

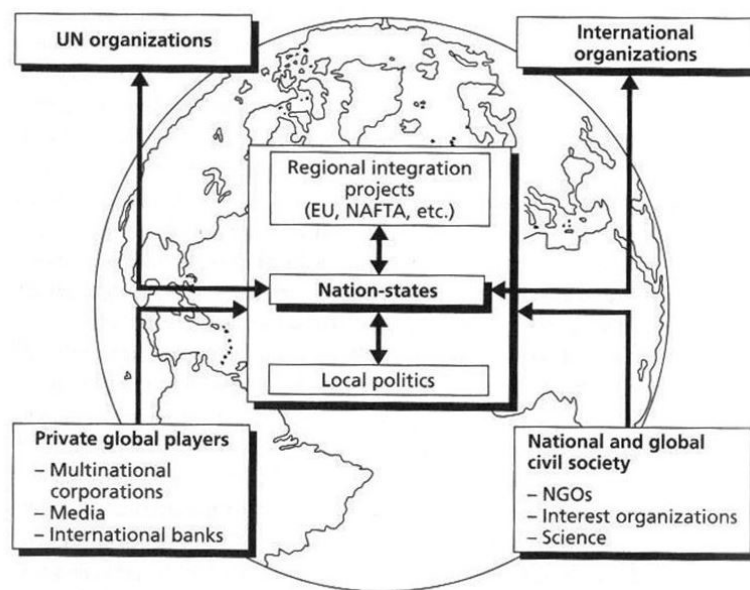


**London
South Bank
University**

EST 1892

Module Guide

Global Governance, Regionalism and the Nation- State (DSS_5_GGR)



School of Law and Social Sciences

Level 5

Table of Contents

1.	Module Details.....	3
2.	Short Description	3
3.	Aims of the Module.....	3
4.	Learning Outcomes	4
5.	Assessment of the Module	4
5.1	General Assessment Rules	5
6.	Feedback.....	9
8.	Introduction to Studying the Module.....	9
8.1	Overview of the Main Content	9
8.2	Overview of Types of Classes	9
8.3	Importance of Student Self-Managed Learning Time	10
8.4	Employability	10
9.	The Programme of Teaching, Learning and Assessment.....	111
10.	Learning Resources	18

Overview of lecture programme

Week 1	Introduction to the module: nations, internationalisation, regionalisation and globalisation
Week 2	The UN and Global Governance
Week 3	International Organisations and International Financial Institutions
Week 4	Transnational corporations, global production and integrated value chains
Week 5	Student self-directed study week
Week 6	The European Union – the making of a regional integration project
Week 7	The European Union – theories of regional integration
Week 8	Post-communist transitions and EU integration in Eastern Europe
Week 9	The European Union – identity, Euroscepticism and the limits of regional integration
Week 10	Integration in the Asia-Pacific region
Week 11	Regionalism in Africa
Week 12	Regionalism in Latin America
Week 12	Module review and exam preparation

1. MODULE DETAILS

Module Title:	Global Governance, Regionalism and the Nation-State
Module Level:	5
Module Reference Number:	DSS_5_GGR
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA Hons International Relations, BA Hons Politics
Module Coordinator:	Dr Adrian Budd
MC Contact Details (Tel, Email, Room)	Ext. 5746, buddam@lsbu.ac.uk , B266A
Teaching Team & Contact Details (If applicable):	Dr Adrian Budd Dr Daniela Lai
Subject Area:	Politics and International Relations
Summary of Assessment Method:	1. International news journal diary (50%) 2. 2-hour exam (50%)
External examiner responsible for the module	Dr Ivica Petrikova
Subject Librarian	Rebecca Fong (fongr@lsbu.ac.uk)

2. SHORT DESCRIPTION

This module explores the contemporary multi-layered international system. It focuses on the complex, dialectical (non-linear) economic, social and political relations between nation-states, regionalisation and globalisation. Regionalisation has emerged across the world, but is most developed in Europe, on which the module will place particular emphasis. The module will also explore the role of international organizations in the global system, with particular emphasis on the United Nations system, including International Financial Institutions. In problematizing one-sided arguments about the decline of the state, the module encourages critical reflection on state power and global inter-dependence in the 21st Century.

