

**ASNS/POL 236**  
**Concepts of the Political in Southeast Asia: An Introduction**

Whitman College, Fall 2014  
Mon/Wed 2:30-3:50 pm  
Maxey 204

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Office Hours: Mondays 10-11am, Tuesdays 4-5pm, Fridays 2-3pm

**I. COURSE DESCRIPTION**

- How has the concept of ‘Southeast Asia,’ as a region, emerged?
- How do the politics of knowledge production shape what is knowable about Southeast Asia?
- How have ‘indigenous’ concepts of the political been redefined and contested through colonization, revolution, and the ascendance of various nationalisms?
- How have processes of globalization shaped the region’s postcolonial modernities and contemporary forms of political struggle?

This course examines how the experiences of foreign encounter, colonialism, and postcolonial development have fundamentally shaped the ways in which the political, the economic, and the cultural are entangled in Southeast Asian societies. Themes we will highlight include the politics of knowledge, modes of cultural encounter and engagement with the foreign, and conceptions of power, gender, race, nation, and indigeneity.

This course is an introduction to the politics of and in Southeast Asia, broadly defined. Due to the dizzying linguistic, cultural, religious, ethnic, historical, and geographic diversity of the region, the scope of material we cover is necessarily constrained. We will not examine the history of every Southeast Asian nation in depth, nor will we comprehensively engage the social conditions of any one particular country. Rather, we will highlight themes and concerns that resonate throughout the region, in the context of particular countries and sites. Our approach will be empirical, historical, conceptual, and interdisciplinary.

The course format will combine lectures with class discussion, independent research, structured group activities, and occasional student-led discussion. Texts draw from the fields of history, political studies, anthropology, area studies, and cultural studies. We will feature the work of scholars who utilize feminist and postcolonial analyses, and who foreground race, gender, and political economy in their research methods. We will also incorporate regional news into class content. Note: Contemporary events may occasion revisions to the syllabus.

By the conclusion of the course, students should have:

- a general empirical understanding of the geography, history, and geopolitics of the region;

- sufficient knowledge to engage in informed debate regarding at least one policy issue affecting the region;
- conceptual tools to analyze popular and scholarly comparisons of Southeast Asia to other regions;
- an analysis of gender and racial politics in particular areas of the region; and
- an understanding of the ways in which Southeast Asia and the North Atlantic have shaped each other’s histories and identities.

In addition, students will further develop their skills in critical reading, analytic writing, oral presentation, independent research, and collaborative group work.

## **II. PEDAGOGICAL CONSIDERATIONS**

**Group work:** This class requires students to work collaboratively for (2) of its primary assignments. Students and professors alike find that group work presents unique challenges and frustrations. However, working as part of a group is an essential skill that will be expected of you throughout your professional life, with very few exceptions. If you anticipate difficulty in working collaboratively with other students, you should reconsider whether this course is an appropriate fit for your needs.

**Writing Fellow support & time required outside of class:** In addition to group work that will require meeting outside of regularly scheduled class times, students will complete a semester-long research project. This research project will require (2) meetings with a Writing Fellow, who will review drafts of project-related assignments and provide feedback on your work. Meetings with the Writing Fellow will generally take place outside of regularly scheduled class times.

**Oral midterm:** One of the course requirements involving collaborative work is a group oral midterm. The oral exam can be anxiety-producing for some, but it is an essential skill to develop – especially given the importance of the senior oral exam at Whitman. Confidence in public presentations is vital to students’ future success, and it is a skill that we will cultivate in the relatively safe confines of Whitman campus.

**Format:** The course features a combination of brief interactive lectures, large-group discussions, and small group activities. Please approach me as early as possible if you anticipate challenges participating in any of these, so we can work on improving your skills in the areas necessary.

