

**City University of Hong Kong
Course Syllabus**

**offered by Department of Public and International Affairs
with effect from Semester A 2024/25**

Part I Course Overview

Course Title: Asian Regional Governance

Course Code: PIA5021

Course Duration: One Semester

Credit Units: 3

Level: P5

Medium of Instruction: English

Medium of Assessment: English

Prerequisites:
(Course Code and Title) Nil

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) AIS5021 Asian Regional Governance

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

This course begins by highlighting the key concepts behind the theories of both regionalism and governance. It then goes back in time to look at earlier models of regional integration in Asia and compare them with other regional organisations. In moving into the present, the role of organisations such as ASEAN and APEC as well as ASEAN+1 and ASEAN+3 are explored, before looking at the role of key actors as well as extra-regional and sub-regional processes in Asia. This course will provide the intellectual space for students to discover for themselves how regional politics may operate and to consider challenges to real-world problems.

Course Aims:

This course aims to develop students' understanding of governance and integration processes in the region. East Asia is coming together. Since the late 1990s there has been a dramatic upsurge in both the scope and depth of regional integration activities being undertaken in both Southeast Asia and Northeast Asia as well as between these two regions. But how and why is this happening? This course is designed to expose students to contemporary processes of regionalism and governance within Asia. It does so through a combination of lectures intended to expose students to the rapid developments in regional institutions and other mechanisms (the 'how') as well as the changing ideals and norms that underpin these developments (the 'why').

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Develop a critical understanding of the processes of regional integration in Asia	25	✓		
2.	Be able to identify and apply theories of regionalism and governance to the Asia model	25		✓	
3.	Appraise how the different regional institutions and networks operate	25		✓	✓
4.	Assess how and why different actors seek to influence regional policy outcomes	25		✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Learning and Teaching Activities (LTAs)

(LTAs designed to facilitate students' achievement of the CILOs.)

LTA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1. Lectures	students will receive overviews of key cases and issues	✓	✓	✓	✓			
2. Group Discussions	students will analyse weekly readings and discuss their findings	✓	✓	✓	✓			
3. Oral presentations	students will work in groups to lead class discussions and structured question and answer sessions on relevant topics	✓	✓	✓	✓			
4. Research	students use relevant materials to complete quizzes as set by the instructor	✓	✓	✓	✓			
5. Participation	students will engage in active learning groups to develop deeper understandings of key texts and real-world challenges.	✓	✓	✓	✓			

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: 100%								
Presentation	✓	✓	✓	✓			30	
Participation	✓	✓	✓	✓			20	
Quizzes	✓	✓	✓	✓			50	
Examination: 0% (duration: N/A, if applicable)								
							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Applicable to students admitted before Semester A 2022/23 and in Semester A 2024/25 & thereafter

