

# PIA5040: BRIC COUNTRIES AND THE EMERGING GLOBAL ORDER

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

BRIC Countries and the Emerging Global Order

### Subject Code

PIA - Public and International Affairs

### Course Number

5040

### Academic Unit

Public and International Affairs (PIA)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

P5, P6 - Postgraduate Degree

### Medium of Instruction

English

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

AIS5040 BRIC Countries and the Emerging Global Order

### Exclusive Courses

Nil

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Analyse and compare the political economies of BRIC countries, and their relationship to the global economy as a whole	25	x	x	x
2	Assess the significance of emerging economies in the world market	25	x	x	x
3	Link broad analytical themes to current developments in the BRICs and beyond	25	x	x	x
4	Apply concepts and issues covered in the course to an original case study	25	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

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

**Assessment Tasks / Activities (ATs)**

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Performance in case studies	1, 2, 3	50	-	No
2	Term Paper (3,000 words)	1, 2, 3, 4	50	-	No

**Continuous Assessment (%)**

100

**Assessment Rubrics (AR)****Assessment Task**

Performance in case studies (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

Group presentations on cases: 10% Individual reflective comments on case studies: 10%

**Excellent**(A+, A, A-) Excellent structure, content and delivery of the group presentations  
Highly relevant and insightful reflective comments on case studies**Good**(B+, B, B-) Good structure, content and delivery of the group presentations  
Good quality of reflective comments on case studies**Fair**(C+, C, C-) Adequate structure, content and delivery of the group presentations  
Adequate reflective comments on case studies**Marginal**(D) Poor structure, content and delivery of the group presentations  
Few and/or marginally relevant reflective comments on case studies**Failure**(F) Inadequate structure, content and delivery of the group presentations  
Inadequate reflective comments on case studies**Assessment Task**

Term paper (3000 words) (for students admitted before Semester A 2022/23 and in Semester A 2024/25 &amp; thereafter)

**Criterion**

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**

(A+, A, A-) 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**

(B+, B, B-) 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.

**Fair**

(C+, C, C-) 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.

**Marginal**

(D) 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**

(F) 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.

**Assessment Task**

Performance in case studies (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

Group presentations on cases: 10% Individual reflective comments on case studies: 10%

**Excellent**

(A+, A, A-) Excellent structure, content and delivery of the group presentations  
Highly relevant and insightful reflective comments on case studies

**Good**

(B+, B) Good structure, content and delivery of the group presentations  
Good quality of reflective comments on case studies

**Marginal**

(B-, C+, C) Average to below average structure, content and delivery of the group presentations.  
Incomplete/marginal reflective comments on case studies

**Failure**

(F) Inadequate structure, content and delivery of the group presentations  
Inadequate reflective comments on case studies

**Assessment Task**

Term paper (3,000 words) (for students admitted from Semester A 2022/23 to Summer Term 2024)

**Criterion**

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**

(A+, A, A-) 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**

(B+, B) 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.

### Marginal

(B-, C+, C) 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 marginal.

### Failure

(F) 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

### Keyword Syllabus

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

### Reading List

#### Compulsory Readings

	Title
1	Introductory reading:
2	Karl Marx and Friedrich Engels, Critique of the German Ideology 1846. Available on line at <a href="http://www.marxists.org">www.marxists.org</a> .
3	Paul Cammack, 'Classical Marxism', forthcoming in Thomas G. Weiss and Rorden Wilkinson, eds, International Organization and Global Governance Routledge, 2013.
4	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.
5	OECD, Globalisation and Emerging Economies: Brazil, Russia, India, Indonesia, China and South Africa Paris, 2008.
6	Cornel Ban, 'Brazil's liberal neo-developmentalism: new paradigm or edited orthodoxy?', Review of International Political Economy DOI:10.1080/09692290.2012.660183, 2012.
7	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
8	Rahul Mukherji, 'Ideas, interests, and the tipping point: Economic change in India', Review of International Political Economy DOI:10.1080/09692290.2012.716371, 2012.
9	Peter Rutland, 'Neoliberalism and the Russian transition', Review of International Political Economy DOI:10.1080/09692290.2012.727844, 2012.

#### Additional Readings

	Title
1	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