

Core Module International Relations

Course catalogue number

73220031LY

Credits

12EC

Entry requirements

Minimally 42 EC from the Bachelor Political Science, including the first-year lecture International Relations. Students from the minor IB must have completed the Introduction to IR.

Language of instruction

All lectures will be given in English. Seminars are taught in English or Dutch. Assignments can be submitted in English or Dutch.

Time period(s)

Academic year 2018-19, semester 2, block4&5

Lecturer(s)

Ursula Daxecker U.Daxecker@uva.nl

REC B 8.08

Office hours Thursday 13:00-14:00

Engelen, Roel van R.vanEngelen@uva.nl

Marapin, Vidya V.C.Marapin@uva.nl

Rezaeiejan, Said S.Rezaeiejan@uva.nl

Schagen, Michiel van M.vanSchagen@uva.nl

Lecture	Ursula Daxecker	English	Friday, 15-17:00	REC C 1.03 (block 4) REC C 1.04 (block 5)
Lecture	Ursula Daxecker	English	Thursday, 11-13:00	REC C 1.04
Seminar 1	Roel van Engelen	English	Friday, 11-13:00	REC B 1.01
Seminar 2	Roel van Engelen	English	Friday, 13-15:00	REC B 1.01
Seminar 3	Vidya Marapin	English	Friday, 11-13:00	REC CK.07
Seminar 4	Vidya Marapin	English	Friday, 13-15:00	REC CK.07
Seminar 8	Said Rezaeiejan	Dutch	Friday, 11-13:00	REC C 1.08
Seminar 9	Said Rezaeiejan	Dutch	Friday, 13-15:00	REC C 1.08
Seminar 10	Michiel van Schagen	Dutch	Thursday, 13-15:00	REC C 1.08

Location

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

Video recording lectures

The lectures will be recorded and will be available immediately after. <https://webcolleges.uva.nl/Mediasite/Catalog/Full/25f458dde9b14cd0a6173b87204ffbe221>

Course content

The world population is spread out over many different countries, and these countries affect profoundly how people live their lives. International Relations (IR) as a field of study focuses on the relations between countries 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 know that states not only defend but can 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 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, how to explain and respond to them, and what these changes mean for the role of the state in five interrelated parts. First, we explore the increasingly multilevel 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 and other values and the emergence of a multilevel global politics. Second, over the course of three debates, we examine what IR theories have to say about the provision of peace, freedom, order, justice, and welfare by state or nonstate actors. IR theories disagree in the values and actors they emphasize. 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. Third, 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. Fourth, 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. A fifth and final section covers transnational issues including environment and migration.

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 the first-year course *International Relations* or the *Introduction to IR* 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 exams. 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. Occasionally, questions on the readings that can help your understanding of the material will be posted on Canvas.

As in other courses taught in the Department of Political, a “no screen” policy is in place during lectures unless required for an in-class activity. Using laptops or cell phones during class time is distracting for you, your fellow students and to the lecturer. Even if you open your laptop with every intention to take notes or look at pdfs of the readings, experience shows that it is very hard to resist the temptation to just take a quick look at non-class related updates. Moreover, taking notes on a laptop fosters a mindset to transcribe information verbatim, while taking notes forces you to process and reframe the information, which subsequently contributes to learning. Finally, lectures are a lot more enjoyable when the audience is actively engaged with the speaker.

In lectures, you will occasionally be asked to participate in poll questions. You may of course use your phones for these questions. The questions can be accessed here: www.ir.pwall.nl

Lectures start on the hour. There is a break of ca. 10 minutes halfway through, and lectures end 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 Canvas 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 course 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. Your preparation and active participation are very important and constitute an important part of your grade (10%).

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 or two other students. 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 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 has been taught once before in this format and was evaluated with a grade 7,5. In response to concerns in last year's course evaluations, several adjustments have been made. First, the course includes fewer readings than last year and often pairs original texts with very recent short articles relating to the topic of the lecture. These short articles highlight ongoing developments in international relations, creating room for discussion of current events while also connecting them to the conceptual or substantive topics of lectures and seminars. Second, the course now includes two exams rather than a single final exam, allowing students to spread out exam preparation. In addition, these exams take place in-class rather than being take-home exams. This adjustment was made because other assignments (research paper and short written assignments) already provide sufficient emphasis on writing skills. Third, the structure and content of the course has been reorganized to highlight more clearly its focus on multilevel politics as a unifying conceptual framework. IR as multilevel will inform our understanding of how the world works across theoretical and substantive topics of the course. Reflecting this emphasis on multilevel IR and responding to student demand, the course also includes a new final section on transnational issues, in particular the environment and migration. Finally, to make lectures more interactive while allowing *all* students to participate, lectures will integrate in-class polling and voting and other active learning techniques.

