EMPIRE & REVOLUTION:
Colonialism, Imperialism & Resistance in Southeast Asia

University of Wisconsin-Madison
Department of History

History 600/755: A Pro-seminar

Mr. McCoy                     Fall 2007

Course Description: Starting with reflections on the meaning of "empire" in an age of America’s unchallenged global dominion, the course will explore the rise of European empires during the "high colonialism" of the 19th and 20th centuries. More than other single process, imperialism is responsible for the formation of the modern world order—that is, a global system of nation states and transnational governance. After reviewing the literature on the rise of modern empires, the course will explore the expansion of European colonialism into Southeast Asia and the region’s response—ranging from resistance to peasant revolt and national revolution. As the only region of the globe that experienced all of the world’s major modern empires—American, British, Dutch, French, Japanese, and Spanish—Southeast Asia is the ideal laboratory for the study of “empire.”

In this selective survey of European empires, the seminar will focus closely on US colonial rule in the Philippines from 1898-1946, an important but forgotten chapter in American history. Indeed, in two centuries of American history, the US conquest and colonization of the Philippines is the only experience comparable to our current involvement in Iraq. By exploring this juxtaposition of past and present in the history of America’s foreign adventures, the seminar will, in its opening and closing sessions, explore the way the past bears upon the present.

The course thus introduces students to readings on the dynamics of empire and the social processes of both resistance and revolution in modern Southeast Asia—focusing on the Philippines, Indonesia, Vietnam, Thailand, and Burma. After a brief survey of some basic readings for students unfamiliar with the Southeast Asia’s history, the seminar will move on to study the broad analytical literature, focusing on the most creative works on scholarship to emerge from this dynamic region. To understand, for example, the reasons for the intensity of guerrilla resistance in the Philippine-American War (1898-1902), students will review accounts by both Filipino and American scholars to gain some sense of the perspectives that drove both parties during this brutal conflict.

More broadly, the course will explore a series of issues central to the character of global empires—the causes of global expansion, the character of the colonial state, the drive for military security, the psychology of colonial dominion, ecological and economic transformations, the rise of nationalist resistance, and the dynamics of imperial decline.

Instead of transferring a fund of facts about European empires and anti-colonial revolutions, the seminar seeks to examine the perspectives and perceptions of Western and Asian scholars who have studied these complex processes. Hopefully, students will emerge from the course with a better understanding of the nature of empire and, more broadly, the dynamics of historical change.

Course Aims: As the final phase of the undergraduate History major or first step in a graduate career, the seminar allows students an opportunity to reflect upon lessons learned in past courses and to refine essential academic skills--critical reading, academic analysis, primary research, expository writing, and formal oral presentation.

Class Meetings: The seminar is scheduled to meet on Tuesdays, 4:00-6:00 p.m. in Room No. 5245 Humanities Building.
Office Hours: In Room 5131 Humanities, Thursdays, 12:00 to 2:00 p.m., and other hours by appointment. Telephone: 263-1855 (direct line); 263-1800 (History Department, message). Messages may be left in Mailbox No. 5026 or sent via e-mail to <awmccoy@wisc.edu>

Grading: Students shall be marked on their weekly participation, writing assignments, and oral presentation.

*Weekly Discussion Summaries:* Prior to three class meetings, all students shall prepare a two/three-page summary of two of the assigned readings for the topic under discussion that week. The papers are due in my Humanities mailbox at 10:00 am, as follows: (a.) Tuesday, September 4 (two pages on three readings); (b.) Monday, September 10 (two pages on 2 readings; and, (c.) Monday, December 10 (two pages on 4 readings).

*Class Presentation:* At each class meeting, two students shall serve as the “discussant” by presenting a 15 minute summary of the readings. Then the class will have a general discussion of the readings. The discussants shall meet with the instructor to review the presentation in office hours week preceding. Each student will serve as discussant twice during the semester.

