



## Course and Examination Fact Sheet: Spring Semester 2022

### 6,329: Spring Project: Rising Powers

ECTS credits: 4

#### Overview examination/s

(binding regulations see below)

Decentral - Group examination paper with presentation (all given the same grades) (50%)

Examination time: term time

Decentral - examination paper written at home (in groups - all given the same grades) (35%)

Examination time: term time

Decentral - Active participation (15%)

Examination time: term time

#### Attached courses

Timetable -- Language -- Lecturer

[6,329,1.00 Spring Project: Rising Powers](#) -- Englisch -- [Plappert Sebastian](#) , [Manali Manali](#)

#### Course information

#### Course prerequisites

It is recommended that this spring project is taken after all other BIA courses have been completed. Students must have completed the Introduction to International Relations lecture and at least one the of the methods-related lectures (e.g. Qualitative Methods).

#### Learning objectives

In this course, students will:

- Understand the debates surrounding the phenomenon of rising powers, particularly how this phenomenon may affect international conflict and cooperation
- Learn how to develop a research design including by identifying important shortcomings in the current literature, formulating their own research question and selecting appropriate social science methods
- Implement their research design and present the findings of their study logically and concisely
- Learn how to provide constructive feedback for other research projects

#### Course content

In this course, students will conduct their own research project on the topic of rising powers. To this end, they form groups in which they formulate a research question, develop a research design suitable to answer it, and implement it. The course leads the students step by step through this work process and provides for close supervision and support.

The quick rise of China, a resurgent Russia, and potentially an empowered India have brought forward the question of peaceful power transition in the international system, reminding us of the need not to repeat the mistakes of the 20th century. China especially has been growing rapidly in both economic and military terms and is poised to replace the USA as the number one national economy in the next decade, while India is expected to reach the second position by the middle of the century.

Given this context, this course will guide students in engaging with a range of questions relevant for understanding the prospects for international conflict and cooperation, including:

- How are rising powers changing the dynamics of power in the international system?
- What might be the consequences of rising powers seeking a greater voice in international institutions and building



- political bonds through regional organisations?
- Whether and when may the peaceful accommodation of rising powers work against the conditions that generate intense rivalry and conflict?

## Course structure and indications of the learning and teaching design

This course takes place as a weekly in-person seminar (subject to any further changes in University rules according to the pandemic situation). Students will carry out their assignments in teams which will be formed during the first seminar. Regular participation in class, as well as exchanges between the working groups and the lecturers on challenges that arise when working on selected topics will be essential.

The first half of the course will be devoted to understanding the phenomenon of rising powers and developing a research design. The second half of the course will focus on understanding the role of rising powers in specific issue areas and empirically implementing the research design.

Students are expected to attend and actively contribute to the weekly sessions. This includes reading the assigned literature, working on the individual research design and implementation steps, contributing to discussions during the seminar, and providing constructive feedback to peers.

## Course literature

The relevant literature will be made available at the beginning of the course.

Interested students will find the following initial readings useful:

- Thomas Gschwend and Frank Schimmelfenning, eds. 2007. *Research Design in Political Science: How to Practice What They Preach* (New York: Palgrave Macmillan).

Students will be required to independently research their respective topics during the course.

Research on rising powers can be found in different journals. Since the topic of power shifts has long been at the core of the discipline of International Relations (IR), articles related to the rise of new powers are published in general IR and security studies journals such as *International Security*. Moreover, the increasing political relevance of the rise of China and other emerging countries for the United States and the "West" in general has automatically led to an increased visibility of the topic of rising powers across journals in the field of International Relations (e.g., *International Affairs*, *Review of International Studies*). Among the more policy-oriented journals, the *Washington Quarterly* has a declared special interest in the rise of China and India; journals focused on security and strategic affairs, for example *Survival*, have also included articles on rising powers. Finally, some journals have an explicit focus on the non-Western world and are therefore typical publication outlets for work on rising powers. Among others, *Third World Quarterly* and *Global Society* have featured special issues on this topic.

## Additional course information

### About the instructors

Manali Kumar is a Postdoctoral Research Fellow with the Institute of Political Science (IPW) at the University of St. Gallen, and Editor-in-Chief of 9DASHLINE. She holds a Ph.D. in Political Science (International Relations) from the National University of Singapore, an M.A. in Geopolitics, Territory & Security from King's College London, and a B.A. in International Affairs & Philosophy from the George Washington University. Her current research explores whether and how India's national identities and interests have changed with its emergence as rising power, and the value of prudence in statecraft, especially as a normative and prescriptive approach for decision-making under uncertainty and in crises. She primarily works within the Interpretivist methodological tradition and uses qualitative methods such as discourse analysis and process tracing.

