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School of Social Sciences
2025-2026 Term II

SOCIAL MOVEMENTS IN ASIA POSC304

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CLASS TIMINGS

Class Day: Tuesday & Thursday
Time: 3:30 to 5:00
Venue: YPHSL Seminar Room 3-11

PRE-REQUISITE/ CO-REQUISITE/ MUTUALLY EXCLUSIVE COURSE(S)

No pre-requisites

COURSE DESCRIPTION

This course examines contemporary social movements in Asia. Following the surge in political activism in recent years, particularly among young people, students will explore the origins, dynamics, and impacts of social movements across diverse Asian societies. Through theories of social movements, contemporary case studies and documentary screenings students will delve into the complexities of collective action and the reciprocal relationship between social movements and their environments. Key questions addressed include the drivers of mobilization, the role of political, social, and cultural factors, and the challenges faced by activists. By engaging with diverse case studies and theoretical frameworks, students will gain analytical tools to understand and engage with activism in Asia. Specifically, the course will cover pro-democracy movements in Hong Kong, Thailand, and Myanmar; civil rights movements in the Philippines; labor movements in Thailand, environmental movements in the China and Singapore; as well as the repression and surveillance of movements in China. The course takes an interdisciplinary approach, drawing on works from sociology, anthropology, political science, communications, and Asian studies.

COURSE GOALS

The primary goal of this course is to deepen students' understanding of social movements and their significance in effecting social change. Through critical examination of theories and empirical evidence, students will develop the analytical skills necessary to assess the drivers, dynamics, and outcomes of social movements in diverse Asian contexts. Additionally, the course aims to cultivate students' ability to apply theoretical concepts to real-world situations, fostering a nuanced understanding of the complexities inherent in activism. Ultimately, the course will enable students to analyze and engage with social movements, both academically and as potential agents of social change.

Specific Learning Objectives

At the end of this course, students will be able to:

- Explain the main theories and concepts covered in class.
- Apply these theories and concepts to better understand historical and modern social movement causes and campaigns.
- Develop critical reading, thinking, analytical, and presentation skills.
- Design research projects that analyse social movements, write an advocacy statement on a movement issue, and critique a documentary film.
- Engage in ongoing discussions on contemporary issues related to social movements in Asia and beyond.

ASSESSMENT METHODS

Component	Individual/Group	When	Percent
Class Participation	Individual	Every Week	15
Social Movement Theory Exam	Individual	W4	15
Midterm Exam	Individual	W9	30
Group Presentations	Group	W13	20
Response Paper	Individual	W14	20
		Total	100

Participation (15%): Class participation includes attendance and contributions to the open and group discussions, as well as contributions to the online discussion board where I will provide discussion questions in advance. Students must actively and regularly participate in discussion with fellow students and the professor. Their contributions should be thoughtful, well-informed, and aimed at promoting the overall discussion. Constructive participation requires advance preparation and evidence that you have completed the assigned reading prior to class. If you contribute to discussions regularly in class it is not necessary to

contribute to the online discussion (though you can). If you are usually a quiet student who rarely speaks up in class, I do hope you can open up in class, but I also strongly encourage you to make some contributions to the online discussion. Absences and lack of contributions to discussion will lower your final participation grade.

Social Movement Theory Exam (15%): In week's 1 to 3 we will be covering readings on social movements theory. In the first class of week 4 there will be an MCQ exam on those readings and lecture materials.

Midterm Exam (30%)
The midterm exam will cover the first four cases from the course: civil rights in the Philippines, labor rights in Southeast Asia, land rights in Cambodia, and surveillance and repression in China. To prepare, you should review all materials related to these four cases, including your notes on the documentaries, the readings, lecture slides, and any notes you took in class. Additionally, review the social movement theory covered during the first three weeks of the course. While the exam questions will focus primarily on these four cases, a solid understanding of social movement theory will help you provide stronger, more analytical answers. The exam will consist of essay questions and follows an open-book format, meaning you can bring printed readings, slides, and any handwritten or typed notes. However, you will not have access to the internet during the exam, as all responses must be typed using the lockdown browser. Given these constraints, it's important to organise your materials ahead of time to ensure you can efficiently locate relevant information during the exam.

