PSC 2336: State-Society Relations in the Developing World--
Southeast Asia and beyond

This course is an historically-informed exploration of enduring issues of state-society relations in the developing world. My primary expertise is on Southeast Asia, so this region will appear disproportionately among the readings and class content, particularly during the early weeks of the semester. The course explores and questions concepts whose understanding is important to any consideration of state-society relations (e.g., state-building, nation-building, development, democracy, rights). The initial part of the course is organized chronologically, beginning with consideration of pre-colonial and colonial states, with empirical examples drawn largely from Southeast Asia. The main part of the course is organized by theme and is largely contemporary. The empirical content comes from: Latin America (e.g., Mexico); Africa (e.g., Mali, Cameroon); the Middle East (e.g., Iraq, Syria); South Asia (e.g., Afghanistan, Pakistan); and Southeast Asia (e.g., Burma/Myanmar, Singapore, Indonesia). Topics chosen involve issues of state and society, including: what does it take to make a strong state? What roles have/should civil society and religious authority played in state-building and in nation-building? And what are the bases for trans-national and regional states (e.g., the Islamic caliphate)? One of the class sessions is a research workshop, which will led by a visiting lecturer. You are required to attend this workshop, whether or not you have submitted a preliminary proposal for the analytical research paper.

If you are a sophomore or a junior, especially if you are majoring in political science or international affairs, this course will be very appropriate to your needs. If you are a second-semester first year student and you took and passed PSC 1001 in your first semester, you are still likely to find this course very challenging because of the substantial weekly reading load it entails. Some graduating seniors (except for those who have transferred in to GWU as juniors or seniors) have experienced frustration in this course as both the assignments and the grading are demanding. **If you have high grade expectations but feel your other commitments will prevent you devoting the out-of-class time now mandated by GW for 3.0 credit hour courses such as this** (see new university course credit hours policy, below), you **should not take this course.**

**Course Prerequisite**

You must have passed PSC 1001 to take this course. Permission of the instructor, and signature of the Director of Undergraduate Studies, is required if you wish to register for
this course, have not passed PSC 1001, but feel that you have passed a course that is *substantially equivalent* to PSC 1001.

**Average minimum amount of out-of-class or independent learning per week**

GW’s credit hour policy has recently been clarified. A 3-credit course includes 2.5 hours of direct instruction (“class time”) per week. In addition, *averaged* over the semester, you are expected to commit a minimum of 5 hours per week for independent learning (“out-of-class time,” e.g., reading for class, reviewing class notes, studying for quizzes and exams, preparing take-home exams, researching and writing papers). Therefore, your *average* weekly time commitment for this 3-credit course is a minimum of 7.5 hours (combined class time and out-of-class time). More information about GW’s credit hour policy can be found at [http://provost.gwu.edu/policies-forms](http://provost.gwu.edu/policies-forms) (webpage) or [http://provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf](http://provost.gwu.edu/files/downloads/Resources/Assignment-Credit-Hours-7-2016.pdf) (form).

Where can you look for important information that will help you do well in this course?

Anywhere you want! “Real” analysts, political scientists, politicians and policy makers use online resources, peer-reviewed articles and books, theses, dissertations, unpublished “working” papers, personal communications with experts and colleagues, and authoritative media sources (examples: *The Financial Times* [ft.com], the BBC [bbc.co.uk], *The New York Times* [nytimes.com] and *The Washington Post* [washingtonpost.com]) to learn what they need to know and to answer complex questions about parts of the world about which they know relatively little, such as the developing world. As your colleague, I ask you to read material (“assigned readings”) that I think will assist you in this goal. I also suggest resources in class and at the course website. But you should not feel limited to using only those materials I suggest. In fact, you will probably need additional resources to be able to capture the full story on some of the challenging questions that will engage you in this course.

**How will this course help you learn?**

The mission for you by the end of the course is to have a keen appreciation for the history and contemporary relations between the state and society at least three countries of the developing world, and to be able to use relevant information about these countries to substantiate or challenge assertions about politics there.

**Learning Objectives**

The learning objectives represent the impact this course will have on you two to three years into the future. They are the ways in which, having taken this course, you will differ from students who have not yet taken this (or a similar) course. If you commit yourself to the course, you will have:
Basic literacy in developing world history and politics. In order for you to make sense of the complex tapestry of history and politics in the developing world, it is important that you be able to cite major eras, actors (figures, institutions, movements) and events. Although facts per se do not impart insight, it is difficult to understand history and politics in the developing world without having at least a reasonable grasp of this foundational knowledge. This course will provide you with that foundation.

Critical thinking. Taking this course will enhance your ability to analyze and evaluate historical and political data.

Integration abilities. This course will approve your ability to recognize and make connections (“synthesize”) involving: ideas you encounter in different parts of this course; the information, ideas and perspectives encountered in this course and those you encounter in other courses or regions of study; and material in this course and aspects of your own personal, social and/or work life.

