

Kernmodule Internationale Betrekkingen - Core Module International Relations

Course catalogue number

73220031LY

Credits

12EC

Entry requirements

Minimally 42 EC from the propedeuse Politicologie, including Internationale Betrekkingen. Students from the minor IB have to have completed the Basisprogramma IB.

Language of instruction

All lectures will be given in English, with the exception of some guest lectures, which may be delivered in Dutch. At all times, students can ask questions in Dutch. Seminars are taught in Dutch.

Time period(s)

Academic year 2017-18, semester 2, block4&5

Lecturer(s)

Ursula Daxecker U.Daxecker@uva.nl

REC B 8.08

Office hours: Thursday, 13-14:00

Bakker, Marieke M.Bakker@uva.nl

Engelen, Roel van R.vanEngelen@uva.nl

Rezaeiejan, Said S.Rezaeiejan@uva.nl

Schagen, Michiel van M.vanSchagen@uva.nl

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Lecture	Ursula Daxecker	Monday 15-17:00	REC C 1.03
Lecture	Ursula Daxecker	Thursday, 11-13:00	REC C 1.04
Seminar 1	Larissa Versloot	Friday, 9-11:00	REC B 2.02
Seminar 2	Marieke Bakker	Friday, 11-13:00	REC B 2.02
Seminar 3	Roel van Engelen	Thursday, 13-15:00	REC B 2.02
Seminar 4	Roel van Engelen	Thursday, 15-17:00	REC B 2.02
Seminar 5	Said Rezaeiejan	Friday, 13-15:00	REC B 2.02
Seminar 6	Larissa Versloot	Friday, 11-13:00	REC B 2.03 (block 4) REC CK.07 (block 5)
Seminar 7	Michiel van Schagen	Friday, 9-11:00	REC B 2.05

Location

Lectures and seminars meet as indicated above, with some exceptions. Please refer to the <https://rooster.uva.nl/> for the most up-to-date information.

Video recording lectures

The lecture will be recorded, but made available only at the end of the course for pre-exam review.

Course content

The world population is spread out over many different states, and these states affect profoundly how people live their lives. International relations as a field of study focuses on the relations between these states but also non-state actors such as international organizations, NGOs, corporations, and people. In the West, citizens often expect states to defend and provide certain values, in particular security, freedom, order, justice, and welfare. People may even take these values for granted, and recognize their importance only in moments of crisis, such as during war or economic recessions. However, we also know that states do not only defend but also threaten people's security, freedom, etc. States can thus be the problem just as much as they can be the solution. Many states do not provide their citizens with security, freedom or welfare, or do so only selectively, especially in the global South. In recent years, we also observe increasing concerns about rising support for illiberal values in the West.

How can we ensure that states or non-state actors provide peace, freedom, order, justice, and welfare? Different theories of IR give different answers to this question, and also emphasize different values. For example, realism puts primary emphasis on the provision of security, and argues that only a power balance among the most powerful states can produce stability. In contrast, liberalism considers freedom fundamental, and expects that states can cooperate to establish peace and pursue progressive change. In the first part of the course, we will examine these theoretical approaches over the course of four debates. The debates will outline the evolution of IR scholarship with an emphasis on the role of the state and the values emphasized by various theoretical approaches.

How has international relations, and with it the provision of security, freedom, order, justice, and welfare, changed since the end of WWII? Decolonization and the globalization of the state system, the Cold War rivalry and subsequent US hegemony, increasing economic integration and globalization, the decline of interstate war and increasing instability and war within states, and the spread of democracy are some important changes in IR that come to mind. Aside from recognizing and describing these changes, how can we explain and influence them? For example, does globalization undermine or improve domestic labor standards, does poverty increase the risk of rebellion, or to what extent has colonialism set the stage for post-independence underdevelopment? We answer questions about important changes in IR and how to explain and respond to them in three interrelated parts. We first explore the increasingly multi-level nature of IR, in which the state increasingly is but one of the relevant actors engaged in the provision of security, freedom, order, justice, and welfare. We put special emphasis on globalization considering its wide-ranging implications for states' ability to provide citizens with welfare. Second, we focus on the description, explanation, and normative implications of changes in the post-WWII provision of security and peace. The decline of interstate war, the rise in civil war and other political violence, and the post WWII collective security regime including peacekeeping are examples of important changes we will explore. Third, we will describe, analyze, and influence post-WWII trends in development, and thus the provision of welfare, in the global South. We will discuss the lingering effects of colonialism and slavery, global inequality, and whether and how international interventions through aid or other means can help reduce poverty and lack of development.