Group Presentation (20%): During the term, student groups (of 4 to 5 students) will work on a research project related to social movements, activism, social issues, protest, or acts of civil disobedience. I will allow students to form their own groups. There are three broad options for this assignment:

1. You could analyse a particular historical or contemporary social movement (or individual activist), exploring the issues it addresses, the tactics used, challenges faced, and its successes and failures. This approach offers you the opportunity to engage with a movement or issue you're interested in, learn how to synthesise research, and how to communicate your findings.
2. Another option is to focus on specific issues related to social movements, such as media coverage of protests, state surveillance techniques, the use of violent or non-violent tactics, or how social media platforms like Facebook or TikTok have reshaped activism etc.
3. Finally, you can take on a more activist role in your assignment, creating an awareness campaign for a particular issue that you feel is important. Taking this approach, the assignment focuses on persuasion targeted at a non-academic audience. You might also consider proposing an action plan or policy that could positively impact or resolve the issue.

The presentation can be a PowerPoint presentation, but I am open to other formats, such as a short documentary, website, a social media campaign or any other ideas you might have. Groups should discuss and finalise their ideas and presentation formats with me in advance. In class you will have 10 to 15 minutes to present. I will give you the exact length in advance.

This will be followed by questions from the class (don't include discussion questions in your presentation). If you make a documentary you can just play it. For other formats, not everyone in the group has to speak at the presentation. If you create an online format, such as a website, you should introduce the website to the class and provide some time for us to explore it before the QnA. **Before the presentation upload your presentation to E-Learn, even if it is just a website link.**

Response Paper (20%): You will write, and upload to E-Learn, one response paper (1,300-1,500 words) based on the class materials (academic readings (required and optional), journalist reports, documentaries, class slides, and class discussions) for the first three case studies, democracy movements in Hong Kong, Thailand, and Myanmar. A response paper is a paper that responds to the class materials, so only cite these materials, do not cite other works. This is not a research paper. And when citing academic articles or chapters use in-text citations and include page numbers e.g. (Fox 2024, 25). Since all references are from the syllabus, a bibliography is not needed. These assignments are designed to help you reflect more deeply on the materials and what you have learned from the case studies. While you don't need to focus on all cases, your paper should discuss at least two case study weeks. Brief overviews of key readings and documentaries related to your points are warranted, but avoid merely summarising them. Instead, focus on analysing the materials to present deeper understanding and insight on the cases. You could consider:

- How the cases contribute to our understanding of social movements, previous research, and theory covered in weeks 1 to 3
- Whether the materials present useful concepts
- How the origins, motivations, tactics, organization, challenges, or outcomes of the cases are similar or different across examples (and why)
- Why we see certain kinds of success in some cases but not in others
- How documentarian, journalistic, and academic insights on the cases corroborate, contradict, or offer differing perspectives on the same phenomena.
- You can refer to the "Analysing Case Studies" section in W3 Class 2 Impact slides for more ideas on how to analyse the cases.

INSTRUCTIONAL METHODS AND EXPECTATIONS

Classes

Weeks 1 to 4

We will have two classes per week. During the first three weeks, we will cover social movement theory, organization, and impact. In class, we will have a mix of lecture, group activities, and discussions. In week 4 we will have an exam on social movements theory.

Weeks 4 to 12

From weeks 4 to 12, we will watch one documentary each week. Film, particularly when it is produced by investigative journalists, is an important medium for capturing a deeper, more visceral understanding of social movements. I have carefully chosen seven award-winning documentaries for this course. By engaging with them, we immerse ourselves in the rhythms of the movements, gaining a richer understanding of their context and dynamics. The

documentary will be screened in the first class of the week. You should watch it carefully and come prepared to discuss it in the next class. For the lecture and discussion class you should have completed the assigned readings. This class will feature a mix of lecture, discussion, and activities.

Week 13
In week 13 we will have the group presentations.

Laptops and Cell Phones
In the class students may use laptops for taking notes and working on the research project, but not for chatting, emailing, surfing, or gaming. It can be distracting for other students.

Late Assignments
Papers must be uploaded on time. Late papers will be penalised.

Accessibility and Accommodations
SMU strives to make learning experiences accessible for all. If you anticipate or experience physical or academic barriers due to disability, please let me know immediately. You are also welcome to contact the university's disability support team if you have questions or concerns about academic accommodations: dss@smu.edu.sg. Please be aware that the accessible tables in our seminar room should remain available for students who require them.

Emergency Preparedness for Teaching and Learning (EPTL)
As part of emergency preparedness, instructors may conduct lessons online either via the Zoom or WebEx platform during the term, to prepare students for online learning. During an actual emergency, students will be notified to access the Zoom or WebEx platform for their online lessons. The class schedule will mirror the current face-to-face class timetable unless otherwise stated.

