

Geopolitics and Development Trends

ASIA 3010 (3 Credits / 45 hours)

SIT Study Abroad Program:

Mongolia and Siberia: Nomadism, Geopolitics, and the Environment

PLEASE NOTE: This syllabus represents a recent semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

This interdisciplinary course focuses on Mongolia's path to political and economic development and the country's current strategies for external relations and internal growth. As a democracy with a rapidly expanding market economy strategically positioned between China and the Russian Federation, Mongolia's government policies for international investment and the shifting political discourses about domestic investment form the background against which Mongolia's development trajectory is analyzed.

The course centers on two key academic themes:

- Mongolia's diplomatic attempts to cultivate key international allies through its Third Neighbor Policy, and its engagement with China, the two Koreas and Japan within the geopolitics of northeast Asia.
- Mongolia's development policies and attempt to address issues of rapid urbanization and growth.

Methodology

This ten-week course employs a variety of formats, both classroom and field-oriented, to engage students in thinking critically about Mongolia's international relations and development paradigm. Through meetings with prominent members of Parliament and other political parties, students learn about the attempts of this nascent democracy to satisfy domestic demands for equity and to balance international pressure for liberalization and development. Rural homestays and participation in nomadic activities enable students to appreciate the dramatic changes that accompany urbanization.

Homestays in Ulaanbaatar provide contrasting experiences to nomadic life and facilitate cultural immersion. Visits to development organizations, and direct engagement with government leaders supplement classroom activities. The core series of the course takes place in Ulaanbaatar and lectures are delivered by professors from partner universities including the Mongolian Academy of Science, the National University of Mongolia, as well as from accomplished government and development specialists. Student learning is facilitated and synthesized in group discussions and numerous reflection assignments that take place both inside and outside the formal classroom.

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Learning Outcomes

By the end of the course, students will be able to:

- Describe Mongolia's political transition from centrally planned socialism to market-oriented democracy and its most important social and economic effects;
- Define Mongolia's Third Neighbor Policy (related to Mongolia-Russia-China) and explain the balance of geopolitical forces behind it;
- Critically analyze the debate over values, interests and policies linked to the huge rural-urban migration over the past two decades;
- Analyze Mongolia's development policy debate, in the context of governance change, international relations, socio-economic change and global international investment in the country's resource potential;
- Apply development theories to Mongolia's context in an analytical paper examining challenges and obstacles in light of the country's transition from a command economy to a free market.

Language of Instruction

This course is taught in English, but students will be exposed to vocabulary related to course content as well as the nuances of social and economic change and development through in-country expert lectures and field visits in a wide range of venues and regional locales. Lectures delivered by Mongolian language speakers will be translated into English.

Course Requirements

Course Schedule

***Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.**

Module 1: Geopolitics and National Security 18 hours)

The module introduces students to some of the major theoretical approaches to understanding Mongolia's National security and for examining the present and past status of Mongolia's relationship with its big neighbors – China and Russia in particular – as well as for examining the country's goal to integrate into global and regional systems. This module places these topics within the appropriate a modern political and socio-economic contexts.

Session 1: Introduction to Geopolitical Issues in Mongolia

Mongolia's unique landlocked position, her recent past affiliation with Eastern Block countries, Mongolia's new affiliation with Asia-Pacific region – all these create specific geopolitical issues the Mongolians have to tackle. This session introduces Mongolia's geopolitical games with the two giant world powers – Russia and China – and the rest of the world.

Required Readings:

Khreed, B.K., (2010) Similarity and difference between the sedentary and nomadic civilizations. Ulaanbaatar. Unpublished manuscript.

Khreed, B.K., The keeping an observer status of Mongolia to the SCO. Ulaanbaatar. Unpublished manuscript.

Bruce. K., (Aug, 2012) Mongolians After Socialism: Politics, Economy, Religion. Retrieved from: <http://www.sarr.emory.edu/MAS/>.

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Session 2: Chinese Foreign Policy towards Her Neighbors: Case of Mongolia

Many centuries' relationship between the two countries is a special topic that requires a closer look, especially given the new political, economic and cultural developments in the relationships. The session provides students with an opportunity to examine official Chinese foreign policy towards Mongolia and compare and contrast the case with Mongolian foreign policy.

