

Syllabus

Southeast Asia in World Politics (IR369/PO354)

Associate Professor Jeremy Menchik (menchik@bu.edu)

Pardee School of Global Studies, Boston University

Fall 2020: Tue/Thur 2:00-3:15pm in XXXX

Zoom: Meeting ID: 925 1154 8977, passcode: GadoGado

Office Hours: Tues 11am-12pm, Wed 2pm-4pm at <https://bostonu.zoom.us/my/menchik>

Objectives

This course is an introduction to the comparative and world politics of Southeast Asia. Our focus is analytical: we will use the history and trajectory of Southeast Asia to address some of the central questions of contemporary world politics.

- What constitutes a world region?
- How do colonialism, economic development, ethnic identity, and religious belief shape contemporary politics?
- Why do some states democratize while others are ruled by autocrats?
- What does the rise of China mean for the states of Southeast Asia?
- What is populism, and how is it manifest?
- How have states and societies grappled with the challenges of COVID-19?

While our focus is on contemporary politics, we will devote considerable time to understanding how historical experiences shape the world that we see today. We begin with a short introduction to the region and its people. We will then survey the politics of individual countries, devoting 2-3 meetings to Indonesia, the Philippines, Burma, Malaysia, and Thailand. After the two midterms, we will devote three weeks to a simulated security crisis in the South China Sea in order to learn how national interests, rising powers, and multilateral institutions shape international relations in the region.

Hub Objectives

By the end of the course, students should have the vocabulary and knowledge to discuss contemporary and historical issues in the politics of Southeast Asia. This skill will be obtained by developing capacities in the areas of critical thinking and oral communication, and should be useful both inside and outside the classroom. This course will address the following Hub areas: Critical Thinking, Oral/Signed Communication.

Course Requirements

Students are expected to attend all classes and keep up with the reading assignments. Grades will be based on a presentation, participation, two midterm exams, and one final exam.

- 10% Presentation
- 10% Quizzes
- 15% Participation

- 20% Midterm Exam I
- 20% Midterm Exam II
- 25% Final Exam

Presentation (1 x 10% = 10%): Each student will be assigned to a two-person group, which will be responsible for a 10-15 minute presentation on current events in the region. Presentation topics must be approved by the professor and be relevant to themes for that day. For example, when the readings focus on Indonesia, the presentation should focus on some aspect (politics, economics, culture, COVID-19 response) of contemporary Indonesia. Students will choose presentation dates in the second week of class. Presentations will occur during each class meeting. A grade rubric is at the end of the syllabus.

Participation (15%): The course will include synchronous discussions, student presentations, and a three week long crisis simulation at the end of the course. This format requires students to attend regularly, read diligently, and participate actively in class discussions. Students are expected to come to class with questions about the mini-lectures, quizzes, and readings. Students are expected to ask focused questions about their classmate's presentations. Students are required to participate actively in the crisis simulation as a key component of their grade. To ensure collective participation in the simulation, students will be asked to evaluate the contributions of their peers. An evaluation rubric is at the end of the syllabus. Students are expected to attend every class either in person or remotely. If a student misses class due to an unexcused absence, their absence may be reflected in their participation grade.

Quizzes (.5 x 20 = 10%): Due to the Learn *from* Anywhere format, twenty mini-lectures (<20 min) lectures will be recorded and posted on the course Blackboard site. This flipped course format will help to preserve class meeting times for the discussions and intellectual and social connections that are essential to student learning. Students are required to watch the mini-lectures and take a short quiz about the contents *prior* to the class meeting. Student will receive ½ point for each quiz taken *prior* to class, regardless of whether or not the answers are correct. Students will not receive credit for quizzes taken after the respective class.

Exams (Midterm I = 20%, Midterm II = 20%, Final = 25%): Exams will be based on a series of take home essays distributed at the end of class on Oct 8, Nov 12, and Dec 10. Midterms will be due back two days later (Oct 10, Nov 14) by 5pm using Turnitin. The final exam will be due one week later (Dec 17) by 5pm via Turnitin. There will be a review of material prior to all three exams.

Late Work: Late submission of midterm exams will penalize your grade by incurring an automatic 10% deduction per day beginning with the assignment deadline. Due to time constraints, late submissions of the final exam will not be accepted and will result in an automatic failing grade for the course.

Explanation of Letter Grades: <http://www.bu.edu/reg/grades/explanation-of-grades/>

Special Needs: If you have any special needs or circumstances, such as a learning disability or health concern, please do not hesitate to speak with me and we can discuss suitable accommodations and assistance. If there is a religious holy day that will require your absence, please notify me no later than the first two weeks of class so that we can make arrangements for your absence. If a student misses class due to an unexcused absence, their absence may be reflected in their participation grade.

