

## INTRODUCTION TO SOUTHEAST ASIA

History, ALC, Geography, Political Science, Sociology 244  
Fall 2020  
Lecture: asynchronous & posted on Canvas (see dates below)

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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 ca.1830); 2) colonial transformations and indigenous responses (ca.1830-1945); 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 three Southeast Asian countries: 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.

There is no textbook for this course. All the readings have been scanned and are available on Canvas. In addition to a range of publications by major scholars in the field of Southeast Asian studies, there will be critical readings from two important general histories of Southeast Asia: *The Emergence of Modern Southeast Asia*, edited by Norman G. Owen, et al (Honolulu: University of Hawai'i Press, 2005) and *A New History of Southeast Asia*, edited by M.C. Ricklefs, et al (Hampshire & NY: Palgrave Macmillan 2010). All the required readings are listed in this syllabus and on each of the lectures and lecture handouts that are also be posted on Canvas. The required readings are intended to supplement the lectures and should be cited in the two major exams.

Grades in this course will be based on the following.

- 1) 20%: midterm examination: Oct 6-9 (objective & take-home: on Canvas)
- 2) 40%: final examination: take home (TBA)
- 3) 20%: writing project: due on or before Dec 3rd  
(see attached sheet for details on this project)
- 4) 20%: participation in discussion section determined by TA

**NOTE ON FORMAT:** The course has 17 lecture topics (major themes), each with its own "lecture handout" placed on your Canvas site: Lec01 to Lec17. Students must keep up with the lectures according to the dates given below for each of the lectures; these dates are also given on the lecture handouts and on the first slide of every lecture (the required readings are also included in each of these locations).

## COURSE OUTLINE AND READING ASSIGNMENTS

\* - indicates reading materials available on Canvas

### I. TRADITIONAL STATES & SOCIETIES: SOUTHEAST ASIA TO ca.1830

#### INTRODUCTION

*Lecture 01 - to be completed by September 3*

READINGS: \* Ricklefs, et al, *A New History of Southeast Asia* (2010): 1-17.  
\* Owen, et al, *Emergence of Modern Southeast Asia* (2005): xvii-xxiii, 1-15, 19-34.

#### SOUTHEAST ASIA TO 1500

*Lecture 02 - to be completed by September 10*

READINGS: \* Ricklefs, et al, *A New History of Southeast Asia* (2010): 18-35 (Early State Formation) & 36-68 ('Classical' States at their Height).

#### "GALACTIC" POLITIES & PRECOLONIAL SOCIAL ORGANIZATION

*Lecture 03 - to be completed by September 17*

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

#### EARLY MODERN "GALACTIC" POLITIES: MAINLAND: ca.1500-ca.1830

*Lecture 04 - to be completed by September 24*

READINGS: \* Ricklefs, *A New History of Southeast Asia* (2010): 92-110 (Rise of New States - Mainland) & 134-149 (Early Modern Southeast Asian States" - emphasis on Konbaung, Chakri, Nguyen).

#### MARITIME SOUTHEAST ASIA & EUROPEAN ADVANCES: 1500-1830

*Lecture 05 - to be completed by October 1*

READINGS: \* Ricklefs, *A New History of Southeast Asia* (2010): 110-115 (Rise of New States - Maritime); 127-133 (Non-Indigenous Actors - Maritime); & 149-164 (Early Modern Southeast Asian States - Maritime)  
\* See Chronology of European Penetration (Lecture 05 slides)

#### RELIGIONS & RELIGIOUS LIFE

*Lecture 06 - to be completed by October 6 (on midterm)*

READINGS: \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 35-51.

## **MIDTERM EXAMINATION:**

**Objective Part: on Canvas: October 6**

**Take-Home Part: Distributed on Canvas: October 6**

**Take-Home Part: Due Back on Canvas: October 9**

## **II. COLONIAL TRANSFORMATIONS & INDIGENOUS RESPONSES TO 1945**

### **OVERVIEW:**

#### **CONQUESTS, COLONIAL STATES, & HIGH COLONIALISM: ca.1800-1945**

*Lecture 07 - to be completed by October 12*

READINGS: \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 161-251 (Globalization & Economic Change).

### **OVERVIEW:**

#### **INDIGENOUS RESPONSES, NATIONALISM, & JAPANESE OCCUPATION**

*Lecture 08 - to be completed by October 15*

READINGS: \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 252-279 (Channels of Change).

## **III. THE EMERGENCE OF THREE MODERN NATIONS**

### **PHILIPPINES**

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

READINGS: \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 147-157 (Spanish Rule); 283-285 (Nationalism); 285-291 (American Rule; Japanese Occupation).

#### **SPANISH RULE: 1565-1898**

*Lecture 09 - to be completed by October 16*

#### **RISE OF FILIPINO NATIONALISM TO 1898**

*Lecture 10 - to be completed by October 22*

#### **AMERICAN RULE & JAPANESE OCCUPATION: 1898-1946**

*Lecture 11 - to be completed by October 27*

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

#### **PHILIPPINE REPUBLIC: ELITE DEMOCRACY & AUTHORITARIAN RULE**

*Lecture 12 - to be completed by November 3*

READINGS: \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 291-295, 455-467 (Since 1972).  
\* P.N. Abinales & D. Amoroso, "Twenty-first century Philippine politics" in *State and Society in the Philippines* (2005): 266-307.  
\* A. McCoy, "Philippine populism: local violence and global context in the rise of a Filipino strongman" *Surveillance & Society*, 2017: 514-522.

