

HISTORY OF SOUTHEAST ASIA, 1800 TO PRESENT

UNIVERSITY OF WISCONSIN-MADISON
Department of History
Spring 2010

History 458

Mr. McCoy

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 in just 27 lectures requires compression and selection. Instead of discussing the history of individual nations, the course analyzes broad themes that encompass major changes in this region during different historical epochs. To animate these generalities, lectures will illustrate these broad regional themes with detailed discussions of events in individual countries from the eighteenth century to the present.

In the nineteenth 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 past with both ancient empires and colonial conquest, and a present of war and revolution, democracy and dictatorship, 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 both the "suggested reading" and the "reading for texture" for those who wish to do more.

Class Meetings: Lectures are held in 1651 Humanities on Tuesdays and Thursdays, 2:30 to 3:45 p.m. Lectures *and* Discussions are the core of the course, and students should attend to do well.

Office Hours: For *Alfred McCoy*, Room 5131 Humanities, Thursdays, 12:00-2:00 p.m. and other hours by appointment (TEL: 263-1855). Messages sent via e-mail to: <awmccoy@wisc.edu>.

For *Laura Steckman*, Tuesdays, 9:30 - 11:30 a.m. in 4269 Humanities, and other hours by appointment via telephone (608) 890-3307, mail at Box 5091 Humanities, or email at <bluechiron@aol.com>.

Readings: To follow the lectures, students should read selections from the "required readings" before the relevant lecture. The "*Required Readings*" and many of the "*Suggested Readings*" are found in the textbooks (listed below) and a "Course Pack" sold at the Humanities Copy Center. To gain some sense of the temper of times long past and prepare for the final exam, students are also urged to sample the fiction and autobiographies under "*Readings for Texture*" which are held in Closed Reserve at the College Library. Those who need ready references for an essay or wish to read more deeply on a given topic should see the "*Background Bibliography*."

Undergraduate Grading: Students shall attend lectures, participate in discussions, and complete three (3) pieces of written work:

Mid-term: During the lecture on, *Thursday, March 4*, a list of questions--based on the material covered in the lectures and the required reading through Week 7--will be

distributed in class. Students will be expected to write one short essay (maximum 5 typed pages) and submit their typed exam at the start of class on *Tuesday, March 9*. In completing this exam, students are required to footnote their answers and follow the essay format outlined below in Part V.

Discussion Sections: Students are expected to attend discussion sections which will review materials from previous week of lectures and readings. In addition to regular attendance, students shall prepare three short (i.e. one page) papers, responding to a “texture reading” and connecting it to the week’s historical period or problem.

Essay: At the start of lecture on *Thursday, April 8*, students will submit a one-page outline for their major essays with a one-paragraph abstract of the argument, an outline of the paper’s main points, and a preliminary bibliography. Students who have questions are urged to come to office hours to discuss these outlines with the instructor.

At the start of lecture on *Tuesday, April 20*, students shall submit a 2,500 word research essay (about 8 to 10 pages) with footnotes and bibliography. A list of topics is appended below in Part IV, and the format for the essays is detailed in Part VI below.

Final Exam: Students shall take a two-hour final examination on *Saturday, May 15, from 7:45- 9:45 a.m.*, at a place to be announced. Students will be required to answer three questions—(1.) one on a broad theme from the lectures, (2.) a multi-part question requiring summaries of the arguments from some of the “Required Readings” listed below, and (3.) a reflection on how literature illuminates history based on any three of the “Texture Readings.”

Final Grade: Mark in the course shall be computed as follows:

--mid-term exam:	20%
--research essay:	30%
--final exam:	20%
--discussion grade:	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 (Sold at University Bookstore):

Anderson, Benedict, **Imagined Communities** (New York, 2007).

Reid, Anthony, **Southeast Asia in the Age of Commerce, 1450-1680: Volume Two: Expansion and Crisis** (New Haven, 1993).

Steinberg, David, ed., **In Search of Southeast Asia** (Honolulu, 1985).

Tarling, Nicholas, ed., **The Cambridge History of Southeast Asia: Volume Two** (Cambridge, 1999).

