

MC 365 – Islam and Development in Southeast Asia

Fall Semester 2006 / M W 8:30-9:50 a.m. / Case Hall 340

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Office hours: Monday and Wednesday, 1-2:30 p.m.

Course web site: www.angel.msu.edu

Course Overview and Objectives

Current world conditions imply much about the relationship between religion and economic development. Prominent scholars like Samuel Huntington suggest that broad cultural traits, of which religion comprises a significant portion, determine to a large extent social outcomes.

But how do we explain change over time? Why have Christians at some times been economically ascendant and at other times laggards? Similar observations can be made of Muslims, Buddhists, and Hindus. Does religion have any impact on economic development? If so, has this impact simply changed over time as religions have changed? Or, as some might surmise, is economic development caused by a decline in religion or secularization process?

This course explores some of these questions by looking comparatively at one region of the world: Southeast Asia. Southeast Asia provides a unique research opportunity because it is home to almost every major religion. It is an area that has experienced tremendous economic boom and bust. And, both religious and economic variation is significantly concomitant with individual countries. For example, Thailand is largely Buddhist, Indonesia and Malaysia largely Muslim, and the Philippines largely Christian. All have experienced tremendous economic expansion and contraction. This variation allows us to examine the different impact of religion on economics, politics, and society. Key institutions might include elections, the military, social values, class structures, rule of law, banks and financial organizations, firms, labor, and education.

At the end of this course I expect that you will have completed individual research that will help you begin to answer some of these questions.

Course Requirements

The structure of the course will be a combination of lecture and discussion. As part of the class discussion we will review (briefly), clarify, expand, and hopefully argue the readings. To facilitate this class format, students are expected to show up, do the assigned reading BEFORE CLASS, participate in class (which is obviously closely tied to showing up), and submit all assignments on time (I realize you've never heard any of this before). Please retain all graded,

returned copies of any of your work until two weeks after the term ends. ***Please note: all written assignments should be typed, double-spaced, 12-point font, 1-inch margins all around. Also, all paper assignments are due at the beginning of class on the specified day. Papers turned in after class on the same day are already one day late and, assuming late papers are accepted for that assignment, will be graded accordingly.***

Participation

This course relies heavily on individual participation. Your grade, however, does not depend on how much you talk (neither I nor anyone else is interested in listening to anyone talk for the sake of talking). Instead, I am interested in thoughtful contributions that exhibit some insight, opinion, or clarification that comes only from “wrestling” a little with the readings.

Since participation is so important, it is clearly necessary that everyone attend class. I do not, however, keep a roll of who attends and who does not. Instead participation will be measured through group discussion questions and class memos. More information on group work will be given in class.

Class Memos and Discussion Questions

You will be required to write a memo at least two pages, but not longer than 3 pages long (see above for formatting) for each class session. **You must be in attendance to turn in a memo. Excuses will be provided for those with valid university conflicts or evidence from a doctor of illness.** These papers will be exchanged in class and read by a fellow student who will grade on the following criteria:

1. Up to one point for a summary of the readings. What are the big points or contributions of the readings? How is the reading structured? What are the arguments? And so forth. I would expect that you could do this in a paragraph, two at the most.
2. Up to two points for explaining the significance of the reading and linking it back to previous readings/discussions. How does the reading add to the debates on development? Does the reading agree or disagree with previous authors? How? This is the meat of the paper and may take several paragraphs.
3. Up to one point for contributing an insight, question, or comment on the readings. This question is not one meant to “stump the class,” but rather something you are wrestling with or wonder. Or, it might be an insight into how the reading is critical or makes a major contribution, etc. Finally, you might also offer a critique of the reading. This should only take a paragraph, although you might write more if you have to explain why a contribution is especially significant.

Each student will put his/her student number on the paper so I know who graded it. I will then read each memo and give it a final grade.

Although there are 21 class periods for which you might write, only 17 are necessary for full credit. If you write all 21, I shall drop the three papers with the lowest grade when figuring your final course grade.

Research Project

Learning to research a topic that is of interest to you and then reporting the results of that research in a well-written, well-supported and persuasive fashion is a major objective of this course (see below for criteria for an A paper). The paper should be 15 pages (not including the bibliography) and can be on any topic of religion and development **that you ok with me first. It is due November 11.**

May I make a few suggestions that will almost certainly improve the quality of the finished product? Further suggestions can be found in the attached document on “Criteria for an A paper.”

1. Select a topic based on a puzzle or question to explain.
2. Talk to me about your topic well in advance of the due date
3. Use scholarly sources (journal articles and books) as well as contemporary sources (newspaper, Internet, and magazine articles).
4. Make sure you have a thesis.
5. Organize, organize, and organize the paper.
6. Plan on writing at least three drafts.

