INTL 450, Armed Conflict in Southeast Asia, provides a multidisciplinary glimpse into a great range of violent wars—past and present—in one of the world's most diverse and exciting regions.

The course is divided into three parts. Part One examines historical (pre-independence) conflicts in Southeast Asia. Part Two turns to recent and ongoing conflicts: interstate wars, communist insurgencies, ethnic conflicts, religious conflicts, regional rebellions, secessionist conflicts, terrorism, state terror, and endemic criminal violence. Having painted a gloomy picture, Part Three of the course looks at conflict resolution and sources of peace. Here, we will explore how several of the conflicts studied in the course have been overcome and how ongoing conflicts might be as well.

The primary objective of this course is to help students understand the sources of war and peace in the region. Students will become experts on a particular form of conflict, expertise developed through a series of assignments and presentations. This format will also allow students familiar with armed conflict, but not with Southeast Asia, to contribute to rich class discussions. Students will leave the course with an appreciation of distinct forms of armed conflict, how culture does (and does not) shape violence, and how different types of warfare suit different forms of conflict resolution. Students are expected to develop their presentation skills by attending a major conference and sharing their research at a one-day public symposium at Soka.
POLICIES

First: I place great emphasis on constructive participation. The classroom is a place to share ideas/opinions and to challenge each other, but always respectfully: listening to classmates; communicating effectively regarding assignments; arriving on time; avoiding gender, racial, or religious insensitivities; and completing the required readings. So challenge—vigorously—but never offend.

Second: teacher-student communication. I am always available via email, but if you have a general question, other students may want to hear the answer, so ask it in class to gain the participation mark that you deserve. For assignments, email is no substitute for face to face chats. So come and talk to me. In the event of an illness or personal emergency, you must contact me BEFORE a given deadline. Late assignments will be deducted 5% per day, including weekends, beginning at the end of class.

Third: the course has a considerable online presence through Angel. Here, you will find the syllabus (which may be updated from time to time), a course calendar, RSS feeds, and links to useful pages. Under the ‘Material’ tab, you will find direct links to all readings as well as lecture overviews.

GRADING

Soka grading is organized in terms of letter grades: A, B+, C-, etc, as well as a 0-4 grade point average. This is how the percentage points in this course will translate into these scales:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>70-74</td>
<td>B</td>
<td>3.0</td>
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<tr>
<td>65-69</td>
<td>B-</td>
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<tr>
<td>60-64</td>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>55-59</td>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>50-55</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>&gt;50</td>
<td>F</td>
<td>1.0</td>
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READINGS

Course readings will consist of a variety of academic journal articles and book chapters. There is no textbook, however students are encouraged to purchase books when they find a chapter or author particularly engaging. However, all articles and chapters are available in hard copy on temporary reserve at Ikeda Library and electronically through the course’s Angel website.
EVALUATION

<table>
<thead>
<tr>
<th></th>
<th>Participation</th>
<th>History Paper</th>
<th>Seminar Facilitation</th>
<th>Symposium Presentations</th>
<th>Research Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>20%</td>
<td>Ongoing</td>
<td>01 March (Thursday)</td>
<td>01 March through 12 April</td>
<td>12 May (Saturday)</td>
<td>15 May (Tuesday)</td>
</tr>
<tr>
<td>10%</td>
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All written assignments must use standard margins, 12-point font, double-spaced. Please submit assignments to me in class (not via email). Avoid colloquial language and contractions, avoid casual online sources (including Wikis), use proper citation (whatever style, just do it well), make a clear argument (hit me over the head with it), and ensure your papers are organized in a clear way.

**Participation:** 20% of your grade will be earned through respectful participation. This means asking insightful questions, engaging with colleagues, punctuality, attendance, being attentive, and communicating with me regarding assignments. **Evaluation ongoing**

**History Paper:** 10% of your grade will be earned by writing a brief (about five pages, double-spaced) paper on an historical (pre-WW2) Southeast Asian conflict of your choice. Papers should focus on the following questions: What were the causes of the conflict? How was the conflict overcome (was it)? What are its legacies today? **Due Thursday, 01 March.**

By **Thursday, 23 February**, students will have chosen a form of conflict discussed in the second part of the course: inter-state wars, communist insurgencies, regional rebellions, secessionist conflicts, religious violence, ethnic conflicts, tribal wars, terrorism, state terror, and structural violence. Each student will become an expert on one particular form of conflict, which will be the foundation for several assignments:

**Seminar Facilitation:** 15% of your grade will be earned by co-chairing the class on your given type of conflict. Students are expected to deliver a brief lecture and facilitate class discussion in partnership with the Professor. 5% will be determined by your peers at the end of class, while 10% will be determined by the instructor. **01 March – 12 April.**

**Symposium Presentations:** 15% of your grade will be earned through presenting your Research Paper (see below) in a conference setting. INTL 450 students, along with students from other conflict-related courses at Soka University, will be placed on panels at a Soka University Symposium on Political Violence, with various professors serving as discussants. Students will experience the difficulties of boiling a complex research paper down to a 12-minute presentation, completing suitable drafts to send to their discussants in a timely manner, and will gain public speaking experience. Students will also gain feedback on their papers from discussants and audience members, allowing them to strengthen the final product before submission. **Saturday, 12 May.**