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Presentation	Quality of argument Structure of individual presentation Cohesiveness of overall presentation Oral delivery Visual aids Evidence of research	Excellent structure supporting an analytical argument, individual presentation strongly supports overall presentation in answering set topic or question, clear speech, excellent use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)	Good structure and analytical argument, individual presentation supports overall presentation in answering set topic or question, clear speech, good use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)	Adequate structure mix of description and analytical argument, individual presentation could better support overall presentation in answering set topic or question, clear speech, powerpoint dominated presentation may not support argument, spelling or grammatical errors, minimal and/or non-standard research undertaken (as covered in course)	Largely descriptive presentation and/or poor structure, individual presentation does not support overall presentation in answering set topic or question, problems with oral delivery, powerpoint dominated presentation minimally supports argument, spelling or grammatical errors, minimal or non-standard research undertaken (as covered in course)	Descriptive presentation and poor structure, individual presentation does not support overall presentation in answering set topic or question, problems with oral delivery, powerpoint dominated presentation does not support argument, spelling and grammatical errors, no research evidence presented
2. Participation	Contribution to class discussions Quality of contributions attendance	Regular contributions to classroom discussions and debates, contributions show high quality analysis and/or reference reading materials and/or contemporary reports, no missed classes	Frequent contributions to classroom discussions and debates, contributions show good quality analysis and/or reference reading materials and/or contemporary reports, none of one missed classes	Infrequent contributions to classroom discussions and debates, contributions show some quality analysis and/or reference reading materials and/or contemporary reports, 2-3 missed classes	Minimal contributions to classroom discussions and debates, contributions show little analysis and/or reference reading materials and/or contemporary reports, 3 missed classes	Rare or no contributions to classroom discussions and debates, contributions are generic in nature with little reference to reading materials and/or contemporary reports, more than 3 missed classes
3. Quizzes	Quality of argument Structure of argument Evidence of subject knowledge	Excellent analysis, Excellent use of contemporary events and theories/models, clear structure, extensive and high quality sources incorporated into responses, no spelling or	Good analysis, good use of contemporary events and theories/models, clear structure, good range and quality of source materials incorporated into answers, no spelling or grammatical mistakes	Mostly descriptive answers, some use of contemporary events and theories/models, problematic structure in answers, limited use of source materials incorporated into answers, no spelling or	Partially descriptive answers, minimal or no use of contemporary events and theories/models, unclear structure in answers, limited range and low quality of materials incorporated into	Purely descriptive argument, no use of contemporary events and theories/models, unclear structure in answers, no use of source materials incorporated into answers, frequent

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
		grammatical mistakes		grammatical mistakes	answers, some spelling or grammatical mistakes.	spelling or grammatical mistakes

Applicable to students admitted from Semester A 2022/23 to Summer Term 2024

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B)	Marginal (B-, C+, C)	Failure (F)
1. Presentation	Quality of argument Structure of individual presentation Cohesiveness of overall presentation Oral delivery Visual aids Evidence of research	Excellent structure supporting an analytical argument, individual presentation strongly supports overall presentation in answering set topic or question, clear speech, excellent use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)	Good structure and analytical argument, individual presentation supports overall presentation in answering set topic or question, clear speech, good use of powerpoint or similar tools to support argument, no spelling or grammatical errors, clear evidence of research (as covered in course)	Adequate structure mix of description and analytical argument, individual presentation could better support overall presentation in answering set topic or question, clear speech, powerpoint dominated presentation may not support argument, spelling or grammatical errors, minimal and/or non-standard research undertaken (as covered in course)	Largely descriptive presentation and/or poor structure, individual presentation does not support overall presentation in answering set topic or question, problems with oral delivery, powerpoint dominated presentation minimally supports argument, spelling or grammatical errors, minimal or non-standard research undertaken (as covered in course)
2. Participation	Contribution to class discussions Quality of contributions attendance	Regular contributions to classroom discussions and debates, contributions show high quality analysis and/or reference reading materials and/or contemporary reports, no missed classes	Frequent contributions to classroom discussions and debates, contributions show good quality analysis and/or reference reading materials and/or contemporary reports, none or one missed class	Infrequent contributions to classroom discussions and debates, contributions show some quality analysis and/or reference reading materials and/or contemporary reports, 2-3 missed classes	Minimal contributions to classroom discussions and debates, contributions show little analysis and/or reference reading materials and/or contemporary reports, 3 missed classes
3. Quizzes	Quality of argument Structure of argument Evidence of subject knowledge	Excellent analysis, Excellent use of contemporary events and theories/models, clear structure, extensive and high-quality sources incorporated into responses, no spelling or grammatical mistakes	Good analysis, good use of contemporary events and theories/models, clear structure, good range and quality of source materials incorporated into answers, no spelling or grammatical mistakes	Mostly descriptive answers, some use of contemporary events and theories/models, problematic structure in answers, limited use of source materials incorporated into answers, no spelling or grammatical mistakes	Partially descriptive answers, minimal or no use of contemporary events and theories/models, unclear structure in answers, limited range and low quality of materials incorporated into answers, some spelling or grammatical mistakes.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Association of Southeast Asian Nations, Shanghai Cooperation Organisation, South Asian Association for Regional Cooperation, the ASEAN Regional Forum, the Kunming Initiative, six-party talks, East Asian Summit, APEC, Greater Mekong Subregion, BIMP-EAGA, ASEAN+1, ASEAN+3.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Required Texts

Curley, Melissa and Nicholas Thomas (eds). *Advancing East Asian Regionalism*. (London: RoutledgeCurzon, 2009).

