Political Science 348  
*Winter Semester 2011*

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**Website Address:** [http://sites.google.com/site/joelsawatselway/](http://sites.google.com/site/joelsawatselway/)

**Course Description**  
This course surveys the domestic politics of the Asian region, defined as Monsoon Asia stretching from Japan and the Philippines in the East to India in the West. The countries in this region include the following, although we will cover some in more detail than others:

<table>
<thead>
<tr>
<th>Bangladesh</th>
<th>Japan</th>
<th>Nepal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bhutan</td>
<td>Korea, North</td>
<td>Pakistan</td>
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<tr>
<td>Brunei</td>
<td>Korea, South</td>
<td>Philippines</td>
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<tr>
<td>Cambodia</td>
<td>Laos</td>
<td>Singapore</td>
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<tr>
<td>China</td>
<td>Malaysia</td>
<td>Sri Lanka</td>
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<tr>
<td>East Timor</td>
<td>Maldives</td>
<td>Taiwan</td>
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<tr>
<td>India</td>
<td>Mauritius</td>
<td>Thailand</td>
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<tr>
<td>Indonesia</td>
<td>Myanmar</td>
<td>Vietnam</td>
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</tbody>
</table>

The course first considers the historical background of government and politics in Asia by looking at pre-colonial systems of government, encounters with the West, colonialism, and national liberation movements. We then proceed thematically and comparatively by topic:

1. States and Regimes  
2. Political Executives  
3. Governments  
4. Legislatures  
5. Judiciaries  
6. Bureaucracies  
7. Political Economy  
8. Parties  
9. Elections  
10. Participation and Power  
11. Ideologies  
12. Identities  
13. Modernization and Democracy  
14. Globalization and regionalism  

Finally, we will cover the "diplomatic history" of a selection of countries. The goal is to familiarize you with the major events and personalities of these countries.

**Course Materials**
<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing Asian Politics: India, China, and Japan</td>
<td>BYU</td>
<td>$39.00</td>
<td>$29.25</td>
</tr>
<tr>
<td>Southeast Asia in the New International Era</td>
<td>BYU</td>
<td>$38.00</td>
<td>$28.50</td>
</tr>
<tr>
<td>Politics in Pacific Asia: An Introduction (Comparative Government and Politics)</td>
<td>BYU</td>
<td>$42.00</td>
<td>$31.50</td>
</tr>
</tbody>
</table>

**Prerequisites**
Political Science 200 and 150 are strongly recommended.

**Classroom Procedures**
You should come to class each day having read the material assigned in the syllabus. In addition, you should be prepared to discuss the readings, helping me (the professor) and your classmates work through the material.

**Attendance Expectations**
You are expected to attend every class. I allow two absences throughout the semester for sickness and other emergencies. Use them wisely. Since this is a small class, I will simply take roll each class. Do not ask for other excuses unless they are official university-excused reasons.

**Course Learning Outcomes**
- possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought
- use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions
- write professional grade research papers on political science questions
- communicate effectively by presenting ideas in a high quality oral presentation
think critically, analytically, and synthetically
- bring honesty and integrity to daily life, public affairs, and professional activities
- participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought
- want to serve the communities and organizations to which they belong

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>E</td>
<td>59 and lower</td>
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</table>

Assignment Descriptions

Preparation and Participation:
1. **Map Quiz**: See attached sheet. **10%** of the final grade. The quiz will be in the testing center the week of February 1.

2. **Midterm exam**: The midterm will be in the testing center and consists of general survey and short answer questions. The exam will be administered in the testing center the week of February 15. **20%** of final grade.

3. **Final exam**: The final exam will consist of general survey questions, short answer questions, and an essay component. The final exam is worth **30%** of the final grade.

4. **Participation**: Participation makes up **10%** of the final grade. The most productive and interesting classes are those with individual participation from class members. Since participation is so important, it is clearly necessary that everyone attend class. I do not, however, take attendance. Instead participation will be measured through in-class quizzes (5%) and class discussion (5%).

