



**University of Edinburgh  
School of Social & Political Science  
Politics & International Relations  
2018-19**

**Emerging Powers  
PLIT10102  
Semester 1, Year 3/4**

**Key Information**

**Course Organiser**

Kristen Hopewell  
Email: [kristen.hopewell@ed.ac.uk](mailto:kristen.hopewell@ed.ac.uk)  
Room 4.03  
18 Buccleuch Place  
Guidance & Feedback Hours: Wednesdays 14.00–16.00

**Location**

Semester 1  
Fridays 15.00-18.00, 9.18 David Hume Tower

**Course Tutor**

Kristen Hopewell  
Email: [kristen.hopewell@ed.ac.uk](mailto:kristen.hopewell@ed.ac.uk)

**Course Secretary  
Team**

Email: [spsUTO.team1@ed.ac.uk](mailto:spsUTO.team1@ed.ac.uk)  
Undergraduate Teaching Office, CMB

**Assessment  
Deadlines**

- In-class presentation (to be determined)
- Research paper outline (due Wednesday, October 17 at noon)
- Research Paper (due Wednesday, November 21 at noon)

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## **Course Description:**

The global economy and global politics are currently in a period of immense change. For over half a century, the international system was dominated by the United States and other Western states. Yet there has recently been a significant shift of global economic activity from the Global North to the Global South, with major developing countries – often identified collectively as “the BRICS” (Brazil, Russia, India, China and South Africa) – emerging as key players in the world economy. Along with their growing economic might, the emerging powers are increasingly asserting themselves in global politics and demanding a greater role in global governance. This transformation has been identified as one of the most important in modern history and prompted considerable debate in academic and policy circles around the world about the agendas of the emerging powers and the consequences of their rise. This course examines the role and impact of the emerging powers in the international system. It begins by analyzing the politics, economics, and foreign policy objectives of these countries. It then turns to assessing the sources and nature of contemporary power shifts and their implications for a variety of different areas of global politics and governance, including security, human rights, environment, trade, finance, and development.

The course will address a number of key questions related to the rise of the BRICS:

- Is “the BRICS” a useful analytical category, or are these countries too diverse to be grouped together?
- How does the rise of the BRICS change our understanding of relations between the Global North and South?
- How did the BRICS achieve their impressive economic growth? What impact has growth had on these countries? How equitably have the gains of economic growth been distributed? What economic and political challenges do the BRICS now face?
- How is the rise of the BRICS transforming the structure of the global economy?
- What impact are the BRICS having on global politics?
- How significant are contemporary power shifts? Has there been a real shift in power towards the BRICS, or do the US and other traditional powers retain their dominance? Are we witnessing a shift in hegemony from the US to China?
- Are the BRICS a threat to the liberal international order? How and where are the BRICS trying to shape global governance? What impact are they having?
- What consequences are the rise of the BRICS having for the rest of the developing world?

## **Learning Outcomes**

On completion of this course, the student will be able to:

- Students will develop a critical understanding of the main areas of study, including key concepts, actors and dynamics related to contemporary power shifts in the global economy and global politics
- Students will be able to assess competing claims and make informed judgments about current complex issues related to the rise of the BRICS
- Students will know and understand core academic debates surrounding contemporary power shifts
- Students will sharpen their ability to present - in written and verbal form - coherent, balanced arguments about important political and economic topics
- Students will enhance their research skills by planning and executing a significant project of research on a major issue related to the emerging powers.

## **Student Responsibilities:**

In order to foster a productive learning environment for yourself and your fellow students, it is important to:

1. *be respectful* (of yourself, your classmates, your lecturer);
2. arrive *on time* for class and remain for the entire period;
3. *no disruptions* in class (laptops, cell phones, texting, chatting);
4. do all of the assigned readings *before* you come to class;
5. think critically about the readings and lecture materials and come with questions and comments to share with the class; and,
6. actively participate and listen to your classmates in discussion.

## **Assessment at a glance**

<b>Assessment</b>	<b>Word Count Limit</b>	<b>Assessment weighting</b>	<b>Submission Date (all course work is due at 12 noon on the date of submission)</b>	<b>Return of Feedback date</b>
	<b>Do not exceed the word limit or penalties will be applied</b>			
1. <b>Active and informed participation in seminars</b>		10%		<i>End of Semester</i>
2. <b>In-Class Presentation</b>		10%		
3. <b>Research Paper Outline</b>	<i>1-page, plus bibliography</i>	10%	Wednesday, October 17 at noon	<i>November 7, 2018</i>
4. <b>Research Paper</b>	<i>3500 words</i>	70%	Wednesday, November 21 at noon	<i>December 12, 2018</i>

**Note:** All course work is submitted electronically through ELMA. Please read the School Policies and Coursework Submission Procedures document for important information on submission procedures and assessment policies which you will find [here](#).

## **Course Requirements:**

- 1) Active and informed participation in seminars (10% of the final grade).
- 2) In-Class Presentation (10%)
- 3) Research Paper Outline (due Wednesday, October 17 at noon) (10%)
- 4) Research Paper (3500 words, due Wednesday, November 21 at noon) (70%)

**Attendance & Participation:** This course is heavily focused on discussion and your experience in class depends significantly on what you bring to the course in terms of preparation and thought. You are expected to be an active participant in class discussions. Active participation entails:

- initiating a topic or question
- providing information and examples to clarify a point
- trying to synthesize or summarize a part of the discussion
- seeking clarification where one is unsure
- adding to and amending what others have said
- respectfully offering positive and negative reactions to others' points
- seeking the positions (or clarification of positions) of other students

One valuable way to enhance your participation and contribution to the class is by making connections between the material we are covering in class and real-world issues and current events. You are strongly encouraged to bring current events and news stories into our discussions in class.

