

A BACKGROUND TO SOUTHEAST ASIA

STUDENT'S BOOK



**A social science module in simplified
English for Myanmar adults**

Contents

1. Before you Begin	2
1.1 INTRODUCTION	3
1.2 GEOGRAPHY	4
1.3 REVIEW	8
2. Ancient Southeast Asia	10
2.1 INTRODUCTION	11
2.2 CIVILISATION AND CULTURE	12
2.3 SURPLUS AND INEQUALITY	14
2.4 CLASS SYSTEM	15
2.5 EARLY RELIGIONS	17
2.6 THE PEOPLE OF SOUTHEAST ASIA	18
2.7 EARLY SOUTHEAST ASIAN EMPIRES	23
2.8 CHINA AND INDIA	26
2.9 NEW RELIGIONS	32
2.10 REVIEW	36
3. Colonialism and Independence	38
3.1 INTRODUCTION	39
3.2 EXPLORATION AND TRADE	43
3.3 CONQUEST AND SETTLEMENT	45
3.4 IMPACT OF COLONIAL RULE	48
3.5 GROWING NATIONALISM	51
3.6 CHALLENGES FOR NEW NATIONS	55
3.7 REVIEW	57
4. Modern Southeast Asia	59
4.1 ASEAN	60
4.2 MODERN INDIA AND CHINA	63
4.3 MODERN SOUTHEAST ASIA	68
4.4 REVIEW	77
5. The Future of Southeast Asia	79
5.1 INTRODUCTION	80
5.2 PERSPECTIVES	80

1. Before you Begin



In this chapter you will study:

- mainland and island Southeast Asia
- the countries of Southeast Asia

At the end of this chapter you will be able to:

- identify the main geographic features of Southeast Asia
- use compass points to give directions using a map
- identify some similarities and differences between Southeast Asian nations

1.1 INTRODUCTION

KEY WORDS

architecture (n) – the art and science of designing buildings and other structures

folklore (n) – the traditional stories, legends, music, dances and histories of a group of people.

Brainstorm

What do you think of when you think 'Southeast Asia'?

Close your eyes for a few seconds and note a few things that come to your mind.

Now write them down and share them with your partner.

Did you write similar things?

Did you list any similarities between the peoples of Southeast Asia?

If not, can you list some?

Exercise

Skills:

Categorising
information

When we study a country or region in the world, we often study its history, geography, economics, politics, and development.

Can you think of one similarity between the different countries and peoples of Southeast Asia? Think of one each for:

history, geography, economics, politics, and development.

	Similarity	Difference
History		
Geography		<i>Brunei is very small (just 5,765km²) whereas Indonesia is very large (1,904,569km²)</i>
Economics		
Politics	<i>Both Thailand and Cambodia have constitutional monarchies</i>	
Development		

Exercise

Test your basic knowledge about Southeast Asia by taking this short quiz. Don't worry if you don't have all the answers now. You'll learn more soon.

Southeast Asia General Knowledge Quiz

- What is the population of Singapore?
- What languages do people speak in Brunei?
- What is the currency of Vietnam?
- What is the capital of the Philippines?
- Which is the largest country in Southeast Asia?
- Which is the smallest country in Southeast Asia?
- Which country in Southeast Asia has the largest population?
- What is the name of the highest mountain in Southeast Asia?
- What is the name of the longest river in Southeast Asia?
- What is the newest country in Southeast Asia?
- Which is the only country in Southeast Asia that has never been colonised?

What characteristics unite the different people of Southeast Asia?

- Mainland languages come from the same ancestor-language
- Physical environment is mostly water and forest
- Rice and fish are popular foods. Many people chew betel nut
- Beliefs and religious practices of many Southeast Asians are common
- **Folklore** and traditional **architectural** styles are similar across Southeast Asia
- Methods of agriculture are similar
- Ancient social and political organisations were similar
- Many people share similar physical characteristics such as being short, with yellow-brown skin

Most Southeast Asian peoples began as tribes. Each tribe was a small community of hunters, rice farmers or fisher-folk. The tribe was headed by a chief. Members of the tribe had a strong sense of belonging.

Exercise

- A.** What different ways of organising society do you know?
B. Which ones do you see most often in Southeast Asia?
C. Do you think it was different two thousand years ago? How were societies mostly organised then?

Brainstorm

Skills:
Organising
information

How many different groups of people living in Southeast Asian countries can you name? Brainstorm all the different groups you know and where they can be found.
Example: *Hmong people are found in Laos and Thailand.*

Why do you think there are so many different kinds of people in such a small area?

Discussion

Skills:
Reasoning

Why are there often problems in countries with many different ethnic groups living together?

Do you know any country that has many different ethnic groups, where people live together peacefully without many problems?

1.2 GEOGRAPHY

Exercise

Skills:
Creating
definitions

What do you already know about 'Geography.' In your own words, write a definition for 'Geography.'

KEY WORDS

ash (*n*) – a black substance left over after something burns
erupt (*v*) – when a volcano throws up fire and melted rock from deep inside the earth
minerals (*n*) – a useful substance found in the earth
peninsula (*n*) – a piece of land surrounded by water on three sides
ridges (*n*) – a line or a way along the top of a mountain
volcano (*n*) – a mountain which sometimes erupts, throwing fire, melted rocks and gasses from deep inside the earth onto the surface

Southeast Asia can be divided into two parts according to its geography. The two parts are: mainland Southeast Asia and island Southeast Asia.

Mainland Southeast Asia

There are six independent nations in mainland Southeast Asia: Myanmar, Thailand, Vietnam, Laos, Cambodia and Malaysia.

Mountains cover much of mainland Southeast Asia. Among these mountains are highland plateaus that stretch from the Himalayas across Southern China. These mountains and plateaus separate Southeast Asia from other parts of Asia.

The mountain **ridges** run north to south. In between there are valleys. Four huge rivers – the Irrawaddy, Salween, Chao Phraya and Mekong – flow south through the valleys.

The rivers take soil from the mountains, and bring it through the valleys. As a result, the river valleys are fertile farmland. People have lived in these valleys, and cultivated the land, for thousands of years.



Island Southeast Asia

Island Southeast Asia is made up of many islands spread over thousands of kilometres of ocean. There are five independent nations in island Southeast Asia: Singapore, Brunei, The Philippines, Indonesia and East Timor. Part of Malaysia is on the island of Borneo.

These nations are of very different sizes – Brunei is a tiny nation on the island of Borneo. Singapore is a small island off the Malay **Peninsula**. East Timor is on the island of Timor, to the east of Indonesia. Indonesia and The Philippines are made up of many islands. Indonesia has more than 13,500 islands, and The Philippines has over 7,000.

Island Southeast Asia is located on the 'Ring of Fire': a line of **volcanoes** around the Pacific Ocean. When volcanoes **erupt**, volcanic **ash** spreads over nearby land. Volcanic ash is rich in **minerals**, so the soil becomes fertile. Because of this fertile land, many people farm near the active volcanoes.



However, this can be dangerous. Mount Pinatubo, on the island of Luzon in The Philippines, erupted in 1971. Hundreds of people died, and many more lost their homes.



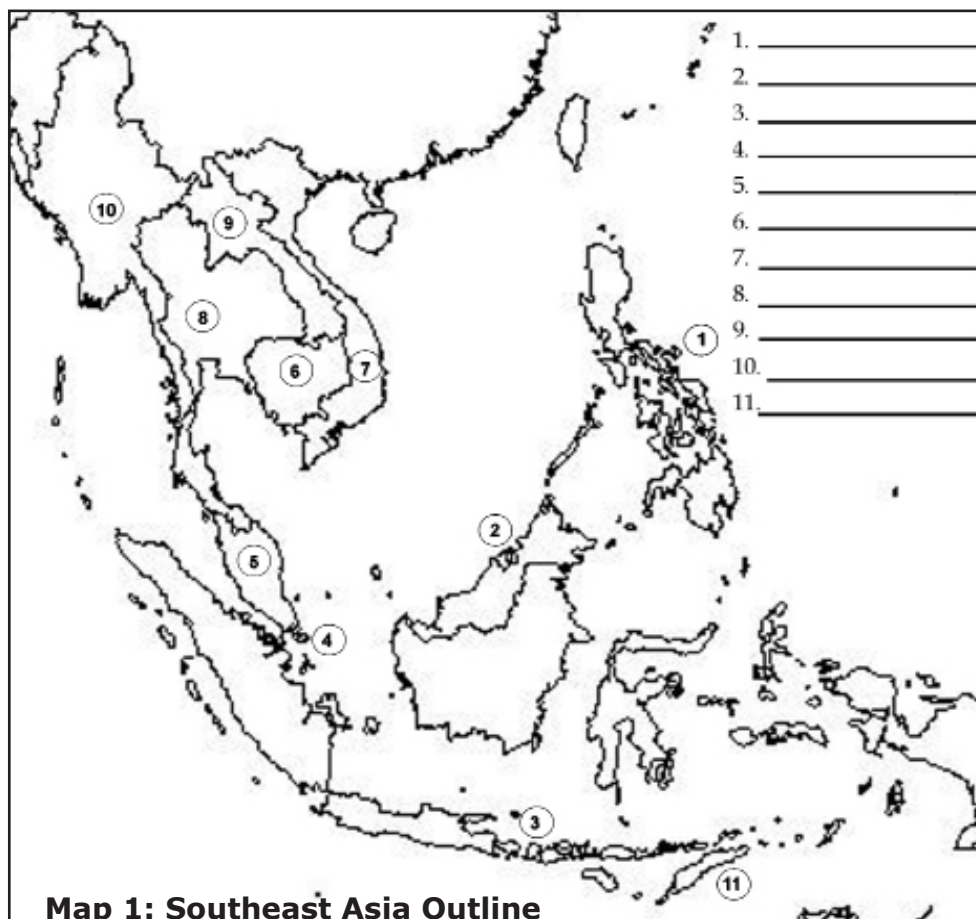
The many islands and mountains of Southeast Asia have formed barriers between pockets of populations groups, who may have lived quite close together but who developed different languages and culture. As a result, Southeast Asia is very culturally diverse.

Exercise

- A. What geographical features are important to mainland Southeast Asia?
- B. Which geographical features are important to island Southeast Asia?
- C. Why were valleys important to early Southeast Asians?
- D. Why were volcanos important to early Southeast Asians?
- E. How were the people of Southeast Asia influenced by mountains and islands?

Map work

Look at this map outline and try answering the questions. Don't worry if you can't answer them now. You will see them again at the end of this section.



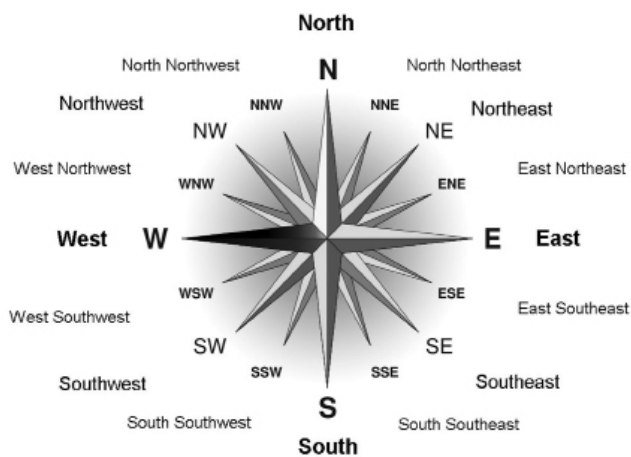
Exercise

- A. What countries are near Southeast Asia?
- B. What countries have influenced Southeast Asia?
- C. Without looking at the previous page, circle the countries that are part of mainland Southeast Asia. Put a box around the number for the countries that are part of Island Southeast Asia.

Map Reading

Through the use of directions and distances you can become familiar with the countries and features of Southeast Asia, and also further your map-reading skills. In the following exercise you will find directions such as 'southeast' or 'south southwest.' 'Southeast' means that the place is in the direction of south and east. 'South southwest' means that the place is almost directly south, and a little bit to the west.

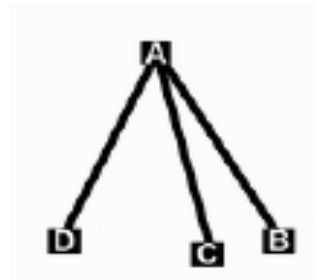
All maps are drawn to scale. That means they are not the same size on paper as they are on the ground. If you want to know how far it really is from one place to another, you must look for the map's scale. On Map 2, one centimeter on the map is equal to 200 miles on the ground.



A compass rose is a drawing that can help you remember these directions. Some maps include a compass rose, others do not.

Example:

- **B** is south southeast of **A**.
- **C** is west of **B**
- **D** is south southwest of **A** because it is almost directly south, but a little bit to the west.

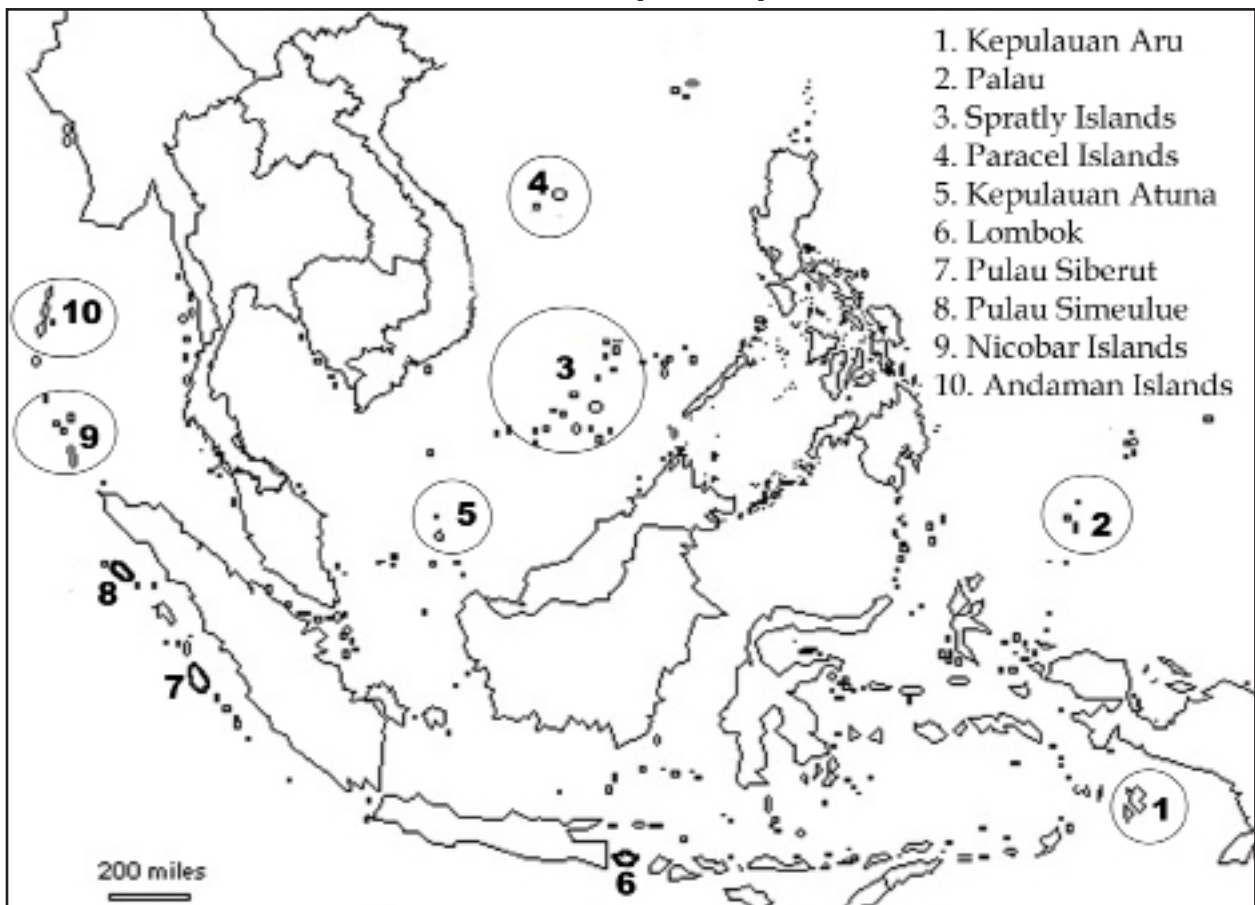


Exercise

Skills:
Using compass directions

There are an estimated 20,000 islands in Southeast Asia. Use the compass rose above to help answer questions about the location of the islands pictured in Map 2

Map 2: Map Directions in Southeast Asia



- The Spratly Islands are ____ of Palau.
- Kepulauan Atuna is ____ of the Spratly Islands.
- ____ is East Southeast of the Nicobar Islands.
- Pulau Siberut is Northwest of _____.
- Palau is ____ of Kepulauan Aru.
- Lombok is ____ of the Spratly Islands
- The Andaman Islands are ____ of Palau.
- Palau Simeulue is Southwest of ____.

Exercise

Skills:
Using compass directions

Write some sentences of your own about the directions between different islands in Southeast Asia. Make sentences like this one to test your friends:

"It is North northwest of Kepulauan Atuna". (Answer: Palau)

1.3 REVIEW

Comprehension

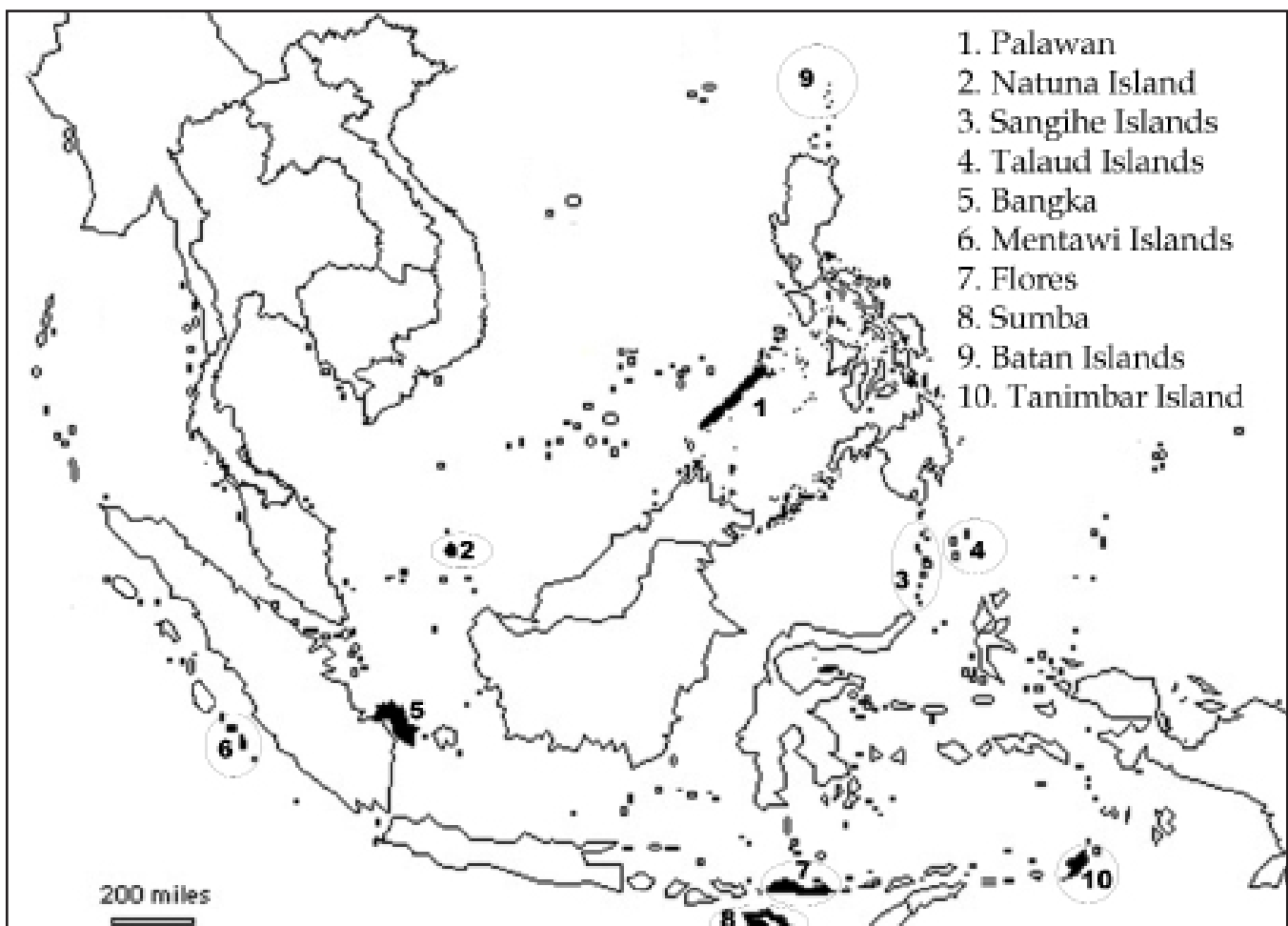
Answer the following questions without looking at the book:

1. Southeast Asia can be divided into two areas based on geography, what are they?
2. Name the 11 countries of Southeast Asia.
3. Divide these countries into two groups based on geography.
4. What are two other important geographic features of Southeast Asia?
5. For each feature, explain why it was important to the development of human settlements in Southeast Asia.
6. What are five different ethnic groups living in Southeast Asia?
7. Name three similarities and three differences between nations in Southeast Asia.
8. Name three countries which neighbour Southeast Asia.
9. What is the name for the drawing shown to the right?
10. What does it help you to do?



Skills Practice

Look at the map below and answer the questions on the following page



1. Which island is Southwest of Flores?
2. Which island is East Northeast of the Mentawi Islands?
3. Which islands are Southeast of Palawan?
4. Which islands are East Southeast of Palawan?
5. Which island is South Southwest of the Batan Islands?
6. Which island is South Southwest of Natuna Island ?
7. Which islands are East of Natuna Island?
8. Which island is West Southwest of Tanimbar Island?

Skills Practice

Use the map on the previous page to give your friends directions.

Example: From Natuna Island to Bangka.

From Natuna Island, travel 500 miles South Southwest to Bangka.

1. From Bangka to Tanimbar Island
2. From the Sangihe Islands to the Talaud Islands
3. From Sumba to the Mentawi Islands
4. From Flores to Natuna Island
5. From Palawan to the Batan Islands

Definition

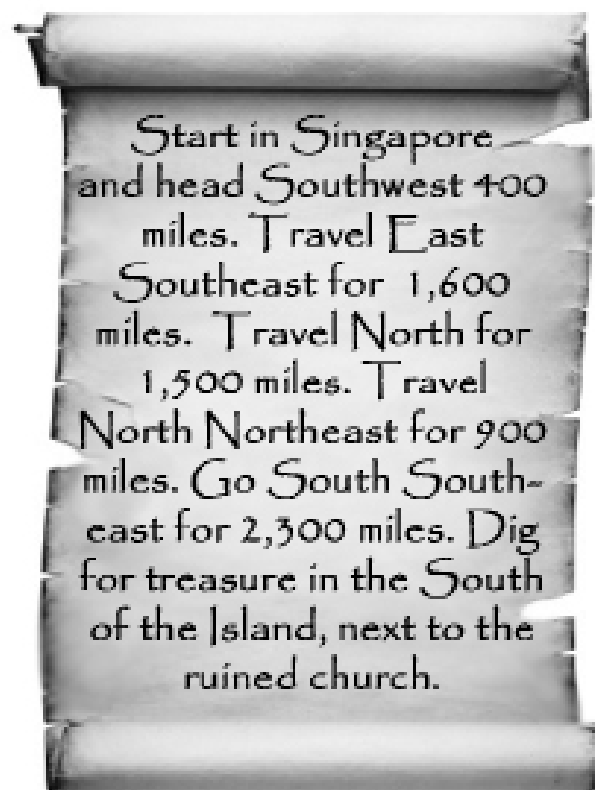
Write a definition in your own words for the following term:

Geography

Skills Practice

Your friend has found a very old map of Southeast Asia with directions to a buried treasure. Unfortunately, your friend doesn't know how to use a compass and needs help. Where should your friend dig for treasure?