Copyright Infringement
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Academic Integrity
Students are expected to abide by SMU's policy on academic integrity. They should complete their own work and cite ideas information, data, and words that they have obtained elsewhere. Plagiarism and cheating will be dealt with strictly. Let me know if you have questions on how to properly cite sources.

Need Help for your Assignments, Presentations and Papers?
Contact Benedict Yeo (benedictyeo@smu.edu.sg), Research Librarian for the Social Sciences, who will help you get started with your research and teach you how to scope your topic, narrow a search, evaluate sources, and create citations. He will guide you to find what you need in SMU Libraries' collection of more than 250,000+ online and 50,000 physical resources such as journal articles, e-books, images, streaming videos, DVDs and more, available at http://library.smu.edu.sg.

Artificial Intelligence (AI) Use Policy
You may use AI tools (ChatGPT, Grammarly, Claude, etc.) for:

- Grammar, spelling, and punctuation checks
- Feedback on clarity of writing you've already produced
- Suggestions on how to improve your own work

You may NOT use AI to:

- Generate content, arguments, or analysis
- Write or rewrite paragraphs, sentences, or outlines
- Analyze readings or answer assignment questions
- Paraphrase or substantially rephrase content

Examples
Allowed: "Check this paragraph for grammar errors"
Allowed: "Is this sentence clear?"
Not Allowed: "Write an introduction about [topic]"
Not Allowed: "Rewrite this paragraph to make it better"
Not Allowed: "Explain the main themes in [reading]"

Ask yourself: Am I using AI to help express my own thinking, or to think/write for me? Only the former is permitted. If you use AI for permitted purposes, add a brief note at the end of your assignment (e.g., "I used Grammarly to check grammar"). If you're unsure whether something is allowed, just ask.

TEXT AND READINGS

The required readings are essential for each class. They consist mainly of academic book chapters and journal articles from the fields of sociology, anthropology, political science, communications, and Asian studies. Links to the readings are provided in the syllabus. Any academic readings that are not available digitally will be available in scanned format on E-Learn. Additionally, any news articles to gated outlets (like the New York Times will be on E-Learn in pdf format).

WEEKLY CLASS SCHEDULE

WEEK 1. SOCIAL MOVEMENT THEORY

Class 1. Introduction

In the first class, I will discuss the course and the syllabus. I will also introduce the topic of social movements, protest, and our focus on Asia.

Required Readings

- Staggenborg, Suzanne. (2022). Social Movements, Oxford University Press, USA. Read Ch 1. Introduction. Only read from page 1 up until the section 'Outline of the Book.' (elearn > course readings)

Class 2. Why Social Movements Arise?

Structural Theories: Resource Mobilization and Political Process Theory

This is the first of five classes that cover social movement theory. These theories help us understand the emergence and success of social movements. In this class, we will discuss structural theories—theories that focus on the importance of resources and political opportunities. While resources may be necessary for social movements to emerge, political process theory proposed that social movements are influenced by the broader political environment, which can provide opportunities or constraints for collective action.

Required Readings

- Staggenborg, Suzanne. (2022). *Social Movements,* Oxford University Press, USA. Read Ch 2. Theories of Social Movements and Collective Action. Only read from the first page of the chapter up until the section 'New Social Movements.' (elearn > course readings)
- Edwards, Bob and John McCarthy, (2019). "Ch 4. The Resource Context of Social Movements" In *The Wiley Blackwell Companion to Social Movements*, 2nd ed., eds. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Oxford: Blackwell Publishing Ltd. p79-97. [link]

Optional Readings

Offers more detail on Political Process Theory

- McAdam, Doug and Sidney Tarrow, (2019). "Ch 1. The Political Context of Social Movements" In *The Wiley Blackwell Companion to Social Movements*, 2nd ed., eds. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Oxford: Blackwell Publishing Ltd. p19-42. [link]

WEEK 2. SOCIAL MOVEMENT THEORY

Class 1. Why Social Movements Arise?
Cultural Theories: New Social Movement Theory and Connective Action

In this class we turn our attention to more cultural, social, and psychological explanations for social movements. In particular, we will explore the role of online social networks.

