

IP12520 Exploring the International: 2

Semester Two, 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 Convenors, 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 moved 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.

IP12520: Exploring the International 2

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 Kenneth Booth

Room: 3.13 International Politics Building

Email: kob@aber.ac.uk

Professor Jenny Edkins

Room: 3.05 International Politics Building

Email: jfe@aber.ac.uk

Professor Mustapha Kamal Pasha

E-mail: as above

Professor Andrew Linklater

Room: 2.01

E-mail: adj@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

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 *Exploring the International: 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 of sovereignty. 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 religion from both dominant and subaltern perspectives. Finally, we will interrogate the notion of civilization, its significance, and the presumed necessity of thinking beyond the ‘international’ (as classically understood).

Please note that the module and its concerns build upon *Exploring the International 1*, which was offered in Fall semester 2014. The rationale for *Exploring the International 1* was to provide new students with a thorough and wide-ranging introduction to central concepts and themes in the study of international politics. It delineated the field in a foundational explanatory manner, 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 2* develops further the articulation of these explanatory concepts (with focused work now on military and economic power, religion, race, civilization, etc.) and offers more perspectives by which to understand the patterns of world politics as a whole.

Exploring the International: 1 was organized into three thematic sections: 1. What is the International? 2. What are its Origins? 3. What are Its Actors? Each section addressed and questioned 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. *Exploring the International 2* focuses on the dynamics of the international, the ownership of it, and the direction of its futures. Underpinning both modules 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.

Learning Outcomes

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 27 January, 2015. Alongside the lectures, there are nine seminars, one per week from the week beginning February 4, 2015.

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 five members of faculty: Professors Beardsworth, Booth, Edkins, Linklater, and Pasha. The introductory and concluding lectures will be given by the Module Convenors, Professors Beardsworth and 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: Presentation. Slide limit: 20. Grade weight: 20%. Deadline: Thursday 12/03/15.

You are required to submit a PowerPoint presentation (10-15 slides) that addresses the following case (Font Arial 11 as required by the department):

Competing arguments have recently been advanced for direct Western military intervention in Syria on both humanitarian and political grounds. Providing a brief background to the situation in Syria, give reasons **for or against** intervention.

Your presentation should consider the following questions among others chosen by you: Is the use of military force the most effective option in this context? If so, why; if not, what other options of sanction or diplomacy are available and should be utilized? Do you consider the use of force for humanitarian reasons justifiable in more general terms? Or do you consider it intrinsically dangerous? What has the Syrian situation brought to the surface with regard to these more general considerations?

A Powerpoint presentation allows you (as you have seen with the lectures) to distill essential points of argument and present them in a clear and continuous manner without having to enter into too many details that would spoil the overall argument. We expect to see these qualities in your presentations. Please note the *minimum* number of slides and the font: anything other will be penalized in your grade. You may place images in your presentation, but they must be relevant (!).

2nd assignment: Research Essay. Word limit: 2500. Grade weight: 40%. Deadline: Thursday 23/04/15.

Write an essay on **one** of the following three questions:

1) Is global inequality an unavoidable feature of the international system? If so, what are its implications for building a more humane world?

2) Are international relations racialized? Discuss the relevance of race in contemporary world politics with illustrations.

3) Despite structural inequality is there a good argument to make that the foundations of a 'world society' are emerging within the conditions of increasing interdependence?

Your essay is quite short for developing a strong argument (as you will recall from Assignment 5 of *Exploring the International: 1*). Make sure, accordingly, to write a good introduction that *responds* to the question chosen and indicates *how* you are going to develop your argument. Spend the majority of the essay developing *at least five points* in your response and then *summarize* the argument in your conclusion. We expect to see this clear format when marking the essays.

3rd assignment: Final Examination. Two questions out of five. Duration: Two hours. Grade weight: 40%. Check date on Blackboard.

The final examination covers the entire module, (but not *Exploring the International: 1*). Students will be expected to answer **two** questions out of five. Answers should reflect knowledge of the subject-matter and the ability to think and write cogently and systematically. We will have a study skill session on the final examination towards the end of the seminars.