**Presentation:** You will conduct research and give a 10-minute presentation in class on a topic related to the material covered in the course (with a 1-2 page handout). A sign-up sheet for presentation topics will be posted after the first day of class. Topics will be chosen on a first-come, first-served basis. Note that due to the structure of the class, *you must make your presentation on your designated day.*

Your presentation should be 10 minutes maximum (strictly enforced by a time keeper). One of the challenges is to condense a large volume of information into a short, clear and concise presentation (10 minutes goes by very quickly!). It is therefore important to practice and time your presentation in advance to ensure it is within this time limit. Afterwards, you will lead the class in a discussion of your topic. This discussion should include linking your topic to the big questions we are investigating in the course.

You must provide a handout that includes the key points from your presentation. Your handout should be 1-2 pages (12pt Times New Roman, 1 inch margins). The text should be in bullet points, rather than full paragraphs, and designed to help your classmates grasp the core information you wish to convey. Your handout should end with 2-3 discussion questions. Your handout is critical for evaluating your presentation. Without a handout, a presentation will receive a 0.

You should bring copies of your handout for each of your classmates (approximately 25 copies), plus one copy to hand in to me at beginning of class.

**Research Paper Outline:** Submit a 1-page outline of your research paper, plus preliminary bibliography.

**Research Paper:** You will write a research paper (3500 words maximum) on a topic of your choice related to the material covered in the course. You should decide your topic early in the semester and begin your research immediately. You should conduct extensive research on your topic using library and other resources (books, journal articles and other documents). To write your paper, you will need to be familiar with the main literature on your topic. Based on your research, develop an argument about your topic. You must support your thesis with the research and evidence you have uncovered. Your paper will be evaluated on the quality of your analysis and the quality of the evidence and sources you draw on to support your argument.

Provide citations in the text of your paper and a separate bibliography. Your sources should be primarily academic books and journal articles (for articles, this means they come from academic journals, not regular newspapers or magazines; for books, this usually means the word 'university' is in the publisher's name, e.g., University of Toronto Press, and other acceptable presses are Routledge, Palgrave-MacMillan, Polity Press, Sage and Lynne Rienner). If you're not sure whether something counts as "academic," ask a librarian or me. You can also draw on other reputable sources such as government agencies (e.g., Statistics Canada), think-tanks, research institutes, international organizations (e.g., the UN), and non-governmental organizations (e.g., Oxfam, the World Wildlife Fund).

Your Research Paper **should not exceed** 3500 words (excluding bibliography). This excludes bibliography but includes any in-text references and footnotes.

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### **Contact Details:**

Dr. Hopewell is available to answer questions and provide feedback during her guidance and feedback hours in her office.

Enquiries regarding routine administrative matters concerning the course should be directed to the Undergraduate Teaching Office, Ground Floor, Chrystal Macmillan Building.

### **Course Policies and Expectations:**

**Technology/Distractions:** No laptops, cell phones, or other electronic devices are permitted in class. In order to participate effectively, you must be fully present and engaged during class. This means no distractions to yourself or other students.

**Missed Presentations:** Missed presentations will receive a zero.

**Rough Drafts:** Students are strongly advised to keep rough and draft work and hard copies of their essays before handing them in. These should be kept until the marked assignments have been returned.

**Email Etiquette:** I will always do my best to answer your questions in a timely manner (generally within 3 days), but please keep the following in mind:

- Do not expect instant replies (especially in the evening) or replies over the weekend.
- Please check the syllabus and class Learn page before submitting inquiries by email.

- Email is great for simple questions, but substantive questions and extended conversations are best handled face to face. I encourage you to come speak with me in office hours, or before or after class.
- “Hey,” or anything like this, is not a proper way to begin an email.

**Background Knowledge:** The course has a heavy emphasis on international political economy. It is your responsibility to ensure you have the requisite background knowledge to engage effectively in the course. If you have limited background in this area, you may need to do some outside work to get up to speed so that you can follow the material we cover. If there are concepts or terms mentioned in class or the readings that are unfamiliar to you, for example, it is your responsibility to look these up and make sure you understand them.

**Course Schedule:**

**Seminar Program**

<b>Date</b>	<b>Seminar topic</b>
21 September	Introduction
28 September	Rise of the BRICS
5 October	China
12 October	India
19 October	Brazil
26 October	Trade & the WTO
2 November	Global Trade War Simulation
9 November	Global Financial Governance
16 November	Environment & Climate Change
23 November	Global Development
30 November	Review Week

**Week 1: Introduction: Putting the BRICS in Context**

History of North-South relations; Third Worldism; theories of economic development; neoliberalism and globalization; Washington Consensus; global governance.

*Discussion Questions:*

- What is the liberal international economic order?
- Has US hegemony been benevolent or exploitative?
- Do international organizations benefit all states, or are they merely tools of the powerful?
- What was the position of developing countries within the LIEO?
- Should developing countries embrace free trade and free markets?

*Required Readings:*

David N. Balaam and Bradford Dillman (2014) *Introduction to International Political Economy*, 6<sup>th</sup> Edition. Chapters 6 & 13. (e-book available via library)

Hopewell, Kristen. 2016. *Breaking the WTO: How Emerging Powers Disrupted the Neoliberal Project*. Stanford, CA: Stanford University Press. Chapter 2. (e-book available via library)

Babb, Sarah. 2012. "The Washington Consensus as transnational policy paradigm: Its origins, trajectory and likely successor." *Review of International Political Economy* 20(2):268-97.

## **Week 2: The Rise of the BRICS**

Structural changes in global economy; shift in economic activity to Global South, particularly "emerging economies"; growing importance in global politics and global governance.

### *Discussion Questions:*

- Is "the BRICS" a useful analytical category, or are these countries too diverse to be grouped together?
- Does the US maintain its hegemony, or are we in the midst of a hegemonic transition from the US to China? Or is a new multipolar world emerging?
- How do different IR theories (e.g., realism, liberalism, critical) expect power shifts to affect global governance?
- Are the emerging powers status quo or revisionist?
- Is the liberal international economic order being challenged? Why and how?

### *Required Readings:*

Armijo, Leslie Elliott. 2007. "The BRICs Countries (Brazil, Russia, India, and China) as Analytical Category: Mirage or Insight?" *Asian Perspective* 31(4):7-42.

Roberts, Cynthia. 2010. "Introduction to Polity Forum: Challengers or Stakeholders? BRICs and the Liberal World Order." *Polity* 42(1):1.

