



International Relations of the Asia-Pacific
POLS 460
Department of Political Studies
Winter 2024

Time: Mondays 11:30 – 14:30
Location: Theological 307
Name: Emma Fingler
Contact: ejf5@queensu.ca
Office Hours: Tuesday 10:00 – 12:00 or by appointment.
Office Address: Mac Corry B304

Course Outline

In this seminar, you will be introduced to key issues defining international relations in Southeast Asia, East Asia, and the Asia-Pacific. Major issues and debates will be discussed using theoretical and conceptual debates in International Relations, which will be applied to understand the politics, debates, and tensions in the region. Students will look at topics including human security issues, regional institutions, norms, natural disasters, non-state actors and power-relations in the region. This course will draw on a range of readings incorporating academic and non-academic texts, including policy documents, scholarly articles, and expert analyses.

This course is entirely in-person and relies on student participation in seminars. Students are expected to carefully prepare for the seminar each week have completed the required readings (or watched the documentary assigned). Students are encouraged to note key points, arguments of the articles, questions remaining or other notes they would like to bring forward in the class. Each seminar will be a mix of plenary discussion and group activity, largely based on the assigned readings. Each class will begin with a brief discussion on current events; therefore, students are encouraged to keep up to date on the region. From Week 2 to 11, a designated group of students will be assigned “discussion leads,” and will lead the plenary discussion on the readings for that week. Additional information about this role will be provided in OnQ. The major assignments for this course include a book review, article response and final paper (including abstract assignment). These are spaced throughout the semester to give students the time needed to complete each one.

This syllabus is adapted from Dr. Stéphanie Martel’s POLS 460 Fall 2022 Syllabus.

Intended Student Learning Outcomes

Upon completion of this course, students will:

- Have an enhanced understanding of the various issues, historical, ongoing, and current, that exist throughout the Asia-Pacific region. Students should be able to discuss these issues and provide critical assessment of them.
- Have developed their written, speaking and communication skills to support their understanding of international relations in the Asia-Pacific. This includes communication skills that are both academic and policy-oriented, by being able to identify and explain key concepts from the perspective of various actors in the region.
- Have developed research and analytical skills through critical analysis and engagement with the various articles provided and through the course assignments that are intended to broaden their understanding of key issues in the region.
- Have developed an understanding of the various perspectives of actors in the region, including practitioners, journalists, politicians, civil society members, and more, and are able to analyse the numerous viewpoints and expectations.
- Have developed enhanced written analysis that is both coherent and thorough in its exploration of contemporary issues of international relations in the Asia-Pacific.

Grading Scheme: *Detailed instructions for each component will be provided in OnQ.*

<i>Participation</i>		<i>Total 25%</i>	
	<i>Discussion Lead</i>	<i>5%</i>	<i>This will be determined in the first seminar</i>
	<i>Participation in Seminar</i>	<i>20%</i>	<i>All seminars included</i>
<i>Assignments</i>		<i>Total 75%</i>	
	<i>Article Response</i>	<i>10%</i>	<i>Choose one week</i>
	<i>Research Paper Abstract</i>	<i>10%</i>	<i>February 5th, 2023 11:59pm</i>
	<i>Book Review</i>	<i>20%</i>	<i>March 4th, 2023 11:59 pm</i>
	<i>Research Paper</i>	<i>35%</i>	<i>April 12th, 2023 11:59 pm</i>

Grading Method

All components of this course will receive numerical grades which, will be converted into a letter grade at the end of the course according to the University's conversation rules, which are as follows:

Queen's Official Grade Conversion Scale

Grade	Numerical Course Average (Range)
A+	90-100
A	85-89
A-	80-84
B+	77-79
B	73-76
B-	70-72
C+	67-69
C	63-66
C-	60-62
D+	57-59
D	53-56
D-	50-52
F	49 and below

Any formal request for a regrade should be presented in writing following a careful review of feedback provided and assignment instructions and involve a discussion with the instructor during student hours. A regrade cannot be requested within 48 hours of the grades being released and must be done within one week of the grade publication date.

Course Materials

All required readings and course materials (except the book noted below) will be available in the POLS 460 on OnQ page at least one week before each seminar – please log in at <http://onq.queensu.ca/>.

