

**ASNS/POL 337:**  
**Globalizing Southeast Asia**  
Whitman College, Spring 2013  
Tuesdays & Thursdays 1:00-2:20pm  
Maxey 108

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Office: Maxey 133, 509-527-5889  
Off. Hrs.: M 8-10am, Th 2:30-4:30pm

Course Description

This course is an inquiry into the **conceptual and material processes** through which Southeast Asians articulate a relationship to *the local*, *the regional*, and *the global*. How are peoples and sites within the region actors in the economic, political, and cultural processes associated with ‘globalization,’ ‘alter-globalization,’ or ‘globalism’? We approach this question by focusing on five, occasionally overlapping, areas of analysis – (1) globalization theory, (2) neoliberalism and political economy, (3) challenges facing the environment and indigenous peoples, (4) the politics of labor migration and human trafficking, and (5) transnational social movements, especially women’s movements. Additional questions that will guide us include: What factors shape how Southeast Asians understand the local, regional, and global, and their relationship to each other? How has Southeast Asia’s uneven entry into circuits of transnational capital impacted local peoples and sites? How has neoliberalism’s emergence in the region been facilitated and contested? What discourses of freedom and change do Southeast Asian social movements utilize in articulating their visions of social transformation?

PLEASE NOTE - the methods and orientation of the course **do not conform easily** to those traditionally used by the discipline of Political Science. We will not be privileging ‘the state’ or ‘nation-states’ as primary categories of analysis. **This is not primarily** a course on ASEAN (the Association of Southeast Asian Nations), or on the international relations, diplomatic history, electoral systems, or state institutions of Southeast Asia. While our approach will certainly touch on these aspects, and will squarely address issues of public policy and international law, our inquiry is driven by a much more expansive conception of politics. By de-emphasizing the state, we focus more on the critical role of non-state actors in shaping political life. Further, we *re-gender the study of politics and power*. By de-centering the state, our analytic frame acknowledges the fundamental role of civil society, social movements, laborers, and various modes of activism in problematizing state-defined conceptions of the political that are both masculinist and militarist.

Required Texts

The following **required** textbooks are available at the Whitman College Bookstore.

1. Steger, Manfred. 2009. *Globalization: A Very Short Introduction*. 2<sup>nd</sup> Edition. Oxford:

Oxford University Press.

2. Tsing, Anna Lowenhaupt. 2005. *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press.
3. Ong, Aihwa. 2006. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham: Duke University Press.
4. Ear, Sophal. 2012. *Aid Dependence in Cambodia: How Foreign Assistance Undermines Democracy*. New York: Columbia University Press.
5. Ford, Michele, Willem van Schendel, and Lenore Lyons, eds. 2012. *Labor Migration and Human Trafficking in Southeast Asia: Critical Perspectives*. New York: Routledge.
6. Roces, Mina & Louise Edwards. 2010. *Women's Movements in Asia: Feminisms and Transnational Activism*. New York: Routledge.
7. Map of Southeast Asia
8. Required Articles: Posted to CLEo, under "Resources." Please print these articles and bring them to class.
9. Course blog: This will be used by both myself and students to post relevant news, links, and occasional lecture presentations.

#### Additional highly recommended reading and resources

This course assumes, and will require some background knowledge, in Southeast Asian history and politics. Several books will be helpful to you in this regard. *The Emergence of Modern Southeast Asia: A New History*, edited by Norman Owen, David Chandler, et al (2005, University of Hawai'i Press), and *In Search of Southeast Asia: A Modern History*, edited by David Steinberg (1987, University of Hawai'i Press) are extremely useful for establishing the historical context of colonialism and decolonization in the region. Other good sources for historical and conceptual context are *Southeast Asia in the New International Era*, edited by Robert Dayley and Clark D. Neher (2010, Westview Press); Anthony Reid's 2-volume history of Southeast Asia in the early modern period, *Southeast Asia in the Age of Commerce (1450-1680)* (1988: Yale University Press); and Victor Lieberman's fantastic 2-volume comparative history of Southeast Asia, South Asia, China, and Europe in the classical and early modern periods, *Strange Parallels: Southeast Asia in Global Context, c.800-1830* (2009: Cambridge University Press).

