Political Science 348  
*Winter Semester 2012*  
*T TH 3.00-4.15pm 346 MARB*

**Instructor:** Joel Selway  
**Office:** 792 SWKT  
**Office Hours:** Tue 11.00am-1.00pm and by appointment  
**Office Phone:** 801-422-8607  
**Email:** joel_selway@byu.edu  
**Website Address:** [http://sites.google.com/site/joelsawatselway/](http://sites.google.com/site/joelsawatselway/)

**Course Description**

This course surveys the domestic politics of Monsoon Asia including East, Southeast and South Asia, stretching from Japan and the Philippines in the East to India in the West. The countries in this region that we cover in this class include all the following, although we will cover the bolded ones in more detail than others:

<table>
<thead>
<tr>
<th>Brunei</th>
<th>China</th>
<th>Japan</th>
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</thead>
<tbody>
<tr>
<td>Cambodia</td>
<td>East Timor</td>
<td>Korea, North</td>
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<tr>
<td><strong>China</strong></td>
<td><strong>Korea, South</strong></td>
<td>Laos</td>
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<td><strong>India</strong></td>
<td>Malaysia</td>
<td><strong>Philippines</strong></td>
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<td><strong>Indonesia</strong></td>
<td>Myanmar</td>
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<td>Thailand</td>
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<td>Vietnam</td>
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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**
Comparing Asian Politics: India, China, and Japan
By Sue Ellen M. Charlton
ISBN: 97808133344140
BYU $39.00 $29.25

Southeast Asia in the New International Era
By Robert A. Dayley
ISBN: 97808133344041
BYU $38.00 $28.50

Politics in Pacific Asia: An Introduction (Comparative Government and Politics)
By Xiaoming Huang
ISBN: 9780230521780
BYU $42.00 $31.50

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>Range</th>
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<tr>
<td>A</td>
<td>95-100</td>
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<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>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<td>D+</td>
<td>67-69</td>
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<td>D</td>
<td>63-66</td>
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<td>D-</td>
<td>60-62</td>
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<td>E</td>
<td>59 and lower</td>
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**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 January 24.

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 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 are: The Washington Post, The New York Times, The Los Angeles Times, and The Wall 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**

