

**“The Diary of Claudie Beaucarnot: From a Colonial to a Global Vietnam”  
A Student-Faculty Research Project Proposal for the AsiaNetwork Freeman program**

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**Abstract**

Using the diary of Claudie Beaucarnot as a focal point, and building on a yearlong seminar on Vietnamese history and society, this student-faculty research project allows its participants to acquire a broader view of colonial society from the Vietnamese perspective and investigate the historical connections between colonial and contemporary Vietnam. Mrs. Beaucarnot, a Franco-Vietnamese woman who grew up in the colonial Indochina of the 1930s and 1940s, walked between two social and cultural worlds – that of the Vietnamese and that of the French – which influenced one another but only occasionally overlapped. Her diary provides rare insight into the relationship between these two worlds and the influence cross-cultural contact in the colonial context had on post-colonial Vietnam. Through interviews of Mrs. Beaucarnot’s surviving peers, visits to archives, and an urban field study in Vietnam, student participants will conduct research projects and write papers suitable for presentation or publication. They will also contribute to the enhancement of the translated Beaucarnot diary so that it can be made available on-line to other undergraduates as a way to promote understanding about the tensions and conflicts in Vietnamese society prior to the French and American wars.

**Project: Introduction and Background**

In January 2002, I interviewed an amazing woman, Claudie Beaucarnot, about her life growing up in French colonial Indochina. Some years earlier, I had found Ms. Beaucarnot’s unpublished 85-page diary, entitled “Vacation 1943, or Hanoi – Saigon by the Long Way ‘Round,” in the colonial archives in Aix-en-Provence, France. I had subsequently discovered that Mrs. Beaucarnot, now 78, lived in eastern France and was eager to talk about her experiences in colonial Vietnam as a child and young adult. The diary focuses on a 1943 summertime car trip that the Beaucarnot family – Papa Jules, Mama Marcelle, Claudie, and Sister Nicole – took from Hanoi to Saigon via the Central Highlands in Japanese-occupied Vietnam. That the Beaucarnots made the trip at all was interesting, providing a rare firsthand account of life in Japanese-occupied Vietnam.<sup>1</sup> What was even more interesting was that Mama,

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<sup>1</sup> There are very few works in translation concerning life in French Indochina to help students understand the colonial era from either a French or Vietnamese perspective. This is an unfortunate lacuna, because I feel students need a strong background in the tensions and conflicts of colonial society in order to understand what happened afterwards during the struggles for independence by Vietnamese of all political backgrounds. I hope a translated, annotated Beaucarnot Diary with appropriate photographs and maps will start to fill in this lacuna and encourage more research into French colonial Indochina.

Besides a few excellent fictional representations such as Bruce Lockhart’s and Peter Zinoman’s translations of colonial-era short stories, instructors can rely only on the translation of Tran Tu Binh’s revolutionary memoir *The Red Earth* and selections from the diaries of Roberte Desolme. Otherwise, an instructor must resort to interesting but romanticized films, such as “Indochine” or “The Lover,” or books such as Marguerite Duras’ *The Sea Wall* and *The Lover*.

See, for example, Greg Lockhart, “Broken Journey: Nhat Linh’s *Going to France*,” *East Asian History*, no. 8 (1994); Greg Lockhart and Monique Lockhart, eds., *The Light of the Capital: Three Modern Vietnamese Classics, Oxford in Asia Paperbacks* (Kuala Lumpur: Oxford University Press, 1996); Tran Tu Binh, David G. Marr, and Ha An, *The Red Earth: a Vietnamese Memoir of Life on a Colonial Rubber Plantation*, vol. 66, *Monographs in*

Claudie, and Nicole were all *métisse* –of mixed French-Vietnamese background – often represented by the French and Vietnamese as objects of scorn but in the case of the Beaucarnots very active and outspoken members of French colonial and Vietnamese society.

After meeting with and interviewing Mrs. Beaucarnot, I prepared a translation of the diary in order to make it available for students in the United States. Besides providing a colorful illustration of Vietnam, the diary touches upon the opportunities colonialism created for many Vietnamese – education, commerce, modernization – as well as colonialism’s horrors, including racism, rural impoverishment, and labor abuses. Mrs. Beaucarnot, unlike most French or Vietnamese of the era, remains open to a critical analysis of her experience, perhaps because she knew both the Vietnamese world through her mother and the French colonial world through her father.

What became clear during the process of translation was that, with careful annotation and the additional of photographs and maps, Mrs. Beaucarnot’s diary could serve as a perfect introduction for undergraduates to traditional Vietnam, the tensions of French colonial Indochina, and the background to war and political transformation in Vietnam after 1945. In addition to the clear insights she offers, Ms. Beaucarnot’s age at the time she wrote the diary – nineteen – made it and the themes it implicitly addressed – racial tension, gender roles, class differentiation – accessible to undergraduates in a way that other sources did not. Her culturally mixed background and concerns about her future, combined with a teenager’s preoccupations with socializing and becoming independent, coincided with the situation of many of my students and I assumed most undergraduates the world over.

Acting on a hunch that it would serve as a good basis for a course on Vietnam, I scheduled a special yearlong seminar for the 2002-2003 academic year that introduced the history, culture and society of traditional, colonial, and contemporary Vietnam.<sup>2</sup> The course uses the Beaucarnot diary as a basis for exploring themes in Vietnamese history, culture, and society and emphasizes the syncretic nature of Vietnamese culture. Fall Semester 2002 has gone quite well, with students gaining, through readings, films, and guest speakers, an appreciation for Vietnamese history and society, Vietnam’s place within Asia and the world, and the influence of French, Chinese, and other cultures on the Vietnamese. During Spring Semester 2003, the students will study methodology, begin their individual research projects and, through field trips and in-class demonstrations, learn more about Vietnamese culture.

Four of the seminar’s seven students expressed an interest in enhancing their research projects in Vietnam while gaining a hands-on appreciation of Vietnam and applying the research skills they will practice during the spring semester. This interest and my own desire to strengthen the Beaucarnot diary translation before I make it available on-line has stimulated me to apply to the AsiaNetwork for funds to support a field research experience

### **Rationale, Objectives, Mentoring**

With this proposal, I would like to ask the AsiaNetwork for funds to facilitate a three-week field research project in Vietnam. This project will involve three primary activities:

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*International Studies, Southeast Asia Series* (Athens, Ohio: Ohio University, Center for International Studies, Center for Southeast Asian Studies, 1985); Zinoman, Peter. *Dumb Luck* (Ann Arbor: University of Michigan Press, 2002); Roberte Desolme, “The Saigon Journals of Roberte Desolme,” *Viet Nam Forum* 16 (1997); Marguerite Duras, *The Sea Wall*. Translated by Herma Briffault (New York: Farrar Straus Giroux, 1984); \_\_\_\_\_, *The North China Lover*, trans. Leigh Hafrey (New York: The New Press, 1992).

<sup>2</sup> History 482: “History, Culture, and Society of Vietnam, parts I & II”

- Oral interviews of Claudie Beaucarnot's surviving classmates in Hanoi and Saigon;
- Use of unique colonial-era documents in the National Library of Vietnam; and,
- Exploration of Vietnam's colonial legacy, especially colonialism's influence on urbanism.

The oral interviews and guided field experiences in Vietnam will:

- Enhance individual research projects students will have developed from images and situations in the Beaucarnot diary during spring 2002;
- Provide the primary information necessary to make the Beaucarnot diary ready for posting on the Internet for public access; and,
- Allow student participants to put to use what they have learned about making oral histories, conducting archival research, and interpreting architecture and lived space.

The larger goal of this project is to have students explore in more depth:

- The complex philosophical issues of collaboration, complicity, and resistance in the colonial setting;
- How colonialism affected Vietnam's history from the Vietnamese perspective;
- The relationship of colonialism to contemporary cultural and economic globalization; and,
- Traditional and contemporary Vietnamese culture and society with its roots in Asia and elsewhere.

Although my goals for the group revolve around their individual projects and the enhancement of the Beaucarnot diary, ultimately I hope the students come away with a holistic understanding of the link between history, the telling of that history, and contemporary human experience.

I will monitor closely each step of project preparation, whether related to research, writing, or skill acquisition. During spring 2003, students will research and write lengthy papers (20-30 pages) for which they developed proposals during fall 2002. I will closely monitor the preparation of these papers through individual weekly meetings and group updates in seminar, and students will engage in significant peer review of one another's ideas, analysis, and draft writing. Throughout the spring, students will learn how to conduct basic oral interviews, prepare questionnaires for review by the campus' Human Subjects Committee, and learn how to conduct effective archival research. By the end of the spring, all seven of the students in the seminar will have guided each other towards the completion of well-researched papers, and four of the students will have prepared themselves to enhance those papers with fieldwork in Vietnam.

Much of this project rests on the personal relationship I have built up with the alumni associations of the *Lycées Albert Sarraut* and *Chasseloup-Laubat* in the United States and Vietnam. In the classrooms of these colonial-era high schools, the elite of French Indochina and post-colonial Vietnam received their education, and their Vietnamese members, whether communist or not, wrote the history of post-World War Two Vietnam. The alumni associations for both schools have remained quite active despite the advancing age of their membership. Mrs. Beaucarnot introduced me by letter to the *Association des Anciens du Lycée Albert Sarraut* (ALAS) and the *Association des Anciens du Lycée Chasseloup-Laubat* (ALCL) in France,

Vietnam, and the United States, and I have already interviewed members of the West Coast branch of the ALAS and ALCL. Contact has always been warm and informative, and the members of both associations enthusiastic to speak with my students.

Over the course of three weeks in Vietnam, the four student participants of the Beaucarnot diary project will spend the majority of their time in Hanoi, with subsequent research in Dalat (a city of the southern Vietnamese highlands), and Saigon. In Hanoi and Saigon, respectively, students will prepare oral histories through interviews I will have arranged in advance with the leadership of the ALAS and the ALCL.<sup>3</sup> By the time they depart for Vietnam, the student researchers will have already practiced their interviewing skills with members of the West Coast branches of these two organizations. In Vietnam as in the United States, they will conduct interviews of individuals whose stories are about to disappear.

In addition, the four student researchers will examine colonial-era texts at the National Library in two special sessions arranged by our official sponsors in Vietnam, the University of Social Sciences and Humanities in Hanoi (USSH).<sup>4</sup> In Hanoi, Dalat, and Saigon, the staff and faculty of the USSH will facilitate the research of the project team, and the students will have access to Vietnamese scholars and government officials for brief interviews as arranged by the USSH.