## **III. REQUIREMENTS AND EXPECTATIONS**

- |   |             |
|---|-------------|
| 1. Critical reading and active participation.....         | 15%         |
| 2. (1) Discussion Leadership session.....                 | 15%         |
| 3. Group Oral Midterm.....                                | 25%         |
| 4. Research Project Snowball Assignments.....             | 15%         |
| (Research Questions 5%, Bibliography 5%, Outline 5%)      |             |
| 5. Research Project: Final Essay & Oral Presentation..... | 25%         |
|   | Total: 100% |

### Attendance Policy

Students are expected to email me *in advance* if you must miss class for a Whitman-approved reason (medical or family emergency; religious observance; class trip; debate; or off-campus varsity athletics event). After (2) unexcused absences, your final grade will drop one full letter grade for every unexcused absence thereafter. **Absences for illness require a physician's note to be excused.**

### Disability Policy

At the beginning of the semester, students requiring academic accommodation for a disability should notify the Director of Academic Resources and discuss with me any necessary course accommodations.

#### 1. Critical Reading and Active Participation (15% of final grade)

**Critical Reading:** Students are expected to demonstrate critical reading practices as a central aspect of class participation. Critical reading involves moving beyond data-retrieval, to identifying and critically evaluating authors' arguments, assumptions, evidence, and rhetorical style. Critical reading also involves considering texts in relation to each other and to other course material.

**Required Preparation - Question/Observation Exercises:** For each class, students should prepare: (1) one question you wish to discuss, and (2) one observation that you wish to share. Either at the beginning or towards the end of class, I will choose several students at random to share their questions and observations. The Question/Observation Exercise is not a formal writing assignment and will not be collected. However, *your participation grade will be significantly adversely affected if you are clearly unprepared when called upon to share your Question/Observation.*

Your questions may be narrow or broad, but you must *reference an actual passage of the text. Be prepared to cite the passage and page number(s).* Your observations may be similarly narrow or broad, but you must make an observation that *relates something you read to your own knowledge or life experience*, whether academic or non-academic.

**Active Participation:** Active, respectful engagement with the course material and your colleagues is essential for success in the course. *If you anticipate difficulty speaking in class, please share your concerns with me as soon as possible so we can discuss strategies to ensure your active participation.*

#### **Basic ground rules for active participation include the following:**

- *Seek clarification* – Prior to class, look up definitions of unfamiliar terminology encountered in the text using the *Oxford English Dictionary*. In class, ask for clarification about these, and other confusing concepts or passages.

- *Listen attentively* to whomever is speaking. Thoughtful listening is the basis for all smart, meaningful conversation.
- *Respond substantively, thoughtfully, and respectfully to your colleagues* – especially when expressing strongly divergent views.
- *Contribute perspectives that have not been considered* – Nothing makes discussion more compelling than engaged and thoughtful disagreement.
- *Be aware of our heterogeneity* – ‘We’ at Whitman are not monolithic in our experience of class, culture, nation, race, gender, sexuality, or anything else. Respecting this heterogeneity involves avoiding unqualified use of ‘we’ statements in class discussion.

*How much* you participate is less important than *how* you participate. **Specific strategies for effective participation include the following:**

- Keep your interventions brief and well-focused;
- Clarify issues already under discussion;
- Weave earlier comments into the present discussion;
- Introduce neglected viewpoints;
- ‘Make space’ in the conversation for quieter colleagues by self-regulating over-participation, and inviting others’ insights.

## **2. Discussion Leadership (15% of final grade)**

In a group with 1-2 other students, each student will be responsible for leading discussion *once* during the course of the semester. Students will sign up for their preferred dates for discussion leadership within the first two weeks of class.

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

Discussion leadership involves two components: (1) preparation of a discussion agenda, and (2) implementation of the discussion agenda in class. Detailed guidelines for both components of discussion leadership, and instructions regarding submission and distribution of discussion agendas, are provided separately.

## **3. Group Oral Midterm (25% of final grade)**

This assignment tests both your comprehension of central concepts introduced in the first half of the class, and your ability to work successfully in a group. A detailed handout providing instructions for the group oral midterm will follow.

