

# HH3027 A History of Modern Indonesia

Annex A

## 1. TEMPLATE FOR NEW COURSE CONTENT

<b>Academic Year</b>	2017-2018	<b>Semester</b>	2
<b>Course Coordinator</b>	ZHOU Taomo		
<b>Course Code</b>	HH3027		
<b>Course Title</b>	A History of Modern Indonesia		
<b>Pre-requisites</b>	HH1001 What is History?		
<b>No of AUs</b>	3 AU		
<b>Contact Hours</b>	39 (weekly seminar of 3 hours)		
<b>Proposal Date</b>	November 10, 2017		

### Course Aims

This course will examine the historical forces that shaped a collection of islands spread across the equator named by the Dutch colonizers as “the Netherlands East Indies” into today’s Indonesia—the world’s fourth most populous nation and the largest Muslim-majority democracy with the most enthusiastic users of Twitter and Facebook. The course serves two purposes: first, to provide some of the factual grounding to understand a profoundly important neighbour of Singapore; second, to use modern Indonesia as a pair of lenses to investigate a number of broader questions: How can a sense of statehood be forged upon a kaleidoscopic body of territories with diverse ethnicities, languages and belief systems? What caused the economic underperformance in some formerly colonised countries despite their rich natural resources and an abundance of labor? Is violence unavoidable in times of radical political changes in developing countries? We will also look at issues such as the entangled and embattled relations among nationalism, Islam and communism, the longstanding question of interethnic conflicts as well as the ongoing tension between the center of state power and the periphery.

### Intended Learning Outcomes (ILO)

By the end of the course, you (as a student) would be able to:

1. Investigate and explain the role of a range of historical processes in the political, cultural, and societal formation of modern Indonesia;
2. Compare and contrast major historical approaches to the study of modern Indonesia;
3. Articulate compelling, evidence-based, and well-reasoned arguments related to modern Indonesia in written and oral form;
4. Explore and evaluate materials from online Indonesia-related archival platforms and databases & formulate original historical arguments that effectively deploy these sources;
5. Develop novel ways of presenting historical ideas about Indonesia—an important neighbouring country of Singapore—to specialist and non-specialist audiences.

### Course Content

- Early history of Indonesia
- Dutch colonialism in Indonesia
- Islam and nationalism in Indonesia

- Japanese occupation in Indonesia
- Transnational activism of Indonesia during the Sukarno era
- The regime change and mass violence in 1965-1966
- Environmental issues
- Suharto’s authoritarian rule
- Social inequality, regional disparity, and the Asian Financial Crisis of 1998
- Contemporary controversies over historical memories
- Ethnic Chinese in Indonesia
- Hot spots in the 21<sup>st</sup> century

**Assessment (includes both continuous and summative assessment)**

Component	Course LO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/ Individual	Assessment Rubrics (See Appendix)
1. Participation	1, 2, 3, 5	1,6, 7, 8	10%	Individual	2, 7, 9, 14
2. Presentation	1, 2, 3, 5	1, 2, 3, 5, 6	15%	Individual	1, 5, 7, 12 ,14
3. Performance as Debate Moderator	1, 2, 3, 5	2, 5, 6, 7, 8	15%	Team	2, 6, 7, 9, 13
4. Response to movie/documentary/ novel	1,2, 4, 5	1, 3, 7, 8, 9	20%	Individual	2, 6, 8, 9, 14
5. Final Research Paper	1,2, 4, 5	3, 4, 5, 7, 11	40%	Individual	3, 4, 8, 9, 5, 6, 10
Total			100%		

**Participation – 10%:**

Each week you will bring to class a “Response Paper” summarizing his or her position on the week’s debate topic. The assessment will be based on:

- Quality of response papers
- Verbal communication skills

**Presentation – 15%:**

- Depth of analysis & research
- The quality of PowerPoint slides & presentation handouts
- Verbal communication skills

**Performance as Debate Moderator – 15%:**

To launch the discussion each week, 2-3 students will act as debate moderators. The debate moderators have two responsibilities: The first is to prepare a debate moderator sheet with

quotations from the week's required readings and questions formulated in response to these readings; the second responsibility is to open discussion in class by making a brief (5 minutes) oral statement in which the moderators identifies the topics that should be taken up in that session.

The assessment will be based on:

- The quality of the debate moderator sheet
- Presentation skills
- The ability to organize class discussion
- Strength of group collaboration and the degree of synergy

**Response to movie/documentary/novel – 20%:**

You are expected to compose a review of no less than 1,000 words and no more than 2,000 words on one of the following themes: colonialism and nationalism or mass violence. Under each theme, you will have the choice of reading or watching 2 items among 4 or 5 novels, documentaries or movies.

