Northeastern University Online
College of Professional Studies
Course Syllabus

GST 6920 - CRN 70682: 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: Blended
Class Location: Boston Main Campus, room TBA
Class Meeting Times: Tuesday 5:50 p.m. - 7:20 p.m.

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:

- 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
Christopher B. Roberts (ed.) ASEAN Regionalism: Cooperation, Values and Institutionalization (New York: Routledge, 2012)

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.

**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 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 presenters 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](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:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>95-100</td>
<td>A</td>
<td>Outstanding, insightful work. Goes beyond requirements of the task to develop a response, which is thoughtful, reflective, considers alternative views and makes connections among ideas and information from different sources or from different aspects of the course. Well researched and documented (if research is part of assignment). Displays creativity and originality.</td>
</tr>
<tr>
<td>90-94</td>
<td>A-</td>
<td>Very good work. Purposefully and logically developed. Thoroughly addresses all aspects of the task. Synthesis of details and concepts from various sources or topics shows evidence of sound understanding and thoughtful examination. Research information appropriately cited (if research is part of assignment).</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
<td>Good work. Generally clear, accurate and relevant. Adequately addresses all requirements of the task. Demonstrates understanding of course concepts, with evidence of some thoughtful examination and reflection. Development is generally logical, facts generally correct. Tends to focus on one interpretation.</td>
</tr>
<tr>
<td>84-86</td>
<td>B</td>
<td>Satisfactory work. Shows basic understanding of concepts with minimal evidence of reflection or thoughtful analysis. Complies with the basic requirements, relies on limited sources of information, little integration of concepts.</td>
</tr>
<tr>
<td>80-83</td>
<td>B-</td>
<td>Minimally satisfactory work. Shows some understanding of concepts with little reflection or analysis. Barely meets basic requirements of assignment.</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
<td>Unsatisfactory work. Fails to address the topic in a meaningful way. May be extremely brief, inaccurate, illogical or undeveloped.</td>
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<tr>
<td>74-76</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>70-73</td>
<td>C-</td>
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<tr>
<td>69% or below</td>
<td>F</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. Students are permitted 1 absence/term. Each additional absence will reduce the final grade by five percentage points. 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.

Out of respect for your instructor and your fellow classmates, please be on time and turn off cell phones, pagers and other electronic devices. Class will start and finish promptly: on Tuesdays from 5:50-7:20 PM. If you are late, please enter quietly. If you must leave early, please let the instructor know beforehand.

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/) 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/

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>
</tr>
</thead>
<tbody>
<tr>
<td>Class 09/19</td>
<td><strong>Overview of the Course</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sep 25-Oct 1 Class 09/26</td>
<td>Whither the ‘Cosmopolitan State’? Crisis of Capitalism and Ec. Governance in a Changing World</td>
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- **ASSIGNMENTS**
  - Post your position [note #1](https://blackboardexample.com) on discussion board by 11:59 pm on 09/23
  - Post peer responses by 11:59 pm on 09/24

| 3 | Oct 2-8 Class 10/03 | Regionalization and De-Centralization in Interdependent World |