## **4. Research Project: (3) Snowball Assignments + Final Essay + Oral Presentation (40% of final grade)**

### Final Essay and Oral Presentation (25% of final grade)

Students are required to complete a term-length research project culminating in a Final Research Essay and Oral Presentation. For the Research Essay, each student will conduct individual research on a topic of their choice, in one of the general areas listed below. For the Oral Presentation, students will present in a group with (4-5) other students whose projects fit within the same general research area. A handout providing detailed instructions will follow.

- **The Final Research Essay** is one each student will research, write, and submit individually. Essays should be 1,800-2,300 words in length, double-spaced, in 12-point font, with 1” margins, and carefully edited and proofread before submission. Final essays *must be uploaded to your CLEo Dropbox on the last day of class.*
- **The Oral Presentation of key research findings** will be created using presentation software such as Prezi, Keynote, or Powerpoint. Each student will prepare an individual oral presentation, which will then be compiled into one group oral presentation, organized by general subject area. The presentation should include all group members’ voices and input equally; be rich in multi-media content (images; film, video, and audio clips, etc.); and be deliverable in no more than 35-40 minutes of class time. Oral Presentations will be scheduled *within the last two weeks of class.*

### Research Areas

- (1) Law, Public Policy, Social Movements: Elections, Electoral Reform, Governance Institutions
- (2) Law, Public Policy, Social Movements: Gender & Sexuality
- (3) Law, Public Policy, Social Movements: Environment & Climate Change
- (4) Law, Public Policy, Social Movements: Labor Migration & Human Trafficking
- (5) Law, Public Policy, Social Movements: Economic Development
- (6) Law, Public Policy, Social Movements: Human Rights
- (7) Militarism, Security, War, and Political Violence: Rim of the Pacific Exercise (RIMPAC), U.S. military bases and armed forces agreements in the region, territorial waters disputes, piracy, violence targeting Rohingya people in Myanmar, coup and protests in Thailand, the killing fields in Cambodia, etc.

If you wish to design a research project that does not fit within any of the general subject areas listed above, *plan to discuss your ideas with me as soon as possible.* In most cases this should be fine, but **instructor approval is required.** This is primarily to ensure that the proposed subject area is a feasible one in which to do research. *Last-minute topic changes will not be accepted.*

### Snowball Assignments (15% of final grade)

Prior to completion of the Final Research Essay and Oral Presentation, students will complete (3) research project-related Snowball Assignments. The purpose of these is to allow

you to develop your research incrementally, in manageable sections. Working on a large project in stages results in a far superior final product. The (3) Snowball Assignments include Research Questions, an Annotated Bibliography, and a Project Outline. Each of these assignments is worth 5% of the final grade, or 15% combined.

#### Research Questions Assignment (5% of final grade)

This assignment requires you to articulate (1) primary research question and (3-5) secondary research questions. You must also identify (3-5) possible research resources for your project, listing them in academic bibliography format. More detailed guidelines regarding this assignment will be provided separately.

#### Annotated Bibliography Assignment (5% of final grade)

Your Annotated Bibliography will consist of (2) sections:

1. Revised primary and secondary research questions, and
2. A listing of (8-10) research resources, in academic bibliography format, each of which have been briefly annotated.

More detailed guidelines regarding this assignment will be provided separately.

#### Project Outline (5% of final grade)

Your Project Outline should provide:

- A clear and organized structure for the arguments and data you present in your research paper.
- A preliminary sense of your paper's argument, and how different sections of the paper will provide evidence supporting your overarching thesis.
- Strong evidence that your research resources and data are a good fit for the research questions you seek to answer.
- Clear demonstration that you have completed most of your data gathering, and are now at the stage of organizing and writing up your findings.

*Format:* Your Project Outline should be structured into sections that correspond with the required sections of your Final Research Essay. These sections include: an introduction, a literature review, multiple data analysis sections, and a conclusion. Each of these sections should proceed logically, and give your presentation a coherent structure.

