

Tamkang University Academic Year 102, 2nd Semester Course Syllabus

Course Title	REGIONALISM IN SOUTHEAST ASIA	Instructor	SHEE POON KHIM
Course Class	TPGXB2A DEPARTMENT OF GLOBAL POLITICAL ECONOMY, 2A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
D e p a r t m e n t a l A i m o f E d u c a t i o n			
D e p a r t m e n t a l c o r e c o m p e t e n c e s			
<ul style="list-style-type: none"> A. Provide essential analytical abilities in the area of politics and economics. B. Provide basic capabilities for the conduct of the quantitative research. C. Provide with knowledge and skills that will enable for understanding of the current global issues. D. Develop a high level of proficiency in verbal and written English required for study and communication. E. Develop ability to pursue research independently as well as in teams. F. Provide with basic knowledge on Taiwan political and economic development. 			
Course Introduction	<p>(英) The main aim of this course is to provide students with the knowledge to understand the growing importance of economic regionalism in Southeast Asia, particularly in view of the creation of an ASEAN Free Trade Area in 2010 and an ASEAN Economic Community in 2015. The course begins with an introduction of the basic concepts and theories of regionalism, followed by an analysis of the evolution of ASEAN since 1967, ASEAN's external relations with China, Japan and the South China Sea conflicts, etc.</p>		

The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

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|-------------------------|-------------------------------------|---------------------------|
| (i) Cognitive Domain | : C1-Remembering, C2-Understanding, | C3-Applying, |
| | C4-Analyzing, C5-Evaluating, | C6-Creating |
| (ii) Psychomotor Domain | : P1-Imitation, P2-Mechanism, | P3-Independent Operation, |
| | P4-Linked Operation, P5-Automation, | P6-Origination |
| (iii) Affective Domain | : A1-Receiving, A2-Responding, | A3-Valuing, |
| | A4-Organizing, A5-Characterizing, | A6-Implementing |

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	1) To introduce concepts and theories of regionalism to students 2) To apply theories of regionalism to case studies in Southeast Asia 3) To study regional institutions (ASEAN) 4) To study ASEAN's external relations (China and Japan)	C4	ACDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	1) To introduce concepts and theories of regionalism to students 2) To apply theories of regionalism to case studies in Southeast Asia 3) To study regional institutions (ASEAN) 4) To study ASEAN's external relations (China and Japan)	Lecture, Discussion	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◇ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◇ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◇ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◇ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

Course Schedule

Week	Date	Subject/Topics	Note
1	103/02/17 ~ 103/02/23	Introduction: Contents and Requirements	
2	103/02/24 ~ 103/03/02	Why is it necessary to study Southeast Asian Regionalism?	
3	103/03/03 ~ 103/03/09	Regional Political and Economic Development in Southeast Asia: 1940s to 1960s	
4	103/03/10 ~ 103/03/16	The Evolution of the Association of Southeast Asian Nations (ASEAN) 1967-1990s	
5	103/03/17 ~ 103/03/23	Concepts of Regionalism: Economic Cooperation and Integration	
6	103/03/24 ~ 103/03/30	Theories of Economic Regionalism: Cooperation and Integration	
7	103/03/31 ~ 103/04/06	The ASEAN Economic Community (AEC) in the 21st Century: Issues and Challenges	
8	103/04/07 ~ 103/04/13	Issues of the ASEAN Security Community (ASC)	
9	103/04/14 ~ 103/04/20	ASEAN's Multi-lateral Security Mechanism: ASEAN Regional Forum: 1994-2014	

10	103/04/21 ~ 103/04/27	Midterm Exam Week	
11	103/04/28 ~ 103/05/04	Greater Mekong Subregional Development (GMS)	
12	103/05/05 ~ 103/05/11	The East Asian Summit (EAS) 2005-2014 and the Regional Comprehensive Economic Partnership (RCEP)	
13	103/05/12 ~ 103/05/18	The South China Sea Territorial Disputes: Can the Conflicts be Resolved?	
14	103/05/19 ~ 103/05/25	China and ASEAN: a) Political Relations: 1967 to the 1990s	
15	103/05/26 ~ 103/06/01	China and ASEAN: b) Economic Relations: 2000-2014	
16	103/06/02 ~ 103/06/08	Japan and Southeast Asia: Goals, Strategies and Issues	
17	103/06/09 ~ 103/06/15	Japan and Southeast Asia: Evolution and Changes	
18	103/06/16 ~ 103/06/22	Final Exam Week	
Requirement			
Teaching Facility	Computer, Projector, Other (PowerPoints and Notes)		
Textbook(s)	Amitav Acharya, (2013) The making of Southeast Asia : international relations of a region		
Reference(s)	1. Nicholas Tarling, Regionalism in Southeast Asia: to foster the political will (New York: Routledge) 2. Seng Tan, Regionalism in Asia: Critical Issues in Modern Politics		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 5.0 % ◆ Mark of Usual : 5.0 % ◆ Midterm Exam : 50.0 % ◆ Final Exam : 40.0 % ◆ Other < > : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.		