- Intellectual connections between the two selected and stimulate broader discussions
- Written communication skills.
- Depth of analysis

**Final Research Paper – 40%**

- Formulation of project
- Depth of analysis & research
- Creativity and competence in the implementation of research ideas

**Formative feedback**

1. Participation: You will receive summative written feedback following the conclusion of the module.
2. Performance as presenter: You will receive verbal feedback through in-class discussion and summative written feedback following the conclusion of the module.
3. Performance as debate moderator: You will receive verbal feedback through in-class discussion and summative written feedback following the conclusion of the module.
4. Response to movie/documentary/ novel: You will receive written comments.
5. Final Research Paper: You will receive written comments.

**Learning and Teaching approach**

Approach	How does this approach support students in achieving the learning outcomes?
Lecture	Each week the class will begin with a 40-50 min lecture to introduce the historical and intellectual background of the week's topic & summary and evaluations of the readings. The lectures will provide the students with a conceptual framework to conduct the subsequent secondary source discussion and primary source analysis.
Presentation	Student presentations support peer-learning as well as developing research skills, the accumulation and consolidation of contextual

	knowledge and confidence building.
Debate	The debate will provide opportunities for detailed collective reading of the assigned materials and deep engagement with the frameworks that form the focus of the module.
Final Research Project	Students will devise and develop their own research projects. This offers the students the space to develop novel ways of conceptualizing and explaining Cold War history and its significance to specialist and non-specialist audiences.

### Reading and References

Texts subject to changes.

- Adrian Vickers, *A History of Indonesia* (New York: Cambridge University Press, 2013).
- Theodore Friend, *Indonesian Destinies* (Cambridge, MA: The Belknap Press of Harvard University Press, 2003).
- Elizabeth Pisani, *Indonesia Etc.: Exploring the Improbable Nation* (Jakarta: The Lontar Foundation, 2014).
- Victor Lieberman, *Strange Parallels: Southeast Asia in Global Context, c. 800-1830*, Volume 2 (Cambridge: Cambridge University Press, 2009).
- Anthony J.S. Reid, *Southeast Asia in the Age of Commerce, 1450-1680: The Lands Below the Winds* (New Haven: Yale University Press, 1988).
- Clifford Geertz, *Agricultural Involution: The Process of Ecological Change in Indonesia* (Berkeley, Published for the Association of Asian Studies by University of California Press, 1963).
- R. E. Elson, *Village Java under the Cultivation System, 1830-1870* (Sydney: Asian Studies Association of Australia in association with Allen and Unwin, 1994).
- Michael Francis Laffan, *Islamic Nationhood and Colonial Indonesia: The Umma below the Winds* (London: RoutledgeCurzon, 2003).
- Benedict R'O. G. Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (London: Verso, 2006).
- Harry J. Benda and John A. Larkin eds., *The World of Southeast Asia: Selected Historical Readings* (New York: Harper& Row, Publishers, 1967).
- Pramoedya Ananta Toer, *The Mute's Soliloquy* (NY: Hyperion East, 1999).
- Alfred W. McCoy ed., *Southeast Asia under Japanese Occupation* (New Haven: Yale University Southeast Asia Studies, 1980).
- Audrey Kahin and George McT Kahin, *Subversion as Foreign Policy: The Secret Eisenhower and Dulles Debacle in Indonesia* (New York: The New Press, 1995).
- John Roosa, *Pretext for Mass Murder: The September 30<sup>th</sup> Movement and Suharto's Coup d'Etat in Indonesia* (Madison, WI: University of Wisconsin Press, 2006).
- Robert Cribb ed., *The Indonesian Killings of 1965-1966: Studies from Java and Bali* (Monash Papers on Southeast Asia, 1990).
- Geoffrey Robinson, *The Dark Side of Paradise: Political Violence in Bali* (Ithaca: Cornell University Press, 1995).

- John Stephen Lansing, *Perfect Order: Recognizing Complexity in Bali*. (Princeton, NJ: Princeton University Press, 2006).
- Cao, Shuji, Yushang Li, and Bin Yang, "Mt. Tambora, Climatic Changes, and China's Decline in the Nineteenth Century," *Journal of World History* Volume 23, No. 3(2012).
- Anna Dragojlovic, "Materiality, Loss and Redemptive Hope in the Indonesian Leftist Diaspora" *Review of Indonesian and Malaysian Affairs* vol. 44, no. 1(2010), pp.1-7.
- Katharine E. McGregor, "Confronting the Past in Contemporary Indonesia: The Anticommunist Killings of 1965-1966 and the Role of Nadhlatul Ulama," *Critical Asian Studies* 41:2 (2009), pp. 195-22.
- Robert Cribb and Charles A. Coppel, "A Genocide that Never Was: Explaining the Myth of Anti-Chinese Massacres in Indonesia, 1965–66," *Journal of Genocide Research* 11, 4 (December 2009): 447–65.
- Jemma Purdey, *Anti-Chinese Violence in Indonesia, 1996-1999* (Singapore: NUS Press, 2005), pp. 107-141.
- Jusuf Wanandi, *Shades of Grey: A Political Memoir of Modern Indonesia, 1965-1998* (Jakarta/Singapore: Equinox, 2012), pp. 84-109, 252-280.

