



School of Humanities and Languages

**ARTS2212, Southeast Asia
Semester 1, 2014**

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1. Course Staff and Contact Details

Course Convenor			
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2. Course Details

Units of Credit (UoC)	6		
Course Description	<p>The course focuses on modern Southeast Asia since the end of the colonial period until the present day. Instead of the traditional interpretation which sees a trend towards authoritarianism, we shall read contemporary Southeast Asia as a conflict between two competing discourses--dictatorship versus democracy- and explore how the unresolved tension between these two systems explain the shifts between authoritarianism regimes and democratic movements in several Southeast Asian countries. It surveys the rise of military regimes, the pro-democracy movements, rebellion and the civil wars that threatened to break up nations. The regimes of Marcos, Suharto, Mahathir, Lee Kuan Yew, Goh Chok Tong, the Khmer Rouge, and Ne Win will provide some case studies from which to analyse Southeast Asian political dynamics, such as corruption, nepotism, kinship politics, social movements, and the links between religion and politics. The countries of the Philippines, Indonesia, Singapore, Vietnam, Burma/Myanmar, Cambodia, Malaysia, and Thailand will feature in lectures, tutorials and essay topics. In addition, the course includes contemporary issues such as migration (temporary and permanent), changes in the family and society, and Southeast Asian culture and consumption.</p>		
Course Aims	<p>The course aims to:</p> <p>(1) introduce students to the history and political dynamics of Southeast Asian societies since the latter half of the twentieth century up until the present. The current</p>		

		<p>scholarship reads this contemporary period as a trend towards authoritarian regimes and this course intends to teach students to challenge this dominant narrative by providing a more nuanced explanation of the political dynamics of the region---one that grapples with the Southeast Asian concepts of power and political practice and the impact of Western democracy, communism, socialism, and media.</p> <p>(2) impart analytical skills in the interpretation of contemporary events in the region, assessment tasks such as the research essay, pop quizzes, and weekly journals/class exercises, compel students to read the scholarly literature and primary sources and ask them to use the empirical data from these to support their arguments.</p> <p>(3) develop oral presentation skills (through weekly class participation based on the journal exercise), and research skills (the essay).</p> <p>(4) provide students with a general overview of the major issues and events in the Southeast Asian region as a whole.</p>
Student Learning Outcomes		At the completion of this course students will be able to:
		(1) critically evaluate scholarship on the politics of Southeast Asia
		(2) (understand the issues facing contemporary Southeast Asia today
		(3) write a research essay that makes an argument showing an interpretation of an event based on the analysis of secondary and if possible primary sources and the use of logic,
		(4) develop a Southeast Asian perspective or at least an understanding of the diverse cultures and an appreciation of them, and (5) develop skills in oral presentation and writing.
Graduate Attributes	1.	An informed understanding of the diversity of the human experience, history, culture and society in the Asian region
	2.	A capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate
	3.	Effective oral and written communication skills
	4.	The capacity for critical analysis of scholarship, writing and sources on and about Asia

3. Learning and Teaching Rationale

My teaching philosophy is to make students enthusiastic about the subject matter and equip them with the skills to then research and learn on their own. It is important that students learn in particular the skills of critical analysis where they develop a questioning mind when they approach primary and secondary sources. These skills need to be developed regularly over time and tutorials are a fundamental part of this learning process. The reason why journal weekly assessments are a major part of the assessment component is because this ensures that students come to tutorials prepared. They would have done the readings and reflected on the issues raised by the literature. Writing a weekly journal for 5 weeks of tutorials then allows them to participate in an informed manner and debate with their colleagues who have thought and reflected on the reading matter as well. Since this is a difficult and time-consuming requirement that I make of all students, this task is rewarded with a 25% component. There are a number of class exercises (Mock Trial of Suharto, debate about People Power Revolutions, individual presentations of important issues in Southeast Asia, and an ethnographic exercise) which will require reading and reflection but no written journals will be required for those weeks and marks will be based on oral participation in these exercises. Students therefore are required to give their arguments orally each week and defend these arguments. By the end of the semester they not only develop critical skills but also a mature confidence in presenting their ideas in public.

