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Course Title	:	International Politics of Southeast Asia
Course Code	:	POL4320
Recommended Study Year	:	3 and 4
No. of Credits/Term	:	3
Mode of Tuition	:	Lecture-Tutorial
Class Contact Hours	:	3 hours per week
Category in Major Prog.	:	Major in Political Science (Elective Course)
Discipline	:	Political Science
Prerequisite(s)	:	N/A
Co-requisite(s)	:	N/A
Exclusion(s)	:	N/A
Exemption Requirement(s)	:	N/A

Brief Course Description

This course focuses on relations among the states of post-World War II Southeast Asia, and between Southeast Asia and the United States, India, Russia, Europe, Australia, Japan and China; traditional and non-traditional security issues on post-Cold war Southeast Asia; Southeast Asian regionalism and economic cooperation; and the impact of the events of September 11, 2001 on the region.

Aims

This course examines the major issues and themes in Southeast Asian international politics. In this course, students will analyze the structure of international relations in the post-war period and focus on assessing great power interaction with the region, with a view to understanding the impact of the region as a conduit between the world's major powers. The evolving relationship with Russia and Europe, the three emerging Great Powers of Asia (viz China, Japan and India) and the one remaining global superpower, the US, will be discussed. The class will also scrutinize the role of regional institutions and the problematic nature of inter-state relations between the ASEAN states.

Finally, the course will encourage students to briefly look at the post-Cold War emergence of “non- traditional security” issues, which require a transnational approach, to globalization and security, population growth, poverty, identity and ethnic conflict, environmental security, and transnational crime and terrorism. Understanding the salient features of Southeast Asia's international politics, and the directions in which it is evolving, will facilitate our capacity here in Hong Kong and China to define and pursue our national interests as a major player both in the region and in the wider Asia-Pacific.

Learning Outcomes (LOs)

Upon completion of the course, students:

- 1) will demonstrate understanding of key features of Southeast Asia's international politics and to apply such concepts in a written context.
- 2) will become analytically cognizant of the major areas of actual or potential conflict in Southeast Asia, such as interstate tensions among the states in the region, separatism, religiously motivated terrorism and the challenge of China's emergence as a regional great power.
- 3) will be able to develop original perspectives on major power interaction with Southeast Asia in ways designed to enrich the student's assimilation of the course material.

Indicative Contents

Presentation /Term Paper Topics

1. Postwar Southeast Asia
 - a. Why are the founders of ASEAN so insistent on the principle of non-interference in the domestic affairs of member states?
 - b. Are alliance systems catalysts or impediments for regional stability and development in Southeast Asia?
2. ASEAN and the ARF: Traditional Security in Post-Cold War Southeast Asia
 - a. Assess the successes and failures of ASEAN from its inception in 1967 to the end of the Cold War.
 - b. What are the problems and prospects for ASEAN?
 - c. Assess the achievements and limitations of the ARF. What are its future prospects?
3. Southeast Asia and the Post-9/11 World
 - a. What is a non-traditional security issue, and why is it so defined?
 - b. Assess the significance of the threat of terrorism in Southeast Asia and what can be done about it.
4. The US and Southeast Asia
 - a. Assess the "balancer" role of the US in the region - has it been positive or negative?

- b. Does Southeast Asia need the US?
 - c. Does the US need Southeast Asia?

- 5. India, Russia, Europe and Australia: Relations with Southeast Asia
 - a. What are the problems and prospects for India's relations with the region?
 - b. Assess Russia's role in Southeast Asia since the end of the Cold War.
 - c. What are the problems and prospects for Europe-ASEAN relations?
 - d. What are the problems and prospects for Australia's relations with the region?

- 6. Japan and Southeast Asia
 - a. What are Japan's interests and objectives in Southeast Asia?
 - b. Assess Japan's postwar role in Southeast Asia - has it been positive or negative?
 - c. What are the problems and prospects for Japan-Southeast Asia relations?

- 7. China and Southeast Asia
 - a. What are China's interests and objectives in Southeast Asia?
 - b. Is China a threat to Southeast Asia?
 - c. Will ASEAN be able to "socialize" China or will China subdue ASEAN?