#### *Writing Fellow Support*

Students are fortunate to receive the support of Writing Fellows in developing their research projects. Writing Fellows will provide feedback to students on initial drafts of (2) of their Snowball Assignments – the Research Questions, and Project Outline. **Students are required to meet with a Writing Fellow twice during the semester.**

- All meetings with Writing Fellows will be scheduled via a Google doc sign-up sheet.
- The first Writing Fellow meeting will be approximately 15 minutes long, and will involve discussion of your Draft Research Questions. *This first meeting must be scheduled sometime between 9/17/14 – 10/2/14.*
  - **Upload your Draft Research Questions to CLEo by 9/16/2014 at 6pm.**
  - Bring a hard copy of the Draft Research Questions to your scheduled Writing Fellow meeting.
- The second Writing Fellow meeting will be approximately 25-30 minutes long, and will involve discussion of your Draft Project Outline. The second meeting must be scheduled sometime between 11/12/14 – 11/20/14.
  - **Upload your Draft Project Outline to CLEo by 11/12/14 at 2:30pm.**
  - Bring a hard copy of the Draft Project Outline to your scheduled Writing Fellow meeting.

<b>RESEARCH PROJECT: IMPORTANT DATES</b>	
9/10	Google doc of Writing Fellow availability distributed
9/15	Penrose Library Research Tutorial
9/17	First Draft of Research Questions due
9/17-10/2	(1) 15-minute meeting with Writing Fellow to discuss Draft Research Questions
10/3	Final Draft of Research Questions due
11/3	Annotated Bibliographies due
11/3	Google doc of Writing Fellow availability distributed
11/12	First Draft of Project Outlines due
11/12-11/20	(1) 20-30-minute meeting with Writing Fellow to discuss Draft Project Outline
11/21	Final Draft of Project Outline due
12/3	Oral Presentation: Group Bangkok
12/8	Oral Presentations: Group Kuala Lumpur, Group Manila
12/10	Oral Presentation: Group Hanoi Final Research Essay due

#### **IV. REQUIRED TEXTS**

The following required texts are available at the Whitman College Bookstore:

- Scott, James. *Weapons of the Weak: Everyday Forms of Peasant Resistance* (New Haven: Yale University Press, 1985).
- Winichakul, Thongchai. *Siam Mapped: A History of the Geo-Body of Nation*. (Honolulu: University of Hawaii Press, 1997).
- Sidel, John T. *Capital, Coercion, and Crime: Bossism in the Philippines*. (Stanford: Stanford University Press, 1999).

Additional readings will be posted to CLEo, under “Resources.” Students are expected to print these and reference them in class on the day they appear on the syllabus.

\* BE ADVISED: The use of laptops in class – including to read assigned texts – is prohibited, except for students with learning needs who have formally requested accommodation.

## V. EVALUATION

**A’s** are earned by clearly superior work. Papers and presentations offer lucid, elegantly elaborated arguments that assiduously cite from the best quality sources. The prose is mechanically flawless, and provides a clear and substantive introduction and conclusion. The analysis demonstrates a sophisticated understanding of the subject matter and is both nuanced and innovative, going well beyond summarizing the readings and class discussions.

**B’s** are earned by good papers and presentations that illustrate an adequate understanding of the subject matter. B work demonstrates competence in crafting a coherent argument and generally avoids awkward and unclear writing, as well as grammatical, spelling, punctuation and format errors. B+ papers are better than most and have the potential to be excellent. Work in the B range demonstrates an acceptable level of engagement with the course material and an ability to work with this material in productive ways.

**C’s** are earned by papers and presentations that are flawed in argumentation and/or in writing. The argument may be undefined, poorly articulated or poorly supported. It generally does not offer more than a minimal summary of course material and reflects no intellectual curiosity. The essay or presentation may be especially difficult to follow, and afflicted by generally poor or sloppy writing.

**D’s and F’s** are a clear indication that the paper or presentation is unacceptable and well below your capabilities.

## VI. SCHEDULE OF ASSIGNMENTS

9/3 Mapping the Course: What is a concept of the political? How can we study politics in Southeast Asia in non-essentializing ways?