4. Teaching Strategies

My teaching strategy is to get students to do all the readings and reflect on them and then reward them for this weekly effort. The journal assessment component ensures that this outcome is achieved. Tutorial time is for students to discuss their ideas so the tutor will merely chair discussions. An important teaching strategy is to ensure they do all the readings for the subject and get them to critically evaluate them every week so that by the end of semester they become adept at it and develop confidence. The other teaching strategy is to hold group discussions that include a mock trial and a debate. These are intended to have some group dynamics and interaction with collaborative work at times and to be fun learning exercises. The ethnographic exercise in week 13 is meant to be a fun way for students to learn the skills of an anthropologist/ ethnographer.

Lectures are used to provide the background material for the specialised readings in tutorials. Documentary films are used as well as points for discussion. The course is designed to look at contemporary Southeast Asia thematically exploring various aspects of contemporary history, politics and society.

5. Course Assessment

Journals and Participation	25%
Research Essay	30%
Pop Quizzes (4) at 5% each	20%
Ethnographic Exercise	5%
Mock Trial of Suharto	5%
People Power Revolution Debate	5%
Individual Exercise	10%

Please Note: In addition to fulfilling the above assessment requirements, students are expected to attend at least 80% of their lectures and tutorials in order to pass the course.

Students submit a journal assignment in weeks 4, 5, 6, 7, and 8. The essay is due on **Week 9, at 4pm on Friday May 9, 2014**. The essay is worth 30% and should be around 3000 words. The participation in the Mock Trial of Suharto is 5%, in the debate 5%, in the individual exercise 10%, and 5% for the ethnographic exercise.

Journal

The journal is an extremely important component of the assessment. Tutorials will only work if students come to the class prepared for discussion. Students should do the required reading for the week and contribute to the class discussion in an informed manner. The submission of the journal assignment ensures that students will come to class prepared. All tutorial readings are in the Study Kit available from UNSW Bookshop. Students are then required to answer the journal questions and submit them at the end of each tutorial. The journal should be used as the basis for your participation. The tutor will collect the journals at the end of each session and return them to the students the following week with a mark from 1-5 (each journal assessment is worth 5%, the total of all journals is 25%). (There will not be any comments given from the instructor on the weekly journal because the answers to all questions will be discussed at the tutorial---you will however receive long, detailed comments on your essays.) The marks will be based on the written work plus the oral participation. This is the section of the assessment where the instructor is the most generous in awarding marks for effort (the essays are graded on brilliance and not just on effort). If you make a reasonable attempt to answer the questions you will get a 2.5 or a pass. If you answer all questions, chances are you will get a 3 or a credit or a 3.5 Distinction. A 4.5 is an HD, and students who answer all questions very well will receive a 5/5.

Ideally journals should only be around 500-600 words in length typewritten, double-spaced. A sample journal is enclosed at the back of this course outline but we would encourage even shorter ones.

POP Quizzes at Lecture Times

There will be four of these held during the lecture times. They will be unannounced and are worth 5% each for a total of 20%. Students will be asked to write a paragraph in answer to a question about previous lectures. The quiz will take no more than 10 minutes. **THERE IS NO CLASS TEST.**

Mock Trial of Suharto

Students will be divided into groups of 2 or 3 to take on one of these roles: Trial Judge, the generals, Pramoedya Toer, Timor Leste, the Achenese, the Muslims, the Communists and Suharto. The readings for the week are in the study kit. Students do the reading and assume the role they have been assigned to in the trial in class. A 5% mark will be awarded based on participation.

Debate on People Power Revolutions

The class will be divided into two groups for a debate on whether or not People Power Revolutions are democratic or not. The assigned readings on the Philippines and Thailand are in the study kit. A mark of 5% will be awarded based on participation.