Hurrell, Andrew. 2006. "Hegemony, liberalism and world order: What space for would-be great powers?" *International Affairs* 82(1):1-19.

Patrick, S. 2010. "Irresponsible Stakeholders? The Difficulty of Integrating Rising Powers." *Foreign Affairs* 89(6):44.

### *Supplementary:*

O'Neill, Jim. 2001. "Building Better Economic BRICs." New York: Goldman Sachs, Global Economic Paper No. 66. Available at:

<http://www.goldmansachs.com/our-thinking/archive/archive-pdfs/build-better-brics.pdf>

Goldman Sachs. 2007. *BRICs and Beyond*. New York: Goldman Sachs.

<http://www.goldmansachs.com/our-thinking/archive/BRICs-and-Beyond.html>

Wansleben, Leon. 2013. "'Dreaming with BRICs': Innovating the classificatory regimes of international finance." *Journal of Cultural Economy* 6(4):453-71.

Fourcade, Marion. 2013. "The material and symbolic construction of the BRICs: Reflections

inspired by the RIPE Special Issue." *Review of International Political Economy* 20(2):256-67.

Pant, Harsh V. 2013. "The BRICS Fallacy." *The Washington Quarterly* 36(3):91-105.

MacFarlane, S. Neil. 2006. The "R" in BRICS: Is Russia an Emerging Power? *International Affairs* 82(1): 41-57.

World Bank. 2011. *Multipolarity: The New Global Economy*. Washington, DC: The World Bank.

Stephen, Matthew D. 2017. "Emerging Powers and Emerging Trends in Global Governance." *Global Governance* 23(3):483-502.

Ravallion, Martin. 2009. "A comparative perspective on poverty reduction in Brazil, China and India." *World Bank Policy Research Working Paper Series*. (Available online)

Oxfam International. "Inequality Matters: BRICS Inequalities Fact Sheet."

[http://www.oxfam.org/sites/www.oxfam.org/files/brics-inequality-fact-sheet-oxfam-03-14-2013\\_0.pdf](http://www.oxfam.org/sites/www.oxfam.org/files/brics-inequality-fact-sheet-oxfam-03-14-2013_0.pdf)

### **Week 3: China**

“Beijing Consensus”; manufacturing exports; currency manipulation; poverty reduction; urban migration; growing inequality; authoritarianism, democratization, and human rights.

#### *Discussion Questions:*

- What have been the drivers of China’s economic rise?
- 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?
- Are the US and China on a collision course? Is a US-China war inevitable?

#### *Required Readings:*

Whyte, Martin King. 2009. "Paradoxes of China's Economic Boom." *Annual Review of Sociology* 35(1):371-92.

“Rising Power, Anxious State: Special Report--China.” (2011, June 25). *The Economist*, 399(8739). 14 pages after p. 56.

Subramanian, A. 2011. "The Inevitable Superpower: Why China's Dominance Is a Sure Thing." *Foreign Affairs* 90(5):66.

Babones, Salvatore. 2011. "The Middling Kingdom: The Hype and the Reality of China's Rise." *Foreign Affairs* 90(5):79.

Mearsheimer, John J. 2006. “China’s Unpeaceful Rise.” *Current History* 105(690): 160-162.

#### *Supplementary:*

Kennedy, Scott. 2010. "The Myth of the Beijing Consensus." *Journal of Contemporary China* 19(65):461-77.

Ferchen, Matt. 2012. "Whose China Model is it anyway? The contentious search for consensus." *Review of International Political Economy* 20(2):390-420.

Chi Chan, Chris King, Pun Ngai, and Jenny Chan. 2009. "The Role of the State, Labour

- Policy and Migrant Workers' Struggles in Globalized China." *Global Labour Journal* 1(1):8. Available at: <http://digitalcommons.mcmaster.ca/cgi/viewcontent.cgi?article=1023&context=globallabour>
- Ngai, Pun. 2005. *Made in China: Women factory workers in a global workplace*: Duke University Press.
- Legro, Jeffrey W. 2007. What Will China Want: The Future Intentions of a Rising Power. *Perspectives on Politics* 5(3): 515-534.
- Foot, Rosemary. 2017. "Power transitions and great power management: three decades of China–Japan–US relations." *The Pacific Review*:1-14.
- Beeson, Mark. 2009. Comment: Trading places? China, the United States and the evolution of the international political economy. *Review of International Political Economy* 16(4): 729-741.
- Kiely, Ray. 2008. "Poverty's Fall"/China's Rise: Global Convergence or New Forms of Uneven Development? *Journal of Contemporary Asia* 38(3): 353-372.
- McNally, Christopher A., and Julian Gruin. 2017. "A novel pathway to power? Contestation and adaptation in China's internationalization of the RMB." *Review of International Political Economy* 24(4):599-628.
- Michael Beckley, "China's Century? Why America's Edge Will Endure," *International Security* 36, no. 3 (Oct. 2011/12): 41-78.
- Andrew J. Nathan and Andrew Scobell, "How China Sees America: The Sum of Beijing's Fears," *Foreign Affairs* 91, no. 5 (Sept/Oct. 2012): 32-47.
- Jonathan Kirshner, "The Tragedy of Offensive Realism: Classical Realism and the Rise of China," *European Journal of International Relations* 18, no. 1 (2012): 53-85.
- NIC & ISS. 2010. *Global Governance 2025: At a Critical Juncture*. Washington, DC: National Intelligence Council and EU Institute of Security Studies.
- Michael Beckley, "China's Century? Why America's Edge Will Endure," *International Security* 36, no. 3 (Oct. 2011/12): 41-78.
- Andrew J. Nathan and Andrew Scobell, "How China Sees America: The Sum of Beijing's Fears," *Foreign Affairs* 91, no. 5 (Sept/Oct. 2012): 32-47.
- Jonathan Kirshner, "The Tragedy of Offensive Realism: Classical Realism and the Rise of China," *European Journal of International Relations* 18, no. 1 (2012): 53-85.
- Andrew Erickson and Austin Strange, "Pandora's Sandbox: China's Island-Building Strategy in the South China Sea," *ForeignAffairs.com*, July 13, 2014.
- Video – Mearsheimer vs Nye on the Rise of China:  
<http://thediplomat.com/2015/07/mearsheimer-vs-nye-on-the-rise-of-china/>

#### **Week 4: India**

Industrial policy; sources of growth; labour challenges; services export expansion; persistent poverty and inequality; social policy; colonial legacy.

