



Fall 2022  
Syllabus v.1.0  
Tu/Th 2:00-3:15  
Classroom: TYD 2102

## **GVPT 409W: Southeast Asia in Contemporary Global Politics**

### **Professor:**

Dr. Jennifer Wallace (she/her)

Email: [jwallace@umd.edu](mailto:jwallace@umd.edu)

Office hours: Tu/Th 3:30-4:30 and by appointment via Zoom

Office: TYD 3140N

### **Course Objectives:**

Southeast Asia is one of the most politically diverse regions of the world. Comprising eleven countries, the region includes imperfect but established democracies (such as the Philippines); transitioning, and sometimes politically volatile, states (Cambodia and Thailand); two of the world's five remaining communist regimes (Laos and Vietnam); and even a sovereign sultanate (Brunei). Furthermore, it includes states with majority populations across three major religious cultures – Islam, Buddhism, and Christianity – and the largest Muslim state in the world (Indonesia). While the region is unique for its social and political diversity, its states nonetheless face challenges that are common in other parts of the world including economic globalization; the rise of China and shifting power dynamics; and addressing pressure to improve the standards of human rights, the environment and democracy. Given this dynamic political context, this course is designed to give students a greater understanding of the problems and prospects of the region, as well as the ability to assess its efforts to adapt to the changing regional and international environment.

The course will begin with a brief historical overview of the region, including the legacies of colonization and the Cold War period. This overview will be followed by a study of the dominant political systems within each state in order to introduce students to the political diversity within the region. Once this foundation has been established the course will focus on the region in international context. Here we will explore the region's major political, economic and security issues, as well as the relevance and role of ASEAN. Particular attention will be paid to the competition for influence in the region. China is increasingly present as an economic and military power, and the Trump Administration placed confrontation with China at the forefront of its foreign policy. The Biden Administration has taken a more practical approach, focusing on pandemic relief and global supply chains, while maintaining its commitment to democracy and human rights. The seeming re-emergence of great-power rivalry makes it more difficult for countries in the region to navigate these relations. In addition to traditional security threats, we will spend ample time exploring the non-traditional security threats that plague the region, including drug trafficking, human rights, and environmental challenges.

This course is an upper-level seminar. No previous knowledge of the region is required, but students should be familiar with the key concepts and approaches to the study of international relations. Students are expected to come to class having completed the readings, and be prepared to discuss them. I will provide background material and guide the discussions as needed, but the success of the course rests on the preparation and active engagement of every student.

### **Learning Objectives:**

At the end of this course, each student should:

- 1) Be able to identify different regime types in the region;
- 2) Understand how colonialism and the Cold War have shaped these states' political trajectories;
- 3) Recognize Southeast Asia's relevance to contemporary transnational economic and security interests, including terrorism, geopolitical competition between China and the United States, and economic globalization;
- 4) Be familiar with the regional dynamics and foreign relations of the Southeast Asian nations, including the role of ASEAN; and
- 5) Be able to assess the future prospects for regional cooperation.

### **Course Readings:**

- Course Website: [elms.umd.edu](http://elms.umd.edu)
- All assigned readings will be available online or via the course website.
- You are encouraged to read a major daily newspaper that includes coverage of Southeast Asia. Staying informed on world news will help you apply the course material to current events. Suggested sites include:  
The Wall Street Journal: <http://online.wsj.com/public/page/sea.html>  
The Diplomat: <http://thediplomat.com/region/southeast-asia/>  
Asia Society: <http://asiasociety.org/policy>  
The Straits Times: <http://www.straitstimes.com/>  
The Economist: <http://www.economist.com/topics/south-east-asia>  
Asia Times Online: [http://www.atimes.com/atimes/Southeast\\_Asia.html](http://www.atimes.com/atimes/Southeast_Asia.html)

*Recommended Texts (not required for purchase):*

- Donald E. Weatherbee. *International Relations in Southeast Asia: The Struggle for Autonomy*, 3<sup>rd</sup> edition. (New York: Rowman & Littlefield, 2015).
- Robert Dayley. *Southeast Asia in the New International Era*, 8<sup>th</sup> edition. (Milton: Routledge, 2020).