Individual Exercise

Students should choose an issue they think is important one in Southeast Asia and discuss (1) why it is important, (2) what is peculiarly Southeast Asian about it, and (3) how has it affected Southeast Asian society, history, politics, economy, culture etc. In order to illustrate

your issue with an example you may do a case study of one Southeast Asian country. Students should do their own research on their case study.

Some issues could be: corruption, nepotism, authoritarianism, kinship politics, environmental problems (for example deforestation, pollution etc.), women's and gender issues, religious beliefs, educational systems, cultural attitudes (choose one or two), language, ethnicities, international relationships or diplomatic relations, natural disasters (typhoons, floods, tsunamis, volcanic eruptions), etc.

Students are encouraged to be creative in identifying an important issue. Students will present their issue orally in class for about 2-3 minutes only. This individual oral presentation is worth 10%.

Ethnography Exercise for Week 10

This exercise is supposed to be a fun one but is also intended to provide an introduction to doing ethnography. Students should make a little excursion on their own at any time during the semester (the mid-semester break would be ideal) to the Vietnamese section of Cabramatta. The idea is for students to practice being an ethnographer. This means they go to the site and observe what is Vietnamese about the place. They should talk about how it looks, how it smells, (use the anthropology of the senses) and what sort of experience was it for them. Students should write their impressions and experiences in little notes in dot point form to hand in class participation. Although we can't go to Southeast Asia, Sydney however does have sizeable Southeast Asian communities. The idea is for students to practice how to be an ethnographer by observing these Southeast Asian spaces in Sydney and be able to analyze and interpret them.

In week 10, the class will discuss their impressions and experiences. How would you describe Cabramatta as a Southeast Asian specialist writing an ethnographic account?

This exercise is worth 5%.

Research Essay

The essay is worth 30% of the mark and should be around 3000 words in length. It must be typed and double spaced with ample margins for the tutor to make comments. See the instructions for assignment submission below.

The essay is due on **Week 9 Friday 9 May at 4pm**. Students should see their tutor or lecturer regarding the essay topics. There is a recommended bibliography included here after each essay question. Students should consult this bibliography in the first instance as these are the leading scholars writing on the topic but are encouraged to explore other material as well. The recommended readings are the established works on that topic. Students are also encouraged to explore recent issues of journals (available electronically through the UNSW library website). A list of recommended journals is in the section on essay questions.

Students should consult the academic specialized literature and not textbooks.

What about the web or internet? Remember secondary sources on the web may not be refereed so be careful. Anyone can put any article on the web. Books and journals have a rigid refereeing process. I usually recommend the web for literature searches---looking for bibliographies and also for primary sources such as newspapers and archival material that are now so easily available through web sites. Students are encouraged to access this material.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see

<https://my.unsw.edu.au/student/academiclife/assessment/GuideToUNSWGrades.html>

Submission of Assessment Tasks

Assignments which are submitted to the School Assignment Box must have a properly completed School Assessment Coversheet, with the declaration signed and dated by hand. The Coversheet can be downloaded from

<https://hal.arts.unsw.edu.au/students/courses/course-outlines/>. It is your responsibility to make a backup copy of the assignment prior to submission and retain it.

Assignments must be submitted before 4:00pm on the due date. Assignments received after this time will be marked as having been received late.

2 assignment copies must be submitted for the essay assessment task - 1 paper copy and 1 electronic copy. a soft copy must be sent by 4pm on the due date in Turnitin in the Moodle course site.

Late Submission of Assignments

Late assignments will attract a penalty. Of the total mark, 3% will be deducted each day for the first week, with Saturday and Sunday counting as two days, and 10% each week thereafter.

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

6. Attendance/Class Clash

Attendance

Students are expected to be regular and punctual in attendance at all classes in the courses in which they are enrolled. Explanations of absences from classes or requests for permission to be absent from classes should be discussed with the teacher and where applicable accompanied by a medical certificate. If students attend less than 80% of their possible classes they may be refused final assessment.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the student misconduct policy.