##### *Discussion Questions:*

- Is India a rising power?
- What have been the drivers of India's economic rise? What continued challenges does it face?
- What are India's key regional and international objectives?
- What role is India playing in global governance? Is India a status quo or revisionist power?
- How important are other developing countries in India's approach to global governance?

*Required Readings:*

Das, Gurcharan. 2006. "The India Model." *Foreign Affairs* 85(4):2-16.

Kohli, Atul. 2007. "State, Business, and Economic Growth in India." *Studies in Comparative International Development* 42(1-2):87-114.

Narlikar, Amrita. 2017. "India's role in global governance: a Modi-fication?" *International Affairs* 93(1):132-11.

*Supplementary:*

Mukherji, Rahul. 2012. "Ideas, interests, and the tipping point: Economic change in India." *Review of International Political Economy* 20(2):363-89.

Mirchandani, Kiran. 2012. *Phone clones: Authenticity work in the transnational service economy*: Cornell University Press. (Ch 6 – "Being Nowhere in the World: Synchronous Work and Gendered Time.")

Menon, Nidhiya and Yana van der Meulen Rodgers. 2009. "International Trade and the Gender Wage Gap: New Evidence from India's Manufacturing Sector." *World Development* 37(5): 965-981.

Council on Foreign Relations Backgrounder on Women's Rights in India:

[http://www.cfr.org/india/governance-india-womens-rights/p30041?cid=nlc-educators-educators\\_bulletin-link14-20131015&sp\\_mid=43958508&sp\\_rid=aG9wZXdlbGxAdW1pY2guZWR1S0](http://www.cfr.org/india/governance-india-womens-rights/p30041?cid=nlc-educators-educators_bulletin-link14-20131015&sp_mid=43958508&sp_rid=aG9wZXdlbGxAdW1pY2guZWR1S0)

Sinha, A., and J. Dorschner. 2010. "India: Rising Power or a Mere Revolution of Rising Expectations?" *Polity* 42(1):74.

Mukherjee, Rohan, and David M. Malone. 2011. "From High Ground to High Table: The Evolution of Indian Multilateralism." *Global Governance* 17(3):311-29.

Narlikar, Amrita. 2011. "Is India a Responsible Great Power?" *Third World Quarterly* 32(9):1607-21.

Shahi, Deepshikha. 2014. "India in the Emerging World Order: A Status Quo Power or a Revisionist Force?" Transnational Institute Working Paper.

Wagner, Christian. 2010. "India's Gradual Rise." *Politics* 30:63-70.

Nayyar, Deepak. 2008. "The Internationalization of Firms from India: Investment, Mergers and Acquisitions." *Oxford Development Studies* 36(1):111-31.

Nath, Kamal. 2008. *India's Century*. New Delhi: Tata McGraw-Hill.

Harriss-White, Barbara, and Nandini Gooptu. 2009. "Mapping India's world of unorganized labour." *Socialist Register* 37(37).

Efstathopoulos, Charalampos. 2016. "India and global governance: The politics of ambivalent reform." *International Politics* 53(2):239-59.

Pant, Harsh V., and Yogesh Joshi. 2017. "Indo-US relations under Modi: the strategic logic underlying the embrace." *International Affairs* 93(1):133-46.

**Week 5: Brazil**

Neodevelopmentalism; agribusiness; extractivism; neo-colonialism; redistributive social policy; poverty reduction; environment.

*Discussion Questions:*

- What does Brazil want, regionally and globally? How does Brazil pursue these goals?

- How does Brazil's economy compare to those of the other BRICS?
- What does its current economic and political turmoil mean for Brazil – as a rising power and as a development model for other states? Is Brazil still a rising power?
- How does Brazil relate to other emerging powers?
- How does South-South cooperation feature in Brazil's foreign policy strategy?

*Required Readings:*

Ban, Cornel. 2012. "Brazil's liberal neo-developmentalism: New paradigm or edited orthodoxy?" *Review of International Political Economy* 20(2):298-331.

*The Economist*. Special Report: Brazil. September 28, 2013.

Rodrigues, Tiago E. G. 2009. "Agricultural Explosion in Brazil: Exploring the Impacts of the Brazilian Agricultural Development over the Amazon." *International Journal of Sociology of Agriculture and Food* 16(1):1-12. Available at: <http://www.ijisaf.org/archive/16/1/rodrigues.pdf>

Ravallion, Martin. 2009. "A comparative perspective on poverty reduction in Brazil, China and India." *World Bank Policy Research Working Paper Series*. Available at: [http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2009/11/30/000158349\\_20091130085835/Rendered/PDF/WPS5080.pdf](http://www-wds.worldbank.org/external/default/WDSContentServer/IW3P/IB/2009/11/30/000158349_20091130085835/Rendered/PDF/WPS5080.pdf)

*Supplementary:*

Brainard, Lael, and Leonardo Martinez-Diaz. 2009. *Brazil as an economic superpower? Understanding Brazil's changing role in the global economy*. Washington, DC: Brookings Institution Press.

Hochstetler, Kathryn, and Alfred P Montero. 2013. "The Renewed Developmental State: The National Development Bank and the Brazil Model." *Journal of Development Studies* 49(11):1484-99.

Rodrigues, Tiago E. G. 2009. "Agricultural Explosion in Brazil: Exploring the Impacts of the Brazilian Agricultural Development over the Amazon." *International Journal of Sociology of Agriculture and Food* 16(1):1-12. Available at: <http://www.ijisaf.org/archive/16/1/rodrigues.pdf>

Karriem, Abdurazack. 2009. "The Brazilian landless movement: Mobilization for transformative politics." Pp. 262-280 in *Hegemonic transitions, the state and crisis in neoliberal capitalism*, edited by Yıldız Atasoy. New York: Routledge.