Self-knowledge and understanding of/empathy with others. The opportunity to reflect upon and learn about your own perspectives on issues like religion, ethnicity, and violence, and appropriate ways to aggregate and use power is important. This course provides you with the opportunity to develop feelings, interests and ideas as you understand better those who reside in the developing world.

Knowing how to learn. The ability to know how to learn about aspects of the developing world unfamiliar to you. This course will help you to become a more effective self-directed learner, i.e., you will become more effective at establishing a learning agenda for what you want to learn and in planning for learning it.

How this course is taught

With the exception of the first class meeting and the Research Workshop (Mar 21), most class sessions will have elements of lecture and elements of discussion. Sessions during the first half of the course will have more lecture content, while sessions during the second half of the course will have more discussion. You are required to attend each class session. You are expected to come prepared to discuss knowledgably the content of the required reading assigned for the session and its relation to the session’s focus question (Focus Questions link).

How will you succeed in this course?

Attend: Be present at all the components of the class and actively participate. I understand that you are a busy and committed student, with many demands upon your time. But missing class and group discussions means not being present for your peers.

Participate: Participate actively in the course, based upon your own learning goals. Since you all come from different backgrounds and experiences, your peers are valuable resources for your learning. Don’t shortchange them and yourself by coming to class without preparing, or by sitting quietly during activities such as small group discussions, debates and role plays. My evaluation of your progress in this course will include a
component associated with active participation in class. But your engagement with, and beautiful rewards from, learning in this course, can begin to flow with your participation.

Communicate: This course is designed to meet the needs of both those with little or no knowledge or experience of the developing world and those who are already well versed in one or more regions of the developing world. It can be very challenging to speak up and ask questions during class. But please do so, as you are not alone. I am also willing to field questions before or after class, on Blackboard, during office hours and by email. If you start the habit of communicating early in the semester, then I will be better able to identify what challenges you are having and help you overcome them.

Expectations

What I expect of you:

- **Pay attention to the Assignments Guide.** We have only a few hours each week in class. Therefore I won’t to spend too much time “going over” the details of requirements for assignments that are already spelled out in detail in the online Assignments Guide (link: Files). There you will find important information about deadlines, etc. Be sure to ask questions if you are unsure about anything in the Guide.

- **Closely read all assigned readings.** The list of assigned readings is not excessively long. However, it is important that you budget your time and energies so as to allow sufficient time to read the required materials assigned for each week’s session (complete the readings by the start of the session). You are not expected to memorize every fact, figure, chart and graph. However, you should be familiar with the main points and salient arguments of each reading, and be able to answer brief questions on unannounced written reading quizzes. You should also be able to outline a brief response to the focus question for each week, based upon your recollection of the assigned readings.

- **Participate in class discussions.** One of the best ways to learn about the themes and issues of this course is to talk about them. You are expected to contribute to class discussions with a combination of your understanding of the assigned readings and your own ideas and experiences. Please also bring to class a willingness to ask questions frequently, air opinions vigorously and consider with respect opinions expressed by peers that differ from your own.

What I don’t expect of you:

- **An encyclopedic knowledge of the developing world.** We are all learners. What’s important is not how much or how little we know, but what we do with what we know. Don’t let your perceived lack of knowledge or experience vis-à-vis your peers intimidate you into remaining silent. Such an outcome--silence--is detrimental not only to your learning but to that of all others in the class.

- **Perfectly formed, flawlessly logical contributions to class discussions.** Don’t let the quest for perfection—e.g., an idea developed into a fully formed thesis—prevent your making valued contributions to class discussions.
What you can expect of me:

- *Close examination of all materials submitted for a grade.*
- *Constructive suggestions for improvement* (if necessary), provided on Exam #1 (suggested improvements for Exam #2) and on the preliminary proposal (suggested improvements for the Analytical Research Paper Proposal) and proposal (suggested improvements for the Analytical Research Paper).
- *Availability* for consultation outside of class, primarily during scheduled office hours.
- *Direction*—but not domination—of class discussions.

**How will you and I evaluate your progress?**

*Note:* exam dates and due dates for assignments may be found below, under “Detailed listing of class topics, readings and due dates.”

In-Class participation 15%

- Credits earned throughout semester with: recent events oral/written reports, *rapporteur* role in gp work, reading quizzes, & paper oral reports exercise. *You must be in class to earn credit.*

**First part of course** 40%

- Essay outline (one page) 5%
- In-class exam (Exam #1—includes Essay) 35%

**Second part of course** 45%

*Option 1 (second exam)*

- Take-home exam (Exam #2) 45%

*Or*

*Option 2 (5-10 page research paper)*

- Analytical research paper 45%
  - Preliminary Proposal 3%
  - Proposal 7%
  - Research Paper 30%
  - Oral Report 5%

*Note:* There is **no final exam** for this course.

