COURSE SYLLABUS POL 342G

Emerging Powers in the Global Order
(Spring 2018)

Number of ECTS credits: 6
Time and place: Monday 08:30-11:30, The Hague

Contact Details for Professor
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Office hours: Monday 11:30-12:30

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Course Prerequisites (if any)
HUM101G + HIS101G or POL101G

Course Description
The course analyses the challenges of Global Governance and the role played by emerging countries (BRICS+) in the new global order. It analyses the key drivers and challenges to the emergence of these countries, their major foreign policy priorities, the rationale behind their engagement in international multilateral organizations/institutions and the ways they try to change the balance in the global system. Firstly therefore, this course will present and study the key concepts that will continuously shape its content and review the various strategies that global powers can use to ‘emerge’. Second, it will look specifically at the power structures of a number of emerging countries and at their external strategies; country case studies focus on China, India, Brazil, Russia, South Africa and a few others (BRICS+). Third, we will look at the ways these states engage into the international governance structures, the tools they use and the efforts that they make to influence or redesign current structures. To do this, we will focus specifically on certain international issues: the global economy, development cooperation, climate negotiations and global security. Finally, we will explore the strategies developed by Europe to confront these new powers and, eventually, we will look at possible scenarios for global structures in the future.

Course Learning Objectives (CLOs)
The course aims to help students gain a deeper appreciation of how Global Governance works (or not) and how it is evolving. It also makes them reflect on the constraints and opportunities it poses for effective policy making—from the standpoint of governments, the private sector, NGOs, or multilateral international organizations/institutions. The course also provides the students with a better understanding of global problems and challenges, including the complexities inherent to policy-making, foreign policy decisions and implementation at times dictated by realpolitik. It will further give them an insight into the factors that contribute to the shaping of foreign policy today.

In the course of the semester, guest professors/practitioners may come and deliver lectures on specific topics addressed in the course.

By the end of the course, it is hoped that students will have a firm grasp of

1. in terms of substantive knowledge:
   a) Understanding of global governance and assessment of the current challenges to global order;
   b) Knowledge of social, economic and political systems of major emerging global powers in comparative perspective;
   c) Competence in the principles and factors that guide policymaking;
   d) Analysis of the impact of Emerging Powers on Global Governance

2. and in terms of skills:
   a) Acquiring the skills and abilities to apply theoretical and conceptual knowledge to real-life cases and issues.
   b) Critical thinking about current challenges for established and emerging global powers;
   c) Ability to critically compare different types of political systems;
   d) Ability to examine, understand, synthesize and utilize core texts on comparative government and politics;
e) Ability to carry out independent, in-depth research using a wide range of sources;
f) Ability to structure and compose a concise research essay, focused on the key issues at hand.
g) Ability to present work concisely and coherently, presentation and seminar-leading skills, including effective team-work.

3. **Major International Affairs attitudes expected from students include:**
   a) A passion for life-long learning, commitment to one's work and the ability to be open and critical towards one's own and others' perspectives;
   b) An international mind-set, multicultural openness and a strong capacity for interaction and networking in a variety of professional and cultural settings (including networking skills);
   c) A sense of professionalism, integrity and a self-critical attitude towards one's abilities, limits and constant urge for self-improvement
**LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK**

(BA International Affairs)

Summary:
Number of assignments used in this course: 4  
Number of Feedback occasions in this course (either written or oral): 3  
Number and Types of Teaching Methods: 4

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Numbers of Feedback given to Student</th>
</tr>
</thead>
</table>
| The bachelor has a profound knowledge of the main actors and the main processes in European and global international affairs and is able to apply this knowledge in the current international affairs. | 1a; 1b; 1d (numbers make reference to the CLOs detailed in the previous pages) | Lecture with Powerpoint Readings + debate (in which context, I always try to link up with current events and developments)  
External conferences when possible. | Class debates moderated by students.  
Exams.  
Review paper. | I offer oral feedback and exchange with students to ensure that the method and purpose of debates and moderation are well understood by all.  
Mid-term and final exam are graded thanks to a grading rubric. I give detailed oral feedback, particularly on the mid-term exam, in order to help the student improve his/her performance.  
The paper is also grade with a grading rubric. Students |
The bachelor has a demonstrable insight in the theoretical and historical frameworks in the academic literature on international affairs. He is able to apply these frameworks in order to understand and interpret the current processes and dynamics in international affairs.