Class Clash

A student who is approved a permissible clash must fulfil the following requirements:

- a. The student must provide the Course Convenor with copies of lecture notes from those lectures missed on a regular basis as agreed by the Course Convenor and the student.
- b. If a student does attend a lecture for which they had secured a permitted clash they will still submit lecture notes as evidence of attendance.
- c. **Failure to meet these requirements is regarded as unsatisfactory performance in the course and a failure to meet the Faculty's course attendance requirement. Accordingly, Course Convenors will fail students who do not meet this performance/attendance requirement.**
- d. Students must attend the clashed lecture on a specific date if that lecture contains an assessment task for the course such as a quiz or test. Inability to meet this requirement would be grounds for a Course Convenor refusing the application. If the student misses the said lecture there is no obligation on the Course Convenor to schedule a make-up quiz or test and the student can receive zero for the assessment task. It should be noted that in many courses a failure to complete an assessment task can be grounds for course failure.

7. Academic Honesty and Plagiarism

Plagiarism is presenting someone else's thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: <http://www.lc.unsw.edu.au/plagiarism/>. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student's work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here:

<http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf>

8. Course Schedule

To view course timetable, please visit: <http://www.timetable.unsw.edu.au/>

Lecture and Tutorial Schedule

Week 1: 3-7 March

Lecture 1: Orientation, Approach and Trivial Pursuit (Name that Dictator) (MR)

Lecture 2: Anatomy of a Dictatorship: Marcos and Suharto (MR)

No Tutorials

Week 2: 10-14 March

Lecture 1: Documentary Film: Coup d'etat

Lecture 2: Thailand (MR)

Tutorial: Introduction, How to Write a Journal, Tutorial Exercises explained

Week 3: 16-21 March

Lecture 1: Singapore (MR)

Lecture 2: Documentary Film: The Lee Kuan Yew Story

Tutorial: Mock Trial of Suharto

Week 4: 23-28 March

Lecture 1: The Khmer Rouge (MR)

Lecture 2: Burma/Myanmar (MR)

Tutorial: Authoritarian Regimes Represent the Nation (Thailand and Singapore's Asian Values Debate)

Week 5: 31 March-4 April

Lecture 1: Terrorism in Southeast Asia (Guest Lecturer: Associate Professor Andrew Tan)

Lecture 2: Vietnam Part 1 (Guest Lecturer: Professor Richard Hugman)

Tutorial: Everyday Life in Authoritarian Regimes (Khmer Rouge Survivor's Story and Everyday Life in 21st Century Myanmar/Burma)

Week 6: 7-11 April

Lecture 1: Doing Southeast Asian Ethnography (to help with the ethnographic exercise) (MR)

Lecture 2: Vietnam Part 2 (Guest Lecturer: Professor Richard Hugman)

Tutorial: The Usual Suspects: Resistance Figures Aung San Suu Kyi and J.B. Jeyaretnam

Week 7: 14-17 April

Lecture 1: Migration Part 1 (MR)

Lecture 2: Migration Part 2 (MR)

Tutorial: Religion and Politics (Vietnam--Confucian Rites and the Dead Versus the Secular Communist State, and Cambodian Monks under Pol Pot)

Mid-semester break, 18-27 April

Week 8: 28 April-2 May

Lecture 1: Malaysia (MR)

Lecture 2: Democracy Southeast Asian Style (to help with People Power debate) (MR)

Tutorial: Migration

Week 9: 5-9 May

Lecture 1: Women's Movements in Southeast Asia (MR)

Lecture 2: Feature Film: *Caregiver* (to go with migration topic)

Tutorial: FILM and Discussion (*Ballots and Bullets*) (To help with the People Power debate)

ESSAY DUE THIS WEEK

Essay Due Friday May 9 at 4pm.

