

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 2019-20, semester 2, block4&5

Lecturer(s)

Ursula Daxecker - please email me on Canvas

REC B 8.08

Office hours: Friday 15-16:00

Luc Fransen L.W.Fransen@uva.nl

REC B 8.19

Office hours: by appointment

Engelen, Roel van R.vanEngelen@uva.nl

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|-----------|------------------------------|--------------------|------------------|
| Lecture | Ursula Daxecker& Luc Fransen | Thursday, 15-17:00 | Check on rooster |
| Lecture | Ursula Daxecker& Luc Fransen | Friday, 13-15:00 | Check on rooster |
| Seminar 1 | Roel van Engelen | Monday, 11-13:00 | REC B2.05 |
| Seminar 2 | Roel van Engelen | Monday, 15-17:00 | REC B2.07 |
| Seminar 3 | Geert Luteijn | Monday, 11-13:00 | REC B2.04 |
| Seminar 4 | Geert Luteijn | Monday, 15-17:00 | REC C1.08 |
| Seminar 5 | Sarah Poss | Monday, 11-13:00 | REC B2.03 |
| Seminar 6 | Tim Stork | Monday, 11-13:00 | REC B3.04 |
| Seminar 7 | Tim Stork | Monday, 15-17:00 | REC B1.01 |
| Seminar 8 | Vidya Marapin | Monday, 15-17:00 | REC B3.05 |
| Seminar 9 | Vidya Marapin | Monday, 11-13:00 | REC B1.02 |

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.

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

Upon completion of this course, students are able to

- explain the development and workings of international relations and the theoretical streams and approaches with which IR can be studied
- explore, develop, and research empirical and normative questions in IR through theoretical and empirical analysis.
- 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.
- present their 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.

The use of laptops and cell phones and the distractions they often create in the classroom are challenging to address. On the one hand, the use of laptops or cell phones during class time is distracting for you, your fellow students and to teachers. Even if you plan to use your laptop to take notes or look at 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, lectures are more enjoyable when the audience is actively engaged with the speaker. On the other hand, although research suggests that manual note-taking is more effective for information retention, we are aware that some students might still want or need to take notes on their computers. In last year's student evaluations, we had included a question on technology use, and approximately half of the students preferred not having access to laptops or phones, while the other half thought that they should always be allowed. For the core module this year, we have adopted an approach that aims to accommodate both types of students. We will ask students with laptops to sit on the left-hand side of the lecture room (when facing the screen) and those without laptops are invited to sit on the right-hand side of the room.

In lectures, you will occasionally be asked to participate in poll questions. You may 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 at a quarter to the hour. Please do not arrive late or leave early, as this is disruptive for your fellow students.

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 a substantial 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 four 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. Always inform your seminar teacher in advance of any absence or lateness for a seminar. 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 twice before in this format. Last year, the course was evaluated with a grade 8,1, suggesting that the structure and substantive orientation of the course work well for students. We have therefore retained popular elements (such as polls during lectures, student feedback sessions, more recent texts, etc.), but have nevertheless made a few adjustments. First, the course will be taught by two lecturers (Ursula Daxecker and Luc Fransen) rather than only one. While the lecturer last year was evaluated positively (8,1), teaching two lectures a week for a 12 EC course is a demanding task, making co-teaching attractive. Furthermore, the lecturers for the course specialize in different fields of IR - conflict and security (Ursula) and political economy (Luc) – allowing students to get lectures from different areas of expertise. Second, in response to student feedback, the course this year includes a resit exam. Note, however, that the resit covers material from all lectures and readings and replaces other exam grades. Third, we have made some minor

changes to the readings when we felt that a text did not work particularly well. As last year, the readings often consist of original texts paired with recent short articles relating to the topic of the lecture.

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, we have a policy of allowing for laptops on the left side of the room, while the right side remains laptop free (see above); seminar teachers will establish their own policy. Cell phones must be stored away except when 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 (20%)
- 2) Two exams (25% each, for a total of 50%)
- 3) Participation in the seminar and discussion moderation (10%)
- 4) Written assignments in seminar (15%)

1. Research paper (25%)

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 20% for the final paper. The deadlines are as follows: *Monday April 20 2020 at 23:59* for the proposal and *Monday May 18 2020 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 (25% each for a total of 50%)

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 long-answer questions. The midterm exam takes place on *Thursday, March 26, 2020, 9:00-11:00 in Tentamenzaal USC Sporthal 1 Sciencepark*. 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 consists of a combination of short and long-answer questions. The final exam takes place on *Tuesday May 26, 2020, 19-21:00 in IWO 4.04A (red)*. The resit exam takes place on *Tuesday, June 30, 2020, 18:00-21:00, in REC M3.01*. Please note that the resit exam covers all readings and lectures (i.e. material covered in lectures and readings for both exams), replaces other exam grade(s), and counts for 50% of the grade.

