

Understanding and Managing Rising Powers

IR 332-Level Course

Spring 2021

Instructor: Prof. Manjari Chatterjee Miller

Time: Tue/Thurs: 12:30-1:45pm

Office Hours: Tu 11am-12pm; Wed 9-10:30am OR by appointment (sign up at <https://manjarimiller.youcanbook.me/>; see Blackboard for more details)

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Course Description

What are rising powers? What accounts for their foreign policy behavior? Are they revisionist states? Are their foreign policy decisions influenced by leaders' beliefs and domestic politics or an inevitable consequence of the power dynamics of the international system?

This course has three goals. First, you will learn to analyze what rising powers are, their role in international politics, and what shapes their foreign policy. Second, you will learn to critically evaluate and consider whether rising powers should be considered dangerous actors in world politics. You will look at 19th, 20th and 21st century history to understand the context of why rising powers were feared by other great powers, and debate how perceptions can shape reputations. Finally, having considered rising powers in both theoretical and historical context, you will be challenged to think about policy options for dealing with rising powers. You will problematize a policy issue and produce policy presentations from the perspective of a rising power (historical or contemporary), and from that of the status quo power (historical or contemporary).

HUB Objectives

This course will be a gateway into classes on international security, and foreign policy, as well as courses on the United States, Europe, and Asia. As such, it meets the following Hub capacities: critical thinking, teamwork/collaboration, and historical consciousness.

Critical Thinking

Teamwork/Collaborations

Historical Consciousness

Requirements

Students will be graded on four newspaper presentations, three 1-page response papers, one team-written policy presentation proposals (3-5 pages each), one team policy presentations, one team-written self-reflection paper (2-pages), and three meme/Tiktok quizzes.

The grade distribution is as follows:

Newspaper presentations: 20%

Response Papers: 30%

Policy Presentation Proposal: 10%

Policy Presentation: 15%

Self-reflection paper: 10%

Meme/Tiktok quizzes: 15%

The specific format of each assignment will be discussed in class, and posted on Blackboard.

Class Policies: Please READ Carefully

Academic Integrity

•All class members are expected to maintain high standards of academic honesty and integrity. You are expected to provide citations in papers for all quotations, paraphrases, and ideas taken from any source other than your own original thoughts. The online environment does not change your responsibility to follow the Academic Conduct Code. Collaboration among students on assignments is not allowed except where explicitly permitted, although I strongly encourage you to study in groups, which facilitates learning. When you submit written assignments, you will be required to affirm your adherence to the Academic Conduct Code. Boston University has very strict standards for intellectual integrity, punishment for plagiarism is severe, and can include permanent expulsion from the university. The College of Arts and Sciences “Academic Conduct Code” provides the standards and procedures:

<https://www.bu.edu/academics/policies/academic-conduct-code/>

Equal Access

•Boston University is committed to providing equal access to our coursework and programs to all students, including those with disabilities. In order to be sure that accommodations can be made in time for all exams and assignments, please plan to turn in your accommodations letter as soon as possible after the first class to the instructor. After you turn in your letter, please meet with me to discuss the plan for accommodations so that we can be sure that they are adequate and you are supported in your learning. If you have further questions or need additional support, please contact the Office of Disability Services (access@bu.edu).

Class Conduct in the Age of Remote Learning

- Classes will begin at 12:35pm. Punctual attendance is required. If you are having zoom technical issues please send an immediate email to the instructor.
- Cell phones should be turned off in class. Anyone texting or receiving calls in class will be asked to log out.
- You are expected to keep your zoom video on in class, and if you cannot, you need to notify the instructor ASAP.
- If possible, please select a comfortable space with a modicum of privacy where you can zoom. Also even though we are online, I expect you to give the class and your classmates the same courtesy as you would in a physical space. This means:
 - Please do not zoom propped up in bed or any other distracting space.
 - Please dress appropriately.
 - Please do not use distracting zoom backgrounds.
- Extensions will NOT be granted for assignments. Late assignments will be docked half a grade for each day they are late. Failure to zoom in for an in-class presentation without prior explanation will result in an automatic F for that presentation. If you are having technical difficulties logging in, email me or your teammate ASAP.
- In the era of online class, COMMUNICATION IS KEY. This means that if you are having difficulties logging in, managing class, managing class expectations, or assignments you need to let me know ASAP.
- Cell phones should be turned off in class. Anyone texting or receiving calls in class will be asked to leave.