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&dsmtp=1380644788873&vid=ABERU_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 (EL.0.26) 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

Spring 2015 Module 2 DATE	SECTION	LECTURE/SEMINAR	STAFF
Tue 27/01	***	1. Introduction	Beardsworth/Pasha
Thu 29/01		2. Military Power 1	Booth
Tue 03/02		3. Military Power 2	Booth
Thu 05/02		SEMINAR 1	Staff
Thu 05/02		4. Economic Power: Market	Beardsworth
Tue 10/02		5. Economic Power: Inequality	Pasha
Thu 12/02		6. Power and Resistance	Edkins
Thu 12/02		SEMINAR 2	Staff
Tue 17/02		READING WEEK	
Thu 19/02		READING WEEK	
Tue 24/02		7. New Ways of Thinking about Power	Edkins
Thu 26/02		8. Third World	Pasha
Thu 26/02		SEMINAR 3	Staff
Tue 03/03		9. Development	Pasha
Thu 05/03		10. Race	Pasha
Thu 05/03		SEMINAR 4	Staff
Tue 10/03		11. Gender	Pasha
Thu 12/03		12. Religion	Pasha
Thu 12/03		SEMINAR 5	Staff
Tue 17/03		13. Post-Western IR	Pasha
Thu 19/03		14. The Idea of 'Civilization' in Recent	Linklater

		US Foreign Policy	
Thu 19/03		SEMINAR 6	Staff
EASTER VACATION	Monday 23/03-Saturday 11/04		
Tue 14/04		15. The Origins of the Idea of Civilization	Linklater
Thu 16/04		16. The Idea of Civilization and its Significance for World Politics	Linklater
Thu 16/04		SEMINAR 7	Staff
Tue 21/04		17. The 'Standard of Civilization' and the 'Revolt Against the West'	Linklater
Thu 23/04		18. Is There a 'Standard of Civilization in the Contemporary Period	Linklater
Thu 23/04		SEMINAR 8	Staff
Tue 28/04		19. What are the Potentials for Cosmopolitan Values that Bridge Different Civilizations?	Linklater
Thu 30/04		20. Conclusion	Beardsworth/Pasha
Thu 30/04		SEMINAR 9	Staff
		SPRING ASSIGNMENTS	
1st	Presentation	20%	Due date 12/03/15
2nd	Research Essay	40%	Due date 23/04/15
3rd	Final Examination	40%	Check Blackboard

Schedule of Lectures and Seminars

Lecture 1: Introducing Exploring the International 2. This session provides an introduction to the module, identifying its main aims and requirements.

Section One: What are the international's dynamics?

This section explores, overall, some of the principal modes of power, influence and change in the international arena. It should give students a grasp of different types of power, the sorts of dynamics they create, and how they can be used and what their limitations are.

Lecture 2: Military Power in International Politics.

This lecture examines the traditional roles and dilemmas in using the military instrument in 'politics among nations'.

Readings (N.B.: readings are organized by order of reading, not alphabetically: BB = Blackboard availability): Available BB. Available through PRIMO, AU library.

Michael Sheehan, 'The Evolution of Modern Warfare', Chapter 2 (pp.39-59) in John Baylis, James Wirtz, Colin S. Gray, *Strategy in the Contemporary World* (Oxford, 4th edition, 2013).

Thomas C. Shelling, 'Arms and Influence', Chapter 7 (pp. 106-125) in Thomas G. Mahnken and Joseph A. Maiolo, *Strategic Studies: A Reader* (Routledge, 2nd edition, 2014).

Further Reading:

Jeremy Black, *Introduction to Global Military History* (Routledge, 2nd edition, 2013)

Bernard Brodie, *War and Politics* (Macmillan, 1973)

John Gittings, *The Glorious Art of Peace* (Oxford, 2012)

Lecture 3: The Utility of Armed Forces in the Contemporary World.

This lecture considers the changing uses and usefulness of military power and military force in the

age of nuclear weapons, globalization, and interdependence.

Readings (in order):

Hew Strachan, 'The Lost Meaning of Strategy', *Survival*, vol. 47, no. 3, 2005, pp. 33-54.

Nicholas J. Wheeler, 'Beyond Waltz's Nuclear World: Why More Trust May be Better', *International Relations*, vol. 23, no. 3, 2009, pp. 428-445.

