

IP12420 Exploring the International: 1

Semester One, 2014-15

Module Handbook

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ADVICE AND SUPPORT WITH YOUR STUDIES

If you need advice and support with your studies, either for this specific module or with your academic progress more generally, there is plenty of help available for you:

- You can talk to your Module Convenor, your Personal Tutor, or the Director of Undergraduate Studies (DUS), about all aspects of your studies. Members of the academic staff who are not on research leave have weekly 'drop in hours'; they can talk through any aspect of your academic life with you.
- There is lots of useful information in the Departmental Handbooks that are available on the Department's website/Blackboard. The advice covers all aspects of your academic studies whilst you're an Interpol student, and also points you to the relevant University handbooks and regulations.
- If you are not sure who to talk to, get in touch with the DUS, Dr Patrick Finney (pbf@aber.ac.uk). He will often be able to help you directly, or can put you in contact with the relevant person, so that you get the advice and support you need.

COURSEWORK SUBMISSION GUIDANCE

From September 2014, Aberystwyth University is moving to e-submission for text-based word-processed assignments. You'll be asked to submit your work through AberLearn Blackboard using one of the e-submission tools built into Blackboard. Your lecturer will tell you when and where to submit your work, but here are some helpful tips to get you started with e-submission:

- If you have a chance to practice using e-submission, take it. Some staff set up a practice submission so that you become familiar with using it. Have a go before your first real assessment, so you know what to do when you submit your work.
- If you are planning to use your own computer to submit work:
 - Check you have a supported web browser on your computer (<http://www.inf.aber.ac.uk/advisory/faq/636/>) - if you don't, please contact is@aber.ac.uk for advice;
 - Use this computer when doing your practice submission;
 - If you encounter any problems on your own computer, you should use the university computers available in a number of locations across the University.
- Watch a video on how to submit: (<http://www.inf.aber.ac.uk/advisory/faq/524/>).
- Don't leave it until the last minute before submitting your work - if you are stressed and

working right up to the clock, mistakes are easier to make. Give yourself some extra time and submit your assignment early. That way, you won't risk missing the deadline. You can find the university policy on late submission on the AU website here

(<http://www.aber.ac.uk/en/student/ug-issues/>)

- Follow all the instructions on screen whilst you are submitting, including details of file size, file format etc. Please use a short file name (15 characters is a good length).
- When using the Turnitin tool, keep the receipt that will come to your AU email account. Please note that you can also check your receipt of submission by clicking the link where you originally submitted the assignment.
- In Interpol tutors will also be using e-marking and you will receive your feedback through the same link. Please check with your tutors to find out how you will receive feedback.
- If you have any problems, contact your department straightaway with details of what happened. Technical problems can be reported to bb-team@aber.ac.uk. Please take screenshots of any error messages.
- If you believe that your submission has not gone through correctly, have a look at the Failed Submission Policy at <http://nexus.aber.ac.uk/xwiki/bin/download/Main/guides+%2D+Blackboard/failed%2Dsubmission%2Dpolicy.pdf>

Please note that computer problems are not considered by the University to be special circumstances for late submission (<http://www.aber.ac.uk/en/student/ug-issues/>).

IMPORTANT: Rules on coursework submission

- ALL assignments **MUST** be submitted via Turnitin on Blackboard (no hardcopy is required).
- Coursework **MUST** be submitted by 12 noon on the day of the deadline.
- Coursework submitted late will be awarded ZERO marks, unless an extension has been granted.

An extension may be granted when medical/personal circumstances (for which there is independent documentary evidence) have clearly affected your ability to submit coursework on time. The form must be submitted to the Part One Extensions Officer (EO), Prof. Mustapha Kamal Pasha, at: jp-p1-ext@aber.ac.uk.

The Coursework Deadline Extension Request Form is available on the Department's website. It contains guidance on what **will** and what **will not** be considered legitimate reasons for granting an

extension.

You must submit an Extension Request Form and supporting evidence to the EO at least 3 working days before the deadline. Requests received later than this will be considered by the Departmental/Institute Special Circumstances Board, and students are advised to follow the Special Circumstances procedure. The EO will consider your application, and will inform you of the outcome by email within two working days of receipt of the request. Retrospective requests for extensions will not be considered, and students are advised instead to follow the Special Circumstances procedure.

Please note that an extension will only be granted for **seven** calendar days. If this will not be sufficient, you should follow the Special Circumstances procedure. For information on the Special Circumstances procedure, see www.aber.ac.uk/en/academic/special-circumstances/.

EXTRA ACTIVITIES LINKED TO THIS MODULE

While you are studying this module, why not try to broaden and deepen your knowledge of the subject – and develop some extra lines on your CV! See also the film seminar schedule at the end of this handbook.

Reading Groups

Increasingly, students are organising their own reading groups linked to their modules – why not get involved? Reading groups can help you to improve your grades by providing extra discussion time. This will:

- Help you to understand the material better
- Stretch and deepen your knowledge on the subject
- Provide an opportunity to discuss essay questions and techniques
- Even help you to revise for the exam

If you want to set up or join a reading group, chat to your module convenor.

Employability: Getting involved in a reading group demonstrates a commitment to putting extra effort into your studies that employers will value. It also develops your communication skills, as well as your analytical skills, and if you are an organiser then it demonstrates initiative and organisational skills.

Research Groups

There are staff research groups on a whole range of different topics. Many of their events are open to undergraduates and some of them are especially tailored to an undergraduate audience. Why not participate? You can find out about what is going on by keeping an eye on email alerts, looking at the research group pages on the Departmental website and asking your module convenor.

Employability: participating in a research group event signals to employers that you have intellectual engagement above and beyond the norm – that you are prepared to go the extra mile, and are not just a follower but aspire to be an independent thinker. It also allows you to engage in a professional arena which improves your communication skills and brings invaluable experience.

Other Activities

There are lots of other activities that might be useful for your module and/or help you to develop skills, such as the Carr Lunchtime Seminars and the Crisis Game. Keep an eye out for email alerts – if you have any queries, ask the DUS, Dr Patrick Finney pbf@aber.ac.uk.

IP12420: Exploring the International 1

Module Convenors:

Professors Richard Beardsworth and Mustapha Kamal Pasha

Rooms 2.13 and 3.03 International Politics Building

Emails: rib17@aber.ac.uk and mkp4@aber.ac.uk

Module Lecturers:

Professor Richard Beardsworth

Email: as above

Professor Milja Kurki

Room: 2.07 International Politics Building

Email: mlk@aber.ac.uk

Professor Hidemi Suganami

Room: 2.02 International Politics Building

Email: hss@aber.ac.uk

Seminar Tutors:

The names and email addresses of the seminar tutors will be announced at the beginning of the semester. They will be listed on Blackboard

Module Outline

The rationale of this module (together with *Exploring the International: 2*, Spring semester 2015) is to provide new students with a thorough and wide-ranging introduction to central concepts and themes in the study of international politics. It delineates the field in a foundational explanatory way, providing students with a context within which they can place and understand the more specialized modules they do both at Part One and Part Two.

Exploring the International: 1 is organized into three thematic sections: 1. What is the International? 2. What are its Origins? 3. What are Its Actors? Each section addresses and questions how the space of international politics is organized, how and why it is conceptualized in the way that it is, and what are the kinds of actors that require attention within its differentiations. Please read through the headings of each section below to have a concrete sense of their specific direction and content. Within each section the student will find a mix of themes: theoretical, historical, empirical, and critical. Underpinning both this module and Module 2 next semester are three overall concerns (all now central to the contemporary study of international politics): **1)** The importance and difficulty of present concepts through which the complexity of international political reality is studied; **2)** the intertwinement of, and tensions between, the national, the international and the global; and **3)** present challenges to the northwestern global order and to what is perceived by many as the Western-centric discipline of International Relations.