### **Methodology**

A great deal of attention will be paid to preparing for and executing students' projects. Students will interview in French if they and their subjects are capable of doing so; otherwise, a hired translator or I will help them do so in Vietnamese. Given the age of the interviewees, it is estimated that each student will have approximately six hours of individual interview time as well as the possibility of a free-flowing group interview resembling a focus group. Having interviews in both Hanoi and Saigon will provide a valuable source of comparison and contrast between the attitudes and experiences of young people of the colonial-era in northern and southern Vietnam. I will have the interviews transcribed and translated before leaving Vietnam so that the students may incorporate the information they acquire into their research quickly.

What will the students discuss with their subjects? I imagine that most of the interviews will revolve around the daily lives of the students of the *Albert Sarraut* and *Chasseloup-Laubat* and how the experience of colonialism influenced the interviewees in their lives after the French left in 1954. They will focus on asking specific questions emanating from their projects. I imagine they will also want to learn about how the alumni felt as Vietnamese about attending a French school, if they faced criticism for doing so, if and where they socialized with the French, and if they had the same friends as Claudie Beaucarnot and her sister Nicole. Enlargements of class photos provided to me by Ms. Beaucarnot will facilitate conversation. I imagine that I will collect preliminary student questions in advance and send them ahead to the leadership of the ALAS and the ALCL so that potential interviewees can reflect on them and prepare answers. This has proven an effective method for my own research in Vietnam in the past.

In addition to interviews with members of the ALAS and ALCL, the students will also benefit from access to the rich colonial-era documentation contained at the National Library in

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<sup>3</sup> The President of the ALAS in Hanoi, Dr. Do Dinh Lam, will facilitate interviews with both groups.

<sup>4</sup> I have a good relationship with the staff and faculty of the USSH, having served there as the Resident-Director of the University of California's Education Abroad Program office between July-December 2000 and having recently received the Chief of Staff and the University Rector for a language training program at UCLA during Summer 2002. Please find the attached letter of support from the USSH.

Hanoi; I will rely on the USSH to facilitate access. I will propose a two-day session, the first day dedicated to using the card catalogs and making appropriate requests, and the second day to receiving and using the materials selected the previous day. Naturally, because time is short and the amount of material a student might successfully review limited, I will advise students to request only a few important documents. In this way, students can have access to primary source documents on their topics unavailable in the United States. Since the card catalog is in French, French-speaking students will aid their peers who do not speak French.

In Dalat, students will participate in a prearranged field project entitled “Claudie Beaucarnot’s Dalat, Then and Now.” I think that knowing about Dalat and tracing its colonial origins is crucial to understanding the mentalities of colonial-era French and Vietnamese in general and the experiences of the Beaucarnot family in particular.<sup>5</sup> In this case, the group will dedicate itself to an aboveground archeology, in which we trace the social space of the Beaucarnots during their long sojourn in Dalat in 1943. As a team, the participants must answer the questions, “Does the colonial era carry over in the purpose, structure, and interpersonal relationships of contemporary Dalat?” and “What are the consequences of the colonial legacy in Dalat today?” The history and tensions of the relations between highland ethnic minorities and outsiders – an essential component of the mentalities presented in the Beaucarnot diary and a source of much strife today – will be highlighted.

### **Project Completion**

Upon return from Vietnam, student participants will enhance with the information acquired in Vietnam the research papers they prepared in the spring and help me fully annotate the Beaucarnot diary. Those students who will not graduate (Brusta Brown, Brian Weinberger, and Ryan Mayfield) will take an independent study course with me in fall 2003 in order to finish their papers. Michael Barker, who will graduate in May 2003, will finish his project with me by the end of August. In any case, by the end of Fall Semester 2004, all four students will be able to use these enhanced papers for a presentation at an undergraduate research colloquium, as a writing sample for graduate or professional school, or the basis for a journal article. This will, among other tasks, teach students about the process of preparing work for presentation and publication. They will also have contributed to an important primary source document – Claudie Beaucarnot’s translated and edited diary – that will help their peers understand the life in Vietnam in general, and the life of a Franco-Vietnamese teenager in particular, during the period of French colonial occupation.

At the end of fall 2004, I will post copies of the student projects, personal narratives of their completion, and the annotated Beaucarnot diary on a project website. Not only will this website make the diary and projects available for the broader public, but also it will describe the entire process of preparing it for publication. Photographs and videos of all aspects of the project, from its inception in interviews with Ms. Beaucarnot, the yearlong seminar, and the research in Vietnam will all figure prominently in various parts of the website. I plan to advertise the website widely on appropriate list servers and scholarly publications, and the project will conclude by making a new and well-annotated primary source available to students and scholars of French colonial Indochina everywhere.

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<sup>5</sup> Dalat, located in the mountains of southern Vietnam’s highlands, was established just before World War I as a cool-weather retreat for the French. During the summer, it served as a second capital for the French.

**Conclusion**

The specific pedagogical goals of this project are fourfold. First, it invites students to understand colonialism as a lived experience through the written words and oral recollections of the French and Vietnamese who shared in the production of its history. Second, it challenges students to think about the specific legacies and consequences of colonialism in Vietnam. Third, it asks students, both through their individual projects and the larger experience of the group to understand the links and consequences of colonialism as a precursor to contemporary globalization. Finally, it allows students to participate in the documentation of a history long ignored and on which the sun is now setting.

In addition to the project's pedagogical value, there are two material outcomes of the project. First, it is hoped that the participating students produce projects, using primary source material acquired in Vietnam, of high quality and originality. Second, with the idea that it will be made available for download at a web site, the students will take what they learn in the United States and Vietnam and apply that new knowledge to the introduction and footnotes of the Beaucarnot Diary.

## Timetable

I anticipate the following timetable for this project:

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Tuesday, 8 June	Depart for Vietnam
Wednesday, 9 June	Arrive Hanoi
Thursday, 10 June	Rest, and tour of Hanoi
Friday, 11 June	Introduction at University of Social Sciences, meet with administrators and history faculty
Saturday, 12 June	Initial meeting with members of the ALAS (Association de Anciens du Lycée Albert Sarraut/Association of Graduates of Albert Sarraut High School ) in Hanoi
Sunday, 13 June	Interviews with members of ALAS
Monday, 14 June	Interviews with members of ALAS
Tuesday, 15 June	Tour of Claudie Beaucarnot's house; Architectural tour of traditional and colonial Hanoi
Wednesday, 16 June	Travel to Vinh with stop at Phu Ly
Thursday, 17 June	Travel to Hue
Friday, 18 June	Tour Imperial Citadel in Hue
Saturday, 19 June	Tour Tomb of Minh Mang in Hue
Sunday, 20 June	Travel to Quang Ngai
Monday, 21 June	Travel to Nha Trang
Tuesday, 22 June	In Nha Trang, visit site of Ruelle Home
Wednesday, 23 June	Rest in Nha Trang
Thursday, 24 June	Travel to Dalat
Friday, 25 June	Architectural tour of colonial Dalat
Saturday, 26 June	Visit Beaucarnot vacation home in Dran
Sunday, 27 June	Travel to highlander villages near Dalat
Monday, 28 June	Descent to Saigon
Tuesday, 29 June	Initial meetings with members of ALCL in Saigon
Wednesday, 30 June	Tour of Claudie Beaucarnot's Saigon
Thursday, 1 July	Students depart Vietnam, return to United States; David Del Testa returns to Hanoi

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Friday, 22 August	Revised paper from Michael Barker due
Friday, 5 December	Revised projects from Brusta Brown, Brian Weinberger, and Ryan Mayfield due; Beaucarnot Diary Project Website, with Diary and student projects available for download goes on-line

## Feasibility

I anticipate no difficulties in completing any aspect of this project on the given calendar. The students will have acquired appropriate research skills during spring 2003 and will have practiced using them, especially oral interview skills, already. They will have already acquired a good knowledge of their topic through the primary- and secondary-source research they will

have already completed in the United States. The students will have presented their core questions to the members of the ALAS and the ALCL in Vietnam before the research group departs. I will have already made arrangements for the interviews and visit to the National Library and Dalat. Once home, all students will have plenty of time to work closely with me on rewriting their projects to include newly acquired data and to making the Beaucarnot diary available on the project's web site. Michael Barker, the one student who will graduate before fall 2003, has dedicated the time immediately after returning from Vietnam for the re-writing of his project.

## Project and Equipment Budgets

### Pre-Departure Expenses

Anti-Malaria Medication for group (40 doses x 5 participants x 3USD/dose)	600
Vaccinations for Hepatitis A & B (200USD x 4 students)	800
Oral Typhoid Vaccination (20USD x 4 students)	80
Medical Evacuation Insurance (5 participants x 160USD)	800
Travel Insurance (5 participants x 130USD)	650
	2930 sub

### Transport

Air Travel Los Angeles – Hanoi/Saigon – Los Angeles (5 participants @1250USD/each)	6,250
Ground Transport To/From Airport in Hanoi (5 participants @24USD/each)	120
Ground Transport From Airport in Dalat (5 participants @10USD/each)	50
Ground Transport To Airport in Saigon (5 participants @12USD/each)	60
Air Travel Hanoi – Dalat (5 participants @150USD/each)	650
Ground Travel Dalat – Saigon (5 participants @20USD/each)	100
Local Transport in Saigon and Hanoi (2 trips/day @5USD/trip x 15 days x 5 participants)	650
Taxi Transportation for Interviewees (5 interviewees x 4 students x 2 sessions/each @10USD/session)	400
Taxi Transportation for Interviewers (5 interviews x 4 students x 2 each @10USD/student)	400
	8,680 sub

### Lodging and Meals

Lodging in Hanoi (12 days @25USD/day x 5 participants)	1,500
Meals and Water in Hanoi (12 days @20USD/day x 5 participants)	1,200
Lodging in Dalat (5 days @20USD/day x 5 participants)	500
Meals and Water in Dalat (5 days @20USD/day x 5 participants)	500
Lodging in Saigon (5 days @20USD/day x 5 participants)	500
Meals and Water in Saigon (5 days @20USD/day x 5 participants)	500
Sundries for trip (22 days @5USD/day x 5 participants)	550
	5,250 sub

### Human Resources

Translation services in Hanoi and Saigon (40 hours @ 5USD/hour)	200
Transcription services in Hanoi and Saigon (40 hours @ 8USD/hour)	320
Support fee for University of Social Sciences and Humanities personnel	500
Tips and other “fees”	200
	1220 sub