Further reading:

Rupert Smith, *The Utility of Force. The Art of War in the Modern World* (Penguin, 2006)

Colin S. Gray, *Perspectives on Strategy* (Oxford, 2013)

John Mueller, *Retreat from Doomsday: the Obsolescence of Major War* (Basic Books, 1989)

Colin S. Gray, *Another Bloody Century: Future Warfare* (Phoenix, 2006) especially ch.6 'Grand Narratives of War, 1800-2100'.

Seminar 1: Topic of discussion: Where and when in today's world (globalized, interdependent, and nuclearized) is the 'Clausewitzian' or 'political philosophy of war' justified (the idea that military force can be 'rational, national, and instrumental')? Illustrate your answer with reference to the use of the military instrument by states since the end of the Cold War.

Reading: Robert Jervis, 'Force in Our Times,' *International Relations*, December 2011, vol. 25, no.4, pp. 403-425. Doi: 10.1177/0047117811422531.

Lecture 4: Economic Power: The World Market

This lecture introduces students to reflection on the global economy. It lays out a brief history of economic globalization and shows how the global capitalist market has been organized through powerful states and international institutions. It then considers some of the implications of this specific history and organization.

Reading: (please read in order and as much as you can of the three readings)

John Ravenhill: 'The Study of Global Political Economy' in *Global Political Economy* (Oxford, Oxford University Press: 2014, 4th edition), pp. 3-24.

Martin Wolf, 'What Liberal Globalization Means' in his *Why Globalization Works* (Yale University

Press, 2004), 13-19.

Gilbert R. Winham, 'The Evolution of the Global Trade Regime' in *Global Political Economy* (Oxford, Oxford University Press: 2014, 4th edition), pp. 109-39.

Further Reading:

Jagdish Bhagwati, *In Defense of Globalization* (Oxford: Oxford University Press, 2004)

Andrew Gamble, *The Spectre At the Feast: Capitalist Crisis and the Politics of Recession* (Palgrave Macmillan, 2009)

Manfred Steger and Ravi K. Roy, *Neoliberalism: A Very Short Introduction* (Oxford University Press, 2010)

Colin Crouch, *The Strange Non-Death of Neoliberalism* (Cambridge: Polity, 2011)

One theme of the module is the international as a highly differentiated political space – the substantive divergences of power, wealth and opportunity within formal equality. The following lectures explicitly expand on this theme, exploring how the international appears very differently depending on who is looking at it and where they are looking at it from. It should develop students' understanding of the multiple forms of division and exclusion in the international space.

Lecture 5: Economic Power: Global Inequality

This lectures addresses the unequal character of the global political economy with a special focus on new patterns of exclusion and inclusion on a global scale.

Reading:

Saskia Sassen, 'A Savage Sorting of Winners and Losers: Contemporary Versions of Primitive Accumulation,' *Globalizations*, March-June 2010, vol. 7, nos. 1-2, pp. 23-50.
DOI: 10.1080/14747731003593091.

Mike Davis, 'Planet of Slums,' *New Left Review*, March-April 2004, No. 26, pp. 5-34.

Further Reading:

Mustapha Kamal Pasha, 'How Can We End Poverty?' In *Global Politics: A New Introduction*. Second edition. Jenny Edkins and Maja Zehfuss, eds. (London: Routledge, 2013), Chapter 20.

Photis Lysandrou, 'Global Inequality as One of the Root Causes of the Financial Crisis: A Suggested Explanation,' *Economy and Society*, Vol. 40, no. 3 (2011): pp. 323-344.

Video material: Jamie Johnson, 'The One Percent'. <https://www.youtube.com/watch?v=HmIX3fLQrEc>

Seminar 2

Topic of Discussion: What are the limits of 'Western Ideology' and Neoliberalism?

Reading: Andrew Gamble, 'The Western Ideology', *Government and Opposition*, Vol. 44, No. 1, 1–19, 2009

Further Reading:

Walter D. Mignolo, 'The Global South and World Dis/Order,' *Journal of Anthropological Research*, Vol. 67, No. 2 (2011), pp. 165-188.

Nitsan Chorev and Sarah Babb, 'The Crisis of Neoliberalism and the Future of International Institutions: A Comparison of the IMF and the WTO,' *Theory and Society*, Vol. 38, No. 5 (2009), pp. 459-484.

