



Mahidol University  
International College

## ICIR 332 Comparative Regionalism

### Course Description & Aims:

This course will discuss, interpret, analyze and evaluate regionalism from different theoretical viewpoints. Historical underpinnings and development of regional organizations will be examined. Organizational structures and institutional configurations will be analyzed to identify why different regional organizations operate in differentiated ways. Students will understand the basis, differences, historical underpinnings for regions and regional organizations in the contemporary world. Students will be able to analyze and evaluate different regional organizations, structures and their purposes to member states and non-member states. Students will be able to apply different theoretical models for the study of regional organizations. Students will be able to analyze and evaluate the performance of regional, interregional and sub-regional organizations.

To discuss; interpret; analyze; evaluates regionalism theoretical viewpoints. Students will examine; understand; analyze; evaluate major regional organizations; foundations; purposes; functions; institutional designs; methods of interaction in a global perspective.

Lecturer: Dr. Titipol Phakdeewanich

Office number -

Office hours Monday – Thursday 12:00-14:00

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### Assessment

Class Participation	10%
Two Midterm Essays (1500 words each)	30%
Group Presentation	30%
Two Final Essays (1500 words each)	30%

### Course Learning Outcomes

At the completion of the course the student will be able to:

1. To understand a theoretical and conceptual understanding related to the development of regionalism and its implication on international collaborations.
2. Understand the functions of key regional institutions such as EU, ASEAN, and the African Union, Mercosur
3. Able to analyze regional organizations and their functions, including the contributing factors to their existing.
4. Able to compare and evaluate the functions and performance of regional organizations

<b>Topic No.</b>	<b>Topic</b>
1	The study of regions and regionalism
	Theories of regionalism
2	Theories of regionalism
	Ideational Formation of the Region and Regionalism
3	Security and Regionalism
	Comparative Regional Institutions
4	Regionalism and Global Governance
	Regionalism and Global Governance
5	European Regionalism: European Union
	European Regionalism: European Union
6	European Regionalism: European Union
	European Regionalism: EU, BREXIT
7	Asian Regionalism: ASEAN, Human Rights Body
	Asian Regionalism: ASEAN, External Partners
8	Latin American Regionalism: Mercosur
	Latin American Regionalism: Mercosur
9	African & Middle East Regionalism: African Union, Arab League & GCC
	African & Middle East Regionalism: African Union, Arab League & GCC
10	Presentations
	Presentations
11	Comparative Regionalism and Inter-Regionalism: ASEM, ASEF
	Comparative Regionalism and Inter-Regionalism: ASEM, ASEF
12	Sub-regionalism and Microregionalism
	Sub-regionalism and Microregionalism

## Assessment Methods & Criteria

- 1. Class Participation 10%**A short quiz consisting of short answer questions assessed in week 4 which covers content of the previous three (3) foundational weeks of content
- 2. Two Midterm Essays (1500 words each) 30%**Students are expected to submit two essays in week 7. Students will write a structured argumentative essay with relevant reference to topics, issues and associated theoretical frameworks that have been discussed in class. Midterm examination will take place in week 7
- 3. Group Presentation 30%**Students will choose two (2) regional organizations and/or regional organization institutions to present on in a comparative method
- 4. Two Final Essays 30%**Students are expected to submit two essays in final exam week
- 5.** At the end of term, students are required to write a final essay paper on an assigned topic. A list of available essay topics will be distributed after the midterm exam. Essays need to be clearly structured and argumentative and make substantial reference to concepts and theories introduced in the duration of this course. In particular, the final essay paper must include the following aspects: (a) a brief introduction of the chosen topic, including a more descriptive section regarding background and context, (b) an analysis and discussion section with relevant references to concepts, theories and debates introduced in class, and (c) a conclusion demonstrating the ability to critically reflect and assess relevant aspects of the chosen essay topic. The essay shall not exceed 1,500 words and will be due in week 13

### The Study of Regions and Regionalism

**Topic description:** This week students will be introduced to field of studying regions as individual phenomena as well as regionalism from a comparative perspective. Different strains of thought in categorizing regionalism and regionalization will be analyzed in order to differentiate different forms which regionalism is undertaken.

