



THE UNIVERSITY OF
SYDNEY

Department of Indonesian Studies

**Honours Handbook
2011**

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Honours in Indonesian Studies

The Honours year in Indonesian Studies combines advanced level coursework with the opportunity to produce a substantial piece of original research on an Indonesia-related topic. For some students, it is preparation for further study at the doctoral level. For others it is an opportunity to develop valuable graduate attributes which give them a strong advantage in the job market.

Students with a major in Indonesian Studies should consider undertaking the Honours year if they have performed strongly at the Undergraduate level and would like to develop their skills in research, writing and critical analysis. It is also possible to undertake Honours on an Indonesia-related topic through an Asian Studies major.

Prerequisites

Honours candidates will have fulfilled the faculty requirements for admission into the Honour year. They normally have also completed ASNS 2661 History of Modern Indonesia and ASNS 3690 Approaches to Research in Asian Studies as part of their undergraduate study.

Structure of the Honours Year

In Indonesian Studies, the Honours Year is an integrated program of study which consists of three components:

- A thesis of 18,000-20,000 words (including appendices but excluding footnotes and the bibliography) written in English, worth 60 percent of your Honours mark. The thesis will be evaluated by one internal and one external examiner using these four criteria and the Faculty Honours Scale:
 - Overall command of the secondary literature in English and Indonesian and demonstration of the ability to use this material to construct an original analysis of primary material in Indonesian;
 - Command and analytic use made of a relevant corpus of primary Indonesian language material;
 - Command of a particular disciplinary or interdisciplinary approach;
 - Overall quality and originality of the essay.
- Two Honours-level seminars, taken from two of the following (either Option 1 or Option 2, AND the compulsory seminar). Each seminar is worth 20% of your overall Honours mark.
 - Option 1: *The Indonesian language seminar* taken in Semester 1, in which you will develop advanced reading, writing and speaking skills in Indonesian and analyse key works in Indonesian Studies. There are three hours per week contact for this seminar.
 - Option 2: *ASNS6903 (Theory and Method in Asian Studies)*.
 - Compulsory: *Engaging Asia*: a seminar specifically designed for Honours.

What is a Thesis?

A thesis is an independently-written, extended piece of original analytical writing that presents and proves an argument (the word 'thesis' actually refers to that argument). The 'thesis' must be positioned in a theoretical framework (in which the research question is addressed) and in an existing body of literature, which may be reviewed explicitly, or incorporated into the overall analysis. It generally also draws on a significant body of empirical data (gathered from primary or secondary sources, or a combination thereof).

The body of an Indonesian Studies Honours thesis generally consists of an Introduction, three substantive chapters, and a Conclusion. However, there are a number of other parts to the thesis. The entire thesis consists of the following:

1. Title page
2. Certification page
3. Contents page
4. Abstract (150-200 words)
5. Glossary (if required)
6. Acknowledgments
7. Introduction (between 2,000 and 4,000 words)
8. Chapter One (approximately 5,000 words)
9. Chapter Two (approximately 5,000 words)
10. Chapter Three (approximately 5,000 words)
11. Conclusion (between 2,000 and 3,000 words)
12. Bibliography
13. Appendices (if required)

Unlike an essay, thesis chapters use headings, and each chapter has its own conclusion which sums up the argument made in that chapter and links it to the content of the next. Some theses have an entire first chapter devoted to their theoretical framework and/or literature review, while others develop their theoretical framework and/or review the literature in the Introduction.

The Introduction of an Indonesian Studies thesis has a very particular structure. It consists of:

1. A background section, culminating in a statement of your research question and thesis statement.
2. A section in which your theoretical framework is developed.
3. A section in which you explain your methodology. (Sometimes this is combined with the theory section, particularly where the first chapter is a theoretical chapter.)
4. A thesis outline, which explains what you will do in each chapter and why. The best way to get your head around the idea of a thesis is to read other people's. You should examine a number of sample theses well before committing to the Honours program and again at key points during Honours. Sample theses are available from the Honours Coordinator and on the departmental website.

Writing the Thesis

You will be guided by your supervisor and will have input from your peers, but ultimately responsibility for thesis is your own. In Indonesian Studies, you are expected to work on your thesis throughout your Honours year.