Required Readings:

- Khareed, B.K., (2011) The evolution of the Chinese foreign policy. Ulaanbaatar. Unpublished manuscript.
- Khareed, B.K., (2010) Historical ties of the Mongols with other Eurasian. Ulaanbaatar. Unpublished manuscript.
- Khareed, B.K., (July 2010) Mongolia's view on the security of the Korean peninsula, Mongolia. Ulaanbaatar. Unpublished manuscript.

Session 3: External Environment for National Security of Mongolia

Renewed Concept of National Security that was adopted by the State Great Hural (the parliament of Mongolia) in 2010 marked a fundamental change in theoretical thinking and practical implementation of security issues for Mongolians. This session provides assessment of the external environment for Mongolia and examines challenges and attainments in the implementation of the new policy in the context of modern globalized environment.

Required Readings:

- Khirghis, M. D., (Oct, 2009) Same Rules, New Dimensions for Mongolia's National Security: Adapting to the New Geo-Economic Environment. Retrieved from:
http://www.brookings.edu/opinions/2009/10_mongolia_dorjjugder.aspx.
- President of Mongolia Tsakhia Elbegdorj: www.president.mn.

Session 4: The Third Neighbor Policy

Mongolia has been successfully utilizing the terminology of "The Third Neighbor" in describing its foreign policy. The session introduces the concept of The Third Neighbor policy, its implications on political, economic and social development concepts in relation with the new National Security Concept of Mongolia.

Required Readings:

- President of Mongolia Tsakhia Elbegdorj: www.president.mn.
- Khirghis, M. D., (Jan, 2011) Mongolia's "Third Neighbor" Doctrine and North Korea, Retrieved from:
http://www.brookings.edu/papers/2011/0128_mongolia_dorjjugder.aspx.
- Website of Mongolian Government Organizations: www.pmis.gov.mn.

Session 5: National Security and Defense Policy

Mongolia used to be one of the most militarized nations in the world (based on per capita military spending) thanks to direct financial investment and technical support of the Soviet Union. However, the collapse of the old system followed by the new open society policy required drastic changes to be made to national defense policy. The session is about Mongolia's attempts at balancing its relationship with the two neighbors, enhancing and international regional cooperation within the framework of the new defense concepts.

Required Readings:

- Otgonbayar S. M. (2012), Mongolia's Immediate Security Challenges: Implication to Defense Sector and The Regional Cooperation. Retrieved from:
http://www.nids.go.jp/english/publication/joint_research/series7/pdf/08.pdf.

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Ministerial Council. (2011, December 7). Decision No 12/11, Application of Mongolia to Become a Participating State. Retrieved January 2, 2012, from Organization for Security and Cooperation in Europe: <http://www.osce.org/mc/86086>.

Session 6: Introduction to history, art, and culture of ethnic groups of Baikal regions in Siberia

Buryatia boasts a multinational population of a million people. This is a two-hour session presented by faculty at East Siberian Institute of Culture (VSGAKI) and followed by visits to ethnographic museum and centers in Ulan-Ude, Russia.

Readings: TBA

Session 7: Introduction to geopolitical concerns in Russia's East Siberia region

During the excursion to Siberia, student will have the opportunity to meet and discuss geopolitical concerns and Mongolia-Russia relations from the perspective of faculty at institutions in East Siberia.

Readings: TBA

Session 8: Tourism development and management in Lake Baikal region

Baikal region inevitably attracts a great number of tourists making this industry one of the fastest growing sectors in Lake Baikal region. This session presents achievements, discusses challenges and potentials of the tourism industry in Buryatia and the rest of Lake Baikal region.

Readings: TBA

Session 9: Student Lead Discussion (SLD) Geopolitics and National Security

This is a two-hour session in class where students analyze the lectures, readings and on-site visits and gain a deeper understanding of difficult concepts, lecturers' and/or authors' positions and arguments, as well as bring up important insights and materials that they can use for further analysis and reflection in preparation for mid-term paper and final essay exam. This discussion is an opportunity to critically review the lecturers, readings and site visits by articulating and defending students' personal opinions and drawing connections between the module's content and their experiences in Mongolia and Siberia..

Module 2: Geopolitics and Development Trends (18 hours)

This module introduces concepts used to describe and analyze socio-economic transformations in this post-socialist country. The module focuses on development policy debates, social stratification and mobility; the relationship between the economy and society; including religion and private business development. The module draws on national and international literature and examples. Students are introduced to cross-national and comparative perspectives.