Lecture 6: Power and Resistance: Why do we obey, and what happens when we don't?

The lecture begins by considering obedience: what it means, and why it happens. We then look at two examples of disobedience: Tiananmen Square and the fall of the Berlin Wall. We think about protest and change: how power works and how it is challenged.

Reading:

Jenny Edkins, "Obedience, Resistance and Force" and "The Revolutions of 1989" in *Global Politics: A New Introduction*. Second edition. Jenny Edkins and Maja Zehfuss, eds. (London: Routledge, 2013), pp. 132-141.

In addition, please take a look at some of this supplementary online and video material:

The Berlin Wall/Berlinermauer 1961-1989. Senate Chancellery, Governing Mayor of Berlin.
<http://www.berlin.de/mauer/oeffnung/index.en.html>.

Gives full details, with maps, of remaining sections of the wall, memorial sites and former border crossing points, as well as a section on the opening and fall of the wall.

Berlin History - The Fall of the Wall - BBC Our World Full Documentary, 30 mins.
<http://youtu.be/xLjrpCMJq0Q>

Brian Hanrahan returns to Berlin twenty years later. Accounts of what happened on the night of 9 November 1989.

Tiananmen Square: The Tank Man, Cutting Edge Documentary, 90 mins. Thomas, Antony (2006), PBS Frontline, 11 April 2006. 1hr 25mins. Available at <http://youtu.be/HNtA8RZ1FAA>.

Documentary about the man who stood in front of the tank, and the surrounding events during the Tiananmen Square protests in 1989 and since.

Tiananmen Square declassified (History Channel Documentary) Ten Worlds Productions. 19 Jan 2006. 45 mins. <http://youtu.be/cu3mtfECR5o>. <http://vimeo.com/22987359>.

Account of the Tiananmen protests of 1989. Second half most interesting, including the hunger strike, the goddess of democracy, and the attempts to stop the troops entering Beijing.

Lecture 7: New Ways of Thinking about Power

This lecture begins by looking at sources of social authority and legitimacy as explored by Weber, Durkheim, and Hobbes. We then examine significant new ways of thinking about power relations. Finally we return to the fall of communism, and consider the period of openness—the absence of sovereignty and the hole in the flag—that arguably ensued.

Reading:

Jenny Edkins, “Authority and Legitimacy” and “Thinking about Power” in *Global Politics: A New Introduction*. Second edition. Jenny Edkins and Maja Zehfuss, eds. (London: Routledge, 2013), pp. 141-153.

Supplementary video material:

Foucault on Bachelard. <https://www.youtube.com/watch?v=am6TghlrYEc> In French with English subtitles.

A gem of a clip (2 min) of Foucault talking about the problem of obediently following prescribed reading lists or sticking to canonical texts.

1989-2009: *Hole in the Flag*: <https://www.youtube.com/watch?v=5uB1XrFBISc>

A short video clip (5 mins) with some images of the Romanian flag with the communist symbol cut from the centre.

Romanian revolt: Shadow of bloody uprising. <https://www.youtube.com/watch?v=PMGhXAWXimU> RT Documentary, 2009. (26 mins)

Looks back 20 years since Nicolae Ceausescu’s regime collapsed in Romania.

SEMINAR 3. Topic of Discussion: How does Foucault's notion of power differ from older ideas of what power might be? If we use this notion of power, how can we analyse the events of Tiananmen and the fall of the Berlin Wall?

Reading:

Michel Foucault, "The Subject and Power." In *Michel Foucault: Beyond Structuralism and Hermeneutics*, edited by H. Dreyfus and P. Rabinow, pp. 208-226. 2nd ed. Chicago: The University of Chicago Press, 1983. 19 pages. Available at <http://foucault.info/documents/foucault.power.en.html>.

Focus on the following 8 pages: pages 1-4, the first part of "Why Study Power? The Question of the Subject," and pages 9-12, the first part of "How Is Power Exercised? ... What happens when individuals exert (as they say) power over others?"

Section 2 – Whose international?

One theme of the module is the international as a highly differentiated political space – the substantive divergences of power, wealth and opportunity within formal equality. This section expands on this theme, exploring how the international appears very differently depending on who is looking at it and where they are looking at it from. It should develop students' understanding of the multiple forms of division and exclusion in the international space.