### Fees and Other Costs

Visa Fee charged by University of Social Sciences and Humanities (5	75
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@15USD/visa)	
Library Card Fee for National Library in Hanoi (5 readers @10 USD/card)	50
Domestic Air Travel Tax (5 participants @6USD/departure x 1 departure)	30
International Air Travel Tax (5 participants @12USD/departure x 1 departure)	60
Incidental Interview Fees (tea, cookies, etc.)	100
Gifts for Interviewees (5 interviewees @20USD/student x 4 students)	400
	715 sub

#### Subsequent Costs

Attendance at the Annual Meeting of the AsiaNetwork in 2004	1,000 sub
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**Project Total (excluding equipment):**

**19,795 USD**

#### Equipment Budget

RipFlash 128MB Digital Voice MP3 Recorder (for voice recording)	150
128mb SmartDisk Cards (for digital photo storage)	140
SmartCard Reader & Software (for digital image transfer)	165
Canon Optura 200M MiniDV Digital Camcorder (to record interviews)	1,300
Canon BP-522 Extended Lithium Battery	120
Canon Zoom Remote Control (for remote control of camcorder by second person)	249
Canon Video Light	55
Canon Soft Carrying Case for Camcorder	70
Vivitar Tripod for Camera	85
FireWire 80gb Hard Disks (for image/sound storage)	200
USB, FireWire, and Power Cables	100
Power Converter 220 – 120 volts	80
	2,714 sub

**Equipment Total**

**2,714 USD**

## **Missionary Intelligence: Political Work of American Protestants in Colonial and Post-Colonial Vietnam**

Michael H. Barker

### Abstract

This project will explore the social and political roles of American Protestant missionaries in colonial Vietnam. Utilizing documents in a Denver archive as well as in Vietnam's National Library, this project, in attempting to understand the impact of Protestantism in the development of modern Vietnam, will provide a clearer understanding of the purpose of and changes in religion in twentieth century Vietnam.

### Project

During the period of French colonialism, many Protestant missionaries from Europe and the United States flowed into Indochina, converting small pockets of indigenous believers throughout the region. Historically, religious ambassadors from the West were not uncommon in Vietnam; Dominicans and Franciscans had been actively preaching there since the late sixteenth century. Beginning in Saigon in 1922, an American group known as the Christian and Missionary Alliance (C&MA), inclined to increase missions in Asia, commenced spreading evangelical Protestantism in Indochina.

While she traveled with her family on a journey from Hanoi to Saigon in 1943, Claudie Beaucarnot encountered numerous Protestant churches along the route, many of which were outposts for the Christian and Missionary Alliance. The C&MA constructed places of worship in the highlands of Laos and Cambodia as well as throughout Vietnam. Ms. Beaucarnot's diary mentions the presence of a specific church in the town of Qui Nhon, on the Southern coast of Vietnam. This research, in the larger context of understanding American missions in Indochina, will build on my efforts in the United States to discover which missionaries were in Qui Nhon in 1943 and in what kinds of activities were they engaging. Furthermore, with the assistance of Professor Del Testa, I will examine the lives of the Vietnamese who encountered the C&MA through personal interviews in Hanoi and Saigon.

The underlying goal of this research is to recreate a picture of the culture of religion in Vietnam during the period of French colonial occupation. Working closely with classmates Brusta Brown and Brian Weinberger – whose projects revolve around race, identity, and religious affiliation – will augment this effort to depict the broader social structure of the colonial period, of which religion was a big part.

For centuries, a syncretic combination of Buddhism, Taoism, and Confucianism dominated the spiritual mores of Vietnamese culture. However, with the introduction of Catholicism from Europe, Vietnam eventually became a nation divided amongst those citizens steadfastly holding to traditional beliefs and those adopting a foreign religion. Hence, it is clear that throughout Vietnamese history, the role of religion has been vital to its development as a nation. While Catholicism had existed within Indochina since the sixteenth century, the notions of the Protestant church were new to Vietnam in the colonial period. In the past, previously united villages split under the pressures of conflicting doctrines, creating nationwide religious tensions but also special opportunities for new adherents. I wonder if Protestantism had the same result. This project, by exploring the role of Protestant missionary activity in Vietnam, will examine the ways in which Protestantism operated within this greater cultural structure.

According to the group's literature, the Christian and Missionary Alliance ventured into Vietnam for the sole purpose of spreading the Christian faith. Chairman E.F. Irwin, in his 1937 publication *With Christ in Indo-China*, explains that the Mission was there to provide spiritual enlightenment, not to involve itself in any other political or social way. However, there is reason to believe that this may not be the entire story. Evidence suggests that it is possible that the C&MA were involved in political activity for the United States in Qui Nhon before World War II.

This project will explore missionary activity in Vietnam in an attempt to discover what the C&MA accomplished in Vietnam, what impact converts had on Vietnamese society, and whether or not the group was truly involved in any political action. I will do much of my background work at the C&MA archives in Denver, Colorado. With this knowledge serving as a foundation, I will be able to delve into the documents contained in the colonial-era collection at the National Library in Hanoi. In addition, interviews with officials responsible for the nation's religious aspects will allow me to determine the impact of colonial missions upon modern Vietnamese religion. Through Dr. Del Testa's contacts in Vietnam, I will be able to interview Vietnamese citizens who encountered the spread of Protestantism in Indochina and even some who had personal contacts with the C&MA in particular. These members of the Vietnamese community lived through the period in which the nation was deeply penetrated by Western ideology and will be able to provide a unique and vital perspective to the understanding of the role of Protestantism in the development of the modern nation.

## **Neither Vietnamese nor French: Issues of Race in the Beaucarnot Diary**

Brusta Brown

### Abstract

Using the Beaucarnot as a window on the past, this project explores how the politics of race and identity developed in colonial Vietnam and what impact these politics and identities had on post-colonial Vietnam.

### Project

An examination of the diary of Claudie Beaucarnot as well as related articles, books, movies, and hopefully personal interviews in Vietnam will reveal the complex issues of race in modern Vietnam. Using appropriate primary and secondary sources, I will address how racial issues developed during the French Colonial period of Vietnam and how they have aggravated conflict in the country today. I hope to specifically identify how the people of mixed backgrounds adapted to the changes of Vietnam from its French occupation to Communist rule.

French Vietnam is an example of a complex inter-racial culture. From its historical roots, Vietnam was a mixture of Asian and oceanic peoples who became a part of the Chinese cultural sphere because of its geographic location. Eventually Vietnam experienced repeated occupation by the Chinese and finally the French. Although the Vietnamese eventually accommodated each new culture, the occupations initially led to racial boundaries, social-economic restrictions, and changing class structures that created unrest, hatreds, and divided the country.

Examining the Beaucarnot diary allows us to study racial differences through the eyes of a person who dealt with racial issues of the time. The way Claudie perceived the world helps us to understand why she thought the way she did and acted the way she did toward the people she encountered. She was a product of her society, and studying her diary allows us a window into that world of the past that we would not be able to understand just through objective study of Vietnam. I personally believe that this diary has allowed me to understand the people of Vietnam better and how racial issues played such an important role in the unrest that led to the Vietnam War and to its continued racial unrest. It may also shed some light to identifying factors or parameters that need to be developed to increase racial tolerance in Vietnam and other countries that deal with similar problems today.

Prior to doing research in Vietnam, I will develop an understanding of how prejudice and injustices of the colonial era led to the rise of resistance to colonialism, especially the Communist movement. I also want to know which factors helped the country overthrow the French, and then led to the Vietnam War. I will also learn more about the culture and society of Vietnam today and how it compares and contrasts with the Vietnam of the French Colonial period. Finally, I will learn more about racial issues and how they influenced changes in Vietnam. To develop this understanding for both the French and the Vietnamese, I plan to utilize non-fiction sources such as David Marr's *Tradition on Trial and 1945*, Tran Tu Binh's *The Red Earth*. I will also use fictionalized representations of life in colonial Vietnam available such as Marguerite Duras' *The Lover*, and Roland Dorgelès' *The Mandarin Road*. Academic discussions of race in the colonial world and more recent works of fiction will aid me in this task as well.

When we travel to Vietnam, I plan to interview the members of the *Association des Anciens du Lycée Albert Sarraut* in Hanoi and their sister organization in Saigon, the *Association des Anciens du Lycée Chasseloup-Laubat*. This would give me an opportunity to interview Vietnamese who lived through the French Colonial period and the Vietnam War. I will be able to

ask them about their experiences under colonialism, discuss attitudes the Vietnamese had and have about race, especially people of mixed-racial backgrounds like Claudie Beaucarnot. I will also discuss the socio-cultural changes they have experienced since the colonial period, especially focusing on the sensitive issue of the treatment of Amerasians in Vietnam. I would like to know about the differences between the pre-Vietnam War period, compared to the current communistic government now, and the basis of unity and division today. There is limited information about the changing racial issues from the perspective of the Vietnamese people as they moved from the colonial period to today. Therefore, these personal testimonies are vital to my research.

Through this project and research in Vietnam, I intend to describe how the inter-racial dynamics and tensions influenced change in modern Vietnam. I will clarify the state of racial issues under a communist regime.

Like Claudie, I am of mixed descent, being half Egyptian and half Chinese. While living in Southern California, I have not experienced prejudice and have not been treated differently. As a student while traveling in Italy, I did not experience or feel any bias. Through this project and our research in Vietnam, I hope to learn more about myself as an individual of mixed descent within an increasingly diversified global community. I am interested to learn how I will react to people who might see me from a different perspective.

## **Indo-China's Road to Modernization: Understanding Consumer Trends in French Indo-China Using the Example of the Automobile**

Ryan Mayfield

### **Abstract**

Through its geographical position, Vietnam has truly been influenced by a variety of cultures. The imposition of French culture was no different. One way the French left their mark was by introducing Vietnam to the modernization that had already taken hold in Europe, the Americas, and Japan. With modernization came industry and the idea of a modern economy. Both of these allowed for the infusion of a material culture to a degree previously unseen in Vietnam.

As one of the most important inventions of modern times, the automobile was certain to find its way onto the colonial market. The automobile in itself was a product of this modernization, but the automobile fueled further modernization. My desire for this project is to understand the dynamics of consumerism in French Indo-China by focusing on one specific good that has greatly impacted the entire world. In understanding the impact of automobiles in Indo-China, I hope to extract the greater influence French material culture left with Vietnam. The questions I will be asking on a microeconomic level will therefore be applied to see the larger picture. The path I will take on this project will be asking: how the market for the automobile developed in Indo-China, who bought automobiles, how these automobiles affected the daily lives of different people, and what was the manufacturer's relationship to Indo-China. Finally, I will reevaluate all of these questions in terms of modern Vietnam.