Now make a treasure hunt of your own. Lead your friends through the islands of Southeast Asia to a secret location. You can use the islands from page 7 or page 8 of your book. When you are finished preparing the treasure hunt, swap directions with your friend and see who can find the treasure first.



2. Ancient Southeast Asia



In this chapter you will study:

- the meaning of civilisation and culture
- surplus and inequality
- the first appearance of social class and the class system of ancient Southeast Asia
- the earliest religions in Southeast Asia
- the first Southeast Asian empires and the history of some Southeast Asian peoples
- historical evidence of the first Southeast Asian empires and people
- the ancient history of India and China

At the end of this chapter you will be able to:

- find all Southeast Asian countries on a map
- define civilisation and culture
- describe the culture of the earliest civilisations
- explain the relationship between surplus and inequality
- identify the earliest Southeast Asian empires
- describe the origins of Southeast Asian, Indian and Chinese peoples
- look for historical evidence of ancient civilisations

2. Ancient Southeast Asia

2.1 INTRODUCTION

KEY WORDS

archaeologist (*n*) – a scientist who studies ancient civilisations through their physical remains

material evidence (*n*) – something you can see or touch that gives you reason to believe something

perspective (*n*) – a view or picture in one's mind, an opinion, a position

Preview

Skills: Imagining

- A. What do you know about ancient Southeast Asia? How do you know what you know? Can you be sure that what you know really happened?
- B. How do you think historians can find out about what happened in ancient Southeast Asia?

In this chapter you will learn about the ancient history of Southeast Asia. Southeast Asia is a very ancient region. People had lived there for many thousands of years without leaving any record. Also, many different groups of people have lived in the same areas at different times so it is often hard to tell who did what.

When we learn about things that happened such a long time ago, it is often difficult to be sure. This is because there is hardly any **material evidence** left to tell us exactly what happened. Many historians and **archaeologists** disagree about how and when things happened. When historians write about ancient Southeast Asia, they often say that they can only guess what had happened. They always use such words as 'probably,' 'it seems like,' and 'some historians believe that' to show us that they don't know for sure.

Everything you read in this chapter is only one of the many **perspectives** on the events in Southeast Asia many hundreds of years ago. What most historians agree on, though, is that the history of Southeast Asia is based on movements of peoples. Different groups of people migrated in and out of the region as well as around Southeast Asia. Many kingdoms and empires were established and then destroyed until modern Southeast Asia was formed. In this chapter you will learn a little bit about how this happened.

Discussion

Skills: Reading comprehension, applying information

- A. What did you learn from this introduction?
- B. What is important to keep in mind whenever you are studying ancient history?
- C. Why do you think it is difficult to know for sure what has happened?
- D. What do you think would have helped historians make more accurate accounts of ancient Southeast Asia?



Ancient Khmer ruins

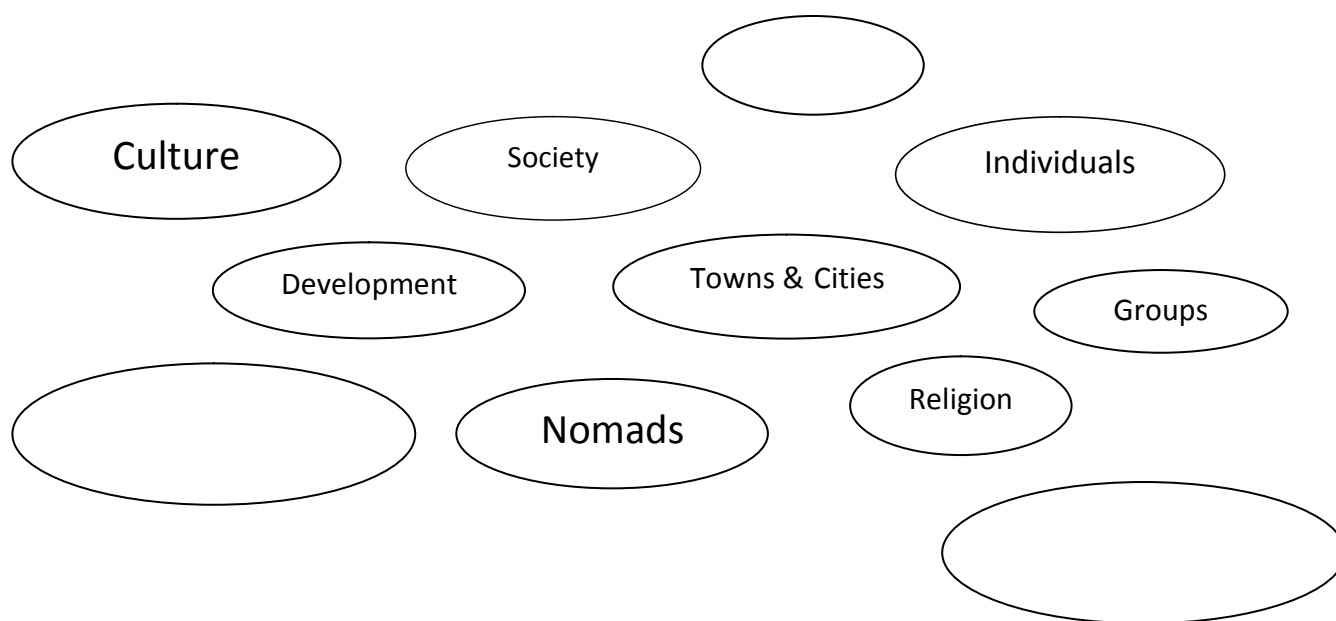
2.2 CIVILISATION AND CULTURE

Preview

Have you ever heard the word 'civilisation' before? What do you think it means? People have many different ideas about what civilisation means. Look at the words in the bubbles below. Which ones relate to civilisation? Cross out the words that don't belong.

What other words do you know that might be related to 'civilisation'? Put your ideas in the empty bubbles.

Compare the words you picked with the words your partner picked. Together, write a definition of the word 'civilisation.'



KEY WORDS

culture (*n*) – the customs and practices of a particular group of people

custom (*n*) – the habits or things which are done in the same way each time

nomad (*n*) – a person with no fixed home who moves from place to place in search of food and water

settlement (*n*) – a place where people live, such as a town or village

valley (*n*) – an area on both sides of a river

Brainstorm

Skills: Making lists, making definitions

Some people say that human civilisation began when groups of people came together and began to develop culture. In fact, for some people, culture and civilisation mean the same thing. What do you know about culture?

Read the paragraph:

When a group of people share the same way of life, we say that they have the same **culture**. This usually means that they speak the same language, eat the same kinds of food, have the same rules of behaviour and follow the same **customs** and traditions.

Do you agree with this definition? Would you add or change anything?

Exercise

Look at the box of words on the right:

- Which words in this list are part of culture?
- What can you add to this list?
- Now make a list of things that are not part of culture.
- Imagine that you lived thousands and thousands of years ago, when the first human towns were first built. Which words do you think might have been part of your culture?

sport, weddings, fishpaste, school, your name, the clothes you wear, your house, religion, music, village, festival, your family, language

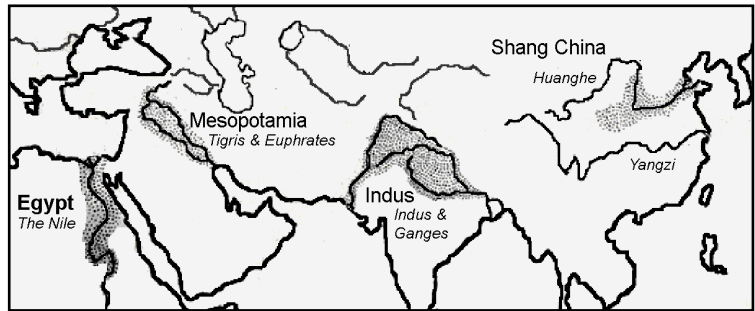
Brainstorm

Skills: Finding similarities

Look at the highlighted areas on the map.

- What countries are they in?
- What similarities can you notice about all the highlighted areas?
- Why did civilisations begin in river valleys?

Map 3: Ancient Asia



The earliest civilisations were developed by people living in fixed places or **settlements**, which gradually grew into towns and cities. The first civilisations began in river valleys such as the valleys of the Nile in Egypt, the Tigris-Euphrates (*ti-gris; yoo-fray-tees*) in Mesopotamia (*me-soh-poh-tay-mi-yah*), the Indus (*in-dus*) in India, and the Huanghe (*hwang-he*) in China.

Group work

In groups, brainstorm everything you know about one of the four areas of first civilisations.

Group work

Skills: Matching

Match the pictures with the captions:

1.



2.



3.



A.

The earliest civilisations were developed by people living in settlements.

B.

As trade developed, some small settlements grew into towns and cities.

C.

Many ancient peoples were **nomads**. They raised animals – sheep, horses, etc. They didn't live in one place. They travelled from place to place to find pasture for their animals and to trade.

2.3 SURPLUS AND INEQUALITY

In today's world, some people have a lot of money and some people have a little. Some people have extra food and some people have no food. Why do you think this is? When did some people start to have more than other people? Has it always been this way, do you think?

Case Study

Xing, Devi and Lin Oo were farmers. Xing had a farm in the mountains. The farm didn't get much water, except when it rained. Every year, Xing was able to grow just enough food for his family to eat, but sometimes, when the rains didn't come, they went hungry.

Devi has a farm in the hills. The soil is good because the rain washes some minerals and soil down from the mountains onto her farm. Every year, Devi can grow enough food to feed her family, and she has some left over.

Lin Oo has a farm in a river valley. The ground is very fertile and Lin Oo is able to grow a lot of food every year. Even when the rains don't come, Lin Oo is able to water his crops with water from the river.

Exercise

Skills: Critical thinking

What differences do you think might begin to occur between these three farmers over time?

Imagine that Xing's great granddaughter discovers some bronze in the mountains and starts making some tools to help with the farming. What do you think might change?



KEY WORDS

accumulate (v) – to collect

barter (n) – system of exchange of goods that does not use money

crafts people (n) – people who are skilled in a craft

efficient (adj.) – something that produces good results and doesn't take much time

inequality (n) – when one person or group has more than another

pottery (n) – bowls and other things made of fired clay

supervise (v) – direct and inspect other people's work

surplus (n) – more than you need

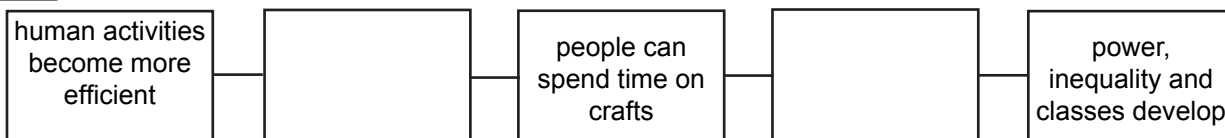
Inequality started when farmers began to have **surplus**. As humans got more practice at agriculture, raising cattle, fishing, and other human activities, they became more **efficient**. People began to have more food than they needed to survive. They could now spend time doing things other than growing food. Soon, some people began to specialise – spend most of their time making crafts, such as **pottery** or weaving instead of growing food. **Barter** and trade began to develop. For example, a farmer could get some pots from the potter or some woven fabric from a weaver in exchange for rice. The leaders could also not work anymore. They could get other people to give them food and other necessary things.

As trade developed, more inequality developed. Some people began to have more, and some – less. More successful farmers or **crafts people** could get more for their goods. The chiefs and religious leaders could also **accumulate** more things. This gave them more power over other people. Classes began to develop.

Exercise

Skills: Cause and effect

Fill in the empty boxes with information from the text on the previous two pages.



Case study

Thirty years ago, Taa's grandparents planted some banana trees near their house. Now there is a large banana plantation there, many more bananas than Taa's family need. They can trade bananas for rice, meat and cloth, and still have many extra bananas.

Taa's parents don't work in the plantation any more. Instead they hire workers to harvest the bananas. They pay these workers with goods they trade: rice, meat and cloth (and bananas).

Taa's mother uses her free time to make pots – she makes decorated pots that are very beautiful. She can trade these pots for more goods. Taa's mother and father spend time **supervising** all the other families who live nearby. Many of these people work for Taa's family, or trade with Taa's family. If there is not enough food in the area, Taa's family can use their surplus to help the other families. Taa's mother and father are respected by everyone around them for this. When the community needs to make a decision, Taa's family have the most influence and power.

Discussion

Skills: Reading comprehension, cause and effect

- A. What type of society do Taa and his family live in?
- B. What is the type of trade described in the story called?
- C. How does the surplus of food in Taa's family affect their lifestyle and the life of the whole community?

2.4 CLASS SYSTEM

KEY WORDS

brahmin (*n*) – a priest of Hindu religion
cult (*n*) – a small religion or a new version of a religion
emerge (*v*) – to appear, come up
divine (*adj*) – sacred, related to god
descendant (*n*) – someone who comes from or is born in a certain family many generations ago
flexible (*adj.*) – easy to change, can move from one to another
healer (*n*) – a person who treats and helps the sick in a traditional way
indigenous (*adj*) – the first to live somewhere
indigenous cult (*n*) – traditional or original religion of an ethnic group
intermarry (*v*) – when people from two (or more) different groups marry each other

KEY WORDS

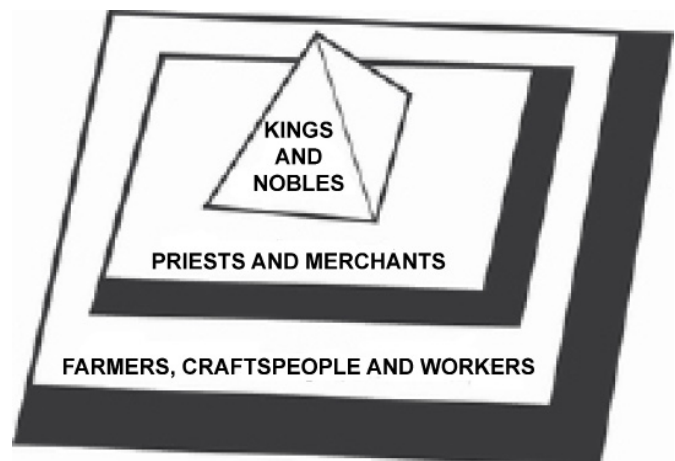
maritime (*adj.*) – related to the sea
merchant (*n*) – a person who makes money by selling (and buying) goods
missionary (*n*) – a person who goes to different places to get people to follow his/her religion
noble (*n*) – a person whose family is related to the ruler's (king's) family
potter (*n*) – person who makes pots and other objects out of clay
priestly (*adv.*) – of the priests
shaman (*n*) – a traditional cult priest who communicates with spirits
scholar (*n*) – a person who studies all their life
ulama (*n*) – Muslim priest
weaver (*n*) – a person who makes fabric using traditional methods

1. As surplus developed, new jobs **emerged** such as **weavers**, **potters** metal workers, and other crafts people. This caused different classes to appear as more successful crafts people or farmers began to have more and were able to get other people to work for them – like in the story about Taa. Local priests and chiefs were supported by their communities, as there was a surplus of food.
2. Southeast Asia was located on the important sea trade routes between China, India and other parts of Asia. **Maritime** trade brought a lot of influence from India as well as China. Indian merchants settled in Southeast Asia and **intermarried** with the families of the local chiefs. They brought the system of **divine** kings based on the Indian model. In this model, the rulers and kings were considered to be like gods or **descendants** of gods. This meant that their right to rule came from Heaven and people could not oppose it.
3. There were three main classes. At the top was the ruling class of Kings and **nobles**, followed by the merchant and **priestly** class. At the bottom was the working class, made up of farmers, crafts people, and other workers. Trade created the **merchant** class. This class consisted of local people who had set up businesses. There were also many foreign traders from around the region. Some merchants came from as far away as India and China.
4. There were priests in all the kingdoms of Southeast Asia. At first, there were the **indigenous cults'** priests, **shamans** (*shah-mahns*), and **healers**. They had a lot of respect in the villages. When new religions were introduced, new priests appeared. They were Hindu **Brahmins** (*brahmins*) from India, Buddhist **missionaries** from India and China, Muslim **ulamas** (*ooh-lah-mahs*), and Christian missionary priests from Europe.
5. The class system in ancient Southeast Asia was very **flexible**. Fishermen could set up a business, and become part of the merchant class. Also, anyone who wanted to become a religious **scholar** could do so. This option, however, was mostly only open to men.

Exercise

Skills: Selecting topic sentences,

- A.** The topic of this text is:
I. *The rulers of ancient Southeast Asia*
II. *Class system in ancient Southeast Asia*
III. *Variety of religion in Southeast Asia*
IV. *The importance of trade*



Exercise

Skills:

Reading for
gist, scanning,
inferring

B. Which sentence best summarises the text:

- I. At first, it was easy for people to move from class to class.*
- II. The rulers of ancient Southeast Asia participated in trade.*
- III. Trade helped develop the three classes in ancient Southeast Asia.*
- IV. Only men could become priests in ancient Southeast Asia.*

C. Match the summaries with the paragraphs in the text:

- I. The merchant class consisted of local and foreign traders.*
- II. Trade and port cities in Southeast Asia developed. New jobs appeared and three classes developed.*
- III. In the beginning, it was very easy to move from one class to another (you could set up a business and join the merchant class).*
- IV. The ruling class in most Southeast Asian nations were kings. The ruling class also often participated in trade.*
- V. In Southeast Asia there were many different priests for all the different religions*

D. List all the different jobs that the text mentions.

E. How many different religions are mentioned in the text?

F. How did trade facilitate the development of new classes in Southeast Asian societies?

2.5 THE EARLIEST RELIGION

KEY WORDS

coexist (v) – live together, side by side, at the same time

offering (n) – when you give something to a god or spirit

tolerant (adj.) – to understand or accept beliefs, ideas, lifestyles that are different from yours

version (n) – one way of doing things, a type of something

worship (v) – pray, show your respect to a god or spirit

Brainstorm

Skills: Making
lists, mind-
maps

A. What is religion?

B. What religions do you know? List all you can think of.

C. Do you know where each of these religions originated?

D. What else do you know about each of these religions? Make a mind-map. As you read more about religion, add as much information as you can to your mind-map.

The indigenous religion in Southeast Asia is Animism. People who believe in Animism are called animists. Animists **worship** nature (trees, animals, plants, rivers, mountains, etc.). They believe that things of nature have spirits and can influence and control the life of people. Animist cults differ a lot from place to place, from people to people, from tribe to tribe. Even a very small community can have their own **version** of animism. They can worship their own special spirits that live in the jungle, in the field, or in their houses. Many Animist cults have spirits responsible for each area of life.

For example, most Thai people have spirit houses in their yards. They believe that the spirits that guard their house live there and bring good luck to the family. Many Chinese shops have

a special spirit house in a special place on the floor. Chinese people believe that a special spirit responsible for business lives there. If they worship it and give it **offerings**, they will have good luck in business.

Many versions of Animism include ancestor worship. This practice is particularly common in Chinese culture.

Animism is very **tolerant** of other religions. It easily **coexists** with Buddhism, Hinduism, and even Christianity.

When new religions began entering Southeast Asia, old animist cults were integrated into them, or just coexisted alongside them. People began following new religions, but they still held many of their traditional beliefs and kept their old tales and legends.

Discussion

Skills: Making definitions, looking for evidence

- A. Read the text above and explain in your own words what “animism” means.
- B. What evidence of animist culture can you see in your own community?
- C. Why do you think animist traditions tend to last even after people adopt other religions?

2.6 THE PEOPLE OF ANCIENT SOUTHEAST ASIA

KEY WORDS

archaeological (*adj*) – related to study of ancient people and cultures by digging up their remains from the ground
beyond (*prep*) – further away, outside of
excavation (*n*) – digging up from the ground
inhabitants (*n*) – people who live somewhere, residents
migrated (*v*) – move from place to place
prehistoric (*adj*) – before recorded history, very old
shallow (*adj*) – opposite of deep

Brainstorm

Guess the answers to the following questions:

- A. When did people first come to Southeast Asia?
- B. Who were they?
- C. What did they look like?
- D. Who were the first people to grow rice in Southeast Asia?
- E. How did all the different ethnic groups get to Southeast Asia?

Read the text and check your answers.

The origins

1. People have lived in Southeast Asia since **prehistoric** times; some historians say, about 40,000 years. The indigenous **inhabitants** of Southeast Asia were called Negritos (*neh-grih-tohs*). Many historians agree that they originally **migrated** from Africa. They were short, hairy and black-skinned. They were probably related to the Australian Aborigines. We know very little about them.

2.

Archeological excavations suggest that it is possible that people grew rice in Southeast Asia a long time before it was grown anywhere else. But this is not certain. These people were probably successful sailors and sailed between the islands of Southeast Asia and **beyond**. The indigenous Southeast Asians used stone tools and lived mostly on the coast and riverbanks.

3.

Four or five thousand years ago, new races began to move into Southeast Asia from the north, replacing or driving out the original Negritos in the process. The newcomers traveled to the Indochinese Peninsula along rivers rising in south and southwestern China or followed the **shallow** coastal waters around China. Others crossed to Taiwan and from there migrated to the Philippines and on to the islands of Indonesia.

Discussion

Skills:
Inferring

A. How do we know that the information in paragraphs 1, 2, and 3 is really true?

B. Did the writer provide evidence?

C. What could be the evidence to support the facts in paragraphs 1, 2, and 3?

KEY WORDS

abundance (*n*) – a lot of something

chemical analysis (*n*) – when objects are studied using special chemicals to find out how old they are

clay (*n*) – material from a type of sticky earth that is used for making pots and other objects; it becomes hard when baked

irrigation (*n*) – a system of getting water to the fields using streams or special channels

prosperous (*adj*) – successful, rich

Group work

Skills: Applying
information

Match paragraphs 1, 2, and 3 with the examples of evidence:

A. An account by a historian of emperor of Majapahit (*mah-jah-pah-hit*): “The empire grew **prosperous**. People in vast numbers thronged the city. At this time every kind of food was in great **abundance**. There was ceaseless coming and going of people from overseas.”

B. Archaeologists have discovered bits of copper shaped as arrow heads near a river in lower Myanmar. **Chemical analysis** showed that they were made about 5000 years ago. Some caves were discovered in Laos with paintings on the walls. There are paintings of boats full of different things and people.

C. Archaeologists have found some human bones in the area of present-day Malaysia. Chemical analysis of the bones showed that they were at least 50,000 years old. A piece of a **clay** pot was found near present day Phnom Penh. It had a grain of rice stuck to it. Archaeologists have estimated its age at about 15,000 years.

Exercise

A. Who were the Negritos? How did they get to Southeast Asia? Where did they come from?

B. Paragraph 3 mentions ‘the newcomers’. Where did they come from?

DiscussionSkills:
Reasoning

- A.** The next text uses a lot of words such as ‘perhaps’, ‘probably’, ‘suggest’. Why do you think that might be?
- B.** What kind of evidence does the text mention about the first people to grow rice in Southeast Asia?

The ‘new races’

The first immigrants were the Malayo-Polynesians. They left China about 5,000 years ago by boats and spread from island to island in the Pacific Ocean. These people became the ancestors of most Southeast Asia’s island peoples.

Migrants to mainland Southeast Asia started arriving about 4,000 years ago. First were the Vietnamese, then Mon-Khmers, Tibeto-Burmans and Thais. Around 300 BC., the Mon-Khmers split into two tribes: the Khmers, ancestor’s of today’s Cambodians, who migrated down the Mekong River; and the Mons, who went west to settle Thailand, southern Myanmar, and part of Malaya.

When people learned to make and use iron tools, agriculture became more effective. They also developed systems of **irrigation**.

DiscussionSkills:
Reasoning

What do you think was the result of people becoming more efficient at agriculture and irrigation?

KEY WORDS

differentiation (*n*) – the process through which things which were the same become different

population density (*n*) – how many people live in each particular area, for example 100 people per square kilometre

waterworks (*n*) – systems of transporting water

As agricultural methods improved, **population density** increased and more towns and settlements developed. In those towns, people with a food surplus were able to develop crafts and trade between settlements developed.