Dent, Christopher, *East Asian Regionalism* (London:Routledge, 2008).

Supporting Texts

Keohane, Robert. *Power and Governance in a Partially Globalized World*. London: Routledge, 2002.

Rosenau, James N. *Distant Proximities: Dynamics Beyond Globalization*. Princeton: Princeton University Press, 2003.

Journals

Students will be strongly urged to familiarise themselves with the key journals in this area. These can include journals held at CityU or in other Hong Kong university collections.

These include: *Adelphi Papers*, *Australian Journal of International Affairs*, *Contemporary Southeast Asia*, *Diplomacy and Statecraft*, *European Journal of International Affairs*, *Foreign Affairs*, *Foreign Policy*, *Journal of International Affairs*, *International Affairs*, *International Organization*, *International Studies Quarterly*, *Millennium*, *The British Journal of Politics and International Relations*, *The National Interest*, *Pacific Review*, *Third World Quarterly* and *World Politics*.

Weekly readings will be provided in full prior to the commencement of class but may include:

- Irvine, Roger. 'The Formative Years of ASEAN: 1967-1975', in Broinowski, Alison (ed.). *Understanding ASEAN*. (London: Macmillan Press, 1982), pp. 8-36
- Stubbs, Richard. 'ASEAN: Building Regional Cooperation', in Beeson, Mark (ed.). *Contemporary Southeast Asia: Regional Dynamics, National Differences*. (Basingstoke: Palgrave, 2004), pp. 216-233.
- Hoshiro, Hiroyuki. 'Co-Prosperity Sphere Again? United States Foreign Policy and Japan's "first regionalism" in the 1950s', *Pacific Affairs*. (Vol. 82 No.3, Fall 2009), pp. 385-405.
- Acharya, Amitav. 'How Ideas Spread: Whose Norms Matter? Norm Localization and Institutional Change in Asian Regionalism', *International Organization*. (Vol 58 No. 2, 2004), pp. 239-275.
- Krahnmann, Elke. 'National, regional, and global governance: one phenomenon or many?', *Global Governance*. (Vol.9 No. 3, 2003), pp. 323-46.
- Payne, Anthony. 'Globalisation and Modes of Regionalist Governance', in Jon Pierre (ed.), *Debating Governance: Authority, Steering and Democracy*. (Oxford: Oxford University Press,2000), pp. 201-18.
- Beeson, Mark. 'Rethinking regionalism', *Journal of European Public Policy* (Vol. 12, No. 6, December 2005), pp. 969-985.
- Hettne, Björn 'Globalisation and the New Regionalism: The Second Great Transformation', in Björn Hettne, Andrés Inotia and Osvaldo Sunkel (eds), *Globalism and the New Regionalism*, London: Macmillan, 1999. pp.1-24.

