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2. Course Details
3. Learning and Teaching Rationale
4. Teaching Strategies
5. Course Assessment
6. Extension of Time for Submission of Assessment Tasks
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8. Class Clash
9. Academic Honesty and Plagiarism
10. Course Schedule
11. Course Resources
12. Course Evaluation and Development
13. Student Support
14. Grievances
15. Other Information
1. Course Staff and Contact Details

**Course Convenor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Professor Mina Roces</th>
<th>Room</th>
<th>MB359</th>
</tr>
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<tbody>
<tr>
<td>Phone</td>
<td>93852348</td>
<td>Email</td>
<td><a href="mailto:m.roces@unsw.edu.au">m.roces@unsw.edu.au</a></td>
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<tr>
<td>Consultation Time</td>
<td>Wednesdays 10-12</td>
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**Lecturer**

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<th>Name</th>
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**Tutors**

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Dr. Katie Slattery</td>
<td></td>
<td></td>
<td><a href="mailto:k.slattery@unsw.edu.au">k.slattery@unsw.edu.au</a></td>
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2. Course Details

**Units of Credit (UoC)** 6

**Course Description**

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.

**Course Aims**

The course aims to:

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 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.

(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.

(3) develop oral presentation skills (through weekly class participation based on the journal exercise), and research skills (the essay).

(4) provide students with a general overview of the major issues and events in the Southeast Asian region as a whole.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>At the completion of this course students will be able to:</th>
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<tbody>
<tr>
<td></td>
<td>(1) critically evaluate scholarship on the politics of Southeast Asia</td>
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<td></td>
<td>(2) understand the issues facing contemporary Southeast Asia today</td>
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<td></td>
<td>(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</td>
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<td></td>
<td>(4) develop a Southeast Asian perspective or at least an understanding of the diverse cultures and an appreciation of them, and</td>
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<td></td>
<td>(5) develop skills in oral presentation and writing</td>
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<table>
<thead>
<tr>
<th>Graduate Attributes</th>
<th>1. An informed understanding of the diversity of the human experience, history, culture and society in the Asian region</th>
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<tbody>
<tr>
<td></td>
<td>2. A capacity to engage in and appreciate the value of reasoned and open-minded discussion and debate</td>
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<td></td>
<td>3. Effective oral and written communication skills</td>
</tr>
<tr>
<td></td>
<td>4. The capacity for critical analysis of scholarship, writing and sources on and about Asia</td>
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</table>
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 develop 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 4 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 20% component. There are a number of class exercises (group work in class on proposing a candidate for election in Burma, group work on advising the Australian Prime Minister on the current situation in Thailand and Indonesia, 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. 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 10 is meant to be a fun way for students to learn the skills of an anthropologist/ethnographer. Finally, the individual exercise allows the student to have their own original project, and do original research and analysis.

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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Journals and Participation</td>
<td>500-600 words max</td>
<td>5% each total 20%</td>
<td>1,2,4,5</td>
<td>1,2,3,4</td>
<td>weeks 3,4,6, 7</td>
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<tr>
<td>Research Essay</td>
<td>3000 max</td>
<td>35%</td>
<td>2,3,4,4,5,</td>
<td>1,2,3,4</td>
<td>May 8, 2015</td>
</tr>
<tr>
<td>Ethnographic Exercise</td>
<td>oral discussion</td>
<td>10%</td>
<td>2,4,5</td>
<td>1,2,3,</td>
<td>Week 10 tutorials</td>
</tr>
<tr>
<td>Individual Exercise</td>
<td>Oral 5 min maximum</td>
<td>15%</td>
<td>1,2,4,5</td>
<td>1,2,3,4</td>
<td>Tutorials weeks 11-13</td>
</tr>
<tr>
<td>4 Pop Quizzes</td>
<td>2-3 paragraphs</td>
<td>5% each</td>
<td>2,4,5</td>
<td>1,3</td>
<td>During lectures can come anytime</td>
</tr>
</tbody>
</table>

**Please Note:** The Arts and Social Sciences Protocols and Guidelines state:

A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

Students submit a journal assignment in weeks 3, 4, 6, and 7. The essay is due on **Week 9, at 4pm on Friday, May 8, 2015**. The essay is worth 35% and should be around 3000 words. The individual exercise is worth 15%, and 10% 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 available in the UNSW library website under the search title ARTS2212 Southeast Asia. Readings not in that site means that they are available in the appropriate journal if you type the journal’s title of the reading in the library’s search engine or as an ebook also available by typing the title in the library’s search engine. 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 20%). (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.