**Expected learning outcomes:** Students to understand different perspectives of regional formation as well as different forms of regionalism and their variations.

#### **Core Readings:**

- Breslin, S., Hughes, C. W., Phillips, N., & Rosamond, B. (Eds.). (2003). *New regionalism in the global political economy: Theories and cases*. Routledge. <https://doi.org/10.4324/9780203361672>

#### **Readings and activities:**

- Amitav, A. (2002). Regionalism and the Emerging World Order: Sovereignty, Autonomy, Identity. In Breslin, S. et. al. (eds.) *New Regionalisms in the Global Political Economy* (pp. 20-32). New York: Routledge.
- Breslin, S., Higgott, R., & Rosamond, B. (2002). Regions in Comparative Perspective. In Breslin, S. et. al. (eds.) *New Regionalisms in the Global Political Economy* (pp. 1-19). New York: Routledge.
- Short student based discussion on what regions may or may not be and if there is anything 'naturally' inherent to what makes or defines a region.

### Regionalism and Theories of Regionalism

**Topic description:** This week students will continue with the previous topic what regionalism and further the discussion on understanding regions through different theoretical frameworks

of international relations theory as applied to regions rather than general international relations issues.

**Expected learning outcomes:** Students to understand what regionalism is as well as display an understanding of various mainstream theories of international relations applied to regions and regionalism.

**Core Readings:**

- Breslin, S., Hughes, C. W., Phillips, N., & Rosamond, B. (Eds.). (2003). *New regionalism in the global political economy: Theories and cases*. Routledge. <https://doi.org/10.4324/9780203361672>

**Readings and activities:**

- Hettne, B., & Söderbaum, F. (2002). *Theorising the Rise of Regionness*. In Breslin, S. et. al. (eds.) *New Regionalisms in the Global Political Economy* (pp. 33-47). New York: Routledge.

### **Security, Regionalism and Regional Institutions**

**Topic description:** This week students will be introduced to security studies within the context of regional frameworks. The differentiation between interests, structures and imperatives between global and regional level security complexes will be analyzed and evaluated.

**Expected learning outcomes:** Students to understand conceptual and substantive differences between global and regional security governance. To understand and analyze different theoretical frameworks for studying regional security complexes.

**Core Readings:**

- Breslin, S., Hughes, C. W., Phillips, N., & Rosamond, B. (Eds.). (2003). *New regionalism in the global political economy: Theories and cases*. Routledge. <https://doi.org/10.4324/9780203361672>

**Readings and activities:**

- Buzan, B. & Wæver, O. (2003). *Security Complexes: A Theory of Regional Security*. In Buzan, B. & Wæver, O. *Regions and Powers The Structure of International Security* (pp. 40-93). New York: Cambridge UP.
- Frazier, D. & Stewart-Ingersoll, R. (2010). *Regional Powers and Security: A Framework for Understanding Order Within regional Security Complexes*. *European Journal of International Relations*. 16(4), 731-753.

### **Regionalism and Global Governance**

**Topic description:** This week students will be introduced to regionalism within the larger context of global governance and global governance structures. Students will also be introduced to regionalism within Europe.

**Expected learning outcomes:** Students to understand regionalism within the framework of global governance. To understand the historical context and current trends in global governance and its effects on regional governance.

**Core Readings:**

- Breslin, S., Hughes, C. W., Phillips, N., & Rosamond, B. (Eds.). (2003). *New regionalism in the global political economy: Theories and cases*. Routledge. <https://doi.org/10.4324/9780203361672>

**Readings and activities:**

- Gheciu, A. (2008). *Securing Civilization? The EU, NATO, and the OSCE in the Post-9/11 World*. (pp. 39-78). Oxford: Oxford UP.
- Hettne, B. (2005). *Regionalism and World Order*. In Farrell, M. et. al. (eds.) *Global Politics of Regionalism: Theory and Practice* (pp. 269-286). Ann Arbor: Pluto Press.

**European Regionalism: The European Union**

**Topic description:** This week students will be introduced to the European Union, its historical context of the post-World War II world its evolution towards a rules based common market and institutions.