To summarise, the following factors were very important for the development of Southeast Asian civilisation and states:

- agriculture
- trade
- **waterworks**
- early towns
- social **differentiation**

DiscussionSkills: Cause
and effect,
reasoning

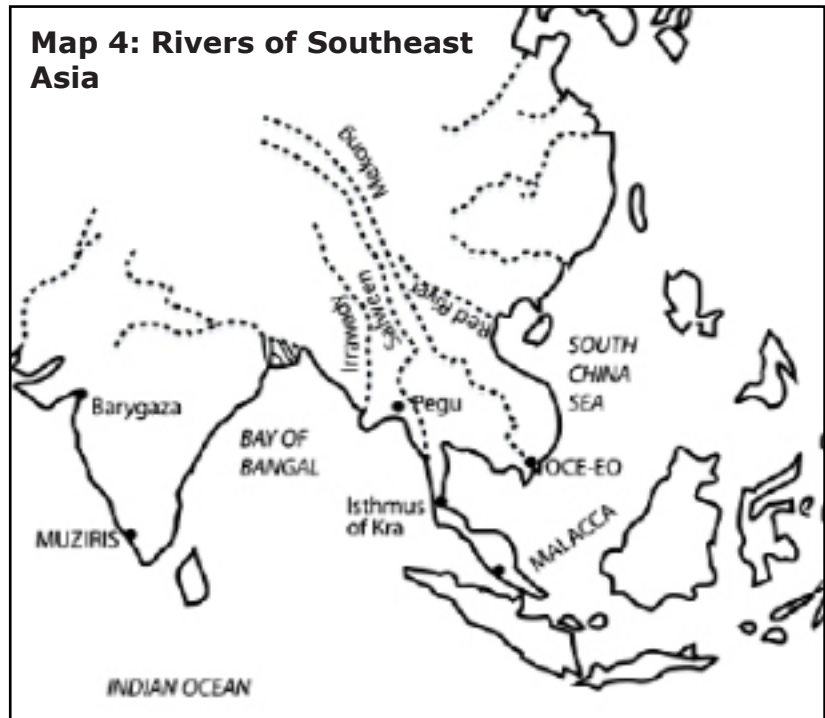
- A.** How did the development of iron-working affect agriculture?
- B.** How did improvements in agriculture affect society and trade?

Choose one of the factors that affected early Southeast Asian civilisation and discuss its importance.

Map work

- A. Trace the way the ancestors of modern Southeast Asians arrived.
- B. Which rivers do you think they used?

Map 4: Rivers of Southeast Asia



Group work

Skills: Analysing

The ancient kingdoms of Southeast Asia can be grouped into two categories. These categories are based on geography. Can you guess what these categories are? Look at the map of Southeast Asia if you need some help.

KEY WORDS

agrarian (*adj*) – based on agriculture
convert (*v*) – change from one system to another
dotted (*adj*) – covered with; spread around
empire (*n*) – one country's rule over other countries.
imitate (*v*) – do like someone, copy someone
maharajah (*n*) – a title of Indian princes

There were two categories of ancient Southeast Asian kingdoms. The first were the **agrarian** kingdoms. Agriculture was the main economic activity in agrarian kingdoms. Most agrarian states were located in mainland Southeast Asia. Examples are Ayutthaya (*ah-yooh-ta-yah*), based on the Chao Phraya (*chow-prah-yah*) River delta and the Khmer **Empire** on the Tonle Sap (*ton-lay sap*).



The second were the maritime states. Maritime states depended on sea trade. Malacca (*ma-lak-kah*) and Srivijaya (*shri-vi-jah-yah*) were maritime states.



With the Indian ships came Indian culture. Indian missionaries **converted** the natives to Buddhism and Hinduism, and soon the local rulers were calling themselves **maharajahs** (*mah-ha-rah-jahs*) and **imitating** the courts of India. By the first century AD., the coasts of Myanmar, Malaya, Thailand, Cambodia and southern Vietnam were **dotted** with Indian-style city-states.

Some of the more powerful empires of early Southeast Asia were:

Empire	Period	Capital	Extent of Control
Funan	1st to 6th centuries	Oc-Eo	Southern Thailand, Cambodia, Vietnam, and the northern part of the Malay Peninsula
Srivijaya	7th to 13th centuries	Palembang	Both sides of the Straits of Melacca, western Borneo and western Java
Khmer	9th to 13th centuries	Angkor	Thailand, Vietnam, Cambodia, and the northern part of the Malay Peninsula
Pagan	9th to 13th centuries	Pagan	Most of Myanmar
Majapahit	13th to 16th centuries	Majapahit	Most of modern-day Indonesia
Malacca	15th to 16th centuries	Malacca	Both sides of the Straits of Malacca

Discussion

Skills: Imagining

What kinds of tools do you think early people of Southeast Asia made?
What did they use them for?

Review

Why and how did Chinese and Indian influence come to Southeast Asia?

Map work

On Map 5, find all the areas occupied by the Southeast Asian empires in the chart.

In groups, circle the area controlled by one of the empires from the chart above. Look at the location and the territories controlled by your empire. What can you guess about it's power?

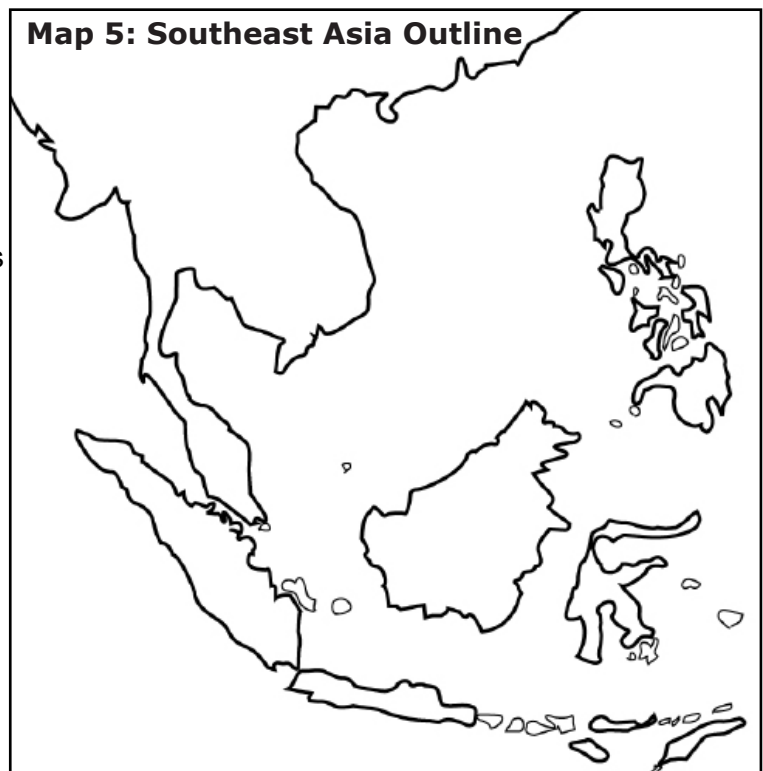
Use the information from the chart to try and answer the following questions about your chosen empire:

- Do you think it was mostly a maritime power or a land power?
- Do you think it had important ports?
- Do you think any important trade routes passed through these ports?
- Is there any other information you can add or guess.

Make a presentation for the rest of the class using all this information.



*Queen & ruler of
Majapahit 1328-50*



2.7 EARLY SOUTHEAST ASIAN EMPIRES

KEY WORDS

democratic assembly (*n*) – when everybody comes together to make a decision by voting
dominate (*v*) – control
fertile (*adj*) – able to grow many things
flee (*v*) – run away
fugitive (*n*) – a refugee or someone who is running away from authorities
plateau (*n*) – a large flat area high in the mountains
submit (*v*) – to obey
tributary (*n*) – a river that flows into a larger river
uncertain (*adj*) – not sure, not certain

The Kingdoms of Early Southeast Asia

In this section, you will read about some of the more important states and kingdoms of ancient Southeast Asia. This is not a complete story. In this module you learn the basics of Southeast Asian history so later you can discover the rest for yourself. When you read these stories, remember what you read at the beginning of this chapter: this is only one perspective. Many historians have different ideas about what happened in Southeast Asia.

Preview

Skills: Guessing

Look at the names of the early Southeast Asian empires on Map 6.

- What do you know about each of them?
- Do you know what areas they controlled?
- Do you know what languages people spoke there?
- Do you know what years were the peak of their power?
- What religion or religions did they follow?
- Do you know anything else about their culture?

Group work

Skills: Explaining, reading comprehension

Choose one of the following texts to read in groups. Explain your text to another group.



Pre-Muslim Indonesia

When Funan fell under Khmer rule, other Southeast Asian states began to **dominate** the trade between India and China. The one in the best location was Srivijaya, on the southeastern coast of Sumatra near both the Malacca and Sunda Straits. Srivijaya not only ruled Sumatra but also the Malay peninsula and western Java. It had almost complete control over Indochina trade.

Funan (fuh-nan)

The lower Mekong valley was very **fertile**. Partly because of the water supply in Tonle Sap Lake, the area was, and still is, an excellent place to grow rice. Today, the area covers most of Cambodia and the southern part of Vietnam, but in the first century AD, the entire lower Mekong region was united under the kingdom of Funan. Its port, called Oc-Eo (*o-tse-o*), was located in the Mekong delta where the Mekong enters the Gulf of Thailand. It was a centre of commerce, with traders coming from China, India, and even Rome. Funan was a strong nation until 514 AD when the state was weakened by internal conflict and external threats.

Mon and Malay

Two Mon states, named Dvaravati (*dvah-rah-vah-ti*) and Haripunjaya (*hah-ri-phun-jah-yah*), were founded around 500 AD in central and northern Thailand. They probably relied on agriculture since they did not have access to the sea. In the Malay Peninsula, several small states appeared, stretched across the Isthmus of Kra in different locations. The Malay states prospered by offering traders a short cut that was both quicker and safer than the Straits of Malacca.

Myanmar

The ancestors of today's Burmese settled Upper Myanmar around 500-200 BC. Most of the Tibeto-Burman tribes marched over the mountains of Yunnan and northern Myanmar to reach the Irrawaddy valley. From there, the tribes spread out into surrounding areas. The Pyus prospered from the merchants who used the Irrawaddy to go between India and China. They also got along well with the Mons of Thaton and with India. The Pyus governed each tribe by **democratic assembly**. The power of the Pyu declined after the 8th century.

In the 3rd century, Arakanese people established a kingdom at Dhanyawadi on the coast, between the Irrawaddy Delta and the border of modern Bangladesh. This city also became an important center of trade with India.

As Pyu power decreased, Myanmar power increased. When Thais attacked the Pyu capital in 832 AD, The Burmese built Pagan as their new capital. Around the same time, the Mons built Pegu, a city on the eastern edge of the Irrawaddy Delta.

A powerful Burmese king named Anawrahta (1044-1077 AD) was responsible for conquering the territory that is modern day Myanmar.

Vietnam

The origin of the Vietnamese people is **uncertain**. Their language is very similar to the Mon-Khmer languages and also to Thai and Malay. The Vietnamese themselves claim that their ancestor is one of China's first kings. Historians believe that the Viets migrated to the south escaping the Chinese in the 4th century BC. Some Viets settled in Fujian Province and the rest continued to the Red River delta. They intermarried with the people already living there, and formed the ethnic Vietnamese of today.

The area now known as Vietnam was conquered by the Chinese in 111 BC and has been influenced by Chinese ideas and culture ever since. The Chinese were driven out in 939 AD

Nan Zhao (nahn zow)

The Thai peoples were the last major ethnic group to come into Southeast Asia from China. As with the other groups, few details are available. The Thais probably originally lived in China's Sichuan province. They migrated south to Yunnan to escape assimilation into the growing Chinese empire. In the 9th century Nan Zhao successfully attacked Myanmar and Vietnam but was destroyed by the Mongols in 1253 AD.

Even before that time, small groups of Thais moved out. One group, the Shans, settled in eastern Myanmar. Others, like the Lao, settled on the Khorat (*ko-rat*) **Plateau** and the upper Mekong valley.

By the thirteenth century the Thais began to be more aggressive. In several places along the Nan River (a **tributary** of the Chao Phraya), Thais set up independent city-states. The most important of these was Sukhothai, founded around 1238 on the upper Nan river, and Lanna, further north on the same river.

Lan Xang (*lahn-zahng*)

The Lao communities on the Khorat Plateau and the upper Mekong were not united under a Lao ruler until the 14th century. Lao legends say that their kingdom got started when the son of the ruler of Luang Prabang **fled** to exile in Cambodia. There, his wife bore a son. The Khmers gave this prince, Fa Ngum, an army, and he marched up the Mekong River. With his army he conquered central and southern Laos, and Luang Prabang. He became a king in 1353. The new kingdom was named Lan Xang, the “Land of a Million Elephants.”

Khmers

The first Khmer kingdom was known as Chenla (*chen-lah*). It did not have a strong government. It prospered in the 7th century, but in 706 it split into two states, known as “Land Chenla” (Laos) and “Water Chenla” (Cambodia). Land Chenla remained a unified state for some time, but Water Chenla became five smaller states because of disagreements over who should rule. At the end of the 8th century, all of Water Chenla came under the control of one of Java’s monarchs.

The second Khmer kingdom was at Angkor. Land Chenla **submitted** peacefully to Angkor’s rule. The states in Thailand and Malaya did the same, during the reign of Khmer king Suryavarman (*soohr-yah-vahr-mahn*) I (1002-50). The next two generations of Khmer kings continued to fight and gain territory in the region and led attacks against the Burmese and the Vietnamese.

Malacca

The first Muslim State in Southeast Asia with real power was Malacca, founded in 1401 by a **fugitive** Sumatran prince named Parameswara (*pah-rah-mes-wah-rah*). Malacca had a superb location for commerce, right at the narrowest point of the Malacca Straits. The kingdoms of Siam and Majapahit (*mah-jah-pah-hit*) both controlled the Malay peninsula at different times.

Group work

Skills: Making questions

In groups make a question for each of the states described in the previous pages.

Test your classmates.

Group work

Skills: Timeline

Read about one of the peoples of Southeast Asia. Put the information into this timeline:



Look at other groups’ timelines. Compare events that have happened in the different countries in Southeast Asia.

Exercise**Skills:**
Main idea

Read the following four paragraphs. Which one best summarises the main ideas of the previous pages about the first empires?

- A.** Most ethnic groups that control the countries of Southeast Asia today migrated from China. Throughout the last two thousand years they have been busy fighting each other for the control of territories. These groups took turns conquering different territories in Southeast Asia from each other and establishing empires. Most of these empires had trade relations with India and China. At different times, different ethnic groups dominated the region.
- B.** The Thai people were the last major ethnic group to come into Southeast Asia from China. As with the other groups, few details are available. Probably the Thais originally lived in China's Sichuan province. Then they migrated south to Yunnan to escape assimilation into the growing Chinese empire. Nan Zhao's best years were in the 9th century. At that time Nan Zhao successfully attacked Myanmar and Vietnam.
- C.** Civilisation spread from the coasts to the interiors of Thailand and Malaya. Two Mon states, named Dvaravati and Haripunjaya, were founded around 500 AD in central and northern Thailand. They probably relied on agriculture since they did not have access to the sea. In the Malay peninsula, several small states appeared, stretched across the Isthmus of Kra in different locations. The Malay states prospered by offering traders a short cut that was both quicker and safer than the Straits of Malacca.
- D.** A powerful Burmese king named Anawrahta (1044-1077) came to the throne. He conquered most of the lands that make up present-day Myanmar. His successors increased the number of monks, the allocation of resources for their support, and the construction of pagodas. All these expenses weakened the government.

Free Writing

Spend 10-15 minutes writing about early Southeast Asian empires and states. You can write anything you want as long as you don't copy directly from the module. You can write in any language you like.

2.8 INDIA AND CHINA

Preview

There are many examples in the news today of China and India's interest and involvement in Southeast Asia. This interest and involvement has a long history.

- A.** Why do you think this influence was so strong?
- B.** In what ways do you think India influenced Southeast Asia? What about China?
- C.** Which countries do you think have been influenced by India most of all? By China?
- D.** Think about the present: do India and China still have a strong influence on the region? Can you describe this influence?
- E.** Have you ever heard about the Harappan (*hah-rahp-pahn*) civilisation?

KEY WORDS

cotton (*n*) – a plant used for making cloth
conquer (*v*) – attack and take control
inhabitant (*n*) – the person or people who live or reside in one place
majority (*n*) – most people or more than half the people in any group or country
product (*n*) – something made by someone or something, something you can sell
prosper (*v*) – to become successful and wealthy
subcontinent (*n*) – a large landmass, smaller than a continent
wheat (*n*) – grain from which bread is usually made

India and China have had an important role in the development of most Southeast Asian nations and on the whole region. They are not technically part of Southeast Asia. Many countries in Southeast Asia have been strongly influenced by either China or India in their culture, religion, or economy.

Traders from India began coming to Southeast Asia about AD 1. As well as **products**, they brought three religions to the area – Hinduism, Buddhism and Islam. Buddhism became a **majority** religion in Thailand, Myanmar, Cambodia and Laos. Islam is a majority religion in Brunei, Malaysia and Indonesia, and there are Hindu communities throughout Southeast Asia, especially on the Indonesian island of Bali.

Chinese influence also spread in Southeast Asia. The Chinese settled and traded throughout the Philippines, Malaysia, Myanmar, Thailand and Indonesia. These days, you can find Chinese communities in all parts of Southeast Asia. China had the strongest cultural and religious influence on Vietnam.

Map work

- Look at the map of Southeast Asia. Find all the countries mentioned in the paragraph. Which Southeast Asian Countries border India and China?
- Which routes do you think traders and religious missionaries from India and China took? Which countries do you think they went to first?
- What other countries do India and China border?



India

Brainstorm

What do you know about India today?
What about ancient India?

The origins of Indian civilisation

Agriculture first began on the Indian **subcontinent** about 4,000BC. It gradually led to the development of villages and towns.

About 2500 BC the first invaders, the Dravidians, came into the subcontinent through the mountains in the north. It was easy for them to **conquer** the local towns and villages because they had bronze weapons, while the local **inhabitants** only had stone weapons. The invaders settled in the cities together with the locals. Many of them intermarried and adopted the local language. By 2400 BC the first civilisation in India, the Harappan civilisation, was **prospering** in the Indus River valley.

Discussion

Skills: Cause and effect, advantages and disadvantages

- A. How did agriculture lead to the development of towns?
- B. Why do you think bronze weapons are better than stone weapons?

The way of life

In what is now Pakistan, there were two very large cities: Harappa and Mohenjo-Daro (*moh-hen-joh-dah-roh*). They were each about one square kilometer in area and about 35,000 people lived in each of them. The cities were well planned. The houses were built with fire-hardened bricks. The streets were all the same size and there were fairly complicated water and drainage systems

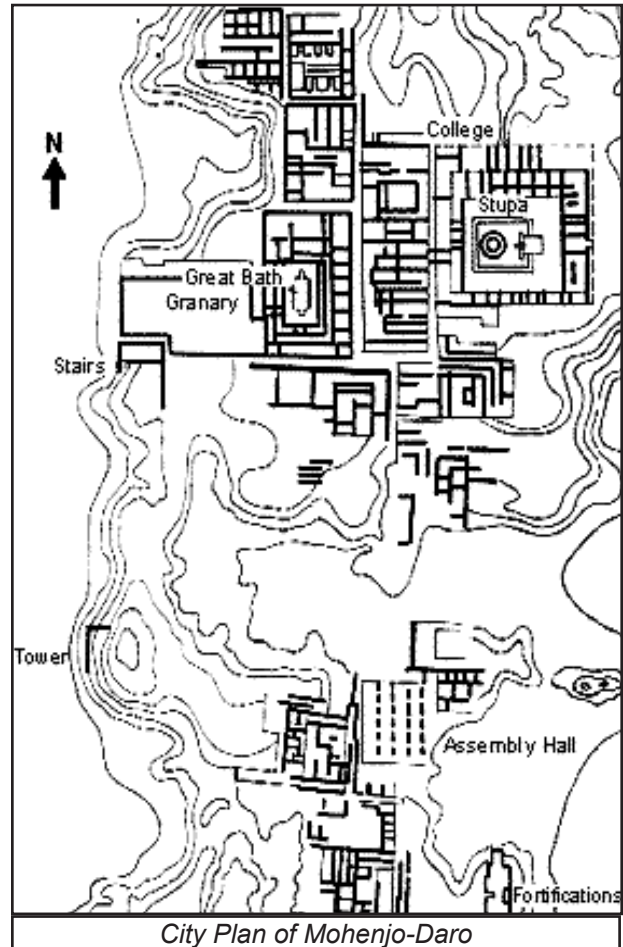
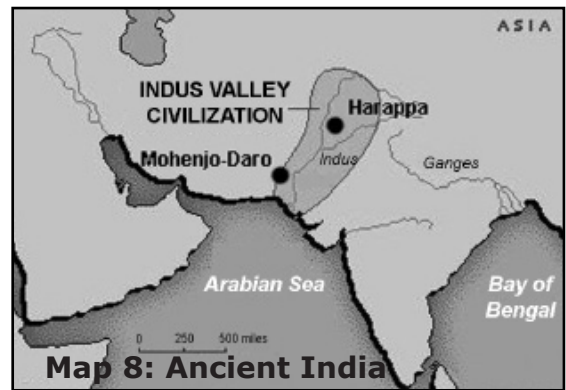
The Harrappans were farmers and traders. The farmers raised chickens and grew **wheat**, which was used for barter as well as for food. They were the first people to grow **cotton**. They traded with other ancient civilisations such as Egypt and they used a system of writing similar to Egyptian hieroglyphics.

Exercise

Skills:
Looking for historical evidence

How do you think historians know about the kind of houses people lived in so long ago in Harappa? What kind of evidence do you think they might have found?

Look at the map of Mohenjo-Daro above. How do you think historians know where the Granary was located?



Discussion

- A. How do you think Mohenjo-Daro compared with other human settlements at the time?
- B. What civilisations do you know that have gone into decline?
- C. What can cause the decline of a civilisation?

KEY WORDS

alongside (adv.) – side by side, near

cattle (n) – cows or buffalo raised by people for food

erosion (n) – when soil is destroyed gradually by rain and wind, usually because of deforestation

pasture (n) – place where animals can eat grass

remains (n) – what is left after something or somebody has been destroyed or died

severe (adj) – very strong and bad

The end of the Harrappan civilisation and the Aryans

The Harrappans built the first Indus cities around 2400 BC. Archaeologists have discovered the **remains** of about 60 cities including Harrappa and Mahenjo-Daro.

By 1500 BC, the Indus Civilisation had declined. Some historians believe that the civilisation was weakened and finally wiped out by **severe** floods. These floods could have killed many people and forced the rest to leave the Indus plains. The floods may have been caused by **erosion** because the nearby forests were cut down for fuel.

Others believe that wars were the reason cities like Mohenjo-Daro were abandoned. It is thought that around 1500 BC, people called the Aryans came from western and central Asia, possibly from the area near present-day Iran. They kept sheep, **cattle** and goats and were most likely looking for a place to **pasture** their animals.

Some historians believe the ancient cities were abandoned because the Indus River may have changed its course. A series of earthquakes might have changed the course of the Indus River.

Discussion

- A. How were the Aryans different from the Harrappans?
- B. Summarise the three main theories for the disappearance of Harappa and Mohenjo-Daro.

Some Harrappans stayed and lived **alongside** the Aryans (*ahr-y-ans*), adopting their language – Sanskrit. Others moved to the south of the subcontinent.

Today, the northern languages in India are still called Aryan languages and the southern languages are called Dravidian languages. Scholars still debate if there were really a separate race of people called the Dravidians, or if the southern people were just Aryans who developed a very different language.



Ancient seal found in Mohenjo-Daro

KEY WORDS

degrading (*adj*) – humiliating, making you feel very low, ashamed

inflexible (*adj*) – opposite of flexible, cannot change

outcast (*n*) – a person who has been driven out of a group or rejected by society

untouchable (*adj, n*) – someone you can't touch

Preview

What is social class?