| 1a; 1c 2a; 2d | Lecture with Powerpoint Readings + debate. External conferences. | Class debates moderated by students. Exams. Paper. | I offer oral feedback and exchange with students to ensure that the method and purpose of debates and moderation are well understood by all. Mid-term and final exam are graded thanks to a grading rubric. I give detailed oral feedback, particularly on the mid-term exam, in order to help the student improve his/her performance. The paper is also grade with a grading rubric. Students get plenty of chances to discuss with the professor to identify topic or reframe it following the research proposal. Detailed feedback on the essay is provided orally and can be discussed privately. |
The bachelor has insight into the broad societal context and is able to take this societal context into account in the analysis and interpretation of current problems in international affairs.

| 1b  | Lecture with Powerpoint Readings + debate. Some readings are purposefully from non-Western authors, in order to trigger a reflection on Western-centric knowledge and concepts. |
| 2c  | Class debates moderated by students, where students must bring a news story relating to the week’s topic, and explain it to fellow students. Exams. Paper. |

I offer oral feedback and exchange with students to ensure that the method and purpose of debates and moderation are well understood by all.

Mid-term and final exam are graded thanks to a grading rubric. I give detailed oral feedback, particularly on the mid-term exam, in order to help the student improve his/her performance.

The paper is also graded with a grading rubric. Students get plenty of chances to discuss with the professor to identify topic or reframe it following the research proposal. Detailed feedback on the essay is provided orally and can be discussed privately.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Event</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor knows and is able to apply common qualitative and</td>
<td>Lectures and review paper.</td>
<td>Feedback is given on the paper, orally and individually.</td>
</tr>
<tr>
<td>quantitative research methods and is able to apply these in the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>field of international affairs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bachelor has an open and academic attitude, characterized by</td>
<td>Debates in class.</td>
<td>Class participation is encouraged. The Professor coordinates and</td>
</tr>
<tr>
<td>accuracy, critical reflection and academic curiosity.</td>
<td></td>
<td>sometimes gives new twist to the debate, but also gives space to</td>
</tr>
<tr>
<td>The bachelor is able to apply a multi-disciplinary perspective in</td>
<td>Lectures</td>
<td>students.</td>
</tr>
<tr>
<td>his analysis of international affairs.</td>
<td>Readings (which include readings from various disciplines)</td>
<td></td>
</tr>
<tr>
<td>The bachelor is able to work in a multi-cultural team.</td>
<td>Exams</td>
<td>Feedback is provided on exams and paper.</td>
</tr>
<tr>
<td>The bachelor recognizes the importance of life-long learning.</td>
<td>Debates</td>
<td>Students that rarely speak will be encouraged, although not forced to</td>
</tr>
<tr>
<td></td>
<td>Students are encouraged to read the press, stay up to date with</td>
<td>speak.</td>
</tr>
<tr>
<td></td>
<td>political and policy developments.</td>
<td></td>
</tr>
</tbody>
</table>
| The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation. | 2g; 2f | Class debates  
Readings include a mix of academic and policy-oriented papers. | Essay  
Papers  
Class moderation exercise | General feedback + individual feedback if requested. |
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The bachelor is able to include ethical judgments in his analysis of current problems in international affairs and assesses the impact of these ethical judgments on the solutions proposed for current international affairs.</td>
<td>3c</td>
<td>Lectures, readings (often emphasizing these dilemmas). Readings from non-Western authors, or providing non-mainstream views are provided to trigger critical thinking.</td>
<td>Class debates. Paper</td>
<td>General feedback + individual feedback if requested.</td>
</tr>
</tbody>
</table>
Main Course Materials (please note that you can find the readings for each week and session in the Course Schedule section below):

The course material consists of powerpoint presentations, lecture notes and readings from the textbook. Powerpoint presentations will be made available after the respective classes have taken place. A week-by-week overview of the course readings can be found in the section below.