### **Course Requirements:**

1. Map Quiz: 5%
2. Country Spotlight Presentation: 5%
3. Online Quizzes: 40% (8 x 5% each; lowest score of 9 is dropped)
4. Independent Project : 30%

- Approved research question and annotated bibliography (5%)
  - Check-In (5%)
  - Final Project/Presentation (20%)
5. Attendance and Participation: 20%

**Map Quiz:** A map quiz will be held in Week 3 of the course. Students will be expected to correctly label countries, capitals, and major bodies of water on a blank political map of the region. A sample map and study guide will be provided.

**Country Spotlight Presentation:** Starting in Week 4 of the course, we will “visit” the 11 countries within Southeast Asia. Each student be responsible for one country and one thematic area: political regime, economic structure or foreign policy. As the “expert” on the topic and location, each student’s presentation will contribute to developing a greater group understanding of the diversity of the region. These presentations should emphasize contemporary issues and events in order to help students gain familiarity with the country’s challenges and priorities.

**Online Quizzes:** Nine online quizzes will be included throughout the course. The quizzes are intended to ensure that students have completed the assigned reading and actively engaged with class lectures and discussions. The quizzes are short and vary in format, consisting of both multiple choice and open-ended questions. I will drop your lowest score, so only 8 quizzes will count toward your final grade.

**Independent Project:** Students will investigate a topic of their choosing, in consultation with the instructor, and will present their findings at the end of the semester. Students will be required to submit a proposal including their research question, anticipated delivery method (e.g., paper, presentation, video) and annotated bibliography early in the semester. A draft outline of the paper/project will be required later in the course to ensure that each student is progressing satisfactorily. More details will be provided in a separate handout, and expectations will be reviewed when the project is introduced in our September 15 class. You are encouraged to schedule an appointment with Dr. Wallace or stop by office hours for project consultations. This course element is intended to encourage deeper, independent exploration of a topic of interest to you and designed for you to share it with the class in a flexible, creative way.

**Attendance and Participation:** Your participation will be measured by your attendance AND your involvement in discussions. You must come to our classroom prepared to discuss the material. The breakdown of the 20 points will be 10 points for attendance and 10 points for participation. If students have questions about their performance, it is their responsibility to proactively seek feedback. For students who find participation challenging, please reach out early in the course to talk about your concerns so that I can work with you on developing strategies to overcome this.

Participation grades will be assigned according to the following scale:

9-10 = highly effective participant; insightful questions/comments; obviously prepared for class each day.

8-9 = consistent participant; thoughtful questions/comments; normally prepared for class.

7-8 = occasional participant; regularly attends class, sporadic involvement in discussions, often based more on personal opinion than careful reading and analysis of the material.

6-7 = observer; regularly attends class but usually does not get involved in class discussions.

<6= occasional visitor to the class; sporadic attendance, no participation.

### **Grading Scale**

A+ = > 97

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72

D+ = 67-69

D = 63-66

D- = 60-62

F = < 60

### **Course Policies and Expectations**

1. **Attendance:** Attendance in each class session is required. Students who have a reason for missing a class that aligns with university policy for excused absences should communicate with me in advance of the class when possible and provide any documentation necessary to excuse the absence when they are able to resume participation. Students may self-excuse one absence per semester in accordance with university policy. Excused absences (with documentation or one self-excused absence) do not require a makeup assignment.
2. **Quarantine:** Self-certified notes will serve as documentation for COVID-19 related absences or other absences due to medical caution. Students **must** reach out to the professor **in advance** of the missed class session(s) to notify the professor of the anticipated absence(s). An alternative assignment will be assigned to students to make up missing work. Alternative assignments may not be used to make up unexcused absences (absences without documentation and not communicated in advance).
3. **Email and Appointments:** Students with substantive questions should attempt to meet in person with the course professor during office hours. I am happy to meet with you to discuss the course material, assignments, or other questions that you may have about the study of political science. However, in order to manage workflow detailed explanation of course material cannot be provided over email. If requesting an appointment outside of office hours, please note that email requests will be responded to on business days and appointments should be planned for in advance (typically at least one business day).
4. **Late Assignments:** Assignments that are turned in past the due date will be penalized one letter grade per day for each day or a fraction thereof that the assignment is late. **Quizzes are intended as preparation for discussion sections and a full point (20%) will be deducted each day or fraction thereof that they are late.**
5. **Re-grading policy:** Requests for a re-grade must then be made in writing within 10 days of receiving feedback, clearly specifying why the feedback received that resulted in a lower grade is

incorrect. Grades will only be changed if the basis for the original grade is found to be erroneous.