What do you know about different systems of social class?

Have you ever heard of the caste system?

The Hindu religion and the caste system

The Hindu religion developed through many stages over many hundreds of years. During the early period of Hinduism, the Rig Vedic period, the castes were first developed. Originally, there were only two social classes: nobles and commoners. Then the third was added: *Dasas*, or “darks.” These were probably the darker-skinned people the Hindus had conquered.

By the end of the Rig Vedic period, social class had settled into four rigid castes called *varnas*. At the top were the priests, or Brahmins. Below the priests were the warriors or nobles (*Kshatriya*), the crafts people and merchants (*Vaishya*), and finally, the servants (*Shudra*), who made up the bulk of society. These economic classes were later subdivided into a huge number of economic sub-classes.

Below these castes were the **outcasts** who are **untouchable** to the four castes. These untouchables worked in **degrading** jobs like cleaning, sewage etc. The first three castes had social and economic rights which the *Shudra* and the untouchables did not have.

By the end of the Rig Vedic period, social class became completely **inflexible**. The castes were so inflexible because they were based on the religious beliefs of the Hindus. They believed that the Brahman were made from the mouth of the god Brahma, the *Kshatriyas* were made from his hands, the *Vaishyas* came from the thighs and the *Shudra* from the feet of Brahma. In contrast, the class system of Southeast Asia remained very flexible for a long time.

Exercise

Skills: Restating information

Describe the system of caste in your own words.

Draw a picture showing the relationship between the castes.

Discussion

Do you know if the system of caste still exists? If so, how does it affect people's lives?

Do you know if a similar system exists anywhere else in the world?

Debate

Argue for or against the statement below:

“The system of caste is a useful and convenient way of organising society. It is important that everyone knows where they belong.”

Exercise

Skills: Organising information

Fill in the blanks in this chart with information from the text above.

Time period	Early Rig Vedic	Later	End of Rig Vedic
Castes and classes	<i>Nobles and Commoners</i>		
Movement			<i>Totally inflexible</i>

China

KEY WORDS

chieftain (*n*) – leader of a small group or tribe
dynasty (*n*) – a line of hereditary rulers
millet (*n*) – a type of grain
plaster (*n*) – a mixture of lime (calcium oxide), sand and water
potter's wheel (*n*) – a mechanical tool with a round top used for making pottery
uncover (*v*) – find out

Chinese civilisation started around 10,000 BC, when a group called the Yangshao (*yahng-show*) settled near the Yellow River. Archaeologists have **uncovered** many Yangshao villages in northern China. In one village, they found the remains of farmhouses, built partly underground, with **plaster** floors, and roofs held up with wooden posts.

By 5,000 BC there were many agricultural communities in China. There were villages from the Wei River Valley to the East, parallel with the great Yellow River. The Wei River flows out of the Kunlun Mountains to the forest and the fertile soil region of the North China Plain.

About 3,000 BC, another farming group appeared, the Lungshan (*luhng shan*) people. The Lungshan people harvested silk, and used it to weave fine fabrics. They used the **potter's wheel**. They baked strong bricks in ovens, and used them to build their homes. They grew rice and **millet** and worked together on flood control and irrigation projects. They had great engineering skills.

Exercise

Skills: Reading comprehension

How did people find out about the earliest Chinese civilisation?

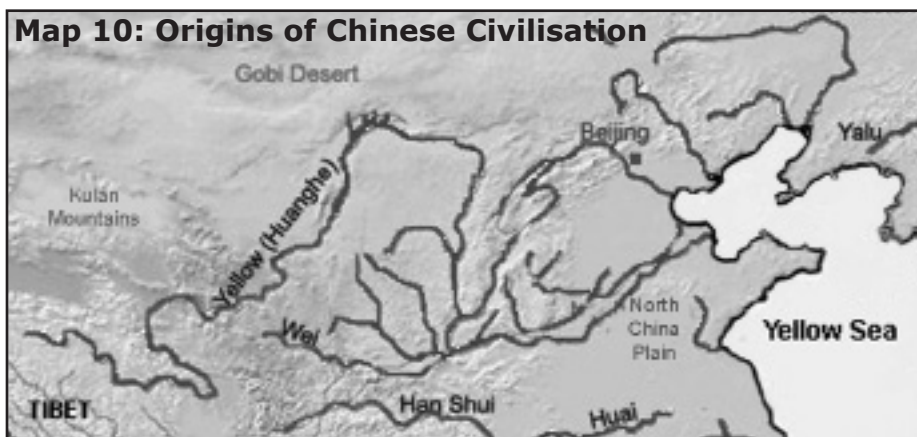
What are some similarities between the Harrappan and the Lungshan civilisations?

Probably around 2,200 BC, the first **dynasty** of kings conquered the North China Plains. These warrior kings belonged to the Xia (*hsia*) family. This culture probably had the first writing system in China. However, there is no real record of this dynasty.

The first dynasty of which there is historical evidence is the Shang dynasty. The Shangs began their rule around 1,750 BC. The Shang clan came out of the Wei River Valley. By force, the Shang unified many of the people living on the North China Plain and started to build an empire.

The last Shang ruler was overthrown by a **chieftain** of a frontier tribe called Zhou. The Zhou rulers conquered and colonised most of the territory of present day China, spreading Zhou culture as they went.

China, as we know it today, became unified under the next dynasty, the Qin, but much of its current culture came from the next rulers, the Han Dynasty. The largest ethnic group in China today calls itself the “Han people.”



Exercise**Skills:** Applying information

- A.** Which Chinese dynasties did you find out about in this text?
- B.** At the same time as the first Chinese dynasty, the Xia, were established, what was happening in India?

**Map work**

Find the places of the origins of the Chinese civilisation on Map 10 (page 31).

Discussion**Skills:** Compare and contrast

Compare the ancient Indian and Chinese civilisations.

- What differences can you find?
- What similarities?
- Which one do you think was more advanced? Why do you think so?
- Which one would you choose to live in? Why?
- Compare ancient Indian and Chinese developments and technology.

2.9 NEW RELIGIONS

Preview

Indian traders came to Southeast Asia around 1 AD and brought two things with them. Do you remember what they are?

In the beginning of the Common Era (after 1AD) new religions began arriving in Southeast Asia. At first these were Hinduism and Buddhism. Later came Islam, and finally Christianity.

These days most people in Southeast Asia are Buddhists Hindus, Muslims, and Christians, but Animism still has a strong influence.

Discussion**Skills:** Expressing an opinion, making examples

Why do you think peoples of Southeast Asia began converting to new religions?

Group work**Skills:** Chart work, reading comprehension

In groups, read one of the four texts below. Put the information from your text in this chart:

Religion	When did it originate?	Where did it originate?	Main beliefs	Where do most followers live now?
Animism				
Hinduism				
Buddhism				
Islam				
Christianity				

KEY WORDS

attain (v) – to achieve or gain through effort

denomination (n) – a religious group that shares a name, structure, and set of beliefs

enlightened (adj.) – free from false beliefs, understanding the true way of the world

redeem (v.) – save, pay for

reincarnation (n) – to be born again in a new body

reveal (v) – to make clear something confusing or to show something that has been hidden

sultanate (n) – a kingdom ruled by a sultan

Hinduism

Origins of Hinduism

Hinduism was the first major religion in India. It is at least 3,000 years old. It originated from Aryan traditional beliefs and legends that they brought to India. Hinduism developed over many centuries from a mixing of beliefs of the various cultural groups in India. Hindus worship many different gods and they believe in **reincarnation**.



Hinduism in Southeast Asia

Hinduism was the first religion to come to Southeast Asia from outside. It was brought by Indian traders in the 1st century AD. The religion was adopted by many rulers of Southeast Asia. Some of the most important Hindu monuments are the Angkor Wat in Cambodia and the Prambanan temple in Java. The only places in Southeast Asia where Hinduism survives today are the Indonesian island of Bali, and among minority communities of Hindu descent.



Buddhism

Origins of Buddhism and Buddha's Life

Buddhism began over 2,000 years ago in India and developed from the teachings of a prince called Gautama Siddhartha. He left his palace and travelled for many years. He wanted to find an answer to the question, 'Why is human life full of sorrow and pain?' After many years of searching, he realised the answer to this question. Gautama became the Buddha, which means 'the **Enlightened One**'.

He taught that all people are born equal and that everyone can **attain** enlightenment. After the Buddha's death, some of his followers raised him to the level of a god and Buddhism became a religion.

Spread of Buddhism in Southeast Asia

Buddhism appeared in Southeast Asia around AD 300. It was brought by Indian and Chinese traders as well as the Buddhist missionaries who traveled with them. Through them, Buddhism spread throughout Southeast Asia: Khmer Empire, Laos, Siam (Thailand), Myanmar, Vietnam, the Malay Peninsula and Indonesia.

Islam

Origins of Islam

People who believe in Islam are called Muslims. They believe that God **revealed** the religion to the Prophet Muhammad. Muhammad was born in Mecca in Arabia in AD 570. In Arabic, Allah means 'the one true God'. The messages that Muhammad received from Allah were written down and became the holy book of the Muslims, the Qur'an. The Qur'an states how Allah wants Muslims to live.



Spread of Islam in Southeast Asia

Historians believe that Islam came to Southeast Asia around the 11th century AD. Islam was brought to the region by Muslim traders from Arabia, Persia and India. From the Malay Peninsula, Islam spread to Siam, Sumatra and Indonesia. Many Muslim kingdoms, called **sultanates**, emerged in these places. One of the famous sultanates was the sultanate of Malacca.

Christianity

Origins of Christianity

Christianity originated in the Middle East about 2000 years ago. Christianity developed from Judaism through the teachings of Jesus Christ. Jesus Christ taught people to love each other and to forgive. Christians believe that Jesus is the Son of God who was sent to earth to save the world.

Christians believe that Jesus died to **redeem** the world. They also believe that he rose from the dead afterwards. Christians get baptised to form a worshipping community. Christians believe that Jesus is present among them to work for peace on earth. The second coming of Christ represents the belief that the world will be finally redeemed.



Spread of Christianity in Southeast Asia

In the next few hundred years, Christianity spread to Europe and parts of Asia. From Catholic missionaries in the Philippines in the 1500s to American Protestant missionaries in Myanmar in the 20th century, there has been a long history of Christian conversions in Southeast Asia. Today there are many Christian **denominations**, in the region including Baptists, Methodists, Seventh Day Adventists and Roman Catholics. In most areas, however, Christians remain a minority.

Group work

Skills: Compare and contrast

- A. Compare Hinduism, Buddhism, Christianity, and Islam, using the chart you made on page 32. What are the differences and similarities?
- B. What are the differences between these new religions and the indigenous Animist cults of Southeast Asia?

similarities	differences

Debate

Skills:
Expressing an opinion,
developing an argument

Have a debate about religion. Here are some topics for you to choose from:

- a. *It is important to learn about other religions, even though you don't believe in them.*
- b. *It is important to respect other religions.*
- c. *It is important that people feel free to criticise religions, even if it offends other people.*

Once a role is assigned to your group, prepare your arguments for or against.

Group work**Skills:**

Research skills,
interviewing,
presenting

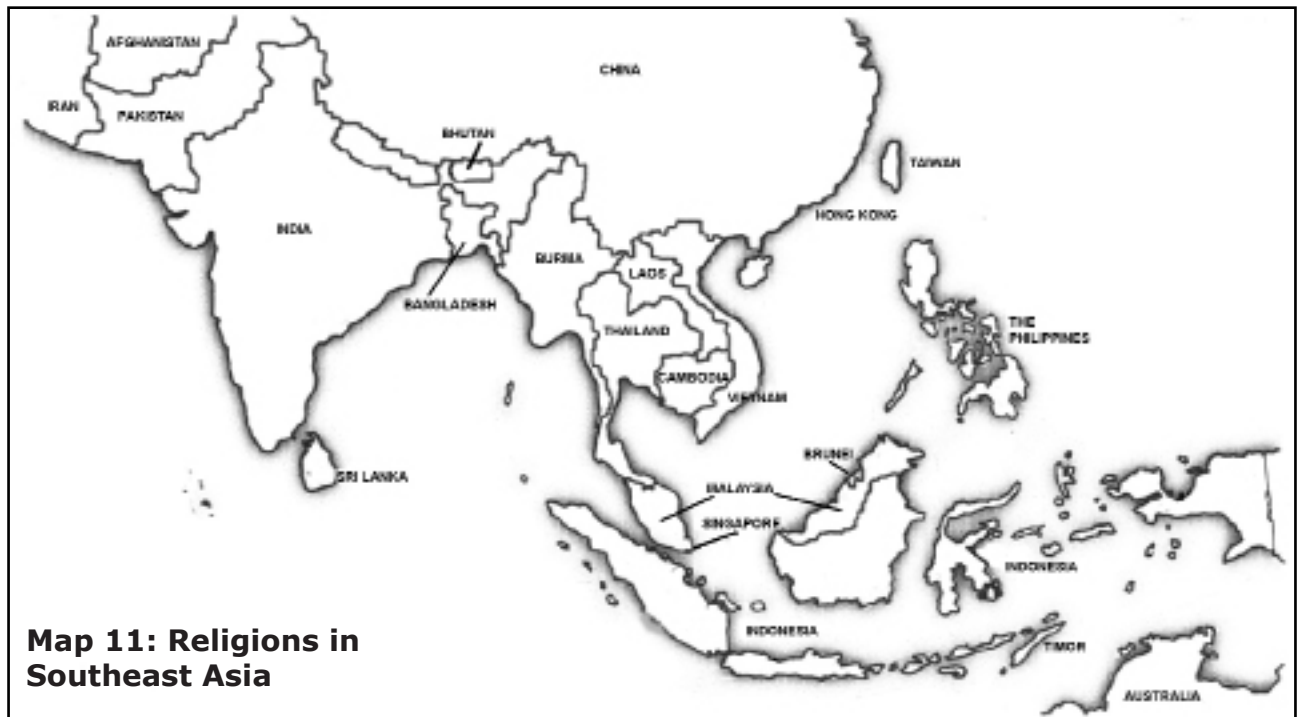
In groups, prepare a presentation about a religion or about part of a religion and present it to the class. To prepare your presentation, you will have to do some research.

- If you are making a presentation about your own religion, talk to people in your community to collect information.
- If you are making a presentation about a different religion, find people who follow this religion and interview them.
- If your presentation is about a religion that nobody around you follows, research it on the internet or in a library.

Map work

Look at the map of Asia.

Trace the ways that the new religions came to Southeast Asia.

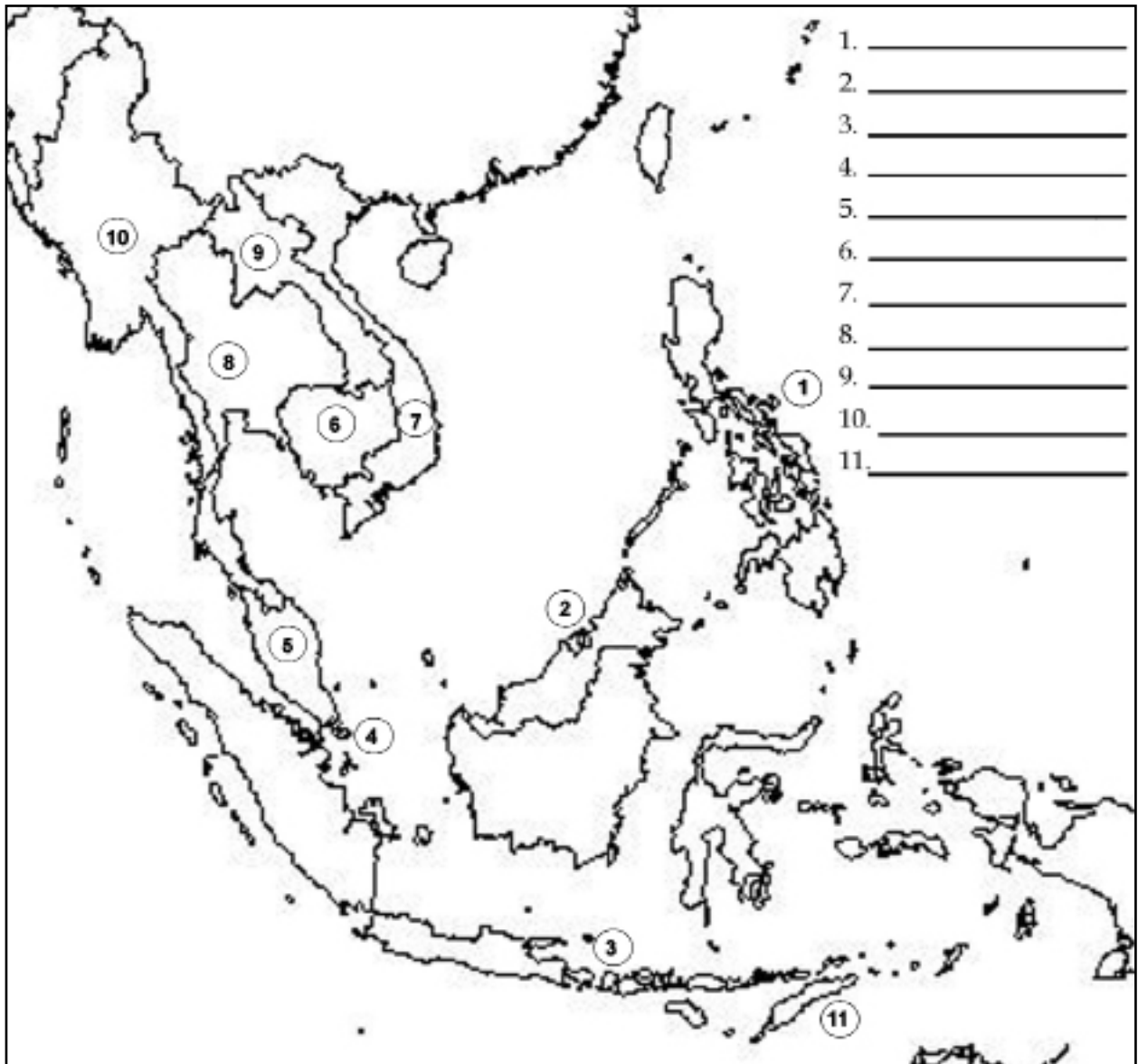


2.10

REVIEW

Memorisation

Identify all the countries in Southeast Asia without looking at your book:



Definitions

Write a definition in your own words for the following terms:

1. Civilisation
2. Culture
3. Religion
4. Animism
5. Caste
6. Social differentiation

Explaining

Explain the advantages and disadvantages of organising society according to caste



Explaining

Answer the following questions in your own words:

1. Where did the earliest human civilisations begin? Why did they begin there?
2. How did inequality between people start?
3. How do historians know what they say about ancient civilisation is most likely true?
4. What factors were important for the development of Southeast Asian nations and states? Why were they important?
5. Describe the two kinds of ancient Southeast Asian kingdoms.
6. Describe one of the early Southeast Asian empires.
7. Describe some ways that India and China influenced ancient Southeast Asia.
8. Describe the earliest known civilisation in India.
9. What are some reasons that civilisations can decline?
10. Describe the earliest civilisation in China.
11. What were the five most important religions in Southeast Asia a thousand years ago?

Archaeological Evidence

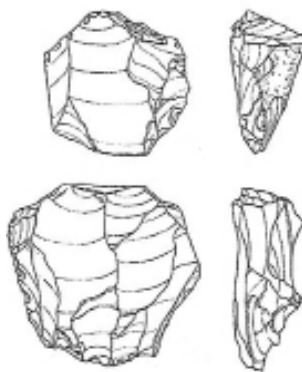
Match the following historical evidence with the statement it best supports:

Scientists have discovered the remains of an iron smelting site. The archeological iron-making tools, building remains, beads and pots that they discovered could be dated to the third century. **1**

Archaeological excavations found stone tools. When compared to other stone tools found across the world made around the same time, these tools are much more advanced. **2**

Archaeologists have found ancient graves. A few graves contain skeletons buried with bone and shell jewelry and clay pots. The graves date back to the Bronze Age. **3**

A special kind of pottery developed by the ancient Yangshan culture of China was found in archeological sites and dated to the second millennia B.C. **4**



Social classes and inequality was present 4,000 years ago in Cambodia.

A

People probably travelled between Taiwan (China) and the Philippines as early as 2000 B.C.

B

31,000 years ago, social differentiation was already taking place in Sabah. Sabah probably had skilled iron workers.

C

Early settlements in Malaysia made iron tools as early as 300 B.C.

D

3. Colonialism and Independence



In this chapter you will study:

- how and why Europeans first came to Southeast Asia
- the advantages and disadvantages of living on the Straits of Malacca
- how Europeans explored, conquered and settled in Southeast Asia
- about European trade and export of raw materials
- the economic, political, and social impacts of colonial rule
- how the European industrial revolution affected Southeast Asia
- Vietnam's and East Timor's struggles for independence
- the challenges new nations in Southeast Asia faced after colonialism

At the end of this chapter you will be able to:

- describe the events and factors that led to colonialism
- identify the countries that were colonised in Southeast Asia and their colonisers
- describe the economic, political, and social impacts of colonial rule on Southeast Asian nations
- identify the main factors which fed nationalism in Southeast Asia
- identify the ambitions of nationalists in the first half of the 20th century
- recount the main events of the nationalist struggles in Vietnam and East Timor
- identify challenges that independent nations often face

3. Colonialism and Independence

3.1 INTRODUCTION

Preview

- A. What have you learned so far about the Straits of Malacca?
- B. Place it on the map on page 36.
- C. Look at the title for this section. What do you think you will be studying?
- D. Why do you think the Straits of Malacca may have been of interest to Europeans?

Brainstorm

- A. What countries are situated on the Straits of Malacca?
- B. What could be some advantages and disadvantages of having a city on the Straits of Malacca?

Group work

Skills:
Advantages and disadvantages

Work with your group to fill out this chart.

Advantages	Disadvantages

Discussion

Read the text and add anything else you can think of to the chart above.

KEY WORDS

bland (*adj*) – boring, without taste
camphor (*n*) – strong smelling white substance found in camphor laurel tree, used in medicine
cinnamon (*n*) – a sweet spice used in cooking
clove (*n*) – special dried flowers used as a spice
haul (*v*) – to transport something heavy
isthmus (*n*) – a narrow strip of land between bigger pieces of land
mace (*n*) – dry skin from nutmeg, also used as spice
nutmeg (*n*) – a seed from a tree, very fragrant, used as spice
pilgrim (*n*) – a person who travels to a sacred place for religious reasons
spoil (*v*) – not good to eat anymore

The Straits of Malacca

The calm waters of the Malacca Straits provided a relatively safe sea route between India and China. Merchants, soldiers, **pilgrims** and scholars passed through the Straits, bringing their goods and their culture. The passage through the Straits was not fast but it was certain thanks to the monsoon winds.

Alternative route

The monsoon winds are only active between July and October. As a result, ships from western Asia often did not go all the way to China. Their goods were taken across the **Isthmus** of Kra in boats along rivers and on elephants through the jungle. When they arrived at the eastern side of the isthmus, the goods were loaded on to other ships. The ships coming from China had to do the same in the opposite direction.

