

IAFS 3000-002: Emerging Great Powers

Spring, 2023

Monday, Wednesday, Friday: 3:35-4:25

GUGG 206

Contact Information

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Ketchum 212

Office Hours: Tuesday, Thursday 3:30-5:00

Class Description

In this course, we will examine three emerging powers, Russia, China, and India, and their effect on international affairs. For each, we will examine the country's history, politics, economy and society, and foreign policy to better understand each country and their relations with the rest of the world. We will also use these countries to better understand key concepts from political science, and economics.

Texts

All required reading will either have website links provided or be placed on Canvas. You are expected to complete all assigned readings before the relevant class

Course Requirements and grades

Your grade will be determined by the following assignments:

- 3 Country Papers (25% each)
- 1 Overview Paper (15% each)
- Attendance and participation (10%)

Country papers (due February 24, March 24, and April 28)

For each major country (Russia, China, India) we cover, you will write a five-page paper describing how you think that country will act in the future and its impact on world politics. The paper will be based on both course content and external research. A more detailed prompt will be provided later.

Overview Paper (due May 3)

At the end of the course, you will write a three page paper putting everything together and discussing how emerging great powers will affect international affairs. A more detailed prompt will be provided later.

Attendance and participation

You are required to attend all scheduled classes and relevant small group meetings and participate fully. You are allowed two unexcused absences, and then each further absence will result in losing 1 of your 10 attendance points. I reserve the right to reduce this grade further if you are consistently not participating (i.e. just sitting in the back playing on your computer).

Schedule

- Week 1
 - January 18
 - Intro
 - How to analyze countries
 - January 20 – Great powers and multipolarity
 - O’Neill, Jim. 2001. “Building Better Global Economic BRICs.” Goldman Sachs. Global Economics. Paper No: 66. (can be accessed at <https://www.goldmansachs.com/insights/archive/building-better.html>)
 - Posen, Barry P. 2009. “Emerging Multipolarity: Why Should We Care?” *Current History*. 108(721): 347-352.
- Week 2
 - January 23 – Imperial Russia
 - Gleason, Abbott (ed). 2007. *A Companion to Russian History*. Oxford: Blackwell. (available online through CU library – directions will be provided)
 - Ch. 6 Muskovite Political Culture
 - Ch. 11 Westernization of the Elite
 - Ch. 15 Russia: Minorities and Empire
 - January 25 - Communist Russia
 - *A Companion to Russian History*
 - Ch. 20 From the First World War to Civil War
 - Ch. 25 Old Thinking and New: Krushchev and Gorbachev
 - January 27 - Post-Communist Russia
 - *A Companion to Russian History*
 - Ch. 26 – End of the Soviet Union
 - Ch. 27 – Russia’s Post Soviet Upheaval
- Week 3
 - January 30 - Overview of Russian politics
 - Pavlovsky – Russian politics under Putin (Foreign Affairs)
 - <https://freedomhouse.org/country/russia/freedom-world/2022>
 - <https://www.swp-berlin.org/en/publication/russia-on-the-road-to-dictatorship>
 - <https://crsreports.congress.gov/product/pdf/R/R46518> (selected pages)
 - Colton – Paradoxes of Putinism
 - February 1 - Competitive authoritarianism
 - Levitsky and Way – Elections without democracy
 - Levitsky and Way - The New Competitive Authoritarianism (skim)
 - Golosov - The Regional Roots of Electoral Authoritarianism in Russia
 - February 3 - Russian factions – Oligarchs and Siloveki
 - Taylor - The Russian Siloviki & Political Change
 - Markus – The Atlas that has not shrugged
- Week 4
 - February 6 - Russian economy, resource economies
 - <https://www.piie.com/sites/default/files/publications/pb/pb15-18.pdf>
 - Goldman - Russia: A Petrostate in a Time of Worldwide Economic Recession and Political Turmoil

