In this course we focus on several main themes that allow us to grasp the complexities of the contemporary global order: globalization, governance, development, culture, nationalism and empire. We will also become acquainted with the analytical tools that are needed to think critically about world politics through these themes: a historical sensibility (i.e. how situations have elements of both continuity and change); an understanding of political-economy (i.e. why the economy is political); and the significance of resistance and “situated knowledges” (i.e. your understanding of world politics might be different depending on where and how you are situated in the world).

The course also provides students with an overview of the theoretical traditions inspiring current research in international relations (IR). IR is a discipline which attempts to explain processes and events in world politics. Primarily emerging as a way to explain the behaviour of nation-states and their interactions, the discipline has expanded with the onset of globalization to explore an array of actors, institutions and processes which include but simultaneously transcend the nation-state.

Semi-structured discussions will take place in seminars each week. Each student is expected to participate in an informed, thoughtful way, based on their reading. All students are expected to have read at a minimum the list of ‘Essential Readings’ for each week, unless otherwise directed. Each week of the course will consist of a mixture of lectures and seminars. The seminars will utilize a critical pedagogy to create an open learning community. The class will begin with introductory remarks on the seminar topic of the week by the professor (10 minutes). This introduction will highlight some of the key themes or controversies for subsequent seminar discussion. Following the brief introduction, the professor will canvass the views of each member of the class on the seminar’s topic. This may involve small group work as well as whole group discussion. The purpose here is to foster active intellectual involvement by getting everyone “out on the ice and skating with the puck”! Students should come prepared to dialogue. It is dialogue that creates the opportunity for change, invention, and spontaneous shifts that will serve as a catalyst for learning in our course. Some seminars will include a simulation exercise. Information on how to prepare for each of the simulations will be circulated in advance. Each class will conclude with a lecture (1 hour) by the professor that anticipates the next week’s seminar topic.

To recap then, seminar discussions will focus on the previous week’s lecture. This is to give students the time to digest the lecture and be guided by it in considering the relevant literature (both from the reading list and beyond where appropriate). Readings for that week’s seminar will be listed under the seminar title next to the date of that week’s class.

All students are expected to have read at a minimum the essential readings for each seminar.

(a) Knowledge:
At the end of this course successful students will be able to:

- Show knowledge and understanding of a range of theoretical perspectives and concepts accounting for developments in World Politics.
- Appreciate the relationship between qualitative and quantitative approaches to explaining World Politics.
- Develop their own perspective on the most convincing explanations for, and ways of investigating, developments in World Politics.

(b) Skills:
And, more generally, students should have developed a number of other skills over the duration of the course, in particular an ability to:

- Read a range of materials, critically, evaluating the strength of different arguments.
- Communicate information, arguments, ideas and issues effectively and appropriately, both in writing and orally.
- Work independently, demonstrating initiative, self-organisation and time management.

**Assessment Components**

The assessment components are:

i) Participation, defined as at least four contributions to the course Tumblr page (10%)

ii) One blogpost to the course Tumblr page, prepared in small assigned groups (20%)

iii) Eight-page, double spaced position paper (plus bibliography) due Session Nine, tied to the seminar simulation on ‘Nationalism & Conflict Prevention’. The paper should be uploaded onto Blackboard through TurnItIn and a hard copy should be brought to class together with the TurnItIn receipt (30%).

iv) 2 hour examination – Session 15 (40%)

Please note that all written work should be double-spaced, and formatted in Times New Roman Point 12 font. Page Margins should not be extended to accommodate further words. Penalties of deducted marks will be applied if either of these rules are contravened.

**Failure to submit or fulfil any required course component results in failure of the class.**

**Assessment Expectations**

**Grade A: Task Fulfilment:** demonstrates a full understanding of the task/question and addresses it clearly, avoiding irrelevance.

Knowledge and understanding: shows a sophisticated understanding of the topic in both breadth and depth. Covers expected/basic issues cogently and critically, and displays initiative in going beyond these to tackle other issues.

