Interview with Professor Andrew Walder
Member of SOSS International Academic Advisory Board
and Short-term Visiting Professor of Sociology

The SOSS International Academic Advisory Board was formed in 2013. One of its roles is to conduct academic review for the School. SOSS senior student Koh Chiu Yee spoke to one of the Board members, Professor Andrew Walder and got to know more about him as well as his views on SMU and SMU students. Professor Andrew G. Walder is the Denise O’Leary and Kent Thiry Professor in the School of Humanities and Sciences, and Senior Fellow in the Freeman Spogli Institute for International Studies. Previously, he served as chair of the Department of Sociology, as director of the Walter H. Shorenstein Asia-Pacific Research Center, and as Director of the Division of International, Comparative and Area Studies in the School of Humanities and Sciences. He was the former Head of the Division of Social Science, School of Humanities and Social Sciences at Hong Kong University of Science and Technology.

Q: What sparked your interest in China?
That’s a long time ago! This was in the early 1970s when I was still a political science undergraduate then. I was interested in Marxism; I did not like Soviet Union that much, but I thought China was different. I found the Cultural Revolution fascinating, and that sparked my general interest. Also, there was a lot of publicity about China in America then. Nixon and the first few American delegations went to China about that time, and my academic advisor happened to be a China specialist who went to China on one of the first American delegations. I did a few classes under him, and that’s what did it.

Q: Do you speak Mandarin?
Yes, I’ve been studying it for 30 years. Not only did it help in my research, I couldn’t have done it if I couldn’t do my research in Chinese. I wouldn’t have any credibility as a scholar. At the very beginning I was much better at speaking than reading. My reading has gotten better now, but speaking gets a little bit rusty. I can talk fluently about topics related to my research, but discussing poetry and philosophy or ordinary films – that could be very hard for me.
It’s too early to tell, but I have a favourable impression based on classroom demeanour. It’s harder to get students to talk initially, but once you’ve created the atmosphere in the class – they will. I personally understand that because I was very quiet in my undergraduate classes. It’s not that I didn’t have something to say; you just have to be patient and ask questions the right way. I don’t assume that students who talk a lot are more capable than the quieter ones. I wait until I see what they write, and I think that’s really the key.

Q: What are some of the most interesting classes you have taught?

Well, you have to ask the students that question! But I think the most interesting class I’ve taught is a class on Post-Mao Chinese society at Peking University. Half the class consisted of Stanford students, and the other half was from Peking University. I taught about sensitive issues such as the US bombing of the Chinese embassy in Belgrade. At the beginning of the class, I asked the students: do you think the US bombed it on purpose? Every single one of the Chinese students raised their hands, and every single American student said no. We later discussed it at great length and looked at some articles considering different scenarios. At the end of the class, half of the Chinese students admitted that it was quite possible that the bombing was a mistake, and about half of the Americans wondered if it was not. It’s interesting how students from very different backgrounds deal with controversial topics like that. So in many ways, that stood out.

I also find teaching about China more meaningful in many ways for students from Mainland China. Most of these students are very interesting. The new generation is very different from their older brothers and sisters, whom I taught about 10-15 years ago, and are also very different from their parents, whom I also taught 30 years ago. So I’ve seen different generations of people from China – and how their interests and political views have changed.

Q: How do you spend your leisure time in Singapore?

Besides reading and writing, I spend my time going to restaurants. Singapore has great restaurants – and that’s another major reason why I came here. What I love about Singapore is you get the best of every cuisine. There are a lot of good European restaurants. But what I really like to eat here that I can’t get at home is good Malay and Peranakan food. Also, seafood here is great. Chilli crab is beginning to be my favourite.

Q: Any word of advice for our undergraduate students?

Work hard and don’t be afraid to setting your sights high. We get a lot of students from Singapore at Stanford, and I have a good feeling about SMU. It has a good atmosphere and I see students here studying all the time, so that’s a good sign.
SMU-NHB Partnership

School of Social Sciences (SOSS) launched Singapore’s first ever museum studies course, titled ACM203: Introduction to Museum/Gallery management. The course covers various disciplines related to museum studies and museum management, taught in practical lessons by heritage industry professionals and is run in partnership with National Heritage Board (NHB). Practical lessons are conducted with the support of the NHB Academy, the National Museum of Singapore, the Asian Civilisations Museum, the Peranakan Museum, and the Heritage Conservation Centre.

