

POLS1005

Introduction to International Relations: Foundations and Concepts

Semester 1, 2016

This course provides a broad ranging introduction to the study of international relations. It concentrates primarily on the major events (e.g. the World Wars, the nuclear age, the Cold War); ideas (realism, liberalism, communism) and strategic practices (e.g. balance of power, collective security, deterrence) that have shaped the traditional international relations agenda, before engaging the new agenda of the post-Cold War era, particularly the new international political economy of the globalisation era and its impact upon Australian foreign policy. It also explores elements of the war on terror of the post-9/11 period.

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| Mode of delivery | Three on-campus contact hours (two hours of lecture, one hour of tutorial). Students are expected to commit a further eight hours per week to tutorial reading and preparation and assessment tasks. | |
| Prerequisites | None | |
| Incompatible courses | You are not able to enrol in this course if you have completed POLS2015 International Politics. | |
| Course conveners | Dr. April R. Biccum | Dr. Richard W. Frank |
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| Office hours | Tuesdays 2 - 3 pm | Wednesdays 1-3pm |
| Research interests | Post-colonial International Relations | Human Rights, Peace & Conflict Studies |
| Relevant administrator | Joint Schools Office, HA GO41 | |
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| Email | admin.spirsocy@anu.edu | |
| Tutor(s) | See Wattle site for list of tutors and tutorial times | |
| Course URL | http://wattlecourses.anu.edu.au/course/view.php?id=15800 | |

I. COURSE OVERVIEW

Course Description

This is an exciting and important time to begin studying international relations. The international community is facing a number of complex challenges including climate change, financial crises, and numerous military and political conflicts. Around the world, questions are being asked about what role individuals, states, and the international community should play in guiding the world through these dangerous waters. POLS1005 invites you into these debates by providing a foundation from which you can make an educated, well-read, thoughtful, critically reflective, and intellectually engaging contribution to the world.

This course provides a broad-ranging introduction to the study of international relations. It is the introductory course from which all subsequent courses on international relations at the ANU builds. As a result, this course will canvass the major events, issues, ideas, and debates in world politics as well as in the discipline of international relations. We will cover some of the **major events** shaping world politics including the world wars, the Cold War, globalisation, and what is sometimes called the war on terror. We will examine the **key issues** of war, peace, and security. We will then examine a number of **influential theories** trying to explain these issues including realism, liberalism, and critical approaches.

Learning Outcomes

After successful completion of this course, students should:

1. Have a broad understanding of some of the most important ideas, issues and events in international relations particularly in the period since World War 1;
2. Have an enhanced appreciation of the contemporary international relations agenda;
3. Be able to better comprehend and articulate their thoughts on issues of major current significance;
4. Have developed stronger research, writing and analytical skills;
5. Be well prepared for the comprehensive education in international relations offered by the School of Politics and International Relations.

Assessment Summary

| Assessment task | Value | Linked learning outcomes | Due date | Estimated return date |
|--------------------------------|--------------|---------------------------------|-----------------|------------------------------|
| Tutorial participation | 10% | 1, 2, 3, 5 | n/a | n/a |
| Short essay (500 words) | 10% | 3, 4, 5 | 20 March | 20 April |
| Long essay (1,700-2,000 words) | 40% | 1, 2, 3, 4, 5 | 24 April | 25 May |
| Final examination | 40% | 1, 2, 3, 5 | TBA | n/a |

