GST 6920 - CRN 70452: Case Study in Global Studies
Course: Competing Regionalisms in Eurasia and the Asia-Pacific
Term and Year: Fall 2017, Full-Term (13 weeks) Session
Start date – End date: September 18 – December 16, 2017
Course Format: Online
Class Location: Online Campus

Instructor Name: Vitaly Kozyrev
E-mail: v.kozyrev@northeastern.edu
Phone Number: 978-232-2423 (day)

Emails will be responded to in 24 hours/7-days a week

Required Text(s)/Software/Tools:

1) Book title: East Asian Regionalism
   Author/Publisher: Christopher M. Dent/ New York: Routledge
   [e-book is available for purchase]
   Other texts available on Blackboard as pdf or web links.

Additional (Optional) Readings:

- Ellen L. Frost, Asia’s New Regionalism (Boulder: Lynne Rienner Publishers, 2008)
- Lim Tai Wei, Henry Chan Hing Lee, Katherine Tseng Hui-Yi, Lim Wen Xin. China’s One Belt One Road Initiative (London: Imperial College Press, 2016)
- Adam S. Posen and Jiming Ha (ads.). US-China Cooperation in a Changing Global Economy. PIIE Briefing #17-1, Peterson Institute for International Economics, June 2017

Additional material will consist of articles, governmental reports, testimonies, and multimedia that are available within the course.

Course Prerequisites
None

Course Description
The development of regional associations raises issues of global governance, economic competitiveness, and political sovereignty in the economic new world order. In the last two decades, numerous integration concepts and multilateral trade agreements have evolved into ‘new regionalism’ and even mega-regionalism. Being perceived as an upgraded version of liberal globalization, these new mushrooming integration initiatives (the ASEAN Plus, US-backed Trans-Pacific Partnership, China’s “Belt and Road Initiative,” or Russia-sponsored Eurasian Economic Union, to name a few) marked the beginning of a new era of globalization and set the new rules of economic leadership. The new policy course of the Trump administration, while being disruptive of the previous model of economic globalization, raised the issue of the uneven distribution of globalization benefits and forced many countries to recalibrate their globalization policies. President Trump’s reliance on bilateral over multilateral trade arrangements might reverse the previous models of regionalism and highlight the imperative of working out the compromise of re-globalization based on new rules and realities. This course will examine the evolution of these new models of associational multipolarity that will probably determine the patterns of re-globalization and world economic power realignment in the 21 century.

Course Outcomes
At the completion of this course students will be able to:

- Explain the connection between national identities, national interest, and economic liberalization strategies on the regional and global levels.
- Develop a better understanding of states’ competitive strategies related to the overlapping uses of globalization perceived from a geo-political perspective
- Formulate the major features of competing regionalisms in Eurasia-the Asia-Pacific in the era of the intensified geopolitical rivalry between major powers and the emergence of multipolarity
- Formulate a new role of economic statecraft in the major powers’ foreign policy and leadership strategies
- Characterize the major regional integration initiatives in Eurasia/East Asia from the Political Economy perspective
- Apply key theoretical perspectives to the major integration processes, connecting new roles of the state, cultural, social, identity-related and political values and each actor’s economic behavior
- Evaluate the feasibility of the key integration initiatives in the mega-region of Eurasia/the Asia-Pacific by utilizing the SWOT analysis and other quantitative and qualitative resources
- Describe economic opportunities and risks for nation-states in a changing global economic and monetary order
- Assess America’s evolving trade and regional integration policies and US role in the
formation of a new economic world order/global economic governance

Course Methodology
Each week, you will be expected to:

- Review the week's learning objectives.
- Complete all assigned readings.
- Complete all lecture materials for the week.
- Participate in the Discussion Board.
- Complete and submit all assignments and tests by the due dates.

Participation/Discussion Board
Each week (except for Week 7, 11, and 12), students should submit their position notes (500-800 words) with your grounded opinion responding to the reading-related instructor’s weekly question (primary response) to the discussion board and respond to 2 other posts (secondary response).

Your primary responses should be formally written, substantive, professional in tone, and of publishable quality. The note should demonstrate your knowledge of the material and represent your own perspective on a given matter. The secondary responses—min. 150 words in length and in the op-ed tone—should engage issues and draw out threads in the main postings. They may be less formal, but still substantive and respectful in tone. Collectively, your participation - discussion board position note & two responses will be worth 36% of the final grade (9@ 4% each).

The initial posts must be submitted by 11:59 pm each Saturday, responses should be submitted by each Sunday at 11:59 pm for full credit.