Required Readings

- Staggenborg, Suzanne. (2022). *Social Movements,* Oxford University Press, USA. Read Chapter 2: Theories of Social Movements and Collective Action. Only read from the section 'New Social Movement Theory' up until the end of the 'Conclusion' section. (elearn > course readings)
- Bennett, W. L., & Segerberg, A. (2012). The Logic of Connective Action: Digital media and the personalization of contentious politics. Information, Communication & Society, 15(5), 739–768. [link]

Optional Readings

Offers more detail on Networks, Emotions, and Culture

- Castells, Manual. (2015). *Networks of Outrage and Hope: Social Movements in the Internet Age*. Cambridge: Polity Press. The two most relevant chapters are "Opening: Networking Minds, Creating Meaning, Contesting Power" p. 1-19 and "Changing the World in the Network Society" p. 218-243.
- Bennett, Lance. (2014). "Connective Action: The Public's Answer to Democratic Dysfunction." *The Conversation*, October 23. [link]
- Jasper, James M. (2011) "Emotions and Social Movements: Twenty Years of Theory and Research." *Annual Review of Sociology*, vol. 37, pp. 285-303. [link]
- Jasper, James and Polletta Francesca, (2019). "Ch 3. The Cultural Context of Social Movements" In *The Wiley Blackwell Companion to Social Movements*, 2nd ed., eds. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Oxford: Blackwell Publishing Ltd. p63-78. [link]

Class 2. How do Social Movements Operate in Authoritarian Contexts?

While the previous classes has primarily examined social movements within democratic societies. Today, we shift our focus to explore how social movements emerge, operate, and evolve under authoritarian regimes. We will analyze the unique challenges, strategies, and dynamics of collective action when citizens face restrictions on their civil liberties and political freedoms.

Required Readings

- Chen, Xi and Dana M. Moss, (2019). "Ch 38. Authoritarian Regimes and Social Movements" In *The Wiley Blackwell Companion to Social Movements*, 2nd ed., eds. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Oxford: Blackwell Publishing Ltd. p666-681. [link]

- Rohlinger, Deana and Catherine Corrigall-Brown, (2019). "Ch 7. Social Movements and Mass Media in Global Context" In *The Wiley Blackwell Companion to Social Movements*, 2nd ed., eds. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Oxford: Blackwell Publishing Ltd. p131-681. [link]

WEEK 3. SOCIAL MOVEMENT THEORY

Class 1. What Tactics do Social Movements Use? Are they Effective?
In this class we explore social movement tactics. In particular, we look at the protest politics and nonviolent resistance.

Required Readings
- Rucht, Dieter. (2009). "The Spread of Protest Politics." In *The Oxford Handbook of Political Behavior*, eds. Russell Dalton and Hans-Doeter Klingman. New York: Oxford University Press, 708-723. (elearn > course readings)
- Chenoweth, Erica. (2020). The Future of Nonviolent Resistance. *Journal of Democracy*, 31(3), 69-84. [link]

Optional Readings
Offers more detail on why people join protests and how they use digital networks
- van Stekelenburg Jacquelien and Bert Klandermans. (2013). "The Social Psychology of Protest." Current Sociology 61(5-6): 886-905. [link]
- Tufekci, Zeynep. (2017). *Twitter and Teargas: The Power and Fragility of Networked Protest*. New Haven: Yale University Press. Read Ch3 "Leading the Leaderless" p49-71 only. [link]

Class 2. Do social movements matter? What impact do they have?
In this class we will examine the political and cultural consequences of social movements.

Required Reading
- Amenta, Edwin, Kenneth T. Andrews, and Neal Caren, (2019). "Ch 25. The Political Institutions, Processes, and Outcomes Movements Seek to Influence" In The Wiley Blackwell Companion to Social Movements, 2nd ed., eds. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Oxford: Blackwell Publishing Ltd. p449-465. [link]
- van Dyke, Nella, and Verta Taylor., (2019). "Ch 27. The Cultural Outcomes of Social Movements" In The Wiley Blackwell Companion to Social Movements, 2nd ed., eds. David A. Snow, Sarah A. Soule, and Hanspeter Kriesi. Oxford: Blackwell Publishing Ltd. p482-498. [link]

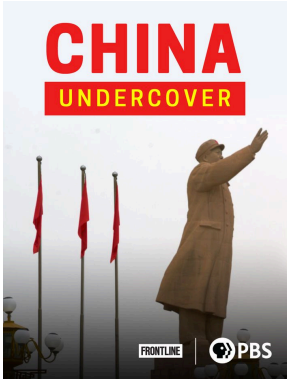
Optional Readings
Offers more detail on political and cultural consequences of social movements.
- Amenta, Edwin, Neal Caren, Elizabeth Chiarello, and Yang Su. "The Political Consequences of Social Movements." Annual Review of Sociology 36 (2010): 287–307. [link]

- Amenta, Edwin, and Francesca Polletta. "The Cultural Impacts of Social Movements." Annual Review of Sociology 45 (2019): 279–299. [link]

WEEK 4. THEORY QUIZ PLUS SURVEILLANCE & REPRESSION: CHINA

Class 1. Theory Quiz plus Documentary on Surveillance & Repression in China

In this class we will have an exam on the social movement readings from the previous 3 weeks. I will then provide information on the group presentation and how to sign up for it. Following that we will watch a documentary on surveillance and repression in China.



