

**COURSE INSTRUCTOR: Christa Foster Crawford, J.D.**

### **COURSE DESCRIPTION:**

This course examines the exclusion and exploitation of people in the Greater Mekong Subregion (GMS). Topics to be covered include: Identifying the various groups of people who are marginalized in the GMS and the basis of their exclusion (including race, ethnicity, nationality, citizenship, gender, religion, economic status, and other factors); Describing the types of injustice faced (including poverty, human rights violations, discrimination, prejudice, genocide, persecution, labor exploitation, trafficking, prostitution, forced migration of IDPs, refugees and economic refugees); Examining the history, context and causes of exclusion and exploitation; and Analyzing indigenous, governmental, NGO, and faith-based responses.

### **COURSE LEARNING OBJECTIVES:**

1. Poverty. Human rights violations. Discrimination. Genocide. Persecution. Exploitation. Human trafficking. Forced labor. Forced migration. Refugees. These are only a few of the issues facing people in the GMS. As a result of this course students will:
2. Become acquainted with the people, places and problems of the GMS.
3. Demonstrate an understanding of the following major themes: Exclusion, Exploitation, Justice, and God's Justice.
4. Be able to identify the major issues of exclusion and exploitation faced in the GMS and to understand their geopolitical, historical and other contexts.
5. Analyze the causes of and contributing factors to exclusion and exploitation in the GMS.
6. Think critically about the interaction between different forms of exclusion and exploitation.
7. Become familiar with, analyze and critique the different responses to exclusion and exploitation.
8. Formulate a response to a particular issue of exclusion and exploitation that takes into consideration everything learned in the class.

### **COURSE READINGS:**

Crawford, Christa Foster (2006). "Cultural, Economic and Legal Factors Underlying Trafficking in Thailand and Their Impact on Women and Girls from Burma" in *Cardozo Journal of Law & Gender*. Vol. 12, No. 3 (Summer 2006).

Fink, Christina (2001). *Living Silence: Burma Under Military Rule*. Bangkok, Thailand: White Lotus.

Haugen, Gary (1999). *Good News About Injustice*. Downers Grove, IL: InterVarsity Press.

Rand, Nelson. *Conflict: Journeys through War and Terror in Southeast Asia* (2009)

Rogers, Benedict. *Burma: A Nation at the Crossroads* (2012)

Stott, John R.W. (1999). *Human Rights & Human Wrongs: Major Issues for a New Century*. Grand Rapids, MI: Baker Books.

Course Reader, containing articles and information written by governments, UN agencies, non-governmental organizations, academics and practitioners.

### ADDITIONAL READINGS:

Amnesty International, International Report (most current year) ["Amnesty Country Report"]

Beech, Hannah, "Why Foreigners Can Make Things Worse for Burma", *Time Magazine* (2009)

Davis, Glotfelty and Miles, "Boys for Baht: An exploratory study on the vulnerability of male entertainment workers in Chiang Mai, Thailand"

Department, Country Reports on Human Rights Practices (selected sections from most current year) ["State Dept. Country Report"]

Global March against Child Labor, Report on the Worst Forms of Child Labor (undated, c. 2009) ["Global March Country Report"]

Human Rights Watch, World Report (most current year) ["HRW Country Report"] US State

Lonely Planet, "The Culture" in Vietnam, Cambodia, Laos & Greater Mekong

Oxfam, *Dangerous Liaisons – Australia and the Asian Development Bank in the Mekong Region*, "Case Study 2 – Australia and the ADB in Laos"

### COURSE ASSIGNMENTS:

1. **Reading and Class Participation:** Class will depend heavily on discussion of reading assignments. It is essential that you read actively and critically, and actively and thoughtfully contribute to the class discussion. As you read, make notes of items for class discussion, including: information that is new, interesting or challenging; issues that you agree or disagree with and why; and positions that are contradictory to or supportive of other materials read. Be prepared to raise and discuss these issues in class. Your class participation grade will depend on the quality as well as the quantity of your participation in class discussions.
2. **Reading Log:** Reading assignments must be completed before class on the day they are scheduled. At the end of each week you must submit a log of the pages you have read.
3. **Summary Quizzes:** To ensure that you are engaging with and understanding the lectures, discussions and reading, each week there will be an in-class summary quiz. The quizzes will be on dates and questions unannounced. Come to class prepared.
4. **Individual Country Report:** Each student will write a report about the main issues of exclusion and exploitation faced in a GMS country of his or her choice. The report shall be approximately 2000-2500 words (roughly 8 to 10 pages, 12 point Times New Roman font, double spaced). Further details about the report will be given in class. Date Due: Week 2
5. **Group Issue Paper:** Working in small groups, students will examine and analyze an issue of exclusion or exploitation affecting the GMS and seek to formulate a response to the issue. The group shall draw upon information learned in class lectures, discussions, guest speakers and documentaries as well as assigned readings and independent research.

