

HIST 132

Modern Southeast Asia

This syllabus is subject to change based on conditions during the semester.

INSTRUCTOR: Dr. Kevin W. Fogg
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Office: FedEx Global Education Center, Room 3107
Office Hours: Tuesday, 3-5pm, and by appointment

CLASS MEETINGS: MWF 9:05-9:55am, Gardner 0209

CREDIT HOURS: 3

GENERAL EDUCATION CREDITS: BN (Beyond the North Atlantic); HS (Historical Analysis)
FC-PAST; FC-GLOBAL

PREREQUISITES: None

COURSE OVERVIEW:

Content and Goals:

This course will cover the history of the territories and peoples of modern-day Brunei, Cambodia, Indonesia, Laos, Malaysia, Myanmar, the Philippines, Thailand, Timor-Leste, Singapore and Vietnam, from roughly 1800 to the present.

The first goal of the course is for students to learn about key people, events, and trends from Southeast Asia in this period and how they impact the world we live in today. To this end, the areas that are the focus of the course will inevitably be connected with broader, global networks and key international shifts—but the course aims to keep the focus on the people in Southeast Asia. Just like Southeast Asia cannot be studied in total isolation, the modern-day countries in this region cannot be understood as entirely separate actors with immutable borders, and a key theme will be the contingency and arbitrariness of certain categories that have organized modern life (borders, ethnic classifications, ideological affiliation, etc.).

Even while the course keeps Southeast Asian historical actors at the center, it will connect the events in Southeast Asia with global forces and trends. This includes worldwide phenomena in which Southeast Asia had a key role (e.g., imperialism, the Cold War), but also identifying areas where Southeast Asian history has many outliers (e.g., gender and sexual identity in history, human-environment interaction).

The second goal of the course is for students to build out and strengthen skills that are relevant not just in history and related disciplines but also in broader professional and academic settings. These skills—including critical reading, clear writing, sharp argumentation, and respectful debate—will be honed not only through submitted assignments but also through classroom activities, making active participation during scheduled class sessions imperative.

A key feature of building students' toolkits as historians is the analysis of primary documents on most Fridays of the semester. The assignments throughout the course will also focus on building students' analytical skills.

Learning Objectives:

Engagement with the Human Past (FC-PAST)

Students acquire knowledge through evidence about human experience in one or more eras of the human past and learn to evaluate, synthesize, and communicate that evidence, applying it to their lives in the present.

Questions for Students

1. What events, conflicts, and continuities shaped an era of the human past?
2. What distinctive kinds of evidence do we use to interpret and understand the human past?
3. How have people made decision and acted in light of historical knowledge?
4. How does the material and historical past survive in the present and affect our perception of both the past and the present?
5. What conditions and processes shape our approach to the human past?

Learning Outcomes

1. Develop knowledge of different spatiotemporal scales, patterns, ideas, figures, and events from the past.
2. Evaluate primary source material and/or other historical evidence of past conditions (e.g., behaviors, events, and social, cultural, economic, and/or political structures); assess divergent or complementary methods, materials, and/or methodologies in interpreting the human past.
3. Assess conflicting historical narratives based on evidence and methodologies.
4. Generate and evaluate arguments based the analysis of primary and scholarly sources.
5. Apply historical methods and knowledge to make informed judgments about the past and the present.

Global Understanding and Engagement (FC-GLOBAL)

Students study and engage with global processes shaping the world and its peoples, including those beyond the North Atlantic region (United States, Canada, and Western Europe). They develop deep knowledge of historic or contemporary roles and differential effects of human organizations and actions on global systems.

Questions for Students

1. What forces connect and distinguish the experiences of peoples, societies, and human organization around the world?
2. How can I understand and compare differing worldviews?
3. What connections and differences exist between particular worldviews, experiences, societies, or power structures?
4. What ideas, approaches, and international sources allow scholars to compare societies?

Learning Outcomes

1. Classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
2. Translate among civic cultures, social values, and moral commitments that characterize peoples and societies, including those beyond the North Atlantic region.
3. Assess ways that political and economic institutions shape contemporary global relations.
4. Explain human and environmental challenges that transcend national borders.