The programme was conceived as a result of the dynamic developments in the arts and culture scene worldwide and in Singapore, and highlights the importance of a sound heritage education in arts graduates. Students will also be prepared to enter the growing arts and culture job market as heritage professionals, with 55 museums currently existing in Singapore, and more opportunities to work with community heritage and in events and tourism.

Mr Zulfadhli Hilmi Bin Mohamad, BSocSc class of 2014, was one of the ACM203 students. He interned at Asian Civilisations Museum under NHB from April to December 2012. He is now working with the Museum of Contemporary Arts and is also currently pursuing Masters of Arts (Southeast Asian Studies) at the National University of Singapore.

"Ever since I graduated, I was working with 33 Auction Pte as a Junior Specialist and have assisted with curation at the Museum of Contemporary Arts. ACM203 has definitely helped with regards to my understanding in key museology concepts and day-to-day functions of personnel in the museum. I recommend anyone who wants an insight to museum/gallery work to take this course. Professionally, these theoretical approaches are key for proper applications albeit some adjustments possibly through budgeting and availability of resources.

The course helped me secure this job because the interview process in the Arts industry is tailored specific to the key tasks. For myself, I was tested to look at paintings and make assessments and judgment with regards to valuation and popularity of artworks. This course definitely trained my eyes to assess those works, especially since I had no prior fine arts background. Currently, I am considering my options as I have had offers by other museums and galleries, I am also in the board of a social enterprise that works with poverty alleviation and youth empowerment as it has always been my interest to contribute back to society."

All photos by courtesy of Zulfadhli Hilmi Bin Mohamad
Top: Tribal pieces for auction that Zulfadhli curated to be something like a cabinet of curiosities
Bottom: Zulfadhli (middle) with his mentor Dr Danny Tan (left) and designer Kelvin Yeo (right)
School Highlights

**HO BEE PROFESSORSHIP IN CHINESE ECONOMY AND BUSINESS**

Professor Dali Yang visited SOSS from 13 to 15 October 2014 under the Ho Bee Professorship. He is a member of the Committee of 100, an Advisory Board member of the Paulson Institute at the University of Chicago, a member of the National Committee on US-China Relations, and of the China Committee of the City of Chicago Sister Cities Committee. He has also been a consultant to industry, government agencies, and the World Bank. Professor Yang’s current research interests include the politics of China’s development, particularly regulation, governance, and state-society relations.

During his visit, he delivered a public lecture, conducted a research seminar and met up with faculty members, academic and industry partners.

**Research Seminar, 13 Oct 2014**

*The Politics of Risk Regulation in China*

Modern states may be judged by how they deal and distribute risk. The character of the institutions and policies concerning the management and redistribution of risk also relate deeply to state-society relations and citizenship. In this research seminar, Professor Yang assessed China’s struggles to deal with risk in areas such as drug safety and blood safety to shed new light on the development of China’s regulatory state. The seminar was attended by SOSS faculty members and academic partners.
A new generation of leaders has taken the helm in China. They inherit a China that has experienced more than three decades of hyper growth. Yet the Chinese development model is being tested by growing imbalances even while the Chinese leadership faces growing public expectations at home and rising demand abroad. In this lecture, Professor Yang discussed the challenges to and prospects for China’s governance.

(Clockwise from top right): 1. Prof Yang delivering his lecture. 2. Questions & Answers session. 3. Audience posting a question to Prof Yang. 4. Audiences listened with keen interest on the topic presented during the lecture.
The SOSS Dean’s List Award Presentation Ceremony was held on Friday, 5 September 2014 at the SMU Music and Drama Lab. 55 students were placed on the Dean’s List for their outstanding academic results in AY2013/14. Each awardee received a certificate and a plaque.

Congratulations to all winners!
The International and Asian Studies Study Mission introduces students to interdisciplinary perspectives on complex contemporary issues related to the environment, tourism, diversity, culture, religion and business in Indonesia.

Admittedly not my “first love”, my interest on IAS and Indonesia grew as the semester progressed. The course exposes us to conceptual discussions over six seminars in SMU. The one-week study mission in East Java enabled us to contextualize the topics covered in the seminars and enabled us to experience first-hand various social issues in the field.