### **Project**

Despite the important role industry played in French Indochina, little has been written regarding consumerism there.<sup>6</sup> I want to investigate into the lives of the people who lived in colonial Vietnam to see how their lives were affected by the automobile. The purpose of my project will be to understand the consumer habits of the various classes in Indo-China through their relationship with automobiles. With a firm understanding of the automobile consumption patterns by the French colonists, the Vietnamese cultural elite, and the average Vietnamese person, I intend to examine how this historical past has shaped modern Vietnamese consumerism. In other words, I want to identify the consumer effects that cultural interaction provided, and then go to Vietnam to examine first hand how that period contributed to modern Vietnamese consumerism.

The basis for my exploration of automobiles in French Indo-China is without a doubt the Beaucarnot diary. The fact that the diary is from an automobile trip automatically gives me a tremendous primary source. It gives insight into the roads of Indo-China, mechanics, types of automobiles, and Automobile Clubs that existed. In addition, it shows us the struggle the automobile industry along with complementary products such as gasoline had in the depression of the 1930's.

I desire to complement the diary by incorporating applicable information in order that its readers may have a richer understanding of the diary's context. To best understand the Beaucarnot family we must understand what they had and what they did not have. This includes their ability to afford an automobile. By comparing things such as their standard of living and

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<sup>6</sup> Charles Robequain. The Economic Development of French Indo-China. (New York: Oxford University Press). 1944.

the family's taste in products we get a closer look at what it was like to live in their shoes. In comprehending automobile consumerism, it follows that light will be shed on greater topics such as racial/class divides and interactions, global trade, poverty, and transportation.

To get to the core of consumerism in colonial Vietnam, I need to answer some crucial questions before conducting research abroad. First, I need to determine what people could afford to buy. For this, I need to establish generalizations about incomes and prices of goods. Next, I must determine general consumer tastes of various people groups before, during, and after colonial interaction. For this, I shall have to look at what types of things had high demand or were valuable to each people group before, during, and after their interaction with each other. Finally, I need to see whether the supply met the demand people had, and if not were substitute goods consumed. For this, I need to compare consumption rates of goods with people of similar backgrounds, but different conditions (for example French consumption of automobiles verses French colonial consumption of automobiles). Fortunately, I have available an ample collection of colonial-era statistics on which I can base my initial research.

In addition to statistics, I plan to look into automobile advertisements to see which types of people automobile companies are trying to reach. Other primary source documents, like the Beaucarnot diary, would be helpful in understanding consumer habits from individual people. Possible primary sources could be from tourists, business owners, workers, or anyone else who would have bought an automobile. Personal interviews from people living in this period will also be a necessary component. If available, I plan to request sales information from automobile companies with business in Indochina.

In Vietnam, there are several things I would like to do to enhance my research. Most important to this project would be talking to people who lived during the colonial period. Ideally, this would include interviewing the members of the *Association des Anciens du Lycée Albert Sarraut* in Hanoi as a "focus group." Part of this research would include studying advertisements in different media forms to see the influence or lack thereof from the French. Another aspect would be visiting places of commerce to witness automobile sales first-hand to see if there is any connection between past and present practices. The issue of consumerism is very much linked to Vietnamese culture. The whole of my project is through the automobile to show the degree in which the French influenced the Vietnamese. This topic proves most relevant in continual industrial growth seen in much of Southeast Asia. It will be interesting to see how these developments will impact Vietnam's transition from a socialist to a market economy.

## **Land of ‘The Free People’: Images and Conditions of the Hmong in the Beaucarnot Diaries and Today’s Vietnam**

Brian Weinberger

### Abstract

I plan to study the Hmong people of Vietnam and how their society was influenced by French colonialism. I intend to study primary sources to discover the relationship between the Hmong and the French and Vietnamese. I also plan unravel the story of the Hmong today as they struggle to sustain their old culture and independence. This is especially interesting since in translation ‘Hmong’ means ‘the free.’ In traveling to Vietnam, I will have access to many primary sources that will allow me to further my research on the plight of these people.

### Project

The focus of this project will be on the highlanders of Vietnam. The highlanders, especially the Hmong, are a group of ethnic people living in the mountains of Vietnam. The project will cover the society of the people and how they were influenced by the French occupation of Vietnam. The issue of the highlander people in French Vietnam is a complicated and somewhat sad one. By studying and discussing the highland people, this project will reveal the plight and struggle that these people faced during the occupation by the French.

The highlanders and the French had a love-hate relationship during the period of colonial occupation. In her diary, Claudie Beaucarnot mentions the highlander people many times. She talks about the extensive trade that they have with the Vietnamese people. The main commodity they trade is honey and the woven items that the highlanders have that the Vietnamese want. The image of the highlanders really grabbed me because Claudie addressed them several times throughout the diary, which made me think that these people were important to Vietnam despite their obvious segregation.

I plan to focus on the events that changed the society of the highlanders, especially the Hmong, during the French occupation. What inspired me to do this is pointed out by the book by Keith Quincy called *The Hmong*. This book points out the tainted relations between the Hmong and the French colonials and their efforts toward peace in Indochina. In the book *We Have Eaten the Forest*, Georges Condominas points out that the highlanders have changed their customs due to the influence of the French. They affect the highlanders socially and religiously by being present and by being a force to be dealt with. These books really hit me with the harsh reality of the French as well as the Vietnamese treatment of these people. Based on these I plan to find out how their society has been affected directly and indirectly by the French occupation of Indochina. I will investigate how they ran society before the French came and what it looked like during and after. This way I can find out what kind of long-term changes that have occurred. There could have possibly been only temporary changes that have now dissipated now that the French are gone. I intend to find if any laws or regulations were placed on the highlanders during French occupation that altered their life, forcing them to make changes that either negatively affected their society/community or allowed for the highlanders to be more receptive to technology and outside concepts and technology.

When in Vietnam, I could acquire firsthand knowledge and primary sources of the Hmong. Archives retained in Hanoi from the French colonial period would allow me to gain primary sources on influences done to the Hmong people. To help further my research I plan on working with my peers. Michael Barker is studying the conversion of Vietnamese to

Protestantism, which included the Hmong. Ryan Mayfield is doing his study on consumerism, and as mentioned before the Vietnamese as well as the French colonials had a desire for highlander's goods. Brusta Brown is going to study the races of Vietnam and in doing so she will come to the Hmong. With their help on my project and my help in theirs we will be able open the eyes of the world to a people that are not well known.

I plan to study the trials of the highland people today. It seems that the government of Vietnam is once again threatening their way of life. In the year 2000, the government of Vietnam approved the building of the Ho Chi Minh National Highway. The highway will take about three years to build. This highway is going to go through the old Ho Chi Minh trail, which happens to go right through the land of the highland peoples. With a highway built next door, the Hmong, among many groups, are threatened once again with social change or possibly worse. Their way of life may be no more if the highway is allowed to go through their lands. If people do not become aware of these people their lives will be changed and possibly ruined. If people become more aware of these tribes then maybe they will be saved or the process will be slowed.

Application Form: Michael Barker, one page only

## **Personal Statement**

Michael Barker

In 1987, when I was just six years old, my father considered taking a job as a teacher of mathematics and English in China. In order to prepare for this adventure, he hired a Mandarin tutor who would visit twice a week and teach my family beginning Chinese. I was captivated by the language and always looked forward to our teacher's visit. Within a few months, I had picked up a few basic phrases, which I enjoyed relaying to my friends at school. In the end, the job did not pan out for my father and, due to financial restraints, he discontinued the lessons. Nonetheless, I have since then always maintained a fascination with Asian culture and language that has endured earnestly to the present day.

Upon entering high school, I found that my interest in Asian culture could be augmented by many of my peers. At Arcadia High School in Southern California, approximately two-thirds of the student population is of Asian descent, with the majority being Taiwanese-Americans. Thus, many of my closest friends, neighbors, and teachers were wells of knowledge and experience with regard to East Asian culture. I was quickly able to say hello to my friends in Mandarin and order my favorite gelatin dessert in Cantonese. I had a very positive experience within this diverse population, which only fanned the flames of my curiosity into Asian society.

My academic interests have perpetually revolved around American foreign policy decisions. In 2001, I completed a study on the involvement of the United States in overseas affairs, focussing primarily on Vietnam and Central America. This project in part served as an introduction for me into Southeast Asian social and political mores. My current project in Professor Del Testa's class, studying American Christian missionary work in colonial Vietnam, allows me to delve further into this interest. The motives and methods through which the Vietnamese and Americans met and interacted may help illuminate the foreign policy attitudes of both the Vietnamese and United States governments. Thus, this project will provide me a first hand experience in a field I have always enjoyed studying.

The portion of the project to be performed in Vietnam would allow me to become completely enveloped by my research. Being surrounded by a people of such a rich, syncretic culture would truly be a meaningful experience. Furthermore, this research project will undoubtedly enhance my undergraduate education here at CLU and help prepare me for graduate school. I am looking forward to working with primary archival and library resources in the United States as well as in Vietnam. This type of experience would supplement my career goals as I ultimately hope to research and write historical articles based in American foreign policy. I can already feel this project sparking my intrigue and catalyzing in me a further desire to pursue this aim. This undertaking fits my academic interests and future goals perfectly as it would allow me to personally experience cultural exchange as I study it.

**Michael Barker**

101 Memorial Parkway #4222

Thousand Oaks, CA 91360

(805) 241-2213 • [mhbarker@clunet.edu](mailto:mhbarker@clunet.edu)**WORK EXPERIENCE**

CALIFORNIA LUTHERAN UNIVERSITY                      Thousand Oaks, CA

***Departmental Assistant***                      2001-Present

- Administer study groups for all classes in American history.
- Assist the professors in the History Department in research projects.
- Tutor individual students in American history.
- Correct papers and exams for the lower division History courses.

ECONOMIC SERVICE PROFESSIONALS                      Monrovia, CA

***Research Associate***                      Summers 2000-Present

- Research base economics data
- Organize cases and case folders.
- Perform basic secretarial work.

FIBER MATERIALS, INC.      Ronald Reagan Presidential Library, Simi Valley, CA

***Researcher***                      2002

- Locate and research archival documents.
- Prepare and send weekly reports via email.
- Developed working knowledge of a variety of researching tools.

PRIVATE BASKETBALL COACH                      Arcadia, CA and Thousand Oaks, CA

***Coach***                      1999-Present

- Work with players of all levels of skill and competition.
- Developed leadership and administrative skills in organizing practices.

**HONORS**

- Awarded the honor of Departmental Assistant in History (2001-03).
- Member of the National Scholastic Honor Society.
- Achieved honors at entrance as a Presidential Scholar.
- Succeeded in receiving Dean's List honors from fall 1999 – Present.