Session 1: Mongolia's Macroeconomic Development Trends: Managing the fast growing economy

Mongolia's rate of economic growth is among the fastest in the world, but the economy's small size and openness make it extremely vulnerable to commodity price fluctuation on the world market. The future of economic development is at a crossroads. This session describes the present status of the economy and introduces the best possible scenarios for the country's sustainable development into the future.

Required Readings:

U.S. Department of State, (Jan 2013) 2013 Mongolia Investment Climate Statement, Economic and Commercial Section of the U.S. Embassy in Ulaanbaatar, Mongolia. Retrieved from:

http://photos.state.gov/libraries/mongolia/805999/PDFs/mics_2013.pdf.

Mongolia Quarterly. Retrieved from: <http://www.worldbank.org/en/news/.../mongolia-economic-update>.

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Session 2: Who are the Real Beneficiaries of Development

People in Need

Mongolia's economic growth has not contributed much to poverty alleviation. The session introduces political and socio-economic factors that distort the system of wealth distribution. The session will end with a Student-Led Discussion.

Required Readings:

Embassy of the United States, (2013) 2012 Human Rights Report on Mongolia. Retrieved from:
<http://mongolia.usembassy.gov/hrr2013.html>.

Government of Mongolia, UNDP, SIDA, (2011) Mongolia Human Development Report 2011: From Vulnerability to Sustainability: Environment and Human Development, Ulaanbaatar, Mongolia. Retrieved from:
http://hdr.undp.org/en/reports/national/asiathepacific/mongolia/NHDR_Mongolia_EN_2011_2.pdf.

Session 3: Contribution of Anthropological Studies to Mongolian Geopolitics

Social science development in Mongolia was highly ideologically charged until the democratic reform. This session examines how ideologies utilize and influence social science theories and their implementation using the case of anthropological studies in Mongolia.

Required Reading:

Kaplonski, Ch. (November 20, 1996). The geopolitics of indifference: Mongolia and the history of anthropology. American Anthropological Association Conference.

Session 4: Enthronement on the Lion Throne: On the Path of Institutionalizing Mongolian Buddhism

Religion was banned during the nearly 80-year socialist period. Today Mongolia is experiencing a great revival in traditional religious practices including a resurgence in Buddhism. This session first provides an historical inventory of Buddhism in Mongolia; then it examines the role of internal and external geopolitical forces played role in the choice of a particular sect of Buddhism; and concludes with an introduction of modern geopolitical factors that continue to influence the country's policy on religious practices, and even the process for recognizing and declaring of reincarnates in Mongolia, China, Russia and Tibet.

Required Readings:

Kollmar, P., Karénina. Buddhism in Mongolia after 1990. Retrieved from:
<http://www.globalbuddhism.org/4/kollmar-paulenz03.htm>.

Bruce, K., (Aug, 2012) Mongolians After Socialism: Politics, Economy, Religion. Retrieved from
<http://www.sarr.emory.edu/MAS/>.

Elverskog, J., (May, 2006) Two Buddhisms in contemporary Mongolia. Retrieved from
<http://www.tandfonline.com/doi/abs/10.1080/14639940600877937>.

Recommended Readings:

Agata, B., (2010) The Mongolian Incarnation of Jo nang pa Tāranātha Kun dga' snyingpo: ÖndörGegeenZanabazarBlobzangbstanpa'irgyalmtshan (1635-1723) A case study of the Tibeto-Mongolian Relationship:
<http://www.scribd.com/doc/151214823/The-Tibet-Journal-2009-2010-Special-Issue>.

Urady, B., and Hildegard, H., (2007) The Mongolia-Tibet Interface: Opening New Research Terrains in Inner Asia. Leiden/Boston: Brill. Retrieved from <http://emscat.revues.org/1572>.

Session 5: Urbanization and Its Discontents in Ulaanbaatar

The country's only large city, Ulaanbaatar, has grown exponentially during the last fifteen years. This session discusses country-specific socioeconomic and environmental reasons for increasing urbanization, and ways of dealing with social discontent in this time of dramatic change in everyday life and livelihoods. The session concludes with a half-an-hour group discussion where students talk about

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their own city's vision and its challenges, including (but not limited to) issues related to infrastructure, environmental immigration and emigration.