Lecture 8: Third World

Where and what is the 'Third World' or 'Global South'? What are the principal concerns of international politics if we look at it from this perspective?

Reading:

Mark T. Berger, 'After the Third World? History, Destiny and the Fate of Third Worldism,' *Third World Quarterly*, vol. 25, no. 1 (2004), pp. 9-39.

Marcin Wojciech Solarz, 'Third World': the 60th anniversary of a concept that changed history,' *Third World Quarterly*, vol. 33, No. 9 (2012) (pp. 1561-1573).

Further Reading:

Mustapha Kamal Pasha, 'The "Bandung Impulse" and International Relations,' in Sanjay Seth, ed. *Postcolonial Theory and International Relations: A Critical Introduction* (Routledge 2012).

Bernard Hours and Monique Selim, Production of the South: Incongruities and Loss of Meaning,'

Economic and Political Weekly, vol. 44, No. 30 (Jul. 25 - 31, 2009), pp. 47-54.

Vijay Prasad, *The Poorer Nations: A Possible History of the Global South*. Verso and LeftWord (2013).

Lecture 9: Development

This lecture explores the appeal and attraction of the idea of 'development'. What are the main perils of attachment to this idea? Are there alternatives to development?

Reading:

Ashis Nandy, 'The Beautiful, Expanding Future of Poverty: Popular Economics as a Psychological Defense,' *International Studies Review*, vol. 4, no. 2 (2002), pp. 107-121.

Sarah Wright, 'Emotional Geographies of Development,' *Third World Quarterly*, vol. 33, No. 6 (2012), pp. 1113-1127. DOI: 10.1080/01436597.2012.681500.

Further Reading:

Kalpna Wilson, 'Race', Gender and Neoliberalism: changing visual representations in development,' *Third World Quarterly*, vol. 32, No. 2 (2011) (pp. 315-331).

Anke Schwittay, 'The Marketization of Poverty,' *Current Anthropology*, Vol. 52, No. S3 (2011), pp. S71-S82. DOI: 10.1086/656472

Trevor Parfitt, 'Modalities of Violence in Development: structural or contingent, mythic or divine?' *Third World Quarterly*, vol. 34, No. 7 (2013), pp. 1175-1192.

Wilfred Beckerman, 'The Economist as a Modern Missionary,' *Economic Journal*, vol. 66, no. 261 (1956), pp. 108-115.

Seminar 4. Topic of Discussion: Is the idea of the 'development' still useful in understanding the nature of unequal power in world politics?

Reading:

Arturo Escobar, 'Imagining a Post-Development Era? Critical Thought, Development and Social Movements,' *Social Text*, No. 31/32 (1992), pp. 20-56.

Lecture 10: Race: The International and the Colour Line

If the international was created and given form through imperial power, to what extent is it also an

order structured by racial division? Is this a division that cannot be located spatially, in the 'Third World', but which cuts through the ordering logic in a different way – the colour line?

Reading:

Theofanis Verinakis, 'The (Un) Civilizing Holocaust: From the Colony to the Lager,' *Social Identities*, Vol. 14, no. 1 (2008), pp. 53-62. DOI: 10.1080/13504630701848531

Errol A. Henderson, 'Hidden in Plain Sight: Racism in International Relations Theory,' *Cambridge Review of International Affairs*, vol. 26, no. 1 (2013), pp. 71-92. DOI: 10.1080/09557571.2012.710585.

Robert Bernasconi (video), 'Race, Slavery, and the Philosophers of the Enlightenment.' <http://vimeo.com/19648234>

Further Reading

Richard Falk, 'False Universalism and the Geopolitics of Exclusion: The Case of Islam,' *Third World Quarterly*, Vol. 18, no. 1 (1997), pp. 7-23.

Frantz Fanon, *The Wretched of the Earth*. Grove Press, 1963.

Ronald Wright, *Stolen Continents: The "New World" Through Indian Eyes*. Houghton-Mifflin (1993).

R. J. Vincent, 'Race in International Relations,' *International Affairs (Royal Institute of International Affairs 1944-)*, vol. 58, No. 4 (Autumn, 1982), pp. 658-670.

