



HH2025 The World of Southeast Asia to 1600

[Lecture: 26 hours; Tutorials: 12 hours; Pre-requisites: nil; Academic Unit: 3.0]

Lecture: Tuesday, 10:30am-12:30pm

Venue: LT23

Tutorials: Tuesday, 12:30-13:20, 15:30-16:20, 16:30-17:20

Venue: LHS-TR+26

Instructor: Assoc Prof Goh Geok Yian

Email: gygoh@ntu.edu.sg

Office: HSS-05-09

Office hours: Thursday, 11:30am-1:00pm (online); I will be available via Teams; please send me a message. *For in-person meetings, please send me an email to make an appointment.

Course Aims

The World of Southeast Asia to 1600 introduces you to the development of cultures, peoples, polities, and societies in Southeast Asia from prehistory through the early decades of the 1600s. The course draws materials from archaeology, history, and art history. 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 compose historical narratives surveying and evaluating societies and peoples of Southeast Asia from ancient times to early 17th century. Discussion about the case studies is significant because the sites examined formed the early connecting nodes of what might have been an extensive network of technology transfer between Southeast Asia on one hand and China and India on the other hand. You will also learn about connections between peoples and societies within the region. Having taken the course, you can evaluate what sources are available, how scholars used these sources, and how they come to write the essays they wrote.

Intended Learning Outcomes (ILO)

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

1. Explain a few of the important theories used to discuss the emergence of Southeast Asia complex societies.

2. Describe important events and developments in the history of the Southeast Asian region and its polities from prehistory to 1600.
3. Discuss major themes in the study of Southeast Asian historiography.
4. Formulate an argument on the place and importance of Southeast Asia at the intersection between China and India, Indian Ocean and South China Sea, and world histories.

Course Content

This course examines the relationship between art, archaeology, and history in ancient Southeast Asia. This course spans the period from prehistory until 1600 which marks the approximate point when Southeast Asian polities and cultures began to change as a result of the forces of early colonialism. The course readings cover conventional themes in Southeast Asian ancient history. Topics include “Indianization” (or Sanskritization as some scholars prefer to term it) in connection with Hindu and Buddhist concepts of kingship, processes of urbanization and state formation, networks of communications and trade, and their impact on the development of intellectual ideas, religious practices, art and architecture; and comparisons between the ideas of earlier Southeast Asian historians and new perspectives. This course will present updated new data from the field contributed by archaeologists and other scholars. Students can appraise the value of this new information and use them to determine whether the data support or refute established notions of the Southeast Asian past.

List of key topics taught is as follows:

1. Key themes, such as continuity versus discontinuity, tradition versus modernity, urban versus rural, highlands versus lowlands, etc
2. Type of sources, such as archaeological and art historical for periods spanning from prehistory through the first half of the 1600s, historical documents such as inscriptions, chronicles and other written sources from 600 CE, oral histories and traditions for the period since the 19th century etc which may touch on the subject of early polities in the Southeast Asian region.
3. Different periods in the archaeology and history of Southeast Asia:
 - Prehistory
 - Protohistory
 - Early Classic
 - Middle Classic
 - Late Classic
 - Early Modern Period
4. Urbanization
5. State Formation and Models of Statecraft
6. Kingship and Political Institution
7. Trade and Society
8. Religion and Social Transformation

Assessment (includes both continuous and summative assessment)

Component	Weighting	Team/Individual
1. Group Presentations	30%	Team and Individual

2. Short Paper Responses	24%	Individual
3. Participation in class discussions	10%	Individual
4. Research Paper	36%	Team and Individual

Group Presentations and Discussions - 30% (one pair presentation: 20% and peer feedback and commentary: 10%):

Students are expected to take turns to present readings to the class in a pair/a maximum of three students. Students will present and lead discussions during these presentations; each student is expected to complete one group presentation. Each group presentation should last approximately 15 minutes including a discussion led by the presenters.

Each pair should prepare a powerpoint presentation of approximately 5-6 slides. Each presenter should present for up to 5 minutes each followed by a 5-minute discussion.