*Class Participation:* Students are responsible for reviewing all the readings assigned for each week, usually totaling about 150-200 pages, and will present a short oral summary of one or more readings at the start of each class. Attendance at all classes is required; each unexcused absence attracts a deduction of three percent from the final mark; and three unexcused absences mean failure.

*Final Paper:* By 10:00 am, on Monday, *November 19*, students shall submit a 15 page paper on one of the topics or themes covered in the course. Students shall place a one-page outline of their proposed project in my Humanities Building mailbox by 10:00 am, Monday, *October 29*, and then meet with for individual appointments to be arranged in class.

*Grading:* Thus, the final grade shall be computed as follows:

---discussant: 20%
---weekly papers: 30%
---weekly participation: 10%
---major essay: 40%

*Readings:* There is no single text or group of texts capable of meeting the broad agenda of the course. Instead, the syllabus lists a number of similar readings for each topic to allow students a choice in case the main readings are not on the shelf. In preparation for each meeting, students should read all the "Required readings," and then use the "Background readings" as alternative sources or for preparation of essays.

The undergraduate library in Helen C. White will hold 50 selected books on three-hour reserve, but all journal articles are available in Memorial Library. Many of the readings will be available on <e-reserves> on line through “My UW.” Selecting and skimming as time and interest allow, students should finish about four readings per week, totaling about 200 to 250 pages.

*Texts for Possible Purchase:*

I. WEEKLY READING ASSIGNMENTS: [*Readings Available on <e-reserves>]*

[Tuesday, September 4, 10:00 am, First Discussion Paper Due, Box 5026]

WEEK 1 (September 4): THEORIES OF “EMPIRE”

**Required Reading:-**

*Lenin, V.I. Imperialism, the Highest Stage of Capitalism (New York, 1939), pp. 71-81.*
*Wolf, Eric, Europe and the People Without History (Berkeley, 1982), pp. 73-100.*

**Background Reading:-**

WEEK 2 (September 11): THE EUROPEAN WORLD SYSTEM

**Required Reading:**


**Background Reading:**


WEEK 3 (September 18): RISE OF EURO-AMERICAN EMPIRES

**Required Reading:**


**Background Reading:**

Conklin, Alice L. and Ian Christopher Fletcher, eds., *European Imperialism, 1830-1930: Climax and Contradictions* (Boston, 1999).
Reid, A.J.S., “Economic and Social Change, c. 1400-1800,” in, Nicholas Tarling, ed.,
The Cambridge History of Southeast Asia: Volume One (Cambridge, 1992), pp. 460-504.
Shumpeter, Joseph, Imperialism and Social Classes (Cleveland, 1980), pp. 3-98.

WEEK 4 (September 25): US EMPIRE IN THE CARIBBEAN & PACIFIC

Required Reading:-


Background Reading:-

Delmendo, Sharon. The Star Entangled Banner: One Hundred Years of America in the Philippines (New Brunswick, 2004), pp. 21-46, 47-85.

WEEK 5 (October 2): ORIENTALISM & CULTURES OF IMPERIALISM

Required Reading:-

*Burton, Antoinette, After the Imperial Turn : Thinking with and Through the Nation (Durham, 2003), 1-16.
*Stoler, Ann Laura and Frederick Cooper, “Between Metropole and Colony: Rethinking a Research Agenda,” in, Ann Stoler and Frederick Cooper, eds., Tensions of Empire: Colonial Cultures in a Bourgeois World (Berkeley, 1997), 1-52.

Background Reading (Literary Perspectives):-

Fanon, Frantz, Wretched of the Earth (New York, 1966),
Orwell, George, Shooting an Elephant and other Essays (New York, 1950).

Background Reading (Asia):-

Burton, Antoinette, Burdens of History: British Feminists, Indian Women, and Imperial Culture, 1865-1915 (Chapel Hill, 1994).
Ileto, Reynaldo C., Knowing America’s Colony: A Hundred Years from the Philippine War (Honolulu: University of Hawai‘I at Manoa, Center for Philippine Studies, 1999), pp. 41-65.
Salman, Michael, “‘Nothing without Labor’: Penology, Discipline and Independence in the Philippines Under United States Rule,” in, Vicente Rafael, ed., Discrepant
Vickers Adrian, Bali: A Paradise Created (Berkeley, 1992), pp. 1-37, 77-98.

