INTL 380: COMPARATIVE POLITICAL ECONOMY OF EMERGING POWERS

FALL 2017

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Professor Ziya ÖNIŞ</th>
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<tbody>
<tr>
<td>Instructor Office</td>
<td>CASE 150</td>
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<td>Instructor Email</td>
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<td>Instructor Web</td>
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<tr>
<td>Lecture Time</td>
<td>Tuesday and Thursday, 11.30-12.45</td>
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<td>Lecture Place</td>
<td>CASE 124</td>
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<td>Professor Office Hour</td>
<td>Monday 14.00-16.00</td>
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<td>TA</td>
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COURSE DESCRIPTION

This course offers a political economy account of the rise of emerging powers. Topics to be covered include contemporary debates on the political economy of late industrialization, the relationship between state and the economy, the importance of institutions in the development process and the rise of BRICS and near-BRICS in the changing global order. Theoretical themes are applied to the case studies of China, India, Russia, Brazil, South Africa, Mexico, Argentina, Indonesia, Malaysia, Poland and Turkey. The final part of the course will focus on the role of BRICs and near BRICs in global governance.

TEXTS

There is no textbook for the course. All required readings for the course (which include journal articles and book chapters) are listed in this syllabus. All readings are available to students at the Online E-Reserve Collection of the Suna Kırac Library. Library web site → Catalog → Reserves by course → Course code: INTL 380. Some journal articles are also accessible online through the library website.

SLIDES

All slides, any additional material, as well as the most current version of this syllabus are available on the F-Drive: DriveF@VOL → COURSES → UGRADS → INTL 380 → SHARE

COURSE ASSESSMENT:

Attendance and Participation: 10%
Midterm Exam: 25%
Research Paper: 25%
Final Exam: 40%
SCHEDULE & READINGS

**Development Strategies and Trajectories**


https://www.researchgate.net/publication/310621129_The_Developmental_State_in_the_Late_Twentieth_Century


**BRICS and near BRICS: an Introduction**

Armijo, Leslie Elliott. 2007. The BRICs Countries (Brazil, Russia, India, and China) as Analytic Category: Mirage or Insight? *Asian Perspective* 31 (4): 7-42.


**China**


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**Russia**


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**India**


Brazil


Burges, Sean W. 2013. “Brazil as a bridge between old and new powers?” International Affairs Special Issue: Negotiating the rise of new powers 89 (3): 577–594.


South Africa


http://www.tandfonline.com/doi/abs/10.1080/13563467.2013.768610

https://www.researchgate.net/publication/270571528_Structured_Inequality_Historical_Realities_of_the_Post-Apartheid_Economy


Poland


https://www.sussex.ac.uk/webteam/gateway/file.php?name=aleksszczerbiaklecture.pdf&site=266

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**Mexico and Argentina**


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**Indonesia and Malaysia**


**Turkey**


**Washington Consensus, Post-Washington Consensus, and the Beijing Consensus: Clash of Norms and Implications for Global Governance**


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**COURSE POLICIES**

1. **Make-Up Exams:** Students who miss an exam and wish to write a make-up must contact the professor *within 24 hours after the exam* and must provide *proper documentation* for a reasonable excuse (e.g. a doctor’s note) *before the make-up*. There will be only *one* make-up per exam. Students who miss both the regular exam and the make-up will receive an exam mark of “0”.

2. **Classroom Conduct:** Students must attend lectures on time, and remain in the classroom until the end of the lecture, except during emergencies or with prior permission of the instructor. Students are expected to behave as mature and self-aware individuals in the classroom. Disruptive behaviour such as engaging in side conversations, using cell phones and other electronic devices, sleeping, working on personal activities or assignments of other courses, interrupting the professor or other students will result in the *significant reduction of the attendance and participation grade*.

3. **Academic Honesty:** Honesty and trust are important to us all as individuals. Students and faculty adhere to the following principles of academic integrity at Koç University.

   (i) *Individual accountability* for all individual work, written or oral. Copying from others or providing answers or information, written or oral, to others is cheating.

   (ii) *Providing proper acknowledgment of original author*. Copying from another student’s paper or from another text without written acknowledgment is plagiarism. Recycling a paper written for another class also falls under this category.