Throughout the journey, we had the opportunity to re-examine and rethink our construct of labels, authenticity, stereotypes, diverse groups’ characteristics and the interconnected relationships of various agents on these social issues.

We visited a mudflow disaster site, local villages, Islamic institutions, an orphanage for children with disability and a human rights organization for sexual minorities. These experiences provided contextual anchors and made our learning episodes meaningful.

Moreover, at the Kaliandra Eco-resort where we stayed for five days, we were able to experience environmental conservation practices like organic farming. This experience has challenged our desensitized attitude towards environmental issues.
Although the course has focused on the context of Indonesia, its impact on me has been far beyond Indonesia. I felt that all aspects of my life have been challenged by this study mission. A case in point is the practice of reflexivity that the course has taught us. Through such practice, we learned to mindfully consider other perspectives and step into the shoes of the “other”.

The study mission would not have been so successful and enjoyable without the encouragement from Assistant Professor Hoon Chang Yau. He gave us freedom to surface our thoughts and helped us build trust through the safe space of the circle process. This freedom has also enabled me to engage in an exceptional learning experience together with the rest of my classmates.

Quotes from our fellow classmates:

“The Study Mission that you CANNOT MISS” – Lee Wen Jin, BSoE Yr 4

“It’s amazing that life has brought us on a journey of self-discovery.” – John Soh, BSc(Econ) Yr 4

“We go to school not only to learn about mainstream academic stuffs but also to learn about the intricacies of the journey of life” – Yus Handry, BSoE Yr 3
Student Activities

Overseas Exchange @ University of British Columbia, Canada

By Sim Jing Han, BSoSc Yr 4

“The Best Place on Earth”. This was the slogan I saw printed on the vehicle registration plates in British Columbia (BC), Canada, when I first arrived in Vancouver. My first thought: “Wow, that’s a really bold statement to make”. After spending four wonderful months in this beautiful state however, I have to say that BC could indeed be one of the best places on Earth to live in.

If you’ve not already guessed, I was in Vancouver for my exchange at the University of British Columbia (UBC) from 31st December 2013 to 1st May 2014. In these four months, I experienced the long depressing winter months, the beautiful but short-lived springtime, and even a little of the glorious summer days. Studying in UBC was a completely different experience itself. For a start, its campus occupies around 993 acres of land and has a student population of 57,000. Walking from residence to my classes easily took me fifteen minutes and the campus itself almost functions as a self-contained city, complete with its own fire station and hospital.

British Columbia has a resource-based economy, centring on the forestry and mining industries. As such, they traditionally place great importance on the preservation and conservation of nature, making it one of the best places on Earth to experience all that Mother Nature has to offer. In winter, I go to Whistler Mountain frequently to snowboard, where I was met with pristine snow as well as spectacular views of the West Coast mountain ranges. Having never snowboarded before, it took me two months and many falls to learn the skills to navigate the snowboard. I then spent the next two months zipping down the runs, trying to cover all possible routes down the mountains of the largest ski resort in North America.

Whistler Mountain

Vancouver: Grouse Mountain, a ski resort on the outskirts of the city

... To be continued next page
As winter draws to a close, I was greeted one day with streets lined with blooming cherry blossoms, signalling the arrival of spring. All along the streets of UBC, were cherry blossom trees, with their signature pink petals. It was a spectacular sight. Many people flocked to Japan to see the cherry blossoms in spring, but who knew that Vancouver has so many cherry blossom trees too! I also took advantage of the warmer temperatures to visit the Capilano Suspension Bridge, a simple suspension bridge that is 180 metres long, and seventy metres above the Capilano River. Crossing the bridge was a thrilling experience, the bridge swaying with every step that I took. Upon reaching the other side, I found myself in a dense forest, surrounded by trees that were easily 200 years old. Surrounded by nature, I found it to be eerily quiet, but strangely reassuring as well.

All in all, it has been a great semester in UBC, and my greatest take-away was learning to appreciate what nature has to offer us. My advice to all my juniors considering heading for an exchange overseas: Go for it. Go out and expose yourself to a new country, and sometimes you'll be surprised at what you can learn from the whole experience.
As I pen this article on Christmas Eve, I face the prospect of a final examination for an introductory course in Philosophy on Christmas morning. You might ask me where I am, and to that I’d reply “Türkiye’ye hoş geldiniz!”