**Quizzes** (5% of final grade). There will be a quiz about once a week. Generally these will take no more than 5 minutes and consist of a few basic questions about the readings on the syllabus for that day. I will not ask about obscure information, but rather things that should be evident if you have done the reading reasonably carefully. Filling in your name will count as one question (assuming you get it right), which is to say you’ll get some credit for showing up. **THERE WILL BE NO MAKE-UPS FOR QUIZZES**. However, to allow for sickness, other unforeseen absence, or something that prevents you from doing the reading before a class, I will offer at least one more quiz than I count at the end of the term. In effect this means that at a minimum each student’s lowest quiz grade (e.g. a zero, if you happen to miss a class when we have a quiz) will be dropped before the quiz grade average is calculated. Everyone gets one miss without penalty. There will also be some extra credit opportunities throughout the term.
Class Discussion (5% of final grade). To encourage all class members to come to class prepared and to participate in discussion, each class member is required to make one comment per class.

5. News Memo (10%). Imagine you are working for the US Foreign Service. You are working in the public affairs department tasked with keeping the ambassador up to speed with events in the region in general and the country in which you are assigned in particular. In addition to the required course books and online readings, students should keep up with recent political events in the region. You are encouraged to read one quality international/Asian news source, such as the New York Times or the BBC on a regular basis. We will discuss current events in class; keeping up with what is going on in the region will help students to integrate what they are learning in the course to what is happening in the “real world.” In addition to reading one quality international/Asian news source, students are further encouraged to examine media from a variety of countries. Asian dailies such as India’s The Hindu, China’s People’s Daily, Japan’s Asahi Shimbun or Mainichi Shimbun, Hong Kong’s South China Morning Post, Taiwan’s Taipei Times, Thailand’s Bangkok Post or Nation, Laos’ Vientiane Times, Malaysia’s Malaysiakini.com, the Philippines’ ABS-CBNNews.com, Indonesia’s Jakarta Post, and Singapore’s Straits Times will all provide insight into regional affairs. Australia’s newspapers, such as the Sydney Morning Herald, also carry good Asian coverage. For other options see: http://www.world-newspapers.com/asia.

On the last day of class, you should hand in a news memo (typed, double-spaced, 12-point font, 1-inch margins all around) summarizing events from each country we cover in class. The summary should note things of political significance, such as elections, riots, wars, notable policies (public & foreign), etc. Each country summary should be only a paragraph in length (approximately ½ page). However for one country of your choice, you should write a more detailed summary of two pages in length. The summaries do not have to be exhaustive. What one student chooses to focus on may differ somewhat from another’s. However, if there were general elections, for example, and you do not note them, that would be a major oversight.

6. Book Review (10%). Select one book from the list provided on Blackboard and write a 5-page review (typed, double-spaced, 12-point font, 1-inch margins all around). The review should not simply summarize the story, but should connect it to themes discussed in class. The book review is due March 17 in class.

Please note that this list of books is a work-in-progress. It is a collection of recommendations plus my own preliminary research. I hope that most of the books achieve the purpose of this part of the course – provide a provocative story with political and historical themes related to the class material. However, I have not read many of the books and cannot vouch for the entirety of their content. If you are particularly sensitive to some themes, I urge you to research the book thoroughly before you begin reading it. For example, some of the stories might deal with such things as murder and rape, an unfortunate part of politics and war in many parts of the world. I have done my best to exclude books that focused on themes likely to cause offense amongst the BYU
community. However, other than skipping over offensive parts, your best bet is to do
good research prior to investing a significant amount of time in a book. Please inform
me immediately if you would recommend against a particular book for your fellow
students.

7. Short Papers (Op-eds) (10%, 2% each)

What is an Op-ed?
Op-ed stands for “opposite the editorials.” Op-eds are opinion pieces, generally about
800-1,000 words, on important topics of local, national, or international concern.
Although we describe op-eds as opinion pieces, they should be rigorously argued, your
argument supported with convincing evidence. Op-eds tend to be less scholarly than
academic works, though, and aimed at a general audience.

Op-eds are generally run daily in most newspapers (and via internet media, too), though
some days’ op-eds are more equal than others. In The Washington Post, for example,
the premium op-eds are generally published on Sunday. It would probably improve
your final product if you examined a number of op-eds to determine for yourself what
makes a successful piece (I happen to be a sucker for catchy openings with a tight peg
to a current news event). Good places to find op-eds on issues of international affairs
Street Journal.

Op-ed pieces tend to be tied to current issues or on-going problems and often there is
an “agenda” attached to them: approve this policy, disallow that one, recognize this
emerging and problematic trend . . ..

Experts usually write op-eds on topics about which they are extremely knowledgeable.
Since you all are future experts well-on-your-way, you might as well start your op-ed
writing career sooner rather than later! Be sure to include concrete data/evidence to
support your points. Generalizations will not suffice to persuade the audience that your
point of view is the correct one.

