

# **History 508:250**

## **Southeast Asia and the World**

### **Spring 2023**

**Mondays & Wednesdays 2:00pm–  
3:20pm  
Murray Hall Room 208  
College Avenue Campus**

**Professor Chie Ikeya  
ci60@history.rutgers.edu  
Office: 220 Van Dyck Hall  
Office Hours: via zoom by  
appointment**



*Title Page to a 1730 Dutch atlas*

#### 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 re-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 a capitalist and colonial world? What is the link between European colonial labor policies and practices in Southeast Asia and the formation of large Chinese and South Asian merchant and migrant networks across the world? What does the history of US interventions in Southeast Asia teach us about the myth of US exceptionalism, the so-called Cold War, and what formal decolonization has entailed?

*This course is part of the School of Arts and Sciences Core Curriculum, and satisfies the following SAS core goals:*

Historical Analysis [HST]: Employ historical reasoning to study human endeavors.

Social Analysis [SCL]: Understand different theories about human culture, social identity, economic entities, political systems, and other forms of social organization.

#### COURSE OUTLINE, THEMES, READING & VIEWING ASSIGNMENTS

*The readings are available electronically through canvas unless otherwise indicated. Highlighted texts are primary sources (please see the description of the Essay Assignment below). Students are expected to complete the reading and viewing assignments **before the class meets**.*

#### **Week 1**

January 18. *Introduction to the course*

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

#### **Week 2**

January 23. *Southeast Asia: A Crossroads of the World*

READ:

1. Barbara Watson Andaya, “Introduction to Southeast Asia”  
<https://asiasociety.org/education/introduction-southeast-asia>

January 25. *Angkor in the Eyes of a Chinese Traveler*

READ:

1. Zhou Daguan, *The Customs of Cambodia* (c. 1297), excerpts.

#### **Week 3**

January 30. *The Archipelago in the Eyes of an Arab traveler*

READ:

1. Michael G. Peletz, Diversity and Unity  
<https://asiasociety.org/education/diversity-and-unity>

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.

February 1. *Manpower, Slavery, and Bondage*

READ:

1. Anthony Reid, "Introduction: Slavery and Bondage in Southeast Asian History," in Anthony Reid, ed., *Slavery, Bondage and Dependency in Southeast Asia* (St. Martin's Press, 1983), pp. 1 – 43.

#### Week 4

February 6. *Slaves in the Eyes of the Law*

READ:

1. Shwe Baw, trans., "Kaingza Maharajathat" (c. 1630 C.E.), selections on slave law.

February 8. *Women: Two Different Perspectives*

READ:

1. J. G. Scott, "The Position of Women in Burma," *Sociological Review* 6 (April 1913), pp. 139–46.
2. *Chbab srey*, excerpted from Philip N. Jenner, "A Minor Khmer Ethical Text of Early Date," *Mon-Khmer Studies* 7 (1978).

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

#### Week 5

February 13. *Southeast Asia in the Age of Commerce*

READ:

1. Michael G. Vann, "When the World Came to Southeast Asia: Malacca and the Global Economy"  
<https://www.asianstudies.org/publications/ea/archives/when-the-world-came-to-southeast-asia-malacca-and-the-global-economy/>

February 15. *Narratives of Commerce and Conquest*

READ:

1. Ma Huan, *The Overall Survey of The Ocean's Shores*, translated by J. V. G. Mills (White Lotus Press, 1997), pp. 86–97, 102–107.
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

February 20. *Accounts of Conversion*

READ:

1. Barbara Watson Andaya, "Negotiating Ambiguities: Female Rule in Muslim Asia during the Early Modern Period"  
<https://worldhistoryconnected.press.uiillinois.edu/17.3/Andaya.html>

February 22. READ:

1. Antonio Pigafetta, *The First Voyage Round the World by Magellan, translated from the accounts of Pigafetta and other contemporary writers* (The Hakluyt Society, 1874), pp. 84–102.

### UNIT III: COLONIALISM AND "EMANCIPATION" (ca. 1700-1945)

#### Week 7

February 27. *Quiz 1*

March 1. *From Trading Posts to Territorial Empires*

READ:

1. James Francis Warren, *Rickshaw Coolie: A People's History of Singapore, 1880–1940* (Singapore University Press, National University of Singapore, 2003), pp. 3–50.

#### Week 8

March 6. *Abolition and Asian Labor Migration*

READ:

1. James Francis Warren, *Rickshaw Coolie: A People's History of Singapore, 1880–1940* (Singapore University Press, National University of Singapore, 2003), pp. 137–150, 236–257, 305–315.