6. Grade Notification: All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.
7. University-wide Policies: It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:
  - Academic integrity
  - Student and instructor conduct
  - Accessibility and accommodations
  - Attendance and excused absences
  - Grades and appeals
  - Copyright and intellectual property

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

**COVID-19, Mental Health and Unanticipated Challenges:** Although I am hoping that the worst of the COVID-19 pandemic is behind us, a lot of us are still dealing with additional stress and anxiety. I am very open to being flexible should life events arise that make it hard for you to keep up with the class. Such events might include things happening to you personally or things happening to family members. Please know that I want to do everything I can to support you. To do this, though, I need to know about a problem when it starts, not after it has already derailed your ability to keep up with class. I don't need to know details. Whatever you are comfortable telling me is fine. Letting me know sooner rather than later, though, is key. I'm in a much better position to help you and make accommodations if you tell me when the problem arises. It is MUCH harder to do this if you wait until the end of the term or have fallen far behind. You can email me or make an appointment to discuss your needs in person or via Zoom.

#### **Statement on Diversity and Inclusivity**

The Government and Politics department deeply values the voices and perspectives of all people. We are committed to having a diverse department that recognizes and appreciates the differences in race, ethnicity, culture, gender, sexual orientation, religion, age, abilities, class, nationality, and other factors. Our department prioritizes diversity and seeks to foster a diverse community reflected in its faculty, staff, and students.

In this class, students are invited to share their thoughts and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statement with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

**Names/Pronouns and Self-Identifications:** The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your

name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit [trans.umd.edu](https://trans.umd.edu) to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

### **Reporting Racism and Other Forms of Hate and Bias**

If you experience racism or other forms of bias in this class or any GVPT course, we encourage you to do at least one of the following:

- Please report the experience to the instructor or teaching assistant
- Report the experience to David Cunningham, the GVPT Director of Undergraduate Studies at [dacunnin@umd.edu](mailto:dacunnin@umd.edu)
- Report the experience to the GVPT Diversity, Equity, and Inclusion committee, led by Professor Antoine Banks at [abanks12@umd.edu](mailto:abanks12@umd.edu)

Please also report all incidents of hate and bias to the Office of Diversity and Inclusion at <https://diversity.umd.edu/bias/>.

## Course Structure:

(Reading selections may be changed throughout the course. Please check ELMS for updates.)

### Module 1

Aug 30

### Course Introduction

Syllabus Review

Sept 1

What is Southeast Asia?

- *Weatherbee, Chapter 1.*
- *Emmerson, Donald K. (1984). "Southeast Asia: What's in a Name?" Journal of Southeast Asian Studies. Vol 25, Issue 01, pp 1-21.*

### Module 2

Sept 6

### Historical Legacies: Colonialism, the Cold War, and their Aftermath

The Lasting Impact of Colonialism

- *Heidhues, Mary Somers. "New Directions, New Elites," in Southeast Asia: A Concise History. (New York: Thames and Hudson, 2000).*
- *Berger, Mark T. (2003). "Decolonisation, Modernisation and Nation-Building: Political Development Theory and the Appeal of Communism in Southeast Asia, 1945-1975. Journal of Southeast Asian Studies. Vol 34, Issue 03, pp 421-448.*

Optional:

- *A Heidhues, Mary Somers. "Southeast Asia as a Crossroads," in Southeast Asia: A Concise History. (New York: Thames and Hudson, 2000).*

Sept 8

The Cold War and 20<sup>th</sup> Century Foreign Influence // In-Class Debate Prep

- *Heidhues, Mary Somers. "Violence and Transition," in Southeast Asia: A Concise History. (New York: Thames and Hudson, 2000)*
- *Lam Peng Er "Japan and China in Post-Cold War Southeast Asia," in Lam Peng Er and Victor Teo (eds.) Southeast Asia Between China and Japan. (Newcastle: Cambridge, 2012). pp. 48-53 only*

**\*\*QUIZ 1\*\***

### Module 3

Sept 13

### Looking Inward: Culture and Politics in the Region

In-Class Debate: "Asian Values" and Political Culture in SE Asia

Read Carefully:

- *Zakaria, Fareed. (1994). "Culture is Destiny: a Conversation with Lee Kuan Yew." Foreign Affairs, pp. 189-195.*

Review the Main Arguments of Each Critique:

- *Kim Dae Jung. (1994). "Is Culture Destiny? The Myth of Asia's Anti-Democratic Values," Foreign Affairs, Vol. 73, No. 6. Pp. 189-194.*
- *Thompson, Mark R. (2001) "Whatever Happened to 'Asian Values'?" Journal of Democracy 12:4, pp. 154-165.*
- *Hood, Steven J. (1998). "The Myth of Asian-style Democracy," Asian Survey, Vol. 38, No. 9, pp. 853-856.*

Also, please review the concepts, methods and trends in the Economist Intelligence Unit's "Democracy Index 2021." You do not need to read the

whole report, but should pay attention to the trends and rankings relevant to Southeast Asia. The report can be downloaded for free here:

<https://www.eiu.com/topic/democracy-index>

Sept 15

\*\*\*\*MAP QUIZ\*\*\*\*

Lecture on Choosing a Research Question

- No reading assigned

#### **Module 4**

Sept 20

#### **Political Regimes 1: Typologies of Authoritarianism**

Country Spotlight Presentations: Vietnam, Cambodia, Laos

- Dayley, Chapters 4, 5 and 6.

Optional:

- Ciorciari, John (2020). "Cambodia in 2019: Backing further into a Corner" *Asian Survey Vol. 60, No. 1, pp. 125-131.*
- High, Holly (2020) "Laos in 2019: Climate Change Bites," *Asian Survey Vol. 60, No. 1, pp. 146-151.*
- London, Jonathan, (2020) "Vietnam in 2019: The Politics of Growth, Progress and Pollution," *Asian Survey Vol. 60, No. 1, pp. 93-99.*
- Cock, Andrew Robert (2010). "External actors and the relative autonomy of the ruling elite in post-UNTAC Cambodia." *Journal of Southeast Asian Studies, 41, pp 241-265.*
- Jonathan London (2009). "Viet Nam and the Making of Market-Leninism," *The Pacific Review, Vol. 22, No. 3, pp. 375-399.*
- Le Hong Hiep. (2012). "Performance-based Legitimacy: The Case of the Communist Party of Vietnam and Doi Moi," *Contemporary Southeast Asia, Vol. 34, No. 2. Pp. 145-172.*

Sept 22

Country Spotlight Presentations: Myanmar, East Timor and Brunei

- Dayley, Chapters 3, 9 and 12

Optional:

- Dosch, Jorn and Jatswan S. Sidhu (2019) "Negara Brunei Darussalam in 2018: Some Good News at Last," *Asian Survey, Vol 59, No. 1, pp. 204-208.*
- Min Zin (2020) "Myanmar in 2019: Deepening International Pariah Status and Backsliding Peace Process at Home," *Asian Survey Vol. 60, No. 1, pp. 140-145.*
- Gunn, Geoffrey C. (2020) "Timor-Leste in 2019: Going for Broke" *Asian Survey Vol. 60, No. 1, pp. 159-164.*
- Kyay Yin Hlaing (2012). "Understanding Recent Political Changes in Myanmar," *Contemporary Southeast Asia, Vol 34, No. 2.*

#### **Module 5**

Sept 27

#### **Political Regimes 2: Democratic Backsliders?**

Country Spotlight Presentations: Thailand, Philippines and Indonesia

- Dayley, Chapters 2, 7 and 8

- Kanishka Jayasuriya (2020) "The Rise of the Right: Populism and Authoritarianism in Southeast Asian Politics," *Southeast Asian Affairs, pp. 57-75.*



Optional:

- Atienza, Maria Ela L. (2020) "The Philippines in 2019: Consolidation of Power, Unraveling of the Reform Agenda," *Asian Survey* Vol. 60, No. 1, pp. 132-139.
- Ockey, James (2020) "Thailand in 2019: An Election, A Coronation, and Two Summits," *Asian Survey* Vol. 60, No. 1, pp. 117-124.
- Weiss, Meredith L. (2020) "Indonesia in 2019: Democracy and Its Critics," *Asian Survey* Vol. 60, No. 1, pp. 109-116.