Honours Proposal

Most students will have written their Honours proposal in conjunction with ASNS3690 Approaches to Research in Asian Studies in their final pre-Honours semester. It is important that you consult with potential Honours supervisors during this process so that they can give you input on your proposal.

Milestones

You will establish a series of milestones in your first meeting with your Honours supervisor, leading to the writing of a full first draft by the end of the first semester of your Honours year (except where both your coursework seminars fall in that first semester). The early completion of a full draft ensures that you have sufficient time to refine your argument and presentation and maximises your chances of achieving an excellent Honours mark.

Fieldwork

Although fieldwork is certainly not compulsory, many Indonesian Studies Honours students choose to undertake interviews or other forms of primary field-based research as part of their thesis project. If your study has a fieldwork component (in Indonesia or with the Indonesian community in Australia) it must be completed in the January-February of your thesis year. This requires extensive planning and the completion of an ethics proposal in the semester *before* your Honours year begins. Details of the ethics process can be accessed at http://sydney.edu.au/ethics/human/general_information and sample ethics proposals can be requested from the Honours Coordinator.

Collaboration

The ability to collaborate with your peers is a skill that is highly valued in the Indonesian Studies Department. In your Honours year you will be expected to work closely with other research students. Through this process you will learn to offer and accept constructive criticism in a professional and courteous manner.

Important Dates

The thesis is due on **Friday 7 October in 2011**. This means that you must have it completed and ready for binding by **Monday 3 October 2011**. Applications for PhD scholarships are due at the end of October, which is one of the reasons the thesis submission date is so early.

Some Advice

The Honours year is a challenging time in which you will grow both as a scholar and as a person. You need to be very organised and make your study your first priority during this busy year. If you do this, it should be enjoyable and extremely rewarding!

Drafting and Record-Keeping

Your life will much easier if you establish good research practices early. If you're not already a whiz at Word and EndNote (referencing software), or at searching academic databases, this means signing up for a course, preferably before you start Honours.

Technical Aspects of Your Writing

If you've qualified for Honours, you may already be a good writer. However, there's always room for improvement. The University's Write Site and other useful tools are available at sydney.edu.au/arts/teaching_learning/academic_writing/index.shtml.

Make sure you know how to use styles and formatting in Word, and set your documents up using the 'thesis presentation' specifications (next page) from the beginning.

Note-Taking and Record-Keeping

Critical thinking, accuracy and attention to detail are key scholarly attributes. Plan to read critically for argument (not just for content) from the very beginning. If you find this difficult, ask your supervisor about critical reading logs. As you access resources, you should build up your EndNote library. Make sure you enter complete bibliographic information accurately. Then put a summary of an article's or book chapter's content and argument in the 'notes' field. You can download EndNote at

<http://sydney.edu.au/ict/switch/new-students/student-software.shtml> - endnote

Another important part of record-keeping is your thesis log, which you should begin in your pre-Honours semester. Keep a record of your thoughts about the focus of your thesis, about key theoretical ideas, about your response to key texts and any questions you might have. This will help you take a step back from your thesis writing and think about your thinking. You may want to keep your thesis log electronically so you can share it with your peers or your supervisor, or you may wish to keep it in hard-copy.

Labelling and Presentation of Draft Material

Your final thesis will be presented in 1.5 spaced text, but draft materials should be provided in single space (see the section on Thesis Presentation for other requirements). Draft files should be labelled with the reverse date, your name and the relevant chapter or section and draft number. This helps make sure you don't lose useful materials and helps your supervisor keep track of different students. For example, the first draft of Fred Blogg's theory section, submitted on 10 April 2009 would be labelled **Fred_Theory_090410.doc**. The next draft, submitted two weeks later, would be labelled **Fred_Theory_090424.doc**.

Backup Procedures

It is important to establish good backup procedures early. In addition to the obvious step of keeping at least two extra copies of your material on different flash drives or other external storage devices, it is important to get your head around 'version control'. This means that you should make a different, clearly labelled version of a file each time you work on it in a substantial way (see the section on labelling and presentation of draft material). You should NOT delete these early drafts until you hand in your whole thesis – store them in an 'earlier drafts' folder.

