

## General Education Foundations of Society and Culture (SC) Course Information Sheet

**Please submit this sheet for each proposed course along with 1) a syllabus describing the key components of the course that will be taught regardless of the instructor and 2) assignment guidelines.**

Department, Course Number, and Title \_\_\_\_\_

### The aim of the GE SC course offerings is:

*The aim of courses in this area is to introduce students to the ways in which humans organize, structure, rationalize, and govern their diverse societies and cultures over time. These courses focus on a particular historical question, societal problem, or topic of political and economic concern in an effort to demonstrate to students how issues are objectified for study, how data is collected and analyzed, and how new understandings of social phenomena are achieved and evaluated.*

**General Education SC Student Learning Goals:** Courses fulfilling SC will provide a minimum of five units and should align with *each* of the following four learning goals (see Appendix):

1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.
2. Students will learn how to analyze sources and data.
3. Students will engage in critical interpretation and reasoning.
4. Students will communicate effectively.

**General Education SC Student Learning Outcomes:** Each course should have student learning outcomes listed in the syllabus. These learning outcomes may be tied to a specific discipline but should be associated with each of the *four* broad learning goals listed above (please see **Appendix I: Society & Culture Learning Outcomes** for a sample list of possible learning outcomes supporting each goal).

### General Guidelines for GE SC Courses:

- **Introductory Courses:** An “introductory” class offered for GE by a department or an IDP should introduce students to the discipline’s methodologies or “ways of knowing.”
- **Upper Division Courses:** Most GE Courses are lower division courses in order to be accessible to any student, including first-year students. While GE courses may be upper division, they should have no prerequisites and students should be able to take them and understand the material with the background expected from all UCLA students.
- **Writing Assignments:** GE courses within the Society & Culture foundations should contain a significant writing component.
- **Unit guidelines:** GE courses within Society & Culture are all at least 5-units.

Please indicate the area/s which you believe this course should satisfy. Please note, while you can request review for multiple subcategories across Foundation Areas, GEs are not typically approved for more than 2 subcategories.

- Historical Analysis
- Social Analysis

Briefly describe the rationale for assignment to SC foundation area and subgroup(s) chosen.

Indicate when the department anticipates offering this course in 2020-22 and give anticipated enrollment:

2020-21	<input type="checkbox"/>	Fall: Enrollment _____	2021-22	<input type="checkbox"/>	Fall: Enrollment _____
	<input type="checkbox"/>	Winter: Enrollment _____		<input type="checkbox"/>	Winter: Enrollment _____
	<input type="checkbox"/>	Spring: Enrollment _____		<input type="checkbox"/>	Spring: Enrollment _____
	<input type="checkbox"/>	Summer: Enrollment _____		<input type="checkbox"/>	Summer: Enrollment _____

Please provide information on estimated weekly hours for the class.

A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
Lecture	
Discussion Section	
Labs	
Experiential (Community-engagement, internships, other)	
Field Trips	
A) TOTAL student contact per week	

B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)

Activity	Number of hours per week
General Review and Preparation	
Reading	
Group Projects	
Preparation for Quizzes & Exams	
Information Literacy Exercises	
Written Assignments	
Research Activity	
B) TOTAL Out-of-class time per week	

GRAND TOTAL (A) + (B) must equal 15 hours/week: \_\_\_\_\_ (hours)

Please note that if you're teaching a summer course, the aggregated hours should equal 150. For instance, if you're teaching a 5 week course, your total out-of class and in-class time per week should equal 30 hours.

Please present a concise explanation for the following:

How does your course address each of the four learning goals?

Please provide a sample assignment, term paper/exam, essay prompt, or other form of assessment that speak to these learning goals.

What class activities (e.g. homework, papers, blog posts, projects, etc.) will involve writing? How will the writing be evaluated?

If the course is an upper division course (100-199), please discuss how the course will be accessible to all UCLA students, including first-years?