Students are required to purchase the following book for the book review assignment:

Ressa, Maria. (2022). *How to Stand Up to a Dictator: The Fight For Our Future*. Harper Perennial.

This book can be accessed through online outlets such as: Amazon, Indigo, Book Outlet, local bookstores or at the Kingston Public Library.

If there are articles that you cannot access online, such as The Diplomat, please contact me and I will try to acquire it for you.

Late Policy

All major assignments have specific due dates. Use these dates to plan your semester and structure your involvement in the course to support your academic success. Each of the major assignments have strict due dates, unless otherwise stated in class or in OnQ. It is up to the student to determine which week they are the reading leader and the week they choose to provide an article response. I recommend, when possible, planning this around other course assignment due dates so you are not overwhelmed.

Late assignments will be penalized 10% per day up until 5 days, after which the assignment will be given a 0 (unless the student has academic consideration or academic accommodation and has previously informed the instructor of this).

If you are facing extenuating circumstances, you will need to get in touch with me as soon as possible to coordinate an alternative plan. Students should refer to *academic consideration for students in extenuating circumstances*. Students seeking academic accommodation related to a chronic or ongoing physical or mental health consideration or an existing disability can refer to the *Accommodations for Disabilities* section.

Equity, Diversity, and Inclusivity Statement

Queen's University recognizes that the values of equity and diversity are vital to and in harmony with its educational mission and standards of excellence. It acknowledges that direct, indirect and systemic discrimination exists within our institutional structures, policies and practices and in our community. These take many forms and work to differentially advantage and disadvantaged persons across social identities such as race, ethnicity, disability, gender identity, sexual orientation, faith and socioeconomic status, among other examples.

Queen's is committed to counteracting discrimination in this institution and developing a climate of educational equity that recognizes and respects the equal dignity and worth of all who seek to participate in the life, work and mission of the University. Such a climate is created and maintained by developing a university-wide commitment to and understanding of educational equity, supported by policies, programs, curricula, practices and traditions that facilitate individuals' - and equity-seeking groups' - free, safe, and full participation. Equity in an educational institution is achieved when all members of our society have fair and equal opportunity to participate in and enjoy the benefits of an education, including the opportunity to experience success and human dignity while developing the skills, knowledge and attitudes necessary to contribute as leaders and citizens in society.

More information on Queen's Educational Equity Policy can be found here:

<https://www.queensu.ca/secretariat/policies/senate/educational-equity-policy>

Acknowledgement of Territory

Queen's University is situated on traditional Anishinaabe and Haudenosaunee Territory. To acknowledge this traditional territory is to recognize its longer history, one predating the establishment of the earliest European colonies. It is also to acknowledge this territory's significance

for the Indigenous peoples who lived, and continue to live, upon it – people whose practices and spiritualities were tied to the land and continue to develop its relationship to the territory and its other inhabitants today. The Kingston Indigenous community continues to reflect the area’s Anishinaabe and Haudenosaunee roots. There is also a significant Métis community and there are First Peoples from other Nations across Turtle Island present here today.

Academic Integrity

Queen’s students, faculty, administrators and staff all have responsibilities for upholding the fundamental values of academic integrity: honesty, trust, fairness, respect, responsibility and courage. These values are central to the building, nurturing, and sustaining of an academic community in which all members of the community will thrive. Adherence to the values expressed through academic integrity forms a foundation for the “freedom of inquiry and exchange of ideas” essential to the intellectual life of the University (see the Senate Report on Principles and Priorities).

Students are responsible for familiarizing themselves with the regulations concerning academic integrity and for ensuring that their assignments and their behaviour conform to the principles of academic integrity. Information on academic integrity is available in the Arts and Science Calendar (see Academic Regulation 1), on the Arts and Science website, and from the instructor of this course. Departures from academic integrity including plagiarism, use of unauthorized materials, facilitation, forgery, use of forged materials, contract cheating, unauthorized use of intellectual property, unauthorized collaboration, failure to abide by academic rules, departure from the core values of academic integrity, and falsification, and are antithetical to the development of an academic community at Queen’s. Given the seriousness of these matters, actions which contravene the regulation on academic integrity carry sanctions appropriate to the severity of the departure that can range from a warning to the loss of grades on an assignment to the failure of a course to a requirement to withdraw from the university.