WEEK 6 (October 9): TRADITIONAL STATE & SOCIETY IN SOUTHEAST ASIA

Required Reading:-

Avineri, Shlomo, Karl Marx on Colonialism and Modernization (New York, 1968), pp. 88-95.
Heine-Geldern, Robert, Conceptions of State and Kingship in Southeast Asia (Ithaca, 1956).

Background Reading (Global):-

Anderson, Perry, Passages from Antiquity to Feudalism (London, 1974).
Mitrany, David, Marx Against the Peasant: A Study in Social Dogmatism (London, 1952).

Background Reading (Southeast Asia):-

*Andaya, Leonard Y, “Interactions with the Outside World and Adaptation in Southeast


Coedes, Georges, *The Indianized States of Southeast Asia* (Honolulu, 1968).


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


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


Wolters, O.W., History, Culture and Region in Southeast Asian Perspectives (Singapore, 1982).
Woodside, Alexander B., Vietnam and the China Model (Cambridge, 1971), chapters 1, 2.

WEEK 7 (October 16): THE COLONIAL STATE IN SOUTHEAST ASIA

Required Reading:-


Background Reading (Global):-

Fanon, Franz, The Wretched of the Earth (New York, 1966).
Mintz, Sidney, Caribbean Transformations (Chicago, 1974).

Background Reading (Southeast Asia):-

Breman, Jan, Control of Land and Labour in Colonial Java (Dordrecht, 1983).


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).


Stenson, Michael R., *Class, Race and Colonialism in West Malaysia* (St. Lucia, 1980).


**WEEK 8 (October 23): COLONIAL ECONOMIES**

*Required Reading:*


**Background Reading (Global):**


**Background Reading (Southeast Asia):**


**WEEK 9 (October 30): A DICHOTOMY OF CITIES**

**Required Reading:**


**Background Reading (Global):**


Redfield, Robert, *The Folk Culture of Yucatan* (Chicago, 1941).


**Background Reading (Southeast Asia):**


**WEEK 10 (November 6): THE MYTH OF THE VILLAGE**

**Required Reading:**


**Background Reading (Global):**

Lewis, Oscar, *Tepoztlan, Village in Mexico* (New York, 1960.)
Mead, Margaret, *Coming of Age in Samoa: A Psychological Study of Primitive Youth for Western Civilization* (New York, 1928).
Redfield, Robert, *The Folk Culture of Yucatan* (Chicago, 1941).
Redfield, Robert, *The Little Community* (Chicago, 1960), chapters 1, 8, 9.

[Monday, November 15, 10:00 am, Essay Outlines Due]

**WEEK 11 (November 13): PEASANT RESISTANCE--DAILY & "PRIMITIVE"

**Required Reading:**

Orwell, George, "Shooting an Elephant," [see, various collections of his work.]

**Background Reading (Global):**

Adas, Michael, "From Footdragging to Flight: The Evasive History of Peasant Avoidance


Guha, Ranajit, ed., Writings on South Asian History and Society (New York, 1984).


Hobsbawm, Eric & Rude, George, Captain Swing (New York, 1968).


Schneider, Jane & Peter, Culture and Political Economy in Western Sicily (New York, 1976).


Taussig, Michael, The Devil and Commodity Fetishism in South America (Chapel Hill, 1980).


Background Reading (Southeast Asia):-


Adas, Michael, Prophets of Rebellion: Millenarian Protest Against the European Colonial Order (Chapel Hill, 1979).


Tanabe, Shigeharu, "Ideological Practice in Peasant Revolts: 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.