Each pair of presenters will receive a group score (10%) and an individual score (10%). 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.

Students will sign up for the readings they are going to present on via Google sheets; the file link will be shared in class.

Each student pair/group is also expected to take part in one peer feedback and evaluation of another group's presentation. The pair/group will indicate in the same Google sheets which group they would like to provide peer feedback on. The peer evaluation and Q&A (10%) should not exceed 10 minutes.

Short Paper Responses - 24%:

Students are required to submit two (2) short paper responses (800-1000 words each) during the semester. The topics for these response papers will be given in class: one in the first half and one in the second half. Students are expected to utilize relevant course readings to write these response papers.

Participation in class discussions - 10%:

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

Research Paper (Group research paper)- 36% (Outline: 6%, Presentation: 10%, Final Paper: 20%)

Students in a pair are required to submit a joint final research paper of 2,500-3,000 words, exclusive of citations and bibliography. The topic of this paper must be related to one or several

themes examined in this course. Student pairs have to select one or two themes and frame their research question(s) based on the theme(s) they have selected. In the case of the latter, students can do a comparison of two themes, such as assessing the relative importance of trade and political institution in the urbanization process. **Deadline: April 25, 2023 (11:59pm)**

Students will submit an outline of their paper during Week 9 which will be graded and the students will receive feedback to help them with their final paper.

Formative feedback

You will receive formative feedback through written responses to your papers and verbal feedback through in-class comments on students' group presentations and discussion. Generic summative feedback will be given to seminar 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 students:

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

Learning and Teaching approach

Approach	How does this approach support students 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 would select topics they want to present. The presentations provide opportunities for the students to practice public speaking and allow them to hone their presentation skills in a supportive environment. The presenters will respond to questions and comments from the instructor and the class; they would have to think quickly and respond to the questions posed to them. The students will learn teamwork.
In-class free-style discussions	The students will be encouraged to comment, critique, and make queries on the group presentations. This approach allows students to develop confidence in public speaking and also alert them to the importance of peer feedback.

Reading and References

Textbook

Miksic, John and Goh Geok Yian. *Ancient Southeast Asia*. London and New York: Routledge, 2016. ***You can purchase either a hard or an e-copy of the book from Routledge or any online bookstore such as Amazon.***

