

Introduction to Academic Research and Writing Session 6

A 6 session course on research and writing for the International
Law program

Subject focus: International Law and Human Rights

Session 6

Researching and writing - the next step

Lecture:

Writing for different audiences, preparing abstracts, writing to a brief

Study notes:

Q&A

Activity:

Change the provided text into an article for a newspaper

Types of Research Writing

- Formal peer-reviewed papers
- Book chapters
- Policy briefs
- Opinion pieces/editorials
- Online academic forums
- and more as more online forms of communication develop

When you start your writing

- Consider your audience. Who are you writing for
 - Other academics
 - General public
 - Adults/children
 - Specialists
- How long is the essay
 - This will affect how much you can say
- Where will it be published
 - This may influence the focus of your paper

Writing for different audiences

- Specialise audiences – academics, your peers
 - Can use technical terms and jargon
 - Do not need to contextualise everything
- ‘Expert generalists’ –
 - Good general knowledge
 - Often professionals but not experts in your field
 - Can use some technical terms and assume knowledge of basic principles of your discipline and methods
- General public
 - Avoid jargon
 - Simplify technical terms
 - Focus on key points
 - Keep theories and explanations of methodologies simple

Other Audiences

- Age groups
 - Target using suitable language for each age group
 - Break down complex topics into simple language
 - Stick to main principles
- Cultural differences
 - Be culturally aware
 - Consider religious and political differences
 - Gender bias – should not be present
- Education levels
 - Do not be patronising in your writing – some readers may not have academic knowledge but have strong local knowledge and experience

Activity

- Think of examples of writing for different audiences
- Can you think of a researcher who publishes in academic journals AND popular press AND professional forums – and more?
 - What are the differences in the styles
 - Can you see the different writing styles
 - How would you describe the differences?

Writing Abstracts

Conference submissions

Research papers

Book chapters

Preparing a Conference Abstract and Presentation

- What are the conference themes?
- Be strategic – as an academic, it is an opportunity to show your research skills
- The abstract should address conference themes, and be around 150-300 words – think about key points of interest
- Keep it simple and clear – a 20min conference paper is only about 2000 words. IN English, about 500 words takes 5 minutes to present at a steady pace
- Do not try to write the presentation and final paper the same way

Preparing a conference abstract

- Often hard to do – have to submit abstract before you know what your paper will be
- An opportunity to write something that you have not had time to do
- Gives you focus and purpose – have a deadline!

Aim of conference abstracts

- You are competing against other participants
 - Read the conference title and theme CAREFULLY
 - Write your abstract while thinking about the conference theme
 - Be concise – keep to the word count given by the organisers
 - Add keywords at the end
 - Title is important – does it catch attention?
- When attending a conference participants will read the abstracts to make decisions about what speaker they will go to hear – really try to make the abstract stand out

Conference abstract - example

- International Burma Studies Conference 2021 call for papers:
 - **'Participate!**
The Board of Trustees of the Burma Studies Foundation, the Burma Studies Group and the Center for Burma Studies cordially invite you to participate in this exciting conference! We invite papers or multi-media presentations on all aspects of Burma/Myanmar Studies, broadly defined, including (but not limited to) anthropology, art history, environmental studies, health, history, literature, linguistics, music, political science, popular culture, religious studies, sociology and urban planning. <https://www.centerforburmastudies.com/call-for-papers-2021.html>
 - **Individual Papers**
We welcome individual participants to submit their proposed paper in the form of a title and 200 max. word single-paragraph abstract/summary, pasted into the [webform](#) by **May 20, 2021**. For the conference itself, we will gather individual papers into thematic panels. For individual presenters, please see this panel participation as an opportunity to explore diverse topics and forge new connections; scheduling needs and the variety of submissions can sometimes preclude thematic cohesion of papers.'
- A very broad scope!

Examples of IBS Abstracts published online

- <https://www.centerforburmastudies.com/abstracts-2021.html>
 - **Paper 916H2: Anti-Colonial Fascism? The Alliance of U Saw and the British State. M Bowser**
 - 'In the early 1930s, the Burmese had the choice between administratively separating from or entering into a permanent federation with India. The Burmese left strongly supported federation, but the Burmese right – with the support of the British colonial authorities – succeeded in pushing for separation. This decision set the stage for a political opportunist, U Saw, to spearhead a Burmese form of fascism, through which the socioeconomic crisis in Burma could be blamed on an 'invasion' of Indian immigrants rather than the larger structures of imperialism and global capital. While the Burmese left attempted to form solidarities with the Indian anti-colonial movement, with Chinese Communists, and with the Japanese, Burmese fascists pushed a political ideology that instead encouraged a descent into jingoism, anti-immigrant xenophobia, cultural and religious fundamentalism. This movement scapegoated Indians and Muslims, who suffered increasing forms of repression up to and including a virtual ban on Indian immigration in 1941. I argue that the British state amplified this latter political movement both through its close cooperation with U Saw and through its brutal suppression of internationalist anti-colonialism. Clearly Cold War 'containment' began much sooner than scholars have assumed, and that this informs Burma's postcolonial reality today.'

Examples of IBS Abstracts published online

- **Paper 917A4: Regulating Residency: Role of Ward Administrator/Village Head in State Documentation in Myanmar**
Aung Ko Ko
 - This paper explores the roles of ward administrators and village heads as gatekeepers in accessing authorities and documentation. Ward administrators can facilitate or block access for residents to key documentation like temporary household registration, permanent household lists, adding members to household lists, and other types of documentation of residency. These documents are also required to access citizenship scrutiny cards and voting, placing the citizenship and voting rights of migrants and minorities at the whim of local administrators. Through case studies and interviews with administrators, this paper highlights the personal navigation of relationships and personalities necessary for migrants and minorities to access state documents.
- **Paper 918A5: COVID and Crisis in Myanmar** **N Loring**
 - Throughout the COVID-19 pandemic, many countries have struggled with the public health implications and misinformation that came with it. Myanmar has lagged behind its ASEAN neighbors in a number of key public health measurements, has struggled with accurate sharing of information, and has had to contend with limited healthcare infrastructure that threatened to be overwhelmed by a worsening pandemic. On top of these issues, the February 2021 military coup has drastically reduced the capacity, as well as the willingness, of the state to deal with the ongoing pandemic. This paper examines news coverage of COVID-19 in the Global New Light of Myanmar in order to measure the tone, frequency, and accuracy of the government's messaging about this deadly pandemic both before and after the coup. Analyzing the case of a country which is now battling two grave dangers to its future will provide more insight into the public health and political challenges that continue to face developing countries in Southeast Asia and beyond.

- Are these abstracts similar or different in their structure?
- What are the similarities
- What are the differences
- What do you expect to find in an abstract
- What makes you interested in the subject
- What makes you lose interest

Abstracts for journal articles

- You are writing to a finished paper
- Summarise key points
- Need a 'hook' to attract the reader
- Think about key words
- Write with purpose

Abstract for a Journal Article

- Example: Jonathan Liljeblad and Khin Thinn Thinn Oo (course reading Session 2)
- ‘In November 2015, State Parties to the World Heritage Convention approved a resolution adopting a policy integrating sustainable development into World Heritage conservation (WH Policy). A central component of the WH Policy was an expectation for participatory models of management involving local communities in site management. This paper uses a case study of Sri Ksetra in Pyu Ancient Cities, Myanmar's first entry onto the World Heritage list, to identify how management practices toward local communities can frustrate the implementation of WH Policy goals. The paper argues that the implementation of WH Policy involves not only the contents of policy statements but also the actions of site management practices, such that efforts to promote sustainable development via community participation require consideration of both the articulation of appropriate management systems in formal policy documents as well as the practice of appropriate conduct by those systems’.
- What does this abstract tell you? What do you expect to read?

