

University of North Carolina at Greensboro

HIS 588: East Asian History Selected Topics – Trade and State Formation in Southeast Asian History

Fall Semester 2013

M 3:30pm- 6:20pm

MHRA 1209

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Course web site: <http://www.uncg.edu/~jaander2/HIS588>

Office Hours: MW 10:00-10:50 a.m., and by appointment

Introduction:

Most interested students in the West may only be familiar with the nations of contemporary Southeast Asia (Brunei Darussalam, Burma or Myanmar, Cambodia, Indonesia, Laos, Malaysia, the Philippines, Singapore, Thailand and Vietnam) in the context of the modern trade opportunities or against the backdrop of the various wars and episodes of political violence that plagued Southeast Asia throughout the twentieth century. However, these countries are, in fact, heirs to long histories of cultural brilliance and diversity. This region has also sustained rich natural environments, on which much of the world has long depended. In this class we will explore the social and political conditions, particularly during the Age of Imperialism, from which the individual modern Southeast Asian nations emerged. Specifically, we will consider how a shared history of commodity exchange in this region has shaped the collective political character of these nation-states. This class begins with the premise that history is guided by interdependent influences of population, environment, economics, and culture. Following these themes, we will distinguish human enterprise from the natural history of Southeast Asia, and so gain some understanding of the manner with which political or economic change will occur in this region in the future.

Students taking this course should reach the following goals by the end of the semester:

- Construct persuasive written arguments regarding issues of historical interpretation.
- Utilize the latest methods of Web-based technology to communicate with fellow students.
- Understand better the effect the ancient past has had on the modern world.
- Exhibit self-motivation and self-expression by exploring and asking questions regarding historical topics beyond personal life experiences.

Course Requirements

I expect all students to attend and participate in all discussion sections. **More than three absences during the course of the semester, for any reason, will result in a failing grade.**

Moreover, the completion of all written assignments is necessary for a passing grade. No "incompletes" will be given for this class. Please remember to plan ahead!

Grading (Undergraduates)

Annotated bibliography (4-5 pages)	20%
Class presentation	10%
Historiographical essay (8-10 pages)	40%
Class participation	30%

Grading (Graduate students)

Historiographical essay (15-20 pages)	50%
Class presentation	20%
Class participation	30%

Annotated bibliography

All undergraduate students will produce short annotated bibliographies as their first written assignments. All graduate students will supply annotated bibliographies with their final historiographical essays. An annotated bibliography is a list of books, articles, and documents, in which each entry is followed by a brief description of the source itself. These descriptions, or annotations, are provided to advise the reader on the accuracy and usefulness of the materials you have cited in your bibliography. For a better sense of what it entails to create an annotated bibliography, I urge everyone to visit the Cornell University Library's web page "How to Prepare an Annotated Bibliography" at <http://olinuris.library.cornell.edu/ref/research/skill28.htm> . This page contains a very good overview of the process.

Web Site contributions

This class is served by a companion Blackboard site, through which you may access all the on-line e-reserves. Here students can access course information, such as scheduled events (i.e. the syllabus you now hold in your hand), as well as terms mentioned in lecture. I will also list links to web sites of interest to our class. Please refer to the class site periodically for such materials. I urge everyone to visit the Jim Kapoun's web page on the Cornell Library site "Five Criteria for Evaluating Web Pages" (<http://olinuris.library.cornell.edu/ref/research/webcrit.html>) before "surfing" through these on-line materials. Moreover, I include additional materials on the library's Electronic Reserve list. Please refer to the class Web site periodically for such materials.

Class presentations

Each student will be required to present to the class a short summary and salient points from their final essays. We will discuss the nature of these presentations later on in the course.

Historiographical Essay

An historiographical essay is a critical overview of a variety of historical interpretations of an oftentimes narrowly focused topic. Such essays can take different forms, and we will discuss these forms during this course. As an example, I will place one of my own essays from graduate student days in Blackboard Course Documents. Please remember that the quality of your writing, particularly the clarity and persuasiveness of your argument, will factor into the final grading. Late papers will be penalized half a letter grade for each day beyond the original due date.

Classroom Discussions

Discussion and the exchange of ideas are very important components of this course. Everyone will be required to participate, and you should feel free to ask questions in every class. Each student will come to class having read the texts and prepared to discuss them. To facilitate discussion I will ask for volunteers to prepare short summaries (1-2 paragraphs), short but detailed outlines (no more than 1 page) and two discussion questions for these chapters/articles to stimulate class discussion. When a reading has been assigned to the entire class, then everyone, including the week's volunteers, will prepare the above submissions for each required reading. These outlines will be posted to the course Blackboard site. I will also not hesitate to call on all students to participate. However, you should feel free to speak with me before class, if you find it difficult to speak in a public setting. In that case, you may submit your questions before each class in writing.

