**Ryerson University**

**Department of History**

**HST 585: *Southeast Asia –War and Peace Since 1945***

**(Fall Session 2015)**

**Mondays 11:00-13:00 ENG 105**

**Fridays 09:00-10:00 VIC 203**

**Dr. Arne Kislenko**

**Office Hours : JOR 510 Mondays 14:10 – 16:00**

**Thursdays 14:10 – 16:00 *or by appointment***

**Phone : 979-5000 ext. 6206**

**email : akislenk@ryerson.ca or arne.kislenko@utoronto.ca**

**website:** [**www.kislenko.com**](http://www.kislenko/com)

**Please note:** Please do not use email for in depth discussions, such as essay advice. Although office hours are usually busy, and you may have to wait, they are the best means to get direction and help. If it is possible, I will often stay in office hours beyond those posted. It is very difficult to respond to detailed questions by email. This outline will be available on my website (above) and on Ryerson´s Blackboard.

**Course Description**: *one semester, upper level liberal studies course*

At various stages in history Southeast Asia has been called a cultural crossroads, colonial construction, Cold War battleground, economic miracle, safe haven for drug lords, and hotbed of Islamic extremism. Throughout the 20th century, most countries in the region have endured violent conflicts borne of imperial rivalries, decolonisation, nationalism, ethnic tensions, ideology, and great power contestation. In fact, revolutions and wars in Southeast Asia were pivotal in shaping the international geo-political order. For example, conflicts in Indochina lasted more than fifty years and consumed not only Vietnam, Cambodia, and Laos – turning them into the most heavily bombed countries in history - but also regional and global powers like France, the United Kingdom, Japan, China, the Soviet Union, and the United States. This course will deal with the many historical myths and realities of Southeast Asia and the ways in which the region has affected international relations since 1945. We will begin by briefly examining more “ancient” histories and the emergence of distinct cultural identities in the region, focusing on the 18th and 19th centuries. Then we will turn to colonization, nationalism, and the struggle for independence, covering the 19th and early 20th centuries. Using case studies from Vietnam, Cambodia, Thailand, Laos, Malaya, Indonesia, Burma (Myanmar) and the Philippines we will then explore the diverse historical experiences of countries and societies in the region since 1945. In doing so we will scrutinize ideas of nation, state, and citizenship and explore the lasting legacies of political, social, and cultural change over the past few decades. The course also examines a host of contemporary issues in Southeast Asia, such ethnic tensions, separatist movements, religious revival, regionalism, economic globalisation, mass migration, tourism, environmental degradation, corruption, and the continuing political instability of some states.

**Course Organisation**:

The course uses both lectures and seminars. Specific topics and readings are assigned for each seminar. There will be one document analysis, one essay, and a final examination based on the topics covered during the term.

## Course Objectives and Anticipated Learning Outcomes:

1. To explore the changing nature of Southeast Asia in the contemporary age through in depth study of key events between (mainly) 1900 and the end of the Cold War.
2. To trace the origins, development, and impact of modern nationalism in the region throughout the 20th century and the impact nationalisms had on the international order.
3. To understand the connections between major global political and economic events and societal/cultural change within particular countries or populations.
4. To better understand major contemporary international issues as they pertain to the region through objective analysis and scholarly historical examination.
5. To show students how to use history to explain the current political, economic, and cultural environments in the region.
6. To give students a better understanding of historical debates and the historian’s craft and in addressing numerous issues, ideas, and theories that shape our discipline.
7. To help students develop critical analysis and strong communication skills.
8. To help students engage one another in scholarly fashion about various issues relating to course material, particularly in seminar discussions.
9. To help students develop their own intellectual curiosity and confidence.
10. To help students see how history shapes people, ideas, institutions, and events today, thereby becoming better educated about the world in which they live and contributing positively to it.