Writing to a brief (instructions)

- Real-life example: a written pproach from the editors Adam Simpson and Nicholas Farrelly. We 'are putting together a proposal for an edited volume on Myanmar, provisionally titled *Myanmar: Politics, Economy and Society*.'
- This volume is designed as a research textbook. It will appeal to upper undergraduates, postgraduates, scholars, journalists and professionals working within NGOs, governments and companies that have dealings with Myanmar.
- Given your extensive expertise on Myanmar we would therefore be extremely grateful if you would agree to contribute a chapter on 'xxxxxx' to the volume. The title of the chapter is not yet fixed. Unlike the Handbook we will not be limiting the chapter titles to one or two words. Nevertheless, we would still like all titles to be relatively short and clear.

This information is clear – it gives researchers enough information to decide if they are interested in contributing to the project

Writing to a brief

- **When writing to a brief, you are given clear guidelines that must be followed. For example:**
- **Chapter Length:** 8,000 words including references
- **Draft Timeline:**
 - 31 July 2022 – Drafts submitted for review to editors
 - 30 August 2022 – Feedback provided by editors
 - 31 September 2022 – Final drafts submitted to publisher
 - 31 April 2023 – Publication
- this is intended as a generalist primer on Myanmar so discipline-specific jargon should be kept to a minimum. The writing and content should be sharp and concise.

Writing to a brief

- For this book each chapter should be structured as:
 - Introduction
 - Historical Framing: Myanmar Under Military Rule
 - Myanmar in Transition Under the USDP
 - Myanmar Under the NLD
 - Conclusion: Future Challenges

Abstract for book chapter example:

- Historic and contemporary cultural diversity in Myanmar has facilitated artistic innovation and expression. Such diversity now offers challenges for the recognition and conservation of heritage sites and engagement with cultural practices across the country. In recent years there has been a rise of interest in tangible and intangible cultural heritage, and a growing number of regional museums and cultural centres are being established. Against a historical background, this chapter examines some recent key developments in the Art and Heritage sectors including central and local support for cultural heritage activities, and engagement with the international community and organisations.

Styles and Stages of Academic Writing

- Descriptive: this might be a summary or a report and does not include much interpretation
- Analytical: will include a description and also an interpretation of a topic – ‘compare and contrast’, ‘positives and negatives’
- Persuasive: will include description, analysis and your own opinion or argument
- Critical: descriptive, analytical, persuasive and thorough in the use of previous research

Activity

- Read the two articles on Human Rights and the Environment. Write a 500 word newspaper article – for a general audience - based on the information in these articles.

Academic Research နှင့် Writing မိတ်ဆက်ခြင်း

အပိုင်း ၆

နိုင်ငံတကာဥပဒေပရိဂရမ်အတွက် သုတေသနနှင့်ရေးသားခြင်းဆိုင်ရာ
သင်တန်း (အပိုင်း ၆)
ဘာသာရပ်: နိုင်ငံတကာဥပဒေ နှင့် လူ့အခွင့်အရေးဥပဒေ

အပိုင်း 6

Researching and writing - ရှေ့လုပ်ငန်းစဉ်

သင်ကြားမှု:

ဖတ်ရှုသူအစုံအလင်အတွက်ရေးသားခြင်း, အကျဉ်းချုပ်ရေးသားရန် ပြင်ဆင်ခြင်း,
ယေဘုယျအကျဉ်းချုပ်ရေးသားခြင်း

လေ့လာရန်မှတ်စု:

အမေး နှင့် အဖြေ

လေ့ကျင့် လုပ်ဆောင်ရန်:

ပေးထားသော စာသားကို သတင်းစာအတွက် ဆောင်းပါးအဖြစ် ပြောင်းရန်။

Research Writing အမျိုးအစားများ

- စနစ်တကျ သုံးသက်ရေးသားနည်းစာတမ်းများ
- စာအုပ်စာတမ်းပြုစုခြင်း
- မူဝါဒဆိုင်ရာ အကျဉ်းချုပ်ရေးသားခြင်းများ
- ထင်မြင်ချက်များစုစည်းရေးသားခြင်း နှင့် Editorials များ
- Online အခြေပြု ပညာရေးဆိုင်ရာဖိုရမ်များ
- အွန်လိုင်း ဆက်သွယ်ရေးပုံစံများ ပိုမိုဖွံ့ဖြိုးလာသည်နှင့်အမျှ ပိုမိုများပြားလာပါသည်။

သင်စတင်ရေးသားတော့မည်ဆိုပါက

- သင့်စာဖတ်သူတွေသည် မည်သူတွေဖြစ်မည်ကိုစဉ်းစားပါ။ ဘယ်သူတွေအတွက်ရေးသားမှာလဲ
 - ပညာရေးနယ်ပယ်မှသူတွေ လား။
 - ပုံမှန်စာဖတ်လေ့လာနေကြသူ လား။
 - အရွယ်ရောက်ပြီးသူ/ကလေးများ လား။
 - အထူးပြုကျွမ်းကျင်ကြသူများ လား။
- ဘယ်လောက်ရှည်ရှည်ရေးမှာလဲ
 - ဒီအချက်ကသင့်ဆုလိုရင်းအပေါ် သက်ရောက်မှုရှိနိုင်ပါသည်။
- အဲ့ဒါကို ဘယ်မှာတင်မှာလဲ။
 - ဒီအချက်ကလည်း သင့်စာကိုဖတ်ရှုမည့်ပရိသတ်အပေါ် လွှမ်းမိုးမှုရှိနိုင်ပါသည်။

မတူညီသောလူမျိုးစုံဖတ်နိုင်ရန်ရေးသားခြင်း

- Specialise audiences – ပညာရပ်နယ်ပယ်ကသူများ,သင်ကဲ့သို့နားလည်နိုင်သူများ ဖြစ်ပါက
 - ပညာရပ်ဆိုင်ရာအသုံးအနှုန်းတွေနဲ့ ဗန်းစကားတွေသုံးနိုင်ပါသည်။
 - အရာရာကို တစ်ဆင့်ချင်းဆက်စပ်ပြီးအသေးစိတ်ရေးသားရန်မလိုပါ
- အထူးပြုကျွမ်းကျင်ပညာရှင်များဖြစ်ပါက –
 - အထွေထွေဗဟုသုတကောင်းကောင်းပါရှိရမည်။
 - ကိုယ်မကျွမ်းကျင်တဲ့နယ်ပယ်ကလွဲလို့ အဆင့်မြင့်မြင့်သီကုံးရေးသားပါ။
 - အချို့သော ပညာရပ်ဆိုင်ရာ အသုံးအနှုန်းများကို သုံးနိုင်ပြီး သင့်အတွေးအခေါ်အယူအဆများကိုထည့်သွင်းသုံးသပ်ပါ။
- ယေဘုယျစာဖတ်ကြမည့်သူများဖြစ်ပါက -
 - ဗန်းစကားအသုံးပြုမှု ရှောင်ပါ။
 - နေ့စဉ်သုံး/ပုံမှန်စာများပဲ ရေးပါ။
 - မိမိဆိုလိုရင်းကို ဆွဲယူ/အာရုံစိုက်ပါ။
 - သီအိုရီများနှင့် နည်းစနစ်များ၏ ရှင်းလင်းချက်များကို ရိုးရိုးရှင်းရှင်းရေးသားပါ။