Students should devote special attention to following good citation practices in order to avoid unintended plagiarism. Regardless of how and where you retrieve information, the principles of academic integrity apply. Furthermore, **submitting the same piece of work in more than one course** without the permission of the instructor(s) also **amounts to (self-) plagiarism**. All forms of plagiarism, even unintended, **will result in an investigation, and may lead to sanctions**. Please visit these helpful websites to help you make sure that you are able to write things in your own words:

- <https://www.queensu.ca/academicintegrity/students/avoiding-plagarismcheating>
- <https://integrity.mit.edu/handbook/academic-writing/avoiding-plagarism-paraphrasing>
- https://writing.wisc.edu/Handbook/QPA_paraphrase.html

Using generative AI writing tools such as ChatGPT in your submitted work is not permitted in this class. This type of use constitutes a departure from academic integrity.

Technology

Students are encouraged to work with the most recent versions of software including web browsers, Java, Flash and Adobe Reader. OnQ performs best when using the most recent version of the web

browsers, Chrome or Firefox. Safari and Edge are strongly discouraged as these web browsers are known to cause issues with OnQ.

For technology support ranging from setting up your device, issues with OnQ to installing software, contact ITS Support Centre <https://www.queensu.ca/its/itsc>

Turnitin Statement

This course makes use of Turnitin, a third-part application that helps maintain standards of excellence in academic integrity. Normally, students will be required to submit their course assignments through onQ to Turnitin. In doing so, students' work will be include as source documents in the Turnitin reference database, where they will be used solely for the purpose of detecting plagiarism.

Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading. Turnitin compares submitted files against its extensive database of content, and produces a similarity report and a similarity score for each assignment. A similarity score is the percentage of a document that is similar to content held within the database. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of the larger process.

Please read Turnitin's Privacy Pledge, Privacy Policy, and Terms of Service, which governs users' relationship with Turnitin. Also, please note that Turnitin uses cookies and other tracking technologies; however, in its service contact with Queen's Turnitin has agreed that neither Turnitin nor its third-party partners will use data collected through cookies or other tracking technologies for marketing or advertising purposes. For further information about how you can exercise control over cookies, see Turnitin's Privacy Policy.

Turnitin may provide other services that are not connected to the purpose for which Queen's University has engaged Turnitin. Your independent use of Turnitin's other services is subject solely to Turnitin's Terms of Service and Privacy Policy, and Queen's University has no liability for any independent interaction you choose to have with Turnitin.

Copyright of Course Material

Course materials created by the course instructor, including all slides, presentations, handouts, tests, exams, and other similar course materials, are the instructor's intellectual property. It is a departure from academic integrity to distribute, publicly post, sell or otherwise disseminate an instructor's course materials or to provide an instructor's course materials to anyone else to distribution (including note sharing sites), posting, sale or other means of dissemination without the instructor's *express consent*. A student who engages in such conduct may be subject to penalty for a departure from academic integrity and may also face adverse legal consequences for infringement of intellectual property rights.

Accommodations for Disabilities

Queen's University is committed to achieving full accessibility for people with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have equitable opportunity to participate in all of their academic activities. The Senate Policy for Accommodations for Students with Disabilities was approved at Senate in November 2016

If you are a student with a disability and think you may need academic accommodations, you are strongly encouraged to contact the **Queen's Student Accessibility Services (QSAS)** and register as early as possible. For more information, including important deadlines, please visit the QSAS website at: <http://www.queensu.ca/studentwellness/accessibility-services/>

Academic Consideration for Students in Extenuating Circumstances

Academic consideration is a process for the university community to provide a compassionate response to assist students experiencing unforeseen, short-term extenuating circumstances that may impact or impede a student's ability to complete their academics. This may include but is not limited to:

- Short-term physical or mental health (e.g., stomach flu, pneumonia, COVID diagnosis, vaccination, etc.)
- Responses to traumatic events (e.g., Death of a loved one, divorce, sexual assault, social injustice, etc.)
- Requirements by law or public health authorities (e.g., court date, isolation due to COVID exposure, etc.)

Queen's University is committed to providing academic consideration to students experiencing extenuating circumstances. For more information, please see the Senate Policy on Academic Consideration for Students in Extenuating Circumstances.

