COURSE SPECIFICATION

Name of institution  Mahidol University
Campus/faculty/department  International College

Section 1 General Information

1. Course code and course title
   Thai  ICCM XXX
   English  ICCU 201 Contemporary Southeast Asia

2. Number of credit  4 (4-0-8)

3. Curriculum and type of subject
   3.1 Curriculum  Intercultural Studies Major
   3.2 Type of Subject  Core Intercultural Studies Course

4. Responsible faculty member  AnalizaLiezl Perez-Amurao

5. Trimester / year of study
   5.1 Trimester  First trimester of every academic year
   5.2 Number of students  20

6. Pre-requisite  ICSS 221 Thai Cultural Studies

7. Co-requisite  -

8. Venue of study  Mahidol University, Salaya campus

9. Date of latest revision
Section 2 Goals and Objectives

1. Goals

1) Understanding of the varying characteristics of SEA-member states and the region’s interrelatedness viewed from the humanities, the arts and social sciences strands.

2) Ability to discuss and conduct a scholarly examination of significant social, cultural, political and religious discourses from the region.

3) Aesthetic and pragmatic sensibilities that help expand understanding of said discourses.

2. Objectives of development/revision

   To revise course in order to be up-to-date and relevant to the current situation.

Section 3 Course Management

1. Course descriptions

   (Thai Version)

   Introduction to Southeast Asia (SEA) and its extraordinary diversity through the humanities, the arts and social sciences. Emphasis on the intellectual and practical challenges linked to modernization and development. Study of the ways SEA-member states cope with the social, cultural, economic, political and religious issues brought about by globalization.

2. Credit hours / trimester

<table>
<thead>
<tr>
<th>Lecture (Hour)</th>
<th>Additional class (Hour)</th>
<th>Laboratory/field trip/internship (Hour)</th>
<th>Self study (Hour)</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 hours (4 hours/week * 3 weeks)</td>
<td>-</td>
<td>None</td>
<td>48 hours (16 hour/week * 3 weeks)</td>
</tr>
</tbody>
</table>
3. Number of hours that the lecturer provides individual counseling and guidance
   22 hours = 2 hours/week

Section 4 Learning Outcome, Teaching Strategies and Evaluation

1. How to develop learning outcome in each area
   1) Morality and Ethics
      1.1 Expected outcome on ethics and moral
          1) Awareness of and a moral approach towards cultural issues
          2) Sense of cross-cultural sensibility and cooperation
          3) Maturity and self-discipline in approaching learning
          4) Ethical academic behavior

      1.2 Teaching Strategies
          1) Examination of texts with analysis of cultural issues as appropriate
          2) Coaching in academic honesty and integrity
          3) Cooperative activities in the classroom

      1.3 Evaluation Strategies
          1) Evaluation of views expressed in written assignments and oral presentations
          2) Observation of class participation
          3) Assessment of ability to integrate different cultural and ethical conventions into assignments and projects.

2) Knowledge
   2.1 Expected outcome on knowledge
       1) Knowledge of key concepts and theories related to Intercultural Studies and employed to understand the cultural dimension of language and culture
       2) Awareness of art and culture in their diversity
       3) In-depth understanding of the various forces and historical development shaping discourses
       4) Knowledge of the process and techniques of research in order to solve problem and add up to the knowledge in the career
       5) Ability to integrate the knowledge from intercultural studies to other related field of study

   2.2 Teaching Strategies
1) Lectures with class discussion
2) Group, class textual analysis (analysis of examples of literary/academic works as they apply to the theoretical focus at any particular period)
3) Project assignments and critical commentary of literary/academic texts
4) Homework tasks as part of the process of completing a larger formal assignment

2.3 Evaluation Strategies
1) Written and/or oral exams
2) Individual and/or group written assignments
3) Individual and/or group oral presentations
4) Class attendance and participation
5) Evaluation of work journals

3) Intellectual Development
3.1 Expected outcome on Intellectual development
1) Ability to locate, collect, evaluate, summarize, and analyze academic and/or literary texts across a variety of forms, genres, and timeframes
2) Ability to apply a number of different theoretical perspectives to a given academic/literary work
3) Ability to organize the flow of ideas and supporting details in a manner that is easily comprehended by others
4) Ability to transfer abstract concepts and principles to novel contexts and real life behavior
5) Ability to respond in a mature and sensitive manner to a variety of opinions and perspectives