- **READINGS (October 2-8)**
  
  - **Please read by our class on 10/03 (Tue)**


- **ASSIGNMENTS**
  - Reading Comprehension quiz 2 on Blackboard
    - Due 10/07 at 11:59 pm
  - Post your position [note #3](https://blackboardexample.com) on discussion board by 11:59 pm 10/07
  - Post peer responses by 11:59 pm on 10/08
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Title</th>
<th>READINGS (October 09-15)</th>
<th>ASSIGNMENTS</th>
<th>READINGS (October 16-22)</th>
<th>ASSIGNMENTS</th>
<th>READINGS (October 23-29)</th>
<th>ASSIGNMENTS</th>
<th>READINGS (October 30-November 5)</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 9-15</td>
<td>10/10</td>
<td>Asia’s New Regionalism</td>
<td>1-- East Asian Regionalism, Ch. 1: An introduction (1-41) <strong>Please read by our class on 10/10 (Tue)</strong></td>
<td>-Reading Comprehension quiz 3 on Blackboard Due 10/14 at 11:59 pm</td>
<td>2-- East Asian Regionalism, Ch. 2: East Asia’s Regionalism and New Economic Geography (42-85)</td>
<td>Please read by our class on 10/17 (Tue)</td>
<td>-Reading Comprehension quiz 4 on Blackboard Due 10/21 at 11:59 pm</td>
<td>-Post peer responses by 11:59 pm on 10/21</td>
<td>1-- Michael G. Plummer, “The Emerging &quot;Post-Doha&quot; Agenda and the New Regionalism in the Asia-Pacific,” in: Masahiro Kawai, Peter J. Morgan, Pradumna B. Rana (eds). New Global Economic Architecture: The Asian Perspective (Cheltenham, UK; Northampton, MA: Edward Elgar Publishing House, 2014), pp. 172-193 (BB)</td>
<td>Please read by our class on 10/24 (Tue)</td>
</tr>
<tr>
<td>Oct 16-22</td>
<td>10/17</td>
<td>The Political Economy of Regionalism in East Asia</td>
<td>1-- East Asian Regionalism, Ch. 3: Regionalism in Southeast Asia and Northeast Asia (86-116) <strong>Please read by our class on 10/17 (Tue)</strong></td>
<td>2-- East Asian Regionalism, Ch. 4: East Asia and Asia-Pacific: Trans-regionalism (117-138)</td>
<td>3-- East Asian Regionalism, Ch. 5: Finance, Money and East Asian Regionalism (139-173)</td>
<td>-Reading Comprehension quiz 5 on Blackboard Due 10/28 at 11:59 pm</td>
<td>-Reading Comprehension quiz 6 on Blackboard Due 10/29 at 11:59 pm</td>
<td>-Post peer responses by 11:59 pm on 10/29</td>
<td>1-- 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)</td>
<td>-Reading Comprehension quiz 7 on Blackboard Due 10/31 at 11:59 pm</td>
</tr>
<tr>
<td>Oct 30-Nov 5</td>
<td>10/31</td>
<td>Trade Diplomacy and the Prospect of a Regional FTA: Toward Convergence or Divergence?</td>
<td>1-- East Asian Regionalism, Ch. 6: Trade Diplomacy and East Asian Regionalism (174-218) – [please read till the TPP vs. RCEP Case Study]</td>
<td>2-- East Asian Regionalism, Ch. 6: Trade Diplomacy and East Asian Regionalism (174-218) – [please read till the TPP vs. RCEP Case Study]</td>
<td>2-- East Asian Regionalism, Ch. 6: Trade Diplomacy and East Asian Regionalism (174-218) – [please read till the TPP vs. RCEP Case Study]</td>
<td>Please read by our class on 10/31 (Tue)</td>
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**DRAFT**
<table>
<thead>
<tr>
<th>8</th>
<th>Nov 6-12</th>
<th>US Mega-Regionalism VS. China’s Belt and Road Initiative</th>
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<tbody>
<tr>
<td></td>
<td>Class 11/07</td>
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**Recommended Literature for Writing a Report (BB):**


**ASSIGNMENTS**

- Special Report #1: “Multilateralism and the Prospect of an Asia-Pacific FTA” Due 11/12 at 11:59 pm

<table>
<thead>
<tr>
<th>9</th>
<th>Nov 13-19</th>
<th>Regional Alternatives: ASEAN</th>
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<tbody>
<tr>
<td></td>
<td>Class 11/14</td>
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**READINGS (November 6-12)**


**Please read by our class on 11/07 (Tue)**


**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

<table>
<thead>
<tr>
<th>5</th>
<th>Nov 13-19</th>
<th>Regional Alternatives: ASEAN</th>
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<tbody>
<tr>
<td></td>
<td>Class 11/14</td>
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</table>

**READINGS (November 13-19)**

1—Ganeshan Wagnarja, “The Regional Comprehensive Economic Partnership: An Initial Assessment,” in *New Directions in Asia-Pacific Economic Integration*, pp. 93-105

**Please read by our class on 11/14 (Tue)**

2—Jeffrey D. Wilson, “The Regional Comprehensive Economic Partnership: An Indo-Pacific approach to the regional trade
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Nov 19-26</td>
<td>Thanksgiving Break</td>
<td>No classes</td>
</tr>
<tr>
<td>Nov 27-Dec 3</td>
<td>Class 11/28</td>
<td>Regional Alternatives: Eurasian Economic Union</td>
</tr>
<tr>
<td>Dec 4-10</td>
<td>Class 12/05</td>
<td>Assessing the Asia-Pacific Countries’ Perspectives on Integration (in-class presentations)</td>
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<tr>
<td>10-11</td>
<td>ASSIGNMENTS</td>
<td>READINGS (November 27-December 3)</td>
</tr>
<tr>
<td>11</td>
<td>ASSIGNMENTS</td>
<td>Country-Cases Presentations (In Class 12/05)</td>
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<tr>
<td></td>
<td>- Reading Comprehension quiz 8 on Blackboard</td>
<td>For ALL:</td>
</tr>
<tr>
<td></td>
<td>COUNTRY-CASES PRESENTATIONS</td>
<td>1— Brunei - presenter TBA</td>
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<td></td>
<td>- Brunei</td>
<td>2— Cambodia - presenter TBA</td>
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<td>- Cambodia</td>
<td>3— Indonesia - presenter TBA</td>
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<td></td>
<td>- Indonesia</td>
<td>4— Laos - presenter TBA</td>
</tr>
<tr>
<td></td>
<td>- Laos</td>
<td>5— Malaysia - presenter TBA</td>
</tr>
</tbody>
</table>
### 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)


   Please read by our class on 12/06 (Tue)

2. East Asian Regionalism, Ch. 8: Regionalism: A conceptual framework of analysis (261-281)


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### 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 policy on academic integrity; the complete policy is available in the Student Handbook. The Student Handbook is available on the CPS Student Resources page > Policies and Forms.

*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.

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