## **Module 6**

Sept 29

### **Political Regimes 3: Prosperity and (Non-)Democracy**

Country Spotlight Presentations: Singapore and Malaysia

- Dayley, Chapters 10 and 11

Optional:

- Izzuddin, Mustafa (2020). "Malaysia in 2019: Enduring Stability in a Chaotic Year," *Asian Survey*, Vol 60, No. 1, pp. 100-108.
- Mohd Azizuddin Mohd Sani, (2008). "Freedom of Speech and Democracy in Malaysia," *Asian Journal of Political Science*, Vol. 16, No. 1, pp. 85-104.
- Lam Peng Er (2020) "Singapore in 2019: In Bicentennial, Gearing Up for Leadership Renewal and a National Election" *Asian Survey*, Vol 60, No. 1, pp. 152-158.
- Vasu, Norman. (2012). "Governance through Difference in Singapore," *Asian Survey*, Vol. 52, No 4, pp. 734-753.
- Bellows, Thomas J. (2009). "Meritocracy and the Singapore Political System," *Asian Journal of Political Science*, Vol. 17, No. 1, pp. 24-44.

## **Module 7**

Oct 4

### **Regional Integration and Disintegration: ASEAN and Regional Security**

ASEAN: Its Evolution and Structure

- Stubbs, Richard (2019) "ASEAN Sceptics versus ASEAN Proponents: Evaluating Regional Institutions," *The Pacific Review*, old. 32, No. 6, pp. 923-950.

Optional:

- Solingen (2008). "From 'Threat' to 'Opportunity'? ASEAN, China and Triangulation" in Evelyn Goh and Sheldon W. Simon, eds. *China, the United States, and Southeast Asia: Contending Perspectives on Politics, Security and Economics* (London: Routledge) pp. 17-37.

Oct 6

ASEAN in Critical Perspective: How Cooperative is Regional Cooperation?

- Acharya, Amitav (2017) "The Myth of ASEAN Centrality?" *Contemporary Southeast Asia*, 39:2, pp. 273-279.
- Huong Le Thu (2019) "China's Dual Strategy of Coercion and Inducement toward ASEAN," *The Pacific Review*, Vol.33, No. 1, pp. 20-36.
- Moorthy, Ravichandran and Guido Benny (2012). "Is an 'ASEAN Community' Achievable? A Public Perception Analysis in Indonesia, Malaysia, and Singapore on the Perceived Obstacles to Regional Community," *Asian Survey*, Vol. 52, No. 6, pp. 1043-1066.

Optional:

- Ruland, Jurgen. (2011). "Southeast Asia Regionalism and Global Governance: 'Multilateral Utility' or 'Hedging Utility'?" *Contemporary Southeast Asia*, Vol. 33, No. 1, pp. 83-112.
- Tan, See Seng. (2012) "Spectres of Leifer: Insights on Regional Order and Security for Southeast Asia Today." *Contemporary Southeast Asia*, Vol. 34, No 3, pp. 309-337.

**\*\*QUIZ 2 \*\***

**Module 8**

Oct 11

**Southeast Asia in Foreign Policy: The View from the Great Powers**

Great Power Influence Since the End of the Cold War

- Percival, Bronson. (2007) "China's Strategy in Southeast Asia," and "How to Think About China and Southeast Asia," in *The Dragon Looks South* (Westport: Praeger, 2007).
- Daljit Singh (2020) "American Foreign Policy and Southeast Asia," *Southeast Asian Affairs*, pp. 57-75.
- Ong-Webb, Graham (2020) "Southeast Asia in 2019: Adjustment and Adaptation to China's Regional Impact," *Southeast Asian Affairs*, pp. 1-17.

Optional:

- Goh, Evelyn (2007/8). "Great Powers and Hierarchical Order in Southeast Asia: Analyzing Regional Security Strategies," *International Security*, Vol. 32, No. 3, pp. 113-157.
- Jain, Romi (2020) "Pitfalls or Windfalls in China's Belt and Road Economic Outreach?" *Asian Survey*, Vol 60, No. 3, pp. 685-709.
- John D. Ciorciari "The Post-Cold War Era" in *The Limits of Alignment: Southeast Asia and the Great Powers since 1975*. (Washington D: Georgetown UP, 2010). pp. 92-107 only