## APPENDIX I

### Student Learning Goals with Nested Learning Outcomes for all General Education (GE) Foundations in Society and Culture (SC) Courses

Course Goals (1-4) and samples of possible Student Learning Outcomes (a, b, c, etc.) for all “GE SC” courses:

- 1. Students will learn about varying historical, social, cultural, political, and economic processes that shape and are shaped by human interaction.**
    - a. Students will be able to identify how culture develops and changes over time and explore the multi-dimensionality of culture.
    - b. Students will understand how diverse societies are structured and organized and recognize internal and external differences both within and across societies.
    - c. Students will analyze historical development and change with an emphasis on understanding the causes and consequences of these changes.
    - d. Students will consider how different disciplines examine society and culture, including their principal theoretical and methodological approaches.
  
  - 2. Students will learn how to analyze sources and data.**
    - a. Students will learn to identify and use different types of primary and secondary sources.
    - b. Students will engage actively in the social-scientific processes of inquiry, analysis, and problem-solving, as well as quantitative and qualitative research and data collection.
    - c. Students will evaluate sources and data for their positionality, significance, reliability, and validity.
  
  - 3. Students will engage in critical interpretation and reasoning.**
    - a. Students will evaluate and develop arguments informed by evidence.
    - b. Students will gain critical reading skills, including media literacy.
    - c. Students will reflect on how history and the social sciences have been used, and can be used, to inform positive or negative social change.
  
  - 4. Students will communicate effectively.**
    - a. Students will develop the ability to summarize, synthesize, and analyze scholarly literature.
    - b. Students will practice writing clearly in appropriate/relevant disciplinary styles and marshal evidence in support of an argument.
    - c. Students will learn how to communicate with non-expert audiences.
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# SEASIAN 50: Southeast Asian Societies and Cultures

Prof. Oona Paredes

M-W 9:00-10:15 Public Affairs, 1246

Office: 248A Royce Hall

email: oparedes@humnet.ucla.edu

Student Drop-In Hours: M/W, 10:30am-Noon, and by appt.



This course is a general introduction to the varied and diverse region of Southeast Asia. It is designed to acquaint you with the broad themes that characterize the societies, cultures, and civilizations of this vitally important part of the globe. We will explore the historical trajectories that have led the eleven countries of the region to their present situations and consider the roles of internal and external influences. We will also examine these societies and important contemporary issues relating to geography, topography, politics,

culture, literature, gender issues, religion, human rights and the environment. We will learn to utilize theoretical approaches drawn from notable scholars of Southeast Asian studies, including James Scott, Benedict Anderson, Thongchai Winichakul and others.

## Course Requirements and Grading:

This is a five-unit lower division course with two lectures and one section meeting per week.

**Readings: The first two titles are available at the ASUCLA bookstore, and will both also be on reserve at the College Library.**

**1) Norman Owen, ed. *The Emergence of Modern Southeast Asia* (Hawaii, 2005)** - a modern history of the region, organized both chronologically and thematically.

**2) Robert L. Winzeler, *The Peoples of Southeast Asia Today* (AltaMira Press, 2011)** – a recent sociological survey of the region, its peoples, and the numerous challenges they face.

**3) A Southeast Asian novel of your choice.** This can be borrowed from a UCLA library or a local public library, or purchased online.

**4) CCLE PDF Readings** – Other assigned articles and book chapters

## Assignments and Grading:

Map Quiz (Week 2)

10%

Mid-term Quiz (Week 5)	20%
Book Review (Southeast Asian novel, due Week 9)	20%
Final Exam	25%
Participation in Section (includes bi-weekly writing exercises)	25%



**Plagiarism:** One of the fundamental tenets of academic study is honesty; it is also at the core of the UCLA Student Code of Conduct. I will not tolerate dishonesty or plagiarism in this course under any circumstances, and all such cases will be reported directly to the Dean's office. I expect all students to adhere to the highest standards of academic integrity and conduct. If you have any questions about this, or are unclear what constitutes plagiarism, the TAs and I would

be more than happy to address them. In addition, several articles and websites on this issue will be linked on the main page of the course website. Finally, the short essay and the book review will both be submitted via Turnitin.com, which screens written work for plagiarism and copying.

**GE Credit Acknowledgment:** Upon successful completion of this course, students will satisfy two General Education requirements in foundation areas, namely Social Analysis and Historical Analysis both in the Foundations of Society and Culture Area. Students will gain proficiency in Historical Analysis through the close examination of primary source documents included in each week's readings, which will be discussed in section and provide a source-base for the final paper. For more information, please view your school or college's [GE requirements](#).