I have also attached a listing of contemporary Southeast Asia news media resources, which I will make available on CLEo.

#### Course Requirements and Evaluation

Course Requirements and Grading

1. Discussion Participation.....20%
2. Discussion Leadership..... 20%
3. Textual Analysis Papers.....40%
4. Final Analytic Essay.....20%

1. Discussion Participation (20% of final grade)

This class follows a seminar format based entirely on discussions. **Active, respectful, and critical engagement with the course material and other students is essential for success in the course.**

Students are expected to have carefully read and reflected upon the assigned texts, fully prepared for discussion. **At a minimum, effective participation involves bringing your text(s) and printed discussion questions to each class.** Please also look up terminology with which you are unfamiliar in the *Oxford English Dictionary* (available electronically on the Penrose website), and ask about these terms in class.

**How much you participate is less important than how you participate.** Great discussion requires a safe classroom environment in which each student can be trusted to respond respectfully, thoughtfully, and substantively.

To participate most effectively, contribute comments that:

- a. are brief and focused,
- b. clarify issues under discussion,
- c. introduce new perspectives,
- d. weave points made earlier into the present discussion thread,
- e. draw out quieter voices by asking questions of clarification, and
- f. treat others with respect even while challenging their positions.

2. Discussion Leadership (20% of final grade)

Student discussion leaders play a crucial role in the success of the course. To that end, discussion leaders must take their responsibilities very seriously.

a. In a group with 1-2 other students, each student will be responsible for leading discussion **three times** during the course of the semester.

b. Discussion leaders should meet as a group outside of class and **create a set of discussion questions** to be distributed through the CLEo listserv no later than 8pm on the day preceding your assigned discussion leadership date. **\*\*All students are required to print, reflect on, and bring these questions to class.\*\***

c. Obviously, discussion leaders should have completed all the assigned readings prior to your group meeting. **Please use this group meeting to clarify concepts, themes, and arguments of the text(s), discuss disagreements of interpretation, and lay out the terrain you intend to cover in class discussion.** The quality of the class will depend on the quality of discussion questions you generate, so prepare them with adequate time and care. I may also add to, delete, or edit your questions for clarity and coherence. *Email me a draft of your discussion plan for*

*comments no later than 6pm on the day preceding your assigned discussion leadership date.*

d. Discussion leaders will **begin class with a brief presentation of 10-15 minutes** that will:

- (1) highlight discussion objectives,
- (2) provide a brief biographical sketch of the assigned author(s), and
- (3) provide any brief historical-empirical context for discussion of texts, as necessary.

e. **Distribute responsibilities** among group members for the presentation, and for discussion leadership generally, as you see fit. Discussion leaders will facilitate throughout the class period, though I will intervene as necessary to keep discussion focused and productive. It requires substantial skill and careful planning to facilitate an effective discussion. You are encouraged to **utilize innovative strategies**, and to discuss your discussion leadership approach with me during my office hours. Discussion leadership techniques that are particularly effective in **ensuring all students' meaningful participation** will be assessed the highest evaluations.

f. Your role as discussion leaders is to **guide the class' engagement of the text(s)** in ways that:

- (1) draw out primary themes,
- (2) identify and analyze key arguments,
- (3) clarify confusing concepts,
- (4) make productive comparisons across texts, and
- (4) highlight implications for our understanding of globalization, Southeast Asia, and local places we call 'home.'

g. **Discussion questions will be graded like a formal writing assignment**, with each set of questions counting for for 3.3% of the final grade. Please make sure that all questions are carefully edited before sending them out to the class listserv.

h. Apart from the written discussion questions, **the quality of your discussion leadership** will also be assessed, with each discussion leadership session counting for 3.3% of your final grade.

i. Individual discussion leaders are expected to take clear responsibility for specific questions during the course of the discussion. Each member of the discussion leadership team should assume responsibility for an equal number of questions. **Each student leader is expected to take an active role in guiding class discussion, both as an individual and as a member of a team.** Extreme unevenness in the quality of individual contributions to the team effort will cause the entire group's grade to suffer.

