World Politics

Class code

Instructor Details
Dr Clive Gabay

Class Details
World Politics
Wednesdays, 10am-1pm
Location to be confirmed.

Prerequisites

Class Description
This course 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.

The course will focus on the major theories of IR, and how theoretical debates inform key literature in major subfields of the discipline. The course is constructed in such a way as to familiarize students with core debates and cleavages in the field, for example between behavioural and ideological approaches to the study of world politics. There will also be a focus on some of the key substantive subfields of IR such as international organisations, humanitarian intervention, and global governance. Lastly, there will be ample opportunity for students to model international political behaviour through the application of rational choice and game theory. Students will be encouraged to use this as an opportunity to explore the efficacy of such approaches and their alternatives, to explaining the behaviour and actions of different actors in world politics.

Each week of the course will consist of a mixture of lectures and seminars.

Seminars: Seminar discussions will focus on the previous week’s lectures and readings. 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). Students will also use this time to prepare 1-2 page critical memos on at least two of the essential readings associated with the previous week’s lecture. Each week, seminar activities and discussions will be structured around these memos, so it is very important to the vitality of class-discussions that you produce them. Up to 10% of the overall module mark will also be awarded based on production of the memos on a weekly basis, and subsequent seminar participation. Memo requirements are outlined in more detail below. Briefly however, in preparing their memos students should be guided by the questions posed in the previous week’s lecture. All students are expected to prepare these memos on a weekly basis, and four of these memos will be handed in for assessment in Week 13 (see section on ‘Assessment Components’). 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 and memos. All students are expected to have read at a minimum the list of ‘Essential Readings’ for each week, unless otherwise directed.

Desired Outcomes

(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

The assessment components are:

i) Seminar participation (including weekly production of memos) (10%)
ii) Eight-page paper (plus bibliography) due Session Six (30%) from a choice of essay questions relating to Sessions One to Four (see questions listed under Session Four). The essay should be uploaded onto Blackboard through TurnItIn and a hard copy should be brought to class together with the TurnItIn receipt.
iii) Ten-page portfolio assessment due Session 13 (20%), based on a self-selected sample of four critical memos as well as a short introduction explaining the choice. The portfolio should be uploaded onto Blackboard through TurnItIn and a hard copy should be brought to class together with the TurnItIn receipt.
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.

A note on Critical Memos: As the author you should generally assume that your real or hypothetical reader (depending on which of your memos you will actually submit) is intelligent and informed but does not know the texts in great detail. Thus, you should briefly and concisely describe the works under review during the course of the memo. Relevant details might include:

- The author’s basic line of argument.
- The evidence used to support this argument.

HOWEVER, the bulk of a critical memo should be evaluative, comparative and analytical, not descriptive. Your goal is to compare and contrast the texts under review while critically assessing their relative strengths and weaknesses.

For example, Text A could claim that politics only occurs between states, while Text B claims that politics is expressed in any relationship in which power is exerted, including, for instance, the family. A mediocre memo would merely point out (describe) this difference; a good memo would critically assess the basis of the disagreement, the evidence authors use to support their case, and make an argument about which point of view they find most convincing and why.

Compared to an essay title, which is very specific and directive, the task of writing a critical memo is a little more open-ended. It is up to you to identify the most important issues raised in the texts, to decide which are the areas of disagreement and agreement, and the themes mentioned by all (or most) authors across which you want to compare the texts.
The following questions might help you devise the basis for your memos:

- What are the different authors’ views on the issue?
- What questions are being asked by the different sources?
- Do the different authors present the same themes, or opposing ideas, arguments and conclusions?
- What relationships between the different sources can be identified?

What a critical memo is not:

- A descriptive summary of the texts.
- An evaluation of superficial aspects like the text’s presentation, e.g., whether it is well organised, uses bullet points or case studies in boxes.
- An impressionistic report on how you read the text, e.g., ‘I found it difficult to understand’. Work out which bits of a text you find challenging and discuss them with your peers and lecturer. If the text remains challenging, what is the reason for this? Is the argument contradictory? The evidence inadequate? The logic flawed? The writing too dense? You should analyse the difficulty, and write about this, rather than simply describing the difficulty.