China Undercover [trailer]
Released: 2021
Length: 54 minutes
Outlet: PBS Frontline
Availability: PBS Website [link] [Regional restriction: US]
A special undercover report from China's secretive Xinjiang region. FRONTLINE investigates the Communist regime's mass imprisonment of Muslims, and its use and testing of sophisticated surveillance technology against the Uyghur community.

Class 1. Lecture and Discussion on Surveillance and Repression in China

Documentary

- It Happened in Tiananmen Square (2009) (23 min) The documentary covers the 1989 protests in China, when hundreds of thousands of people flooded onto the streets of Beijing and into Tiananmen Square demanding democracy, freedom of speech and an end to corruption. Watch it on Youtube before class: [link]

Articles from Journalists

- Chin, Josh. (December 19, 2017) "Twelve Days in Xinjiang: How China's Surveillance State Overwhelms Daily Life." *The Wall Street Journal*. [link] (It is also on Elearn's folder for this week)
- Mozur, Paul, Claire Fu and Amy Chang Chien. (December 4, 2022) "How China's Police Used Phones and Faces to Track Protesters" *The New York Times*. [link] (It is also on Elearn's folder for this week)

Articles and Book Chapters from Academics

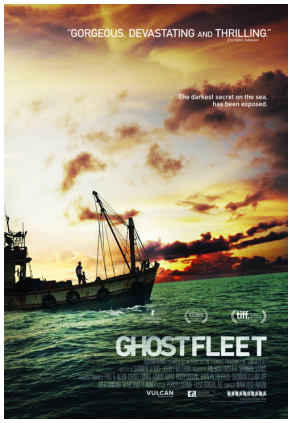
- Minxin Pei. 2024. "Introduction" in *The Sentinel State Surveillance and the Survival of Dictatorship in China* by Pei, Minxin. Harvard University Press, p1-28. (in the Readings on eLearn)
- Li, Yao. (2019). "A Zero-Sum Game? Repression and Protest in China. *Government and Opposition*, 54(2), p309-335. [link]

Optional Articles

- Fu, Diana (2016). "Disguised collective action in China." *Comparative Political Studies* 50(4) p499-527. [link]

Week 5. Labor Rights: Southeast Asia

Class 1. Documentary on Labor Rights in Southeast Asia



Ghost Fleet [trailer]
Released: 2018
Length: 1hr 30minutes
Director: Shannon Service and Jeffrey Waldron
Availability: Library, DVD Reserves; PN1997.2 .G56 2018 & YouTube Video ($5-$10) https://www.youtube.com/watch?v=aPWZRPrU_pY [Regional Restriction: US]
The documentary follows a small group of activists who risk their lives on remote Indonesian islands to find justice and freedom for the enslaved fishermen who feed the world's insatiable appetite for seafood. It focuses on Patima Tungpuchayakul, a Thai activist who has committed her life to helping these "lost" men return home.

Class 2. Lecture and Discussion on Labor Rights in Southeast Asia

Articles from Journalists

- Hodal, Kate and Chris Kelly. (June 10, 2015) "Trafficked into slavery on Thai trawlers to catch food for prawns" *The Guardian*. [link]
- Qian, Isabelle. (December 17, 2023) "7 Months Inside an Online Scam Labor Camp" *The New York Times*. [link] (It is also on Elearn's folder for this week)

Articles and Book Chapters from Academics

- Vandergeest, Peter, Melissa Marschke. (2019) "Modern Slavery and Freedom: Exploring Contradictions through Labor Scandals in the Thai Fisheries" Antipode 52(1): 291-315. https://doi.org/10.1111/anti.12575 [link]
- Franceschini, Ivan, Ling Li, and Mark Bo. 2023. "Compound Capitalism: A Political Economy of Southeast Asia's Online Scam Operations." *Critical Asian Studies* 55 (4): 575–603. doi:10.1080/14672715.2023.2268104. [link]

Optional Articles

- Stoakes, Emanuel, Chris Kelly, and Annie Kelly. (July 20, 2015) "Revealed: how the Thai fishing Industry Trafficks, Imprisons and Enslaves" *The Guardian*. [link]
- Wee, Sui-Lee. (August 28, 2023) "They're Forced to Run Online Scams. Their Captors Are Untouchable" *The New York Times*. [link] (It is also on Elearn's folder for this week)