**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 15%.

**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 10%.
Research Essay

The essay is worth 35% 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, May 8, 2015 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](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/](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
The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the loss of 3% of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted 14 days after the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but the lateness and the work is a compulsory course component a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
- Work submitted 21 days after the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

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. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
• If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

• A student is expected to attend all class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.

• If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

• Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

• A student who arrives more than 15 minutes late may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

• If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

• Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

• If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

• A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

• A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

• The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

• A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

• A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.
Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. Class Clash

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Policy.pdf

For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. 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
Lecture and Tutorial Schedule

**Week 1: 2-6 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: 9-13 March**
Lecture 1: Documentary Film: Coup d’etat
Lecture 2: Singapore (MR)

Tutorial: Introduction, How to Write a Journal, Tutorial Exercises explained, students divided into discussion groups

**Week 3: 16-20 March**
Lecture 1: The Lee Kuan Yew Story (documentary)
Lecture 2: The Khmer Rouge (MR)

Tutorial: Ruling Elites (Indonesia, Philippines and Singapore)

**Week 4: 23-27 March**
Lecture 1: Burma/Myanmar (MR)
Lecture 2: Thailand (MR)

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

**Week 5: 30 March-2 April**
Lecture 1: Migration 1 (MR)
Lecture 2: Migration 2 (MR)

Tutorial: Group in class exercise: Putting up Political candidates for elections in Burma

**Mid semester recess, 3-12 April**

**Week 6: 13-17 April**
Lecture 1: Malaysia (MR)
Lecture 2: The Rise of the Middle Classes in Southeast Asia

Tutorial: Migration

**Week 7: 20-24 April**
Lecture 1: Vietnam Part 1 (Guest Lecturer: Professor Richard Hugman)
Lecture 2: Vietnam Part 2 (Guest Lecturer: Professor Richard Hugman)
Tutorial: The Marginal in the City

**Week 8: 27 April-1 May**
Lecture 1: Terrorism in Southeast Asia (Guest Lecturer: Associate Professor Andrew Tan)
Lecture 2: Doing Southeast Asian Ethnography (to help with the Ethnographic exercise) (MR)

Tutorial: Group exercise: advising the Australian Prime Minister about the situation in Thailand and Indonesia

**Week 9: 4-8 May**
Lecture 1: Democracy Southeast Asian Style (MR)

Tutorial: FILM Documentary The Tsunami and Discussion

**ESSAY DUE THIS WEEK**

Essay Due Friday May 8, 2015 at 4pm.

**Week 10: 11-15 May**
Lecture 1: Ethnicities in Southeast Asia (including separatist movements in Aceh) (MR)
Lecture 2: The Many Faces of Tourism in Southeast Asia (MR)

Tutorial: Ethnographic Exercise

**Week 11: 18-22 May**
Lecture 1: Women in Contemporary Southeast Asia
Lecture 2: Natural Disasters: the Tsunami Recovery 10 years on

Tutorial: Individual Exercise

**Week 12: 25-29 May**
Lecture 1: TBA
Lecture 2: The Art of Not Being Governed (MR)

Tutorial: Individual Exercise Continued

**Week 13: 1-5 June**
No Lectures
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: ARTS2212 in the library’s search engine
2) Then search for the author and title you need to read for the week.
3) if it is not there it might already be an ebook so type the book’s title in the search engine. If it is a journal article you will need to type the title of the journal and use the bibliographic details to access the article.