အခြားစာဖတ်သူအမျိုးအစားများ

- အသက်အပိုင်းအခြား
 - အသက်အုပ်စုတစ်ခုစီအတွက် သင့်လျော်သောဘာသာစကားကို အသုံးပြုရန် ပစ်မှတ်ထားပါ။
 - ရှုပ်ထွေးသောအကြောင်းအရာများကို ရိုးရှင်းသောဘာသာစကားအဖြစ် ပိုင်းခြားပါ။
 - အဓိကအခြေခံမူများကို လိုက်နာပါ။
- ယဉ်ကျေးမှုကွဲပြားကြသူများ
 - ယဉ်ကျေးသတိရှိပါစေ။
 - ဘာသာရေးနှင့် နိုင်ငံရေး ကွဲပြားမှုများကိုစဉ်းစားပါ။
 - ကျား-မ ဘက်လိုက်မှုနှင့်ဆက်စပ်ပြီး တင်ပြခြင်းမလုပ်ရပါ။
- ပညာရေးအဆင့်ကွာခြားသူများ
 - သင်၏ရေးသားမှုကသာ အမှန်ဟုထောက်ခံခြင်းမပြုပါနှင့်။ အချို့သောစာဖတ်သူများသည် ပညာရပ်ဆိုင်ရာ ဗဟုသုတမရှိနိုင်သော်လည်း ဒေသန္တရဗဟုသုတနှင့် အတွေ့အကြုံများ ခိုင်မာသည်။

လုပ်ဆောင်ရန်လေ့ကျင့်ခန်း

- မတူညီသော စာဖတ်သူမျိုးစုံအတွက် စာရေးမည်ဟုတွေးပါ။
- Academic Journals တွေမှာရေးသားမယ်, ပြီးတော့ နာမည်ကြီးစာစဉ်မှာရေးသားမယ်, ပြီးတော့ ကျွမ်းကျင်အဆင့် forums တွေမှာရေးသားမယ် Researcher တစ်ယောက်အနေနဲ့ သင့်ကိုယ်သင်စဉ်းစားလိုက်ပါ။
 - အထက်ပါရေးသားတဲ့နေရာအလိုက် ဘာတွေကွဲပြားသွားနိုင်လဲ?
 - သင့်အနေနဲ့စာရေးသားတဲ့အခါကွဲပြားသွားနိုင်တာတွေကိုစဉ်းစားမိလား?
 - အဲ့ဒီကွဲပြားတဲ့အရေးအသားတွေကိုသင်ဘယ်လိုတင်ပြမလဲ?

အကျဉ်းချုပ်ရေးသားနည်း

ညီလာခံတင်ပြချက်များ
သုတေသနစာတမ်းများ
စာအုပ်ရဲ့အခန်းအပိုဒ်များ

ညီလာခံတွင်ပြောဆိုမည့်အကျဉ်းချုပ်အတွက် ပြင်ဆင်ခြင်း နှင့် အသုံးပြုခြင်း

- ညီလာခံ/အစည်းအဝေးရဲ့ theme က ဘာလဲ?
- စနစ်တကျဖြစ်ပါစေ- ပညာရေးအရဆိုရင်, အဲဒါဟာသင့်ရဲ့တင်ဆက်နိုင်စွမ်းကို ပြသဖို့အခွင့်အရေးတစ်ရပ်ပါ။
- အကျဉ်းချုပ်ရာတွင် ညီလာခံ/အစည်းအဝေး
၏ Theme နဲ့ချိတ်ဆက်ပြောဆိုပါ, စာလုံးရေ ၁၅၀ မှ ၃၀၀ အတွင်းသာဖြစ်သင့်သည် - ဆိုလိုရင်းကို
အမြဲစဉ်းစားထည့်သွင်းပါ
- ရိုးရှင်းပြီး ရှင်းလင်းရပါမည်- မိနစ် ၂၀စာပြောရန်ပြင်ဆင်ပါကစာလုံးရေ ၂,၀၀၀ သာရှိရပါမည်. English
လိုဖြစ်ပါက, ပုံမှန်နှုန်းဖြင့်ပြောလျှင် ငါးမိနစ်ကို စာလုံးရေ ၅၀၀ သာ ပြောနိုင်ပါသည်။
- တင်ပြပြောဆိုမည့်စာ နှင့်နောက်ဆုံးတင်သွင်းမည့်စာတမ်းကို တစ်ခုတည်း/တစ်ပုံစံတည်း မရေးထားရပါ။

အကျဉ်းချုပ်အတွက် ပြင်ဆင်ခြင်း

- တစ်ခါတစ်ရံလုပ်ဆောင်ရန် ခဲယဉ်းပါသည် - သင့်ရဲ့ စာတမ်းက ဘာဖြစ်မယ်ဆိုတာ မသိခင်အကျဉ်းချုပ် တင်ပြရမယ်။
- လုပ်ရန်အချိန်မရှိသော အရာများကို ရေးရန် အခွင့်အရေးတစ်ခုလည်းဖြစ်သည်။
- သင့်ရဲ့ အာရုံစူးစိုက်နိုင်မှု နှင့် ရည်ရွယ်ချက်ကိုထင်ပေါ်စေသည်- Deadline ထားပြီးလုပ်ဆောင်ပါ။

Aim of conference abstracts

- You are competing against other participants
 - Read the conference title and theme CAREFULLY
 - Write your abstract while thinking about the conference theme
 - Be concise – keep to the word count given by the organisers
 - Add keywords at the end
 - Title is important – does it catch attention?
- When attending a conference participants will read the abstracts to make decisions about what speaker they will go to hear – really try to make the abstract stand out

Conference abstract - example

- International Burma Studies Conference 2021 call for papers:
 - **'Participate!**
The Board of Trustees of the Burma Studies Foundation, the Burma Studies Group and the Center for Burma Studies cordially invite you to participate in this exciting conference! We invite papers or multi-media presentations on all aspects of Burma/Myanmar Studies, broadly defined, including (but not limited to) anthropology, art history, environmental studies, health, history, literature, linguistics, music, political science, popular culture, religious studies, sociology and urban planning. <https://www.centerforburmastudies.com/call-for-papers-2021.html>
 - **Individual Papers**
We welcome individual participants to submit their proposed paper in the form of a title and 200 max. word single-paragraph abstract/summary, pasted into the [webform](#) by **May 20, 2021**. For the conference itself, we will gather individual papers into thematic panels. For individual presenters, please see this panel participation as an opportunity to explore diverse topics and forge new connections; scheduling needs and the variety of submissions can sometimes preclude thematic cohesion of papers.'
- A very broad scope!

Examples of IBS Abstracts published online

- <https://www.centerforburmastudies.com/abstracts-2021.html>
 - **Paper 916H2: Anti-Colonial Fascism? The Alliance of U Saw and the British State. M Bowser**
 - 'In the early 1930s, the Burmese had the choice between administratively separating from or entering into a permanent federation with India. The Burmese left strongly supported federation, but the Burmese right – with the support of the British colonial authorities – succeeded in pushing for separation. This decision set the stage for a political opportunist, U Saw, to spearhead a Burmese form of fascism, through which the socioeconomic crisis in Burma could be blamed on an 'invasion' of Indian immigrants rather than the larger structures of imperialism and global capital. While the Burmese left attempted to form solidarities with the Indian anti-colonial movement, with Chinese Communists, and with the Japanese, Burmese fascists pushed a political ideology that instead encouraged a descent into jingoism, anti-immigrant xenophobia, cultural and religious fundamentalism. This movement scapegoated Indians and Muslims, who suffered increasing forms of repression up to and including a virtual ban on Indian immigration in 1941. I argue that the British state amplified this latter political movement both through its close cooperation with U Saw and through its brutal suppression of internationalist anti-colonialism. Clearly Cold War 'containment' began much sooner than scholars have assumed, and that this informs Burma's postcolonial reality today.'