References

- a. Aung-Thwin, Michael. *The Mists of Rāmañña: The Legend That Was Lower Burma*. Honolulu, Hawaii: University of Hawaii Press, 2005.
- b. Bellwood, Peter. *Prehistory of the Indo-Malaysian Archipelago*. Honolulu: University of Hawaii Press, 1997.
- c. Bellwood, Peter, James Fox and Darrell Tyron (eds.) *The Austronesians: historical and comparative perspectives*. Canberra: Department of Anthropology, Research School of Pacific and Asian Studies, Australian National University, 1995.
- d. Cummings, William. *Making Blood White: Historical Transformations in Early Modern Makassar*. Honolulu: University of Hawaii Press, 2002.
- e. Glover, Ian and Peter Bellwood (eds.). *Southeast Asia: from prehistory to history*. New York: RoutledgeCurzon, 2004.
- f. Gommans, Jos and Jacques Leider. (eds.) *The Maritime Frontiers of Burma: Exploring Political, Cultural, and Commercial Interaction in the Indian Ocean World, 1200-1800*. Leiden: Koninklijke Nederlands Akademie van Wetenschappen, 2002.
- g. Goh Geok Yian. *The Wheel-Turner and His House: Kingship in a Buddhist Ecumene*. Dekalb: Northern Illinois University Press, 2015.
- h. Higham, Charles. *The Civilization of Angkor*. London: Weidenfeld and Nicolson, 2001.
- i. Johns, A.H. "Sufism in Southeast Asia," *Journal of Southeast Asian Studies* 26, 1 (March 1995): 169-83.
- j. Lieberman, Victor. *Strange Parallels: Southeast Asia in Global Context, c. 800-1830*. Cambridge: Cambridge University Press, 2003.
- k. Miksic, John. *Singapore and the Silk Road of the Sea: 1300-1800*. Singapore: NUS Press, 2013.
- l. Miksic, John and Goh Geok Yian. *Ancient Southeast Asia*. London; New York: Routledge, 2016.
- m. Ngaosrivathana, Mayoury and Kennon Breazeale (eds.) *Breaking New Ground in Lao History: Essays on the Seventh to Twentieth Centuries*. Chiang Mai: Silkworm Books, 2002. Chapters 1-4.
- n. Oppenheimer, Stephen. *Eden in the East*. London: Weidenfeld and Nicolson, 1998.
- o. Pollock, Sheldon. "The Cosmopolitan Vernacular," *Journal of Asian Studies* 57, 1 (1998): 6-37.
- p. Reid, Anthony and David Marr. (eds.) *Perceptions of the Past in Southeast Asia*. Singapore: Heinemann Educational Books (Asia) Ltd, 1979.
- q. Reynolds, Craig. "New Look at Old Southeast Asia," *Journal of Asian Studies* 54, 2 (May 1995): 419-446.
- r. Wheatley, Paul. *Nagara and Commandery: Origins of the Southeast Asian Urban Traditions*. Chicago: University of Chicago, Geography Department Research Papers 207-208, 1983.
- s. Wolters, Oliver W. *History, Culture, and Region in Southeast Asian Perspectives*. Second edition. Ithaca/Singapore: Cornell Southeast Asia Program/Institute for Southeast Asian Studies, 1999.
- t. Woodward, Hiram. *The Art and Architecture of Thailand: from Prehistoric Times through the Thirteenth Century*. Leiden; Boston: Brill, 2005.

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 you have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Group presentations and in-class discussions require students to attend classes in order for them to contribute to the course discussions. 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 class, you must inform the course instructor via email (gygoh@ntu.edu.sg) prior to the start of the class.

(3) Penalties for late submission

Penalties will be levied for late submissions unless there are approved medical or other certificated reasons explaining the delay. Students must ensure that they inform the instructor regarding any delay as soon as possible. Students failing to submit an assignment will be denied credit points for this course. In exceptional circumstances extensions may be granted for individual students, but only for students who ask BEFORE the assignments' submission dates.

(4) Plagiarism in writing research papers

It is important that all unacknowledged materials in students' essays are their own work. The University has strict rules pertaining to plagiarism that may result in disciplinary procedures. Students are reminded that copying or using any part of any essay (published and unpublished) and any other written work including another student's essay or written work without citing the author(s) is considered plagiarism. Verbatim citations from other writings must be placed within quotation marks. Students are encouraged to paraphrase sources. Whether quotations and/or paraphrases are used, students are required to cite their sources.

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.

Week	Topic	Readings/ Activities
1 January 10	<p>Lecture 1 Introduction: Historiography of Ancient Southeast Asia</p> <p>Tutorial 1 General Introduction. Discussions on the historiography of ancient Southeast Asia and themes</p>	<p>Readings: Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapters 1 Introduction and 2 Environments, Languages, and Cultures</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p>

		<p>Benda, H.J. (1962) "The structure of Southeast Asian history: some preliminary observations", <i>Journal of Southeast Asian History</i> 3: 106-138.</p> <p>Readings for Tutorial 1: Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 1 Introduction.</p> <p>Wolters, Oliver W. (1999). <i>History, Culture, and Region in Southeast Asian Perspectives</i>. Second edition. Ithaca/Singapore: Cornell Southeast Asia Program/Institute for Southeast Asian Studies, 1999, pp. 11-57.</p> <p>Activities: General discussions on tutorial readings.</p>
<p>2 January 17</p>	<p>Lecture 2 Southeast Asian Prehistory</p> <p>Tutorial 2 Southeast Asian Prehistory Discuss Higham. Class activity: "Of tools and humans".</p>	<p>Readings for Lecture: Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 3. Prehistory: Two million to 2,000 years ago</p> <p>Higham, C. (2011) "The prehistory of Southeast Asia: a retrospective view of 40 years research", <i>Antiquity</i> 85: 639-53</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p>Tutorial 2 Readings: Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 3. Higham, C. (2011) "The prehistory of Southeast Asia: a retrospective view of 40 years research", <i>Antiquity</i> 85: 639-53.</p> <p>Activities: Student Presentations</p> <p>"Of Tools and Humans"</p> <p>The student pair presenting this week will present the key ideas presented in the readings, critique (not synonymous with criticize) these ideas, and come up with questions which they will ask the class. Presenters' performance will be graded based on both their presentations (content and structure) and their ability to engage the class in discussions.</p>