What is this assignment—exactly?
Your assignment is to write an op-ed on an issue relevant to contemporary Asian
domestic politics. One way to think about writing the op-ed is to see it as advice to the
president as to how to deal with a particular issue involving Asia. You are free to gear
your op-ed toward any publication. You probably need to write for a general readership,
explaining people, events, theories in a way that a general reader can understand (I
often pretend that I am writing for my Mom). Op-eds do not use footnotes, so indicate
your sources by making statements such as "According to the United Nations
Development Program," or "As Henry Kissinger pointed out in the book Diplomacy."
You are free to run ideas past me and talk over prospective arguments.

The general subject of the op-ed is given in the class schedule below. I prompt you with
a couple of questions related to that day's topic. Start with those themes, but then get
creative, apply to a current event, make a clear point in the essay.

**Good luck and try to have fun with the assignment! This is your chance to create something new and develop your own ideas about the world.**

**EXTRA CREDIT:** Throughout the semester, I will offer extra credit opportunities such as attending talks/seminars on campus, or watching a movie related to the class. I will inform you of events as I hear of them, but you are free to suggest any you think I may have missed. In addition, I will post a list of movies (also a work in progress) on Blackboard. Extra credit opportunities will require a one-page write-up relating the talk/movie to themes we discuss in class. Each extra credit opportunity will replace half a quiz. So, if you do two, they make up for a single missed quiz, or lowest quiz score.

**Assignment Point Breakdown**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Total Percent</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>5</td>
</tr>
<tr>
<td>Map Quiz</td>
<td>10</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5</td>
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<tr>
<td>News Memo</td>
<td>10</td>
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<tr>
<td>Book Analysis</td>
<td>10</td>
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<tr>
<td>Midterm Examination</td>
<td>20</td>
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<td>Final Examination</td>
<td>30</td>
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<tr>
<td>Short Papers</td>
<td>10</td>
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**University Policies**