The final lecture reserves time for a focus group organized by student members of the Programme Committee ("Opleidingscommissie").

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 will distract not just you but also other students, especially those sitting close by. Cell phones must therefore be silenced and put away during lectures and seminars. Do not talk on your cell phone or message during class. In lectures, a no-laptop policy is in place (see above); seminar teachers will establish their own policy. The only exception to the “no screen” policy in lectures is that you will use your phone for participation in poll questions.

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 disagree with them. Repeated disruption of class may lead to you being asked to leave the classroom.

Manner & form of assessment and assessment requirements & criteria

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

- 1) Research paper version 1 (5%) and research paper final version (25%)
- 2) Two exams (20% each, for a total of 40%)
- 3) Participation in the seminar and discussion moderation (10%)
- 4) Written assignments in seminar (20%)

1. Research paper (30%)

The research paper is a written analysis of 3,000-3,500 words 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 paper version, including detailed instructions and criteria for evaluation, will be discussed in the seminars. The proposal requires you to develop a research question, discuss relevant literature, propose a theoretical framework, and some preliminary research design ideas. It is therefore a crucial component of the writing process. In addition, you will receive important feedback on the proposal from your seminar teacher. The grade for the research paper is composed of 5% for the paper proposal and 25% for the final paper. The deadlines are as follows: *Tuesday 16 April 2019 at 23:59* for the proposal and *Tuesday 14 May 2019 at 23:59* for the final version. Late submissions will not be accepted unless students can document extenuating circumstances (e.g. serious illness).

2. Exams (20% each for a total of 40%)

There are two in-class exams – a midterm exam and a final exam - testing 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 midterm exam covers sections on Multilevel IR, IR Theory Debates, and Conflict and Security. This exam will consist of a combination of multiple-choice, short-answer, and one essay of 750-800 words. The midterm exam takes place on *Tuesday, April 2 2019, 18-20:00 in IWO 4.04B (yellow)*. The final exam covers sections on Politics of Development and Transnational Issues in terms of substance. However, you will also be expected to draw on the conceptual and theoretical foundations established in the first half of the course. The final exam takes place on *Tuesday, May 21 2019, 18-20:00 in IWO 4.04C (blue)*. The final exam consists of two short essays of 750-800 words each.

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 two parts: (a) an inventory and (interactive) analysis of some of the written assignments from your fellow students, connected to these key points; and (b) an introduction and moderation of a group discussion on two or three points that arose from these assignments. These seminar discussions should typically last at most 15 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.

3. Written assignments in the seminar (20%)

The written assignments are short analyses of the literature, material from the lectures, or other related materials. For approximately 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 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 written assignments is established by your seminar teacher. Instructions on how to hand in your assignments will be provided by your seminar teacher.

4. Participation in the seminar and seminar discussion moderation (10%)

Seminar participation

The grade for **participation** is determined by your presence and (quantity and quality of) active participation in the seminar and the discussion moderation. 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 the quality and quantity of 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.

No re-sits!

The final grade for the Core Module IR is the weighted average of the above 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	16-04-2019 by 23:59 Canvas	5%	no	yes	no
Research paper	14-05-2019 by 23:59 Canvas	25%	no	yes	no
Seminar written assignments	As scheduled in seminars	20%	no	yes	no
Seminar participation	As scheduled in seminars	10%	no	yes	no
Midterm exam	02-04-2019 18:00-20:00 IWO 4.04B	20%	no	yes	no
Final exam	21-05-2019 18:00-20:00 IWO 4.04C	20%	no	yes	no

Inspection of assignments and feedback

Feedback on all assignments is provided within 15 work days.

Rules regarding fraud and plagiarism

The rules regarding plagiarism and fraud which are applied by the UvA can be found here: <https://student.uva.nl/en/content/az/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 to contact the Exam Commission of the Political Science Department. We will use plagiarism software to check submissions for plagiarism and fraud.

Literature

It is the student's responsibility to use the references in the syllabus to find assigned articles online (for instance, on Google Scholar). Where necessary, a URL is provided to reading assignments.

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 *June 11 2019*, barring exceptional circumstances.

