

Tamkang University Academic Year 106, 1st Semester Course Syllabus

Course Title	ASEAN ORGANIZATIONS	Instructor	LIN JUO-YU
Course Class	TIPXM1A MASTER'S PROGRAM IN TAIWAN AND ASIA-PACIFIC STUDIES, COLLEGE OF INTERNATIONAL STUDIES (ENGLISH- TAUGHT PROGRAM), 1A	Details	<ul style="list-style-type: none"> ◆ Selective ◆ One Semester ◆ 2 Credits
Departmental Aim of Education			
<p>I. To nurture talented researchers proficient in Taiwan and Asia-Pacific affairs.</p> <p>II. To cultivate professionals specializing in Taiwan and Asia-Pacific affairs.</p>			
Departmental core competences			
<p>A. Empower students with basic academic skills.</p> <p>B. Promote understanding of basic theories of international relations.</p> <p>C. Bolster independent thinking and judgment.</p> <p>D. Develop a comprehensive understanding of Taiwan affairs.</p> <p>E. Cultivate a heightened awareness of Asian affairs.</p> <p>F. Ensure advanced knowledge of the political transition process in Taiwan and Asian democracies.</p> <p>G. Provide comprehensive understanding of cross-strait relations and Asian security.</p> <p>H. Foster appreciation for Taiwan and Asia-Pacific economic development.</p>			
Course Introduction	<p>The course will discuss the cooperation and tension between member states; the strengths and weaknesses of ASEAN; and current problems faced by the regional organization. The course will stress that at the start of the 21st century ASEAN faces problems on all fronts --political, economic and social culture.</p>		

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

I. Objective Levels (select applicable ones) :

- (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	The preliminary bibliography should list, in two separate sections, the primary and secondary sources to be used. The deadline for the submission of the research paper is Thursday, January 16, 2017. The research paper will be graded on content, organization, style, analysis, and use of sources. For the paper presentation, each student will be allocated 20 minutes for a summary of the main points in the research paper.	C2	ABCDEF

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	The preliminary bibliography should list, in two separate sections, the primary and secondary sources to be used. The deadline for the submission of the research paper is Thursday, January 16, 2017. The research paper will be graded on content, organization, style, analysis, and use of sources. For the paper presentation, each student will be allocated 20 minutes for a summary of the main points in the research paper.	Lecture, Discussion, Appreciation, Problem solving	Written test, 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	106/09/18 ~ 106/09/24	Introduction	
2	106/09/25 ~ 106/10/01	The Security Thinking of ASEAN Community and ASEAN Member States	
3	106/10/02 ~ 106/10/08	Chapter 1 What is the "4 C" Security Culture of the ASEAN?	
4	106/10/09 ~ 106/10/15	Chapter 2 The security thinking changes of the ASEAN	
5	106/10/16 ~ 106/10/22	Part I. The Background and Institutional Buildings of the ASEAN in the Cold War: Chapter 3. Strategic options for the early establishment of the ASEAN Association in 1967: political alliances or economic partners? Conflict Safety Culture (1967 ~ 1989)	
6	106/10/23 ~ 106/10/29	Chapter 4. The three major declarations and the establishment of the dialogue partner system	
7	106/10/30 ~ 106/11/05	Chapter 5. From the hostile disregard, ease to improve to positive affinity: after the Second World War China Association of China policy	

8	106/11/06 ~ 106/11/12	Part II. Internal and External Environment of the ASEAN during the Cold War: Coordinative Security Culture (1990-2002) . Chapter 6 The External Relations of the ASEAN Organization in the Post - Cold War	
9	106/11/13 ~ 106/11/19	Chapter 7 The ASEAN dilemma related to internal security governance	
10	106/11/20 ~ 106/11/26	Mid-term Test week	
11	106/11/27 ~ 106/12/03	Chapter 8 ASEAN' s first & second track of the multilateral security mechanism	
12	106/12/04 ~ 106/12/10	Part III. Regionalism and East Asian Integration: Cooperative Safety Culture in the New Century (2003 ~ 2015.12.31) Chapter 9 The ASEAN Charter and its three pillars	
13	106/12/11 ~ 106/12/17	Chapter 10 ASEAN Centrality Status and ASEAN Way	
14	106/12/18 ~ 106/12/24	Chapter 11 Globalization and Regionalization of East Asian Integration	
15	106/12/25 ~ 106/12/31	Part IV The post 2015 ASEAN Community Vision: Common security culture since 2016 (2016 so far) Chapter 12 The ASEAN' s political and security community	
16	107/01/01 ~ 107/01/07	Chapter 13 The ASEAN Economic Community: A Reality or an Illusion?	
17	107/01/08 ~ 107/01/14	Chapter 14 The ASEAN Societal and Cultural Community: A People - Centered Community the Last Course : Students' Oral Presentations (I)	
18	107/01/15 ~ 107/01/21	Chapter 15 Conclusion: ASEAN post 2015 Vision the Last Course : Students' Oral Presentations (II) Students term paper done (8,000-12,000 words) and Submitted.	
Requirement	This course is mainly taught by teachers, supplemented by expert lectures. And asked students to participate in classroom reports.		
Teaching Facility	Computer, Projector		
Textbook(s)	Lin, Juo-Yu, 2016 , The Construction and Establishment of the ASEAN Community: Theory and Practice of "4C Safety Culture" Taipei: San-Min Bookstore		

Reference(s)	<p>Acharya, Amitav, Constructing a Security Community I Southeast Asia: ASEAN and the Problem of Regional Order (London: Routledge, 2001)</p> <p>Alagappa, Muthiah, Asian Security Orders: Instrumental and Normative Features (Stanford: University Press, 2003).</p> <p>Buzan, Barry, International Society and Its Critics(Oxford: Oxford University Press, 2005).</p> <p>David P. Forsythe, Human Rights in International Relations. Cambridge, Cambridge University Press, 2002.</p> <p>Katzenstein, Peter J., "Regionalism and Asia," in Shaun Breslin, Christopher w. Hughes et al.eds., New Regionalism in the Global Political Economy (London: Routledge, 2002).</p>
Number of Assignment(s)	2 (Filled in by assignment instructor only)
Grading Policy	<p>◆ Attendance : 20.0 % ◆ Mark of Usual : 10.0 % ◆ Midterm Exam : 30.0 %</p> <p>◆ Final Exam : 40.0 %</p> <p>◆ Other () : %</p>
Note	<p>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 .</p> <p>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</p>