There are three excellent resources on campus to assist you in your writing. The first is the James Madison writing center located in Case Hall room 230. The second is the MSU writing center located at 300 Bessy, which is open Mon-Fri 9-5. And finally, there is a writing center in the Library open Sun-Thurs 5-10pm. (Check times to confirm).

Written work that shows little familiarity with class assignments, lectures and discussions will be penalized. College and University policy on academic dishonesty (plagiarism) will be strictly enforced. Please see the statement on academic honesty below.

Presentation of Research Paper

You will be required to make a 15-minute presentation on your research paper. The presentation should include your motivation for picking your topic and a discussion of methods, key findings, and unresolved challenges. PowerPoint and other presentation aids will greatly enhance your presentation if used effectively. Be prepared to answer questions.

Group Work

We will analyze the readings for the day in groups. Each group will be responsible to create a summary and analysis of the readings, including key questions and discussion points. Each group will have an opportunity to present their analysis each day.

Grading

Participation (Group Discussion Questions)	15%
Research paper presentation	15%
Memos	35%
Research Paper	35%

Readings

Books

1. [Phra Thepwethi, Payutto, Bruce Evans, Jourdan Arenson, Thailand\) Munnithi Phutthatham \(Bangkok](#). 1996. **Buddhist Economics: A Middle Way for the Market Place** Torchlight Pub (December 1996) ISBN: 9748907031.
2. [E. F. Schumacher](#). 1989. **Small Is Beautiful: Economics as if People Mattered (Paperback)** Harper Perennial . ISBN: 0060916303.
3. Ramage, Douglas. 1995. *Politics in Indonesia*. Routledge: U.K. ISBN: 0415164672
4. Timur Kuran. 2004. *Islam and Mammon*. Princeton: Princeton University Press ISBN: 0691115109.
5. Max Weber, Michael D Coe *The Protestant Ethic and the Spirit of Capitalism* Courier Dover Publications ISBN: 048642703X
6. Paul D Hutchcroft. 1999. *Booty Capitalism*. Ithaca: Cornell University Press ISBN: 0801434289

Electronic Readings

Many of the readings will be available on-line through the MSU Library's website using your pilot account (although you are encouraged to at least be familiar with the library and how to find the original printed versions). The library page to access is:

<http://magic.lib.msu.edu/screens/opacmenu.html>

Honors Option

Interested students may participate in an honor's group and receive honor's credit. We will meet five times outside of normal class times to discuss a book to be determined. We will also view one or more films, times to be determined. To receive credit you must attend 4 out of the 5 meetings and turn in a 4-6 page paper on a topic raised by the book or group discussion.

Statement on Academic Honesty

The Internet has increased the opportunities for academic dishonesty. ***Students should be aware that presenting the work of others so that it appears to be their own work is a violation of moral and professional standards***, one that the College and University treat very seriously. ***Students are forewarned that College policies will be strictly enforced in this class***; that the College and University are well aware of the various Internet "services" that supply essays, summaries, etc.; and that the University Library actively investigates suspected cases of plagiarism by means of multiple search tools and several databases of hundreds of thousands of essays.

“What is plagiarism? In minor cases, it can be the quotation of a sentence or two, without quotation marks and without a citation (e.g., footnote) to the true author. In the most serious cases, a significant fraction of the entire work was written by someone else: the plagiarist removed the true author(s) names(s) and substituted the plagiarist's name, perhaps did some re-formatting of the text, then submitted the work for credit in a class (e.g., term paper or essay) or

as part of the requirements for a degree (e.g., thesis or dissertation).” Ronald B. Sandler, “Plagiarism in Colleges in USA.” For more information about the problem of plagiarism you may check the Office of the Ombudsman at Michigan State University:

<http://www.msu.edu/unit/ombud/honestylinks.html> I also recommend the material prepared by The Georgetown University Honor Council: <http://www.georgetown.edu/honor/plagiarism.html>

The James Madison College Policy on Academic Dishonesty is available in the Student Handbook and includes the following: “The faculty recognize that it is the responsibility of the instructor to take appropriate action if an act of academic dishonesty is discovered. It is further understood that a student may appeal a judgment of academic dishonesty to the Student-Faculty Judiciary. *The Faculty Assembled recommend that in cases involving proven academic dishonesty, the student should receive, as a minimum, a 0.0 in the course and that a record of the circumstances, sanctions, and any appeal, be placed in the student’s confidential file*....The individual faculty member or the Dean may recommend further action, including dismissal from the University, to the Student-Faculty Judiciary. If a second case of academic dishonesty should occur, the recommendation is that the faculty, through the Office of Director of Academic and Student Affairs, should seek the student’s dismissal from the College and the University.”