**Expected learning outcomes:** Students to understand the underpinnings of the European Union and regionalism in the European space. The historical context of European integration and its evolution over time in line with its institutional structures.

**Readings and activities:**

- Rose, G. (2017). *Europe's Furies*. Council on Foreign Relations.
- Lucarelli, S., & Manners, I. (Eds.). (2004). *Values and principles in European union foreign policy*. Routledge.
- Wolfram, K. (2004). *European union enlargement: A comparative history*. Taylor & Francis Group.
- Bache, I., Bulmer, S., George, S., & Parker, O. (2014). *Politics in the European union* (4th ed.). Oxford University Press.

**European Regionalism: EU, BREXIT**

**Topic description:** This week students will continue with the European Union and discussing its Post BREXIT future.

**Expected learning outcomes:** Students are expected to understand the complex regional and global convergence of the European Union's institutions, and the implication of the Post BREXIT on the EU.

**Readings and activities:**

- Bache, I., Bulmer, S., George, S., & Parker, O. (2014). *Politics in the European union* (4th ed.). Oxford University Press
- Bache, I., & Jordan, A. (Eds.). (2006). *The Europeanization of British politics* (2006th ed.). Palgrave Macmillan UK.
- Glencross, A. (2018). *Why the UK voted for Brexit: David Cameron's great miscalculation*. Palgrave Pivot.

- Nazaré da Costa Cabral, Gonçalves, J. R., & Cunha Rodrigues, N. (Eds.). (2017). *After Brexit: Consequences for the European union* (1st ed.). Springer International Publishing.
- Rose, G. (2017). *Europe's Furies*. Council on Foreign Relations.

### **Asian Regionalism: Human Rights Body**

**Topic description:** This week students will be introduced to Asian regionalism and discussing the implication of its values on regional collaborations. The historical and contemporary context of regional development and institutions of sub-regional groupings will be analyzed. The performance, impediments and possible trajectories for regional cooperation will be evaluated.

**Expected learning outcomes:** Students to understand the historical underpinnings of sub-regional groupings. To analyze the frameworks of operation of Asian regional organizations and evaluate effectiveness of Asian regional groupings.

#### **Readings and activities:**

- Beeson, M., & Stubbs, R. (Eds.). (2019). *Routledge handbook of Asian regionalism*. Routledge.
- Ahn, C. Y., Baldwin, R. E., & Cheong, I. (Eds.). (2010). *East Asian economic regionalism: Feasibilities and challenges*. Springer.
- Titipol Phakdeewanich 'Asean Way means no respect for human rights of the Rohingya', in *The Nation*, September 29, 2017  
<http://titipol.blogspot.com/2017/09/asean-way-means-no-respect-for-human.html>

### **Asian Regionalism: External Relations**

**Topic description:** This week students will be introduced to Asian regionalism and discussing ASEAN's mutual cooperation and partnerships with countries and sub-regional, regional and international organisations and institutions, including ASEAN +3, ASEAN-EU Strategic Partnership, ASEAN-US Relations, and ASEAN's relations with international organisations.

**Expected learning outcomes:** Students are expected to understand and analyse the ASEAN relations with non-regional actors.

#### **Readings and activities:**

- Beeson, M., & Stubbs, R. (Eds.). (2019). *Routledge handbook of Asian regionalism*. Routledge.
- Ahn, C. Y., Baldwin, R. E., & Cheong, I. (Eds.). (2010). *East Asian economic regionalism: Feasibilities and challenges*. Springer.

### **Latin American Regionalism: Mercosur**

**Topic description:** This week students will be introduced to regionalism in Latin America namely, South America and its regional institution of Mercosur. The process of and historical impediments to regionalism will be analyzed and evaluated.

**Expected learning outcomes:** Students will be able to analyze and evaluate the historical process and current state of regionalism from economic to security within the framework of Mercosur.

