

**History 508:250**  
**Southeast Asia and the World**  
 Fall 2018, Mondays & Wednesdays 2:50pm–4:10pm  
 Professor Chie Ikeya

INTRODUCTION TO THE COURSE

This course introduces students to Southeast Asia—one of the “crossroads of the world”—and its history from the earliest times until the end of the twentieth century. Southeast Asia is a large and complex region, comprised of 11 independent countries—Brunei, Burma/Myanmar, Cambodia, Indonesia, Laos, Malaysia, Philippines, Singapore, Thailand, Timore Leste, and Vietnam—and home to animism, Buddhism, Christianity, Confucianism, and Islam as well as some of the greatest ethnic, linguistic, and biocultural diversity anywhere in the world. Yet, it tends to be dwarfed by its powerful neighbors, India and China. In world histories, it has received scant attention, remaining practically invisible until the 19<sup>th</sup> century when the entire region (with the exception of Siam/Thailand) was brought under European and American colonial rule.

This course will show why and how Southeast Asia is a relevant and important region for historical study. Students will be asked to examine the unfolding of world history from a Southeast Asia-centric perspective. What role did long-distance trade in Southeast Asian spices in the 15<sup>th</sup> and 16<sup>th</sup> centuries play in the development of mercantilism, imperialism, and a capitalist world system? What is the link between European colonial labor policies and practices in Southeast Asia and the formation of large Chinese and South Asian diasporic networks across the world? What was the impact of the Cold War and US interventions in Southeast Asia? How did a region once known for the massive immigration of laborers become, at the turn of the 21<sup>st</sup> century, one of the largest global exporters of labor? Students will address these and other questions that will help explore the region’s distinctiveness as well as its dynamic and evolving interconnections with the rest of the world. Students will read a variety of short stories, investigative reports, travel narratives, and other primary sources on topics such as slavery, shamanism, colonialism, nationalism, WWII and the Cold War, Buddhist and Islamic fundamentalism, labor migration, and sex tourism. Lectures will be supplemented by exciting videos and lively discussion. It is hoped that this course will stimulate interest among students to deepen their knowledge of Southeast Asia as well as other parts of the Asian region.

OBJECTIVES

1. Basic elements: students will have a solid grasp of key figures, cultures, events, and chronologies in Southeast Asian history.
2. Themes: students will develop an understanding of major themes in the historical analysis of Southeast Asian history: traditional autonomy of women; debt bondage and unfreedom; Indianization, Sinicization, Islamization, and Christianization; long-distance trade and cross-cultural diasporas; colonialism and its legacies; decolonization, nation-building, and the Cold War; modernization, “illiberal” democracies, and Islamic fundamentalism; labor migration, illicit trade, and trafficking.
3. SAS Core Goals: This course is part of the School of Arts and Sciences Core Curriculum, and satisfies the following SAS core goals:
  - H. Understand the bases and development of human and societal endeavors across time and place.
  - L. Employ historical reasoning to study human endeavors.
  - M. Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

## COURSE OUTLINE, THEMES & READINGS

*NOTE: all of the readings are available electronically through sakai.*

### **Week 1**

*Introduction to the course*

*Introduction to Southeast Asia*

READ: Craig Lockard, *Southeast Asia in World History* (Oxford University Press, 2009), pp. 1-19.

## **UNIT I: SOUTHEAST ASIA IN THE “GOLDEN AGE” (ca. 800-1400)**

### **Week 2**

*Southeast Asia: A Crossroads of the World*

READ: Craig Lockard, *Southeast Asia in World History* (Oxford University Press, 2009), pp. 34-51.

*“Indian” & “Chinese” connections*

READ: 1. Zhou Daguan, *The Customs of Cambodia* (c. 1297), excerpts; and 2. Ibn Battuta, *Travels in Asia and Africa, 1325-1354, The adventures of Ibn Battuta, a Muslim traveler of the 14th century* (University of California Press, 1986), pp. 199-206, 221-223.

### **Week 3**

*What’s Southeast Asian about Southeast Asia?*

FILM: *Friends in High Places* (2001)

*Manpower, Slavery, and Unfreedom*

READ: Shwe Baw, trans., “Kaingza Maharajathat” (c. 1630 C.E.), selections on slave law.

