I. COURSE REQUIREMENTS:

Course Description: Through lectures and readings, the course surveys the modern social and political history of Southeast Asia, a region remarkable for its religious and cultural diversity. To treat two centuries in the history of ten nations within the space of just 27 lectures requires compression and selection. Instead of discussing the history of individual nations, the course analyzes broad themes which encompass major changes in the region within a given historical epoch. To animate these generalities, lectures will illustrate regional themes with detailed discussions of events in individual countries.

In the 19th Century, colonial historians once celebrated their achievements and ignored indigenous history. In our own era, Southeast Asian historians have done the reverse, documenting the nationalist struggle and dismissing the imperialists. This course seeks a synthesis by examining the interaction between the powerful colonial state and emerging national elites. More broadly, the course seeks a similar synthesis between political and social history by placing ordinary lives within the context of their elite-dominated nation states.

With all the world's major religions, an extraordinary ethnic mix, a history of both ancient empires and colonial conquest, and a long experience of war and revolution, Southeast Asia has inspired a stimulating scholarly literature. The syllabus below offers an introduction to this writing in the "required reading" and a more extensive sampling in the "background reading" for those who wish to do more.

Class Meetings: Lectures are held in 1101 Humanities on Mondays and Wednesdays from 2:30 to 3:45 p.m. When necessary, a discussion section can meet on Fridays from 2:30 to 3:45.

Office Hours: In Room 5131 Humanities, Mondays 4:00 to 6:00 p.m., and other hours by appointment. Telephone: 263-1855 (direct); 263-1800 (History Department for a message.)

Readings: The basic readings in the course are found in two textbooks (list below) and a "course pack" of required readings sold in the Humanities Copy Center. Those who need ready references for an essay or wish to read more deeply in a given topic should see the section marked "Background Readings." To follow the lectures, students should read selections from the "required" materials before the relevant lecture. In preparing essays on subjects related to the lecture topics, consult the "background" readings for bibliographic references.

Undergraduate Grading: Students shall complete three pieces of written work:

Mid-term: At the start of lecture on Wednesday, March 3, students shall submit a take-home examination based on the material covered in the lectures and the required reading. Students will be expected to write one short essay (about 5 pages) from a list of questions that will be distributed in class on Monday, March 1.

Essay: At the start of lecture on Monday, April 26, students shall submit a 2,500 word research essay (about 8 to 10 pages) with footnotes and bibliography. A list of suggested topics is appended below in Part V.
Final Exam: Students shall take a two-hour final examination at 10:05 a.m., Thursday, May 13, at a place to be announced. Students will be required to answer two essay questions—one that will be given in the last lecture and another from a list that will not be seen until the exam.

Final Grade: Mark in the course shall be computed as follows:
   --mid-term, take-home exam: 20%
   --research essay: 50%
   --final exam: 30%

Graduate Grading: Graduate students shall submit a 5,000 word research essay with notes and annotated bibliography examining the interface between theory and empirical evidence for a major theme in the course. The instructor must approve paper topics in advance.

Text Books:
Steinberg, David, ed., In Search of Southeast Asia (University Bookstore—new $18.50)
Anderson, Benedict, Imagined Communities (University Bookstore—new $16.95)

General Reference Volumes:
Reid, A.J.S., Southeast Asia in the Age of Commerce.

II. REQUIRED READING [materials in course pack indicated thus*]:

WEEK 1 (January 25): UNDER MT. MERU--THE TRADITIONAL STATE

Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 60-95.

WEEK 2 (February 1): TRADITIONAL SOUTHEAST ASIAN SOCIETY

Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 9-59.

WEEK 3 (February 8): ENCLAVE TO EMPIRE--THE COLONIAL STATE


WEEK 4 (February 15): COLLABORATING ELITES

WEEK 5 (February 22): ECOLOGICAL & ECONOMIC TRANSFORMATIONS

Geertz, Clifford, Agricultural Involution (Berkeley, CA, 1963), pp. 12-37, 83-123.*
McCoy, Alfred W., "Introduction," in, Alfred McCoy & Ed. C. de Jesus, eds.,
Philippine Social History (Honolulu, 1982), pp. 1-14.*
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 219-44.

