
INTA 689 – DC Fall 2023: Geoeconomics of East Asia

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Office Hours:
 by appointment

Class Time & Location:
 X 6:30-9:10 PM

Location: 1620 L. St, Suite 700 NW, Washington DC in-person and electronic-to-group in College Station
 Credit Hours: 3.0

COURSE DESCRIPTION:

This course addresses emerging political economy questions related to the resurgence of geoeconomic competition and the potential end of the liberal economic order. As key states in the global economic system shift from market to security logics in assessing the benefits and costs of economic openness, the institutional rules and norms that structured economic exchange have begun to change. We will study how East Asian states use economic tools to achieve its political objectives and how geography can be linked to political economic imperatives and trends at the global level. By examining the historical development of political economy in East Asia, the first part of this class introduces main actors in the geoeconomic game in East Asia: China, Japan, North and South Korea, and Taiwan. Students will learn how heterogeneous development path and domestic political economic conditions shape the contemporary geoeconomic structure. During the second part of this class, we will directly examine the current events including the US-China trade war, geopolitics of global energy security, Indo-Pacific strategy, Belt and Road Initiative, competition for critical technology, and domestic politics of global supply chains competition. By the end of the semester, students write a research paper on a topic in the field of international political economy.

By the end of the course, students will be able to:

- Understand interactions between state power, politics, and economic tools
- Apply course concepts and analytical tools to explain the geoeconomic competition in several regions of the world
- Practice academic debate on complex geoeconomic issues

COURSE PREREQUISITES:

INTA 608

COURSE TEXTS:

Ali, S.M., 2020. *China's Belt and Road Vision: Geoeconomics and Geopolitics*.
 Cai, K., 2016. *The Political Economy of East Asia: Regional and National Dimensions*.
 Diesen, G., 2022. *Great Power Politics in the Fourth Industrial Revolution: The Geoeconomics of Technological Sovereignty*.
 Solingen, E. ed., 2021. *Geopolitics, Supply Chains, and International Relations in East Asia*

REQUIREMENTS AND GRADING:

30%	Final Exam
40%	Research Project <ul style="list-style-type: none"> • Paper (20%) • Final Presentation (20%)
20%	Talking Points Memo
10%	Participation (Attendance and Classroom Exercise)

Late Work Policy

Late work policies in this class are defined by Student Rule 7 (<https://student-rules.tamu.edu/rule07/>). Students should consult with the instructor if they are unable to submit required written work by the deadline defined in the syllabus.

Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy ([Student Rule 7](#)).

Research Project

The paper is expected to formulate a hypothesis, ground it in appropriate literature, illustrate an argument or puzzle using qualitative evidence, and test the hypothesis using case studies (or quantitative evidence if possible). Please speak to me before the 3rd class week so I can get you started. A draft of the research paper will be presented in week 7, and the final version is due by week 14.

Talking Points Memo

This is a seminar with a heavy reading load, and it is essential to complete the required reading. Students are expected to write brief “talking points” memo (no more than 2-page) summarizing and responding to the assigned readings for each week from the week 3. The lowest two grades will not be reflected on the final grade. Please submit your memo on Canvas at least 6 hours in advance of our class meetings. Do keep in mind that you may be called upon to present them during the seminar.

Grading Policy: I will assign grades according to the scale below and without rounding.

Letter	A	B	C	D	F
%	90+	80+	70+	60+	59-

Incompletes are rarely given, and then only if at least 75% of the work has been completed at a passing level, and extreme circumstances prevent completion of the remaining work.

COURSE OUTLINE AND CLASS ASSIGNMENTS:

	Topics	Readings
1	Geoeconomics and the Pre-1945 East Asia History	<ul style="list-style-type: none"> • Anthea Roberts, Henrique Choer Moraes and Victor Ferguson. 2019. “Toward a Geoeconomic Order in International Trade and Investment” <i>Journal of International Economic Law</i> 22: 655–676 • Blackwill, R.D. and Harris, J.M., 2016. <i>War by Other Means: Geoeconomics and Statecraft</i>. Ch.1 - 2 • Cai Ch.2 • Schneidewind, Dieter K. <i>Economic Miracle Market South Korea: A Blueprint for Economic Growth in Developing Nations</i>. Springer, 2016. Pp.15-34