<p>Week 2 9/8</p>	<p>What is ‘Southeast Asia’?</p> <ul style="list-style-type: none"> <li>• Emerson, Donald K. “‘Southeast Asia’: What’s in a Name?,” <i>Journal of Southeast Asian Studies</i>, Vol. 15, No. 1 (Mar., 1984), 1-21. <b>CLEo</b></li> <li>• N. S. Balce, “The Filipina’s Breast: Savagery, Docility, and the Erotics of the American Empire,” <i>Social Text</i> 24, no. 2:87 (June 1, 2006): 89–110, <b>CLEo</b></li> <li>• Recommended: Owen, Norman. Introduction: Places and Peoples, <i>The Emergence of Modern Southeast Asia: A New History</i> (Honolulu: U. of Hawaii Press, 2005), 1-15. <b>CLEo</b></li> <li>• <i>Distribution and discussion of Final Project Guidelines &amp; Research Questions assignment</i></li> </ul>
<p>Week 2</p>	<p>What, where, when is freedom?</p>

9/10	<ul style="list-style-type: none"> <li>• Kelly, David. "Freedom – a Eurasian Mosaic," in <i>Asian Freedoms: The Idea of Freedom in East and Southeast Asia</i> <b>CLEo</b></li> <li>• Scott, James. "Freedom and Freehold: Space, People and State Simplification in Southeast Asia," <i>Asian Freedoms: The Idea of Freedom in East and Southeast Asia</i> <b>CLEo</b></li> <li>• <i>Sign-up for 15-minute meeting with Writing Fellow from 9/17-10/2</i></li> </ul>
Week 3 9/15	<p><b>Class meets at Penrose Library, 3<sup>rd</sup> Floor CTL Classroom</b></p> <ul style="list-style-type: none"> <li>• <b>Library Research Tutorial with Librarians Ben Murphy &amp; Amy Blau</b></li> <li>• <b>Bring to Penrose:</b> <ul style="list-style-type: none"> <li>○ Laptop, if you have one</li> <li>○ Research Project Guidelines – printed hard copy</li> <li>○ An idea for a possible research topic</li> </ul> </li> </ul>
Week 3 9/17	<p>What, where, when is freedom?</p> <ul style="list-style-type: none"> <li>• Reid, Anthony. "Merdeka: The Concept of Freedom in Indonesia," in <i>Asian Freedoms: The Idea of Freedom in East and Southeast Asia</i></li> <li>• Woodside, Alexander. "Freedom and Elite Political Theory in Vietnam Before the French," in <i>Asian Freedoms: The Idea of Freedom in East and Southeast Asia</i></li> </ul> <p><b>First Draft Of Research Questions Due</b></p> <ul style="list-style-type: none"> <li>• <b>Upload to CLEo Assignments Folder no later than 6pm</b></li> <li>• <b>Meet once with Writing Fellow between 9/17-10/2</b></li> </ul>
Week 4 9/22	<p>Asia as Woman vs. Women in Asia</p> <ul style="list-style-type: none"> <li>• Penny Van Esterik, <i>Materializing Thailand</i>, Ch. 2: Ordering the Past: Representations of Thai Women, and</li> <li>• Ch. 4: Representing Thai Culture</li> <li>• <b>Meet once with Writing Fellow 9/17-10/2</b></li> <li>• <i>Continue refining Research Questions and building Bibliography</i></li> </ul>
Week 4 9/24	<p>Geo-Bodies and the Cartography of Encounter</p> <ul style="list-style-type: none"> <li>• Winichakul, Thongchai. <i>Siam Mapped: A History of the Geo-Body of a Nation</i>. (Honolulu: University of Hawaii Press, 1997). "Introduction: The Presence of Nationhood" and</li> <li>• "Chapter 1: Indigenous Space and Ancient Maps"</li> <li>• <b>Meet once with Writing Fellow 9/17-10/2</b></li> <li>• <i>Continue refining Research Questions and building Bibliography</i></li> </ul>
Week 5 9/29	<p>Geo-Bodies and the Cartography of Encounter, continued</p> <ul style="list-style-type: none"> <li>• Winichakul, Thongchai. "Ch. 2: The Coming of a New Geography," and</li> <li>• "Ch. 3: Boundary"</li> <li>• <b>Meet once with Writing Fellow 9/17-10/2</b></li> <li>• <i>Continue refining Research Questions and building Bibliography</i></li> </ul>
Week 5 10/1	<p>Geo-Bodies and the Cartography of Encounter, continued</p> <ul style="list-style-type: none"> <li>• Winichakul, Thongchai. "Ch. 4: Sovereignty,"</li> </ul>

