

ASNS/POL 337: Globalizing Southeast Asia

Whitman College, Fall 2014
Tue/Thurs 2:30-3:50 pm
Maxey 208

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Distribution: SS, AS, AV, CP, RAES

I. COURSE DESCRIPTION

- How do scholars understand the concepts of ‘globalization’ and ‘transnationalism’? What is the analytic value of these concepts? What are their shortcomings?
- 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,’ and by whom?
- What roles does ‘Southeast Asia’ play in the economic, political, and cultural processes associated with ‘globalization,’ ‘alter-globalization,’ or ‘globalism’?
- What discourses of freedom, change, and power do movements and institutions in the region utilize to articulate a vision of social transformation?

This course examines the conceptual and material processes through which ‘Southeast Asians’ articulate a relationship to *the local*, *the regional*, and *the global*. We explore the flow of bodies, ideas, resources, and movements in and through the region, focusing on how uneven entry into circuits of transnational capital impacts local communities and sites. We approach the questions above by focusing on five, occasionally overlapping, areas of inquiry – (1) globalization theory; (2) neoliberalism and political economy; (3) the environment and indigenous peoples; (4) race, empire, and governance; and (5) race, gender, and beauty.

While our approach will touch upon geopolitics, ASEAN (the Association of Southeast Asian Nations), state institutions, and public policy, our inquiry is driven by a more expansive conception of politics than can be represented by such foci. By de-centering the state, we attend to the critical role of non-state actors in shaping political life. Further, we *re-gender the study of politics and power*. Our analytic frame acknowledges the fundamental role of civil society, social movements, workers, and various modes of activism in problematizing state-defined conceptions of the political that are both masculinist and militarist.

Course texts are drawn from the fields of political studies, history, anthropology, area studies, and race and gender studies. We feature the work of scholars who utilize feminist and postcolonial analyses, and who foreground race, gender, sexuality, and political economy in their research methods. We will also incorporate news from the region into class content.

II. REQUIREMENTS AND EXPECTATIONS

1. Critical Reading and Active Participation	15%
2. Discussion Leadership (twice, 10% each time).....	20%
3. Textual Analysis Papers (6).....	35%
4. Research Project Snowball Assignments.....	15%
(Research Questions 5%, Bibliography 5%, Outline 5%)	
5. Research Project: Final Essay.....	15%
	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.

Active Participation: This class follows a seminar format based entirely on discussion. 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 (20% of final grade)

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

Student discussion leaders play a crucial 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. Textual Analysis Papers (35% of final grade)

Students are required to write (5) *Textual Analysis Papers* throughout the course. 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.*

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

Content

- Papers should be **600-800 words** in length. *Provide a word count!*
- Include page numbers for all textual references.
- You are encouraged to quote the text directly, but any direct quotes longer than (2) lines should be excluded from the overall word count.

Submission

- **One required Textual Analysis Paper is due on 11/13/14 (see Schedule of Assignments, below).**
- **You may choose to submit the (4) remaining Textual Analysis Papers on any of the class sessions during which you are not responsible for leading discussions.**
- Upload papers to the designated CLEo Assignments Folder *any time prior to the start of class, on the day for which the readings are assigned.*
- Bring a printed copy of your Textual Analysis Paper to class to submit in person.
 - You are strongly encouraged to share excerpts from your TAPs during class discussion.
- Emailed Textual Analysis Papers will not be accepted.
- In fairness to all members of the class, *no late papers will be accepted*, as these will have benefited from class discussions. ***No exceptions!***

TAP Submission Plan – DUE 9/18/14

- By the end of the third week of class, students are required to submit a list of the dates on which you intend to submit your (4) yet-unscheduled TAPs.
- *Keep in mind you may not submit TAPs on the same days that you lead discussion.*
- **Your TAP Submission Plan is due Thursday, 9/18/14.** Submit a printed hard copy in class, and upload to the designated CLEo Assignments folder.

4. Research Project: (3) Snowball Assignments & Final Essay **(30% of final grade)**

Research Areas

Students are required to complete a term-length research project culminating in a Final

Research Essay. Students will select their own individualized research topics; however, your research should address one of the general subject areas listed below:

- (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, 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. A handout providing detailed instructions will follow.

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.

A handout providing detailed instructions will follow.

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. A handout providing detailed instructions will follow.

Final Research Essay (15% of final grade)

The snowball assignments will culminate in a Final Research Essay. Essays should be 3,500 - 4,000 words in length (excluding footnotes, endnotes, bibliography, and direct quotes longer than 3 lines), double-spaced, in 12-point font, with 1" margins, and carefully edited and proofread before submission.