Argument, analysis and discussion: presents a fully coherent case that shows evidence of sustained critical evaluation of a range of arguments, assumptions and concepts. Excellent use of empirical and/or theoretical material as evidence and to support the argument. Some element of originality in approach, structure and/or analysis.

Structure, communication and presentation: material is ordered coherently and appropriately, with clear evidence of planning. Writing style is lucid with few or no errors. Ideas are communicated in a highly accomplished manner appropriate to the field of study. Work is neatly and professionally presented.

Use of sources: evidence of consultation and critical understanding of an appropriately wide range of sources. Full, accurate and consistent referencing.

**Grade B: Task Fulfilment:** demonstrates a high level of understanding of the task/question and addresses it clearly, avoiding irrelevance.

Knowledge and understanding: shows a good understanding of the topic in both breadth and depth. Covers expected/basic issues confidently and may go beyond these to tackle other issues.

Argument, analysis and discussion: presents a coherent case that shows ability to evaluate arguments, assumptions and concepts. Good use of empirical and/or theoretical material as examples/illustrations.
Shows evidence of ability to think independently.

**Structure, communication and presentation:** material is ordered coherently with evidence of planning. Writing style is clear. Ideas are communicated effectively. Work is neatly presented.

**Use of sources:** evidence of consultation and understanding of an appropriate range of sources. Full, accurate and consistent referencing.

**Grade C:** Task fulfilment: demonstrates a sound grasp of the main requirements of the task/question and addresses it purposefully. May be some minor irrelevancies.

**Knowledge and understanding:** shows a good general understanding of the topic, but may be lacking in breadth and/or depth. Covers expected/basic issues competently, but does not go beyond these.

**Argument, analysis and discussion:** presents a case and develops a coherent argument but critical evaluation of arguments, assumptions and concepts may be lacking. An overly descriptive account. Adequate use of empirical and/or theoretical material as examples/illustrations.

**Structure, communication and presentation:** evidence of planning and attempt to structure material. Writing style is intelligible and ideas are communicated effectively, but there may be some errors. Work is neatly presented.

**Use of sources:** evidence of consultation of an appropriate range of sources. Referencing is generally sound but there may be some minor inaccuracies.

**Grade D:** Task fulfilment: demonstrates a basic grasp of the main requirements of the task/question. Addresses some of the key issues, but there may be some irrelevance.

**Knowledge and understanding:** shows a general understanding of the topic, but with limited breadth and/or depth. Covers expected/basic issues adequately, but there may be gaps in coverage.

**Argument, analysis and discussion:** some attempt to present a case but the argument is not fully developed and critical evaluation of arguments, assumptions and concepts is lacking. A predominantly descriptive account. Limited use of empirical and/or theoretical material as examples/illustrations.

**Structure, communication and presentation:** some attempt to order material but there are weaknesses in the structure. Writing style is intelligible and effort is made to communicate ideas, but there are significant errors. Work is adequately presented.

**Use of sources:** the range of sources used is limited, and selection of sources may not be fully appropriate. Some inaccuracies of referencing.

**Grade F:** Task fulfilment: demonstrates little or no grasp of the requirements of the task/question. Fails to addresses key issues. Lots of irrelevancies.

**Knowledge and understanding:** shows an inadequate grasp of the topic, lacking in breadth and depth. There is insufficient coverage of expected/basic or relevant issues.

**Argument, analysis and discussion:** there is little attempt to present a case, or the case presented is incoherent. The argument is absent or undeveloped. There is no critical evaluation of arguments, assumptions and concepts to support it. There is inadequate use of empirical and/or theoretical material as examples/illustrations.

**Structure, communication and presentation:** the structure is incoherent or inappropriate. Writing style is intelligible only with difficulty, and ideas are not communicated effectively. Work may be poorly presented.

**Use of sources:** the range of sources consulted is insufficient and/or the selection of sources is inappropriate. Referencing suffers from serious inaccuracies and/or omissions.