Oct 13

Competing for Regional Influence: China, the US .... And Japan

- Yamamoto, Raymond (2020) "China's Development Assistance in Southeast Asia: A Threat to Japanese Interests?" *Asian Survey*, Vol. 60, No. 2, pp. 323-346.
- Lam Peng Er "Japan and China in Post-Cold War Southeast Asia," in Lam Peng Er and Victor Teo (eds.) *Southeast Asia Between China and Japan*. (Newcastle: Cambridge, 2012). pp. 53-63 (finish chapter started in Week 2)
- Tomotaka Shoji "China's Rise and Japan's Changing Approach toward Southeast Asia: Constraints and Possibilities," in Lam Peng Er and Victor Teo (eds.) *Southeast Asia Between China and Japan*. (Newcastle: Cambridge, 2012). pp. 64-81.

**\*\*QUIZ 3 \*\***

**Module 9**

Oct 18

**"Traditional" Interstate Conflict: Land Disputes and Ethnic Conflict**

Simmering Land Disputes: The Spratlys, Paracels, and South China Sea

- Xue, Song. "Why Joint Development Agreements Fail: Implications for the South China Sea Dispute." (2019) *Contemporary Southeast Asia: A Journal of International and Strategic Affairs*, vol. 41 no. 3, p. 418-446.

- Suisheng Zhao (2020) "East Asian Disorder: China and the South China Sea Disputes," *Asian Survey*, Vol. 60, No. 3, pp. 490-509.

Optional:

- Ba, Alice. (2011). "Staking Claims and Making Waves in the South China Sea: How Troubled Are the Waters?" *Contemporary Southeast Asia*, Vol. 33, No. 3, pp. 269-291.
- Scott, David (2012). "Conflict Irresolution in the South China Sea," *Asian Survey*, Vol. 52, No. 6, pp. 1019-1042.
- Thayer, Carlyle A. (2011). "The Tyranny of Geography: Vietnamese Strategies to Constrain China in the South China Sea," *Contemporary Southeast Asia*, Vol. 33, No. 3, pp. 348-369.
- Hongzhou Zhang and Sam Bateman (2017) "Fishing Militia: the Securitization of Fishery and the South China Sea Dispute," *Contemporary Southeast Asia*, 39:2.pp. 288-314.
- Rapp-Hooper, Mira (2016) "Parting the South China Sea: How to Uphold the Rule of Law," *Foreign Affairs*.

Oct 20

Ethnic Conflicts and their International Effects

- Han, Enze (2020) "Myanmar's Internal Ethnic Conflicts and Their Implications for China's Regional Grand Strategy," *Asian Survey*, Vol. 60, No 3, pp. 466-489.
- Sriprapha Petcharamesree (2016) "ASEAN and its Approach to Forced Migration Issues," *The International Journal of Human Rights*, Vol. 20, No. 2, pp. 173-190.

Optional:

- Chanintira na Thalang, Pinn Siraprapasiri (2017) "Comparing Aceh and Thailand's Southern Border Provinces: The Politics of Peace Negotiations," *Asian Survey*, Vol. 57, No. 4 pp. 690-715.
- Dosch, Jörn, "Security and the Challenge of Terrorism" in *The Changing Dynamics of Southeast Asian Politics*. (Boulder, CO: Lynne Rienner, 2007).

**\*\*QUIZ 4\*\***

Fri., Oct 23

**\*\*\*RESEARCH QUESTION AND ANNOTATED BIBLIOGRAPHY DUE\*\*\***

**Module 10**

Oct 25

**Transnational Security Threats**

Transnational Terrorism: Southeast Asia as the "Second Front"

- Acharya, Amitav and Arabinda Acharya. (2007). "The Myth of the Second Front: Localizing the 'War on Terror' in Southeast Asia," *The Washington Quarterly*, Vol. 30, No. 4, pp. 75-90.
- See Seng Tan (2018) "Sending in the Cavalry: The Growing Militarization of Counterterrorism in Southeast Asia," *PRISM*, Vol. 7, No.4, pp. 138-147.

Optional:

- Gershman, John. (2002) "Is Southeast Asia the Second Front?" *Foreign Affairs*, Vol. 81, No. 4, pp. 60-74.
- Febrica, Senia (2010). "Securitizing Terrorism in Southeast Asia: Accounting for the Varying Responses of Singapore and Indonesia," *Asian Survey*, Vol. 50, No. 3, pp. 569-590.
- Chau, Andrew (2008). "Security Community and Southeast Asia: Australia, the U.S., and ASEAN's Counter-Terror Strategy," *Asian Survey*, Vol. 48, No. 4, pp. 626-649.