We conclude the course with a lecture on topic(s) determined by students. We will use Blackboard to (1) collect topic suggestions and (2) let students vote to determine the winners.

Describing, explaining, and understanding the implications of various changes in IR will guide our inquiry throughout the course. Good description and explanation are impossible without qualitative and/or quantitative information on the phenomenon in question. Lectures will therefore make extensive use of empirical illustrations.

Course objectives & learning outcomes

- Knowledge and understanding of the development and workings of international relations and the theoretical streams and approaches with which IR can be studied
- The ability to explore, develop, and research empirical and normative questions in IR through theoretical and empirical analysis
- Being able to perceive and critically reflect on the value-loaded nature of scientific theories and policy proposals in the field of IR and to keep these insights in mind while working to develop scientific conclusions or policy suggestions
- The ability to present knowledge and understanding in the field of IR in oral and written form in a clear and persuasive manner.

The Core module IR builds on the knowledge and skills students have obtained in *International Betrekkingen* or the *Basisprogramma IB* by complementing, expanding, and deepening them. This has the purpose of providing a solid disciplinary foundation in the form of an overall understanding of the field of IR, its development, approaches, and concerns, in order to enable students to move on to take more highly specialized courses of their choice in this field, where they can then also apply this knowledge in their own research projects. The Core module IR also seeks to deepen students' more general research skills, by discussing how and why theoretical perspectives are applied to empirical topics, discussing pertinent examples of scientific research in our field, and by reflecting on the goals and purposes of social scientific research more broadly and research in IR more specifically.

Teaching methods and preparation

The lectures

Lectures and readings provide the content of what you are meant to learn from this course. The content of the lectures and the readings required to prepare for them are also the relevant material for the take-home exam. It is very important that you complete the required readings before the lectures for which they are assigned. Reading of course also means that you underline/highlight/note down what seems most important and also what seems unclear and raises questions. For each session, a few important questions related to the readings will be posted under announcements on Blackboard. Please keep these questions in mind while reading.

Lectures start on the hour. There is a break of ca. 10 minutes halfway through, and lectures end at a quarter to the hour. Please do not arrive late or leave early, as this is disruptive for your fellow-students. The slides supporting each lecture will be posted on Blackboard before the lecture begins.

The seminars

The seminars are the place to reflect on and critically discuss what you have heard in the lectures in the same week, and also what you have read in the readings for that week which may not have been explicitly picked up in the lectures. They may also go beyond readings and lectures. Seminar leaders may introduce additional material to the seminars to deepen coverage of the topics from the lectures. You should feel free to raise any topic or question you want in the seminars.

Students who have clearly not prepared may be considered as absent by the teacher. In addition to in-class participation, collaboration in an online discussion with students in the United States is also part of the participation grade (more details below). Your preparation and active participation are very important and constitute an important part of your grade (20%).

The seminar teachers each have their own areas of expertise beyond a general knowledge of IR and each has her or his own didactic preferences. They are explicitly given the freedom to choose how they cover the material. This means that while the basic material to be covered (the lectures and required readings) is the same for each seminar, what happens in the different seminars is not

identical, and is not meant to be.

