

**AY2020-21 Semester 2**  
**HH1008 The Emergence of Modern Southeast Asia**

**Course Instructor:** Associate Professor Goh Geok Yian

**Contact Hours:** 39 hours (26 lecture hours and 13 tutorial hours)

**Course Aims**

*The Emergence of Modern Southeast Asia* introduces you to the background, factors contributing to the development, and the shaping of the nature of modern Southeast Asian nation-states from the colonial through the post-World War II and post-independent periods. The course draws materials from a diverse range of sources: from earlier, contemporary and later reflections to literature (novels) and even comics. By drawing case studies, examples, images and readings, the course helps you to acquire elementary skills to interpret the information you learn in the class meetings. Once you can identify and contrast available data, you will be able to write critical essays comparing and contrasting the arguments proposed by various scholars. In evaluating these arguments and comparing their efficacies, you will be able to construct a critical, evident based, and well-argued paper. Your ability to synthesize the range of viewpoints, assess their merits and demerits, and make a decisive conclusion regarding the effectiveness of different arguments will give you a foundation of knowledge and critical enquiry skills which you can use to proceed to more advanced courses in history. This course will provide you with a firm foundation in understanding the history, socio-political and economic transformation of modern Southeast Asian countries which you can build on when you consider furthering your studies in higher level courses on Southeast Asia, colonialism, political history, socio-economic history, and key historical developments in Southeast Asia in the 20<sup>th</sup> century.

**Intended Learning Outcomes (ILO)**

By the end of this course, you as a student will be able to:

1. Describe important events and developments in the history of Southeast Asia from the colonial period to the 20<sup>th</sup> century.
2. Discuss major themes in the study of modern Southeast Asian history.
3. Identify and critique the works of important scholars of modern Southeast Asian history.
4. Evaluate the impact of colonialism, World War II, and the Japanese Occupation etc on Southeast Asian countries.
5. Formulate an argument on the factors and processes which have contributed to the transformation of Southeast Asian nations, societies, and communities during the transition from the colonial to postcolonial periods.

**Course Content**

This module spans the period from the 16<sup>th</sup> century through the middle of the 20<sup>th</sup> century. It examines the impact of external and internal forces on the indigenous societies of Southeast Asia from the early modern period (1500-1800) through the colonial era until the end of World War II and post-independence of the various Southeast Asian nation-states. You will also examine the differential impact which colonialism and nationalism had on different sectors of Southeast Asian societies. You will study major themes which have brought about the emergence of Southeast Asian nation-states in the post-WWII period. You will explore broad themes and trends as well examine specific case studies. By the end of the course, you will be able to evaluate the viability of defining Southeast Asia as a 'region'.

Key themes covered include and not limited to the following:

1. Tradition versus modernity
2. Continuity versus change

3. Urban versus rural
4. Elite versus mass
5. Religious versus secular education
6. Majority versus minority groups
7. Colonialism
8. Nationalism
9. Parochialism
10. Identity
11. Technology as a tool of empire
12. Mapping and cartography as tools of empire

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

Component	Weighting	Team/Individual
1. Group presentations and Discussions	30%	Team and individual
2. Mid-term short paper response	10%	Individual
3. Final research project a. Abstract and outline (10%) c. Poster (15%) d. Individual presentation (10%) e. Writeup on the project (15%)	50%	Individual
4. Participation in class discussions	10%	Individual

**Descriptions of assessments:**

**Group Presentations and Discussions - 30%:**

You will form groups of three-four members to present their analysis and critique of the tutorial readings to the class. You will present and lead discussions during these presentations; each student is expected to complete a total of two (2) presentations. Each group presentation should last approximately 15 minutes including a discussion led by the presenters.

Each group should prepare a powerpoint presentation containing approximately 5-6 slides.

Each presenter will receive a group score (15%) and an individual score (15%). The group score is determined by the following criteria: a) coherence, content and structure of the presentation, and b) equitable distribution of the workload (peer feedback about individual contributions to the project is taken into account). The individual score will be assessed based on the individual performance in producing the presentation, delivering it, and in responding to questions from the class. Members of each group are expected to work together to present their findings/analyses.