Sebastian Plappert is the administrative Director of the Department of Political Science at the University of St. Gallen and responsible for programme development and quality control. He holds a Ph.D. in International Affairs and Political Economy from the University of St. Gallen (HSG), a M.A. in Politics, Philosophy, and History from the Ludwig-Maximilians-University Munich (LMU), a Master of Arts in International Communication (MA) and a Master of International Relations (MIR) from Macquarie University Sydney. His interests include critical security studies, humanitarian intervention, international society, international order, progress in international affairs, as well as the interplay of international law, international political theory, and international relations.

**In the case of the President's Board having to implement new directives due to the SARS-CoV-2 pandemic, the course**



information listed above will be changed as follows:

- The course is conducted online via the platform Zoom;
- The recordings of the course are available for 30 day but will not be saved;
- The lecturer informs via StudyNet/Canvas on the changed implementation modalities of the course; There are no changes necessary to the course information;
- There are no changes necessary to the examination information;
- Prestentaions will be conducted online.

## Examination information

### Examination sub part/s

#### 1. Examination sub part (1/3)

##### Examination time and form

Decentral - Group examination paper with presentation (all given the same grades) (50%)

Examination time: term time

##### Remark

Research Paper with Presentation

##### Examination-aid rule

Term papers

Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb.

Documentation (quotations, bibliography, etc.) must be carried out universally and consistently according to the requirements of the chosen/specified citation standard such as e.g. APA or MLA.

The legal standard is recommended for legal work (cf. by way of example: FORSTMOSER, P., OGOREK R., SCHINDLER B., Juristisches Arbeiten: Eine Anleitung für Studierende (the latest edition in each case), or according to the recommendations of the Law School).

The reference sources of information (paraphrases, quotations, etc.) that has been taken over literally or in the sense of the original text must be integrated into the text in accordance with the requirements of the citation standard used. Informative and bibliographical notes must be included as footnotes (recommendations and standards e.g. in METZGER, C., Lern- und Arbeitsstrategien (latest edition)).

For all written work at the University of St.Gallen, the indication of page numbers is mandatory, regardless of the standard chosen. Where page numbers are missing in sources, the precise designation must be made differently: chapter or section title, section number, article, etc.

##### Supplementary aids

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##### Examination languages

Question language: English

Answer language: English

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#### 2. Examination sub part (2/3)

##### Examination time and form

Decentral - examination paper written at home (in groups - all given the same grades) (35%)

Examination time: term time

##### Remark



## Research Design

### Examination-aid rule

#### Term papers

Written work must be written without outside help according to the known citation standards, and a declaration of authorship must be attached, which is available as a template on the StudentWeb.

Documentation (quotations, bibliography, etc.) must be carried out universally and consistently according to the requirements of the chosen/specified citation standard such as e.g. APA or MLA.

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### Supplementary aids

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### Examination languages

Question language: English  
Answer language: English

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## 3. Examination sub part (3/3)

### Examination time and form

Decentral - Active participation (15%)  
Examination time: term time

### Remark

Commentary on presentations during class

### Examination-aid rule

Active classroom participation

In the "Active classroom participation" examination form, regular participation in class is assessed.

The assessment criteria can be as follows:

- Requests to speak enrich the discussion (productive) / requests to speak disturb the discussion (counterproductive);
- Requests to speak are correct/requests to speak are incorrect;
- Requests to speak are frequent/average/rare;
- No requests to speak, but students follow the lesson/no requests to speak and students do not noticeably follow the lessons.

### Supplementary aids

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### Examination languages

Question language: English  
Answer language: English



## Examination content

Students may prepare the research design and implement the project individually or in groups of up to 3.

- The first examination (35%) comprises the research design of the project that will be implemented in the second half of the course. Each group will make a presentation (5 minutes on 14 March) and submit a term paper (max 2000 words due by 11:59pm on 4 April).
- The second examination (50%) will involve presenting the entire research project with the empirical findings of the implementation undertaken in the second half of the course. Each group will make a presentation (10 minutes on 23 May) and submit a term paper (max 6000 words due by 11:59pm on 13 June).
- Students are expected to actively participate (15%) over the course of the semester by attending each seminar, reading the assigned literature, contributing to class discussions and providing feedback to their peers.

## Examination relevant literature

All mandatory materials covered in the course will be provided via Canvas before the end of term.

Students are required to consult additional sources during their own research to be included in their presentations and papers.

### Please note

Please note that only this fact sheet and the examination schedule published at the time of bidding are binding and take precedence over other information, such as information on StudyNet (Canvas), on lecturers' websites and information in lectures etc.

Any references and links to third-party content within the fact sheet are only of a supplementary, informative nature and lie outside the area of responsibility of the University of St.Gallen.

Documents and materials are only relevant for central examinations if they are available by the end of the lecture period (CW21) at the latest. In the case of centrally organised mid-term examinations, the documents and materials up to CW 12 are relevant for testing.

Binding nature of the fact sheets:

- Course information as well as examination date (organised centrally/decentrally) and form of examination: from bidding start in CW 04 (Thursday, 27 January 2022);
- Examination information (regulations on aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 12 (Monday, 21 March 2022);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: two weeks before the end of the registration period in CW 15 (Monday, 11 April 2022).