### 3. Textual Analysis Papers (40% of final grade)

Students are required to write **(8) Textual Analysis Papers** throughout the course. These are **not** merely bulleted discussion notes hurriedly thrown together at the last minute. These are short, focused writing exercises that require you to undertake serious critical analysis of the assigned texts. **These papers should demonstrate clear argumentation and elegant, nuanced textual analysis.**

You may choose any 8 of the class sessions during which **you are not responsible for leading**

**discussions**, to submit a Textual Analysis Paper.

While you can occasionally choose to focus on a section of the readings (especially when the readings are very complex, or you have identified a particularly interesting and challenging issue), in general you are expected to analyze the readings in their entirety. These papers, even in their brevity, are supposed to be broad, rather than disproportionately in-depth in scope. Some things to focus upon in these papers include:

- identifying central theme(s) and/or questions.
- identifying the central argument(s).
- identifying the evidence mobilized by the author(s) to support their argumentation.
- identifying agreements, divergences, and connections among authors.
- critically engaging the argument(s) made in the readings. What new directions are enabled? What is compelling? What is not? What remains unaddressed?

Additional requirements:

- a. Write these papers using your own words and distinct voice.
- b. Include page numbers for all textual references.
- c. Provide a word count!
- d. You are encouraged to quote the text directly, but any direct quotes should not be included in your overall word count.
- e. Papers should be **600-800 words** in length.
- f. Papers should be posted to your CLEo Dropbox **prior to the start of class, on the day for which the readings are assigned.**
- g. You should also **come to class with a hard copy** to turn in.
- h. In fairness to all members of the class, no late papers will be accepted, as these will have benefited from class discussions. **No exceptions!**

#### 4. Final Paper (20% of final grade)

Each student will write a final analytic essay in response to a prompt provided by me two weeks before the last day of class. The paper will ask you to reflect on the course material and discussions in their entirety. The paper should be approximately **7-8 pages** in length, double-spaced, using 12 point font, with 1" margins, and carefully edited before being turned in. The final paper **must be posted to your CLEo Dropbox and submitted in hard copy by 4 pm on the last day of class** in the lockbox outside my office.

#### Criteria for the Evaluation of Discussion Participation and Leadership:

Discussion participation and leadership will be graded according to the criteria below. An individual's discussion contribution need not display all the qualities characteristic of a certain grade in order to receive that grade. That is, each student's contribution will be judged according to both its general tendencies and its specific accomplishments, in light of these standards.

Discussion participation and leadership will be graded according to the criteria below. An individual's discussion contribution need not display all the qualities characteristic of a certain grade in order to receive that grade. That is, each student's contribution will be judged according to both general tendencies and specific accomplishments, in light of the following standards:

*D and F range:*

- Failure to participate.
- Obstructing the advancement of the discussion and the exchange of ideas.
- Failure to prepare the material.
- Absences.
- As a discussion leader, student is silent, seriously misrepresents the authors in question, attempts to lead the class in clearly counter-productive directions, and/or speaks in ways that work against the creation of an energetic, participatory, and reflective environment for discussion.

*C range:*

- Demonstrates a rudimentary or superficial grasp of the material.
- Active listening.
- Infrequent or poor quality references to the text to support student's views.
- Comments fail to advance the discussion.
- A serious problem with the level of participation, either in excess or in deficit.
- As a discussion leader, student speaks very little, asks interpretive questions about the text(s) that are not very provocative, and suggests comparisons to other texts that are not well thought-through. Student does little or nothing to foster an energetic, participatory, and reflective environment for discussion.

*B range:*

- Student offers comments that actively advance discussion.
- Ideas offered are substantive and based soundly on references to the text – participant is obviously well prepared for class.
- Active listening and volunteering of ideas.
- As a discussion leader, student speaks regularly and with enthusiasm, asks interpretive questions about the text(s) that are provocative, and suggests comparisons to other texts that are clear and compelling. Student is obviously concerned with trying to foster an energetic, participatory, and reflective environment for discussion, and succeeds in doing so to a significant degree.
- Overall, student may demonstrate inconsistent participation and/or leadership, fluctuating between A-range and C-range work.