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<th>Assignments</th>
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<tr>
<td>Total Percent</td>
<td>100</td>
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<tr>
<td>Participation</td>
<td>5</td>
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<tr>
<td>Map Quiz</td>
<td>10</td>
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<tr>
<td>Quizzes</td>
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<td>News Memo</td>
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<td>Book Analysis</td>
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<td>Midterm Examination</td>
<td>20</td>
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<td>Final Examination</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>
</table>
| 1/5  | Course Introduction | 1. PPA Introduction  
2. SANIE, Ch. 1  
3. CAP Ch. 1  
_page count=46_ | - |
| 1/10 | Pre-colonial Asia | 1. PPA Ch. 1, pp.9-16  
3. Osborne, _A Traveller's History_ 1-2 (chapter 2 can be skimmed somewhat) | - |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Notes</th>
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</table>
| 1/12 | Colonial Asia                            | 1. PPA Ch. 1, pp.16-18  
3. Osborne, *An Introductory History* Ch. 5-6 (chapter 6 can be skimmed)  
4. Godement, pp.29-35 | OPTIONAL:  
Korea: I have not found a concise pre-colonial history on Korea yet, so you will have to do with Wikipedia. Make sure you click on the “Main Article” for each topic in this overview article: [http://en.wikipedia.org/wiki/Korea#History](http://en.wikipedia.org/wiki/Korea#History)  
Taiwan: Roy, Ch.1 |
| 1/17 | World Wars and Independence             | 1. PPA Ch. 1, pp.18-22  
2. CAP, pp.112-119, 138-147, 162-171  
3. Godement, pp. 62-112 | OPTIONAL:  
Korea: Seth  
Taiwan: Roy, Ch. 2 |
| 1/19 | Political Organization: States and Regime Types | 1. PPA Ch 1., pp.22-33, Ch. 2  
2. Dan Slater, *Iron Fist* |   |
| 1/24 | Political Organization: The Communist State in Asia  
Case Study: North Korea  
Case Study: Cambodia under Communism  
Case Study: Laos (if time and interest permits) | 1. PPA Ch. 8, 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 | MAP QUIZ in Testing Center ALL this week |
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>Page Count</th>
</tr>
</thead>
</table>
| 1/26 | 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 | 54         |
| 1/31 | Political Organization: Presidential and Parliamentary Systems | 1. PPA, Ch. 3, pp.60-73, 78-81  
2. CAP, Ch. 9 (India and Japan) | 58         |
| 2/2  | Federalism and Regionalism                 | 1. PPA, Ch. 3, pp. 48-57  
2. CAP, Ch. 11 (Levels of Government and Regionalism) | 41         |
| 2/7  | Political Organization: Bureaucracies and State Strength | 1. PPA, Ch. 4  
2. SANIE, pp. 55-57, 90-92, 125-127, 152-153, 171-174, 209-211, 236-238 | 30         |
| 2/9  | Political Economy: The Development State Diplomatic History: South Korea | 1. PPA, Ch. 5  
2. Woo-Cummings, Ch. 1 The Developmental State  
3. Wang, South Korea and Taiwan: Emerging Political Reform and Asian Models for Economic Success (just parts on S. Korea) | 39         |
| Short Paper (2 pages): What is the Development State? To what extent does INSERT COUNTRY OF CHOICE currently fit this model of economic growth? |
| 2/14 | Political Economy: The Liberal Model       | 1. CAP, Ch. 13  
2. SANIE, pp. 52-55, 87-90, 121-125, 150-152, 169-171, 207-209  
<p>| Who will grow faster - India or China? |</p>
<table>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
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</table>
| 2/16 | Political Economy: Transitioning from Communist Economic Systems | 1. Svenjar, China in Light of Other Transition Economies  
[PDF] from google.com | Short Paper (2 pages): What is the liberal model of economic growth? Does COUNTRY OF CHOICE fit this model, currently? |
| 2/21 | No class – Monday Instruction | - | - |
| 2/23 | Revolution and Violence | 1. CAP, p. 119-124 (Kashmir)  
2. SANIE, p.84-86  
3. Philippines Human Security Act, 2007 (find anywhere online, think about the implications of the language of this act)  
| 2/28 | Diplomatic History: Japan | 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." | - |
| 3/1 | Parties and Elections in Asian Democracies | 1. CAP, Ch. 12 (parts on India and Japan)  
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<th>Page</th>
<th>Topic</th>
<th>References</th>
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</table>
| 3/6  | **Diplomatic History: Vietnam**            | 1. SANIE, pp.217-230, 241-243  
| 3/8  | **Parties and Elections in Non-Democracies** | 1. A Useful Fiction: Democratic Legitimation in New Order Indonesia, by William Liddle  
OPTIONAL: "Public Housing: The Working Class Barracks"  
This is a REALLY interesting chapter. |
| 3/13 | **Diplomatic History: Thailand**           | 1. PPA, pp. 23-50, 61-63  
2. Allen Hicken and Joel Selway, "Forcing the Genie Back in the Bottle: Sociological Considerations of Institutional Reform in Thailand" |
| 3/15 | **Elites and Political Power**             | 1. SANIE, p.23-43  
2. McCargo, "Network Monarchy"  
http://news.bbc.co.uk/2/hi/asia-pacific/8657811.stm  
http://news.bbc.co.uk/2/hi/asia-pacific/8665428.stm  
http://news.bbc.co.uk/2/hi/8674109.stm |