3. AIMS OF THE MODULE

The module aims to:

- develop knowledge and understanding of the multi-level political structure of the contemporary international system
- enhance understanding of forces that shape world politics;
- explore changes to the international system that refine, and possibly challenge, earlier conceptions of the centrality of state power
- analyse the developing influence of International Organisations;
- explore the emergence and growth of global regions

4. LEARNING OUTCOMES

By the end of the module students will have developed:

Knowledge and Understanding

- knowledge of processes of globalisation and regionalisation;
- knowledge of key global institutions and international organisations and their regional and national impacts;
- understanding of global, regional and national political, economic and social developments and their inter-dependence

Intellectual skills

- the ability to grapple with complex ideas and concepts related to the multi-layered international system;
- the ability to describe and evaluate the relationship between regionalisation and globalisation and their mutual inter-relations

Practical skills

- further capability in the use of IT skills, eg in constructing an online journal diary

5. ASSESSMENT OF THE MODULE

This module is assessed by:

Formative:

Precis work on two contemporary documents distributed early in the semester will be undertaken during the following week(s)

Summative:

1. International news journal diary

Students are required to write a personal journal reflecting world news. They should critically appraise quality print and broadcast sources for this purpose, including: the *BBC*, *Deutsche Welle* (Germany), *Al-Jazeera*, *Le Monde*, *The New York Times*, and the *Financial Times*. Students must make one entry per week, of 300-400 words, for 5 weeks, summarising and commenting upon a current event in world politics by drawing upon the knowledge gained in this and other modules on the course (50% of total marks)

2. a 2-hour exam in which students answer 2 questions unrelated to their coursework (50% of total marks)

Please note that to pass the module a mark of 40% is required.

Coursework must be submitted electronically via the module Moodle site and should also be submitted to 'turn-it-in'. Marks will be deducted for late submission.

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

Hints on completing your assessment

- Your work must be presented according to the format required.
- You need to demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and show that you have undertaken independent research using a range of sources
- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence
- Do not forget to reference correctly and provide a bibliography, correctly set out, at the end of your work
- Avoid lengthy quotations or answers that simply link together quotations from your sources - put points succinctly in your own words and cite the source of the argument or evidence
- Do not include bullet points or sub-headings in your work.
- Ensure your answer provides analysis (how and why things happen) and not just a descriptive account (what happens).
- Give sufficient time for proof-reading - correcting errors and checking that the answers make sense. Poor expression in English will lose you marks.
- Use a clear and direct style and keep sentences short
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework

DSS General Assessment Rules

The individual modules vary in assessment requirements but there is a balance of coursework and written examination. Many modules are assessed by two or more elements (e.g. an exam and a coursework essay). Coursework takes various forms including essays, reports, website analysis, data analysis exercises, group and individual presentations, blogging, project proposal and final year project. Examinations normally take the form of a seen or unseen paper and are of either two or three hours' duration. The overall pass mark for each module is 40%, subject to a minimum mark of 30% for each assessed element, for instance an essay and examination.

All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

Level Four

The overall learning outcome of level four modules is that the student should be able to demonstrate a good knowledge of important information, concepts and ideas, in the chosen area of study and should be attempting to provide some analysis of alternative

views and perspectives. In particular, at the end of level four, students should have acquired a number of key skills, which should be reflected in their written work, and the ability:

- to collect, sift and record information from a variety of sources (e.g. library, database, lectures)
- to distinguish between description and analysis in information sources
- to isolate key arguments within source material
- to use information to present a relevant and coherent argument in written and oral form (e.g. 1500 word essay or a ten minute oral presentation).

Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

Level Six

Students will be expected to demonstrate the ability:

- to identify the social formation of individuals, groups, the nation state, and global relations
- to apply appropriate knowledge and skills to the solution of problems in relation to these areas
- to understand the relation between economic, social, political and cultural factors in behaviours and structures at the level of the group, the nation state, and global relations
- to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (9,000 word research Project)
- to understand the influence of historical and global forces on society.

At level six, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

Marking Criteria – how your work is assessed

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system

5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Plagiarism and Cheating in Examinations

Plagiarism occurs when people:

- copy text - either phrases, passages or full pages - word for word from books or articles
- copy the structure of books or articles, whether or not sources are acknowledged
- take ideas from other people or publications without acknowledging the source.

