

## INTRODUCTION TO SOUTHEAST ASIA

History, Geography, LCA, Political Science, Sociology 244  
Fall 2007  
Lectures: TR 9:30-10:45am  
1111 Humanities

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Southeast Asia is a region that today consists of eleven nations: Brunei, Cambodia (Kampuchea), East Timor, Indonesia, Laos, Malaysia, Myanmar (Burma), Philippines, Singapore, Thailand, and Vietnam, each with its own history, cultural and ethnic diversity, and political and socio-economic conditions. Nevertheless, it is a region--between China and India--that possesses many cultural and historical similarities and continuities that make it unique. This course is intended to provide a general introduction to Southeast Asia's past and present. The course is organized chronologically around three broad periods: 1) traditional states and societies (to 1800); 2) colonial transformations and indigenous responses (1800-1945); and 3) the emergence of modern nations (since 1945). Within these broad time frames, the course will explore several topics and themes, among them: the origins of indigenous states; religious conversion and practice; ethnicity, social organization, and gender relations; the impact of colonial domination; modern social and economic transformations; responses to colonial rule; the development of nationalist and socialist-communist movements and revolutions; the nature of post-colonial societies and political systems; ethnic conflict and national integration; the impact of Cold War international relations; and U.S. involvement and intervention in the region. Given the size and diversity of the region, the course will concentrate on four Southeast Asian countries: Vietnam, Philippines, Indonesia, and Thailand -- those countries that are the primary research areas of UW-Madison's Southeast Asia program and for which significant resources exist on campus: course offerings (including in languages), library holdings, and study abroad opportunities.

The textbook for the course will be:

*The Emergence of Modern Southeast Asia*, edited by Norman G. Owen, et al.  
Honolulu: University of Hawai'i Press, 2005.

This book is available at the **Rainbow Bookstore Cooperative** (426 W. Gilman). The textbook will be supplemented with readings that have been scanned into the web page of the course as "e-reserves" by the College Library Reserves Office and are available through each student's **My UW** site and your "Academic" tab (click on).

Grades in this course will be based on the following.

- 1) midterm examination (20%): Sept 27 (in class & take-home)
- 2) final examination (40%): Dec 19th, 5:05 pm (location: TBA)
- 3) writing project based on reading two works of fiction (20%)  
(see attached sheet for details on this project)
- 4) attendance and participation in discussion section (20%)

The midterm is an in-class/take-home exam and the final is an in-class exam as scheduled in the TimeTable; the writing project is also described on the attached sheet below.

## COURSE OUTLINE AND READING ASSIGNMENTS

\* - indicates materials available on the e-reserves (through My UW: Academic)

### I. TRADITIONAL STATES AND SOCIETIES: SOUTHEAST TO 1800

*September 4 and 6*

#### INTRODUCTION

##### **Geography, Environment, and Ethnic/Cultural Diversity**

READINGS: *Emergence of Modern Southeast Asia* (2005): xvii-xxiii, 1-15, 19-34.

*September 11 and 13*

#### **RISE AND FALL OF CLASSICAL STATES: AN OVERVIEW to ca.1500**

READINGS: \*K. Taylor, "Early Kingdoms" in *The Cambridge History of Southeast Asia*, ed. by N. Tarling (1992), volume 1: 137-181

*September 18 and 20*

#### **EARLY MODERN "GALATIC" POLITIES ON THE MAINLAND, 1500-1800**

READINGS: *Emergence of Modern Southeast Asia* (2005): 52-71, 75-82; **Siam**: 93-101; **Vietnam**: 106-116.

*September 25*

#### **MARITIME SOUTHEAST ASIA AND EUROPEAN COLONIAL ADVANCES, 1500-1800**

READINGS: \*W.H. Scott, "Why Did Tupas Betray Dagami?" *Philippine Quarterly for Culture and Society* (March 1986): 12-31.  
See Chronology of Colonial Advances: Lecture Handout

*September 27*

#### *In Section:* **PRECOLONIAL SOCIAL ORGANIZATION AND GENDER RELATIONS**

READINGS: \*A. Reid, "Social Organization" in *Southeast Asia in the Age of Commerce*, Volume 1 (1985): 120-172.

#### *In Lecture:* **RELIGIONS AND RELIGIOUS LIFE**

READINGS: *Emergence of Modern Southeast Asia* (2005): 35-51  
\*Vietnam: H.T.H. Tai, "Religion in Vietnam: A World of Gods and Spirits" *The Vietnam Forum* (1987): 113-145.  
\*Siam/Thailand: C. Keyes, *The Golden Peninsula* (1977): 78-90; 113-123.  
\*Indonesia: J. Peacock, *Indonesia* (1973): 22-34, 146-149.  
\*Philippines: D.V. Hart, "The Filipino Villager and His Spirits" *Solidarity* 1(4) 1966: 65-71.