**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. Again focus this around a country of your choice and their current behavior.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>References</th>
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</table>
| 3/20 | Diplomatic History: Philippines | 1. PPA, pp.65-86, 95-97  
| | BOOK REVIEW due in class | |
| 3/22 | People’s Power  
Case Study: Philippines EDSA I and EDSA II  
Case Study: The Yellow Shirts and the Red Shirts in Thailand  
Case Study: The Saffron Revolution in Burma  
Case Study: Protest in South Korea | 1. PPA, pp.153-158  
| | page count=81 | |
| 3/27 | Diplomatic History: Indonesia | 1. PPA, pp.99-119, 128-131  
| | page count=44 | |
| 3/29 | Islam and Politics in Asia  
Case Study: Indonesian and Malaysian Islamic Parties  
Case Study: Xinjiang Riots  
Case Study: Southern Thailand & Philippines  
Case Study: Islam and Democratization  
Case Study: Islam and Politics in India | 1. PPA, pp.208-212  
2. Epley, *Voices of the Faithful: Religion and Politics in Contemporary Indonesia* (skim ch. 2-3, read 4)  
3. Gersham, *Is Southeast Asia the Second Front?* |
| | page count=68 (skimming counted as half pages) | Short Paper (2 pages): Argue for and against the compatibility of Islam and democracy. Use examples from around the region, or focus on a particular country. |
| 4/3 | Diplomatic History: India  
Caste and Politics in India | 1. CAP. Ch. 2 (skim), 5, 177-184  
2. Chandra, *Why the BSP beats Congress in Hoshiarpur* |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Page Count</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4/5</td>
<td>Ethnicity and Politics in Asia</td>
<td>59</td>
<td>- Case Study: The Failure of Democracy in Burma</td>
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<td>- Case Study: Electoral Rules in Indonesia</td>
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<td>- Case Study: Affirmative Action in Malaysia</td>
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<td>- Case Study: Ethnicity and Riots in India</td>
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<td>1. Selway, Why Democracy Failed in Burma and How Indonesia is a model for success</td>
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<td>2. Varshney, Inter-Ethnic Associations and Riots in India</td>
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<td>4/10</td>
<td>Democratization: An Asian Model of Politics?</td>
<td>58</td>
<td>1. PPA, pp. 219-228</td>
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<td>3. CAP, pp. 304-320</td>
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<tr>
<td>4/12</td>
<td>FINAL EXAM</td>
<td>58</td>
<td>NEWS MEMOS due in class</td>
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<td>11:00a – 2:00pm, 346 MARB</td>
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**MAP QUIZ (10%)**

**Quiz Date:** Week of 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 take 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:**

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<th>Brunei</th>
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<th>Singapore</th>
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**Capitals:**

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<th>Maldives</th>
<th>Mauritius</th>
<th>Bangladesh</th>
<th>Naypyidaw</th>
<th>Phnom Penh</th>
<th>Vientiane</th>
<th>Beijing</th>
<th>Tokyo</th>
<th>Delhi</th>
<th>Aceh</th>
<th>Bali</th>
<th>Borneo/Kalimantan</th>
<th>Java</th>
</tr>
</thead>
</table>

**Islands/Regions/Cities**

- Aceh
- Bali
- Borneo/Kalimantan
- Java
Jeju Island | Shanghai | Shikoku  
---|---|---
Luzon | China SEZ’s (know general area) | Kyūshū  
Mindanao | Hong Kong | Himalayas  
Irian Jaya | Tamil Nadu |  
Spratly Islands | Calcutta |  
Sulawesi | Mumbai/Bombay |  
Sumatra | Kashmir |  
Chiang Mai | Kyoto |  
Pattani | Ryukyu Islands / Okinawa |  
Isan | Hiroshima |  
Saigon/Ho Chi Minh | Hokkaidō |  
Yangon (Rangoon) | Honshū |  
Xinjiang |  |  
Tibet |  |  

**Water Bodies:**
- Andaman Sea  
- Arabian Sea  
- Bay of Bengal  
- 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 (not the ones italicized, since we do not cover them in this class).