**ACTIVITIES**

- Member of California Lutheran University Basketball team 2000, 2001.
- Worked in the Upward Bound program as a mentor 1999, 2000.

**EDUCATION**

B.A. in History (May 2003).

California Lutheran University, Thousand Oaks, CA

- Cumulative G.P.A. 3.97

Michael Barker Transcript

Michael Barker Transcript

Application Form: Brusta Brown

Application Form: Brusta Brown

## Personal Statement

Brusta Brown

I am the first-born of parents of a mixed marriage in Southern California. My mother is Chinese, and my father is Egyptian. From the moment I was born, I was a strong-willed, headstrong, stubborn girl. However, growing up, I learned how to use these characteristics to my advantage. Many times, especially in school, this stubbornness helped me persevere and finish what I started. My parents also instilled in me other qualities like responsibility, values, and to work hard for everything that I wanted.

As I grew up, my parents introduced me to a variety of activities. When they observed that I enjoyed and showed a natural talent for an activity, they would work hard to give me the opportunity to take lessons and refine my skills. I learned to play the piano and to dance (tap, ballet, jazz, and Hawaiian). And when I asked to play basketball like my younger brother, they signed me up for the Parks and Recreation Program. My parents fully supported my plans to play basketball in high school and college once they saw how much I enjoyed the sport and that I had a natural gift for it.

All my energy and spirit went into everything that I did. Once I started high school, the sphere of influence around me broadened and I learned how to juggle many activities. I played basketball, was in the band (both marching and concert), had piano lessons, and carried on my dance lessons. All these activities taught me how to manage my time. Each of these activities taught me something. Dance, especially ballet taught me discipline, and concentration. But, basketball taught me the most: leadership skills, teamwork, and confidence. The activities in which I participated allowed me to meet many people who had different personalities, and I had to learn to work with them all. Patience is a very important aspect of this learning process, and I know that it is still one of my weakness which I have been working on. With all that I have learned, there has been a chance to give back to the community, for example though volunteer work with the Special Olympics Program.

One of the most important experiences in my life was my trip to Italy. Before this trip, which took place my junior year, I wanted to be a sports medicine major in college. However, being immersed in a different culture opened my eyes. I loved meeting new people, exchanging ideas and thoughts that would not have found expression if I did not have this experience. I went with a group of about 50 students from my school. As I observed throughout the trip, many people kept to themselves and did not want to associate with the local people. I did not understand this, I was trying to meet and learn as much as could.

When I look back, I can see that these people wanted to stay in their comfort zone and not have to re-adjust to our ever-globalizing world. They want to hide behind the façade of impenetrable United States, which I find unrealistic. I returned to California and at that moment, I decided I wanted to be an International Studies major, and help people see others as fellow human beings whom, through exchange of thought and culture can help and teach one another. And that is the point I am at today, working towards my goal to make an impact, however small, to bring unity and understanding to the world. And be able to use my skills to help the world that I live in, so there will be a world tomorrow for our future to live in.

**Brusta Brown**

27301 Catala Avenue  
Saugus, CA. 91350

(661) 644-4866 (days)  
(661) 296-3488 (evenings)

Email: BruBaller14@hotmail.com

**Education**

- ❖ 2001-2003, California Lutheran University, Graduation: 05/05
- ❖ Summer 2002, College of the Canyons
- ❖ 1997-2001, Saugus High School, Graduation: 06/01

**Work Experience**

- ❖ Intramural Sports Official (September 01-present)
- ❖ Edwards Cinemas (March 01- September 01)

**Honors/Awards**

- ❖ 2002
  - California Lutheran University Merit Scholarship
  - Maria Lee/Katie Yang East Asian Scholarship
  - California Lutheran University Multicultural and International Programs Diversi'Ties panelist
- ❖ 2001-2002
  - California Lutheran University Merit Scholarship
  - Martin Luther King Jr. Scholarship
  - NCAA Leadership Conference Nominee and Runner Up
- ❖ 2000-2001
  - *Los Angeles Times* First Team All Valley
  - Varsity Scholar Athlete
  - Second Team All CIF
  - SAMMY Award (Saugus Athlete Modeling Meritorious Youth)
  - The United States Army Reserve Scholar/Athlete
- ❖ 1999-2000
  - Scholar Athlete
  - NBA/WNBA Sportsmanship Award
  - SAMMY Award

**Activities/Interests**

- ❖ Special Olympics Volunteer
- ❖ Basketball
- ❖ Photography
- ❖ Clarinet, Piano
- ❖ Black Student Union, Sister Friends (Black Female Student Support Group)
- ❖ French Club
- ❖ Spanish
- ❖ Gay-Straight Alliance
- ❖ Multicultural Programs
- ❖ Dance—Ballet, Tap, Jazz, Hawaiian

Transcript: Brusta Brown

Application Form: Ryan Mayfield

Application Form: Ryan Mayfield

## Personal Statement

Ryan Mayfield

My name is Ryan Mayfield. I am originally from Oakdale, California but I am currently attending school as a sophomore at California Lutheran University in Thousand Oaks. My declared major is International Studies, and I plan to acquire a business minor as well. I have an array of interests that have kept me very busy over the course of the last several years. These include my active involvement with my church, my commitment to community service, my participation in athletics, and my love of politics. One of my strongest attributes is that I am a hard worker, and like to thoroughly complete any job I start. Additionally, I feel it is important to be well rounded. I desire that throughout my college experience I would be able to become familiarized with many new things that make me a better-rounded individual.

A major reason that Vietnam interests me is the fact that I know so little about it. School has made me very familiar with American, or more generally Western culture, but fewer opportunities to explore Asian culture have been available. Prior to my involvement with this project, the extent of my knowledge of Vietnam consisted of its impact on American history through the Vietnam War. As I have become more acquainted with Vietnam, I have only become more fascinated with the richness and complexity that is Vietnamese culture. My lack of prior expertise on Vietnam, and Asia in general, has only encouraged me to seek this project out more to broaden the scope of my education.

My project, concerning consumption trends of colonial Indo-China and its effect of modern Vietnam, greatly complements my two academic interests of international study and business. Being an International Studies major, I want to have a grasp of how globalization has developed. My proposed project will help me reach my goal of understanding global concepts by incorporating what I learn about Vietnam into the context of the rest of the world. Besides bringing Vietnam alive to me, this project will also enable me to actualize classroom and personal reading into actual research. Part of the value of this project is that I will be learning not just through reading the work of others, but through actively learning about Vietnam through Vietnam.

My ambition has been to take up an occupation with an international component. Whether I end up working in business or the government sector, this project will support my desire to apply real international experience in any job I eventually choose. Vietnam is a perfect subject because, like much of the rest of East Asia, it will probably become more open to global interaction. From a business standpoint, Vietnam will most likely have more contact with America if, like most of its neighbors, it gradually moves from a socialist to a market economy. In a position of cultural interaction, it is necessary to have previous knowledge of the culture at hand. My participation with this project facilitates my ability to have a broad-based knowledge of a new area of learning.

My primary motivation through this project, not just in the long term, is to be able to experience Vietnam for all that it is. Another aspect that is also appealing is that while I will be able to get to know Vietnam, I will also be creating new research that contributes to further Vietnamese study through the Beaucarnot diary. Ideally, some of the context I was unable to appreciate during my original reading of the diary would be elaborated on in a version of the diary made available to the public as a primary source. I am honestly excited to undertake this project with the fruit it will bear through my own life and my peers also involved with it.

**Ryan S. Mayfield****Home:**

1237 Green Haven Dr.  
Oakdale, CA 95361  
(209) 847-2740

**School:**

101 Memorial Pkwy #2211  
Thousand Oaks CA 91360  
(805) 241-2342

**Education**

California Lutheran University

**Thousand Oaks, CA: 2001-2005 (Sophomore)**

Major: International Studies, Minor: Business

**Work Experience**

**Warehouser**, Tide-Rider Inc. (Oakdale, CA) - Summers of '99 and '00

*Description:* Picking and packing orders, inventory, receiving, use of pallet jack, unloading containers, readied inventory for move, etc.

**Courtesy Clerk**, Richland Market (Oakdale, CA) – Summer of '01

*Description:* Bagging groceries, basic janitorial duties

**Encapsulator/ Quality Control**, Formulation Technologies Inc. – Summer '02

*Description:* Operation of machinery in manufacturing process; Approving raw materials for production, validating scales, checking product before shipment

**Equipment Manager**, California Lutheran University Football

*Description:* Keeping equipment in working order, organizing distribution of equipment, assisting coaches, management of equipment room workers

**Volunteer Work**

- Served Meals to Homeless at City Team Ministries (San Francisco)
- **Helped Rebuild House on Mexico Missions Trip ('00)**
- Youth Basketball Coach and Referee ('99, '00)
- Councilor Youth Camp ('97, '98)

**Extra-Curricular Activities and Positions of Leadership (College)**

- CLU Rotaract Member
- CLU Leadership Institute
- Leadership Team for JIF (a campus ministry)
- College Republican Club member

Ryan Mayfield: Transcript

Application Form: Brian Weinberger

Application Form: Brian Weinberger

**Personal Statement**

Brian Weinberger

My name is Brian Scott Weinberger and I was born on May 24, 1981. I was born in Ontario, California, but my family settled in Escondido.

While in grade school and high school I enjoyed playing sports. I played basketball and indoor soccer all through grade school and junior high. When I got to high school, I played water polo for all four years. I was on varsity for three of the years. I also played volleyball in high school. I played for three years and was on the varsity team for two years.

As early as fifth grade I was interested in history. In high school, I took the general course requirements as well as few extra history courses. I found that history was the one subject in school that I enjoyed. Since it was the only subject that I enjoyed I decided that is what I wanted to do in college.

When I arrived at California Lutheran University, I began studying history. As I study more I realize how much has gone on in the world and how intriguing it is. Through my studies, I have learned about nations and people that I have never heard of before. When reading the Beaucarnot diary, I learned about the Hmong people. I have not heard of these people before and when the name kept coming up in the diary, it intrigued me to learn more about them.

Throughout my life, history has interested me. I have learned about many cultures and their societies by learning about history. The people of today are a direct reflection of choices made in the past. This is why I find history so interesting.

**Brian Scott Weinberger**

101 Memorial Parkway, Apt. 1357

Thousand Oaks, CA 91360

Home Phone (805) 241-2363

## EDUCATION

1996-2000 High school Diploma, San Pasqual High School

2000-2002 Bachelors of Arts in History (expected Spring 2004), California Lutheran University

## EMPLOYMENT

1999-2000 Courtesy Clerk, Ralph's Supermarket

As a courtesy clerk, I was responsible for putting people's groceries into bags. I was responsible for making sure the whole store was clean and checking to see if any customer had any questions.