Brief descriptions (for full details on requirements, see the online Assignments Guide):

- *In-class Participation.* At class sessions, you may earn in-class participation credits by doing one of the following things. Your participation credits will be summed at the end of the semester and you will receive a grade based upon the number of credits you have received for in-class participation. For example, to
receive an A for this component of your overall course grade, you must have 10 or more credits and you must earn at least one of your 10 participation credits from in-class oral participation (presenting a recent events oral report; acting as a group rapporteur). That is, you cannot get an A for participation if all of your participation credits come from submitting recent events written reports. Any combination of 7 to 9 credits earns a B. 4 to 6 credits earns a C. 1 to 3 credits earns a D. No credits earns an F.

- **Presenting orally** (voluntary basis; 5 minutes, max!) a recent event reported in the media occurring in the developing world or relevant to the developing world. To earn the credit, your remarks must be explicit about why and how the recent event is relevant to the developing world and to one or more of the themes of this course. In addition, they must specify the media source and date of publication/posting;
- Submitting a written report (hardcopy—handwritten is OK) on a recent event (to earn credit, you must be present, in class, to submit your report; one report only per week; “recent” means an event that has occurred since our last class meeting; no retroactive submissions [you cannot submit a batch of submissions from previous weeks]; no credit if you have a friend drop your report in class in your absence). To receive participation credit, your written submission must meet all of the following criteria (all submissions that meet all of these criteria will earn participation credit; there is no partial credit; if one or more of the criteria are not met, then your written report gets no credit):
  - Be about a recent event in or primarily affecting the developing world. Specify the recent event that your media item is reporting on, explicitly. Note that a mere status update (e.g., “rice production in the 3rd quarter reached and annual output of 1.2 million metric tons,...”) does not fulfill this requirement;
  - Length of no more than a half-page, single-spaced (hand-written is fine);
  - Be in your own words; simply copying and pasting the content (or excerpts thereof) from the item itself does not earn credit;
  - Specify the date of the recent event (“recent” means an event that occurred since the previous meeting of the class, including the day of class, or an upcoming event, speech, seminar, etc., scheduled to occur during the next 7 days, including the day of class);
  - Specify the authoritative source from which you obtained the information (English only, please, e.g., English language editions of: New York Times, Washington Post, Wall Street Journal, Guardian (U.K.), Financial Times (U.K.), The Economist (U.K.), Le Monde (France), Der Spiegel (Germany), Al Jazeera (English)(Qatar), Mail & Guardian (South Africa) Economic Times (India), Bangkok Post (Thailand), Straits Times (Singapore), South China Morning Post (Hong Kong SAR, China), & Asahi Shimbun (Japan));
  - Specify the date the article was published or posted;
  - Describe, briefly, the recent event(s) and where it occurred; and
• **[Important!]** Explain specifically how the event relates to one or more themes of this course.

• Acting as “rapporteur” for a group (voluntary basis; 5 minutes, max!) during a “group work” period of a class session (the “reporter” reports back to the class as a whole the results of the group’s deliberations; there may be more than one reporter per group);

• Completing an unannounced reading quiz on which you answer *more than 50%* of the required questions correctly (you will earn participation credit for each quiz on which you answer more than 50% of the required questions correctly). You will be able to select which of the questions on the quiz you would like to answer (e.g., “answer 10 of 15”). The quiz questions assess your familiarity with the required reading assigned for the class session and are in the form of multiple choice (choose one correct answer from four or five options) or true/false questions.

  There are no make-ups for the reading quizzes. If you are not present in class, you do not get credit for the quiz. The only exception is a previously announced religious observance (see the Course Policies and Procedures paragraph, “Religious Observance,” at the end of this syllabus).

• Participating in an oral reports group activity (sessions 13 & 14).

• **Essay Outline.** A maximum one page, double-spaced outline (submit at class in hardcopy; hand written OK) of your answer (includes introduction and conclusion) to the week’s focus question (see below under “Detailed class listing of class topics, readings and due dates”). Must specify page references from relevant required readings assigned for the week. Any material in excess of one page will not be read and will not contribute to the grade for this assignment.

• **In-class exam (Exam #1).** Closed-book, “blue book” exam (Exam #1), for the first hour of the week 7 class session. **Goal:** to assess your knowledge and understanding of the required readings and class contents from sessions 1-6 of the class. The emphasis on the exam is on assigned readings. **Structure:** the exam consists of two (equal value) parts. In the first part, you write 1-2 paragraphs in each case responding to 3-5 empirical questions (there will be choice). Each answer is scored on a 4-0 scale (whole integers only). Then the scores are averaged and converted to an A-F letter grade (split grades are used). In the second part, you write one analytical essay, typically 3-5 blue-book pages long, responding to one question (there will be choice). The questions on this part are similar, but not identical, to the focus questions for sessions 2-6 (link: Focus Questions). You are required to mention the readings from which empirical evidence you include is drawn, e.g., “Boxer, ch I.” Your essay is assessed using the rubric for written assignments included in the Assignments Guide (link: Files). The weighting for each of the five aspects of the rubric used for assessing essay (Section II) answers is specified in the Exam Prep Guide—Exam #1 (link: Files). The A-F grade for the essay (including split grades) is averaged with the A-F grade for the first part of the exam to arrive at your overall A-F grade (including split grades) for the exam. Blue books are not marked, but once grades for the
exam are available on Blackboard, you can access the break-down of your Exam #1 grade and my feedback comments on your essay answer (link: My Grades). You are most welcome to review the contents of your blue book answers with me during my office hours.