Recurring Capacities

Students in Modern Southeast Asia will:

1. Pose problems and questions that require systematic thinking about evidence, argument and uncertainty in the study of history.
2. Consider the context of human difference between and within societies; the debates about these differences in Southeast Asia since 1850; and how these debates have changed over time.
3. Write and submit two assignments of at least 2,000 words each.
4. Present material to the class through engagement on the course website (Sakai).
5. Collaborate in pairs or groups to learn and debate through small-group discussions in the context of discussion Fridays.

Format:

The course will meet for lecture on Mondays and Wednesdays, and on Fridays students will engage in discussion and debate based on primary sources related to the subjects examined in lecture. For lectures, students are encouraged to have prepared in advance with the designated secondary readings for the week. For the discussions, students are required to have read the primary sources and to come prepared with a question and an opinion about the material in the primary sources.

COURSE TEXTS:

One textbook is required for this course, and should be purchased by students:

M.C. Ricklefs et al., *A New History of Southeast Asia* (New York: Palgrave Macmillan, 2010).

This book is abbreviated as *ANHSEA* in the schedule below. Other readings are made available by the instructor under Fair Use guidelines and can be found on Canvas or are available online in full.

GRADES:

The grading of this course is designed to capture students' understanding and effort.

Distribution:

Participation: 10%

Map Quiz: 10%

Review of Artistic or Fictional Source: 15%

Midterm Exam: 20%

Your Birthday in History: 15%

Final exam: 30%

Scale:

Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent
A	93-100	B+	87-89	C+	77-79	D+	67-69	F	0-59
		B	83-86	C	73-76	D	60-66		
A-	90-92	B-	80-82	C-	70-72				

Assignments:

Map Quiz

Review of Artistic or Fictional Source

Your Birthday in History

COURSE POLICIES:

Attendance:

Attendance is required. Failure to attend class will affect your participation grade. For authorized university activities, significant health conditions or personal emergencies (under the guidance of the Office of the Dean of Students and affiliated units), or accommodations due to disability, religious observance, or pregnancy (under the guidance of the Accessibility Resources and Service and the Equal

Opportunity and Compliance Office), students should seek a University Approved Absence from the relevant office.

Cell phones and Emergencies:

The use of cell phones is not permitted in class. If you know coming into class that you may have an emergency situation, please let the instructor know beforehand that you may need to slip out during the class meeting.

Late work:

Late work will be accepted with a deduction of 10% per 24 hours past the deadline.

ADDITIONAL RESOURCES, STATEMENTS, and PRINCIPLES:

Academic Support:

The Dean of Students Office works to assist students in successfully transitioning through a variety of challenging circumstances and situations that can impact their lives, both inside and outside of the classroom, such as personal or family illness, loss, financial stress, academic access, living issues, interpersonal violence response, alcohol or similar substance related issues, and other forces that may interfere with their well-being and success and/or academic retention. For more information or to schedule a meeting, email dos@unc.edu or call (919) 966-4042.

The Center for Student Success and Academic Counseling assists students in achieving their academic goals while enrolled at UNC. The Learning Skills Center offers free instruction in a variety of academic learning strategies (<https://learningcenter.unc.edu/>). The Writing Center also provides free tutorial services (<https://writingcenter.unc.edu/>).

Accessibility Statement:

The University of North Carolina at Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the Accessibility Resources and Service Office. See the ARS website (<https://ars.unc.edu>) or email ARS (ars@unc.edu) for more information.

Relevant policy documents as they relate to registration and accommodations determinations and the student registration form are available on the ARS website under the “About ARS” tab.

Counseling and Psychological Services:

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website (<https://caps.unc.edu/>) or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Diversity:

A successful semester depends upon all class members fully participating in this class. This, in turn, requires creating a classroom environment in which we respect people no matter their age, color, disability, ethnicity, gender, gender expression, gender identity, genetic information, national origin, race, religion, sex, sexual orientation, socioeconomic class, or veteran status. To paraphrase James Baldwin, we can (and should) disagree and still get along as long as our disagreements do not question each other’s humanity and/or right to exist.