In seminars, you are asked to submit at least five short written assignments and lead a seminar discussion in a team with one other student. These are small assignments but they fulfill a vital function by stimulating you to critically analyze the material and to practice your academic (reading, analytical, writing, and presentation) skills. You will receive further instructions about the concrete form of these assignments in your seminar group. It is important to follow the instructions of your own seminar teacher as opposed to orienting yourselves by what happens in other groups (as the requirements there may be different). When in doubt, always check with your own seminar teacher and/or the lecturer.

Attendance

Presence in the **lectures** is not obligatory but strongly advised. The lectures will cover much ground that is not covered in the required readings, and of course also much explanation that you cannot gather from the slides. They are also specifically designed to make the material more accessible to you and help you understand what you may not understand from reading alone. It is difficult to do well in the course if you do not attend lectures regularly.

Attendance in the **seminars** is obligatory. You may miss maximally one meeting. If you miss a second time, you are required to submit an extra writing assignment related to the material for the meeting you have missed. If you have already submitted an assignment for that meeting, you have to write your extra assignment for the following week. This needs to be agreed upon by your seminar teacher. If you miss a third time you will be excluded from further participation in the course.

Course evaluations & adjustments of the course

The course is taught by a new lecturer and therefore has been revised substantially since last year. All course content and lectures have been restructured and updated. In response to concerns in last year's course evaluations, the course focuses less on IR theory and spends more time on substantive IR topics. In addition, the coverage of IR theories and debates is now more challenging, including original texts rather than a textbook. The relative weights of the examination components are adjusted to stress the importance of the research paper proposal, and there is more room in the schedule to prepare this assignment. Finally, the course structure has been revised in order to ensure a better alignment between lectures and seminars.

Courtesy in the classroom

Attention to classroom courtesy is necessary to ensure that all students have the opportunity to learn without distraction. Keep in mind that following content unrelated to the course on your phone or laptop will distract not just you but also other students, especially those sitting close by. Cell phones should therefore be silenced and put away during class. Do not talk on your cell phone or message during class. You are permitted to use laptops during class to take notes or to look up information relevant for the course. However, we will ask you to put your laptop away if you are using it for purposes unaffiliated with the course. Please be on time to class and remain in class until it is finished. Being late to class is distracting for the instructor and your fellow students. Please refrain from talking during lectures and when other students are speaking. Similarly, please respect the opinions of your fellow students, even if you are in disagreement with them. Repeated disruption of class may lead to your being asked to leave the classroom.

Manner & form of assessment and assessment requirements & criteria

The final grade for the course is composed of five components, representing four different forms of evaluation:

- 1) Research paper proposal (10%)
- 2) Research paper final version (20%)
- 3) Take-home exam (30%)
- 4) Participation in the seminar, discussion moderation, and online collaboration (20%)
- 5) Written assignments in seminar (20%)

1&2. Research paper (30%)

The research paper is a written analysis of 4,000 words (with a 10% margin) based on your own academic research. You may - and are indeed encouraged to - choose your own topic as long as it connects explicitly with the content of the course and has been approved by your seminar teacher. For those who have a hard time settling on a topic, we will also provide some suggestions for possible topics you can choose from, because you should not spend too much time on finding a topic to leave enough time to write a good paper. The details regarding the research paper proposal and the final version (detailed instructions and criteria for evaluation) will be discussed in the seminars. The grade for the research paper is composed of 10% for the proposal and 20% for the final paper. It may be written in Dutch or English. The deadlines are as follows: *Sunday 8 April 2018 at midnight* for the design and *Sunday 6 May 2018 at midnight* for the paper. Late submissions will not be accepted unless students can document extenuating circumstances (e.g. serious illness).

3. Take-home exam (30%)

The take-home exam tests your analytical and argumentative skills and your knowledge of what was covered a) in the lectures and b) in the required literature. No extra material is required to prepare. The exam consists of three questions, two of which must be answered in essay form, and the exam should be about 3,000 words in total (with a 10% margin). It may be written in Dutch or English. Further information and tips for how to do well on the exam will be provided in the lecture. You receive the take-home exam on *Friday 25 May at 15:00* (the end of the last seminar) and have to submit it by *Sunday 3 June at midnight*. Late submissions will not be accepted unless students can document extenuating circumstances (e.g. serious illness).