Ioris, Antonio AR. 2015. "The Production of Poverty and the Poverty of Production in the Amazon: Reflections from Those at the Sharp End of Development." *Capitalism Nature Socialism*.

National Geographic, "Last of the Amazon:"

<http://ngm.nationalgeographic.com/2007/01/amazon-rain-forest/wallace-text>

Lima, Maria Regina Soares de and Monica Hirst. 2006. Brazil as an Intermediate State and Regional Power: Action, Choice, and Responsibilities. *International Affairs* 82(10): 21-40.

Burges, Sean W. 2009. *Brazilian Foreign Policy after the Cold War*, Introduction and Chapter 4. Gainesville: University Press of Florida.

Moreira, Mauricio Mesquita. 2009. Brazil's Trade Policy: Old and New Issues. In *Brazil as an Economic Superpower? Understanding Brazil's Changing Role in the Global Economy*, eds. L. Brainard and L. Martinez-Diaz. Washington DC: Brookings Institutions. 137-156.

## **Week 6: Trade & the WTO**

### *Discussion Questions:*

- What effect does trade integration have on rising power behavior?
- What challenges do rising powers pose to the WTO?
- How have rising powers changed the functioning of the WTO?
- Is the WTO a 'liberal' organization, and if so, is this challenged or reinforced by rising powers?
- Are relations between the BRICS cooperative or conflictual?
- Are rising powers representing the interests of the developing world, or helping to rebalance trade governance in favour of the Global South?

### *Required Readings:*

Scott, James, and Rorden Wilkinson. 2013. "China Threat? Evidence from the WTO." *Journal of World Trade* 47(4):761-82.

Hopewell, Kristen. 2017. "The BRICS – Merely a Fable? Emerging Power Alliances in Global Trade Governance." *International Affairs* 93(6):1377–96.

Hopewell, Kristen. 2013. "New Protagonists in Global Economic Governance: Brazilian Agribusiness at the WTO." *New Political Economy* 18(4):602-23.

### *Supplementary:*

Chin, Gregory, and Richard Stubbs. 2010. "China, regional institution-building and the China–ASEAN Free Trade Area." *Review of International Political Economy* 18(3):277-98.

Gallagher, Kevin P. (2007), 'Understanding developing country resistance to the Doha Round', in *Review of International Political Economy* 15: 1, pp.62-85.

Hopewell, Kristen. 2014. "Different Paths to Power: The Rise of Brazil, India and China at the WTO." *Review of International Political Economy* 22(2):311-38.

Wilkinson, Rorden, and James Scott. 2013. *Trade, Poverty, Development: Getting Beyond the WTO's Doha Deadlock*. New York: Routledge.

Scott, James. 2015. "The Role of Southern Intellectuals in Contemporary Trade Governance." *New Political Economy* 20(5):633-52.

Margulis, Matias E. 2014. "Trading Out of the Global Food Crisis? The World Trade Organization and the Geopolitics of Food Security." *Geopolitics* 19(2):322-50.

Narlikar, Amrita, and Diana Tussie. 2016. "Breakthrough at Bali? Explanations, Aftermath, Implications." *International Negotiation* 21(2):209-32.

Singh, J.P. 2017. *Sweet Talk: Paternalism and Collective Action in North-South Trade Relations*. Stanford: Stanford University Press.

- Singh, J.P., and Surupa Gupta. 2016. "Agriculture and Its Discontents: Coalitional Politics at the WTO with Special Reference to India's Food Security Interests." *International Negotiation* 21(2):295-326.
- Mahrenbach, Laura C. 2016. "Emerging Powers, Domestic Politics, and Dispute Settlement Reform." *International Negotiation* 21(2):233-66.
- Eagleton-Pierce, Matthew. 2011. "The Competing Kings of Cotton: (Re)framing the WTO African Cotton Initiative." *New Political Economy* 17(3):313-37.
- Conti, Joseph A. 2011. *Between Law and Diplomacy: The Social Contexts of Disputing at the World Trade Organization*. Stanford, CA: Stanford University Press.
- Quark, Amy A. 2013. *Global Rivalries: Standards Wars and the Transnational Cotton Trade*: University of Chicago Press.
- Serrano, Omar. 2016. "China and India's insertion in the intellectual property rights regime: sustaining or disrupting the rules?" *New Political Economy*:1-22.
- Muzaka, Valbona, and Matthew Louis Bishop. 2014. "Doha stalemate: The end of trade multilateralism?" *Review of International Studies* 41(2):383-406.
- Mortensen, Jens L. 2017. "Crisis, Compromise and Institutional Leadership in Global Trade: Unfair Trade, Sustainable Trade, and Durability of the Liberal Trading Order." *Chinese Political Science Review*.

### **Week 7: Global Trade War Simulation**

#### *Required Readings:*

Independent research for your trade war presentations.

#### *Discussion Questions:*

- Does Trump's trade agenda reflect a crisis of American hegemony?
- Will Trump's trade agenda increase or diminish US power?
- How should the US and other traditional powers respond to rising trade competition from China?

### **Week 8: Global Financial Governance**

IMF; World Bank; G20 Leaders Summit; BRICS Institutions (New Development Bank, AIIB, IBSA); global financial crisis; global imbalances.

#### *Discussion Questions:*

- What role did the 2008 financial crisis play in changing global power structures?
- How has the dominance of the G7 been challenged by the rise of new powers? Has the G20 been successful? Why or why not?
- How have power shifts affected the IMF and World Bank?
- How are China and the other emerging powers deploying their newfound financial might?
- Are relations between the BRICS cooperative or conflictual?

#### *Required Readings:*

Vestergaard, Jakob, and Robert H. Wade. 2015. "Still in the Woods: Gridlock in the IMF and the World Bank Puts Multilateralism at Risk." *Global Policy* 6(1):1-12.

Leslie Elliott Armijo and Saori N. Katada. 2015. "Theorizing the Financial Statecraft of Emerging Powers." *New Political Economy* 20(1): 42-62.