The syllabus, powerpoint presentations and important messages will be uploaded to the Vesalius portal ‘Pointcarré’. Students are expected to visit this site regularly to keep abreast of course evolutions. The professor is expected to upload relevant material in a timely manner.

Course material marked as ‘suggested readings’ and ‘additional sources’ is helpful for research and to gain an increased understanding, but is not mandatory. This material can be found online or will be made available upon individual request.

Active Learning and Intensive ‘Reading around the Subject’: Additional Sources, Recommended Journals and Websites:

Learning should be an active and self-motivated experience. Students who passively listen to lectures, copy someone else’s notes, and limit their readings to required chapters are unlikely to develop their critical thinking and expand their personal knowledge system. At the exam, these students often fail to demonstrate a critical approach. Students are strongly recommended to have an updated understanding of developments related to this course and related to their wider Major. Active and engaged learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources. Please find a list of suggestions compassing the entire course below. You are encouraged to read and browse in the leading journals of your discipline.

Leading Journals in International Affairs
International Affairs; Foreign Policy Analysis; Foreign Policy; International Security; European Journal of International Relations; International Organization; Review of International Studies; Cooperation and Conflict; Security Dialogue; International Studies Quarterly; Global Governance; Security Studies; Journal of Common Market Studies; World Politics; Contemporary Security Policies; European Security; World Politics; Millennium: Journal of International Studies; Journal of Peace Research; Review of International Political Economy; Journal of Conflict Resolution.

Further Journals Relevant for this Course: Foreign Affairs; International Spectator; Global Affairs; Global Policy; Cambridge Review of International Affairs

**Work Load Calculation for this Course:**

This course counts for 6 ECTS, which translates into 150 – 180 hours for the entire semester for this course. This means that you are expected to spend roughly 10 hours per week on this course. This includes 3 hours of lectures or seminars per week and 7 hours ‘out of class’ time spent on preparatory readings, studying time for exams as well as time spent on preparing your assignments. Please see below the estimated breakdown of your work-load for this course.

- **Time spent in class:** 3 hours per week / 45 hours per semester
- **Time allocated for course readings:** 4 hours per week / 60 hours per semester
- **Time allocated for preparing Assignment 1 (moderation):** 3 hours
- **Time allocated for preparing Assignment 2 (paper):** 12 hours
- **Time allocated for preparing/revising for written Mid-term Exam:** 15 hours
- **Time allocated preparing/revising for written Final Exam:** 15 hours

**Total hours for this Course:** 150

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**Course Assessment: Assignments Overview**

The students will be evaluated on the basis of their performance in the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderation exercise</td>
<td>20%</td>
</tr>
<tr>
<td><em>Out of which:</em></td>
<td></td>
</tr>
<tr>
<td>Student moderation</td>
<td>10%</td>
</tr>
<tr>
<td>Press article presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Review Essay</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
</tbody>
</table>
**Grading Scale of Vesalius College**

Vesalius College grading policy follows the American system of letter grades, which correspond to a point scale from 0 – 100. **All assignments (including exams) must be graded on the scale of 0-100.** To comply with the Flemish Educational norms, professors should on request also provide the conversion of the grade on the Flemish scale of 0-20. The conversion table below outlines the grade equivalents.