		<u>This will be the standard format for the tutorial presentations.</u>
3 January 24	CNY Holiday: No class.	
4 January 31	<p>Lecture 3 Early Southeast Asian Urbanization: Protoclassic</p> <p>Tutorial 3 Early Southeast Asian Urbanization.</p>	<p><u>Readings for Lecture 3:</u> Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 4. Protoclassic: 1 to 600 CE.</p> <p>Miksic, John N. (2000). "Heterogenetic Cities in Premodern Southeast Asia," <i>World Archaeology</i> (London) 32, 1 (June 2000): 106-120.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p><u>Tutorial 3 Readings:</u> Everyone reads one of the following readings (everyone should have read <i>Ancient Southeast Asia</i> Chapter 4):</p> <p>Fletcher, R.J. (2011). "Low density, agrarian-based urbanism: scale, power, and ecology," in M. Smith (ed.) <i>The Comparative Archaeology of Complex Societies</i>. Cambridge: Cambridge University Press.</p> <p>Miksic, John N. (2000). "Heterogenetic Cities in Premodern Southeast Asia," <i>World Archaeology</i> (London) 32, 1 (June 2000): 106-120.</p> <p><u>Activities:</u> Student Presentations</p>
5 February 7	<p>Lecture 4 State Formation and Early Models of Statecraft: Early Classic Period</p> <p>Tutorial 4 State Formation: Mandalas and Theater States</p>	<p><u>Lecture 4 Readings:</u> Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 5. Early Classic: 600 to 900 CE.</p> <p>Coe, M. (1961) "Social typology and the tropical forest civilizations", <i>Comparative Studies in Society and History</i> 4 (1): 65-85.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p><u>Tutorial 4 Readings:</u> Everyone reads one of the following readings (everyone should have read <i>Ancient Southeast Asia</i> Chapter 5):</p>

		<p>Geertz, Clifford. (1980). <i>Negara: The Theatre State in Nineteenth-Century Bali</i>. Princeton, New Jersey: Princeton University Press, pp. 3-26 and pp. 121-136.</p> <p>Tambiah, Stanley. (1977). "The Galactic Polity: The Structure of Traditional Kingdoms in Southeast Asia," <i>Annals of the New York Academy of Science</i> 293: 69-97.</p> <p>Activities: Student Presentations</p>
6 February 14	<p>Lecture 5 Middle Classic Period</p> <p>Tutorial 5 Middle Classic Southeast Asia. What are the key characteristics of Middle Classic Southeast Asia?</p>	<p>Lecture 5 Readings: Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 6. The Middle Classic: 900 to 1200 CE.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p>Tutorial 5 Readings: Everyone reads one of the readings (everyone should have read Ancient Southeast Asia Chapter 6):</p> <p>Goh Geok Yian. (2015). <i>The Wheel-Turner and His House: Kingship in a Buddhist Ecumene</i>. Dekalb: Northern Illinois University Press. "Chapter Two: The King and His Ecumene", pp. 42-70.</p> <p>Miksic, J.N. (2009). "Highland-lowland connections in Jambi, South Sumatra, and West Sumatra, 11th to 14th centuries," in D. Bonatz, John Miksic, J. D. Neidel, M. L. Tjoa Bonatz (eds.) <i>From Distant Tales. Archaeology and Ethnohistory in the Highlands of Sumatra</i>. Newcastle upon Tyne: Cambridge Scholars Publishing, pp. 75-103.</p> <p>Vickery, M. (2009). "A Short History of Champa", in A. Hardy, M. Cucarzi, & P. Zolese (eds) <i>Champa and the Archaeology of My Son (Vietnam)</i>. NUS Press: Singapore.</p> <p>Activities: Student Presentations</p>
7 February 21	<p>Lecture 6 Late Classic Period</p> <p>Tutorial 6 Late Classic Period.</p>	<p>Lecture 6 Readings: Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 7. Late Classic: 1200 to 1400 CE</p> <p>Buckley, B.M., Anchukaitis, K.J., Penny, D., Fletcher, R., Cook, E.R., Sano, M., Nam, L.C., Wichienkeo,</p>