COURSE OUTLINE

| Week | Date | Summary | Pages of required reading |
|-----------|---|--|------------------------------|
| 1 | Introduction to the discipline of international relations (no tutorials) | | 30 |
| | 16 Feb. | Class introduction and welcome | |
| | 17 Feb. | What is international relations? | |
| | 18 Feb. | <i>10am tutorial signup on Wattle</i> | |
| 2 | Historical change and the modern state system | | 42 |
| | 23 Feb. | From ancient empires to 1648 | |
| | 24 Feb. | The evolution of the modern state system | |
| | 26 Feb. | <i>Deadline to add Semester 1 courses via ISIS</i> | |
| 3 | A tale of two centuries | | 70 |
| | 1 March | The Age of Reason and Revolution | |
| | 2 March | The Great Game: The 19 th Century international system | |
| 4 | The World Wars | | 65 |
| | 8 March | World War I and the interwar period | |
| | 9 March | World War II and the post-war settlement | |
| 5 | Plus ça change, plus c'est la même chose? | | 64 |
| | 15 March | Burke, Hegel, Marx, and the birth of ideologies | |
| | 16 March | Proto-globalisation? Co-operation in the 19th Century | |
| 6 | The first Great Debate and the foundations of a discipline | | 73 |
| | 20 March | <i>Short essay due</i> | |
| | 22 March | The First Great Debate: Realism, Liberalism and the foundations of a discipline | |
| | 23 March | The Cold War, nuclear weapons, and the bipolar world | |
| | 25 March | <i>Good Friday holiday (no tutorials)</i> | |
| 7 | Contemporary International Relations Theory | | 41 |
| | 29 March | Explaining a democratic peace | |
| | 30 March | Game Theory and rational choice approaches | |
| | 31 March | <i>Semester 1 census date--deadline to drop Semester 1 courses without financial/academic penalty and add Semester 1 courses with permission</i> | |
| | 4-15 April | <i>Teaching break (no class)</i> | |
| 8 | Non-traditional contemporary approaches to international relations | | 48 |
| | 19 April | Constructivism and the English School | |
| | 19 April | <i>Short essay returned</i> | |
| | 20 April | Critical Theory, Feminism, Post-Colonial approaches | |
| 9 | Global governance and the international system | | 49 |
| | 24 April | <i>Long essay due</i> | |
| | 26 April | Does money make the world go 'round? | |
| | 27 April | International law and global governance in the 21st century | |
| 10 | Politics and development | | 60 |
| | 3 May | Why does poverty still exist? | |
| | 4 May | Old and new wars | |
| | 6 May | <i>Deadline to drop Semester 1 courses without failure (WD)</i> | |
| 11 | People and politics: Human welfare in the 21st century | | 49 |
| | 10 May | The fight for universal human rights | |

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|-----------|--|---|-----------|
| | 11 May | Forced migration and refugees | |
| 12 | Will globalisation give us perpetual peace? | | 44 |
| | 17 May | Globalisation: New global (non-state) actors and new social movements | |
| | 17 May | <i>Long essay returned</i> | |
| | 18 May | Rising powers and challenges to the international system | |
| 13 | Conclusions and semester review | | 0 |
| | 24 May | Conclusions and exam review | |
| | 25 May | Exam review | |
| | 4-20 June | Examination period | |

Research-Led Teaching

International Relations is a discipline with a breadth of perspectives and approaches. What we will provide in this course is a foundation for understanding the ways in which differences in approach and perspective have developed over time. Dr. Frank and Dr. Biccum's research reflect these differences in perspective and approach, and the course material has been divided according to these strengths. We feel it is a distinct advantage for POLS1005 students to have these differences represented in the course leadership.

Dr Biccum has core expertise in Critical Theory and non-traditional approaches to IR. Dr. Biccum is currently working on a conceptual history of the words *empire* and *imperialism* and the theorisation of Empire within International Relations. Dr. Biccum also works conceptually and empirically on "Global Citizenship" which brings together practices and policies in global governance and global civil society as well as conceptualisation of a global cosmopolitan order or world state.

Dr. Frank's research focuses on how international politics affects domestic political violence and human rights practices. Specific areas of current interest include modelling the strategic dynamics of electoral violence, understanding the drivers of human trafficking flows, and exploring the domestic and international causes of civil conflict.

Research-led teaching is not simply about the research expertise that convenors are able to bring to a course, it also includes the ways in which courses' skills acquisition and assessment are designed to enable students to acquire sound knowledge-acquisition skills. To this end, the course's activities have been designed around reading comprehension as a skill central to political analysis. Therefore, students read and prepare comments about core texts for discussion in tutorial. Evidence gathering is also a core research skill. To this end, students are alerted to a number of potential sources for information and evidence that can be useful for students' research essays. Thoughtful analysis and presentation of research findings is a crucial core research skill, and therefore the course contains two essay assessments to provide students with an opportunity to practice those skills.

Feedback

Staff Feedback

Students will receive ongoing feedback on their work in this course in a number of ways:

- Tutorials offer immediate feedback on your ideas and your understanding of course materials during tutorial.

- Tutors are available to provide oral feedback on your essay ideas and plans up to three days prior to its due date. In the interests of fairness to all students, tutors are unable to read drafts of written assignments.
- Your examiners will provide written feedback on both your essays on Wattle.

Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognize excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:

<http://unistats.anu.edu.au/surveys/selt/students/>
<http://unistats.anu.edu.au/surveys/selt/results/learning/>

Policies

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: <http://policies.anu.edu.au/>.