	Topics	Readings
2	The Four Asian Tigers and Flying Geese	<ul style="list-style-type: none"> • Cai Ch.4-6 • Kojima, Kiyoshi. 2000. "The "flying geese" model of Asian economic development: origin, theoretical extensions, and regional policy implications." <i>Journal of Asian Economics</i> 11: 375-401. • Schneidewind, Dieter K. <i>Economic Miracle Market South Korea: A Blueprint for Economic Growth in Developing Nations</i>. Springer, 2016. Pp.153-183
3	Chinese Economic Development	<ul style="list-style-type: none"> • Cai Ch.7 • Bramall, C., 2008. <i>Chinese Economic Development</i>. Ch.3 - 5, 9 - 10, 14, 16
4	Contemporary Politics of Japan, Korea, and Taiwan	<ul style="list-style-type: none"> • Curtis, Gerald L. 1999. <i>The Logic of Japanese Politics</i>. Intro and Ch.1 • Schneidewind, Dieter K. <i>Economic Miracle Market South Korea: A Blueprint for Economic Growth in Developing Nations</i>. Springer, 2016. Pp.34 – 51, 122-135. • Bang, C.Y., 2020. Transition beyond denuclearisation: A bold challenge for Kim Jong Un. Ch.2 • Manthorpe, J., 2005. <i>Forbidden Nation: A History of Taiwan</i>. Ch.15 – 20.
5	Peaceful Rise vs. Chinese Dream	<ul style="list-style-type: none"> • Blackwill, R.D. and Harris, J.M., 2016. <i>War by Other Means: Geoeconomics and Statecraft</i>. Ch.4-5 • Ali Ch.1 • Solingen Ch.1
6	Belt and Road Initiative	<ul style="list-style-type: none"> • Ali Ch.2, 4 - 7
7	Midterm Presentation	
8	US-China Trade War	<ul style="list-style-type: none"> • Solingen Ch.2 – 3 • Fajgelbaum, P.D. and Khandelwal, A.K., 2022. "The economic impacts of the US–China trade war." <i>Annual Review of Economics</i> 14: 205-228. • Gachúz Maya, J.C. and Urdinez, F., 2022. "Geopolitics and Geoeconomics in the China–Latin American Relations in the Context of the US–China Trade War and the COVID-19 Pandemic." <i>Journal of Current Chinese Affairs</i> 51(1): 3-12.
9	Geopolitical Shocks on Global Supply Chains	<ul style="list-style-type: none"> • Solingen Ch.4 - 7

	Topics	Readings
10	Domestic Politics of Global Supply Chains	<ul style="list-style-type: none"> • Solingen Ch.8 - 13
11	Geopolitics of Global Energy Security	<ul style="list-style-type: none"> • Kuteleva, A., 2021. China's Energy Security and Relations with Petrostates: Oil as an Idea. Routledge. Ch.3-5 • Leverett, F. and Bader, J., 2005. "Managing China-US energy competition in the Middle East." <i>The Washington Quarterly</i> 29(1): 187-201. • Cai, Y., Mignon, V. and Saadaoui, J., 2022. "Not all political relation shocks are alike: Assessing the impacts of US–China tensions on the oil market." <i>Energy Economics</i> 114. • Hu, X., He, L. and Cui, Q., 2021. How Do International Conflicts Impact China's Energy Security and Economic Growth? A Case Study of the US Economic Sanctions on Iran. <i>Sustainability</i>, 13(12), p.6903.
12	The Competition for Critical Technology	<ul style="list-style-type: none"> • Barkin, N., 2020. "Export controls and the US-China tech war." <i>MERICs China Monitor</i> 18. • Mori, S., 2019. "US Technological Competition with China: The Military, Industrial and Digital Network Dimensions." <i>Asia-Pacific Review</i> 26(1): 77-120. • Diesen Ch.1 - 2, 4, 8 - 9
13	Final Presentation	
14	Review for final exam	
	Take-home Final exam during the official time determined by the University	

UNIVERSITY POLICIES

Attendance is required. Failure to attend and participate will negatively affect your final grade. The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. Advanced notice of your absence is always welcome as a professional courtesy. Please refer to Student Rule 7 in its entirety for information about excused absences, including definitions, and related documentation and timelines.

MAKEUP WORK POLICY

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor.

Please refer to [STUDENT RULE 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor” ([STUDENT RULE 7, SECTION 7.4.1](#)).

“The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence” ([STUDENT RULE 7, SECTION 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (SEE [STUDENT RULE 24](#).)

ACADEMIC INTEGRITY STATEMENT AND POLICY:

“An Aggie does not lie, cheat or steal or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must always keep appropriate records. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” (Section 20.1.2.3, Student Rule 20). You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at <http://aggiehonor.tamu.edu>

AMERICANS WITH DISABILITIES ACT (ADA) POLICY:

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office (<http://disability.tamu.edu/>). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit

TITLE IX AND STATEMENT ON LIMITS TO CONFIDENTIALITY:

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see University Rule 08.01.01.M1):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, you will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

STATEMENT ON MENTAL HEALTH AND WELLNESS:

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS). Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at <http://suicidepreventionlifeline.org>

College and Department Policies

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experiences, political views, races, religions, sexual orientations, socioeconomic statuses, and/or work experiences (see <http://diversity.tamu.edu/>). Accordingly, all of us in this class are expected to respect the different experiences, beliefs, and values expressed by others, and to engage in reasoned discussions that refrain from derogatory comments or dehumanizing language about other people, cultures, groups, or viewpoints.

Intellectual argument and disagreement are a fundamental element of both the academic world and the policy process. Disagreement does not, in and of itself, mean disrespect. However, the way that disagreement is expressed can be disrespectful. Unprofessional, insensitive, or disrespectful behaviors (such as using dehumanizing, derogatory, or coarse language; dismissing ideas based on the characteristics of the speaker/writer; or expressing threat or intent to harm, even if framed "as a joke") are inconsistent with the Bush School's commitment to diversity, and will not be tolerated by faculty or students participating in this class. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.