- **Take-home exam (Exam #2).** Open-book, 24-hour exam, due online in week 14, that covers required readings and class content for sessions 7-14 of the class. Exam #2 will comprise two parts of equal value. The first part will take the form of multiple choice (choose one correct answer from four or five options) or true/false questions. The second part will require you to submit one analytical essay, typically 3-5 double-spaced pages long, responding to one question (there will be choice). The questions on this part are similar, but not identical, to the focus questions for sessions 7-14 (link: Focus Questions). They will require you to compare and synthesize insights from the required readings and class content for two or more sessions in the second half of the course. Citations are required for the essay, e.g., “Boxer, p. 37.” Your essay is assessed using the rubric for written assignments included in the Assignments Guide (link: Files).

- **Analytical research paper.** You research, structure, write and finalize a paper of five-ten pages, double-spaced, in length (in addition to a bibliography). The paper responds to a research question of your own design relevant to some aspect of the historical or contemporary experience of one or more countries or regions of the developing world. With the help of the research workshop (Mar 21), you research your own sources to provide empirical evidence to support your points (assigned readings may be used, but you should source only a small part of the empirical evidence used from these readings). The assignment has *four components* (for details on what is expected for each component, see the online Assignments Guide [link: Files]):
  - Preliminary Proposal: the *required* preliminary proposal has three different elements: a proposed research question; a brief statement linking the research question to one or more class topics (see below under “Detailed class listing of class topics, readings and due dates”); and a list of bibliographical citations for *three authoritative sources* relevant to the proposed research question. Note: assigned readings may *not* be included in this list of authoritative sources (they may, however, be used in preparing the paper itself and may be listed in the finished paper’s bibliography).
  - Proposal: the *required* proposal has a number of different elements. Therefore you should expect to take some time and care in this step towards your research paper. Once you have received my feedback on your preliminary proposal (link: My Grades), you should move promptly to the next step, the proposal.
  - Analytical research paper; and
• Oral report: if you choose grading option 2, the analytical research paper option, you will present an oral report on the findings of your paper at the final class session (if numbers warrant it, we will also use part of the penultimate class session for oral reports; in these cases, the oral reports will anticipate findings for research papers that are not yet due). No visual aids or handouts are required. In your oral report, you will respond to a series of prompts made available in advance. Your remarks should last a maximum of five minutes. After that, you should anticipate responding to questions (roughly 2-3) from your peers and/or me.

Required Textbooks

The required textbooks listed below all are available for you to purchase at the GW Bookstore. In some cases, the Bookstore gives you the option to purchase used copies, to rent books, or to pay for digital access. Using the Bookstore is not only the most convenient means for you to obtain the textbooks you need for this course, it also ensures you get the correct editions of required texts. If you do not find one of the books listed as “required” below in the Bookstore shelves for this course, please ask at the textbook department help desk. Sometimes textbooks used by multiple courses in different departments and schools are consolidated in just one location (which might not be the location labelled for this specific course). If you have access to earlier editions of any of these textbooks (for example, Owen—in earlier editions it was Steinberg, David Joel, In Search of Southeast Asia: A Modern History), please consult with the instructor concerning their suitability for use in this class.


As you are aware, there are a variety of alternative sources for book purchases. For example, new or used titles are available from www.amazon.com, www.barnesandnoble.com, eBay, Half.com (an eBay subsidiary) or directly from the websites of book publishers. However, when using these alternative sources, be sure that the textbooks you order are going to reach you by the time you need to use them for class (see the “Detailed listing of class topics, readings and due dates” below). Regardless of whether your textbooks arrive on time or not, you are still responsible for the required readings for each weekly session at the class meeting for which they are relevant. Therefore, you should explore temporary alternative means of access—e.g., borrowing
from Gelman Library or from one of the WRLC consortium libraries, or from a friend—
until your textbooks arrive.

Required readings that are not from the course textbooks can be accessed using: the
course Blackboard website (link: Electronic Reserves); subject databases accessible
through the Gelman Library home page (go to http://gelman.gwu.edu and click on the
Subject Databases link); and on-line sources.

**Detailed listing of class topics, readings** and due dates

I have organized the class topics list below by week, one topic per week. **I reserve the
right to amend, reorder, substitute for, or delete session topics and assigned
readings, with reasonable notice, during the course of the semester.** If I do so, I will
place notices to this effect at the Announcements (front) page of the course Blackboard
website.

