

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

Copy and paste current course information from Class Search/Course Catalog.

|                |  |                   |        |
|----------------|--|-------------------|--------|
| College/School | College of Liberal Arts and Sciences     | Department/School | SILC   |
| Prefix:        | SLC                                      | Number:           | 494    |
| Title:         | Religion and Conflicts in Southeast Asia |                   | Units: |
|                |  |                   | 3      |

**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.**

Is this a cross-listed course?                      Yes                      If yes, please identify course(s):                      **contacted**

Is this a shared course?                      No                      If so, list all academic units offering this course:

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent-numbered course with topics?                      No

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.                      Chair/Director Initials  
\_\_\_\_\_ (Required)

**Requested designation:** Literacy and Critical Inquiry–L                      **Mandatory Review:** No

*Note- a separate proposal is required for each designation.*

**Eligibility:** Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact [Phyllis.Lucie@asu.edu](mailto:Phyllis.Lucie@asu.edu).

**Submission deadlines dates are as follow:**

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

**Area(s) proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

**Checklists for general studies designations:**

- Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course

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  
**LITERACY AND CRITICAL INQUIRY - [L]**

**Rationale and Objectives**

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

## ASU - [L] CRITERIA

TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:

| YES  | NO                       |   | Identify Documentation Submitted |
|--|--------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <p><b>CRITERION 1:</b> At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p>   | <input type="checkbox"/>         |
| <p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>   |                          |   |                                  |
| <p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-1</b>".</p> </div> <p>C-1</p> |                          |   |                                  |
| <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <p><b>CRITERION 2:</b> The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p>   | <input type="checkbox"/>         |
| <p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>  |                          |   |                                  |
| <p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-2</b>".</p> </div> <p>C-2</p> |                          |   |                                  |
| <input checked="" type="checkbox"/>  | <input type="checkbox"/> | <p><b>CRITERION 3:</b> The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> | <input type="checkbox"/>         |
| <p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>  |                          |   |                                  |
| <p>2. <b>Also:</b></p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 10px auto; width: 80%;"> <p>Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "<b>C-3</b>".</p> </div> <p>C-3</p> |                          |   |                                  |

## ASU - [L] CRITERIA

| YES   | NO                       |  | Identify Documentation Submitted |
|---|--------------------------|--|----------------------------------|
| <input type="checkbox"/>  | <input type="checkbox"/> | <b>CRITERION 4:</b> These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i> |                                  |
| 1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments  |                          |  |                                  |
| 2. Also:<br><div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;">Please <b>circle, underline, or otherwise mark</b> the information presented in the most recent course syllabus (or other material you have submitted) that verifies <b>this description</b> of the grading process--and label this information "C-4".</div><br>C-4 |                          |  |                                  |

| Course Prefix | Number | Title                                   | General Studies Designation |
|---------------|--------|---|-----------------------------|
| SLC           | 494    | Religion and Conflict in Southeast Asia | L                           |

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 checklist) | 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                        | A total of at least 60% of the class assignments are dedicated to critical inquiry/research demonstrated in presentation orally and in writings | See Activities and Assignments % in the syllabus (in blue):<br><br>Monthly: 3 one-page review essays (commentary and analysis of class materials) - 15%<br><br>Individual class presentation - 20%<br><br>Research paper draft - 10 %<br>Final Research paper (8-page/3600-words minimum, excluding references) - 30% |
| C2                        | The students must follow guidelines and rubrics described clearly in the syllabus to meet the requirement of the class                          | The syllabus has:<br>Learning outcomes # 5 to 7<br>The Essay writing guidelines<br>The final paper guidelines<br>The oral presentation rubric<br>The final project paper rubric   |
| C3                        | The class requires three types of critical inquiry/research/ analysis/ presentations  | 1) Three Monthly one-page review essays (commentary and analysis of class materials)<br><br>2) Individual class oral presentation<br><br>3) a) Research paper draft<br><br>b) Final Research paper  |
| C4                        | Required submission of draft paper due four weeks prior to final draft paper. Instructor available for consultation                             | Grading percentages:<br>Research paper draft 10%<br>Weekly schedule showing the draft due 4 weeks prior to final submission.  |

## 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: L

### 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:

You can expand one of your essays into your final project research paper, following the same sequence but with a possible different structure, sorting out irrelevant facts and ideas.