Michael Banton, 'Race as Species,' in *The International Politics of Race*. Wiley (2002).

Lecture 11: Gender: International Political Order and Patriarchy

How does the connection between political power/order and gender work in the international realm? In what ways can we understand international political existence as formed and maintained through constructions of gender? Is there a confluence between race and gender?

Reading:

Elissa Helms, 'Rejecting Angelina: Bosnian War Rape Survivors and the Ambiguities of Sex in War' Author(s): Elissa Helms Source: *Slavic Review*, Vol. 73, No. 3 (2014), pp. 612-634.

Jawad Syed and Faiza Ali, 'The White Woman's Burden: from Colonial "civilisation" to Third World "Development",' *Third World Quarterly*, vol. 32, No. 2 (2011), pp. 349-365.

Further Reading:

Lila Abu-Lughod, 'Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others,' *American Anthropologist*, vol. 104, No. 3 (Sep., 2002), pp. 783-790.

Chandra Talpade Mohanty, 'Under Western Eyes Revisited: Feminist Solidarity through Anticapitalist Struggles,' *Signs*, Vol. 28, no. 2 (2003), pp. 499-535. DOI: 10.1086/342914

Ranjoo Seodu Herr, Reclaiming Third World Feminism: or Why Transnational Feminism Needs Third World Feminism? *Meridians*, vol. 12, no. 1 (2014), pp. 1-30. DOI: 10.2979/meridians.12.1.1

Seminar 5. Topic of Discussion: Is racial hierarchy important to understanding world politics?

Seminar Reading:

Bartolome de Las Casas, *The Devastation of the Indies: A Brief Account* (1542). Published in 1552. Multiple versions available online.

Lecture 12: Religion

Religion has reemerged as a major force in world politics. This lectures concentrates on the principal forms of religious expression, including identity politics, nihilistic violence, and political extremism. It also examines the limits to secular frames of understanding and the post-secular turn.

Reading:

Mustapha Kamal Pasha, 'Islam and the Postsecular,' *Review of International Studies*, vol. 38, no. 5 (2012), pp. 1041-1056.

Scott M. Thomas, 'A Globalized God: Religion's Growing Influence in International Politics,' *Foreign Affairs*, vol. 89, no. 6 (2010), pp. 93-101.

Further Reading:

Elizabeth Shakman Hurd, 'International Politics After Secularism,' *Review of International Studies*, vol. 38, no. 5 (2012), pp. 943-961.

Vendulka Kubálková, 'A "Turn" to Religion in International Relations,' *Perspectives*, vol. 17, no. 2 (2009), pp. 13-41.

Jeffrey Haynes, 'Transnational Religious Actors and International Order,' *Perspectives*, vol. 17, no. 2 (2009), pp. 43-69.

Lecture 13: Post-Western IR

Reading:

Megan C. Thomas, 'Orientalism and Comparative Political Theory,' *The Review of Politics* Vol. 72, No. 4 (FALL 2010), pp. 653-677.

Sarat Maharaj, 'Small Change of the Universal: Beyond Modernity?' *The British Journal of Sociology*, vol. 61, No. 3, Varieties of second modernity: extra-European and European experiences and perspectives (September 2010) (pp. 565-578).

Further Reading:

Roland Bleiker, 'Forget IR Theory,' *Alternatives: Global, Local, Political*, Vol. 22, No. 1 (Jan.-Mar. 1997), pp. 57-85

Rosa Vasilaki, 'Provincialising IR? Deadlocks and Prospects in Post-Western Theory,' *Millennium: Journal of International Relations*, vol. 41, no. 1 (2012), pp. 3-22. doi: 10.1177/0305829812451720

Giorgio Shani, 'Toward Post-Western IR: The "Umma," "Khalsa Panth," and Critical International Relations Theory,' *International Studies Review*, vol. 10, no. 4 (2008), pp. 43-69.

Seminar 6. Topic of Discussion: What is the relation between globalization and the rise of religion? How does the resurgence of religion challenge mainstream IR theory?

Reading:

José Casanova, 'Religion, the New Millennium, and Globalization,' *Sociology of Religion*, vol. 62, no. 4 (2001), pp. 415-441.