Apart from the textbooks, **items that are available full-text through the Gelman Library
home page** (ArticlesPlus, Catalog [I recommend accessing the Classic Catalog link and
then the Advanced Search link], or subject databases (Ebrary, etc.)) are indicated by an
asterisk (*).

**Readings available at the course Blackboard website are indicated by the “at” symbol
(®).** Such readings are found at the Electronic Reserves link, organized by folders that
are identified by week. Readings that are also available in hardcopy form “on reserve” at
Gelman Library’s Circulation Desk are indicated by the “plus” symbol (“+”).

The course required textbooks are abbreviated below: G=Gall; McM=McMahon;
O=Owen; W=Warrick.

Where I have yet to assign required readings, I indicate this with “to be assigned” (tba).

Jan 17

1. **Introduction to Course**

*Joel S. Migdal, *State in Society: Studying How States and Societies Transform and
(“The State-in-Society Approach”) (part) 8 (bottom)-23 (top), 27-29 (”New
Answers, Old Questions”—Palestine & Northern Ireland) and 33-35 (“Issue 3: State
and Nation”—the Great War [1914-18] in the U.S. and in Northern
Ireland).[available as full-text eBook to all WRLC patrons at the EBSCOhost
database (at Gelman Library homepage, highlight “Search All” to left of omnibus
search window, select “Books & More” from drop-down menu, and search using
author name and title)]

@Mark Beeson, ed., *Contemporary Southeast Asia* (2nd ed.). Houndsmills,
of Southeast Asia” [Mark Beeson])(part) 4-9 (“A Southeast Asian Snapshot”)
Jan 24

2. Pre-Colonial States and Societies

O Introduction (“Places and Peoples”) (part) 5-15; and chs 1 (“Southeast Asian Livelihoods”), 2 (“Inner Life and Identity”) & 3 (“The Struggle for Political Authority”)

@+Robert Heine-Geldern, “Conceptions of State and Kingship in Southeast Asia,” Ithaca: Southeast Asia Program (Data Paper no. 18), Department of Far Eastern Studies, Cornell University, April 1956 (revised version of an article published in the Far Eastern Quarterly 2 (Nov, 1942) 15-30)

@C.R. Boxer, Portuguese India in the Mid-Seventeenth Century, Delhi: Oxford University Press, 1980. Chs I (“Conquest”) & II (“Navigation”)

Jan 31

3. European Impacts

@Beeson, Contemporary Southeast Asia, ch 2 (“Southeast Asia and the Colonial Experience” [Robert E. Elson]) (part) 17-25

--includes discussion of the European white supremacy idea and the efforts of some indigenous and migrant elites, not to mention minority groups (Karens [British Burma] and Ambonese [Netherlands East Indies] established as backbones of colonial armies), to share this mantel of white superiority, protecting themselves from dominant indigenous ethnic groups and religions

O chs 4 (“Dynasties and Colonies, Boundaries and Frontiers”), 12 (“Globalization and Economic Change”), 13 (“Modes of Production, Old and New”), 14 (“Consolidation of Colonial Power and Centralization of State Authority”) & 16 (“Perceptions of Race, Gender, and Class in the Colonial Era”)


--note Anderson’s distinguishing “state” from “nation” in Cold War Indonesia


**Essay Outline due at start of class Tuesday, Mar 31, 11:10 A.M.: see Requirements (above); submit in hardcopy (hand written OK)**
Feb 07

4. Anti-colonial Movements, Nationalism & the End of Colonial Rule


@Benedict Anderson, Imagined Communities, ch 7 (“The Last Wave”)

*Mark Atwood Lawrence, Assuming the Burden: Europe and the American Commitment to War in Vietnam, Berkeley: University of California Press, 2005. Introduction. [available, full-text as eBook through WRLC catalog entry; at Gelman Library homepage, highlight “Search All” to left of omnibus search window, select “Books & More” from drop-down menu, and search using author name and title]

@Beeson, Contemporary Southeast Asia, ch 2 (“Southeast Asia and the Colonial Experience” [Robert E. Elson]) (part) 25 (top)-27 (“Authority and opposition;” “The limits of nationalist thinking and action”) & ch 3 (“The End of Empire and the Cold War” [M.T. Berger]) (part) 29-32 (“From colonialism to nationalism”), 35-37 (“From colonies to nation-states: the fragmentation of French Indochina”), 44-45 (“Conclusion”)


Feb 14

5. States and Nations; States and State Leaders: Contrasting Sources of Power and Legitimacy


*”The Road to Hell is – Unpaved; Trucking in Cameroon.” Economist (London) 365: 8304 (21 Dec, 2002) 37-39.[at Gelman Library home page, highlight “Search All” to left of omnibus search window, select “Browse Journals” from drop-down menu, search using journal title and see availability, full-text in WRLC databases: ABI/Inform Complete Plus, and several ProQuest databases]