We include in this handbook a detailed summary of the concerns of the follow-up module next semester, *Exploring the International: 2* so that you have a good sense of the overall breadth and direction of Modules 1 & 2.

Exploring the International: 2 is designed to deepen our understanding of the dynamics of power; provide analyses of new global configurations of wealth and influence; help identify divergences across race, gender, and class; and contribute to better recognition of the transformation in the international order in the foreseeable future. The investigation will allow students to grasp different types of power, the forms of dynamics they create, how they can be used and what their limitations are. Specifically, the lectures and seminars will attend to the nature of military power and its relation to politics; economic power and its differentiated character in the world economy; cultural power and the nexus between power and resistance. Running on from themes approached in Module 1, a key concern of this module is the international as a highly differentiated political space—the substantive differences of power, wealth and opportunity within formal equality. The inquiry should help develop understanding of the multiple forms of division and exclusion in international space, including the salience of the colour line, patriarchy, and social class from both dominant and subaltern perspectives. Finally, we will interrogate the development of ethical thinking in international politics, notions of global justice, the connection between ecology and international politics, and the presumed necessity of thinking beyond the ‘international’ (as classically understood).

On completion of this module, students should have:

1. A critical knowledge of major concepts in the discipline of International Relations (this knowledge includes well-rehearsed historical, analytical and reflective skills on the part of the student).
2. An ability to use these concepts in particular circumstances and refine and/or critique them according to context.
3. An ability to present at the end of both modules (*Exploring the International: 1 and 2*) a broad sense of the discipline and its futures.
4. Demonstrated ability to present a coherent argument in both oral and written forms.
5. Demonstrated ability to write an appropriately referenced book review, critical review and essay and respond well to unseen examination requirements.

Module Organisation

The module is delivered through lectures and seminars. There are a total of 20 lectures, delivered twice per week from the week beginning 29 September. Alongside the lectures, there are nine seminars, one per week from the week beginning 6 October.

Note: The seminars start a week after the lectures and always cover the material from the **previous week's lectures** plus **any specific reading given for the seminar**. So, the first seminar, in week 3 of the university term, will cover the subject matter of the lectures from week 2, and so on. The seminars provide an opportunity for you to digest both lecture and reading material in an active manner. They provide an important part of this department's pedagogical methodology and are compulsory.

Attendance at lectures is recommended **in the strongest possible terms** for this module due to the module's central position in the degree scheme and due to the fact that lectures are given by professors only: an important opportunity in the first year to hear, and talk with, senior faculty. Attendance at seminars is compulsory and will be monitored by relevant staff and the part-time teaching staff (PTTS).

The lectures will be delivered by three members of faculty: Section 1 will be given by Professor Beardsworth; section 2 by Professor Suganami; Section 3 by Professor Kurki. The introductory and concluding lectures will be given by the Module Convenors, Professors Beardsworth and Kamal Pasha. The seminars will be overseen by the relevant Professors of each section (who will attend the seminar sessions) and led individually by members of the Department's Staff). You should feel free to approach the Convenors, Professors and Staff with questions about the module. Queries about the content of lectures or general organization of the module should be directed to the Module Convenors alone; queries about seminar discussions or essay writing should be directed, in the first instance, to your Staff

Module Assignments and Assessment (see also ‘Study Skills’ below)

Please note from the beginning of the module: plagiarism (that is, *unacknowledged* presentation of material as if this material were part of your own thoughts) could mean disqualification from the module. With digitization and the internet, it is VERY easy to plagiarize (‘copy and paste’). You will be handing in all assignments to the University’s TURNITIN program that will check algorithmically any copying. Please do not copy, therefore, others’ words unless you wish to quote them. This policy is an absolute given in this module since we ask you to seek out the best from yourselves.

1st assignment: Exposition of a political concept. Word Limit: 500. Grade weight: 10%. Deadline: Thurs 9/10.

In this first assignment take one of the following political concepts in international relations and define and analyze how it works both generally and in a particular context: ‘**anarchy**’, the ‘**international**’, ‘**national interest**’, ‘**sovereignty**’, or ‘**system of states**’. Answers will be rewarded for concision and preciseness of definition, the ability to discuss the concept generally, and for showing carefully how it works with a particular example.

2nd assignment: Blog on an international theme. Word Limit: 650. Grade weight: 15%. Deadline: Thurs 16/10.

The theme is ‘**Conflict**’. You are asked to write a blog on one of the following: war and conflict in Iraq; the Israel/Palestine Conflict; the Syrian Conflict; the Ukrainian Conflict. An excellent blog will present the conflict in clear and precise terms and will develop an argument and judgment upon the conflict around this presentation.

3rd assignment: Article Review. Word Limit: 750. Grade weight: 20%. Deadline: Thurs 30/10.

In the article review, you must select an article that you have read during the module (**one that is given in the module readings**), present its overall argument and give an evaluation of the strength and weaknesses of this argument. Article reviews will be rewarded for keeping to the article and to its argument (not wondering off into what you want to talk about), for summarizing it well, and for giving a clear evaluation.

4th assignment: Critical Review. Word Limit: 1250-1500 max. Grade weight: 25%. Deadline: Thurs 13/11.

Please choose a text – an academic article or a chapter (but not a book length manuscript) from the lists of lecture, seminar or supplementary readings for this section – and write a critical review of this text. A critical review consists of: 1) a summary/account of the core analytical contributions of the text analyzed, and 2) an analytical appraisal of the validity or persuasiveness of the argument of the piece (often in relation to other positions on the issue/debate at hand: please think about the context of the piece you set out to review – which debate is it seeking to contribute to?). Try to develop *your* perspective and argument on the piece/issue

throughout your critical review, but be careful to do so through careful reading and exposition of the position/view of the author you are reviewing. Ensure that you explain and argue your criticisms or reasons for agreement carefully and persuasively.

5th assignment: Short Essay. Word Limit: 2000. Deadline: Mon 1st Dec. 12.00 Noon.

Your essay must aim to be well organized, with good spelling and grammar (CHECK carefully before submitting), a clear treatment of the theme chosen, and a well-developed argument. Essays will be rewarded for answering the question directly and for arguing in a balanced, but decisive manner. The four previous assignments should put you in a good position to write this assignment with confidence.

Choose **one** of the following topics:

1. It has often been argued since the end of the Cold War that globalization processes put in question the sovereignty of the state. To what extent is this judgment accurate? Argue with clear examples.
2. Discuss the concept of 'international society' and analyse why and to what extent it is a preferable term for understanding and explaining international relations to that of 'international order' or 'international community'.
3. EITHER: The idea of 'global civil society' has recently received considerable attention in international politics. How useful is this idea in understanding the role of non-state actors? Illustrate your answer by focusing on a prominent NGO (non-governmental organisation). OR: 'What is the significance of the rise of transnational and non-state actors for understanding international politics?'

Reading assignments for the module as a whole:

Please note that while there is some variation between professors' requirements, the general rule is the following: 1 to 2 readings for lectures, 1 to 2 readings for seminars (both **compulsory**); 5 supplementary readings for lectures and/or seminars (**recommended**); section lists of further readings (**recommended** for assignments and deeper understanding).