Section Three – Where is the international going? The Question of Civilization

This section rescales the study of international relations to civilization. It explores the idea of civilization as a possible alternative to received notions, including 'international society'. From the vantage of civilizational discourse, IR may appear to be quite different. The section also shows the contested nature of the idea.

Lecture 14: The Idea of 'Civilization' in Recent US Foreign Policy

Reading

Tanja Collett, 'Civilization and Civilized in Post-9/11 US Presidential Speeches', *Discourse and Society*, 2009, 20(4): 455-75.

Memorandum for Alberto R. Gonzales, Council to the President, 'Standards of Conduct for Interrogation under U.S.C.2340-2340A' (August 1, 2002), in K. J. Greenberg and J. L. Dratel (eds), *The Torture Papers: The Road to Abu Ghraib*, Cambridge: Cambridge University Press, 2005, memo 14.

Further Reading

Rosemary Foot, 'Torture: The Struggle over a Peremptory Norm in a Counter-Terrorist Era', *International Relations*, 20 (2) 2006: 131-51.

Andrew Linklater, 'Torture and Civilisation', *International Relations*, 2007, 21(1): 111-18.

Stephen Mennell, *The American Civilizing Process*, Cambridge: Polity 2007, Ch. 12.

Mark Neocleous, 'The Police of Civilization: The War on Terror as Civilizing Offensive', *International Political Sociology*, 2011 (5): 144-59.

Lecture 15: The Origins of the Idea of Civilization

Reading

Norbert Elias, 'Kultur and Civilization' in J. Goussblom and S. Mennell (eds), *The Norbert Elias Reader*. Oxford: Blackwell, 1998, Ch. 7.

Raymond Williams, 'Civilization', in R. Williams, *Keywords: A Vocabulary of Culture and Society*, Glasgow: Fontana, 1976, 48-50 [see also the entries for 'Culture' (pp. 76-82) and 'Humanity' (pp. 121-4)].

Further Reading

Norbert Elias, *The Germans: Power Struggles and the Development of Habitus in Nineteenth and Twentieth Centuries*, Cambridge: Polity 1996, pp. 23-35.

Norbert Elias, 'The Breakdown of Civilization' in J. Goussblom and S. Mennell (Eds), *The Norbert Elias Reader*. Oxford: Blackwell, 1998, Ch. 18.

Jonathan Fletcher, *Violence and Civilization: An Introduction to the Work of Norbert Elias*, Cambridge: Polity 1997, Ch. 2.

Stephen Mennell, *Norbert Elias: An Introduction*, Dublin: University College Dublin Press, 1998, Ch. 2.

Seminar 7. Topic of Discussion: Are 'civilized' societies entitled to torture enemies?

Reading:

Memorandum for Alberto R. Gonzales, Council to the President, 'Standards of Conduct for Interrogation under U.S.C.2340-2340A' (August 1, 2002), in K. J. Greenberg and J. L. Dratel (Eds), *The Torture Papers: The Road to Abu Ghraib*, Cambridge: Cambridge University Press, 2005, memo 14.

Lecture 16: The Idea of Civilization and its Significance for World Politics

Reading

Gerrit W. Gong, 'The Standard of Civilization', in H. Bull and A. Watson (Eds) *The Expansion of International Society*. Oxford: Clarendon Press 1984.

Norbert Elias, *The Germans: Power Struggles and the Development of Habitus in Nineteenth and Twentieth Centuries*, Cambridge: Polity 1997, pp. 154-71.

Further Reading

William Bain, W. (2003) *Between Anarchy and Society: Trusteeship and the Obligations of Power*. Oxford: Oxford University Press, Ch. 3.

Brett Bowden, *The Empire of Civilization: The Evolution of an Imperial Idea*, Chicago: University of Chicago Press, 2009 (electronic copy available on Primo).

Norbert Elias, *Humana Conditio*, Dublin: University College Dublin Press 2010.

Andrew Linklater, 'Process Sociology and International Relations', *The Sociological Review*, 59, 2011, supplementary issue, pp. 48-64.

Shogo Suzuki, *Civilization and Empire: China and Japan's Encounter with European International Society*. Abingdon: Routledge, 2009.

