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.

The textbook for the course is:

_The Emergence of Modern Southeast Asia_, edited by Norman G. Owen, et al.

This book is available at the University Book Store. The textbook will be supplemented with readings that are available through Learn@UW; they are also available at the College Library Reserves (including on e-reserves).

Grades in this course will be based on the following.

1) midterm examination (30%): Oct 10th (in class & take-home)
2) final examination (40%): Dec 21st, 12:25pm (location: TBA)
3) writing project (30%): on or before Dec 7th
   (see attached sheet for details on this project)

The midterm is an in-class & take-home exam; the final is an in-class exam as scheduled in the Schedule of Classes; the writing project is described on the attached sheet below.
COURSE OUTLINE AND READING ASSIGNMENTS

* - indicates materials available on Library Reserves (e-reserves) & Learn@UW

I. TRADITIONAL STATES AND SOCIETIES: SOUTHEAST TO ca.1830

September 7 and 12

INTRODUCTION
Geography, Environment, and Ethnic/Cultural Diversity

September 14 and 19

RISE AND FALL OF CLASSICAL STATES: AN OVERVIEW to ca.1500
READINGS: *M.C. Ricklefs, et al, "Early State Formation" (18-35), and "'Classical' States at Their Height" (36-68) in A New History of Southeast Asia (2010).

September 21, 26, and 28

EARLY MODERN 'GALATIC' POLITIES ON THE MAINLAND, 1500-1830

October 3

PRECOLONIAL SOCIAL ORGANIZATION AND GENDER RELATIONS

October 5

MARITIME SOUTHEAST ASIA AND EUROPEAN COLONIAL ADVANCES, 1500-1830
READINGS: Emergence of Modern Southeast Asia (2005): 75-82; Dutch East Indies: 123-127; Spanish Philippines: [59, 65-66].

October 10

RELIGIONS AND RELIGIOUS LIFE
II. COLONIAL TRANSFORMATIONS AND INDIGENOUS RESPONSES (1830-1945)

October 12

OVERVIEW:
CONQUESTS, COLONIAL STATES, AND HIGH COLONIALISM

"...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 17

OVERVIEW:
INDIGENOUS RESPONSES, NATIONALISM, AND JAPANESE OCCUPATION

THEMES FOR ANALYSIS: SOUTHEAST ASIA: 1830 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-)
   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

PHILIPPINES

October 19, 24, and 26

CONFRONTING THREE EMPIRES: SPANISH, AMERICAN, JAPANESE

October 31 and November 2

ELITE DEMOCRACY AND AUTHORITARIAN RULE

INDONESIA

November 7

NETHERLANDS INDIES: "INDONESIA* IN THE MAKING

November 9 and 14

EMERGING INDONESIAN NATIONALISM, 1900-1946

November 16, 21, and 28

UNITY AMIDST DIVERSITY:
'GUIDED DEMOCRACY' & 'NEW ORDER' TO 'REFORMASI' & 'DEMOKRASI'
READINGS: Emergence of Modern Southeast Asia (2005): 308(bottom)-311, 431-444(top), 446-447.
THANKSGIVING BREAK: November 23-November 26

THAILAND

November 30 and December 5

OVERCOMING THE MONARCHY: MILITARY RULE

WRITING PROJECTS DUE: On or Before: December 7th (in lecture)

December 7 and 12

THE 'NETWORK MONARCHY' & OVERCOMING MILITARY RULE
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 7th. 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).

**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 experience by the subjects of the books.
** The impact of outside events on people's lives.
This project will be discussed in class 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. If you have little experience with writing assignments like this, please consult with your instructor early in the course so I 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; takes 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 7, 2017 (or before)