I consider myself fortunate to have had the opportunity to go on exchange this past semester at Koç (pronounced “coach”) University in Istanbul, Turkey. When it was time to apply for an overseas exchange placement, I was certain that while exploring a different part of the world was part of the plan, I also wanted to actually take courses that I had an interest in. Having heard of the numerous half-hearted and “sian” experiences of others being forced to take certain classes and not others, I was determined to find a school that allowed me the freedom and flexibility to choose. It was with this in mind that I eventually decided on Koç, since 95% of the courses are offered in English.

Perhaps one of the most unique experiences at Koç was a field trip to a Turkish prison for a class on the Sociology of Crime & Deviance. As with prisons in any other country, locals are not granted access into these facilities. As a foreign exchange student, such an opportunity was a remarkably eye-opening one where we were allowed to visit the actual cells and rooms that prisoners are housed in. One surprising observation that I made was that prisoners were not required to don mandatory overalls, as is the case in most other countries. Advocates of the labeling theory would tell you then that this perhaps reduces the stigma normally associated to one’s status as a prisoner.

Situated at the northernmost part of Istanbul, the Koç University campus sits atop a hill surrounded by forests, overlooking the Black Sea. It was a drastic change from the city campus that I was used to back home, but nonetheless a welcomed one. Koç is a private university owned by the immensely influential Koç family, and rumor has it that when any of the family members visit the university, they arrive via helicopter!
Now what’s a self-professed introvert to do during a semester on exchange in a country where, parties seem to make up the social life of an average young person? While most headed down to Taksim Square at 10pm to begin a night of revelry, there was nothing more that I wanted than some time alone in my room. I realized about three months into my exchange semester that it’s one thing to be alone, but a whole other thing to be lonely. I knew that I was comfortable being alone; yet, I never knew that I was unprepared to be lonely. It’s perhaps in times when we find ourselves in unfamiliar and uncomfortable situations that we are forced to make a decision, either to remain where you are at, or to do something that could perhaps make it better. I saw this as an opportunity to be someone different, to purposefully place myself in a situation that I knew would make me uncomfortable. Istanbul is a bustling and vibrant city, and I chose to pick a certain district to explore each weekend. Be it having a coffee at one of the many quaint cafes at Karaköy, or wandering around spice bazaars at Fatih, through putting myself in the daily lives of the Turkish, I was gradually able to gain a much more comprehensive understanding of Turkish society and life in Istanbul.

Many people have asked me, why Turkey? Before I came to Turkey, I wasn’t sure myself. The only thing I knew was that I had wanted to spend the semester in a region of the world that I was unfamiliar with. Ask me that same question now, and this would be my answer. Most of us have different reasons for wanting to go on exchange abroad, be it travelling to see new places, being close to loved ones or simply to take a break from the Singapore system. My reason for coming to Turkey was that it placed me in a country where discomfort was a regular occurrence, and by this I mean to make no judgments about the country and its people. Rather, I had a lifestyle that I was used to back home, and coming to Turkey placed me in one that I found to be very different from what I was used to. For me, that was the value of my semester abroad.

There is a famous saying in a poem by J. R. R. Tolkien, that “not all those who wander are lost.” To be lost means that one already has a destination in mind. Yet perhaps, wandering is to be desired in and of itself, for through the revelations of the different paths that exist, we eventually stumble upon the one that we knew we were always meant to take.
Student Activities

Overseas Exchange @ Bifrost School of Business, Iceland

By Tan Tiong Yeow, BSocSc Yr 4

Q: Why did you choose this university over other options?

To me, international exchange is an opportunity to live in a foreign country, experiencing their way of life and learning about the country. Thus, the question of where is more important than which. Faced with a wide array of options, I narrowed down my choices according to four criteria: Culture, safety, costs, and unique experience.

Firstly, I chose Europe amongst the seven continents due to its heterogeneous cultures across the various European countries. I wanted to exploit this opportunity to travel around Europe at the same time and expose myself to different cultures. Secondly, safety is of utmost importance and I decided to focus more on the less “chaotic” Western European countries. Thirdly, as I would be paying out of my own pocket, cost is a major consideration. Due to the Icelandic financial crisis in 2007 and from the past feedbacks from seniors, I supposed that the costs in Iceland would be slightly lower as compared to others. (Actually that proved to be untrue after months of living there.) Lastly, I wanted my exchange experience to be a unique one. Iceland fits the bill with its chilling climate, slow pace of life, and abundance of nature.

