ICIR 302 ASEAN and Southeast Asian Regionalism

Course Description & Aims:
A study of ASEAN reveals both progress in the development of a Southeast Asian security community and the numerous impediments that remain to further regional integration. Principal among the latter is the continued importance attached to national governance in the region. Of comparatively recent origin, the national polities of Southeast Asia remain the dominant players in regional affairs. Although regional integration has made significant progress, national sovereignty remains a paramount concern. In this course, we examine the shared trajectories and conflicts that have shaped Southeast Asian states; the growth of ASEAN as a political and economic organization and a range of contemporary regional issues and concerns. Southeast Asia in the context of global politics in the period since World War II. The impact of the Cold War and its ending. The international relations of the Southeast Asian states. ASEAN. Students will assess, analyze; evaluate ASEAN regionalism.

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Assessment

Four one-page research/discussion papers 20%
A short film review 10%
Take-home mid-term 20%
Multi-media presentation 20%
Final exam 30%

Course Learning Outcomes
After completing the course, the student will be able to:

1. Explain the historical development of ASEAN as a security community
2. Recount the development of ASEAN as an free trade area and economic community
3. Explain the roles of key states in the development of ASEAN
4. Critically assess ASEAN relations with China, the EU and the United States
5. Critically assess the factors which have impeded regional integration
6. Evaluate theories and debates in regionalism and regional organizations, with a particular focus on Southeast Asia.
7. Research and offer a compelling multimedia presentation on some aspect of Southeast Asian regionalism

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**Assessment Methods & Criteria**

1. **Four short research/discussion papers (5x4 for 20%)** – summarizing the main points of any four class research/discussion topics.
2. **Film Review (10%)** – Students choose from a selection of documentary films to watch at home and write brief (one page) review.
3. **Take Home Essay (20%)** – In week six, students write a take-home mid-term essay. Completed (four-page) essays are due back in week seven.
4. **Case Study/Presentation (20%)** – In week 11, students present a paper/case study examining a particular facet of regional political or economic integration.
5. **Final Exam (30%)** – Students write a final essay on material covered in the latter half of the course.
Introductions: Overview of the Course and Southeast Asian Region

**Topic description:** In week one, students will be introduced to the course and the region. This will include a brief overview of Southeast Asian history in the latter half of the 20th century.

**Expected learning outcomes:** An understanding of expectations for the course as well as an introduction to regional politics in the period prior to the formation of ASEAN and the AEC.

**Introductory Web Resources:**
- ASEAN Secretariat https://asean.org/asean/asean-secretariat/
- New Mandala https://www.newmandala.org/

**Documentary Films**
- *Malaya: The Undeclared War* https://www.youtube.com/watch?v=pBRMRF0JVJc
- *The Act of Killing* https://www.youtube.com/watch?v=-349HTKhPno
- *S21 Khmer Rouge Killing Machine* https://www.youtube.com/watch?v=7uBA1UGi5JE

**Readings:**

The ASEAN Security Community

**Topic description:** In week two, we will focus on the development of the ASEAN security community and its early successes in overcoming impediments to forge a sub-regional political association.

**Expected learning outcomes:** An understanding of what a “security community” is and how it differs from other type of regional political groupings; knowledge of the early impediments to the formation of ASEAN and the factors that ultimately facilitated its emergence; an understanding of the mechanisms used in ASEAN collaboration.

**For student research and class discussion:** early obstacles to the formation of ASEAN; political systems of founding member states; initial constraints to building a truly regional organization.

**Readings:**

ASEAN and Cold War Interventionism

**Topic description:** In week three, students will at the evolution of ASEAN as a sub-regional political lobby in the period leading up to Vietnam’s decision to end its military occupation of Cambodia.

**Expected learning outcomes:** An understanding of: how Cold War concerns transformed ASEAN into an effective political lobby while immediately precluding the possibility of a broader regional grouping; the complex foreign policy arrangements that arose in response to the Vietnamese occupation; and the extent to which China assumed a new importance in ASEAN regional affairs.
For student research and class discussion: impact of the Cold War in Southeast Asia; the role of external powers (US, USSR, PRC) in the region

Readings:

- Wey, A. (2016). The War that Gave Birth to ASEAN. _The Diplomat_.  
  https://thediplomat.com/2016/09/the-war-that-gave-birth-to-asean/

**ASEAN Enlargement and the Formation of an Economic Community**

**Topic description:** In week four students examine the process by which ASEAN assumed its current form: a ten-member body committed to the peaceful development of the region and the evolution of an ASEAN Economic Community (AEC).