Course programme (please note that this programme is subject to change)

Week	Date	Topic	Readings
		Part I: IR as multilevel	
1	07-Feb	Introduction	Allison 2018, Simpson 2018
2	08-Feb	Globalization and the State in Multilevel IR	Walter 2010, Johns 2019
2	14-Feb	Dilemmas in Multilevel IR	Putnam 1988, Rodrik 2002
		Part II: IR theory debates	
3	15-Feb	Realism vs. Idealism	Carr chapter 5, re-read IR textbook chapters
3	21-Feb	Guest lecture Roel van Engelen: IPE Debate	Cox 1981, O'Brian and Williams chapter
4	22-Feb	Rationalism vs. Constructivism vs. Poststructuralism I	Fearon 1995, Wendt 1992, re-read IR textbook chapters
4	28-Feb	Rationalism vs. Constructivism vs. Poststructuralism II	Campbell 1992 chapter 1, re-read IR textbook chapters
		Part III: Conflict and security	
5	01-Mar	Security between states	Kaldor 1999 chapter 2, Bond and Olearchyk 2018
5	07-Mar	From old to new wars: civil war	Kaldor 1999 chapter 1, Kalyvas and Balcells 2010
6	08-Mar	Guest lecture Esther Tessemaker: European Defence and Security Policy in a Globalizing World	https://ec.europa.eu/commission/sites/beta-political/files/reflection-paper-defence_en.pdf (Links to an external site.)
6	14-Mar	Terrorism	Sanchez-Cuenca and de la Calle 2009, Huff and Kertzer 2018
7	15-Mar	Transnational crime	Patrick chapter, Crisis Group Report 2018
7	21-Mar	Peacekeeping and peacebuilding	Autesserre 2012, Hegre et al. 2018
8	22-Mar	No lecture, exam preparation	-
8	28-Mar	No lecture, exam preparation	-
		Part IV: Politics of development	
9	29-Mar	No lecture, exam preparation	-
9	04-Apr	What is development?	Sen chapter 2, Jayachandran 2018
10	05-Apr	Legacies of colonialism and slavery	Mamdani 1996 chapter 1, watch Adichie talk (2009)
10	11-Apr	Global inequality	Wade 2004, Milanovic 2013
11	12-Apr	Guest lecture Anne Porta: The UN and the Sustainable Development Goals	UN explainer, New York Times UN Sustainable Development Goals The Addis Abbaba Action Goals
11	18-Apr	Poverty persistence and interventions	Bräutigam 2011, Easterly 2015
12	19-Apr	Good Friday, no lecture	-
12	25-Apr	No lecture	-
		Part V: Transnational issues	
13	26-Apr	Global environmental politics	Newell and Paterson 1998, Irwin 2019
13	02-May	Guest lecture Philip Schleifer: Sustainability in global value chains	Auld 2015, Dauvergne and Lister 2012
14	03-May	The globalization of migration	Burgoon 2014, Porter and Russell 2018
14	09-May	Guest lecture Darshan Vigneswaran: The politics and geography of migration control	Landau et al. 2018, Mainwaring 2016
15	10-May	Course wrap-up and focus groups	-

Full references

IR as multilevel

Allison, G. 2018. The Myth of Liberal Order. *Foreign Affairs*. July/August.
<https://foreignpolicy.com/2018/08/07/theres-nothing-wrong-with-the-liberal-order-that-cant-be-fixed-by-whats-right-with-it/#>

Simpson, E. 2018. There is Nothing Wrong With the Liberal Order that Can't Be Fixed. *Foreign Policy*, August 7.
<https://foreignpolicy.com/2018/08/07/theres-nothing-wrong-with-the-liberal-order-that-cant-be-fixed-by-whats-right-with-it/#>

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

Johns, J. (2019). Davos: Leaders talk about Globalization as if It's Inevitable – When it Isn't. The Conversation. <https://theconversation.com/davos-leaders-talk-about-globalisation-as-thought-its-inevitable-when-it-isnt-110216>

Putnam, R.D. (1988). Diplomacy and Domestic Politics: The Logic of Two-level Games." *International Organization* 42 (3), pp. 427-460.

Rodrik, D. (2002). Feasible Globalizations. National Bureau of Economic Research Working Paper 9129.

IR theory debates

Please Note: We are reading only original texts by IR scholars. We strongly recommend that you refresh your knowledge of IR theories by reading relevant chapters on realism, liberalism, IPE, constructivism, rationalism, and poststructuralism in the Jackson and Sorensen (2016) or Baylis et al. (2016) textbooks before the respective debates. For the IPE debate, read the O'Brien and Williams chapter.

Carr, E.H. (1946). *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*. New York: Harper Collins. Chapter 5.

Cox, R.W. (1981). Social Forces, States and World Orders: Beyond International Relations theory. *Millennium*, 10(2), pp. 126-155.

O'Brien, R, Williams, M. (2016). *Global Political Economy : Evolution and Dynamics*. Chapter 1.

Fearon, J.D. (1995). Rationalist Explanations for War. *International Organization*. 49(3), pp. 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.