Week 10: 12-16 May

Lecture 1: The US and the Philippines (MR)

Lecture 2: Film: America's Mandarin on Ngo Dinh Diem and the US

Tutorial: Ethnographic Exercise

Week 11: 19-23 May

Lecture 1: The Past in the Present (Remembering Ho Chi Minh and the Vietnam War, Marcos, the Khmer Rouge, Aceh, Minorities and the Indonesian Killings) (MR)

Lecture 2: Culture and Consumption in Southeast Asia (MR)

Tutorial: Individual Exercise

Week 12: 26-30 May

Lecture 1: TBA (MR)

Lecture 2: The Art of Not Being Governed (MR)

Tutorial: Individual Exercise Continued

Week 13: 2-6 June

No Lectures

Tutorial: Debate on whether People Power Revolutions are Democratic or not

TUTORIAL READINGS AND QUESTIONS

***ALL THE READINGS FOR THIS COURSE HAVE BEEN DIGITISED FOR YOU BY THE UNSW LIBRARY.**

How to access the readings.

1) Log on to:

[http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl\(freeText0\)=ARTS2212](http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS2212)

2) Then search for the author and title you need to read for the week.

Week 1: NO TUTORIALS

Week 2: Orientation

There are tutorials. Orientation and How to Write a Journal and Discussion of Tutorial Exercises (Suharto Mock Trial, People Power Debate, Individual Exercise, Ethnographic Exercise)

Week 3: Mock Trial of Suharto

Class to be divided into the following roles: Trial Judge, the generals, Pramodya Toer, Timor Leste, the Achenese, the Muslims, the Communists and Suharto.

Readings:

Adrian Vickers, *A History of Modern Indonesia*, (Cambridge: Cambridge University Press, 2005), chapter 7, pp. 169-196.

Republica Democratica de Timor Leste, "Our Struggle Against Indonesian Aggression", in Tineke Hellwig and Eric Tagliacozzo (Eds.), *The Indonesia Reader History, Culture, Politics* (Durham and London: Duke University Press, 2009), pp. 361-364

Week 4: Authoritarian Regimes Represent the Nation

Michael D. Barr, "Lee Kuan Yew and the "Asian Values" Debate", *Asian Studies Review*, Vol. 24, No. 3, September 2000, pp. 309-334.

Maurizio Peleggi, *Thailand The Worldly Kingdom*, (London: Reaktion Books, 2007), chapter 4 Ideologies, pp. 116-143.

JOURNAL QUESTIONS: Was the "Asian Values Debate" a mere fabrication used to create a Singaporean identity? What were the elements of a Thai national identity?

Week 5: Everyday Life in Authoritarian Regimes

Readings:

"The Khmer Rouge Revolution" and "Bun Thab: A Khmer Rouge Escapee", in Usha Welaratna, *Beyond the Killing Fields: Voices of Nine Cambodian Survivors in America*, (Stanford: Stanford University Press, 1993, pp. 91-96 and pp. 117-135.

Ardeth Maung Thawngmung, "The Politics of Everyday Life in Twenty-first Century Myanmar", *The Journal of Asian Studies*, Vol. 70, No. 3, August 2011, pp. 641-656.

JOURNAL QUESTIONS: What does the story of Bun Thab tell us about how ordinary people experienced the Khmer Rouge and how they made sense of it? Do you think ordinary people are able to resist the heavy arm of the Burmese army rulers in their day-to-day lives?

Week 6: The Usual Suspects: Resistance Figures Aung San Suu Kyi and J.B. Jeyaretnam

Readings

Hazel J. Lang, 'The Courage of Aung San Suu Kyi', in Gloria Davis, J.V. D'Cruz & Nathan Hollier (Eds.), *Profiles in Courage Political Actors and Ideas in Contemporary Asia*, (Melbourne: Australian Scholarly Publishing, 2008), pp. 117-128).

