



# **The University of Sydney**

## **Department of Indonesian Studies**

### **Honours Handbook**

**2007**

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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 50 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.
- The Indonesian Honours 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. Part of this unit will be related to your thesis. There are three hours per week contact for this seminar.
- Indonesian Honours research seminar is a content-based seminar related to the topic of your thesis structured around a postgraduate or advanced Unit of Study in Asian Studies or a related discipline chosen in consultation with the Honours Coordinator. The Indonesian Honours research seminar can be taken in either semester, depending on when an appropriate Unit of Study is offered.

## 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 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.

## 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 as part of their studies in ASNS 3690 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://www.usyd.edu.au/ethics/human/> 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 6 October in 2007. This means that you must have it completed and ready for binding by 2 October. 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 in your pre-Honours semester.

### *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 [http://www.fhs.usyd.edu.au/current\\_students/studyres.shtml](http://www.fhs.usyd.edu.au/current_students/studyres.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://itassist.usyd.edu.au/student/services/software/endnote.shtml>

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 2007 would be labelled **070410\_Fred\_Theory\_1.doc**. The second draft, submitted two weeks later, would be labelled **070424\_Fred\_Theory\_2.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.

### *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 a blank line (or half line) after as well as a full line before your sub-headings.

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 15<sup>th</sup> 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 15<sup>th</sup> 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 15<sup>th</sup> 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:

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 show 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 (see the section on technical aspects of your writing on the previous page). 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.<sup>5</sup> Transmigration settlements have....

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

<sup>5</sup> 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.<sup>5</sup> 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 semi-colons.

### ***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://www.usyd.edu.au/senate/policies/Plagiarism.pdf>

### ***Preparing for Printing***

In Indonesian Studies, you are required to print 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.

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

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

Before the final printing, 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 – it’s amazing what it comes up with.

### ***Printing the Thesis***

Print your thesis off on a laser printer then make four double-sided copies. Three of these copies need to be bound in hard-cover, but the fourth can be done in temporary binding (coil or similar). You get to keep one of the hard-cover copies, one goes to your supervisor, and one goes to the Department’s collection (via the internal marker). The coil-bound copy goes to your external marker. You can choose whatever colour binding you like.

### ***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).

#### **NORTH:**

Allbook Bindery (Takes cash and cheque but no cards)  
91 Ryedale Rd, West Ryde  
(02) 98076026

#### **SOUTH:**

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.

### *First Class Honours*

A First Class Honours grade is awarded to students whose average mark in the Honours examination is between 80% and 100%. As the First Class range is a large one, it is important to be able to make distinctions within it, and these are expressed below:

- |          |   |
|----------|---|
| 80 – 82  | Clear, but bare First Class quality, comprising general excellence in subject area without major error or naivete; breadth of knowledge of discipline; clear evidence of independence of thought in subject area. This judgement will be made against an assessment of the whole range of skills required within the subject area.                                      |
| 83 – 86  | Good First Class quality (as defined above), but with greater evidence of intellectual independence and some originality of thought.  |
| 87 – 89  | Excellent First Class quality, showing (in addition to the qualities defined above), a command of the field both broad and deep, independent intellectual argument and the presentation of original thought to a significant degree.  |
| 90 – 94  | Outstanding First Class quality of University Medal standard, demonstrating independent thought throughout, a flair for the subject, and research achievement of a kind that produces at least some element(s) of PhD or potentially publishable standard in serious academic fora. (Not sufficient in itself for a medal.)   |
| 95 – 98  | Range rarely used. Denotes work in top 1 – 2% of all candidates for Fourth Year Honours likely to have been encountered over an experienced academic's teaching career. All or most of the student's work is here of potentially publishable quality.   |
| 99 – 100 | Denotes achievement as good as one could ever expect from a Fourth Year student, considered over the range of talent encountered during an experienced academic's career. It is to be expected that marks in this range are rarely awarded and may never be awarded during a teaching career, but it is important that the possibility of award at this level be there. |

### *Second Class Honours Division I*

A Second Class Honours Division I Honours degree is awarded to students whose average mark in the Honours examination is between 75% and 79%. The award of a Second Class Honours Division I degree expresses the assessors' confidence that the student has:

- Demonstrated superior general knowledge of the subject through a study and reading of both primary and secondary material
- Produced written work that shows a reasonably complex understanding and original analysis of subject matter and its context, both empirical and theoretical, and sometimes shows evidence of independent interpretation
- Produced written work of a high standard of expression and documentation.

### ***Second Class Honours Division II***

A Second Class Honours Division II grade is awarded to students whose average mark in the Honours examination is between 70% and 74%. The award of a Second Class Honours Division II degree expresses the assessors' view that the student has:

- Demonstrated adequate general knowledge of the subject through study and reading of both primary and secondary material
- Produced written work that is clearly adequate at honours level in terms of expression and documentation, the assembly of relevant material, and the ability to exercise independent critical judgement of the material
- In addition, a student who gains Second Class Honours Division II may occasionally show evidence of original analysis and interpretation of subject matter.

### ***Third Class Honours***

A Third Class Honours grade is awarded to students whose average mark in the Honours examination is between 65% and 69%. The award of a Third Class Honours degree expresses the assessors' view that the student has

- Demonstrated a barely sufficient general knowledge of the subject through study and reading of both primary and secondary material
- Produced written work that is barely adequate at Honours level in terms of expression and documentation, the assembly of relevant material, and the ability to exercise independent critical judgement of the material.

### ***Honours Not Awarded***

The decision not to award Honours to a candidate in his or her Fourth Year (that is, to award a mark between 50% and 64%) is a difficult one and is likely to be based upon a combination of the following criteria:

- That the student has not attained a sufficient mastery of the subject in which Honours is sought at a level of depth and complexity beyond that appropriate to the Pass degree, as demonstrated through written work and oral examination.
- That attendance at classes and participation in Honours discussions has not been sufficient or sufficiently consistent to allow staff to gauge his or her level of achievement at an Honours standard.
- That the student's written and oral work in the Fourth Year has failed to attain an average of 65%.

In practice, a passing grade is rarely awarded.

## Helpful Questions to Ask about Your Thesis (Adapted from the 2006 Honours Seminar Handout)

### ***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?