March 8. *Labor, Vice, and Capitalism*

READ:

1. J. Groneman, "Is Opium a Genuine Evil?" in Tineke Hellwig and Eric Tagliacozzo, eds., *The Indonesia Reader: History, Culture, Politics* (Duke University Press, 2009), pp. 202–206.
2. "Indian Labour in Malaya, Toddy Drinking," *The Indian* (26 December 1940).

#### Week 9: SPRING RECESS

#### Week 10: PROFESSOR IKEYA AWAY ON CONFERENCE

March 20. NO CLASS; PRIMARY SOURCE ANALYSIS DUE

March 22. NO CLASS (PLEASE DO THE READING AND VIEWING ASSIGNMENTS)

VIEW:

*Memories of a Forgotten War* (2002)

<https://bit.ly/3Go3eX5>

## READ:

1. Dawn Bohulano Mabalon, *Little Manila is in the Heart: The Making of the Filipina/o American Community in Stockton, California* (Duke University Press, 2013), pp. 25–100.

**Week 11**

March 27. ~~US Colonization~~ “Benevolent Assimilation” of the Philippines  
Discussion of materials assigned for March 22, 2023.

March 29. “Emancipating Women”: The Colonial Politics of Freedom and Uplift

## READ:

1. Susan Morgan, “Introduction,” *The Romance of the Harem*, Anna Leonowens (U. Press of Virginia, 1991): ix-xxxix.
2. Anna Leonowens, *Romance of the Harem* (1872): 9–41.

**Week 12**

April 3. *Contending Views on Emancipating Women*

## READ:

1. R.A. Kartini, “Give the Javanese Education!” in *Letters from Kartini: An Indonesian Feminist, 1900–1904*, trans. Joost Coté (Monash University, 1992), pp. 529–547.
2. All Asian Women’s Conference, Excerpt from the *Report of the All Asian Women’s Conference* (Times of India Press, 1931), pp. vii-viii.

April 5. *Sex, Marriage, and Society under Colonial Rule*

## READ:

1. Vũ Trọng Phụng, *The Industry of Marrying Europeans*, translated, with introduction, by Thúy Tranviet (Southeast Asia Program Publications, Cornell University, 2006): 9–21, 23–45.
2. 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. ix–x, 45–94.

**Week 13**

April 10. *Varieties of Anticolonialism*

In-class viewing: *From the Barrel of a Gun* (1992)

## READ:

1. “Manifesto of Dobama Asiayone” (1940)

April 12. *Japanese Occupation*

In-class viewing: *From the Barrel of a Gun* (1992)

## READ:

1. Ba Maw, *Breakthrough in Burma: Memoirs of a Revolution, 1939-1946* (Yale University Press, 1968), pp. xi11-xxiii, 179–186, 261–279, 282–297, 325–335.
2. Pramoedya Ananta Toer, “Death in a Time of Change” and “Working for the Japanese,” in *The Mute’s Soliloquy* (Hyperion, 1999), pp. 153–191.

**UNIT IV: DECOLONIZATION AND THE “COLD” WAR (ca. 1945- )****Week 14**

April 17. *QUIZ 2 & DISCUSSION OF FINAL ESSAY*

April 19. *The Vietnam War & its Legacies*

READ:

1. Patrick Hagopian, “Vietnam War Photography as a Locus of Memory,” in *Locating Memory: Photographic Acts*, edited by Annette Kuhn and Kirsten Emiko McAllister (Berghahn Books, 2006): 201–222.

**Week 15**

April 24. *The “Killing Fields”: Revolution and Genocide in Indonesia & Cambodia*

In-class viewing: *The Act of Killing* (2012)

READ:

1. Kathy Kadane, “Ex-agents say CIA compiled death lists for Indonesians” and “More from Kathy Kadane” <http://www.namebase.org/kadane.html>
2. Robert Cribb, “The Mass Killings of 1965-66,” R. Slamet Iman Santoso, “Student Demonstrations,” and Republican Demokratica de Timor Leste, “Our Struggle against Indonesian Aggression,” in Tineke Hellwig and Eric Tagliacozzo, eds., *The Indonesia Reader: History, Culture, Politics* (Duke University Press, 2009), pp. 346-351, 356-358, and 361-364.