Course Outline

Date	Class No.		T=Textbook W=WWW MR = Madison Reserve UR = MSU Library Reserve A = Angel Class Web Site
Introduction: defining the landscape			
8-28	1	<u>Introduction</u> <ul style="list-style-type: none"> ▪ Course description and syllabus ▪ New Concepts and objective ▪ Working in Groups ▪ Layout questions <i>Recommended Activities:</i> <ul style="list-style-type: none"> ▪ Have dinner with your group 	
8-30	2	<u>Setting the landscape: Christianity</u> <ul style="list-style-type: none"> • Video: Wide Angle – Mixed Blessings • Weber: Part I 	T
9-4	3	<u>Holiday, no class</u>	
9-6	4	<u>Setting the landscape: Buddhism</u> <ul style="list-style-type: none"> • Video: Wide Angle – To have and have not • Schumacher – Part I (skim chapters 1 and 2, read 3, 4, 5 carefully) 	T
9-11	5	<u>Setting the landscape: Islam</u> <ul style="list-style-type: none"> • Video: Turkish Tigers or Red line • Kuran – Chapter 1 	T

Part I: Christian Economics in the Philippines

9-13	6	<u>Christianity and Economic Development</u>	
		<ul style="list-style-type: none"> • Fred Glahe¹ and Frank Vorhies² Religion, liberty and economic development: An empirical investigation. Public Choice. Vol 62, no 3, pp: 201-215. • Barro and McCleary. "Religion and Economic Growth." NBER Working Papers, no 9682, Harvard, Boston. 	A A
9-18	7	<u>Booty Capitalism and Protestant work ethic</u>	
		<ul style="list-style-type: none"> • Weber – Chapter 4, 4a • Hutchcroft – Chapters 1 and 2 	T T
9-20	8	<u>Patrimonial states, rents, and banking</u>	
		<ul style="list-style-type: none"> • Hutchcroft – Chapters 3 and 4 • Weber – Chapter 4b 	T T
9-25	9	<u>Cronies</u>	
		<ul style="list-style-type: none"> • Hutchcroft – Chapters 5 and 6 • Weber – Chapter 4c 	T T
9-27	10	<u>Crises</u>	
		<ul style="list-style-type: none"> • Hutchcroft – Chapters 7 and 8 • Weber – Chapter 4d 	T T
10-2	11	<u>Future?</u>	
		<ul style="list-style-type: none"> • Hutchcroft – Chapters 9 and 10 • Weber – Chapter 5 	T T

Part II: Islamic Economics in Indonesia

10-4	12	<u>Ideology of Tolerance</u>	
		<ul style="list-style-type: none"> • Ramage – Introduction and Chapter 1 • Kuran – Chapter 2 	A T
10-9	13	<u>The Islamic Community</u>	
		<ul style="list-style-type: none"> • Ramage – Chapters 2 and 3 • Kuran – Chapter 4 	T T
10-11	14	<u>Secular Influences (military and nationalists)</u>	
		<ul style="list-style-type: none"> • Ramage – Chapters 4 and 5 • Kuran – Chapter 3 	T T
10-16	15	<u>Pancasila</u>	
		<ul style="list-style-type: none"> • Ramage – Chapter 6 • Kuran – Chapter 5 	T T
10-18	16	<u>The Puzzle of Islam and Underdevelopment</u>	
		<ul style="list-style-type: none"> • Kuran – Chapter 6 	T
10-23	17	<u>The Puzzle of Islam and Underdevelopment</u>	
		<ul style="list-style-type: none"> • Marcus Noland. 2003. "Religion, Culture, and Economic Performance" Working Paper 03-8, Institute for International Economics. 	A