Even though only four of your critical memos will be formally assessed, you should approach each week’s memo as if it will be assessed. This will ensure you engage fully with the reading material for each week. Furthermore, class discussions may help you refine your memos into more coherent and cogent pieces of work, thus providing you with a broader range of material to submit come Session Thirteen. Needless to say, a full set of refined memos come the end of the course will also provide an excellent set of revision notes!

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

**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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**Grade conversion**

NYU in London uses the following scale of numerical equivalents to letter grades:

- **A**=94-100
- **A-**=90-93
- **B+=87-89**
- **B=84-86**
- **B-=80-83**
- **C+=77-79**
- **C=74-76**
- **C-=70-73**
- **D+=67-69**
- **D=65-66**
F=below 65

Where no specific numerical equivalent is assigned to a letter grade by the class teacher, the mid point of the range will be used in calculating the final class grade (except in the A range, where 95.5 will be used).

**Grading Policy**

NYU in London aims to have grading standards and results in all its courses similar to those that prevail at Washington Square.

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.

**Attendance Policy**

NYUL has a strict policy about course attendance. **No unexcused absences are permitted.** While students should contact their class teachers to catch up on missed work, you should NOT approach them for excused absences.

Excused absences will usually only be considered for serious, unavoidable reasons such as personal ill–health or illness in the immediate family. Trivial or non-essential reasons for absence will not be considered.

Excused absences can only be considered if they are reported in accordance with guidelines which follow, and can only be obtained from the appropriate member of NYUL’s staff.

Please note that you will need to ensure that no make-up classes – or required excursions - have been organised before making any travel plans for the semester. See also section 11.1 - Make up days.

**Absence reporting for an absence due to illness**

1. On the first day of absence due to illness you should report the details of your symptoms by e-mailing absences@nyu.ac.uk including details of: class(es) missed; professor; class time; and whether any work was due including exams. Or call free (from landline) 0800 316 0469 (option 2) to report your absences on the phone.

2. Generally a doctor’s note will be required to ensure you have sought treatment for the illness. Contact the Gower Street Health Centre on 0207 636 7628 to make an appointment, or use HTH general practitioners if you cannot get an appointment expediently at Gower Street.

3. At the end of your period of absence, you will need to complete an absence form online at http://bit.ly/NuCl5K. You will need to log in to NYU Home to access the form.

4. Finally you must arrange an appointment to speak to Nigel Freeman or Donna Drummond-Smart on your first day back at class. You must have completed the absence form before making your appointment.

Supporting documentation relating to absences must be submitted within one week of your return to class.
Absence requests for non-illness reasons

Absence requests for non-illness reasons must be discussed with the Academic Office prior to the date(s) in question – no excused absences for reasons other than illness can be applied retrospectively. Please come in and see us in Room 308, 6 Bedford Square, or e-mail us at academics@nyu.ac.uk.

Further information regarding absences

Each unexcused absence will be penalized by deducting 3% from the student’s final course mark. Students are responsible for making up any work missed due to absence.

Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from an examination (with authorisation, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, viva voce (oral examination), or an increased weighting on an alternate assessment component, etc.).

NYUL also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. If timely attendance becomes a problem it is the prerogative of each instructor to deduct a mark or marks from the final grade of each late arrival and each early departure.

Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.

Please refer to the Student Handbook for full details of the policies relating to attendance. A copy is in your apartment and has been shared with you on Google Docs.

Late Submission of Work

Written work due in class must be submitted during the class time to the professor. Late work should be submitted in person to a member of NYU London staff in the Academic Office (Room 308, 6 Bedford Square) during office hours (Mon – Fri, 10:30 – 17:30). Please also send an electronic copy to academics@nyu.ac.uk for submission to Turnitin.