Examples of IBS Abstracts published online

- **Paper 917A4: Regulating Residency: Role of Ward Administrator/Village Head in State Documentation in Myanmar**
Aung Ko Ko
 - This paper explores the roles of ward administrators and village heads as gatekeepers in accessing authorities and documentation. Ward administrators can facilitate or block access for residents to key documentation like temporary household registration, permanent household lists, adding members to household lists, and other types of documentation of residency. These documents are also required to access citizenship scrutiny cards and voting, placing the citizenship and voting rights of migrants and minorities at the whim of local administrators. Through case studies and interviews with administrators, this paper highlights the personal navigation of relationships and personalities necessary for migrants and minorities to access state documents.
- **Paper 918A5: COVID and Crisis in Myanmar** **N Loring**
 - Throughout the COVID-19 pandemic, many countries have struggled with the public health implications and misinformation that came with it. Myanmar has lagged behind its ASEAN neighbors in a number of key public health measurements, has struggled with accurate sharing of information, and has had to contend with limited healthcare infrastructure that threatened to be overwhelmed by a worsening pandemic. On top of these issues, the February 2021 military coup has drastically reduced the capacity, as well as the willingness, of the state to deal with the ongoing pandemic. This paper examines news coverage of COVID-19 in the Global New Light of Myanmar in order to measure the tone, frequency, and accuracy of the government's messaging about this deadly pandemic both before and after the coup. Analyzing the case of a country which is now battling two grave dangers to its future will provide more insight into the public health and political challenges that continue to face developing countries in Southeast Asia and beyond.

- Are these abstracts similar or different in their structure?
- What are the similarities
- What are the differences
- What do you expect to find in an abstract
- What makes you interested in the subject
- What makes you lose interest

Abstracts for journal articles

- You are writing to a finished paper
- Summarise key points
- Need a 'hook' to attract the reader
- Think about key words
- Write with purpose

Abstract for a Journal Article

- Example: Jonathan Liljeblad and Khin Thinn Thinn Oo (course reading Session 2)
- ‘In November 2015, State Parties to the World Heritage Convention approved a resolution adopting a policy integrating sustainable development into World Heritage conservation (WH Policy). A central component of the WH Policy was an expectation for participatory models of management involving local communities in site management. This paper uses a case study of Sri Ksetra in Pyu Ancient Cities, Myanmar's first entry onto the World Heritage list, to identify how management practices toward local communities can frustrate the implementation of WH Policy goals. The paper argues that the implementation of WH Policy involves not only the contents of policy statements but also the actions of site management practices, such that efforts to promote sustainable development via community participation require consideration of both the articulation of appropriate management systems in formal policy documents as well as the practice of appropriate conduct by those systems’.
- What does this abstract tell you? What do you expect to read?

Writing to a brief (instructions)

- Real-life example: a written pproach from the editors Adam Simpson and Nicholas Farrelly. We 'are putting together a proposal for an edited volume on Myanmar, provisionally titled *Myanmar: Politics, Economy and Society*.'
- This volume is designed as a research textbook. It will appeal to upper undergraduates, postgraduates, scholars, journalists and professionals working within NGOs, governments and companies that have dealings with Myanmar.
- Given your extensive expertise on Myanmar we would therefore be extremely grateful if you would agree to contribute a chapter on 'xxxxxx' to the volume. The title of the chapter is not yet fixed. Unlike the Handbook we will not be limiting the chapter titles to one or two words. Nevertheless, we would still like all titles to be relatively short and clear.

This information is clear – it gives researchers enough information to decide if they are interested in contributing to the project

Writing to a brief

- **When writing to a brief, you are given clear guidelines that must be followed. For example:**
- **Chapter Length:** 8,000 words including references
- **Draft Timeline:**
 - 31 July 2022 – Drafts submitted for review to editors
 - 30 August 2022 – Feedback provided by editors
 - 31 September 2022 – Final drafts submitted to publisher
 - 31 April 2023 – Publication
- this is intended as a generalist primer on Myanmar so discipline-specific jargon should be kept to a minimum. The writing and content should be sharp and concise.

Writing to a brief

- For this book each chapter should be structured as:
 - Introduction
 - Historical Framing: Myanmar Under Military Rule
 - Myanmar in Transition Under the USDP
 - Myanmar Under the NLD
 - Conclusion: Future Challenges

Abstract for book chapter example:

- Historic and contemporary cultural diversity in Myanmar has facilitated artistic innovation and expression. Such diversity now offers challenges for the recognition and conservation of heritage sites and engagement with cultural practices across the country. In recent years there has been a rise of interest in tangible and intangible cultural heritage, and a growing number of regional museums and cultural centres are being established. Against a historical background, this chapter examines some recent key developments in the Art and Heritage sectors including central and local support for cultural heritage activities, and engagement with the international community and organisations.

Styles and Stages of Academic Writing

- Descriptive: this might be a summary or a report and does not include much interpretation
- Analytical: will include a description and also an interpretation of a topic – ‘compare and contrast’, ‘positives and negatives’
- Persuasive: will include description, analysis and your own opinion or argument
- Critical: descriptive, analytical, persuasive and thorough in the use of previous research

Activity

- Read the two articles on Human Rights and the Environment. Write a 500 word newspaper article – for a general audience - based on the information in these articles.

PROGRAM: INTERNATIONAL LAW

COURSE: INTRODUCTION TO ACADEMIC RESEARCH AND WRITING

SESSION 6 – ACTIVITY Part A and Part B

Purpose:

Part A: The purpose of this activity is to develop skills in reviewing and critiquing research papers. This skill will help you better critique your own writing

Part B: The purpose of this activity is to develop skills in writing conference abstracts

Requirements:

PPT lecture notes from Session 6. This activity should come after the Session 6 lecture.

Session 6 Additional Course Material Part A: Example of a peer review, Part B: Conference abstracts

Activity Part A: Preparation before the session – course reading and completion of peer review template. 60 minutes. 30 min group discussion.

Kraak, Anne-Laura. "World Heritage Conservation and Human Rights in Bagan, Myanmar: Ambiguity and Complexity." *Historic Environment* 29, no. 3 (2017): 84–96.

This article is one of a group of articles published by Kraak with similar themes. The paper is based on PhD research. The Additional Course Material provides a close critique of the paper.

Questions for discussion:

Is the author well qualified to address the topic?

Does the author have a good understanding of Myanmar and Bagan?

Does the author have good knowledge of Human Rights and Heritage?

What could be done to improve the article, if anything?

Is it a useful article? If yes, why? If no, why not?

What is the role of theoretical papers in research?

Activity Part B: 30-40mins (2-3 minutes reading time 5-7 minutes discussion for each abstract)

In this session you are asked to review 4 recent conference abstracts (see Additional Course Materials). These have been selected from abstracts successfully submitted for the International Burma Studies Conference, held in Chiang Mai 5-7 March 2021.

<https://www.burmaconference.com/abstracts/accepted-abstracts/>

Read each abstract and discuss:

Is it interesting?

Would you go and listen to this paper? If yes, why? If no, why not?