Please note also that some of the URLs in the reading lists may not function on your computer. IF they do not, please chase the relevant article through PRIMO on the library website. Remember always when chasing material on PRIMO to **sign in** first.

http://primo.aber.ac.uk/primo_library/libweb/action/search.do?dscnt=1&dstmp=1380644788873&vid=ABER_U_VU1&fromLogin=true

Study Skills (to be read carefully with 'Module and Reading assignments' above)

One of the challenges students face at the beginning of their university careers is making the transition from the kind of study and writing they have mastered to succeed at A-Level (or equivalent) to those which are the norm at university level. Although there are lectures and seminars to attend, and guidance is provided in the form of reading lists and other suggested sources, it is expected that, to an increasing extent during your time at university, your study will be self-directed and that your written work will, over time, develop a strong **analytical** and **critical** component. To achieve this, it is not only necessary to come to grips with the intellectual content of what you study; it is also important to develop a variety of study skills. These include: learning how to select and approach texts effectively so that the time you spend reading is efficiently used and productive; developing analytical and compositional skills so that your writing in general is strongly argued and well structured; and learning the formal academic requirements concerning referencing and plagiarism so that your work is presented to the right standard.

The department expects these skills to become increasingly 'natural' to the student as their undergraduate career progresses, but let us be clear: nobody arrives at university with these study skills already fully developed – we all have to learn them along the way. It is for this reason, to help you to develop these essential skills right from the beginning, that this module has been specifically designed to develop your writing skills progressively. The writing assignments are accordingly staggered across the semester and built-up from a less expansive to a more expansive writing exercise (beginning, as above, with the rehearsal of a political concept, ending with a short essay). There is also no examination in this module (unlike in next semester's *Exploring the International 2*) so that you can concentrate on seen exercises, not on revision of material in preparation for an unseen exercise. A part of the seminars will also be devoted to study skills with regard to each forthcoming assignment.

Important information in relation to many of the issues raised in the study skills element is contained in the **'Writing and Referencing in Interpol' Handbook**, which is accessible on Blackboard. You must familiarise yourselves with what is written there: it is a primer for you throughout your u/g years.

The following books have also useful further information about study skills at university:

- K. McMillan and J. Weyers: *The Study Skills Book* (Harlow, 2012)
- S. Cottrell: *Critical Thinking Skills: Developing Effective Analysis and Argument* (Basingstoke, 2011)

SCHEDULE OF LECTURES, SEMINARS AND ASSIGNMENTS

2 Lectures (1hr): Tues, 14.00-15.00 (Physics Building, Main) and Thurs, 9.00-10.00 (EL. 0.26)

1 Seminar (2hr): Seminar A, Thurs, 11.00-13.00; Seminar B 13.00-15.00, IP Main Hall

Friday Film Seminar 16.00-19.00, HO-A12

Autumn 2014 Module 1	SECTION	LECTURE/SEMINAR	STAFF
DATE			
Tues 30/09	***	1. Introduction	Beardsworth/Pasha
Thur 02/10	1: What is the International?	2. 'The International Space'	Beardsworth
Tues 07/10	1	3. 'The Nation-State'	Beardsworth
Thurs 9/10	1:	SEMINAR 1	Staff
Thurs 09/10	1:	4. 'Inside and Outside'	Beardsworth
Tues 14/10	1:	5. 'Sovereignty'	Beardsworth
Thurs 16/10	1:	SEMINAR 2	Staff
Thurs 16/10	1:	6. 'Ordering the International'	Beardsworth
Tues 21/10	1:	7. 'An Unequal Space'	Beardsworth
Thurs 23/10	1:	SEMINAR 3	Staff
Thurs 23/10	2: What are its Origins?	8. 'Systems of States'	Suganami
Tues 28/10	2:	9. 'The Emergence of the European System (or Society) of States'	Suganami
Thurs 30/10	2:	SEMINAR 4	Staff
Thurs 30/10	2:	10. 'The Expansion of International Society and the Case of Japan'	Suganami
Tues 04/11	2:	11. 'Critics of the English School Interpretation'	Suganami
Thurs 06/11	2:	SEMINAR 5	Staff
Thurs 06/11	2:	12. 'Concepts, Values	Suganami

		and Principles underlying the Idea of the Society of States'	
Tues 11/11	2:	13. 'The Revolt Against the West'	Suganami
Thurs 13/11	2:	SEMINAR 6	Staff
Thurs 13/11	3: What are its actors?	14. 'States: the Main Players?'	Kurki
Tues 18/11	3:	15. 'Non-State Actors'	Kurki
Thurs 20/11	3:	SEMINAR 7	Staff
Thur 20/11	3:	16. 'International Institutions: What are they?'	Kurki
Tues 25/11	3:	17. 'International Institutions: What can they do?'	Kurki
Thurs 27/11	3:	SEMINAR 8	Staff
Thur 27/11	3:	18. 'Non-State Actors: Outsiders and Exiles'	Kurki
Tues 02/12	3:	19. 'Illustration of Actors at Play: Democracy Promotion'	Kurki
Thurs 04/12	3:	SEMINAR 9	Staff
Thur 04/12	***	20. Conclusion	Beardsworth/Pasha
AUTUMN ASSIGN.			
1st	Exposition of a political concept 10%	Thurs 9/10	Back earliest 20/10
2nd	Blog on an international theme 15%	Thurs 16/10	Back earliest 27/10
3rd	Article Review 20%	Thurs 30/10	Back earliest 13/11
4th	Critical Review 25%	Thurs 13/11	Back earliest 01/12
5th	Short Essay 30%	Hand-in Mon 1/12 12.00	Back earliest 16/12

Section One: Exploring the International: What is the International?

This section serves as an introduction to understanding and interrogating the way in which the discipline of International Relations articulates the space of world politics as international relations. Why do we call this complex space ‘international’? What is the specificity of the ‘international’ within this complexity? Why, then, is it still critical to focus on the relations between nation-states and their ‘system’? What, however, does this focus miss in contemporary world politics and processes of globalization? How do we appropriately understand nation-statehood and sovereignty in international relations together with the growing constraints placed upon them? Why is the term ‘order’ so important in international relations’ practice and research and how does the discipline imagine different ‘ordering principles’? And, finally, what structural inequalities underlie both historical and theoretical international/global orders? These questions are directly addressed by this introductory section and will be necessarily re-rehearsed in different forms and through different approaches throughout *Exploring the International: Modules 1 & 2*.

Lecture 2: What is *international* space?

This lecture addresses: 1) the way in which we conceptualize the space of international relations; and 2) the levels of analysis required both to understand and explain these relations and embed them in broader processes of global change without their specificity being lost.

Readings (N.B.: readings are organized **by order** of reading, not alphabetically: BB = Blackboard availability):

Kenneth Waltz: ‘Explaining War: Levels of Analysis’ from K. Waltz, *Man, the State and War* (Columbia University Press, 1954) in Paul R. Viotti and Mark V. Kauppi, *International Relations Theory* (NY: Longman, 2010 [1993]), pp. 24-35. Available BB.

John Gerard Ruggie: ‘Territoriality and Beyond: Problematizing Modernity in International Relations’ in *International Organization*, 47/1. (Winter, 1993), pp. 139-174. Available through PRIMO, AU library.

Supplementary Reading:

Stephen Walt: ‘International Relations: One World, Many Theories, in *Foreign Policy*, 110 (Spring 1998). This has an excellent IR theory bibliography despite its age. Available through PRIMO, AU library.

John Agnew: ‘The Territorial Trap: The Geographical Assumption in International Relations Theory’ in

Review of International Political Economy 1/1 (1994), pp. 53-80. Available at <http://www.jstor.org/stable/4177090>.

Stuart Elden, 'Why is the World Divided Territorially?' in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics* (London: Routledge, 2009), pp. 192-219. Available as E-book through PRIMO, AU library.