Quizzes
Quizzes are designed to help you navigate in the readings, paying attention to some pivotal ideas, useful thoughts or concepts. The instructor provides a certain list of questions at the beginning of each week to draw the students’ attention to certain parts of the material. Quizzes will be activated each Wednesday before the end of day and remain on for completion till Saturday night. The time limit technically is 120 min. Each quiz will weigh 2 percent of the final grade (8@2=16% totally).

Communication/Submission of Work
In the Assignments folder, click on the View/Complete Assignment link to view and each assignment. Attach your completed assignments here and click Submit to turn them in to me. Once your assignment has been graded, you will be able to view the grade and feedback I have provided by clicking on My Grades in the Tools module from the Northeastern University Online Campus tab.

Grading/Evaluation Standards

- 36% Participation-Discussion Board Position notes posting/responding to two others’ (9@4%)
  - Discussion board engagement; peer review
- 16% Weekly reading comprehension quizzes (8@2% each) Questions before each quiz will be provided in a special announcement in the beginning of each week. Quizzes will activate on each Wednesday, before the end of day.
  - Multiple choice reading comprehension quizzes due on Saturday night each week
- 8% Case study [virtual] presentation (Asia-Pacific/Eurasian countries’ policies toward regional integration)
On Week 11 the students will present & upload their country-case presentations assigned to them illustrating the region’s major actors’ attitudes and policies toward Asia-Pacific economic integration. The ppt. presentations will evaluate your given country’s political, security, and economic rationale to participate in the process of regional integration, including the potential impact of integration on their economic and institutional development. The presentation should reflect both geo-economic and geo-political aspects of each country’s strategic decision. The presentation may contain written notes or your audio/video track using the media resources (Camtasia Studio, Camtasia Relay etc.). In addition to slides and in-class comments, presentation outlines may be uploaded (optional) to get your comprehensive view on the issue. Each presenter should use at least TWO academic articles/official reports, in addition to the textbook/or recommended material and the media/online resources proposed by the Syllabus (see Week 11).

- 40% (15+25) Special analytic reports (8-12 page-in-length)
  - Formal writing assignment addressing a specific practical, theoretical, or strategic issue in the study of regionalism. The style of your reports should be similar to a testimony before the Congress (see an example – the statement before the U.S. Senate Committee http://csis.org/files/attachments/ts131218_goodman.pdf). The reports should contain bibliography/reference. The first report accounts for 15% of the final grade and will elaborate on the role of APEC and the future of the regional integration project. The second/final report weighs 25% of the final grade and will provide a SWOT analysis of the US integration strategy in the Asia Pacific: Recommendations for the Trump Administration. It should be uploaded by the end of the term. Guidelines and more details TBA.

Grading Rubric:

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>95-100</td>
<td>A</td>
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<tr>
<td>90-94</td>
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<td>87-89</td>
<td>B+</td>
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<tr>
<td>84-86</td>
<td>B</td>
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<td>80-83</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<td>74-76</td>
<td>C</td>
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*Please note that CPS does not award grades below a C- for graduate level courses.

**Course Expectations**

For each credit hour, students are expected to spend a minimum of two hours on work outside of class each week. For this two credit course, that is a minimum of four hours each week.

Learning is a collaborative venture that requires the active participation of all students in the class. Your absence impoverishes not only your learning experience, but that of your classmates as well. Inactivity will reduce the final grade. Unless prior arrangements have been made with the instructor, or in the case of a documented emergency, absences for tests and presentations will result in a zero grade for the assignment.

All written work must be turned in on time. Readings and assignments are due in class on the date listed in the course schedule. Early submissions are of course welcome. Late submissions may be accepted upon prior consultation with the instructor, but at a reduced rate of one letter grade or 3% per day (not per class).

Formal writing assignments must be submitted electronically via Blackboard, double-spaced and in a standard 12 point font. It is expected that students’ written work be clear, comprehensible, and competently produced. 10% of the grade will be based on mechanics; grammar, spelling, punctuation, citations, etc. Be sure to leave enough time for a thorough consideration (and reconsideration: editing, proofreading) of the formal aspects of your work and make use of the following writing resources:

- **Smarthinking** (available free in Tool section of Blackboard) – this allows students to submit written material in any subject and have it reviewed by an e-instructor within a 24-hour window (in most cases).
- **Writing Center** on Northeastern Campus – contact the center to schedule an appointment.
- **The Purdue Online Writing Lab** ([http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/)) is a valuable source of information about grammar, sentence structure, and general writing skills
- **CPS Student Handbook**, available at [http://cps.neu.edu/student-resources/](http://cps.neu.edu/student-resources/)

The tests must be written on the scheduled day or by prior arrangement with the instructor. Test and exam make-ups will only be given with a legitimate, documented excuse.