Work submitted within 5 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted more than 5 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time.

Plagiarism Policy

Plagiarism: the presentation of another piece of work or words, ideas, judgements, images or data, in whole or in part, as though they were originally created by you for the assignment, whether intentionally or unintentionally, constitutes an act of plagiarism.

Please refer to the Student Handbook for full details of the plagiarism policy.

All students must submit an electronic copy of each piece of their written work to www.turnitin.com
and hand in a printed copy with the digital receipt to their professor. Late submission of work rules apply to both the paper and electronic submission and failure to submit either copy of your work will result in automatic failure in the assignment and possible failure in the class.

Electronic Submission
The Turnitin database will be searched for the purpose of comparison with other students’ work or with other pre-existing writing or publications, and other academic institutions may also search it.

In order for you to be able to submit your work onto the Turnitin website, you will need to set up an account:

1) Go onto the Turnitin website http://www.turnitin.com
2) Click ‘Create Account’ in the top right hand corner
3) Select user type of ‘student’
4) Enter your class ID & Turnitin class enrolment password (these will be e-mailed to you after the drop/add period, or contact academics@nyu.ac.uk if you have misplaced these).
5) Follow the online instructions to create your profile.

To submit your work for class, you will then need to:

1) Log in to the Turnitin website
2) Enter your class by clicking on the class name
3) Next to the piece of work you are submitting (please confirm the due date), click on the ‘submit’ icon
4) Enter the title of your piece of work
5) Browse for the file to upload from wherever you have saved it (USB drive, etc.), please ensure your work is in Word or PDF format, and click ‘submit’
6) Click ‘yes, submit’ to confirm you have selected the correct paper (or ‘no, go back’ to retry)
7) You will then have submitted your essay onto the Turnitin website.
8) Please print your digital receipt and attach this to the hard copy of your paper before you submit it to your professor (this digital receipt appears on the web site, immediately after you submit your paper and is also sent to your e-mail address). Please also note that when a paper is submitted to Turnitin all formatting, images, graphics, graphs, charts, and drawings are removed from the paper so that the program can read it accurately. Please do not print the paper in this form to submit to your lecturers, as it is obviously pretty difficult to read! You can still access the exact file you uploaded by clicking on the ‘file’ icon in the ‘content’ column.

Please also see the Late Submission of Work policy, above.

Students must retain an electronic copy of their work for one month after their grades are posted online on Albert and must supply an electronic copy of their work if requested to do so by NYU in London. Not submitting a copy of a piece of work upon request will result in automatic failure in the assignment and possible failure in the class. NYU in London may submit in an electronic form the work of any student to a database for use in the detection of plagiarism, without further prior notification to the student.

Penalties for confirmed cases of plagiarism are set out in the Student Handbook.

Required Text(s)

Supplemental Texts(s) (not required to purchase as copies are in NYU-L Library)


Hollis, M. and Smith, S. (1991)*Explaining and Understanding International Relations* (Gloucestershire: Clarendon)


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 never use non-scholarly sources as the basis for making 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](http://www.bbc.co.uk/radio4/index.shtml?logo)

List of relevant internet sources

(a) Official Sources

European Union: [www.europa.eu.int](http://www.europa.eu.int)

North Atlantic Treaty Organisation: [www.nato.org](http://www.nato.org)


United Nations Conference on Trade and Development: [www.unctad.org](http://www.unctad.org)

World Trade Organization: [www.wto.org](http://www.wto.org)

International Monetary Fund: [www.imf.org](http://www.imf.org)

(b) Other Useful Sites

The Economist: [www.economist.com](http://www.economist.com)

Financial Times: [www.ft.com](http://www.ft.com)

The Global List: [www.theglobalist.com](http://www.theglobalist.com)

The Global Site: [www.theglobalsite.ac.uk](http://www.theglobalsite.ac.uk)

London Review of Books: [www.lrb.co.uk](http://www.lrb.co.uk)

New Left Review: [www.newleftreview.net](http://www.newleftreview.net)

New York Times: [www.nyt.com](http://www.nyt.com)


Open Democracy: [www.opendemocracy.net/home/index.jsp](http://www.opendemocracy.net/home/index.jsp)
World Politics and International Relations – what’s the difference and why does it matter?