Required Titles:

1. Hall, Kenneth R. *A History of Early Southeast Asia: Maritime Trade and Societal Development, 100-1500*. Lanham, Md: Rowman & Littlefield, 2011. ISBN: 9780742567610
2. Tagliacozzo, Eric, and Wen-Chin Chang. *Chinese Circulations: Capital, Commodities, and Networks in Southeast Asia*. Durham, N.C.: Duke University Press, 2011. ISBN: 978-0822349037
3. Chandler, David, and Norman G. Owen. *The Emergence of Modern Southeast Asia: A New History*. Honolulu: University of Hawai'i Press, 2004. ISBN: 9780824828905.
4. Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Revised edition. London: Verso, 2006. ISBN: 978-1844670864.
5. Taylor, Jean Gelman. *Indonesia: Peoples and Histories*. New Haven: Yale University Press, 2003. ISBN: 9780300105186.

All other materials for this course will be available on electronic reserve at the course Blackboard site.

Reading Schedule:

WEEK'S TOPIC	READINGS AND DISCUSSION
INTRODUCTION	
August 19: Course “nuts and bolts” and topical introduction	
STATE FORMATION IN SOUTHEAST ASIA	
August 26: Defining Characteristics of Southeast Asian Society and Politics. Geographical & Economic Features of Southeast Asia.	<p>Readings:</p> <ol style="list-style-type: none"> 1. Hutterer, Karl L. “People and Nature in the Tropics” in Hutterer et al. <i>Cultural Values and Human Ecology in Southeast Asia</i> (In Blackboard Course Documents; outlines required from all students). 2. McNeely, Jeff and Jeffrey Sayer. “Shifting Cultivation” in Collins, N. Mark, Jeffery Sayer and Timothy C. Whitmore (eds.). <i>The Conservation Atlas of Tropical Forests: Asia and the Pacific</i> (In Blackboard Course Documents; outlines required from all students). 3. Hall, Kenneth R. <i>A History of Early Southeast Asia</i> (Chapters 1-5) (Individual chapter outlines by student volunteers). <p>Film: <i>Spice Island Saga</i></p>
Monday, September 2nd	Labor Day Holiday
September 9: Defining Characteristics (cont.).	<p>Readings:</p> <ol style="list-style-type: none"> 1. Slamet-Velsink, Ina. ”Connections between Pre-history and the Ethnographic Present “in <i>Emerging Hierarchies</i> (In Blackboard Course Documents; outlines required from all students). 2. Day, Tony. “Ties That (Un)Bind: Families and States in Premodern Southeast Asia” (In Blackboard

	<p>Course Documents; outlines required from all students).</p> <p>3. Hall, Kenneth R. <i>A History of Early Southeast Asia</i> (Chapters 6- 10) (Individual chapter outlines by student volunteers).</p> <p>Film: <i>Three Worlds of Bali</i></p>
HISTORICAL ISSUES OF ETHNIC AND CULTURAL IDENTITIES	
<p>September 16: Imperial China's relations with and Impressions of the Cultures of East and Southeast Asia.</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Qing, Cao. "Selling culture: ancient Chinese conceptions of 'the other' in legends" (In Blackboard Course Documents; outlines required from all students). 2. Tagliacozzo and Chang. <i>Chinese Circulations</i> (Chapters 1- 6) (Individual chapter outlines by student volunteers).
<p>September 23: Inter-related Cultures of Southern China and Mainland Southeast Asia; the Political Influences of Buddhism and Confucianism.</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. R.B. Smith, "The Cycle of Confucianization in Vietnam" (In Blackboard Course Documents; outlines required from all students). 2. Swearer, Donald. "Buddhism as a Civil Religion" in the <i>Buddhist World of Southeast Asia</i> (In Blackboard Course Documents; outlines required from all students). 3. Tagliacozzo and Chang. <i>Chinese Circulations</i> (Chapters 7- 12) (Individual chapter outlines by student volunteers).
TRADE AND TRADE NETWORKS IN SOUTHEAST ASIA	
<p>September 30: Classic States of Southeast Asia, AD 1000-1500.</p>	<p>Readings:</p> <ol style="list-style-type: none"> 1. Aung-Twin, Michael "Spirals in Early Southeast Asian and Burmese History" (In Blackboard Course Documents; outlines required from