Students are expected to have read the [Student Academic Integrity](#) Policy before the commencement of their course.

Other key policies include:

- Student Assessment (Coursework);
- Hurdle Requirement for Assessment; and
- Student Surveys and Evaluations

Required Resources

There is one required textbook for this course. This book will be available at the campus bookstore for purchase. In addition, the ANU library system has purchased access to an electronic copy of this book for students who do not wish to purchase paper copies of the textbook. Simply search "Introduction to Global Politics" in the Catalogue search box at: <http://anulib.anu.edu.au.virtual.anu.edu.au/search/catalogue-search/>.

Mansbach, Richard, and Kirsten Taylor. 2012. *Introduction to Global Politics*. 2nd Edition. New York: Routledge.

Additional assigned and recommended readings will be made available on the course's Wattle page.

Additional course costs

Besides the required resource above, there are no additional costs associated with this course.

Examination material or equipment

Details about the material or equipment that is permitted in an examination room will be outlined during the semester and on the course's Wattle site.

Recommended resources

There are a number of other textbooks that may also be of use.

Baylis, Smith & Owens. 2014. *The Globalisation of World Politics: An Introduction to International Relations*.

Beeson & Bisley (Eds.). 2013. *Issues in 21st Century Politics*. 2nd Edition.

Brown & Ainley. 2009. *Understanding International Relations*. 4th Edition.

Grieco, Ikenberry & Mastanduno. 2015. *Introduction to International Relations: Enduring Questions & Contemporary Perspectives*.

A large number of journals and periodicals exist that include the cutting edge developments of the discipline. Being familiar with these sources and surveying at least some of them regularly will assist you in this course.

American Political Science Review

American Journal of Political Science

Australian Journal of Political Science

Australian Journal of International Affairs

Ethics and International Affairs

European Journal of International Relations

Foreign Affairs

International Organization

International Security

International Studies Perspectives

International Studies Quarterly

International Studies Review

Journal of Conflict Resolution

Journal of Peace Research

Millennium

Review of International Studies

Security Studies

Third World Quarterly

World Politics

II. ASSESSMENT REQUIREMENTS

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](#) website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

Assessment Tasks

1. PARTICIPATION

Due Date: Weekly throughout the semester; **Value:** 10%

Tutorial participation marks will be based upon evidence of having done the assigned readings, evidence of having thought about the issues, contribution and participation in class and consideration and respect for other class members. Remember that attendance is required in order to pass the course, and therefore is not considered part of the criteria for examining participation. ***You must attend a minimum of eight tutorials to be eligible to sit the final exam.***

Due to the size of the course, each lecture is presented twice. It is also available for watching online on the course's Wattle page. The audio is captured, and the slides are projected. Attendance at one of the lectures is not required, but it is strongly recommended as there are going to be a number of videos shown and surveys conducted.

2. SHORT ESSAY: What is IR?

Due date: 20 March; **Word limit:** 500 words; **Value:** 10%; **Estimated return date:** 19 April

This assessment is designed to test student's comprehension of the object of study in International Relations. Students are asked to hone in on a global issue of interest and demonstrate why it counts as a global issue and why it is important for International Relations.

The following questions might be relevant to getting you started thinking about your essay. Which debates and approaches in International Relations are relevant to this issue? Which actors are involved? What elements of state behaviour (e.g. balance of power, collective security, deterrence) or system dynamics (e.g. co-operation, competition, anarchy, hegemony) does your issue demonstrate?

The aim of your essay is to demonstrate familiarity with and initial comprehension of the discipline of International Relations.

Remember your assessment is only 500 words in length, so your aim should be to demonstrate your understanding in as clear and concise a manner as possible. Papers should be submitted in Microsoft Word format to Turnitin on the course's Wattle page.

An example appears below. Other possible examples will be discussed in lectures and tutorials.

Example outline for a short essay on climate change

Paragraph 1: What makes climate change an issue for International Relations?

Paragraph 2: Which IR debates and approaches might be relevant to climate change?

- Paragraph 3: Who are the relevant actors?
- Paragraph 4: What elements of state behaviour and system dynamics are involved in climate change? (i.e. are there treaties involved? Do some actors benefit more than others? Are there defectors from global consensus? How does it affect ordinary people?)
- Paragraph 5: Conclusion: Provide some summation for the relevance of this issue for IR. What is politically at stake? For example, does it require the regulation or retraining of some actors like corporations? Does it require a change in behaviour on the part of states and citizens? Is it possible for these changes to occur within the system as it exists?