Feb 21
6. Cold War States; Introduction to the Taliban & al Qaeda
@ Beeson, Contemporary Southeast Asia, ch 3 (part) 39-44 (“Revolution and counter-revolution: the Vietnam wars and nation-building;” “From national liberation to authoritarian nationalism in Indonesia”)

G Foreword, Prologue & ch 1 (“The Taliban Surrender”)
W Prologue

Feb 28
7. Exam #1 (in-class, 11:10 A.M.-12:10 P.M.): Conceptions of the role of the state in Afghanistan & Pakistan
G chs 2-6

Mar 07
8. ISIS, the Taliban and conceptions of the role of the state in Iraq & Syria
W bks 1-3 (Session 8 & Spring Break reading—NB. analytical research paper Proposal due first Monday after Spring Break)
left of omnibus search window, select “Browse Journals” from drop-down menu, search using journal title and see availability, full-text in WRLC databases: Factiva, Global Newsstream, U.S. Newsstream, LexisNexis Academic, and ProQuest Central][a version of this article appeared in print on December 23, 2014, on page A1 of the NYT New York edition]

**Analytical Research Paper Preliminary Proposal due Tuesday, Mar 07, by 11:59 P.M. (submit at course website; link: Assignments)**

Mar 14

Spring Break (no class meeting)

Mar 21

9. Research Workshop: using online tools to research authoritative sources for papers. [Was 11.] This class session meets in Gelman 300. Visiting research library presenter(s) will lead this workshop (I will be present). Please bring your tablets/laptops for the practical portions.

G chs 7-14

**Analytical Research Paper Proposal due Friday, Mar 24, by 5:00 P.M. (submit at course website; link: Assignments)**

Mar 28


@*McCargo, Duncan, “Thailand in 2016: Fade to Gray,” Asian Survey 57:1 (Jan-Feb 2017), 150-56.[At Gelman Library home page, hover over “Research” link, select “Find: Journals” from drop-down menu, using “Journal title (exact)” option, search for journal name and see availability, full-text in University of California Journals database, navigate to 2017 issue 1, scroll down to article, click on title and view pdf.]

*Montesano, Michael J., and Terence Chong, “King Who Won a Place in His Nation’s Heart,” Straits Times, October 14, 2016.[At Gelman Library home page, hover over “Research” link, select “Find: Journals” from drop-down menu, using “Journal title (exact)” option, search for journal name and see availability, full-text in Factiva and other databases; in Factiva, use custom date range to limit publication date, e.g., 10-01-2017 – 10-31-2017 and click on arrow beside “All Sources” to enter “Straits Times” in search box; place “Montesano” in main search box and click search]

*Thitinan Pongsudhirak, “Abroad at Home - Thailand Being Left Behind by Neighbours,” Bangkok Post April 8, 2016.[At Gelman Library home page, hover over “Research” link, select “Find: Journals” from drop-down menu, using “Journal title (exact)” option, search for journal name and see availability, full-text in Factiva and other databases; in Factiva, use custom date range to limit
publication date, e.g., to 04-01-2016 – 04-10-2016 and click on arrow beside “All Sources” to enter “Bangkok Post” in search box; place article title in main search box and click search. Note: the Bangkok Post has a subscription paywall that prevents accessing this article directly, using the link that appeared in an earlier version of this syllabus.


--Thitinan is Director of the Institute of Security and International Studies, Chulalongkorn University, Bangkok

https://en.wikipedia.org/wiki/Thitinan_Pongsudhirak

https://www.theguardian.com/profile/thitinan-ponsudhirak

*Thitinan Pongsudhirak, “Why No One Wants to Rule Thailand Other Than the Military,” South China Morning Post, 11 September, 2016 (on the Thai royal succession, before King Bhumipol's death)


*Tan, Huileng, and Sri Jegarajah, “King Bhumibol's Death Could Put Thailand's Political Stability, Timeline for Democracy at Risk,” CNBC.com 14 October, 2016 (i.e., after King Bhumipol’s death)


Mon Apr 03

Option 2: [voluntary] revised version of your Analytical Research Paper Proposal (responding to my feedback to your full Proposal) will be accepted until 5:00 P.M. today (link: Assignments). See Assignments Guide (link: Files).