**Mid-term short paper response - 10%**

You are required to submit one short paper response (600-800 words each) after the mid-semester break. The instructor will circulate a list of questions and you will select a question from the list and write a short response to it. The response paper will be submitted during the week

after the break. Each response paper should contain the question, and a written response which should be accompanied by a bibliography (including all references cited) and citations.

**Final research project - 50% (Abstract and Outline: 10%, Poster: 15%, Individual presentation: 10%, Writeup: 15%)**

You are required to submit a final research project for this course which comprise several components which are designed to allow you to work towards completing your research project in stages. The components consist of the following:

1. Abstract and Outline (10%): the abstract is a short 200-300 word description and summary of the research topic, questions, and scope of the project included in the outline. The main body of the outline will contain the key points which you will examine in the project. Due in the 9<sup>th</sup> week of the semester. You will receive feedback on your outlines to help you with your research projects.
2. Poster (15%): the poster (modelled after conference poster presentation) is a creative product (A4/A3size) which will present in an attractive, concise, and innovative way the key research questions, arguments, evidence, and conclusion of your research project. Due in the 13<sup>th</sup> week.
3. Individual Presentation (10%): you will give a 5-10 minute presentation on their research project poster in class in week 12 and 13. You will present a PDF or Powerpoint version, but submit the hard copy poster in Week 13.
4. Write-up (15%): the write-up is a 1,200-1,500 word short essay in which you will provide elaboration on your research projects, especially to expand on points which you feel are not developed in full in the poster due to the constraints imposed by the poster format.

The topic of the research project must be related to one or several themes examined in this course. You have to select one or two themes and frame their research question(s) based on the theme(s) you have selected.

**Participation in class discussions - 10%:**

You are expected to participate in class discussions and any activities conducted within the classroom.

**Formative feedback**

You will receive formative feedback through written responses to your papers and presentations. You will also receive verbal feedback through in-class discussion or one-on-one meetings, as necessary.

Generic summative feedback will be given to group presentations and personal specific feedback (to individual written assignments) will be given to individual student.

I will consider the following points when giving comments to you:

1. Provide constructive and positive feedback whenever possible.
2. Return my feedback to you as soon as I can.
3. I will be specific in making suggestions regarding how each of you can improve on your work.
4. Focus on your advancement toward your goal.
5. With respect to presentations and in-class discussions, I will encourage you to express your views freely.

**Learning and Teaching approach**

Approach	How does this approach support you in achieving the learning outcomes?
Lecture	The instructor will give a weekly online lecture introducing and providing the context for understanding each week's theme. The presentation will include the use of slides and other multi-media files.
Team-based presentations	Students in the class select topics for their presentations. You can use these presentation opportunities to practice public speaking and allow them to hone your presentation skills in a supportive environment. The presenters will respond to questions and comments from the instructor and the class; you would have to think quickly and respond to the questions posed to them. You will learn teamwork.
In-class free-style discussions	You will be encouraged to comment, critique, and make queries on the group presentations. This approach allows you to develop confidence in public speaking and also alert you to the importance of peer feedback.

**Reading and References**

Texts subject to changes.

Andaya, Barbara and Leonard Andaya. *A History of Early Modern Southeast Asia, 1400-1830*. Cambridge University Press, 2015.  
 Osborne, Milton. *Southeast Asia: An Introductory History*. Allen and Unwin, 2016.  
 Owen, Norman. *Routledge Handbook of Southeast Asian History*. Routledge, 2016.

**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 can 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 seminar, you must inform the course instructor via email prior to the start of the class.

**(3) Late Work and Extensions**

Any assessable material that is late will lose marks at the rate of 10% (of the maximum grade) per day. Missing a presentation or not scheduling a presentation will result in a zero grade that component.

Extensions will only be granted in very special cases and only then when requested at least one week in advance of a deadline.