This can happen unintentionally when notes are taken from a book or an article or material is downloaded from the internet and put directly into an essay. Whether intentional or not, plagiarism is not acceptable under any circumstances. It is regarded as a form of cheating and there are stiff university regulations to deal with it. Normally an essay which contains material copied from another source will be given a mark of zero and you may face additional penalties. All coursework must be submitted using TURNITIN, which is used to detect plagiarism.

It is equally unacceptable for a student to copy a fellow student's work either with or without permission.

Cheating in exams will not be tolerated under any circumstances, and may result in termination of studies.

Further information, including the procedure for dealing with attempts to gain unfair advantage and possible penalties for proven offences, is available on MyLSBU. Please see the Assessment and Examination Handbook available on the link below (see page 28):

https://www.lsbu.ac.uk/_data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf

You will be able to avoid inadvertent plagiarism if you follow the referencing guidelines provided by LSBU. These, along with many other helpful study tips, can be found in the LSBU 'How-to-Guides', here: <https://my.lsbu.ac.uk/my/portal/Study-Support/How-to-Guides>

Full details of the University's academic regulations (which relate to assessment and awards, including degree classification criteria, etc) are set out on the MyLSBU webpages.

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

<https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and Cook, C. (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. and Wong, B. (2013) 'Not girly, not sexy, not glamorous': primary school girls' and parents' constructions of science aspirations, *Pedagogy, Culture & Society*, 21 (1), pp. 171-194.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access

recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

6. FEEDBACK

The coursework deadlines are published, after discussions between staff, and where appropriate between staff and students, in the first few weeks of the semester. It has been provisionally agreed that the deadline for the coursework for this module is 8 December 2018. Marked coursework is returned to students within 15 working days of submission.

7. STUDENT EVALUATION

This is a new module and has not been evaluated by students before

8. INTRODUCTION TO STUDYING THE MODULE

The world has seen the emergence of many international organisations, various institutions of global governance and, more recently, the growing significance of regional organisations. As a result of this breadth of material, this module is necessarily selective. It explores the range of phenomena under the headings of global governance and regionalism, but focuses on key developments in the EU, the most successful example of regionalism. With this in mind, the following list is merely indicative, and should not be regarded as a definitive statement of the module's content.

8.1 Overview of the Main Content

- Introduction: nation-state, nationalism and inter-state rivalries 1850-1990
- Internationalisation, inter-dependence and the rise of International Organisation 1945-90
- Case study: the United Nations system
- The end of the Cold War and globalisation
- Case study: transnational corporations, global production and integrated value chains
- The International Financial Institutions
- Case study: global neoliberalism
- Global regions and the emergent regionalisation
- Case study: the European Union
- The end of the nation state?
- Re-thinking 'the international', or the 'national-global dialectic'

8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

Students are expected to read from core texts and from a bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars by presenting at least one paper (either individually or in pairs) and preparing in advance to discuss others' papers. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars

8.3 Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

8.4 Employability

This Module will provide students with many of the skills necessary for undertaking future work in a wide range of fields, including local government and the civil service, policy-making institutions, and International Organisations. Employability will be enhanced in particular in the following areas:

- effective time management skills
- the ability to work on tasks in small groups
- effective written and oral communication skills
- the ability to use a range of sources, including the internet, and to carry out independent research
- (via the assessment) the ability to construct a weekly world news journal diary that draws upon recently published media analysis

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

It is imperative that you read, at the very least, one of the core weekly readings in preparation for seminars. The weekly reading lists below are sometimes rather long. You are not expected to read all of the sources, but you will hopefully find the lists helpful in tracking down materials in preparing for coursework and the examination. The readings marked * are available on the moodle site.

Week 1

Lecture Introduction to the module: nations, internationalisation, regionalisation and globalisation

Key concepts and issues: world order, nation-states, the inter-state system and inter-state rivalries, hegemony, interdependence, internationalisation, transnationalism, globalisation, regionalisation, multipolarity, national-global dialectic.

Seminar

- a) organisation of the module and introduction to module readings
- b) completing your assessment

Reading

Breslin, S. (2010) Regions and Regionalism in World Politics, in Beeson, M. & Bisley, N. (eds.) *Issues in 21st Century World Politics*. Basingstoke: Palgrave Macmillan.

See also next week's listing. At least one of the core readings should be read in advance of next week's class.

Week 2

Lecture The UN and Global Governance

Key concepts and issues: world order change, security council, war and peace, Cold War, bi-polarity, superpowers, veto, liberal internationalism, governance

Seminar What is the likelihood that there will be changes to the working of the UN Security Council that seriously address the problems that reformers have highlighted?