Required Readings:

Belt, D., (2010) The Urban Clan of Genghis Khan: An influx of nomads has turned the Mongolian capital upside down. Retrieved from:

<http://ngm.nationalgeographic.com/2011/10/ulaanbaatar/belt-text>.

Fulee, S., (Aug 14, 2012) When Nomads Settle the City: The Urbanization of Mongolia. Economic Observer/Worldcrunch. Retrieved from:

<http://worldcrunch.com/culture-society/when-nomads-settle-the-city-the-urbanization-of-mongolia/mongolia-quot-ulan-bator-quot-urbanization-city-nomad-traffic-planning-yurt-desertification-pasture-herd/c3s9301/#.UHDqOZg0WSp>.

Jacob, P., (Jan. 07, 2011) Mongolia: The Land of Steppes Searches for Urban Planning Solution. EURASIANET. Retrieved from: <http://www.eurasianet.org/node/62619>.

Session 6: Visit to the Erdenet Carpet Factory

This is the second largest job provider in the town. The site visit introduces one of the most successful economic diversification projects in the city of Erdenet. The session also introduces the complex processes of ownership transfer in post-socialist Mongolia.

Required Reading:

Rupen, Robert A. (December 1979) How Mongolia is Really Ruled: Political History of the Mongolian People's Republic, 1900-78 (Histories of ruling Communist parties), Hoover Institution Press, U.S. ISBN-10: 081797122X ISBN-13: 978-0817971229, pp 93-119.

Session 7: Civil Society Development in International Context

The session introduces the present status of Mongolian civil society critically examining the highly praised non-violent transition to democracy. It looks at and examines growing signs of increasing ethno-nationalist politics and the exclusion of women, ethnic minorities and other important groups (herders, artisanal miners, petty traders, etc.) from political decision-making.

Required Readings:

Government of Mongolia, UNDP, SIDA, (2011) Mongolia Human Development Report 2011: From Vulnerability to Sustainability: Environment and Human Development, Ulaanbaatar, Mongolia. Retrieved

from:http://hdr.undp.org/en/reports/national/asiathepacific/mongolia/NHDR_Mongolia_EN_2011_2.pdf.

State of Civil Society in Mongolia, CIVICUS Civil Society Index Report for Mongolia (2005) Center for Citizens' Alliance (former CEDAW Watch)/ICSFD Ulaanbaatar Secretariat. Retrieved from:http://www.civicus.org/new/media/CSI_Mongolia_Country_Report.pdf.

Undarya, T. (2009) Arrested Democratization and Glimpses of Hope: Mongolia's Political Culture as Seen through the Elections of 2008-2009, Ulaanbaatar. Unpublished manuscript.

Mid-Term Paper – Modules 1 and 2

Module 3: Geopolitics of Mineral Industry in Mongolia (20 hours)

This module introduces the present status and future potential of the minerals industry in Mongolia through lectures, readings and on-site visits to mining interests. The focus is on debates around the power games related to foreign direct investment, big neighbor pressure, the third neighbor calls, and ties to national development issues.

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Session 1: The Minerals Business in Mongolia: Promise and Potential

This session introduces the present status of Mongolia's minerals business and its potential in the context of global and regional economies. Students are introduced to key terminology that is used to describe this sector and the main strategic mining projects and their significance in the sustainable development of the country.

Required Readings:

Hook, L., (February 27, 2012) Mongolia's Boom Economy Risks, Overheating, Financial Times.

Retrieved from: [http://www.ft.com/cms/s/0/ae613cde-6069-11e1-af75-](http://www.ft.com/cms/s/0/ae613cde-6069-11e1-af75-00144feabdc0.html#axzz2aX441ESE)

[00144feabdc0.html#axzz2aX441ESE](http://www.ft.com/cms/s/0/ae613cde-6069-11e1-af75-00144feabdc0.html#axzz2aX441ESE).

Conservation ink, Asian Foundation and Koninkrijk Der Nederlanden (2009) Land Reclamation: A Mongolian Citizens Guide, Ulaanbaatar.

USGS, (2011) Minerals Yearbook, MONGOLIA [ADVANCE RELEASE], U.S. Department of the Interior, U.S. Geological Survey.

Campi, A., (Jan 2012) Mongolia's Quest to Balance Human Development in its Booming Mineral-Based Economy, Brookings. Retrieved from:

<http://www.brookings.edu/research/opinions/2012/01/10-mongolia-campi>.