Reference Volumes:

Hall, D.G.E., **A History of Modern Southeast Asia** (London, 1981).

Reid, A.J.S., **Southeast Asia in the Age of Commerce 1450-1680, Volume One: The Lands Below the Winds** (New Haven, 1988).

II. REQUIRED READINGS: [N.B.: Readings in the Course Pack*]:-

WEEK 1 (January 19): UNDER MT. MERU--THE TRADITIONAL STATE

Required Reading:

- Heine-Geldern, Robert , “Conceptions of State and Kingship in Southeast Asia,” **Far Eastern Quarterly** 2:1 (1942) , pp. 15-30.*
- Lieberman, Victor, **Strange Parallels: Southeast Asia in Global Context, c. 800-1830. Vol. 1** (Cambridge, 2003), pp. 1-66.*
- Reid, A.J.S., **Southeast Asia in the Age of Commerce 1450-1680, Volume One: The Lands Below the Winds** (New Haven, CT, 1988), pp. 1-10.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 1-6, 9-48, 60-90.

Suggested Reading:

- Anderson, Benedict, “The Idea of Power in Javanese Culture,” in, Claire Holt, ed., **Culture and Politics in Indonesia** (Ithaca, NY, 1972), pp. 1-70.
- Anderson, Benedict, “Introduction,” **The Spectre of Comparisons: Nationalism, Southeast Asia and the World** (London, 1998), pp. 1-26.
- Benda, Harry, “The Structure of Southeast Asian History: Some Preliminary Observations,” **Continuity and Change in Southeast Asia: Collected Journal Articles of Harry J. Benda** (New Haven, 1972), pp. 121-53.

WEEK 2 (January 26): EUROPEAN EMPIRES

Required Reading:

- Phelan, John Leddy, **The Hispanization of the Philippines** (Madison, 1967), pp. 3-28, 41-71.*
- Reid, Anthony, **Southeast Asia in the Age of Commerce, 1450-1680: Volume Two: Expansion and Crisis** (New Haven, 1993), pp. 1-61.
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 49-59, 91-95.

Suggested Reading:

- Andaya, Leonard Y, “Interactions with the Outside World and Adaptation in Southeast Asian Society, 1500-1800,” in, Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume One** (Cambridge, 1992), pp. 345-95.
- Braudel, Fernand, **The Perspective of the World: Civilization and Captialism--15th-18th Century, Volume 3** (New York, 1984), pp. 386-87, 484-535.
- Cushner, Nicholas P., **Spain in the Philippines** (Quezon City , 1971), pp. 127-52.
- Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 22-31, 61-80.

WEEK 3 (February 2): ISLANDS IN THE EARLY MODERN AGE

Required Reading:

- Andaya, Barbara Watson, “Political Development between the Sixteenth and Eighteenth Centuries,” in, Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume One** (Cambridge, 1992), pp. 403-54.*
- 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.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 139-170.

Reading for Texture:

Baum, Vicki, **Tale of Bali**, Basil Creighton, trans. (New York, 1938), pp. 395-417.
 Conrad, Joseph, **Lord Jim** (London, 1900), chapters 21-45.

Suggested 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.
 Cushner, Nicholas P., **Spain in the Philippines** (Quezon City, 1971), pp. 101-26, 153-85.
 Phelan, James L., **The Hispanization of the Philippines** (Madison, WI, 1959), pp. 105-35.
 Reid, Anthony, **Southeast Asia in the Age of Commerce, 1450-1680: Volume Two: Expansion and Crisis** (New Haven, 1993), pp. 62-131.
 Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 81-118.
 Scott, William Henry, **Barangay: Sixteenth-Century Philippine Culture and Society** (Quezon City, 1994), pp. 127-57.
 Warren, James, "Slavery and the Impact of External Trade: The Sulu Sultanate in the 19th Century," in, A.W. McCoy and E.C. de Jesus, eds., **Philippine Social History: Global Trade and Local Transformations** (Honolulu, 1982), pp. 415-44.