**Readings and activities:**

- Dabène, O. (2009). The politics of regional integration in Latin America: Theoretical and comparative explorations (2009th ed.). Palgrave Macmillan.
- Rivarola Puntigliano, A. (Ed.). (2013). Resilience of regionalism in Latin America and the Caribbean: Development and autonomy. Palgrave MacMillan.
- Dominguez, J. I. (2007). International Cooperation in Latin America: The Design of Regional Institutions by Slow Accretion. In Acharya, A. & Johnston, A. I. *Crafting Cooperation: Regional International Institutions in Comparative Perspective* (pp. 83-128). New York: Cambridge UP.
- Oelsner, Andrea (2009) Consensus and Governance in Mercosur: The Evolution of the South American Security Agenda. *Security Dialogue*. 40(2), 191-212.

**African & Middle East Regionalism: African Union, Arab League & GCC**

**Topic description:** This week students will be introduced to regionalism and regional organizations of Africa and the Middle East. Consideration will be paid to the process and structures of regional governance in these two geographically distinct locations. The development and impediments to a broad rules based regional order in both regions will be evaluated.

**Expected learning outcomes:** Students to understand the historical development of regional organizations in Africa and the Middle East. To analyze and evaluate the institutions, structures and performance of the African Union, Arab League and Gulf Cooperation Council.

**Readings and activities:**

- Barnett, M. & Solingen, E. (2007). Designed to Fail or Failure of Design? The Origins and Legacy of the Arab League. In Acharya, A. & Johnston, A. I. *Crafting Cooperation: Regional International Institutions in Comparative Perspective* (pp. 180-220). New York: Cambridge UP.
- Herbst, J. (2007). Crafting Regional Cooperation in Africa. In Acharya, A. & Johnston, A. I. *Crafting Cooperation: Regional International Institutions in Comparative Perspective* (pp. 129-144). New York: Cambridge UP.
- Makinda, S. M. & F. Okumu, W. (2008). The African Union: Challenges of Globalization, Security, and Governance (pp. 28-57). Oxford: Oxford UP.

**Comparative Regionalism and Inter-Regionalism: ASEM, ASEF**

**Topic description:** This week students will be introduced to the study of comparative regionalism from the perspective of inter-regionalism. Focus will be made upon inter-regional cooperation between the European Union and ASEAN namely, the Asia-Europe Meeting and the Asia-Europe Foundation.

**Expected learning outcomes:** Students to understand the process, structures and institutions of the bilateral regional cooperation between regional organizations. The progress, tensions and issues which have been displayed through inter-regional dialogue.

**Readings and activities:**

- Gaens, B. (2008). ASEM as a Tool to “Bridge the Cultural Divide”. Gaens, B. (ed.) In Europe-Asia Interregional Relations: A Decade of ASEM (pp. 85-100). England: Ashgate.
- Hwee, Y. L. (2008). The Origins and Development of ASEM and EU–East Asia Relations In Murray, P. (ed.) *Europe and Asia: Regions in Flux* (pp. 102-121). New York: Palgrave.

### **Sub-regionalism and Microregionalism**

**Topic description:** This week students will be introduced and study regionalism from the sub-regional and microregional perspective. Focus will be paid towards microregionalism in Asia and Europe namely, microregionalism in Southern China and Hong Kong and the European Union’s Regional Policy.

**Expected learning outcomes:** Students to understand and identify characteristics, purposes and performance of microregional sub-groupings. To analyze and evaluate from a local perspective microregional groupings and their respective performance.

**Readings and activities:**

- Sasuga, K. (2002). Microregionalization across Southern China, Hong Kong and Taiwan. In Breslin, S. & Hook, G. D. (eds.) *Microregionalism and World Order* (pp. 66-94). New York: Palgrave.
- Dunford, M. (2006). Regions and Economic Development. In Le Galès, P. & Lequesne, C. (eds.) *Regions in Europe* (pp. 68-84). New York: Routledge.

### **Student Presentations**

**Topic description:** Students will present on a topic of their choosing that has been approved by the lecturer. Students can choose to present from a comparative perspective any the themes, organizations and institutions which have been covered during the course. Students may also choose a regional organization or sub-regional grouping which has not been in the course material from a comparative perspective.

**Expected learning outcomes:** Students to gather, analyze, evaluate and synthesize information related to regional groupings and present this in an organized, coherent and compelling manner. Students will work in groups and participate equally.