### **Week 4**

*Female Roles*

READ: Anthony Reid, “Female Roles in Pre-Colonial Southeast Asia,” *Modern Asian Studies* 22.3 (1988), pp. 629 – 645.

*Female Roles*

READ: 1. David Chandler, “Normative Poems (Chbap) and Pre-Colonial Cambodian Society.” *Journal of Southeast Asian Studies* 15.2 (1984), pp. 271-279; and 2. *Chbab srey*, excerpted from Philip N. Jenner, “A Minor Khmer Ethical Text of Early Date,” *Mon-Khmer Studies* 7 (1978).

## UNIT II: THE AGE OF COMMERCE (ca. 1400-1700)

### Week 5

#### *Southeast Asia in the Age of Commerce*

#### *Conquest and Conversion in the Age of Commerce*

READ: 1. Ma Huan, *The Overall Survey of The Ocean's Shores* [Ying-Yai Sheng-Lan], translated by J. V. G. Mills (White Lotus Press, 1997), pp. 86-97, 102-107; and 2. Tome Pires, *The Suma Oriental of Tome Pires: An Account of the East, From the Red Sea to Japan, Written in Malacca and India in 1512 - 1515* (The Hakluyt Society, 1944), pp. 254-259, 278-289.

### Week 6

#### *Conquest and Conversion in the Age of Commerce*

READ: Antonio Pigafetta, *The Voyage of Magellan: The Journal of Antonio Pigafetta* (The William L. Clements Library, 1969), pp. 50-70.

#### *Review of Units I & II*

## UNIT III: THE AGE OF COLONIALISM (ca. 1700-1945)

### Week 7

#### *From Trading Post to Territorial Empires*

#### *Necessary evil, lucrative vice: plantation and opium regimes*

READ: J. F. Scheltema, "The Opium Question," *American Journal of Sociology* 16.2 (1910), pp. 213-235.

### Week 8

#### *Colonialism, civilization, and progress: education*

READ: R.A. Kartini, "Give the Javanese Education!" in *Letters from Kartini* (1992), pp. 529-547

#### *Colonialism, civilization, and progress: science & medicine*

READ: Vũ Trọng Phụng, *Lục Xi: Prostitution and Venereal Disease in Colonial Hanoi* (1937), translated by Shaun Kingsley Malarney (University of Hawai'i Press, 2011), pp. 45-47, 55-67, 72-74, 88-94.

### Week 9

#### *Colonialism and its discontents: colonial disease and self-loathing*

READ: George Orwell, "Shooting an Elephant" (1926)

#### *Quiz 1*

## UNIT IV: Decolonization and Independence (ca. 1945- )

### Week 10

*From colony to nation: the violent birth of nations*

*The “Cold” War: Cambodia*

READ: “Planning the Past: The Forced Confessions of Hu Nim,” in Chandler, et. al, *Pol Pot Plans the Future* (Yale University Southeast Asian Studies, 1988), pp. 227-232, 276-317.

### Week 11

*The “Cold” War: Indonesia*

FILM: *The Act of Killing* (2012)

READ: Benedict Anderson, “How Did the Generals Die?” *Indonesia* 43 (1987), pp. 109-113.

*The “Cold” War: Indonesia*

FILM: *The Act of Killing* (2012)

### Week 12

*The rise of “illiberal” governments: democracy, human rights, and “Asian values”*

READ: 1. Aung San Suu Kyi, “In Quest of Democracy,” in *Freedom From Fear and other writings*, edited by Michael Aris (1991), pp. 167 – 179; and 2. Anwar Ibrahim, *The Asian Renaissance* (1996), excerpts.

*Islamic fundamentalism?*

FILM: *Aku Siapa* (Who Am I?)

READ: Sisters in Islam, “Are Women and Men Equal Before Allah?” (1987)

### Week 13

*QUIZ 2*

**No Class; Happy Thanksgiving!**

### Week 14

*Trafficking & labor migration*

VISIT: the website [www.thephotessay.com](http://www.thephotessay.com)

READ: Jason DeParle, “A Good Provider is One Who Leaves,” *New York Times Magazine* (April 22, 2007), pp. 50 – 57, 72, 122 – 123.