### 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
Goh Geok Yian	SHHK-05-09	65138163	gygoh@ntu.edu.sg

### Planned Weekly Schedule

Week	Topic	Readings/ Activities
1	Southeast Asia: What's in a Name	Donald K. Emmerson. "Southeast Asia": What's in a Name?' <i>Journal of Southeast Asian Studies</i> 15, 1 (March 1984): 1-21.  Legge, J.D. "The Writing of Southeast Asian History," in Nicholas Tarling, (ed.) <i>The Cambridge History of Southeast Asia</i> . Vol. 1. Melbourne: Cambridge University Press, 1992.  Activity: Introductory lecture
2	Southeast Asian Interactions with the European Powers	Andaya, Leonard Y. "Interactions with the Outside World and Adaptation in Southeast Asian Society, 1500–1800." In Nicholas Tarling, (ed.) <i>The Cambridge History of Southeast Asia</i> . Cambridge University Press, 1992.  Activities: lecture and introductory tutorial
3	The Colonial Experience: Island Southeast Asia	Norman G. Owen ed. 'The Malay Negeri of the Peninsula and Borneo, 1775-1900'. <i>The Emergence of Modern Southeast Asia: A New History</i> . Honolulu: University of Hawaii Press, 2005, pp. 137-46.  Andaya, Barbara. "Adapting to Political and Economic Change: Palembang in the late

		<p>Eighteenth and early Nineteenth Centuries," in Anthony Reid (ed.) <i>The Last Stand of Asian Autonomies: Responses to Modernity in the Diverse States of Southeast Asia and Korea, 1750-1900</i>. New York: St. Martin's Press, 1997.</p> <p>Activities: lecture and presentations and discussions for tutorials</p>
4	The Colonial Experience: Mainland Southeast Asia	<p>Aung-Thwin, Michael. "The British 'Pacification' of Burma: Order without Meaning," <i>Journal of Southeast Asian Studies</i> 16 (1985): 245-261</p> <p>Winichakul, Thongchai. "The Others Within: Travels and Ethno-spatial Differentiation of Siamese Subjects, 1855-1910," in Andrew Turton (ed.), <i>Civility and Savagery: Social Identity in Tai States</i>. London: Curzon, 2000</p> <p>Winichakul, Thongchai and Eric Tagliacozzo, "Gradations of Colonialism in Southeast Asia's "In-between" Places," in Norman Owen (ed.) <i>Routledge Handbook of Southeast Asian History</i>. Routledge, 2016.</p> <p>Activities: Lecture and tutorial presentations and discussions.</p>
5	Technology as Tools of Empire	<p>Holm, David F. "Thailand's railways and informal imperialism," in Clarence B. Davis; Wilburn, Kenneth E.; Robinson, Ronald E. (eds.), <i>Railway imperialism</i>. New York: Greenwood, 1991.</p> <p>Tagliacozzo, Eric. "Hydrography, Technology, Coercion: Mapping the Sea in Southeast Asian Imperialism, 1850-1900," in David Killingray, Margarett Lincoln, and Nigel Rigby (eds.) <i>Maritime Empires: British Imperial Maritime Trade in the Nineteenth Century</i>. Woodbridge; Rochester: Boydell Press in association with the National Maritime Museum, 2004.</p> <p>Mrazek, Rudolf. <i>Engineers of Happy Land</i>. Princeton: Princeton University Press, 2002. Chapter 5 "Let Us Become Radio Mechanics".</p> <p>Activities: lecture and tutorial presentations and discussions.</p>
6	Resistance and Millenarianism	<p>Keyes, Charles F. "Millennialism, Theravada Buddhism, and Thai Society," <i>Journal of Asian Studies</i> 36, 2 (1977): 283-302.</p>