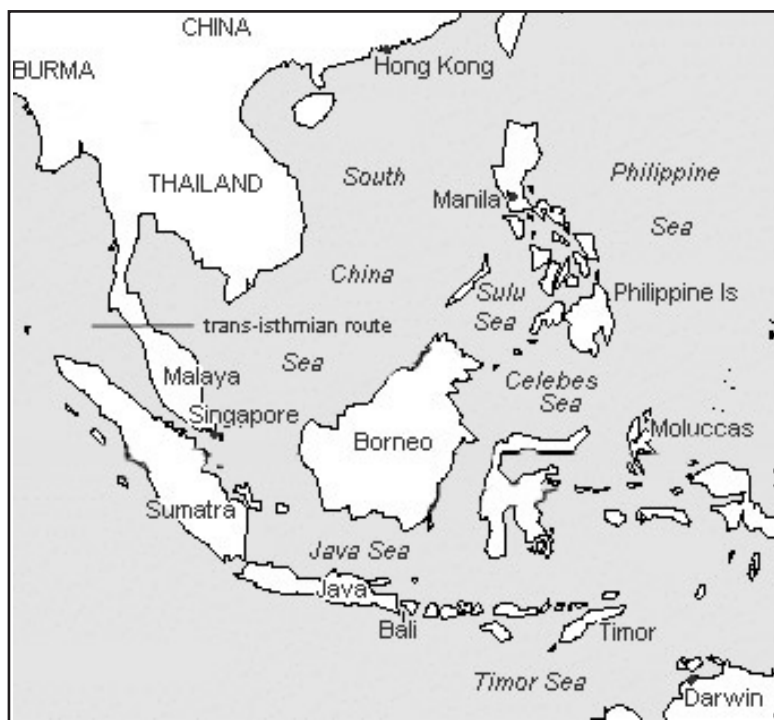
Ports first grew up at the northern end of the Straits on the Isthmus of Kra (near modern day Krabi and Phuket) where goods could be **hailed** overland to the China Sea. Later, ports appeared to the south on the coasts of Java and southeast Sumatra as ships from the west started going further through the Straits of Malacca.

Malacca became Southeast Asia's busiest port, receiving ships from the Middle East, India, China and Indonesia. The Indonesian ships were the most important because they brought spices from the Moluccas Islands, near New Guinea.

The Spice Islands and the spices

The Moluccas Islands were called the Spice Islands because they are the world's largest source of black pepper, **cinnamon**, ginger, **cloves**, **nutmeg**, **mace** and **camphor**. The demand for spices in the West was very high, because European and Middle Eastern diets at this time were terribly **bland** without them. They also helped make **spoiled** meat taste better. Spices were also widely used as medicines. Merchants considered spices the ideal cargo: you could get a lot of money for a small amount and they didn't spoil like other kinds of cargo.

The spices that were taken west passed through the hands of many merchants (Indonesians, Chinese, Indians, Persians, Arabs and finally Italians). Every time the cargo changed hands, the price went up. Whoever could get the spices without having to use dealers would make a huge profit. Portugal got the idea that the nation that controlled pepper could control the world! Portugal wanted to control the Spice Islands so that they could control the price of the spices and control everyone who wanted to buy spices.



Map 12: Maritime Spice Routes

Map work

- On Map 12, mark the Straits of Malacca.
- Trace the alternative trade route through the Isthmus of Kra
- Circle the Moluccas islands.
- Look at Map 11 (page 35). Describe how each religion came to Southeast Asia

Exercise

Skills: Critical thinking, making connections

- In today's markets, what kinds of things are in high demand, like spice was long ago?
- Which countries have the same idea as Portugal about controlling the trade of these things?

KEY WORDS

Orient (*n*) – a word that some Westerners use to describe Asia

strategic (*adj*) – something which helps achieve a certain goal or objective

The Age of Exploration

In the early fifteenth century the Portuguese started looking for a way to reach the **Orient** by sailing around Africa. In this way the Age of Exploration started. But in order to get to the Spice Islands, they still needed to go through the Straits of Malacca.

The first famous empire to control the Straits of Malacca was Srivijaya. Its control grew weaker after the 11th century. From the 15th century it was controlled by the Sultanate of Malacca.

Goods from Arabia, Persia, India, China, Portugal and Japan went through the marketplaces of Malacca. Because of Malacca's commercial success and **strategic** geographical location, it was

attacked by the Portuguese in 1511. In 1641 the Dutch took it over from the Portuguese. At the beginning of the 19th century, the British defeated the Dutch and established firm control along the Straits. In 1946, Malacca became part of the Malayan Union, which later became Malaysia.

Malacca and Java dominated the trade networks from about the 15th century. The Europeans later started participating in this trade. They captured Malacca and tried to dominate the spice trade network. Western imperialism in the Asia Pacific started with the European presence in the spice trade. European companies started by setting up trading outposts in Asia.



Map 13: Colonial outposts 1665

Exercise

Skills: Timelines,
reading
comprehension

- A.** Make a timeline of the control of the Straits of Malacca.
- B.** Describe the commercial importance of the Straits of Malacca
- C.** Why did it become such a popular marketplace?
- D.** Why did so many nations compete for control of Malacca?
- E.** What was the importance of Malacca for the Europeans in the 16th century?

Discussion

Skills:
Imagination,
applying
information

- A.** What does “relatively safe route” mean? Why ‘relatively’? What dangers do you think the sailors faced in the Straits of Malacca?
- B.** What do you know about monsoon winds? How can they help sailing?

Exercise

Here are four people going on a journey. Read their stories, and complete the chart on the next page.

A. *My trip will be long! I don't hope to come back to Portugal in less than two years. I am also sure it will be very dangerous, with all those pirates and storms! I am looking forward to all those adventures!*

It is unfair that Italy is getting all the profit from trade with Asia. Especially trade in all those spices from the islands in the Pacific Ocean. Italians buy the spices from the Arabs who buy them from the Indian traders who trade directly with the locals. By the time those loads of cinnamon, nutmeg, pepper, and cloves reach Europe, the price is ten times higher! There must be a way to get directly to the islands where they grow and force the natives to sell them cheaply. Then, our ship, and other Portuguese ships, can bring them back home and sell them in Europe at a huge profit. Then our country can really develop! We can build many new modern ships and travel to all parts of the world

B. *I am heading to Malacca. I was invited by the rulers of Malacca to teach them about Islam. Malaccan rulers are thinking about converting to our Muslim faith. It will be really beneficial to our faith if such an important city as Malacca joins us. A lot of new mosques will be built there and Islam will prosper. Malaccan rulers also want to encourage traders from the Muslim world to use Malacca port on their travels through Southeast Asia. This will greatly benefit the city.*

I will start my trip in July and head north-east towards the coast of Myanmar. Then south, along the coast towards the Straits of Malacca. I am looking forward to my trip, but I am very afraid of pirates. I am going with a trading ship full of expensive Indian goods for sale, such as textiles and pepper, and there are many pirates attacking ships like that, especially in the Straits of Malacca.



C. I am headed to the Spice Islands. In order to get there, I need to leave Malacca around July to sail south with the winds. My ship will follow the Sumatran coast south into the Java Sea, and then on, south of Borneo east through the Flora Sea and further east into the Banda Sea.

Once I reach the Moluccas Islands, I will stop on the island of Ternate, where I have good contact with local spice traders. I will buy a ship-load of cloves – they get very a good price back in Malacca. But before I load them on to my ship, I will sell a supply of rice and textiles from India at the local market. The soil on Ternate is not that good for growing rice and many other crops, that's why they have to sell their spices and buy rice and other goods from other parts of Asia. My ship is not that big, the whole crew is only 10 sailors. This is enough, because we don't have to cross the open ocean like when you sail to India for example. But we are very afraid of pirates. We will sail mostly along the coast and avoid most storms, but we also have to be very careful not to get too close to the rocks in case a storm does come.

D. I started my trip in November in order to use the winter monsoon winds to carry my ship south across the South China Sea, around the coast of Vietnam and towards the Malay Peninsula. I come from a family of traders. My ancestors have been travelling across Asia by sea for hundreds of years. My great-great-great-grandfathers used to stop on the way in the port of Oc-Eo, and then sail to the Isthmus of Kra. From there, they would have to take their goods across the peninsula by land and load onto ships on the other side. But now, we go to the port of Malacca, in the Straits of Malacca. It's a great port! Thousands of traders from all over the world gather there. I will wait in Malacca for several months until the summer monsoons come and my ship can sail with the wind up the Straits of Malacca and across the Indian Ocean.

In India I will sell the silk and the porcelain and buy fine Indian textiles. Then I will head back to Malacca. This way my trip will take longer than a year. However, I will have to wait a few more months for the winter monsoon winds. I will not return to China. It is very dangerous for me to return to China because the emperor has just banned all travel outside of China. And if I come back from my trip, I might be killed for disobeying the emperor's orders.

	Where are they going?	Why are they going there?
A		
B		
C		
D		

Group work

Skills:
Understanding
multiple
perspectives

Choose one of the following roles:

- Imagine you are a Chinese trader. You are carrying Chinese silks and porcelain for sale in India.
- You are a Muslim missionary from India. You want to spread your faith east.
- You are a Portuguese explorer. You want to get to the famous Spice Islands in order to take control of the spice trade in Europe.
- You are a Malaccan trader heading towards Moluccas.

Describe your trip. Here are some questions to help you organise your story. You don't need to answer all of them - include as much information as you want.

- What goods are you carrying?
- How long will your trip take?
- What time of the year are you likely to travel?
- Where are you heading?
- Trace your route on a map.
- What dangers are you likely to meet on your way?
 - What other difficulties might you face?
 - How many people are there on your ship?



3.2 EXPLORATION AND TRADE

KEY WORDS

commodity (*n*) – any item which is an object of trade
integrate (*v*) – grow together, become part of each other, depend on each other
manufacture (*v*) – to produce, make a lot of something
porcelain (*n*) – very fine and expensive kind of ceramic (pottery) traditionally made in China
plantation (*n*) – a very big farm for only one type of crop (cotton, coffee, fruit, etc.)
quantity (*n*) – number of something, amount
route (*n*) – way to go
seafarer (*n*) – sailor, sea traveller
self-sufficient (*adj*) – independent, only relying on yourself
trading post (*n*) – a place set up by an organisation or country for selling and buying things

Preview

Skills: Imagining,
making a story

In the previous section you read about the Straits of Malacca. How can you describe the beginning of European imperialism?

Before 1500, European economies were mostly **self-sufficient**. They traded only a little bit with Asia and Africa.

After 1500, when new sea routes were discovered, European and Asian economies slowly started **integrating**. European political power and commerce both increased in Asia. Trade in profitable **commodities** increased. Eventually, the increase in trade between Europe and other parts of the world caused the development of the modern world capitalist economy.

Exercise**Skills:** Rephrasing

- A.** What does self-sufficient mean?
B. How did Asian economies change after the 15th century?
C. Why did this happen?
D. What was the result?

Group work**Skills:** Asking and answering questions

Read either text A or B below. Ask another group about the other text.

A.

In the late 15th and 16th centuries, European **seafarers** realised that the world is round. Sea trade **routes** opened. Europeans wanted the **manufactured** goods of the East: fine cotton cloth from India, silk and **porcelain** from China. They looked for gold and for spices. They also looked for tea and coffee that did not grow in Europe.

This trade brought the Europeans wealth. They developed ships and set up **trading posts** on different sea routes. Better guns let them use armed force when anyone opposed them. They colonised areas of land to grow crops.

Questions A

1. What important discovery about the world did Europeans make during the 15th-16th century?
2. List at least three different types of goods that Europeans wanted from the East.
3. Which of these goods are grown and which are made?
4. How did this trade benefit Europeans?
5. Did they use force? What for?

B.

By 1700, England, France, Spain, Portugal and Holland all had trading colonies in the Americas and around the shores of Asia. They took slaves from Africa to work on the sugar and cotton **plantations** in the American colonies.

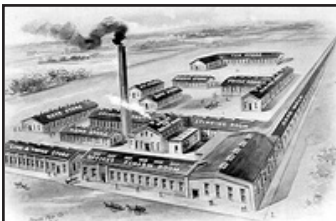
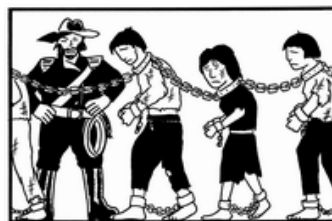
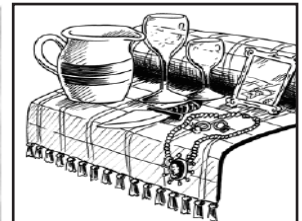
The wealth from this colonial trade helped to develop Europe. The money was used to build the machines and factories that started off the Industrial Revolution. Now people in Europe could produce large **quantities** of goods quickly and cheaply. This developed first in Britain and then in other western European countries.

Questions B

1. Which European countries had colonies in different parts of the world by the 1700s?
2. Who worked on plantations in the American colonies?
3. Name one of the ways that Europe developed as a result of colonial trade?
4. Which country was first to start the Industrial Revolution?

Group work**Skills:** Ordering information

Write a sentence describing each picture
 Put these pictures in order based on Texts A and B.

**a.****b.****c.****d.**

Discussion**Skills:** Reading comprehension

- A. What kinds of products did the Europeans want from the East in the 15th – 16th centuries?
B. What else did they do in Asia at that time?
C. How did the situation change in the 1700s?

3.3 CONQUEST AND SETTLEMENT

KEY WORDS

expansion (*n*) – becoming bigger, spreading
raw materials (*n*) – natural resources, before they are made into something
slogan (*n*) – a phrase that is easy to remember, used to attract people's attention
stage (*n*) – a step or a part of a process
surrender (*v*) – give up

Brainstorm**Skills:** Guessing

- A. What do you think 'Conquest and Settlement' means?
B. What might it refer to?

A

After the first colonies were started, the second **stage** of European **expansion** began. Factories in Europe needed more **raw materials**, such as minerals, palm oil, rubber, and timber. Businesses wanted to sell their manufactured goods, such as engines, clothes, tools, and weapons. European traders went to every continent in search of new sources of raw materials and new markets for their goods.

B

The European powers fought with each other over different territories in the Americas, Africa and Asia. By 1900, the western European powers had shared out much of the rest of the world between them. Russia had moved into parts of Central Asia. Early in the 20th century, Japan took colonies in Eastern Asia.

Group work**Skills:** Reading comprehension

- Answer the questions in groups:
- What raw materials did the Europeans need?
 - Where did they get them?
 - What goods did the Europeans produce?
 - What did they want to do with these goods?

Group work**Skills:** Drawing, imagination, applying information

In your group, draw a set of pictures to demonstrate the exchange of goods and raw materials between Europe and other countries. Look at the pictures from the previous section of this chapter to give you some ideas. Explain your pictures to another group.

New Imperialism

Imperialism was about controlling ports and trade routes by sea. Before the Industrial Revolution, the driving force behind European imperialism was the high demand for goods from Asia. India was already controlled by Britain, but most European powers only had trading posts.

When industrialisation started in Europe, this situation changed. Now what Europe needed was raw materials from Asia, rather than manufactured goods. European countries competed for markets in Asia in order to sell their industrial products. This started a new era in global colonial expansion known as “New Imperialism.” There was a change from trade and indirect rule to formal colonial control of vast overseas territories.

Discussion

- A. How did the western industrialised nations make sure they had access to markets in Asia in order to sell their industrial products?
- B. What is the difference between the first and the second stages of colonisation?
- C. What could Southeast Asians have done to avoid colonisation or the New Imperialism?

Group work

Skills: Ordering
information

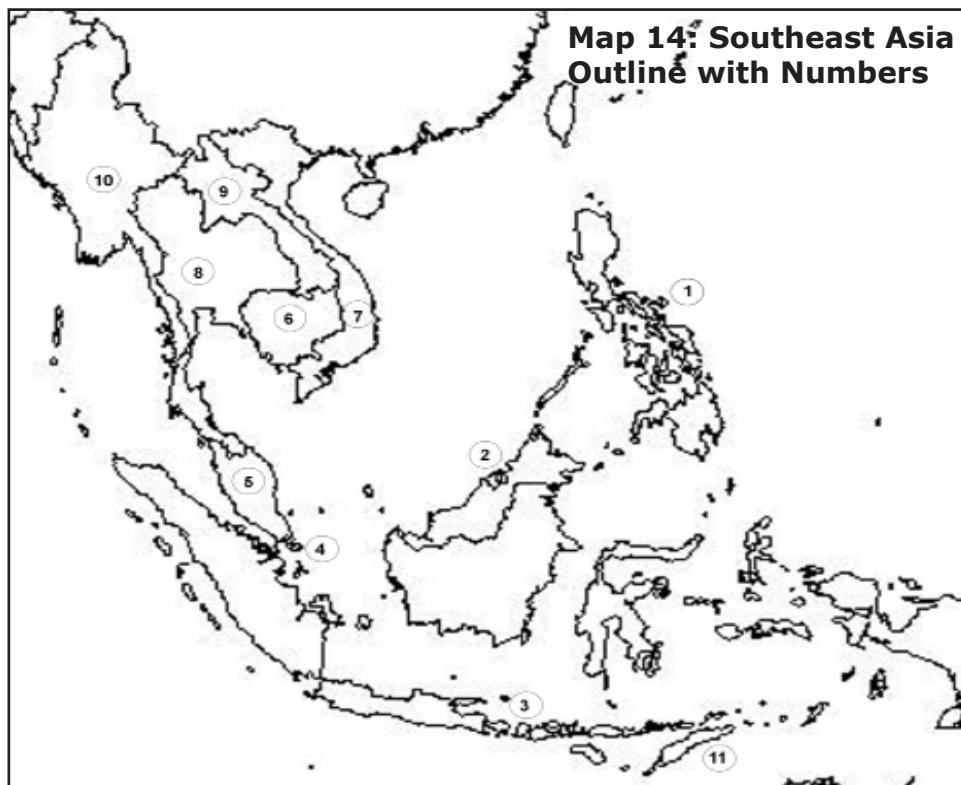
Put these events/developments in order:

- a. Europeans make big profits on trade with Asia and this helps European economies develop. The Industrial Revolution begins.
- b. Europeans discover that the world is round and start looking for direct sea routes to Asia.
- c. Europeans start taking over control of Asian governments in order to sell their goods and take over land for plantations.
- d. Europeans produce a lot of goods in their factories, and they need markets to sell them.
- e. Europeans reach some parts of Southeast Asia and set up trading posts to buy manufactured goods to take back to their countries.

Map work

Who colonised whom? Use a pencil on the outline map below to mark your guesses.

Read the text and correct your pencil marks. Put any additional information on the map.



Europeans first came to Southeast Asia in the sixteenth century. They mostly came for trade, while missionaries also joined the ships as they hoped to spread Christianity in the region.

- In 1511, Portugal conquered the Sultanate of Malacca and so became the first European power to establish a strong presence in the profitable Southeast Asia trade route.
- The Netherlands and Spain followed and soon became the main European powers in the region.
- The Dutch took over Malacca from the Portuguese in 1641.
- Spain began to colonise the Philippines (named after Phillip II of Spain) in the 1560s.
- Acting through the Dutch East India Company, the Dutch established the city of Batavia (now Jakarta) as a base for trading and expansion into the other parts of Java and the surrounding territory.
- Britain (the British East India Company), came relatively late. Starting with Penang, in Malaysia, the British began to expand their Southeast Asian empire. They also temporarily controlled Dutch territories. In 1819, Stamford Raffles established Singapore. It was a very important trading post for Britain in order to compete with the Dutch.

By 1913:

- The British occupied Myanmar, Malaya and the Borneo territories
- The French controlled Indochina (Vietnam, Cambodia and Laos)
- The Dutch ruled the Netherlands East Indies
- The USA captured the Philippines from Spain
- Portugal still managed to hold onto Portuguese Timor

During the period of New Imperialism, nearly all Southeast Asian territories were conquered by the colonial powers. Only Thailand escaped foreign rule, although it was also greatly affected by the power politics of the western powers.

The Japanese

During World War Two, the military leaders of Japan wanted Southeast Asia's rich natural resources. Within six months, the Japanese took over all of Southeast Asia. At first, many people in Southeast Asia welcomed Japanese rule – they believed the Japanese **slogan** 'Asia for the Asians'. They thought the Japanese would be better for Southeast Asian people. But unfortunately the Japanese were as bad as the European colonisers.

When Japan **surrendered** in 1945, the people in Southeast Asia did not want to return to colonialism. Some countries achieved independence with little fighting. Other countries fought many long, hard battles for independence.



Exercise

- A. Why was Japan interested in Southeast Asian countries?
- B. Why did many Southeast Asians welcome the Japanese at first?
- C. What was an important issue for many Southeast Asian nations after Japan surrendered in 1945?
- D. Look at the poster on the previous page. If you were an Asian under European rule, how would it make you feel? Write a slogan in English for the poster.

Free Writing

Skills:
Processing
information

Write about the two stages of colonialism you've learned about.

Think about the following questions:

How did colonialism start?

How did the first stage cause the next?

How did Europeans manage to get control of Southeast Asian nations?

3.4 IMPACT OF COLONIAL RULE

KEY WORDS

artisan (*n*) – a specialist in a craft

career (*n*) – a work or profession that you develop throughout your life

cash crop (*n*) – a crop (rice, coffee, pineapples, opium etc.) that people grow to sell for money

contribute (*v*) – to help, to give something for some cause

decline (*v*) – go down, become less or worse

discourage (*v*) – to say or do things that will make others work less hard

famine (*n*) – hunger, when there is no food in a whole area for many people for a long time

impact (*n*) – influence, result, effect

in full swing – going fully, active

profitable (*adj.*) – brings money

structure (*n*) – order, the way something is organised, the way something works

widespread (*adj*) – common, happens often, can be found everywhere

Brainstorm

What is colonialism? What do you know about it?

Discussion

- A. How did colonial rule influence the life of people in colonised countries?
- B. What different aspects of life were affected?

Economic impact

In Southeast Asia, colonial rule changed the local economy. In Java, Malaya, and Indochina, Europeans set up plantations to produce **cash crops** for export. Because of this, economies of these areas became dependent on European markets.

Europeans also sold factory-made goods to their colonies. They sold cloth, tools, and other products cheaply. This was bad for local crafts. Local **artisans** could not compete with factory-made goods and were forced out of business. As a result, the economies of Southeast Asia became dependent on the industrialised nations for manufactured goods.

Group work

Skills: Prioritising

Outline the most important points of the economic **impact** of colonial rule.

Brainstorm

What social impact did colonialism have on the colonised countries? What about political impact?

Social and political impact

In many colonies, the European rulers replaced the local government. In some countries, like East Timor, the colonial rulers used the local leaders to govern the place. This meant that the basic **structure** of the local society did not get destroyed. It also meant that during the struggle for independence, the people were better prepared to successfully organise their own leadership.



In other places, like in India, the local system of government was replaced by British officials. Indian people were not allowed to become officials and participate in their own government. The century-old local social and political systems were destroyed and people could not practice taking responsibility for their own country.



Foreign rulers built modern transportation systems to make their colonies **profitable**. They also built schools and universities to train local people for **careers** such as administration, teaching, and medicine. Education had results that colonial rulers didn't think about. It created and educated a middle class and **contributed** to the growth of nationalism.



A very important result of colonialism was the establishment of borders. Before the Europeans arrived in Southeast Asia and began controlling territories, there were no formal borders between different countries. Country borders were very informal and usually changed gradually. The different countries were often divided by rivers or mountain ranges. People could move freely from one area to another, if they wanted. Many minority peoples and hill tribes lived in the mountains between countries. They were not really controlled by the governments of any particular country.

Group work

Skills: Reading comprehension, using a table

- A. What were the two different styles of colonial governments?
- B. What do you think were some of the results of the new European borders in Southeast Asia?
- C. What were the economic impact, the social impact, and the political impact of colonialism? Put your answers in this chart.

Economic Impact	Political Impact	Social Impact

Exercise**Skills:**
Summarising

Read the text about the social and political impact of colonialism again, carefully. Then, write a one or two sentence summary of each paragraph.

Group work**Skills:** Reading
for specific
information

The text below talks about the influence of colonial rule on India. Which aspect of life does it talk about: politics, society, economics, religion, or other?

By the mid-1800s, the Industrial Revolution was **in full swing** in Britain. British factory owners saw India as a market for their goods. They **discouraged** local Indian industries. They also pushed for laws to limit British imports of Indian-made goods. As a result, Indian industries **declined**, locally made goods disappeared, and Indians had to buy British-made products instead.

To pay for British imports, Indians had to raise cash crops such as tea, pepper, coffee, and cotton. As Indian farmers grew less food, **famines** became frequent and **widespread**.

These changes helped to destroy the traditional Indian economy and tie India economically to Britain.