## **INDONESIA**

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

*Lecture 13 - to be completed by November 10*

READINGS: \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 123-136.

### **EMERGING INDONESIAN NATIONALISM: 1900-1949**

*Lecture 14 - to be completed by November 12*

READINGS \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 296-308 (Becoming Indonesia).  
\* A. Reid, "Indonesia: Revolution without Socialism" in *Asia - The Winning of Independence*, edited by R. Jeffery (1981): 113-157.

### **INDONESIA: GUIDED DEMOCRACY, NEW ORDER, *DEMOKRASI***

*Lecture 15 - to be completed by November 19*

READINGS: \* Owen, et al, *Emergence of Modern Southeast Asia* (2005): 308-311, 431-447.  
\* J.S. Davidson, "Dilemmas of democratic consolidation in Indonesia" in *The Pacific Review*, 7/2009: 293-310.  
\* E. Aspinall & M. Mietzner, "Indonesian politics in 2014: democracy's close call" *Bulletin of Indonesian Economic Studies*, 2014: 347-369.  
\* M. Mietzner, "Indonesia in 2016: Jokowi's Presidency between elite consolidation and extra-parliamentary opposition" *Asian Survey*, 2017: 165-172.

## **THAILAND**

### **AVOIDING COLONIALISM--OVERCOMING THE MONARCHY: TO 1946**

*Lecture 16 - to be completed by December 3*

READINGS: \* Owen, et al, *The Emergence of Southeast Asia* (2005): 93-105 (review), 350-355.  
\* Thongchai W. & E. Tagliacozzo, "Gradations of colonialism in SE Asia's 'in-between' places" in *Routledge Handbook of SE Asian History*, ed by N.G. Owen, 2014: 36-38.

**THANKSGIVING BREAK: November 26-30**

**WRITING PROJECTS DUE: On or Before: December 3rd (on Canvas)**

## THAILAND

### MILITARY RULE, "NETWORK MONARCHY" & POPULAR DEMOCRACY

Lecture 17 - to be completed by December 10

- READINGS:
- \* Owen, *Emergence of Modern Southeast Asia* (2005): 355-360, 448-454.
  - \* C. Baker & Pasuk P., "Politics, 1970s onward" in *A History of Thailand* (2005): 230-262.
  - \* Thongchai W., "Hok Tula: Breaking the Silence of a Country's Traumatic Past" *Communiqué*, November/December 1996: 7-8.
  - \* D. McCargo, "Network monarchy and legitimacy crises in Thailand" *The Pacific Review*, 2005: 499-519.
  - \* A. Walker, "Political society, civil society, and democracy" in *Thailand's Political Peasants* (Wisconsin, 2012): 210-232.
  - \* Thongchai W., "The anti-democratic roots of Thai protesters" *Al Jazeera*, 12/26/2013.

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Learning goals: by the end of the course, students should be able

- \* to demonstrate knowledge of SE Asia's past and present, in particular Indonesia, Thailand, and the Philippines.
- \* to analyze the information presented within a comparative and interdisciplinary framework.
- \* to develop more effective oral and writing skills.

*Note to Students:* This course meets as a group for 4 hours per week and carries the expectation that you will spend an average of 2 hours outside of class for every hour in the classroom. As such, please plan to allot an average of 8 hours a week for reading, writing, and preparing for discussions, and/or for studying for exams.

## 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 30% of your grade and must be submitted **on or before December 3th**. 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.

*Dusk*, by F. Sionil José (also titled: *Po-on*) (Philippines)

*When the Rainbow Goddess Wept*, by Cecilia Manguerra Brainard (Philippines)

*This Earth of Mankind*, by Pramoedya Ananta Toer (Indonesia)

*Child of All Nations*, by Pramoedya Ananta Toer (Indonesia)

*Voices from the Thai Countryside*, by Samruan Singh, trans by K Bowie (Thailand)

*The Lioness in Bloom*, various author, trans by S.F. Kepner (Thailand)

These books are available for purchase at the University Book Store, or can be read in the reserve reading room of the College Library (Helen C. White Building). You can also order the books from an online dealer. We will attempt to scan all the books and place them on Canvas.

**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 essay is NOT aimed at "what the book is about." In addition, the themes you select do not have to relate to the materials or topics presented in the lectures and other readings for the course.** The essay should begin with a brief overview of the two books (two paragraphs), followed by your response to what you have read (the rest of the essay). 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).
- \*\* Religious life (role of religion and religious functionaries; various forms of religious practice; the influence of religion on people's everyday lives).
- \*\* Cultural life (formal and informal cultural activities -- festivals, ritual ceremonies, games, leisure-time recreation and entertainment; material culture/possessions; lifestyle and daily life).
- \*\* Major life crises and conflicts experienced by the subjects of the books.
- \*\* The impact of outside events on people's lives

## Writing Project - 2

This project will be discussed in class and sections. The books should be read as early in the course as possible, certainly by the end of the Thanksgiving break. 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/or the teaching assistant. If you have little experience with writing assignments like this, please consult with your instructors 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; take notes and think about what you will write about.

The essays will be graded on the following criteria.

- 1) Your ability to write a concise (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: **December 3, 2020 (or before)**