Aung San Suu Kyi, "In Quest for Democracy" and "Freedom from Fear", in Aung San Suu Kyi, *Freedom from Fear and Other Writings*, (London: Viking Press, 1991), pp. 167-185.

Michael D. Barr, "J.B. Jeyaretnam: A Moral Stand, But Without a Program for Singapore", in Gloria Davis, J.V. D'Cruz & Nathan Hollier (Eds.), *Profiles in Courage Political Actors and Ideas in Contemporary Asia*, (Melbourne: Australian Scholarly Publishing, 2008), pp. 197-209.

JOURNAL QUESTIONS: What were the ideas and strategies that Aung San Suu Kyi and J.B. Jeyaretnam propose to resist authoritarian rule? What do you think about these strategies?

Week 7: Religion and Politics

Readings

Ian Harris, *Buddhism in a Dark Age Cambodian Monks Under Pol Pot*, (Honolulu: University of Hawaii Press, 2013), pp. 90-117.

Shaun Kingsley Malarney, "'The Fatherland Remembers Your Sacrifice' Commemorating War Dead in North Vietnam", in Hue-Tam Ho Tai (Ed.), *The Country of Memory Remaking the Past in Late Socialist Vietnam*, (Berkeley: University of California Press, 2001), pp. 46-76.

JOURNAL QUESTION: What do these two readings reveal about how communist regimes try to eradicate religion in Vietnam and Cambodia? Were they successful? Why or why not?

Week 8: Migration

Readings

Brenda S. A. Yeoh and Shirlena Huang, "Negotiating Public Space: Strategies and Styles of Migrant Female Domestic Workers in Singapore", *Urban Studies*, Vol 35, No. 3, March 1998, pp. 583-602.

Mike Bolos Jr., "Was Working Abroad for a Quarter of a Century Worth It?", in Corazon R. Arboleda and Carmelita G. Nuqui (Eds.), *Migrant's Stories, Migrants' Voices*, (Quezon City: Philippine Migrants Rights Watch, 2007), pp. 61-68.

JOURNAL QUESTION: How is migration experienced and evaluated by the migrant domestic workers and the host country (in this case Singapore)?

Week 9: Film and Discussion. *Ballots and Bullets* Elections in the Philippines (to help with the debate in week 13)

ESSAY DUE MAY 10

Week 10: Ethnographic Exercise

Week 11: Individual Exercise

Week 12: Individual Exercise

Week 13: Debate: Are People Power Revolutions Democratic?

Readings

Jose Dalisay Jr., "Showtime at EDSA", in Thelma Sioson San Juan (Ed.), *People Power 2 Lessons and Hopes*, (Pasig City: ABS-CBN Publishing Inc., 2001), pp. 242-247.

Jim Ockey, "Red Democracy, Yellow Democracy: Political Conflict in Thailand", *New Zealand International Review*, Vol. 35, No. 6, December 2010, pp. 8-12.

Essay Topics

1. Using the stories of the survivors of the Khmer Rouge, how did policies of the Khmer Rouge affect the everyday lives of the Khmer people?
2. How have Lee Kuan Yew and Goh Chok Tong used authoritarian rule to reinvent Singapore society, ideology and national identity? How successful have they been? You should look at the White Paper (on shared values), the Eugenics debate and the Asian values debate.
3. What was the impact of *doi moi* or the renovation era on Vietnamese family and society?
4. Do you think Mahathir Mohamad and Lee Kuan Yew's debates about "Asian values" and the suitability of authoritarianism to Southeast Asian tradition are merely justifications for their authoritarian rule?
5. What role does Civil Society and NGOs play in Southeast Asian Politics since the 1980?
6. How has migration affected the ordinary lives of Filipino migrants? How have they coped with their new conditions in the foreign environment?
7. What impact does religion have in the contemporary politics of Malaysia and/or Indonesia?
8. Choose a dictator or ruler of an authoritarian regime and analyze their political methods and strategies for holding on to power at all costs. You may choose one of the following: Ferdinand Marcos, Suharto, Mahathir Mohamad, Lee Kuan Yew or Goh Chok Tong.
9. Choose a resistance figure and analyze their political ideas and strategies for political and social reform in their country in a specific time period. You may choose one of the following: Aung San Suu Kyi, Jose Ramos Horta, J.B. Jeyaretnam, Chiam See Tong, Mochtar Lubis, Anwar Ibrahim, Benigno Aquino Jr. or Corazon Aquino, and Xanana Gusmao.
10. How would you describe the everyday life of ordinary people living in authoritarian regimes? (Try to discuss more than one Southeast Asian country if you can). BUT do NOT do the Khmer Rouge which is already covered in essay question 1.