If you want to learn more about or connect with key communities within our university, you may find it useful to reach out to one of the fantastic centers on our campus:

- American Indian Center: <https://americanindiancenter.unc.edu/>
- Asian American Center: <https://aac.unc.edu/>
- Carolina Latinx Center: <https://clc.unc.edu/>
- Carolina Women's Center: <https://womenscenter.unc.edu/>
- Center for the Study of the American South: <https://south.unc.edu/>
- LGBTQ Center <https://lgbtq.unc.edu>
- Sonja Haynes Stone Center for Black Culture and History: <https://stonecenter.unc.edu/>

Within and beyond our course, acts of discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, stalking, and related retaliation are prohibited at UNC-Chapel Hill. You can learn more about the Policy on Prohibited Discrimination, Harassment, and Related Misconduct at <https://eoc.unc.edu/our-policies/ppdhrm/>. If you have experienced these types of conduct, you are encouraged to report the incident and seek resources on campus or in the community. Please contact the Interim Director of Title IX Compliance/Title IX Coordinator (Elizabeth Hall, elizabeth.hall@unc.edu) or her team (including Ew Quimbaya-Winship, eqw@unc.edu; Rebecca Gibson, rmgibson@unc.edu; and Kathryn Winn, kmwinn@unc.edu), Counseling and Psychological Services (CAPS) (see above), or the Gender Violence Service Coordinators (confidential) (gvsc@unc.edu or 919-962-1343) to discuss your specific needs. Additional resources are available at <https://safe.unc.edu>.

Honor Code:

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina, and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student, is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected. For more information, please refer to the Office of Student Conduct or see <https://catalog.unc.edu/policies-procedures/honor-code/>.

COURSE SCHEDULE:

Students are encouraged to read the weekly “readings” from *A New History of Southeast Asia (ANHSEA)* before the lectures. Students are required to read the “discussion texts” before Friday discussions.

Week 1

Mon., Jan. 9: Introduction

Wed., Jan. 11: Southeast Asia before 1800

Fri., Jan. 13: Expanding European Empires

Week 2

Readings: *ANHSEA*, pp. 165-199

Mon., Jan. 16: NO CLASS, Martin Luther King, Jr., Day

Wed., Jan. 18: Shifting Economic Systems

Fri., Jan. 20: Discussion:

- Multatuli [psd. E. Douwes Dekker], *Max Havelaar* (original 1860, translation 1868) excerpts from chapters 5 and 6 [full text available online: <https://archive.org/details/in.ernet.dli.2015.24492/page/n69/mode/2up> or [https://en.wikisource.org/wiki/Max_Havelaar_\(Nahuijs\)/Chapter_5](https://en.wikisource.org/wiki/Max_Havelaar_(Nahuijs)/Chapter_5)]

Week 3

Readings: *ANHSEA*, pp. 199-237

Mon., Jan. 23: Resisting Colonialism

Wed., Jan. 25: **Map Quiz**

New Peoples, New Societies

***Thurs., Jan. 26: Special event – “Indonesia in International Relations,” 8-9:30pm, FedEx GEC, Nelson Mandela Auditorium

Fri., Jan. 27: Discussion with special guest Amb. Piper Campbell

- “Why Indonesia Matters,” *The Economist*, November 17, 2022 [Canvas]
- Arlina Arshad, “G-20 summit a huge achievement for Indonesia, cements Jokowi’s stature,” *Straits Times*, November 19, 2022 [Canvas]

***Fri., Jan. 27: Special event – “Indonesia in International Relations,” 8-9:30pm, FedEx GEC, Nelson Mandela Auditorium

Week 4

Readings: *ANHSEA*, pp. 238-262

Mon., Jan. 30: The High Point of Imperialism in Southeast Asia

Wed., Feb. 1: Secular Nationalism

Fri., Feb 3: Discussion:

- Soewardi Soerjaningrat, “Als Ik een Nederlander Was” (If I Were a Dutchman) [original 1913] Fogg translation [Canvas]
- Phan Boi Chau, “The New Vietnam,” in Truong Buu Lam, ed., *Colonialism Experienced: Vietnamese Writings on Colonialism, 1900-1931* (Ann Arbor, MI: University of Michigan, 2000), pp. 105-124. [Canvas]
- Phan Chau Trinh, “Letter to Governor-General Paul Beau,” in Truong Buu Lam, ed., *Colonialism Experienced: Vietnamese Writings on Colonialism, 1900-1931* (Ann Arbor, MI: University of Michigan, 2000), pp. 125-140. [Canvas]
- Queeny Chang, *Memories of a Nonya* (Tarrytown, NY: Marshall Cavendish, 2016), “Aunt Cheah Tells Her Story” and “The Elite of Penang,” pp. 63-75. [Canvas]

