah and the other of her five siblings had been living with their grandfather in Ternate, North Maluku for years before the father picked them up one day where Alwiyah refused to go back with her father and decided to remain living in Ternate with her grandfather.

When moved to Ternate in 1939 with the five other of her siblings, Alwiyah was 6 years old. She recalled that she experienced the world war II in Ternate, a part of eastern Indonesia. She witnessed how the war had impacted to her life and her grandparents life because when the alliance soldier bombed the city of Ternate in around 1939 and 1940, hundreds and even thousands people of Ternate died and had experienced a severe injuries which enormously affected people's life at the time. At the times, she experienced some loss of her close family members including her elder brother and her grandmother died during the war. The war situation there had caused her and grandparents' big family members had to escape to the remote island, called as 'Kayoa'. Living in the island for about few years with all the challenges and difficulties they had to face in order to survive. For example, they had to barter their clothes and other treasures for food with the indigenous people in the island. Alwiyah also always companied her grandfather went for fishing in order to catch fish and other seafood for feeding their family. All the experienced dealing with challenges and difficulties have influenced the research subject in multiple ways including to build her identity as a tough and strong identity in the past and current time.

## **Research finding and Discussion**

### ***War experiences, woman empowerment and Identity shaping***

This section will portray the life history of a 78 –year-old woman's experiences, attitudes and views to war during her childhood experiences which impact on her identity shaping, and how

these all have influence to the ways the woman approach her family life and social life in order to survive to the current time.

Some key points emerged as important to understand those issues. These will be highlighted in the following discussion.

Woman's language, Identity and Character building education and how it relates to EFL motivation in Learning and Teaching

There are several values through listening to the research subject's life history; from her childhood experiences (in war and or post war experiences), continuing to her adult, as a wife, and as mother's experience, have influenced me, as the author in a diverse ways.

First, the value of being determine and being certain in life decision despite of challenges and difficulties the research subject's experiences in her various experiences in the past time. Mother was so enthusiastic explaining her ways of doing in the past time during her childhood experiences. She remembered that in hardship of war time when Dutch who colonized and occupied Indonesia for more than three hundred year, there was a time when the bomb from war alliances (Britain, Germany, Rusia and some others countries in early 1940) attacked the Ternate city, caused her losing her grandmother and one of her brother, who died in the bomb -attack. At the time she recalled that she was about seven years old, who had been living with her grand - father after her own mom died in her six. In their panic attack, her grandfather had to take the decision that she should live Ternate immediately to an Island where they had to escape from Ternate city, which was called 'Kayoa'. With all the grief of losing their beloved ones as mentioned before, the research subject's grandfather, together with the other three adolescent uncles, and three of her siblings (after the other one died in the bombing attack), moved to Kayoa, the island. Living and trying to survive in Kayoa island was not an easy way for a-seven year old girl. She had to play the role as a strong female girl in this family because her grandfather had lost her wife as mentioned above. Many times she had to company her grandfather to do fishing with a small boat for feeding the entire family. During their fishing time, she remembered she learnt a lot from her grandfather about fishing and how to fish well. She remembered her grandfather recollection where they were in the middle of the sea with a small boat:

“Kaujagaituperahu, and peganginipancing. Nantikaloadaikan, dapa rasa itu di talipancing, kala uterasaberatitu, kaukorek pa habib, habibmotidurdulu.”

“You look after this boat and hold the fishing stick. If there would be fish you can feel that, if it felt heavy, you let grandfather know, grandfather would take a nap”.

It appeared Alwiyah was placed in a situation where she was put as a person who was in charge of the success of their fishing while her grandfather had a little nap. This sense of responsibility had grown in this situation. Proud of this task from her grandfather Alwiyah did her job successfully as what expected. This experience she faced through seems has become an influential factor contributing to the shaping of her identity as a strong and determined person. There are also some other examples drawn by Alwiyah in her story which I understood as teaching value she got from her grandfathers, her other family members and her surroundings and most of these all due to the effects of war that have shaped and reshaped her identity to be a strong and determined one. Give another example, she recalled in the many various meetings her grandfather conducted with several other of his friends and with many members of the Ternate community where the discussion held of what ways should be done in relation to the safe of others from Bombing attack and other issues including settlement and resettlement, Alwiyah was the grand-daughter that had been always became the person who accompanied her grandfather on his trip to do the mission. She recalled and appeared how proud of her to be chosen by the grandfather on this big job, and how during the discussion of her grand-father and the others, Alwiyah was given a special chair to sit there listening to adult's talk about survival and to survive from war situation.

These all seem have influenced the girl in many ways including shaping her identity as strong a determined person in the way how she achieve her life goal in her teenage time, continue to her marriage life and to the current time of being an old lady with 10 children and 16 grandchildren. The life experience in Kayoa appeared has strengthened her identity as a woman with dignity and- honor despite difficulties she had to face during her life fighting value. Here it can be said that that the formation of identity by the research subject has been related to where the subject has gone through her lives and experiences. The values and roles they played usually were influenced by their family members including parents and grandparents, which in this case the

grand- father of the research subject played the significant role influencing the shaping of her identity.