Oct 27

Troubled Waters? Piracy

- Liss, Carolin (2003). "Maritime Piracy in Southeast Asia," *Southeast Asian Affairs*, pp. 52-68.
- Hastings, Justin V. (2020) "The Return of Sophisticated Maritime Piracy to Southeast Asia," *Pacific Affairs*, Vol. 93, No. 1, pp. 5-30.

**\*\*QUIZ 5 \*\***

## **Module 11**

Nov 1

### **Southeast Asia in the Global Economy**

From Miracle to Crisis to Recovery to .... ?

- Paul Krugman. "The Myth of Asia's Miracle," *Foreign Affairs*, Nov/Dec 1994, pp. 62-78 (Note that this piece was written before the 1997 crisis ... )
- Jonathan Rigg, "Of Miracles and Crises: (Re-)interpretations of growth and decline in East and Southeast Asia," *Asia Pacific Viewpoint* 43:2 (Aug. 2002), pp. 137-56.
- Joseph Stiglitz (2000). "The Insider: What I Learned at the World Economic Crisis," *The New Republic* Vol. 222, No.16-17, pp. 56-60

Nov 3

Globalization and Economic Integration

- Narine, Shaun (2018) "US Domestic Politics and America's Withdrawal from the Trans-Pacific Partnership," *Contemporary Southeast Asia* 40:1 pp. 50-76.
- Gong, Xue (2020) "China's Belt and Road Initiative Financing in Southeast Asia" *Southeast Asian Affairs*, pp. 77-95.
- Dosch, Jorn (2017) "The ASEAN Economic Community: Deep Integration or Just Political Window Dressing?" *TRaNS: Trans-Regional and National Studies of Southeast Asia*, Vol. 5, No. 1, pp. 25-47.

Optional:

- Hellmann, Donald C. (2007). "A Decade After the Asian Financial Crisis: Regionalism and International Architecture in a Globalized World," *Asian Survey*, Vol. 47, No. 6, pp. 834-849.
- John D. Ciorciari "Financial Crisis and its Aftermath" in *The Limits of Alignment: Southeast Asia and the Great Powers since 1975*. (Washington D: Georgetown UP, 2010). pp. 107-130 only
- Simarmate, Djamester A. (2013). "The Effects of Global Debt Problems on the ASEAN Economy," *Journal of Southeast Asian Economies*. Vol 30, Issue 2, pp. 201-212.

**\*\*QUIZ 6 \*\***

## Module 12

Nov 8

### Development Challenges

Foreign Aid: Why Hasn't it Helped?

- Birdsall, Nancy et al (2005) "How to Help Poor Countries," *Foreign Affairs*. Pp. 136-152.
- Ear, Sopha (2007). "The Political Economy of Aid and Governance in Cambodia," *Asian Journal of Political Science*, Vol. 15, No. 1, pp. 68-96.

Review the Main Arguments:

- Regilme, Jr. Salvador Santino Fulo (2017) "Does US Foreign Aid Undermine Human Rights? The "Thaksinification" of the War on Terror Discourses and the Human Rights Crisis in Thailand, 2001 to 2006" *Human Rights Review*, Vol. 19, pp. 73-95.
- Dosch, Jörn, "Decentralizing Cambodia: The International Hijacking of National Politics?" in *The Changing Dynamics of Southeast Asian Politics*. (Boulder, CO: Lynne Rienner, 2007).
- Dosch, Jörn (2012). "The Role of Civil Society in Cambodia's Peace-Building Process," *Asian Survey*, Vol. 52, No. 6, pp. 1067-1088.

Optional:

- Seng Sothan (2018) "Foreign Aid and Economic Growth: Evidence from Cambodia," *The Journal of International Trade & Economic Development*, 27:2, 168-183.

Nov 10

### Patronage, Corruption and Illicit Economies

- Meehan, Patrick (2011). "Drugs, insurgency and state-building in Burma: Why the drugs trade is central to Burma's changing political order." *Journal of Southeast Asian Studies*, 42, pp 376-404.
- James, Helen (2010). "Resources, Rent-Seeking and Reform in Thailand and Myanmar (Burma): The Economics-Politics Nexus," *Asian Survey*, Vol. 50, No. 2, pp. 426-448.