- 8. Economic Cooperation and Regionalism
 - a. What has been the impact of financial globalization on the political, economic and social order of regional countries?
 - b. What is the shape of an East Asian Community and will ASEAN be in the driving seat?
 - c. What the challenges and opportunities for Southeast Asian states in a China-ASEAN Free Trade Agreement?

Teaching Method

Lectures, tutorial discussions, student presentations, term papers and examination.

Measurement of Learning Outcomes

Learning outcomes (LOs 1-3) are measured on the basis of students' performance during tutorial discussions and presentations (for enthusiastic participation in class and clear grasp of a chosen topic), on the term paper (in which analysis of an approved topic is demonstrated in a lucid, logical, detailed and well-organized manner), and on the examination (to assess students' overall knowledge of and ability to evaluate key concepts and core factual information relating to the course).

Assessment

Tutorial Discussions / Presentation (20%): In the course of the academic term, each student must make one oral presentation in class. Students can choose from any one of the presentation topics listed in the “Indicative Content”.

Term Paper (30%): Students are required to submit a short essay of approximately 2,000 words (including endnotes) based on a topic approved by the instructor. The essay is due on the last week of class. Essays must be typed and must conform to the guidelines Chicago Manual of Style Guide.

Quiz (10%): Objective-type fill-in-the-blanks in-class assessment.

Final Examination (40%)

Required/ Essential Readings

Acharya, A., *Constructing a Security Community in Southeast Asia*, London: Routledge, 2000.

Call: [RES DS526.7 .A26 2000](#)

Case, William, Southeast Asia’s Hybrid Regimes: When Do Voters Change Them? *Journal of East Asian Studies*, 5(2), 215-237, 2005. [RES POL 320.1](#)

Dent, Christopher M., *Asia-Pacific Economic and Security Cooperation*, Basingstoke and New York: Palgrave Macmillan, 2003. [RES HC412 .A724178 2003](#)

Funston, N. John (ed.), *Government and Politics in Southeast Asia*, Singapore: Institute of Southeast Asian Studies, 2001. Call: [RES DS526.7 .G675 2001](#)

Lim, Chong Yah, *Southeast Asia: The Long Road Ahead*, Singapore: World Scientific Publishing Company, 2004. Call: [RES HC441 .L552 2004](#)

Neher, Clark, *Southeast Asia: Crossroads of the World*, Dekalb: Northern Illinois University, 2000. Call: [RES DS521 .N45 2000](#)

Rodan, Garry, Kevin Hewison and Richard Robison, *The Political Economy of Southeast Asia: Markets, Power and Contestation*, 3rd ed., 2006, South Melbourne, Vic.: Oxford University Press. [RES HC441 .P647 2006](#)

Sandhu, K.S. and Siddique S. (eds.), *The ASEAN Reader*, 2nd ed., 2003, Singapore: Institute of Southeast Asian Studies. Call: [RES DS520 .A86 2003](#)

Solidum, Estrella D., *Politics of ASEAN – An Introduction to Southeast Asian regionalism*,

Singapore: Eastern Universities Press, 2003. Call: [RES DS520 .S6 2003](#)

Severino, Rudolfo C., *Southeast Asia In search of an ASEAN Community*, Singapore: Institute of Southeast Asian Studies, 2006. Call: [JZ5333.5.A9 S49 2006](#)

Tan, Gerald, *Asian Development: An Introduction to Economic, Social and Political Change in Asia*, Singapore: Eastern Universities Press, 2003. [RES HC412 .H3183 2000](#)

Recommended/ Supplementary Readings

Abuza, Zachary, *Militant Islam in Southeast Asia*, Boulder, CO: Lynne Rienner, 2003, Chapter 5 – 6, pp. 189-260.

Ba, Alice, "China and ASEAN," *Asian Survey*, 43: 2 (2003), pp. 622-47.

Bridges, Brian, "Western Europe and Southeast Asia," in David Wurfel and Bruce Burton (eds), *Southeast Asia in the New World Order: The Political Economy of a Dynamic Region*, New York: St Martin's Press, 1996, pp. 204-218.

Capie, David, "Between a hegemon and a hard place: the 'war on terror' and Southeast Asian-US relations," *Pacific Affairs*. 17:2, June 2004, 223-48.