2001-2002 Part Time Sales and Cashier, Big Five Sporting Goods

As a sales associate, I was responsible for helping customers in all departments to make sure that they found everything that they wanted and that I could answer all their questions. As a cashier, I am responsible to make sure that all merchandise was correctly priced. I helped to show customers which area of the store a particular product would be and then direct the person to the nearest salesperson for help. I needed to be courteous and helpful in making the purchase transaction as easy and pleasant as possible.

2002-2002 Front Desk Worker, North Hall, California Lutheran University

(Current job) This job entails greeting all people that enter the hall and striking up a short conversation with them to make their day a little brighter. I am responsible for the sales of food, candy and drinks. I am also responsible for renting out equipment such as: videos, cookware, games, and the vacuum.



**AsiaNetwork Freeman Programs  
Student-Faculty Fellows Program  
Summer 2003 Fellowship Application  
Faculty Application Form**

NAME IN FULL: David Del Testa  
TITLE OR RANK: Assistant Professor of History  
COLLEGE OR UNIVERSITY: California Lutheran University  
ACADEMIC DEPARTMENT: History  
FIELD OF SPECIALIZATION: French Colonial Indochina  
COLLEGE MAILING ADDRESS: Department of History #3900  
60 West Olsen Road  
Thousand Oaks, CA 91360

COLLEGE PHONE: (805) 493-3318      COLLEGE FAX: (805) 493-3013  
E-MAIL: deltesta@clunet.edu  
HOME ADDRESS: 1890 West Hillcrest Drive #572  
Newbury Park, CA 91320

HOME PHONE: (805) 480-1497    HOME FAX: please use work fax  
SOCIAL SECURITY NUMBER: 559-31-7052     MALE     FEMALE

Please list name, address, and phone of person to contact in case of emergency:

Patricia Del Testa  
1110 East Hill Circle  
Prescott, AZ 86303

**Participant Waiver**

**THIS IS A RELEASE--READ IT CAREFULLY**

The undersigned, in applying for participation in the AsiaNetwork Freeman Student-Faculty Fellows Program, hereby forever releases AsiaNetwork and any officer, employee, director or agent thereof of and from any and all liability for any act or omission of any kind of character whatsoever and releases them from any costs, damages, and claims or assertions of any kind with respect to which I or my heirs, successors, or assigns may claim against them and specifically without limitation agree as follows:

I release the Program Director, AsiaNetwork, and any employee, servant, agent, officer or director thereof, from any liability for injury to myself or any damage to or loss of my possessions caused by acts of omission of any hotels, carriers, fellow participants, restaurants, educational organizations, persons, groups, or organizations, including but not limited to AsiaNetwork, their officers, employees, directors, agents or servants in connection with the work or study thereunder.

**I have read the foregoing release and agreement and I accept the conditions stated therein.**

\_\_\_\_\_  
SIGNATURE OF FACULTY APPLICANT

\_\_\_\_\_  
DATE

**David Willson Del Testa**

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California Lutheran University  
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Hillcrest Park  
1890 West Hillcrest Drive  
Apartment 572  
Newbury Park, California 91320  
(805) 480-1497 home

E-mail: deltesta@clunet.edu

**Education**

- Ph.D. in History, University of California, Davis, March 2001

Dissertation Title: “‘Paint the Trains Red’: Labor, Nationalism, and the Railroads in French Colonial Indochina, 1898-1945”

Major Field: Modern Europe

Minor Field: Modern East Asia

Research Field: French Colonial Empire

- Vietnamese Language Program, Hanoi Pedagogical University, October 1996 - April 1997
- Foreign Language Area Studies (FLAS) Fellowship to Summer Intensive in Intermediate Vietnamese at the University of Wisconsin at Madison, Summer 1994
- Intercampus Exchange Scholar to the University of California at Berkeley, 1993-1994, to study Beginning Vietnamese
- MA in Modern European History, December 1992, University of California at Davis
- BA in Modern European Studies (with honors), June 1991, University of California at Davis
- BA in French Language and Literature, June 1991, University of California at Davis

**Publications**

- With Florence Lemoine and John Strickland. *Global History: Cultural Encounters from Antiquity to the Present*. Armonk, New York: M.E. Sharpe, 2003.
- “Workers, Culture, and the Railroads in French Colonial Indochina, 1905-1936” in the *Proceedings of the Twenty-third Annual Meeting of the French Colonial Historical Society: Monterey*, May 1998. East Lansing, Michigan State University Press, 2002.
- Editor and Contributing Writer, *Government Leaders, Military Rulers, and Political Activists: An Encyclopedia of People Who Changed the World*. Series “Lives and Legacies.” Phoenix, Arizona: Oryx Press, 2001.
- "Railroad Development and Market Contraction in French Colonial Indochina, 1898-1954" in *Working Papers of the Asian Historical Statistics Project*, Hitotsubashi University, Tokyo, Japan, 2000.
- “‘Imperial Corridor’: Association, Transportation, and Power in French colonial Indochina” in December 1999 special issue of *Science, Technology, Society* (Delhi).

**Abstracts and Presentations**

- “Sharing ‘The Light of the Capital’: New Urban Histories for French Indochina” for the panel “Colonial Cities in French Africa and Indochina: New Avenues to Colonial History” at the annual meeting of the Western Society for French History, Baltimore, 2-5 October 2002.
- “Captain Bilotey’s Railroad Mapping Mission and the ‘Profound’ Conquest of French Indochina, 1895-1910” for the panel "Science, Technology, and Social Engineering in the

Colonized World" at the annual meeting of the American Historical Association, Chicago, January 2000.

- "Boxcar Schoolhouse: Railroads, Republicans, and Aspects of Social Transformation in French Colonial Indochina, 1905-1936" at the annual meeting of the World History Association meetings, Victoria, British Columbia, Canada, 25-27 June 1999.
- "Railroad Development and Market Contraction in French Colonial Indochina, 1898-1954" at a special, invitation-only Working Papers conference, Hitotsubashi University, Tokyo, Japan, 17-18 June 1999.
- "The 1937 Strike and the Truông Thi Railroad Workshops: Fusing Nationalism and Communism, Peasant and Proletarian, in French Colonial Indochina" at the UCLA Southeast Asia Lecture Series, 15 February 1999.
- "Imperial Corridor: Railroads and the Aesthetics of Power in Colonial Indochina" at the Materializing Cultures Conference, Stanford University, 1 May 1998.
- "Conflicting Nationalisms and the Colonial State: The Example of the Truông Thi Railroad Repair Shops and the Labor Conflicts of 1937 in French Colonial Vietnam" at the annual meeting of the French Colonial Historical Society in Poitiers, France, 6 June 1996.

### **Current Projects**

- Revisions of dissertation for a book manuscript under way.
- Two articles, "Understanding The Strike at the Truong Thi Rail Yards Through Vietnamese and French Sources" and "'Taxi Girls' and 'City Rides': Transportation and The New Sex in French Colonial Hanoi" under development.

### **Honors and Awards**

#### External

- Blakemore Foundation grant to have Tran Long, a Vietnamese lacquer artist from Hanoi, teach and lecture at California Lutheran University and Loyola Marymount University, for Spring 2003 semester.
- University of California at Los Angeles OID (Office Instructional Development) grant to convert a private collection of 1,000 slides concerning Vietnam to a digital format and mount them on a web site for public use (on-going).
- University of California Pacific Rim Program Award, 1999-2002. Authored grant proposal and received funds to support a collaborative research and publication project entitled, "Colonial Modernities in French Indochina". Project brings together three UC researchers and three researchers from Vietnam and Cambodia to facilitate and produce focused research projects in Vietnam and Cambodia, a roundtable conference, and an edited volume of articles.
- University of California at Berkeley, Center for German and European Studies, Dissertation Presentation award, for travel to France to present a paper, 1999.
- J. William Fulbright Doctoral Dissertation Research Grant from the Institute of International Education for research in France, 1995-1996.
- FLAS (Foreign Language and Area Studies) fellowship for 1994 Southeast Asian Summer Studies Institute to study Intermediate Vietnamese.
- California State Graduate Student Fellowship, 5-Year Term (1991-1995).

Internal

- California Lutheran University Hewlett Program grants to conduct research in France, Fall 2001, 2002.

UC Davis

- Department of History Reed-Smith Grant to support travel to France, 1999-2000.
- Graduate Student Association travel grant to support travel to the 1999 World History Association meetings in Victoria, British Columbia, Canada.
- Chancellor's Teaching Fellowship to prepare and teach an Introduction to Western Civilization (1789-present) course in a mentored setting with Professor Catherine J. Kudlick for fall 1998.
- Department of History Fellowship to study and conduct research in Vietnam, 1996-1997.
- Department of History Reed-Smith Grant to support travel to Vietnam, 1996-1997.
- Humanities Research Travel Grant to support travel to Vietnam, 1996-1997.

**Research Experience**

- Beaucarnot Diary Project (January 2002 – present). With funds provided by the Hewlett Foundation, traveled to France to interview Ms. Claudie Beaucarnot (née Beaucarnot), a Franco-Vietnamese woman who authored a diary of her adolescence in French Indochina. In a cooperative student-faculty project, prepared a translation of the diary in anticipation of its publication as a primary source for college and university classrooms.
- Pacific Rim Research Project (July 2000 – June 2002). With funds provided by the University of California Pacific Rim Program, in collaboration with a Vietnamese colleague, conducted research on the social, cultural, and economic impact of transportation development in Indochina during the French colonial period at archives and libraries in Vietnam.
- Dissertation Research (July 1995, October 1996 – April 1997 and October 1997 – December 1998). With funds provided by the Department of History and the University of California, and with the sponsorship of Professor Nguyễn Văn Hoàn of the Institute of Literature of Vietnam, conducted research and interviews related to my dissertation in Hanoi and Vinh, Vietnam.
- Dissertation Research (October 1995 – June 1996). Under the auspices of the Fulbright Doctoral Dissertation Research Fellowship, conducted research for my dissertation project in Aix-en-Provence, Paris, and Marseilles, France.