WEEK 4 (February 9): MAINLAND RESPONSE TO COLONIALISMRequired Reading:

Reid, A.J.S., **Southeast Asia in the Age of Commerce, 1450-1680. Volume Two: Expansion and Crisis** (New Haven, 1993), pp. 202-66.
 Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 99-138.
 Yoneo Ishii, "History and Rice Growing," in, Yoneo Ishii, ed., **Thailand: A Rice-Growing Society** (Honolulu, 1978), pp. 15-39.*

Reading for Texture:

Landon, Margaret, **Anna and the King of Siam** (New York: John Day, 1944), pp. 1-3, 23-78.

Suggested Reading:

Anderson, Benedict, "Studies in the Thai State: The State of Thai Studies," in, Eliezer B. Ayal, ed., **The Study of Thailand: Analyses of Knowledge, Approaches and Prospects** (Athens, OH, 1978), pp. 193-257.
 Lieberman, Victor, "Local Integration and Eurasian Analogies: Structuring Southeast Asian History, c.1350-c.1830," **Modern Asian Studies** 27, no. 3 (1993), pp. 475-572.
 Winichakul, Thongchai, **Siam Mapped: A History of the Geo-Body of a Nation** (Honolulu, 1994), pp. 62-80.

WEEK 5 (February 16): ECOLOGICAL & ECONOMIC TRANSFORMATIONSRequired Reading:

Adas, Michael, **The Burma Delta: Economic Development and Social Change on an Asian Rice Frontier, 1852-1941** (Madison, WI, 1974), pp. 3-38.*
 Elson, Robert, "International Commerce, the State, and Society: Economic and Social Change," in, Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume Two** (Cambridge, 1992), pp. 127-191.

- McCoy, Alfred W., "Introduction," in, Alfred McCoy & Ed. C. de Jesus, eds., **Philippine Social History** (Honolulu, 1982), pp. 1-14.*
- Reid, Anthony, **Southeast Asia in the Age of Commerce, 1450-1680: Volume Two: Expansion and Crisis** (New Haven, 1993), pp. 267-325.

Reading for Texture:

- Lederer, William J. and Eugene Burdick, **The Ugly American** (New York, 1958), pp. 205-231.
- Jose, F. Sionel, **Po-on** (Manila, 1984), Part I (chapters 3-9).

Suggested Reading:

- Brocheux, Pierre, **The Mekong Delta: Ecology, Economy, and Revolution, 1860-1960** (Madison, WI, 1995), pp. 1-50.
- Cushner, Nicholas P., **Spain in the Philippines** (Quezon City , 1971), pp. 186-209.
- McLennan, Marshall S., "Changing Human Ecology on the Central Luzon Plain: Nueva Ecija, 1705-1939," in, A.W. McCoy and E.C. de Jesus, eds., **Philippine Social History: Global Trade and Local Transformations** (Honolulu, 1982), pp. 57-91.
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 219-44.
- Wolf, Eric, **Europe and the People Without History** (Berkeley, 1982), pp. 310-53.

WEEK 6 (February 23): PLANTATION & PROLETARIAT

Required Reading:

- Geertz, Clifford, **Agricultural Involution** (Berkeley, 1963), pp. 12-37, 83-123.*
- Murphey, Rhoads, "Traditionalism and Colonialism: Changing Urban Roles in Asia," **Journal of Asian Studies** 29:1 (1969), pp. 67-84.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 247-68.

Reading for Texture:

- Maugham, W. Somerset, **The Complete Short Stories W. Somerset Maugham** (New York, 1934), pp. 184-216 ("The Letter"), 641-70 ("Footprints in the Jungle.")
- Marr, David G., ed., **The Red Earth: A Vietnamese Memoir of Life on a Colonial Rubber Plantation**, by Tran Tu Binh, John Spragens, Jr., trans. (Athens, OH, 1985), pp. 15-45.
- Multatuli, **Max Havelaar; or, The Coffee Auctions of the Dutch Trading Company** (Amherst, 1982), pp. 62-77, 114-32.
- Szekely, Ladislao, **Tropic Fever: The Adventures of a Planter in Sumatra**, Marion Saunders, trans. (New York, 1979), pp. 45-111.
- Vu Trong Phung, "Household Servants," in, Greg Lockhart and Monique Lockhart, trans., **The Light of the Capital** (New York, 1996), pp. 121-156.