There are a number of topics that might be of interest to you but that are not considered in the realm of international relations. Below are a few examples of such topics and ways that they may be reconceived in order to meet this assignment's mandate.

| Example of issues that are NOT considered part of IR: | Ways to reconceive these issues for this assignment |
|--|---|
| U.S policing of minority communities | Race relations and multi-cultural policies in the context of a global migration crisis and international security |
| Australia's national curriculum | The international political economy of the education sector |
| Cuba's health aid policies | How Cuba's policy on health aid differs from World Health Organisation approaches and how it is an example of new patterns of South-South co-operation. |

Short essay assessment rubric:

- **Topic (30%):** The essay identifies a relevant and suitable topic and clearly demonstrates why it constitutes an important concern in contemporary international relations.
- **Argument (30%):** The essay clearly states the argument that the author thinks answers the proposed question.
- **Evidence (20%):** The essay clearly outlines appropriate sources to evaluate the paper's argument.
- **Structure (5%):** The essay has clear topic sentences, is well structured, and paragraphs are clearly organised (5%).
- **Research (5%):** The research is appropriate, sufficient and properly attributed through references.
- **Citation (5%):** The paper's footnotes, references, and bibliography are properly set out.
- **Editing (5%):** The essay has clearly been proof-read and contains no/few grammatical errors.

3. LONG ESSAY

Due date: 24 April; **Word limit:** 1,700-2,000 words; **Value:** 40%; **Estimated return date:** 17 May

Choose from one of the following essay questions:

1. Is the state still the most important actor in the world today?
2. Is realism an obsolete theory, or is it as relevant as ever?
3. Is globalisation our best hope for the realisation of global democracy?
4. Should we put our faith in the institutions of global governance and international law to solve global problems?
5. Are we in the middle of a new cold war'?
6. What are 'new wars' and how are they different from old wars?
7. Is the idea of human rights a universal concept, or does it represent Western cultural imperialism?

8. Are there viable challengers to US hegemony?
9. Why are there so many refugees in the world today? Whose responsibility is it to protect their rights?
10. How do we account for the persistence of global inequality?
11. What has been the impacts of a globalising market economy?
12. What is the most important global challenge facing international relations today? Why is it important? How should it be addressed?

Long essay assessment rubric

1. The essay poses a well-formulated response to the essay question. (20%)
2. The essay provides a clear and well developed line of argumentation in response to the essay question. (20%)
3. The essay demonstrates a good comprehension of the area of study and the response is feasible and appropriate to the task. (20%)
4. The essay demonstrates evidence of wider relevant reading and research and is grounded in the appropriate literature (20%)
5. The essay has clear topic sentences, it is well structured, and paragraphs are clearly organised. (5%)
6. The essay has clearly been proof-read and drafted and contains no/few grammatical errors. (5%)
7. The research is appropriate, sufficient and properly attributed through references. (5%)
8. Footnotes and bibliography are properly set out. (5%)

4. EXAMINATION

Date: ANU determines exam date roughly four weeks before the examination period; **Value:** 40%;
Duration: 15 minute reading period and two hour writing time.

Details: This course's final exam will be held during the ANU examination period. It is the College policy that all exams are blind marked and they are not returned to the students, nor are comments provided. You may contact the conveners within 30 working days of the release of results to learn your specific exam mark, or to request an appeal. The structure of the final exam will be discussed during lecture. Sitting the final exam is a hurdle requirement for this class.

Assignment submission

Online Submission: Assignments (the short and long essays) are submitted using Turnitin on the course Wattle site. You will be required to electronically sign a declaration of authorship as part of the submission of your assignment. Please keep a copy of the assignment for your records.

Extensions and penalties

Extensions and late submission of assessment pieces are covered by the Student Assessment (Coursework) Policy and Procedure. The course convener may grant extensions for assessment pieces that are not examinations or take-home examinations. If you need an extension, you must request it in writing on or before the due date. If you have documented and appropriate medical evidence that demonstrates you were not able to request an extension on or before the due date, you may be able to request it after the due date.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted after 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

Requests for Extension: Additional time to submit essays *may* be granted on medical or other special grounds. **Such requests must be made to the Head Tutor *prior to* the essay's due date and students must provide relevant evidentiary documentation** upon making such requests. Unless

there are extreme circumstances, requests for extensions after the essay's due date will not be approved.