[Monday, November 19, 10:00 am, Research Papers Due]

**WEEK 12 (November 20): PEASANT & PROLETARIAN UPRISINGS**

**Required Reading:-**


Carey, Peter, "Waiting for the ‘Just King’: The Agrarian World of South-Central Java from Giyanti (1755) to the Java War (1825-30), Modern Asian Studies 20, no. 1 (1986), pp. 59-137.


**Background Reading (Global):**


Moore, Barrington Jr., *Authority and Inequality under Capitalism and Socialism* (Oxford, 1987).

Moore, Barrington, *Social Origins of Democracy and Dictatorship* (Boston, 1967), chapters 1, 2.


**Background Reading (West Sumatra):**


**Background Reading (Southeast Asia):**


Tai, Hue-Tam Ho, Millenarianism and Peasant Politics in Vietnam (Cambridge, 1983), pp. 3-19, 113-44.
Williams, M.C., Sickle and Crescent: The Communist Revolt of 1926 in Banten (Ithaca, 1982).

WEEK 13 (November 27): CONTESTED NATIONALISMS

**Required Reading:**


**Background Reading (Global):**


**Background Reading (Southeast Asia):**

Agoncillo, Teodoro, Revolt of the Masses (Quezon City, 1956), chapters 1-4,16.


Cushner, Nicholas, Spain in the Philippines (Quezon City, 1971), pp. 186-230.


Emerson, Rupert, Malaysia: A Study in Direct and Indirect Rule (Kuala Lumpur, 1964).

Fast, Jonathan & Richardson, James, Roots of Dependency (Quezon City, 1979), chapters 8-13.


Ingleson, John, The Road to Exile: The Indonesian Nationalist Movement, 1927-1934 (Singapore, 1974).


Larkin, John, The Pampangans (Berkeley, 1972), chapters 2, 3, 4.

Marr, David, Vietnamese Anticolonialism (Berkeley, 1971).


Steinberg, David J., Philippine Collaboration in World War II (Ann Arbor, 1967), chapters 2, 3, 6, 7, 9.


Van Niel, Robert, The Emergence of the Modern Indonesia Elite (The Hague, 1970.)


WEEK 14 (December 5): NATIONAL REVOLUTIONS & DECOLONIZATION

Required Reading :-


Background Reading (Global):-


Kolko, Joyce & Gabriel, The Limits of Power (New York, 1972), chapters 1,3,15,16,23.


Moore, Barrington, Social Origins of Democracy and Dictatorship (Boston, 1967), chapters 4, 5.


Background Reading (Southeast Asia):


Kahin, George, Nationalism and Revolution in Indonesia (Ithaca, 1952).

Kirkvleit, Ben, The Huk Rebellion (Berkeley, 1977), chapters 1, 2, 4.


Mortimer, Rex, Indonesian Communism Under Sukarno (Ithaca, 1974).


Pluvier, J.M., Southeast Asia from Colonialism to Independence (Kuala Lumpur, 1974).


Woodside, Alexander, Community and Revolution in Vietnam (Boston, 1976), chapters 5, 6.

[Monday, December 10, 10:00 am, Final Discussion Paper Due]

WEEK 15 (December 11): POST-COLONIAL STATE & IMPERIAL LEGACY

Required Reading

*McMahon, Robert J., Limits of Empire: The United States and Southeast Asia Since World War II (New York, 1999), pp. 182-217.

Background Reading (Global):-

Khalidi, Rhashid, Resurrecting Empire: Western Footprints and America’s Perilous Path in the Middle East (Boston: Beacon Press, 2004), pp. 152-175.

Background Reading (Southeast Asia):-

Ahmad, Zakaria Haji & Crouch, Harold, eds., **Military-Civilian Relations in Southeast Asia** (Singapore, 1985).


Anderson, Benedict R., **A Preliminary Analysis of the October 1, 1965 Coup in Indonesia** (Ithaca, 1971).


Bello, Walden, **Development Debacle: The World Bank in the Philippines** (San Francisco, 1982), chapter 1.

Bonner, Raymond, **Waltzing With a Dictator** (New York, 1987), pp. 313-444.

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

Chandler, David, **A History of Cambodia** (Boulder, 1983).