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## Course Learning Outcomes

- You will gain a basic understanding of the geographical expanse and distinctive features (mountains, rivers, oceans, elevations) of Southeast Asia as a physical space.

- You will come to appreciate the historical patterns that shaped the evolution of Southeast Asian states and societies. They will be able to trace the influences of external cultures, including Chinese, Indian, Arabic, and European as they left their mark upon, and were in turn adapted by, Southeast Asian peoples.



- You will learn how scholars of the region understand its peoples, states, and societies. You will see the ways in which theories of nationalism, cultural identity, economic analysis, and environmental patterns are employed and learn to use them in response papers and section discussion.

- You will start to see the major patterns that have shaped Southeast Asian economic life and village structures, as well as the ways in which these have been transformed in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

- In the course you will see the impacts of urbanization upon the countries and peoples of the region, as well as the larger issues of development as it affects economic opportunities, agricultural production, and changes in education, healthcare, and access to technology.

- You will be introduced to Southeast Asia's religious traditions, including folk religions, Buddhism, Islam, and Christianity. You will gain a basic understanding of how these religions have shaped the region, and how they have been localized to it. You will also see the ways in which these religions have intersected with politics and political institutions, particularly in the modern era.

- You will learn about the significance of "ethnic minority" populations across the region, the ways in which they are regarded by majority peoples, and the many challenges that they face culturally, environmentally, politically, and socially.

- You will gain an appreciation for gender dynamics in the region, understanding the differing historical and cultural roles played by men and women

- You will explore complexities of gender and sexual identities of people who identify as LGBTQ and how they are regarded and treated in the region. This includes traditional ideas of gender fluidity as

well as contemporary legal and cultural constraints upon gender expression.

- You will learn about the contemporary political structures and challenges found across Southeast Asia in terms of the range of political systems from authoritarian communist states to military-dominated states to ones featuring varying degrees of democracy. You'll also learn about the significant restrictions upon human rights found across the region that curtail freedom of expression, sexual identity, religious practice, and political participation.
- Finally, you will gain a basic understanding of the literary forms found in the region. You'll learn basic elements of language and literary traditions from the past to the present, and will engage with this literature through reading modern short stories, and also writing a review of a Southeast Asian novel.





## Week 1

### What is Southeast Asia? Geography and Early History

**1) Tues, Jan. 8      General Introduction: Does Southeast Asia even exist?**

Readings:

Owen, "Places and Peoples," *The Emergence of Modern Southeast Asia*, pp. 1-15.

Donald K. Emmerson, "Southeast Asia": What's in a Name?" *Journal of Southeast Asian Studies* 15, no. 1 (Mar 1984): 1-21.

**2) Thurs., Jan. 10      Pre and Early History of SEA: Indianization and Sinicization**

Winzeler, "Early States, Civilization, and Colonialism" in *Peoples of Southeast Asia Today*, 41-66.

Excerpt from *The Glass Palace Chronicle*, pp. 88-98, in Dutton, *Voices of Southeast Asia*.

## Week 2

### Early Modern and Modern History

**3) Tues., Jan 15      Early Modern Southeast Asia: Islam and European Contacts**

**[Map Quiz in section]**

Readings

"The Struggle for Political Authority" in *Emergence of Modern Southeast Asia*, pp. 52-71.

"Dynasties and Colonies, Boundaries and Frontiers," in *Emergence of Modern Southeast Asia*, pp. 75-82.

**4) Thurs, Jan. 17      Modern SEA: Colonialism Through WWII and Independence**

Readings:

"Consolidation of Colonial Power and Centralization of State Authority," in *Emergence of Modern Southeast Asia*, pp. 201-221.

Thongchai Winichakul, "Introduction," *Siam Mapped*, pp. 1-15.

"Letters of a Javanese Princess," pp. 125-133, in Dutton, *Voices of Southeast Asia*.

## Week 3

### Agriculture and Development Issues

**5) Tues., Jan. 22      Agriculture: Patterns of Land-Use and Modern Policy**

Readings:

Owen, "Modes of Production, Old and New," in *Emergence of Modern Southeast Asia*, pp. 180-200.

Winzeler, "Swidden Farmers" and "Peasant Farmers and their Transformation," in *Peoples of Southeast Asia Today*, 109-142.