Presenter(s)

Reading Core

- * Curtis, D & Taylor, P. (2017) The United Nations, in Baylis, J. et al (eds.) *The Globalization of World Politics* 7th edition. Oxford: Oxford University Press
- * Weiss, T. (2009) *The UN's Role in Global Governance*. New York: United Nations Intellectual History Project

Further

- Beeson, M. (2017) Globalization and Governance, in Beeson, M. & Bisley, N. (eds.) *Issues in 21st Century World Politics* 3rd edition. Basingstoke: Palgrave Macmillan.
- Kegley, C. & Raymond, G. (2012) *The Global Future*. Boston, MA.: Wadsworth. Ch.5
- * Mansbach, R. & Rafferty, K. (2008) *Introduction to Global Politics*. Abingdon: Routledge. Ch.9
- Weiss, T & Thakur, R. (2010) *Global Governance and the UN: An Unfinished Journey*. Bloomington: Indiana University Press

www.un.org/en/sections/resources-different-audiences/students/index.html
<http://www.qdrc.org/u-gov/global-neighbourhood/>

Week 3

Lecture International Organisations and International Financial Institutions

Key concepts and issues: Bretton Woods system, internationalisation, interdependence, governance, neoliberalism, structural adjustment, state interests

Seminar “The IFIs demonstrate a fake cosmopolitanism and in reality express the interests of the dominant capitalist states”. Discuss

Presenter(s)

Reading Core

- * Mansbach, R. & Rafferty, K. (2008) *Introduction to Global Politics*. Abingdon: Routledge. Ch.9 & ch.11 (pp.519-541)
- * Park, S. (2017) International organizations in world politics, in Baylis, J. et al (eds.) *The Globalization of World Politics* 7th edition. Oxford: Oxford University Press.

Further

- Archer, C. (2010) *International Organizations* 3rd edition. Abingdon: Routledge
- Starrs, S. (2017) International Organizations: Can They Break Free from States?, in Beeson, M. & Bisley, N. (eds.) *Issues in 21st Century World Politics* 3rd edition. Basingstoke: Palgrave Macmillan.

Week 4

Lecture Transnational corporations, global production and integrated value chains

Key concepts and issues: TNCs, global economic integration, global value chains (GVC), interdependence, neoliberalism, home base, state and capital, drivers of globalisation, regulation, New International Economic Order (NIEO).

Seminar This seminar will take the form of a workshop on economic data, with a particular emphasis on the issue of the relations between TNCs and states

Presenter(s)

Reading Core

* Starrs, S. (2014)

The chimera of global convergence, *New Left Review* 87, May-June

Further

* Budd, A. (2013)

Class, States and International Relations: a critical appraisal of Robert Cox and neo-Gramscian theory. Abingdon: Routledge. Ch.6

Philips, N. (2017)

Global Political Economy, in Baylis, J. et al (eds.) *The Globalization of World Politics* 7th edition. Oxford: Oxford University Press

Week 5 **Student self-directed study week**

You will receive guidance on how you can use this week to work on the formative assessment and begin your preparations for the summative coursework.

Week 6

Lecture The European Union – the making of a regional integration project

Key concepts and issues: Cold War, rivalry, US hegemony, security zone, bloc integration, customs union, common market, free trade area, civilian power, centrifugal and centripetal forces

Seminar What key factors explain the successful postwar integration of Western Europe?

Presenter(s)

Reading Core

* Ladrech, R. (2006)

Historical Background, in Sakwa, R. & Stevens, A. (eds.) *Contemporary Europe* 2nd edition. Basingstoke: Palgrave Macmillan

* Olsen, J. & McCormick, J. (2017)

The European Union: Politics and Policies 6th edition. Boulder, Co.: Westview Press. Chs.2-4

Further

Gowland, D. et al (2006)

The European Mosaic 3rd edition. Harlow: Pearson. Sections 1.2 & 3.1

Lintner, V. (1999)

The European Community – 1958 to the 1990s, in Schulze, M.-S. (ed.) *Western Europe – economic and social change since 1945*. London: Longman

Week 7

Lecture The European Union – theories of regional integration

Key concepts and issues: realism, inter-governmentalism, neo-functionalism, spill-over, institutionalism, federalism, neo-Gramscianism, Amsterdam School

Seminar Which theory best explains European integration, and why?