**Course Websites:**

I *do not* post lectures on line. However, the terms that I use and show in lectures are available on my website ([www.kislenko.com](http://www.kislenko.com)). Also posted there is the course outline, maps and photographs, some tips on research and writing essays, details about the TAs, and information about special events/groups/issues that you might find interesting. I also use the website for regular updates relevant to the course, so checking on it occasionally is highly recommended. Keep in mind that signing up for seminars is also done through this website. User and passwords for the website will be given in class. *Brightspace* D2L will be used for major announcements and to post seminar readings.

**Course Text**: (available from the Ryerson bookstore or the used bookstore)

Norman G. Owen (ed.), The Emergence of Modern Southeast Asia: A New History (Honolulu: University of Hawaii Press, 2005). ISBN: 0-8248-2890-9

This text was selected for this course because of its breadth of coverage and because it focuses principally on the peoples of Southeast Asia and their social histories (cultures, ideas, societies etc.). Lecture material will focus primarily on the historical development of states/nations and their role in regional and international affairs. With this in mind you should be well aware that lectures **DO NOT** simply regurgitate or mirror the text. Hopefully this design will provide students with a better understanding of Southeast Asia as a whole. It is sincerely hoped that you will use the text book *together* with the lectures to gain a more complete understanding of the region and its peoples.

**Other Readings:**

The seminars will involve other readings that will be assigned on-line through *Brightspace*. Further details are below in the seminar section.

**Lecturing Topics**:

**While I cannot force you to attend lectures, I will caution that the majority of material on the final examination is best covered by lectures and seminars**. Regular attendance is ***strongly*** encouraged! Be advised that the list below is subject to change given the volume of material to be covered. Corresponding readings from the Owens text are listed in brackets.

* Week 1: course introduction, definition and discussion of Southeast Asia as a region

(pages xi to 15)

* Week 2: *Ancient Empires to European Colonies* (ch.1- 11)
* Week 3: *Colonisation and Nationalism in the 20th century* (ch. 12-17)
* Week 4: *The World Wars, Decolonisation, and the Cold War in Southeast Asia* (ch. 18)
* Weeks 5-6: *The Indochinese Wars - Vietnam* (ch. 23), *Cambodia* (ch. 25), and *Laos* (ch. 26)
* Week 7-8: *Cold War Peripheries– Thailand* (ch.24), *Burma* (ch.22), and *Philippines* (ch. 19)
* Week 9: *Federation or Separation? – Indonesia* (ch. 20,31), *Malaysia* (ch. 21,29), and *Singapore* (ch. 30)
* Week 10: *After the Vietnam War: the “new order” in SE Asia* (ch. 27-28, 32-37)
* Week 11: *Regionalism, Separatism, and Extremism in Southeast Asia*
* Week 12: *Southeast Asia today*

**Marking Scheme**:

mid-term test = 15%

Essay = 30%

Seminar Participation = 25%

Final Examination = 30%

**Term Test**

This will be on **Friday, October 23.** The test will consist of short-answer identifications based on material covered up until the previous lecture. The test will be **FIFTY MINUTES**. It is worth 15% of your final grade.

**Assignments**:

***Essay***

There are two aspects of this essay:

* Prior to writing your essay, you may find it helpful to submit a **one page outline** that clearly defines your approach and lists some of your primary research. I will return it to you with comments and suggestions. ***This is not mandatory***, but is suggested for those students who want a little extra help with their essays. If you wish to do this, please submit it **no later than Friday, October 30 by email.**
* **Write an essay** of **3,000 words** chosen from the list below and discuss its significance to international relations. Please refer to additional information regarding the submission of essays in this outline. **This is due Friday, November 13 by 16:00 hours and is mandatory for all students.**  You can submit it in class or to the essay drop box on the 5th floor of Jorgenson Hall (near my office). It is worth 30% of your final grade.