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**Required Texts**

There are no required texts for this course. However, the following two books are both worthwhile purchases for background reading:


Internet Research Guidelines

Students are encouraged to use the internet in helping them research around the subjects discussed in class. You will notice that a number of the set readings are online and of course these can be relied upon for their intellectual and scholarly rigour. However, non-scholarly web-based readings should be treated more carefully, as it is unlikely that they will have been subjected to the rigorous review process of a scholarly piece of work. By all means use these sources, particularly from the media or from government and non-governmental agencies, to illustrate and illuminate the arguments of more scholarly pieces of work, but be wary of using these as the basis of an argument in your written work.

Having taken note of this warning, you should nonetheless try and get into the habit – if you do not already – of regularly reading a ‘quality’ newspaper that covers international affairs in depth. The *Financial Times* offers the most in-depth coverage of international affairs. Other US-based and international newspapers that you may wish to read are *Washington Post*, *New York Times*, *International Herald Tribune* and *Le Monde Diplomatique*. For a UK-based perspective try *The Guardian*, *The Times*, *The Independent* and/or the (weekly) *The Economist*. These papers are accessible online. It is also a good idea to watch quality news programmes, and whilst you are in the UK you should take in programmes such The Channel Four News (daily at 7pm) and BBC2’s *Newsnight* (Daily at 10.30pm). There are also a number of excellent programmes broadcast on BBC Radio Four that cover topics and questions relevant to the course, eg. ‘Start the Week’. Full listings are available at http://www.bbc.co.uk/radio4/index.shtml?logo

List of relevant internet sources

(a) Official Sources
European Union: www.europa.eu.int
North Atlantic Treaty Organisation: www.nato.org
United Nations: www.un.org
United Nations Conference on Trade and Development: www.unctad.org
World Trade Organization: www.wto.org
International Monetary Fund: www.imf.org

(b) Other Useful Sites
The Economist: www.economist.com
Financial Times: www.ft.com
The Global List: www.theglobalist.com
The Global Site: www.theglobalsite.ac.uk
London Review of Books: www.lrb.co.uk
New Left Review: www.newleftreview.net
New York Times: www.nyt.com
Open Democracy: www.opendemocracy.net/home/index.jsp
The Disorder of Things: http://thedisorderofthings.com/
Session 1

**Introductory Lecture & Discussion: Course Overview, Understanding ir / IR / WP**

**Lecture: World Politics: Continuity and Change**

**Tumblr/Seminar Question:** What has changed and what has stayed the same about the international system?

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Session 2

**Seminar: World Politics: Continuity and Change**

**Essential Reading**

Andrew Heywood, Global Politics (Palgrave, 2011), chapter 1 [on NYUClasses]

Haile Selassie I, Appeal to the League of Nations, 1936 (excerpts) [on NYUClasses]


**Lecture: Imperialism and the post-colonial world**

**Tumblr/Seminar Question:** Does the history of European imperialism still resonate in the international system?

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Session 3

**Seminar: Imperialism and the post-colonial world**

**Essential Reading**

Robert Young, Postcolonialism: An Historical Introduction (Blackwell, 2001), ch.1 [on NYUClasses]

BBC, “Should We Be Proud of the British Empire?” 2016, [https://www.youtube.com/watch?v=XIu8-joChfo]

**Further Reading:**


**Lecture: War and Security**

**Tumblr/Seminar Question:** Has the nature of war changed, and if so how?

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Session 4

**Seminar: War and Security**

**Essential Reading**

Kofi Annan, "In Larger Freedom": Decision Time at the UN", Foreign Affairs, May/June 2005. On NYUClasses

Further Reading:


Barkawi, Tarek, 'On the Pedagogy of 'Small Wars' International Affairs Vol. 80, No. 1 (Jan 2004), pp. 19-37 On NYUClasses

Lecture: Global Poverty Part 1: The Development Project

Tumblr/Seminar Question: Who is ‘Development’ for?

