Long a crossroads of trade and migration, Southeast Asia is one of the most diverse, dynamic and complex regions of the world. Home to inland peasants and coastal traders; Buddhists, Muslims, Christians, and animists; economic “miracles” and crushing poverty; fledgling democracies and cruel dictatorships; bustling global cities and remote highlands, Southeast Asia defies easy description. We will spend the semester delving into several countries and issues in the region through scholarly works, contemporary media and films. This course satisfies the World Cultures Discovery Requirement.

Learning Objectives:
This course is intended to introduce students to the the diversity of cultures in Southeast Asia. At the end of the course, students should be familiar with the following key topics and issues in the anthropology of the region: trade and commerce, ecology, religion, colonialism, global capitalism, public health, gender and sexuality, transnational migration, legacies of internal conflict and the Vietnam War. They should be able to discuss and analyze ethnographic texts as well as intelligently discuss current events in Southeast Asia in relation to broader historical and cultural contexts.

Required Reading:
Other readings will be available on CANVAS.

Course Organization and Requirements:
Mondays and Wednesdays will be lecture/discussion; Fridays will be devoted to student-centered discussions and in-class activities. To get the most out of this course, you are expected to attend class regularly, participate actively in discussions and in-class activities, and keep up with the reading. (Note: Plan on completing the reading by the day it’s assigned on the syllabus.) In addition, you are expected to:

- Post journal entries online 8 times (300-500 words) during the course on a day when there is a reading assignment and be prepared to discuss your journal entry in class. I’ve provided a prompt for each such day during the first half of the semester (see schedule below); the rest will be provided if needed at a later date. These journal entries are meant as a space for responding to the readings and for practicing the skills of active and critical reading and engagement. Post your entries on the
course website under “Journals”; please cut and paste your text instead of uploading a file. You will receive full credit if you post by the beginning of class on the days that a journal entry is due (again, see course schedule below!) and if your entry responds directly to the prompt or to another idea of comparable significance in the reading. Unless you have cleared it ahead of time with me (or have a family or medical emergency), journal entries posted after the beginning of class will receive half-credit. Journal entries will be graded holistically at the end of the module. In lieu of one journal entry, you may attend and post a one-paragraph response to the first New Hampshire International Seminar lecture of the year, which will feature a distinguished Southeast Asia scholar. See below:

- 12:40-2:00pm, Thursday, October 13: “How the Spice Trade Migrations Made the World Modern,” Professor Eric Tagliacozzo, Professor of History, Cornell University (MUB Theater II)

- Take 12 mini-quizzes in response to the assigned reading at the beginning of class most days of the module. Typically, I will ask 2-3 multiple choice questions, though occasionally I'll ask you to name an example of something (where there are a few possible right answers). I will not be looking for ridiculously specific details; rather, I will ask about major ideas/terms/events from the readings—questions that you should be able to answer if you have completed the assigned reading for that day.

- Write a short summary and reflection on a current event in Southeast Asia, and present it briefly to the class. After the first week of classes, you will sign up for your day to turn in/present your current event. There are three components:
  - Article: Find a reasonably current (from the past year) news article from a well-regarded newspaper (New York Times, Washington Post, The Guardian, etc.) that describes a recent event or issue concerning Southeast Asia. Please email me the link to the article by 4pm the day before you are scheduled to present.
  - Assignment: Write a short (one paragraph) summary of the current event described in the news article that covers the basics: who, what, when, where, how. Then write a second paragraph that connects the event to the reading assigned for that day. Apply perspectives or information from the reading to the event to help you make better sense of the current event under consideration.
  - The presentation: In class, take a few minutes to describe the current event (who, what, where, when, how) and how the concept you chose from the reading helps us better understand what’s going on.

- Complete a country profile of one of the ten countries of Southeast Asia (due 9/30).

- Complete 4 in-class writing activities (some scheduled, some not).

- Working with one or more other students, locate 3-4 outside resources that complement the readings for a specific week, present them briefly in class, and lead in-class discussion afterwards. Presentations will take place on Fridays and you will have a chance to sign up after the first week of class.

- Complete a short (3-5 page) paper on the basis of your group presentation. Due by midnight one week after the day of your presentation.
Evaluation:
- Attendance/participation: 17% (12 points for showing up, 5 points for contributing)
- Online journal entries: 24% (3 points each x 8)
- In-class mini-quizzes (12%) (1 point each x 12)
- Current events assignment/presentation: 8% points
- Country profile: 8%
- Group presentation/discussion leading: 10%
- Paper related to presentation: 15%
- In-class writing activities: 6%

Policy on Late/Missed Assignments
- Online journal entries will receive half credit if they are posted after the beginning of class on the assigned day.
- Other papers will incur a grade penalty for each day they are late.
- Reading quizzes and in-class assignments cannot be made up, so if you are absent you forfeit the points you would have earned for the quiz that day. The only exceptions are documented family/medical emergencies or foreseen, unavoidable absences (UNH team trip, etc). Notice must be given for the latter ahead of time.