Final essays *must be uploaded to the designated CLEo Assignment folder on the last day of class*. More detailed guidelines regarding the Final Research Essay will be provided separately.

III. EVALUATION

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.

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.

IV. REQUIRED TEXTS

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

1. Steger, Manfred. 2013. *Globalization: A Very Short Introduction*. 3rd Edition. Oxford:

Oxford University Press.

2. Kramer, Paul. 2006. *The Blood of Government: Race, Empire, the United States and the Philippines*. Chapel Hill: The University of North Carolina Press.

3. Ong, Aihwa. 2006. *Neoliberalism as Exception: Mutations in Citizenship and Sovereignty*. Durham: Duke University Press.

4. Tsing, Anna Lowenhaupt. 2005. *Friction: An Ethnography of Global Connection*. Princeton: Princeton University Press.

5. Saraswati, L. Ayu. 2013. *Seeing Beauty, Sensing Race in Transnational Indonesia*. Honolulu: University of Hawaii Press.

6. Required Articles: Posted to CLEo, under “Resources.” Please print these articles and bring them to class.

Additional Recommended Reference 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 Victor Lieberman’s two-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); 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 *Southeast Asia in the New International Era*, edited by Robert Dayley and Clark D. Neher (2010, Westview Press).

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

V. SCHEDULE OF ASSIGNMENTS

Be prepared to discuss the text(s) on the dates listed below.

Week 1 9/4/14	Fictive Regions: What is ‘Southeast Asia’? <ul style="list-style-type: none">• Benedict Anderson, <i>The Specter of Comparisons</i>, Introduction• Gayatri Chakravorty Spivak, <i>Other Asias</i>, “Our Asias – 2001: How to Be a Continentalist”• Epeli Hau`ofa, “Our Sea of Islands”• Discussion leadership sign-up
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	<p>Recommended:</p> <ul style="list-style-type: none"> 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. & Changing Names, <i>Emergence</i>, xvii-xxiii. CLEo Owen, Norman. Ch. 27: Industrialization and Its Implications, <i>Emergence</i>, 379-398. CLEo Owen, Norman. Ch. 28: Human Consequences of the Economic “Miracle,” 399-412. CLEo
Week 2 9/9	<p>What are globalization and transnationalism?</p> <ul style="list-style-type: none"> Steger, <i>Globalization</i>, pp. 1-135 Discussion leadership sign-up finalized
Week 2 9/11	<p>Globalization as... Imperialism?</p> <ul style="list-style-type: none"> Kramer, Paul. <i>The Blood of Government: Race, Empire, the United States & the Philippines</i>. Introduction: Race, Empire, and Transnational History. <i>Discussion of Final Project Guidelines & Research Questions assignment</i>
Week 3 9/16	<ul style="list-style-type: none"> Kramer, Paul. <i>The Blood of Government</i>. Ch. 1: Blood Compacts: Spanish Colonialism and the Invention of the Filipino. Discussion leaders:
Week 3 9/18	<p>Class meets at Penrose Library, 3rd Floor CTL Classroom</p> <ul style="list-style-type: none"> Library Research Tutorial with Librarian Amy Blau Bring to Penrose: <ul style="list-style-type: none"> Laptop, if you have one Research Project Guidelines – printed hard copy An idea for a possible research topic <p>ALSO DUE:</p> <ul style="list-style-type: none"> Textual Analysis Paper Submission Plan – bring hard copy to class, upload to designated CLEo Assignments Folder before class
Week 4 9/23	<ul style="list-style-type: none"> Kramer, Paul. <i>The Blood of Government</i>. Ch. 2: From Hide to Heart: The Philippine-American War as Race War. Discussion leaders:
Week 4 9/25	<ul style="list-style-type: none"> Kramer, Paul. <i>The Blood of Government</i>. Ch. 3: Dual Mandates: Collaboration and the Racial State. Discussion leaders:
Week 5 9/30	<ul style="list-style-type: none"> Kramer, Paul. <i>The Blood of Government</i>. Ch. 4: Tensions of Exposition: Mixed Messages at the St. Louis World’s Fair. Research Questions Due - upload to CLEo Assignment Folder no later than 8:00 pm <i>Discussion of Annotated Bibliography assignment</i> Discussion leaders:

Week 5 10/2	<ul style="list-style-type: none"> Kramer, Paul. <i>The Blood of Government</i>. Ch. 5: Representative Men: The Politics of Nation-Building. Discussion leaders:
Week 6 10/7	<ul style="list-style-type: none"> Kramer, Paul. <i>The Blood of Government</i>. Ch. 6: Empire and Exclusion: Ending the Philippine Invasion of the United States, and Conclusion: The Difference Empire Made. Discussion leaders:
Week 6 10/9	<p>Globalization as... Neoliberalism?</p> <ul style="list-style-type: none"> Ong, Aihwa. <i>Neoliberalism as Exception</i>. Introduction & Ch. 3: Graduated Sovereignty. Discussion leaders:
Week 7 10/14	NO CLASS – OCTOBER BREAK
Week 7 10/16	<ul style="list-style-type: none"> Ong, Aihwa. Ch. 4: Zoning Technologies in East Asia, and Ch. 5: Latitudes, or How Markets Stretch the Bounds of Governmentality. Discussion leaders: Annotated Bibliography Due - upload to CLEo Assignment Folder no later than 8:00 pm
Week 8 10/21	<ul style="list-style-type: none"> Ong, Aihwa. Ch. 7: Labor Arbitrage: Displacements and Betrayals in Silicon Valley, and Ch. 8: Baroque Ecology, Effervescent Citizenship <i>Discussion of Project Outline assignment</i> Discussion leader(s):
Week 8 10/23	<ul style="list-style-type: none"> Ong, Aihwa. Ch. 1: Sisterly Solidarity: Ascetic Feminists under "Moderate Islam," and Ch. 9: A Biocartography: Maids, Neoslavery, and NGOs Discussion leader(s):
Week 9 10/28	<p>Globalization as... Friction?</p> <ul style="list-style-type: none"> Tsing, <i>Friction</i>, Introduction & "Better you had brought me a bomb, so I could blow this place up" (1-26)
Week 9 10/30	<ul style="list-style-type: none"> Tsing, <i>Friction</i>, Ch. 1: Frontiers of Capitalism, "They communicate only in sign language," & Ch. 2: The Economy of Appearances Discussion leader(s):
Week 10 11/4	<ul style="list-style-type: none"> Tsing, <i>Friction</i>, Section II Intro: "Let a new Asia and a new Africa be born" and Ch. 3: Natural Universals and the Global Scale Discussion leader(s):

Week 10 11/6	<ul style="list-style-type: none"> • Tsing, <i>Friction</i>, "Dark rays" and Ch. 4: Nature Loving • Discussion leader(s):
Week 11 11/11	<ul style="list-style-type: none"> • Tsing, <i>Friction</i>, "This earth, this island Borneo" and Ch. 5: A History of Weediness • Discussion leader(s):
Week 11 11/13	<ul style="list-style-type: none"> • NWSA CONFERENCE TRAVEL, NO CLASS MEETING • Tsing, <i>Friction</i>, Ch. 6: Movements, "Facilities and incentives," Ch. 7: The Forest of Collaborations, & Coda • Required Textual Analysis Paper on today's readings due – upload to CLEo Assignments folder by 2:30pm
Week 12 11/18	<ul style="list-style-type: none"> • NWSA CONFERENCE TRAVEL, NO CLASS MEETING • Work on Research Project Outline
Week 12 11/20	<ul style="list-style-type: none"> • NWSA CONFERENCE TRAVEL, NO CLASS MEETING • Research Project Outline Due – upload to CLEo Assignment Folder no later than 6pm
11/22 - 11/30	NO CLASS – THANKSGIVING BREAK
Week 13 12/2	<p>Globalization as... Beauty?</p> <ul style="list-style-type: none"> • Saraswati, L. Ayu. <i>Seeing Beauty, Sensing Race in Transnational Indonesia</i>. Introduction, Ch. 1: <i>Rasa</i>, Race, and <i>Ramayana</i>: Sensing and Censoring the History of Color in Precolonial Java, Ch. 2: Rooting and Routing Whiteness in Colonial Indonesia: From Dutch to Japanese Whiteness, 1-59 • Discussion leader(s):
Week 13 12/4	<ul style="list-style-type: none"> • Saraswati, L. Ayu. <i>Seeing Beauty, Sensing Race</i>. Ch. 3: Indonesian White Beauty: Spatializing Race and Racializing Spatial Tropes, Ch. 4: <i>Cosmopolitan Whiteness</i>: The Effects and Affects of Skin-Whitening Advertisements in a Transnational Women's Magazine. • Discussion leader(s):
Week 14 12/9	<ul style="list-style-type: none"> • Saraswati, L. Ayu. <i>Seeing Beauty, Sensing Race</i>. Ch. 5: <i>Malu</i>: Coloring Shame and Shaming the Color of Beauty, Conclusion: Shades of Emotions in a Transnational Context. • Discussion leader(s):
Week 14 12/11	<ul style="list-style-type: none"> • Research Essays Due - upload to CLEo Assignment Folder no later than 6pm • Brief oral presentation on Research Project