Each Faculty has developed a protocol to provide a consistent and equitable approach to dealing with requests for academic consideration for students facing extenuating circumstances. Arts and Science undergraduate students can find the Faculty of Arts and Science protocol and the portal where a request can be submitted. Students in other Faculties and Schools were enrolled in this course should refer to the protocol for their home Faculty.

For guidance on submitting requests, please see refer to the Resource Guides available on the Academic Consideration website under "Applying for Academic Consideration."

If you need to request academic consideration for this course, you will be required to provide the name and email address of the instructor/coordinator. Please use the following:

Instructor Name: Emma Fingler

Instructor Email Address: ejf5@queensu.ca

Class Etiquette and Discussion Guidelines

The University is designed as a place to share, question and challenge ideas. Seminars, in particular, are designed to foster constructive academic exchanges and debate. During discussions, classroom etiquette is therefore vital and this factors in your participation grade. Please work to ensure that you

make comments in ways that invite open discussion, that you take other participants' inputs into account when formulating them, and that you engage your peers (and not just the instructor). Students bring various life experiences, divergent perspectives, varying levels of experience with speaking in public, with political science and international relations, and different strategies for defending their views. There are also many ways to participate in a seminar: asking questions, testing ideas, recognizing the value of others' comments, sharing what you find thought-provoking or what puzzled you in a reading, etc. Please state your opinions constructively and respectfully, and listen carefully when your peers are speaking. If you have difficulty speaking in class settings, please book a meeting with the professor to determine an alternative form of participation.

This is a politics course, and we may deal with subjects that may be difficult to deal with or strike close to students' own life experiences. To foster an environment where we can all learn and participate, I ask that we maintain an atmosphere of respect, inclusivity and civility. You will likely be challenged and confronted on your ideas, and challenge others with the intent of facilitating growth. However, demeaning, embarrassing, or talking over others, shouting, or interrupting will have no place in this classroom. **Language that is violent or discriminatory will not be tolerated.** I welcome your questions, comments and opinions during class and outside. Hearing from you is an important part of the learning experience, for me and your classmates as well. If you have issues with something that has occurred in class, I encourage you to come and speak to me.

Calendar and Readings continue on next page.

Calendar and Readings

Week 1: Meet & Greet | Jan. 8

Seminar Overview / Discussion of Expectations / Assignment Previews / Discussion Lead Responsibilities / Class Activity: Getting to Know the Region

Week 2: International Relations of the Asia-Pacific – An Introduction | Jan. 15

Sections 1.1 – 1.4: Pekkanen et al. 2014. “The International Relations of Asia.” *The Oxford Handbook of the International Relations of Asia*, edited by Pekkanen et al. Oxford Handbooks.

Choong, William. 2019. “The Return of the Indo-Pacific Strategy: An Assessment.” *Australian Journal of International Affairs* 73(5): 415-430.

Panda et al. January 1, 2024. “2024: What to Expect,” *The Diplomat Magazine*. (PDF only available in OnQ). [Read the following sections: United States, Japan, Korea, China, Mainland Southeast Asia, Maritime Southeast Asia, and Australia and Oceania].

Min, Pyong Gap. 2003. “Korean “Comfort Women” The Intersection of Colonial Power, Gender, and Class.” *Gender & Society*, 16 (6): 938-957.

The following articles are recommended reading (NOT required):

- Peace A. Medie and Alice J. Kang. 2018. “Power, Knowledge and the Politics of Gender in the Global South.” *European Journal of Politics and Gender* 1(1-2): 37-54.
- V. Spike Peterson. 2004. “Feminist Theories Within, Invisible to and Beyond International Relations.” *Brown Journal of World Affairs*, 10(2).
- Henderson, Errol A. 2013. “Hidden in Plain Sight: Racism in International Relations Theory.” *Cambridge Review of International Affairs*, 26(1): 71-92.
- Capan, Zeyneo Gulsah. 2017. “Decolonising International Relations?” *Third World Quarterly* 38 (1): 1–15.

Week 3: The Asia-Pacific in International Relations | Jan. 22

Acharya, Amitav. 2017. “Theorising the international relations of Asia: necessity or indulgence?’ Some reflections. *The Pacific Review*, 30(6), 816-828.

Foot, Rosemary and Evelyn Goh. 2018. “The International Relations of East Asia: A New Research Prospectus.” *International Studies Review* 21 (3): 398-423.