WEEK 6 (March 1): CITY, PLANTATION, & PROLETARIAT

McGee, T.G., The Southeast Asian City: A Social Geography of Primate Cities
of Southeast Asia (New York, 1967), pp. 42-75.*
Murphey, Rhoads, "Traditionalism and Colonialism: Changing Urban Roles in Asia,"
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 247-68.

WEEK 7 (March 15): THE VILLAGE & RESISTANCE TO COLONIAL RULE

Scott, James C., Moral Economy of the Peasant (New Haven, CT, 1976),
pp. 1-12, 114-56.*
Scott, James, "The Erosion of Patron-Client Bonds and Social Change in Southeast
Asia," Journal of Asian Studies 32:1 (1972).*

WEEK 8 (March 22): RELIGION & NATIONALISM

Geertz, Clifford, The Religion of Java (Glencoe, IL, 1961), pp., 121-47.*
Ilieo, Reynaldo, Pasyon and Revolution: Popular Movements in the Philippines,
1840-1910 (Manila, 1979), pp. 1-35.*

WEEK 9 (March 29): ELITE NATIONALISM

Anderson, Benedict, Imagined Communities: Reflections on the Origin and
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 269-331.

WEEK 10 (April 5): WORLD WAR II & JAPANESE OCCUPATION

Benda, Harry J., "The Japanese Interregnum in Southeast Asia," in, Grant Goodman,
McCoy, Alfred, "Introduction," in, Alfred W. McCoy, ed., Southeast Asia Under
Steinberg, David J., "The Philippine Collaborators: Survival of an Oligarchy," in, Josef
Silverstein, ed., Southeast Asia in World War II: Four Essays (New Haven,
CT, 1966), pp. 67-86.*
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 349-73.

WEEK 11 (April 12): END OF EMPIRE-- THE NATIONAL REVOLUTIONS

Anderson, Benedict, Java in a Time of Revolution: Occupation and Resistance,
Huynh Kim Khanh, "The Vietnamese August Revolution," Journal of Asian
Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 418-42.
WEEK 12 (April 19): COMMUNISM IN SOUTHEAST ASIA

Fegan, Brian, "The Social History of a Central Luzon Barrio," in, Alfred McCoy & Ed. C. de Jesus, eds., Philippine Social History (Honolulu, 1982), pp. 91-130.*

WEEK 13 (April 26): THE DECLINE OF DEMOCRACY

Steinberg, David J., ed., In Search of Southeast Asia (Honolulu, 1987), pp. 443-72.

WEEK 14 (May 3): DICTATORSHIP & DEVELOPMENT

Steinberg, David J.,ed., In Search of Southeast Asia (Honolulu, 1987), pp. 443-72.

II. BACKGROUND READING:

WEEK 1 (January 25): UNDER MT. MERU--THE TRADITIONAL STATE

Coedes, Georges, The Indianized States of Southeast Asia (New Haven, CT, 1968).
Hall, Kenneth R., Maritime Trade and State Development in Early Southeast Asia (Sydney, 1985), chapt. 1.


Milner, A.C., Kerajaan: Malay Political Culture on the Eve of Colonial Rule (Tuscon, 1982).


Tambiah, S.J., World Conqueror and World Renouncer (Cambridge, MA, 1976), chapt. 6, 8.


Wolters, O.W., History, Culture and Region in Southeast Asian Perspectives (Singapore, 1982).


WEEK 2 (February 1): TRADITIONAL SOUTHEAST ASIAN SOCIETY


Kumar, Ann, "Developments in Four Societies over the Sixteenth to Eighteenth Centuries," in, Harry Aveling, ed., The Development of Indonesian Society (St. Lucia, Qld., 1979).