Crouch, Harold, **The Army and Politics in Indonesia** (Ithaca, 1978).


Feith, Herb, **The Decline of Constitutional Democracy in Indonesia** (Ithaca, 1962).


Guerrero, Amado, **Philippine Society and Revolution** (Hong Kong, 1971), pp. 1-52.


Keyes, Charles F., **Ishan: Regionalism in Northeastern Thailand** (Ithaca, 1967), chapters 5, 6, 7.


Lyon, Margo L., Bases of Conflict in Rural Java (Berkeley, 1970).


Neher, Clark D., Modern Thai Politics (Cambridge, 1979).

Ofreneo, R.E., Capitalism in Philippine Agriculture (Quezon City, 1980), chapters 3,4,5.


Prizzia, Ross, Thailand in Transition: The Role of Oppositional Forces (Honolulu, 1985), chapters 2, 3.

Race, Jeffrey, "The Political Economy of the New Order in Indonesia in a Comparative Regional Perspective," in, James Fox et al., eds., Indonesia: Australian Perspectives (Canberra, 1980), pp. 699-709.


Riggs, Fred W., Thailand: The Modernization of Bureaucratic Polity (Honolulu, 1966).


II. ESSAY QUESTIONS:

1.) After reading the Stern-Wallerstein debate about agency and labor in the European World System, examine the Philippines or another Southeast Asian nation under colonial rule to determine if circumstances there affirm or challenge Wallerstein’s models for labor.

2.) Applying Victor Lieberman’s criteria for the “early modern state,” explore whether the Spanish Philippines or the Netherlands Indies are, despite alien rule, examples of this kind of state formation.

3.) Compare and contrast the processes of social and economic change in the great, lowland deltas of Southeast Asia—the Rio Grande de Pampanga with either the Irrawaddy or the Mekong—explaining why these economic transformations produced peasant revolts.

4.) Using the theories of Scott and Wolf, analyze the rise of radical peasant movements in the Mekong Delta, Vietnam and Central Luzon, Philippines in the decades surrounding World War II.

5.) Using Anderson’s writing in “Imagined Communities,” compare the rise of nationalism in Indonesia and the Philippines.

6.) After reading James Scott’s “Seeing Like a State,” analyze the US colonial state in the Philippines and the Netherlands Indies as instances of “high modernist” states.

7.) Drawing from most of James Scott’s readings on the syllabus, compare the dynamics of peasant politics in the Philippines and another Southeast Asian nation—focusing on the conditions of rice tenancy, patron-client relations, everyday resistance, and open revolt.
8.) With any two case studies in Southeast Asia, compare how the character of colonial rule influenced the rise of nationalist movements and the path towards independence.

9.) With two examples from Southeast Asia, explore the character of the post-colonial state, taking care to analyze how each was shaped by its experience of empire.

10.) With two or three case studies, explain the dynamics of imperial decline and the rise of independent nations in Southeast Asia.

11.) While flying to Manila for a state visit, President George W. Bush cited the Philippines as example for and justification of the US occupation of Iraq. Compare American colonial rule over the Philippines (1898-1946) with the post 9/11 US occupation of Iraq.

12.) Applying one or more of the general works on “empire” cited in the syllabus, analyze the character of American colonialism in the Philippines, defining its key attributes and exploring what was distinctive about US rule.

13.) Using examples from the Philippines and elsewhere in Southeast Asia, define the distinctive aspects of American “US imperial state” in the early 20th century.

14.) Using examples from Southeast Asia and elsewhere in the world, define the distinctive aspects of American “empire” in the last half of the 20th century. In terms of both the theoretical and empirical readings in this course, is it appropriate to use this term? How does the current US empire compare with high colonial rule through World War II, either in individual colonies or globally?