	<p>Did mainland Southeast Asia experience the late classic period differently from island Southeast Asia? What unique characteristics set the Late Classic period apart from the previous time frames? Possible areas of comparison: art, architecture, sculpture, political systems, religion, and writing.</p>	<p>A., Minh, T.T., & Hong T.M. (2010) Climate as a Contributing Factor in the Demise of Angkor, Cambodia. Online <i>Proceedings of the National Academy of Sciences of the United States of America</i>. www.pnas.org/content/107/15/6748.full</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p><u>Tutorial 6 Readings:</u> Each group compares a late classical society of their choice with Singapore. Everyone reads (everyone should have read <i>Ancient Southeast Asia</i> Chapter 7): Miksic, J.N. (2013) <i>Singapore and the Silk Road of the Sea, 1300-1800</i>. Singapore: NUS Press. "Chapter Four: Singapore's Ancient History, 1299 to 1604", pp. 145-208.</p> <p><u>Activities:</u> Visit to the ACM? Details to be provided later.</p>
<p>Recess week: February 27-March 3</p>		
<p>8 March 7</p>	<p>Lecture 7 Trade and Society: South China Sea</p> <p>Tutorial 7 Ceramics as Evidence of Trade</p>	<p><u>Lecture 7 Readings:</u> Diem, A. (2011) "The significance of ceramic evidence for assessing contacts between Vijaya and other Southeast Asian polities in the fourteenth and fifteenth centuries CE.", in Tran K. P. & B. Lockhart (eds) <i>The Cham of Vietnam: History, Society and Art</i>. NUS Press: Singapore.</p> <p>Flecker, M. (2001). "The Bakau wreck: an early example of Chinese shipping in Southeast Asia", <i>International Journal of Nautical Archaeology</i> 30(2): 221-230</p> <p>Hung H. -C., Dung N. K., Bellwood, P. & Carson, M. (2013) "Coastal connectivity: long term trading networks across the South China Sea", <i>Journal of Island and Coastal Archaeology</i> 8 (3): 384-404.</p> <p>Manguin, P.-Y. (2004) "The archaeology of early maritime polities of Southeast Asia", in I. Glover & P. Bellwood (eds) <i>Southeast Asia: From Prehistory to History</i>. RoutledgeCurzon: New York.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p>