- Ross - Does Oil Hinder Democracy?
 - February 8 - Social crisis of the 1990s
 - Readings TBD
 - February 10 - Gender and Russian society
 - Ashwin - Gender in Russia State policy and lived reality (in Routledge Handbook of Russian Politics and Society)
 - White - Gender Roles in Contemporary Russia: Attitudes and Expectations among Women Students (skim maybe?)
 - Ashwin and - Men in Crisis in Russia: The Role of Domestic Marginalization
 - Riabov and Riabova - The Remasculinization of Russia? Gender, Nationalism, and the Legitimation of Power Under Vladimir Putin
 - Ashwin and Isapova - ANATOMY OF A STALLED REVOLUTION: Processes of Reproduction and Change in Russian Women's Gender Ideologies (This one!)
- Week 5 - February 13 - Russian foreign policy overview
 - Lo - Going legit?: The foreign policy of Vladimir Putin ???
 - Sestanovich – Could it have been otherwise? <https://www.the-american-interest.com/2015/04/14/could-it-have-been-otherwise/>
 - <https://www.rand.org/pubs/perspectives/PE144.html>
 - February 15 - Nostalgia, decline, and foreign policy
 - Readings TBD
 - February 17 - War in Ukraine
 - Readings TBD
- Week 6
 - February 20 - Imperial China
 - Readings TBD
 - Companion to Chinese History (maybe)
 - February 22 - Revolutionary China
 - Readings TBD
 - February 24 - Deng's reforms and after
 - **Country Paper 1 due**
 - Readings TBD
- Week 7
 - February 27 - Chinese politics overview
 - Readings TBD
 - March 1 - One party states
 - Readings TBD
 - March 3 - Xi and future of Chinese politics
 - Readings TBD
- Week 8
 - March 6 - Chinese economy
 - Readings TBD
 - March 8 - Development strategies
 - Readings TBD
 - March 10 - Stresses of development

- Readings TBD
- Week 9
 - March 13 - Chinese foreign policy overview
 - Readings TBD
 - March 15 - Power transitions and foreign policy
 - Readings TBD
 - March 17 - Taiwan (and maybe Hong Kong)
 - Readings TBD
- Week 10
 - March 20 - Pre-Colonial India
 - Readings TBD
 - March 22 - British colonization and independence
 - Readings TBD
 - March 24 – Post-colonial India
 - **Country Paper 2 due**
 - Readings TBD
- Spring Break (March 27-31)
- Week 11
 - April 3 - India politics overview
 - Readings TBD
 - April 5 - Developing democracies and Multi-ethnic democracy
 - Readings TBD
 - April 7 - Future of Indian politics, democratic breakdown
 - Readings TBD
- Week 12
 - April 10 - Indian economy
 - Readings TBD
 - April 12 - Micro-development
 - Readings TBD
 - April 14
 - MPSA (no class)
- Week 13
 - April 17 - Indian foreign policy overview
 - Readings TBD
 - April 19 - Non-aligned movement
 - Readings TBD
 - April 21 - Pakistan and India
 - Readings TBD
- Week 14 – other emerging powers
 - April 24 - Brazil
 - Readings TBD
 - April 26 - Nigeria
 - Readings TBD
 - April 28 - Iran
 - **Country Paper 3 due**
 - Readings TBD

- Week 15
 - May 1 - Cooperation vs. great power competition
 - Readings TBD
 - May 3 – Wrap up
 - **Overview Paper due**
 - Readings TBD

Policies

Late policy

All assignments are due at the beginning of class. Assignments turned in after this point will receive a single 15% late penalty. I am relatively willing to grant extensions as needed, provided you contact me.

Communication

I will use both e-mail and Canvas to communicate important announcements. You are expected to check both regularly. The best way to contact me is through e-mail. For administrative questions (e.g. needing extensions), please e-mail both me and the TA so that we are all on the same page. I will do my best to respond reasonably promptly, but please be patient. For more complex issues or substantive questions I will probably suggest setting up an appointment to meet on zoom office hours.

In addition, I will create a discussion board for each week for you to ask substantive questions about the assignment. I would encourage you to ask any substantive questions we don't get to in class on these discussion boards so that others may benefit from your question. If you do know the answer to someone else's question, I would encourage you to go ahead and answer.