Lecture 3: The Nation-State

This lecture considers the historical formation of the nation-state, the distinction between the state and the nation, and the way in which the state becomes the major unit of analysis for International Relations.

Readings (in order):

Ernst Gellner, 'Definitions' from E. Gellner, *Nations and Nationalism* (NY: Cornell University Press), pp. 1-7. Available BB.

Anthony Giddens, 'The Absolutist State and the Nation-State' in A. Giddens, *The Nation-State and Violence* (Cambridge: Polity Press, 1985), pp. 83-121. Available BB.

Supplementary readings:

Joseph Frankel, 'Dimensions of National Interest: Space/Time' in J. Frankel, *National Interest* (Bath: Pall Mall Press, 1970), pp. 73-93. Available BB.

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. 2nd Edition. (London: Verso, 1991). (Hugh Owen Library: JC311.A5).

Nicos Poulantzas, 'The Nation' in Nic Brenner et al. (ed.), *Space/State Reader* (Oxford: Blackwell, 2003), pp. 65-83. Available BB.

Anthony Smith, 'The Myth of the Modern Nation and the Myth of Nations', *Ethnic and Racial Studies*, 11/1 (1988). Available BB.

Seminar 1: Topic of discussion – ‘What is the space of the *international*?’

Readings: For the first seminar, make sure you have read **carefully** the two required readings of **Lecture 2** (Waltz and Ruggie)

Lecture 4: Inside/Outside

This lecture considers the crucial structural distinctions between domestic and international space and the extent to which these distinctions have been unmade by processes of globalization.

Readings (in order):

Barry Buzan, Charles Jones and Richard Little, ‘The Structure and Logic of Anarchy’ in Buzan et al., *The Logic of Anarchy: Neorealism to Structural Realism* (Columbia University Press: 1993), pp. 132-54. (Hugh Owen: JX1291 B9)

Raymond Aron, *Peace and War: A Theory of International Relations*, pp. 6-10. Available on BB.

Hedley Bull, ‘Anarchical Society’ in H. Bull, *The Anarchical Society: A Study of Order in World Politics* (Columbia University Press: 1977), pp. 44-50. (Hugh Owen: Short Loan Collection JX1395.B9). A photocopy will be provided if needed.

Supplementary Readings:

Joseph Grieco, ‘Anarchy and the Limits of Cooperation: A Realist Critique of the Newest Liberal Institutionalism’, *International Organization*, 42/3 (Summer 1988), pp. 485-507. Available through PRIMO.

Seyom Brown, ‘The Anarchic Structure of the Nation-State System’ in his *International Relations in a Changing Global System* (Boulder: Westview Press, 1992), pp. 17-27. (Hugh Owen library: JX 1391. B8)

Kenneth Waltz, ‘The Third Image: International Conflict and International Anarchy’ in *Man, the State and War* (as above), pp. 159-86. (Hugh Owen: Short Loan Collection JX1308.W2)

R.B.J. Walker, *Inside/Outside: International Relations as Political Theory* (Cambridge University Press, 1993). (Hugh Owen Library: Short Loan Collection JX1395.W1)

Lecture 5: Sovereignty

Having considered in the last lecture in what sense international relations can be considered 'anarchic' and what this 'anarchy' implies for state behavior, this lecture addresses both the major concept of sovereignty in IR and contemporary constraints upon it in the form of 'sovereignty as responsibility'.

Readings:

Thomas Hobbes, *Leviathan*, Ch. 13, 'Of the Natural Condition of Mankind concerning their Misery and Felicity'. Available at: <http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-c.html#CHAPTERXIII>.

Hans J. Morgenthau, 'The Problem of Sovereignty Reconsidered', *Columbia Law Review*, Vol. 48, No. 3 (Apr., 1948), pp. 341-365. Available through PRIMO-JSTOR.

Supplementary Reading

Gareth Evans and Mohamed Sahnoun, *Responsibility to Protect: Report of the International Commission on Intervention and State Sovereignty*. Available at: <http://responsibilitytoprotect.org/ICISS%20Report.pdf>

Robert Jackson, *Sovereignty* (Cambridge: Polity, 2007). Available in NLW.

Robert Cooper, 'The Postmodern State' in Foreign Policy Centre publication, *Re-ordering the World: Implications after September 11th*, available at <http://fpc.org.uk/articles/169>

Jean Cohen, 'Whose Sovereignty? Empire versus International Law', *Ethics & International Affairs* 18/3 (2004), pp. 1-24. Available through PRIMO.

Thomas G. Weiss and Rorden Wilkinson, 'After Sovereignty: Global Governance beyond IR?'. Manuscript version. Available on BB.

Seminar 2. Topic of Discussion: What is the specificity of international *relations*? How does (or does not) Thucydides' 'The Melian Dialogue' help us think this specificity?

Reading: 'The Melian Conference [Dialogue]' in Thucydides, *History of the Peloponnesian War* (available at <http://www.gutenberg.org/files/7142/7142-h/7142-h.htm#link2HCH0017>)

Lecture 6: Ordering the International

This lecture looks at classical understandings of international order (predominantly 'balance of power' politics regarding anarchy) and contemporary attempts to delimit what some call the liberal global order. The purpose of this lecture is to convey a sense of how international space is differently ordered depending on one's focus on international reality and its futures. This lecture anticipates Section 2.

Readings:

Hans Morgenthau, 'Limitations on the Nation-State: the Balance of Power' in H. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*. 5th or 6th edition. (Arnold A. Knopf, 1956). (Hugh Owen Library: JX1391.M8)

Andrew Hurrell, 'Hegemony, Liberalism and Global Order: What Space for Would-be Great Powers?', *International Affairs*, 82/1 (2006), p. 1-19. Available through PRIMO, AU library.

Supplementary Reading

James M. Goldgeier and Michael McFaul, 'A tale of two worlds: core and periphery in the post-cold war era', *International Organization* 46/2 (Spring 1992), pp. 467-91. Available through PRIMO, AU library.

The above article provides an excellent summary of realist understandings of order prior to its elaboration of post-Cold War formations.

Lecture 7: An Unequal Space

The last lecture of this section looks at several ways in which the modern principle of the equality of states, together with the way in which international space is juridically homogenized through this principle, is undone by economic inequality. This theme is explicitly taken up again in *Exploring the International: 2*, Sections 2 and 3, next semester.

Reading:

Robert H. Jackson; Carl G. Rosberg, 'Sovereignty and Underdevelopment: Juridical Statehood in the African Crisis' in *The Journal of Modern African Studies*, Vol. 24, No. 1. (Mar., 1986), pp. 1-31.

Thomas Pogge, 'Severe Poverty as a Human Rights Violation', original paper for UNESCO Poverty Project, 2003. Available at:
http://portal.unesco.org/shs/es/files/4363/10980840881Pogge_29_August.pdf/Pogge+29+August.pdf.

NB: Article version in T. Pogge (ed.) *Freedom from Poverty as a Human Right: Who Owes What to the Very Poor?* (Paris: Unesco, 2007).

Supplementary Reading

John Hobson, 'The Twin Self-Delusions of IR: Why 'Hierarchy' and Not 'Anarchy' is the Core Concept of IR', *Millennium*, 42/3 (2014), pp. 557-75. Available through PRIMO, AU library.

Immanuel Wallerstein, 'The Rise and Future Demise of the World Capitalist System' in *The Capitalist World Economy* (Cambridge UP, 1979), pp. 1-36. (Hugh Owen Library: HC51 W1)

Seminar 3: Topic Question

“To understand the ‘space’ of international relations in terms of both a ‘system’ of states and ‘international order’ hides the deep inequalities that structure it.” How would you respond to this judgment and how would you *organize* your argument in response?