Chin Kin Wah, "ASEAN's Engagement with the U.S. in the 21st Century," in Sharon Siddique and Sree Kumar (eds.), *The 2nd ASEAN Reader*, Singapore: ISEAS, pp. 403-409.

Chow, Jonathan, "ASEAN Counterterrorism Cooperation Since 9/11," *Asian Survey*, 45:2, 2005, pp. 302-21.

Cotton, James, "The Rhetoric of Australia's Regional Policy," in Sharon Siddique and Sree Kumar (eds.), *The 2nd ASEAN Reader*, Singapore: ISEAS, pp. 443-449.

Dupont, Alan, *East Asia Imperiled: Transnational Challenges to Security*, Cambridge: Cambridge University Press, 2001, Chapter 8, 10, pp. 153-169, 194-211.

East Asia Vision Group (EAVG), "Towards an East Asian Community: Region of Peace, Prosperity and Progress," *EAVG Report 2001*, pp. 2-5.

Elliott, Lorraine, "ASEAN and environment cooperation: norms, interests and identity," *Pacific Review*, 16:1, 2003, pp. 29-52.

Emmers, Ralf, *Cooperative Security and the Balance of Power in ASEAN and the ARF*, London: RoutledgeCurzon, Chapter 5, pp. 110-27.

- Emmerson, Donald, "Southeast Asia: What's in a Name?" *Journal of Southeast Asian Studies*, vol.15, no.1, March 1984, pp.1-21.
- Haggard, Stephan, *Political Economy of the Asian Financial Crisis*, Washington D.C.: Institute for International Economics, 2000, pp. 1-14.
- Huxley, Tim, "Southeast Asia in the Study of International Relations: The Rise and Decline of a Region" *The Pacific Review*, vol.9, no.2, 1996, pp.199-228.
- Johnston, Alastair Ian, "Socialization in International Institutions: The ASEAN Way and International Relations Theory," in G. John Ikenberry and Michael Mastanduno (eds.) *International Relations Theory and the Asia-Pacific*, New York: Columbia University Press, 2003, 107 - 203.
- Katzenstein, Peter, "Introduction: Asian Regionalism in Comparative Perspective," in Peter Katzenstein and Takashi Shiraishi (eds.), *Network Power: Japan and Asia*. Ithaca: Cornell University Press, 1997, pp. 1-44.
- Leifer, Michael, "China in Southeast Asia: Interdependence and Accommodation," in David S G Goodman and Gerald Segal (eds), *China Rising: Nationalism and Interdependence*, London: Routledge, 1997, chapter 9.
- Leifer, Michael, *ASEAN and the Security of Southeast Asia*, London: Routledge, 1989, Chapter 3.6, pp. 52-88 and 150-159.
- Limaye, Satu P., "India's Relations with Southeast Asia Takes a Wing," *Southeast Asia Affairs 2003*, Singapore: ISEAS, 2003, pp. 39-51.
- Mak Joon Nam, "The Security Environment in Southeast Asia," in Desmond Ball (ed), *Maintaining the Strategic Edge*, Canberra: Strategic and Defence Studies Centre, Australian National University, 1999, pp. 99-126.
- McGrew, Anthony, "Restructuring Foreign and Defence Policy: The USA," in Anthony McGrew and Christopher Brook (eds), *Asia-Pacific in the New World Order*. London: Routledge, 1998, pp.158-188.
- Narine, Shaun, "ASEAN into the Twenty-First Century: Problems and Prospects" in *Pacific Review*, Vol. 12, No. 3, 1999, pp.357-380.
- Osborne, Milton, *Southeast Asia: An Introductory History*, 7th ed., St. Leonard's, NSW: Allen and Unwin, 1997, chapters 8-13.

