

# FSSH

## Research Review



**“Bridging Communities,  
Research and Policy”**

## NEW RESEARCH

Faculty of Social Sciences and Humanities Research Review 2019

# THE FORTS AND ITS PEOPLE: SOCIAL HISTORY AND COLLECTIVE MEMORY OF LOCAL COMMUNITIES IN SARAWAK (SARAWAK TOURISM FEDERATION) GL/F06/FORT/2019

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This study intends to link the tourism nodes of urban cities and rural bazaar towns by focusing on a distinctive feature of Sarawak, the forts. Twenty-three forts were built during the White Rajahs rule since 1842. Forts or locally known as “kubu” formed a unique legacy left by the Rajahs. The presence and importance of forts is ubiquitous but it is still under studied. Forts are tangible heritage which will generate much interest from tourists and visitors for a few reasons. There are no other states in Malaysia having as many fortified historical monuments as Sarawak. The forts were built with distinctive architectural designs and materials to suit the local climate. These ‘outstation’ forts as some scholars call (see Chua, 2001 and Ting, 2009) are a testament of the Rajahs appreciation of local culture with the incorporation of designs peculiar to Malay houses and Iban longhouses.



Forts and bazaar towns in Sarawak grow in tandem with its community. This study will put ‘lives’ back into forts and the bazaar towns by documenting stories and memories from the local communities. The local consist of the Malay community who moved further inland from coastal area; the Chinese community who migrated and settled as gardeners, shop operators, boat hawkers; Iban community who peddle their boats downriver for trade or other purposes, other Dayak communities who travel to the bazaar town upon invitation by the colonial or for official purposes. Memories from the communities about their lives in the bazaars with special reference to the forts will be implored in this study.

From the collection of memories, this study envisages to capture the social history of Sarawak people through its connection with the forts. It aspires to supplement the ‘official’ history of Sarawak by the collection and documentation of the ‘lived’ experiences of the people. The collective memory and stories serve as a conduit to the time when Sarawak was expanding as a country under the Rajah. Stories told by older generations will provide meaningful insights into how lives were lived, how battles were fought, how trades were negotiated among others.

The purpose of this study is to achieve the following objectives:

1. To compile the social history of forts and its relationship with local communities.
2. To collect stories about memory of forts among the local communities.
3. To examine the potential of forts in heritage tourism.

List of twenty three forts and its year of construction

Forts	Year
1 Fort James in Skrang	1849
2 Fort Emma in Kanowit	1851
3 Fort Lingga	1852
4 Fort Lily in Betong	1855
5 Fort Sarikei	1856
6 Fort Brooke in Sibu	1862
7 Fort Alice in Simanggang	1864
8 Fort Keppel in Bintulu	1868
9 Fort Baleh	1875
10 Fort Charles in Kabong	1878
11 Fort Margherita in Kuching	1879
12 Fort Sylvia in Kapit	1880
13 Fort Hose in Marudi	1883
14 Fort Vyner in Belaga	1884
15 Fort Florence in Trusan	1887
16 Fort Raneie in Saratok	1888
17 Fort Limbang	1879
18 Fort Burdett in Mukah	1911
19 Fort Lio Matu in Baram	1911
20 Fort Arundell in Lubok Antu	1912
21 Fort Leonora in Engkellili	1924
22 Fort Long Akah in Baram	1929
23 Fort Brooke in Julau	1935

## NEW RESEARCH

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# FUTURE-READY CURRICULUM IN THE SOCIOLOGY AND ANTHROPOLOGY PROGRAMME (SOTL) SOTL(A)FSSK/2019(2)/002

JUNA LIAU, SHARIFAH SOPHIA WAN AHMAD, NWANESI PETER KARUBI AND LINDA ALFARERO LUMAYAG

similar degree of technicality does not extend to undergraduate teaching in anthropology and sociology degree in the Malaysian academic context. This study shall explore what constitutes the structure of ‘fluid’ and ‘organic’ curriculum based on the theoretical framework issued by Jabatan Pendidikan Tinggi “Future-ready curriculum in public universities” and its application in the context of undergraduate teaching in anthropology and sociology. Researchers consulted stakeholders in job sectors such as in heritage, human resource, business and social services. The input from the former graduates currently employed are also solicited to gain a balanced understanding. The finding from the study will inform the programme members of the current potential and challenges awaits the future-ready curriculum.

This project examines the possibility for a future-ready curriculum in the field of anthropology and sociology. Future-ready curriculum is a curriculum that focuses on interdisciplinary, non-cognitive and global values. Of the three focuses, the interdisciplinary aspect is considered challenging for the teaching of undergraduate courses in anthropology and sociology. The definition of interdisciplinary here refers to three domains of cognitive skills namely linguistic, mathematical and technological. Granted, the current practice of social sciences research already incorporates data science and quantitative measurement, the

# ENHANCING THE STRATEGIES IN TEACHING AND LEARNING FOR MARKETABLE GRADUATES IN POLITICS AND GOVERNMENT STUDIES PROGRAMME SOTL(A)FSSK/2019(2)/004

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This is a service-based or community-based learning programme, as a part of the HIEPs course SPP3034 Politics of Developing Countries. The project entitled *Ngeratan Jeman Ngemansangka Bangsa* was conducted in SK Nanga Kesit and Kampung Serubah Ulu, Lubok Antu, Sarawak. The journey by land from Universiti Malaysia Sarawak (UNIMAS) took almost 7 hours. We made several trips prior to the actual event where we surveyed, coordinated, communicated and finally, engaged with the community during our project.

The focus of this service-based or community-based learning was to repair and repaint the library, the notice boards and Rukun Negara wording behind the main hall at the school. The activities also include giving a talk in educating the students, parents and villagers on healthy

food, breast cancer awareness and the ways to pursue their studies in public universities. This project emphasised on providing the initiative to reduce development issues faced by the people and to understand the living patterns in the remote area of Lubok Antu, Sarawak. The project also encourages our students to apply theories and to shape their thinking and perspectives that is aligned with the Ministry of Education’s policies. Finally, the aim of this initiative is to increase interpersonal skills among the students and also for the visibility of UNIMAS as an educational institution.