- van Doorninck, Marieke. (2017) "Ch 33 Changing the System from Within: The Role of NGOs in the Flawed Anti-Trafficking Framework" in *Routledge Handbook of Human Trafficking* eds. Piotrowicz, Ryszard W. and Conny Rijken. Routledge, p419-430. [link]

Week 6. Land Rights: Cambodia

Class 1. Chinese New Year No Class

Class 2. Documentary on Land Rights in Cambodia (Optional)

In this class we will show the documentary A Cambodian Spring. Attendance is optional, as are the readings. There will be no lecture or discussion for this week given Chinese New Year.



A Cambodian Spring [trailer]
Released: 2017
Length: 2hr 06minutes
Director: Christopher Kelly
Availability: Vimeo [link] ($10)
A Buddhist monk faces persecution from religious leaders while two determined mothers risk imprisonment as they lead their community's fight against forced evictions in Cambodia. Filmed over six years, A Cambodian Spring chronicles their personal struggles in the face of aggressive land grabbing carried out in the name of economic progress.

Optional Readings: Journalists

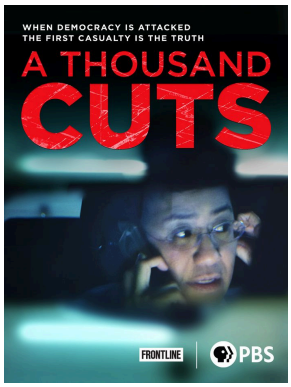
- (June 23, 2017) "Women on the Frontlines of Cambodia Land Fight" *Reuters*. [link]
- Fuller, Thomas (December 29, 2013) "Rally Draws a Diverse Group of Protesters in Cambodia" The New York Times. [link]

Optional Readings: Academic

- Anne Hennings (2019) The dark underbelly of land struggles: the instrumentalization of female activism and emotional resistance in Cambodia, Critical Asian Studies, 51:1, 103-119. [link]
- Ward, K., & Ford, M. (2021). Labour and Electoral Politics in Cambodia. Journal of Contemporary Asia, 52(4), 513–531. [link]

Week 7. Civil Rights: The Philippines

Class 1. Documentary on Civil Rights in the Philippines



A Thousand Cuts [trailer]
Released: 2020
Length: 1hr 39minutes
Director: Ramona S. Diaz
Availability: YouTube [link] [Regional restriction: US]
PBS Frontline documentary that goes inside the escalating war between the government and the press in the Philippines. It follows Maria Ressa, a renowned journalist who has become a top target of President Rodrigo Duterte's crackdown on the news media.

Class 2. Lecture & Discussion on Civil Rights Movements in the Philippines

Articles from Journalists

- Baldwin, Clare, Andrew R.C. Marshall and Manuel Mogato (2017) "Duterte's War: Inside the Bloody Drug Crackdown in the Philippines" *Reuters*. This is the homepage for a series of articles which won the 2018 Pulitzer Prize for International Reporting. Read a few that look interesting (you don't have to read all of them). [link]

Articles and Book Chapters from Academics

- Arugay, Aries A., & Justin. K. A. Baquisal, (2023). Bowed, Bent, & Broken: Duterte's Assaults on Civil Society in the Philippines. *Journal of Current Southeast Asian Affairs*, 42(3), 328-349. https://doi.org/10.1177/18681034231209504 [link]
- Thompson, Mark, Kevin Agojo, and Joyce Li Liang. 2024. "'Framing' the Opposition: The Limits of Mobilization against Duterte's 'War on Drugs' in the Philippines." *Critical Asian Studies* 56 (2): 253–76. doi:10.1080/14672715.2024.2319037. [link]

Optional Readings

- Ragragio, Jefferson. L. D. (2022). Framing media populism: The political role of news media editorials in Duterte's Philippines. *Journalism*, 23(6), 1301-1318. https://doi.org/10.1177/1464884920959505 [link]
- Lozada, David, and Andrew Rosser. 2024. "Mediating Coalitions and the Politics of Civil Rights in the Philippines under Duterte." *Critical Asian Studies* 56 (2): 227–52. doi:10.1080/14672715.2024.2329070. [link]

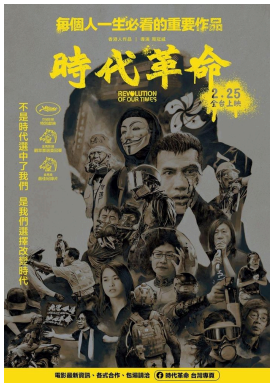
Week 8. Recess

No Class

Week 9. Exam & Hong Kong Documentary

Class 1. Exam
In-class mid-term. Make sure you have downloaded and updated the lockdown browser.