- Pyle, Kenneth, "Restructuring Foreign and Defence Policy: Japan," in Anthony McGrew and Christopher Brook (eds), *Asia-Pacific in the New World Order*, London: Routledge, 1998, pp. 121-136.
- Rakhmanin, Vladimir, "Soviet and Russian Policy towards Southeast Asia," in David Wurfel and Bruce Burton (eds), *Southeast Asia in the New World Order: The Political Economy of a Dynamic Region*, New York: St Martin's Press, 1996, pp.128-141.
- Shiraishi, Takashi, "Japan and Southeast Asia," in Peter Katzenstein and Takashi Shiraishi (eds.), *Network Power: Japan and Asia*, Ithaca: Cornell University Press, 1997, pp. 169-94.
- Swanstrom, Niklas, *Foreign Devils, Dictatorship, or Institutional Control: China's Foreign Policy Towards Southeast Asia*, Uppsala University Press, pp. 85-104, 118-51.
- Tachiki, Dennis, "Between Foreign Direct Investment and Regionalism: The Role of Japanese Production Networks," in T. J. Pempel (ed.), *Remapping East Asia*, Ithaca: Cornell University Press, 2005, pp. 149-169.
- Tan, Andrew and Boutin, Ken (eds.), *Non-Traditional Security Issues in Southeast Asia*, Singapore: Select / Institute of Defence and Strategic Studies, 2001, introduction.
- Tan, Andrew T. H., "Southeast Asia as the 'Second Front' in the War Against Terrorism: Evaluating the Threat and Responses," *Terrorism and Political Violence*, 15:2, 2003, pp. 112-138.
- Tan, Andrew T. H., *Security Perspectives of the Malay Archipelago*, Cheltenham: Edward Elgar, 2004.
- Tan, Andrew T. H. (ed), *A Handbook of Terrorism and Insurgency in Southeast Asia*, Cheltenham: Edward Elgar, 2005.
- Tow, William T., *Assessing US Bilateral Alliances in the Asia-Pacific's Southern Rim: Why the San Francisco System Endures*, Stanford: Asia-Pacific Research Center, Institute of International Studies, Stanford University, 1999.
- Stubbs, Richard, "ASEAN Plus Three: Emerging East Asia Regionalism," *Asian Survey*, 42:3, 2001, pp. 440-55.
- Wong, John and Chan, Sara, "China-ASEAN Free Trade Agreement," *Asian Survey*, 43:3, 2003, pp. 507-26.
- Yahuda, Michael, *International Politics of the Asia-Pacific*, London: Routledge, 2004, chapter 4.

Assessment Rubrics

Presentation (20%)

Assessment Criteria	Exceeds Expectations/ Outstanding (2.5)	Meets Expectations/ Acceptable (1.5)	Need Improvement (0.5)	Score
Conceptual understanding of subject matter	<ul style="list-style-type: none"> Cover a good range of relevant concepts/ theories Important ideas pertinent to the topic are skillfully applied 	<ul style="list-style-type: none"> Concepts/theories and important ideas pertinent to the topic are accurately covered 	<ul style="list-style-type: none"> Concepts/theories and important ideas pertinent to the topic are not accurately covered 	
Analysis of Issues	<ul style="list-style-type: none"> Thoroughly interpret and evaluate the information Comprehensively analyze and synthesize the issues from multiple perspectives 	<ul style="list-style-type: none"> Information with some interpretation/evaluation Basic analysis or synthesis from two perspectives 	<ul style="list-style-type: none"> List information without interpretation/evaluation Superficially analyze or synthesize the issue Single perspective is discussed 	
Integration of sources and evidence	<ul style="list-style-type: none"> Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) are highly relevant 	<ul style="list-style-type: none"> Empirical evidence or information (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) are generally relevant 	<ul style="list-style-type: none"> Much Information included are not relevant and inadequate to support the topic. Some information is inaccurate or unverifiable 	
Responses to questions	<ul style="list-style-type: none"> Responds appropriately to all questions, with answers that demonstrate knowledge and understanding 	<ul style="list-style-type: none"> Responds appropriately to questions, with answers that demonstrate some knowledge and understanding 	<ul style="list-style-type: none"> Unable to spot or respond to question's 	
Transitions & Flow	<ul style="list-style-type: none"> The presentation produces coherent understanding 	<ul style="list-style-type: none"> Fairly coherent understanding is demonstrated 	<ul style="list-style-type: none"> Coherent understanding is not demonstrated 	
Uses good body language, eye contact, appropriate voice tone	<ul style="list-style-type: none"> Makes good eye contact with audience Shows enthusiasm and confidence Uses voice tone effectively 	<ul style="list-style-type: none"> Makes fairly good eye contact with audience Shows some enthusiasm and confidence Uses voice tone relatively effectively 	<ul style="list-style-type: none"> Make little or no eye contact with audience Shows little or no enthusiasm or confidence Uses voice tone ineffectively or too monotone 	
Appropriate time allocation and pace	<ul style="list-style-type: none"> Allocated and managed time appropriately and effectively Appropriate pace 	<ul style="list-style-type: none"> Marginally long or short but uses time reasonably effectively Reasonable pace 	<ul style="list-style-type: none"> Significantly too short or too long and did not use time effectively Pace is significantly too fast or too slow 	