There is no specific reading for this seminar. On the basis of your readings of Section 1, please prepare your arguments prior to the seminar’s discussion.

Further Reading for Section 1:

Please consult the extensive **Further Reading** lists under **Sections 2 & 3**. Additional reading will also be introduced during the lectures and will be available on the lecture slides.

Section 2 – Exploring the International: What are its Origins?

This section of the module explores the European/Western origins of the modern international system and how for the first time this system has bound the whole world together. From it students should gain an understanding of the historical character of basic logics of modern international life and of the deep roots of persisting power divisions in the international order.

Lecture 8 – Systems of States

Lecture theme: What is a ‘system of states’? What are its main historical examples?

Reading: Martin Wight, ‘The states-system of Hellas’ in his *Systems of States* (Leicester: Leicester University Press, 1977), pp.46-72. [Hugh Owen Library Arts and Humanities (Level F) (JC325.W6)]

Lecture 9 – The Emergence of the European System (or Society) of States

Lecture theme: How did the European System (or Society) of States emerge?

Reading: Barry Buzan and Richard Little, *International Systems in World History: Remaking the Study of International Relations* (Oxford: Oxford University Press, 2000), Chapter 12. Units in the Modern International System, pp.243-275. [Hugh Owen Library Arts and Humanities (Level F) (JZ1249.B9; also online)]

Seminar 4 – Anarchy and Society

Seminar theme: A frequently asked question in the study of international politics is this: ‘How is the co-existence of/co-operation between the units, seemingly distinctive of life-within-society, *possible* among states under anarchy?’. This has been answered in various ways. How would you answer it? How does an understanding of the historical origins of the European system (or society) of sovereign states – or the appreciation that this evolved from the medieval system and not from the imagined (Hobbesian) ‘state of nature’ among sovereign states – help you address it?

Reading:

Hedley Bull, ‘Society and Anarchy in International Relations’, in Kai Alderson and Andrew Hurrell (eds.), *Hedley Bull on International Society* (London: Macmillan, 2000), pp. 77-94. [Online access. The library also has physical copies]

http://web.b.ebscohost.com/ehost/ebookviewer/ebook/bmxlYmtfXzYxMDUzX19BTq2?sid=f618f3e6-589d-4128-9e13-37ef14aeb34e@sessionmgr198&vid=0&format=EB&lpid=lp_77&rid=0

Adam Watson, *The Evolution of International Society* (London: Routledge, 1992), Chapter 13
Medieval Europe: The Originality of Latin Christendom, pp.138-151. [Hugh Owen Library Short Loan Collection (JX1305.W3)]

Hidemi Suganami, 'Alexander Wendt and the English School', *Journal of International Relations and Development* Vol. 4 No. 4 (2001), pp. 403-423.

<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=2&sid=5627b30a-e20a-4d4e-bc74-67bea8529e23%40sessionmgr112&hid=127>

Lecture 10 – The Expansion of International Society and the case of Japan

Lecture theme: The history of Japan's relations with the outside world is outlined to show how and how far, in this particular case, it is plausible to speak of the 'expansion of international society'.

Reading: Hidemi Suganami, 'Japan's Entry into International Society', in Hedley Bull and Adam Watson (eds.), *The Expansion of International Society* (Oxford: Clarendon Press, 1984), 185-199. [Hugh Owen Library Arts and Humanities (Level F) (JX1391.E9); several locations]

Lecture 11 – Critics of the English School Interpretation

Lecture theme: What are the main arguments of the critics of the English School account of the 'Expansion of International Society'?

Reading: Shogo Suzuki, 'Japan's Socialization into Janus-Faced European International Society', *European Journal of International Relations* Vol. 11, No. 1 (2005), pp. 137-64.

<http://ejt.sagepub.com/content/11/1/137.full.pdf+html>

Seminar 5 – What may a better account look like?

Seminar theme: The questions we ask and the answers we give about international politics are motivated by some underlying concerns. What were the concerns or interests of the English School which gave rise to its account of the 'Expansion of International Society'? What, in your view, would a better account look like?

Reading:

Hidemi Suganami, 'British Institutionalists, or the English School, 20 Years On', *International Relations*, Vol. 17, No. 3 (2003), pp. 253-271.

<http://ire.sagepub.com/content/17/3/253.full.pdf+html>

ONUMA Yasuaki, 'When was the Law of International Society Born? – An Inquiry of the History of International Law from an Intercivilizational Perspective', *Journal of the History of International Law* Vol. 2 (2000), pp.1-66.

<http://booksandjournals.brillonline.com/content/journals/10.1163/15718050020956740>

Lecture 12 – Concepts, values and principles underlying the idea of the society of sovereign states

Lecture theme: The 'society of sovereign states' is an abstract concept which, however, appears to be embodied in various official inter-state practices and institutions. This lecture explores some of the underlying concepts, values and principles of this idea. What is the underlying rationale? What is its plausible justification?

Reading: Andrew Linklater and Hidemi Suganami, *The English School of International Relations: A Contemporary Reassessment* (Cambridge: Cambridge University Press, 2006), Chapter 2 The argument of the English School, pp. 43-79; see also pp. 108-113. [Online access. The library also has physical copies.] <https://www.dawsonera.com/readonline/9780511314704/startPage/56>

Lecture 13 – The revolt against the West

Lecture theme: What were Hedley Bull's main contentions about what he then called 'the revolt against the West' and what are its contemporary manifestations?

Reading: Hedley Bull, 'Justice in International Relations: 1983 Hagey Lectures (1984)', in Kai Alderson and Andrew Hurrell (eds.), *Hedley Bull on International Society* (London: Macmillan, 2000), pp. 206-245. [Online access. The library also has physical copies]

http://web.b.ebscohost.com/ehost/ebookviewer/ebook/bmxIYmtfXzYxMDUzX19BTg2?sid=3d36d507-aca4-4fbc-915c-4d39bb8d0360@sessionmgr112&vid=0&format=EB&lpid=lp_206&rid=0

Seminar 6: The limitations of the society of states

Seminar theme: The society of states is only one element of contemporary world politics, manifesting itself to different degrees in different contexts. What, in your view, stands in the way of its fuller realization and transformation?

Reading: Peter Mandaville, 'How do religious beliefs affect politics?', in Jenny Edkins and Maja Zehfuss (eds.), *Global Politics: A New Introduction*, 2nd ed (London: Routledge, 2013), chapter 6. [Hugh Owen Library Arts and Humanities (Level F) (JC319.G5); several locations; electronic copy on order - check]

Mary Kaldor, *Wars, New & Old: Organized Violence in a Global Era*, 3rd ed (Cambridge: Polity, 2013), Chapter 8. Governance, Legitimacy and Security, pp. 185-201 [Hugh Owen Library Arts and Humanities (Level F) (U240.K1); several locations; 3rd edition on order]

Supplementary Readings for Section 2

Hedley Bull, *The Anarchical Society: A Study of Order in World Politics* (London: Macmillan, 1977) [The key text of the English School, particularly relevant to the theme of Lecture 12; various editions; Hugh Owen Library Arts and Humanities (Level F) (JX1395.B9); several locations]

Hedley Bull and Adam Watson (eds.) *The Expansion of International Society* (Oxford: Clarendon Press, 1984). [One of the key texts of the English School, relevant to the general themes of Lectures 10/13; Hugh Owen Library Arts and Humanities (Level F) (JX1391.E9); several locations]