   (iii) *Study or project group activity is effective and authorized teamwork*. Unauthorized help from another person or having someone else to write one’s paper or assignment is collusion.

Cheating, plagiarism, and collusion are serious offences resulting in an “F” as your course grade and disciplinary action.

*Koç University*

*Statement on Academic Honesty*
with Emphasis on Plagiarism

Koç University expects all its students to perform course-related activities in accordance with the rules set forth in the Student Code of Conduct (http://vpaa.ku.edu.tr/academic/studentcode-of-conduct). Actions considered as academic dishonesty at Koç University include but are not limited to cheating, plagiarism, collusion, and impersonating. This statement’s goal is to draw attention to cheating and plagiarism related actions deemed unacceptable within the context of Student Code of Conduct:

All individual assignments must be completed by the student himself/herself, and all team assignments must be completed by the members of the team, without the aid of other individuals. If a team member does not contribute to the written documents or participate in the activities of the team, his/her name should not appear on the work submitted for evaluation.

Plagiarism is defined as ‘borrowing or using someone else’s written statements or ideas without giving written acknowledgement to the author’. Students are encouraged to conduct research beyond the course material, but they must not use any documents prepared by current or previous students, or notes prepared by instructors at Koç University or other universities without properly citing the source. Furthermore, students are expected to adhere to the Classroom Code of Conduct (http://vpaa.ku.edu.tr/academic/classroom-code-of-conduct) and to refrain from all forms of unacceptable behavior during lectures. Failure to adhere to expected behavior may result in disciplinary action.

There are two kinds of plagiarism: Intentional and accidental. Intentional plagiarism (Example: Using a classmate’s homework as one’s own because the student does not want to spend time working on that homework) is considered intellectual theft, and there is no need to emphasize the wrongfulness of this act. Accidental plagiarism, on the other hand, may be considered as a ‘more acceptable’ form of plagiarism by some students, which is certainly not how it is perceived by the University administration and faculty. The student is responsible from properly citing a source if he/she is making use of another person’s work. For an example on accidental plagiarism, please refer to the document titled “An Example on Accidental Plagiarism”.

If you are unsure whether the action you will take would be a violation of Koç University’s Student Code of Conduct, please consult with your instructor before taking that action.

**An Example on Accidental Plagiarism**

This example is taken from a document prepared by the City University of New York. The following text is taken from Elaine Tyler May’s ‘Myths and Realities of the American Family’:

“Because women's wages often continue to reflect the fiction that men earn the family wage, single mothers rarely earn enough to support themselves and their children adequately. And because work is still organized around the assumption that mothers stay home with children, even
though few mothers can afford to do so, child-care facilities in the United States remain woefully inadequate.”

Below, there is an excerpt from a student’s homework, who made use of May’s original text:

“As Elaine Tyler May points out, “women's wages often continue to reflect the fiction that men earn the family wage” (588). Thus many single mothers cannot support themselves and their children adequately. Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)”.

You may think that there is no plagiarism here since the student is citing the original author. However, this is an instance of accidental plagiarism. Although the student cites May and uses quotation marks occasionally, the rest of the sentences, more specifically the following section: “Thus many single mothers cannot support themselves and their children adequately.

Furthermore, since work is based on the assumption that mothers stay home with children, facilities for day care in this country are still “woefully inadequate.” (May 589)” almost exactly duplicates May’s original language. So, in order to avoid plagiarism, the student either had to use quotation marks for the rest of the sentences as well, or he/she had to paraphrase May’s ideas by using not only his/her own words, but his/her own original ideas as well. You should keep in mind that accidental plagiarism often occurs when the student does not really understand the original text but still tries to make use of it. Understanding the original text and understanding why you agree or disagree with the ideas proposed in that text is crucial both for avoiding plagiarism and for your intellectual development.

Reference(s):

Avoiding and Detecting Plagiarism: A Guide for Graduate Students and Faculty.

http://www.gc.cuny.edu/CUNY_GC/media/CUNY-GraduateCenter/PDF/Publications/AvoidingPlagiarism.pdf