Exercise**Skills:** Reading
comprehension,
outlines

- A.** By the mid 1800s, what kinds of goods did India mostly import?
B. What goods did India export (sell to other countries) at that time?
C. How did this affect the traditional Indian economy?
D. Read the following four outlines. Choose the best outline for the text above:

- 1.**
 - By the mid-1800s India needed more markets for their manufactured goods.
 - Britain was forced to buy these goods.
 - This discouraged British industries.
 - Britain grew more cash-crops and less food for its people.
 - As a result, Britain became economically dependent on India.
- 2.**
 - Famines became frequent and India became economically dependent on Britain.
 - India was forced to buy these goods.
 - India grew more cash-crops for export and less food for its people.
 - Britain needed a market for their manufactured goods.
- 3.**
 - Britain needed a market for its manufactured goods.
 - India was forced to buy these goods.
 - This discouraged local Indian industries and put them out of business.
 - India grew more cash-crops for export and less food for its people.
 - As a result, famines became frequent and India became economically dependent on Britain.
- 4.**
 - By the mid-1800s, the Industrial Revolution was in full swing in Britain.
 - British factory owners saw India as a market for their goods.
 - They discouraged local Indian industries.
 - They also pushed for laws to limit British imports of Indian-made goods.
 - As a result, Indian industries declined, locally made goods disappeared, and Indians had to buy expensive British-made products.

Case study

Raina comes from a family of weavers. Her mother, grandmother and great-grandmother were all traditional weavers. They all supported their families by making beautiful traditional fabrics. Their family used to have a shop in the market where they sold their fabrics. The family was never rich, but they always had enough for their needs.

Raina learned the art of traditional weaving from her mother. Since the country has been colonised by Britain it has become more and more difficult to make a living with traditional crafts. Ships arrive regularly with cheap fabrics made in Britain. These fabrics are cheap because they are made using machines. It is very easy to make a lot of fabric with the same design. This makes the price very low compared with the hand-made fabrics of excellent quality that women like Raina can make. People choose the factory-made goods from Britain because they are cheaper. Now, Raina cannot make a living using her skills any more. She had to close her shop and go to work as a maid for a rich family in town. She cannot afford to send her children to school anymore. A lot of traditional weavers and other crafts people have lost their business because of the cheap factory-made goods from Britain.

Discussion

Skills: Applying information, decision making

- A. What is this story about?
- B. What impact of colonialism is described here?
- C. What other aspects of life would also be affected? (What are the political/social/economic impacts?)
- D. Is it better to make things by hand or in a factory?

Group work

Skills: Roleplay, making questions, interview skills

In this activity you will act out an interview with a partner.

One of you will be Raina and the other will be a journalist. To prepare, the journalist should make a list of questions he or she wants to ask Raina about her life. Raina should prepare by making notes about the most important points in her life from the text above.

3.5 GROWING NATIONALISM & INDEPENDENCE

KEY WORDS

affairs (*n*) – issues
oppressive (*adj.*) – strong, wants to control others
resist (*v*) – keep away, not give in to something
retreat (*v*) – to pull back from, withdraw from or move away or backwards from
stress (*v*) – to emphasise or point out the importance of something
timber (*n*) – wood, after you cut it but before you make something with it

Preview

What is nationalism?
What do you think this text is about?
You have 5 minutes to write everything you can think of about nationalism.

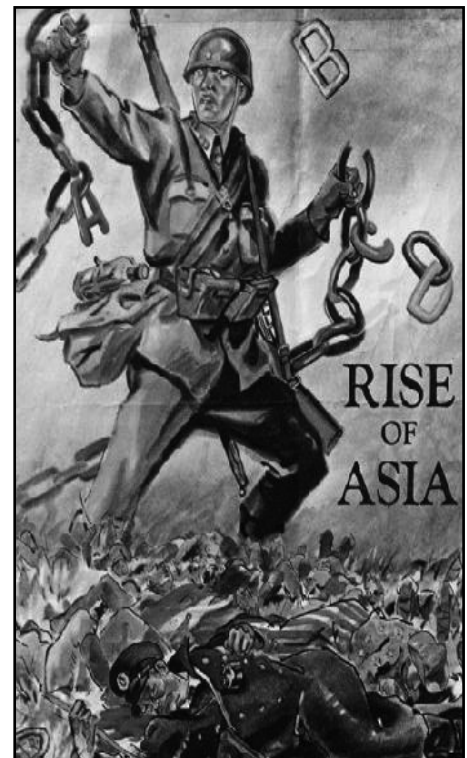
Discussion

Discuss what you wrote.

By the early 1900s, nationalist movements were developing throughout Southeast Asia. Nationalists took pride in the history and traditions of their people. Everywhere, they organised forces to win independence.

During WWII, Japan conquered most of Southeast Asia. At first, some Southeast Asian nationalists welcomed the Japanese. They were glad to see the French, British, and Dutch forced to **retreat**. The Japanese tried to encourage local support. They **stressed** the need for cooperation among Asian peoples. In Buddhist countries, they stressed their shared religion.

Japanese troops, however, tortured and killed people who were against them. Nationalists who had opposed the European colonial powers soon switched to fighting the Japanese. The Allies sent arms to local groups that **resisted** the Japanese. As a result, by 1945, many Southeast Asians were well-armed, experienced guerrilla fighters.



Discussion

Skills:

Expressing
an opinion,
organising
information

- A. What did the nationalists of the 1900s want?
- B. Why do you think the people in the colonies wanted to get independence? List some reasons. How many reasons can you name? Organise your reasons into some categories such as social, religious, cultural, political, environmental, etc.
- C. Look at the Japanese war poster to the right. If you were an Asian in a European colony, how might it make you feel? How is it different from the poster on page 47?

Read the following story about the small country of Zembla. Zembla is an imaginary country – it doesn't really exist.

Case study

For the past hundred years, Zembla has been a colony of one of the powerful European nations. The colonial rule has never been very **oppressive** – the colony is governed through local leadership systems. Zemblans have control over their internal **affairs** – such as education and religion.

Zembla is rich in **timber** and has traditionally grown enough rice for its own people and also for export. Zembla doesn't have much oil or gas resources.

For centuries, Zemblan artisans have made very fine cotton cloth, the best in the region, and also very special porcelain that is famous around the world. However, lately there have been more and more cheap products from Europe around, so local crafts have been forced out of business. Also, large areas in Zembla are used for banana and coconut plantations. The fruit is grown to be sold overseas. Poor people have to work on these plantations to make some money and they can't grow rice for themselves.



Group work**Skills:** Making presentations

Imagine that you and your group are Zemblan nationalists. You are starting a Zembla Independence political party. You have to explain your position to the people and make arguments for fighting for independence. Make sure you cover the following points in your presentation:

- What is your party platform? This means, what is your objective, what are you trying to achieve?
- What are the reasons for trying to get independence? Why does your party believe that Zembla should become independent?
- Organise your arguments into a presentation.
- Explain your position to the people so that they will follow you.

Now give your presentation in front of the class.

Case study**Nationalism in Vietnam****KEY WORDS**

decisive (*adj.*) – definite, ready to make decision

invasion (*n*) – forceful entry into a new area; conquest

pull out (*v*) – to remove or withdraw

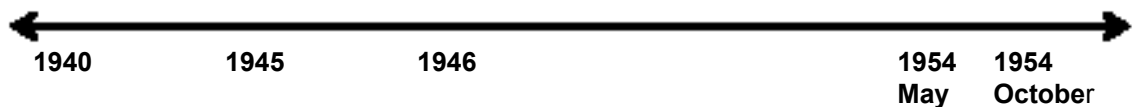
siege (*n*) – when a city is completely surrounded by enemy army for a long time

sovereignty (*n*) – not controlled by outside sources; the ability to govern one-self

surrender (*v*) – to give up or accept defeat

Preview**Skills:** Timelines

Before you read, look at this timeline:



- What do you know about events in the world during these years?
- What about in Southeast Asia? In your country?
- What do you know about Vietnam during these years?
- Can you put some events on this timeline?

Preview**Skills:** Scanning

Scan the story and list all the countries that were involved in the history of Vietnam between 1940 and 1954. Do you know what role they had?

Vietnam: Part One

In 1940, during World War II, the French gave up control of Vietnam to Japan. Ho Chi Minh, the Vietnamese independence leader, saw a chance to free his country. He created the League for the Independence of Vietnam, also called the Vietminh. The Vietminh began fighting the Japanese and successfully resisted the **invasion**. On 2 September 1945, Ho Chi Minh gave a speech that announced his nation's freedom.

After WWII, the French wanted to get back their control of Vietnam. In 1946, Ho Chi Minh and the Vietminh began to fight against French forces for their independence. France was supported with money and help by the USA, and also by some Vietnamese. The war continued for years. Finally, in May 1954 a **decisive** event took place at Dien Bien Phu, a village in north-west Vietnam. There, over 10,000 French soldiers **surrendered** after a 55-day **siege** and France decided to leave Vietnam.

Exercise

Skills: Reading for details and specific information

- What organisation did Ho Chi Minh start?
- Why did the Vietminh start fighting again after WWII?
- Why was it particularly difficult for the Vietminh to fight the French?
- Why did the French finally leave Vietnam?

Vietnam: Part Two

Ho Chi Minh thought Vietnam had won its independence. But in October 1954, the USA and other nations decided on a different plan for Vietnam. The Geneva Accords agreement divided the country into two nations, North Vietnam and South Vietnam. Saigon became the capital of the South, Hanoi the capital of the North. Ho Chi Minh became leader of the Communist-supported North Vietnam. South Vietnam was supported by capitalist nations.

The USA and some other European nations did not want Vietnam to be independent and Communist. After WWII, the capitalist countries tried to stop the spread of Communism. They were afraid that if Vietnam became Communist, other countries in Southeast Asia would also become Communist.

Map 15: Vietnam



Exercise

- Did Vietnam become independent after 1954?
- What was the decision of the Geneva Accords?
- What was the difference between North Vietnam and South Vietnam?
- Why did the USA not want Vietnam to be Communist?

Group work

Skills: Timelines, summarising

- Now, complete the timeline you looked at before reading the story.
- Describe the obstacles that Vietnam faced in its struggle for Independence.

Exercise

Skills: Matching information

Match the date with the event:

1940	Japan takes control of Vietnam from France
1945	The Vietminh begin fighting the French
1946	End of the Dien Bien Phu siege
MAY 1954	Vietnam is divided into North and South
OCT. 1954	Ho Chi Minh proclaims independence for Vietnam



Vietnam: Part 3

In the early 1960s, the US built up a military presence in South Vietnam. At the same time, the Soviet Union was supplying the North Vietnamese army. A guerilla war had been going on for years in South Vietnam. In 1964, the US launched its first attack on North Vietnam.

The war soon spread into neighbouring Laos and Cambodia. Millions of civilians were killed in both North and South Vietnam. Thousands of American soldiers were killed too and the US began **pulling out** its troops.

The Paris Peace Accords on January 27, 1973 formally recognised the **sovereignty** of both North and South Vietnam. American combat troops were withdrawn by March 29, 1973. Limited fighting continued, but all major fighting ended. Then, in 1975, the North once again invaded and overpowered the South. The country was reunified under the communist rule as the *Socialist Republic of Vietnam*.

Exercise

Skills:
Summarizing

Add new information from the text above to your timeline, then write a summary for this section, using only the most important points to tell the history of modern Vietnam in your own words.

3.6 CHALLENGES FOR NEW NATIONS

After winning independence from the colonisers, the new nations of Southeast Asia faced many challenges. Under colonial rule, they had little experience of self-government. After independence, leaders had to organise diverse cultural and ethnic groups into unified nations. Almost all of these new nations faced severe economic problems. Many Southeast Asian nations have not been able to achieve political stability since independence. Some escaped European colonialists only to fall under the political control of more powerful Asian neighbours. Most new states in Southeast Asia fought civil wars for years after independence. In some countries the wars still haven't stopped.

Discussion

- A. What challenges did the new nations in Southeast Asia face?
- B. Can you think of some examples of newly independent nations in Asia that experienced any of the difficulties mentioned above?
- C. What kinds of difficulties did they experience?

Preview

The next text gives the background to East Timor's struggle for independence. These paragraphs define the conflict of East Timor. Read the text and decide: what is the conflict?

Group work

Skills: Scanning,
reading
for specific
information, using
a chart

- A. Scan the text about East Timor and find all the participants in this conflict.
- B. In your group, identify what the participants wanted and why they wanted it.

Put the information your group collected into this chart:

Who	What they wanted	Why they wanted it

KEY WORDS

abdicate (v) – to step down from a position of authority or give up power, especially when royalty gives up their throne

assert (v) – to strongly defend or insist

commando (n) – a member of a military unit trained for guerilla attacks

occupy (v) – to seize control of a place and live there

repressive (adj) – to restrict the actions of others, sometimes forcibly

The story of East Timor

When the Dutch left Indonesia, the western part of the island of Timor was given to Indonesia. However, East Timor, in the eastern part of the island, was a Portuguese colony.

The colonial experience of East Timor was different from the rest of Indonesia. The Portuguese were not very **repressive** rulers. They did not replace local institutions of power with their own. Instead, they used local laws and rulers as much as possible. As a result, East Timor's traditional social structures were largely left unharmed.

By the mid 1970s, colonialism became unpopular in Portugal. The new government of Portugal wanted to get rid of East Timor. They wanted East Timor to be peacefully integrated with Indonesia. They did not want to take responsibility for what happened in East Timor.

The East Timorese did not like this decision. Because of their different colonial experiences, the people of East Timor had nothing in common with the rest of Indonesia. The East Timorese were mostly Catholic, while the majority of Indonesians were Muslim. In the 1960s, Indonesian authorities and the military treated the minorities in west Papua badly. People in East Timor knew about this. The East Timorese did not want to integrate with Indonesia.

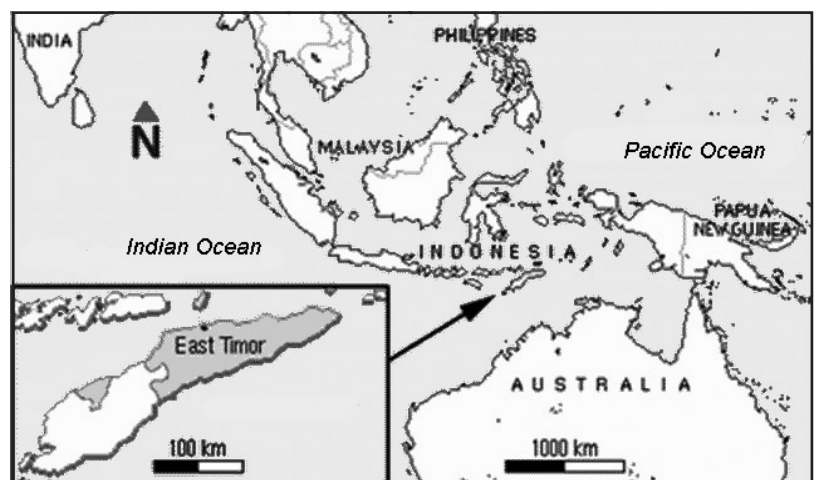
The Indonesian government liked the idea of Portugal leaving East Timor, but they did not want East Timor to become an independent country. The government in Jakarta did not want to give the rest of the provinces in east Indonesia an example of independence. Besides, East Timor was relatively rich in resources that Indonesia wanted.

The beginning of the struggle

In 1975, 'Operation Komodo' began - a land, sea and air attack of East Timor by Indonesian **commandos**. Meanwhile, the small but determined political parties in East Timor joined together to oppose Indonesia. The leading party in this fight was named Fretilin.

Preview

Do you know what happened next?



Map 16: East Timor

Laos

Laos was controlled by Siam (Thailand) in the 18th and 19th centuries. At the end of the 19th century, Siam handed it over to France. During World War II the country was **occupied** by Japan. Laos declared its independence in 1945, but the French re-**asserted** their control. In 1950 Laos was granted semi-autonomy as an “associated state” within the French Union. The French remained in control until 1954, when Laos gained full independence as a constitutional monarchy.

During the Vietnam War a civil war started in Laos. The North Vietnamese army supported the Pathet Lao insurgency. The North Vietnamese Army invaded and occupied portions of eastern Laos. The United States bombed Laos in order to try to destroy North Vietnamese bases in Laos.

In 1968 the North Vietnamese Army attacked the Royal Lao Army. The war continued for many years. In 1975 the communist Pathet Lao overthrew the royalist government. They were helped by the Soviet Union and the North Vietnamese Army. King Savang Vatthana **abdicated**. The Pathet Lao government signed agreements that gave Vietnam the right to send military forces and to appoint advisors to help in overseeing the country. Control by Vietnam was slowly replaced by a relaxation of economic restrictions in the 1980s and admission into ASEAN in 1997.

Exercise

- A. Which countries have controlled Laos throughout its history?
- B. How did the Vietnam War affect Laos?

Discussion

Skills: Giving reasons

- A. Was Laos at war with the US?
- B. Why did the Soviet Union and the North Vietnamese Army support the communist Pathet Lao?

Exercise

Skills: Applying information

- A. Which of the challenges described on page 55 did Laos face?
- B. Which of the challenges described on page 55 did East Timor face?

Free Writing

Spend up to 15-20 minutes writing about how your country freed itself from colonisation. What challenges did your country face then? What challenges does your country face now?

If you don't want to write about your own country, pick any country in Southeast Asia to write about.



Map 17: Laos

3.7 REVIEW

Comprehension

Answer the following questions without looking at your book:

1. What were the two major trade routes through Southeast Asia?
2. Before the arrival of the European colonialists, who travelled through Southeast Asia?
3. What was the most important item of trade for Europeans?
4. Why did nationalism start in Southeast Asia?
5. What did the early nationalists want?

6. Who first colonised Vietnam? Who colonised Vietnam next?
7. What happened to Vietnam after WWII?
8. Who first colonised East Timor? Who colonised East Timor next?

Explaining

Answer the following questions in your own words:

1. Why was the spice trade so important for Europeans?
2. What were some advantages and disadvantages of living on the Straits of Malacca in ancient times?
3. Describe the first stage of the European expansion into Southeast Asia.
4. Describe the second stage of the European expansion into Southeast Asia.
5. Why did many Southeast Asians welcome Japanese imperialism during World War II?
6. Describe the economic, social, and political impacts of colonial rule on Southeast Asia.
7. Describe the two different styles of colonial rule.
8. How did Vietnam finally gain independence?
9. Describe at least five challenges that new nations in Southeast Asia often faced after gaining independence.

Definitions

Write a definition in your own words for the following terms:

1. Conquest and settlement
2. Colonialism
3. Self-sufficient
4. Nationalist

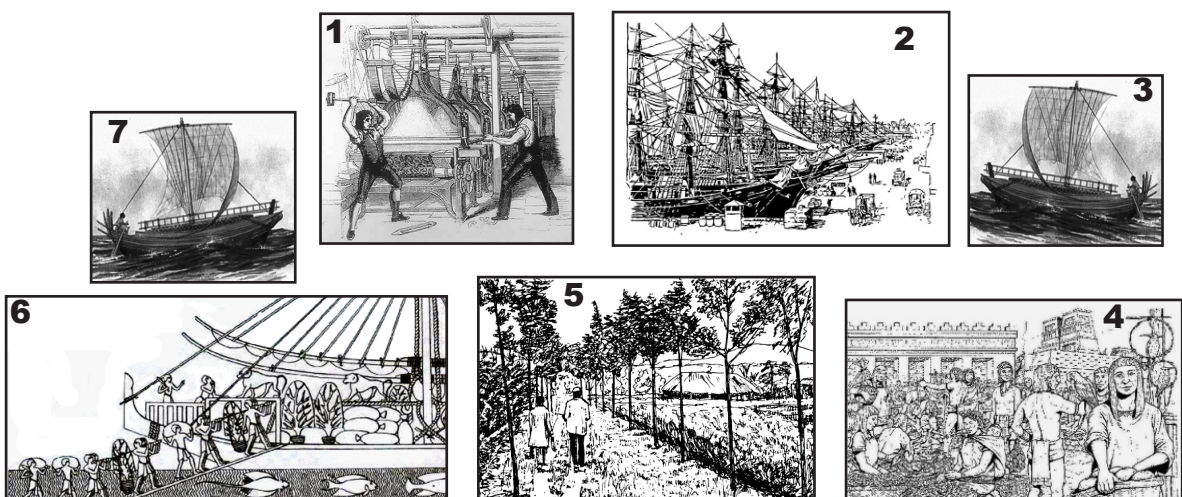
Explaining

Explain, in your own words, why many people in Southeast Asia wanted independence from their colonisers by fill in the following table:

Reasons for Independence		
Political	Social	Economic
1.	1.	1.
2.	2.	2.
3.	3.	3.

Explaining

Write a description for each picture which explains the second phase of European colonialism in Southeast Asia



5. Example: European colonies produce raw materials.

4. Modern Southeast Asia



In this chapter you will study:

- about the Association of Southeast Asian nations, how it started and the challenges it faces today
- the role of India and China in modern day Southeast Asia
- recent political change in Indonesia, East Timor, Thailand and Cambodia

At the end of this chapter you will be able to:

- describe the main goals and activities of ASEAN
- identify some strengths and weaknesses of ASEAN
- identify some similarities and differences between the economies of India and China
- describe the political and economic relationships between India and China and other countries in Southeast Asia
- identify the key factors which lead to Suharto's downfall in Indonesia
- describe how East Timor responded to its post-colonial challenges
- analyse recent political events in Thailand
- describe the consequences of Cambodia's civil war

4.1 THE ASSOCIATION FOR SOUTHEAST ASIAN NATIONS (ASEAN)

Exercise

Test your basic knowledge about Southeast Asia by taking this short quiz. Don't worry if you don't have all the answers now. You'll learn more soon.

ASEAN General Knowledge Quiz

- a. How many countries joined when ASEAN was first formed? Can you name them?
- b. If you took an airplane from Sri Lanka to Hong Kong you would pass over five countries. Name any two.
- c. True or False: ASEAN members are all democratic governments.
- d. Which of the following countries is a member of ASEAN?
a) China b) India c) Japan?
- e. True or False: some ASEAN members have more power over group decisions than others.
- f. What are some of ASEAN's main objectives?
- g. Which ASEAN members have had civil conflict in the past ten years?
- h. Which ASEAN members have had economic problems in the past ten years?
- i. Which nation hosted the Southeast Asian games in 2009?

KEY WORDS

alliance (*n*) – the joining of two or more groups in order to achieve an objective together

declaration (*n*) – a statement or an announcement

initiative (*n*) – the first step in a process

nuclear (*adj*) – a chemical reaction which can produce highly destructive power, e.g. for nuclear weapons

haze pollution (*n*) – impure air caused by too much smoke, dust or other dry particles, usually caused by traffic, industry or fires

Discussion

Skills: Prediction

- A. Why do you think the ASEAN was started?
- B. What issues do you think it would be involved in?
- C. What do you think are the successes or problems might be of an organisation of countries working together like this?

ASEAN: Background

In 1961, the Philippines, Malaysia and Thailand joined together in an **alliance** called the Association of South East Asia (ASA). The ASA became a platform for the Bangkok **Declaration**, an agreement signed by five countries: Indonesia, Malaysia, the Philippines, Singapore and Thailand. ASEAN came from the geo-political and economic arrangements set out in the Bangkok Declaration. In 1984, Brunei Darussalam joined the group. Vietnam became the seventh member in 1995, followed by Laos and Myanmar (1997). Cambodia joined ASEAN after resolving its own political struggles in 1999.



Exercise

Skills: Reading comprehension

A. What kind of agreement was the Bangkok Declaration?

B. Who were the members of ASEAN in 1999?

ASEAN: Objectives

In the beginning, ASEAN had four main objectives: to increase economic growth, encourage social progress, develop local culture, and protect peace and stability in the region.

In 1997, there was a financial crisis in Asia. ASEAN members met to discuss their economic objectives in Chiang Mai. They decided to integrate the smaller ASEAN economies with the larger economies in the region such as China, Japan and South Korea.

In order to preserve peace and stability, ASEAN members signed the Southeast Asian **Nuclear-Weapon-Free Zone Treaty** in 2001. The treaty aims to rid the region of nuclear weapons.

In 2003, ASEAN members recognised that democracy was a key element to regional stability by signing the Bali Concord II. The Concord states that all ASEAN members believe in the democratic process. Non-democratic members all agreed that members should try to achieve democratic processes.

In the 21st century, ASEAN added the protection of the environment to their list of objectives. In order to reduce **haze pollution** in Southeast Asia, members signed the ASEAN Agreement on Trans-boundary Haze Pollution in 2002. Unfortunately the **initiative** was not successful and haze has continued to be a large problem.

Exercise

Skills: Reading comprehension, restating information

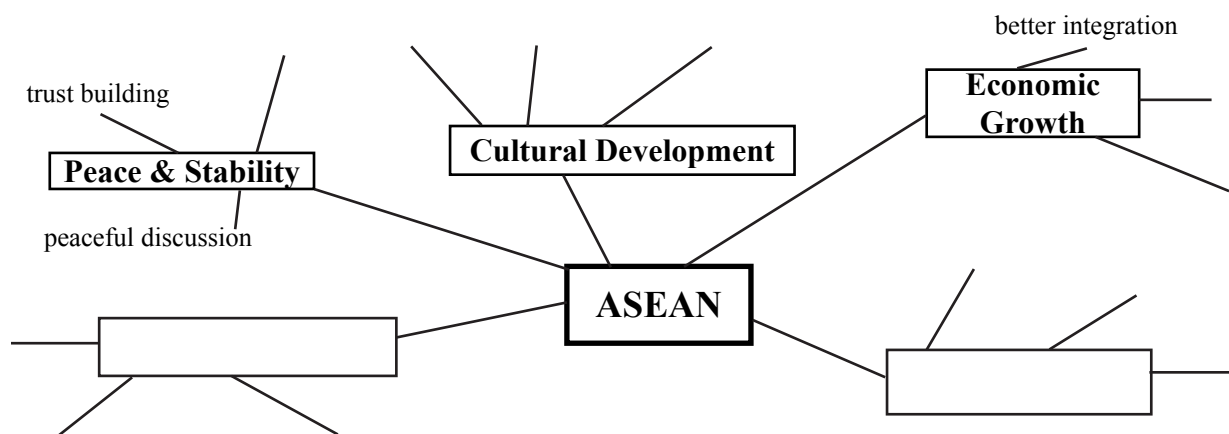
Using both of the texts about ASEAN, explain in your own words what important events happened in Southeast Asia on each of the following dates:

- a) 1967
- b) 1984
- c) 1997
- d) 2002
- e) 2003

Groupwork

Skills: Mind-mapping

Complete the mind map below with the information from the text about the activities of ASEAN and add more ideas of your own on what kinds of issues ASEAN would or should be involved in.



KEY WORDS

confrontation (n) – a hostile face to face disagreement

consensus (n) – general agreement

to intervene (v) – to enter into a situation to change its course or resolve it

interference (n) – unwanted involvement in the affairs of others

vulnerability (n) – a feeling of weakness or of being open to attack

ASEAN: Challenges

Many ASEAN members gained independence fairly recently and began the process of nation building. Since many ASEAN members are also quite small in size, this can lead to a sense of **vulnerability** among members.

When countries join together to achieve common objectives, they often have to compromise in order to come to an agreement. Compromise means sometimes giving up what you want or some power that you have. Smaller countries may be fearful of the larger countries, and may not want to give up power to them.

In order to work together, therefore, ASEAN members have agreed to principles of non-**interference**, **consensus**, non-use of force, and non-**confrontation**. The principle of consensus means that every member of the organisation has the right to veto a decision. Every member must agree before any decision is made. Non-interference means that no country will get involved with another country's problems unless they are asked to help by that country.

Critics of ASEAN say that consensus among so many independent nations is too difficult to maintain and will interfere with the group's ability to make decisions. They say that consensus weakens ASEAN and its image. The principle of non-interference has made ASEAN incapable of dealing with big problems such as haze pollution in Indonesia and Malaysia. In these situations, many say countries should **intervene**.

Exercise

Skills: Reading comprehension

- A. Why is it difficult for different nations to work together?
- B. Describe in your own words how ASEAN members make decisions.
- C. What are two advantages of non-interference, consensus and non-confrontation? What are two disadvantages?

Exercise

Skills: Making definitions

Using the text, what is another way to say the following:

- a) compromise
- b) consensus
- c) non-interference

Exercise

Skills: Creating cartoons

In 2009, Thailand's Department of ASEAN Affairs created a cartoon book to teach children about ASEAN's history, goals and activities. The cartoon is about an alien who makes ten friends, one from each ASEAN member country.

Draw a cartoon to illustrate what you have learned so far about ASEAN.



4.2 MODERN DAY INDIA AND CHINA

India



China



KEY WORDS

condemn (v) – to criticise, blame or express strong disapproval
to impose (v) – to make somebody or something accept a rule or a status
investment (n) – spending money to bring profit or for income
militant (n) – a person who acts aggressively or violently to support a political or social cause
partition (n) – the process of dividing a region into parts
reform (n) – improvements made by removing problems or weaknesses
rival (n) – an enemy or opponent
sanction (n) – penalty, pressure or punishment (of/on a country) for breaking an international law

Brainstorm

What do you know about recent issues and events in China and India?

Exercise

Skills: Matching
titles and
information

Read through the following outline of the most recent events in India and match the titles below to the appropriate section of the outline.

A.

Economic Development

B.

Resources

C.

Peace and Conflict

D.

Nuclear Activity

1.

When India gained independence in 1947, Pakistan was separated into a new country through a process called **partition**. Since that time, India and Pakistan have been **rivals** fighting over land along their shared border, Kashmir. Fighting in Kashmir continued on and off until 2004, when the countries began working towards peace. The peace process lasted until November 2008, when a bomb exploded in Mumbai. Indian police blamed the bomb on Pakistani **militants** and the peace process has been on pause since that time.

2. At the end of the 1980's, India began economic **reforms** including opening up the country to foreign **investment**. Economic relations between India and most of the world's most powerful economic forces are good. Since the reforms began, India's middle class has grown and so has its skilled workforce.
3. In May 1998, India carried out nuclear tests. Weeks later, Pakistan did the same. Both tests were **condemned** by international community and many people were concerned about regional stability. Reacting to the nuclear activity, America **imposed sanctions**.
4. India has the third largest reserves of coal in the world as well as oil reserves off the coast. As the country develops, however, India cannot keep up with the demand for more energy. Internal oil production accounts for only 25 per cent of demand. The need to import such large quantities of oil and natural gas has influenced India's political relationships with countries in the region.

KEY WORDS

collective farm (*n*) – A farm or a group of farms organised and managed and worked cooperatively by a group of workers under state supervision, especially in communist countries

corruption (*n*) – the use of someone's power or trust for dishonest gain or the accepting of money by someone in a position of power to do something illegal or immoral.

enterprise (*n*) – a business activity

eviction (*n*) – to force somebody to move off a piece of land or property

to execute (*v*) – to kill or to put someone to death as punishment

to export (*v*) – to send a product to another country for sale

invade (*v*) – enter or attack a territory by force

labour camp (*n*) – a camp for holding prisoners who are forced to do physical labour or work

to oppose (*v*) – to argue or fight against

strained (*adj*) – tense, not natural or relaxed

surplus (*n*) – amount left over after what is needed has been used

piracy (*n*) – the illegal copying, distribution or use of a product

seizure (*n*) – the action of taking hold of something, the capture of something

Exercise

Skills: Making titles

Read through the following outline of the most recent events in China and write your own titles for each section of the outline.

1. In the early 1980s China removed **collective farming** and allowed private **enterprise**. Now it is one of the world's top **exporters** and foreign investment is very extensive. It is also investing billions of dollars abroad.
2. Relations with trading partners have been **strained** because of China's huge trade **surplus** and the **piracy** of goods. China currently produces large numbers of goods for fairly low prices. Trade partners would like China to increase the value of currency and reduce the number of its exports.

3. Some people believe that the change from state-owned industry to private enterprise has had both economic benefits and social costs. China has seen increasing unemployment and social instability. Urban areas have benefited much more than rural areas from the economic changes. In rural areas, **corruption**, land **seizures** and **evictions** are common.
4. Changes in the Chinese economy have increased the country's energy requirements. Every year, China spends billion of dollars on importing energy supplies. China has been investing in the development of hydropower projects including spending \$25 billion on the Three Gorges Dam project.
5. The biggest political party in the world rules China. The Communist Party keeps strict control over the population of China and punishes those who directly **oppose** their politics as well as those who are seen as threatening. Civilians can be sent to **labour camps** and hundreds of people every year are **executed**.

Exercise

Skills: Main idea

The information about China and India was mostly about... (circle two)

- a) Politics b) Geography c) Culture e) Economics f) History

Exercise

Skills: Reading comprehension

- A. What are the main challenges faced by India and China today?
 B. What have been some of the achievements made by India and China recently?
 C. Which country do you think has more power over Southeast Asia today, India or China?

KEY WORDS

entrepreneurship (*n*) – the action of starting one's own business or enterprise
literacy (*n*) – the ability to read or write
multinational corporation (*n*) – A company operating in more than two countries
per Capita GDP (*n*) – a country's total yearly income divided by its population
per Capita GNP (*n*) – the total market value of all the goods and services produced by a country

Comparing the economies of China and India

Both China and India would like to increase their political and economic power in the international community.

China is politically powerful on the world stage and is a permanent member of the UN Security Council along with France, Russia, the United Kingdom and the United States.

Both China and India have experienced strong economic growth since 1980. Both countries have opened up their economies to international trade and investment. China has struggled to develop private **entrepreneurship** while India has had difficulty encouraging **multinational corporations** to operate in the country.

Between 1980 and 2005, China's **per capita GDP** growth averaged 8 per cent. In contrast, the rate of growth for India's GDP during the same period was half that. By 2003, China's **per capita GNP** was 70 per cent higher than that of India. In addition, China's economy is more than twice as large as India's.

Living standards are better in China than in India. The poverty rate is higher in India than it is in China and the rate of **literacy** among adult females is lower in India. Life expectancy in China is eight years higher than that in India.

Discussion

Skills: Expressing opinions

From the text, complete the table below with information about India and China today. Then decide with your partner which country you think is more powerful.

Indicator	China	India	Winner
International political power	<i>Member of the UN Security Council</i>	<i>Member of the UN</i>	
International trade and investment			
GDP (1980 - 2005)			
GNP (2003)			
Size of economy			
Poverty rate			
Literacy rate			
Life expectancy			

KEY WORDS

dependant (*adj*) – relying on something or someone else

forge (*v*) – to create or make

intense (*adj*) – very strong or to a high degree

China and India: Rivals or Partners in Southeast Asia?

When the Cold War ended at the beginning of the 90s, India faced two main challenges. First, India lost a source of cheap imported oil when the Soviet Union fell. Secondly, oil prices rose as a result of the Gulf War.

The need to find new sources of oil in the international market changed India's political relationships with other countries. India joined the Asia Pacific Economic Cooperation (APEC) and the Asia Europe Meeting (ASEM). India increased its relations with Southeast Asian countries and attempted to become less **dependent** on North America and Europe.

ASEAN members also wanted to reduce their dependence on Western countries and welcomed India as partner in the fields of trade, investment and tourism. In 1996, India began participating in the ASEAN Post-Ministerial Conferences and the ASEAN Regional Forum (ARF). In 1998, India made a particular attempt to **forge** stronger ties with Cambodia, Laos, Myanmar, and Vietnam.

In the middle of the 1990s the relationship between China and America improved and competition for power between China and India became more **intense**.

Although India has continued to forge strong ties with regional groups in Southeast Asia, competition with China continues both politically and economically.

Exercise**Skills:** Reading comprehension

- A. Why did India have to pay more for oil after the Cold War?
- B. What action did India take to regain some of the economic power that it lost after the Cold War?
- C. Why was a good relationship between the U.S and China a bad thing for India?
- D. What projects may have helped to improve relations between India and Southeast Asia?
- E. Why are good relations with Southeast Asia important for India? Explain.

Discussion**Skills:** Expressing opinions

- A. Which country do you think has gained more power in Southeast Asia: India or China?
- B. In what way have they been more successful?

KEY WORDS**arms** (*n*) – weapons**memorandum** (*n*) – a written reminder**port** (*n*) – a harbour town or city where ships may take on or unload goods**Case Study: China and India Compete for Burmese Resources**

Myanmar's shoreline stretches almost 1,000 miles from the border of Bangladesh to the coast of Thailand and is largely undeveloped. There are at least ten trillion cubic feet of natural gas in the waters offshore as well as the possibility of oil. Both of these resources hold a lot of interest for both India and China.

India was the first to contact Myanmar about the purchase of 5.6 trillion cubic feet of natural gas known as undersea block A-1. The block is located in the Shwe gas field, near the **port** of Sittwe.

While India was investigating the construction of a 960-mile pipeline to transport the natural gas, China began expressing interest. Both China and India would like to sign a **memorandum** of understanding with Myanmar to get official and total access to the gas.

Both China and India will have to invest billions to create a system to transport the gas and without a secure 20 year deal over rights to the A1 field, neither country is sure the investment will pay off. India needs to invest about \$3 billion to build a pipeline past Bangladesh to transport the gas to Assam and Mizoram States. China wants to build a pipeline up the Irrawaddy river valley to take the gas to Yunnan Province and into China.

China may build a oil pipeline in Myanmar even if it doesn't buy the A-1 gas. A pipeline through Myanmar could save almost 2,000 miles off the current oil transportation route.

India may still build a port in Sittwe even if it doesn't buy the A-1 gas. the port will allow India to transport goods quickly and inexpensively up the Kaladan river and into north-eastern India.



Map 17: Myanmar, China and India

Exercise**Skills:** Reading comprehension

- A.** What exactly do India and China want from Myanmar?
B. What does China need to do to get the gas? What does India need to do?
C. What other interests do China and India have in Myanmar?

Discussion**Skills:**
Advantages and disadvantages, defending an opinion

Who should get the gas in Myanmar? Should the gas be sold to the country with the most money? The country with the most political power or the country that is the best neighbour and good friend of Myanmar? Pick one of the statements below and come up with reasons to defend your opinion.

- a) Myanmar should sell the gas to China because...
 b) Myanmar should sell the gas to India because...
 c) Myanmar should sell the gas to Thailand because...
 d) Myanmar should split the gas and sell it to ... and ... because...

4.3 MODERN DAY SOUTHEAST ASIA

Exercise**Skills:** Matching information

Match the form of government (Column A) with its description (Column B) and the countries which currently use that system of government (Column C).

COLUMN A	COLUMN B	COLUMN C
1. COMMUNISM	a. A King, Queen or Sultan is the head of state but their powers are limited by a constitution. The monarch must consult with a religious or elected group of people before making important decisions	BRUNEI DARUSSALAM VIETNAM
2. DEMOCRACY	b. This form of government emphasises the state's authority. Countries that follow this system are usually called Republics or Unions. In this system non-elected rulers have the most control although individuals usually have some degree of freedom.	CAMBODIA INDONESIA
3. AUTHORITARIANISM	c. This form of government tries to equalise the social conditions and remove inequalities between people. Property possession and business ownership are important to followers of this system because they believe that all wealth should belong to everyone equally. As a result, the state may try to take ownership of everything to make sure that profits are equally shared. When referring to just the economic system of a country, this way of thinking may be called Socialism.	SINGAPORE PHILIPPINES LAOS
4. CONSTITUTIONAL MONARCHY	d. This form of government has two different styles. People either hold political power themselves and directly influence political decisions, or they elect officials to represent their interests and make decisions for them.	THAILAND MALAYSIA

KEY WORDS

appoint (v) – to assign a duty or responsibility to someone

embezzlement (n) – the theft of money or items by the person entrusted to keep them safe

graft (n) – the practice of offering something (usually money) in order to get an illegal advantage

loot (v) – to take money or goods illegally

resentment (n) – a feeling of deep and bitter anger and ill-will

retaliate (v) – to act harmfully against a person or group in response to a (real or perceived) wrongdoing; revenge

suppress (v) – to put down by force

Modern Indonesia

After three and a half decades of Dutch rule, Indonesia gained independence in 1945.

Kusno Sosrodihardjo, also known as Sukarno, became the first President of Indonesia. He began ruling the country in a democratic style but, over time, he became increasingly authoritarian.

On 30 September 1965, there was an attempted coup against Sukarno which failed. Sukarno **retaliated**, killing between 500,000 and one million people.

Even though the coup failed, it still left Sukarno weak. General Suharto took advantage of this weakness and seized power in March 1967. He had the support of the United States government.



Exercise

Skills: Reading comprehension

- What form of government did Indonesia have after independence? Who was the first President?
- How long did the first President rule?
- How was the end of the first President's rule different from the beginning?

The United States government supported Suharto and his government at first. Foreign investment from the US helped encourage economic growth in Indonesia for the next three decades.

Politically, however, not much changed after Suharto took power. Authoritarian rule continued. Suharto's regime was accused of corruption and **suppressing** political opposition. Opponents of the regime were jailed while Suharto's family and friends took powerful places in the government and grew wealthier. **Graft** and **embezzlement** of national funds increased.

By 1990, the human rights situation in Indonesia began to concern the international community. In 1976, for example, a group of people asked for the independence of Aceh from Indonesia. Suharto sent troops against them. As a result, 15,000 people died. In 1991, Indonesian troops killed more than 200 civilians in East Timor.

In 1997, Indonesia suffered badly from the Asian Financial crisis. The prices of basic goods like food and fuel increased during this time by as much as 500 percent. The United States began limiting military aid and the International Monetary Fund would only help Indonesia if political changes took place. Foreign investors began to lose confidence in the country and stopped investing, making the economic situation worse.

The economic pressures the people of Indonesia faced caused **resentment** against Suharto and people began to protest in the streets. The protests began as peaceful demonstrations asking for political change but when that change didn't happen, frustration grew. The protests became violent and riots broke out in the main cities. People set fire to buildings and **looted** shops. Between 1,000 and 5,000 people died during the riots.

As a result of both internal and external pressures, Suharto finally resigned and **appointed** BJ Habibie as President in 1998.



Exercise

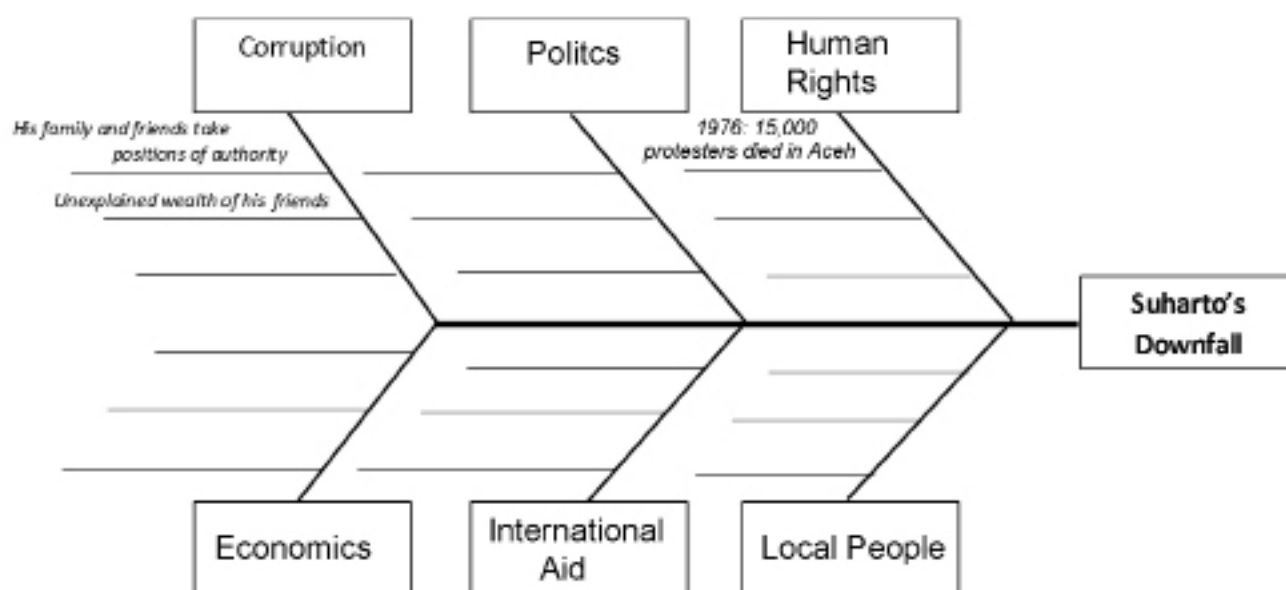
Skills: Reading comprehension

- Who was the second President of Indonesia?
- What was Suharto's job before becoming President?
- How was the end of the second President's rule different from the beginning?

Exercise

Skills: Cause and effect

In the passage, underline the main factors that caused Suharto to lose his Presidency. Complete the Cause and Effect Fishbone diagram below with your ideas. Some ideas are already provided for you.



KEY WORDS

famine (*n*) – a period of widespread hunger and starvation

infrastructure (*n*) – the basic structures needed to operate an organised society such as bridges, roads, schools, etc.

organic (*adj*) – grown naturally without the assistance of pesticides or chemical fertilisers

Review

- Who colonised East Timor?
- After the European colonisers left East Timor, what happened?
- Who is Fretilin and what do they want?

Modern East Timor

Fretilin helped East Timor gain independence from Portugal in November 1975. Only a few weeks later, however, Indonesian troops occupied the country, with the support of Australia. It is estimated that 100,000 people in East Timor died during the start of the conflict, from fighting, disease and **famine**.

At first Falantil, Fretilin's military wing, had some success, at first. But Indonesia was still able to keep firm control over East Timor until 1991. In 1991, Indonesian troops killed an estimated 200 protesters in East Timor. The killings weakened Indonesia's control over the region and embarrassed Indonesia internationally. Change finally happened when Suharto's regime in Indonesia fell.

The new Indonesian president, Mr. Habibie, announced a referendum in East Timor to ask people if they wanted independence. The referendum was supported by the United Nations. The results were clear. On August 30th 1999, 78.5 per cent of voters chose independence from Indonesia.

Indonesia responded to the results of the referendum with violence. An estimated 1,400 Timorese people were killed and another 300,000 people fled to West Timor as refugees. During this time, important **infrastructure** was destroyed including bridges, government buildings, shops, telecommunication and power installations.

It took intervention by a multinational peacekeeping force, INTERFET (the International Force for East Timor) to stop the violence. The country was administered by the United Nations from September 1999 until 2002.

On 20 May 2002, the United Nations gave control of East Timor to the Timorese people. The first president was the former leader of Falantil, Xanana Gusmao, and the first prime minister was Mari Alkatiri, the former leader of Fretilin.

Post-Independence East Timor

Some problems that existed in East Timor prior to independence continued afterwards. Poverty was one of the biggest challenges the new democracy had to face and people's frustration over continuing economic problems led to riots in the capital, Dili.

Today, the East Timorese government is exploring both external and internal methods of improving the economy, but progress is slow.

There are oil and gas reserves in the Timor Sea which may help develop the country's economy in the future. Coffee is another of East Timor's resources. East Timorese coffee is some of the most popular coffee in the world because it is **organically** grown. (The country's economy is partially the cause of this, since coffee farmers simply can't afford fertilisers or pesticides.) The coffee industry currently employs about 50,000 people and production is increasing.

Although people have been scared away from visiting East Timor because of the political unrest there, tourism is another possibly source of income for the country.

At the moment, East Timor is very dependent on foreign aid to develop the economy. Australia is one of the country's biggest donors. Between 2008 and 2009, Australia provided \$96 million in Official Development Assistance funds.



Exercise

Skills: Reading comprehension

- A. How did the people of East Timor try to make political change after Portugal left?
- B. What event in Indonesia most influenced East Timor's political history?
- C. How did Indonesia respond to the referendum for independence in East Timor?
- D. What was the economic impact of that response?
- E. Who helped East Timor finally gain political independence from Indonesia?
- F. Why did the people of East Timor riot after they gained independence from Indonesia?
- G. What is the main challenge facing East Timor today?
- H. Name three ways the government is responding to that challenge.

Exercise

Skills: interpreting political cartoons

- A. According to the cartoon on the right, what are the main causes of problems in East Timor?
- B. Why is East Timor pictured as a volcano?



KEY WORDS

dissent (n) – disagreement or protest
implement (v) – apply or put into effect
intellectual (n) – a person who uses his/her mind creatively, a thinker, someone who has studied a subject in great detail
monument (n) – a place or structure which helps people remember an important person or event
suspected (v) – those believed to be guilty but without proof

Modern Cambodia

From 1967 to 1975, Cambodia was in a state of civil war. On one side were communist forces, supported by North Vietnam, and on the other side were Cambodian government forces, supported by the United States and South Vietnam. At the end of the civil war, the communists took control of Cambodia. They formed the group which would later become known as the Khmer Rouge.

In 1976, under the Khmer Rouge, Cambodia became the state of Democratic Kampuchea and started **implementing** drastic changes. All private possessions became state owned. Families were separated into different work groups and forcibly relocated to the countryside to become agricultural laborers. Over two million people were moved from cities to rural areas. Cambodians were forced to work for up to twelve hours a day, often with little food or rest. Between one to two million people died from execution, overwork, starvation or disease during the reign of the Khmer Rouge.

The Khmer Rouge did not accept political **dissent**. Those **suspected** of connections with either the former Cambodian government or with foreign governments were executed. The regime also killed and arrested **intellectuals** and professionals, including many of the country's doctors, teachers and lawyers.

In 1977, Vietnamese forces, together with the United Front for the National Salvation of Kampuchea attacked Cambodia, in an attempt to stop the killings. Thousands died and the fighting continued until 1991 when a peace agreement was signed in Paris.

The leader of the Khmer Rouge during this period was Pol Pot. Today, many people visit what is known as the Killing Fields of Cambodia, where large numbers of people were executed. The Khmer Rouge lost power to an elected government in 1993 and finally collapsed in 1999.

Exercise

Skills: Reading comprehension

- A. Who fought in Cambodia's Civil War?
- B. Who won?
- C. What was the aim of Cambodia's first government?
- D. What political system did they use?

Exercise

Skills: Analysing information, Cause and effect

- A How were Cambodians affected by the new rules of the Khmer Rouge?
- B. Over a million people died during the rule of the Khmer Rouge but the government especially wanted to kill intellectuals such as doctors, teachers and lawyers. Why do you think this might be?
- C. What might have been some short and long term effects of these killings on Cambodia as a whole?

Life after Khmer Rouge

The people of Cambodia suffered greatly under the hands of the Khmer Rouge and have been working to repair the country since 1990. Many were killed under the regime and by 2005, three quarters of the population of Cambodia were children.

Cambodia's younger generation did not experience the Khmer Rouge directly, so many of them learned about what happened from word of mouth. For a long time, the government did not require that teachers cover the Khmer Rouge period in schools. The Education Ministry has plans to begin teaching Khmer Rouge history in high schools beginning in 2009.

Exercise

Skills: Explaining in your own words, expressing an opinion

"By 2005, three quarters of the population of Cambodia were children." Explain to someone who doesn't know the history of Cambodia why this is true.

Some people think it is important to learn history and remember the past. Other people say the past, especially a bad past, is better forgotten. What do you think?

Does your opinion apply to the situation in Cambodia? Do you think children in Cambodia should learn about the Khmer Rouge in school or are they better off not knowing?

Exercise

Skills: Analysing cartoons

Read again what happened to the Cambodian people when Pol Pot was in control of the Khmer Rouge, then look at the picture above. The sign at the bottom of the hill says "**Monument** to Pol Pot." What is the "monument?" Why do you think the artist drew the monument this way?



KEY WORDS

alleviate (v) – to lighten or lessen pain and suffering
anti-retroviral (adj) – medication for the treatment of viruses like HIV
criticise (v) – to comment on the faults of someone or something
export demand (n) – the amount that other countries want to buy goods from your country.
hand-out (n) – something that is given for free
HIV (n) – a virus in that attacks the immune system
interest (n) – the fee that you pay when you borrow money
landslide (adj) – used to describe winning by a large number of votes
micro-credit (n) – a small financial loan given to people living in poverty so that they can become self-employed and make an income in order to exit poverty
revival (n) – bringing new attention to an old activity or thing
subsidised (adj) – having financial support from the government

Modern Thailand

Perhaps the most well known figure in Thai politics today is Thaksin Shinawatra. Thaksin first entered Thai politics in 1994. Four years later, he founded his own political party, the populist Thai Rak Thai (TRT) party. Thaksin's party won in a **landslide** election in 2001, making him the Prime Minister of Thailand. He became the first prime minister in the history of the country to serve a full term.

Thaksin is most known for his attempts to **alleviate** rural poverty through his universal health care scheme and his economic policies and for his war on drugs.

Universal health care: Thaksin changed two key parts of the Thai medical system. First, he **subsidised** universal health care and second, he ensured low-cost universal access to **anti-retroviral HIV** medication (ARVs). Thaksin's 30 baht per visit universal health care program was popular with the general public, but was criticised by many doctors and officials. The program allowed many people to access health care who could not afford to do so before. But because so many more people were using the health care system, it made more work for doctors. As a result, some doctors left public hospitals for better paid jobs in private hospitals. Some people say the program is a good idea, but is not adequately funded.

Economic policies: Thaksin's government started many new programs to promote development in poor rural areas. Some of these programs included village-managed **micro-credit** development funds, low-**interest** agricultural loans, and direct inputs of cash into village development funds. Other economic programs involved infrastructure development, and the One Tambon One Product (OTOP) rural small and medium enterprise development program.

Thaksin's economic policies for the whole country helped accelerate Thailand's economic recovery from the 1997 Asian Financial Crisis and significantly reduced poverty. GDP grew from 4.9 trillion Baht at the end of 2001 to 7.1 trillion Baht at the end of 2006. Thailand repaid its debts to the International Monetary Fund two years ahead of schedule. Between 2000 and 2004, income in the poorest part of the country, the Northeast, rose 40 per cent while nationwide poverty fell from 21.3 per cent to 11.3 per cent. The Stock Exchange of Thailand outperformed other markets in the region.

Economists from the Thailand Development Research Institute argue that other factors, such as a **revival** in **export demand**, were the primary cause behind the economy's recovery. Others claimed that the policies got the rural poor too dependent on the government's "**hand outs**".

The War on Drugs: On 14 January 2003, Thaksin launched a campaign to rid "every square inch of the country" of drugs within three months. Other politicians had made similar promises and



used education, sports and peer pressure programs to do so. Most of these programs were seen as failures.

Thaksin's program was much more direct. He changed the punishment for convicted drug addicts. In addition, he set targets for the number of arrests and drug seizures provinces should make each month. Those who met targets were awarded, those who did not were threatened with punishments.

According to the Narcotics Control Board, the policy was effective in reducing drug consumption, especially in schools, because the policies increased the market price of most drugs.

The international community, however, **criticised** the war on drugs because it resulted in human rights abuses. According to Human Rights Watch, in the first three months of Thailand's War on Drugs, 2,275 people were killed. Human rights critics say that most of the deaths occurred without trial or fair judicial process.

Exercise

Skills: Organising information, expressing an opinion

A. What was Thaksin's main goal?

B. Fill in the table below with information from the previous text. For each policy, the text provides some reasons why it was good (success) and some reasons why it was bad (criticism.) After collecting the information, decide for yourself. Put a check (✓) in the "your opinion" box if you support the policy or a cross (X) if you disagree with the policy.

Policy	Aims/ Objectives	Programs	Successes	Criticisms	Your Opinion
Universal Health Care		a. 30b per visit b. Subsidised HIV drugs.			
War on Drugs	Decrease drug use and sales in Thailand				
Economic Policies				a. Economic benefits actually came from other sources b.	

KEY WORDS

electoral fraud (n) – illegal activity during an election in order to affect the overall result
lèse majesté (n) – disloyalty to or a crime against the monarchy
tax evasion (n) – the purposeful failure to pay taxes

The 2006 Coup

When Thaksin ran in the 2005 election, he was very popular, especially with people in the north and northeast of Thailand. The election had the highest number of voters in Thai history but not everyone was in favour of Thaksin.

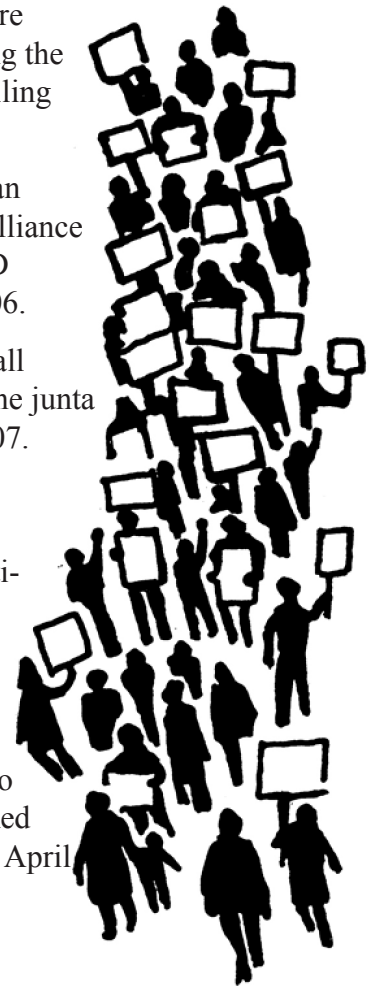
Thaksin's government may have reduced rural poverty, but they were also accused of corruption, treason, authoritarianism, and controlling the press. In particular Thaksin himself was accused of **tax evasion**, selling national assets to foreign investors and **lèse majesté**.

After his reelection, those who opposed Thaksin's government began organising themselves. They became a group named the People's Alliance for Democracy (PAD, or the Yellow Shirts). Protests led by the PAD began in 2006 and ended with a military coup on 19 September 2006.

The military junta accused Thaksin of **electoral fraud** and banned all members of his party from participating in politics for five years. The junta began work on a constitution which became effective in August 2007.

A general election was held in December 2007 and was won by the People's Power Party but Thailand was far from resuming smooth political processes. Two strong groups emerged in Thailand: the anti-Thaksin Yellow shirts (PAD), and the pro-Thaksin Red Shirts (The National United Front of Democracy Against Dictatorship, or UDD)

The Red Shirts did well in the 2007 elections but were forced out after the Yellow Shirts took control over Bangkok's airports and two government offices. As soon as the Yellow Shirts took power, the Red Shirts began protesting. Their most significant protest took place in April 2009, at the ASEAN summit in Pattaya.



Exercise

Skills: Reading comprehension

- A. Describe in your own words all the things Thaksin has been accused of.
- B. What is the Yellow Shirt's political group called?
- C. What is their main belief?
- D. What actions have they taken to achieve their aims?
- E. What is the Red Shirt's political group called?
- F. What is their main belief?
- G. What actions have they taken to achieve their aims?

Exercise

Skills: Analysing information, Cause and effect

- A. Imagine you are an expert negotiator and you have been asked to restore democracy and peace to Thailand. What would you say to these two groups?
- B. Imagine you are a foreigner reading about Thailand in the newspaper. What would be your opinion of the country?
- C. What effect do you think recent political events have had on Thailand politically? Economically?



4.4 REVIEW

Comprehension

Answer the following questions without looking at your book:

1. Which countries are members of ASEAN?
2. What are the main goals of ASEAN today?
3. What was India's strongest motivation for increasing political ties with Southeast Asia?
4. Who was Suharto?
5. What happened after East Timor gained Independence from Portugal?
6. Who or what is Fretilin?
7. Which event in Southeast Asia contributed to East Timor's independence?
8. What happened in Cambodia after independence from France?
9. What were some of the main actions of the Khmer Rouge?
10. Who is Thaksin? What were his main political goals? What were his most famous programs?

Explaining

Answer the following questions in your own words:

1. Describe some strengths and weaknesses of ASEAN.
2. In your opinion, which is the more powerful country, India or China? Why?
3. India and China sometimes compete in Southeast Asia. Give an example of this competition.
4. Describe Suharto's government.
5. Describe at least three reasons for Suharto's downfall.
6. Describe the main effects of the Khmer Rouge.
7. In your opinion, were Thaksin's programs good for Thailand? Why or why not?
8. Describe the two largest protest groups in modern Thailand and their goals.

Definitions

Write a definition in your own words for the following terms:

1. Compromise
2. Consensus
3. Non-interference
4. Communism
5. Democracy
6. Authoritarianism
7. Constitutional monarchy

Explaining

Look at the picture at the bottom of this page.

The middle sign says: "Thaksin's drug war kills 3,000. Thais: a Global Disgrace."

Imagine that you are a newspaper reporter at the protest shown in the picture. Write a short article about the War on Drugs, explaining both the supporters and the critics points of view.





Analysing Cartoons

Look at the cartoon above and answer the following questions:

1. Describe what is happening in this cartoon.
2. Look at the faces of each of the people in the drawing. What expressions do you see? How do these expressions compare to real relationships between countries in Southeast Asia?
3. Which of the following statements below do you think is the most true? Give reasons for your choice.

The ASEAN ministers' shirts are tied together to represent how ASEAN tries to make the nations of Southeast Asia appear unified when in reality their hands are free to act as they like.

The ASEAN ministers' shirts are tied together to represent how nations can have their own independence while still working together.

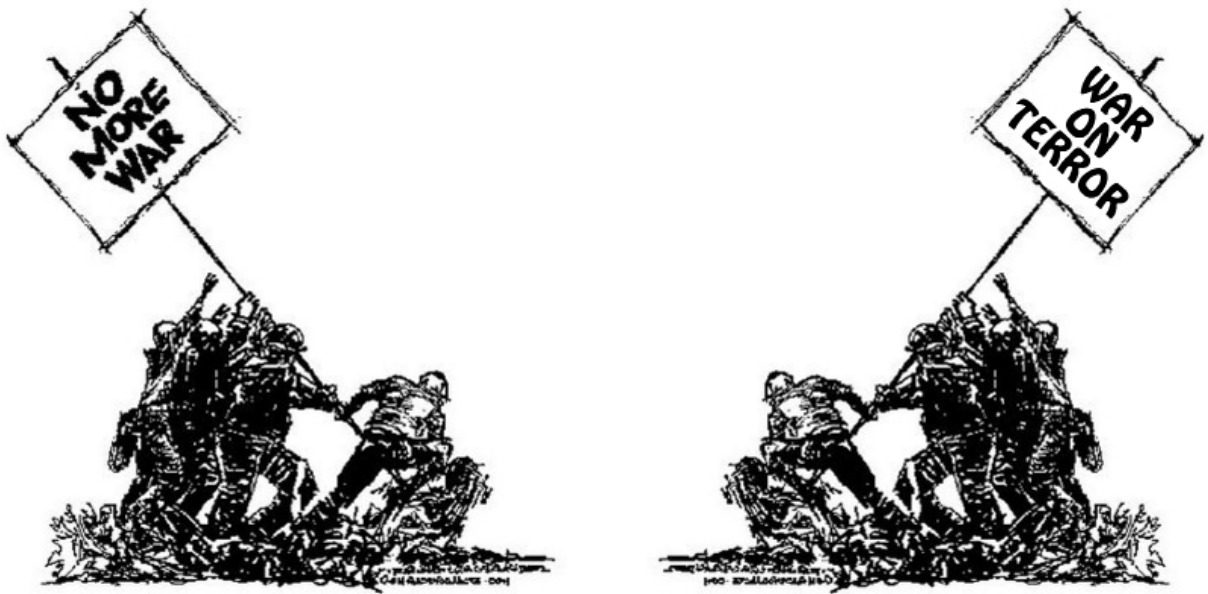
The ASEAN ministers' shirts are tied together to represent how powerless the organisation really is. Nobody can act.

Analysing Cartoons

Identify each ASEAN member by its cartoon character below:



5. The Future of Southeast Asia



In this chapter you will study:

- different ideas about the future of Southeast Asia

At the end of this chapter you will be able to:

- make predictions about the future of Southeast Asia
- make connections between past, present and future events
- interpret similies

5.1 INTRODUCTION

KEY WORDS

anticipate (v) – to be before others in doing or thinking something
emerge (v) – to come from

In this module, you learned about the formation and development of human settlements in Southeast Asia. You have already learned about the impact of European colonialisation on the Southeast Asian region and about how many new nations **emerged** from a nationalist struggle against colonialism. New nations in Southeast Asia had to face many challenges in the modern era and there are still more challenges ahead of them yet. But what exactly does the future hold for Southeast Asia?

Making predictions about the future of a country or a region is a very important skill. Every world leader wants to know what will happen to the world economy, what political problems are waiting in the future, and what society is going to be like. Leaders who can **anticipate** the future are better prepared to face it. They can think of solutions to problems before they occur and sometimes, they can work to prevent problems from happening all together. A good prediction is usually one that is based on a good understanding of the past and has good reasons and examples to support the idea. Leaders sometimes make important decisions for their country based on these kinds of predictions.

Exercise

Skills: Reading
comprehension

- A. What do leaders want to know about the future?
- B. What can leaders do if they have a good idea what will happen in the future?
- C. What makes a prediction a good one?

5.2 PERSPECTIVES

KEY WORDS

big picture (*idiom*) – the overall situation

gross national income (*n*) – the total value produced within a country. It is calculated by adding the gross domestic product and all payments received by other countries (for example aid and interest), minus all payments made to other countries.

prospects (*n*) – the possibility of success in the future

prosperous (*adj*) – successful or rich

Read the following quotations from different experts to learn about the future of Southeast Asia.



Dr. Gerard Price
Free World Academy

The **big pictures** for Southeast Asia's future do not bring too many worries. The growth of population is under control (555 million in 2005 and 700 expected in 2030). The economy is **prosperous** and the **gross national income** (GNI) accounts for \$785 Billion in 2004. All these countries experienced a strong increase between 1987 and 1996 (the output grew by 7% per year!). Unfortunately, the financial crisis in 1997 and the high tech crisis in 2001 were very damaging. Today, most Southeast Asian countries are faced with strong competition from China. As a result, they cannot expect the same growth rate as in the past. However, the global **prospects** remain good and the GNI could attain \$2,465 Billion in 2030.

KEY WORDS

displacement (n) – relocation or movement
endeavour (v) – try hard
erratic (adj) – unpredictable or irregular
forecast (v) – predicted or expected for the future
glitch (n) – a small problem
livelihood (n) – the way people get the money they need to live
pose (v) – to present or introduce
porous (adj) – full of holes which allows things to pass in and out
resilience (n) – the positive ability to recover from stress and difficulty

Southeast Asia is a very important front on the war on terrorism. Terrorism **poses** a serious threat to the region's economic prosperity and political stability. Southeast Asia is a perfect place for terrorists to meet and organise because borders are **porous** and law enforcement is not always strong. There have already been terrorist attacks in Southern Thailand, Indonesia and Malaysia. These attacks could spread.

Condaleeza Rice

National Security Advisor, U.S.A (2005 - 2009)



Global climate change is affecting the day-to-day **livelihoods** of people in Southeast Asia and beyond. These changes are resulting in severe economic costs. Environmental impacts **forecasted** for the future include more floods and rising sea levels. Rising sea levels will cause the **displacement** of a large population in Southeast Asia. Two of the most vulnerable areas are the coast of Vietnam and the city of Bangkok. Some areas of Bangkok are already below sea level.

Isabelle Louise

Director, WWF International, Singapore

I am optimistic that ASEAN can do more. We are on a journey in a bus. Bumps on the road and **erratic** driving on the crowded highway give us headache and stomach butterflies. Yet, we are still in one bus together. We have overcome more severe and bigger problems in the past. ASEAN's navigational hazards and travel **glitches** are not unique and peculiar to our region. Others have similar experiences. Let us **endeavour** and not underestimate our own **resilience**, capability and determination to lead the way forward.

Ong Keng Yong

Secretary General of ASEAN (2003 - 2007)



ASEAN in the future must move forward with more than just the economic leg. ASEAN must now use both the leg of economic cooperation and the leg of political cooperation so that it can move forward faster and in a more balanced manner.

President Megawati Soekarnoputri

President of Indonesia (2001-2004)

KEY WORDS

in the thick (*idiom*) – in the middle of

relevant (*adj*) – having a significant relationship to something

scheme (*n*) – plan or project

virtually (*adv*) – almost or nearly



Talking about terrorism is not **relevant** to most Southeast Asian countries. Instead, the greatest political and security challenges of the future will come from within Southeast Asia. In almost all cases these challenges will be associated with the process of nation-building following colonisation. A half century or so is not much for nation-building. The process usually takes considerably longer. **Virtually** all the countries of the region are **in the thick** of this process. The greatest challenge for the relatively new countries in Southeast Asia will be unifying diverse cultural and social groups into political institutions everyone can agree upon.

Mohamed Jawhar Hassan

*Chairman and Chief Executive Officer,
Institute of Strategic and International Studies*

Improving people's quality of life is one of the most important challenges facing Southeast Asia today. Nations need to raise people from poverty through more equal development **schemes**. To do this, countries will have to increase productivity in the agricultural sector because most Southeast Asian countries still rely heavily on agriculture to support their economy. Nations also need to consider the proper use of their natural resources and pay attention to the environment as they do so. To achieve economic development, however, political and social stability are required.



Professor Lim Chong Yah

Nanyang Technological University, Singapore

Exercise

Skills:
Restating
information

Fill in the blanks to complete the summary about each of the speakers.

Example:

Dr. Gerard Price: *I think the most important challenge ahead is not the economy because the economy is doing well.*

Condoleezza Rice: I think the most important challenge ahead is ____ because ____

Isabelle Louise: I think the most important challenge ahead is ____ because ____

Ong Keng Yong: I think the most important challenge ahead is ____ because ____

President Megawati Soekarnoputri: I think the most important challenge ahead is ____ because ____

Mohamed Jawhar Hassan: I think the most important challenge ahead is ____ because ____

Lim Chong Yah: I think the most important challenge ahead is ____ because ____

Exercise

Skills:
Classifying
information

Classify each of the speeches on the previous pages by its subject matter (economic, political, social, or environmental).

Example:

Dr. Gerard Price: *Economic*

Brainstorm

- A.** What were the challenges faced by new nations after colonisation?
B. Do nations in Southeast Asia still face those challenges?
C. What new challenges do Southeast Asian nations face?

Include your answers from Question C into the table below, then add your own ideas.

Challenges	Economic	Political	Social	Environmental
Old				
New				

Exercise

Skills:
Creating similes

Sometimes politicians use similes to help explain difficult points. A simile compares something that is familiar and easy to understand with something that is unfamiliar or difficult. Fill in the blanks below to help explain what President Megawati thinks about the future of Southeast Asia.

ASEAN is like a body in motion because ASEAN is moving forward into the future and a body _____. A body is balanced when it moves forward when it moves on _____. ASEAN will move into the future smoothly if it focuses on _____.

Now use more of your own words to explain what Ong Keng Yong is talking about.

ASEAN's journey into the future is like _____ because _____

Groupwork

Skills:
Prioritising

- A.** In a small group of three or four, discuss what you think the future of Southeast Asia looks like. What will happen to the economy? What kind of political change will happen? What will happen to the environment?
B. Imagine that you are an advisor for ASEAN. What is the most important thing for the region to spend money on? Decide on the three most important priorities for ASEAN for the future.
C. Your group has been asked to present your advice at an ASEAN summit. Prepare your presentation. Remember, the most convincing predictions have reasons which are well explained!

Research Project

Your teacher will assign you a topic (for example: trade, development, religion, politics).

Go back through the whole module and take notes on everything you can find about that topic. If you have access to a library or to other resources, you will be expected to add new information to what has been presented in this module.

When you have finished taking notes, rewrite the information using your own words.

Finally, write at least three paragraphs giving your predictions for the future of Southeast Asia in this topic area and explaining clearly your reasons why you think your predictions will be correct.