Suggested Reading:

- Knight, G.R., "The Java Sugar Industry as a Capitalist Plantation: A Reappraisal," in, E. Valentine Daniel, Henry Bernstein, and Tom Brass, eds., **Plantations, Proletarians and Peasants in Colonial Asia** (London, 1992), pp. 68-86.
- Murray, Martin J., "'White Gold' or 'White Blood'?: The Rubber Plantations of Colonial Indochina, 1910-40," in, E. Valentine Daniel, Henry Bernstein, and Tom Brass, eds., **Plantations, Proletarians and Peasants in Colonial Asia** (London, 1992), pp. 41-67.
- Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 119-30.
- Scott, James C., **Moral Economy of the Peasant** (New Haven, CT, 1976), pp. 56-90.

[N.B.: Thursday, March 4, Take-Home Midterm Exam Distributed in Class]

WEEK 7 (March 2): HIGH COLONIALISM

Required Reading:

Friend, Theodore, **Blue Eyed Enemy: Japan Against the West in Java and Luzon, 1942-1945** (Princeton, 1988), pp. 14-53.*

Steinberg, David J., ed., **In Search of Southeast Asia** (New York, 1971), pp. 173-218.

Trocki, Carl A., "Political Structures in the Nineteenth and Early Twentieth Centuries," in, Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume Two** (Cambridge, 1992), pp. 79-127.

Reading for Texture:

Maugham, W. Somerset, **The Complete Short Stories W. Somerset Maugham** (New York, 1934), pp. 267-95 ("The Outstation"), 296-321 ("The Yellow Streak.")

Orwell, George, "Shooting an Elephant," **A Collection of Essays by George Orwell** (New York, 1954), pp. 154-62.

Orwell, George, **Burmese Days** (London, 1934), chapters 1-3.

Tam Lang, "I Pulled a Rickshaw," in, Greg Lockhart and Monique Lockhart, trans., **The Light of the Capital** (New York, 1996), pp. 51-120.

Suggested Reading:

May, Glenn A., **Social Engineering in the Philippines: The Aims, Execution, and Impact of American Colonial Policy, 1900-1913** (Westport, 1980), pp. 3-38.

Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 131-62.

Sutherland, Heather, **The Making of a Bureaucratic Elite** (Singapore, 1979), pp. 1-18.

Taylor, Robert H., **The State in Burma** (Honolulu, 1987), pp. 66-147.

[N.B.: Tuesday, March 9, Midterm Exam Due at Start of Class]

WEEK 8 (March 9): ORIGINS OF NATIONALISM

Required Reading:

Anderson, Benedict, **Imagined Communities: Reflections on the Origin and Spread of Nationalism** (London, 1983), pp. 1-46.

Benda, Harry, "Political Elites in Colonial Southeast Asia," **Continuity and Change in Southeast Asia: Collected Journal Articles of Harry J. Benda** (New Haven, 1972), pp. 186-204.*

Cushner, Nicholas P., **Spain in the Philippines** (Quezon City, 1971), pp. 210-29.*

Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 247-81, 292-311.

Reading for Texture:

Rizal, Jose, **Noli Me Tangere** (Makati City, 1996), pp. 31-40 (chapter 6), 123-30 (chapter 21), 423-31 (chapter 50).

Truong Buu Lam, **Patterns of Vietnamese Response to Foreign Intervention: 1858-1900** (New Haven, 1967), pp. 66-72.

Suggested Reading:

Ileto, Reynaldo, **Pasyon and Revolution: Popular Movements in the Philippines, 1840-1910** (Manila, 1979), pp. 37-91.

- Ileto, Reynaldo C., "Religion and Anti-Colonial Movements," in, Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume Two** (Cambridge, 1992) pp. 193-244.
- Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 163-80.

WEEK 9 (March 16): MODERN NATIONALIST MOVEMENTS

Required Reading:

- Anderson, Benedict, **Imagined Communities: Reflections on the Origin and Spread of Nationalism** (London, 1983), pp. 113-54, 163-85.
- Kratoska, Paul, and Ben Batson, "Nationalism and Modernist Reform," in, Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume Two** (Cambridge, 1992), pp. 245-320.