***Essay Topics***

* the People's Republic of China and the Indochinese Wars during **EITHER** 1949-1964 **OR** 1964-1980
* United States foreign policy and Thailand, 1950-1975
* America in Vietnam: The Gulf of Tonkin Incident 1964 **OR** the Tet Offensive 1968
* the Vietnamese invasion/occupation of Cambodia, 1978-1991
* the struggle for independence and/or the Cold War in **ONE** of the following countries:

Indonesia (1945-1966), Burma (Myanmar) (1948-present), Cambodia (1953-1975), Thailand (1945-1976), Malaysia (1945-1965)

* communist revolutionary movements in **ONE** of the following countries: Laos, Thailand, Cambodia, Philippines, Malaysia
* Sukarno and the Indonesian coup 1965
* Tunku Abdul Rahman and the evolution of Malaysia
* Ne Win and military rule in Burma
* Ferdinand Marcos and the Philippines, 1965-1986
* The “people’s power” movement in Philippines
* The *Khmer Rouge* and genocide in Cambodia
* Democratisation in Thailand since 1975
* the drug trade in Southeast Asia
* Development and the end of isolation in Laos: 1990-present
* Indonesia as a regional power since 1965
* The importance of **ONE**  of the following historical figures in modern Southeast Asia (and the world): Aung Sang Suu Kyi, King Bhumipol Adulaydej, Pol Pot, Corazon Aquino, Suharto, Lee Kwan Yew, Mahatir Mohammad
* Economic development since 1975 among the “Tigers” of Southeast Asia: Malaysia, Thailand, Singapore, Vietnam
* The Southeast Asia Treaty Organization (SEATO) **OR** the Association of Southeast Asian Nations (ASEAN)
* “Normalisation” and the “opening up” of Vietnam since 1975
* Islamic revolutionary movements today in **ONE** of the following: Indonesia, Thailand, Philippines
* Southeast Asia and international terrorism
* Ethnic diversity and democratisation in **ONE**  of the following: Burma, Laos, Indonesia, Vietnam, Malaysia
* “Democratic” reform in contemporary Burma
* “the ethnic Chinese question” in Southeast Asia since 1945
* Regionalisation in Southeast Asia since 1945
* The *Konfrontasi*
* The contemporary political crisis in Thailand **(*you MUST first get approval*)**
* Environmental degradation in the region**(*you MUST first get approval*)**

**Other Topics**:

If there is a topic you would like to write about that is not listed here, I encourage you to discuss it with me. Written approval must be given and attached to your essay. Please note that ***essays off the topic list that have not received approval will be given a zero, without re-submission!***  I only want to ensure that the topic is relevant and manageable.

**Submission of Essays**:

Essays must be printed in hard copy. If this is a problem, please speak to me. Students should hand essays in directly to me or to the essay drop box on the 5th floor of Jorgenson Hall near my office, with my name and the course clearly on it. **Do not** slide essays under my office door. Students are responsible for ensuring that their essays have been received. Please keep copies of your work. **Please note that I cannot accept email essays**.

**Deadlines and Penalties**

Late work will be penalized 3% per day, each day, including weekends. Extensions may be granted on medical or compassionate grounds. Students requesting an extension must speak with me before the deadline. If this is not possible, students should provide appropriate documentation relating to the extension request (i.e. doctor’s note). No late work will be accepted after the last day of classes in the term.

**ESSAY SOURCES**

Please feel free to come see me for advice and direction on finding sources for essay. There are simply too many topics and sources to list here with any efficiency. Please note that it will be exceedingly difficult to discuss essays with you via email. You should make the effort to come to office hours and I will happy to help. As an international relations historian with specific expertise on Southeast Asia, I maintain large, current lists of scholarship on many topics and will be happy to help recommend some to you. However, finding reputable, factual sources on your own is part of the exercise, and it will greatly enhance your work. Be exhaustive and be critical. Each topic has specialized research which you should come and see me about. You are certainly encouraged to use your facility in any language while doing research, provided that you indicate any translations (including by you) and use them with the same rules regarding academic honesty discussed below. For further information on this, and for some advice on foreign language sources, please see me. Please also note that you will hopefully gain access to the University of Toronto library system through me. It is the best in Canada, close by, and easy to use. More information about access to U of T will be given in class.