Returning assignments

The short and long essay will be available on Turnitin by the indicated return date. If there is a delay, students will be advised.

Resubmission of assignments

Students may resubmit their assignments on Turnitin before the due date if they are not happy with their text-matching report. Turnitin allows only one resubmission per 24 hours. There are not other conditions under which assignments may be resubmitted.

Referencing requirements

It is a requirement of this course that your essay conform to academic writing standards and referencing. The Harvard referencing style is preferred. You may contact the ANU Academic Skills and Writing Centre for further advice. For details about the Harvard citation style please see the ANU style guide website at <https://academicskills.anu.edu.au/resources/handouts/referencing-style-guides>.

Research quality assurance

The lecturer may ask to speak with you regarding your research for your essays (the process by which you gathered and analysed your research materials). These meetings are usually designed to help students improve their research skills and ensure their approach to research is of university standard. To this end, please keep all the notes, plans, drafts and research that you use for this essay.

SUPPORT FOR STUDENTS

The University offers a number of support services for students. Information on these is available online from <http://students.anu.edu.au/studentlife/>.

III. COURSE SCHEDULE

The course outline below describes the topic of each week's lecture, the assigned readings, and additional readings. All **assigned primary and secondary readings** should be completed before lecture because lectures will assume familiarity with the readings. **Further readings** are optional, but they are relevant to the week's topic and may be of particular interest for those students thinking about related research paper topics.

As a means of aiding comprehension and facilitating discussion **reading and discussion questions** will be posted to Wattle two weeks before the relevant lecture. Reading questions are meant to help reading comprehension and discussion questions are meant to help students prepare for tutorial, especially those who might find it difficult to contribute to tutorial discussions.

All **reading materials** are either from the Mansbach & Taylor (2012) book [MT], posted as PDFs on Wattle, or have hyperlinks to an online source. Articles posted on Wattle are marked by a [W] below.

As the class is being co-taught, the initials of the lecturer scheduled for each week [AB], [RF] or [both] are reported after the lecture title.

| Week | Date | Lecture |
|------|------|---------|
|------|------|---------|

Week 1: Introduction to the discipline of international relations [No Tutorials]

| | |
|-------------|---------------------------------------|
| 16 February | Class introduction and welcome [AB] |
| 17 February | What is international relations? [RF] |

Primary reading: "Theoretical approaches to global politics" [MT: pp. 2-32]

Further reading: Jack Snyder (2004) "One world, rival theories [W]

Week 2: Historical change and the modern state system

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|-------------|---|
| 23 February | From ancient empires to 1648 [AB] |
| 24 February | The evolution of the modern state system [AB] |

Primary reading: Excerpt from Machiavelli's *The Prince* [W];

Secondary reading: "The evolution of the interstate system and alternative global political systems" [MT: pp. 34-67]

Further reading: Andreas Osiander, (2001) "Sovereignty, International Relations and the Westphalian Myth? [W]

Week 3: A tale of two centuries

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|---------|--|
| 1 March | The Age of Reason and Revolution [AB] |
| 2 March | The Great Game: The 19 th Century international system [AB] |

Primary reading: Excerpt from Kant's *Perpetual Peace* [W]

Secondary reading: "The Global South" [MT: 136-170]

Further reading: Grieco et.al. "The emergence of a Global System of States: 1500- today" [W]

Week 4: The World Wars

- 8 March World War I and the interwar period [RF]
- 9 March World War II and the post-war settlement [RF]

Primary reading: EH Carr. “The Twenty Years Crisis” (Chapters 1 & 5) [W]

Secondary reading: “The World Wars” [MT: pp. 70-100]

Further reading: Jervis (1988) “War and Misperception” [W]; Kennedy (1984) "The First World War and the International System" [W]

Week 5: Plus ça change, plus c’est la même chose?