4. Participation in the seminar, seminar discussion moderation, and online collaboration (20%)

Seminar participation

The grade for **participation** is determined by your presence and (quantity and quality of) active participation in the seminar, the discussion moderation, and participation in the online dialogue with students in the United States (see below). Participation includes the level of preparation (reading the literature and bringing it to class), time-management (being on time at the start of class and after the break) and your active participation (contributions to discussions, constructive feedback to peers). Seminar teachers are allowed to use the entire grade spectrum when determining the participation grade; in other words, in case of manifestly insufficient participation it is possible to fail this part of the course.

Seminar discussion moderation

In seminars, you will be asked to submit (at least) five short written assignments (see below) and to **lead and moderate the seminar discussion** in a team with 1-2 other students. For the seminar discussion, you will make an inventory of the small written assignments handed in for that particular meeting, and then prepare a discussion of some of the points raised by your fellow students. Seminar discussions consists of three parts: (a) a very short section in which the key points in the literature are identified; (b) an inventory and (interactive) analysis of some of the

written assignments from your fellow students, connected to these key points; and (c) an introduction and moderation of a group discussion on two or three points that arose from these assignments. These seminar discussions should typically last about 15-20 minutes. During the first seminar meeting, your seminar teacher will make a schedule for seminar discussion moderation and you will be given the opportunity to register for a week and topic of your preference.

Online dialogue with students at Baruch College, City University of New York

From May 7 until May 14, we will engage in an online dialogue with students in a related class at Baruch College in New York City. The purpose of this dialogue is to gain a more international perspective on issues related to globalization and other course themes. At approximately 18:00 Amsterdam time (12:00 New York time) on **Monday May 7**, discussion questions about globalization and its effects will be posted on an online discussion board using Google Groups (more details to follow). You are required to make an initial response to at least two of the questions by 15:00 Amsterdam time (9:00 New York time) on **Thursday May 10**. By 18:00 Amsterdam time (12:00 New York time) on **Monday May 14**, you are required to respond to at least two of the initial comments. At least one of your responses should be to a student from Baruch College. Each of the four required comments (two initial comments and two responses) will count equally for the participation grade.

5. Written assignments in the seminar (20%)

The written assignments are short analyses of the literature, material from the lectures, or other related materials. For ca. half of the seminar meetings, you will have to hand in a short statement or a substantiated question about (a part of) the literature that is scheduled for that meeting. In total you will have to hand in at least five short written assignments during the course; your seminar teacher will make a schedule for this during the first meeting. These are small assignments but they fulfill a vital function by stimulating you to critically analyze the material and to practice your academic (reading, analytical, and writing) skills. This is a very open assignment and is meant to make you reflect upon the reading material and to try to formulate and articulate an informed opinion about what you read. This can be done in several ways: You can, for example, try to establish links to other literature or prior knowledge you may have, you can apply a theory to a new and relevant case, you can firmly (dis)agree with a certain point and explain why, or you can just formulate a question that would be useful to discuss in the seminar and explain why this question arises. In short, you should try to write something intelligent about something that you come across while preparing for the seminar. The short written assignments serve as input for discussion in the seminar (see section on *Seminar Discussion Moderation* above), but are also a way to track your progress in the course and to improve your academic writing skills. You will receive concise feedback from your seminar teacher on every assignment. The deadline for the short written assignments is always *24 hours* before the corresponding seminar. Instructions on how to hand in your assignments will be provided by your seminar teacher.