**Footnote or Endnote Citations**:

Essays **MUST** contain proper references, either in the form of footnotes or end notes, which **include in the first citation the author, place, and date of publication of the work cited, as well as the correct page number**. As a general rule, references should be given for direct quotations, summaries or paraphrases of other people's work or points of view, and for material that is not widely known or accepted**. When in doubt, it is better to provide a reference.** Please take careful note to distinguish between direct and indirect citations/quotes. You should consult see the Ryerson Writing Centre, read a writer’s manual, attend my essay research/writing lectures, and come see me in office hours if you have any doubts about referencing. Confusion on the matter often leads to academic integrity violations, and ignorance of the rules is absolutely no defence!

There are several acceptable citation formats, but please make sure you follow one! For example, here is an acceptable citation: Jane Doe, The ABC's of History (Toronto: 123 Publishers, 1997), pp. 20-23.

**Bibliographies**:

Essays **MUST** provide bibliographies of all works consulted, whether or not they have been quoted directly. An inadequate bibliography (for assignments as long as those above) is one which contains less than six books or articles related to the topic, or books which are entirely general work or texts. Dictionaries, atlases and/or encyclopaedias **DO NOT** count towards this minimum number of sources, and their inclusion should **NOT** be considered as constituting research. Using all your sources from one or two authors is also unadvisable. You want a range of opinions. Above all, you want to be critical and scholarly in choosing your sources. I am happy to help if you come see me in office hours or attend my essay lectures.

An example of a bibliographic citation is as follows: Smith, John. History Rules (Toronto: 123 Publishers, 1997).

**Deduction of Marks**

The evaluation of your research, content, and argumentation is of primary concern in marking. Equally important is the syntax or structure of your work. Marks will be deducted from work containing excessive grammar/spelling mistakes, which is excessively long or inadequately short, or which fails to provide proper footnoting/bibliography. Be sure to edit and check your work carefully. Do not simply rely on your computer’s spelling or grammar check. Please see **grounds for failure** below.

**Grounds for Failure**

Essays which do not supply proper and adequate references and bibliographies **will be failed**. Essays relying heavily on poor quality research (i.e. encyclopaedias, websites, works published decades ago, general histories, works all by the same author(s) etc.) **will be failed**. If you have *any* doubts or questions as to research you should come see me. **Essays that contain no citations or citations without precise page numbers for each and every one will receive a grade of zero.** Any written work that quotes directly from other material without attribution, or which paraphrases extensive tracts from the works of others, is plagiarised. **It will receive a grade of zero, without chance to resubmit.** **Further disciplinary action will be taken in keeping with the Faculty of Arts and University policies on plagiarism. Please consult the Ryerson academic calendar for further information on plagiarism**. If you have any questions or doubts about how to cite material, please contact me.

**Plagiarism**

Plagiarism is a form of intellectual dishonesty in which someone attempts to claim the work of others as their own. Work which has been researched and/or written by others, such as an essay-writing agency, internet service, friend, or family member is **NOT** acceptable. The submission of such work is one form of plagiarism, and it will be dealt with accordingly as academic misconduct. Quoting directly or indirectly from research sources without proper attribution is also plagiarism, and it will also constitute an academic misconduct. The Faculty of Arts policy on plagiarism will be strictly enforced in this course; resulting in a grade of zero for the assignment, a report to the Registrar and the programme department of the student, and possibly other academic penalties including suspension or expulsion as prescribed in the Code of Academic Conduct. See <http://www.ryerson.ca/ai/students/studentcheating.html>

The University’s policy on plagiarism and cheating (Policy 60) is available at <http://www.ryerson.ca/senate/policies/pol60-F2014.pdf> and students are strongly encouraged to familiarize themselves with it.