**6) Thurs, Jan. 24      Post-Colonial Development and Industrialization**

Readings:

Owen, "Globalization and Economic Change," in *Emergence of Modern Southeast Asia*, pp. 161-179.

Winzeler, "Development for Better or Worse," in *Peoples of Southeast Asia Today*, 251-278.

**Week 4**  
**Urbanization and Ecological Issues**

**7) Tues, Jan. 29      Urban Realities: Growing Cities and their Consequences**

Readings:

James Tyner, "Cities of Southeast Asia," in Stanley Brunn, et al, eds. *Cities of the World: World Regional Urban Development* (4<sup>th</sup> edition) (Rowman and Littlefield: Lanham, MD, 2008), pp. 429-453.

"Southeast Asian Livelihoods," in *Emergence of Modern Southeast Asia*, pp. 19-34.

**8) Thurs, Jan. 31      Environmental Challenges in Contemporary Southeast Asia**

Readings:

"Industrialization and its Implications," in *Emergence of Modern Southeast Asia*, pp. 379-398.

"Human Consequences of the Economic 'Miracle,' in *Emergence of Modern Southeast Asia*, pp. 399-413.

**Week 5**  
**Southeast Asian Religious Traditions, Part I**

**9) Tues. Feb. 5 Introduction to Folk Religions in Southeast Asia**

Readings:

Jane Monig Atkinson, "Religions in Dialogue: The Construction of an Indonesian Minority Religion," in Kipp and Rodgers, eds. *Indonesian Religions in Transition* (ASU Press, 1987), pp. 171-186.

"Law on Religious Activities," (1991), pp. 565-570, in Dutton, et al, *Sources of Vietnamese Tradition*.

**10) Thurs. Feb. 7 Mid-Term Quiz in Class**

**Week 6**

**Southeast Asian Religious Traditions, Part II  
(World Religions and New Religious Movements)**

**11) Tues, Feb. 12 Religion and Society: Buddhism and Islam in Southeast Asia**

- The spread of Buddhism
- Buddhism and the state in the mainland
- Popular Buddhism and society

Readings:

Alexandra Kent, "Purchasing Power and Pagodas: The Sima monastic boundary and consumer politics in Cambodia," *Journal of Southeast Asian Studies* 38, no. 2, June 2007, pp. 335-354.

Azza Basarudin, "Islam, the State, and Gender," in *Humanizing the Sacred: Sisters in Islam and the Struggle for Gender Justice in Malaysia* (Seattle: UW Press, 2016), pp. 39-72.

**Film in Section: *Ramadan in Indonesia***

**12) Thurs, Feb. 14 Religion and Society: Christianity and New Religious Movements**

- The arrival and impact of Islam
- Islam and the State: Past and Present
- Islam in contemporary Southeast Asian society
- Christianity: Majority and Minority Religion

Readings:

Tam, TT Ngo, "Protestant conversion and social conflict: The case of the Hmong in contemporary Vietnam," *Journal of Southeast Asian Studies*, 46(2), (June 2015): pp. 274–292.

Rachelle M. Scott, "Modernity, Prosperity, and the Dhammakaya Temple," in *Nirvana for Sale? Buddhism, Wealth, and the Dhammakaya Temple in Contemporary Thailand* (Albany: SUNY Press, 2009), pp. 47-78.

## Week 7

### Southeast Asian Literary Cultures: Classical and Modern

#### 13) Tues, Feb. 19 Southeast Asian Languages & Literary Traditions

Readings:

Shin Sandalika, *Maniyadanabon* (Burma, 15<sup>th</sup> Century), pp. 25-33.

Anonymous, *Reamker* (Cambodia, 16<sup>th</sup>-18<sup>th</sup> Centuries), pp. 67-79.

#### 14) Thurs, Feb. 21 Contemporary Southeast Asian Literature

Readings:

Miao Hsiou, "Return" (1950s), pp. 154-161.

Mey Son Sotheary, "My Sister," in Teri Shaffer Yamada, ed. *Virtual Lotus: Modern Fiction of Southeast Asia*, pp. 45-52. (1995).