Grading Grievances

Objectively assigning grades is a tough business, and mistakes do happen. I am happy to go over the assignment and explain why I assigned the given grade during office hours. If you wish to appeal a grade, you must submit in writing an explanation detailing where (i.e. what question) and why you think that you received insufficient credit for your answer. Be forewarned: I will not accept explanations arguing that because you worked really hard on a paper, your overall grade was just not high enough. You need to be able to show specific grading errors on my part.

Classroom Behavior

Both students and faculty are responsible for maintaining an appropriate learning environment in all instructional settings, whether in person, remote or online. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. For more information, see the classroom behavior policy, the Student Code of Conduct, and the Office of Institutional Equity and Compliance.

Requirements for Covid-19

As a matter of public health and safety, all members of the CU Boulder community and all visitors to campus must follow university, department and building requirements and all public health orders in place to reduce the risk of spreading infectious disease. CU Boulder currently requires COVID-19 vaccination and boosters for all faculty, staff and students. Students, faculty and staff must upload proof of vaccination and boosters or file for an exemption based on medical, ethical or moral grounds through the MyCUHealth portal.

The CU Boulder campus is currently mask-optional. However, if public health conditions change and masks are again required in classrooms, students who fail to adhere to masking requirements will be asked to leave class, and students who do not leave class when asked or who refuse to comply with these requirements will be referred to Student Conduct and Conflict Resolution. For more information, see the policy on classroom behavior and the Student Code of Conduct. If you require accommodation because a disability prevents you from fulfilling these safety measures, please follow the steps in the “Accommodation for Disabilities” statement on this syllabus.

If you feel ill and think you might have COVID-19, if you have tested positive for COVID-19, or if you are unvaccinated or partially vaccinated and have been in close contact with someone who has COVID-19, you should stay home and follow the further guidance of the Public Health Office (contacttracing@colorado.edu). If you are fully vaccinated and have been in close contact with someone who has COVID-19, you do not need to stay home; rather, you should self-monitor for symptoms and follow the further guidance of the Public Health Office (contacttracing@colorado.edu).

Accommodation for Disabilities

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the Disability Services website. Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition, see Temporary Medical Conditions on the Disability Services website.

Preferred Names and Pronouns

CU Boulder recognizes that students' legal information doesn't always align with how they identify. Students may update their preferred names and pronouns via the student portal; those preferred names and pronouns are listed on instructors' class rosters. In the absence of such updates, the name that appears on the class roster is the student's legal name.

If you would like me to use a name or pronoun other than that listed, please let me know.

Honor Code

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the Honor Code may include, but are not limited to: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of

academic misconduct will be reported to Student Conduct & Conflict Resolution (honor@colorado.edu); 303-492-5550). Students found responsible for violating the Honor Code will be assigned resolution outcomes from the Student Conduct & Conflict Resolution as well as be subject to academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found on the Honor Code website.

My policy is that I will report all suspected violations to the honor code office. If the honor code office finds that you did violate the honor code, you will receive a zero on the affected assignment. Subsequent violations will result in automatically failing the course.

Sexual Misconduct, Discrimination, Harassment, and/or Related Retaliation

CU Boulder is committed to fostering an inclusive and welcoming learning, working, and living environment. University policy prohibits sexual misconduct (harassment, exploitation, and assault), intimate partner violence (dating or domestic violence), stalking, protected-class discrimination and harassment, and related retaliation by or against members of our community on- and off-campus. These behaviors harm individuals and our community. The Office of Institutional Equity and Compliance (OIEC) addresses these concerns, and individuals who believe they have been subjected to misconduct can contact OIEC at 303-492-2127 or email cureport@colorado.edu. Information about university policies, reporting options, and support resources can be found on the OIEC website.

Please know that faculty and graduate instructors have a responsibility to inform OIEC when they are made aware of any issues related to these policies regardless of when or where they occurred to ensure that individuals impacted receive information about their rights, support resources, and resolution options. To learn more about reporting and support options for a variety of concerns, visit Don't Ignore It.

Religious Holidays

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, if religious observances affect any graded assignment, let me know so we can work out alternate arrangements. See the campus policy regarding religious observances for full details.