To combat plagiarism, I reserve the right to request research notes and/or to conduct a brief oral examination on the topic matter in order to ensure that submitted work is legitimate. Students may also be required to submit an electronic version of their work for verification purposes. I will give lectures on essay writing during the term in which plagiarism will be further discussed. If you have any questions or concerns about plagiarism, please feel free to speak me or the teaching assistants. I would **much** rather spend time helping you understand what to do than dealing with any problems that may arise from you being unclear.

**Academic Integrity**

For additional help, Ryerson offers the **Academic Integrity Website** at [www.ryerson.ca/academicintegrity](file:///I:\www.ryerson.ca\academicintegrity). This offers students a variety of resources to assist in their research, writing, and presentation of all kinds of assignments. It also details all dimensions of Academic Misconduct and how to avoid it. It was put together by a team representing the Vice President Academic, faculty, the library, Digital Media Projects, and Student Services.

**Special Assistance and Essay Lectures**

If you have other questions about correct procedure and style for writing an essay, please feel free to contact me or the teaching assistants. There are several good guides to essay writing, such as ***Making Sense*** (available at the Ryerson bookstore). Students may also take advantage of help offered by the Writing Centre. **Please note** that in October I will be holding special lectures on essay writing that you are strongly encouraged to attend. However, with so much material to cover in a short time, and to coordinate with my other classes, these sessions will be held outside your scheduled hours for this course. Specific times and locations will be given in class. If you cannot attend, I would still be happy to go over things with you by way of special appointment or office hours. I would much rather have you come and ask questions about *anything* to do with essays than do poorly: essays are not easy - and you should be prepared to put in the time and effort for solid research, good writing, and an effective presentation of your arguments. I’m here to help, but don’t leave it to the last moment.

**Accommodations**

All accommodation services for students with disabilities must be coordinated through Academic Accommodation Support: <http://www.ryerson.ca/studentlearningsupport/academic-accommodation-support/index.html>

**Seminars**

Seminars will be held during four select Fridays throughout term. Seminar groups will discuss some of the problems and issues covered in the course and specific questions and readings will be assigned for each meeting. Everyone will be expected to attend and participate. We will address problems and issues covered in the course and specific questions and readings will be assigned for each meeting. Everyone will be expected to attend and participate in all four meetings.There are no formal presentations involved, but seminars are participatory and designed for maximum student engagement. Attendance alone will not necessarily constitute a passing grade. If you have difficulty speaking in front of others, please see me as soon as possible. ***Seminars constitute 25% of the final grade, so you should consider them compulsory***.

**Seminar Marks**

Please note that your overall mark in seminars will not be available until shortly after your last seminar class. However, you can get a general idea of how you are doing and how to improve at *any time* by asking me or your TA directly.

**The Inside Scoop**

Although participation in seminars will be marked, it is sincerely hoped that you will actually get something out of it beyond grades. The overall objective if this course is to have everyone apply critical, reasoned analysis to the study of international relations history. It is also hoped that by tackling scholarly readings, and particularly primary documents, students will gain better analytical and communications skills and more experience with the actual craft of an historian. However, engaging in scholarly discourse need not be terribly intimidating, boring, or formal. To prove this point your humour, passion, experiences, and opinions are essential ingredients in this course. As long as everyone and their perspectives are treated with respect, and a relative decorum is maintained, you are strongly encouraged to voice your interpretations. In this kind of an environment everyone will gain greater intellectual self-confidence, as well as better knowledge of international relations. In addition, drawing connections to current events - such as “American Empire” or expansionist China - is not only welcome, but may in fact be quite useful in better understanding other topics in the course material. Just be prepared to *think* things through.

**Seminar Topics, Questions and Readings**:

Readings for all seminars will involve the textbook (Marks) which you will buy, and a readings which will be on *Brightspace*.