09/04/13

Essential Reading:

Bull, Hedley, ‘Does Order Exist in World Politics?’, in Viotti and Kauppi


Further Reading:


Additional Critical Memo Reading:

Gabay, C. ‘Two Transitions: The political economy of Joyce Banda’s rise to power and the related role of civil society organisations in Malawi’ Paper presented at the International Studies Association Annual Convention 2013 - ON BLACKBOARD

Session 2

Part One: Explaining World Politics – Major Theories of International Relations

09/11/13

What is International Relations? Part one: Realists and Liberals

Essential Reading

Realism
Bayliss, Smith and Owens, Chapter 7, and 9 (on neo-realism)
Viotti and Kauppi, ch 2., ‘Selected Readings’ ps 83-117

Liberalism
Bayliss, Smith and Owens, Chapter 8, and 9 (on neo-liberalism)

Viotti and Kauppi, ch. 3, ‘Intellectual Precursors and Influences’ (ps 131-137) and ‘Selected Readings’ (ps167-180)

Further Reading:

Realism


Liberalism

Work Due: Critical Memo 1 – You are a 70 year old Malawian woman. You are composing a letter to your great grandchild, who has just been born. In the letter you want to explain to him/her how life has changed (or not) in your country in your lifetime, a lifetime which has included British colonial rule, independence, authoritarianism, financial crisis, and democracy. Use the readings from session one, and your own research, to write the letter. When writing the letter reflect on any or all of the following issues:

Where does the woman live? In a city or a rural area? How might this have changed in her lifetime? What might independence have meant for her? How did the creation of a specifically Malawian state affect her life? What kinds of conditions does she live in now? Why do these conditions exist?

Session 3
What is International Relations? Part two: The radical critiques

09/18/13

Essential Reading

Marxism

Viotti and Kauppi, Chapter Four

Feminism
Post-colonialism
Bayliss, Smith and Owens pp.187-190


Further Reading

Marxism
Bayliss, Smith and Owens, Chapter Eight, from page 149


Feminism


Viotti andKauppi, Chapter Eight

Post-colonialism

Work Due: Critical Memo 2 (on Session 2 readings)

Session 4
09/25/13

What is International Relations? Part three: Knowledge and power

Essential Reading

Constructivism
Viotti and Kauppi, Chapter Six

Post-modernism/Post-structuralism
Viotti and Kauppi, Chapter Seven

Further Reading

Constructivism
Adler, E. (1997) ‘Seizing the Middle Ground: Constructivism in World Politics’ European Journal of International Relationsvol. 3 no. 3 pp. 319-363


Post-modernism/Post-structuralism
READ THE FOLLOWING TWO PIECES TOGETHER:
D Chandler, ‘Globalizing Foucault: From Critique to Apologia - Reply to Kiersey and Rosenow’, Global Society, 24 (2), 2010, pp.135-142


**Work Due: Critical Memo 3 (on Session 3 readings)**

**Essay Questions (Choose any one of the following, due Session Six. Do not deviate from these questions):**

- Why do states join international organisations like the UN? Discuss with reference to at least three of the major theories covered in Sessions Two, Three or Four.

- Compare and contrast the constructivist theory with realism. Discuss which you think it is more or less useful for explaining world politics.

- What are the basic assumptions of Realism and Liberalism respectively? And are these theories mutually exclusive?

- Which theory grasps contemporary world politics best and why – Liberalism, Realism, or neither?

- Marxist thought focuses on economics and can, therefore, not explain world politics. Do you agree?

- Is Gramsci’s concept of hegemony useful for an understanding of the organisation of power internationally?