Acharya, Amitav and Barry Busan. 2017. “Why is there no Non-Western International Relations Theory? Ten years on. *International Relations of the Asia-Pacific*, 17: 341-370.

Week 4: Major Power Relations in the Asia Pacific (U.S., China) | Jan. 29

Shambaugh, David. 2018. “US-China Rivalry in Southeast Asia,” *International Security*, 42 (4): 85-127.

Ling, L.H.M. 2013. "Worlds Beyond Westphalia: Daoist Dialectics and the 'China Threat'." *Review of International Studies* 39 (3): 549-568.

He, Kai. 2022. "China's Rise, Institutional Balancing, and (Possible) Peaceful Order Transition in the Asia-Pacific," *The Pacific Review* 35 (6): 1105-1134.

Lee. November 21, 2023. "A Paradigm Shift in America's Asia Policy," *Foreign Affairs*.

Optional Reading:

- Dayo F. Gore. 2019. "A Common Rallying Call": Vicki Garvin in China and the Making of US Third World Solidarity Politics" in *To Turn the Whole World Over: Black Women and Internationalism*, edited by Keisha Blain and Tiffany Gill.

Week 5: Middle Powers in the Asia-Pacific (including Canada's Indo-Pacific Strategy) | Feb. 5

Research Abstract Due (10 %)

Last Day to Sign up For Peer Review for the Final Paper Assignment

Students are required to read only one of the following Blocks of reading:

BLOCK A

Brustad, Sam and Ji Young Kim. 2020. "Identity politics and Asia-Pacific security relations: understanding the foundation of Australia-Japan versus Japan-South Korea defence relations," *International Politics*, 57: 663-683.

Koga, Kei. 2020. "Japan's 'Indo-Pacific' question: countering China or shaping a new regional order?" *International Affairs* 96(1): 49-73.

Sharma, Abhishek. January 05, 2024. "North Korea Factor Fades Amid Seoul's Trilateral Engagement," *The Diplomat*. Available: <https://thediplomat.com/2024/01/north-korea-factor-fades-amid-seouls-trilateral-engagement/>

Block B

Mustapha, Jennifer. 2023. Rethinking Canada's security interests in Southeast Asia: From "Asia-Pacific" to "Indo-Pacific," *Canadian Foreign Policy Journal*, 29(2): 175-188.

Canada's Indo Pacific Strategy (available in OnQ).

Rigby and Ahmed. 2023, December 5. "Is there trouble ahead for Canada's Indo-Pacific strategy?" *Policy Options*, available: <https://policyoptions.irpp.org/magazines/december-2023/indo-pacific-trouble/>

Week 6: Multilateralism in the Asia-Pacific | Feb. 12

Martel, Stéphanie and Aarie Glas. 2023. "The contested meaning-making of diplomatic norms: competence in practice in Southeast Asian multilateralism." *European Journal of International Relations*, 29 (1): 227-252.

Beeson, Mark. 2019. "Asia's Competing Multilateral Initiatives: Quality vs. Quantity," *The Pacific Review* 32 (2): 245-255.

Floristella, Angela Pennisi Di. 2016. "Dealing with Natural Disasters: Risk society and ASEAN: A new approach for disaster management." *The Pacific Review*, 29 (2): 283-305.

Toh Han Yang, Anthony. December 14, 2023. "The Perils of Overstretching Minilateral Cooperation Within ASEAN." *The Diplomat*. (Available as a PDF in OnQ).

****Fall Mid-Term Break – NO Class ** Feb. 19**

Use this break to work on your book review.

Week 7: Non-State Actors in the Asia Pacific | Feb. 26

Allison, Laura and Monique Taylor. 2016. "ASEAN's 'people-oriented' aspirations: civil society influences on non-traditional security governance." *Australian Institute of International Affairs*, 71 (1): 24-41.

Feng, Huiyun. 2018. "Track 2 Diplomacy in the Asia-Pacific: Lessons for the Epistemic Community." *Asia Policy* 13(4): 60-66.

Nah, Alice M. 2016. "Networks and Norm Entrepreneurship Amongst Local Civil Society Actors: Advancing Refugee Protection in the Asia Pacific Region." *The International Journal of Human Rights*, 20 (2): 223-240.

Giersdorf, Stephan and Aurel Croissant. 2011. "Civil Society and Competitive Authoritarianism in Malaysia." *Journal of Civil Society*, 7(1): 1-21.

