

New Regionalisms, Emergent Powers and the Future of Security and Governance

Course Director: **Roger Coate**, University of South Carolina and Georgia College & State University, United States

Faculty: **Andrew Cooper**, Centre for International Governance Innovation, Waterloo, Canada
Anil Duman, Central European University, Hungary
Tânia Felício, United Nations University-Comparative Regional Integration Studies (UNU-CRIS), Belgium
Jane Parpart, University of the West Indies, Trinidad & Tobago
Paul Roe, Central European University, Hungary
Timothy Shaw, University of the West Indies, Trinidad & Tobago

World order is in transition as the global realignment of states following the end of the Cold War is being accompanied by a reordering of the global political economy. Extrapolating current and recent growth trends into mid-21st century projects a likely reordering of economic power and quite possible restructuring of world affairs in socio-cultural, economic and political spheres. The International Business Report 2007, for example, has projected that by 2050 the emerging market economies will account for almost 80 percent of global output, with the BRIC countries (Brazil, Russia, India and China) alone making up 44 percent of global GDP. Moreover, the forces of globalization are transforming peoples, societies, governments and international relations of regions. In this context, a complex relationship is evolving between development and security as state and non-state agents and macro and micro forces interplay dynamically impacting on the triangular relationship among development, governance and human security. The interactive affects of globalization and regionalization are coming full-stage: liberalization of production and trading and financial markets; broadening inequality; rethinking of identity and citizenship and the relationship between ethnicity and other forms of identity and governance.

Regionalism, especially regarding the role of emerging powers, serves as a unique vantage point for observing global transformation as it relates to the cumulation or tensions among local forces and processes. Some scholars suggest that a new triangular formation has taken shape: the first world club of the OECD; the second world of emerging economies; and, a heterogeneous third world of the rest. Others challenge that such a formulation seems much too simplistic to capture the nature and essence of the transformation. Regionalism is also in transition, as new forms of regionalisms (“new regionalisms”) have been evolving. Regionalism and globalism are not incompatible processes—both are occurring simultaneously and are in many ways complementary.

Through examination of substantive regional cases and informed interdisciplinary and international research and debate, the course explores alternative theoretical perspectives and conceptual devises for analyzing and understanding the evolving world order. Emphasis will be placed on moving beyond state-centered perspectives and will include critical examination of governmentalist, power, securitization, political economy, constructivist, neofunctionalist and historical institutionalist perspectives. Challenging concepts include among others: multi-polar regional blocs; BRICs, BRICSAM (BRICs plus South Africa, ASEAN states and Mexico) and emerging powers; globalization, globalisms and anti-globalisms; regionalism and new regionalisms; transnationalisms; and new multilateralisms. Focus will be placed on both on emerging world power structures as well as on the myriad heterogeneous local articulations and intermediate level interactions and linkages among civil societies, formal and informal economies, illegal sectors, identity groups, economic and financial entities and institutions, communication and information technologies. All of this has implications for the future of local, national, regional and global governance, and the course concludes by a critical examination such governance issues. Critical issues need to be confronted

about the future of global governance and the legitimacy of international institutions and their ability to deal with critical challenges of security and development.

This research-based seminar aims to contribute to the advancement of new cross-disciplinary knowledge by introducing participants to and immersing them in cutting-edge research utilizing new perspectives for explaining and understanding the dynamic and interdependent processes of social, economic and political change and transformation at play in the post-Cold War, post-9/11 world. The success of the seminar will be measured in terms of theoretical clarification achieved, analytical capabilities thereby enhanced and new cutting-edge research programs and agendas developed and enhanced. Because we seek to provide the richest possible intellectual experience, we have invited as our faculty a number of the most notable and recognized scholars working in this area. These scholars are involved in extensive transnational research networks. More specifically, these networks include the Centre for International Governance Innovation (CIGI) BRICSAM research and information community on the IGLOO (International Governance Leaders and Organizations Online) Network and the United Nations University's Comparative Regional Integration Studies (UNU-CRIS) program and its extensive research network and opportunities, including the special joint initiative with the GARNET Network of Excellence—the Regional Integration Knowledge System. The CIGI BRICSAM network is devoted to their study, the notions of shifting economic power and the multiple ripple effects of these rapidly developing countries on the global economy and on international governance. The UNU-CRIS network and UNU-CRIS /GARNET's Regional Integration Knowledge System serves to provide a central node for information exchange on regional integration processes worldwide and to constitute a 'missing link' between the existing regional initiatives for information provision on regional integration and cooperation.

This is a research seminar, and participants will be encouraged to work in self-selected guided research teams. Each of our participants will be required to produce a paper of publishable quality. The faculty will interact with the participants both before the actual course begins, during the course—in the classroom and in tutorial sessions and one-on-one and group consultations—and after it concludes to assist in the design and conduct of their research projects and will encourage and assist participants to publish their research papers in professional journals.

Course Format:

The course will be conducted as a mixed in-residence/distance learning (DL) course. It is organized into three modules:

Module One:	Distance Learning	June 1 – July 10, 2009
Module Two:	Budapest	July 13 – 24, 2009
Module Three:	Distance Learning	August 1 – October 15, 2009

The first six weeks will be conducted in a distance learning format over the Internet and email. During this period, the method of teaching will involve interactive one-on-one and group sessions involving structured exercises, designed to prepare the participants for the in-residence portion of the course. A key aspect of the preparatory distance learning module will include the design of research papers that will be drafted in residence at the CEU and crafted into draft articles for submission to a journal for publication.

The next two weeks of the seminar will be conducted “in residence” at CEU in Budapest. This “in-residence” portion will involve a mixed format, including lectures, panel discussions, case-method explorations, discussion sessions, the drafting of the research paper, two workshops, and participant paper presentations. Tutorial sessions are fundamental. Each participant will work directly with a faculty mentor, and this collaboration will extend into the third module--distance learning segment--of the seminar. Finished research papers will be submitted and evaluated at the conclusion of the segment. Approximately 20 percent of the class time will be set aside for class lectures, 40 percent for seminar discussions where the theoretical literature will be reviewed, 30 percent in workshops

sessions and tutorials devoted to research related topics, and 10 percent in workshops and forum sessions related to teaching and other professional concerns.

The final ten weeks will again involve a distance-learning component. The director and faculty will work with those participants who wish to revise and submit their research papers for publication in professional outlets.