### Teaching Experience

(California Lutheran University: Assistant Professor, tenure-track, July 2001 - present)

- “World History since 1500.” Spring 2002, 2003. In this team-taught course, used primary source materials as well as visual aids and lectures to introduce the major civilizations of the world and their contact and mutual exchange 1500 - present.
- “Vietnam: History, Society, and Culture.” Fall/Spring 2002. In this upper-division seminar, using brief lectures and focused discussions, introduced students to the history of Vietnam since the period of Chinese occupation. First semester focuses on historical introduction, second semester on an independent, guided research project.
- “History of France since 1643.” Spring 2002. In this upper-division course, led students through a careful presentation and analysis of the development of modern France, emphasizing the formation of one France out of many nations and the development of democratic political culture.
- “Colonialism and Its Legacies since 1450.” Spring 2002. In this upper-division seminar, examined the primary the motivations behind and ideology of colonialism since 1450, beginning with Venetian colonization of the Mediterranean, continuing with comparative examples of “Old Colonialism” (Mission-era California and Russian California) and “New Colonialism” (Meiji/Taisho/Showa Japan and French Indochina) and concluding with discussions of neo-colonialism and post-colonial theory.
- “World History to 1500.” Fall 2002. Focusing on cross-cultural contact, used primary source materials as well as visual aids in lectures and discussions to show how trade and exchange has facilitated the growth of societies and cultures from the Paleolithic Era to 1500.
- “World History to 1500.” Fall 2001, 2002. In this team-taught course, used primary source materials as well as visual aids in lectures and discussions to introduce the major civilizations of the world and their contact and mutual contact from the Paleolithic Era to 1500.
- “Europe since 1789.” Fall 2001, Spring 2003. In this upper-division course, led students through a careful presentation and analysis of the development of Europe after the French Revolution and the place and presence of Europe in the world. Emphasized primary source materials and discussions centered on those materials.
- “History and Historians.” Fall 2001, 2002. A capstone course for history majors, “History and Historians” presents the development of historical thought in a Western and in a comparative context and introduced students to historical research methods useful for their future careers as investigators of any kind.

### Teaching Experience (elsewhere)

**(Visiting Lecturer, Department of History, University of California – Los Angeles)**

- “The Indochina Conflicts, 1940 – 1981.” Spring 2001. In this upper-division course, addressed interdependent and historical conflicts in Indochina in which the United States was one, albeit an important, actor. Used a variety of primary and secondary source materials as well as guest lecturers and visual materials to address the topic.

**(Instructor, Department of History, University of California – Davis)**

- “World History in the Nineteenth and Twentieth Centuries.” Spring 2000. In a co-taught, co-responsible teaching situation, prepared syllabus, lectures, exam, and other course

materials for 225 students, and managed five teaching assistants. Addressed the growing interconnectivity of the world's peoples and cultures, and how larger processes such as colonialism, world wars, technological development, and global activism encouraged and enhanced that interconnectivity over the past two hundred years.

- “Western Civilization since 1789,” Fall 1999. As instructor with full responsibility, prepared syllabus, lectures, and exams, and managed three teaching assistants, for a class of 130 students; prepared a moderated Internet discussion for the course.
- “Western Civilization since 1789,” Fall 1998. In conjunction with Professor Catherine J. Kudlick, under the auspices of the Chancellor's Teaching Fellowship Program, prepared syllabus, lectures, and exams, and managed three teaching assistants, for a class of 130 students.
- “The Indochina Conflicts, 1940-1981,” Summer Session II, 1997. Independently prepared lectures and class discussion for 32 students in this upper-division course; built the class around the notion of interdependent and historical conflicts in Indochina in which the United States was one, albeit an important, actor.
- “World History in the Twentieth Century,” Summer Session I, 1997. Independently prepared lectures and class discussions for 50 students for this lower-division survey course; built class discussions around four main concepts: modernism, nationalism, internationalization, and democratization; showed the relationship of the development of the nation-state in the non-European world as the background for global democratization, post-coloniality, and mutual dependency.
- Teaching Assistantships in the history of Modern China, Cities and Civilization, Europe in the Twentieth Century, World History, Western Civilization, and Contemporary California.

**(Lecturer, *Institut d'Anglais Charles V, Université de Paris VII – Jussieu*)**

- English Language and Phonetics, Academic Year 1992-1993. Prepared lectures and laboratories for first and second year university students of English; helped prepare round table discussions on pertinent current events for students.

**Other Pertinent Work Experience**

- Assistant Director (Acting), Center for Southeast Asian Studies, University of California at Los Angeles, Spring 2001. Managed two permanent and four student staff. Assisted on with the daily operation, programmatic activities, and outreach activities of the Center.
- Resident-Director, University of California's Education Abroad Program in Hanoi, April – December 2000. In a position normally reserved for tenured faculty, managed, with the part-time assistance of two local secretaries, the operation and finances of the UC EAP-Hanoi Study Center. Responsible for the overall well being of fourteen UC students during this semester-long program, including their housing, medical care, and education. Managed two Vietnamese staff.

**Professional Affiliations**

- American Historical Association (AHA)
- French Historical Society (FHS)
- Association of Asian Studies (AAS) and its group in Vietnam Studies (VSG)
- French Colonial Historical Society (FCHS)
- World History Association (WHA)

### **Professional Training**

- Maps and Map-Making in the Social Sciences, sponsored by the CSISS (Center for Spatially Integrated Social Science) at the University of California at Santa Barbara, August 2001.

Over the course of a week studied the theoretical and practical background and implications of map-making and computerized map production for the social sciences.

- SITT (Summer Institute for Technology Training) sponsored by the Teaching Resources Center, at the University of California at Davis, July 1999.

Over the course of a week, studied some of the best ways to instruct students through the use of the Internet (web site construction, chat rooms, remote learning) as well as some of the latest technologies for aiding instruction (grading software, database design). Developed a simple web site.

### **Service**

- Member, Equity and Multicultural Affairs Committee (EMAC), California Lutheran University, 2002 - present
- Facilitator, UCLA-sponsored Southern California Network for Southeast Asian Studies, July 2001 – present (on-going). The Network brings together scholars interested in Southeast Asian Studies from twenty centers of higher and secondary education in the four-county (Ventura, Los Angeles, Orange, San Bernardino) Los Angeles Area. Help organize the semi-annual Network Colloquia and monthly meetings of interested participants.
- Presenter, Summer Institute for Teachers, co-sponsored by the Centers for East Asian Studies and Southeast Asian Studies at the University of California, Los Angeles, August 2001, 2002. Using a PowerPoint format and handouts presented a three-hour discussion of the history, culture, and society of traditional and contemporary Vietnam to 25 K-12 teachers.
- Helped my Vietnamese sponsor, Professor Nguyen Van Hoàn, to travel to the United States to deliver two papers at UC Davis and attend a conference at University of California at Los Angeles, 1-11 October 1997; with the help of the Departments of History and French, and the Humanities Institute, at UC Davis, and the Department of Italian at UCLA, found money to fund his entire trip, and organized and advertised the talks he gave.
- Anonymously assessed an article for the *American Historical Review*, September 1997.
- Initiated and acted as the UC Davis History Department's Information Technology Coordinator during the 1994-1995 academic year; besides responsibilities of day-to-day maintenance of the Department's Information Technology Center for graduate students and instructing students in use of computer programs, awarded a \$16,000 grant by the UC Davis Obsolete Equipment Replacement fund for new computer equipment and refurbishing of the Department's Information Technology Center.

**References (Academic)**

- Catherine J. Kudlick (dissertation advisor) (530) 752-2232  
Department of History, University of California, Davis, CA 95616
- Ted Margadant (530) 752-3049  
Department of History, University of California, Davis, CA 95616
- Susan Mann (530) 752-8576  
Department of History, University of California, Davis, CA 95616
- Peter Zinoman (510) 642-1971  
Department of History, University of California, Berkeley, CA 94720

**References (Other Employment)**

- Barbara Gaerlan, Assistant Director (310) 206-9163  
Center for Southeast Asian Studies, 11060 Bunche Hall, University of California, 405  
Hilgard Avenue, Los Angeles CA 90036
- Peter Wollitzer, Regional Director for Asia (805) 893-2831  
Universitywide Education Abroad Office, University of California, Santa Barbara CA 93106

**Languages Spoken**

- French with professional fluency in reading, writing, and verbal expression and comprehension.
- Vietnamese with advanced intermediate fluency in reading, writing, verbal expression and comprehension.

Placement files available from Education and Graduate Placement, The Internship and Career Center, South Hall, University of California, Davis CA 95616. Tel. (530) 752-0724.

## **Personal Statement**

David W. Del Testa, Ph.D.

As it expands and changes its programs, the administration of California Lutheran University has encouraged faculty to seek out activities that link the classroom experience with skills acquisition and exposure of students abroad. This application is symptomatic of that new emphasis and reveals why I chose to join California Lutheran's faculty two years ago. The kind of preparation and learning implied by the AsiaNetwork Freeman Faculty-Student Research Program encapsulates my approach to undergraduate education and represents the direction in which my university would like to have all of its education develop. Located on the western edge of the Los Angeles metropolitan area and that area's incredible diversity, the administration and faculty of California Lutheran have dedicated themselves to providing its students with an aggregate of knowledge, skills, and experiences that prepares them for the global economy and society of the 21<sup>st</sup> century.

I have worked closely with my colleagues in history and other disciplines to push world history (in theory and themes) in general and the place of Asia within the study of world history in particular. To California Lutheran I brought my particular experience in teaching about Vietnam and Southeast Asia, and I have worked hard to develop that teaching into a fuller, student-oriented program. All of my classes – concerning Europe, world history, or Asia - stress global interconnectivity and cross-cultural contact. In particular, I have used my expertise in the history, culture, and society of Vietnam to introduce students to ways about thinking about a globalizing world in the context of Asia. With its connections between Vietnam and France, colonial and global, historical and contemporary the source around which this project proposal revolves — the *Diary of Claudie Beaucarnot* — has proven quite rewarding, and the students have responded to it quite well.

My interest in Vietnam as a topic of academic research began as an undergraduate, when I discovered in a hidden corner of the UC Davis library how-to guides on becoming a French colonist. This discovery, combined with discussion of colonialism occurring concurrently in my classes, solidified in a real, textual way the questions that I had asked myself for a long time. What would inspire people to subjugate others? What did colonialists hope to accomplish in with their occupation? Why did the colonized have such ambivalent responses? These questions still remain poignant, pertinent, and human to me. As a university professor, I communicate both my passion for history and its messages and the hypothetical answers to my own questions in my courses. Hopefully, I will help students clarify and answer questions of their own and understand the force and impact of a history that remains so pertinent and forceful today. The topic of Vietnam has helped me a great deal in this process.

