**POL 2: INTERNATIONAL CONFLICT, ORDER AND JUSTICE**

**2021-2022**

**Organiser:**
Prof Ayşe Zarakol

**Lecturers:**
Prof Adam Branch (Michaelmas Term)
Prof Ayşe Zarakol (Lent Term)
Department of Politics and International Studies

**Time and Location:** If government advice continues to allow it, lectures will be in person in both Michaelmas and Lent Terms. Lectures will also be audio-recorded and made available online (Last year’s video-recorded lectures will also be available as back-ups but do note that the content of the lectures does change from year to year). There will be at least one revision lecture during Easter Term.

**Supervisors:** Supervisions are arranged by Directors of Studies of each College. Below is a list of supervisors who have indicated that they may be available to take students; Directors of Studies who need more supervision capacity should contact them directly. An updated list is on the HSPS Part I Moodle Site.

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Outline of Paper

Aims and Objectives
This class will introduce students to politics beyond the state. We will seek to understand the contemporary international political world as the product of intersecting forms of power, each of which has a distinct history and may require a distinct theoretical approach. The dominant traditions in the study of international politics in the West since the Second World War have emphasized the power of and relations among states – their conflicts and efforts at coordination. But, as new global political realities have emerged, new theoretical approaches have entered the debates on international politics to interpret these new realities and re-interpret dominant histories of international order.

Some of these approaches maintain that actors beyond the state – international organizations, social movements, multinational corporations, or terrorist groups – need to be foregrounded to understand international politics. Others argue that alternative logics – such as race, gender, or constructed civilizational divides – shape international politics and should not be ignored by focusing exclusively on inter-state interaction. Still others argue that giving priority to the Western nation-state obscures the very different visage that international politics may have from the standpoint of the non-Western world and occludes alternative possibilities of order and justice. Thus, the global study of international politics today requires attention to other forms and histories of international order, as well as a history of the state and how we understand it. At the same time, amidst the incontestable impact of global forces, some see a new resurgence of the state and breakdown of existing international order. This paper seeks to explore international politics but will leave open the questions of what issues matter, whose experiences should be the basis for theory, and what methodological tools we can use in this pursuit.

POL2: International Conflict, Order and Justice is thus structured around debates among scholars espousing different theoretical approaches as they make sense of a series of key topics in international politics. Students can expect to find that distinct approaches to international relations may sit uneasily with each other epistemologically or politically, tensions that should provoke further critical inquiry. Throughout all these texts, however, three primary themes will cut across the course as a whole. First, conflict. Under this theme, we will examine not only conflict among states but also violence by non-state actors and conflict that crosses the domestic-international divide, such as environmental violence or counterinsurgency. We will also look at systemic forms of international structural violence and repression, such as might exist along class, race, or gender lines, which may be embedded in the existing international system. This leads to the second theme: order. While order among states is a perennial concern for international politics, there is also the question of whose interests that order serves and at whose expense it is maintained. What is the character of international order – for example, is it hierarchical or anarchical – what are its origins, and how does it establish its legitimacy? And are there alternative ways to order the world? This points to the third theme: justice. Ethical questions such as just war or international economic inequality have long histories of engagement by scholars of politics beyond the state. This paper will also pay attention to the demands for international and global justice being made by a diversity of voices today both in the sphere of political practice and within the study of international politics itself.

Being an introduction, the paper is meant to whet students’ appetites and help them decide, as they advance to Part II of the HSPS Tripos, what they wish to focus on – such as, for
instance, international organizations, international law, gender, race, development, political theory, international sociology, international political economy, or a specific geographical region. The objective of the course is thus two-fold: to ensure that students have a firm foundation for future studies in international politics, and to equip students with the conceptual tools needed to critically interpret and to act in the contemporary world.

**Structure of Paper**

The paper has five modules, each of which explores a specific problem in contemporary international politics. For each problem, we trace its historical origins and development over time, asking how it arose. We also ask what theoretical tools can best help us to understand it, drawing in the process on a diverse set of theoretical traditions. Thus, each module has three dimensions: a current question, an historical inquiry, and a theoretical engagement. Of course, there will be some overlap among the different modules, and students may find that theoretical frameworks introduced in one module can work well for others, or that specific historical legacies arise throughout the course.

**Michaelmas Term (Lecturer: Adam Branch)**

Lecture 1: The Space and Time of International Politics

**Module I: The End of the Cold War and the Rise of Human Rights**

- Lecture 2: Exploring Colonial Legacies
- Lecture 3: The ‘Hot’ Cold War, Decolonisation and Development
- Lecture 4: Interpreting the End of the Cold War
- Lecture 5: Histories of Human Rights
- Lecture 6: The International Criminal Court: Enforcing Human Rights

**Module II: 9/11 and the War on Terror**

- Lecture 7: Did 9/11 Change Everything?
- Lecture 8: The Gender of 9/11
- Lecture 9: The Law and Ethics of War I: Histories and Theory
- Lecture 10: The Law and Ethics of War II: The Iraq Invasion
- Lecture 11: Insurgency and Counterinsurgency, Terrorism and Counterterrorism

**Module III: Climate Change and the Politics of the Anthropocene**

- Lecture 12: Global Climate Change: Origins and Impacts
- Lecture 13: Global Climate Governance and Sustainability
- Lecture 14: The Anthropocene: A New Epoch?
- Lecture 15: Global Climate Justice
- Lecture 16: Envisioning Planetary Futures and Pasts

**Lent Term (Lecturer: Ayşe Zarakol)**

Lecture 17: Is the sky falling?

**Module IV: Between Rising Powers and Populism: Rethinking the ‘End’ of the Liberal International Order**

- Lecture 18: What is ‘the Liberal International Order’? Historical Overview
- Lecture 19: How sustainable is/was the Liberal International Order? