A proposal for a Graduate Program
in Southeast Asian Studies

University of California, Riverside

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SECTION 1: INTRODUCTION

1.1 Aims and Objectives of the Program

The Graduate Program in Southeast Asian Studies – this proposal focuses on the M.A. Program - is a flexible program that is designed to accommodate students who are preparing for more advanced academic work as well as for careers in journalism, in government and non-governmental organizations, and in the cultural and educational field.

The Program’s focus is primarily on the study of the heterogeneous cultural life of Southeast Asia. It aims at helping students to develop an in-depth vision of the region as a whole, not only in terms of geographic location and national boundaries, but also in terms of ethnicity, identity, real or constructed origins, homelands, and histories. In doing this, the Program also aims at forging strong links among faculty at UCR (and elsewhere) presently working and teaching on the region.

The core courses of the Program deal with Southeast Asia’s arts and cultures and their constituent parts; they are embedded in a context of courses/seminars of a disciplinary and comparative character, followed by a carefully supervised project about some clearly defined aspects in the cultural world of Southeast Asia or the Southeast Asian Diasporas. The M.A. degree is, in principle, a terminal degree; for a number of students it will serve as the prelude to or preparation for a Ph.D. within the framework of a department.

The Southeast Asian Studies Program at UCR is a new initiative, inspired by a number of considerations: student requests, the need to diversify the academic programs on a rapidly expanding campus, the need to serve the community at large, and the intellectual responsibility to stimulate a more balanced interaction with people in and from Southeast Asia. Its immediate creative stimulus was a grant from the Luce Foundation; its inception was inspired by a number of accomplished UCR scholars who combine their passionate interest in music, dance, religion, language, literature, mass media, and tourism in Southeast Asia and the diasporas with an extensive disciplinary training (ethnomusicology, anthropology, religious studies, literary studies, linguistics). These scholars form the interdisciplinary and interdepartmental SEATRiP (Southeast Asia: Text, Ritual, Performance), a group of Faculty who see the urgent possibility of developing an innovative and unique graduate curriculum in a time and age when the arts and cultural issues are playing an ever more prominent role in everyday life and academia. SEATRiP – its core consists of eight Faculty, a search for at least two new positions in Southeast Asian studies (religion, history) was completed in the spring of 2004, a number of UCR Faculty has been invited to become associate members - is strong enough to become a critical mass with a great potential of attracting more colleagues and students who, interested in the arts and the humanities, are developing novel fields of research and are actively engaged with the languages and cultures of Southeast Asia, not only in the region but also in the United States.

The creation of the Program should be seen in a wider context. Southern California has been an important focus of creative dialogues and cultural exchanges among the peoples
of the Americas, on the one hand, and the nations of East and Southeast Asia, on the other. These dialogues and exchanges are the result not only of the State of California’s strategic location on the Pacific Rim and its economic and cultural prominence, but also of the presence of many inhabitants of Southeast Asian descent who, wishing to define their American identity vis-à-vis the traditions and values of their cultural homelands, maintain multiform contacts overseas and bring these traditions and values to America. Those are the very issues the Program wants to address.

Perhaps the most important mission of the University of California is to foster an informed and thoughtful citizenry by developing perspectives and visions that resist isolationism and keep the intellectual, cultural and political windows open to the world at large. It is good to be aware of the fact that Southeast Asia is populous, restless and powerful enough to justify continuous and intense scholarly attention, the key to various forms of knowledge and activity. The diasporic populations of Southern California make the study of Southeast Asia even more urgent and relevant to this campus in particular. The Graduate Program in Southeast Asian Studies at UCR should be able to make a substantial contribution to the UC’s mission by bringing the expressive arts and cultures of this important region to students and surrounding communities.

1.2a Historical Development of the Field

In the United States the academic interest in Southeast Asia as a special field and concept emerged at the beginning of the Cold War when programs for Southeast Asian Studies were initiated in Cornell and Yale, followed by smaller and larger programs elsewhere (Michigan, Wisconsin, UC Berkeley, Ohio, Hawaii, Washington, N. Illinois, Arizona, UC Los Angeles). All of these programs have developed a strong emphasis on social sciences and history.

Although centers of Southeast Asian Studies in the United States have remained relatively few and small, they have by no means played a marginal role in academia and beyond. Scholars such as Clifford Geertz, Benedict Anderson, Alton Becker, Ann Stoler, and Robert Hefner have made prominent contributions to wider discussions in the humanities and social sciences by way of their work on Southeast Asia. As a whole, however, the field of Southeast Asian Studies is presently going through a phase of uneasy reorientation in terms of scholarship as well as students. This relative lack of direction, strength and visibility seems to be primarily related to the growing powers of the processes of globalization and transnationalization in which Southeast Asia has become an almost invisible and inaudible entity and students feel compelled to embed their interest for this particular region in a strongly discipline-oriented training. In this process, however, the interest in Southeast Asian languages (and their immediate manifestations such as literature, press, internet, visual media) has been steadily growing and so has the interest in locally based cultural responses to global movements. Engagement and interaction with those responses are very rewarding in both practical and intellectual ways - and, as current political events seem to bring the strategic and
economic importance of the region back into public awareness, the interest in Southeast Asian specific regional characteristics is certain to increase.

Within the U.C. system, two campuses (Berkeley and Los Angeles) have developed Ph.D. programs that address Southeast Asia; they are predominantly social sciences-inspired programs that tend to approach Southeast Asia as a distinct region, with an emphasis on the histories, ideologies, and people that have little to do with the lives of Californians. Their aim has been to produce and nurture scholars who in one way or another specialize in (areas within) Southeast Asia as a region; they have been inspired by the idea that, with such training, young scholars can eventually contribute toward a better understanding of social, political, and economic life in Southeast Asia.

The Southeast Asian Studies Program that is being developed at UCR should primarily be seen as a complement to these programs on other UC campuses. SEATrIP wants to address the expressive aspects of the cultures of Southeast Asia in relation to the cultural politics of the Pacific Rim as well as to global movements, and in doing so it seeks to develop comparative understandings of the forms and techniques through which ideas and ideologies are expressed, shaped, and communicated within (and among) societies, communities and groups in Southeast Asia and, in wider terms, the Pacific Rim. This emphasis on ‘cultural studies’ makes the UCR Program in Southeast Asian Studies a unique and distinct one, very well able to attract students and generate a new intellectual energy.

The Graduate Program in Southeast Asian Studies is designed with departmental Ph.D. programs in mind; it assumes that a number of students enrolled in this program will, sooner or later, also be enrolled in departmental Ph.D. programs, either at UCR or at another campus. The Program’s curriculum is flexible enough to enable students to concurrently pursue an M.A. in Southeast Asian Studies and work toward a departmental/discipline-focused Ph.D. by way of matching courses and seminars under a well-focused supervision. SEATrIP will act as a catalyst across the College, combining a more traditional discipline-focused study with area expertise and encouraging students to develop interdisciplinary interests, against the background of Southeast Asia.

1.2b The SEATrIP Program’s Strength in the Field

The idea of a Southeast Asian Studies Graduate Program at UCR goes back to 1996 when Professors René T.A. Lysloff and Deborah Wong came to UCR to teach ethnomusicology in the Music Department. With support from the Center for Ideas and Society in 1997-98, Lysloff wrote a proposal to develop an alliance of local scholars, performers, and activists having common interests in the role of Southeast Asian performing arts in building links between homelands and diasporic communities (particularly in California); the proposal won a grant from the California Pacific Rim Initiative in 1998-99. Lysloff and Wong recognized that the old model of Southeast Asian Studies was a problematic one: having emerged from the Cold War period, it viewed Southeast Asia as a relatively isolated region, far away from the concerns of American
daily life (except in relation to American foreign policy and strategic concerns), far away from global movements. Noting the large number of Asian Pacific American students at UCR and the Asian communities in Southern California, Lysloff and Wong realized that Southeast Asia is very much a fact of life in the U.S., particularly California: Southeast Asia is now part of our American heritage. Lysloff’s Pac Rim grant proposal was seen by Georgia Elliott of the University Development Office and CHASS Dean Patricia O’Brien who then made contact with Dr. Terrill E. Lautz and Robert Armstrong of the Luce Foundation. When the Luce Foundation expressed interest in the idea (in Fall of 2000), Lysloff (together with Georgia Elliot and the Dean) developed a much more ambitious proposal that led to the grant funding behind this current initiative of SEATRiP, a viable plan to give Southeast Asia a great visibility on campus and beyond, serve the California community, and give a new stimulus to Southeast Asian Studies in the USA.

The current participants of SEATRiP who are actively involved in the program are attached to discipline-oriented departments.

Mariam Beevi Lam’s interests (Comparative Literature and Foreign Languages) are focused on the new linkages between diasporic communities and ‘homeland’ developments; her research includes Vietnamese literature, historical memory, trauma, cultural and community politics, film, postcolonial criticism, gender, diasporic studies as well as the cultural life in the Philippines, Cambodia, Laos, and Asian American communities.

R. Michael Feener’s research (Religious Studies) covers Southeast Asian Islam from the early modern to contemporary periods, focusing on issues related to the impact of the various forms of modernization on the development of Muslim thought and culture. His published articles cover a broad range of materials from Sufi hagiography to jurisprudence; they all share a central concern with the impact of Western academic scholarship on the internal development of religious traditions. He is currently working on a monograph tracing the development of Muslim legal thought in twentieth-century Indonesia.

René T.A. Lysloff (Music) has conducted research on local identity and musical theater (wayang kulit) in Banyumas, a region in west Central Java. More recently, he has been examining the impact of digital media and informational technologies on music in Indonesia. In addition to teaching courses in ethnomusicology, Lysloff is director of the UCR Javanese gamelan (gong-chime) ensemble; he was also responsible for establishing the UCR Philippine rondalla ensemble, directed by Tagumpay de Leon.

Hendrik M.J. Maier (Comparative Literature and Foreign Languages) has a long-standing interest for the Malay world, in particular the heterogeneity of its languages and literatures; more recently, his research and teaching have taken a more comparative turn in that he explores cultural correspondences and differences within Southeast Asia as a whole. (Post)colonial literature and regional historical writing are two other research interests.

Sally A. Ness (Anthropology) specializes in Philippine ethnography with research emphases on dance and the tourist industry. She teaches courses in cultural anthropology on Southeast Asian cultures, interpretive anthropology, art, ritual, and symbolism under
the following titles: Anthropological Theories of the Arts, Peoples and Cultures of Southeast Asia, Language and Culture, and the Anthropology of Performance. She plans to continue conducting research in three areas: 1) contemporary cultural symbolism in the Philippine context, 2) the history of Philippine tourism, 3) contemporary Southeast Asian performance.

Deborah A. Wong (Music) focuses on Thai ritual and performance and the Southeast Asian diasporas. She is the author of *Sounding the Center: History and Aesthetics in Thai Buddhist Ritual* (University of Chicago Press, 2001) and *Speak It Louder: Asian Americans Making Music* (Routledge, forthcoming). She teaches courses in ethnomusicology, performance studies, and world music, including Music of Asian America and Music Cultures of Southeast Asia.

In the winter/spring of 2004 the search for two positions in Southeast Asian has been successfully completed; the new appointees (Dr. David Biggs for History of Southeast Asia, Dr. Justin McDaniel for Buddhist Studies) will be fully involved in the further development of the Graduate Program in Southeast Asian Studies.

### 1.3 Timetable for Development of the Program

The Graduate Program in Southeast Asian Studies, to be coordinated and administered by SEATRiP, should be able to admit the first group of students in the fall of 2005. The projected number of students entering the program is three to five each academic year. However, the number of students will grow as the program grows, and even more so as other departments and programs take advantage of the graduate training in Southeast Asian studies (for example, Dance, Film and Visual Culture, Ethnic Studies, Management, and Economics).

Prior to and concurrent with these beginnings, a number of seminars are being developed that, focusing on Southeast Asia from a comparative perspective, should serve as core courses; they have been submitted for approval. In addition, a selection of the upper division (100-level) undergraduate courses that are offered as well as a number of graduate courses/seminars (200-level) in the departments in which the members of SEATRiP participate is included in the proposed program. The faculty (two new members of SEATRiP have been appointed in the spring of 2004, one more has been committed) will develop other specific courses for the Program.

Students who complete their Master’s should have or acquire a solid proficiency in at least one of the regional languages of Southeast Asia. If their knowledge is deficient, they will be strongly encouraged to enroll in courses that have been taught at UCR since the fall of 2003 (Vietnamese, Indonesian, and Tagalog). The teaching of other languages may be added depending on student interest and future faculty hires.
1.4 Relation of the Proposed Program to Existing Programs and Campus

The Graduate Program in Southeast Asian Studies is an interdepartmental program of an interdisciplinary character that is focused on Southeast Asia and its diasporas. Its faculty, the members of SEATRiP, consists of members of existing departments. In addition to close associations already in existence with Music, Anthropology, Comparative Literature and Religious Studies programs by way of present faculty, SEATRiP will forge stronger associations with faculty of other departments in closely related fields such as History, Film and Visual Culture, Dance, and Ethnic Studies and in different forms with Departments such as Political Science, Economics, and Philosophy. To strengthen its presence on campus, the College of Humanities, Arts, and Social Sciences has made commitments for at least three additional Faculty appointments (in History, in Religious Studies, and in Media Studies); three language teachers (Vietnamese, Tagalog, Indonesian) started their work in 2003. Altogether, SEATRiP has a solid body of strong faculty, very well able to make the Graduate Program an exciting intellectual endeavor, generating a variety of intellectual and academic energies.

The UCR Extension supervises and organizes sections of the language teaching, with approval of and in close cooperation with the Department of Comparative Literature and Foreign Languages. If needed, Extension will also be actively involved in the expansion to other languages such as Thai, Hmong, and Khmer, in equally close consultation with the same department.

1.5 Interrelationship with other Institutions and Programs

UCR will be among the relatively small group of universities nationwide that has a Graduate Program for Southeast Asian Studies. The Program is different from similar Programs on other UC campuses (Berkeley and Los Angeles) and elsewhere in the United States in terms of aims and objectives. Its strong emphasis on arts and culture, its comparative orientation, its programmatic interest in the diasporas of Southeast Asian people, and its flexible policy of embedding the study of Southeast Asia within disciplinary approaches make it a program with a distinct profile that will certainly attract students and scholars.

The Program’s core courses are mandatory for the M.A. degree in Southeast Asian Studies; they are open to students of other graduate programs (not only UCR programs). In addition, based on the advice and approval of the Program’s participating faculty and the departments involved, the graduate students in Southeast Asian Studies will be free to select courses/seminars from the wide variety of departments at UCR or at any other UC campus (max. 8 units) so that they are able to build their study of Southeast Asia around a particular topic or theme.

1.6 Program Administration
The Program in Southeast Asian Studies will be administered by the participating interdepartmental faculty, brought together in SEATRiP, under a Director appointed by the Dean of the College of Humanities, Arts and Social Sciences.

The Director is actively engaged in the Program’s organization and activities. S/he is assisted by a senior staff person who takes care of the program’s day-to-day operations (including student support services) and coordinates the activities that support the program (talks, conferences, visitors, fund raising and outreach activities).

The members of SEATRiP form the Graduate Committee; they share the responsibility of developing and managing courses and seminars associated with the program as well as recruiting and supervising students, writing proposals, and organizing relevant workshops, talks and seminars. They have regular meetings to discuss issues that affect the Program as well as other academic and scholarly concerns. In these activities they are advised by associate members.

One member of the Graduate Committee is the Program’s Graduate Student Advisor who, appointed by the Dean of the Graduate Division, will supervise and monitor the students’ progress. This responsibility will rotate among the members of the Graduate Committee, which also has the responsibility to look for financial support, fellowships and temporary assistantships, in every possible form, for the students who are enrolled in the Program.

Each student will have a supervising Committee, three scholars who are selected from among the participating SEATRiP faculty by the Graduate Student Advisor and appointed by the Dean of the Graduate Division. The chair of this Committee will be the supervisor of the student’s M.A. thesis and, if necessary, help her/him to formulate a proposal for a departmental Ph.D.; the Committee will have a final oral exam with the student and evaluate his/her thesis after s/he has finished the required course work.

1.7 Program Evaluation

During the third year of the Program, an internal review will be undertaken by the Graduate Council. Following the procedures that are valid for all UCR graduate programs, the Program will be evaluated by an external review team, following the guidelines and norms of the Graduate Council.

SECTION 2: PROGRAM
2.1 Requirements for admission

The standard minimum requirements for admission to the graduate school at UCR (GPA and GRE) apply to the prospective graduate students in Southeast Asian Studies. In addition, applicants must indicate a distinct interest in the region by way of a statement of purpose and submit a writing example (preferably a past term paper or course essay) to demonstrate basic skills of scholarship. Applicants should note that they are required to develop proficiency in at least one of the local languages of Southeast Asia before beginning research for their M.A. thesis. Admission to the Graduate Program is granted by the Graduate Division, based on the recommendations of the SEATRiP Program. Students who are admitted through another department or program can pursue a M.A in Southeast Asian Studies with SEATRiP’s approval.

2.2 Foreign Language

Students must demonstrate proficiency, by way of an exam (or sufficient coursework: one year of passing ‘B’ or higher), in at least one language relevant to Southeast Asian Studies before the fifth quarter in residence. This language requirement is meant to provide students with a deep understanding of a Southeast Asian language for purposes of their graduate level library research and/or fieldwork.

The relevant language should be chosen in consultation with their Thesis Committee. Students will be encouraged to make use of the UC Education Abroad Program (Vietnam, Thailand, Philippines) and to participate in the summer courses of SEASSI (a national summer language school for promising and up-coming Southeast Asianists) so as to strengthen their language skills within strict time limits.

2.3 Program of study: overview

Central in the M.A. curriculum are seven core courses/seminars that focus on Southeast Asia; the students have to complete at least five of them. In addition, they select four other seminars (at graduate and upper division level) in accordance with their main field of interest and pending approval by the student’s Thesis Committee. Students who are concurrently enrolled in a departmental Ph.D. program should consult regularly with relevant faculty to meet departmental degree requirements, too. Apart from this course work (min. 36 credits, to be fulfilled in the first year and the first two quarters of the second year, the core courses are offered in various configurations), students are to develop proficiency in one or more Southeast Asian languages. Moreover, they are to conduct original research (either ‘in the field’ or ‘in the library’) that should form the basis for a thesis, to be written under the supervision of a member of SEATRiP who also functions as the chair of their Thesis Committee. The requirement of doing original
research should serve as a practical scholarly training; in many cases it should be a concrete starting point for Ph.D. research.

A distinct feature of the Program in Southeast Asian Studies is the fact that it tries to have its students complete their course work in existing departmental programs: apart from their course work on Southeast Asia, students should have the opportunity to take courses and seminars with graduate students of departments of their choice, brought together by a shared interest in a certain topic or subject rather than in a region alone. These courses and seminars will provide students with a disciplinary perspective while preparing them for, first, a M.A. thesis in Southeast Asian Studies, and perhaps after that for a Ph.D. in an existing department. Special attention should be given to the acquisition of fellowships, assistantships etc. for the students enrolled. External funding may partly solve this.

2.3a Fields of emphasis

The Graduate Program in Southeast Asian Studies will be centered on the study of the arts and cultural life in the region and the diasporas. Several principles guide the character of the program:

a. To understand Southeast Asia as a region, students need to make sense of and engage with its diverse expressive forms of culture (including visual arts, literature, and performance) which are crucial in building and maintaining individual as well as group identity both within and across national or ethnic boundaries.

b. A comparative approach is necessary in the study of Southeast Asia and the diasporas: in the core courses the focus will be on elements that can be found in various areas within Southeast Asia; this comparative approach will entail an emphasis on the regional and translocal interactions, particularly from historical, religious, and ethnographical perspectives.

c. Proficiency in one or more local languages is a prerequisite for doing research, either in a library or out ‘in the field’ (in California, or elsewhere in the US, or in Southeast Asia itself).

d. (Inter)disciplinary theory should be brought to bear upon particular phenomena or events in Southeast Asia and its diasporas.

e. Local developments in Southeast Asia should be appraised in the context of processes of transnationalization and globalization.
2.3b Plan: M.A. Degree

Active participation is required in five of the seven core SEATRiP seminars that focus on Southeast Asia from various perspectives and disciplines. In addition, the students have to select at least four other courses offered in the existing departments; their selection, based on the students’ particular disciplinary interest, is made in consultation with the SEATRiP Graduate Committee and their Thesis Committee. Students are required to acquire proficiency in at least one Southeast Asian language. In their second year they write a thesis on the basis of individual research.

The M.A. in Southeast Asian Studies is a terminal degree; it makes students familiar with scholarly rigor, writing research papers and practical research. It could serve as the basis for a Ph.D. in an existing Program/Department.

2.3c Unit requirements

Graduate students will be required to complete a minimum of 36 units of course/seminar work (upper division and graduate level) and 16 units for a thesis (including fieldwork) (see Section 5: Courses). Moreover, they are expected to develop proficiency in one or more Southeast Asian languages.

5 SEAS core seminars (including the Pro-Seminar in Southeast Asian Studies) (20 units)
4 disciplinary courses or seminars (16 units)
Thesis (including fieldwork) (16 units)

total 52 units

2.3d Required and Recommended Courses

All students are required to pass the Proseminar in Southeast Asian Studies (SEAS 200) with a “B” or better. Additionally, students must pass (with a “B” or better) four of the following six seminar courses, presently submitted for approval:
In addition, students must complete 16 credits of upper division courses (100) and graduate seminars (200), in order to achieve a greater disciplinary and thematic sophistication. They may choose max. two courses from the available upper division undergraduate courses [for instance: Vietnamese Literary History (AST/VNM 162), Themes in Vietnamese Literature: Women and War (AST/VNM/WST 165), Music Cultures of Southeast Asia (MUS 127/ANTH 176/ETST 172), Music of Asian America (MUS 124/AST 124), The Vietnamese Americans (ETST 137), Filipino American History (ETST 143A and ETST 143B), Filipino Social Movements (ETST 143C), Islam in Southeast Asia (RLST 150), Buddhist Literature (RLST 144), Novel and Nation (AST/CPLT 165), Literature and Related Fields (WRLT 189), Metafiction (WRLT 187), Public History and Community Voices (HIST 111), Cultures of Southeast Asia (ANTH 140-I) etc.]; the others should be selected from the graduate seminars in the various departments [for instance: Representation and the ethnographic Text (ANTH 277), Special Topics in Ethnomusicology (ANTH/MUS 270), History of Criticism (CPLT 214), Contemporary Critical Theory (CPLT 215a), Oral History: Methods and Theory (HIST 238) etc.]. Students will be given an advisor who will usually serve as a Chair of their Thesis Committee that also approves the courses selected by the students individually.

2.4 Field Examinations

No field examinations.

2.5 Qualifying examinations: written and oral

The courses and seminars that are followed within the framework of the Graduate Program (see 2.3d) must be completed in the appropriate manner; students should work on a time schedule that is (strictly) organized in close consultation with their Thesis Committee. At the beginning of the second year the students should write a research proposal outlining their research project; this document, approximately 10 pages in length, should describe the aims of the proposed research and provide a broader theoretical framework. It should be approved by the students’ Committee on the basis of a discussion.
In the second year the students are to conduct individual research in the region, in California or elsewhere in the US, ‘in the field’ or in the library; under close faculty supervision they will complete an MA thesis and defend this in a final oral examination.

Before their fifth quarter in residence students must demonstrate proficiency (based on course work) in at least one Southeast Asian language.

2.6 Thesis

The graduate students in Southeast Asian Studies are required to write a thesis, which should be based on their own individual research.

Research and writing is done under a supervisor, the chair of the student’s Thesis Committee; it is based on a proposal that is written at the beginning of the second year of course/seminar work and language training. The topic of the thesis should be chosen in close consultation with the supervisor and approved by the Thesis Committee. The thesis should employ professional standards of research and composition. It could serve as the basis for a doctoral dissertation.

2.7 Final Examination

To complete the graduate program in Southeast Asian Studies, students must file an M.A.-level thesis within one year of completing all degree course work. Before filing their thesis, students must pass a formal oral examination/discussion with their Thesis Committee.

2.8 Special Additional Requirements

No special additional requirements.

2.9 Relationship Master’s and Doctor’s Programs

The M.A. Program in Southeast Asian Studies is a self-contained program
2.10 Special preparation for careers in teaching

Not applicable

2.11 Sample Programs

1. A student enrolled in the M.A. Program Southeast Asian Studies, with an interest in literatures of the Philippines

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<th>Credits</th>
<th>Second Year</th>
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Total: 36

Total: 36
2. A student enrolled in the Program Southeast Asian Studies and Ethnomusicology

2.12 Normative time for matriculation to degree

While the normative time for matriculation is two years (six quarters), a student who studies abroad, takes one or more courses at another UC campus, is concurrently enrolled in a departmental Ph.D. program, undertakes a particularly ambitious thesis project, or teaches part (or full) time may need more time to complete the Program.

Projected needs

3.1 Student demand for the program

Southeast Asia is a greatly neglected field in academia and a greatly ignored region in public knowledge. Given its growing visibility in the world – a strong economy, tourism,
the arts – it seems necessary and timely to develop programs in Southeast Asian Studies where people can develop solid expertise to make the region more understandable and accessible to the public at large. Moreover, for a number of years, UC students – many of them excellent students with a great intellectual potential, many of them with an Asian background - have made enquiries about the possibilities of a visible and distinct program of Southeast Asian studies that focuses on arts and culture; they were primarily interested in languages and arts/cultures.

3.2 Opportunities for placement of graduates

Those who complete the Graduate Program in Southeast Asian Studies will be able to find positions in a non-governmental organization and similar non-profit organizations operating in Southeast Asia and the US, in social and cultural organizations/institutions in Southern California and elsewhere, in journalism (newspapers and other media), in colleges and other educational/research institutions, and in the government/administration on the Pacific Rim. Moreover, those who continue their studies in a Ph.D. program either at UCR or elsewhere should be able to find a position in an academic/scholarly context.

3.3 Importance to the discipline

During the last decade or two, Southeast Asian Studies has shifted from traditional and somewhat conservative area studies approaches to a deeper engagement with current critical issues in the humanities and the social sciences from a global perspective. An innovative graduate program with a clear-cut focus on the arts and cultures of Southeast Asia and its diasporas will make a solid contribution to revitalize the field by addressing certain much-neglected yet prominent questions of cultural exchange and issues of dialogues within Southeast Asia and between Southeast Asia and the Pacific Rim. Moreover, a clearly defined regional focus may be a source of great inspiration for scholars who primarily operate from a disciplinary interest.

3.4 Ways in which the program will meet the needs of society

The Program will be able to address cultural issues in local communities as well as in a wider constituency: cultural life in California and elsewhere has never been more vibrant and multiform, and scholarship in cultural studies of Southeast Asia could play a very relevant role in this. Concurrently, the contacts with institutions in Southeast Asia itself should lead to special relationships with the cultural world in Southeast Asia in the form of education, research, and policies.

3.5 Relationship of the program to Faculty research and interest

A well-organized program should always be able to stimulate the research of individual faculty, inspired by conversations and seminars with students and colleagues, by newly developed courses, by conferences. Personal and institutional contacts with other centers of Southeast Asian Studies as well as with centers and individuals in Southeast Asia
should further inspire research and education. Without exception, the present faculty should be called leaders in their field of expertise.