No re-sits! (geen herkansingen)

The final grade for the Core Module IR is the weighted average of the above five components. In line with the *OER Politicologie* there will be no opportunity to repeat (parts of) the evaluation for this course. Missed or failed components of the evaluation therefore have to be compensated for with higher grades in the other components to enable the student to come to an overall grade of above 5.5. Partial grades cannot be re-used after the end of the semester to complete the course in a later year. This means that if your overall grade is below 5.5 you will have to take the course all over again. Students who cannot complete the requirements for this course due to sickness or other circumstances that constitute an official excuse are asked to contact the study advisor as early as possible so that where possible, arrangements can be made for them.

Examination scheme

Assessment form	Deadline	Weight (%)	Minimal grade (Yes/No)	Compensable (Yes/No)	Resit (Yes/No)
Research paper proposal	Sunday, April 8	10%	no	yes	no
Research paper	Sunday, May 6	20%	no	yes	no
Seminar written assignments	As scheduled in seminars	20%	no	yes	no
Seminar participation	As scheduled in seminars	20%	no	yes	no
Final take-home exam	Sunday, June 3	30%	no	yes	no

Inspection of assignments and feedback

Feedback on all written assignments is provided within 15 working days.

Rules regarding fraud and plagiarism

The rules regarding plagiarism and fraud which are applied by the UvA can be found here: <http://student.uva.nl/en/az/content/plagiarism-and-fraud/plagiarism-and-fraud.html>. They will be strictly enforced in this course. Plagiarism, the copying or paraphrasing and presenting under your own name of larger pieces of text from published works, the internet, other students, previous own work, or from whatever other source is not allowed and will be considered fraud. In cases where work by another student is used, also the student who has supplied the material will be considered to have committed fraud. These rules apply to all work submitted in writing, including possible extra assignments. If fraud is discovered or suspected, the first step is a talk with the student in question. If the teacher judges there to be a problem, the Exam Commission of the Political Science Department will be notified and will take the appropriate measures. Students are required to submit all written work via the Ephorus plagiarism control software.

Literature

Reading materials are available via the Dropbox folder below.

https://www.dropbox.com/sh/fhwir2hxl5up631/AACS3I_GRR7R1qjxX51tBj5ia?dl=0

Date final grade

In line with the UvA rules the grades for each written component of the overall course grade will be available at the latest 15 work days after the date of submission of the assignment. Your final grade for the course will be announced no later than *25 June 25 2018*, barring exceptional circumstances.

Course Programme (the programme is subject to change)

Weeks	Date and Time	Topic	Reading
		Part I: Why IR?	
Week 1	05 February	Introduction, IR in our times: Tweeting jihad, the rise of populism, inequality and discontent	Koerner 2016
week 1	08 February	IR in our times: Tweeting jihad, the rise of populism, inequality and discontent	Mudde 2016, Diaz 2017
		Part II: IR debates	
Week 2	12 February	Realism vs. idealism	Carr chapters 3-6
Week 2	15 February	IPE debate (Lecturer: Roel van Engelen)	Cox 1981, O'Brian and Williams 2016 chapter 1
Week 3	19 February	Classical theories vs. behavioralism	Bull 1969, Keohane 1984 chapters 1&4
Week 3	22 February	Rationalism vs. constructivism vs. poststructuralism	Fearon 1995 & Wendt 1992 OR Campbell 1992 introduction chapter
		Part III: The globalization of IR	
Week 4	26 February	Globalization	Scholte 2005, Rodrik 2004
Week 4	01 March	Multilevel politics in IR	Putnam 1988, Rosenau 1995
Week 5	05 March	Globalization and localization	Kelley and Simmons 2015, Betsill and Bulkeley 2004
Week 5	08 March	Winners and losers	Mosley and Uno 2007, Walter 2010
		Part IV: Security and conflict	
Week 6	12 March	Guest Lecture Esther Tessemaker (MBZ): European Security and Defense Cooperation in a Globalized World	https://ec.europa.eu/commission/sites/beta-political/files/reflection-paper-defence_en.pdf
Week 6	15 March	Old and new wars	Kaldor 1999 chapters 1&2, Kalyvas and Balcells 2010
Week 7	19 March	Civil war and wartime violence	Wood 2001, Kalyvas 2006 chapter 7
Week 7	22 March	Terrorism	Sanchez-Cuenca and de la Calle 2009, Gambetta and Hertog 2016 chapter 1
Week 8	26 March	No lecture, work on paper proposal	-
Week 8	29 March	No lecture, work on paper proposal	-
Week 9	02 April	No lecture, Easter	-
Week 9	05 April	No lecture, work on paper proposal	No readings, but all seminars meet!
Week 10	09 April	Peacekeeping and Peacebuilding	Hultman et al. 2013, Autesserre 2012