Apr 04

11. Islam, Gender & Identity under a Multi-Religious State: Indonesia


@Friend ch 2 (“Radical and Mainstream Islam: New Dynamics in Indonesia” [Azyumardi Azra]) & ch 4 (“State, Society, and Secularity in Contemporary Indonesia” [Robert W. Hefner])

Apr 11

12. Development, Rights and Freedom

[was 13]

The Issues

*Amartya Sen, “Democracy as a Universal Value.” Journal of Democracy 10:3 (July 1999) 3-17. [at Gelman Library home page, highlight “Search All” to left of omnibus search window, select “Browse Journals” from drop-down menu, search using journal title and see availability, full-text in WRLC database Project Muse]

Southeast Asia

Och 28 (“Human Consequences of the Economic ‘Miracle’”)(part) 399-406, & ch 30 (“Singapore and Brunei”)(part) 422-28 (“Singapore”)
@Beeson, Contemporary Southeast Asia, ch 6 (“The Evolution of Democratic Politics” [William Case])


Apr 18

13. Economic Development, the Environment and Global Warming; research paper oral reports (part I)

Multilateral

*“The Paris Agreement.” An agreement within the United Nations Framework Convention on Climate Change (UNFCCC) dealing with greenhouse gases (197 countries are signatories and of these 143 countries have ratified [4/11/17], including the U.S. [U.S. ratification took effect November 4, 2016]). Web. Accessed 4/11/17.
http://unfccc.int/paris_agreement/items/9485.php

http://unfccc.int/essential_background/convention/items/6036.php

Southeast Asia: Ha Tinh Formosa Steel pollution case (Vietnam, 2016)

http://newbloommag.net/2017/02/24/formosa-steel-vietnam-payouts/

www.reuters.com/article/us-formosa-plastics-vietnam-idUSKBN1760FH

**Analytical Research Paper (Option 2) due Friday, Apr 21, by 5:00 P.M. (submit at course website; link: Assignments)**
Apr 25

14. Conclusion; research paper oral reports (part II)


**Exam #2 (Option 1), a 24-hour, take-home exam available at course website (link: Exams) Tuesday, April 25, 5:00 P.M., due Wednesday, April 26, 5:00 P.M. (submit at course website; link: Exams)**

Course Policies and Procedures

Students with Disabilities: The university has issued the following statements that may contain information relevant to you.

Disability Support Services (DSS)

Any student who may need an accommodation based on the potential impact of a disability should contact the Disability Support Services office (202-994-8250; Rome Hall, Suite 102) to establish eligibility and to coordinate reasonable accommodations. For additional information see http://disabilitysupport.gwu.edu.

Mental Health Services

The University's Mental Health Services office (202-994-5300) offers 24/7 assistance and referral to address students' personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations, confidential assessment; counseling services (individual and small group); and referrals. For additional information see http://counselingcenter.gwu.edu.

Religious Observance: In accordance with the university policy on observance of religious holidays, if you plan a religious observance that precludes your attending Exam #1 (in-class) as scheduled, precludes your working on Exam #2 (take-home) during the 24 hours it is available (if you choose Option 1), or prevents you attending one or more class sessions (these may or may not involve unannounced reading quizzes), University policy requires you to notify me (orally or in writing), during the first week of classes, so that alternative (“make-up”) arrangements can be made for you. Absent such notification in the first week, you are expected to attend Exam #1 when that exam is scheduled, to complete and submit online your responses to Exam #2 during the 24-hour window it is available (if you choose Option 1), and to be in class for every class session. Saturday, January 21, 2017, is the deadline for you to request from me accommodations for your religious observance. For details on the policy, please see http://students.gwu.edu/accommodations-religious-holidays.

Examination Policies: There is no final exam for this course. Please take careful note of the scheduled dates for Exam #1 (in-class) and (Option 1) Exam #2 (take-home). Under
**truly extraordinary** circumstances, which you could not have reasonably predicted in advance (examples include sudden illness, accident, or family bereavement or severe illness), it is possible that you may not be able to take Exam #1 or to complete Exam #2 on the days/times scheduled. If you encounter such circumstances, please contact me as soon as possible and, subject to your providing documentation of the event that I find acceptable, a make-up exam may be scheduled.

**Professional and Academic Integrity**: As practicing professionals and proud graduates of GW, you will be trusted to maintain the highest standards of ethics, integrity and personal responsibility. Since you have joined this community of trust to prepare yourself for a life’s work of honorable service and integrity, I expect you to comply fully with the provisions of the GW Academic Integrity Code. In submitting work for my evaluation, you affirm that you have not knowingly represented as your own any opinion or ideas that are attributable to another author in published or unpublished notes, study outlines, abstracts, theses, dissertations, articles, books or web pages. In other words, I expect that all assignments and reports you give me are your original work and that references are cited properly. Breaking this trust will not only result in zero credit for the assignment in question, it will require me to follow the procedures established by the Office of Academic Integrity in responding to any suspected violations of academic integrity. Academic dishonesty is defined in the Code as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. For details and complete code, see [http://studentconduct.gwu.edu/code-academic-integrity](http://studentconduct.gwu.edu/code-academic-integrity).

You should be aware that work that you submit online at the course Blackboard website may be submitted through a plagiarism-detection tool, such as SafeAssign. SafeAssign is a software resource designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation documentation practices by cross-referencing submitted materials with an archived database of student papers, journals, essays, newspaper articles, books, and other published work. In addition, other methods may be used to determine the originality of work you submit online for a grade in this course.

