

Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Peter Suwarno E-mail peter.suwarno@asu.edu Phone 5-6281 & 5-3862

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman Date: 1/11/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
HUMANITIES, ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student's awareness of the diversity of human societies and cultures. The arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student's ability to perceive aesthetic qualities of art work and design.

The Humanities, Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	x
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	x
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		• Courses devoted primarily to developing skill in the use of a language.	
		• Courses devoted primarily to the acquisition of quantitative or experimental methods.	
		• Courses devoted primarily to teaching skills.	

Course Prefix	Number	Title	General Studies Designation
SLC	494	Religion and Conflicts in Southeast Asia	HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	This course focus on philosophical culture of religions with diverse ethics and belief systems. Humanity and conflicts are inseparable; religious conflicts reflect the complexity of humanity.	The course description, learning outcomes 1-4, and the materials in the syllabus mostly deal with religions, ethics and belief systems, religious freedom, religious violance, genocide, and human rights that became the main sources or results of conflicts and their resolution efforts.
C4: a	This course deal with religious thought systems that creates diversity, are exploited, and generates conflicts.	The course materials and the students assignments as well as the materials in the syllabus deal with religious thought systems. Marked in Red

Religions and Conflicts in Southeast Asia SLC 494

CONTACT INFORMATION:

Instructor: Peter Suwarno
School of International Letters and Cultures

Office: LL 547 C
email: peter.suwarno@asu.edu
Phone: 480-965-3862

Office Hours: (in-person, phone, or virtual) Mondays to Fridays 8:30-9:30 & by appointment

Proposed General Studies Designation: HU

CATALOG DESCRIPTION:

This course engages the students in exploring religions and conflicts in Southeast Asia, historically, politically and ethnically. The students review studies on roots, resolution efforts, and consequences of these conflicts as well as write and present an analytical paper on religiously related conflicts in the region.

COURSE DESCRIPTION:

This course engages the students in exploring religions and conflicts in Southeast Asia, historically, politically and ethnically. The students will review the religious diversity, interaction, conflicts and resolution efforts particularly in Indonesia, Malaysia, Neymar, The Philippines, and Thailand based on available studies, reports, and policies. This course will involve the students in understanding approaches to the study of religions and conflicts, including the relationship between state and religion, secularism and religiosity, religious liberalism/moderation versus radicalism/extremism as well as historical and ethnicity issues. The class will also examine the consequences of religiously related conflicts in terms of religious freedom, human right, and humanity in general. The students are required to have very good English communicative skills that will enhance their presentations and help apply their critical skills in the inquiry and analysis of the topics. In addition to active participation in class discussions and a mid-term exam, the students will write monthly review essays, give one individual class presentation, and complete a final research project paper on issues related to the topics of the class.

PRE-REQUISITE:

ENG 102 or ENG 105 or ENG 107 with a B or better and 45 credit hours.

LEARNING OUTCOMES:

1. Explain historically, politically, and/or ethnically the religiously related conflicts in Southeast Asian countries, especially Indonesia, Malaysia, Myanmar, The Philippines, and Thailand.
2. Compare religious conflicts in selected Southeast Asian countries and discuss their success/failure in their resolution efforts.
3. Describe relationships and conflicts among different Islamic groups in Indonesia and Malaysia.
4. Identify various consequences of religiously related conflicts in terms of human rights, religious freedom and humanity, by discussing issues of violence, refugees, displacement, and possible genocides.
5. Orally present in class on issues and their analysis of topics related to religious conflicts in Southeast Asia based on the final project paper and answer questions from audience following the provided guidelines.
6. Write an analytical review of the materials covered using studies and theories of religious conflicts and their resolutions following the provided guidelines.
7. Write a library research paper based on religiously related conflict issues in any Southeast Asian countries following the provided guidelines.

ASSIGNMENTS and GRADING SCALE:

1) Activities and Assignments percentages

Class participation and group discussions	- 10 %
Mid-Term exam	- 15%
Monthly one-page review essays (commentary and analysis of class materials)	- 15%
Individual class presentation	- 20%
Research paper draft	- 10 %
Final Research paper (8-page/3600-words minimum, excluding references)	- 30%

2) Grading Scale

98-100	A+	80-82.5	B-
93-97.5	A	78-79.5	C+
90-92.5	A-	70-77.5	C
88-89.5	B+	60-69.5	D
83-87.5	B	59.5 & below	E

3) Description of the Assignments:

A. Class participation and Group Discussion

In addition to attendance, each student is expected to contribute to the exchanges of ideas in a group discussion. To participate actively in this group interaction, students must have read the materials before coming to class.