- Hurrell, Andrew. 'Regionalism in Theoretical Perspective' in Fawcett, Louise and Hurrell, Andrew (eds.). *Regionalism in World Politics: Regional Organization and International Order*. (New York: Oxford University Press, 1995).
- Grugel, Jean (2004), 'New Regionalism and Modes of Governance – Comparing US and EU Strategies in Latin America', *European Journal of International Relations*. (Vol.10 No.4, 2004), pp. 603-26.
- Pedersen, Thomas. 'Cooperative hegemony: power, ideas and institutions in regional integration', *Review of International Studies*, (Vol. 28, 2002), pp. 677-696.
- Jung Bong Choi. 'Of the East Asian Cultural Sphere: Theorizing Cultural Regionalization', *The China Review*. (Vol. 10 No. 2, Fall 2010), 109-136.
- De Lombaerde, Philippe, Fredrik Söderbaum, Luk Van Langenhove and Francis Baert. 'The problem of comparison in comparative regionalism', *Review of International Studies*. (Vol. 36, 2010), pp. 731-753.
- Cameron, Fraser. 'The geopolitics of Asia – What role for the European Union?', *International Politics*. (Vol. 47, No. 3/4, 2010), pp. 276-292.
- Lay Hwee Yeo. 'Institutional regionalism versus networked regionalism: Europe and Asia compared', *International Politics*. (Vol. 47 No. 3/4, 2010), pp.324-337.
- Terada, Takashi. 'Constructing an 'East Asian' Concept and Growing Regional Identity: From EAEC to ASEAN+3', *The Pacific Review*. (Vol.16 No. 2, 2003), pp. 251-77.
- Webber, Douglas. 'Two Funerals and a Wedding? The Ups and Down of Regionalism in East Asia and Asia-Pacific after the Asian Crisis', *The Pacific Review*. (Vol.14 No.3, 2001), pp. 339-72.
- Prasenjit Duara. 'Asia Redux: Conceptualizing a Region for Our Times', *The Journal of Asian Studies*. (Vol. 69 No. 4, November 2010), pp. 963-983.
- Andaya, Barbara. 'Response to Prasenjit Duara, "Asia Redux"', *The Journal of Asian Studies*. (Vol. 69 No. 4, November 2010), pp. 1015-1020.
- Batra, Amita. 'Asian Economic Integration: ASEAN+3+1 or ASEAN+1s?', *ASEAN Economic Bulletin*. (Vol. 24 No.2, August 2007), pp. 181-204.
- Caballero-Anthony, Mely. 'Non-State Regional Governance Mechanism for Economic Security: The Case of the ASEAN People's Assembly', *The Pacific Review*. (Vol.17 No.4, 2004), pp. 567-585.
- Eaton, Sarah and Stubbs, Richard, 2006, 'Is ASEAN powerful? Neo-realist versus constructivist approaches to power in Southeast Asia', *The Pacific Review*, 19(2), June 2006, pp.135-155.
- Hamilton-Hart, Natasha. 'Cooperation on Money and Finance: How Important? How Likely?', in Kanishka Jayasuriya (ed), *Governing the Asia Pacific: Beyond the 'New Regionalism*. (London: Palgrave Macmillan, 2004), pp. 86-100.
- Jones, David and Michael Smith. 'Constructing Communities: The curious case of East Asian Regionalism', *Review of International Studies*. (Vol. 33, 2007), pp. 165-186.
- Nabers, Dirk. 'Power, leadership, and hegemony in international politics: the case of East Asia', *Review of International Studies*. (Vol. 36, 2010), pp. 931-949.
- Nair, Deepak. 'ASEAN's Core Norms in the Context of the Global Financial Crisis: Is the Crisis a Catalyst for Institutional Development?', *Asian Survey*, (Vol. 51, No. 2 March/April 2011), pp. 245-267.
- Ravenhill, John. 'East Asian Regionalism: Much Ado About Nothing', *Review of International Studies*. (Vol. 35, 2009), pp. 215-235.
- Susumu Yamakage. 'The construction of an East Asian order and the limitations of the ASEAN model', *Asia-Pacific Review*, (Vol. 12 No. 2, 2005), pp. 1-9.
- Tanaka, Akihiko. 'The Development of the ASEAN+3 Framework', in Curley, Melissa and Thomas, Nicholas (eds) *Advancing East Asian Regionalism*. (London: RoutledgeCurzon, 2009).
- Bin Yu. 'China and Its Asian Neighbours', in Yong Deng and Wang Fei-ling (eds). *In the Eyes of the Dragon*. (Boulder: Rowman & Littlefield, 1999), pp. 183-210.