Week 5

Readings: *ANHSEA*, pp. 262-291

Mon., Feb. 6: Leftist Nationalism

Wed., Feb. 8: Religious Nationalism

Fri., Feb. 10: Discussion:

- Sukarno, *Nationalism, Islam, Marxism*, trans. Karel H. Warouw and Peter D. Weldon (Ithaca, NY: Cornell Modern Indonesia Project, 1970) [Full Text Online: <https://catalog.lib.unc.edu/catalog/UNCb1016725>]
- “Political Theses of the Indochinese Communist Party, October 1930,” in Clive J. Christie, ed., *Southeast Asia in the Twentieth Century: A Reader* (London: I.B. Tauris, 1998), pp. 78-81. [Canvas]
- Ho Chi Minh, “In Search of a Mission” and “Comintern Way,” from *On Revolution: Selected Writings* (London: Pall Mall, 1967). [Canvas]
- U Nu, *Saturday’s Son* (New Haven, CT: Yale University Press, 1975), chapter 2 [Canvas]

Week 6

Readings: *ANHSEA*, pp. 292-317

Mon, Feb. 13: NO CLASS Well-Being Day

Wed., Feb. 15: Japanese Occupation

Fri., Feb. 17: Discussion:

- Selections from Ooi Keat Gin, ed., *Japanese Empire in the Tropics: Selected Documents and Reports of the Japanese Period in Sarawak, Northwest Borneo, 1941-1945* (Athens, OH: Ohio University Center for International Studies, 1998). [Canvas]

Week 7

Readings: *Study for your exam!*

Mon., Feb. 20: **Midterm Exam (1800-1945)**

Wed., Feb 22: Revolution

Fri., Feb 24: Discussion:

- Ho Chi Minh, “Declaration of Independence of the Democratic Republic of Vietnam, September 2, 1945,” in *Selected Works*, vol. 3 (Hanoi: Foreign Languages Publishing House, 1960-1962), pp. 17-21. [Full Text Online: <http://historymatters.gmu.edu/d/5139/>]
- [if you want to see some photo and video coverage of the actual day, there are clips in the Ken Burns documentary on the Vietnam War; see <https://www.pbs.org/video/episode-1-clip-declaration-independence-jrcmq/>]
- Suhario Padmodiwiryo, “Tearing of the Tricolour,” from *Revolution in the City of Heroes: A Memoir of the Battle that Sparked Indonesia’s National Revolution* (Singapore: NUS Press, 2016), pp. 27-48. [Canvas]
- Kevin W. Fogg, “Introduction,” *Indonesia’s Islamic Revolution* (Cambridge: Cambridge University Press, 2019), pp. 1-22. [Canvas]

Week 8

Readings: *ANHSEA*, pp. 318-340

Mon., Feb. 27: Independence by Negotiation

Wed., Mar. 1: Setting Up a State

Fri., Mar. 3: Discussion:

- Proclamation No. 11, s. 1946, *Official Gazette of the Republic of the Philippines*, October 22, 1946 [Full text online: <https://www.officialgazette.gov.ph/1946/10/22/proclamation-no-11-2/>]
- Panglong Agreement, 12 February 1947, available from the United Nations Peacemaker website [Full text online:]

https://peacemaker.un.org/sites/peacemaker.un.org/files/MM_470212_Panglong%20Agreement.pdf

- Tan Cheng Lock, “Malayan Problems from a Chinese Point of View,” in Clive J. Christie, eds., *Southeast Asia in the Twentieth Century: A Reader* (New York: I.B. Tauris, 1998), pp. 189-191. [Canvas]
- Sukarno, “Tahun *Vivere Periculoso*” and “Go to Hell with Your Aid,” 1965, Fogg translations [Canvas]

Week 9

Readings: *ANHSEA*, pp. 340-362

Mon., Mar. 6: Unity in Diversity?