B. Monthly Essays Guideline

Students must follow the basic four/five-paragraph-one page-(400 words minimum) essay setting using a simple and straightforward template, as follows:

- **First Paragraph: Introduction**
Identify your topic and explain your purpose why you choose this topic from the materials covered in class.
- **Second Paragraph: Content part A**
Expand your statement in the introduction with a snapshot of the background information on the available arguments and explains the relevant issues.
- **Third Paragraph: Content Part B**
Provides evaluation with evidence and support to defend your claims.
- **Fourth Paragraph: Content Part C (optional)**
State possible counter-claims and disagreements and discuss how you handle opposition to your arguments.
- **Fifth Paragraph: Conclusion.**
Summarize the introduction and restates the body. You may also suggest further discussion/research, but no new idea.

C. Final Project Paper Guidelines:

Select a topic on any religiously related conflicts/resolutions in SEA or you can expand one of your essays into your final project research paper, following the same sequence, sorting out irrelevant facts and ideas.

Your paper must have the following structure:

- 1) **Title:** Follow principles of creating a paper title, e.g. the right length, predicting the content; interesting, and containing the key words.
- 2) **Abstract:** create a short summary of your paper, e.g. your main objectives, content arguments and conclusion.
- 3) **Introduction** – state why your topic is interesting, summarize what you are going to do with it, make it catchy and grabbing the readers' attention.
- 4) **Literature Review** – Described your topic in more details by explaining the works done in areas related to the topic, showing that you have done your readings and are aware of the relevant data and arguments.
- 5) **The Body:**
 - a) **Method:** Since this is a library research, you will only have to describe your readings and collections of a) available research by scholars, d) data by scholars and institutions (e.g. statistics on religious groups), credible news reports, laws and regulation related to religious issues, etc. This does not have to be long.
 - b) **Result:** Here you have to your findings from your readings and data collection: present argumentations based on previous/available research, statistical data, government regulations, and reports, etc. Organize this section so that it helps with the flow of your arguments.

- c) Discussion: Here, you have to show your analytical skills in your presentation. You will have to show your sound opinion by discussing the argumentations and contestations of different positions on the conflicts discussed.
- 6) Conclusion: Here, you state your goal and summarize the body of the paper, reiterating your analytical argument. You should also suggest further discussion/research on the topic.
- 7) References: You must have at least five solid references consisting books and articles, in addition to any online materials of reports, government documents, etc. You must consistently follow either Chicago, MLA, or APA manual for writing your paper.

MATERIALS:

1) Textbook:

Chinyong Liow, Joseph. (2016). Religion and Nationalism in Southeast Asia
 Cambridge: Cambridge University press.
<http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism>

2) Additional Materials: e.g. Videos and articles such as (see the weekly schedule):

- a) Trijono, Lambang. (2004). The making of ethnic and religious conflicts in Southeast Asia: cases and resolutions. University of California: CSPA Books. Digitized Sep 20, 2008.
<https://searchworks.stanford.edu/view/5930659>
- b) Buddhist-Muslim Violence in South and South-East Asia: The Local Becomes Regional, or a Clash of civilizations. <https://intpolicydigest.org/2016/06/29/buddhist-muslim-violence-in-south-and-south-east-asia-the-local-becomes-regional-or-a-clash-of-civilizations/>
- c) Religious violence in South(East) Asia: domestic and transnational drivers of intolerance against Muslim minorities. <https://iiias.asia/event/religious-violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against>
- d) Bach Tuyet, Nguyen Thi (2007), "The issue of religion and social security in ASEAN", Religious Studies Review, Vol. 1, No. 4, pp. 75-81 2.
- e) Robert W. Hefner (2007), "The Sword Against the Crescent: Religion and violence in Muslim Southeast Asia", in Linell E. Cady & Sheldon W. Simon (2007), Religion and Conflict in South and Southeast Asia, The National Bureau of Asian Research, pp. 33- 50.
- f) And more (see: the weekly schedule)