Class 2. Hong Kong Documentary
We'll watch the first half of the documentary on pro-democracy protests in Hong Kong.



Revolution of Our Times [trailer]
Released: 2021
Length: 2hr 32minutes
Director: Kiwi Chow [link]
Availability: Currently not available outside class.
This film covers the stories of the 2019–2020 Hong Kong protests, with interviews and footage of the frontlines of the protest. The documentary takes its name from a locally well-known political slogan "liberate Hong Kong, revolution of our times."

Week 10. Democracy: Hong Kong

This week we discuss Hong Kong's pro-democracy movement. Specifically, we'll focus on the 2019–2020 demonstrations. While they began as a protest against an extradition bill, they evolved into the largest pro-democracy protests in the history of Hong Kong.

Class 1. Hong Kong Documentary
In the first class we will watch the rest of the documentary on the pro-democracy protests in Hong Kong.

Class 2. Lecture and Discussion on Hong Kong's Democracy Movement

Articles from Journalists

- Simon Scarr, Manas Sharma, Marco Hernandez and Vimvam Tong. (2019) "Hong Kong Protests" *Reuters*. Read the following three articles from this series. They won an OJA award for explanatory journalism:
    1. Measuring the Masses: The contentious issue of crowd counting in Hong Kong [link]
    2. How many protesters took to the streets on July 1? Reuters measures the torrent of marchers [link]
    3. Coordinating chaos: The tactics protesters use to fortify the frontlines [link]

- Wong, Sue-Lin. (October 17 2019) "Inside the battle for Hong Kong: How a youth-led movement took on the world's most powerful authoritarian state." *Financial Times*. [link]

Articles and Book Chapters from Academics

- Lee, Francis L. F., Samson Yuen, Gary Tang and Edmund W. Cheng. 2019. "Hong Kong's Summer of Uprising." *China Review* 19 (4): 1-32. [link]
- Holbig, Heike. 2020. "Be Water, My Friend: Hong Kong's 2019 Anti-Extradition Protests." *International Journal of Sociology* 50 (4): 325–37. doi:10.1080/00207659.2020.1802556. [link]

Optional Readings

- Yuen, Samson, and Gary Tang. 2021. "Instagram and Social Capital: Youth Activism in a Networked Movement." *Social Movement Studies* 22 (5–6): 706–27. doi:10.1080/14742837.2021.2011189. [link]
- Ma, Shiqi, and Jessica Chen Weiss. 2022. "Strong State or Vulnerable Homeland: How Chinese State Media Sought to Combat Democratic Diffusion during the 2019 Hong Kong Protests." *Journal of Contemporary China* 32 (139): 106–22. doi:10.1080/10670564.2022.2052442. [link]

Week 11. Democracy: Thailand

This week, we will discuss the rise of the Future Forward party, a political party that spearheaded a pro-democracy movement in Thailand. It's dissolution in 2020 ignited massive demonstrations against the military regime with demands evolving into unprecedented calls for reform of the Thai monarchy.

Class 1. Thailand Documentary

In this class we'll watch a documentary which offers insight on the pro-democracy movement in Thailand.



Breaking the Cycle
Released: 2024
Length: 1hr 56 minutes
Directors: Thanakrit Duangmaneeporn and Aekaphong Saransate
Availability: Netflix [Thailand Netflix Site]
A group of young politicians campaigning against an authoritarian constitution speak up, spark hope and ignite a once-in-a-generation movement in this energetic exploration of the recent elections in Thailand.

Class 2. Lecture and Discussion on Thailand's Democracy Movement

Articles from Journalists

- Paddock, Richard C. and Emmett Lindner (October 24, 2020) "Bangkok Is Engulfed by Protests. What's Driving Them?" *The New York Times*. [link] (It is also on Elearn's folder for this week)
- BBC (14 August 2020) "Thailand protests: Risking it All to Challenge the Monarchy." [link]

Documentary: Before class watch BBC News "Thailand's Youth Rebellion and the Monarchy" (2020) (26 minutes). In this documentary, BBC's Jonathan Head investigates and analyses the student protests and the monarchy in Thailand. YouTube [link]