Leach, Edmund R., Political Systems of Highland Burma (Boston, 1965).


Sutherland, Heather, "Slavery and the Slave Trade in South Sulawesi, 1600-1800s," in, A.J.S. Reid, ed., *Slavery, Bondage and Dependency in Southeast Asia* (St. Lucia, Qld., 1983).


WEEK 3 (February 8): ENCLAVE TO EMPIRE--THE COLONIAL STATE


Cushner, Nicholas, *Spain in the Philippines* (Manila, 1971), chapt. 3-5.


Roth, Dennis M., "Church Lands in the Agrarian History of the Tagalog Region," in, Alfred McCoy & Ed. C. de Jesus, eds., *Philippine Social History: Global Trade and Local Transformations* (Honolulu, 1982).


WEEK 4 (February 15): COLLABORATING ELITES

Emerson, Rupert, Malaysia: A Study in Direct and Indirect Rule (Kuala Lumpur, 1964).
Van Niel, Robert, The Emergence of the Modern Indonesia Elite (The Hague, 1970.)

WEEK 5 (February 22): ECOLOGICAL & ECONOMIC TRANSFORMATIONS

Breman, Jan, Control of Land and Labour in Colonial Java (Dordrecht, 1983).
Elson, Robert E., Javanese Peasants and the Colonial Sugar Industry (Kuala Lumpur, 1984).
Kumar, A., "The Peasantry and the State on Java: Changes of Relationship, Seventeenth to Nineteenth Centuries," in, James Fox et al., eds., Indonesia: Australian Perspectives (Canberra, 1980), pp. 577-99.
Lim, Teck Ghee, Peasants and Their Agricultural Economy in Colonial Malaya, 1874-1941 (Kuala Lumpur, 1977).
Stenson, Michael R., Class, Race and Colonialism in West Malaysia (St. Lucia, Queensland, 1980).

WEEK 6 (March 1): CITY, PLANTATION, & PROLETARIAT


WEEK 7 (March 15): THE VILLAGE & RESISTANCE TO COLONIAL RULE


Tanabe, Shigeharu, "Ideological Practice in Peasant Rebellions: Siam at the Turn of the Twentieth Century," in, Andrew Turton & Shigeharu Tanabe, eds., History and Peasant Consciousness in South East Asia (Osaka,1984), pp.75-110.

WEEK 8 (March 22): RELIGION & NATIONALISM


Geertz, Clifford, Islam Observed (New York, 1980).


Ishii Yoneo, Sangha, State and Society: Thai Buddhism in History (Honolulu, 1985).


Schumacher, John, Revolutionary Clergy (Manila, 1981), chapt. 1, 2, 3.
Skuksamran, Somboon, Buddhism and Politics in Thailand (Singapore, 1982).
Skuksamran, Somboon, Political Buddhism in Southeast Asia: The Role of the Sangha in the Modernization of Thailand (New York, 1976).

WEEK 9 (March 29): ELITE SECULAR NATIONALISM

Agoncillo, Teodoro, Revolt of the Masses (Quizon City, 1956), chapt. 1-4,16.
Ingleson, John, The Road to Exile: The Indonesian Nationalist Movement, 1927-1934 (Singapore, 1974).

WEEK 10 (April 5): WORLD WAR II & JAPANESE OCCUPATION


WEEK 11 (April 12): END OF EMPIRE--NATIONAL REVOLUTIONS

Kahin, George, Nationalism and Revolution in Indonesia (Ithaca, NY, 1952).
Pluvier, J.M., Southeast Asia from Colonialism to Independence (Kuala Lumpur, 1974).
Reid, A.J.S., The Indonesian Revolution (Melbourne, 1974).