Does it outline a methodology (if relevant)

Does it summarise results?

Do you know the author? Does that influence your decision?

When you submit abstracts, conference organisers will make their selection by considering:

Does it address the conference themes

Is it well written and clearly argued? If not, then the spoken presentation is likely to be poor

Is it 'new' research?

Has this work been published before?

Sometimes conference organisers will choose to support young scholars so the abstract must be strong to be selected.

Most abstracts are a maximum of 200 words (English) or half a page (Burmese). As an extra assignment your teacher can set you a task to write an abstract on a selected topic.

Teacher Notes:

Part A: it is useful to go through the whole paper step by step and consider the arguments for and against each argument or 'statement of fact' put forward by the author. Consider discussing how well an 'outsider', in this case a foreigner with good research credentials but limited knowledge of Myanmar, is able to comment on these issues of human rights. How would a Myanmar national write about this subject? Would they have the same opinion? Is it more difficult to be balanced in your opinions? What is the place of 'opinion' in research publications?

Part B: These abstracts are all very different. They are written by Myanmar and non-Myanmar scholars. Can you see differences in the writing styles? Some abstracts say too much – they summarise the paper very effectively and the question is then 'why would I listen to the paper presentation? I know the answers already'. Some abstracts are very technical. Some use difficult language even for a native English speaker - this is a conference that includes many people from Myanmar and other non-English speaking countries and the abstracts should consider this. Other questions to ask students is 'how well do the abstracts link to the conference themes.

As an additional exercise you can ask students to prepare an abstract – maximum 200 words. You can select a conference theme that is relevant to the group and draws on the course material.

If students cannot join online discussions they can submit notes that address answers to the questions asked in the Part B Activity. These answers can be informal, that is, in note form, not formal essay form.

ပရိုဂရမ်- နိုင်ငံတကာဥပဒေ

သင်တန်း- ပညာရပ်ဆိုင်ရာ သုတေသနနှင့် စာတမ်းရေးသားမှုနိဒါန်း

အပိုင်း 6 – လုပ်ဆောင်ချက် အပိုင်း A နှင့် အပိုင်း B

ရည်ရွယ်ချက်-

အပိုင်း A- ဤလုပ်ဆောင်ချက်၏ ရည်ရွယ်ချက်မှာ သုတေသနစာတမ်းများကို ပြန်လည်သုံးသပ်ခြင်းနှင့် ဝေဖန်ခြင်းဆိုင်ရာ ကျွမ်းကျင်မှုများ တိုးတက်စေရန်ဖြစ်သည်။ ဤကျွမ်းကျင်မှုသည် သင့်ကိုယ်ပိုင်အရေးအသားကို ပိုမိုကောင်းမွန်စွာ ဝေဖန်ရန် ကူညီပေးပါလိမ့်မည်။

အပိုင်း B- ဤလုပ်ဆောင်ချက်၏ ရည်ရွယ်ချက်မှာ စုံညီတွေ့ဆုံပွဲ ကောက်နုတ်ချက်များရေးသားခြင်းဆိုင်ရာ ကျွမ်းကျင်မှုများ တိုးတက်စေရန်ဖြစ်သည်။

လိုအပ်ချက်များ-

ကဏ္ဍ 6 မှ PPT ဟောပြောပွဲမှတ်စုများ။ ဤလုပ်ဆောင်ချက်သည် အပိုင်း 6 ဟောပြောပွဲချမှတ်ပြီးတွင် လာသင့်ပါသည်။

ကဏ္ဍ 6 အပိုဆောင်းသင်တန်း အကြောင်းအရာ အပိုင်း A- ရွယ်တူ သုံးသပ်ချက် ဥပမာ၊ အပိုင်း B- စုံညီတွေ့ဆုံမှု ကောက်နုတ်ချက်များ

လုပ်ဆောင်ချက်အပိုင်း A- သင်တန်းမစီ ကြိုတင်ပြင်ဆင်ခြင်း - သင်တန်းဖတ်ရှုခြင်းနှင့် သက်တူရွယ်တူပြန်လည်သုံးသပ်ခြင်းပုံစံကို ပြီးမြောက်ခြင်း။ မိနစ် 60 ။ မိနစ် 30 အုပ်စုလိုက် ဆွေးနွေးခြင်း။

Kraak, Anne-Lauri။ “မြန်မာနိုင်ငံ၊ ပုဂံရှိ ကမ္ဘာ့အမွေအနှစ် ထိန်းသိမ်းရေးနှင့် လူ့အခွင့်အရေး၊ အဓိပ္ပါယ်နှစ်ခွဲထွက်ခြင်းနှင့် ရှုပ်ထွေးမှု။” သမိုင်းဝင်ပတ်ဝန်းကျင် 29၊ အမှတ်၊ 3 (2017)၊ 84–96။

ဤဆောင်းပါးသည် အလားတူအကြောင်းအရာများဖြင့် Kraak မှထုတ်ဝေသော ဆောင်းပါးအုပ်စုတစ်စုထဲမှတစ်ခုဖြစ်သည်။ အဆိုပါစာတမ်းသည် PhD သုတေသနအပေါ်အခြေခံသည်။ ထပ်လောင်းသင်တန်း ပစ္စည်းများသည် စာတမ်း၏ အနီးကပ်ဝေဖန်ချက်ကို ပေးသည်။

ဆွေးနွေးရန်မေးခွန်းများ၊

စာရေးသူသည် အကြောင်းအရာကို ကိုင်တွယ်ဖြေရှင်းရန် အရည်အချင်းပြည့်မီပါသလား။

စာရေးသူက မြန်မာနှင့် ပုဂံအကြောင်း ကောင်းကောင်းနားလည်သူလား။

စာရေးသူတွင် လူ့အခွင့်အရေးနှင့် အမွေအနှစ်ဆိုင်ရာ ဗဟုသုတကောင်းများ ရှိပါသလား။

အကယ်၍များ ဆောင်းပါးကို တိုးတက်အောင်လုပ်ဖို့ ဘာတွေလုပ်ဆောင်နိုင်မလဲ။

ဤဆောင်းပါးက အသုံးဝင်သောဆောင်းပါးဖြစ်ပါသလား။ ဟုတ်တယ်ဆိုရင် ဘာကြောင့်လဲ။

မဟုတ်ရင်၊ ဘာလို့ မဟုတ်တာလဲ။

သုတေသနတွင် သုတေသနစာတမ်းများ၏ သီအိုရီဆိုင်ရာ အခန်းကဏ္ဍက အဘယ်နည်း။

လုပ်ဆောင်ချက်အပိုင်း B- 30-40 မိနစ် (2-3 မိနစ် စာဖတ်ချိန်၊ ကောက်နုတ်ချက် တစ်ခုစီအတွက် 5-7 မိနစ် ဆွေးနွေးချိန်)

ဤကဏ္ဍတွင် မကြာသေးမီက ကွန်ဖရင့်အကျဉ်းချုပ် 4 ခုကို ပြန်လည်သုံးသပ်ရန် သင့်အား တောင်းဆိုထားသည် (နောက်ထပ် သင်တန်းအကြောင်းအရာများကို ကြည့်ပါ)။ 2021 ခုနှစ် မတ်လ 5 ရက်နေ့မှ 7 ရက်နေ့အထိ ချင်းမိုင်မြို့တွင် ကျင်းပသော နိုင်ငံတကာ မြန်မာနိုင်ငံ လေ့လာရေး စုံညီတွေ့ဆုံပွဲအတွက် အောင်မြင်စွာ တင်သွင်းခဲ့သော ကောက်နုတ်ချက်များမှ ၎င်းတို့ကို ရွေးချယ်ထားပါသည်။ <https://www.burmaconference.com/abstracts/accepted-abstracts/> ကောက်နုတ်ချက် တစ်ခုစီကိုဖတ်ပြီး ဆွေးနွေးပါ-