COVID-19 Compliance Protocol

Adherence to BU guidelines on COVID-19 testing, health attestation, social distancing, and wearing a mask is a condition of attending class in person. Students who are up to date with testing and attestation will receive a green-colored badge via email. All students attending class in person will be required to show their badges on their mobile devices prior to starting class. If a student is unable to show a green badge, the student will be asked to leave. If students are not wearing a face covering or observing physical distancing norms, class will be stopped and the student will be asked to leave if they fail to adjust their behavior.

Digital Conduct Code

Misuse of classroom video and recording can violate the Academic Conduct Code, the Student Conduct Code (<https://www.bu.edu/dos/policies/student-responsibilities/>), the Policy on Computer Ethics (<http://www.bu.edu/policies/conditions-of-use-policy-computing-ethics/>), and in some cases Massachusetts state law. Expectations for behavior are based on simple principles of privacy and mutual respect by which all students must abide. Expectations for digital conduct include but are not restricted to:

- Students may not record class sessions without permission.
- Students may not share recordings made by the instructor or others with anyone who is not enrolled in the class.
- Students may not share other students' personal information that is revealed in class.
- Harassment of fellow students is strictly forbidden.
- Only students are allowed to participate in class electronically, except with the express permission of the instructor. In order to prevent "Zoom bombing," harassment, and surveillance of your fellow students, do not share the remote participation links and passwords.

If you have questions as to whether a particular action conforms with or violates these expectations, please consult with the instructor.

Academic Integrity

All members of the University are expected to maintain the highest standards of academic honesty and integrity, and the CAS Academic Conduct Code will be strictly enforced. The Conduct Code can be found at <http://www.bu.edu/academics/policies/academic-conduct-code/>.

The online environment does not change your responsibility to follow the Academic Conduct Code. The work you submit must be your own, with clear and accurate citations for the source of any quotations, data, or ideas. Collaboration among students on assignments is not allowed except where for partner presentation and the crisis simulation, when collaboration is explicitly required.

Required Text

D.R. SarDesai, 2013. *Southeast Asia: Past & Present*, 7th ed. Boulder: Westview Press. You may also purchase the Student Economy Edition (ISBN: 9780813350165). Also available through BU Library via <https://ebookcentral.proquest.com/lib/bu/detail.action?docID=991067>

Date and Readings

Sep 3 Introduction

- No readings

Sep 8 The Spectre of Comparisons

- Benedict Anderson, 1998. "Introduction," in *The Spectre of Comparisons: Nationalism, Southeast Asia, and the World*, 1-20.
- Mini-lecture and quiz

Sep 10 Early State Formation in Southeast Asia

- SarDesai, ch. 1, 2, 3.
- Mini-lecture and quiz

Sep 15 Early State Formation in Southeast Asia

- SarDesai, ch. 4, 5, 6.
- Mini-lecture and quiz

Sep 17 The East Indies

- SarDesai, ch. 7, 14
- Raden Adjeng Kartini, 1899. Selections from *Letters of a Javanese Princess*, pp. 31-36, 37-40, 41-46, 55-63.
- Mini-lecture and quiz

Sep 22 Postcolonial Indonesia

- SarDesai, ch. 22
- President Sukarno, "The Birth of *Pancasila*," June 1, 1945.
- Mini-lecture and quiz

Sep 24 Contemporary Indonesia

- Edward Aspinall, 2015. "The Surprising Democratic Behemoth: Indonesia in Comparative Asian Perspective." *The Journal of Asian Studies* 74:4, 889 – 902.
- Mini-lecture and quiz

Sep 29 Nationalism in the Philippines

- SarDesai, ch. 13
- Jose Rizál, "Mi Ultimo Adios," 1896.
- Mini-lecture and quiz

Oct 1 Postcolonial Philippines

- SarDesai, ch. 19
- Mini- lecture and quiz

Oct 6 Contemporary Philippines

- Thomas Pepinsky. "Southeast Asia: Voting Against Disorder." *Journal of Democracy* 28, no. 2 (2017): 120-131.
- Mini-lecture and quiz

Oct 8 Review of Material and Distribution of Midterm Exam I

- No readings

Midterm Exam I due on Oct 10 by 5pm

Oct 13 * BU MONDAY NO CLASS *****

Oct 15 Siam becomes Thailand

- SarDesai, ch. 11, 16, 21
- Mini-lecture and quiz

Oct 20 Contemporary Thailand

- Kevin Hewison, 2017. "Reluctant Populists: Learning Populism in Thailand." *International Political Science Review* 38:4, 426 – 440
- Mini-lecture and quiz

Oct 22 British Malaya

- SarDesai, ch. 8, 18
- Mini-lecture and quiz

Oct 27 Postcolonial Malaysia

- SarDesai, ch. 24.
- Meredith L. Weiss. 2020. "Legacies of the Cold War in Malaysia: Anything but Communism," *Journal of Contemporary Asia* 50:4, 511-529.
- Mini-lecture and quiz