Thesis Presentation

It is important to present your thesis professionally. Besides obvious things like having the whole thing proofread before submitting it, this requires you to meet a number of technical requirements. The two copies provided for examination in early October may be coil bound. Two hard-cover theses must be provided by the end of November.

Language

Your thesis should be written in Australian English. You may choose whether you use the –ize or –ise ending, but you must be consistent. However do NOT change the spelling within quotations.

Fonts

The thesis should be presented in Times New Roman 12 point. Quotations more than 3 lines in length should be indented without quotation marks in Times New Roman 12 point. Footnotes should be in Times New Roman 10 point.

Your headings should be in 16-18 point. You can choose whether to use Times New Roman for your headings or to use Arial as a contrast. Your subheadings should be in 12-14 point bold, and sub-subheadings should be in 12 point bold italics. It is good practice to leave an extra blank line after as well as a full line before your subheadings. Use the ‘styles and formatting’ function in Word to define headings at level 1, 2 and 3 so that it is easy to generate a Table of Contents at the end. You can also set your ‘before’ and ‘after’ spacing into the heading to ensure consistency.

Referencing

You may use in-text referencing or footnotes, as long as you are consistent. If you wish to use footnotes, set your EndNote output style to Chicago 15th A. Try to place reference footnotes at the end of sentences wherever possible to avoid disrupting the flow of the text. If you wish to use in-text referencing, you should set your EndNote output file to Chicago 15th B. You will need to alter your output style to include page numbers when using in-text references. You do this by going Edit-Output Style-Edit Chicago 15th B. (You may need to go through the output style manager if you have not already selected these styles). Then Click on Templates (under Citations) and change (Author Year) to (Author Year]: Cited Pages).

If you are using in-text referencing, the brackets go directly after the cited author’s name if you actually mention them, or at the end of the sentence if you don’t. For example:

Jones (2006:45) argues that the Indonesian government’s policy failed.
The Indonesian government’s policy failed (Jones 2006: 45).

If you are writing a few sentences about an author’s idea, the best way to do it is to name them in the first sentence and then make it clear that the other sentences follow on without actually re-citing (unless of course you are directly quoting). Where both quoting and paraphrasing are possible, always choose a paraphrase over a direct quote.

Referencing and Punctuation

Make sure that you know how to punctuate properly. In Indonesian Studies, the standard practice is to put footnote references AFTER punctuation marks (i.e. after the comma or full stop). For example, if you were using in-text referencing and you wanted to add a footnote talking about other sources on transmigration, you would write it like this:

According to Jones (2006: 45), the Indonesian government's transmigration policy failed.⁵ Transmigration settlements have....

Additional references in the footnotes would also appear in the in-text format, i.e.

⁵ For other accounts of the New Order's transmigration policy, see Hull (1996) and Roberts (2003).

If you were using footnotes for your referencing, you would write the same sentences like this. The reference would be written out fully in the footnote.

According to Jones, the Indonesian government's transmigration policy failed.⁵ Transmigration settlements have....

If you wanted to add additional references you would add a second sentence to the footnote, beginning with "See also" or "For other accounts of the New Order's transmigration policy, see...." followed by the full references separated by semicolons.

Bibliography

The bibliography must only include references you cite in the text or in a footnote. References must be listed alphabetically. Subsequent references by the same author should be prefaced by a double m-dash (——) in the place of the author's name. For example:

- Aspinall, Edward. 2000. Political Opposition and the Transition from Authoritarian Rule: The Case of Indonesia. PhD, Department of Political and Social Change, The Australian National University, Canberra.
- Caraway, Teri. 2002. The Impact of Regime Change on Transnational Labor Activism: Insights from Indonesia. Paper read at Annual Meeting of the American Political Science Association, 29 August-1 September, at Boston.
- Ford, Michele. 1999. Testing the Limits of Corporatism: Reflections on Industrial Relations Institutions and Practice in Suharto's Indonesia. *Journal of Industrial Relations* 41 (3):371-392.
- . 2003. Beyond the Femina Fantasy: The Working-Class Woman in Indonesian Discourses of Women's Work. *Review of Indonesian and Malayan Affairs* 37 (2):83-113.
- Hadiz, Vedi. 1997. *Workers and the State in New Order Indonesia*. London and New York: Routledge.