**Expected learning outcomes:** An understanding of: how ASEAN was reconstituted as regional economic community; the difficulties and successes of regional economic integration; the AEC’s place in global trade.

**For student research and class discussion:** the process of economic integration; factors hindering full integration; principal beneficiaries of integration

Readings:


**Regional Infrastructure Development: Transport, Communications and Growth Corridors**

**Topic description:** In week five, students examine the ongoing physical integration of the ASEAN region, with particular attention given to the development of new communication networks, transport corridors, high-speed rail systems and special growth zones.

**Expected learning outcomes:** the extent to which infrastructure development and collaborative economic zones contribute to regional cooperation and economic integration as well as outstanding issues that have arisen from such developments

**For student research and class discussion:** the likely impacts, positive and negative, of improved transport and communications infrastructure; the future of high-speed rail infrastructure

Readings:

- ADB (2009). _Build it and They Will Come: Lessons from the Northern Economic Corridor_, Manila.
• Medina, A. F. (2019). Special Economic Zones in ASEAN. ASEAN Briefing,

**The Plus Dialogs, China and the ACFTA**

**Topic description:** In week six, students will examine ASEAN partnership agreements outside the region with a focus on the ASEAN-China Free Trade Agreement and its consequences for regional trade and investment in the period after 2010.

**Expected learning outcomes:** an understanding of the growing economic relationship between China and ASEAN as well as recognition of some of the possibilities and problems arising from these economic ties

**For student research and class discussion:** the impact of the ACFTA on regional trade relations in the period after 2010; the impact on land use

**Readings and activities:**
- Sheng, Y. et al. (2012). The Impact of ACFTA on People’s Republic of China–ASEAN Trade. ADB, Manila

**ASEM and EU-ASEAN Relations**

**Topic description:** In week seven students will examine the ongoing dialogue between ASEAN, the EU and other ASEM member states with attention given to a range of related political, economic, cultural topics.

**Expected learning outcomes:** understanding the dynamics of EU-ASEAN relations, collaborative efforts and points of contention.

**For class discussion:** Mid-term essay results

**Readings and activities:**
- Spandler, K. (ed), (2019). Regional Organizations in International Society: ASEAN, the EU and the Politics of Normative Arguing, Palgrave Macmillan.

**Conflict Management and Regional Disputes**

**Topic description:** In week eight, we focus upon strategies and mechanisms for regional conflict management while considering some of ASEAN’s outstanding territorial, marine and resource disputes.
Expected learning outcomes: an understanding of the “ASEAN Way” to resolve regional disputes and the manner in which this has been utilized to resolve (or at least avoid direct confrontation over) a number of outstanding disputes.

For student research and class discussion: rival territorial claims on Borneo; the South China Sea dispute; issues surrounding hydroelectric developments on the Mekong.

Readings:

ASEAN and Transnational Civil Society Groups

Topic description: ASEAN has been the target and, more recently, the partner of a number of transnational civil groups (TNCG) that now pursue agendas in the region. In this week, we look at the association’s recent efforts to manage non-state actors in the region.

Expected learning outcomes: an understanding of how ASEAN-TNCG relations have shifted over time as well as recognition of the association’s increasingly sophisticated approach to media management and public diplomacy.

For student research and class discussion: ASEAN Civil Society Conference/ASEAN Peoples’ Forum (ACSC/APF) 2019

Readings:

Emerging Security Agendas

Topic description: In week ten, we examine ASEAN efforts to address a number of new security agendas arising from uneven developing, climate change and resource depletion.

Expected learning outcomes: an understanding of recent ASEAN efforts to rework earlier understandings of community security.

For student research and class discussion: shifting regional land use, food security and intra-regional migration.

Readings:

**Student Presentations**

**Topic description:** Week eleven will be used for student presentations on various facets of regional integration. Evaluation will include peer critique and assessment.

**Summary and review**

**Topic description:** In the final week of the course, students will reflect back upon the main themes of the course and summarize course content. They will also work together to develop and collectively answer potential essay topics for their final assessment.

**Expected learning outcomes:** an understanding the main themes of the course as well as likely final essay topics.

**Activities:**
- Small Group Review Session