Oct 29 Contemporary Malaysia

- Dan Slater, 2012. "Strong-State Democratization in Malaysia and Singapore." *Journal of Democracy* 23:2, 19-33.
- Meredith L. Weiss. 2020. "Duelling networks: relational clientelism in electoral-authoritarian Malaysia," *Democratization* 27:1, 100-118.
- Mini-lecture and quiz

Nov 3 Myanmar

- SarDesai, ch. 9, 15
- Mini-lecture and quiz

Nov 5 Postcolonial Myanmar

- SarDesai, ch. 20
- Aung San Suu Kyi, "Freedom From Fear," 1990.
<https://awpc.cattcenter.iastate.edu/2017/03/21/freedom-from-fear-1990/>
- Mini-lecture and quiz

Nov 10 Contemporary Burma

- Min Zin. 2016. "The New Configuration of Power," *Journal of Democracy*, 27:2, 116-131.
- Zoltan Barany. 2018. "Burma: Suu Kyi's Missteps." *Journal of Democracy*, 29:1, 5-19.
- Mini-lecture and quiz

Nov 12 Review of Material and Distribution of Midterm Exam II

- No readings

Midterm Exam II due via Turnitin on Nov 14 by 5pm

Nov 17 ASEAN

- SarDesai, Part Four Review.
- David Jones and Michael Smith, 2007. "Making Process, Not Progress: ASEAN and the Evolving East Asian Regional Order," *International Security* 32:1, 148-184.
- ASEAN Secretariat, 1997. "ASEAN Vision 2020."
- Mini-lecture and quiz

Nov 19 China in the South China Sea

- Regilme Jr, S.S.F., 2018. "Beyond paradigms: understanding the South China Sea dispute using analytic eclecticism." *International Studies* 55:3, 213-237.
- M Taylor Fravel, 2011. "China's Strategy in the South China Sea," *Contemporary Southeast Asia* 33:3, 292-319.
- Mini-lecture and quiz
- Portfolio of 7-10 documents is due

Nov 24 U.S. in the South China Sea

- Jeff Himmelman, October 27, 2013. "A Game of Shark and Minnow," *The New York Times Magazine* <http://www.nytimes.com/newsgraphics/2013/10/27/south-china-sea/>
- *Council of Foreign Relations*, n.d. "Territorial Disputes in the South China Sea" <https://www.cfr.org/interactives/global-conflict-tracker#!/conflict/territorial-disputes-in-the-south-china-sea>
- *Lowy Institute*, n.d. "South China Sea." Read the top text and 2-3 short articles <https://www.lowyinstitute.org/issues/south-china-sea>
- Mini-lecture and quiz
- Policy statement with three proposed options due before class
- 1-2 page policy response and rationale due by the end of class

Nov 26 * THANKSGIVING NO CLASS *****

Dec 1 Simulation

- All students must read the policy response and rationale from each government
- Spokespersons should be prepared to present their government's response and rationale
- Foreign ministers should be prepared to ask questions of spokespersons

Dec 3 Simulation

- Statement by foreign ministers from ASEAN member states due during class
- Response statement from Japan, China, and the U.S. due by the end of class

Dec 8 Simulation Debrief

- Peer evaluations due
- No readings

Dec 10 Final Exam Review

- No readings
- Mini-lecture and quiz

Dec 17 Final Exam Due Via Turnitin by 5pm

Grading Rubric – Presentations

- 2 pt. Clear and concise
- 2 pt. Relevant to course material
- 2 pt. Accurate
- 2 pt. Uses scholarly sources
- 2 pt. Engaging
- 10 pt. Total

Grading Rubric - Team Members

The following evaluation of your team members in the simulation will help the professor to determine those who have been active and cooperative members as well as to identify those who did not participate. Be evaluate each group member's performance by using the guidelines below.

1 -never 2 -rarely 3 -sometimes 4 -usually 5 -always

Name of student being evaluated: _____

Has the student attended team meetings?	1	2	3	4	5
Has the student made a serious effort at assigned work before the team meetings?	1	2	3	4	5
Has the student made a serious effort to fulfill his/her team role responsibilities on assignments?	1	2	3	4	5
Has the student notified a teammate if he/she would not be able to attend a meeting or fulfill a responsibility?	1	2	3	4	5
Does the student attempt to make contributions in group meetings?	1	2	3	4	5
Does the student listen to his/her teammates' ideas and opinions respectfully and give them careful consideration?	1	2	3	4	5
Does the student cooperate with the group effort?	1	2	3	4	5

Based on your responses to these questions, assign an overall rating on the following scale:

- Excellent:** Consistently carried more than his/her fair share of the workload
- Very good:** Consistently did what he/she was supposed to do, very well prepared and cooperative
- Satisfactory:** Usually did what he/she was supposed to do, acceptably prepared and cooperative
- Marginal:** Sometimes failed to show up or complete assignments, rarely prepared
- Unsatisfactory:** Consistently failed to show up or complete assignments, rarely prepared
- Ghosted:** Practically no participation