



Course and Examination Fact Sheet: Spring Semester 2024

6,329: Spring Project: Rising Powers

ECTS credits: 4

Overview examination/s

(binding regulations see below)

decentral - Written work, Digital, Group work group grade (70%)

Examination time: Term time

decentral - Active participation, Digital, Individual work individual grade (15%)

Examination time: Term time

decentral - Presentation, Analog, Group work group grade (15%)

Examination time: Term time

Attached courses

Timetable -- Language -- Lecturer

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

Course information

Course prerequisites

Students must have completed the Introduction to International Relations lecture and at least one the of the methods-related lectures (e.g. Qualitative Methods). It is recommended that a spring project course is taken before starting your Bachelor's thesis but after all compulsory BIA courses have been completed.

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 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 and work with 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 revisionist 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 organizations?
- 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. Students will carry out their assignments in teams 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 implementing the research design empirically.

Following the introductory session, each weekly session will be organized as a workshop so that the groups can work together on different aspects of their research project under the close guidance of the instructors. Therefore, students are expected to attend and actively contribute to each weekly session. This includes reading the assigned literature, working on the individual research design and implementation steps, reading up on their group's topic, 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 PhD 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 program development at the School of Economics and Political Science. He holds a PhD in International Affairs and Political Economy from the University of St. Gallen (HSG), a M.A. in Politics, Philosophy, and History from the Ludwig-Maximilian-University of 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 relations, international political theory, and international history.



Examination information

Examination sub part/s

1. Examination sub part (1/3)

Examination modalities

Examination type	Written work
Responsible for organisation	decentral
Examination form	Written work
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Group work group grade
Weighting	70%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark

Three iterations of the research design

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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2. Examination sub part (2/3)

Examination modalities

Examination type	Active participation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Digital
Time of examination	Term time
Examination execution	Asynchronous
Examination location	Off Campus
Grading type	Individual work individual grade
Weighting	15%
Duration	--

Examination languages

Question language: English
Answer language: English

Remark

Participation, summaries, and peer feedback

Examination-aid rule



Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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3. Examination sub part (3/3)

Examination modalities

Examination type	Presentation
Responsible for organisation	decentral
Examination form	Oral examination
Examination mode	Analog
Time of examination	Term time
Examination execution	Asynchronous
Examination location	On Campus
Grading type	Group work group grade
Weighting	15%
Duration	--

Examination languages

Question language: English

Answer language: English

Remark

Two presentations

Examination-aid rule

Free aids provision

Basically, students are free to choose aids. Any restrictions are defined by the faculty members in charge of the examination under supplementary aids.

Supplementary aids

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Examination content

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

The examination reflects the continuous process of developing a research design where each assignment serves as the basis for the next assignment.

1. Active Participation (15%):

Students are expected to actively participate over the course of the semester by attending each seminar, contributing to class discussions, providing feedback to their peers, and summarizing the literature relevant to their respective topic.

2. Presentations (15%):

Students are expected to present their research project draft and the final research design of their group's research project in order to generate feedback before handing in the corresponding written assignments.

3. Written Work (70%)

Students are expected to develop a research design for their chosen group project and implement it. This process will include:

- a 1000-word memo paper outlining a research topic, research question, and a summary of the relevant literature (weighted 5%),



- a 2000-word research design (weighted 25%),
- and a 6000-word final research paper (weighted 40%)

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 13 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, 25 January 2024);
- Examination information (supplementary aids, examination contents, examination literature) for decentralised examinations: in CW 12 (Monday, 18 March 2024);
- Examination information (supplementary aids, examination contents, examination literature) for centrally organised mid-term examinations: in CW 13 (Monday, 25 March 2024);
- Examination information (regulations on aids, examination contents, examination literature) for centrally organised examinations: Starting with de-registration period in CW 15 (Monday, 08 April 2024).