Q: What are the preparation you made for the exchange?

As the old adage goes, “Half your luggage and double your money”. Having sufficient or even excess money is definitely crucial and in preparation, I spent the previous two semesters working part-time in SMU and taking up TA-ships to earn bucks for my exchange. Apart from that, I had to prepare the necessary documents for the application of an Icelandic residence permit months before flying off. Furthermore, Icelandic kronas (Icelandic currency) are not available in Singapore and thus I prepared Euros for changing upon reaching Iceland. Alternatively, as most of Icelanders use cards for their daily transactions, (there is a comical illustration of a typical Icelandic’s wallet which consists nothing except for his/her credit card) I brought along mine. Lastly, known for its ridiculously strong wind (the strongest wind during my stay was 50m/s) and rough terrains, I had to ensure that my gears were adequate for Iceland’s challenging climate.

Picture at Sólheimajökull Glacier

Snowing in mid-October!
Q: What did you learn from the exchange?

No matter how much my preparations were, there existed this constant fear of the unknown. I had learnt to take it in my stride, relieving myself in the knowledge that I had done whatever I could and I just had to deal with whatever unexpected things that came along. Furthermore, living away from home, I learnt to be independent, without the physical support of my family and friends. Indeed, the advancement of social media and technology such as Facebook and Skype had allowed the maintenance of interactions, but the lack of physical interactions made me feel lonely at times. Apart from personal growth, I had also learnt about the various cultures from my international friends as well as tasted the food that they had prepared in our International Food Night whereby we all prepared something unique to our countries. Lastly, the takeaway from my exchange was surprisingly an increased appreciation for my country, Singapore. During my stay in Iceland, I found myself missing the hustle and bustle of Singapore city life. Weirdly but true, I missed Singapore food, malls, and more importantly, kopi peng from our local coffee shops!

Q: What are your observations/advice that you wish to share with fellow SOSS students when selecting a university for exchange etc.?

One piece of advice is not to blindly follow your friends when selecting for a university for exchange. It is a rare opportunity and you should not waste it. It is crucial to reflect on what do you want most out of the international exchange. They will form the main criteria to select your choices from. For me, they are culture, cost, safety and unique experience. For others, the prestige of the university or the modules offered might be paramount. Everybody has different exchange experience and you should not be limited only to those glamorously portrayed on social media. Only then, you will have an exchange experience that you will not regret!
Overseas Internship @ Shanghai Ocean Aquarium

By Han Meng, BSocSc Yr 4

When I told my family and friends that I am going to Shanghai for a summer internship, everyone was excited and supportive. “Wow! What an experience! But which company?” “Shanghai Ocean Aquarium.”, I replied. And there goes the awkward silence. Most of them did not understand why would I give up an internship with a local firm to go all the way to an aquarium in Shanghai. Well, I guess my years spent in SMU has taught me that there is no harm in trying something new, because you can always be a different you (U).

Like all the sophomores, I was frantically looking for internship opportunities on OnTRAC. One day, I saw that Shanghai Ocean Aquarium’s Educational Department needed an English translator, for both verbal and writing purposes. Since young, I always adore the translators for the head of states that I saw on the television. “This is it! I am going to give it a try!”. There goes my application.

Unlike other interns, I spent my formative years in China and I have relatives in Shanghai, so cultural difference, accommodation and Visa application were not much of an issue to me. However, looking back at how lost my peers were before they finally met their career consultant at the end of week 13, I would say it would be great if the school or the Career Services center could provide a Q&A page for the incoming interns to seek answers from.

When I arrived in Shanghai, though it was not my first time, I was still awed by the gigantic size of the metropolitan! There are twenty million people living there, so I was struck dumbfound by the traffic during the rush hours. (Here is another piece of advice: in Shanghai, avoiding the peak hours is a must). Other than that, my experience with Shanghai was a breeze - Shanghainese are warmhearted folks and the city has English translation for almost everything.
Finally, I embarked on my long-waited internship. The Education Department is full of “fresh blood” and they are effectively bilingual. My supervisor is a friendly lady in her early 50s. Hence, she was guiding me like who a mother would do. Throughout the internship, apart from my daily routine job of doing translation, I was privileged to join numerous projects - designing theme for the Christmas season, promoting the importance of marine time conservation at an international science & technology education fair, and most importantly, I was part of the team that prepared for the arrival of foreign officials. As you can see, my internship experience was really fun and exciting!