WEEK 12 (April 19): COMMUNISM IN SOUTHEAST ASIA

Mortimer, Rex, Indonesian Communism Under Sukarno (Ithaca, NY, 1974).
WEEK 13 (April 26): THE DECLINE OF DEMOCRACY

Lyon, Margo L., Bases of Conflict in Rural Java (Berkeley, CA, 1970).
Prizzia, Ross, Thailand in Transition: The Role of Oppositional Forces (Honolulu, 1985), chapt. 2,3.
Riggs, Fred W., Thailand: The Modernization of Bureaucratic Polity (Honolulu, 1966).

WEEK 14 (May 3): DICTATORSHIP & DEVELOPMENT

Chaloemtiarana, Thak, Thailand: The Politics of Despotic Paternalism (Bangkok, 1979), chapt. 4,5,6.


**IV. ESSAY TOPICS:**

1.) Analyze the impact of export agriculture upon the emergence of the modern Filipino elite in the 19th and 20th centuries.

2.) Discuss the historical causality of the outbreak and defeat of the Philippine Revolution of 1896.

3.) Explain the factors underlying the Filipinos unique allegiance to its colonial power, the United States, during World War II.

4.) Would you agree with Benedict Kerkvliet that the Huk peasant rebellion after World War II can be traced largely to the decline of patron-client relations, or did it spring from more complex factors?

5.) Assess the impact of American colonialism upon Philippine society and politics.

6.) Analyze the nature of the Dutch impact upon Java, in terms of continuity and change, from the mid 18th to the mid 20th centuries.
7.) Explain the rise of secular nationalism in Indonesia before World War II and assess its success in achieving its goals.

8.) Explain the impact of the Japanese occupation on Indonesia in terms of social, economic and political change.

9.) Analyze the factors underlying Indonesia's move from parliamentary democracy to military dictatorship in the two decades after World War II.

10.) Can the events of September 1965 in Indonesia be interpreted as a failed communist coup?

11.) Why did the Malayan Communist Party's revolt against the British colonial regime fail after World War II?

12.) Would it be correct to style Thailand's Chakri dynasty from 1782 to 1850 as a typical Hindu-Buddhist mainland Southeast Asian state?

13.) Is it right to call Mongkut (1851-1868) a "modern" monarch in contrast to his predecessors?

14.) In what sense did the reforms of King Chulalongkorn lead to the "Revolution" of 1932?

15.) Why did the military dominate the Thai government from the 1930s to the 1970s?

16.) Were pre-colonial states in Southeast Asia "feudal," "oriental despotisms," "segmental states" or something else?

17.) Drawing evidence from one or more countries and using appropriate theory, describe the evolution of the modern Southeast Asian state from the 16th century to the post-WW II era.

18.) Compare the conditions of slavery in Siam with those in the Sulu Sultanate.

19.) Explain the nature of peasant revolts against colonialism in any two Southeast Asian colonies.

20.) Compare the reasons for the failure of the communist parties in postwar Indonesia and the Philippines.

21.) Analyze the difference in the impact of export agriculture upon peasant societies in Central Luzon and Lower Burma.

22.) In what way the Japanese occupation during World II transform Southeast Asian political history? Draw your evidence from across the region, or compare any two or three countries.

23.) Compare the economic and political impact of Dutch colonialism on Indonesia with Spanish and American colonialism upon the Philippines.

24.) Explain the greater tenacity of authoritarian rule in Indonesia than in the Philippines between 1965 and 1986.
V. FORMAT & PROCEDURES FOR ESSAYS:

A.) Prose:

Procedure:
1.) Write an outline of two pages for a ten-page essay. Each projected paragraph in the essay should be a line in your outline.
2.) Write a first draft. If using a personal computer, there is a very real possibility that it will read like a long, chatty letter home, not a major research essay.
3.) Reading aloud to yourself, if necessary, edit the prose and produce a second draft.

Sentences:
1.) Each sentence should be a complete sentence with subject, verb and direct object.
2.) Vary your sentences—short, periodic sentences; simple compound sentences; compound sentences with clauses in apposition; and longer sentences communicating detail.