Second, the value of being committed has influenced the research subject in many ways including this value has been influential factor in forming my identity as EFL teacher where challenges and difficulties in surrounding are common take place in my teaching experience. Both being narratively recalled by my mother, and added by the other family members, mother always so committed with her words, and her action. For example, when she was in her twenty two years old she decided to marry a young man (my father) who was not approved by her big family including all of her six uncles due to the different of my mother's family status which at the time was considered as having a high status than my father's family status. Interestingly, once she decided to pursue her choice, she was fighting with all the difficulties she faced to make that happened, and when she faced with difficulties during her marriage life in terms of financial reason, she was committed to go through all the barriers and hardship. Playing the role as the highly committed person in making decision and go through all of the difficulties in her various life stages, my mother's identity has influenced me in many positive ways including in the way how I perceive my teaching and some challenges in playing my role as an English foreign language teacher, in the context, where the target language; English is only playing the role of a foreign language because of its exposure which is considered minimal.

The commitment of my mother hold in her entire life has influenced me in making decision with my career experience. As an English teacher in the context of teaching of teaching English as foreign language, there are many factors can become obstacles in achieving our teaching goal including the internal factors which can be derived from the students themselves such as low motivation to learn the language, and factors which also can be derived from the EFL teachers themselves including teacher's motivational self to teach and to be closely engaged in their teaching(Basalama 2010). Despite the difficulties and challenges living in such environment, I motivate myself that as one of the EFL teacher, who must take the position as a motivator, a facilitator and as an advisor for our students, we should commit to make our students to belief about themselves and their English choice, and thus influence their motivation to learn and to be more engaged in their learning. In the author teaching circumstances, it seems that the majority of English department students in their first entrance to their university life and their English

learning in the department were not holding their intrinsic motivation to learn English due to their own personal interest on the subject, but based on pre survey before conducting this study and my conversational experiences with the freshman students, they choose English because of various reasons including they were pushed by their parents to choose English as their choice because English can help them to apply for various job available after graduation. In line with this Kartasasmita (1997) has given the view that Indonesian students who are learning English cannot be assumed to be intrinsically motivated in learning the language because English is classified as one obligatory subject to learn in Indonesia. The English teaching history in Indonesia discussed in related literatures (for example Sadtono 1979, 1997; Dardjowidjojo 1997; Djiwandono 2004; Dewi 2007; Jayadi 2004; Kweldju 2004; Mantiri 2004; Mukminatien 2004; Nur 2004; Priyono 2004, see also Basalama 2010 in this discussion) have all come to the point that the implementation of English teaching curriculum in Indonesia is counted as failure than success.

This obviously could make many challenges both for the students who learn English, and for the lecturer who teach the language. Having explained these, I firmly believe that keeping commitment to continuously put efforts and attempts to make our teaching would be positively perceived by our students, and hence it can impact on their motivation to learn English, is challenging but at the same interesting contributing to the shape of our identity as EFL teacher.

In relation to my mother's past experience and story, these all have influenced the author in multiple ways. For example, my mother's motivation in life and her sense of empowerment in facing her life challenge and experiences have affected me positively to face with my personal and professional challenges and experiences as well. In other words, my mother stories in the war time experiences which have influenced her motivation to face and survive in her adulthood, marriage life in the current time, have also been taken into account as valuable ways of thinking in facing my own life both in personal and professional life. All the values I learnt from my mother as the subject of this research have impacted me in positive ways to my professional motivation to be professionally engaged in my career as an English teacher where English communication is hardly used in our daily environment.

## **Conclusion**

Several conclusions are highlighted in the following. First the experience that one faces in their life can influence the person in their current life as encountered by the research subject. Having all the hardship, feeling of grieving of lost her beloved ones have strengthened the research subject's identity as a strong, determined and a person with high commitment in her life battle. Second, the values that have attached to the research subject identity have influenced the author in multiple ways such as influence in the way how she deal with her daily challenge both in her own family life and the challenge she is facing in her own job as an English teacher in English foreign language context. However, this study suggests that further studies of people life histories which represent their language, culture, values and identity are worthy in its attempts to encourage and facilitate character building education for the youth who were the persons that should be inspired by the related stories and histories them in the long run, and hence impacted on their identity as a person and a student in their life education. These values the youth can gain, can be consequently influence to the way how they encounter with their English learning challenges and difficulties.

At last, the researcher would like to acknowledge that the finding of this study is naturally in interpretative because of its form, and its source. The narrative form which is derived from the narrative analysis of the author's own mother as its source, have made this study like many other qualitative studies are what is called as naturally interpretative. However, to ensure that the data are rigor data, and to ensure its trustworthiness, the author also conducted 'an expert judgment' from a senior English lecturer and researcher in discussing and confirming the emerging themes which were drawn from the data and their analysis.

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