Week 1: NO TUTORIALS

Week 2: Orientation

There are tutorials. Orientation and How to Write a Journal and Discussion of Tutorial Exercises (Group exercises, Individual Exercise, Ethnographic Exercise)

Week 3: The Ruling Elites: Indonesia, Philippines and Singapore

Readings:


Journal questions: What were the strategies used by the ruling elites in Indonesia, the Philippines and Singapore in order to consolidate and maintain power? Are there differences between the three countries? If so, discuss. What challenges does this bring to Southeast Asian societies?

Week 4: Everyday Life in Authoritarian Regimes

Readings:


Journal question: 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 5: Group in class exercise, putting up candidates for election in Burma**

Readings:
Jonathan Bogais, “Greed the unseen peril on Myanmar’s road to democracy” in *Asian Currents*, June, 2014, pp. 8-10. This is a very short reading. This issue of *Asian Currents* will be put up in the Moodle site for this week’s reading material.

Students will be divided into several camps. 1 group will be Aung San Suu Kyi, 1 group will represent the ethnic minorities, one will represent the army, one will represent the business groups, and one will represent the elites. Students are encouraged to do a little research on their assigned constituent.

At the tutorial students will get together with their groups for about 15-20 minutes and then they will elect one spokesperson per group to present their platform to the class in a general discussion.

**Week 6: Migration**


Students are also encouraged to watch the feature film *Anak* (it has English subtitles) starring Vilma Santos and Claudie Barreto:
https://www.youtube.com/watch?v=dTgNNID5Pck
It is a long film but does capture the issues and goes well with the reading. It is rather melodramatic so have some tissues handy.

**Journal question/s:** What are some of the consequences of migration? How is migration viewed from the perspective of the children left behind and why is it that family reunification does not deliver the imagined “happy ending”? Students can use examples from the stories quoted by Geraldine Pratt and the feature film.

**Week 7: The Marginal in the City**

Readings:
Minh T. N. Nguyen, *Vietnam’s Socialist Servants. Domesticity, Class, Gender, and Identity*, (London: Routledge, 2014), pp. 1-9 (of the introduction) and chapter 6, pp. 133-155. This has been purchased by the library as an ebook so if you type the book’s title in the library’s search engine this should allow you access to the book.

S. Nagarajan and Andrew Willford, “The Last Plantation in Kuala Lumpur”, in Yeoh Seng Guan, *The Other Kuala Lumpur. Living in the Shadows of a Globalising Southeast Asian City*, (London: Routledge, 2014), pp. 190-218. This has been purchased by the library as an ebook so if you type the book’s title in the library’s search engine this should allow you access to the book.

**Journal question/s:** How is life in the city viewed from the perspective of Vietnamese domestic servants in Hanoi and the Tamil Indians who live in the former plantation lands in
Kuala Lumpur? (To answer this think about the issues they encounter in their day to day life. Do you think these people are ‘invisible’ in city life; that is, their presence is ignored or dismissed by the dominant classes despite the important roles they contribute?

**Week 8: Group in-class exercise, advising the Australian Prime Minister about the situation in Thailand OR Indonesia**

The class will be divided into several groups, some will handle Thailand and the others Indonesia. Your challenge is to explain to the Prime Minister of Australia in simple terms, what the problems and issues are in Thailand or Indonesia.

**For the groups doing Thailand:**

And Kevin Hewison, “Judiciary Shows True Colours in Thailand Coup”, *Asian Currents*, June 2014, pp. 5-7. THIS IS VERY SHORT so at the very least read this one, it is available under *Asian Currents* week 8 in your Blackboard site.

**For the groups doing Indonesia:**

Ariel Heryanto, “Indonesia’s Democratic Moments”, in *Asian Currents*, August 2014, pp. 8-10. This is a very short reading so students must do this one at least. The appropriate issue of Asian Currents where you can find the reading will be put up in the appropriate week in the Moodle site.