**Use of Personal Electronic Devices in Class**:
- To ensure a respectful learning environment for your peers by minimizing distractions during class, the **use of personal electronic devices (laptops, tablets, iPads, smart phones, etc.) in the classroom is prohibited**, except in the case of DSS registered students who seek and receive my permission to use specific devices in the classroom.
- To facilitate focused and uninterrupted discussion, **before entering the classroom you are required to: terminate all phone conversations; turn off or silence ring tones; remove earbuds or other personal audio listening devices; refrain from texting, social networking, or surfing** while physically in the classroom for the duration of each class session.
- During the five-minute break provided at each class session, you may *step outside the classroom* and use your personal electronic device(s) at that time.

_Civil and Respectful Dialogue:_ It is possible that occasionally you may feel that the material which your peers and the instructor address in class is controversial and even sensitive. When discussing such topics, I establish the expectation that we collectively will engage them in a collegial manner, respecting the opinions and ideas of others, even though you may not agree with them. One of the foundations of excellence in U.S. higher education is the freedom it provides to explore diverse ideas, beliefs, theories, concepts, etc., without “putting others down.” Should you find a particular topic troublesome, please discuss your concerns with me privately.

_*Extra Credit_*: If one or more of the assignments you submit for a grade is assigned an assessment (grade) lower than you had hoped for, unfortunately you will not have the opportunity in this class subsequently to submit “extra work” and thereby to earn “extra credit” to “make up your grade.”

_Submission Formats:_ All materials submitted for a grade in the course by uploading at the course website (Assignments or Exams links) must be in 12-point font, double-spaced (does not apply to Bibliographical entries, which must be single-spaced, separated by a blank line), with one-inch margins to left and right of text, 1.5-inch margins required at the top of the page (above the text) and at the bottom of the page (below the text)--does not apply to headers or footers (page numbers, your name, etc.)--and formatted using either Word for Office (.doc, .docx) or Adobe Acrobat (.pdf). *Page numbers are required.*

_Late Submission:_ If your assignment (or component of an assignment), _not including exams_, is received at the course website after the date/time that it is due, I will reduce the grade for that assignment (or component of an assignment) by a split grade (e.g., B+ becomes B; B− becomes C+) for each 24-hour period _or part thereof, including holidays and weekends_, that it is late. The time period on which I base the grade reduction begins at the day and time that the work was due and ends at the day and time that the assignment was received at the course website. You may confirm receipt of any assignment you have submitted by visiting the My Grades link to check that the appropriate icon indicates “needs grading” for the assignment (for icon explanations, click on the “icon legend”). I do not consider assignments sent directly to my email inbox or submitted to me in hardcopy form as “received” until they also have been submitted at the course website as required.

For exams, if you don’t show to take Exam #1 in-class at the specified day/time or (for Option 1 only) you don’t submit the take-home exam (Exam #2) by the due day/time it is due, I will assign the grade of “F” for the exam. The _Late Submission policy above_ (i.e., _grade reductions_) _does not apply to exams in this course_. The details specified in the _Examination Policies_ section (above) regarding course policies in the event you suffer accident, illness or bereavement at the time of an exam, apply also to non-exam assignments.
For assignments (option 2), the “drop dead” dates for receipt of the assignment are listed here. Notwithstanding the grade reductions policy, any assignment you submit at the course website after its “drop dead” date will receive no credit.

- **Preliminary Proposal**: due Tuesday, Mar 07, 11:59 P.M. **Drop dead**: Tuesday, Mar 14, 11:59 P.M.
- **Proposal**: due Friday, Mar 24, 5:00 P.M.. **Drop dead**: Friday, Mar 31, 5:00 P.M.
- **Analytical Research Paper**: due Friday, Apr 21, 5:00 P.M.. **Drop dead**: Friday, April 29, 5:00 P.M.

**Incompletes**: A final grade of incomplete ("I") can be reported only if you have presented a legitimate and compelling reason, typically beyond your control, which has prevented you from completing a significant proportion of the course work. You must have been performing at least at a “low pass” level before the event or circumstances for the “I” to be assigned. I must receive your request for the “I” grade for any graded work due during the period when the class is in session (i.e., January 17-April 25, 2017, inclusive) on or before **Friday, April 29, 2017, 5:00 P.M.**. Before an “I” can be assigned, you must download from your academic adviser (CCAS or ESIA) and complete the student portions of an “incomplete contract” agreement. You provide the form to me in duplicate, along with documentation for the legitimate reason that made it impossible for you to submit the exam. Once I complete and sign the form in duplicate, you sign both copies and receive one for your files while I retain the other.

**Security and Safety Policy**: In the case of an emergency, if at all possible, you should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at the predetermined rendezvous location. See the sheet appended to this syllabus for specific instructions regarding evacuation routes and rendezvous location for the classroom to which this class is assigned.