Part III: Buddhism and Economics in Thailand

10-25	18	<u>Does Buddhism matter for Development?</u>	
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		<ul style="list-style-type: none"> • Susan M. Darlington, “Rethinking Buddhism and Development: The Emergence of Environmentalist Monks in Thailand” <i>Journal of Buddhist Ethics</i> 7 (2000) pp. 1-7 • Satha-Anand, Suwanna “Religious Movements in Contemporary Thailand: Buddhist Struggles for Modern Relevance” <i>Asian Survey</i> Vol. 30, No. 4 (University of California Press Apr 1990: 395-408) 	W W
10-30	19	<u>“Moral” Development based on Buddhist Traditions</u> <ul style="list-style-type: none"> • Charles F. Keys. 1983. “Economic Action and Buddhist Morality in a Thai Village” <i>Journal of Asian Studies</i>. August (1983) Vol XLII, no 4, pp:851-868. • Menon, M.A.K., review of <i>Religion and Modernization in Southeast Asia</i>, by Fred R. Von Der Mehden <i>Canadian Journal of Political Science</i>, (Syracuse University Press 1986: viii-240) 	W W
11-1	20	<u>Sufficiency Economics</u> <ul style="list-style-type: none"> • National Economic and Social Development Board: Sufficiency Economics • Kevin Hewison. 1999. Localism in Thailand: a study of globalization and its discontents.” CSGR Working Paper no. 39/99, Sept. 1999. U.K. 	A A
11-6	21	<u>Thailand Economics, cont</u> <ul style="list-style-type: none"> • TBD 	
11-8	22	<u>Thailand Economics, cont.</u> <ul style="list-style-type: none"> • TBD 	
11-13	23	<u>Thailand Economics, cont.</u> <ul style="list-style-type: none"> • TBD 	
11-15	24	<u>Presentations</u>	
Research Paper Due			
11-20	25	<u>Presentations</u>	
11-22	26	<u>Presentations</u>	
11-27	27	<u>Presentations</u>	
11-29	28	<u>Presentations</u>	
12-4	29	<u>Presentations</u>	
12-6	30	Course Review and Wrap Up	

Criteria for an “A” Paper

(Adapted from Rick Doner and Joanne Brzinski, Emory University, 1999)

What is written without effort is in general read without pleasure – Samuel Johnson.

Topic/Argument: A strong paper is one that goes beyond describing a phenomenon and poses a puzzle for explanation. Why did the United States play such a major role in the creation of the post-war international trade and monetary systems? What has been the role of the Japanese Ministry of International Trade and Industry in helping declining industries? What have been the consequences of the changes in Japan’s electoral system? In posing a puzzle, it is useful to keep a few things in mind. One is the utility of identifying competing explanations and positioning yourself within the debate. The second is the importance of asking a question where you can find evidence to build an argument. The third is that you will probably not be able to make an airtight case for one side or the other. That is fine. Just be clear as to where your evidence is weak and what kind of information you would need to make a stronger argument.

Structure: The introduction 1) identifies the basic question, puzzle, objective of the paper; 2) tells the reader why the topic is important in terms of policy, theory, and/or class themes; 3) briefly presents the paper’s basic argument; 4) lays out how the author intends to proceed (i.e., identifies the paper’s overall structure). A long paper should have clear sections and headings (and maybe subheadings). For both short and long papers, there should be a clear set of points that relate to the puzzle you have identified. Transitions between sections are clear. The conclusion should summarize basic arguments and evidence, relate the paper to the course, and offer something that is new or different relative to the existing literature.

Evidence: Your arguments must be backed up by empirical evidence. The paper should acknowledge situations where evidence is not available. You will need to look at both scholarly literature on an issue and empirical information about it. Your evidence must be fully referenced throughout the paper.

Sources: You should use at least 10 sources and not rely on class texts. Your sources should be varied. You should use scholarly journal articles and books. Use the various research databases (e.g. ABCPoliSci, ABInform, Nexis, JSTOR) to find relevant journal articles. Newspapers, magazines, and journals are useful sources of information as well. On-line resources are very useful, but use them primarily to supplement rather than replace more traditional sources. Official sources (e.g., government, international organization web pages, government documents) are appropriate to use. However, there are some instances where student work or personal comments are posted on the web. These sorts of sources should be avoided.

Bibliography: Bibliographic and end/foot/internal note citations must be correct and consistent, not only for books and articles, but for web-based evidence as well. The following volumes, available at both the Madison and MSU libraries, can help:

- The Chicago Manual of Style: The Essential Guide for Writers, Editors, and Publishers. 14th edition. Chicago: University of Chicago Press, 1993.
- Gibaldi, Joseph. 1999. *MLA Handbook for Writers of Research Papers*. 5th edition. New York: The Modern Library Association of America.
- Turabian, Kate. 1996. *Manual for Writers of Term Papers, Theses and Dissertations*. 6th edition. Chicago: University of Chicago Press.
- For citing materials from the World Wide Web, please refer to [URL: http://www.ipl.org/ref/QUE/FARQ/netciteFARQ.html](http://www.ipl.org/ref/QUE/FARQ/netciteFARQ.html)

Grammar/Spelling: Close to perfect. A few isolated errors are OK, but any patterns of error are not. These might include subject-predicate disagreement; confusing their/there, its/it’s etc.; non-sequiturs; run-on sentences. Paragraphs and sentences should be relatively short. Try to avoid repeating mistakes in later papers that have been identified in earlier ones.

Relevance to the Course: Papers should apply appropriately the ideas from the readings and class discussions.