Barry Buzan and Richard Little, *International Systems in World History: Remaking the Study of International Relations* (Oxford: Oxford University Press, 2000), Parts III-V. [The authors were inspired by the English School, especially Adam Watson's work, and the book contains a huge amount of information relevant to the general themes of Lectures 8-11; it suggests important ideas about the themes of Seminars 4/5; Hugh Owen Library Arts and Humanities (Level F) (JZ1249.B9); also online]

Richard Devetak, Anthony Burke and Jim George (eds.) *An Introduction to International Relations*, 2nd ed (Cambridge: Cambridge University Press, 2012), Chapter 9 'The Modern State' by Richard Devetak and Chapter 17 'International Society and European Expansion' by Paul Keal. [Introductory-level reading; Chapter 9 is relevant to the theme of Lecture 9; Chapter 9 relevant to Lecture 11 and Seminar 5; Hugh Owen Library Arts and Humanities (Level F) (JZ1242.I6); several locations]

Jenny Edkins and Maja Zehfuss, *Global Politics: A New Introduction*, 2nd ed (London: Routledge, 2014), various chapters. [Contains many approachable and interesting chapters; Hugh Owen Library Arts and Humanities (Level F) (JX1391.E9); several locations; electronic copy on order]

Andrew Hurrell, *On Global Order: Power, Values, and the Constitution of International Society* (Oxford: Oxford University Press, 2007). [Many consider this to be an heir to Hedley Bull's *The Anarchical Society*; Hugh Owen Library Arts and Humanities (Level F) (JZ1308.H9)]

Andrew Linklater and Hidemi Suganami, *The English School of International Relations: A Contemporary Reassessment* (Cambridge: Cambridge University Press, 2006) [A key text for those interested in the English School's central contentions and how they may be developed further; Online access. The library also has physical copies.]

Hidemi Suganami, 'Understanding Sovereignty through Kelsen/Schmitt', *Review of International Studies*, Vol. 33, No. 3 (2007), pp. 511-530. <http://www.jstor.org/stable/40072190>

Hidemi Suganami, 'The English School, History, and Theory', *Ritsumeikan International Affairs*, Vol. 9 (2011), 27-50. [A survey piece/background reading for those interested in the English School of International Relations; available on line at

http://www.ritsumei.ac.jp/acd/re/k-rsc/ras/04_publications/ria_en/9_02.pdf]

Shogo Suzuki, *Civilization and Empire: China and Japan's Encounter with European International Society* (London: Routledge, 2009) [Critical of the English School narrative of the expansion of international society as only telling half of the story; relevant to Lectures 10/11 and Seminar 5; On order]

Shogo Suzuki, Yongjin Zhang, and Joel Quirk (eds.) *International Orders in the Early Modern World: before the rise of the West* (London: Routledge, 2014) [Relevant to the theme of Seminar 5; Hugh Owen Library Arts and Humanities (Level F) (HF4050.I6); several locations]

Adam Watson, *The Evolution of International Society* (London: Routledge, 1992). [Contains many historically-informed chapters relevant to the themes of Lectures 8-10; Hugh Owen Library Short Loan Collection (JX1305.W3)]

Martin Wight, *Systems of States* (Leicester: Leicester University Press, 1977). [An advanced text relevant to the themes of Lectures 8/9. Hugh Owen Library Arts and Humanities (Level F) (JC325.W6)]

Further Reading List

Antony Anghie, *Imperialism, Sovereignty and the Making of International Law* (Cambridge: Cambridge University Press, 2004). [An advanced text particularly relevant to the theme of Seminar 5; Thomas Parry Library (KZ3410.A5)]

Cemil Aydin, *The Politics of Anti-Westernism in Asia: Visions of World Order in Pan-Islamic and Pan-Asian Thought* (New York: Columbia University Press, 2007). [An advanced text particularly relevant to the theme of Lecture 13; On order]

Paul Keal, *European Conquest and the Rights of Indigenous Peoples: the moral backwardness of international society* (Cambridge: Cambridge University Press, 2003). [An advanced text relevant to the themes of Lectures 10-13 and seminars 5/6; Thomas Parry Library (K3247.K2); his chapter in the Devetak, Burke and George collection is based on this book.]

Edward Keene, *Beyond the Anarchical Society: Grotius, colonialism and order in world politics* (Cambridge: Cambridge University Press, 2003). [An advanced text relevant to the general themes of Lecture 11 and Seminar 5; Online access. The library also has physical copies.]

Richard Ned Lebow, *A Cultural Theory of International Relations* (Cambridge: Cambridge University Press, 2008). [Contains a good read on the Ancient World, touched on in Lecture 8; Hugh Owen Library Arts and Humanities (Level F) (JZ1305.L4)]

*Andrew Linklater, *International Relations: Critical Concepts in Political Science* (London: Routledge, 2000), Vol. 4, Section VII, Historical sociology and international relations. [Advanced texts by Wight (1997), Buzan and Little (1994), Tilly (1992a; 1992b), Modelski (1978), Wallerstein (1996), Fischer (1992), Ruggie (1993), Mann (1997), and Scholte (1997); Hugh Owen Library Arts and Humanities (Level F) (JZ1242.I6); several locations.]

Hidemi Suganami, 'A note on the origin of the word "international"', *British Journal of International Studies*, Vol. 4, No. 3 (1978), pp. 226-232 [On the juridical origins of the concept of the 'international'; Online: <http://www.jstor.org/stable/20096840>]

Hidemi Suganami, *The Domestic Analogy and World Order Proposals* (Cambridge: Cambridge University Press, 1989) [A key text on the distinction between the domestic and the international and attempts to overcome them; Available at Hugh Owen Library Arts and Humanities (Level F) (JX1954.S9); several locations]

Martin Wight, 'Western Values in International Relations', in Herbert Butterfield and Martin Wight (eds.), *Diplomatic Investigations: Essays in the Theory of International Politics* (London: Allen & Unwin, 1966), 89-131. [Relevant to the theme of Seminar 11; Hugh Owen Library Arts and Humanities (Level F) (JX1311.B9); several locations]

*The several items contained in the Linklater collection are also available as follows:

Martin Wight, 'De Systemtibus Civitatum' in Martin Wight, *Systems of States* (Leicester: Leicester University Press, 1997), 21-45. [Hugh Owen Library Arts and Humanities (Level F) (JC325.W6)]

Barry Buzan and Richard Little, 'The Idea of "International System": Theory meets history', *International Political Science Review* 15(3)(1994): 231-55.

<http://www.jstor.org/stable/1601200?seq=1>

Charles Tilly, 'Cities and States in World History', in *Coercion, Capital and European States, AD 990-1992* (Oxford: Blackwell, 1992), 1-37. [Hugh Owen Library Arts and Humanities (Level F) (JN94.A2.T5)]

George Modelski, 'The Long Cycle of Global Politics and The Nation-State', in *Comparative Studies in Society and History* 20 (1978): 214-35. <http://www.jstor.org/stable/178047>

Immanuel Wallerstein, 'The Inter-State Structure of the Modern World-System', in S. Smith, K. Booth, and M. Zalewski (eds.) *International Theory: Positivism and Beyond* (Cambridge: Cambridge University Press, 1996), 87-107. [Hugh Owen Library Arts and Humanities (Level F) (JX1391.I6); several locations]

Markus Fischer, 'Feudal Europe, 800-1300: Communal discourse and conflictual practices', *International Organization* 46(2) (1992): 427-66. <http://www.jstor.org/stable/2706859>

John Gerard Ruggie, 'Territoriality and Beyond: Problematizing modernity in international relations', *International Organization* 47(1)(1993): 139-74. <http://www.jstor.org/stable/2706885>

Charles Tilly, 'Future of European States', *Social Research* 59(4)(1992): 705-12.