- Kuik Cheng Chwee. 'Multilateralism in China's ASEAN Policy: Its Evolution, Characteristics, and Aspiration', *Contemporary Southeast Asia*. (Vol 27, No. 1, 2005) pp. 102-122.
- Shambaugh, David. 'China Engages Asia: Reshaping the Regional Order', *International Security*. (Vol. 29, No. 3, 2004), pp. 64-99.
- Breslin, Shaun, 'Power and Production: Rethinking China's Global Economic Role', *Review of International Studies*. (Vol. 31 No. 4, 2005) pp. 735-753.
- Chung, Chien-peng, 'China's Approaches to the Institutionalization of Regional Multilateralism', *Journal of Contemporary China*, (Vol. 17 No. 57, 2008), pp.747-764.
- Ming Wan. 'The Great Recession and China's Policy toward Asian Regionalism', *Asian Survey*, (Vol. 50 No. 3, May/June 2010), pp. 520-538.
- Holslag, Johnathan. 'China's Roads to Influence', *Asian Survey*. (Vol. 50 No. 4, 2010), pp. 641-662.
- Park Chang-gun. 'Japan's emerging role in promoting regional integration in East Asia', *Journal of International and Area Studies*. (Vo. 13 No.1, June 2006), pp. 53-72.
- Yul Sohn. 'Japan's New Regionalism: China Shock, Values, and the East Asian Community', *Asian Survey* (Vol. 50 No. 3, May/June 2010), pp. 497-519.
- Miller, John. 'The Reluctant Asianist: Japan and Asia', *Asian Affairs, an American Review*. (Vol. 31 No.2, Summer 2004), pp. 69-85.
- Pempel, TJ. 'Gulliver in Lilliput: Japan and Asian Economic Regionalism', *World Policy Journal*. (Vol. 13 No.4, Winter 1996/97), pp. 13-26.
- Sueo Sudo. 'Japan's ASEAN Policy: Reactive or Proactive in the Face of a Rising China in East Asia', *Asian Perspective*. (Vol. 33 No.1, 2009), pp.137-158.
- Ang Cheng Guan. 'The South China Sea dispute revisited', *Australian Journal of International Affairs*. (Vol. 54 No.2, July 2000), pp. 201-215.
- Buszynski, Leszek. 'ASEAN, the Declaration on Conduct, and the South China Sea', *Contemporary Southeast Asia*, (Vol. 25 No.3, December 2008), pp. 343-362.
- Franckx, Eric and Marco Benatar. 'Dots and Lines in the South China Sea: Insights from the Law of Map Evidence', *Asian Journal of International Law*. (Vol. 2, 2012), pp. 89-118.
- Townsend-Gault, Ian. 'Preventive diplomacy and pro-activity in the South China Sea', *Contemporary Southeast Asia*. (Vol. 20 No.2, August 1998), pp. 171-190.
- Weissmann, Mikael. 'The South China Sea Conflict and Sino-ASEAN Relations: A Study in Conflict Prevention and Peace-Building', *Asian Perspective*. (Vol. 34 No.3, 2010), pp. 35-69.
- Buszynski, Lesnek. 'Sino-Japanese Relations: Interdependence, Rivalry and Regional Security', *Contemporary Southeast Asia*. (Vol. 31 No. 1, 2009), pp. 143-71.
- Cho, Yun Young. 'The "Age of East Asia": Can the Politics of Regime Trump the Politics of Power?', *Korea Observer*. (Vol. 42 No.11, Spring 2011), pp. 145-168.
- Hemmer, Christopher and Peter J. Katzenstein, 'Why is There No NATO in Asia?' *International Organization*. (Vol. 56, No. 3, Summer 2002), pp. 575-607.
- Dent, Christopher, 'ASEM and the 'Cinderella Complex' of EU-East Asia Economic Relations', *Pacific Affairs*, (Vol 74 No. 1, 2001), pp. 25-52.
- Garnaut, Ross, 'Introduction – APEC ideas and reality', in Ippei Yamazawa, *Asia Pacific Economic Cooperation (APEC). Challenges and tasks for the twenty-first century*, Pacific Trade and Development Conference Series, London: Routledge, 2000, p. 1-18.
- Lukin, Aleksandr, 'Shanghai Cooperation Organization: Problems and Prospects', *International Affairs*, (Vol 50 No 3, 2004), pp.31-40.
- Nuruzzaman, MD. 'SAARC and subregional co-operation: Domestic politics and foreign policies in South Asia', *Contemporary South Asia*. (Vol. 8 No.3, November 1999), pp. 311-322.

