

**City University of Hong Kong
Course Syllabus**

**offered by Department of Asian and International Studies
with effect from Semester A 2017/18**

Part I Course Overview

Course Title:	BRIC Countries and the Emerging Global Order
Course Code:	AIS5040
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

The course focuses on the political economy of the original BRICs, Brazil, Russia, India, and China, as a means of introducing wider aspects of the global economy today. After an introduction to each of the four, it explores the themes of industry, land and labour, relating these to the various demands upon the state in relation to domestic political economy, and engagement in foreign trade in a competitive world market. Participants will critically review relevant academic literature, write comments on contemporary issues, and write an original analysis of a case beyond the four original BRICs.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Analyse and compare the political economies of BRIC countries, and their relationship to the global economy as a whole	25	√	√	√
2.	Assess the significance of emerging economies in the world market	25	√	√	√
3.	Link broad analytical themes to current developments in the BRICs and beyond	25	√	√	√
4.	Apply concepts and issues covered in the course to an original case study	25	√	√	√
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
	Lectures: the instructor will present overviews of key cases and issues	√	√	√	√	
	Group Discussions: students will analyse weekly readings and discuss their findings	√	√	√	√	
	Weekly log: students will write ten weekly assignments, five to be reviews of article and five comments on topical issues	√	√	√	√	
	Research: students use relevant materials to write a paper as set by the instructor	√	√	√	√	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting	Remarks
	1	2	3	4		
Continuous Assessment: <u>100</u> %						
Performance in case studies	√	√	√		50	
Term Paper (3000 words)	√	√	√	√	50	
Examination: <u>N/A</u> % (duration: Nil, if applicable)						
					100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Performance in case studies	Group presentations on cases: 10% Individual reflective comments on case studies: 10%	Excellent structure, content and delivery of the group presentations Highly relevant and insightful reflective comments on case studies	Good structure, content and delivery of the group presentations Good quality of reflective comments on case studies	Adequate structure, content and delivery of the group presentations Adequate reflective comments on case studies	Poor structure, content and delivery of the group presentations Few and/or marginally relevant reflective comments on case studies	Inadequate structure, content and delivery of the group presentations Inadequate reflective comments on case studies
2. Term paper (3000 words)	To assess the ability to write a 3,000 words minimum, 5,000 words maximum, citing the required readings and including several additional sources	Excellent understanding of theories of comparative political economy and late industrialization, as well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently high quality, including discussion.	Good to very good understanding of theories of comparative political economy and late industrialization, as well as ability to apply concepts and to deploy comparative methods introduced in the course. Analysis provided in all assessment activities is of consistently good quality, including discussion.	Partial understanding of theories of comparative political, as well as ability to apply concepts and to use comparative methods. All assessment items are completed, but their quality is weak.	Flawed understanding of theories of comparative political economy. Little ability to apply concepts or to use comparative methods. Attendance is irregular; assessment activities are very low quality.	Failure to demonstrate any understanding of theories of regime change and continuity, or any ability to apply concepts and to use comparative methods. Attendance is irregular; assessment activities are not completed.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

Brazil, Russia, China, India, emerging economies, state, trade, world market

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

Introductory reading:

Karl Marx and Friedrich Engels, *Critique of the German Ideology*, 1846. Available on line at www.marxists.org.

Paul Cammack, 'Classical Marxism', forthcoming in Thomas G. Weiss and Rorden Wilkinson, eds, *International Organization and Global Governance*, Routledge, 2013.

Sarah Babb, 'The Washington Consensus as transnational policy paradigm: its origins, trajectory and likely successor', *Review of International Political Economy*, DOI:10.1080/09692290.2011.640435, 2012.

OECD, *Globalisation and Emerging Economies: Brazil, Russia, India, Indonesia, China and South Africa*, Paris, 2008.

Cornel Ban, 'Brazil's liberal neo-developmentalism: new paradigm or edited orthodoxy?', *Review of International Political Economy*, DOI:10.1080/09692290.2012.660183, 2012.

Matt Ferchen, 'Whose China Model is it anyway? The contentious search for consensus', *Review of International Political Economy*, DOI:10.1080/09692290.2012.660184, 2012

Rahul Mukherji, 'Ideas, interests, and the tipping point: Economic change in India', *Review of International Political Economy*, DOI:10.1080/09692290.2012.716371, 2012.

Peter Rutland, 'Neoliberalism and the Russian transition', *Review of International Political Economy*, DOI:10.1080/09692290.2012.727844, 2012.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

Online resources

The following online resources can be used to understand the background and new development in BRIC countries:

ILO

IMF

OECD

World Bank

Financial Times (register!)

Economist