*A range:*

- All the attributes of the B range, except that participation is consistently of the highest quality and the most appropriate quantity.
- Student contributes notable insights into texts, especially those that make connections to other readings or question common assumptions.
- Student is engaging and articulate in style.
- Student enhances the participation of others in the class, even when s/he is not performing the assigned role of discussion leader.
- As a discussion leader, student speaks regularly and with enthusiasm, asks interpretive questions about the text(s) that are exceptionally provocative, and suggests comparisons

to other texts that are especially insightful. Student is obviously concerned with trying to foster an energetic, participatory and reflective environment for discussion, and succeeds greatly in doing so.

### Schedule of Assignments

#### Week 1.

1/15

- Mapping the course

#### **I. A Region of Contestation**

#### Week 1.

1/17

- Owen, Norman. Introduction: Places and Peoples, *The Emergence of Modern Southeast Asia: A New History* (Honolulu: U. of Hawaii Press, 2005), 1-15. & Changing Names, *Emergence*, xvii-xxiii. **CLEo**
- Owen, Norman. Ch. 27: Industrialization and Its Implications, *Emergence*, 379-398. **CLEo**
- Owen, Norman. Ch. 28: Human Consequences of the Economic “Miracle,” 399-412. **CLEo**
- Emmerson, Donald K. “‘Southeast Asia’: What's in a Name?,” *Journal of Southeast Asian Studies*, Vol. 15, No. 1 (Mar., 1984), 1-21. **CLEo**

#### **II. Globalization as... Neoliberalism?**

#### Week 2.

1/22

- Steger, *Globalization*, pp. 1-135

1/24

- Ong, Aihwa. Introduction (1-27), Ch. 3 (75-96)
- **Discussion leaders: Joe Sims, Marah Alindogan**

#### Week 3.

1/29

- Ong, Aihwa. Ch. 4 (97-118), Ch. 5 (121-138)
- **Discussion leader:**

1/31

- Ong, Aihwa. Ch. 7 (157-174), Ch. 8 (177-194)
- **Discussion leader: Allison Bolgiano, Julia Bladin**

Week 4.

2/5

- Ong, Aihwa. Ch. 1 (31-52), Ch. 9 (195-217)
- **Discussion leader: Claire Johnson**

2/7

- Ear, Sophal. *Aid Dependence in Cambodia*, Introduction (1-15), Ch. 1 (15-48)
- **Discussion leaders: Lauren Maher, Nathan Wong**

Recommended:

- Owen, Norman. Ch. 25: Cambodia, 1884-1975 (361-375) & Ch. 35: Cambodia since 1975 (481-491)

Week 5.

2/12

- Ear, *Aid Dependence in Cambodia*, & Ch. 2 (49-86), Ch. 3 (87-108)
- **Discussion leaders: Rania Mussa, Julia Bladin**

2/14

- Ear, *Aid Dependence*, Ch. 4 (109-132), Conclusion & Appendix (133-145)
- **Discussion leaders:**

### III. Globalization as... Friction?

Week 6.

2/19

- Tsing, *Friction*, Introduction (1-26), Ch. 1 (27-54)
- **Discussion leaders: Gabe Friedman**

2/21

- Tsing, *Friction*, Ch. 2 (55-77), Section II Intro (81- 87)
- **Discussion leaders: Julia Bladin, Alex Montague**

Week 7. MID-SEMESTER

2/26

- Tsing, *Friction*, Ch. 3 (88-120)
- **Discussion leader(s): Riley Mebus**

2/28

- Tsing, *Friction*, Ch. 4 (121-170)
- **Discussion leader: Nathan Wong, Lauren Maher**



Week 8.

3/5

- Tsing, *Friction*, Ch. 5 (171-202), Section III Intro (203-212)
- **Discussion leader(s): Gabe Friedman**

3/7

- Tsing, *Friction*, Ch. 6 (213-244), Ch. 7 & Coda (245-272)
- **Discussion leader(s): Riley Mebus, Dylan Tull**

**SPRING BREAK 3/11-3/22**

**IV. Globalization as... Labor Migration?**

Week 9.