- Dent, Christopher and Peter Richter. 'Sub-Regional Cooperation and Developmental Regionalism: The Case of BIMP-EAGA', *Contemporary Southeast Asia*. (Vol. 33 No. 1, 2011), pp. 29-55.
- Menon, Jayant. 'Building Blocks or Stumbling Blocks? The GMS and AFTA in Asia', *ASEAN Economic Bulletin*. (Vol. 24 No. 2, August 2007), pp. 254-266.
- Peng, Dajin. 'Subregional economic zones and integration in East Asia', *Political Science Quarterly*, (Vol. 117 No. 4, Winter 2002/2003), pp. 613-641.
- Ba, Alice. 'Systemic Neglect? A Reconsideration of US-Southeast Asia Policy', *Contemporary Southeast Asia*. (Vol. 31 No. 3, 2009), pp. 369-98.
- Clinton, Hilary. 'America's Pacific Century', *Foreign Policy*. (Vol. 189, November 2011), pp. 56-63.
- Tow, William T. 'America's Asia-Pacific Strategy Is Out of Kilter' *Current History* (September 2007), pp. 281-287.
- Twining, Daniel. 'America's Grand Design in Asia', *The Washington Quarterly* (Vol. 30, No. 3, Summer 2007), pp. 79-94.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Online resources

These will be particularly useful in providing students with access to key official documents and statements, such as:

ASEAN-China Memorandum of Understanding on Cultural Cooperation. Bangkok, 3 August 2005.
<<http://www.aseansec.org/17649.htm>>.

ASEAN Vision 2020, <www.aseansec.org/5408.htm>.

Declaration of the ASEAN Concord II. (Bali, 7 October 2003), <www.aseansec.org/15160.htm>.

Joint Statement on East Asian Cooperation. (Manila, 28 November 1999), <www.aseansec.org/5469.htm>.

'Joint Statement of the Ninth ASEAN-Japan Summit Deepening and Broadening of ASEAN-Japan Strategic Partnership', <<http://www.aseansec.org/18076.htm>>.

Joint Press Statement for the Meeting to Explore the Establishment of the Consultative Relationship with the People's Republic of China. Beijing, China, 13-14 September 1993, <<http://www.aseansec.org/5875.htm>>.

Joint Statement of the Meeting of Heads of State/Government of the Member States of ASEAN and the Prime Minister of the Republic of Korea. Kuala Lumpur, Malaysia, 16 December 1997,
<<http://www.aseansec.org/5223.htm>>.

Joint Statement on East Asia Cooperation. Manila: 28 November 1999, <<http://www.aseansec.org/5301.htm>>.

Joint Statement of the Fourth Round of the Six-Party Talks. Beijing: 19 September 2005.
<<http://www.state.gov/r/pa/prs/ps/2005/53490.htm>>.

Press Statement: The First Informal ASEAN Heads of Government Meeting, Jakarta, 30 November 1996,
<<http://www.aseansec.org/5206.htm>>.

Tashkent Declaration of Heads of Member States of Shanghai Cooperation Organisation. Taskent, 17 July 2004.
Available online at HTTP: <http://www.sectsco.org/news_detail.asp?id=119&LanguageID=2>

The ASEAN Regional Forum: A Concept Paper. 1995. <<http://www.aseansec.org/3635.htm>>

Vientiane Plan of Action. (Vientiane, 29 November 2004), <<http://www.aseansec.org/VAP-10th%20ASEAN%20Summit.pdf>>