## Week 8

### Issues of Gender and Sexual Orientation & Identity

#### 15) Tues, Feb. 26 Women in Contemporary Southeast Asian Societies

Readings:

Ngo Thi Ngan Binh, "The Confucian Four Feminine Virtues (tu duc): The Old Versus the New - Ke thua Versus phat huy," in Drummond, ed. *Gender Practices in Contemporary Vietnam* (NIAS Press, 2004): 47-68.

Emma Tonmalin, "The Thai *bhikkhuni* movement and women's empowerment," *Gender and Development* 14.3 (March 2006): 385-397.

#### 16) Thurs, Feb. 28 Sexual and Gender Identities in Southeast Asia

Readings:

Peter Jackson, "Capitalism, LGBT Activism, and Queer Autonomy in Thailand," in Peter A. Jackson, ed. *Queer Bangkok: Twenty-First-Century Markets, Media and Rights* (Hong Kong: HK University Press, 2011), pp. 195-204.

Tom Boellstorff, "Between Religion and Desire: Being Muslim and Gay in Indonesia." *American Anthropologist*. 107.4 (2005): 575-585.

## Week 9

### Minority Issues: Religion and Ethnicity

**17) Tues, Mar 5 Religious Conflict in Contemporary Southeast Asia**

Readings:

Alexander Arifianto, "Explaining the Cause of Muslim-Christian Conflicts in Indonesia: Tracing the Origins of Kristenisasi and Islamisasi," *Islam and Christian-Muslim Relations* 20:1 (Jan. 2009), pp. 73-89.

Michael K. Jerryson, "Appropriating a Space for Violence: State Buddhism in Southern Thailand," *Journal of Southeast Asian Studies*, vol. 40, no. 1 (2009), pp. 33-57.

**18) Thurs, Mar 7 Ethnic "minorities" and their challenges**

Readings:

James Scott, "Hills, Valleys, and States: An Introduction to Zomia," in *The Art of Not Being Governed: An Anarchist History of Upland Southeast Asia*, (Yale, 2009): pp. 1-32 (rest optional)

**Week 10**

**Governments and Human Rights**

**19) Tues, Mar 12 Post-colonial Government and Resistance**

Readings:

Read at least three of the following chapters in *The Emergence of Modern Southeast Asia*: Chapters 29-37.

**18) Thurs, Mar 14 Censorship, Human Rights and Restrictions on Political Freedoms**

Readings:

Jefferson Lyndon D. Ragragio, "Strongman, Patronage and Fake News: Anti-Human Rights Discourses and Populism in the Philippines." *Journal of Language and Politics* (2020).



## SEASIAN50 Bi-Weekly Response Guidelines

Every other week (Weeks, 2, 4, 6, 8, 10), you will be expected to take one of the assigned journal articles or book chapters and write a brief analytical response essay. Your response should be 300-400 words in length (roughly a bit more than a page), should consist of at least three paragraphs and include the following:

- One paragraph in which you provide a concise summary of the author's main point(s). In other words, what is the central thing they are arguing? This is the key to your response essay, as it will demonstrate your understanding of what the author is trying to do. Only after determining this, will you be able to evaluate the article in terms of whether the author has succeeded or not.
- A second paragraph in which you briefly cite the specific evidence that the author provides to support the argument that she or he is trying to make. This may take the form of statistics, of interviews, of documents, but all of it should directly speak to the author's argument.
- A third paragraph in which you assess the article in terms of how convincing the author's argument was, how helpful their evidence was in supporting the argument, and then any criticisms you might want to offer where you felt the author fell short.

### Notes:

- 1) Please don't criticize the article for what it does NOT do. Don't write about what you "wish" the author had done. If there is a glaring omission then you may certainly mention it, but in general please engage with what is actually in the article or chapter in question.
- 2) Comparative observations are very welcome, and if you can offer criticisms or observations that draw on other readings, lecture, or things you know about other cases, please feel free to include them.
- 3) Write for an outsider audience, not your instructor. By this I mean that you should not assume insider knowledge on the part of the reader of your essay (they have not read the article, and are not taking this class), and so need to spell out the details as clearly as possible so that anyone could pick up your essay and understand what you are writing.
- 4) In critiquing the article, please avoid using the word "interesting" and other equally vague terminology. Using precise language is always more helpful and more convincing to your reader.