Session 5

Seminar: Global Poverty Part 1: The Development Project

Essential Reading


Further Reading:


Lecture: Global Poverty Part 2: Aid, Trade and Debt

Tumblr/Seminar Question: Is aid the solution or the problem for people living in poverty?

Session 6

Seminar: Global Poverty Part 2: Aid, Trade and Debt

Essential Reading:


Further Reading:

Mustapha Kamal Pasha 'How can we end poverty?' in Jenny Edkins and Maja Zehfuss Global Politics: An


**Lecture: War on Terror**

Tumblr/Seminar Question: Do “they” hate “us”, and who is our real enemy?

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**Session 7**

**Seminar: War on Terror**

**Essential Reading**

President George W. Bush, "Address to the Nation", September 2001


**Further Reading**

David Cameron, Speech at Munich Security Conference, 2011, https://www.youtube.com/watch?v=VsGQvOq8cEs

David Cameron, Speech at Munich Security Conference, 2011


**Lecture: Global Financial Crisis**

Tumblr/Seminar Question: (Why) should the economy be understood as a political system?

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**Session 8**

**Seminar: Global Financial Crisis**

**Essential Reading**


BBC 'IS AUSTERITY THE ANSWER TO ECONOMIC DOWNTURN?’ JULY 1, 2015 http://www.bbc.co.uk/news/business-33270070

**Further Reading**


**Lecture: Wretched of the Earth**

Tumblr/Seminar Question: How does changing our standpoint help us think about any of the topics we have looked at so far differently? Choose one topic we have looked at on this course.

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**Session 9**

**Seminar: Wretched of the Earth**

**Essential Reading**


Cynthia Enloe, Bananas Beaches and Bases (University of California Press, 1990) pp. 1-7 [On NYUClasses](http://www.marxists.org/subject/art/literature/brecht/)

Frantz Fanon, “Letter to a Frenchman”, in Toward the African Revolution (Grove Press, 1964) [On NYUClasses](http://www.marxists.org/subject/art/literature/brecht/)

**Further Reading**:


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**Lecture: New cold wars?**

Tumblr/Seminar Question: Is NATO an aggressive or defensive organization? Try and address this question from the perspective of Britain, Ukraine, and Russia.

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**Session 10**

**Seminar: New cold wars?**

**Essential Reading**

Zbigniew Brzezinski, "An Agenda for NATO", Foreign Affairs, 2009 [AVAILABLE ON NYUCLASSES](http://www.marxists.org/subject/art/literature/brecht/)

Watch: ‘Empire: Putin’s Russia’ (Al Jazeera) [https://www.youtube.com/watch?v=iZcUsdARY6o](https://www.youtube.com/watch?v=iZcUsdARY6o)

**Further Reading**


Mattox, Gale, ‘Resetting the US-Russian relationship: is 'cooperative engagement' possible?’ European Security, 20 (1) 2011, pp.103-116


**Lecture: Nationalism & Conflict Prevention simulation**

**Session 11**

**Seminar: Nationalism & Conflict Prevention simulation**

**Recommended Reading**

"Operational Conflict Prevention - How Does It Work? The Experience of the OSCE High Commissioner on National Minorities", address by HCNM Rolf Ekeus, Stanford University, California 2007. AVAILABLE ON NYU CLASSES


**Further Reading:**


**Lecture: ‘America First’/America in decline (again?)**

**Tumblr/Seminar Question: Is the (putative) decline of the USA a good or bad thing?**

**Session 12**

**Seminar: ‘America First’/America in decline (again?)**

**Essential Reading**


Singh, R., ‘The Exceptional Empire: Why the United States is not in Decline – Again’, International Politics. 45 (5) 2008, pp.571-593

**Further Reading:**


Buzan, B., ‘A Leader without followers? The United States in World Politics after Bush’ International Politics, 45 (5) 2008, pp.554-570


**Lecture: Europe and the refugee crisis**

**Tumblr/Seminar Question:** When does someone become European?

**Seminar: Europe and the refugee crisis**

**Recommended Reading**

Matthew Cassel, “The Journey from Syria”, NewYorker (2016). In SIX parts. Go to each webpage and watch the VIDEO on it (10 mins each):


**Further reading:**


Lecture: Britain: a Post-Imperial Power?