On the flip side, the biggest challenge I faced was managing interpersonal relationship. Chinese culture preaches the order of hierarchy, so one must know one’s role well. And Chinese are also very sensitive when it comes to “face issue”. Hence, rather than saying whatever that comes to my mind, like what we always do in SMU project meetings, I had to screen my speech before presenting my thoughts. However, I would say SOSS modules, such as Understanding Societies has prepared me well for these cultural differences.

On an ending note, I encourage all SOSS students to explore their interests and career goals before plunging themselves into an internship search, because that will lead you to the right place. I found my place, and so can you!
There is Nothing Like (an SOSS) Family...

The School of Social Sciences Alumni Reunion was held on the evening of 24 September 2014 at the SMU University Lounge. This year, we saw close to 90 of our alumni from various cohorts coming back to catch up with one another. Besides partaking in a sumptuous buffet spread, our alumni were serenaded by the talented musical duo of Shi Li and Adi, two YouTube sensations who have previously performed at the F1 Singapore Grand Prix and the National Day Parade. There was also a roaming photographer who went around to take instant photos for the alumni to take home as mementos. From the smiles and happy faces that were seen that night, it was evident that the friendships and bonds forged between our alumni are still going strong. The event closed with the two performers giving us a soulful rendition of “Closing Time”, the song that the SMU Library used to play daily just before it closed for the night. It was a subtle reminder that even though the night was ending, it would only be a short time before they would see one another again.
SOSS congratulates two SMU students, Ms Kim Shi Yin (LLB student with second major in International and Asian Studies) and Mr Adam Bin Iryadi (LLB student), who were selected to participate in the Model ASEM 2014 (student simulation of ASEM summit in Milan). Both of them were enrolled in a SOSS module, European Union Politics, which helped to lay the groundwork and prepared them for the event. One hundred and fifty selected participants gathered in Milan, from 8 to 11 October 2014, for a simulation of an intergovernmental summit inspired by the Asia-Europe Meeting (ASEM). The actual 10th ASEM Summit took place from 16-17 October 2014 in Milan, Italy. At Model ASEM 2014, students negotiated, shared their vision on Asia-Europe collaboration and built up consensus for a declaration on ASEM related issues such as sustainable growth, security and public health. Shi Yin won an award for the speech she delivered at the event while Adam represented Singapore. Heartiest congratulations to both!

**Shi Yin:** “Attending Model ASEM 2014 has been a transformative experience for me, not just for the chance to travel to the beautiful city of Milan, but for the opportunity to make friends from across 50 countries and have a go at diplomacy first-hand. These opportunities have given me room to develop my soft skills and broaden my experiences in ways that can never be reflected in a GPA transcript. I am now convinced that diplomacy and international cooperation is the way forward to solving world problems for our generation.”

**SMU Emerging Artist Award**

SOSS student Koh Hui Rong received the SMU Emerging Artist Award in recognition of her active involvement and accomplishments in arts.

Congratulations, Hui Rong!
Faculty in the News

Ann FLORINI - 19 Dec 2014, Channel NewsAsia
The Year Ahead 2015

David CHAN - 6 Dec 2014, The Straits Times
Values, outrage and the good society in 2014

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Faculty Research

Journal


“Ré-inventer le Nouvel An Chinois Dans l'Indonésie de l'après Suharto” by Chang Yau HOON, 06/2014, 17, Le Banian, 20-31


Chapters in Books


Conference Papers

“Influence of Bicultural Identity Integration on Creative Idea Generation and Selection” by Chi-Ying CHENG, 4-7 Dec 2014, Management and Organization Review (MOR) Inaugural Research Frontiers Conference, Hong Kong

“The Politics of “Serving the People”: The Reinvention of Social Services in Contemporary China” by CHUNG WAI KEUNG, 5-6 Dec 2014, The Annual Conference of the Hong Kong Sociological Association on “Managing Integration and Transformation in Greater China”, Hong Kong


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