Articles and Book Chapters from Academics

- Laohabut T, McCargo D. (2024) Thailand's Movement Party: The Evolution of the Move Forward Party. *Journal of East Asian Studies*. 2024;24(1):25-47. doi:10.1017/jea.2024.1 [link]
- McCargo, Duncan. (2021). Disruptors' dilemma? Thailand's 2020 Gen Z protests. *Critical Asian Studies, 53*(2), 175–191. doi:10.1080/14672715.2021.1876522 [link]
- Akanit Horatanakun (2024). The network origin of Thailand's youth movement. *Democratization, 31*(3), 531-550. doi:10.1080/13510347.2023.2277293 [link]

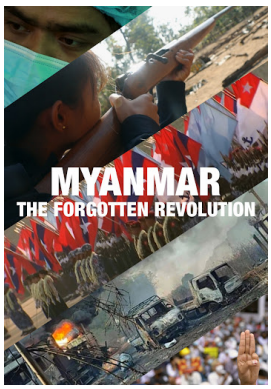
Optional Readings

- Sui-Lee Wee and Muktita Suhartono (August 7, 2024) Court Disbands Thailand's Most Popular Political Party *The New York Times* [link] (This provides an update on what has happened with Move Forward (Future Forward's successor party).
- Teeratanabodee, W. (2023). Thailand's 2020–2021 Pro-Democracy Protests: Diversity, Conflict, and Solidarity. *Journal of Contemporary Asia*. doi:10.1080/00472336.2023.2258131 [link]
- Sinpeng, Aim. (2021). Hashtag activism: social media and the #FreeYouth protests in Thailand. *Critical Asian Studies, 53*(2), 192–205. doi:10.1080/14672715.2021.1882866 [link]

WEEK 12. DEMOCRACY: MYANMAR

This week, we will discuss Myanmar's Spring Revolution—demonstrations that began in early 2021 in opposition to the military's coup d'état. These demonstrations resulted in a brutal crackdown by the military and have evolved into an armed insurgency against military dictatorship.

Class 1. Myanmar Documentaries



Myanmar: The Forgotten Revolution [trailer]
Released: 2022
Length: 47 minutes
Director: Katie Arnold
Availability: Kanopy [link] (Need to log into SMU)
A Channel 4 documentary. A team of filmmakers spent more than a year inside Myanmar, bringing viewers inside a largely ignored and forgotten civil war in which more than 20,000 people have been reported dead and thousands are fighting a military coup that removed their elected government.



The Watermelons: Soldiers spying for pro-democracy rebels
Released: 2024
Length: 24 minutes
Outlet: BBC
Availability: Youtube [link]
The Myanmar military is now riddled with soldiers betraying their colleagues. Military green on the outside, rebel red within. They are known as "Watermelons". This #BBCEye investigation reveals why military spies are prepared to risk everything.

Class 2. Lecture and Discussion on Thailand's Democracy Movement

Articles from Journalists

- Paddock, Richard C. (December 9, 2022) "Myanmar's Coup and Its Aftermath, Explained" *The New York Times*. [link] (It is also on Elearn's folder for this week)
- Wee, Sui-Lee (October 12, 2022) "Young, Underground Reporters 'Fight a Gun With a Pen' in Myanmar" *The New York Times*. [link] (It is also on Elearn's folder for this week)
- Ratcliffe, Rebecca (January 30, 2024) "Three years on from Myanmar's military coup, the junta is struggling to assert control" *The Guardian*. [link]

Articles and Book Chapters from Academics

- Ryan, Megan, & Mai Van Tran. (2024). Democratic backsliding disrupted: The role of digitalized resistance in Myanmar. *Asian Journal of Comparative Politics, 9*(1), 133-158. [link]
- Egreteau, Renaud. (2023). Profile: Blending old and new repertoires of contention in Myanmar's anti-coup protests (2021). *Social Movement Studies, 22*(5–6), 822–829. doi:10.1080/14742837.2022.2140650 [link]

Optional Readings

- Chan, Debby Sze Wan (2024) Political Resistance in the Marketplace: Consumer Activism in the Milk Tea Alliance, Journal of Contemporary Asia, 54:4, 643-666, DOI: 10.1080/00472336.2023.2236414 [link]
- Lukito, Josephine, Taeyoung Lee, Zelly Martin, Katlyn Glover, An Hu & Zhe Cui (2024) Connective action in Myanmar: a mixed-method analysis of Spring Revolution, Information, Communication & Society, 27:7, 1422-1440, DOI: 10.1080/1369118X.2023.2289973 [link]

Week 13. Presentations

Class 1. Presentations

First half of student groups will present their research.

Class 2. Presentations

Second half of student groups will present their research.

Week 14. Response Paper

Response Paper Due in Week 15