Week 8: Non-Traditional and Human Security Issues Part I | March 4

Book Review of Maria Ressa's book (15%) (using a format of your choosing - podcast, policy recommendations, etc.). Detailed information will be provided in OnQ

Each student must add a news article on a non-traditional and/or human security issue in the Asia Pacific to this week's OnQ discussion forum.

Gong, Xue. 2020. "Non-traditional security cooperation between China and south-east Asia: implications for Indo-Pacific geopolitics." *International Affairs*, 96(1): 29-48.

McBride, James et al. February 2, 2023. "China's Massive Belt and Road Initiative." *Council on Foreign Relations*. Online: <https://www.cfr.org/backgrounder/chinas-massive-belt-and-road-initiative>

Caballero-Anthony, Mely. 2018. "A Hidden Scourge." *Finance & Development*; Washington, 55(3): 18-21.

Ewe, Koh. October 20, 2023. "Why Southeast Asia Can't Just Seem to Cut Off Myanmar's Junta." *TIME*. Available: <https://time.com/6326274/asean-myanmar-junta-trade/>

Watch the following documentary (take notes as we will discuss this in class):

- Left for Dead: Myanmar's Muslim Minority (Full Length) (40:09). Vice News. 2016. https://video.vice.com/en_ca/video/left-for-dead-myanmars-muslim-minority/57152043225950051082b47d

Week 9: Militarized Tensions and Regional Hotspots | March 18

Zhao, Suisheng. "East Asian Disorder: China and the South China Sea Disputes." *Asian Survey*, 60 (3): 490-509.

Summers, Tim. 2023. "Maritime politics as discourse in the Indo/Asia-Pacific." *Territory, Politics, Governance*, 11(3): 572-589.

Hsieh, John Fuh-sheng. 2020. "Continuity and Change in the US-China-Taiwan Relations." *Journal of Asian and African Studies* 55(2): 187-200.

Cho, Pyungse and Joe-Cheon Lim. 2018. "North Korea's Foreign Policymaking and Nuclear Weapons." *Asian Survey*, 58 (2): 320-340.

ASEAN. December 30, 2023. "ASEAN Foreign Ministers' Statement on Maintaining and Promoting Stability in the Maritime Sphere in Southeast Asia," *ASEAN Statements*. Online: <https://asean.org/asean-foreign-ministers-statement-on-maintaining-and-promoting-stability-in-the-maritime-sphere-in-southeast-asia/>

Optional:

Al Jazeera. September 25, 2023. "Baby steps for ASEAN as it wraps up first-ever joint military drills."

Long, Nguyen Thanh. November 15, 2023. "Unlocking the Minilateral Paradigm for ASEAN Maritime Security Cooperation." *The Diplomat*. (available as a PDF in OnQ).

Week 10: Emerging Issues in the Asia-Pacific | March 11

Martel, Stéphanie et al. (2022). "Women, Peace and Security governance in the Asia-Pacific: A multi-scalar field of discourse and practice." *International Affairs*, 98(2): 727-746.

Su, Yvonne and Maria Tanyag. 2019. "Myths about disaster survivors stall the global response to climate change." *The Conversation*. Online: <https://theconversation.com/myths-about-disaster-survivors-stall-the-global-response-to-climate-change-121548>

Caballero-Anthony, Mely. 2021. "Global Health Security: Lessons from Covid-19 in East Asia." Online: <https://www.peaceful-competition.org/pub/bjxk52wm/release/1>

UN WOMEN. November 28, 2023. Civil society organizations from Asia-Pacific explore ways to address gender-based violence fueled by climate change. Online: <https://asiapacific.unwomen.org/en/stories/news/2023/11/civil-society-organizations-from-asia-pacific-explore-ways-to-address-gender-based-violence-fueled-by-climate-change>

Week 11: Transboundary Issues: Class vote on topic | March 25 (Last seminar of the semester)

The class will choose one of the following topics and articles will be provided two weeks before the class:

- Climate Change in the Asia-Pacific
- Disasters in the Asia-Pacific
- The Role of Colonialism in the Asia-Pacific

***NO CLASS* Week 12 | April 1**

There is no class this week. You are encouraged to work on your research paper.

Research Paper Due April 12th (35%)