Conflict and security

- Jervis, R. (1978). Cooperation under the Security Dilemma. *World politics*, 30(2), pp.167-214.
- Bond, D. and Olearczyk, R. (2018). Ukraine: On the Front Line of Europe's Forgotten War. *Financial Times*, September 6.
<https://www.ft.com/content/5adbd298-a056-11e8-85da-eeb7a9ce36e4>
- 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 Rebellion: How the End of the Cold War Shaped Internal Conflict. *American Political Science Review*, 104(3), pp.415-429.
- Guest Lecture European Security and Defence Policy:
https://ec.europa.eu/commission/sites/beta-political/files/reflection-paper-defence_en.pdf (Links to an external site.)
- 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.
- Huff, C. and Kertzer, J. (2017). If the Gunman was Muslim, Would we be talking about Las Vegas "Terrorism"? *Washington Post*, October 14.
https://www.washingtonpost.com/news/monkey-cage/wp/2017/10/04/if-the-gunman-was-muslim-would-we-be-talking-about-las-vegas-terrorism/?utm_term=.beb50052876e
- Patrick, S. (2011). *Weak Links: Fragile States, Global Threats, and International Security*. Oxford: Oxford University Press. Chapter 4.
- International Crisis Group. (2018). Life Under Gang Rule: El Salvador.
<https://www.crisisgroup.org/latin-america-caribbean/central-america/el-salvador/life-under-gang-rule-el-salvador>
- Autesserre, S. (2012). Dangerous Tales: Dominant Narratives on the Congo and their Unintended Consequences. *African Affairs*, 111(443), pp.202-222.
- Hegre, H., Hultman, L., and Nygard, H. (2018). UN Peacekeeping Really Can be Effective. Here is How We Tabulated This. *Washington Post*, June 28.
https://www.washingtonpost.com/news/monkey-cage/wp/2018/06/28/u-n-peacekeeping-really-can-be-effective-heres-how-we-tabulated-this/?utm_term=.bc6eaaad18ebc

The politics of development

- Sen, A. (2001). *Development as Freedom*. Oxford Paperbacks. Chapter 2.
- Mamdani, M. (1996). *Citizen and subject: Contemporary Africa and the legacy of late colonialism*. Princeton: Princeton University Press. Chapter 1.
- Adichie, C. (2009). The Dangers of a Single Story. Ted Global.
https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

TBD guest lecture reading

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

Wade, R. H. (2004). Is Globalization Reducing Poverty and Inequality?. *International Journal of Health Services*, 34(3), pp. 381-414.

Bräutigam, D. (2011). China in Africa: What Can Western Donors Learn. *A Report for the Norwegian Investment Fund for Developing Countries (NORFUND)*.
https://www.norfund.no/getfile.php/1339861484571456/Bilder/Publications/Norfund_China_in_Africa.pdf

Easterly, W. (2015). The Trouble with the Sustainable Development Goals. *Current History*, 114(775), pp. 322-324.

Transnational issues

Newell, P. and Paterson, M. (1998). A Climate for Business: Global warming, the State and Capital. *Review of International Political Economy*, 5(4), pp. 679-703.

Irwin, N. (2019). Climate Change's Giant Impact on the Economy: Four Key Issues. *New York Times*, January 17.
<https://www.nytimes.com/2019/01/17/upshot/how-to-think-about-the-costs-of-climate-change.html>

Auld, Graeme. (2015). "Policy making: Certification as governance." In *Encyclopedia of Public Administration and Public Policy-5 Volume Set*, pp. 1-8. Routledge, 2015.

Dauvergne, Peter, and Jane Lister. (2012). Big brand sustainability: Governance prospects and environmental limits." *Global Environmental Change* 22(1): 36-45.

Burgoon, B. (2014). Immigration, Integration, and Support for Redistribution in Europe. *World Politics*, 66(3), pp. 365-405.

Porter, E. and K. Russell. (2018). Migrants Are on the Rise Around the World, and Myths About Them Are Shaping Attitudes. *New York Times*, June 20.
<https://www.nytimes.com/interactive/2018/06/20/business/economy/immigration-economic-impact.html?mtrref=www.google.com>

Landau, Loren, Caroline Wanjiku Kihato and Hannah Postel. (2018). "Europe is Making its Migration Problem Worse." *Foreign Affairs*. <https://www.foreignaffairs.com/articles/africa/2018-09-05/europe-making-its-migration-problem-worse>

Mainwaring, Cetta. (2016). "Migrant agency: Negotiating borders and migration controls." *Migration Studies* 4(3): 289-308.

Syllabus version history

Version 1.0, February 3, 2019

Version 1.1, February 6, 2019: Moved Anne Poorta lecture from April 11 to April 12 to accommodate request from guest speaker.

Version 1.2, February 26, 2019: Jervis reading optional for February 28, instead read Kaldor chapter 2 for February 28.

Version 1.3, April 19, 2019: Updated readings for past guest lectures and added readings for guest lectures on environment (May 2) and migration (May 9).