		<p><u>Tutorial 7 Readings:</u> Everyone reads: Finlay, R. (1998). "The Pilgrim Art: The Culture of Porcelain in World History," <i>Journal of World History</i> 9, 2: 141-87.</p> <p><u>Activities:</u> *Sherd Handling (*To be confirmed)</p>
<p>9 March 14</p>	<p>Lecture 8 Trade and Society: Indian Ocean</p> <p>Tutorial 8 Trade and Society: South China Sea and Indian Ocean. Comparison of the trade networks: focusing on movements of peoples, plants, and products and societies found in these two maritime regions.</p>	<p><u>Lecture 8 Readings:</u> Flecker, M. (2001) "A ninth century AD Arab or Indian shipwreck in Indonesia: first evidence for direct trade with China", <i>World Archaeology</i> 32 (3): 335-354.</p> <p>Glover, Ian. (1996) "Recent archaeological evidence for early maritime contacts between India and Southeast Asia", in H. P. Ray & J.-F. Salles (eds) <i>Tradition and Archaeology: Early Maritime Contacts in the Indian Ocean</i>, Manohar: New Delhi.</p> <p>Hoogervorst, Tom. (2013), "If Only Plants Could Talk...: Reconstructing Pre-Modern Biological Translocations in the Indian Ocean," in S. Chandra and H.P. Ray (eds.) <i>The Sea, Identity and History: From the Bay of Bengal to the South China Sea</i>. Singapore: ISEAS Press and Manohar, pp. 67-92.</p> <p>Karashima, N. (2009) "Medieval commercial activities in the Indian Ocean as revealed from Chinese ceramic-sherds and South Indian and Sri Lanka inscriptions", in H. Kulke, K. Kesavapany, & V. Sakhuja (eds) <i>Nagapattinam to Suvarnadwipa: Reflections on the Chola Naval Expeditions to Southeast Asia</i>. Institute of Southeast Asian Studies: Singapore.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p><u>Tutorial 8 Readings:</u> Glover, Ian. (1996) "Recent archaeological evidence for early maritime contacts between India and Southeast Asia", in H. P. Ray & J.-F. Salles (eds) <i>Tradition and Archaeology: Early Maritime Contacts in the Indian Ocean</i>, Manohar: New Delhi.</p> <p>Hoogervorst, Tom. (2013), "If Only Plants Could Talk...: Reconstructing Pre-Modern Biological Translocations in the Indian Ocean," in S. Chandra and H.P. Ray (eds.) <i>The Sea, Identity and History:</i></p>

		<p><i>From the Bay of Bengal to the South China Sea.</i> Singapore: ISEAS Press and Manohar, pp. 67-92.</p> <p>Hung H. -C., Dung N. K., Bellwood, P. & Carson, M. (2013) "Coastal connectivity: long term trading networks across the South China Sea", <i>Journal of Island and Coastal Archaeology</i> 8 (3): 384-404.</p> <p>Activities: Student Presentations</p>
<p>10 March 21</p>	<p>Lecture 9 Religion and Transformation: Hinduism and Mahayana Buddhism</p> <p>Tutorial 9 The "Language of the Gods" and its impact on early Southeast Asia</p>	<p>Lecture 9 Readings:</p> <p>Le T.L. (2014) "Hindu-Buddhist sculpture in southern Vietnam: evolution of icons and styles to the eighth century", in J. Guy et al (eds.). <i>Lost Kingdoms: Hindu-Buddhist Sculpture of Early Southeast Asia</i>. Metropolitan Museum of Art: New York</p> <p>Miksic, J.N. "Buddhism in Sumatra and Its External Relations." In Leelananda Prematilleke, Pisit Charoenwongsa, Kalpakam Sankarnarayan, and Timbul Haryono, Editors. <i>Abhinandanamala. Supplementum</i>. Bangkok and Colombo: The Abhinandanamala Committee, 2010. PP. 147-165.</p> <p>Pollock, Sheldon. "The Cosmopolitan Vernacular," <i>Journal of Asian Studies</i> 57, 1 (1998): 6-37.</p> <p>Woodward, H.W. Jr. (2004) "Esoteric Buddhism in Southeast Asia in the light of recent scholarship", <i>Journal of Southeast Asian Studies</i> 35(2): 329 -354.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p>Tutorial 9 Readings:</p> <p>Everyone reads (everyone should have read the lecture readings-three listed here as tutorial readings):</p> <p>Pollock, Sheldon. "The Cosmopolitan Vernacular," <i>Journal of Asian Studies</i> 57, 1 (1998): 6-37.</p> <p>Activities: Student Presentations. Each group to choose a reading from the lecture list and tailor their presentation to relate to the chosen reading to Pollock's article. Students must identify the main argument of Pollock's work and whether it is useful or not useful in their assessment of development of early classic Southeast Asia.</p>