SAMPLE JOURNAL

What is the role and impact of the media (incl. internet) in Southeast Asian contemporary democracies?

In Southeast Asia, traditional mediums like radio and T.V. have historically had a rather tenuous hold on free speech, often not only being suppressed but also taken over by pro-government individuals. In 1998, the Indonesian 'Reform' movement meant government control over mass media was significantly reduced in Indonesia and the various media forms, including publications, radio, T.V. and internet, have been able to open up political discussion. However they have had mixed results in facilitating democratic processes in the country. Given the history of more traditional mediums, the introduction of the new internet was often hailed as the "technology of democracy" [pg. 263] but even it has been limited in its effectiveness.

The internet in Indonesia lacked the reach of traditional media and had little impact on campaigning and the results of the 1999 election. During the elections the radio was the most important medium due to its ability to tailor campaign pitches to different localities. However, the internet was able to provide a high degree of transparency in the voting process, a factor often considered to be a necessity for democratic elections. The ability of the internet to deliver rapid data to the media and public legitimised the election to the world and also authenticated democracy to a certain educated middle class. It meant people's trust in the democratic system as a whole doubled to 74%.

Beyond the election, the internet also provided a platform for regions within the Indonesia to reach out to foreigners (investors especially) directly without having to go through Jakarta. In doing so, the resultant changing economic flows reduced the central control of Jakarta and created a sense of autonomy and global connectivity for the 'region'. Another important role of the internet was in providing discussion forums on independent and government websites. As a result, individuals were able to publicly scrutinize and criticize the government and its policies without being held accountable.

Despite the contribution of the internet to necessary elements of democracy, it has not lived up to its potential to build consensus through actual discussion. Not only is it greatly hampered by the fact that many do not have access to internet, discussion forums have not been able to actually stimulate debate between individual users and between users and the government. Undoubtedly, the media has been crucial to democracies in Southeast Asia, however, the tenuous hold of traditional mediums and the limitations of the newer internet medium have made progress incomplete.

How has popular culture such as music been politicized in Southeast Asia?

Music has played an important traditional role in many Southeast Asian cultures, making it inevitable that it would be politicized. Popular culture such as music has been a major part of political and military struggles. It has been the weapon used to steal the “hearts and minds” [pg. 277] of the people by both the ruling governments and oppositions.

The ‘people power’ revolutions of the Philippines make it a valuable demonstration of how popular culture has been politicized in the region. Songs and singing have always been an important part of Philippine culture and since the Japanese occupation it has been used as a form of protest. During the 1930s, radical labour and peasant groups used songs to recruit and expand. In the 1940s-1950s, the radical Hukbalahap movement became known as the ‘singing army’. This history of politicized music was revived by the student and feminist movements during the 1960s creating a scene of flourishing protest music which would have a significant role during the Marcos regime.

However, music was in a sense a double edged sword employed by Marcos supporters and opposition. The Marcos government used music to generate support and constantly played pro-Marcos songs through government controlled media. Imelda Marcos also commissioned songs praising the New Society to assist Marcos’ campaign to win the hearts and minds of the people.