Digital Conduct Code

- Students may not record class sessions without permission.

- Students may not share recordings made by the instructor or others with anyone who is not enrolled in the class.
- Students may not share other students' personal or contact information that is revealed in class.
- Harassment of fellow students is strictly forbidden.
- Only enrolled students are allowed to participate in class electronically, except with the express permission of the instructor. In order to prevent "Zoom bombing," harassment, and surveillance of your fellow students, do not share the remote participation links and passwords.
- If you have questions as to whether a particular action conforms with or violates these expectations, please consult with the instructor.

Please note that misuse of classroom video and recording can violate the Academic Conduct Code, the Student Conduct Code, the Policy on Computer Ethics and in some cases Massachusetts state law.

<https://www.bu.edu/dos/policies/student-responsibilities/>

<http://www.bu.edu/policies/conditions-of-use-policy-computing-ethics/>

NB: This class meets on Tues/Thurs 12:30-1:45 pm, with the exception of BU Calendar holidays.

Readings

This is primarily a book-driven course. There are five required books for this class (available through Barnes and Noble, or Amazon or at Mugar). Article readings are all either available from Blackboard or Leganto or have URLs in the syllabus for you to link to.

In addition to the books and articles, there will be primary documents available on Blackboard from the 19th and 20th centuries for you to read as an accompaniment to the weeks. These are not required reading but I strongly encourage you to leaf through them: there is nothing as thrilling as reading original letters and speeches by influential policy makers and understanding their world through their eyes!

Required Texts

Graham Allison, *Destined for War: Can America and China Escape Thucydides's Trap?* (Houghton Mifflin Harcourt, 2017).

Thomas Christensen, *The China Challenge: Shaping the Choices of a Rising Power* (W.W. Norton 2015).

Stacie Goddard, *When Right Makes Might: Rising Powers and World Order* (Cornell University Press 2018).

Manjari Chatterjee Miller, *Why Nations Rise: Narratives and the Path to Great Power* (Oxford University Press 2021).

J.C. Sharman, *Empires of the Weak: The Real Story of European Expansion and the Creation of the New World Order* (Princeton University Press, 2019).

Course Deadlines at a Glance

| Assignment | Dates Due |
|---------------------------------------|-----------------------------|
| Response Papers (by 5pm) | 02/04, 03/02, 04/06 |
| Newspaper Presentations (by 5pm) | 02/12, 02/19, 03/10, 04/01, |
| Meme/Tiktok (by 5pm) | 02/09, 02/25, 03/04 |
| Policy Presentation Proposal (by 5pm) | 03/30 |
| Policy Presentations (in class) | 04/13, 04/15 |
| Self-reflection (via email) | 04/29 |

1. Introduction and Organization (01/26)

Steven M. Walt, "International Relations: One World, Many Theories," Foreign Policy 110, Spring 1998, pp. 29-46.

The United States and a Rising China: Strategic and Military Implications, RAND Report, RAND Corporation, 1999, Chapter 1.

Michael J. Mazarr and Ali Wyne, "The Real US-China Competition: Theories of Influence," The RAND Blog, January 29, 2020. <https://www.rand.org/blog/2020/01/the-real-us-china-competition-theories-of-influence.html>

2. Power Transitions: What Are They? (01/28; 02/02)

Robert Gilpin, *War and Change in World Politics*, Ch 3 (pp. 106-155)

Thucydides, *The History of the Peloponnesian War*, Chapter I, <https://www.gutenberg.org/files/7142/7142-h/7142-h.htm>

Empires of the Weak, Introduction

Destined for War, Ch 2, 3 (pp. 27-54)

The China Challenge, Introduction, Ch 1.

When Right Makes Might, Ch. 1, (pp. 1-15)

3. International Order

What is International Order? (02/04)

G. John Ikenberry, "The rise, character and evolution of international order," in Orfeo Fiorettes, Tulia G. Falletti and Adam Sheingate eds. *The Oxford Handbook of Historical Institutionalism* (Oxford University Press, 2016).

Rana Mitter, "An uneasy engagement: Chinese ideas of global order and justice in historical perspective," in Rosemary Foot, John Gaddis, and Andrew Hurrell eds. *Order and Justice in International Relations* (Oxford University Press, 2003).