- On what grounds can it be argued that International Relations is a “gendered” discipline? How convincing is this charge?

- Are Poststructuralists right to claim that ‘danger is not an objective condition’? Are the dangers which states attempt to address through their foreign policies, such as terrorism, merely discursive constructs? Answer with reference to at least two real-world examples.

- ‘If more ‘Africans’, ‘Asians’, ‘Arabs’ and ‘Latin Americans’ wrote and taught International Relations, the discipline would be less biased.’ Discuss.

**Session 5**

10/02/13

**Part Two: Recent developments in World Politics**

**The Cold War and International Relations**

**Essential reading**

Bayliss, Smith and Owens, Chapter Three


**Further Reading (the lecture will cover some of these issues, so students are advised to have a quick look at some of these texts)**


Soviet conduct

Kennan, George F. [X] (1947), ‘The Sources of Soviet Conduct’, *Foreign Affairs* Vol. 25, No. 4: 566-582.


Proxy wars


Nuclear strategy


Waltz, Kenneth N. (1990), ‘Nuclear Myths and Political Realities’, *The American Political Science Review* 84/3, pp. 731-745

Work Due: Critical Memo 4 (on Session 4 readings)

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**Session 6**

**Globalisation and the Nation-State**

*10/09/13*

**Essential Reading**

Bayliss, Smith and Owens, Chapters One, 23


**Further Reading**


**Work due:**

i) Critical Memo 5 (on Session 5 readings)
ii) Essay submission

### Session 7

**Post-Westphalian Governance**

**Essential Reading**


**Further Reading**

Bayliss, Smith and Owens, Chapters 31 and 32


**Work due: Critical Memo 6 (on Session 6 readings)**

### Session 8

**Part Three: Rational choice models and their application in IR**

**Essential reading**


**Further Reading**


Work due: Critical Memo 7 (on Session 7 readings)

Session 9

Applications of game and rational choice theories (part one) – Conventional and Nuclear Deterrence – THIS IS A MAKE-UP CLASS TO COMPENSATE FOR THE CLASS THAT WILL BE MISSED DURING FALL BREAK

10/25/13

Read any three of the following:


Work due: Critical Memo 8 (on Session 8 readings)

Session 10

Applications of game and rational choice theories (part two) – Civil wars, ethnic conflict and terrorism

10/30/13

Read any three of the following:


Work due: Critical Memo 9 (on Session 9 readings)

**Part Four: Applying the meta-theories to world politics**

**The Ethics and Politics of International Campaigning**

*Essential Reading*


*Further Reading*

Bayliss, Smith and Owens, Chapter 11


Work due: Critical Memo 10 (on Session 10 readings)

Session 12

International organizations and international law

11/20/13

Essential Reading

Bayliss, Smith and Owens, Chapters 16 and 18


Recommended Reading


Work due: Critical Memo 11 (on Session 11 readings)

**Session 13**
UN Reform, International Security and Humanitarian Intervention

11/27/13

Essential reading


Bayliss, Smith and Owens, Chapter 30


Recommended reading


Work due: 10 page portfolio assignment

**Session 14**
Non-state actors in IR

12/04/13

This week’s lecture will be complemented with a short examination preparation session

Essential reading

*MNCs:*


NGOs:


**Recommended Reading**

Bayliss, Smith and Owens, Chapter 19, pp. 330-341


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**Session 15 12/11/13**

Two hour exam where students will be expected to answer two questions chosen from a list of 10

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**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.

Laptops are only to be used with the express permission of the teacher.

Please kindly dispose of rubbish in the bins provided.

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**Suggested Co-curricular Activities**

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/](http://www.rusi.org/)


London School of Economics and Political Science (public events) [http://www2.lse.ac.uk/publicEvents/eventsHome.aspx](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/](http://www.soas.ac.uk/politics/events/)
Your Instructor

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

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.

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; and a project exploring the nature of sovereignty and statehood in contemporary Africa.