April 26. *The “Killing Fields”: Revolution and Genocide in Cambodia (continued)*

In-class viewing: *The Act of Killing* (2012)

READ:

Select stories from:

1. Digital Archive of Cambodian Holocaust Stories (DACHS)  
Personal stories of some of the survivors. The Home page contains information about the Killing Fields with additional links to Tuol Sleng, Pol Pot and the Khmer Rouge.
2. Living Memory of the Khmer  
12 interviews with survivors of the Khmer Rouge

**Week 16**

May 1. *Peer Review of Final Essay Introduction & Bibliography*

Write a 1-page introduction to your essay, including a concise statement of your answer to the question that you have chosen, and a title for the paper. Include a bibliography that lists at least 5 primary source texts that you are discussing in the essay. We will critique each draft in class. Please come to class prepared to discuss the following: Why do you begin the way that you do? What makes an effective title? How did you go about determining which 5 primary source texts to analyze in the essay?

**ASSESSMENT AND ASSIGNMENTS**

**Attendance and Class Participation (10%)**

Attendance and participation are important to your success in this class. Prof. Ikeya expects each student to make every effort to attend class, complete all the required readings and viewings for each week, and participate substantively in class discussions. To maximize participation, you should prepare the readings conscientiously, take notes on them, ask questions of them, and think deeply about them, all in advance of class.

Attendance is *not* graded, but *class participation is graded* for each class session as follows:

100 points	Present, on time, fully prepared, actively and thoughtfully participating in class discussions and activities
80 points	Present, on time, partially prepared, minimally participating in class discussions and activities
60 points	Present, on time, partially prepared, not participating in class discussions and activities
40 points	Present, on time, unprepared, minimally participating in class discussions and activities
0 points	Absent

A 10 point penalty will be imposed on the class participation grade for each 10 minutes you are late for each class.

If you expect to miss a class, 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 me. Extended absence requires a note from the Office of the Dean of Students. Please familiarize yourself with the University's policy on attendance and absence from class:

<https://sasundergrad.rutgers.edu/degree-requirements/policies/attendance-and-cancellation-of-classes>

Prof. Ikeya will post any relevant notes, slides, or additional readings and materials to Canvas following each class meeting. *Please note however that it is the responsibility of students who have been absent (for any reason) to find out what they have missed and obtain materials that may have been handed out.*

In the event that it becomes necessary to transition our class to an online format, details will be announced via Canvas Messenger.

**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 (approximately 1,000 words) 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. 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.

The essay is due on March 20, 2023.

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

Students will be asked to write a final essay in response to one of multiple essay questions that Professor Ikeya will provide two weeks before the essay is due. Your answer to the question should be clearly formulated and based on your analysis of multiple (at least 5) primary source texts that have been assigned in the course. You should read closely the primary source texts that you have chosen, consider the contexts in which they were produced, and develop *your* interpretation of the texts, which may or may not align with interpretations by other historians. Keep in mind that interpretation requires you to move beyond mere description of the primary source texts to a discussion of their significance for understanding a particular subject matter and answering the question that Professor Ikeya has posed.

The essay is not intended as a research exercise. You are encouraged to consult secondary sources and other materials examined in the course, but no further readings are required. The use of materials external to the course is strongly discouraged. Please see the rubric provided for assessing the essay.

The essay, which should be between 2,000–2,500 words, is due on March 11, 2022.

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

**CLASS POLICIES**

1. The use of phones is strictly prohibited during class. The use of other electronic or wireless devices will be permitted on a class-by-class basis. If you bring a computer or tablet into the class, please use it only for taking notes or other tasks directly related to our discussions.

Anyone engaging in electronic communications or entertainment of any kind during class (emailing, Facebook, web browsing, ESPN live, etc.) will be asked to leave and barred from bringing the device to subsequent classes.

2. All written work is to be your own original work, done for this seminar. Please 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:  
<https://history.rutgers.edu/academics/undergraduate/plagiarism>

If you have questions about proper citation styles and formats, please do not hesitate to ask me, or consult the "citation formatting tools" available through Rutgers University Libraries:  
<https://libguides.rutgers.edu/writing/citations#s-lg-box-wrapper-8116777>

Finally, please familiarize yourself with the University's policy on academic integrity:  
<http://nbacademicintegrity.rutgers.edu/home/academic-integrity-policy/>

3. 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.

### **Student-Wellness Services**

#### Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ <http://health.rutgers.edu/medical-counseling-services/counseling/>

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professionals within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community, and consultation and collaboration with campus partners.

Crisis Intervention : <http://health.rutgers.edu/medical-counseling-services/counseling/crisis-intervention/>

Report a Concern: <http://health.rutgers.edu/do-something-to-help/>

#### Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / [www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

### Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.