3.2 Teaching Strategies
1) Theme-based readings and video exercises
2) Class and small-group discussions
3) Journal-based writing tasks
4) Homework tasks as part of the process of completing a larger formal assignment

3.3 Evaluation Strategies
1) Written and/or oral exams
2) Individual and/or group written assignments
3) Individual and/or group oral presentations
4) Class attendance and participation
5) Evaluation of work journals

4) Interpersonal Relationship and Responsibility
4.1 Expected outcome on interpersonal skills and responsibility
1) Cooperative interpersonal skills and respect for the rights and opinions of others
2) Ability to be a constructive team member in various roles
3) Leadership and initiative in problem solving and uncertain situations
4) Responsibility for learning beyond the classroom and the university

4.2 Teaching Strategies
1) In-class group exercises
2) Formal group projects and assignments

4.3 Evaluation Strategies
1) Evaluation of group presentation of knowledge synthesis
2) Collection of within-group peer evaluations
3) Observation of class attendance and participation

5) Mathematical analytical thinking, communication skills, and information technology skills
5.1 Expected outcome on numerical analysis, communication and information technology skills
1) Ability to create written critical commentaries on academic and/or literary works using appropriate media
2) Ability to locate and articulate key terminology within the field of cultural theories
3) Ability to locate and evaluate information on electronic databases and the internet.
4) Ability to compose, collaborate on and present work using electronic media

5.2 Teaching Strategies
1) In-class exercises
2) Written and/or oral assignments

5.3 Evaluation Strategies
1) Observation of participation during in-class discussions and exercises
2) Evaluation of written and/or oral assignments
3) Evaluation of written and/or oral examinations

Section 5 Teaching and Evaluation Plans
1. Teaching plan

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Hours</th>
<th>Teaching methods/multimedia</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1. Introduction to the course and discussion of class policies, requirements, etc. 1.1 Geography, the Human Landscape and ASEAN 2015 (Part 1) - Mapping SEA using a world map and “Nations of the World” / Micro-clip</td>
<td>4</td>
<td>Class-discussion</td>
<td>AnalizaLiezl Perez-Amurao</td>
</tr>
<tr>
<td>1</td>
<td>2. Geography, the Human Landscape and ASEAN 2015 (Part 2) - “Locating Southeast Asia” by Kratoska, P., Raben, R. &amp;Nordholt, H. S. (2005)/ - “Cultural History of the Philippines” / Video</td>
<td>4</td>
<td>Class-discussion Mapping Video clip showing and discussion</td>
<td>AnalizaLiezl Perez-Amurao</td>
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<tr>
<td>1</td>
<td>3. Ethno-linguistic and Religious Mélange (Part 1) - “Legislating Modernity among the Marginalized” “Prisoners of a White God”</td>
<td>4</td>
<td>Class-discussion Small-group discussion Documentary Film Viewing/ Discussion</td>
<td>AnalizaLiezl Perez-Amurao</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Hours</td>
<td>Teaching methods/multimedia</td>
<td>Instructor</td>
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<tr>
<td>1</td>
<td>Diverse Voices: Indonesian Literature and Nation-Building” by Melani Budianta</td>
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<td>1</td>
<td><strong>5. Ethno-linguistic and Religious Mélange(Part 3)</strong>&lt;br&gt;A survey of the following:&lt;br&gt;- Hinduism&lt;br&gt;- Buddhism&lt;br&gt;- Islam&lt;br&gt;- Christianity</td>
<td>4</td>
<td>Lecture-discussion Film Viewing</td>
<td>AnalizaLiezl Perez-Amurao</td>
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<tr>
<td>2</td>
<td><strong>7.1 Arts vis-à-vis Resistance and Social Change</strong>&lt;br&gt;“Southeast Asia in 2011: A Year of Protest”&lt;br&gt;“Rockin’the boat: Mass Music and Mass Movements”&lt;br&gt;“Philippine Literature in English”</td>
<td>4</td>
<td>Lecture-discussion Small-group discussions Critical Essays on a Selected Form of Protest in SEA (Take-home)</td>
<td>AnalizaLiezl Perez-Amurao</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Hours</td>
<td>Teaching methods/multimedia</td>
<td>Instructor</td>
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<tr>
<td>2</td>
<td>8. How to Write an Annotated Bibliography</td>
<td>4</td>
<td>Lecture-discussion Annotated Bibliography Writing</td>
<td>Analiza Liezl Perez-Amurao</td>
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<tr>
<td>2</td>
<td>9. Political Developments in SEA &quot;The Emergence of Modern Southeast Asia&quot;</td>
<td>4</td>
<td>Lecture-discussion Small-group Discussion Research Consultations</td>
<td>Analiza Liezl Perez-Amurao</td>
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<td>3</td>
<td>10. Migration, Mobility and Transnationalism &quot;Dreams Beyond the Border&quot;</td>
<td>4</td>
<td>Lecture-discussion Documentary Film Viewing/ Discussion Research Consultations</td>
<td>Analiza Liezl Perez-Amurao</td>
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<td>3</td>
<td>11. Migration, Urbanization and Socio-Ecological Challenges &quot;Social Vulnerability to Coastal Hazards in SEA&quot;</td>
<td>4</td>
<td>Lecture-discussion Documentary Film Viewing/ Discussion Research Consultations</td>
<td>Analiza Liezl Perez-Amurao</td>
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<td>3</td>
<td>Final Exam</td>
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1. Evaluation plan