Seminar discussion moderation

In seminars, you will be asked to submit (at least) four 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 consist 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 (15%)

The written assignments are short analyses of the literature, material from the lectures, or other related materials. For at least four 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 four 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, which 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. 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.

Examination scheme

| Assessment form | Deadline | Weight (%) | Minimal grade (Yes/No) | Compensable (Yes/No) | Resit (Yes/No) |
|----------------------------------|---|------------|------------------------|----------------------|---|
| Research paper proposal | 20-04-2020 by 23:59 Canvas | 5% | no | yes | No |
| Research paper | 18-05-2020 by 23:59 Canvas | 20% | no | yes | No |
| Seminar written assignments | As scheduled in seminars | 15% | no | yes | No |
| Seminar participation | As scheduled in seminars | 10% | no | yes | No |
| Midterm exam | 26-03-2020 9:00-11:00 Tentamenzaal USC Sporthal 1 Sciencepark | 25% | no | yes | Yes N.B. The resit replaces both exams |
| Final exam | 26-05-2020 19:00-21:00 IWO 4.04A (rood) | 25% | no | yes | Yes N.B. The resit replaces both exams |
| Resit exam (replaces both exams) | 30-06-2020 18:00-21:00 REC M3.01 | | | | |

Video recording lectures

The lectures will be recorded and will be available immediately after the lecture. Please keep in mind, however, that video lectures are NOT a replacement for lecture attendance, but are made available instead to allow students to fill in material they have missed and/or review it again later. Technical issues can happen, meaning that we do not guarantee recordings will always be available. If a recording is unavailable, it is your responsibility to get notes from other students since such material will still be tested on exams. In addition, lectures by practitioners will not be recorded because their employers typically do not allow such recordings. The link to access video lecturers will be placed on Canvas.

Inspection of assignments and feedback

Assignments will be graded within 15 work days. Your seminar teacher will provide concise feedback on your written work, with a focus on the more substantial assignments. For both exams, you can sign up to inspect the exam. You can find the inspection sessions in the online timetable.

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.

Aside from the required literature, we ask students to regularly read the New York Times World Section. All UvA students have free access to all articles through the VPN: <https://uba.uva.nl/en/content/news/2019/09/access-to-the-new-york-times-also-available-on-smartphones.html>

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 17 2020*, barring exceptional circumstances.

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

| Week | Date | Lecturer | Topic | Readings |
|------|------------------------|----------|---|--|
| | | | Part I: IR as multilevel | |
| 1 | 06 February 2020 | Both | Introduction | Allison 2018, Simpson 2018 |
| 1 | 07 February 2020 | Ursula | Globalization and the State in Multilevel IR | Soron 2004, Walter 2010 |
| 2 | 13 February 2020 | Luc | Dilemmas in Multilevel IR | Putnam 1988, Rodrik 2002 |
| | | | Part II: IR theory debates | |
| 2 | 14 February 2020 | Ursula | Realism vs. Idealism | Morgenthau 1948, re-read IR textbook chapters |
| 3 | 20 February 2020 | Luc | IPE Debate | Cox 1981, O'Brian and Williams chapter 1 |
| 3 | 21 February 2020 | | No lecture | |
| 4 | 27 February 2020 | Ursula | Rationalism vs. Constructivism vs. Poststructuralism I | Fearon 1995, Wendt 1992, re-read IR textbook chapters |
| 4 | 28 February 2020 | Luc | Rationalism vs. Constructivism vs. Poststructuralism II | Campbell 1992 chapter 1, re-read IR textbook chapters |
| | | | Part III: Conflict and security | |
| 5 | 05 March 2020 | Ursula | Security between states | Schelling 1960 chapters 1&2, Taub 2019 |
| 5 | 06 March 2020 | Ursula | From old to new wars: civil war | Kaldor 1999 chapters 1&2, Kalyvas and Balcells 2010 |
| 6 | 12 March 2020 | Ursula | Terrorism | Sanchez-Cuenca and de la Calle 2009, Huff and Kertzer 2018 |
| 6 | 13 March 2020 | Ursula | Peacekeeping and peacebuilding | Autesserre 2012, Hegre et al. 2018 |
| 7 | 19 March 2020 | Ursula | Guest lecture Lucy Hall: Women, Peace, and Security (TBC) | TBD |
| 7 | 20 March 2020 | | No lecture, prepare for exam | - |
| | | | | |