<http://web.a.ebscohost.com/ehost/detail/detail?vid=2&sid=aff84a59-d7c2-43e8-8b9b-9893bfe1360f%40sessionmgr4005&hid=4114&bdata=JnNpdGU9ZWwhvc3QtbGl2ZQ%3d%3d#db=bth&AN=9305065030>

Michael Mann, 'Has Globalization Ended the Rise and Rise of the Nation-State?', *Review of International Political Economy* 4(3)(1997): 472-96. <http://www.jstor.org/stable/4177235>

Jan Aart Scholte, 'Global Capitalism and the State', *International Affairs* 73(3)(1997): 427-52. <http://www.jstor.org/stable/2624266>

Section 3. Exploring the International: What are its Actors?

This section introduces students to different types of actors or agents that populate the international realm and that they will encounter repeatedly in their studies. It should give them an understanding of why these are considered to be important, what their principal characteristics are, and how the international domain looks when we focus on specific sets of actors.

Lecture and seminar outline and readings

Lecture 13 – States: the main players?

Lecture theme: States have been considered the key actors by many in the study of international politics, which is also why much of IR scholarship is considered by some as ‘state-centric’. We ask why states have often been considered the main actors and in what ways states matter today. We explore what ‘sovereignty’ of a state means today and whether state sovereignty is under threat from other forces/actors in international politics.

Lecture reading: Krasner, Stephen D. (2001) ‘Think again: Sovereignty’, *Foreign Policy*, 01/01/2001. Available online at: http://www.foreignpolicy.com/articles/2001/01/01/think_again_sovereignty

Lecture 14 – Non-state actors

Lecture theme: Some argue that to focus on the ‘high politics’ of state interactions is to misunderstand the role of multiple non-state actors in international politics. We consider in this lecture various transnational and non-state actors, and what some have come to call ‘global civil society actors’. What is their role and how do their activities relate to the state?

Lecture reading: Willetts, Peter (2011) ‘Transnational actors in international politics’ in Baylis, John, Steve Smith, and Patricia Owens, eds. *Globalization of World Politics: an Introduction to International Politics*. Oxford: OUP. 5th edition. Available on Blackboard.

Seminar 7. The state and non-state actors

Seminar questions:

- Is the state the central actor in international politics? If so, why? If not, why not?
- Can we say that there is such a thing as 'national interest' guiding state policy?
- What is the significance of civil society organisations and other non-state actors today? Think through examples of non-state actors and how they relate to state actors.
- What is at stake in whether we adopt of a state-centric or a non-state-centric lens to the analysis of international politics?

Seminar reading (required)

Lake, David (2008) 'The State and International Relations', in Reus-Smit, Christian and Duncan Snidal, eds. *The Oxford Handbook of International Relations*. Oxford: OUP, pp. 41-61. Available on Blackboard.

Scholte, Jan Aart (2006) 'Global Civil Society' in Little and Smith, eds, *Perspectives on World Politics*. 3rd edition. London: Routledge. Available on Blackboard.

Supplementary reading on state and non-state actors (recommended)

Janice E. Thomson (1995) 'State Sovereignty in International Relations: Bridging the Gap between Theory and Empirical Research' *International Studies Quarterly*, Vol. 39, No. 2 (Jun., 1995), pp. 213-233.

Krasner, Stephen (1999) *Sovereignty: Organised Hypocrisy*. Princeton, N.J.; Chichester: Princeton University Press. Online access as e-book through PRIMO.

Wallerstein, Immanuel (2000) 'The interstate structure of modern world system', in VOL 6 of Linklater, Andrew, ed., *International Relations: Critical Concepts in Political Science*. Available on Short Loan.

See also Tilly, Mann and Scholte in Vol 6. Wallerstein's chapter is also reprinted in Smith, Booth and Zalewski, (1996) *International Theory: Positivism and Beyond*. Cambridge: CUP. Available on Short Loan.

Ahmed and Potter (2006) *NGOs in international politics*. Bloomfield, CT: Kumarian Press, Inc. Online access and Short Loan.

Chandler, David (2006) *Constructing Global Civil Society*. Basingstoke: Palgrave Macmillan. Online Access.

Lecture 15 – International institutions: what are they?

Lecture theme: What are international organisations, international institutions and international regimes? Why does the modern international have so many supra-national institutions and what do they do?

Lecture reading: Armstrong, David, Lorna Lloyd and John Redmond (2004) 'The Rise of International Organization' in Armstrong, David, Lorna Lloyd and John Redmond, *International Organization in World Politics*. Basingstoke: Palgrave, pp. 1-15. Available on Blackboard.

Lecture 16 – International institutions: what can they do?

Lecture theme: In this lecture we explore the relationship between institutions and states. Specifically, we review a debate between IR scholars concerning state interests and institutions. Do institutions mitigate, or supersede, anarchy or are they the creations and tools of powerful states? How have international relations scholars approached the study of institutions and organisations and what have they found out?

Lecture reading: Simmons, Beth and Lisa Martin (2002) 'International Organizations and Institutions' in Carlsnaes, Risse and and Simmons, eds. *Handbook of International Relations*. London: Sage. See esp. pages 192-200. Available on Blackboard.

Seminar 8 -- International organisations and institutions

Seminar questions:

- What are international organisations, institutions and regimes? How would you define each and can you please illustrate your understanding of them by providing concrete examples from current international politics.
- How significant are international institutions/regimes/organisations as 'actors' in today's international politics? What do they 'do', and do they depend on or shape state interests?

Seminar reading (required):

Keohane, R.O. (1998) 'International Institutions: can interdependency work?' *Foreign policy* 110. Available on e-journals and also online: http://oldwww.upol.cz/fileadmin/user_upload/PF-katedry/politologie/Keohane.pdf

Mearsheimer, John J. (1994/5) 'The false promise of international Institutions', *International Security* 19 (3): 5-49. Available on e-journals and also online: <http://mearsheimer.uchicago.edu/pdfs/A0021.pdf>

Supplementary readings on international organizations

Kratochwil and Ruggie, (2000) 'International Organisation: a state of the art on an art of the state', in VOL 2 of Linklater, Andrew, ed., *International Relations: Critical Concepts in political science*. London: Sage. In Short Loan. Also available on online journal access in *International Organization* 40 (4): 753-775 (1986).

Keohane, R.O. 'International institutions: two approaches', reprinted in various (E.g. Linklater, ed. *International Relations: Critical Concepts in political science*. London: Routledge, 2000. and Der Derian (1995) *International Theory: Critical Investigations*. Basingstoke: Macmillan. Both available in Short Loan.

Bennett, A. LeRoy (1995) *International Organizations: Principles and Issues*. 6th edition. New Jersey: Prentice Hall. Multiple copies in HO library.

Brooks, Stephen and William Woforth (2009) 'Reshaping the world order: How Washington Should Reform International Institutions', *Foreign Affairs*, March/April 2009. Available at: <http://www.foreignaffairs.com/articles/64652/stephen-g-brooks-and-william-c-wohlforth/reshaping-the-world-order>

Mueller, J. "The IMF, Neoliberalism and Hegemony", *Global Society*, 25:3 (2011), pp. 377-402. Available on e-journals.