**Discrimination:** Discrimination against any student – by the instructor or fellow students – on the basis of their race, religion, sexual orientation, national or ethnic origin, economic class, age, sex, disability, physical appearance, marital status, political affiliation, or beliefs will not be tolerated. Criticism is essential to the learning process, and is encouraged, but it must be constructive and based solely on the material under consideration. This course deals with some troubling and controversial material and mutual respect is essential to a proper and thorough consideration.

**Class Schedule / Topical Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
<th>Assignments</th>
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| 1  | Sep 18-24| Introduction: De-globalization and the End of Neoliberalism | *Marcos Troyjo, “The Clash Between Deglobalization And Reglobalization,” The Huffington Post, January 5, 2017, [http://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization_us_586e8e2de4b0a5e600a78907](http://www.huffingtonpost.com/entry/the-clash-between-deglobalization-reglobalization_us_586e8e2de4b0a5e600a78907)*

+ Instructor’s Perspective

Please read before Saturday’s discussion (no quiz on Week 1)

**ASSIGNMENTS**
- Post your position note #1 (on discussion board by 11:59 pm on 09/23)
- Post peer responses by 11:59 pm on 09/24

| 2  | Sep 25-Oct 1 | Whither the ‘Cosmopolitan State’? Crisis of Capitalism and Ec. Governance in a Changing World | **READINGS (Sep 25-Oct 1)**

+ Instructor’s perspective

Please read before Saturday’s quiz & discussion

**ASSIGNMENTS**
- Reading Comprehension quiz 1 on Blackboard Due 9/30 at 11:59 pm
- Post your position note #2 on discussion board by 11:59 pm on 09/30
- Post peer responses by 11:59 pm on 10/01

| 3  | Oct 2-8    | Regionalization and De-Centralization in Interdependent World | **READINGS (October 2-8)**

+ Instructor’s perspective

Please read before Saturday’s quiz & discussion
<table>
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<th>Date</th>
<th>Readings/Assignments</th>
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| 4 Oct 9-15 | **ASSIGNMENTS**
- Reading Comprehension quiz 2 on Blackboard
  Due 10/07 at 11:59 pm
- Post your position note #3 on discussion board by 11:59 pm 10/07
- Post peer responses by 11:59 pm on 10/08

**READINGS (October 09-15)**
1. East Asian Regionalism, Ch. 1: An introduction (1-41)
2. East Asian Regionalism, Ch. 2: East Asia’s Regionalism and New Economic Geography (42-85)

**Instructor’s perspective**
Please read before Saturday’s quiz & discussion

**ASSIGNMENTS**
- Reading Comprehension quiz 3 on Blackboard
  Due 10/14 at 11:59 pm
- Post your position note #4 on discussion board by 11:59 pm on 10/14
- Post peer responses by 11:59 pm on 10/15

| 5 Oct 16-22 | Asia’s New Regionalism
**READINGS (October 16-22)**
1. East Asian Regionalism, Ch. 3: Regionalism in Southeast Asia and Northeast Asia (86-116)
2. East Asian Regionalism, Ch. 4: East Asia and Asia-Pacific: Trans-regionalism (117-138)

**Instructor’s perspective**
Please read before Saturday’s quiz & discussion

**ASSIGNMENTS**
- Reading Comprehension quiz 4 on Blackboard
  Due 10/21 at 11:59 pm
- Post your position note #5 on discussion board by 11:59 pm on 10/21
- Post peer responses by 11:59 pm on 10/22

| 6 Oct 23-29 | The Political Economy of Regionalism in East Asia
**READINGS (October 23-29)**
2. East Asian Regionalism, Ch. 5: Finance, Money and East Asian Regionalism (139-173)

**Instructor’s perspective**
Please read before Saturday’s quiz & discussion

**ASSIGNMENTS**
- Reading Comprehension quiz 5 on Blackboard
  Due 10/28 at 11:59 pm
- Post your position note #6 on discussion board by 11:59 pm on 10/28
- Post peer responses by 11:59 pm on 10/29
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<th>Date</th>
<th>Reading/Assignment</th>
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| Oct 30-Nov 5 | **READINGS (October 30-November 5)**  
1—East Asian Regionalism, Ch. 6: Trade Diplomacy and East Asian Regionalism (174-218) — [please read till the TPP vs. RCEP Case Study]  
2—Jayanat Menon, “Why are Bilateral Trade Agreements so Popular, and Does it Matter?” in Fan Zhai (ed.) From Growth to Convergence: Asia’s Next Two Decades (New York, Palgrave, 2009), pp. 43-59 (BB)  
+ Instructor’s perspective  
Please read before writing your Report #1  
Recommended Literature for Writing a Report (BB):  