စိတ်ဝင်စားစရာလား။

ဒီစာတမ်းကို သွားနားထောင်မှာလား။ ဟုတ်တယ်ဆိုရင် ဘာကြောင့်လဲ။ မဟုတ်ရင်၊ ဘာလို့ မဟုတ်တာလဲ။

နည်းစနစ်တစ်ခုကို အကြမ်းဖျင်းဖော်ပြသလား (သက်ဆိုင်ပါက)

ရလဒ်များကို အကျဉ်းချုပ်ပါသလား။

စာရေးသူကို သိပါသလား။ သင့်ဆုံးဖြတ်ချက်အပေါ် လွှမ်းမိုးမှုရှိပါသလား။

သင်သည် ကောက်နုတ်ချက်များကို တင်သွင်းသည့်အခါ၊ စုံညီတွေ့ဆုံပွဲစဉ်သူများသည် အောက်ပါတို့ကို ထည့်သွင်းစဉ်းစားခြင်းဖြင့် ရွေးချယ်မှုများ ပြုလုပ်လိမ့်မည်-

၎င်းက စုံညီတွေ့ဆုံပွဲအကြောင်းအရာများကို ပြောကြားပါသလား။

၎င်းကို ကောင်းကောင်းရေးသားထားပြီး ရှင်းရှင်းလင်းလင်း ရည်ညွှန်းထားပါသလား။ မဟုတ်ပါက

ဟောပြောတင်ပြမှုသည် ညံ့ဖျင်းဖွယ်ရှိသည်

၎င်းက ‘သုတေသန’ အသစ်လား။

ဤရေးသားချက်ကို အရင်က ထုတ်ဝေဖူးပါသလား။

တစ်ခါတစ်ရံတွင် စုံညီတွေ့ဆုံပွဲစဉ်သူများသည် လူငယ်ပညာရှင်များကို ပံ့ပိုးရန် ရွေးချယ်တတ်သောကြောင့် ကောက်နုတ်ချက်သည် ရွေးချယ်ခံရရန် အားကောင်းနေရပါမည်။

ကောက်နုတ်ချက် အများစုသည် အများဆုံး စာလုံး 200 (အင်္ဂလိပ်) သို့မဟုတ် စာမျက်နှာတစ်ဝက် (မြန်မာ) ဖြစ်သည်။ အပိုတာဝန်တစ်ခုအနေဖြင့် သင့်ဆရာသည် သင့်အား ရွေးချယ်ထားသော အကြောင်းအရာတစ်ခုအပေါ် ကောက်နုတ်ချက်တစ်ခုရေးရန် တာဝန်တစ်ခု သတ်မှတ်ပေးနိုင်ပါသည်။

ဆရာမှတ်စုများ-

အပိုင်း A- စာတမ်းတစ်ခုလုံးကို တစ်ဆင့်ပြီးတစ်ဆင့် ဖြတ်သန်းပြီး ငြင်းခုံချက်တစ်ခုစီအတွက် ဆန့်ကျင်ဘက် သို့မဟုတ် စာရေးသူတင်ပြခဲ့သော ‘အချက်အလက်ဖော်ပြချက်’ ကို သုံးသပ်ရန် ၎င်းက အသုံးဝင်ပါသည်။ ‘ပြင်ပလူ’ သည် မည်မျှ ကောင်းမွန်ကြောင်း ဆွေးနွေးသုံးသပ်ပါ။ ဤကိစ္စတွင် သုတေသန အထောက်အထားကောင်းများ ရှိသော်လည်း မြန်မာနိုင်ငံဆိုင်ရာ အသိပညာ နည်းပါးသော နိုင်ငံခြားသား သည် လူ့အခွင့်အရေးဆိုင်ရာ ကိစ္စရပ်များအပေါ် မှတ်ချက်ပေး ပြောဆိုနိုင်သည်။ မြန်မာနိုင်ငံ

ငံသားတစ်ယောက်က ဒီဘာသာရပ်ကို ဘယ်လိုရေးမလဲ။ သူတို့မှာ တူညီတဲ့ အမြင်ရှိမှာလား။ သင့်ထင်မြင်ချက်များတွင် ဟန်ချက်ရှိနေရန်မှာ ပိုခက်ခဲပါသလား။ သုတေသနစာစောင်များတွင် ‘အမြင်’ ၏ နေရာကား အဘယ်နည်း။

အပိုင်း B- ဤကောက်နုတ်ချက်အားလုံးက အလွန် ကွဲပြားပါသည်။ မြန်မာနှင့် မြန်မာမဟုတ်သော ပညာရှင်များက ၎င်းတို့ကို ရေးသားကြသည်။ စာရေးဟန်တွင် ကွဲပြားမှုများကို သင်မြင်နိုင်ပါသလား။ အချို့သော ကောက်နုတ်ချက်များသည် အလွန်အကျွံပြောကြသည် - ၎င်းတို့က စာတမ်းကို အလွန်ထိရောက်စွာ အကျဉ်းချုံးပြီး ထို့နောက် မေးခွန်းများမှာ ‘စာတမ်းတင်ပြချက်ကို ဘာကြောင့် နားထောင်ရမှာလဲ။ အဖြေတွေကို ငါသိနေပြီ’ လေ ဖြစ်မှာပါ။ အချို့သော ကောက်နုတ်ချက်များသည် နည်းပညာပိုင်းအရ အလွန်ကောင်းမွန်ပါသည်။ အချို့က မိခင်ဘာသာစကားပြောသူအတွက်ပင် ခက်ခဲသောဘာသာစကားကို အသုံးပြုကြသည် - ဤစုံညီတွေ့ဆုံပွဲသည် မြန်မာနိုင်ငံနှင့် အခြားအင်္ဂလိပ်စကားပြောနိုင်ငံမဟုတ်သော နိုင်ငံများမှ လူများစွာပါဝင်သည့် စုံညီတွေ့ဆုံပွဲဖြစ်ပြီး ကောက်နုတ်ချက်များတွင် အောက်ပါတို့ ပါဝင်ရမည်။ ကျောင်းသားများကို မေးရမည့် အခြားမေးခွန်းများမှာ ‘ကောက်နုတ်ချက်များသည် စုံညီတွေ့ဆုံပွဲအကြောင်းအရာများနှင့် မည်မျှကောင်းမွန်စွာ ချိတ်ဆက်သနည်းပင် ဖြစ်ပါသည်။

အပိုလေ့ကျင့်ခန်းတစ်ခုအနေဖြင့် ကျောင်းသားများကို အများဆုံး စကားလုံး 200 ပါသည့် ကောက်နုတ်ချက်တစ်ခု ပြင်ဆင်ခိုင်းနိုင်သည်။ အဖွဲ့နှင့်သက်ဆိုင်သည့် စုံညီတွေ့ဆုံပွဲအကြောင်းအရာကို သင်ရွေးချယ်နိုင်ပြီး သင်တန်းအကြောင်းအရာကို ရေးဆွဲနိုင်သည်။

ကျောင်းသားများသည် အွန်လိုင်းဆွေးနွေးမှုများတွင် မပါဝင်နိုင်ပါက၊ အပိုင်း B လုပ်ဆောင်ချက်တွင် မေးထားသော မေးခွန်းများအတွက် အဖြေများကို ဖော်ပြသည့် မှတ်စုများ ပေးပို့နိုင်ပါသည်။ ဤအဖြေများသည် အလွတ်သဘောဖြစ်နိုင်သည်။ ဆိုလိုသည်မှာ မှတ်စုပုံစံ၊ တရားဝင်စာစီစာကုံးပုံစံမဟုတ်ပေ။

Session 6 Additional Course Materials

Part A: Peer Review of a journal article:

Kraak, Anne-Laura. "World Heritage Conservation and Human Rights in Bagan, Myanmar: Ambiguity and Complexity." *Historic Environment* 29, no. 3 (2017): 84–96.