### 3.6 Program differentiation

The UCR Program in Southeast Asian Studies has a distinct focus on (interdisciplinary) cultural issues, which makes it different from other Southeast Asia Programs in the country, including UCLA and UC Berkeley, which focus on social sciences and history. The Program itself is a flexible one so that students can best combine their individual interest for the region with a specific discipline, based on a general knowledge.

### SECTION 4: FACULTY

Participating faculty

Professors
- Hendrik M.J. Maier, Ph.D. (Comparative Literature and Foreign Languages)
- Sally A. Ness, Ph.D. (Anthropology)
- Deborah A. Wong, Ph.D. (Music)

Assistant Professors
- René T.A. Lysloff, Ph.D. (Music)
- R. Michael Feener, Ph.D. (Religious Studies)
- Mariam Beevi Lam, Ph.D. (Comparative Literature and Foreign Languages)
- David A. Biggs (History)
- Justin McDaniel (Buddhist Studies)
- Vacancy (Media Studies)

Language Instructors: Vietnamese, Indonesian, Tagalog

Associate members: UCR and elsewhere (including Southeast Asian countries)
SECTION 5: COURSES

SEAS 200 Proseminar in Southeast Asian Studies: offers a survey of most prominent writings and discussions that deal with the question in how far it makes sense to see Southeast Asia as a unity and as a separate field of study, given the dynamics of globalization and localization (Maier).

SEAS 201 Southeast Asian Performance: provides an introduction to central issues and approaches to the study of performance in Southeast Asia, with attention to historiography and to different critical approaches (ethnography, textual analysis, ritual studies, etc.). Post-colonialism and the formative influence of state policy will receive special consideration. Performance is treated in its broadest sense, including the arts, ritual, popular culture and the public sphere, and the performance of everyday life (Lysloff, Wong).

SEAS 202 Southeast Asian Religions: Southeast Asia is one of the most remarkable regions of the world for the academic study of religion. In the various countries of this region live adherents of Hinduism, Buddhism, Islam, Christianity, and a number of other religious traditions that through history have been interacting in many ways. This seminar explores issues in the historical and contemporary developments of religions in Southeast Asian societies from a series of interdisciplinary and comparative perspectives (Feener/ McDaniel).

SEAS 203 Southeast Asian Cultures: this course will survey the anthropological literature on Southeast Asian cultures produced over the course of the twentieth century into the present. Main themes addressed in course readings will include intercultural dynamics in the Southeast Asian context; the impact of colonialism and nationalism on Southeast Asian traditional cultures; diasporic Southeast Asian cultures; and globalization in the Southeast Asian context (Ness).

SEAS 204 History of Southeast Asia: in this course the main lines of the history of the region will be discussed, with a strong emphasis on the cultural links and connections that have developed since days of yore up to the present day. Special focus will be on the South China Sea and the Indian Ocean as the loci of central importance in every understanding of the region’s past and present (Biggs).

SEAS 205 Literatures of Southeast Asia: in this course various literatures of Southeast Asia will be discussed and explored from a comparative perspective, focusing on certain elements and questions. A strong emphasis will be on forms of ‘modern’ literature, a term that itself evokes the existence of traditional literatures, a highly problematic concept. (Lam Beevi)
SEAS 206 Media in Southeast Asia: in this course the role and function of the various modern media – film, television, radio, dvd etc. – will be discussed in a local, national and global perspective (vacancy)

In addition to enrolling in five of the seven core seminars on Southeast Asia (each offered over a two-year period by the participating SEATrIIP faculty), students are required to make a selection of four additional courses (upper division undergraduate [100 level] or graduate [200 level]), available through the UCR Departments of Anthropology, Art, Asian Studies, Comparative Literature, Dance, English, Ethnic Studies, Film and Visual Culture, History, Music, Religious Studies, Theatre, and Women’s Studies. Students should select courses based on their research interests, in consultation with the Program’s Graduate Student Advisor. For a selection of possible course/seminars, see below.

In the second year the students are to conduct individual research in the region, in California or elsewhere in the US, ‘in the field’ or in the library. At the beginning of the second year students are expected to write a detailed proposal outlining the thesis research project; this document, approximately 10 pages in length, should describe the aims of the proposed research and provide a broader theoretical framework. In the course of the second year, the students will conduct fieldwork and library research and, under close faculty supervision by the chair of their Committee, complete an MA thesis.

Moreover, students have to develop proficiency in one or more Southeast Asian languages during their first year of enrollment. They are encouraged to attend the Southeast Asian Studies Summer Institute (SEASSI) or other language programs and enroll in an Education Abroad Program or at UCR Extension.