	<ul style="list-style-type: none"> <li>• “Ch. 5: Margin,” and</li> <li>• “Ch. 6: Mapping: A New Technology of Space” in <i>Siam Mapped</i>, 95-127.</li> <li>• <i>Distribution and discussion of Oral Midterm Exam Guidelines and Groups</i></li> <li>• <b><i>Schedule meetings 10/8-10/26 to prepare for Midterm with Exam Group</i></b></li> <li>• <i>Continue refining Research Questions &amp; Bibliography</i></li> </ul>
<b>DUE 10/3</b>	<b>Final Draft of Research Questions Due (Non-class Day)</b> <ul style="list-style-type: none"> <li>• <b>Upload to CLEo Dropbox no later than 1:00 pm</b></li> </ul>
Week 6 10/6	Problematizing Corruption <ul style="list-style-type: none"> <li>• Sidel, John. <i>Capital, Coercion, and Crime</i>, Ch. 1: Bossism and State Formation in the Philippines, 1-22</li> <li>• <i>Prepare for Midterm with Exam Group</i></li> </ul>
Week 6 10/8	Problematizing Corruption <ul style="list-style-type: none"> <li>• Sidel, John. <i>Capital, Coercion, and Crime</i>, Ch. 2: Small-Town Bosses: The Mafia-Style Mayors of Cavite</li> <li>• <i>Distribution and discussion of Annotated Bibliography Guidelines</i></li> <li>• <i>Prepare for Midterm with Exam Group</i></li> </ul>
Week 7 10/13	<b>NO CLASS – OCTOBER BREAK</b>
Week 7 10/15	<b>MIDTERM ORAL EXAMS – GROUPS NAYPYIDAW (nay-pyee-dough) &amp; JAKARTA</b>
Week 8 10/20	<b>MIDTERM ORAL EXAMS – GROUPS BANDAR SERI BAGAWAN &amp; VIANG CHANG</b>
Week 8 10/22	Problematizing Corruption <ul style="list-style-type: none"> <li>• Sidel, John. <i>Capital, Coercion, and Crime</i>, Ch. 3: The Provincial Warlords of Cavite, 1896-1995 and</li> <li>• Ch. 4: The Small-Town Dynasties of Cebu</li> <li>• <i>Work on Annotated Bibliography</i></li> </ul>
Week 9 10/27	Problematizing Corruption <ul style="list-style-type: none"> <li>• Sidel, John. <i>Capital, Coercion, and Crime</i>, Ch. 5: The District-Level Dynasties of Cebu and</li> <li>• Sidel, John. <i>Capital, Coercion, and Crime</i>, Ch. 6: A Provincial Dynasty: The Osmenas of Cebu City</li> <li>• <i>Work on Annotated Bibliography</i></li> </ul>
Week 9 10/29	Problematizing Corruption <ul style="list-style-type: none"> <li>• Sidel, John. <i>Capital, Coercion, and Crime</i>, Ch. 7: Bossism in Comparative Perspective</li> <li>• <i>Work on Annotated Bibliography</i></li> </ul>