**First Seminar**: **Friday, October 2nd**

**"Colonialism and Nationalism in Southeast Asia to 1945”**

***Read:***

1. Nicholas Tarling (ed.), *The Cambridge History of Southeast Asia* (Vol. 2, pt 1) (1999), ch. 5
2. Craig Lockard, *Southeast Asia in World History* (2009)*,* chapters 7 and 8

**Second Seminar: Friday, November 6**

**"Indochina in International Relations"**

***Read:***

1. Margaret MacMillan and Arne Kislenko (eds.), *The Uneasy Century* (1996)*,* ch. 7
2. Walter LaFeber, “Enemies” in David Anderson and John Ernst (eds.), *The War That Never Ends: New Perspectives on the Vietnam War* (Lexington: University of Kentucky Press, 2007), ch.2 (pp. 35-54)
3. Gary R. Hess, “With Friends Like This: Waging War and Seeking ‘More Flags’” in David Anderson and John Ernst (eds.), *The War That Never Ends: New Perspectives on the Vietnam War* (Lexington: University of Kentucky Press, 2007), ch.3 (pp. 55-74)
4. W. Shawcross, *Sideshow: Kissinger, Nixon and the Destruction of Cambodia* (1987), ch. 24
5. Grant Evans, *A Short History of Laos* (2002), ch. 3
6. Arne Kislenko, *Culture and Customs of Laos* (2009), pp. 31-46 \* *optional background reading*

**Third Seminar: Friday, November 20**

**"Cold War on the Periphery: Southeast Asia in the Shadow of Vietnam”**

***Read*:**

1. Robert McMahon, *The Limits of Empire*: *The United States and Southeast Asia Since World War II* (1999), ch.4-5
2. Arne Kislenko, “The Vietnam War, Thailand, and the United States” in Richard Jensen, Jon Davidann, and Yoneyuki Sugita (eds.) *Trans-Pacific Relations: America, Europe, and Asia in the Twentieth Century* (2003), ch.10 (pp.217-245).
3. Marshall Green, *Indonesia: Crisis and Transformation 1965-1968* (1990), ch. 4-6

**Fourth Seminar: Friday, December 4**

**The New World Order: Southeast Asia since 1975”**

***Read:***

You will be asked to imagine yourself a policy analyst and/or advisor at the U.S. Department of State, having come prepared to speak to the President about major contemporary issues and events in one of the Southeast Asian countries you represent. Your preparation will be left up to you: a means of both testing your research skills and seeing how well you follow contemporary international affairs. Your “country assignment” will be given at a later date in class, and chances are you will be paired up with another student. You will give brief (i.e. five minute) presentations and be expected to answer questions! Ideally, this will be a fun and informative way to examine the region through a contemporary lens.

**Final Exam**:

The final exam will be held during the final exam period in December. It will be **three hours** long and will cover the **WHOLE COURSE**. There will be two parts. The first will be identification questions; exactly the same format as the term test. The second will be an essay. You will have a wide range of choices for both sections.

**Course Evaluation**:

You will have an opportunity to evaluate this course in class sometime in November. All students are encouraged to participate in the evaluation.

**A Few Words About Mobile Phones and Laptops**

Please be sure to turn off your mobile phones and other devices during class. They can be disruptive to me and your colleagues. I will not ban, but strongly caution about the use of laptops in class. Please be sure to use them *only* for lecture notes. It is a matter of common courtesy in that many students regularly complain about the distraction of others using laptops to access email or surf the web during class time.

**Important Dates to Remember:**

Friday, September 11 - course starts!

Friday, October 2 - first seminar

sometime in October - special lectures on essays (outside class times)

Monday, October 12 - **NO CLASSES** (Thanksgiving)

Friday, October 16 - **NO CLASSES** (Reading Week)

Friday, October 23 - term test

Friday, November 6 - second seminar

Friday, November 13 - essay due

Friday, November 20 - third seminar

Friday, December 4 - fourth seminar

Monday, December 7 - last class

Sometime in December - **FINAL EXAM**

***If you have ANY questions, concerns, or comments about this course, please feel free to address them with me at any time.***