Paragraphs:
1.) Start your paragraph with a periodic or compound sentence stating the basic message of this particular paragraph.
2.) Varying your sentence structure, elaborate and expand this theme into a fully developed paragraph.
3.) Within the paragraph, try to link your sentences so that they flow from one to another.
4.) Paragraphs should not be too long. If you need a crude guide, have three paragraphs to a page, each about eight to ten typed lines each.

Aspire to style:
1.) There is a music—with melody and rhythm—to prose. Sensitize your mind's ear to the music of prose and try to make your own word music. Try to make your writing an expression of your inner voice.
2.) As in all forms of social discourse, there is an appropriate style for an academic essay.
   a.) Use a formal voice—not ponderous, just formal.
   b.) Avoid contractions (can't, didn't).
   c.) Avoid colloquialisms (e.g., "Colonialism in Southeast Asia was really heavy.")
3.) In short, adopt a tone or voice somewhere between colloquial and ponderous.

B.) Argument:

Overall structure: Every scientific report, whether natural or social, has three basic elements:
1.) The Problem: In your introduction, state the problem clearly.
   a.) If necessary, you should give your definition of any key terms that require a specific usage (e.g., "revolution," if the question asks, for example, "Was the 1896 revolution in the Philippines a social revolution?")
   b.) In stating your problem, refer to the literature in the syllabus, not something you saw on CBS news last Saturday.
   c.) A standard and often effective device is to identify two differing schools of thought about a single problem.
d.) Make sure you are examining the main point, not some minor side issue.

2.) The Evidence: In the middle part of your essay, you must present evidence—in logical order—to deal with the problem posed at the beginning of your essay. Be specific—give the reader brief narratives of an event, or provide some statistical evidence.

3.) The Conclusion: In the final page or two of your essay, reflect on the problem as stated in the introduction in light of the evidence you presented in the middle part of the essay. Stretch the data you present for clarity, but do not exaggerate or over-extend the usefulness of your data.

Level of Argument: It is difficult to spell out in precise terms what I mean by "level of argument."

1.) To overstate the case, you should not deal with the question of "the impact of Dutch colonialism in Java" by probing the problem of whether "the Dutch made life on Java happier for the natives."

2.) How do you define an appropriate question and level of analysis? Simple. You can sensitize yourself to the question by reading several sources with diverse viewpoints and approaches.

The Nature of History Questions: History is the study of change in large-scale human communities, societies and nations, over time. Most history essays ask you to understand or explain two aspects of change—events and their causes, or, simply, what happened and why it happened. Thus, most history questions ask you to explain elements of the following

1.) In a limited time period, explain the factors underlying a given event. Why did that event happen?

2.) Explain the impact that an event, such as a war or revolution, had upon a human community within a period succeeding the actual event.

3.) Over a longer period of time, explain how and why complex communities changed in a given way.

C.) Sources/Research:

Need to Read:

1.) Like all data processing systems, we operate on the principle: "garbage in, garbage out."

2.) If you do not read, then you cannot have anything of any substance to say on a subject.

Basic Format:

1.) Assuming three paragraphs @ page, you should have one source note per paragraph.

2.) Every idea that is not your own and every major body of data you use in your essay should be sourced. In particular, quotations must be sourced.

3.) You may use endnotes or footnotes in the following format:


4.) For details, see: The University of Chicago Press, A Manual of Style.
How to Read for an Essay:
1.) Using the course syllabus, begin with a general text to get an overview of the problem.
2.) Using the syllabus or references in the general text, select more specific sources.
3.) As you read, begin forming ideas in your mind about:
   (a) your overall hypothesis, and;
   (b) the evidence you need or have found to support your argument.
4.) As you read, take notes, either on paper, or in the margin of a photocopy of the source. As you take notes, make sure you have the bibliographic information for your source: author, title, place of publication, publisher, etc.
5.) Towards the end of your reading, draw up an outline of the essay. If you are missing sources for the argument you would like to present, then do additional reading.