Selection of possible 100 courses/seminars:

- Vietnamese Literary History (AST/VNM 162),
- Music Cultures of Southeast Asia (MUS/AST/DNCE 127, ETST 172, ANTH 176),
- Performing Arts of Asia (DNCE/ANTH/AST/ MUS 128, THEA 176),
- Themes in Vietnamese Literature: Women and War (AST/VNM/WST 165),
- The Vietnamese Americans (ETST 137),
- Peoples and Cultures of Southeast Asia (ANTH 140),
- Filipino American History (ETST 143A and ETST 143B),
- Filipino Social Movements (ETST 143C),
- Theory in Asian American Studies ((ETST 106),
- The Asian Diaspora (ETST 133),
- Islam in Southeast Asia (RLST 150),
- Reading the Qur’an (RLST 151),
- Buddhist Literature (RLST 144),
- Film and Media Theory (FVC 105),
- Mass Media and Popular Culture (FVC 139),
- Comparative Studies in Film (FVC/CPLT 174),
- Novel and Nation (AST/CPLT 165),
Selection of possible 200 courses/seminars:

- Representation and the Ethnographic Text (ANTH 277),
- Writing Women: Issues in Feminisms, Representation, Ethnographic Practice (ANTH/ WMST 254),
- Anthropological Linguistics (ANTH 259),
- Field Methods in Ethnomusicology (ANTH 255/MUS 255),
- History and Theory of Anthropology (ANTH 250A,B,C),
- Special Topics in Ethnomusicology (ANTH/MUS 270),
- History of Criticism (CPLT 214),
- Contemporary Critical Theory (CPLT 215a),
- Oral History: Methods and Theory (HIST 238),
- Political Approaches to Dance Studies (DNCE 254),
- Rhetorical Approaches to Dance Studies (DNCE 257),
- Critical Issues in Asian American Studies (ESTS 255),
- Creative Nonfiction (CRWT 230),
- Agricultural and Rural Development (ECON 265)

SECTION 6: RESOURCE REQUIREMENTS

6.1 FTE Faculty

The 8 Faculty make SEATRiP in principle one of the strongest Programs in Southeast Asian Studies in the country; the college has committed one more position, in Media Studies, hopefully to be filled in the coming year. Further expansion will make it an even more valuable resource to students and to the College and the University as a whole.

Three (3) language teachers have been committed by the College: Vietnamese, Indonesian and Tagalog. Further expansion (for e.g. Thai, Cebuano, and Khmer) is desirable.

Special attention should be given to the acquisition of fellowships, assistantships etc. for the graduate students enrolled in the program.
6.2 Library Acquisition

Students and faculty of the Program in Southeast Asian Studies rely heavily on the collections of other libraries in the UC system, by way of interlibrary loans. Special acquisitions by the UCR library will be required to make sure that students have easy access to essential primary sources such as magazines, audio-visual materials, arts and crafts, special publications and collections etc. as well as to secondary sources such as a basic collection of dictionaries, encyclopedias, and scholarly journals. Secondly, the library should make important classics in Southeast Asian Studies and recent books on relevant subjects available. Thirdly, efforts should be made to create a special collection of audio-visual materials from the region. A consultant has prepared an excellent report on the needs of a solid collection; the UCR library has marked a certain amount of money for the acquisition of materials for Southeast Asian Studies, and a proposal to acquire additional outside funding has been submitted. Structural support is necessary.

6.3 Computing Costs

The Program needs computers for its Secretariat and its Director. Special facilities for students are desirable.

6.4 Equipment

The Program will require a full complement of office furniture (including desk stations for two people plus file cabinets and storage units) and equipment (including a photocopy machine, three desktop computers and laser printers, and a TV/VCR/DVD player), as well as advanced multi-media and editing equipment for faculty and students, for their work and courses as well as for shows, expositions and meetings, all of them to be centered in the planned CHASS Interdisciplinary Building which will offer space to the Southeast Asia Program.

6.5 Space and Other Capital Facilities

The Program should have a space that includes a meeting/conference room, a classroom and a place for performances as well as a place where students and faculty could meet in a more informal manner. Space requirements will be met with the planned CHASS Interdisciplinary Building.
6.6. Other Costs

The Program needs the administrative/managerial support of 1 staff FTE (MSO) for the coordination and organization of the activities and administration of SEATRiP on a day-to-day basis.

SECTION 7: GRADUATE STUDENT SUPPORT

In order to strengthen the scholarly quality of the Program and attract outstanding students, the possibility to appoint teaching/research assistants and assign fellowships is highly desirable. Students should be able to compete for fellowships within the College as well as for external fellowships.

SECTION 8: CHANGES IN SENATE REGULATIONS

No changes in Senate regulations will be required.