WEEKLY SCHEDULE OF ACTIVITIES:

Weekly Schedule of Activities		
Week	Topics	Assignments and Materials
I	Ethnicity, Identity, and Religions of Southeast Asia: Indonesia, Malaysia, Neymar, Thailand, And the Philippines: An overview.	View: Genesis of Southeast Asia: https://www.youtube.com/watch?v=t5I8hRdqIR8 Listen: Religion and Nationalism in Southeast Asia http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism Read: Introduction: Southeast Asian Religions: Mainland Cultures https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/southeast-asian-religions-mainland-cultures Read: Religion and Nationalism in Southeast Asia: pp: 1-14
II	The history of religious, ethnic, and or political conflicts in the five SEA countries.	View: How religion and nationalism fuel conflict in Southeast Asia https://www.youtube.com/watch?v=guCoM99qZ-M&t=1851s Read: The making of ethnic and religious conflicts in Southeast Asia (TMERC) Introduction: Southeast Asian Religions: Mainland Cultures https://www.lowyinstitute.org/the-interpreter/religion-southeast-asia-diversity-and-threat-extremes Read: Religion and Nationalism in Southeast Asia: pp: 15-60
III	Neymar: Budhism and Islam: identifying roots of conflicts and possible solutions.	Read: <u>Buddhist-Muslim Violence in South and South-East Asia: The Local Becomes Regional, or a Clash of Civilizations? (BMV)</u> https://intpolicydigest.org/2016/06/29/buddhist-muslim-violence-in-south-and-south-east-asia-the-local-becomes-regional-or-a-clash-of-civilizations/ Buddhists and Muslims Violence in Southeast Asia https://intpolicydigest.org/2016/06/29/buddhist-muslim-violence-in-south-and-south-east-asia-the-local-becomes-regional-or-a-clash-of-civilizations/
IV	Conflicts and humanity: The Rohingya human right issues: Debates on displacement and genocide?	<i>First One page review essay due.</i> View: https://www.youtube.com/watch?v=KT7QUzJg0aM Are crimes against humanity taking place? https://www.youtube.com/watch?v=pebrk29ZJW8` Religious violence in South(East) Asia: domestic and transnational drivers of intolerance against Muslim minorities. https://iiias.asia/event/religious-violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against

V	Budhism and Islam in Thailand: Politics, Ethnicity and religion: Conflicts and possible resolutions	Religious violence in South(East) Asia: domestic and transnational drivers of intolerance against Muslim minorities. https://ias.asia/event/religious-violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against Robert W. Hefner (2007), "The Sword Against the Crescent: Religion and violence in Muslim Southeast Asia", in Linell E. Cady & Sheldon W. Simon (2007), Religion and Conflict in South and Southeast Asia, The National Bureau of Asian Research, pp. 33- 50. Read: Religion and Nationalism in Southeast Asia: pp: 99-133
VI	Budhism and Islam In Southeast Asia	Religion and Nationalism in Southeast Asi by Chinyong Liow, Joseph. (2016). Cambridge: Cambridge University press. http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism
VII	Malaysian Religiously related Conflicts: Religion, Ethnicity and Politics in Malaysia	<i>Final project research paper proposal due: A title and a paragraph description</i> Read: - The Religious Tolerance in Malaysia An Exposition. https://www.researchgate.net/publication/236336271 -Media coverage of Religious Conflicts in Malaysia: https://ac.els-cdn.com/S1877042813025755/1-s2.0-S1877042813025755-main.pdf?tid=7168d2d5-75d8-4ccd-8628-9ace1048f139&acdnat=1543519041_8c9327d59db12def08e939d688ed3a44 In TMERC: Islamic militancy in Malaysia / Kamarulnizam Abdullah Read: Religion and Nationalism in Southeast Asia: pp: 135-174
VIII	The history of Moro and the recent development of religiously related conflicts in Mindanau, the Philiphines	<i>Second One page review essay due</i> Read: Ethnic and religious conflict in the Philippines / Jamail A. Kamlian In search of commonalities between Muslim and Christian Filipinos / Soliman M. Santos In TMERC: https://www.youtube.com/watch?v=guCoM99qZ-M&t=1851s Read: Religion and Nationalism in Southeast Asia: pp: 62-97
IX	The Philipines: The right of Moro separatist movements and religious conflicts	<i>Mid term Exam</i> Read: Local peace alternatives to ethnic conflict in Mindanao / Marilou F. Siton-Nanaman. Read: Religion and Nationalism in Southeast Asia: pp: 62-97 In: TMERC: https://www.youtube.com/watch?v=guCoM99qZ-M&t=1851s