		Students may wish to comment on the development of Hinduism and/or Buddhism (Mahayana/esoteric), political ideology, and writing.
11 March 28	<p>Lecture 10 Religion and Transformation: Theravada Buddhism</p> <p>Tutorial 10 Who is a Buddhist? What is the difference between Mahayana, Hinayana, and Theravada Buddhism? Class activity: Convening a synod where matters concerning the Buddha's dharma, the monastic order, scriptures/texts, and commentaries are discussed</p>	<p>Lecture 10 Readings Goh Geok Yian. (2015). <i>The Wheel-Turner and His House: Kingship in a Buddhist Ecumene</i>. Dekalb: Northern Illinois University Press. "Chapter One: The Genesis of the King", pp. 17-41.</p> <p>Revire, N. (2014) "Glimpses of Buddhist practices and rituals in Dvāravatī and in neighbouring cultures", in N. Revire & S. A. Murphy (eds) <i>Before Siam: Essays in Art and Archaeology</i>. River Books/The Siam Society: Bangkok.</p> <p>Skilling, P. (2007) "King sangha and brahmins: ideology, ritual and power in premodern Siam", in I. Harris (ed.) <i>Buddhism, Power and Political Order</i>. Routledge: London-New York.</p> <p>Grabowsky, Volker. (2007) "Buddhism, Power and Political Order in Pre-Twentieth Century Laos", in I. Harris (ed.) <i>Buddhism, Power and Political Order</i>. Routledge: London-New York.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p>Tutorial 10 Readings: Everyone reads (everyone should have read the lecture readings): Brown, R. L. (1997). "Narrative as Icon: The Jataka Stories in Ancient Indian and Southeast Asian Architecture," in J. Schober (ed.) <i>Sacred Biography in the Buddhist Traditions of South and Southeast Asia</i>. Honolulu: University of Hawai'i.</p> <p>Reynolds, F. E. (1997). "Rebirth Traditions and the Lineages of Gotama: A Study in Theravada Buddhology," J. Schober (ed.) <i>Sacred Biography in the Buddhist Traditions of South and Southeast Asia</i>. Honolulu: University of Hawai'i.</p> <p>Activities: Student Presentations</p>
12 April 4	<p>Lecture 11 Religion and Transformation: Advent of Islam in the Island World</p>	<p>Lecture 11 Readings: Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 8. Post Classic: 1400 to 1600 CE</p>

	<p>Tutorial 11 The Postclassic: Islam in Southeast Asia</p>	<p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p> <p><u>Tutorial 11 Readings:</u> Everyone reads (everyone should have read Ancient Southeast Asia Chapter 8):</p> <p>Jones, Russell. (1979). "Ten Conversion Myths from Indonesia". In N. Levtzion (ed.) <i>Conversion to Islam</i>. New York; London: Holmes and Meier Publishers.</p> <p>Miksic, J.N. (2005) "The art of Cirebon and the image of the ascetic in early Javanese Islam/Kesenian Cirebon dan Citra Pertapa pada Islam Jawa Awal", in J. Bennett (ed) <i>Crescent Moon: Islamic Art and Civilisation in Southeast Asia</i>. Art Gallery of South Australia: Adelaide.</p> <p><u>Activities:</u> Topics to be discussed will include: how Islam was introduced, who were the early proselytizers and converts, the impact of Islam, and the context of the arrival of the Europeans following the establishment of Islam, especially in the island world</p> <p>Each group can discuss any of the topics indicated above; anyone can also address the particular historical context at the time of early contact between Islam and the Europeans (Portuguese and Spanish) during the 16th century.</p> <p>Supplementary readings: some of these will be provided on NTUlearn for students who are interested in reading further on the subject.</p>
<p>12 April 11</p>	<p>Lecture 12 The Arrival of the Europeans</p> <p>Tutorial 12 Student Research Paper Consultations</p>	<p><u>Lecture 12 Readings:</u> Miksic and Goh. <i>Ancient Southeast Asia</i>. Chapter 8. Post Classic: 1400 to 1600 CE</p> <p><u>Activities:</u> In-person consultations regarding the students' final research paper.</p>