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Scale of 100  (VeCo Grading Scale)</th>
<th>Scale of 20  (Flemish System)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>17.0-20.0</td>
</tr>
<tr>
<td>A-</td>
<td>81-84</td>
<td>16.1-16.9</td>
</tr>
<tr>
<td>B+</td>
<td>77-80</td>
<td>15.3-16.0</td>
</tr>
<tr>
<td>B</td>
<td>73-76</td>
<td>14.5-15.2</td>
</tr>
<tr>
<td>B-</td>
<td>69-72</td>
<td>13.7-14.4</td>
</tr>
<tr>
<td>C+</td>
<td>66-68</td>
<td>13.1-13.6</td>
</tr>
<tr>
<td>C</td>
<td>62-65</td>
<td>12.3-13.0</td>
</tr>
<tr>
<td>C-</td>
<td>58-61</td>
<td>11.5-12.2</td>
</tr>
<tr>
<td>D+</td>
<td>54-57</td>
<td>10.7-11.4</td>
</tr>
<tr>
<td>D</td>
<td>50-53</td>
<td>10.0-10.6</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0-9.9</td>
</tr>
</tbody>
</table>

**Description of Activities, Grading Criteria and Deadlines:**

Students will be assessed in two written exams as well as on their argumentation, research and writing skills – as evident from their paper and class discussions.

1. **Class debates**

Each student will be required to moderate one class discussion during the semester. The moderation includes two main tasks. **First,** the student will be expected to lead the debate with a small group of fellow students, in a lively and interactive manner (the student should make others speak, rather than speaking himself/herself). A good moderation will therefore depend upon the good participation and class preparation of other fellow students(!). The quality of the moderation will be assessed by the ability 1) to bring forward the core elements of the readings; 2) to ensure that all core concepts are understood by all; 3) to connect the dots between the readings; and 4) to ensure global participation from all students. **Second,** student moderators shall bring one news story from the “mainstream” press¹, dating from the past 6 months, and illustrating the topic of the week. The student will present the story to his/her fellow students, summarizing the story and explaining how it relates to the course, readings and key concepts. The student will be evaluated on the selection of a relevant story, its explanation in clear language, and connections with the course of the week.

¹ This means either daily newspapers or quality magazines, from any country in the world. Scientific articles, opinion pieces or blogs are not acceptable. Only articles written by professional journalists are accepted.
2. Review Paper

Students are required to submit a review article of maximum 2,500 words, the same week as they are in charge of the moderation exercise. The article should essentially be a summary of the readings of the week, bringing them together under a coherent theme, and offering a critical assessment. Concretely, the article should start with an overall introduction that will lay out the main argument(s) that are common to the various articles, and frame it under a research question/statement/puzzle. Then, it will discuss in more details how each article addresses the research statement, providing a summary of the article, emphasizing strengths and weaknesses. Finally, it will critically evaluate how these articles address the overall research question/statement/puzzle and what are, if any, the loopholes. More information will be circulated during the second class. Papers should be typed in Times New Roman font, 12 points type, 1,5 spaced with 2cm margins. Papers that do not respect guidelines will be penalized.

Papers should be submitted in both hard copy and electronically, at the latest before the beginning of the class to which it was assigned. A failure to do so in time will result in an ‘F’. Cases of plagiarism will be treated severely.

2. Written Exams

The two exams follow a similar structure. The first part consists of very short questions, testing the very basic understanding of key concepts. The second part consists of longer questions, in which the students is asked to develop his/her knowledge of concepts, and eventually to operate some comparisons between concepts/powers. The last part consists of a longer essay question.

Rubrics: Transparent Grading Criteria For Each Assignment

The following criteria will be applied in assessing your written work:

<table>
<thead>
<tr>
<th>Grading criteria</th>
<th>0-1 points</th>
<th>2-3 points</th>
<th>4-5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure of the argument (from a starting question to the conclusion)</td>
<td>The argument is very poorly structured with no clear logic (disconnected, repetitive…).</td>
<td>The argument is structure somewhat, but still presents a number of incoherence.</td>
<td>The argument is well structured and follows a good logic.</td>
</tr>
<tr>
<td>Ability to understand and answer the question</td>
<td>The student does not answer the question.</td>
<td>The student only partly answers the question.</td>
<td>The student correctly answers the question.</td>
</tr>
<tr>
<td>Ability to demonstrate knowledge of course material (concepts, lectures, readings, etc)</td>
<td>The student demonstrates a poor knowledge of the course material.</td>
<td>The student shows some knowledge of the course material.</td>
<td>The student demonstrates a very good knowledge of the course material.</td>
</tr>
<tr>
<td>Ability to illustrate the argument with concrete examples.</td>
<td>The student cannot illustrate his/her argument.</td>
<td>The student can provide some illustrations for his/her argument.</td>
<td>The student illustrates his argument with concrete examples.</td>
</tr>
</tbody>
</table>
### 2. Review Paper

<table>
<thead>
<tr>
<th></th>
<th>Excellent-very good</th>
<th>Good-average-below average</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/25</td>
<td>Ability to identify a common argument(s) to all readings /10</td>
<td>Student identifies the common argument (10-7)</td>
<td>Student does not identify common argument (0-5)</td>
</tr>
<tr>
<td></td>
<td>Ability to frame a research question/statement/puzzle /15</td>
<td>Student frames a clear and compelling research statement (15-11)</td>
<td>Student frames incoherent and unclear statement (0-7-)</td>
</tr>
<tr>
<td><strong>Reviews</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/40</td>
<td>Ability to identify and summarize the main argument of each text /20</td>
<td>Student can summarize the key argument of each text (20-15)</td>
<td>Student cannot summarize key arguments (0-10)</td>
</tr>
<tr>
<td></td>
<td>Ability to identify strengths, weaknesses and loopholes in text, and how they relate to research question /20</td>
<td>Student can summarize the strengths and weaknesses and connect with research statement (20-15)</td>
<td>Student fails to summarize key strengths/weaknesses and connect with research statement (10-0)</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/20</td>
<td>Ability to critically evaluate how the readings address in whole or in part the overall research question /20</td>
<td>Student offers critical evaluation of readings, based on research statement (20-15)</td>
<td>Student fails to offer critical evaluation of readings, based on research statement (10-0)</td>
</tr>
<tr>
<td><strong>Formal aspects</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/15</td>
<td>Language, writing style, spelling /10</td>
<td>Excellent style and spelling (10-7)</td>
<td>Inadequate style and spelling (5-0)</td>
</tr>
<tr>
<td></td>
<td>Respect of deadline and guidelines /5</td>
<td>Average style and spelling (7-5)</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>/100</td>
<td>/100</td>
<td>/100</td>
</tr>
</tbody>
</table>
3. **Moderation exercise**