**Research Paper:** 40% of your grade will be earned through a research paper (13-16 pages) which compares two to three cases of a form of conflict. Please consult with the professor regarding case selection and crafting an appropriate hypothesis. **Due Tuesday, 15 May.**
## CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Title</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>07 February</td>
<td>Session 01</td>
<td>Introduction</td>
<td>About the Course, What is Southeast Asia?</td>
</tr>
<tr>
<td></td>
<td>Readings</td>
<td>None</td>
<td><em>If you are not familiar with Southeast Asia, please see the professor for an appropriate regional history text prior to the first day of class</em></td>
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### Historical Conflicts

<table>
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<tr>
<th>Date</th>
<th>Session</th>
<th>Title</th>
<th>Text</th>
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</table>
| 09 February| Session 02 | Precolonial Warfare | What did traditional forms of warfare in Southeast Asia look like?  
Mandala, slave-raiding, piracy, clan feuds |
| 14 February| Session 03 | Early Wars of Conquest | How was European colonialism different from indigenous imperialism?  
Aceh, Iskandar Muda, Siam-Patani, Portugal and Malacca  
| 16 February| Session 04 | Resisting Colonialism | How common was anti-colonial resistance?  
Indirect rule, divide and conquer, Mindanao, Java War, Hurgronje’s War Ethnography  
Peter Carey, *“The Origins of the Java War (1825-30),”* The English Historical Review 91:358 (January 1976); pp. 52-78. |
| 21 February| Session 05 | Religious Rebellions | Why were several rebellions framed in terms of religion?  
Padri War (1834), Bali, Millenarianism, Cao Dai and Hoa Hao, Prang Sabil  

**Select Type of Conflict (Thursday, 23 February)**

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<tr>
<th>Date</th>
<th>Session</th>
<th>Title</th>
<th>Text</th>
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</table>
| 23 February| Session 06 | World War Two in Southeast Asia | Why did some early nationalist leaders resist Japan, while others did not?  
Chinese in Malaya, Sukarno, Masyumi, Corregidor  
| 28 February| Session 07 | Overthrowing Colonialism | How did having to fight for independence affect future development?  
Indochina and Indonesia vs Malaysia and the Philippines  
Evelyne Colbert, *“The Road Not Taken: Decolonization and Independence in Indonesia and Indochina,”* Foreign Affairs (April 1973); pp. 608-628. |
# Post-Colonial Wars

***Short History Papers Due (Thursday, 01 March)***

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
</table>

***Spring Break (19-23 March)***

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>27 March</td>
<td>13</td>
<td>Ethnic Conflicts</td>
<td>Jamie S. Davidson, <em>From Rebellion to Riots: Collective Violence on Indonesian Borneo</em> (Madison: University of Wisconsin Press, 2008), Chapter Two, pp. 47-84</td>
</tr>
</tbody>
</table>
**05 April**

**Thursday Session 16**

**Terrorism**

Where do terrorist groups come from and why do they target civilians?

Jemaah Islamiyah, Front Pembala Islam, Abu Sayyaf Group, Southern Thailand

**Readings**


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**10 April**

**Tuesday Session 17**

**State Terror**

Why do some states kill their own people?

Khmer Rouge, 1965 PKI Massacre, Myanmar

**Readings**


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**12 April**

**Thursday Session 18**

**Human Security**

How can human security help overcome structural violence?

Urban slums, indigenous communities, gender equality, assimilation

**Readings**


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**Overcoming Violent Conflicts**

**17 April**

**Tuesday Session 19**

**International Intervention**

When is international intervention effective in overcoming violence?

The United States and Indochina, UNTAC (Cambodia), UNTAET (East Timor)

**Readings**


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**19 April**

**Thursday Session 20**

**Regional Conflict Management**

Can regional organizations resolve and defuse armed conflicts?

ASEAN Regional Forum, multilateralism

**Readings**


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**24 April**

**Tuesday Session 21**

**Negotiated Settlements**

When can negotiations overcome war?

Darul Islam, MNLF, Aceh

**Readings**


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**26 April**

**Thursday Session 22**

**Reform**

How can political reform avoid or overcome violent conflict?

Democratization, decentralization, consociationalism, power-sharing, military professionalism

**Readings**


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**01 May**

**Rebel Governance**
Tuesday Session 23
Can armed groups serve as alternate governments?
*Southern Philippines, GAM in Aceh*

**Readings**

03 May
Thursday Session 24
**Micro-Level**
How can village-level mediation shape armed conflict?
*Peace Zones in the Philippines, Pesijuek in Aceh, interfaith initiatives in Poso and Ambon*

**Readings**

Conclusions

08 May
Tuesday Session 25
**Protracted Conflicts**
Why do some conflicts continue after decades of fighting?
*Karen in Burma, NPA and MILF in the Philippines*

**Readings**

10 May
Thursday Session 26
**Summary**
The Future of War and Peace in Southeast Asia

**Readings**
None

***Soka University Symposium on Political Violence (Saturday, 12 May)***

***Research Papers Due (Tuesday, 15 May)***