X	The history of Religions and Religious Conflicts in Indonesia: Survival of indigenous faiths.	<u>First draft of research paper due.</u> Southeast Asia's religious tolerance is deceptive https://www.ft.com/content/6128d792-9fea-11e4-aa89-00144feab7de Read: Religion and Nationalism in Southeast Asia: pp: 175-216. In: TMERC: https://www.youtube.com/watch?v=guCoM99qZ-M&t=1851s
XI	The Islamization of Indonesia and the prosecution of religious minority groups.	Read: Indonesia: The Battle Over Islam https://www.nybooks.com/articles/2016/05/26/indonesia-battle-over-islam/ Islamisation and Its Opponents in Java: A Political, Social, Cultural and Religious History, c. 1930 to the Present by M.C. Ricklefs. University of Hawai'i Press Review: https://muse.jhu.edu/article/523874/pdf
XII	Religious violent conflicts in Indonesia: The Maluku	<u>Third one-page review essay due</u> <u>Final project oral presentation.</u> Religious conflict in Maluku / Pieter Tanamal and Lambang TrijonoIn: TMERC: https://www.youtube.com/watch?v=guCoM99qZ-M&t=1851s
XIII	Conflicts among various Islamic Groups in Indonesia: Islam, the liberal, moderate, conservatives, and radicals	<u>Final project oral presentation.</u> Read: Islamisation and Its Opponents in Java: A Political, Social, Cultural and Religious History, c. 1930 to the Present by M.C. Ricklefs. University of Hawai'i Press Review: https://muse.jhu.edu/article/523874/pdf Genealogies of Islamic Radicalism in Post-Suharto Indonesia https://journals.sagepub.com/doi/10.5367/000000002101297035 Extremism in SEA: Sidney Jones - Southeast Asians and the Syrian Conflict, February 9, 2017 https://www.youtube.com/watch?v=fIVAIu7MhBw
XIV	The Conception of Nationhood: Secularism, Religiosity, and Religious Freedom.	<u>Final project oral presentation.</u> Religion and Nationalism in Southeast Asi by Chinyong Liow, Joseph. (2016). Cambridge: Cambridge University press. http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism Read: Religion and Nationalism in Southeast Asia: pp: 218-228.
XV	Interfaith groups in Southeast Asia: Where are they in the conflicts?	<u>Final project Research paper due</u> <u>Final project oral presentation.</u> Interreligious Dialogue, Peace, and Reconciliation

		https://berkleycenter.georgetown.edu/responses/interreligious-dialogue-peace-and-reconciliation A Network of Diversity: Interfaith Fellows Advancing Peace in South and Southeast Asia https://www.peacemakersnetwork.org/interfaith-fellows-advancing-peace-in-south-and-southeast-asia/

TECHNICAL SUPPORTS, REQUIREMENTS, & UNIVERSITY POLICIES

1) Technical Requirements

This course uses Canvas. Non-copyrighted materials will be uploaded into Canvas. This course requires that you have access to a computer that can access the Internet. You are responsible for having a reliable computer and Internet connection throughout the course to view announcements and assignments.

2) Email and Internet

You must have an active ASU e-mail account and access to the Internet. All instructor correspondence will GO to your ASU e-mail account. Please plan to check your ASU email account regularly for course related messages.

3) Attendance/Participation

Preparation for class means reading the assigned readings & reviewing all information required for that week. Each student must actively participated in class group discussions based on the reading materials and lectures.

4) Late or Missed Assignments

All assignments must be finished and turned in to complete the course. Unless the instructor is notified before the assignment is due, and provides an opportunity for the student to submit his/her assignment late, points may be taken off for a late assignment.

5) Submitting Assignments

Students must submit all assignments via Canvas, unless otherwise specified by the instructor. Each assignment will have a designated place to submit the assignment.

6) Drop and Add Dates

If you feel it is necessary to withdraw from the course, please see University Registrar Services: How to Drop/Add and Withdraw for full details on the types of withdrawals that are available and their procedures.