Session 2: Geopolitics of Mining Development in Mongolia

The extractive mineral potential of the country draws political and economic interests of great powers inevitably dragging the country into big games. The country's geographical location once described as a disadvantage suddenly is pictured as a great advantage thanks to closeness to the biggest market in the world. The session analyzes the extent to which geopolitical factors influence decision-making processes in the minerals sector and in infrastructure industry development.

Required Readings:

Humber, H., (Mar, 2011) Mongolia seeks Balanced Growth to Avoid 'Dutch Disease' from Mining Boom.

Retrieved from: <http://www.bloomberg.com/news/2011-03-08/mongolia-says-shifting-focus-to-balanced-growth-from-mining.html>.

The Asia Foundation. (2009) Land Reclamation, Ulaanbaatar.

Sanjaasuren, O., (08 Feb 2008) Mongolia's foreign and security policy at the dawn of the new century, speech delivered at Marshall Center, Garmisch - Partenkirchen, Bavaria, German.

Constitution of Mongolia, (13 Jan 1992). Retrieved from:

http://www.servat.unibe.ch/icl/mg00000_.html.

Session 3: Interests of the Anglo-American (Mining) Company in Mongolia; Being the Most Socially Responsible Natural Resources Company

The discussion of geopolitics and mining development continues through the examination of a case study: the Anglo-American Company, a natural resources company with a significant presence in Mongolia. In this case study, students scrutinize the interests and practices of this natural resource company that won the title of being *the most socially responsible*.

Required Readings:

TT issue continues to be mired in confusion. (2011, October). Retrieved December 21, 2011, from Mongolian Mining Journal:

<http://mongolianminingjournal.com/index.php?pid=1&sec=view&id=1339>.

Session 4: Visit to Oyun Tolgoi (OT) Information Center

OT is the largest mining project in Mongolia that until recently contributed a quarter of Mongolia's Gross Domestic Product (GDP). Through this visit, students compare and contrast the largest two mining projects in the country: OT and Erdenet. OT, a modern mine site, is seven times larger than Erdenet.

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Required Readings:

Oyu Tolgoi. (2012). Social Investment Review 2012, Retrieved from:

http://ot.mn/sites/default/files/reports/Report_Social_Investment_2012_Review_EN.pdf.

Oyu Tolgoi. (April 2013) A Progress Report on Key Areas of Interest, April 2013, Retrieved from:

http://ot.mn/sites/default/files/reports/Progress_Report_on_Key_Areas_of_Interest_Apr2013_EN.pdf.

Session 5: Erdenet Mine Visit

This 4-hour educational excursion provides students opportunities to see an open pit mine in operation, meet engineers and workers at the mine to learn more about geopolitics in action. At the conclusion of the 4-hour visit students conduct a two-hour de-briefing session to reflect on pros and cons of the mining industry for the country, including but not limited to economic and social benefits, environment and cultural issues and so on.

Required Readings:

Staszewski, D., Erdenet, Retrieved from: itsdimitri.com.

Rupen R. (December 1979) How Mongolia is Really Ruled: Political History of the Mongolian People's Republic, 1900-78 (Histories of ruling Communist parties), Hoover Institution Press, U.S. ISBN-10: 081797122X ISBN-13: 978-0817971229, 93-119.

Session 6: Erdenet City Municipal Government Visit

This component of the educational excursion introduces the complex relationship between the Erdenet mine and the town of Erdenet and the policies and attempts of the town to diversify its economy thus to reduce its dependence on the mine.

Required Reading:

Rupen R. (December 1979) How Mongolia is Really Ruled: Political History of the Mongolian People's Republic, 1900-78 (Histories of ruling Communist parties), Hoover Institution Press, U.S. ISBN-10: 081797122X ISBN-13: 978-0817971229. Pp 120-123.

Session 7: Sainshand Industrial Park Development

Infrastructure connections and proximity to its main market and the major mines provides the town of Sainshand a favorable opportunity for future development. The session introduces to development plans of the aimag (province) that includes construction of an industrial park and an eco-town. This session also introduces the socio-economic and environmental impact assessments of the project.

Required Reading:

Kohn, M. Lama of the Gobi: How Mongolia's Mystic Monk Spread Tibetan Buddhism in the World's Harshest Desert, (November 16, 2010), Blacksmith Books, ISBN-10: 9881774268, ISBN-13: 978-9881774262.