Week 10 11/3	<p>Problematizing Resistance</p> <ul style="list-style-type: none"> <li>• Scott, James. Preface and Chapter 1: Small Arms Fire in the Class War, in <i>Weapons of the Weak: Everyday Forms of Peasant Resistance</i> (New Haven: Yale University Press, 1985)</li> </ul> <p><b>Annotated Bibliographies Due</b></p> <ul style="list-style-type: none"> <li>• <b>Upload to CLEo Dropbox no later than 6pm</b></li> <li>• <b>Sign-up for 20-30-minute meeting with Writing Fellow from 11/12-11/20</b></li> </ul>
Week 10 11/5	<p>Everyday Forms of Peasant Resistance</p> <ul style="list-style-type: none"> <li>• Ch. 2: Normal Exploitation, Normal Resistance, in <i>Weapons of the Weak</i></li> <li>• <i>Distribution and discussion of Research Project Outline Guidelines</i></li> </ul>
Week 11 11/10	<p>Everyday Forms of Peasant Resistance, continued</p> <ul style="list-style-type: none"> <li>• Scott, James. Ch. 3: The Landscape of Resistance, in <i>Weapons of the Weak</i></li> <li>• <i>Develop Research Project Outline</i></li> </ul>
Week 11 11/12	<p><b>NWSA CONFERENCE, NO CLASS MEETING</b></p> <p><b>First draft of Research Project Outline due</b></p> <ul style="list-style-type: none"> <li>• <b>Upload to CLEo no later than 2:30pm</b></li> <li>• <b>Meet once with Writing Fellow 11/12-11/20</b></li> </ul>
Week 12 11/17	<p><b>NWSA CONFERENCE, NO CLASS MEETING</b></p> <p>Everyday Forms of Peasant Resistance, continued</p> <ul style="list-style-type: none"> <li>• Chapter 4: Sedaka, 1967-1979, in <i>Weapons of the Weak</i></li> <li>• <b>Brief writing assignment due, uploaded to CLEo no later than 2:30pm (assignment counts towards participation grade)</b></li> <li>• <b>Meet once with Writing Fellow 11/12-11/20</b></li> </ul>
Week 12 11/19	<p><b>NWSA CONFERENCE, NO CLASS MEETING</b></p> <ul style="list-style-type: none"> <li>• <b>Plan logistics for Oral Presentation</b> – Briefly meet with group mates to discuss each others’ research topics and plan order of final oral presentations.</li> <li>• Submit the order of final oral presentations for your group when you submit your Final Project Outline. (It can all be together in the same document.)</li> <li>• <b>Work on Research Project Outlines</b></li> <li>• <b>Meet once with Writing Fellow 11/12-11/20</b></li> </ul>
<b>DUE</b> <b>11/21</b>	<p><b>Final Research Project Outlines Due (Non-class Day)</b></p> <ul style="list-style-type: none"> <li>• <b>Upload to CLEo Dropbox no later than 6:00 pm</b></li> </ul>
11/22 - 11/30	<b>NO CLASS – THANKSGIVING BREAK</b>

<p>Week 13 12/1</p>	<ul style="list-style-type: none"> <li>• Roces, Mina &amp; Louise Edwards. <i>Women's Movements in Asia</i>. Ch. 1: "Asian Feminisms: Women's Movements from the Asian Perspective" (1-20) <b>CLEo</b></li> <li>• Roces, <i>Women's Movements</i>, Ch. 7 "Feminism, Buddhism and transnational women's movements in Thailand" (110-123) <b>CLEo</b></li> <li>• Ford, Michele, ed. <i>Social Activism in Southeast Asia: An Introduction</i>. Ch. 11 "Sexuality rights activism in Malaysia: The case of Seksualiti Merdeka" (170-186). <b>CLEo</b></li> </ul>
<p><b>Wk. 13</b> <b>12/3</b></p>	<ul style="list-style-type: none"> <li>• Roces &amp; Ford, wrap-up</li> <li>• <b>FINAL PROJECT PRESENTATION – GROUP BANGKOK</b></li> </ul>
<p><b>Wk. 14</b> <b>12/8</b></p>	<p><b>FINAL PROJECT PRESENTATIONS – GROUP KUALA LAMPUR, GROUP MANILA</b></p>
<p><b>Wk. 14</b> <b>12/10</b></p>	<ul style="list-style-type: none"> <li>• <b>FINAL PROJECT PRESENTATION – GROUP HANOI</b></li> <li>• <b>Research Essay Due</b></li> </ul>