Your paper should 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) Textbooks:**

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, Myanmar, Thailand, And the Philippines: An overview. | View: Genesis of Southeast Asia:<br><a href="https://www.youtube.com/watch?v=t5I8hRdqIR8">https://www.youtube.com/watch?v=t5I8hRdqIR8</a><br>Listen: Religion and Nationalism in Southeast Asia<br><a href="http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism">http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism</a><br>Read: Introduction: Southeast Asian Religions: Mainland Cultures<br><a href="https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/southeast-asian-religions-mainland-cultures">https://www.encyclopedia.com/environment/encyclopedias-almanacs-transcripts-and-maps/southeast-asian-religions-mainland-cultures</a><br>Read: Religion and Nationalism in Southeast Asia by Chinyong Liow, Joseph. (2016).<br>Cambridge: Cambridge University press.<br><a href="http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism">http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism</a> |
| 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<br><a href="https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s">https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s</a><br>Read:<br>The making of ethnic and religious conflicts in Southeast Asia (TMERC)<br>Introduction: Southeast Asian Religions: Mainland Cultures<br><a href="https://www.lowyinstitute.org/the-interpreter/religion-southeast-asia-diversity-and-threat-extremes">https://www.lowyinstitute.org/the-interpreter/religion-southeast-asia-diversity-and-threat-extremes</a>  |
| III  | Myanmar: Buddhism 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><br><a href="https://intpolicydigest.org/2016/06/29/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/</a><br><br>Buddhists and Muslims Violence in Southeast Asia<br><a href="https://intpolicydigest.org/2016/06/29/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/</a>   |
| IV   | Conflicts and humanity: The Rohingya human right issues: Debates on displacement and genocide?                                  | <u><i>First One page review essay due.</i></u><br><br>View: <a href="https://www.youtube.com/watch?v=KT7QUzJg0aM">https://www.youtube.com/watch?v=KT7QUzJg0aM</a><br>Are crimes against humanity taking place?<br><a href="https://www.youtube.com/watch?v=pebrk29ZJW8">https://www.youtube.com/watch?v=pebrk29ZJW8</a><br>Religious violence in South(East) Asia: domestic and transnational drivers of intolerance against Muslim minorities. <a href="https://iias.asia/event/religious-violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against">https://iias.asia/event/religious-violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against</a>  |
| V    | Buddhism and Islam in Thailand: Politics, Ethnicity   | Religious violence in South(East) Asia: domestic and transnational drivers of intolerance against Muslim minorities. <a href="https://iias.asia/event/religious-violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against">https://iias.asia/event/religious-violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against</a>   |

|      |   |  |
|------|---|--|
|      | and religion:<br>Conflicts and possible resolutions   | <u>violence-southeast-asia-domestic-and-transnational-drivers-intolerance-against</u><br>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.   |
| VI   | Budhism and Islam In Southeast Asia   | Religion and Nationalism in Southeast Asi by Chinyong Liow, Joseph. (2016). Cambridge: Cambridge University press.<br><a href="http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism">http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism</a>  |
| VII  | Malaysian Religiously related Conflicts: Religion, Ethnicity and Politics in Malaysia                       | <u>Final project research paper proposal due: A title and a paragraph description</u><br><br>Read: - The Religious Tolerance in Malaysia An Exposition.<br><a href="https://www.researchgate.net/publication/236336271">https://www.researchgate.net/publication/236336271</a><br><br>-Media coverage of Religious Conflicts in Malaysia: <a href="https://ac.els-cdn.com/S1877042813025755/1-s2.0-S1877042813025755-main.pdf?tid=7168d2d5-75d8-4ccd-8628-9ace1048f139&amp;acdnat=1543519041_8c9327d59db12def08e939d688ed3a44">https://ac.els-cdn.com/S1877042813025755/1-s2.0-S1877042813025755-main.pdf?tid=7168d2d5-75d8-4ccd-8628-9ace1048f139&amp;acdnat=1543519041_8c9327d59db12def08e939d688ed3a44</a><br><br>In TMERC: Islamic militancy in Malaysia / Kamarulnizam Abdullah |
| VIII | The history of Moro and the recent development of religiously related conflicts in Mindanau, the Philipines | <u>Second One page review essay due</u><br><br>Read: Ethnic and religious conflict in the Philippines / Jamail A. Kamlian<br>In search of commonalities between Muslim and Christian Filipinos / Soliman M. Santos<br>In TMERC: <a href="https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s">https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s</a>  |
| IX   | The Philipines: The right of Moro separatist movements and religious conflicts                              | <u>Mid term Exam</u><br><u>First draft of research paper due.</u><br><br>Read: Local peace alternatives to ethnic conflict in Mindanao / Marilou F. Siton-Nanaman.<br><br>In: TMERC: <a href="https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s">https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s</a>   |