| Week | Date | Lecturer | Topic | Readings |
|------|---------------|----------|---|--|
| 8 | 26 March 2020 | | No lecture, exam week | - |
| 8 | 27 March 2020 | | No lecture, exam week | - |
| | | | Part IV: Politics of development | |
| 9 | 02 April 2020 | Luc | Development politics | O'Brien and Williams chapter 11; Brautigam 2018 |
| 9 | 03 April 2020 | Ursula | Legacies of colonialism and slavery | Mamdani 1996 chapter 1 1, watch Adichie talk (2009) |
| 10 | 09 April 2020 | Luc | Trade, development and value chains | Yujia 2019; World Bank 2020 |
| 10 | 10 April 2020 | | No lecture, Good Friday | - |
| 11 | 16 April 2020 | Ursula | Guest lecture Anne Poorta (MINBUZA): The UN's Sustainable Development Goals | UN explainer, New York Times UN Sustainable Development Goals The Addis Ababa Action Goals |
| 11 | 17 April 2020 | Luc | Civil Society as channels for development | Brass et al 2018; Dupuy et al 2017 |
| | | | Part V: Transnational issues | |
| 12 | 23 April 2020 | Luc | Environmental politics I | Kim et al 2017; Irwin, 2019 |
| 12 | 24 April 2020 | Luc | Environmental politics II | Auld 2015; Dauvergne and Lister 2012 |
| 13 | 30 April 2020 | | No lecture | - |
| 13 | 01 May 2020 | Ursula | Migration | Burgoon 2014, Porter and Russell 2018 |
| 14 | 07 May 2020 | | No lecture, UvA week off | - |
| 14 | 08 May 2020 | | No lecture, UvA week off | - |
| 15 | 14 May 2020 | Luc | Transnational human rights regimes | TBD |
| 15 | 15 May 2020 | Both | Course wrap-up | - |

Full references (in alphabetical order for each section)

IR as multilevel

Allison, G. 2018. The Myth of Liberal Order. *Foreign Affairs*. July/August. <https://www.foreignaffairs.com/articles/2018-06-14/myth-liberal-order>

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.

Soron, D. (2004) Democratizing Globalization, Globalizing Democracy: An Interview with Jan Aart Scholte *Aurora Online*

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.

Campbell, D. (1992). *Writing Security: United States Foreign Policy and the Politics of Identity*. University of Minnesota Press. Introduction chapter.

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

Fearon, J.D. (1995). Rationalist Explanations for War. *International Organization*. 49(3), pp. 379-414.
Morgenthau, H.J., 1948. World Politics in the Mid-Twentieth Century. *The Review of Politics*, 10(2), pp.154-173

O'Brien, R, Williams, M. (2016). Global Political Economy : Evolution and Dynamics. Chapter 1.
Wendt, A. (1992). Anarchy Is What States Make of It: The Social Construction of Power Politics. *International Organization*, 46(2), pp.391-425.

Conflict and security

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=.bc6ead18ebc

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

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.

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.

Schelling, Thomas. (1980 [1960]). *The Strategy of Conflict*. Harvard University Press. Chapters 1&2.

Taub, Amanda. (2019). Did the Killing of Qassim Suleimani Deter Iranian Attacks, or Encourage Them? *New York Times*, January 4, 2020. <https://www.nytimes.com/2020/01/04/world/middleeast/qassim-suleimani-deter-iran.html>

The politics of development

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

Brass, J. N., Longhofer, W., Robinson, R. S., & Schnable, A. (2018). NGOs and international development: A review of thirty-five years of scholarship. *World Development*, 112, 136-149.

Brautigam, D. (2018). US Politicians get China in Africa all wrong. <https://www.washingtonpost.com/news/theworldpost/wp/2018/04/12/china-africa/>.

Dupuy, K., Ron, J. and A. Prakash (2017). Across the globe, governments are cracking down on civic organizations. This is why. https://www.washingtonpost.com/news/monkey-cage/wp/2017/07/05/___trashed-4/.

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

O'Brien, R, Williams, M. (2016). *Global Political Economy : Evolution and Dynamics*. Chapter 11.

UN Sustainable Development Goals guest lecture:

[UN explainer, New York Times](#)

[UN Sustainable Development Goals](#)

[The Addis Ababa Action Goals](#)

World Bank. (2020). *World Development Report. Part I: Overview*. <https://www.worldbank.org/en/publication/wdr2020>

Yujia, Z. (2019). Is There a New International Trade Order? *The Chinese Journal of International Politics*, 12(1), 93-122.

Transnational issues

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

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

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Syllabus version history

Version 1.0, January 30, 2020

Version 1.1, February 4, 2020:

- We deleted lecture room locations because UvA changed lecture halls, please consult rooster
- We moved the lecture on migration to May 1 because the lecture planned for May 21 had to be cancelled (mandatory holiday). The final lecture is now on May 15, 2020. Apologies for the inconvenience.

Version 1.2, February 5, 2020:

- Corrected link for Allison article