Lecture 17 – Non-state actors: outsiders and exiles

Lecture theme: This lecture explores actors who do not fit the logic of the 'international' as it is usually conceived. Do approaches that focus on states, or transnational and international organizations 'miss' crucial actors or agents in international politics? What about stateless people (e.g. refugees, migrants), stateless 'nations' (e.g. Kurds), and those who act and think politically with different conceptions of identity (e.g. religious identities, indigenous peoples, women, classes)? What does it take to see these actors and how do they disrupt the conceptual structure of modern international political life?

Lecture reading:

Xenos, Nicholas (1993) 'Refugees: The Modern Political Condition', *Alternatives* 18 (4): 419-430. Available on e-journals.

Enloe, Cynthia (1989 [or 2000]) 'Gender makes the world go round' (chapter 1) in Enloe, *Bananas, Beaches and Bases: Making Sense of International Politics*. Berkeley: University of California Press. Available on Blackboard and in Short Loan and. See also Interview with Cynthia Enloe with E-IR: <http://www.e-ir.info/2013/03/13/interview-cynthia-enloe/>

Lecture 18 – Illustration of actors at play: democracy promotion actors

Lecture theme: This lecture introduces an illustrative policy area in which we can examine the role of different actors and their inter-relations. The role of international organisations, states, NGOs and civil society and also private actors will be examined. We will also ask the question: who is 'left out' of usual analyses of democracy promotion actors and what is at stake in how we define 'actorship' in democratisation and democracy promotion.

Lecture reading:

Burnell, Peter (2009) 'New Challenges to democratization' in Peter Burnell and Richard Youngs, eds *New Challenges to Democratization*. London: Routledge, pp 1-22. Online access.

Seminar 9 Actors in action: democracy promotion

Seminar questions:

- What are the key actors in democracy promotion/support today? Which actors do you think are the most important actors and what does your analysis tell us of the significance of different types of actors in international politics today?
- Are there actors or agents of significance which analyses in the media/core readings ignore/sideline? If so, who are they, and what might be the significance of their absence from the literature/analyses – for international politics and our scholarly attempts to analyse it?

Seminar reading (required):

Kurki and Bridoux, (2014) 'Who does democracy promotion and how? (Chapter 2) in Kurki and Bridoux, *Democracy Promotion: A Critical Introduction*. London: Routledge. Available through PRIMO as e-book.

Refer to FRIDE website 'Democracy Assistance: the Facts' (available at:

<http://www.fride.org/project/23/democracy-assistance:-the-facts>) and choose 3 actors whose activities you are able to summarise and discuss in the seminar.

Supplementary readings on 'other' actors (recommended)

Edkins and Zehfuss (2014), *Global Politics: a new introduction*. London Routledge. End ed. Chapter 10. See also chapters 11, 13. Available online as e-book. Smith, Steve (2004) 'Singing Our World into Existence: International Relations Theory and September 11', *International Studies Quarterly* (2004) 48, 499–515. Available on e-journals.

Richard K. Ashley and R. B. J. Walker (1990) 'Introduction: Speaking the Language of Exile: Dissident Thought in International Studies' *International Studies Quarterly* 34: 259-268 . Available on e-journals.

Supplementary readings on democracy promotion

Barany, Zoltan D. and Robert G. Moser, eds (2009) *Is Democracy Exportable?* Cambridge; New York: Cambridge University Press. See esp. Chapter 1. Online access.

Teixeira, Nuno, ed. (2008) *The International Politics of Democratization: Comparative Perspectives*. London: Routledge. Chapter 1. Online access.

Further reading list

Further reading on state/sovereignty

Buzan, Barry (2006) Holsti, K.F. 'States and Statehood', in Little and Smith, *Perspectives on World Politics*. London: Routledge. See also chapters by Buzan, Jackson, Gilpin, Shaw. Available on Short Loan and previous edition in multiple copies in HO library.

Waltz, Kenneth (1959) *Man, State and War*. New York: Columbia University Press. See esp. chapter 3. Available on Short Loan.

Agnew, John (1994) 'The territorial trap: The geographical assumptions of international relations theory', *Review of International Political Economy* 1 (1): 53-80. Available on e-journals.

Krasner, Stephen (2003) 'Compromising Westphalia' in Held, David and Anthony McGrew, *Global Transformations Reader*, 2nd ed. Cambridge: Polity Press in association with Blackwell Pub. In the same volume see also: Michael Mann, 'Has globalization ended the rise of the National-State?' and Bull, Hedley (2000) 'Beyond the states system?'

Cox, Robert (1986) 'Social Forces, States and World Orders: Beyond International Relations Theory', reprinted in Keohane, ed, *Neorealism and its critics*. New York: Columbia UP, pp 204-254. Available on Short Loan.

Biersteiker, Thomas and Cynthia Weber, eds. (1996) *State Sovereignty as Social Contract*. Cambridge: CUP. See esp ch 1. Available on Short Loan.

Biersteiker, Thomas (2002) 'State, Sovereignty, Territory in Carlsnaes and Simmons, *Handbook of International Relations*. London: Sage, pp 157-176. Available on Short Loan.

Teschke, Benno (2003) *The Myth of 1648: Class, Geopolitics and the Making of International Relations*. London: Verso. Available on Short Loan.

Cox, Robert (1996) *Approaches to World Order*. Cambridge: CUP. See esp ch 6. Available on Short Loan.

Walker, Rob (1993) *Inside/Outside: International Relations and Political Theory*. Cambridge: CUP. Available on Short Loan.

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In conjunction with this module (among several), please see the following department film series and seminar for the next two semesters. Attendance of, and participation in, this series of films and seminars is highly recommended.

POLITICS ON SCREEN: FILM SEMINARS

This year, we are adding film screenings to the curriculum as a way of promoting discussion of political issues and events. The screenings will take place every other Friday at **TIME**, in **LOCATION**. You will be sent a reminder with a brief introduction to the film in advance.

Each film covers topics which will be discussed in more detail in your modules. Accordingly they have been selected from a diverse variety of countries, time periods and genres and portray many different events and political issues.

The films we will be showing this year are:

	<u>Screening Date</u>	<u>Country of Origin</u>	<u>Year</u>	<u>Director</u>
Dr Strangelove	10 th October	United States	1964	Stanley Kubrick
Hedd Wyn	24 th October	Wales	1993	Paul Turner
In Which We Serve	7 th November	Great Britain	1942	Noel Coward
Syriana	21 st November	United States	2005	Stephen Gaghan
Battle of Algiers	5 th December	Algeria	1966	Gillo Pontecorvo
12 Years a Slave	30 th January	Great Britain	2013	Steven McQueen
Goodbye Lenin!	13 th February	Germany	2003	Wolfgang Becker
Persepolis	27 th February	Iran	2007	Marjane Satrapi
No	13 th March	Chile	2012	Pablo Larraín
Armadillo	17 th April	Denmark	2010	Janz Metz
Students' Choice	1 st May	A poll will be made available on Blackboard		

After each film, there will be a short discussion of the issues and ideas that the film raises. These will be similar to seminar discussions, but you will not be expected to have prepared notes or to have done additional readings.

It is **strongly recommended** that you attend the screenings – films often present ideas and issues that are difficult to convey in textbooks - but screenings do not *replace* your academic work. Please bear in mind that the films (including documentaries) might not show you factual information – you need to approach each film critically.

We understand that some topics and scenes can be upsetting or distressing for some students. Accordingly, we have drawn up a list of potential triggers in the selected films. These will be included in the remainder emails that precede each film. Information regarding specific content in each film is also available from the British Board of Film Classification (www.bbfc.co.uk).

If you would like to get in touch with any questions, ideas and film suggestions, please contact Yvonne Rinkart (ykr9@aber.ac.uk) or Matthew Campbell (mwc9@aber.ac.uk)