### **Course Policies and Student Responsibilities**

#### **(1) General**

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

#### **(2) Absenteeism**

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

### **Academic Integrity**

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you

should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

**Course Instructors**

Instructor	Office Location	Phone	Email
ZHOU Taomo	HSS-05-22	65922535	tmzhou@ntu.edu.sg

**Planned Weekly Schedule**

Week	Topic	Course LO	Readings/ Activities
1	Introduction	1, 2	<ul style="list-style-type: none"> <li>• Vickers, "Introduction," <i>A History of Indonesia</i>.</li> <li>• Pisani, <i>Indonesia Etc.</i>, "Prologue" and "Chapter 1. Improbable Nation."</li> </ul>
2	Early History	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Lieberman, <i>Strange Parallels: Southeast Asia in Global Context</i>.</li> <li>• Reid, <i>Southeast Asia in the Age of Commerce, 1450-1680</i>.</li> </ul>
3	Colonialism	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Vickers, <i>A History of Indonesia</i>, Chapter 1.</li> <li>• Geertz, <i>Agricultural Involution</i>.</li> <li>• Elson, <i>Village Java under the Cultivation System</i>.</li> </ul>
4	Islam & Nationalism	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Vickers, <i>A History of Indonesia</i>, Chapter 2.</li> <li>• Laffan, <i>Islamic Nationhood and Colonial Indonesia</i>.</li> <li>• Anderson, <i>Imagined Communities</i></li> </ul>
5	Japanese Occupation	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Vickers, <i>A History of Indonesia</i>, Chapter 4.</li> <li>• Pramoedya Ananta Toer, <i>The Mute's Soliloquy</i>.</li> <li>• Reid, "Indonesia: From Briefcase to Samurai Sword," in McCoy ed., <i>Southeast Asia under Japanese Occupation</i>.</li> </ul>
6	Internationalism	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Vickers, <i>A History of Indonesia</i>, Chapter 3.</li> <li>• Kahin and Kahin, <i>Subversion as Foreign Policy</i></li> </ul>

			<ul style="list-style-type: none"> <li>• Friend, <i>Indonesian Destinies</i>, pp.71-99.</li> </ul>
7	Mass Murder	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Vickers, <i>A History of Indonesia</i>, Chapter 5 &amp;6.</li> <li>• Roosa, <i>Pretext for Mass Murder</i>.</li> <li>• Cribb ed., <i>The Indonesian Killings of 1965-1966</i>.</li> <li>• Robinson, <i>The Dark Side of Paradise</i>.</li> </ul>
8	Environmental Issues	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Lansing, <i>Perfect Order</i>.</li> <li>• Cao, Li, and Yang, "Mt. Tambora, Climatic Changes, and China's Decline in the Nineteenth Century."</li> </ul>
9	Authoritarianism	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Vickers, <i>A History of Indonesia</i>, Chapter 7.</li> <li>• Friend, <i>Indonesian Destinies</i>, pp. 188-253.</li> </ul>
10	The Margins	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Elizabeth Pisani, <i>Indonesia Etc</i>, Chapters 9 &amp;10.</li> <li>• Theodore Friend, <i>Indonesian Destinies</i>, pp. 254-308.</li> </ul>
11	Contemporary controversies over historical memories	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Dragojlovic, "Materiality, Loss and Redemptive Hope in the Indonesian Leftist Diaspora."</li> <li>• McGregor, "Confronting the Past in Contemporary Indonesia."</li> </ul>
12	Ethnic Chinese in Indonesia	1, 2, 3, 5	<ul style="list-style-type: none"> <li>• Wanandi, <i>Shades of Grey</i>.</li> <li>• Purdey, <i>Anti-Chinese Violence in Indonesia</i>.</li> </ul>
13	Into the 21st Century; Review, Reflection and consultation for final research paper	1, 2, 3, 4, 5	<ul style="list-style-type: none"> <li>• Vickers, <i>A History of Indonesia</i>, Chapter 8.</li> <li>• Friend, <i>Indonesian Destinies</i>, pp. 380-404; 460-498.</li> </ul>