



## SCHOOL OF GLOBAL STUDIES

### **GS2234 Emerging Powers in the Global South, 15 credits**

Nya maktcentra i det globala syd, 15 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Global Studies on 2013-06-12 and was last revised on 2019-08-09 by School of Global Studies to be valid from 2020-01-20, spring semester of 2020.

*Field of education:* Social Sciences 100%

*Department:* School of Global Studies

#### **Position in the educational system**

The course is an elective course in the second cycle.

The course can be part of the following programmes: 1) Master's Programme in Global Studies (S2GLS) and 2) Master's Programme in International Administration and Global Governance (S2IAG)

*Main field of studies*

Global Studies

*Specialization*

A1F, Second cycle, has second-cycle course/s as entry requirements

#### **Entry requirements**

A completed core course of 15 higher education credits in the second cycle within the field of global studies. Alternatively, a completed undergraduate degree in one of the following subjects: political science, economics, sociology, international relations, history, global studies, journalism, or the equivalent competence.

Language requirements: English 6/English B from Swedish Upper Secondary School or the equivalent level of an internationally recognized test, for example TOEFL, IELTS, or alternatively a bachelor's degree from an education held in English.

## Learning outcomes

On successful completion of the course the student will be able to:

### *Knowledge and understanding*

- discuss the relationship between regions, emerging powers and the process of globalization;
- discuss particular versus general processes involved in the emergence of powerful countries and regions;
- compare how and in what contexts BRICS-countries articulate and project their power, and for what aims;

### *Skills and abilities*

- apply relevant theoretical and methodological tools in the comparative study of regions and powers within them;
- formulate relevant research problems within the field of regions and emerging powers in the Global South;

### *Judgment and approach*

- assess possible consequences for world order of the rise of the BRICS countries;
- critically evaluate new actors' perspectives on global politics through relevant theoretical frameworks.

## Course content

The course deals with the emerging powers in the Global South: Brazil, India, China, and South Africa (which together with Russia make up the so-called BRICS). A main objective of the course is to provide students with in-depth knowledge and understanding of how these increasingly powerful countries have emerged; their social, cultural, economic and political characteristics as well as their position within and outside the regions that surround them. In order to understand the significance of emerging powers the course takes into account the regional and historical contexts in which these transformations take place. The course is underpinned by a comparative research problematic: how and in which contexts do these emerging powers in the Global South articulate their power in relation to others and for what aims and in what manner do they project this power?

The course furthermore asks what changes the contemporary rise of the BRICS and other countries in the Global South may bring for world order. For instance, what will be the consequences of emergent powers increasingly controlling their own political and

economic destiny? Is there a threat of increasing fragmentation and world disorder or does this development rather hold the promise of a more peaceful world, for instance if we take seriously the argument by some BRICS powers to democratize and reform global governance institutions?

Upon completion of the course the student will be able to undertake independent and empirically sound appraisals and comparisons of various regional actors, including emerging powers. The student will also be able to critically assess the challenges and opportunities presented by the emergence of the BRICS countries to on the one hand development and economic growth, and on the other, stability and multilateralism in the current world order.

An interdisciplinary approach is employed on the course, which considers historical, political, economic as well as cultural dimensions and aspects.

### **Form of teaching**

*Language of instruction:* English

### **Assessment**

Examination will take the form of active participation in four seminars, role plays, and a written take home essay.

The number of examination occasions can for resource reasons be limited to a minimum of 5 occasions for each examination component.

If a student, who has failed the same examined element on two occasions, wishes to change examiner before the next examination session, such a request is to be submitted to the department in writing and granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, though at most two years after the course has ceased/been changed. The same applies to work experience and VFU, although this is restricted to just one additional examination session.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

A Pass grade for the course requires active participation in the seminars and the role play and a Pass grade on the take home exam. Pass with Distinction requires active participation in seminars and the role play and a Pass with Distinction on the take home exam.

**Course evaluation**

The course coordinator is responsible for systematically and regularly collecting the students' views of the course, and for making sure that the results of the evaluations in different forms are taken into consideration when developing the course. The results and possible changes to the course will be shared with the students who participated in the evaluation and the next class to take the course.