“RISING POWERS AND THE CHANGING GLOBAL SYSTEM”

INTA 689-DC

FALL 2021

Credit Hours: 3

This class will be conducted in-person and also real-time via Zoom. To participate, you must have computer or phone access to the website and a camera and microphone. Information on accessing the site will be provided separately.

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Location:

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OVERVIEW

Following the collapse of the Soviet Union, the world entered a unipolar moment, with the United States remaining the sole superpower. But more recently the global order has undergone transformations, with non-Western powers playing an increasing role in global governance. This course explores the “rise of the rest,” most notably China, Russia, Brazil and India, the so-called BRICS. These states account for 40% of the world’s population and 22% of the global economy. As we move toward a post-unipolar world, the norms of global governance, including liberal peacebuilding, intervention and development, are becoming an increasingly contested terrain. Not only have the rising powers challenged some of these notions and deployed their own non-liberal responses to them, but disillusionment with the liberal international order has grown in the West, with the election of Trump and Brexit having further shaken confidence in the durability of the liberal international order.

In this module, we will define and explore the concept of “Rising Powers,” and examine the recent history and foreign policy of the BRICS countries. We will examine their positions on central tenets of the liberal order. We will debate the consequences of the rise of new powers in the international system. Where some analysts have argued that these rising powers will integrate smoothly into the international system causing minimal
disruption, others are alarmed about the shifting dynamics in the international system, predicting future conflicts. We will debate these key questions for global politics and U.S. foreign policy over the coming decades.

COURSE PREREQUISITES

None

LEARNING OUTCOMES

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

- Understand the debates surrounding rising powers and their impact on peace and security;
- Comprehend the perspectives of rising powers on key global issues;
- Apply the ideas, approaches and concepts learned in class to address foreign policy issues related to rising powers;
- Write a policy paper.

REQUIRED TEXTS

There is no textbook for the course.

Readings will be assigned throughout the course and will be available to the students in the form of handouts or e-mails.

COURSE REQUIREMENTS

Critical Response. You must choose an article or book chapter from the reading list and write a critical review of it. The review will be 10 pages double-spaced, 12pt font. You will summarize the arguments made by the author, examine the author’s use of sources, the logic of their argument and make reference to relevant literature. If you would like to review an article or chapter which is not on the reading list, please contact me. I am happy to accommodate your professional and research interests.

Policy Statement: In consultation with Dr. Lemon, students will chose a rising power and an issue (e.g Brazil’s peacebuilding in Haiti, Russia’s policy on sovereignty and Crimea, China’s approach to development in Africa) and write a 10 page policy statement from the perspective of the rising power. The statement will provide
background on the issue, a description of the rising powers stance and a justification for their position.

Policy Brief: Students will choose a key international issue (Iran’s nuclear program, the war in Afghanistan, China’s policies in Xinjiang or the South China Sea) and examine the role of one or more rising powers in addressing the issue. The policy brief will examine the context and background to the problem, the policies adopted by rising powers, the U.S, multilateral organizations and local players, weigh up policy alternatives for the different actors, and make policy recommendations. The policy brief will be 20 pages, excluding references.

Reading Response: Before each class, every student is expected to contribute at least one brief response to a reading (this could be a point you did not agree with, or an argument that has been refuted or re-enforced by recent events) or discussion question that arose from the readings. This only needs to be four to five sentences long and should be emailed to the professor before each class.

Participation and Attendance. All students are expected to attend each class and to participate actively in classroom discussions.

GRADING

Participation (Attendance and classroom discussion)  10%

Reading Response  10%

Policy Statement  20%

Critical Response  20%

Policy Brief  40%

The following scale will be used for calculating final grades for this course: 90-100 A; 80-89 B; 70-79 C; 60-69 D; and 0-59 F
GRADING POLICY
http://student-rules.tamu.edu/rule10

LATE WORK POLICY

All course work must be submitted no later than the due date unless prior arrangements are made with the professor and a new due date is established. If a student submits an assignment after the due date without having made arrangements with the professor, a minimum of 5 points, (based on an assignment grading scale of 100 points), will be deducted for each week, or part thereof, that the assignment is late.

KEY DATES

Critical Response Due- Week 6
Policy Statement Due- Week 9
Policy Paper Due- Week 13

ADA POLICY STATEMENT

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. If you believe you have a disability requiring accommodation, please make that fact known to me and I will assist you in every way possible.

http://disability.tamu.edu/

DIVERSITY AND INCLUSION

The Bush School of Government and Public Service supports the Texas A&M University commitment to diversity, and welcomes individuals of all ages, backgrounds, citizeenships, 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 diversity.tamu.edu/). Accordingly, all of us—students, faculty, and staff—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. This applies both inside and outside of the classroom and includes electronic venues such as GroupMe.

ATTENDANCE

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

The School of Law requires regular and punctual attendance of students in all courses. Juris Doctorate (JD) students are not required to seek an excused absence from an instructor or equivalent, but students will be administratively dropped from a class for excessive absences as defined in the School of Law Academic Standards. JD students are expected to take examinations as scheduled. Requests to reschedule an examination must be submitted to the Associate Dean for Academic Affairs in accordance with the process set forth in the School of Law Academic Standards.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child,
spouse’s parents, spouse’s grandparents, step-mother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:

Texas A&M University Explanatory Statement for Absence from Class.

Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.1.9 Mandatory participation as a student-athlete in NCAA-sanctioned competition.

7.1.10 In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician.
Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

7.2 The associate dean for undergraduate programs, or the dean’s designee, of the student’s college may provide a letter for the student to take to the instructor stating that the dean has verified the student’s absence as excused.

7.3 Students may 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 Section 7.1, or other reason deemed appropriate by the student’s instructor. Except in the case of the observance of a religious holiday, to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 49. Unexcused Absences, for information on appealing an instructor’s decision.

7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic Dean or designee of the student’s college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.
7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student’s major department to the Dean or designee of the student’s college.

In accordance with Faculty Senate Resolution FS.14.101 (see Faculty Senate meeting minutes of Feb. 10, 1997), “faculty members are encouraged not to hold exams on the day of Muster. Any absence from classes beginning after 5 p.m. to attend Muster will be considered a university excused absence.”

AGGIE HONOR CODE

For many years Aggies have followed a Code of Honor, which is stated in this very simple verse:

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

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

http://aggiehonor.tamu.edu

ACADEMIC INTEGRITY

The Bush School is committed to the development of principled leaders for public service. Entering a Bush School course as a student means accepting this commitment personally. The commitment to "principled leadership" is a further expansion of the Texas A&M student honor code. Every student in this course must comply with this code in all work submitted for a grade and will be held accountable accordingly for both individual and team assignments. Anyone who is not prepared to be held accountable to this standard should immediately withdraw from this course.

It is imperative to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. that which belongs to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. It does not matter from where
the material is borrowed—a book, an article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating, multiple submission of work for grades in different courses, and plagiarism) will not be tolerated and will be punished. Further information can be found at http://www.tamu.edu/aggiehonor/acadmisconduct.htm

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).
Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University’s Title IX webpage.

**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 suicidepreventionlifeline.org.

**COVID-19 TEMPORARY AMENDMENT TO MINIMUM SYLLABUS REQUIREMENTS**

The Faculty Senate temporarily added the following statements to the minimum syllabus requirements as part of the university’s COVID-19 response.

**TEACHING SITE SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University has adopted policies and practices for the Spring 2021 academic term to limit virus transmission. Students must observe the following practices while participating in face-to-face courses and course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.):

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

- **Face Coverings**—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Description of face coverings and additional guidance are provided in the Face Covering policy and Frequently Asked Questions (FAQ) available on the Provost website.
• Physical Distancing—Physical distancing must be maintained between students, instructors, and others in course and course-related activities.

• Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

• To attend a face-to-face class, students must wear a face covering (or a face shield if they have an exemption letter). If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Student Conduct office for sanctions. Additionally, the faculty member may choose to teach that day’s class remotely for all students.

PERSONAL ILLNESS AND QUARANTINE

Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

Students experiencing personal injury or Illness that is too severe for the student to attend class qualify for an excused absence (See Student Rule 7, Section 7.2.2.) To receive an excused absence, students must comply with the documentation and notification guidelines outlined in Student Rule 7. While Student Rule 7, Section 7.3.2.1 indicates a medical confirmation note from the student’s medical provider is preferred, for Spring 2021 only, students may use the Explanatory Statement for Absence from Class form in lieu of a medical confirmation. Students must submit the Explanatory Statement for Absence from Class within two business days after the last date of absence.

COURSE OUTLINE

Syllabus topics are subject to change at the discretion of the instructor.

Week 1: Rising Powers and Power within the Global System


**Week 2: Approaching Rising Powers: Realism and Liberalism**


**Week 3: Critical Approaches to Rising Powers**


Amitav Acharya 2011, Dialogue and Discovery: In Search of International Relations Theories Beyond the West, Millennium, 39, (3): 619


**Week 4: The West**


**Week 5: The Rise of the Rest**
Dominic Wilson and Roopa Purushothaman, 2003, Dreaming with the BRICs: The Path to 2050, Goldman Sachs.


**Week 6: China: Peaceful Rise?**


**Week 7: Russia: A re-emerging hegemon?**

Angela Stent, 2019. Putin’s World: Russia Against the West and with the Rest, London: Twelve, Introduction, 1 and 2


**Week 8: IBSA**


Gurcharan Das, 2006. The India Model, Foreign Affairs, July/August.


**Week 9: Rising Powers and International Political Economy**


**Week 10: Sovereignty/Intervention**

Simulation: Libya 2011: Students will play the part of members of the UN Security Council (U.S., Russia, China, India and South Africa) for a mock debate on the 2011 intervention in Libya.


Brian Job, 2016. Evolution, retreat or rejection: Brazil’s, India’s and China’s normative stances on R2P. *Cambridge Review of International Affairs*, 29, (3): 891-910.


**Week 11: Peacebuilding**


**Week 12: Development**

Gerda Asmus, Andreas Fuchs, Angelika Müller, 2017. BRICS and Foreign Aid. AidData


Jon Hillman, China’s Belt and Road Initiative: Five Years Later, 2018.

**Week 13: The Future of the World Order**