		<p>Scott, James. "Everyday Forms of Peasant Resistance," in James Scott and Benedict Kerkvliet (eds.) <i>Everyday Forms of Peasant Resistance in South-East Asia</i>. London and Totowa, NJ: Frank Cass and Company Limited, 1986.</p> <p>Activities: lecture and tutorial presentations and discussions.</p>
7	The Urban and Urbane in Southeast Asia	<p>McHale, Shawn. <i>Print and Power: Confucianism, Communism, and Buddhism in the Making of Modern Vietnam</i>. Honolulu: University of Hawaii Press, 2004. "Chapter 1: Transforming Print Culture and the Public Sphere", pp. 3-38.</p> <p>Rimmer, Peter J and Howard Dick, "Gateways, Corridors and Peripheries", in Rita Padawangi (ed.) <i>Routledge Handbook of Urbanization in Southeast Asia</i>. Routledge, 2018.</p> <p>Savage, Victor R. "The Urban Transformation in Southeast Asia: From Cosmic Cities to Urban Centers," in Rita Padawangi (ed.) <i>Routledge Handbook of Urbanization in Southeast Asia</i>. Routledge, 2018.</p> <p>Activities: lecture and tutorial presentations and discussions</p>
8	"Imagined Communities" in Southeast Asia	<p>Anderson, Benedict. <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. Revised edition. New York: Verso, 1991. "The Last Wave", pp. 113-40; "Census, Map, Museum", pp. 163-85.</p> <p>Activities: lecture and tutorial presentations and discussions.</p>
9	Anti-Colonialism and Nationalism: Case Studies	<p>Duiker, William J. <i>Vietnam: Revolution in Transition</i>. Boulder; Oxford: Westview Press, 1995, pp. 30-55.</p> <p>Thant Myint-U. <i>The River of Lost Footsteps: A Personal History of Burma</i>. New York: Farrar, Straus and Giroux, 2006, pp. 198-256.</p> <p>Activities: lecture and tutorial presentations and discussions.</p>
10	Southeast Asia under the Japanese Occupation	<p>Kratoska, Paul H., "Southeast Asia from the Japanese Occupation to Independence," in Norman Owen (ed.) <i>Routledge Handbook of Southeast Asian History</i>. Routledge, 2016.</p>

		<p>Akashi, Yoji. "The Japanese occupation of Malaya", in McCoy, Alfred W. (ed.) <i>Southeast Asia under Japanese Occupation</i>. New Haven: Yale University Southeast Asia Studies, 1980.</p> <p>Marr, David. "World War II and the Vietnamese Revolution", in McCoy, Alfred W. (ed.) <i>Southeast Asia under Japanese Occupation</i>. New Haven: Yale University Southeast Asia Studies, 1980.</p> <p>Activities: lecture and tutorial presentations and discussions.</p>
11	Decolonisation and the Cold War in Southeast Asia	<p>Goscha, Christopher. "Choosing between the Two Vietnams: 1950 and Southeast Asian Shifts in the International System," in Christopher Goscha and Christian Ostermann (eds.) <i>Connecting Histories: Decolonization and the Cold War in Southeast Asia, 1945-1962</i>. Stanford; Washington: Stanford University Press and Woodrow Wilson Press, 2009.</p> <p>Taylor, Robert. <i>The State in Myanmar</i>. Singapore: NUS Press, 2009, pp. 219-92.</p> <p>Activities: lecture and tutorial presentations and discussions.</p>
12	History, Memory, and the Construction of National Narratives	<p>Hue-Tam Ho Tai, "Monumental Ambiguity: The State Commemoration of Ho Chi Minh," in K.W. Taylor and John K. Whitmore (eds.) <i>Essays into Vietnamese Pasts</i>. Ithaca: Southeast Asia Program, Cornell University, 1995, pp. 272-88.</p> <p>Patricia Pelley, "The History of Resistance and the Resistance to History in Post-colonial Constructions of the Past," in K.W. Taylor and John K. Whitmore (eds.) <i>Essays into Vietnamese Pasts</i>. Ithaca: Southeast Asia Program, Cornell University, 1995, pp. 232-45.</p> <p>Thongchai Winichakul, "Remembering the Traumatic Past: Ambivalent Narratives of the October 1976 Massacre in Bangkok," in Shigeharu Tanabe and Charles Keyes (eds.) <i>Cultural Crisis and Social Memory: Modernity and Identity in Thailand and Laos</i>. Honolulu: University of Hawaii Press, 2002.</p> <p>Activities: lecture and tutorial presentations and discussions.</p>

13	Family, Identity, and the Nation in Postcolonial Southeast Asia	McCoy, Alfred W. (ed.) <i>An Anarchy of Families: The Historiography of State and Family in the Philippines</i> . Madison: University of Wisconsin Press, 1993, pp. 1-32.  Trocki, Carl. <i>Singapore: Wealth, Power and the Culture of Control</i> . New York: Routledge, 2006, pp. 107-36.
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