Presenter(s)

Reading

Core

* Rosamond, B. (2000)

Theories of European Integration. New York: Palgrave Macmillan. Introduction

* Weiner, A. & Diez, T. (2009)

European Integration Theory 2nd edition. New York: Oxford University Press.

Further

* Gill, S. (2003)

A Neo-Gramscian Approach to European Integration, in Calfruny, A. & Ryner, M. (eds.) *A Ruined Fortress – neoliberal hegemony and transformation in Europe*. Oxford: Rowman & Littlefield

Lapavitsas, C. (2019)

The Left Case Against the EU. Cambridge: Polity Press

* Toemmel, I. (2014)

The European Union: What it is and How it Works. New York: Palgrave Macmillan. Ch.1

Week 8

Lecture Post-communist transitions and EU integration in Eastern Europe

Key concepts and issues: neo-liberalism, transition, EU enlargement, post-communism, Western Balkans

Seminar How successful has the enlargement of the EU into Eastern and Central Europe been?

Presenter(s)

Reading Core

Batt, J. (2008)

Introduction: Defining Central and Eastern Europe, in White, S., Lewis P. G. and Batt, J. (eds.) *Developments in Central and East European Politics*, 5th Edition. Basingstoke: Palgrave Macmillan.

Further

Börzel, T. (2011)

When Europeanization Hits Limited Statehood: The Western Balkans as a Test Case for the Transformative Power of Europe. *KFG Working Paper Series*, No. 30, September. Berlin: Free University of Berlin, available at <https://www.ssoar.info/ssoar/handle/document/37474#>

Carothers, T. (2002)

The end of the transition paradigm, *Journal of democracy* 13(1), pp.5-21.

Dale, G. (ed.) 2011)

First The Transition, Then The Crash: Eastern Europe in the 2000s. London: Pluto Press.

Kerr, R. (2005)

The Road from Dayton to Brussels? The International Criminal Tribunal for the Former Yugoslavia and the Politics of War Crimes in Bosnia. *European Security*, 14(3), 319-337.

Przeworski, A. (1991)

Democracy and the market: Political and economic reforms in Eastern Europe and Latin America. Cambridge: Cambridge University Press.

Schimmelfennig, F. (2001)

The Community Trap: Liberal Norms, Rhetorical Action, and the Eastern Enlargement of the European Union. *International Organization* 55(1), pp. 47-80.

White, S. et al (eds.) (2013)

Developments in Central & East European Politics. 5th Edition. Basingstoke: Palgrave Macmillan.

Week 9

Lecture The European Union – identity, Euroscepticism and the limits of regional integration

Key concepts and issues: the construction of identities, nationalism, imagined communities, Euroscepticism, democracy and representation, ordo-liberalism and the 'mob', elite projects

Seminar "Euroscepticism is a Europe-wide phenomenon". Discuss

Presenter(s)

Reading Core

- * Jora, L. (2017) Brexit and the Future of the European Project - Possible Scenarios, *Romanian Review of Political Sciences & International Relations*, 14 (1)
- * Scuirea, L. (2017) Brexit Beyond Borders: Beginning of the EU Collapse and Return to Nationalism, *Journal of International Affairs*, 70(2)
- Further**
- Arts, W., & Halman, L. (2005) National Identity in Europe Today: What the People Feel and Think. *International Journal of Sociology*, 35(4)
- Garton Ash, T. (2012) The crisis of Europe, *Foreign Affairs* 91/5
- Lapavistas, C et al (2012) *Crisis in the Eurozone* (2012). London: Verso. Esp. part 3
- * Sakwa, R. & Stevens, A. (eds.) (2006) *Contemporary Europe* 2nd edition. Basingstoke: Palgrave Macmillan. Ch.12
- Todorova, E. (2017) The Future of the European Union – the consequences of Euroscepticism, *Vizione* 28
- Ultan, M. & Ornek, S. (2015) Euroscepticism in the European Union, *International Journal of Social Sciences* Vol. IV, No. 2 / 2015
- Zielonka, J. (2014) *Is the EU Doomed?*. Cambridge: Polity

Week 10

Lecture Integration in the Asia-Pacific region

Key concepts and issues: regional rivalry and hegemony, counter-hegemony, economic hub, security zone, state capitalism, ASEAN, ASEAN+3, 'belt and road initiative', Beijing consensus

Seminar What factors explain the limited political integration of the Asia-Pacific region?