Cooper, Andrew F., and Asif B. Farooq. 2016. "The Role of China and India in the G20 and BRICS: Commonalities or Competitive Behaviour?" in: *Journal of Current Chinese Affairs* 45(3): 73-106.

*Supplementary:*

Woods, Ngaire and Domenico Lombardi. 2006. Uneven Patterns of Governance: How Developing Countries are Represented in the IMF. *Review of International Political Economy* 13(3): 480-515.

Ferdinand, Peter, and Jue Wang. 2013. "China and the IMF: from mimicry towards pragmatic international institutional pluralism." *International Affairs* 89(4):895-910.

Mark Beeson and Stephen Bell. 2009. "The G-20 and International Economic Governance: Hegemony, Collectivism, or Both?" *Global Governance* 15: 67-86.

Dries Lesage, Peter Debaere, Sacha Dierckx, and Mattias Vermeiren. 2013. "IMF Reform after the Crisis." *International Politics* 50(4): 553-78.

Andrew F. Cooper. 2010. "The G20 as an Improvised Crisis Committee And/or a Contested 'steering Committee' for the World." *International Affairs* 86(3): 741-57.

Sacha Dierckx. 2013. "After the Crisis and Beyond the New Constitutionalism? The Case of the Free Movement of Capital." *Globalizations* 10(6): 803-18.

Jonathan Kirshner. 2013. "Bringing Them All Back Home? Dollar Diminution and U.S. Power." *The Washington Quarterly* 36(3): 27-45.

Oliver Stuenkel. 2013. "The Financial Crisis, Contested Legitimacy, and the Genesis of Intra-BRICS Cooperation." *Global Governance* 19(4): 611-30.

Robert Wade, "The Art of Power Maintenance: How Western States Keep the Lead in Global Organizations," *Challenge* Vol. 56, No. 1 (Jan-Feb 2013), 5-39.

Chin, Gregory T. 2013. "Understanding Currency Policy and Central Banking in China." *The Journal of Asian Studies* 72(03):519-38.

Joe Nye Ted Talk on global power shifts:

[https://www.ted.com/talks/joseph\\_nye\\_on\\_global\\_power\\_shifts?language=en](https://www.ted.com/talks/joseph_nye_on_global_power_shifts?language=en)

Ikenberry, John G. 2010. "A Crisis of Global Governance?" *Current History* November 2010:315-21.

Gills, Barry K. 2010. "Going South: capitalist crisis, systemic crisis, civilisational crisis." *Third World Quarterly* 31(2):169-84.

Nölke, Andreas, Tobias ten Brink, Simone Claar, and Christian May. 2015. "Domestic structures, foreign economic policies and global economic order: Implications from the rise of large emerging economies." *European Journal of International Relations* 21(3):538-67.

Pieterse, Jan Nederveen. 2011. "Global Rebalancing: Crisis and the East-South Turn." *Development and Change* 42(1):22-48.

Xiao, Ren. 2015. "A reform-minded status quo power? China, the G20, and reform of the international financial system." *Third World Quarterly* 36(11):2023-43.

## **Week 9: Environment & Climate Change**

*Discussion Questions:*

- What are the main elements of cohesion and division among the BRICS?

- To what 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 responsibility in climate policies, even if climate change is the result of Western industrialization?
- Is China emerging as a new leader on climate change, amid the current void in US leadership?

*Required Readings:*

Hurrell, Andrew, and Sandeep Sengupta. 2012. "Emerging powers, North–South relations and global climate politics." *International Affairs* 88(3):463-84.

Roberts, J. Timmons. 2011. "Multipolarity and the new world (dis)order: US hegemonic decline and the fragmentation of the global climate regime." *Global Environmental Change* 21(3):776-84.

Busby, Joshua. 2016. "After Paris: Good Enough Climate Governance." *Current History* 115(777):3.

Hochstetler, Kathryn, and Genia Kostka. 2015. "Wind and Solar Power in Brazil and China: Interests, State–Business Relations, and Policy Outcomes." *Global Environmental Politics* 15(3):74-94.

*Supplementary:*

Margulis, Matias E., and Tony Porter. 2013. "Governing the Global Land Grab: Multipolarity, Ideas, and Complexity in Transnational Governance." *Globalizations* 10(1):65-86.

Joshi, Shangrila. 2013. Understanding India's Representation of Climate Politics. *Global Environmental Politics* 13(2): 128-147.

Hochstetler, Kathryn and Eduardo Viola. 2012. Brazil and the Politics of Climate Change: Beyond the Global Commons. *Environmental Politics* 21(5): 753-771.

Tan-Mullins, May and Giles Mohan. 2013. The Potential of Corporate Environmental Responsibility of Chinese State-Owned Enterprises in Africa. *Environment, Development and Sustainability* 15(2): 265-284.

Wright, Christopher. 2011. "Export Credit Agencies and Global Energy: Promoting National Exports in a Changing World." *Global Policy* 2:133-43.

Campling, Liam, and Elizabeth Havice. 2013. "Mainstreaming Environment and Development at the World Trade Organization? Fisheries Subsidies, the Politics of Rule-Making, and the Elusive 'Triple Win'." *Environment and Planning A* 45(4):835-52.

Christoff, Peter. 2016. "The promissory note: COP 21 and the Paris Climate Agreement." *Environmental Politics* 25(5):765-87.

Dimitrov, Radoslav S. 2016. "The Paris Agreement on Climate Change: Behind Closed Doors." *Global Environmental Politics* 16(3):1-11.

Dahlman, Carl J. 2012. *The world under pressure how China and India are influencing the global economy and environment*. Stanford, CA: Stanford University Press.

Nelson, Michael Byron. 2016. "Africa's Regional Powers and Climate Change Negotiations." *Global Environmental Politics* 16(2):110-29.