Reading for Texture:

- U Nu, **Saturday's Son: Memoir of the Former Prime Minister of Burma** (New Haven, CT, 1975), pp. 87-101.

Suggested Reading:

- McCoy, Alfred W., "Quezon's Commonwealth: The Emergence of Philippine Authoritarianism," in, Ruby Paredes, ed., **Philippine Colonial Democracy** (New Haven, CT, 1989), pp. 114-60.
- Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 181-95.
- Scott, James C., **Moral Economy of the Peasant** (New Haven, CT, 1976), pp. 114-56.
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 282-91, 312-45.

WEEK 10 (April 23): WORLD WAR II & JAPANESE OCCUPATION

Required Reading:

- Anderson, Benedict, **Java in a Time of Revolution: Occupation and Resistance, 1944-46** (Ithaca, NY, 1972), pp. 1-60.*
- Anderson, B.R. O'G., "Japan: 'The Light of Asia,'" in, Josef Silverstein, ed., **Southeast Asia in World War II: Four Essays** (New Haven, 1966), pp. 13-31.*
- Benda, Harry J., "The Japanese Interregnum in Southeast Asia," in, Grant Goodman, ed., **Imperial Japan and Asia: A Reassessment** (New York, 1967), pp. 65-79.*
- McCoy, Alfred, "Introduction," in, Alfred W. McCoy, ed., **Southeast Asia Under Japanese Occupation** (New Haven, CT, 1980), pp. 1-11.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 349-55.

Reading for Texture:

- Baw Maw, **Breakthrough in Burma** (New Haven, 1968), pp. 51-137.
- Keith, Agnes Newton, **Three Came Home** (Boston, 1947), pp. 29-44.
- Tran Van Mai, "Who Committed This Crime," in, Ngo Vinh Long, **Before the Revolution** (New York, 1973), pp. 221-276.
- U Nu, **Saturday's Son: Memoir of the Former Prime Minister of Burma** (New Haven, CT, 1975), pp. 102-34.

Suggested Reading:

- Cheah Boon Kheng, "The Social Impact of the Japanese Occupation of Malaya (1942-1945)," in, Alfred W. McCoy, ed., **Southeast Asia Under Japanese Occupation** (New Haven, 1980), pp. 91-124.

- Reid, A.J.S., "Indonesia: From Briefcase to Samurai Sword," in Alfred W. McCoy, ed., **Southeast Asia Under Japanese Occupation** (New Haven, 1980), pp. 16-32.
- Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 199-211.
- 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.
- Truong Buu Lam, "Japan and the Disruption of the Vietnamese Nationalist Movement," in Walter E. Vella, ed., **Aspects of Vietnamese History** (Honolulu, 1973), pp. 237-70.

[N.B.: SPRING BREAK, March 27-April 4, 2010]

WEEK 11 (April 6): NATIONAL REVOLUTIONS

Required Reading:

- Huynh Kim Khanh, "The Vietnamese August Revolution," **Journal of Asian Studies** 30:4 (1970), pp. 761-82.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 356-73.

Suggested Reading:

- Anderson, Benedict, **Java in a Time of Revolution: Occupation and Resistance, 1944-46** (Ithaca, NY, 1972), pp. 125-66.
- Friend, Theodore, **Blue-Eyed Enemy: Japan against the West in Java and Luzon, 1942-1945** (New Haven, CT, 1988), pp. 211-39.
- Marr, David, "World War II and the Vietnamese Revolution," in Alfred W. McCoy, ed., **Southeast Asia Under Japanese Occupation** (New Haven, CT, 1980), pp. 125-51.
- Marr, David, **Vietnam 1945: The Quest for Power** (Berkeley, 1995), pp. 347-401.
- Reid, A.J.S., **The Indonesian Revolution** (Melbourne, 1974), pp. 19-76
- Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 212-33.
- Wolf, Eric R., **Peasant Wars of the Twentieth Century** (New York, 1969), pp. 159-207.

[N.B.: Thursday, April 8, Essay Outlines Due at Start of Class.]

WEEK 12 (April 13): COMMUNIST MOVEMENTS

Required Reading:

- 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.*
- Kerkvliet, Ben, **The Huk Rebellion** (Berkeley, 1977), pp. 1-25, 110-55.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 374-86.