| Nov 6-12 | **READINGS (November 6-12)**  
+ Instructor’s perspective  
Please read before Saturday’s quiz & discussion  
**ASSIGNMENTS**  
-Reading Comprehension quiz 6 on Blackboard  
**Due 11/11 at 11:59 pm**  
+Post your position note #7 on discussion board **by 11:59 pm 11/11**  
+Post peer responses **by 11:59 pm on 11/12** |
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
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<tr>
<td>Nov 13-19</td>
<td>Regional Alternatives: ASEAN</td>
<td><strong>READINGS</strong> (November 13-19)</td>
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<td>1-- Ganeshan Wagnarja, “The Regional Comprehensive Economic Partnership: An Initial Assessment,” in New Directions in Asia-Pacific Economic Integration, pp. 93-105 [BB]</td>
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<td>+ Instructor’s perspective Please read before Saturday’s quiz &amp; discussion</td>
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<td><strong>ASSIGNMENTS</strong></td>
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<td>- Reading Comprehension quiz 7 on Blackboard</td>
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<td>Due 11/18 at 11:59 pm</td>
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<td>-- Post your position note #8 on discussion board by 11:59 pm on 11/18</td>
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<td>-- Post peer responses by 11:59 pm on 11/19</td>
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<td>Nov 19-26</td>
<td>Thanksgiving Break</td>
<td>No classes</td>
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<td>Nov 27-3</td>
<td>Regional Alternatives: Eurasian Economic Union</td>
<td><strong>READINGS</strong> (November 27-December 3)</td>
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<td>+ Instructor’s perspective Please read before Saturday’s quiz &amp; discussion</td>
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<td><strong>ASSIGNMENTS</strong></td>
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<td>- Reading Comprehension quiz 8 on Blackboard</td>
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<td>Due 12/02 at 11:59 pm</td>
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<td>-- Post your position note #9 on discussion board by 11:59 pm on 12/02</td>
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<td>-- Post peer responses by 11:59 pm on 12/03</td>
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<tr>
<td>Dec 4-10</td>
<td>Assessing the Asia-Pacific Countries’ Perspectives on Integration</td>
<td><strong>Country-Case Presentations</strong> (In Class 12/05)</td>
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<td>For ALL:</td>
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<td>1-- David Martin Jones, “ASEAN and the Limits of Regionalism in Pacific Asia,” EUI Working Paper RSCAS 2015/16, European University Institute, Robert Schuman Centre for</td>
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1—Brunei - presenter TBA
2—Cambodia - presenter TBA
3—Indonesia - presenter TBA
4—Laos - presenter TBA
5—Malaysia - presenter TBA
6—Myanmar - presenter TBA
7—The Philippines - presenter TBA
8—Singapore - presenter TBA
9—Thailand - presenter TBA
10—Vietnam - presenter TBA
11—Japan - presenter TBA
12—South Korea - presenter TBA

- ASSIGNMENTS
  - Country-cases PPT to present in class (10 min) on 12/05 + upload your final version on the discussion board + outline due 12/09 at 6:00 pm; peer reviews due by 11:59 pm on 12/10
  ---Special Report #2 assigned:
  "US integration strategy in the Asia Pacific: Recommendations for the Trump Administration" (SWOT analysis) (Guidelines TBA)
  Special Report #2 Due 12/16 at 12:00 pm

- READINGS (December 5-11)
  2— East Asian Regionalism, Ch. 8: Regionalism: A conceptual framework of analysis (261-281)

  + Instructor’s perspective
  Please read before writing your Report #2

  - ASSIGNMENTS
  Special Report #2 Due 12/16 at 12:00 pm

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### Academic Integrity Policy

The University views academic dishonesty as one of the most serious offenses that a student can commit while in college and imposes appropriate punitive sanctions on violators. Here are some examples of academic dishonesty. While this is not an all-inclusive list, we hope this will help you to understand some of the things instructors look for. The following is excerpted from the University’s...
Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise

Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise

Plagiarism – intentionally representing the words, ideas, or data of another as one’s own in any academic exercise without providing proper citation

Unauthorized collaboration – instances when students submit individual academic works that are substantially similar to one another; while several students may have the same source material, the analysis, interpretation, and reporting of the data must be each individual’s independent work.

Participation in academically dishonest activities – any action taken by a student with the intent of gaining an unfair advantage

Facilitating academic dishonesty – intentionally or knowingly helping or attempting to violate any provision of this policy

For more information on Academic Integrity, including examples, please refer to the Student Handbook, pages 9-11.

Northeastern University Online Policies and Procedures
For comprehensive information please go to http://www.cps.neu.edu/online/

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