- Stokes, Leah C., Amanda Giang, and Noelle E. Selin. 2016. "Splitting the South: China and India's Divergence in International Environmental Negotiations." *Global Environmental Politics*:12-31.
- Hall, Anthony, and Sue Branford. 2012. "Development, Dams and Dilma: the Saga of Belo Monte." *Critical Sociology* 38(6):851-62.
- Hochstetler, Kathryn. 2013. "South-South Trade and the Environment: A Brazilian Case Study." *Global Environmental Politics* 13(1):30-48.
- Clark, Don P. 2013. "Shedding Light on the Recent U.S.–China Solar Dispute." *Global Energy Journal* 13(2):251-59.
- Meckling, Jonas, and Llewelyn Hughes. 2017. "Protecting Solar: Global Supply Chains and Business Power." *New Political Economy*:1-17.

### **Week 10: Global Development**

Washington consensus vs Beijing consensus; development aid; soft power; emerging powers in Africa; investment; human rights; trade competition.

#### *Discussion Questions:*

- What consequences are contemporary power shifts having for the rest of the developing world?
- Are emerging powers contributing to global development objectives or undermining them? How?
- To what extent are emerging powers challenging established principles, norms and institutions in the realm of global development?
- Do the BRICS – individually or collectively – present an alternative model of economic development?
- Can/should there be more cooperation between emerging and established powers?

#### *Required Readings:*

Ban, Cornel, and Mark Blyth. 2013. "The BRICs and the Washington Consensus: An introduction." *Review of International Political Economy* 20(2):241-5.

Moises Naim, "Rogue Aid." *Foreign Policy* 159, no. 96 (2007): 95.

Ayers, Alison J. (2013) "Beyond Myths, Lies and Stereotypes: The Political Economy of a 'New Scramble for Africa'," *New Political Economy*, 18 (2): 227-257.

Wilson, Jeffrey D. 2017. "The evolution of China's Asian Infrastructure Investment Bank: from a revisionist to status-seeking agenda." *International Relations of the Asia-Pacific* (Advance article – September 25).

#### *Supplementary:*

Ngaire Woods, "Whose Aid? Whose Influence? China, Emerging Donors and the Silent Revolution in Development Assistance," *International Affairs* Vol. 84, No. 6 (November 2008), pp. 1205-1221.

Bräutigam, Deborah. 2009. *The dragon's gift: the real story of China in Africa*. Oxford: Oxford University Press.

- Bräutigam, Deborah and Kevin P. Gallagher. 2014. Bartering Globalization: China's Commodity-Backed Finance in Africa and Latin America. *Global Policy* 5(3): 346-352.
- Tan-Mullins, May, Giles Mohan, and Marcus Power. 2010. "Redefining 'aid' in the China-Africa context." *Development and Change* 41(5):857-81.
- Taylor, Ian (2012) "India's Rise in Africa", *International Affairs*, 88 (4): 779-798.
- Bridges Africa*. "Is China holding back Africa's industrialization?" Special Report. 2(6) – September 2013. (read p. 1-25) Available at: <http://ictsd.org/downloads/bridges-africa-review/2-6.pdf>
- Sanusi, Lamido. 2012. "Africa must get real about its romance with China." *Financial Times*. Op-Ed. March 12, 2012.
- Marco Antonio Vieira and Chris Alden. 2011. "India, Brazil, and South Africa (IBSA): South-South Cooperation and the Paradox of Regional Leadership." *Global Governance* 17(4): 507–28.
- Hochstetler, Kathryn. 2014. The Brazilian National Development Bank Goes International: Innovations and Limitations of BNDES' Internationalization. *Global Policy* 5(3): 360-365.
- Fuchs, Andreas and Krishna Chaitanya Vadlamannati. 2013. The Needy Donor: An Empirical Analysis of India's Aid Motives. *World Development* 44: 110-128.
- White, Lyal. 2010. Understanding Brazil's New Drive for Africa. *South African Journal of International Affairs* 17(2): 221-242.

## **Appendix 1 – General Information**

### **Students with Disabilities**

The School welcomes disabled students with disabilities (including those with specific learning difficulties such as dyslexia) and is working to make all its courses as accessible as possible. If you have a disability special needs which means that you may require adjustments to be made to ensure access to lectures, tutorials or exams, or any other aspect of your studies, you can discuss these with your Student Support Officer or Personal Tutor who will advise on the appropriate procedures.

You can also contact the Student Disability Service, based on the University of Edinburgh, Third Floor, Main Library, You can find their details as well as information on all of the support they can offer at: <http://www.ed.ac.uk/student-disability-service>

### **Learning Resources for Undergraduates**

The Study Development Team at the Institute for Academic Development (IAD) provides resources and workshops aimed at helping all students to enhance their learning skills and develop effective study techniques. Resources and workshops cover a range of topics, such as managing your own learning, reading, note-making, essay and report writing, exam preparation and exam techniques.

The study development resources are housed on 'LearnBetter' (undergraduate), part of Learn, the University's virtual learning environment. Follow the link from the IAD Study Development web page to enrol: [www.ed.ac.uk/iad/undergraduates](http://www.ed.ac.uk/iad/undergraduates)

Workshops are interactive: they will give you the chance to take part in activities, have discussions, exchange strategies, share ideas and ask questions. They are 90 minutes long and held on Wednesday afternoons at 1.30pm or 3.30pm. The schedule is available from the IAD Undergraduate web page (see above).

Workshops are open to all undergraduates but you need to book in advance, using the MyEd booking system. Each workshop opens for booking two weeks before the date of the workshop itself. If you book and then cannot attend, please cancel in advance through MyEd so that another student can have your place. (To be fair to all students, anyone who persistently books on workshops and fails to attend may be barred from signing up for future events). Study Development Advisors are also available for an individual consultation if you have specific questions about your own approach to studying, working more effectively, strategies for improving your learning and your academic work. Please note, however, that Study Development Advisors are not subject specialists so they cannot comment on the content of your work. They also do not check or proof read students' work.