Reading for Texture:

- Greene, Graham, **The Quiet American** (New York, 1996), chapters 1-5 (Part I).
- Lartéguy, Jean, **Yellow Fever** (New York, 1965), pp. 191-276.
- Pomeroy, William J., **The Forest** (New York, 1963), pp. 7-44.
- Suyin, Han, **And the Rain My Drink** (London, 1956), chapters 1-4 (pp. 11-69).
- Taruc, Luis, **Born of the People** (New York, 1954), pp. 17-54.
- Truong Nhu Tang, **A Vietcong Memoir: An Inside Account of the Vietnam War and Its Aftermath**, with David Chanoff and Doan Van Toai (New York, 1985), pp. 1-32, 63-80.

Suggested Reading:

- Duiker, William J., **The Communist Road to Power in Vietnam** (Boulder, 1981), pp. 7-55.
- Lintner, Bertil, **The Rise and Fall of the Communist Party of Burma** (Ithaca, 1990), pp. 1-54
- Mortimer, Rex, "Traditional Modes and Communist Movements: Change and Protest in Indonesia," in, J.W. Lewis, ed., **Peasant Rebellion and Communist Revolution in Asia** (Stanford, 1974), pp. 99-123.
- Stenson, Michael, "The Ethnic and Urban Bases of the Communist Revolution in Malaya," in, J. Lewis, ed., **Peasant Rebellion and Communist Revolution in Asia** (Stanford, 1974), pp. 125-50.

[N.B.: Tuesday, April 20, Essays Due at Start of Class.]

WEEK 13 (April 20): DECLINE OF DEMOCRACYRequired Reading:

- Crouch, Harold, "The Trend to Authoritarianism: The Post-1945 Period," in, Harry Aveling, ed., **The Development of Indonesian Society** (St. Lucia, Qld., 1979), pp. 166-204.*
- Kingsbury, Damien, **The Politics of Indonesia** (Oxford, 1998), pp. 39-70.*
- Scott, James, "The Erosion of Patron-Client Bonds and Social Change in Southeast Asia," **Journal of Asian Studies** 32:1 (1972), pp. 5-37.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 394-404, 418-30, 431-42.
- Thompson, Mark R., **The Anti-Marcos Struggle: Personalistic Rule and Democratic Transition in the Philippines** (New Haven, 1995), pp. 15-48.*

Reading for Texture:

- Anderson, Benedict R. O'G., and Ruchira Mendiones, eds. and trans., **In the Mirror: Literature and Politics in Siam in the American Era** (Bangkok, 1985), pp. 109-140. (Witthayakon Chiangkun's "As If It had Never Happened"; Lao Khamhon's "You'll Learn Soon Enough.")
- Stewart, Frank, and John H. McGlynn, **Silenced Voices** (Honolulu, 2000), pp. 13-23, 193-198, 203-213 (Ahmad Tohari's "Village Dancer"; Abdul Latief's "I, the Accused"; Seno Gumira Ajidarma's "The Incident.")

Suggested Reading:

- Anderson, Benedict, "Cacique Democracy in the Philippines," **The Spectre of Comparisons: Nationalism, Southeast Asia and the World** (London, 1998), pp. 192-226.
- Anderson, Benedict, "Elections in Southeast Asia," **The Spectre of Comparisons: Nationalism, Southeast Asia and the World** (London, 1998), pp. 265-84.
- Hewison, Kevin J., "The State and Capitalist Development in Thailand," in, Richard Higgot & Richard Robison, eds., **Southeast Asia: Essays in the Political Economy of Structural Change** (London, 1985), pp. 266-293.
- Owen, Norman, "Economic and Social Change," in, Nicholas Tarling, ed., **The Cambridge History of Southeast Asia: Volume Two** (Cambridge, 1992), pp. 467-525.
- Ricklefs, M.C., **A History of Modern Indonesia Since c. 1300** (Stanford, 1993), pp. 237-83.