Session 8: Student Lead Discussion (SLD) Geopolitics and Development Trends

This is a two-hour session in class where students analyze the lectures, readings and on-site visits and gain a deeper understanding of difficult concepts, lecturers' and/or authors' positions and arguments, as well as bring up important insights and materials that they can use for further analysis and reflection. This discussion is an opportunity to critically review the lectures, readings and site visits by articulating and defending students' personal opinions and drawing connections between the module's content and their experience of living and studying in Mongolia.

Submit Take Home/Final Essay Exam & Concluding Synthesis and Analysis of Course Themes

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Evaluation and Grading Criteria

Description of Assignments:

Attendance and Participation 10%

Regular and positive attendance is vital to success in this course. Missed lectures will not be repeated or no lecture notes will be provided. Records of attendance and participation in discussions will be maintained. For each lecture students should bring at least two written questions based on the assigned reading for the lecture for class discussion. Students are encouraged to pose these questions to the guest speakers – the main sources of information and knowledge for seminar. Paying attention in class and during field excursions, asking appropriate questions, giving comments, demonstrating interest and enthusiasm, exercising critical thinking, and note taking will be all included in Active attendance.

Discussion Leadership 15%

Student-led discussion of a pre-assigned lecture/module topic: including emphasis on assigned readings, preparation of discussion questions, and presentation of supplemental materials on the topic (interviews, articles, discussions with lecturers, etc).

Evidence of Preparation, Significant Content, Ability to Stimulate Discussion, Timing and Presentational Style will be key to evaluation.

Mid-Term Paper 25%

Students will write an 8-10 page discussion paper, critically investigating a topic related to the seminar sections.

For the mid-term paper choose one specific issue related to the environmental challenges in contemporary Mongolia and conduct a short-term investigation and expect to integrate information drawn from lectures, excursions, readings, personal explorations and urban and rural homestays into this paper and to present arguments in a logical and coherent fashion. Use this assignment as a helpful opportunity to combine field experiences with recorded sources in order to discuss ideas, understanding and deepen knowledge about related topics in Mongolian culture.

ISP paper critique 20%

Choose an Independent Study Project (ISP) paper from previous semesters in our library and write an critique using the criteria provided by the AD. Most of the criteria used in its evaluation mimic those used in the evaluation of a thesis or scholarly paper. Describe the study questions and aims and illustrate the strong as well as weak points of the ISP. Critiques should be thorough, examining all sides of an issue, incorporating thematic course readings, and be based on sound methodological foundations to logically synthesize and analyze data collected in the field. Finally, critiques should include reasonably formulated conclusions as well as suggestions for further research.

Final Essay Exam 30%

Choose 2 questions from the list of questions and write an essay on each of the topics in several paragraphs supporting your arguments with examples drawn from class lectures, readings, your own field experience and observation and research. The questions will be related to the socio-economic and cultural development challenges in contemporary Mongolia. The assignment implies conducting a short-term investigation and you are expected to integrate information drawn from lectures, excursions, readings, personal explorations and urban and rural homestays into this paper and to present arguments in a logical and coherent fashion. Use this assignment as a helpful opportunity to combine field experiences with recorded sources in order to discuss ideas, understanding and deepen knowledge about related topics in Mongolian culture.

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Assessment:

Attendance and Participation	10%
Discussion Leadership	15%
Mid-Term Paper	25%
ISP paper critique	20%
Final Research Paper	30%

Grading Scale

94-100%	A
90-93%	A-
87-89%	B+
84-86%	B
80-83%	B-
77-79%	C+
74-76%	C
70-73%	C-
67-69%	D+
64-66%	D
below 64	F

Expectations and Policies

Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.

Have assignments completed on schedule, printed, and done accordingly to the specified requirements. This will help ensure that your assignments are returned in a timely manner.

Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak....

Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).

Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across difference and consider other perspectives with respect.

Please refer to the SIT Study Abroad handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment and the academic appeals process.

Disability Services: Students with disabilities are encouraged to contact Disability Services at disabilityservices@sit.edu for information and support in facilitating an accessible educational experience. Additional information regarding SIT Disability Services, including a link to the online request form, can be found on the Disability Services website at: <http://studyabroad.sit.edu/disabilityservices>.

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