**Week 9: Film and Discussion.**

**ESSAY DUE THIS WEEK.**

**Week 10: Ethnographic Exercise**

**Week 11: Individual Exercise**

**Week 12: Individual Exercise**

**Week 13: Individual Exercise**
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. What was the impact of *doi moi* or the renovation era on Vietnamese family and society?

3. What role does Civil Society and NGOs play in Southeast Asian Politics since the 1980?

4. How has migration affected the ordinary lives of Filipino migrants? How have they coped with their new conditions in the foreign environment?

5. What impact does religion have in the contemporary politics of Malaysia and/or Indonesia?

6. 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. You may also use photographs as part of your primary sources if you analyse the dress and deportment as part of the politician’s plan for self-representation. For examples on how to do this see Mina or else read Maurizio Peleggi, *Lords of Things. The Fashioning of the Siamese Monarchy’s Modern Image*, chapter on King Chulalongkorn or look at the Asian chapters in Mina Roces and Louise Edwards (eds.), *The Politics of Dress in Asia and the Americas*, (Brighton: Sussex Academic press, 2007).

7. 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. For examples on how to do this see Mina or else read Maurizio Peleggi, *Lords of Things. The Fashioning of the Siamese Monarchy’s Modern Image*, chapter on King Chulalongkorn or look at the Asian chapters in Mina Roces and Louise Edwards (eds.), *The Politics of Dress in Asia and the Americas*, (Brighton: Sussex Academic press, 2007). Aung San Suu Kyi’s use of national dress would be perfect for this.

8. How would you describe the new middle classes in Southeast Asia? How have they expressed their identity and new power?

9. What has been the effect of natural disasters such as typhoons and the tsunami on the politics and society of particular Southeast Asian places? (For example, think about how the tsunami in Aceh has impacted on the political separatist movement there.)
Recommended Readings for Essays

Some Useful websites

General Southeast Asia

*Far Eastern Economic Review*
http://www.feer.com

*Asiaweek*
http://www.asiaweek.com/asiaweek

Here are some websites on Philippine newspapers

*The Philippine Daily Inquirer*
http://www.inquirer.net/

*Philippine Center for Investigative Journalism* (this has weekly reportage—very good analytically)
http://pcij.org/

*The Philippine Star*
http://www.philstar.com/

*Business World*
http://www.bworldonline.com/

For Philippine Migration (Emagazine—Positively Filipino) Just google it

The Straits Times
www.straitstimes.com.sg

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?

Although the majority of the sources here are primary sources and memoirs, we need you to also use the secondary material that give you the historical context and will help you critique the sources. So go ahead and use some of the secondary literature. There are some in the list below (David Chandler, Ben Kiernan, Martin Stuart-Fox, Stephen Heder etc.)

See also the Migration Heritage Centre of the powerhouse Museum has placed on its website six short (ten minute) interviews with Khmer Rouge survivors:

It is entitled *Leaving Cambodia*. Please check it out.

Also check out this link Cambodian Genocide to the Cambodian Genocide program at Yale University: http://www.yale.edu/cgp/[

Documentary the Library has in online streaming: *Enemies of the People: A Personal Journey into the heart of the Killing Fields.*


2. What was the impact of *doi moi* or the renovation era on Vietnamese family and society? (This may include gender relations.)


Werner, Jane with Daniel Belanger *Gender, Household and State: Doi Moi in Viet Nam*, (Ithaca: Cornell Southeast Asia Program, Cornell University, 2002).


3. What role does Civil Society and NGOs play in Southeast Asian Politics since the 1980s?

Boudreau, Vincent, *Grassroots and Cadre in the Protest Movement*, (Quezon City: Ateneo de Manila University, 2001). (This is a Philippine case study).


James, Helen, *Governance and Civil Society in Myanmar*, RoutledgeCurzon, 2004


Check journal articles in the *Journal of Contemporary Asia*.

4. How has migration affected the ordinary lives of Filipino migrants? How have they coped with their new conditions in the foreign environment?