Weeks	Date and Time	Topic	Readings
Week 10	12 April	Guest lecture Lucy Hall: The “Myth” of Protection and Feminist Approaches to Humanitarian Protection	Stamnes 2012, Sjoberg and Tickner 2016 chapter 10
Week 11	16 April	Transnational Crime	Patrick 2011 chapter 4, Shortland and Varese 2016
		Part V: The politics of development	
Week 11	19 April	A primer on development and growth	Sen chapters 2&4, Bates et al. 2007
Week 12	23 April	Legacies of colonialism and slavery	Mamdani 1996 chapters 1&4, Nunn and Wantchekon 2011
Week 12	26 April	Guest lecture Michael Eze: Development in Africa	TBD All seminars meet on Thursday!
Week 13	30 April	Global inequality	Milanovic 2013, Kabeer 2005
Week 13	03 May	Poverty persistence and interventions	Easterly 2006, Grindle 2004
Week 14	07 May	Foreign aid	Easterly 2009, Bräutigam 2011
Week 14	10 May	No class, holiday	-
		Part VI: Conclusion	
Week 15	14 May	Topic(s) determined by students	TBD
Week 15	17 May	No lecture, work on papers	-
Week 16	21 May	No lecture, holiday	-
Week 16	24 May	Course wrap-up and response session	TBD, Take home exam handed out on <i>25 May at 15:00</i>
Week 17	3 June	Take-Home due	-

Full references

Why IR?

- Koerner, B.I., (2016). Why ISIS Is Winning the Social Media War. *WIRED Magazine*.
- Mudde, C., (2016). Europe's Populist Surge: A Long Time in the Making. *Foreign Affairs*, 95, p.25.
- Diaz, F.A. (2017). Protests in Colombia and South Africa Reveal Link between Inequality and Popular Uprisings. *The Conversation*. <https://goo.gl/SuWB3R>

IR Debates

- Carr, E.H. (1946). *The twenty years' crisis, 1919-1939: an introduction to the study of international relations*. New York: Harper Collins. Chapters 3-6.
- Bull, H. (1966). International Theory: The Case for a Classical Approach. *World Politics*, 18(3), pp. 361-377.
- Keohane, R. (1984). *After hegemony. Cooperation and discord in the world political economy*. Princeton: Princeton University Press. Chapters 1&4
- Fearon, J.D. (1995). Rationalist Explanations for War. *International Organization*. 49(3):379-414.
- Wendt, A. (1992). Anarchy Is What States Make of It: The Social Construction of Power Politics. *International Organization*, 46(2), pp.391-425.
- Campbell, D. (1992). *Writing security: United States foreign policy and the politics of identity*. University of Minnesota Press. Introduction chapter.