I am fortunate to have had many opportunities to develop an appreciation of, and recently the privilege of introducing students to, Vietnam and the Vietnamese people. In 1995, after a year of studying Vietnamese at UC Berkeley and a University of Wisconsin summer school intensive, I traveled to Vietnam to make contacts and prepare for archival and library work. I returned in 1997 and 1998 and worked in the National Archives and Library and conducted oral interviews of retired railroad workers in Vietnamese. This research, in addition to that which I completed in the colonial archives in Aix-en-Provence, France, allowed me to produce a dissertation that explored both French and Vietnamese perspectives on transportation modernization and the politics of railroad workers. Just after filing my dissertation, I had the opportunity to return to Vietnam as the Resident-Director of the University of California's study

abroad program in Hanoi, Vietnam. This was by far the most difficult and the most rewarding I had ever done, where I could bring my developing expertise and experience to University of California students and guide them to an appreciation of Vietnam's people, culture, and history that I had developed over the previous decade. I had complete responsibility for the welfare of the students and had to work closely with my Vietnamese colleagues to ensure the students had the best possible academic program. I worked very hard to ensure they had the fullest experience possible, including field trips to sites of cultural, natural, historical importance throughout the country.

Leading students to Vietnam allowed me to put into practice a particular focus on teaching Vietnam as a topic of inquiry. Most importantly, because of the influences it receives from Oceania, East Asia, Southeast Asia, South Asia, and Europe, and its place in the minds of many American students, Vietnam provides a particularly efficient way to introduce students to the major civilizations and the syncretism that characterizes all of Asian societies and cultures. In addition, Vietnam as a broad topic of inquiry provides an excellent opportunity for project-oriented learning, in which students help each other to learn through research projects, the preparation of which permits them to apply the knowledge and skills they learn in the classroom. In Southern California, students have access to research opportunities in the Vietnamese community for topics of a contemporary focus and can find ample material in the area's libraries and archives that address more historical concerns. With the help of the AsiaNetwork, I hope to put into practice the particular project-focused pedagogy and introduce a new set of students to Vietnam and the Vietnamese. The Beaucarnot Diary makes this task relatively easy, for it leads readers through the whole history and culture of Vietnam in an easy and straightforward way while introducing, both in how it is written and what remains unsaid, many of the tensions and problems faced by modern Vietnamese.

This project advances my own work in two ways. It allows me to complete the background research necessary to finish the Beaucarnot diary and make it ready for public distribution through a project website. Indeed, much of the time my students would spend in Vietnam would revolve around answering questions that have come up in reading and re-reading the diary and that Mrs. Beaucarnot herself and others in France or the United States cannot answer. Making this resource available to instructors and students is very important to me because there is such a terrible lack of good primary source material on the French colonial period in Vietnam, and what is available tends to skew students' views of it inappropriately. More deeply, the project allows me to explore the tensions produced by the opportunities colonialism provided the Vietnamese. Although horrible, many Vietnamese used colonialism as an opportunity to gain a modern education and become quite wealthy without ascribing to the politics of collaboration. I do not see, as many scholars do, the colonial occupation as a titanic struggle of Manichean forces but a deeper and ultimately more hurtful process whose effects are still felt today. Through the interviews and site visits the students will undertake I can develop a more profound appreciation of the complex collaboration, complicity, and resistance that characterized the French colonial occupation of Vietnam.

Letter of Support from Chief Academic Officer

Appendix A: Letter of Support from the University of Social Sciences in Hanoi

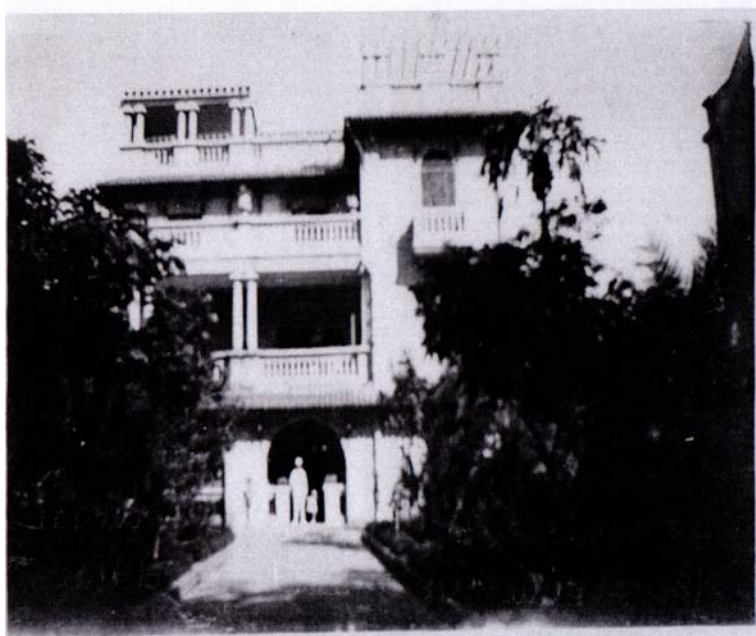
## Appendix B: Selection from draft translation of Claudie Beaucarnot's Diary

Here is a very brief extract from the Claudie Beaucarnot diary and the initial annotations made to it. This AsiaNetwork project will not only allow students to pursue their own research but enhance the information contained in the translation of the Beaucarnot diary this project will make available on the web for public distribution. The final version of this diary will also contain illustrations, two of which are included here. A Franco-Vietnamese family, all members of the Beaucarnot family walked between both the French colonial and local Vietnamese cultures and societies.

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Monday, June 28<sup>th</sup>, 1943

Memorable date: we never stayed in Hanoi so late. Usually, from June 15, after the distribution of prizes at our dear old *Lycée Albert Sarraut*, we departed (mother and her daughters) for the freshness of Tam Dao. Tam Dao is a health retreat at 1,000 meters, where the Tonkinese go to rest during the summer.<sup>7</sup> The retreat is 90 kilometers from Hanoi, but the last twenty kilometers are on the edge [of a cliff] with tight turns that leave us with unpleasant memories of nausea.



(The Beaucarnot family home, 1930. Currently, it serves as a youth center.)

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<sup>7</sup> By Tonkinese, Claudie means the French of Tonkin, one of the three administrative districts the French superimposed over Vietnam. Southern Vietnam was designated a colony in 1859 and was thus technically part of France. Annam, including the central part of Vietnam from Phan Rang to Vinh, and Tonkin, from Thanh Hoa to the Chinese border, were made protectorates in 1885. Cambodia became a protectorate in 1862, and Laos in 1897. While the French maintained indigenous administration for domestic concerns in Annam and Tonkin, French authority increasingly penetrated Vietnamese life until in fact indigenous administration meant very little. In 1911, the authority of a Governor-general united the five parts of Indochina into Federal administration. In 1917, the French ended the traditional examinations for mandarins, the officials of the old imperial Vietnamese administration.

By a stroke of luck, this year, at this time, Papa had to go to Cochinchina to inspect the Long Buu Tileworks and find new soil, clay, and mines in order to make new products available.

We profited from this by leaving as a family to combine work and pleasure.

And here we are then “on the Mandarin Road” that Roland Dorgèles described with such grace.<sup>8</sup>

The clock at the train station read 3:30pm when we passed it. If all goes well, we will sleep in Vinh tonight.

We made quite an impression exiting Hanoi. I know well that since the war, the people of Hanoi have seen the most extraordinary vehicles circulating through their city. However, we dazzled them with our gazogène.<sup>9</sup> Imagine a black Primaquat (our Renault) with three enormous cylinders on the roof.<sup>10</sup> Underneath the cylinders, of which two hold the reserves of charcoal and the last the gas filter, on which we placed two flat trunks. Everything is covered by a tarp, and because one cannot see what is underneath, this creates a worrisome bulge. On the front bumper, we secured two canisters (one containing oil and the other alcohol). We cannot forget the two spare tires that the chauffeur attached in front of the canisters.<sup>11</sup> After everything was packed, the vehicle resembled the snout of a pig.

There are five of us in the car. Papa is driving, as always. Mama is sitting next to him and Nicole; my little sister is in the hole between the two. What we call “the hole” in our family is a cubby between the two front seats. This cubby exists because the vehicle was requisitioned at the start of the war and transformed into an ambulance.<sup>12</sup> When it was returned to us, besides these changes, we inherited a stretcher.

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8 See Roland Dorgèles, *Sur la route mandarine*. Paris: Albin Michel, 1925.

9 A gazogène is one of the expediences of the war years, both in France and in French Indochina. Through a boiler system usually placed in the rear of a vehicle, the *gazogène* produced alcohol that the regular engine consumed as fuel.

10 The Renault Primaquat.

11 In this sense, the nameless chauffeur is literally someone who loads fuel into the *gazogène* for the Beaucarnots. He is not a driver in the modern, American sense of chauffeur.

12 According to Mrs. Beaucarnot, the government took the car, narrowed the two front seats in order to provide a wider space over the transmission tunnel. This wider space could accommodate a stretcher.



(The Beaucarnot family, 1936)

In short, Nicole is in the hole and furious about it. All the more, she is “chubby Nicole!”

But Papa put the heavy weight in the front because the back is already quite loaded with the gas plant set in the trunk. Finally in the back are the chauffeur and I. We cannot weigh more than 90 kilograms between the two of us. The aforementioned chauffeur is well deserving of his name, because he was in charge of loading charcoal into the gazo.

We settled in as well as best we could. A small suitcase, four raincoats, and two hats separated us (I recommend wide, soft-brimmed hats for traveling). Since we left, I have been wrestling with them. I have one foot wedged between two bottles of water and the other one is rooting around trying not to crush a flask of eau de Cologne that is lodged in the basket. Because the floor of the car is carpeted with basketry. This is mother’s specialty. When father asks her if she will have a lot of bags [she would reply,] “No, my love, there’s nothing but a small suitcase.” Actually, there was only one small suitcase, but she forgot to mention the twelve baskets! So, we scattered them throughout the car. And this way, the chauffeur inherited the basket containing the thermos, and me the basket where the flashlights were found.

The car is going quite fast now. We are fifteen kilometers from Hanoi. I am looking at the landscape to the right and to the left of the road. Moreover, God knows that it is familiar to

me. Rice fields...rice fields. Here and there, a thicket of bamboo and areca (betel).<sup>13</sup> In every thicket, a small village.

The sun is hiding behind a blanket of clouds. There is a terrible refraction and the heat stupefies the Vietnamese pedestrians. We are obliged to honk many times before they take heed, never knowing if they will go to the right or the left.<sup>14</sup>

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13 Wrapped in a leaf and slaked with lime, betel is chewed and serves as a mild narcotic.

14 One of the constant tropes of transport in French Indochina is the conflict between (French) driver and (Vietnamese) pedestrian. Colonial-era literature is full of references to French drivers striking Vietnamese pedestrians, and then blaming the Vietnamese for being in the way. This attitude probably originates in a combination of a French sense of propriety about roads and rapid travel and Vietnamese inexperience with motorized transportation.