<table>
<thead>
<tr>
<th></th>
<th>Excellent-very good</th>
<th>Good-average</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>News story</strong> (/50)</td>
<td>Student took a story from a high quality newspaper (10-7)</td>
<td>Student took a story from a lesser quality, but still mainstream newspaper (7-5)</td>
<td>Student took a story from another source than a mainstream newspaper (5-0)</td>
</tr>
<tr>
<td>Choice of source (/10)</td>
<td><strong>Student chose a highly relevant and illustrative story to the class (20-15)</strong></td>
<td><strong>Student chose a story that links to the class (15-10)</strong></td>
<td><strong>Student chose an irrelevant story (10-0)</strong></td>
</tr>
<tr>
<td><strong>Choice of a story</strong> (/20)</td>
<td><strong>Student chose a highly relevant and illustrative story to the class (20-15)</strong></td>
<td><strong>Student chose a story that links to the class (15-10)</strong></td>
<td><strong>Student chose an irrelevant story (10-0)</strong></td>
</tr>
<tr>
<td><strong>Summary</strong> (/20)</td>
<td><strong>Student offers an excellent summary of the story and how it relates to class (20-15)</strong></td>
<td><strong>Student offers a good summary of story and makes some links with class (15-10)</strong></td>
<td><strong>Student cannot offer a clear summary or link to class material (10-0)</strong></td>
</tr>
<tr>
<td><strong>Debate moderation</strong> (/50)</td>
<td><strong>Student asks excellent guiding questions, covering key arguments, and rebounds permanently (20-15)</strong></td>
<td><strong>Student asks good questions and can rebound (15-10)</strong></td>
<td><strong>Student asks poor questions and fails to rebound (10-0)</strong></td>
</tr>
<tr>
<td><strong>Moderation skills</strong> (/20)</td>
<td><strong>Student ensures that debate focusses on core argument of text, and that these are fully understood (20-15)</strong></td>
<td><strong>Student ensures that debate focusses on some core argument of text, and partly ensures their comprehension (15-10)</strong></td>
<td><strong>Student does not focus on core arguments of text, and cannot ensure full comprehension (10-0)</strong></td>
</tr>
<tr>
<td><strong>Synthesis skills</strong> (/20)</td>
<td><strong>Student manages to keep debate lively and to bring all students in discussion (10-7)</strong></td>
<td><strong>Student keeps debate somewhat lively and brings most students in discussion (7-5)</strong></td>
<td><strong>Student does not keep debate lively and excludes students from discussion (5-0)</strong></td>
</tr>
<tr>
<td><strong>Inclusion skills</strong> (/10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL (/100)</td>
<td></td>
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</table>
Vesalius College Attendance Policy

As the College is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy. Participation in class meetings is mandatory, except in case of a medical emergency (e.g. sickness). Students will need to provide evidence for missing class (doctor’s note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided immediately before or after the class, the missed class is counted as an absence.

Participation implies that students are on time: as a general rule, the College advises that students should be punctual in this regard, but it is up to the professor to decide whether to count late arrivals as absences, or not.

Additional Course Policies

Late papers will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required, and notice must be given prior to the deadline.

Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.

Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean and submitted to the Student Conduct Committee for disciplinary action.

If you refer to someone else’s work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Please consult the Section “Avoiding Plagiarism” in the College Catalogue for further guidance.

Turnitin

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# Course Schedule (Overview)

## Part 1: Introduction to Global Governance and Politics of World Powers

| Week 1       | 22 January | Introduction to the Course. Overview of Syllabus and Requirements. Introduction to Core Concepts |

## Part 2: Country Case Studies - emerging powers

| Week 2       | 29 January | Emerging powers: Status quo or revisionists? |

| Week 3       | 05 February | China’s Foreign Policy in Global Context |
| Week 4       | 12 February | Russia’s Foreign Policy in Global Context |
| Week 5       | 19 February | India’s and Brazil’s Foreign Policy in Global Context |
| Week 6       | 26 February | The Foreign Policies of South Africa and other emerging powers in Global Context |

## Part 3: Rivalry, Order, and Challenges to Global Governance in Key Areas

| Week 7       | Mid-Term Exams |

| Week 8       | 12 March | Strategic rivalry and (multiple) world order |
| Week 9       | 19 March | Hot issue: Emerging powers and climate negotiations |
| Week 10      | 26 March | New donors? Emerging powers and development cooperation |
| Week 11      | 16 April | Money, money money! Emerging powers and economic/financial governance |
| Week 12      | 23 April | Safe world? Emerging powers and security issues |

## Part 4: Strategies of Established Powers, and Future Scenarios

| Week 13      | 30 April | EU and emerging powers |
| Week 14      | 07 May  | What Global Scenarios for the future? |

| Week 15      | FINAL EXAMS |
Detailed Reading Assignments

Week 1: Introduction and key concepts

Guiding questions:
- Is the US still the ‘lonely superpower’? Is US hegemony over? Is the world multipolar yet?
- Are Western norms and values fundamentally challenged? How?
- What is the liberal order, why and how is it challenged?

Readings:

Further readings:

Week 2: Emerging powers: Status quo or revisionists?