	<p>all students).</p> <p>2. O'Connor, Richard. "Agricultural Change and Ethnic Succession in Southeast Asian States." <i>Journal of Asian Studies</i> (In Blackboard Course Documents; outlines required from all students).</p> <p>3. Tagliacozzo and Chang. <i>Chinese Circulations</i> (Chapters 13- 18) (Individual chapter outlines by student volunteers).</p> <p>Film: <i>Dance of the Warriors</i></p>
No class meeting on October 7 th	Day reserved for undergraduate student conferences regarding annotated bibliographies

FALL BREAK: October 11, Friday - Instruction Ends for Fall Break 6:00 p.m

October 16, Wednesday - Classes resume after Fall Break 8:00 a.m

WEEK'S TOPIC	READINGS AND DISCUSSION
THE COLONIAL EXPERIENCE IN SOUTHEAST ASIA	
October 21: Regional Conditions of Early Modern SEA. Early Colonial Experience.	<p>Readings:</p> <p>1. Chandler, David, and Norman G. Owen. <i>The Emergence of Modern Southeast Asia</i> (Intro-Chapter 3) (Outlines required from all students).</p> <p>2. Chandler, David, and Norman G. Owen. <i>The Emergence of Modern Southeast Asia</i> (Individual chapter outlines by student volunteers).</p> <p>Film: <i>Journeys into Islamic Southeast Asia</i> (On-line at "Films on Demand")</p>
MONDAY, October 21st	UNDERGRADUATES' ANNOTATED BIBLIOGRAPHIES DUE IN CLASS

<p>October 28: Late Classical Period and Early European Encroachments.</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. Irwin, Graham. "Malacca Fort" in Michael Adas (ed.) <i>Technology and European Overseas Enterprise: Diffusion, Adaptation, and Adoption</i> (In Blackboard Course Documents; outlines required from all students). 2. Loth, Vincent C. "Armed Incidents and Unpaid Bills: Anglo-Dutch Rivalry in the Banda Islands in the Seventeenth Century" (In Blackboard Course Documents; outlines required from all students). 3. Chandler, David, and Norman G. Owen. <i>The Emergence of Modern Southeast Asia</i> (Individual chapter outlines by student volunteers). <p>Film: <i>East of Krakatoa</i></p>
<p>November 4: Early European Encroachments (cont.).</p>	<p>Reading:</p> <ol style="list-style-type: none"> 1. Rafael, Vincent L. "Nationalism, Imagery, and the Filipino Intelligentsia in the Nineteenth Century." in <i>Critical Inquiry</i> (In Blackboard Course Documents; outlines required from all students). 2. Maxwell, Allen R. "Headtaking and the Consolidation of Political Power in the Early Brunei State" in Janet Hoskins (ed.). <i>Headhunting and the Social Imagination in Southeast Asia</i> (In Blackboard Course Documents; outlines required from all students). 3. Chandler, David, and Norman G. Owen. <i>The Emergence of Modern Southeast Asia</i> (Individual chapter outlines by student volunteers).

NATIONALISM AND NATIONALIST MOVEMENTS IN SOUTHEAST ASIA	
November 11: Southeast Asian Response to Colonial Expansion.	<p>Reading:</p> <p style="text-align: center;">Anderson, Benedict. <i>Imagined Communities</i> (Individual chapter outlines by student volunteers).</p> <p>Film: <i>From the Barrel of a Gun</i>.</p>
November 18: The Example of Modern Indonesia	<p>Reading:</p> <p>Taylor, <i>Indonesia: Peoples and Histories</i>. (Chapters 1-6) (Individual chapter outlines by student volunteers).</p>
November 25: The Example of Modern Indonesia (cont.)	<p>Reading:</p> <ol style="list-style-type: none"> 1. Taylor, Jean Gelman. <i>Indonesia: Peoples and Histories</i>. (Chapters 7-12) (Individual chapter outlines by student volunteers). 2. Douglas Kammen and Faizah Zakaria. "Detention In Mass Violence" in <i>Critical Asian Studies</i> (In Blackboard Course Documents; outlines required from all students). <p>Film: <i>The Year of Living Dangerously</i></p>
December 2:	Class Presentations
MONDAY, DECEMBER 2	GRADUATE ESSAYS DUE
MONDAY, DECEMBER 2	UNDERGRADUATE ESSAYS DUE
MONDAY, DECEMBER 2	LAST DAY OF HIS 588 CLASSES