This is a huge field so I’ve only included a selection of readings here but feel free to do searches under the subject guides in the library as there are tons of journal articles available for download in the library’s appropriate journal page.


Browse through articles in the *Asia Pacific Migration Journal*.


Huang, Shirlena, Yeoh, Brenda, and Raman, Noor Abdul (eds.), *Asian Women as Transnational Domestic Helpers*, (Marshall Cavendish, 2005).


Roces, Mina, “Filipino Migration to the United States and the Rethinking of Gender Narratives”, *Gender & History*, April 2015, pp. 1-17 (this is already available electronically as a pre-publication). You may also email Mina for an electronic copy.


5. What impact does religion have in the contemporary politics of Malaysia and/or Indonesia?


6. 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.

Use the ‘Subject Guides’ category in the Library search catalogue, look at the category of history or politics and type in the name as your search word.

See also Lee Kuan Yew’s autobiography and Mahathir’s *The Malay Dilemma*. Garry Rodan is good for Singapore. See also Michael Barr who has written on Mahathir and also on Singapore such as Michael Barr, “Perpetual Revisionism in Singapore: the Limits of Change”, *Pacific Review*, Vol 16, Issue 1, 200, pp. 77-97.


There are a few biographies of Imelda Marcos.


7. 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, and Xanana Gusmao.

It is also good to use newspaper reports.


Michael Barr’s chapter in your tutorial reading for the week on the usual suspects.


8. How would you describe the new middle classes in Southeast Asia? How have they expressed their identities and new power?

Earl, Catherine, *Vietnam’s New Middle Classes. Gender, Career, City*, (Copenhagen: NIAS pres, 2014).


9. What has been the effect of natural disasters such as typhoons and the tsunami on the politics, and the people of particular Southeast Asian places?


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.

11. Course Resources
Textbook Details: All readings for the tutorials are digitised by the library.
To find them type “ARTS2212 Southeast Asia” in the library search engine. They are arranged in alphabetical order by author’s surname. All journal articles however will need to be accessed through typing the title of the journal in the search engine and finding the issue. Some of the books are available as ebook and in this case type the title of the book and search for the relevant chapter.

Journals: See Bibliographies

Additional Readings: see below in essay bibliographies

Websites: see below in essay bibliographies

12. 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 2014, course evaluations were received from 17 respondents out of 67 enrolments, in response to the question “Overall, I was satisfied with the quality of this course”, 47% ‘strongly agreed’, 41% ‘agreed’, 6% ‘mildly agreed’, and 6% ‘mildly disagreed’. This course scored a 94% satisfaction rating. It is higher than the result of the average of other courses in the School of Humanities and Languages that received a 92%, and the average of courses taught in the Faculty of Arts and Social Sciences that received a 90%. In addition 100% of those responding agreed that “the course was challenging and interesting”.

Most comments were very positive about the design of the course and the spread of countries. There was some suggestion that I reduce the overall number of assessment. In response to this, I have drastically reduced the weekly journals from a total of 9 (in 2012) to 5 in (2014) to a total of 4 (for 2015). 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 7. I’ve also updated the readings and tutorial topics so that they are thematic rather than country-focused. I’ve removed 2 other pieces of assessment (the Mock Trial of Suharto, the debate on People Power revolutions).

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 10%. Students enjoyed this in 2014 so I have kept it as is.

This year (2015) I have changed more than half the tutorial topics and readings. You have the very latest (2014 publications) and also I’ve introduced group activities with very little reading to give students a break from writing journals. That is why the course is designed with written journals due in weeks 3 and 4, a group in class exercise with a short reading assigned in week 5 (where no journal is required) followed by journals due in weeks 6, and 7. There are no more journals due after week 7 since I know students would like to focus on their essays that are due in week 9. In week 8 we will do a group in class exercise and we will watch a film (and have a little discussion about it) in week 9. I’ve also changed three of the essay questions to include topics
such as the rise of the Southeast Asian Middle classes and the effects of the tsunami.

Mina Roces is the recipient of 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.

13. 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

14. 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

15. 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.