**BYU Honor Code**

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.
Preventing Sexual Discrimination and Harassment
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy
The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life’s work, but also to build character. President David O. McKay taught that ‘character is the highest aim of education’ (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy
Writing submitted for credit at BYU must consist of the student’s own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/5</td>
<td>Course Introduction</td>
<td>1. PPA Introduction 2. SANIE, Ch. 1 3. CAP Ch. 1</td>
<td>-</td>
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<tr>
<td>1/10</td>
<td>Pre-colonial Asia</td>
<td>Watch first half of <a href="http://www.youtube.com/watch?v=IN46a_PjKFM&amp;feature=related">http://www.youtube.com/watch?v=IN46a_PjKFM&amp;feature=related</a> 1. PPA Ch. 1, pp.9-16 2. CAP, pp.101-106, 112-132, 151-155</td>
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<tr>
<td>1/12</td>
<td>Colonial Asia</td>
<td>1. PPA Ch. 1, pp.16-18</td>
<td>-</td>
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<tr>
<td>Date</td>
<td>Assignment</td>
<td>Notes</td>
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<tr>
<td>1/17</td>
<td>Martin Luther King holiday</td>
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</table>
| 1/19       | World Wars and Independence                                                | 1. PPA Ch. 1, pp.18-33  
2. CAP, pp.112-119, 138-147, 165-171 | -                                                   |
| 1/24       | Political Organization: States and Regime Types                            | 1. PPA Ch. 2  
2. Dan Slater, *Iron Fist* | MAP QUIZ in Testing Center |
| 1/26       | Political Organization: The Communist State in Asia                        | 1. PPA Ch. 1, pp.181-184  
2. CAP, Ch. 10 (China: The Party-State System), pp.223-232  
3. SANIE, p.230-232 (Vietnam Communist Party, National Assembly, and Military) & p.236-238 (The Vietnamese State)  
5. SANIE, pp.245-259 (Cambodia, brief history))  
8. PPA, Box 6.5, p. 131 & Box 6.9, p.134 | **These readings are not as heavy as they look** |
| 1/31       | Diplomatic History: China                                                  | 1. CAP, Ch. 3, , pp. 189-195, pp.232-242, & Ch. 12 (parts on China)  
2. “No Tears for Mao”, pp.1-41  
3. Listen to this pod cast (fast forward to 6:30) [http://popupchinese.com/lessons/sinica/showdown-in-shenzhen](http://popupchinese.com/lessons/sinica/showdown-in-shenzhen) | -                                                   |
| 2/2        | Political Organization: Presidential and Parliamentary Systems             | 1. PPA, Ch. 3, pp.60-73, 78-81  
2. CAP, Ch. 9 (India and Japan) | -                                                   |
| 2/7        | Federalism and Regionalism                                                 | 1. PPA, Ch. 3, pp. 48-57  
2. CAP, Ch. 11 (Levels of Government and Regionalism) | -                                                   |
<p>| 2/9        | Political Organization:                                                   | 1. PPA, pp.73-77 | -                                                   |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Notes</th>
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<tbody>
<tr>
<td>2/14</td>
<td><strong>Judiciaries in Asia</strong>&lt;br&gt;Case Study: Impeaching the President in Taiwan&lt;br&gt;&lt;br&gt;<strong>Political Organization:</strong>&lt;br&gt;Bureaucracies and State Strength&lt;br&gt;The Bureaucratic Polity&lt;br&gt;Bureaucracy and Corruption&lt;br&gt;Increasing Efficiency&lt;br&gt;Ethnicity and the Bureaucracy</td>
<td>1. PPA, Ch. 4&lt;br&gt;2. SANIE, pp. 55-57, 90-92, 125-127, 152-153, 171-174, 209-211, 236-238&lt;br&gt;Short Paper (2 pages): What is the Development State? To what extent does Taiwan fit this model of economic growth?</td>
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<tr>
<td>2/16</td>
<td><strong>Political Economy:</strong>&lt;br&gt;The Development State&lt;br&gt;Diplomatic History: South Korea&lt;br&gt;&lt;br&gt;1. PPA, Ch. 5&lt;br&gt;2. Woo-Cummings, Ch. 1 <em>The Developmental State</em>&lt;br&gt;3. Wang, South Korea and Taiwan: Emerging Political Reform and Asian Models for Economic Success&lt;br&gt;4. Further Reading: Ch. 10 <em>The Development State (India)</em></td>
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<td>2/21</td>
<td><strong>Presidents Day holiday</strong></td>
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<td>2/22</td>
<td><strong>Political Economy:</strong>&lt;br&gt;The Liberal Model&lt;br&gt;&lt;br&gt;&quot;This is a heavy reading day, and I expect you to read everything, so please plan ahead&quot;&lt;br&gt;1. CAP, Ch. 13&lt;br&gt;2. SANIE, pp. 52-55, 87-90, 121-125, 150-152, 169-171, 207-209&lt;br&gt;3. Who will grow faster - India or China? <em>The Economist</em>&lt;br&gt;4. John Wong, &quot;Why Has Myanmar not Developed like East Asia?&quot; <em>ASEAN Economic Bulletin</em> 13, no. 3 (March 1997): 344-358.&lt;br&gt;5. Paul Krugman, &quot;The Myth of Asia's Miracle,&quot; <em>Foreign Affairs</em> 73, no. 6 (1994): 62-78</td>
<td>-</td>
</tr>
<tr>
<td>2/23</td>
<td><strong>Political Economy:</strong>&lt;br&gt;Transitioning from Communist Economic Systems&lt;br&gt;Case Study: Doi Moi, Vietnam&lt;br&gt;Case Study: China, The Legacy of Deng Xiaoping&lt;br&gt;Case Study: New Thinking in Laos (if time and interest permits)&lt;br&gt;&lt;br&gt;1. Svenjar, China in Light of Other Transition Economies&lt;br&gt;2. &quot;Doi Moi in review: The challenges of building market socialism in Vietnam&quot; by M Beresford - <em>Journal of Contemporary Asia</em>, 2008&lt;br&gt;[PDF] from google.com&lt;br&gt;Optional Reading:&lt;br&gt;&quot;Laos dilemmas and options: the challenge of economic transition in the 1990s&quot; by Mya Than, Loong-Hoe Tan, Chapters 2 or 3</td>
<td>-</td>
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</tbody>
</table>
| 3/2 | **Diplomatic History: Japan**  
**Parties and Elections in Asian Democracies**  
Case Study: Dominant Parties, The LDP in Japan, Congress in India, TRT in Thailand  
Case Study: Blue and Green Camps In Taiwan, Red and Yellow Shirts in Thailand, Regionalism in South Korea  
Case Study: SBY and Party Institutionalization in Indonesia  
Case Study: The 2010 Presidential Elections in Philippines | 1. CAP, Ch. 4, 7, pp.184-189  
2. Christensen, "Japan, Societal, Electoral, and Party Explanations for the Low Representation of Women in the House of Representatives."  
Browse One of the following:  
| 3/7 | **Diplomatic History: Vietnam** | 1. PPA, pp.217-230, 241-243  
| 3/9 | **Parties and Elections in Non-Democracies**  
Case Study: Painting by Numbers in Vietnam  
Case Study: Elections in Suharto’s Indonesia, Post-1993 Cambodia, and Singapore  
Read One of the following:  
2a. A Useful Fiction: Democratic Legitimation in New Order Indonesia, by William Liddle  
Short Paper (2 pages): Why do authoritarian regimes hold elections? In what way are they meaningful? Suggestion: Use and define terms such as representation, efficacy, freedom, etc. etc. | - |
| 3/14 | **Diplomatic History: Thailand** | 1. PPA, pp. 23-50, 61-63  
2. Allen Hicken and Joel Selway, "Forcing the Genie Back in the Bottle: Sociological | - |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Reader Notes</td>
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| 4/6   | **Diplomatic History: India**  
Caste and Politics in India                                                                                                                         | 1. CAP, Ch. 2, 5, 177-184  
3. -                                                                                       |
| 4/11  | **Ethnicity and Politics in Asia**  
Case Study: Electoral Rules in Mauritius  
Case Study: The Failure of Democracy in Burma  
Case Study: Electoral Rules in Indonesia  
Case Study: Affirmative Action in Malaysia  
Case Study: Ethnicity and Riots in India                                                                 | **Today is a heavy reading day, and I expect you to do all of it, please plan accordingly**  
1. Selway, *Why Democracy Failed in Burma and How Indonesia is a model for success*  
2. Varshney, *Inter-Ethnic Associations and Riots in India*  
3. Selway, *The 2010 Elections in Mauritius: The Success of Majoritarianism*  
4. -                                                                                       |
| 4/13  | **Democratization**  
Should there be some kind of affirmative action? Is Varshney’s theory useful for Sri Lanka?  
1. PPA, pp. 219-228  
3. CAP, pp.304-320  
5. -                                                                                       |
| 4/20  | **FINAL EXAM**                                                                                                                                       | NEWS  
**MEMOS due in class**                                                                                                                                  |