Globalization of IR

- Scholte, J.A. (2005). *Globalization: A critical introduction*. Palgrave Macmillan. Chapter 2.
- Rodrik, D. (2002). Feasible Globalizations. National Bureau of Economic Research working paper 9129.
- Putnam, R.D. (1988). Diplomacy and Domestic Politics: The Logic of Two-level Games." *International Organization* 42 (3), pp. 427-460.
- Rosenau, J.N. (1995). Governance in the Twenty-first Century. *Global Governance* 1(1): 13-43.
- Betsill, M.M., and Bulkeley, H. (2001). Transnational Networks and Global Environmental Governance: The Cities for Climate Protection Program. *International Studies Quarterly* 48(2), pp.471-493.
- Kelley, J.G. and Simmons, B.A. (2015). Politics by Number: Indicators as Social Pressure in International Relations. *American Journal of Political Science*, 59(1), pp.55-70.
- Mosley, L, and Uno, S. (2007). Racing to the Bottom or Climbing to the Top? Economic Globalization and Collective Labor Rights. *Comparative Political Studies* 40(8), pp. 923-948.

Walter, S. (2010). Globalization and the Welfare State: Testing the Microfoundations of the Compensation Hypothesis." *International Studies Quarterly* 54, no. 2 (2010), pp. 403-426.

Security and conflict

European Commission. (2017) Reflection Paper on the Future of European Defence. Available at https://ec.europa.eu/commission/sites/beta-political/files/reflection-paper-defence_en.pdf

Kaldor, M. (1999). *New and old wars: Organised violence in a global era*. John Wiley & Sons. Chapters 1&2.

Kalyvas, S.N. and Balcells, L. (2010). International System and Technologies of Tebellion: How the End of the Cold War Shaped Internal Conflict. *American Political Science Review*, 104(3), pp.415-429.

Wood, E. (2001). The emotional benefits of insurgency in El Salvador. In: Goodwin, J., Jasper, J.M. and Polletta, F. eds.. *Passionate politics: Emotions and social movements*. University of Chicago Press.

Kalyvas, S.N. (2006). *The logic of violence in civil war*. Cambridge University Press. Chapter 7.

Sánchez-Cuenca, I. and De la Calle, L. (2009). Domestic Terrorism: The Hidden Side of Political Violence. *Annual Review of Political Science* 12, pp.31-49.

Patrick, S. (2011). *Weak links: fragile states, global threats, and international security*. Oxford: Oxford University Press. Chapter 4.

Shortland, A. and Varese, F., (2016). State-building, Informal Governance and Organised Crime: The Case of Somali Piracy. *Political Studies*, 64(4), pp.811-831.

Hultman, L., Kathman, J. and Shannon, M. (2013). United Nations Peacekeeping and Civilian Protection in Civil War. *American Journal of Political Science*, 57(4), pp.875-891.

Autesserre, S. (2012). Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences. *African Affairs*, 111(443), pp.202-222.

Stamnes, E. (2012). The Responsibility to Protect: Integrating Gender Perspectives into Policies and Practices. *Global Responsibility to Protect*, 4(2), pp.172-197.

Sjoberg, L. and A. Tickner. (2016) Feminism. In: Dunne, T., Kurki, M. and Smith, S. eds. *International relations theories*. Oxford University Press. Chapter 10.

The politics of development

Sen, A. (2001). *Development as freedom*. Oxford Paperbacks. Chapters 4&6

Bates, R.H., Coatsworth, J.H. and Williamson, J.G. (2007). Lost Decades: Postindependence Performance in Latin America and Africa. *The Journal of Economic History*, 67(4), pp.917-943.

Mamdani, M. (1996). *Citizen and subject: Contemporary Africa and the legacy of late colonialism*. Princeton: Princeton University Press. Chapter 1&4.

Nunn, N. and Wantchekon, L. (2011). The Slave Trade and the Origins of Mistrust in Africa. *The American Economic Review*, 101(7), pp.3221-3252.

Milanovic, B. (2013). Global Income Inequality in Numbers: In History and Now. *Global Policy*, 4(2), pp.198-208.

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Easterly, W. (2006). Reliving the 1950s: the big push, poverty traps, and takeoffs in economic development. *Journal of Economic Growth*, 11(4), pp.289-318.

Grindle, M.S. (2004). Good Enough Governance: Poverty Reduction and Reform in Developing Countries. *Governance*, 17(4), pp.525-548.

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