Students can book a study skills consultation <https://www.ed.ac.uk/institute-academic-development/undergraduate/services/quick-consultations>

Academic English support can also be accessed at <https://www.ed.ac.uk/english-language-teaching>

### **Attendance Monitoring**

In accordance with the University general degree regulations you are expected to attend all teaching and assessment events associated with all courses that you are enrolled on. The College of Arts, Humanities and Social Sciences undertakes routine monitoring of attendance at tutorials and seminars for all students enrolled on courses delivered by Schools within our College. We undertake monitoring of attendance and engagement to

enable us to identify where individual students may be experiencing difficulties and to ensure that timely and appropriate intervention can be delivered to provide support and guidance. We also undertake monitoring for sponsored students specifically to meet our obligations to the UKVI. If you miss one or more of your tutorials and/or seminars you may be contacted by your local Student Support Team and be asked to provide an explanation for your absence.

All data is gathered and stored in line with the University policies and guidance on data handling and you can view the privacy statement at:

<https://www.ed.ac.uk/student-systems/use-of-data/policies-and-regulations/privacy-statement>

### **External Examiner**

The External Examiner for the Politics Honours programme is: TBC.

## **Appendix 2 - Course Work Submission and Penalties**

### **Penalties that can be applied to your work and how to avoid them.**

Below is a list of penalties that can be applied to your course work and these are listed below. Students **must** read the full description on each of these at:

[http://www.sps.ed.ac.uk/undergrad/current\\_students/teaching\\_and\\_learning/assessment\\_and\\_regulations/coursework\\_penalties](http://www.sps.ed.ac.uk/undergrad/current_students/teaching_and_learning/assessment_and_regulations/coursework_penalties)

Make sure you are aware of each of these penalties and know how to avoid them. Students are responsible for taking the time to read guidance and for ensuring their coursework submissions comply with guidance.

- **Lateness Penalty**

If you miss the submission deadline for any piece of assessed work **5 marks will be deducted for each calendar day that work is late, up to a maximum of seven calendar days (35 marks)**. Thereafter, a mark of zero will be recorded. There is no grace period for lateness and penalties begin to apply immediately following the deadline.

- **Word Count Penalty**

- Your course handbook will specify the word length of your assessments. All coursework submitted by students must state the word count on the front page. All courses in the School have a standard penalty for going over the word length; if you are taking courses from other Schools, check with them what their penalties are.
- If you go over the word length, you will receive a 5 mark penalty. These 5 marks will be deducted, regardless of how much you have exceeded the word count (whether it is by 5 words or by 500!). In exceptional circumstances, a Course Organiser may decide that, instead of a 5 marks penalty, any text beyond the word limit will be excluded from the assignment and be marked only on the text up to the word limit.
- In most cases, appendices and bibliography are not included in the word count whilst in-text references, tables, charts, graphs and footnotes are counted. Make sure you know what is and what is not included in the word count
- You will not be penalised for submitting work below the word limit. However, you should note that shorter essays are unlikely to achieve the required depth and that this will be reflected in your mark.

### **ELMA: Submission and Return of Coursework**

Coursework is submitted online using our electronic submission system, ELMA. You will not be required to submit a paper copy of your work.

Marked coursework, grades and feedback will be returned to you via ELMA. You will not receive a paper copy of your marked course work or feedback.

For details of how to submit your course work to ELMA, please see our webpages [here](#).

Please note that all submissions to ELMA should be formatted as a Word document (doc or.docx.). If you are permitted or required to submit in a different format, this will be detailed in your course handbook.

Any submission that is not in word format will be converted by the Undergraduate Teaching Office into word where possible. By submitting in any format other than word, you are accepting this process and the possibility that errors may occur during conversion. The UTO will do everything possible to ensure the integrity of any document converted but to avoid issue, please submit in Word format as requested.

### **Extensions**

If you have good reason for not meeting a coursework deadline, you may request an extension. Before you request an extension, make sure you have read all the guidance on our [webpages](#) and take note of the key points below. You will also be able to access the online extension request form through our [webpages](#).

- Extensions are granted for 7 calendar days.
- If you miss the deadline for requesting an extension for a valid reason, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a valid reason and require an extension of more than 7 calendar days, you should submit your coursework as soon as you are able, and apply for Special Circumstances to disregard penalties for late submission. You should also contact your Student Support Officer or Personal Tutor and make them aware of your situation.
- If you have a Learning Profile from the Disability Service allowing you potential for flexibility over deadlines, you must still make an extension request for this to be taken into account.

### **Exam Feedback and Viewing Exam Scripts:**

General exam feedback will be provided for all courses with an examination. General feedback will be uploaded to the relevant course learn page within 24 hours of the overall marks for the course being returned to Students.

Students who sit the exam will also receive individual feedback. The relevant Course Secretary will contact students to let them know when this is available and how to access it.

If students wish to view their scripts for any reason, they must contact the relevant Course Secretary via email to arrange this.

### **Plagiarism Guidance for Students: Avoiding Plagiarism**

Material you submit for assessment, such as your essays, must be your own work. You can, and should, draw upon published work, ideas from lectures and class discussions, and (if appropriate) even upon discussions with other students, but you must always make clear that you are doing so. **Passing off anyone else's work** (including another student's work or material from the Web or a published author) **as your own is plagiarism** and will be punished severely.

When you upload your work to ELMA you will be asked to check a box to confirm the work is your own. All submissions will be run through 'Turnitin', our plagiarism detection software.

Turnitin compares every essay against a constantly-updated database, which highlights all plagiarised work. Assessed work that contains plagiarised material will be awarded a mark of zero, and serious cases of plagiarism will also be reported to the College Academic Misconduct officer. In either case, the actions taken will be noted permanently on the student's record. **For further details on plagiarism see the Academic Services' website:**

<http://www.ed.ac.uk/arts-humanities-soc-sci/taught-students/student-conduct/academic-misconduct>

### **Data Protection Guidance for Students**

In most circumstances, students are responsible for ensuring that their work with information about living, identifiable individuals complies with the requirements of the Data Protection Act. The document, *Personal Data Processed by Students*, provides an explanation of why this is the case. It can be found, with advice on data protection compliance and ethical best practice in the handling of information about living, identifiable individuals, on the Records Management section of the University website at:

<https://www.ed.ac.uk/records-management/guidance/data-protection/dpforstudents>