Presenter(s)

Reading

Core

- * Golub, P. (2016) *East Asia's Reemergence*. Cambridge: Polity. Esp. ch.4
- * Heydarian, R.J. (2015) *Asia's New Battlefield – The USA, China and the struggle for the Western Pacific*. London: Zed, pp.297-324

Further

- Beeson, M. (2014) *Regionalism and Globalization in East Asia* 2nd edition. Basingstoke: Palgrave Macmillan
- Dent, C. (2016) *East Asian Regionalism* 2nd edition. Abingdon: Routledge
- Engel, U. et al (eds.) (2016) *The New Politics of Regionalism: Perspectives from Africa, Latin America and Asia-Pacific*. Abingdon: Routledge

Week 11

Lecture Regionalism in Africa

Key concepts and issues: dependency, neo-liberalism, globalisation, development and under-development, colonialism, imperialism, regional initiatives

Seminar How do you explain the limits to integration in Africa?

Presenter(s)

Reading

Core

Taylor, I. & Soderbaum, F. (2017)

Modes of regional governance in Africa, in Engel, U. *The New Politics of Regionalism: Perspectives from Africa, Latin America and Asia-Pacific*. Abingdon: Routledge

Fawcett, L. (2017)

Regions and Regionalism, in Beeson, M. & Bisley, N. (eds.) *Issues in 21st Century World Politics* 3rd edition. Basingstoke: Palgrave Macmillan.

Further

Ayers, A. (2013)

Beyond Myths, Lies and Stereotypes: the political economy of a 'New Scramble For Africa', *New Political Economy*, 18:2

Bond, P. (2006)

Looting Africa: The Economics of Exploitation

Goldstein, J. & Pevehouse, J. (2006)

International Relations 7th edition. Chs 12 & 13

Grant, J. & Soderbaum, F. (eds.) (2016)

The New Regionalism in Africa. Abingdon: Routledge

Hoogvelt, A. (2001)

Globalisation and the Postcolonial World.

Baltimore: John Hopkins University. Ch 8

Onslow, S. (2012)

'Resurgent continent?: Africa and the world: introduction: African challenges and opportunities' *LSE Research Online*

Thomson, A. (2004)

An Introduction to African Politics 2nd edition.

<http://www.nepad.org/> homepage of the New Partnership for Africa's Development

<http://www.au.int/en/> homepage of the African Union

Week 12

Lecture Regionalism in Latin America

Key concepts and issues: dependency, neo-liberalism, globalisation, development and under-development, regional initiatives, Mercosur...

Seminar How do you explain the limits to integration in Africa?

Presenter(s)

Reading

Core

Cardoso, Fernando Henrique (1972)

Dependency and development in Latin America, in J Timmons Robers and Amy Bellone Hite (eds) (2007) *The globalization and development reader*. Oxford: Blackwell publishing

Further

Gardini, Gian Luca (2016)

Towards modular regionalism: the proliferation of Latin American cooperation, in Engel, U. et al (eds.) (2016) *The New Politics of Regionalism: Perspectives from Africa, Latin America and Asia-Pacific*. Abingdon: Routledge

Dri, C. (2016)

Latin America and the building of regional public goods, in Engel, U. et al (eds.) *The New Politics of Regionalism: Perspectives from Africa, Latin America and Asia-Pacific*. Abingdon: Routledge

Hoffman, A M (2019)

Regional Governance and Policy-Making in South America (Governance, Development, and Social Inclusion in Latin America). Palgrave Macmillan

Latin America in the 21st Century: Nations, Regionalism, Globalization (2009) Kindle Edition

by [Gian Luca Gard](#)

Week 13

Workshop Review of the module and exam preparation

10. LEARNING RESOURCES

There is no set text for this module, but the following are especially useful:

Baylis, J. et al (eds.) (2013/2017) *The Globalization of World Politics* 6th or 7th edition. Oxford: Oxford University Press. **327.1**

Mansbach, R. & Taylor, K. (2012) *Introduction to Global Politics* 2nd edition. Abingdon: Routledge. **327 MAN**

Additional resources

Chatham House, which publishes *International Affairs*, <http://www.chathamhouse.org.uk/>
Web-site for the journal *Foreign Affairs*, <http://www.foreignaffairs.org/>