Optional:

- Brigbauer, Peter (2013). "Myanmar: Bust to Boom or Bust to Bust?" *The Diplomat*.
- Paik, Wooyeal (2011). "Authoritarianism and Humanitarian Aid: Regime Stability and External Relief in China and Myanmar," *The Pacific Review*, Vol. 24, No. 4, pp. 439-462.

**\*\*QUIZ 7 \*\***

Fri., Nov 13

**\*\*\*\*PROJECT OUTLINE DUE by 11:59pm\*\*\*\***

## Module 13

Nov 15

### Human Rights and Human Security

Human Security in Theory and Practice

- How, Brendan and Kearrin Sims. (2011). "Human Security and Development in the Lao PDR: Freedom From Fear and Freedom from Want," *Asian Survey*, Vol. 51, No. 2, pp. 333-355.

- South, Ashley (2012). "The Politics of Protection in Burma," *Critical Asia Studies*, Vol. 44, No. 2, pp. 175-204.

Optional:

- Narine, Shaun. (2012) "Human Rights Norms and the Evolution of ASEAN: Moving Without Moving in a Changing Regional Environment," *Contemporary Southeast Asia*. Vol 34, No 3., pp. 365-388.
- Capie, David (2012). "The Responsibility to Protect Norm in Southeast Asia: Framing, Resistance and the Localization Myth," *The Pacific Review*, Vol. 25, No. 1, pp. 75-93.
- Arase, David (2010). "Non-Traditional Security in China-ASEAN Cooperation: The Institutionalization of Regional Security Cooperation and the Evolution of East Asian Regionalism," *Asian Survey*, Vol. 50, No. 4, pp. 808-833.
- Ashley G. Blackburn, et al. (2010). "Understanding the Complexities of Human Trafficking and Child Sexual Exploitation: The Case of Southeast Asia," *Women & Criminal Justice*, Vol. 20, No. 1-2, pp. 105-126
- Mai Duong, " Blogging Three Ways in Vietnam's Political Blogosphere," *Contemporary Southeast Asia*, 39:2, pp. 373-392.
- Nguyen Van Dai (2012). "Blogging in Vietnam," *Index on Censorship*, Vol. 41, No. 4, pp. 124-125.

**\*\*QUIZ 8 \*\***

Nov 17

The Rohingya Crisis: Discussion of Identity // Film Intro

- Cheesman, Nick (2017) "How in Myanmar 'National Races' Came to Surpass Citizenship and Exclude Rohingya," *Journal of Contemporary Asia*, 47:3, pp. 461-483.

**Module 14**

**The Cambodian Genocide**

Nov 22

Movie Discussion: The Killing Fields (1984)

- Watch the Streaming Video in the Course Module before class

Nov 24

HAPPY THANKSGIVING!

**Module 15**

**Environmental Politics**

Nov 29

Whose Rights, Whose Resources? Water Rights and Land Tenure

- Simpson, Adam (2013). "Challenging Hydropower Development in Myanmar (Burma): Cross-Border Activism Under a Regime in Transition," *The Pacific Review*, Vol. 26, No. 2, pp. 129-152.
- Barney, Keith (2012). "Land, Livelihoods and Remittances: A Political Ecology of Youth Out-Migration Across the Lao-Thai Mekong Border," *Critical Asian Studies*, Vol. 44, No. 1, pp. 57-83.

Dec 1

Competing Perspectives in Environmental Governance

- Lebel, Louis, et al. (2004). "Nobody Knows Best: Alternative Perspectives on Forest Management and Governance in Southeast Asia," *International Environmental Agreements*, Vol. 4, No. 2, pp. 111-127.

- Nguitragoon, Paruedee. (2011). "Negotiating the Haze Treaty," *Asian Survey*, Vol. 51, No. 2, pp. 356-378.
- Tyson, Adam et al (2018) "Deconstructing the Palm Oil Industry Narrative in Indonesia: Evidence from Riau Province," *Contemporary Southeast Asia*, 40:3 pp. 422-448.

**\*\*QUIZ 9\*\***

**Module 16**

**Project Presentations and Course Wrap-Up**

Dec 6

Class Presentations – Schedule TBD

Dec 8

Class Presentations – Schedule TBD

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