*Sexual labor: sex industry and tourism*

FILM: *Cowboys in Paradise*

READ: Sue Sun, “Where the Girls Are: The Management of Venereal Disease by United States Military Forces in Vietnam,” *Literature and Medicine* 23.1 (Spring 2004), pp. 66 – 87.

### Week 15

*REVIEW & DISCUSSION OF FINAL ESSAY*

## COURSE REQUIREMENTS

**Class Participation and Attendance (10%):** You are required to attend all classes, complete all the required readings and in-class assignments for each week, and participate actively and substantively in class discussions. *Note: frequent absence and tardiness will affect your class participation grade negatively* (see classroom policies below). To maximize participation, students should prepare the readings conscientiously, take notes on it, ask questions of it, and think deeply about it, all in advance of class. Extra credit will be given for students who respond to questions or raise them in response to lectures, depending on the quality and frequency of that participation.

### **In Class Low-Stakes Writing: “Reflections” (15%)**

Throughout the semester, you will be asked *during class* to write short reflections that think through and evaluate some aspect of a given reading, film, or theme of the course. Prompts will be provided.

Please note that the goal of informal, in class, low-stakes writing is not so much to produce excellent pieces of writing as to explore and process the course material. You should not struggle to try to get your thoughts exactly right. The phrasing and language can be casual. The assignment is graded on a pass/fail basis (you will get 100 points if you do it and 0 otherwise).

### **Middle-Stakes Writing: Primary Source Analysis (15%)**

The ability to read, think about, and develop an original interpretation of a single primary source is essential to the historian’s craft. Accordingly, you will be asked to provide a concise analysis (2 page, 12 pt Times New Roman, double-spaced) of one short primary source text assigned for the course. You should read the text closely and put forth *your* interpretation of the text *without the aid of secondary sources*. Keep in mind that interpretation requires you to move beyond mere description of the source text to a discussion of its significance for understanding a particular subject matter (in our case, imperialism). Prompts will be provided.

This is a relatively informal written assignment intended to prepare you for the final high-stakes essay by helping you sharpen your skills in primary source analysis. HOWEVER, it is NOT intended as free-flowing, last minute scrawls. Please make sure that the organization, word choice, and style of writing make your main points easily comprehensible.

### **High-Stakes Writing: Final Essay (30%)**

The final essay (6-8 page, 12 pt Times New Roman, double-spaced) requires you to answer one of several essay questions provided by Professor Ikeya. The answer to the questions should be clearly formulated, adequately developed, and convincing (in other words, they should be backed up by sufficient supporting evidence and examples). They are not intended as a research exercise, so no further readings are required. The use of material external to the course is discouraged.

**Quizzes (15% each, 30% total):** There will be 2 close-book quizzes consisting of 20 multiple-choice questions and a map quiz based on the readings, lectures, and discussions.

## CLASS POLICIES

1. If you expect to miss classes please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to Professor Ikeya. Please note that you will receive only three unexcused absences. After three absences, you must show documentation to prevent forfeiting your class participation grade. Absences after the fact will only be excused for emergencies and with a doctor's note or a note from a Dean of Students.
2. It is not acceptable to come to class late or to walk out of class while it is in session; please take care of any personal needs before entering the classroom and expect to stay inside until class is over. Frequent and flagrant tardiness will affect your class participation grade negatively.
3. Anyone engaging in electronic communications or entertainment of any kind during class (texting, phone calls, emailing, Facebook, web browsing, solitaire, ESPN live, etc.) will be asked to leave. Please note that all laptop users will be asked to sit in the first two rows of the classroom.
4. All written work is to be your own original work, done for this course. DO NOT PLAGIARIZE. Plagiarism is taking someone else's words, ideas or arguments without acknowledging them appropriately. If you use the exact words taken from a source, they must be in quotation marks (and the source referenced). If you paraphrase, give the source in a reference. Please familiarize yourself with the History Department's statement on plagiarism, which can be found on the Department's Homepage: <http://history.rutgers.edu/undergrad/plagiarism/htm>.
5. To be fair to everyone, the highest grade of a late written assignment is B+. The only exceptions will be for documented illness or exceptional personal/family problems. Extensions must be authorized in advance of the due date.