<table>
<thead>
<tr>
<th>Expected outcomes</th>
<th>Methods / Activities</th>
<th>Week</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>1.1 (1) - (4)</td>
<td>Mapping Quiz (In-class)</td>
<td>1</td>
<td>5%</td>
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<td>2.1 (1) - (3)</td>
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<td>3.1 (1) - (3)</td>
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<td>4.1 (1) - (4)</td>
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<td>5.1 (1) - (3)</td>
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<td>1.1 (1) - (4)</td>
<td>Response Essay (take-home)</td>
<td>2</td>
<td>10%</td>
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<tr>
<td>2.1 (1) - (3)</td>
<td>Response Essay (take-home)</td>
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<td>3.1 (1) - (3)</td>
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<td>4.1 (1) - (4)</td>
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<td>5.1 (1) - (3)</td>
<td></td>
<td></td>
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<td>1.1 (1) - (4)</td>
<td>Critical Essay (take-home)</td>
<td>2</td>
<td>10%</td>
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<td>2.1 (1) - (3)</td>
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<td>3.1 (1) - (3)</td>
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<td>4.1 (1) - (4)</td>
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<td>5.1 (1) - (3)</td>
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<tr>
<td>1.1 (1) - (4)</td>
<td>Annotated Bibliography (In-class)</td>
<td>2</td>
<td>15%</td>
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<tr>
<td>2.1 (1) - (3)</td>
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<tr>
<td>3.1 (1) - (3)</td>
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### Section 6 Teaching Materials and Resources

1. **Texts and main documents**

2. Documents and important information (Supplementary materials)
• Vietnam War Song Projects. (18 Feb 2012). Retrieved from http://www.youtube.com/watch?v=9tUPO_fPyNE&list=PL549B0CC0FC2AC8AC

3. Documents and recommended information
1) Any reliable source that relates to the specific course content from the library or the internet
Section 7 Evaluation and Improvement of Course Management

1. Strategies for effective course evaluation by students
   1.1 Evaluation form on course content, course management, textbook, and overall opinion at the end of every trimester.

2. Evaluation strategies in teaching methods
   2.1 Students’ learning outcomes
   2.2 Student evaluation
   2.3 Class observation by peers

3. Improvement of teaching methods
   3.1 Research
   3.2 Training and workshops on teaching
   3.3 Class observation by peers

4. Evaluation of students’ learning outcome
   Score for writing projects, readings, exams, and journal

5. Review and improvement for better outcome
   Humanities and Languages Division meetings every trimester
   Review by program director, course coordinator, and instructors