Despite Marcos’ attempts, it would ultimately be the protestors who succeed in the cultural war. The more Marcos controlled broadcast and blacklisted protest music like that of Freddie Aguilar, the more the tide turned against him. Drawing on the memory of former nationalist heroes and groups, like Ninoy Aquino, the genre flourished. Aguilar’s song “Bayan Ko” became the anthem of the anti-Marcos movement after it was empowered by Aguilar’s performance of it beside Aquino’s coffin. Marcos’ fall eventually came at the hands of non-violent revolution where one of the main weapons of the people was song.

The pinoy genre did not just flourish during the Marcos years. The dictatorship set the foundations for the popularisation of the genre under President Aquino. Following lobbying, President Aquino established a Presidential Commission for Culture and the Arts to foster the growth of a national culture of the people, making music a major part of developing a national identity.

As governments in Southeast Asia, like the Philippines, continue to struggle to build a national identity and truly break from the remnants of colonization, political music (with its ability to reflect larger social, economic and political realities) will continue to grow.

9. Course Resources

Textbook Details: All readings for the tutorials are digitised by the library see the library link

http://searchfirst.library.unsw.edu.au/primo_library/libweb/action/search.do?vid=UNSW&fn=search&vl(freeText0)=ARTS2212
Journals See Bibliographies
Additional Readings
Websites

10. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

In 2011, course evaluations were received from 20 respondents out of 58 enrolled students. Results showed that 90% of students agreed that "Overall, I was satisfied with the quality of the course" with 45% saying they "strongly agreed", 30% who said they "agreed", 15% "mildly agreed" and 10% who "mildly disagreed" with this statement. There were no marks lower than the 10% who mildly disagreed. Most comments were very positive about the design of the course and the spread of countries. I received some contradictory comments about the journal assessment with many students saying they liked it and a minority saying it was too heavy a requirement. There was some suggestion that the weekly journals be reduced towards the end of the semester. In response to this, I have drastically reduced the weekly journals from a total of 9 to a total of 5, and introduced a number of class exercises including a mock trial of Suharto, a debate, an individual exercise and an ethnographic exercise — all of which did not require a written submission. I also reduced the number of questions per journal from 3-4 in 2011 to 1-2 only from 2012 onwards. I also shortened the number of words for the journal to approximately 500-600 words. If you look at the course design, journals are due in the first half of the semester and no more journals are required after week 8. I've also updated the readings and tutorial topics so that they are thematic rather than country-focused.

This new revamped course that you will be taking received very positive feedback in 2012 (last year). Out of 97 enrolments, the 21 respondents to the teaching evaluations 100% said that they thought the course was challenging and interesting. A lot of comments praised the new exercises introduced such as the Mock trial of Suharto and the people power debate. There was less enthusiasm for the separatist movements group exercise and the NGO exercise. So, in response, I've changed the separatist movements exercise into the individual Southeast Asian issue exercise and replaced the NGO web exercise with the ethnographic exercise.

In 2013 students requested the Ethnographic exercise be conducted earlier in the semester and to give it more value. They enjoyed going to Cabramatta but preferred to do the trip prior to week 12-13. I've responded by moving the Ethnographic exercise from week 13 to week 10 and increased the value from 5% to 8% (and then decreased the individual exercise from 10% to 7%).

Mina Roces the Faculty of Arts and Social Sciences Dean's Excellence in Teaching Award for 2012 and the Vice Chancellors' Award for Teaching Excellence in 2013.

11. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre's website at:

<http://www.lc.unsw.edu.au>

12. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

<https://my.unsw.edu.au/student/atoz/Complaints.html>

13. Other Information

myUNSW

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

<https://my.unsw.edu.au>

<https://my.unsw.edu.au/student/atoz/ABC.html>

OHS

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

<http://www.ohs.unsw.edu.au/>

Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at:

<https://my.unsw.edu.au/student/atoz/SpecialConsideration.html>

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the

Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: <http://www.studentequity.unsw.edu.au>

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.