Wed., Mar. 8: Discussion:

- José María Hernandez, “We Have Communism on the Run in the Philippines,” speech to the Asian People’s Anti-Communist League, June 16, 1954 [Full Text Online: <https://digitalarchive.wilsoncenter.org/document/118323>]
- Richard Wright, “Communism at Bandung,” from *The Color Curtain: A Report on the Bandung Conference* (Cleveland: World Pub. Co., 1956) [Canvas]
- Poh Soo Kai et al., excerpts from *The Fajar Generation: The University Socialist Club and the Politics of Postwar Malaya and Singapore* (Petaling Jaya: Strategic Information and Research Development Centre, 2010) [Canvas]

***In lieu of class on Friday, March 10, watch virtual lecture on Cold War Comes to Southeast Asia

SPRING BREAK, March 11-19

Week 10

Readings: *ANHSEA*, pp. 363-390

Mon., Mar. 20: The Cold War Peaks in Southeast Asia

Wed., March 22: The Vietnamese War for Peace

Fri., Mar. 24: Discussion:

- “Things Fall Apart,” episode 6 of *The Vietnam War*, Ken Burns and Lynn Novick, dirs., 2017, 4:21-. [full video online: <https://catalog.lib.unc.edu/catalog/UNCb10272181>]
- Le Duan “Forward to the Future,” 15 May 1975, in Clive J. Christie, ed., *Southeast Asia in the Twentieth Century: A Reader* (London: I.B. Tauris, 1998), pp. 291-295. [Canvas]

Week 11

Readings: *ANHSEA*, pp. 390-405

Mon., Mar. 27: **Review of Artistic or Fictional Source Due**

The Fallout in Laos and Cambodia

Wed., Mar. 29: Life under One Party Rule

Fri., Mar. 31: Discussion:

- “Rebel Revolutionaries: Interviews with Chea Sim and Heng Samrin” in Ben Kiernan, *Genocide and Resistance in Southeast Asia: Documentation, Denial and Justice in Cambodia and East Timor* (New Brunswick, NJ: Transaction, 2008), pp. 63-81 [Canvas]
- Lee Kuan Yew, “Speech by Prime Minister Lee Kuan Yew at the Dinner for the Establishment,” September 25, 1984, from the National Archives of Singapore [Full Text Online: <https://www.nas.gov.sg/archivesonline/data/pdfdoc/lky19840925.pdf>]

Week 12

Readings: *ANHSEA*, pp. 405-424

Mon., Apr. 3: Varieties of Military Rule
Wed., Apr. 5: People Power
Fri., Apr. 7: *NO CLASS, University Holiday*

Week 13

Readings: *ANHSEA*, pp. 425-446

Mon., Apr. 10: An Economic Boom
Wed., Apr. 12: Southeast Asia Becomes a Thing
Fri: Discussion:

- Corazon C. Aquino, “Farewell Message of President Corazon Aquino to the Armed Forces, June 25, 1992,” Official Gazette of the Philippines [Full Text Online: <https://www.officialgazette.gov.ph/1992/06/25/farewell-message-of-president-corazon-aquino-to-the-armed-forces-june-25-1992/>]
- Aung San Suu Kyi, “In the Eye of the Revolution,” “The Need for Solidarity among Ethnic Groups,” and “The People Want Freedom,” in *Freedom from Fear and Other Writings*, revised edition (London: Penguin, 1995), pp. 203-207, 218-223, 224-226. [Canvas]
- Jose Ramos-Horta, “Nobel Lecture,” December 10, 1996 [Full Text Online: <https://www.nobelprize.org/prizes/peace/1996/ramos-horta/lecture/>]

Week 14

Readings: *ANHSEA*, pp. 446-460

Mon., Apr. 17: **Your Birthday in History Due**
A Unipolar World

Wed., Apr. 19: Crisis and Fresh Democratization

Fri., Apr. 21: Discussion:

- Stanley Fisher, “The Asian Financial Crisis: A View from the IMF,” January 22, 1998 [Full Text Online: <https://www.imf.org/en/News/Articles/2015/09/28/04/53/sp012298>]
- “Sharia as a Symbol of Islamist Ideologies” from Greg Fealy and Virginia Hooker, eds., *Voices of Islam in Southeast Asia: A Contemporary Sourcebook* (Singapore: ISEAS, 2006), pp. 175-186. [Canvas]
- Thaksin Shinawatra, excerpts from *Thailand on the World Stage: Thaksin Shinawatra’s Speeches 2003-2008* (Bangkok: Thaicom Foundation, 2008) [Canvas]

Week 15

Readings: *ANHSEA*, pp. 461-471

Mon., Apr. 24: Democratic Regression

Wed., Apr. 26: Summing up—where is Southeast Asia today, and what comes next?

Exam Period

May 1, 12 noon: **Final Exam**