Course Guidelines:
- Please turn off and put away cell phones and electronic devices during class (or risk having them taken away). Unless you absolutely must take notes on a computer, please do so by hand.
- Please feel free to come to my office hours (see top of syllabus) to discuss the course material, explore further study in anthropology and/or future academic endeavors, as well as any challenges you may be facing over the course of the semester.
- That said, if you find yourself struggling with serious emotional or mental health issues over the course of the semester, please seek assistance from the University's Counseling Center: 3rd floor, Smith Hall, 603-862-2090/TTY: 7-1-1.
- UNH’s policy on disabilities: “The University is committed to providing students with documented disabilities equal access to all University programs and facilities. If you think you have a disability requiring accommodations, you must register with Disability Services for Students (DSS). Contact DSS at (603) 862-2607 or disability.office@unh.edu.” If this applies to you, please let me know privately if you have registered with DSS and if you have an Accommodation Letter for this course, so that we can review the necessary arrangements.
- In this class you will be held to the highest standards of academic integrity: demonstrating where you have learned something and citing it appropriately. You commit plagiarism when you represent other people’s language or ideas without attribution, giving the impression that they are your own. If you use a direct quotation (even only part of a sentence) in your own writing, you must put quotation marks around it and cite the source it came from; if you paraphrase an idea from somewhere else (even if you’re not using that author’s exact language), you must cite the source this idea came from. Please see UNH’s Student Rights, Rules, and Responsibilities Handbook under Academic Honesty for further
clarification. Plagiarism is a serious offense and any student who plagiarizes is liable to receive a failing grade.

Class Schedule

I Introduction: Locating Southeast Asia

Week 1
8/29  What is Southeast Asia?

8/31  Places and Peoples


9/2  In-class film and writing exercise: Geography and Cultures of Southeast Asia

Week 2
9/05  no class, labor day

9/07  Early Globalization I: The Spice Trade and the Silk Road


Journal prompt: What aspects of the pre-modern Indian Ocean world most intrigue Sardar (and you?) To what extent does its history live on in the present?

9/09  In-class discussion and writing exercise

Week 3
9/12  Early Globalization II: From Manila to Mexico


Journal prompt: How does the story of Catarina de San Juan alter your views of human trafficking? OR: How were the Indian and Atlantic ocean worlds historically connected?

9/14  Hierarchy and Egalitarianism


**Journal prompt:** Is there a difference between how people in upland Southeast Asia have regarded their own ethnic identities and how outsiders have tended to perceive them? Do these readings make you think differently about any ethnicities that you have personally encountered?

9/16  Video and discussion: Water temples in Bali and the work of J.Steven Lansing

Week 4

9/19  Ritual, Status, and Social Process


**Journal prompt:** Why does Geertz describe the betting at cockfights as “high stakes” even in cases where the cash value of the bets is low?

II Colonialism and Nationalism

9/21  Colonial Dynamics I


**Journal prompt:** What connections can be drawn between colonial stereotypes of natives and the economic relations of colonialism?

9/23  Current events, Clips from Hollywood movies about Siam

Week 5

9/26  Colonial Dynamics II


**Journal prompt:** Did Orwell actually have the option of choosing not to “save face” by shooting the elephant? What exactly did he later feel regretful for or ashamed of having done?

9/28  Contact Zones


**Journal prompt:** What kinds of social boundaries and status differences divided (and linked) Indonesian natives and Europeans in the Dutch Indies? How did sexuality and kinship complicate these lines?

**Homework for 9/30:** Watch the first hour of the 1992 film *Indochine*
9/30  In-class discussion of Indochine
Country Profiles due!

Week 6
10/3  Icons of Identity from Colony to Nation


Journal prompt: In light of Anderson's essay, choose a specific map and discuss how it shapes users' perceptions of the reality it claims to represent. OR: Discuss how a specific museum performs the dual actions of documenting history and conferring credit on those who have preserved it.

10/5  Gendering the Nation


Journal prompt: How do Piah Manik's memories of 1942 differ from standard accounts of the Indonesian national heroism? What, if anything, is the value of oral histories like hers?

10/7  Student-led discussion #1

III Development, Globalization, and Livelihoods

Week 7
10/10 Subsistence Agriculture


Journal prompt: How does Kasar's story counter common assumptions regarding globalization and the role of capitalist enterprise in alleviating poverty?

10/12 Migrants and Sojourners I


Journal prompt: What forms of order and disorder do migrants contend with in Batam? How do they handle them?

Homework for 10/14: View the documentary B.A.T.A.M (stream on Kanopy via library)

10/14 Student-led discussion #2

Week 8
10/17  Migrants and Sojourners II
Lindquist *Anxieties of Mobility*, Chapters 2, 3, and 4.

**Journal prompt:** How would you characterize labor conditions in Batam? How do the jobs and living situations of working men and women alter their experiences of space and time?

10/19 Migrants and Sojourners III

Lindquist *Anxieties of Mobility*, Chapters 5 and 6.

**Journal prompt:** How are BATAM and its migrants involved in the restructuring of regional relations amongst Indonesia, Singapore, and other Southeast Asian countries?

10/21 Student-led discussion #3

Week 9
10/24 Intimacy and Economy


10/26 Commercialized Identities


10/28 No Class – Professor Lahiri is away

**IV War, Violence, and Memory**

Week 10
10/31 Visualizing the Vietnam War


11/2 Bringing the War Home

Guest Lecture by Ph.D. History Candidate Amanda Demmer on postwar U.S.-Vietnam relations (Readings TBA)

11/4 Student-led discussion #4

Week 11
11/7 The 1965 Killings in Indonesia

Setiayawan, Pohlman, McGregor.

11/9  In-class video: 40 Years of Silence

11/11  No Class (Veteran’s Day)

Week 12
11/14  Aftershocks of 1965


11/16  Documenting Atrocity


11/18  No class – AAA conference

V Cultural Encounters In and Beyond Southeast Asia

Week 13
11/21  Art and Innovation


11/22  Religion and Dress


11/23  No class – Thanksgiving Break

Week 14
11/28  Cross-Cultural Encounters in Health Care


11/30  Translating Shamans

   Anne Fadiman, The Spirit Catches You and You Fall Down, Chapters TBA

12/01  Student-Led Discussion #5

Week 15
12/05  Grief and Healing
Anne Fadiman, *The Spirit Catches You and You Fall Down*, Chapters TBA

12/07 Westerns and Warriors

12/09 Wrap-up