Students are encouraged to gather first-person data where available. The group will document their findings in a paper that shall be approximately 4000-4500 words (roughly 16 to 18 pages, 12 point Times New Roman font, double spaced). Further details about the paper will be given in class. Date Due: Week 4

6. **Group Issue Presentation:** Each group will present the findings of their report in an in-class presentation. Details about the presentation will be given in class. Date Due: Week 4

### COURSE EVALUATION:

Class Participation and Reading Log	15%
Summary Quizzes	10%
Individual Country Report	30%
Group Issue Report	25%
Group Issue Presentation	20%
<b>Total</b>	<b>100%</b>

### GRADING SCALE:

95-100	A	85-88	B	75-78	C	65-68	D
92-94	A-	82-84	B-	72-74	C-	62-64	D-
89-91	B+	79-81	C+	69-71	D+	0-61	F

### COURSE POLICIES:

Attendance is required at all class sessions. Success in the course depends heavily on your attendance, preparation and participation. Students shall practice academic honesty. All academic dishonesty, cheating, and plagiarism is prohibited, including, for example:

- giving or receiving aid during a quiz or examination;
- turning in written work prepared partially or wholly by another;
- presenting another's ideas or work as your own without proper citation;
- failure to cite sources used in a research paper or oral presentation.

If you are uncertain about how to comply with academic integrity standards, including how to avoid plagiarism, please ask. Students are expected to produce written work that is focused, well developed, organized, and relatively free of grammatical, punctuation and spelling errors. Papers that do not meet this standard will be returned to the student for revision within a reasonable time. At a minimum, the paper shall have:

- a clear thesis and maintain a focus;
- paragraphs that are well developed with topic sentences and adequate support;

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- smooth transitions and flow of ideas;
- correct grammar and academic style;
- proper documentation of borrowed ideas using MLA (or other recognized) citation format.

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Papers should be written with a logical flow, using headings and subheadings to organize your thoughts and the reader’s attention. Additional criteria for papers will be discussed in class. All assignments are due on time. Late assignments will be penalized. Permission for extensions must be requested in advance of the due date, and the assignment is still subject to grade reduction. Assignments turned in late without a request for extension will not be graded.

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### LEARNING METHODS:

This course will take advantage of several learning opportunities and engage a variety of learning styles. Classroom sessions will include lecture, discussion, guest lecturers, and viewing of films and documentaries. Reading assignments and secondary research will give students an academic and theoretical overview of the issues, and will be supplemented by practical experience in the form of field visits and primary research where available. Papers and group presentations will enable students to synthesize and analyze the information they receive from all of these sources.

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### COURSE OUTLINE:

*All dates are approximate. Lecture topics, reading assignments and due dates will be confirmed in class. This syllabus is intended to facilitate the exchange of information between the instructor and student and in no way should be construed as legal document or commitment*

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DAY	TOPIC	OBJECTIVE	READINGS
<b>Part I: Understanding the GMS in Context</b>			<b>Refer to Reading Assignment Document</b>
1 Jan 21	Introduction to the course and each other; Introduction to the GMS	Unit #1: Introduction to Exclusion and Exploitation in the GMS	<b>Course Reader:</b> “About GMS” p 1-2; “Social Development...” p 1-6; “Zones of history...” p 1-7; “Children at risk” p 1-22

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DAY	TOPIC	OBJECTIVE	READINGS
2 Jan 26	Geography of the GMS	Unit #2: People and Places of the GMS  <b>Quiz #1</b>	<b>Course Reader:</b> “Social atlas...” p 1-19; Osborne ch 4, ch 12; “Economic integration...” p 303-305; Mekong Profiles; Lewis ch1; MMF p 1-9; “Peoples of the...”; “Montagnard...” p 1-4; “Phnong...” p 1-2; “Khmer...” p 1-4; “Akha...” p 1; Rand ch 2-3
3 Jan 28  (Extended Class time)	History of the GMS	Unit #3: Problems of the GMS – Burma Unit #4: Problems of the GMS – Thailand (Partial)  <b><i>Topic for Individual Country Report due for approval</i></b>	<b>Electronic Reader:</b> Rogers p xvii-xxxii; “Myanmar” p 187-190; “Burma 2014” p 305-312; “Burma 2013”; Rogers ch 3 OR Rand ch 1; “Meeting Myanmars...”.  See optional readings
4 Jan 30	Politics of the GMS	Unit #4: Problems of the GMS –Thailand Unit #5: Prostitution and Trafficking in the GMS (Partial)  <b><i>Topic and Groups for Group Issue Paper/Presentation due for approval</i></b>	<b>Electronic Reader:</b> “Thailand” p 266-268; “Thailand 2014” p 393-398; “Thailand 2013”; “Abandoned...”; “Ad hoc...” p 1-9,15-17; “Duty...” p 1-9  See optional readings
5  <b>Jan 31- Feb 2 Field Trip</b>	Gold Triangle Field Visit: Border of Thailand, Burma and Laos	Unit #0: Golden Triangle  Students will experience intersection of three countries of the GMS. Students will be able to observe the geography and people of the region. They will also be able to witness the wider intersection and interrelatedness of the region, for example, the flow of commerce from China.	Electronic Reader: DEPDC; Discussion Questions; Observation Questions; Opium Museum Questions.