#### **MIDTERM EXAMINATION:**

**Objective Part: In Lecture on September 27**

**Take-Home Part: Distributed in Lecture: September 27**

**Take-Home Part: Due Back in Lecture on October 2**

## II. COLONIAL TRANSFORMATIONS AND INDIGENOUS RESPONSES (1800-1945)

October 2

### OVERVIEW:

#### CONQUESTS, COLONIAL STATES, AND HIGH COLONIALISM

READINGS: *Emergence of Modern Southeast Asia* (2005): 161-251.

"Plantations of ripening tea" & "A spoon full of sugar is  
all it takes, it changes bread and water into tea and cakes"  
-- The View from *Mary Poppins* and *Bert the Chimneysweep*

October 4

### OVERVIEW:

#### INDIGENOUS RESPONSES, NATIONALISM, AND JAPANESE OCCUPATION

READINGS: *Emergence of Modern Southeast Asia* (2005): 252-279.

**FILM SHOWING:** *From the Barrel of a Gun*

(Part 3, *The Pacific Century*) A documentary on the lives of  
the nationalist and revolutionary leaders Sukarno and Ho Chi Minh  
and the Indonesian and Vietnamese independence struggles.

### THEMES FOR ANALYSIS: SOUTHEAST ASIA: 1800 to PRESENT

- a) Conquest, Colonial States, and the Impact of "High Colonialism" (to 1940)  
Economic, Social, Ethnic, Demographic, Educational, and Bureaucratic Transformations
- b) Origins of Nationalism and Nationalist-Revolutionary Movements (to 1940)  
Response to Colonialism: Collaboration, Critique, Resistance, Rebellion
- c) Impact of the Japanese Occupation (1940-1945)  
Social, Economic, and Political Change; Impact on Nationalist-Revolutionary Movements
- d) Impact of Socialism/Communism: Ideology, Appeal, Organization, and Global Alliances  
(1920-1990)  
Successes and Failures of Communist Parties, Movements, and Revolutions
- e) Impact of the Cold War (1945-1990)  
Results of US-USSR-PRC Interventions into Southeast Asia
- f) Post-Colonial Political Developments (1945-Present)  
Varieties of States and Governments Since Independence

### III. THE EMERGENCE OF MODERN NATIONS

#### VIETNAM

October 9

#### FRENCH CONQUEST AND COLONIAL RULE: TRANSFORMING VIETNAM

READINGS: *Emergence of Modern Southeast Asia* (2005): 112-116 (review), 335-340.

October 11 and 16

#### NATIONALISM, COMMUNISM, AND THE ANTI-COLONIAL STRUGGLE

READINGS: *Emergence of Modern Southeast Asia* (2005): 340-349.

\*D. Marr, "Vietnam: Harnessing the Whirlwind" in *Asia: The Winning of Independence*, edited by R. Jeffrey (1981): 158-207.

October 18 and 23

#### WHERE THE COLD WAR WAS HOT: "THE AMERICAN WAR"

READINGS: \*S. Karnow, "The War Nobody Won" in *Vietnam: A History* (1983): 2-46.

\*R. McNamara, "We Were Wrong, Terribly Wrong" *Newsweek* April 17, 1995: 45-54.

October 25

#### REBUILDING THE NATION, RETHINKING THE STATE AND IDEOLOGY

READINGS: *Emergence of Modern Southeast Asia* (2005): 468-480.

#### PHILIPPINES

October 30 and November 1 and 6

#### CONFRONTING THREE EMPIRES: SPANISH, AMERICAN, JAPANESE

READINGS: *Emergence of Modern Southeast Asia* (2005): 147-157, 283-291.

\*P.N. Abinales and D. Amoroso, "The Filipino Colonial State, 1902-1946" in *State and Society in the Philippines* (2005): 134-166.

November 8 and 13

#### ELITE DEMOCRACY AND AUTHORITARIAN RULE

READINGS: *Emergence of Modern Southeast Asia* (2005): 291-295, 455-467.

\*P.D. Hutchcroft and J. Rocamora, "Strong Demands and Weak Institutions: The Origins and Evolution of the Democratic Deficit in the Philippines" *Journal of East Asian Studies* 3, 2003: 259-292.

## INDONESIA

November 15

### NETHERLANDS INDIES: "INDONESIA" IN THE MAKING

READINGS: *Emergence of Modern Southeast Asia* (2005): 123-136.

November 20 and 27

### EMERGING INDONESIAN NATIONALISM, 1900-1946

READINGS: *Emergence of Modern Southeast Asia* (2005): 296-308(bottom).

\*A. Reid, "Indonesia: Revolution Without Socialism" in *Asia - The Winning of Independence*, edited by R. Jeffery (1981): 113-157.

**\*\*\*THANKSGIVING BREAK: November 22 through 25**

November 29 and December 4

### UNITY AMIDST DIVERSITY:

#### "GUIDED DEMOCRACY," "NEW ORDER," "REFORMASI"

READINGS: *Emergence of Modern Southeast Asia* (2005): 308(bottom)-311, 431-444(top), 446-447.