7) Subject to Change Notice

All materials, assignments, and deadlines are subject to change. It is the student's responsibility to be aware of all course timelines, announcements, and communications from his or her instructor pertaining to changes in course assignments and due dates.

8) Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, please visit ASU Academic Integrity.

9) Student Conduct Statement

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct, ACD 125: Computer, Internet, and Electronic Communications, and the ASU Student Rights and Responsibilities.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10.

10) Appropriate classroom behavior is defined by the instructor

This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

11) Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes

to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the Announcements. Please remember to check your ASU email and the Announcements as often as possible.

12) Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

13) Reporting Title IX violations

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>.

14) Policy on Sexual Discrimination

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests. ASU expressly prohibits discrimination, harassment, and retaliation by employees, students, contractors, or agents of the university based on any protected status: race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, and genetic information.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

15) Copyrighted materials

A warning to students that they must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

GRADING RUBRIC

Grading Rubric for Final Project Oral Presentation (20 points)

	Below Expectation (0-12 points)	Meeting Expectation (13-16 points)	Above Expectation (17-20 points)
I Introduction and Organization (20 points)	The introduction is undeveloped; the main purpose is not clear. Main points are difficult to identify.	The introduction could be better developed. Main ideas and the purpose is evident, but the organization could flow more smoothly.	Ideas are clearly organized, developed, and supported to achieve a very clear purpose. Attention grabbing introduction clearly states main points organized effectively.
II Topic Knowledge (20 points)	No grasp of information, cannot answer questions about the subject. Limited sources cited. Inaccurate, generalized, or inappropriate supporting material, and/or Over dependence on notes.	A grasp of the information that may lack in originality. Sufficient supporting materials. Citations are introduced. Answer the questions but not elaborately. Some dependence on notes.	A clear grasp of information and full knowledge. Citations introduced and attributed appropriately and accurately with original, logical and relevant supporting materials. Answering all class questions elaborately. Limited use of only reference notes.
III Audience Adaptation (20 points)	Unable to keep the audience engaged. Lack of audience interest, plus confusion. Topic selection does not relate to audience needs and interests.	Able to keep the audience engaged most of the time. Try to clarify or restate ideas if needed. Audience awareness through nonverbal and verbal behaviors. Topic selection and examples are somewhat appropriate for the audience. Some effort to make the material relevant to audience needs and interests.	Able to effectively keep the audience engaged. Modify or clarify materials as needed. Nonverbal behaviors are used to keep the audience engaged. Topic selection and examples are fascinating and relevant for the audience and occasion.

IV Language Use (Verbal Effectiveness) (20 points)	Limited language choices with slang or jargon, too complex, or too dull. Language is questionable or inappropriate for a particular audience. Some biased or unclear language.	Language used is mostly respectful or inoffensive. Language is appropriate, but word choices are not particularly vivid or precise.	Language is familiar to the audience, appropriate for the setting, and free of bias; the presenter may “code-switch only when appropriate. Language choices are vivid and precise.
V Delivery (Nonverbal Effectiveness) (20 points)	Delivery detracts from the message; limited eye contact; mumble, speak inaudibly, fidget, or mostly read; gestures and movements none or excessive. Delivery inconsistent with the message. Non-fluencies or fillers used excessively. Unclear articulation and pronunciation. Lack of Poise of composure. Difficult to hear and understand	Good delivery but inconsistent or ineffective use of volume, eye contact, vocal control, etc. Although some hesitancy, vocal tone, facial expressions and other nonverbal expressions do not detract from the message. Limited fillers and non-fluencies are observed. Articulation and pronunciation are clear enough to hear and understand.	Extemporaneous -- natural, confident delivery is that enhances the message – posture, eye contact, smooth gestures, facial expressions, volume, pace, etc. A commitment to the topic, and enthusiasm to communicate. The vocal tone, non-verbal delivery style, are consistent with the message. Rare use of non-fluencies very appropriate. Articulation and pronunciation are very clear engaging the audience understanding.