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DAY	TOPIC	OBJECTIVE	READINGS
<b>Part II: Understanding Exclusion and Exploitation in the GMS</b>			
5  Feb 4 (Late Night Bazaar)	Red Light District Field Visit	Unit #6: Prostitution in Chiang Mai	<b>Electronic Reader:</b> Urban light website; “Boys for baht...”
6  Feb 6	Geography, History and Politics of Individual Countries in the GMS	Unit #5: Prostitution and Trafficking in the GMS <b>Quiz #2</b>	<b>Course Reader:</b> “Thailand and...” p 161-172; “Cultural...” p 821-853  See optional reading
7  Feb 9	People of the GMS, including minorities and migration	Unit #7: Problems of the GMS – Indochine (Vietnam, Laos and Cambodia) <b>Quiz #3</b>	<b>Library:</b> Rand p 139-208; “On the margins...” p 1-7; “Montagnard: case study” p. 1-6 <b>Electronic Reader:</b> “Vietnam 2013” p 295-6; “Vietnam 2014” p 399-403; “State Dept., Vietnam”; “Laos 2013” p 155-156; “State Dept. Laos”; “Case study...” p 8-9, 12-16; “Cambodia 2013” p 51-2; “Cambodia 2014” p 313-8; “State Dept. Cambodia”; “Ignoring the rights” p 1-5  See optional readings

DAY	TOPIC	OBJECTIVE	READINGS
8 Feb 11	People of the GMS, including minorities and migration, cont.	Unit #8: Problems of the GMS – China <b>Individual Paper Due Quiz #4</b>	<b>Electronic Reader:</b> “China 2013” p 61-4; “China 2014” p 319-327; “State Dept. China”; Kachin articles. <b>Course Reader:</b> “Mekong Dams”; “Dams in Mekong”; “Chinese Damming”  See optional readings
<b>Part III: Responding to Exclusion and Exploitation in the GMS</b>			
9 Feb 13	What are exclusion and exploitation? Why do they exist?	Unit #9: Understanding Justice and God’s Justice	<b>Library:</b> Stott ch 8; Haugen ch 4-6.  <b>Course Reader:</b> “What are human rights”; “Slavery and...” p 24-39; “Intl Human Rights...”; “God’s desire...” p 37-38; “Biblical foundation” p 49-61, 67-8  See optional readings
10 Feb 16	What outcome is desired? How do we measure success?  Theories of justice; God’s justice (present and future)	Unit #10: Responding to Injustice – Who and How	<b>Library:</b> Fink ch 12; Haugen ch 1, 9-11; Stott ch 4  <b>Course Reader:</b> “A role for gov...” p 70-3  See optional readings

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DAY	TOPIC	OBJECTIVE	READINGS
11 Feb 18	Who are the actors?  Types of responses; Challenges	Unit #11: Responding to Injustice – Challenges and Critiques	<b>Course Reader:</b> “Kingdom come...” p 95-6; “Draft report..” p 3-7; “Internalization...” p 232-249’ “Introduction” & “Forging friendships” p 1-2, 8-9  <b>Library:</b> Rogers ch 12  <b>Electronic Reader:</b> “Why foreigners...”; “Suu Kyi...”;
12 Feb 20  (Extended Class time, TLCC campus)	Closing Session: Group Presentations	<b>Group Issue Presentations</b> <b>Group Issue Paper due</b> <b>Reading Log due</b>	

### FIELD TRIPS:

1. The Golden Triangle (Border of Thailand, Burma and Laos).  
Students will visit the Golden Triangle to experience in person the intersection of three countries of the GMS. Students will be able to observe the geography and people of the region. They will also be able to witness the wider intersection and interrelatedness of the region, for example, the flow of commerce from China.
2. Burma at the Mae Sai border crossing.  
After visiting the Golden Triangle, students will be able to deepen their experience of the GMS by spending the day and night in Burma where they will encounter the very different culture, politics and people than that of Thailand. Students will observe the income disparities of the two countries, and the importance of cross-border commerce. The trip will include a site visit with The Garden of Hope’s International project where students will be able to interact with victims of sexual exploitation and learn about a national, Christian response to the issue.