WEEK 14 (April 27): DICTATORSHIPRequired Reading:

- Anderson, Benedict R., "Old State, New Society: Indonesia's New Order in Comparative Historical Perspective," **Journal of Asian Studies** 42 (1983), pp. 477-96.*
- Kingsbury, Damien, **The Politics of Indonesia** (Oxford, 1998), pp. 77-98, 198-218.*
- Schwarz, Adam, **A Nation in Waiting: Indonesia in the 1990s** (Boulder, 1994), pp. 24-48, 133-61.*
- Steinberg, David J., ed., **In Search of Southeast Asia** (Honolulu, 1987), pp. 387-93.
- Thompson, Mark R., **The Anti-Marcos Struggle: Personalistic Rule and Democratic Transition in the Philippines** (New Haven, 1995), pp. 49-63.*
- Wurfel, David, **Filipino Politics: Development and Decay** (Ithaca, 1988), pp. 114-53.*

Reading for Texture:

- Ali, S. Husin, **Two Faces: Detention without Trial** (Kuala Lumpur, 1996), pp. v-vi, 1-37, 151-165.
- Roeder, O.G., **The Smiling General: President Soeharto of Indonesia** (Jakarta, 1969), pp. 1-3, 7-45, 93-135, 139-71, 179-89.
- Spence, Hartzell, **Marcos of the Philippines** (Cleveland, 1969), pp. 7-48, 123-93, 298-324.

Suggested Reading:

- Bresnan, John, **Managing Indonesia: The Modern Political Economy** (New York, 1993), pp. 7-28.
- Emmerson, Donald K., "Understanding the New Order: Bureaucratic Pluralism in Indonesia," **Asian Survey** 23:11 (1983), pp. 1220-1239.
- Ricklefs, M.C., **A History of Modern Indonesia Since c.1300** (Stanford, 1993), pp. 284-309.
- Robison, Richard, "Class, Capital and the State in New Order Indonesia," in, Richard Higgott & Richard Robison, eds., **Southeast Asia: Essays in the Political Economy of Structural Change** (London, 1985), pp. 295-335.

WEEK 15 (May 4): PEOPLE-POWER REVOLUTIONSRequired Reading:

- Hewison, Kevin, "Emerging Social Forces in Thailand: New Political and Economic Roles," in, Richard Robison and David S.G. Goodman, eds., **The New Rich in Asia: Mobile Phones, McDonald's and Middle Class Revolution** (London, 1993), pp.137-57.*
- McCargo, Duncan, **Chamlong Srimuang and the New Thai Politics** (New York, 1997), pp. 19-66, 239-74.*
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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 impact of the culture system upon Java in the 19th and early 20th centuries.
- 7.) Explain the rise of secular nationalism in Indonesia before and during 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.) Analyze the reasons for the failure of armed communist uprisings by the Malayan Communist Party and the Philippine Huks.
- 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 two or more countries and using appropriate theory, analyze the impact of colonial rule on the evolution of the modern Southeast Asian state since World War II.
- 18.) Compare the conditions of slavery in Siam with those in the Sulu Sultanate.
- 19.) Compare the character of nationalist opposition to 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 did 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 persistence of authoritarian rule in Indonesia, the Philippines, and Thailand.
- 25.) Compare the character of authoritarian leadership in postwar Indonesia and the Philippines, and explain why Suharto's rule proved much more tenacious than Marcos's.
- 26.) Explain the causality underlying the mass urban uprisings against authoritarian rule in the Philippines (1986), Thailand (1991), and Indonesia (1998).

V. BASIC SKILLS FOR HISTORY COURSES:

1.) *Learning Basic Skills:* Aside from some basic understanding of this region'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.

VI. HOW TO WRITE A RESEARCH ESSAY:

- 1.) *Prose:*
 - a.) Procedure:
 - 1.) By hand write out an outline of about 2 pages for a 10 to 15 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.

2.) Argument:

a.) 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.

b.) 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? Simple. You can sensitize yourself to the question by reading several sources with diverse viewpoints and approaches.

c.) 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.) Sources/Research:

a.) Need to Read:

1.) 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.

2.) 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:

Alfred W. McCoy, ed., *Southeast Asia Since 1800* (Madison: University of Wisconsin Press, 1989), pp. 34-5.

4.) 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.