Grading Rubric for Final Research Paper (20 points)

	Unsatisfactory 10-15 points	Satisfactory 16-21 points	Proficient 22-27 points	Outstanding 28-30 points
I Introduction	Insufficient topic introduction, unclear purpose lack of or unclear thesis.	sufficient topic introduction that states with basic uninteresting purpose and the	Good introduction with clear and interesting descriptions of topic, purpose, and Thesis.	Exceptional introduction with interest grabbing presentation of topic, purpose, and thesis that is definitive, well developed, and systematic

II Knowledge: Content and Research	Discussion of topic has limited connection to the unclear, illogical thesis and no sources cited	Discussed main topic but lack discussion of research with limited sources and lack connection of topic and thesis.	Well-researched topic that include 3 good articles with clear discussion of thesis arguments.	Exceptionally researched topic that discusses and contains 4 peer reviewed articles with logical and engaging thesis argument
III Content Analysis/ Arguments/ Application	limited or lack of analysis connecting the argument and evidence/examples and/or application	Some acceptable analysis connecting the argument and evidence/examples and/or application	Good analysis with relevant connection between arguments and evidence/examples and/or application	Outstanding analytical, creative, and relevant connections of arguments, analysis, evidence/examples, and/or applications.
IV Conclusion	Limited or no summary of arguments	Basic summary of thesis arguments with unclear concluding remarks	Clear summary of thesis arguments with concluding remarks.	Outstanding and impactful summary of thesis arguments with striking concluding remarks.
V Writing/ Language	Incomplete, difficult to read and understand writing with unclear arguments, and numerous grammatical or spellings errors.	Acceptable writing but lack clarity of topics, ideas, and organization with many grammatical or spellings errors	Good writing with clear ideas and organization with minor grammatical or spelling errors.	Refined and well-organized, professional writing that present clear ideas with excellent styles, choices of words and no grammatical or spelling errors.

Religion and Nationalism in Southeast Asia

JOSEPH CHINYONG LIOW



Contents

<i>Preface</i>	<i>page</i> ix
<i>Acknowledgments</i>	xii
<i>Glossary</i>	xv
Introduction	1
Why Religion and Nationalism?	2
The Argument at a Glance	9
Why “Framing”?	12
Organization of the Book	14
1 Faith and Flag	18
Religion	18
Nationalism	32
What is Religious Nationalism?	42
Religious Nationalism and Mobilization: The Use of Frames	51
Conclusion	60
2 Southern Philippines: Reframing Moro Nationalism from (Bangsa) Moro to Bangsamoro	62
Contours of the Bangsamoro Struggle	63
Identity: Who is a Bangsamoro?	70
History, Sovereignty, Landlessness	75
Prognostic Frames: From Rebellion to Reconciliation	78
The Motivational Frame of Islam	83
Unpacking the Narrative of Bangsamoro “Unity”	90
Conclusion	97
3 Thailand’s Southern Border Provinces: Constructing Narratives and Imagining Patani Darussalam	99
Patani History as “Anti-Thai” History	101
“Anak Patani” as Subject or Citizen?	105
Prognostic Frames	116
Religious Narratives in the Southern Thailand Struggle	120
Conclusion	133

viii	Contents	
4	Malaysia: Religion, Ethno-Nationalism, and Turf-Guarding	135
	A Brief Note on the Religious Imperative in Malay(sian) Nationalism	137
	Christianity in Malaysia: History and Social Context	139
	Ethnicity as Presumed Destiny	141
	Prognostic Frames: Christian Mobilization and Legal Recourse?	152
	East Malaysia	164
	The Hindu Community	166
	Islamization and <i>Ketuanan</i> in Context and Retrospect	168
	Conclusion	174
5	Indonesia: Contesting Principles of Nationhood	175
	Religion, Nationalism, and Indonesia	177
	Christianity in Indonesia	181
	Negotiating the Bases of Nationhood and Statehood	184
	"Religious Conflict" in Eastern Indonesia	194
	Unpacking the Religious Master Frame	200
	What Lies Beneath the (Religious) Master Frames	207
	Subversive Narratives within the Indonesia <i>Ummah</i> :	
	The <i>Ahmadiyah</i> Question	210
	Nationhood and Narratives	213
	Conclusion	216
	Conclusion	218
	Religion, Nationalism, Modernity	220
	Competing Conceptions of Nationhood and Legitimacy	222
	Narratives, Contexts, and Contingencies	225
	So What Does It All Mean?	228
	<i>Bibliography</i>	232
	<i>Index</i>	254