3/26

- Ford, Michele et al. *Labor Migration and Human Trafficking in Southeast Asia: Critical Perspectives*. Introduction (1-22), Ch. 1 (23-40)

3/28

- Ford, *Labor Migration*, Ch. 2 (41-56), Ch. 3 (57-74)
- **Discussion leader(s): Joe Sims, Lauren Maher**

Week 10.

4/2

- Ford, *Labor Migration*, Ch. 4 (75-94), Ch. 5 (95-111), Ch. 6 (112-129)
- **Discussion leader(s): Dylan Tull, Marah Alindogan**

4/4

- Ford, *Labor Migration*, Ch. 7 (130-148), Ch. 8 (149-165)
- **Discussion leader(s): Alex Montague, Rania Mussa**

Week 11.

4/9 **UNDERGRADUATE CONFERENCE – NO CLASSES**

**V. Globalization as... Social Movements?**

Week 11.

4/11

- Roces, Mina & Louise Edwards. *Women's Movements in Asia*. Ch. 1: "Asian Feminisms: Women's Movements from the Asian Perspective" (1-20)
  - Roces, Ch. 2 "Feminism and the women's movement in the world's largest Islamic nation" (21-33)
  - Ford, Michele, ed. *Social Activism in Southeast Asia: An Introduction*. Ch. 11 "Sexuality rights activism in Malaysia: The case of Seksualiti Merdeka" (170-186).
- CLEo**

- **Discussion leader(s): Dylan Tull, Nathan Wong, Rania Mussa**

Week 12.

4/16

- Roces, *Women's Movements*, Ch. 3 "Rethinking 'the Filipino woman:' a century of women's activism in the Philippines, 1905-2006" (34-48)
- Roces, Ch. 5 "Transnational networks and localized campaigns: the women's movement in Singapore" (75-89)
- Ford, Michele, ed. *Social Activism in Southeast Asia*, Ch. 12 "The Christian Right and the Singaporean feminist movement" (187-203). **CLEo**
- **Discussion leader(s): Marah Alindogan, Alex Montague, Rania Mussa**

4/18

- Roces, *Women's Movements*, Ch. 7 "Feminism, Buddhism and transnational women's movements in Thailand" (110-123)
- Roces, Ch. 8 "Following the trail of the fairy-bird: the search for a uniquely Vietnamese women's movement" (124-143)
- **Discussion leader(s): Alex Montague, Allison Bolgiano**

Week 13.

4/23

- Roces, *Women's Movements*, Ch. 12 "'Riding a buffalo to cross a muddy field': heuristic approaches to feminism in Cambodia" (207-223)
- Ford, Michele, ed. *Social Activism in Southeast Asia*, Ch. 10 "International agendas and sex worker rights in Cambodia" (154-169). **CLEo**
- **Discussion leader(s): Joseph Sims, Claire Johnson**

4/25

- Ford, Michele, ed. *Social Activism in Southeast Asia*, Ch. 5 "Values and the institutionalization of Indonesia's organic agriculture movement" (72-88). **CLEo**
- Ford, Ch. 6 "Burmese social movements in exile: labor, migration and democracy" (89-103). **CLEo**
- **Discussion leader(s): Gabe Friedman, Riley Mebus, Marah Alindogan**

Week 14.

4/30

- Ford, Michele, ed. *Social Activism in Southeast Asia*, Ch. 7 "Labor activism in Thailand" (104-118). **CLEo**
- Ford, Ch. 8 "The anti-globalization movement in the Philippines" (119-137). **CLEo**
- **Discussion leader(s): Dylan Tull, Rania Mussa**

5/2

- Zhuang Juzhong, et al. "The economics of climate change in Southeast Asia" (18-42), in *Human Security & Climate Change in Southeast Asia*, 2013, Routledge. **CLEo**
- **Discussion leader(s): Allison Bolgiano**

Week 15.

**5/7 LAST DAY OF CLASS – FINAL ESSAY DUE.**