This table provides a guide for review of an article. In this example, the peer reviewer has expert knowledge of Bagan and the world heritage listing process.

Abstract	Clearly outlines the purpose of the paper Makes assumptions, namely that there is an increase in use of human rights to address issues of social justice in heritage contexts Argues that human rights can be helpful but are also limited when considering world heritage
Introduction	"In recent decades, there has been an increasing concern with the ethics and social implications of heritage conservation" – this opening statement is supported by examples. "What is relatively new is the use of human rights language to address these situations." – this is the central argument of the paper "This paper is based on my doctoral research, for which I investigated the implications, challenges and opportunities of the increasing convergence of World Heritage and human rights in the context of the historic and religious site Bagan in Myanmar. In 2014 and early 2015, I conducted interviews and informal conversations with people involved in or affected by the current preparation of Bagan's World Heritage nomination and spent several months observing day-to-day life at this site." - this gives the author some credibility but raises questions about what 'observing day-to-day life' means. How many people did she interview? How were they selected? "Looking at the conservation of this cultural heritage site through a human rights lens draws attention to two key areas of tension: living heritage and development, with which I refer to 'an ensemble of institutions, policies, disciplinary formations

	and, most importantly, practices of intervention in the alleviation of poverty” – are these really areas of contention?
Background on Bagan and World Heritage Nomination	Agree Myanmar has had a very poor human rights record under the military regimes. The summary of development statistics is helpful and sets the stage well for future discussion Outlines various rights: ‘development, land and economic rights’ and ‘religious and cultural rights’ and how world heritage listing may impact on all of these Outlines arguments about tourism and ability to alleviate poverty. States that at Bagan only 2% tourist fees are used to support the site, the rest goes to government. ‘Several of my informants’ are concerned how the money is spent because of corruption – is this valid? Section on tourism – well argued and supported by appropriate referencing ‘If a human rights-based approach to World Heritage conservation means ‘the full cycle of World Heritage processes from nomination to management is compatible with and supportive of human rights’ (UNESCO 2015, p. 7), does this mean child labour is unacceptable on the World Heritage property, or is this beyond the scope of the World Heritage process?’ – do children work all year round at the tourist sites? Or just during school holidays? Most only work during holidays
Relocations and Restrictions	“During my fieldwork, the location of boundaries and buffer zones remained an unresolved and contested issue. Even if no relocations will take place, residents in what will be the protective zone will inevitably become subject to certain regulations and development restrictions. These can range from limits on the height of buildings to the types of crops that can be grown and the types of events—such as pagoda festivals—that can be organised. Such regulations and restrictions may be necessary to protect the archaeological, architectural and spiritual heritage of Bagan. Uncontrolled

	development—whether on a small or a large scale—can adversely impact the archaeology of the region, the fabric of the monuments, the integrity of the landscape, as well as the spiritual values of the pagodas: access to the temples and means of worship can be affected. However, in an area where the majority of people live in poverty, such development restrictions need to be well considered in order not to violate local economic and development rights.” – this is a weak argument in terms of human rights and most activities are discussed in the site management plan.
Complexity and ambiguity	Good introduction to this section – clear and concise “This paper has aimed to illuminate some of the complexities of the dynamics between cultural heritage and human rights in Bagan. I have shown that several factors, which are interpreted and weighed differently by different actors, influence whether a forced eviction is considered a human right violation. People involved in and affected by Bagan’s World Heritage nomination are divided about the merit of the 1990 relocation from Old Bagan to New Bagan, as well as potential future relocations.” – the paper has not convincingly shown several factors that influence whether forced eviction is a human rights violation. Where is the evidence that people ‘are divided about the merit of the 1990 relocation’? And was it 1990?? An optimistic assessment of the dynamics between heritage conservation and human rights in the context the World Heritage nomination of Bagan is that a human rights-based approach could be a tool that persuades heritage practitioners to take a step back and reflect on the wider consequences of the conservation of Bagan’s monuments. It can motivate historians, conservators, architects and archaeologists to look beyond the material of the site and the events of the past to the lives and livelihoods that are implicated in conservation today. A human rights lens may draw attention to religious practices and struggles to overcome poverty that a material-focused approach to heritage conservation overlooks. The adoption of human rights language in the right policy or legal documents may enable local people who are negatively affected by the World Heritage nomination to articulate their grievances, seek recompense or prevent (further) harm.” – a good summary

	outlining the potential benefits of considering a human rights approach to site management. “In my opinion, the reality lies somewhere in between these optimistic and pessimistic assessments and aspects of both assessments can take place simultaneously. By illustrating the complexity and ambiguity of Bagan’s World Heritage nomination, the point is to explain why I am not convinced that the use of human rights approaches will provide a clear pathway to increased social justice in World Heritage conservation contexts. However, neither do I not reject this framework as harmful or useless. I contend that analysing a problem through a human rights lens can provide valuable insights, yet these will always be partial and subject to certain limitations. Juxtaposing human rights with alternative frameworks and approaches – such as sustainability, conflict resolution, or equality – will be necessary to engage with the multiple aspects of complex problems, such as social justice at World Heritage sites.” – a good conclusion and summary.
Reviewer comments	This paper uses the world heritage listing of Bagan to discuss the role of human rights in heritage site management. While the case is quite well argued it is more theoretical than practical. There is no evidence the author spoke to official sources to gain their perspective on how these issues will be managed. There is also no information about her sources – did they represent a good cross section of the community? Was the research ethically carried out? Did her informants know how the information would be used? There is only one reference about the conservation of Bagan’s monuments – much more has been published. There are no articles by Burmese authors in the reference list, and no links to popular press articles which would support her arguments. Overall the paper has its merits, though its usefulness into the future is not clear. The author published a number of articles with a similar theme – these appear based on her PhD thesis. A review of the thesis shows the author spent 6 months in Bagan

	in 2014., attended one UNESCO workshop and visited some government departments. There were 37 semi-structured interviews with people indirectly involved in or affected by the Bagan nomination – foreign experts, Burmese experts and community members. There is no indication that ethics approval for interviews was granted – this is a significant omission from the PhD thesis and calls into question the use of the data in an academic context. Is it reliable? Were the participants informed about how the data would be used? Is this ethical? The author does not appear to have continued any specialised research in Myanmar and is involved generally in world heritage with a focus on the UNESCO nomination process.
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Part B: Conference Abstracts – selected from the 3rd International Conference on Burma/Myanmar Studies, Chiang Mai March 2021. <https://www.burmaconference.com/about-icbms/>

Conference Announcement: After the general election in 2015, there was hope that democracy would prevail in Burma/Myanmar and serve as a driver moving the country’s peace process forward. Attempts were made to embark on economic development, aiming to bring prosperity to society while giving high priority to environmental sustainability. Myanmar has indeed opened opportunities for foreign investment: speeding up industrial and special economic zones, expanding infrastructure development, and promoting the modernization of agriculture. However, this has also resulted in environmental degradation, resource conflicts and land-grabbing. As the country has opened up to development, it has also allowed more space for civil society to flourish, raising political awareness, demands for accountability, and human rights concerns. Myanmar’s universities, once working in near-isolation, have opened up to new ideas and new research agendas. However, ethnic conflicts still continue and, in some cases, have become even more intense, leading to atrocities against certain ethnic groups and human rights violations.