Plagiarism

Your supervisor and your peers will give you advice on your thesis, and you will have someone proofread it. It is important that you acknowledge any help you get in the acknowledgment section of your thesis. Of course it is also important that you can sign the certification page with a clear conscience. Check the University Plagiarism Policy at <http://sydney.edu.au/senate/policies/Plagiarism.pdf>

Preparing for Printing

In Indonesian Studies, you are required to print the final copies of your thesis double sided on acid-free paper of at least 100 GSM thickness (you may prefer to use 120 GSM). Make sure you purchase a ream of paper well before your thesis is due to be printed. Your coil-bound examination copies may be printed single or double-sided on paper of sufficient thickness so that typescript does not show through.

Set up your documents using 'page setup' with the following margins:

- Top: 3.17 cm
- Bottom: 2.54 cm
- Left, Right: 3.17 cm
- Gutter: 1.5 cm

Before printing double-sided, you also need to set your margins on 'mirror' and ensure that there are blank pages in the right places and correct page numbering. It is not necessary to do this until you are ready to print your penultimate draft. In the completed thesis:

- Pages before the table of contents are not numbered.
- The Glossary, Abstract and Acknowledgments are numbered with roman numerals.
- The body of the thesis uses normal page numbers, beginning with 1 for the first page of the Introduction.

An electronic template of the preliminary material is available from the Honours Coordinator.

Final Proofread and Spellcheck

Ideally you can get someone else to proofread your thesis, but even after that, have a final read yourself. Just before printing the document put the word processor's spell-check through one last time after checking that the whole document is in Australian English – it's amazing what it comes up with. Remember not to change the spelling in quotations.

Printing the Thesis

Print your thesis off on a laser printer then make two copies for submission for examination. These can be done in temporary binding (coil or similar). In November you need to print three more copies for hard-cover binding. You get to keep one of these, one goes to your supervisor, and one goes to the Department's collection. You can choose whatever colour binding you like. You also need to provide a .PDF version (or a print-ready Word version if you don't have access to a .PDF maker) along with permission to post that copy on the departmental website.

Binders

Former students have had excellent experiences with the following binders. Please be aware that binding takes a number of days (it can be done overnight for a substantial extra fee).

Allbook Bindery
91 Ryedale Rd, West Ryde
(02) 98076026

L J Cullen Bookbinders
19 Arab Road, Padstow
(02) 9772 3200

Faculty of Arts' Interpretative Scale for Honours and Medals

The Department of Indonesian Studies follows the scale for Honours approved by the Faculty of Arts. It is important for students to realise that these Honours grades do NOT equate to the grades used to assess students' work for the Pass degree.

80-100: First Class (I)

90+

Work demonstrating the highest levels of accomplishment and intellectual autonomy that can be expected from an undergraduate student. An overall Honours mark of 90 or higher is a requirement for the award of a University Medal, though Medals are not automatically awarded to students with overall results of 90 or more.

In many fields of the humanities and social sciences, a mark in this range indicates substantial and innovative research; wide and deep reading in the scholarly literature; sophisticated, perceptive, and original interpretations of data, documentary evidence, fieldwork, literary texts, or works of art; and a very high level of independent thought and argument.

In work written in a language other than English, a mark in this range indicates an excellent level of grammatical accuracy, syntactical sophistication, and nuance in use of vocabulary and register.

85-89

Work that demonstrates a very high level of proficiency in the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied. Work in this range shows strong promise for doctoral study.

In many fields of the humanities and social sciences, a mark in this range indicates substantial original research; wide and deep reading in the scholarly literature; a very high level of skill in interpreting data, documentary evidence, fieldwork, literary texts, or works of art; and a high level of independent thought.

In work written in a language other than English, a mark in this range indicates a very high level of grammatical accuracy with only some mistakes, as well as syntactical sophistication, and nuance in use of vocabulary and register.

80-84

Work that demonstrates a high level of proficiency in the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied, and shows potential for doctoral study.

In many fields of the humanities and social sciences, a mark in this range can indicate thorough research; a firm grasp of the relevant scholarly literature; and a high level of skill in interpreting data, documentary evidence, fieldwork, literary texts, or works of art.