Guiding questions:
- What are the main strategies for rising powers to rise? And what drives them?
- Are emerging powers challenging the established order, or contributing to it?
- Are the BRICS countries rising together or competing to rise apart?
- Is geopolitics back?

Readings:

Further readings:
Week 3: China’s foreign policy in global context

Guiding questions:
- Is China still a rising power or is it already a great power?
- Is China’s rise sustainable? What are China’s strengths and weaknesses?
- What does China want, regionally and globally? How does it pursue it?

Readings:
- S. Breslin, “China and the global order”, International Affairs, 89(3), May 2013, pp. 615-34.

Further readings:

Week 4: Russia’s foreign policy in global context

Guiding questions:
- Is Russia a great power? Regional power? Declining power?
- Is Russia a Western or Asian power? Is there a new international axis between Moscow and Beijing?
- What does Russia want, regionally and globally? How does it pursue it?

Readings:

Further readings:
Week 5: India’s foreign policy in global context

**Guiding questions:**
- What does India want, regionally and globally? How do they pursue it?
- What are their main strengths and weaknesses?
- Is South-South cooperation an effective foreign policy strategy?

**Readings:**

**Further readings:**

Week 6: Brazil and other middle powers in global governance

**Guiding questions:**
- What does Brazil want, regionally and globally? How do they pursue it?
- What are their main strengths and weaknesses?
- Is South-South cooperation an effective foreign policy strategy?
- What is a regional, middle power? And how do they behave internationally?
- What is minilateralism? What are the opportunities and challenges of it?

**Readings:**

**Further readings:**

Week 7: Mid-term Exam
**Week 8: Strategic rivalry and (multiple) world order**

**Guiding questions:**
- Is a non-Western centric world possible, in terms of power, norms, values?
- Is there one world order, or several competing orders?
- Is a war possible with emerging powers? Is US-China war inevitable?

**Readings:**

**Further readings:**

**Week 9: Hot issue: Emerging powers and climate negotiations**

**Guiding questions:**
- What are the main elements of cohesion and division between the BRICS?
- To which extent are emerging powers challenging established climate structures/norms/concepts?
- Can/should there be more cooperation between emerging and established powers?
- Should emerging powers take responsible climate policies, even if climate change is the result of Western industrialization?

**Readings:**

**Further readings:**
Week 10: New donors? Emerging powers and development cooperation

**Guiding questions:**
- Are emerging powers contributing to global development objectives? How (much)?
- What are the main elements of cohesion and division between the BRICS?
- To which extent are emerging powers challenging established security structures/norms/concepts?
- Can/should there be more cooperation between emerging and established powers?

**Readings:**

**Further readings:**

Week 11: Money, money money! Emerging powers and economic/financial governance

**Guiding questions:**
- How much did the 2008 financial crisis change the global order?
- What are the main elements of cohesion and division between the BRICS?
- To which extent are emerging powers challenging established trade, economic, monetary and financial structures/norms/concepts?
- Can/should there be more cooperation between emerging and established powers?

**Readings:**

**Further readings:**
Week 12: Safe world? Emerging powers and security issues

**Guiding questions:**
- Are emerging powers contributing to global security? How?
- What are the main elements of cohesion and division between the BRICS?
- To which extent are emerging powers challenging established security structures/norms/concepts?
- Can/should there be more cooperation between emerging and established powers?

**Readings:**

**Further readings:**

Week 13: Europe and emerging powers

**Guiding questions:**
- Has the EU developed an effective strategy to deal with emerging powers?
- How much is the EU’s foreign policy towards emerging powers driven by its member states?
- What is a strategic partnership? Are they useful diplomatic instruments?
- Is the EU an emerging power?

**Readings:**

**Further readings:**
Week 14: Future scenarios

Guiding questions:
- What will the future world order look like?
- Is graceful decline a likely scenario for the US? Why (not)?
- Should we be optimistic or pessimistic about the future?

Readings:
- Ghost Fleet

Further readings:

Week 15: Final Exam