**MAP QUIZ (10%)**  
Quiz Date: January 24, in testing center

Students will be handed the attached map and must be able to identify the following items. Use an atlas or one of the various online services (for example [http://www.worldatlas.com/aatlas/world.htm](http://www.worldatlas.com/aatlas/world.htm)) to fill out your practice map. Students can practice quizzes at [http://www.harper.cc.il.us/mhealy/mapquiz/seasia/semenu.htm](http://www.harper.cc.il.us/mhealy/mapquiz/seasia/semenu.htm) or [http://www.maps.com/FunFacts.aspx?nav=MS#](http://www.maps.com/FunFacts.aspx?nav=MS#).

**COUNTRIES:**  
Taiwan  
Brunei  
Cambodia  
East Timor  
Indonesia  
Laos  
Malaysia  
Myanmar (Burma)  
North Korea  
Philippines  
Singapore  
South Korea (PRK)  
Thailand  
Vietnam  
**Capitals**  
Seoul  
Pyongyang  
Taipei  
Bandar Seri Begawan  
Bangkok  
Dili  
Hanoi  
Jakarta  
Kuala Lumpur  
Putrajaya (Administrative Capital)  
Manila
Naypyidaw
Phnom Penh
Yangon (Rangoon, former capital of Burma)
Vientiane

**Land Bodies**

Aceh
Annam Chain (Giai Truong Son)
Bali
Borneo
Chungyang Shan
Dawna Range
Java
Jeju Island
Kaema Highlands

Khorat Plateau
Luzon
Mekong Delta
Mindanao
New Guinea
Spratly Islands
Sulawesi
Sumatra
Southern Thailand Muslim Provinces

(Yala, Narathiwat, Pattani)
Taebaek Mountains

**Rivers**

Chao Phraya River
Irrawaddy River

Mekong River
Naktong River
Red River
Salween River
Taedon River

**Water Bodies**

Andaman Sea
East China Sea
Gulf of Tonkin
Gulf of Thailand
Indian Ocean
Pacific Ocean
Philippine Sea
Sea of Japan
South China Sea
Yellow Sea

Also, know the major colonizer(s), major ethnic groups, GDP per capita, and population size of each country.