III. BASIC SKILLS FOR HISTORY COURSES:

1.) Learning Basic Skills: Aside from some basic understanding of Vietnam's history, the main objective of this course is to teach certain basic research, writing, and analytical skills. In lectures and discussion sections, we will try to improve skills essential to success in most liberal arts courses.

   a.) Definitions: Much of the conceptual content in liberal arts courses is encapsulated and conveyed through a limited number of basic terms that must be defined to be understood. Hence, we will seek to help you learn to identify such conceptual terms and define them.

   b.) Questions: Most students approach the study of history as a pursuit of answers, while many professional historians often view their discipline as a search for better questions. This course will try to make students more aware of the nature and construction of historical questions.

   c.) Reading: Faced with a mass of information, students must learn to read both intensively and extensively-summarizing key theses and skimming a range of sources for evidence.

   d.) Argument: As you write, you must try to be self-conscious in the construction of your argument.

      1.) Thesis: Define your question and form a thesis to answer it.

      2.) Evidence: Learn the nature of appropriate evidence to defend your thesis.
3.) Illustration: Illustrate your evidence with specific examples appropriate in kind and quality to your thesis.

4.) Correspondence: Seek a close correspondence of thesis and evidence.

e.) Comparison: After learning to summarize individual arguments, students should learn to compare—both the theses of contradictory arguments and parallel historical cases.

IV. HOW TO WRITE A RESEARCH ESSAY—A THREE-STEP METHOD:

1.) Step One--Need to Read:
   a.) Sources/Research:
       1.) All good essays begin with the three “Rs”—reading, research, and reflection.
       2.) Like most essays, a history term paper is a distillation of its author's reading and reflections upon the subject at hand. The quality of an essay's expression and analysis reflects, subtly but ineluctably, the depth and diversity of its author's reading.
       3.) Conversely, if you do not read, then you cannot have anything of any substance to say on a subject.

   b.) Basic Format:
       1.) Assuming three paragraphs per 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 end notes or footnotes in the following format:


        4.) For a second, sequential citation of the same work use “Ibid.; and for all subsequent, non-sequential citations of the same work use a short citation form, that might be:

            McCoy, Southeast Asia Since 1800, pp. 77-78.

        5.) For details, see, The University of Chicago Press, A Manual of Style.

   c.) 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 textbooks, 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, and relevant pages.
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.

2.) Step Two—Framing the Argument:

a.) Outline: With your reading done, you are ready to outline your argument. Begin by asking yourself the single, central question you will ask and answer in the course of this paper. Next, write a one- or two-page outline of your essay with the basic components outlined below.

b.) Overall structure: Every scientific report, whether natural or social, has three basic elements—the problem/hypothesis, the evidence/argument, and the conclusion. To summarize very broadly, the introduction asks a question and poses a hypothesis, the argument arrays evidence to explore that hypothesis, and the conclusion reflects on the original hypothesis in light of the evidence presented.

Of these three elements, the opening formulation of an hypothesis is, by far, the most difficult. In your opening paragraph, try to stand back from the dense mass of material you have read and articulate a thesis, which usually explains causality (why events occurred) or analyzes significance (the particular import of an event or a pattern of events). Then identify the factors, topics, or elements that you will explore to test your thesis. Ideally, these factors should serve as a broad outline of the topics that you will explore in the next section of your essay, the argument/evidence. Here are some further reflections on each of these sections:

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.")
   b.) In stating your problem, refer to the literature in the syllabus.
   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 a 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.

c.) 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 French colonialism in the Mekong Delta" by probing the problem of whether "the French made life in Vietnam happier for the natives."

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

d.) Nature of History Questions: In courses such as this one, history involves 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 period of time, 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.

3.) **Step Three—Writing the Essay:**

   a.) **Outline:**
   1. As discussed above, you will be writing from an outline of one to two pages for a 10 to 12 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.

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

   c.) **Paragraphs:**
   1. Start your paragraph with “topic sentence”—that is, 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 3 to a page, or 8 to 10 typed lines each.

   d.) **Aspire to style:**
   1. There is a music—with melody and rhythm—to your writing. 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.
   3. In short, adopt a tone or voice somewhere between the chatty colloquial and the ponderously formal.