|      |  |   |
|------|--|---|
| X    | The history of Religions and Religious Conflicts in Indonesia: Survival of indigenous faiths.                  | <p>Southeast Asia's religious tolerance is deceptive<br/> <a href="https://www.ft.com/content/6128d792-9fea-11e4-aa89-00144feab7de">https://www.ft.com/content/6128d792-9fea-11e4-aa89-00144feab7de</a></p> <p>In: TMERC: <a href="https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s">https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s</a></p>   |
| XI   | The Islamization of Indonesia and the prosecution of religious minority groups.                                | <p>Read:<br/> Indonesia: The Battle Over Islam<br/> <a href="https://www.nybooks.com/articles/2016/05/26/indonesia-battle-over-islam/">https://www.nybooks.com/articles/2016/05/26/indonesia-battle-over-islam/</a><br/> Islamisation and Its Opponents in Java: A Political, Social, Cultural and Religious History, c. 1930 to the Present<br/> by M.C. Ricklefs. University of Hawai'i Press<br/> Review: <a href="https://muse.jhu.edu/article/523874/pdf">https://muse.jhu.edu/article/523874/pdf</a></p> <p><u><i>First draft of research paper returned to students - followed by final project consultation</i></u></p>   |
| XII  | Religious violent conflicts in Indonesia: The Maluku   | <p><u><i>Third one-page review essay due</i></u><br/> <u><i>Final project oral presentation.</i></u></p> <p>Religious conflict in Maluku / Pieter Tanamal and Lambang Trijon<br/> In: TMERC: <a href="https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s">https://www.youtube.com/watch?v=guCoM99qZ-M&amp;t=1851s</a></p>  |
| XIII | Conflicts among various Islamic Groups in Indonesia: Islam, the liberal, moderate, conservatives, and radicals | <p><u><i>Final project oral presentation.</i></u></p> <p>Read:<br/> Islamisation and Its Opponents in Java: A Political, Social, Cultural and Religious History, c. 1930 to the Present<br/> by M.C. Ricklefs. University of Hawai'i Press<br/> Review: <a href="https://muse.jhu.edu/article/523874/pdf">https://muse.jhu.edu/article/523874/pdf</a><br/> Genealogies of Islamic Radicalism in Post-Suharto Indonesia<br/> <a href="https://journals.sagepub.com/doi/10.5367/000000002101297035">https://journals.sagepub.com/doi/10.5367/000000002101297035</a><br/> Extremism in SEA: Sidney Jones - Southeast Asians and the Syrian Conflict, February 9, 2017<br/> <a href="https://www.youtube.com/watch?v=fIVaiu7MhBw">https://www.youtube.com/watch?v=fIVaiu7MhBw</a></p> |
| XIV  | The Conception of Nationhood: Secularism, Religiosity, and Religious Freedom.                                  | <p><u><i>Final project oral presentation.</i></u></p> <p>Religion and Nationalism in Southeast Asia by Chinyong Liow, Joseph. (2016). Cambridge: Cambridge University press.<br/> <a href="http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism">http://www.lse.ac.uk/SEAC/Events/2017/170116-liow-nationalism</a></p>   |

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| XV | Interfaith groups in Southeast Asia: Where are they in the conflicts? | <u>Final project Research paper due</u><br><u>Final project oral presentation.</u><br><br>Interreligious Dialogue, Peace, and Reconciliation<br><a href="https://berkleycenter.georgetown.edu/responses/interreligious-dialogue-peace-and-reconciliation">https://berkleycenter.georgetown.edu/responses/interreligious-dialogue-peace-and-reconciliation</a><br>A Network of Diversity: Interfaith Fellows Advancing Peace in South and Southeast Asia<br><a href="https://www.peacemakersnetwork.org/interfaith-fellows-advancing-peace-in-south-and-southeast-asia/">https://www.peacemakersnetwork.org/interfaith-fellows-advancing-peace-in-south-and-southeast-asia/</a> |
|    |   |  |

**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)**

|  | <b>Below Expectation<br/>(0-12 points)</b>   | <b>Meeting Expectation<br/>(13-16 points)</b>  | <b>Above Expectation<br/>(17-20 points)</b>   |
|--|--|--|---|
| <b>I<br/>Introduction<br/>and<br/>Organization<br/>(20 points)</b> | 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.  |
| <b>II<br/>Topic<br/>Knowledge<br/>(20 points)</b>                  | 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. |
| <b>III<br/>Audience<br/>Adaptation<br/>(20 points)</b>             | 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.                   |

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| <b>IV<br/>Language Use<br/>(Verbal<br/>Effectiveness)<br/>(20 points)</b> | 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.  |
| <b>V<br/>Delivery<br/>(Nonverbal<br/>Effectiveness)<br/>(20 points)</b>   | 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)**

|                           | <b>Unsatisfactory<br/>10-15 points</b>                                      | <b>Satisfactory<br/>16-21 points</b>   | <b>Proficient<br/>22-27 points</b>   | <b>Outstanding<br/>28-30 points</b>   |
|---------------------------|---|--|--|---|
| <b>I<br/>Introduction</b> | 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 |

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|   |  |  |   | developed, and systematic  |
| <b>II Knowledge: Content and Research</b>           | 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                            |
| <b>III Content Analysis/ Arguments/ Application</b> | 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.                               |
| <b>IV Conclusion</b>                                | 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.  |
| <b>V Writing/ Language</b>                          | 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



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