\*W. Liddle, "A Useful Fiction: Democratic Legitimation in New Order Indonesia" in *The Politics of Elections in Southeast Asia*, ed by R.H. Taylor (Cambridge, 1996): 34-60.

### EAST TIMOR'S STRUGGLE FOR SOVEREIGNTY AND SURVIVAL

READINGS: *Emergence of Modern Southeast Asia* (2005): 444(top)-446(top).

**\*\*\*WRITING PROJECTS DUE: On or Before: November 29th (in lecture)**

## THAILAND

December 6 and 11

### OVERCOMING THE MONARCHY: MILITARY RULE

READINGS: *The Emergence of Southeast Asia* (2005): 93-105 (review), 350-355.

December 13

### OVERCOMING THE MILITARY: LONG LIVE THE KING!

READINGS: *Emergence of Modern Southeast Asia* (2005): 355-360, 448-454.

\*"Hok Tula: Breaking the Silence of a Country's Traumatic Past" *Communique* 6(2) November/December 1996: 7-8.

\*C. Baker and Pasuk P., "Politics, 1970s Onward" in *A History of Thailand* (Cambridge, 2005): 230-262.

## REQUIRED WRITING PROJECT

All students in the course are required to write an essay based on **two** works of fiction from one country of your choice. This writing project -- a five page essay -- will make up 20% of your grade and must be submitted **on November 29th or before**. You will read **two novels or collections of short stories** from the list below. Note that the books are organized by countries; select one country and read the two books.

*Memories of a Pure Spring*, by Duong Thu Huong (Vietnamese)  
*Sorrow of War*, by Bao Ninh (Vietnamese)

*Dusk*, by F. Sionil José (also titled: *Po-on*) (Filipino)  
*When the Rainbow Goddess Wept*, by Cecilia Manguerra Brainard (Filipino)

*This Earth of Mankind*, by Pramoedya Ananta Toer (Indonesian)  
*Child of All Nations*, by Pramoedya Ananta Toer (Indonesian)

*In the Mirror*, edited/translated by B. Anderson & R. Mendiones (Thai)  
*Four Reigns*, by Kukrit Promoj (Thai)

These books are available for purchase at the Rainbow Bookstore Cooperative, or can be read in the reserve reading room of the College Library (Helen C. White Building).

**What to do?** Read the stories and think about the societies depicted and about the issues and themes raised by the authors, particularly those that you find interesting and comparable. There is no single approach or required content for the essay; you will be graded on your ability to construct a coherent essay around the themes you select. **This is not a book review project and your essays and the themes you select do not have to relate to the materials or topics presented in the lectures and other readings.** The essay should begin with a brief overview of the two books (one or two paragraphs), followed by your response to what you have read. Other than the first two paragraphs, you are not expected to write on what the books are about; you are expected to find one or two comparable themes and write an essay discussing them. Your response can be personal or academic, but your essay should draw comparatively from the two books and provide a description and analysis of the themes you have selected. The idea is to select issues and themes of interest to you and to write an essay focused on these. To assist you in this effort, some possible issues and themes are suggested below. You can focus on one or more of the themes below, or totally ignore all of them and take your own approach to the books you read.

- \*\* Social Organization (social or class structure, gender relations, formal and informal relationships among people; role of children, the elderly)
- \*\* Economic Conditions (economic activities and pressures of everyday life; who dominates the economies? how do people make a living/survive?)
- \*\* Political Conditions (power relationships; relationships with local, regional, and national governments and the state; role/influence of political leaders; everyday politics of the locality; etc.)
- \*\* Religious Life (role of religion and religious functionaries; various forms of religious practice; the influence of religion on people's everyday lives, etc.)
- \*\* Cultural Life (formal and informal cultural activities -- festivals, ritual ceremonies, games, leisure-time recreation and entertainment; material culture/possessions; lifestyle; etc.)
- \*\* Major Life Crises and Conflicts
- \*\* The Impact of Outside Events on People's Lives

## Writing Project - 2

This project will be discussed in section and the books should be read as early in the course as possible. After the books have been read and you have come up with some ideas about your focus, you are welcome to discuss your ideas with the instructor and the TA. If you have little experience with writing assignments like this, please consult with your teachers early in the course so we can assist you in preparing for your writing project. It is crucial, however, that you **read the books first** -- as you read, many things to write about will occur to you along the way. We are willing to discuss these with you and to assist you as best we can to get started.

The essays will be graded on the following criteria.

- 1) Your ability to write a concise (one or two paragraphs) overview of the two books, their general content, locations, time periods, and topics or themes.
- 2) Your ability to pull together interesting and illuminating examples and **comparisons** from the two works of fiction to support the theme(s) you have selected for your essay.
- 3) Your ability to write a clear and coherent essay (this includes everything from developing your argument to proper spelling and grammar).

Project Specifications:

Format: Typed or Computer Printed  
Length: 5 pages (about 2,000 words)  
Deadline: **November 29, 2007**