Makes effective use of presentation tools (slides/handouts)	<ul style="list-style-type: none"> Proper use of presentation tools with little or no distractions (e.g. appropriate animation/pictures, appropriate information on one slide, clear titles, etc.) 	<ul style="list-style-type: none"> Generally good use of presentation tools. Some distractions but they are not overwhelming (e.g. reasonable animation/pictures, fair information on one slide, fair titles, etc.) 	<ul style="list-style-type: none"> Poor use of presentation tools and/or many distractions (e.g. too much animation/pictures, too much information on one slide, absence of titles, etc.) 	
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Term Paper (30%)

Assessment Rubrics					
CATEGORY	Excellent	Good	Satisfactory	Unsatisfactory	POINTS
Research Question	7.5 points	5 points	3 points	1 point	___/7.5
	Wrote clear, creative and interesting questions which fit the topic.	Wrote clear questions which fit the topic.	Wrote some questions which did not fit the topic.	Wrote many questions which did not fit the topic.	
Argument	7.5 points	5 points	3 points	1 point	___/7.5
	arguments both well supported and genuinely compared to conflicting explanations	main arguments valid, systematic, and well supported	some arguments valid and well supported, some not	weak, invalid, or no argument, perhaps a simple assertion	
Use of Data or Evidence	7.5 points	5 points	3 points	1 point	___/7.5
	fully exploits the richness of the data/evidence/ideas, and is sufficiently persuasive	feasible evidence appropriately selected and not over-interpreted	some appropriate but uneven use of evidence	draws on little or no evidence, mostly relies on assertions or opinions, or evidence not clearly presented	
Organization and Writing	7.5 points	5 points	3 points	1 point	___/7.5
	structure enhances the argument, strong sections and seamless flow. Virtually no English error.	structure supports the argument, clearly ordered sections fit together well. Some minor English errors.	structure is of inconsistent quality, may have redundancies or disconnections. Frequent English errors.	needs significant reorganization. English errors significantly impair readability.	
TOTAL POINTS					___/30

Quiz (10%) Fill-in-the-blanks questions with right or wrong answers

Examination (40%)

Criteria	Excellent	Proficient	Meets Minimum Standard	Below Standard
Comprehension of all the relevant concepts.	Demonstrates a deep insightful level of understanding	Demonstrates a good surface level of understanding	Demonstrates an adequate level of surface understanding	Demonstrates an inadequate level of understanding
10%	10 marks	7.5 marks	5 marks	1-2.5 marks
Application of concepts to the topic.	Appropriate concepts are all applied correctly, to provide in-depth analysis elaboration to all aspects of the topic	Appropriate concepts are correctly applied, to provide analysis to all important aspects of the topic	Appropriate concepts are, for the most part, correctly applied, to provide analysis to important aspects of the topic	Concepts are not applied, or are generally applied inappropriately or incorrectly; important aspects of the topic unaddressed
10%	10 marks	7.5 marks	5 marks	1-2.5 marks
Presentation	Expression of ideas were consistently accurate, logical and clear	Expression of ideas were generally accurate, logical and clear. Lapses were rare and minor in nature.	Expression of ideas were generally accurate, logical and clear, but with a number of minor lapses	Ideas were not expressed logically, and were characterized by significant inaccuracies and lack of clarity
10%	10 marks	7.5 marks	5 marks	1-2.5 marks
Quality of English in the Report	English is consistently excellent	English is proficient, with no major errors	English is of a fair standard but some errors are present	English is below standard, with many major errors
10%	10 marks	7.5 marks	5 marks	1-2.5 marks