In work written in a language other than English, a mark in this range indicates a very high level of grammatical accuracy with few mistakes and only very rare basic errors, with vocabulary and syntax varied and expression highly coherent and well structured.

75-79: Second Class, First Division (II.1)

Work that demonstrates a generally sound knowledge of the methodologies, subject matter, and modes of expression and argumentation appropriate to the field or fields studied.

In many fields of the humanities and social sciences, a mark in this range can indicate solid research; a firm grasp of the relevant scholarly literature; and competent interpretations of data, documentary evidence, fieldwork, literary texts, or works of art. However, work in this range may also show evidence of a higher level of independent thought combined with some significant lapses in research or expression.

In work written in a language other than English, a mark in this range indicates a high standard of grammatical accuracy with few mistakes and only very rare basic errors, with vocabulary and syntax varied and expression highly coherent and well structured.

70-74: Second Class, Second Division (II.2)

Work that demonstrates an adequate but limited performance in the methodologies, subjects, and/or languages studied.

In many fields of the humanities and social sciences, a mark in this range can indicate an adequate general knowledge of the subject from the reading of both primary material and secondary literature, straightforward argumentation, and clear expression. A mark in this range may also reflect a superior performance in one or more of these areas combined with serious lapses in others.

In work written in a language other than English, a mark in this range indicates a good standard of grammatical accuracy, albeit with some mistakes, including occasional basic ones; the work shows a good grasp of complex sentence structures and an appropriately varied vocabulary.

65-69: Third Class (III)

Work only barely above the standard of pass-degree work in the field studied. A mark in this range indicates a basic but limited understanding of the methodologies and subject matter of the field or fields studied, and skills in argument and expression that are only just adequate for Honours-level study and research.

Below 65%

Honours not awarded.

Helpful Questions to Ask about Your Thesis

General

1. Is the topic clearly defined? Does the title reflect the topic?
2. Is the choice of topic appropriate?
3. Is the topic adequately justified in terms of the field?
4. Is its scope clearly defined in terms of the corpus of texts, the range of documents or the range of data to be scrutinised?
5. Are primary and or secondary sources adequately used and referenced in the bibliography?
6. Are the relevant key terms clearly defined?

Quality of argument, methodology, organisation of thesis

"Positive" criteria:

1. Is the argument well-developed?
2. Is compelling and relevant evidence used to support the argument?
3. Is the evidence introduced at the most helpful points of the argument? Does it prove what it purports to prove?
4. Is the informing theory, methodology or theoretical framework well identified and explained?
5. Does the thesis demonstrate knowledge of previous literature or intellectual endeavour in the field?
6. Does the thesis demonstrate critical analysis of the material it works with?
7. Is the thesis well-structured? Is the division into chapters and/or sections rational and helpful? Are the chapters/sections optimally ordered?
8. Does the introduction orient the work for the reader, and the conclusion account adequately for the work undertaken and the results achieved?
9. Does the conclusion open up a direction for further research?

The following are "negative" criteria - i.e. we don't want to have to answer "yes" to these questions:

1. Is the existing secondary literature relied on or accepted too uncritically?
2. Are the sources one-sided?
3. Is the thesis limited to mere description and basic analysis of the data or principal texts?
4. Does the conclusion merely restate the aims of the thesis?

First Class Honours

Work that meets the above criteria can expect to do well. However, the very top work is distinguished by some special qualities. In order to award Honours Class1 for the thesis, we will ask the following questions:

1. What qualities of originality does the thesis display?
2. Could the thesis, or parts of the thesis, be submitted for publication in a scholarly journal in the field?
3. Has the student demonstrated the ability to undertake postgraduate research study (MPhil and PhD)?

Evaluation of the thesis' linguistic level in terms of fluency, accuracy, and appropriateness

1. Is the thesis readable (concise, accurate, appropriate), clear in meaning and is its standard of language / register appropriate?
2. If the thesis is written in a language other than English, are language structures correct, grammatical and spelling rules respected?

Evaluation of the presentation: layout, respect of bibliographical conventions, typographical accuracy etc.

1. Is the presentation of the thesis appropriate (margins, spaces, font, etc.)?
2. Is the style of footnoting consistent?
3. Is every source quoted in the text and footnotes also listed in the bibliography?