The internal dynamics of Burma/Myanmar society are not isolated from the larger changing economic and political context of Southeast Asia, which itself is being shaped by the expansion of power and economic influence of China’s Belt and Road Initiative. Myanmar will become a strategic partner of China, as it provides access to Indian Ocean, once the plan to connect Kunming to Kyaukpyu is completed. On the other hand, India has adopted its “Act East” policy and has increased its engagement with Myanmar. Japan and Thailand also have a major role, investing in building special industrial zones in Myanmar. Finally, the emergence of ASEAN community has increasingly paved the way to regional connectivity and cooperation, as well as cross-border migration and mobility.

The 3rd International Conference on Burma/Myanmar Studies will be organized during 5th – 7th March 2021 at Chiang Mai University. It aims to be a platform for regional/international scholars and practitioners interested in Burma/Myanmar society as it undergoes economic, political and social transformation to exchange ideas and research experiences on critical issues, as well as strengthen and expand their networks. The ICBMS III committee invites individual abstracts as well as panel proposals from interested academics, researchers, graduate students, and professionals, as well as practitioners engaged in the field of Burma/Myanmar studies. The conference themes include:

Conference themes

1. Economic Development in Myanmar
2. Resource Management (Forest, Land, Water, Fishes) & Governance
3. Agrarian Transformation & Environmental/Climate Change
4. Urban Space & Urban Livelihood
5. Migration, Migrants, Refugees and the Displaced
6. Transnationalism, Transboundary Investment (BRI), SEZs
7. Peace Process & Governance
8. Ethnic Inclusion/Exclusion

9. History and Social Memory
10. Language, Mother-tongue Language Education
11. Changing Media Landscape (Hate Speech)
12. Popular Religion, Religion and Harmony
13. Health Equality/Inequality
14. Education and Development, Non-state Education
15. Gender & Development
16. Myanmar and East Asian Powers
17. Art and Society
18. Food Security and Food Sovereignty
19. Social and Environmental Movements

Selected Abstracts for discussion:

Reformulating Reification: Ethnicity Amidst 'Failed' Governmentality in Burma

Elliott Prasse-Freeman, National University of Singapore

Abstract: In part because a single colonial project eventually formally incorporated Burma as an appendage to British colonial rule of India, Burma scholars persistently draw on Indian historiographical theory to assert that ethnic categories in the Burma were “reified” and hierarchized by colonial governmentality and ensuing postcolonial statecraft. This article disputes such accounts, re-theorizing “reification” through the concept of governmentality to distinguish modes of regulation and the kinds of social responses incited in Burma. It shows how governmentality in Burma “doubly fails” – poor knowledge of Burmese peoples in turn foreclosed more extensive projects of knowledge production, leading to “misinterpellation,” a form of metapragmatic awareness in which subjects identify that discourses gratuitously misdescribe them, and then strategically maneuver with(in) those labels.

The Ethical Issue of Domestic Violence in Myanmar Society

Wah Wah Khin, Dagon University

Abstract: This paper is an attempt to examine that why domestic violence still occurs in the family although ethical principles guide the living of a good human life, Domestic violence refers to violent behavior between two individuals who are spouse or partner or family members. It is the outward form of a lack of care and respect. As there are many women and child victims of domestic violence, it should not be ignored. Domestic violence happens with the family. It is usually considered to be physical violence committed by one spouse against another or violence of parents against children.

There are many cases of domestic violence. But in this paper, an attempt needs to be made in the light of ethics, especially the basic teachings of Buddhist ethics, such as the Five Precepts, the four Cardinal Values, and the Law of Kamma. In Myanmar's social life, respect (Gāraṇa) is an important part of conventional truth. Thus it would be necessary to study how 'gāraṇa' applies in the daily life of Myanmar society, both in morals and manners to protect domestic violence in the family. Moreover, in Singala Sutta can be found social duties that give guidance for the social and moral life. This paper will try to show how theoretical ethics can be applied to resolving the issue of domestic violence. Avoiding domestic violence is ethically and socially important for the family which is the basic unit of society. This paper will contribute to nurturing the youths to understand an ethical principle and religious teachings since their childhood. Hence, peace, security, and welfare- the community can be constructed through the family that is free from domestic violence.

Chinese Investment into Tissue-Culture Banana Production in Kachin State, Myanmar: A Capital Conflict

Daniel Hayward Regional Center for Social Science and Sustainable Development (RCSD)

Abstract: Over the past five years, Chinese investment into tissue-culture banana production has expanded in Myanmar. The epicentre of this practice is Kachin State, conveniently situated on the border to Yunnan Province. This paper explores the phenomena by which banana has emerged as a boom crop. It assimilates scattered studies and media reports, as well as using interviews with key stakeholders. Rather than taking a reductionist perspective, one must see banana as an extension of historical cross-border relations between capitalists; military, paramilitary and militia groups; state officials; and both small-scale investors and larger Chinese companies. Unlike other crops, banana has negotiated a strong position in Kachin State during a period of conflict, where the rate of return balances favourably against the risks for investors. Yet many of the outcomes are questionable. Firstly, banana is predominantly organised and cultivated through informal avenues of investment, trade and land acquisition. This impacts both upon provincial and Union revenues in the avoidance of tax, while contributing to land grabs from smallholder farmers and in particular IDPs. Secondly, banana production helps to maintain a status quo of conflict in Kachin State, the generated capital supporting a number of competing military forces, as well as exacerbating land conflicts. Thirdly, the environmental impact of banana cultivation can be devastating, including soil and water pollution that adversely affects the health of humans, livestock and biodiversity. After a period of negative media stories, the Kachin State government has taken up a review of the practice, compiling a set of Standard Operating Procedures. Nevertheless, a deflection of responsibility entails that any actions resulting from this review may miss the chance to address negative outcomes from the production system.

Shooting with the Lens: Tatmadaw Fighting the War of Representation

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Abstract: Myanmar film industry is one of the oldest film industries in Asia and the war movies in Myanmar has existed since early years of Myanmar film industry. War movies and the entire Myanmar film industry have been subjected to political mobilisation and propaganda ever since. The military, dominant political hegemony of the country have utilised this for decades through producing their own war movies for Myanmar citizens. These movies are called Honouring the

Armed Forces Day movies or Memorial days movies, produced for showing the public about the gratitude of the military. The public often regarded these movies as propaganda movies and these movies at first were filled with blatant propaganda tropes such as the military being the guardian of the state. Later it changes, especially after 2010 election, the country's first step into democratisation. They tried to avoid the bland propaganda spreading approach in their movies and focus on bringing better quality in terms of cinematic experiences and story. This led to the revival in public attention and engagement on these war movies. They still contain political messages which says the military being the protector of the country and appealing to the nationalist sentiments. . Through such effort, Myanmar military is trying to regain public sympathy and supports. Through steady yearly releases, the military can be argued to gain monopoly over war movie genre in Myanmar. This paper aimed to study the nature of Myanmar war movies in the country's film industry: its natures, changing and meaning attached to them. It also discussed about the representation included in the movies and the audience reception among the public.