- 15 March Burke, Hegel, Marx and the Birth of Ideologies [AB]
- 16 March Proto-globalisation? Co-operation in the 19th Century [AB]
- 20 March **SHORT ESSAY DUE by 11:59pm**

Primary reading: Excerpts from “The Communist Manifesto” [W];

Secondary reading: Hoffman & Graham, "Part 2: Classical Ideologies" [W]

Further reading: Heywood, "Introduction: Understanding Ideology" [W]; Funderburk & Thobaben "Chapter 1: Ideology" & "Chapter 2 Karl Marx"

Week 6: The First Great Debate and the foundations of a discipline

- 22 March The First Great Debate: Realism, Liberalism and the foundations of a discipline [AB]
- 23 March The Cold War, nuclear weapons, and the bipolar world [RF]
- 25 March **Good Friday holiday (no tutorials)**

Primary reading: George Kennan (1947) “The Sources of Soviet Conduct” [W]

Secondary reading: Bayliss, Smith & Owens “Contemporary mainstream approaches: Neo-Realism & Neo-Liberalism” [W]; “The Cold War” [MT: pp. 102-134]

Further reading: “Nuclear Proliferation & Disarmament” (Heywood) [W]; Massachusetts Department of Public Health (1983) “Nuclear War: A Public Health Concern” [W]

Week 7: Contemporary International Relations Theories

- 29 March Explaining a democratic peace [RF]
- 30 March Game theory and rational choice approaches [RF]
- 31 March Semester 1 census date—deadline to drop Semester 1 courses without financial/academic penalty and add Semester 1 courses with permission

Primary reading: Dixit & Nalebuff (1991) “Ten tales of strategy” [W]

Secondary reading: Frieden, Lake & Schultz (2013) “Why don’t democracies fight one another?”; “The changing character of war” (Bayliss, Smith & Owens) [W];

Further reading: “The state and foreign policy in a global age” (Heywood) [W] Thomas Schelling (1960) “Bargaining, communication, and limited war” [W]

- 4-15 April Mid-semester teaching break (no class)

Week 8: Non-traditional contemporary approaches to international relations

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|----------|--|
| 19 April | Constructivism and the English School [AB] |
| 20 April | Critical Theory, Feminism, Post-Colonial Approaches [AB] |

Primary reading: Finnemore & Sikkink “Taking Stock: The Constructivist Research Program in International Relations & Comparative Politics”: 391-416.

Secondary reading: Devetak “Critical Theory” [W];

Further reading: Barnett from Bayliss, Smith & Owens “Social Constructivism” [W]; “Identity Politics: Nationalism, religion & Ethnicity” [MT]

Week 9: Global governance and the international system

| | |
|----------|--|
| 24 April | LONG ESSAY DUE by 11:59pm |
| 26 April | Does money make the world go ‘round’? [RF] |
| 27 April | International law and global governance in the 21 st Century [RF] |

Primary reading: Robert Gilpin (1975) “The Nature of Political Economy” [W];

Secondary Reading: “International Law and Organisation and the Quest for Peace” [MT: pp. 310-346]

Further reading: Robert Keohane (1998) “International institutions: Can interdependence work?” [W];

Week 10: Politics and development

| | |
|-------|------------------------------------|
| 3 May | Why does poverty still exist? [RF] |
| 4 May | Old and new wars [RF] |

Primary reading: Amartya Sen (1990) "Development as Capability Expansion" [W]; Mary Kaldor (2013) “In Defence of New Wars” [W];

Secondary reading: Heywood. “Poverty & Development” [W];

Further reading: Ray Kiely (Beeson & Bisley) “Inequality & Underdevelopment” [W]

Week 11: Human welfare in the 21st Century

| | |
|--------|------------------------------------|
| 10 May | Human rights [RF] |
| 11 May | Forced migration and refugees [RF] |

Primary reading: *Universal Declaration of Human Rights* [W]; Amartya Sen’s “Universal Truths” [W]

Secondary reading: “Human rights: The individual in global politics” [MT: pp. 348-383]

Further Reading: Heywood “Human rights and humanitarian intervention”

Week 12: Will globalisation give us perpetual peace?

| | |
|--------|--|
| 17 May | Globalisation: New global (non-state) Actors and new social movements [AB] |
| 18 May | Rising powers and challenges to the international system [AB] |

Primary reading: Ian Clark, “Beyond the Great Divide: Globalisation and the Theory of International Relations” [W]

Secondary reading: “Transnational actors and international organisations in global politics” (Bayliss, Smith & Owens) [W]; “A future dimly seen” [MT: pp. 526-536]

Further reading: “Globalisation: the new frontier” [MT]; “Identity, culture and challenges to the ‘West’” (Heywood) [W]

Week 13: Conclusion and Exam Preparation [No Tutorials]

| | |
|-----------|-------------------------------------|
| 24 May | Conclusion and exam revision [both] |
| 25 May | Exam review [both] |
| 25 May | Long essay returned |
| 4-20 June | Examination period |