Tumblr/Seminar Question: What is the purpose of multiculturalism?

Seminar: Britain: a Post-Imperial Power?

Recommended Reading


David Cameron, Speech at Munich Security Conference, 2011, [https://www.youtube.com/watch?v=VsGQvOq8cEs](https://www.youtube.com/watch?v=VsGQvOq8cEs)

Further reading:

Paul Gilroy, "’My Britain is f**k all’: zombie multiculturalism and the racepolitics of citizenship", *Identities* 19 (4), 2012 [AVAILABLE ON NYU CLASSES](#)

Shane Brighton, “British Muslims, Multiculturalism and UK Foreign Policy: ‘Integration’ and ‘Cohesion’ in and beyond the State”, *International Affairs* 83 (1), 2007

Lecture: Exam Preparation

Two hour exam

Classroom Etiquette

Toilet breaks should be taken before or after class or during class breaks.

Food & drink, including gum, are not to be consumed in class.

Mobile phones should be set on silent and should not be used in class except for emergencies.

Please kindly dispose of rubbish in the bins provided.

Required Co-curricular Activities

None

Estimated Travel Costs

London is home to some of the World’s leading research institutes and centres on world politics and international relations. Students are encouraged to take note of public seminars taking place at the following places (this is NOT an exhaustive list):
Royal United Services Institute (RUSI)  http://www.rusi.org/

Chatham House  http://www.chathamhouse.org.uk/

London School of Economics and Political Science (public events)  http://www2.lse.ac.uk/publicEvents/eventsHome.aspx

School of African and Oriental Studies Department for Politics and International Studies  http://www.soas.ac.uk/politics/events/


**Your Instructor**

Clive Gabay

My research interests lie at the intersection of several disciplines and literatures, including historical sociology, human geography, post-structuralism and postcolonial theory. I use these frameworks to explore a number of related issues pertinent to the study of international relations and politics:

Post-colonial state formation in sub-Saharan Africa;
The relationships between international organisations and global/international civil society groups;
The politics of knowledge and knowledge maintenance in the area of International Development;
The political economy of democratic transition and state-civil society relations in sub-Saharan Africa, with a particular focus on Malawi;
The evolution of ideas about Africa in the West

19th Century German-Jewish Anarchism

In 2012 I published a book on the second of these interests, interrogating the power relations which construct a significant global civil society group, the Global Call to Action against Poverty (www.whiteband.org), in order to understand its impact, actual and potential, on discourses and actors in the international system, and in 2016 I published a book called ‘Tales of an African Civil Society: Development and Democracy in Malawi 1994-2014’.

My other research interests are reflected in papers I have published and ongoing research projects, including a study of the Millennium Development Goals (MDGs) and their socio-cultural-spatial logics; a project exploring the discursive relationship between the MDGs and civil society organisations in East Africa; a project exploring the optimistic imagination of Africa in the European imagination; and a project exploring Jewish cosmologies of statelessness.

**NYU GLOBAL ACADEMIC POLICIES**

Policies and procedures for Global Academic Centres, including policies on academic integrity and the Study Away Standard, can be found here:  
https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/student-services.html

Absences: Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found here:  
http://www.nyu.edu/london/academics/attendance-policy.html

NYU London work submission policies can be found here:  
http://www.nyu.edu/london/academics/academic-policies.html
At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-” grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

**Classroom conduct:** Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services.

Please refer to the [NYU London Disruptive Student Behaviour Policy](https://goo.gl/Nvt5Vu) for examples of disruptive behaviour and guidelines for response and enforcement.