Kanti Bajpai, "Indian conceptions of order and justice: Nehruvian, Gandhian, Hindutva and Neoliberal" in Rosemary Foot, John Gaddis, and Andrew Hurrell eds. *Order and Justice in International Relations* (Oxford University Press, 2003).

Re-making International Order? (02/09)

Empires of the Weak Ch. 1.

G. John Ikenberry, "The end of liberal international order?," International Affairs 94(1), 2018, pp. 7-23.

John G. Mearsheimer, "Bound to fail: The rise and fall of the liberal international order," International Security 43(4), 2019, pp. 7-50.

Alastair Iain Johnston, "China in a world of orders: Rethinking compliance and challenge in Beijing's international relations," International Security 44(2), 2019, pp. 9-60.

Iver B. Neumann, "Russia as a Great Power: 1815-2007," Journal of International Relations and Development 11 (2), 2008, pp. 128-151.

Manjari Chatterjee Miller, "Who's undermining the global order?" The Hindustan Times, August 12, 2020. <https://www.hindustantimes.com/analysis/who-s-undermining-the-global-order/story-V44PpDshKk7o9S1D93RPIO.html>

Identifying Power Transitions 1850-1950 (02/11)

Use ProQuest Historical Newspapers to bring and discuss any news article of your choice on power transitions between 1850 and 1950.

NO CLASS: 02/16 (Substitute Monday Schedule)

Identifying Power Transitions 1950-2020 (02/18)

Use ProQuest, or Factiva to bring and discuss any news article of your choice on power transitions between 1950 and 2020.

4. Rising Powers and International Order

Misunderstanding Rising Powers? (02/23, 02/25)

Why Nations Rise, Ch. 1.

The China Challenge, Ch. 2, 3

When Right Makes Might Ch. 2 (pp. 16-46)

Empires of the Weak, Ch. 2, Conclusion

5. Problems of International Order and Power Transitions

The 19th Century World (03/02)

When Right Makes Might, Ch. 3, Ch. 4 (pp. 47-117)

Why Nations Rise, Ch. 2, Ch. 3, Ch. 4 (section on Meiji Japan)

The Early-Mid 20th Century World (03/04)

Josh Shiffrin, *Rising Titans, Falling Giants: How Great Powers Exploit Power Shifts* (Cornell University Press, 2018), Ch. 2.

When Right Makes Might, Ch. 5, Ch. 6

Identifying Issue Areas 1850-1950 (03/09)

Use ProQuest Historical Newspapers to bring and discuss any news article of your choice on a disputed aspect of international order between 1850 and 1950.

6. Understanding How to Analyze Policy

The Basics of Policy Writing (03/11)

NO Class: 03/18 (Wellness Day)

7. Problems of International Order and Power Transitions

The Cold War World (03/23)

Josh Shiffrin, *Rising Titans, Falling Giants: How Great Powers Exploit Power Shifts* (Cornell University Press, 2018), Ch. 3, Ch. 4, Ch. 5

Why Nations Rise, Ch. 5 (section on Cold War Japan)

The Post-Cold War World (03/25)

The China Challenge, Ch. 6, Ch. 7

Destined for War, Ch. 1, Ch. 5

Identifying Issue Areas 1950-2020 (03/30)

Use ProQuest, or Factiva to bring and discuss any news article of your choice classmates on a disputed aspect of international order between 1950 and 2020.

Policy Analysis (04/01)

8. The United States and China (04/06, 04/08)

The China Challenge, Ch. 3, Ch. 4, Ch. 5, Ch. 8

Why Nations Rise, Ch. 5

Destined for War, Ch. 6, Ch. 7, Ch. 8

9. Policy Presentations (04/13, 04/15)

10. The United States and Other Rising Powers (04/20)

Why Nations Rise, Ch. 6, Ch. 7

Miles Kahler, "Rising powers and global governance: negotiating change in a regional status quo," *International Affairs* 89(3), 2013, pp. 711-729.

Anders Ahnlid and Ole Elgström, “Challenging the EU: the rising powers and the USA in the Doha Round,” Contemporary Politics 20(1), 2014, pp. 77-89.

Peter Dauvergne and Deborah Farias, “The rise of Brazil as a global development power,” Third World Quarterly 33(5), 2012, pp. 903-917.

11. Policy Presentations (04/22, 04/27)

12. Wrap Up (04/29)