Lecture 17: 'The Standard of Civilization' and the 'Revolt Against the West'

Reading:

Gong, G. W., 'China's Entry into International Society', in H. Bull and A. Watson (eds) *The Expansion of International Society*, Oxford: Oxford University Press, 1984, ch. 11

Samuel P. Huntington, 'The Clash of Civilizations?' *Foreign Affairs*, 1993, 72(3): 22–49.

Further Reading

Hedley Bull, 'The Revolt against the West', in H. Bull and A. Watson (Eds) *The Expansion of International Society*, Oxford: Clarendon Press 1984.

Samuel P. Huntington, 'Response: If not Civilizations, What? ', *Foreign Affairs*, 72, 1993: 186-94.

Gerrit W. Gong, *The Standard of 'Civilization' in International Society*, Oxford: Clarendon Press 1984.

Samuel P. Huntington, *The Clash of Civilizations and the Future of World Politics*, New York: Simon and Schuster, 1996.

Seminar 8. Topic of Discussion: 'People are generally brought up to believe [that] it is wrong to kill, maim or attack human beings...They are at the same time taught to believe that it is right to do all these things...if that is found necessary in the interests of the sovereign society they form with each other' (Norbert Elias, *The Germans*, p. 160-1).

Is there still such a 'split' within civilisation? If so, can it be overcome?

Reading:

Norbert Elias, *The Germans: Power Struggles and the Development of Habitus in Nineteenth and Twentieth Centuries*, Cambridge: Polity 1997, pp. 154-70.

Lecture 18: Is There a 'Standard of Civilization' in the Contemporary Period?

Reading

Jack Donnelly, 'Human Rights: A New Standard of Civilization?' *International Affairs*, 74 (1), 1998, 1-23.

Ian Manners, 'Normative Power Europe: A Contradiction in Terms?' *Journal of Common Market Studies*, 40 (2) 2002: 235-58.

Further Reading:

Brett Bowden, 'To Rethink Standards of Civilization: Start with the End', *Millennium*, 42 (3)2014, 614-31.

Brett Bowden, and Leonard Seabrooke, eds. *Global Market Civilization*, Abingdon: Routledge 2006.

Chris Brown, 'The Modern Requirement? Reflections on Normative International Theory in a Post Western World', *Millennium*, 1988, 17 (2) 339-48, reprinted in A. Linklater, *International Relations: Critical Concepts in International Relations*, Routledge, London 2000, volume 5.

Christopher Hobson, 'Democracy as Civilization', *Global Society*, **22** (1), 2008, 75-95.

Lecture 19: What the potentials for cosmopolitan values that bridge different civilizations?

Reading

Richard Beardsworth, *Cosmopolitanism and International Relations Theory*, Cambridge: Polity, 2011, Ch. 1.

Hedley Bull, (2000) 'Justice in International Relations', in K. Alderson and A. Hurrell (eds) *Hedley Bull on International Society*. London: Macmillan, 2000: 206-245.

Further Reading

Hedley Bull, 'A Universal International Society', in H. Bull and A. Watson (eds) *The Expansion of International Society*. Oxford: Clarendon Press 1984.

Andrew Linklater, 'The English School Conception of International Society: Reflections on Western and non-Western Perspectives', *Ritsumeikan Annual Review of International Studies* (9) 2010: 1-13 [available at Google Scholar].

Andrew Linklater, 'The Global Civilizing Role of Cosmopolitanism', in G. Delanty (ed) *Routledge Handbook of Cosmopolitan Studies*, Abingdon: Routledge 2012.

Mustapha Kamal Pasha, 'Global Exception and Islamic Exceptionalism', *International Politics*, 46 (5) 2009: 527-49.

Vincent, John *Human Rights and International Relations*, Cambridge: Cambridge University Press, 1996, chs. 3-8.

Seminar 9

Seminar Three. Topic of Discussion: 'The universal human rights culture is evidence of progress in bridging different civilizations'. Discuss.

Reading:

Donnelly, J., 'Human Rights: A New Standard of Civilization?' *International Affairs*, 74 (1), 1998, 1-23.

In conjunction with this module (among several), please see the following department film series and seminar for the next semester. 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 4pm, in A12 (Hugh Owen). 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>
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 Matthew Campbell (mwc9@aber.ac.uk) or Yvonne Rinkart (ykr9@aber.ac.uk).