

## INTRODUCTION TO SOUTHEAST ASIA

History, Geography, LCA, Political Science, Sociology 244  
Fall 2015  
TR 9:30-10:45pm  
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 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 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 is:

*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 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 (20%): Oct 1 (in class & take-home)
- 2) final examination (40%): 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; the final is an in-class exam as scheduled in the Schedule of Classes; the writing project is also described on the attached sheet below.

## COURSE OUTLINE AND READING ASSIGNMENTS

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

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

*September 3 and 8*

#### INTRODUCTION

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

READINGS: \*M.C. Ricklefs, et al, "Ethnic Groups, Early Cultures and Social Structures" in *A New History of Southeast Asia* (2010): 1-17.

*September 10 and 15*

#### **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).

*In Sections: September 14-18:*

#### **PRECOLONIAL SOCIAL ORGANIZATION AND GENDER RELATIONS**

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

*September 17, 22, and 24*

#### **EARLY MODERN "GALATIC" POLITIES ON THE MAINLAND, 1500-1830**

READINGS: \*M.C. Ricklefs, et al, "The Rise of New States from the 14th Century" [Mainland] in *A New History of Southeast Asia* (2010): 92-110.

*September 29*

#### **MARITIME SOUTHEAST ASIA AND EUROPEAN COLONIAL ADVANCES, 1500-1830**

READINGS: \*M.C. Ricklefs, et al, "The Rise of New States from the 14th Century" (110-115) and "Non-Indigenous Actors Old and New" (127-133) [Maritime] in *A New History of Southeast Asia* (2010).

See Chronology of Colonial Advances: Lecture Handout

*October 1*

#### **RELIGIONS AND RELIGIOUS LIFE**

READINGS: *Emergence of Modern Southeast Asia* (2005): 35-51.

\*M.C. Ricklefs, et al, "New Global Religions and Ideas from the 13th Century" in *A New History of Southeast Asia* (2010): 69-91.

## **MIDTERM EXAMINATION:**

**Objective Part: In Lecture on October 1**

**Take-Home Part: Distributed in Lecture: October 1**

**Take-Home Part: Due Back in Lecture on October 6**

## **II. COLONIAL TRANSFORMATIONS AND INDIGENOUS RESPONSES (1830-1945)**

*October 6*

### **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 8*

### **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: 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

#### VIETNAM

*October 13*

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

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

*October 15 and 20*

#### **NATIONALISM, COMMUNISM, AND THE ANTI-COLONIAL STRUGGLES**

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 22 and 27*

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

READINGS: \*R. McNamara, "We Were Wrong, Terribly Wrong" *Newsweek* 4/17/1995.

\*W.S. Turley, "Of Lessons and Their Price" in *The Second Indochina War* (2009): 237-263.

*October 29*

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

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

\*J. London, "Politics in Contemporary Vietnam" in *Politics in Contemporary Vietnam*, ed. by J. London (Palgrave, 2014): 1-20.

#### PHILIPPINES

*November 3 and 5*

#### **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 10 and 12*

#### **ELITE DEMOCRACY AND AUTHORITARIAN RULE**

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

\*P.N. Abinales & D. Amoroso, "Twenty-first century Philippine politics" in *State and Society in the Philippines* (2005): 266-307.

## **INDONESIA**

*November 17*

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

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

*November 19 and 24*

### **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 26-November 29**

*December 1 and 3*

### **UNITY AMIDST DIVERSITY:**

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

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

\*J.S. Davidson, "Dilemmas of democratic consolidation in Indonesia" in *The Pacific Review*, 22(3), 7/2009: 293-310.

**\*\*\*WRITING PROJECTS DUE: On or Before: December 3 (in lecture)**

## **THAILAND**

*December 8 and 10*

### **OVERCOMING THE MONARCHY: MILITARY RULE**

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

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

*December 15*

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

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

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

\*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.

## 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 December 3rd 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)

*Dumb Luck*, by Vu Trong Phung (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)

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

*The Lioness in Bloom*, various author, trans by S.F. Kepner (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 essay and 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. 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
- \*\* 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 (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, 2015**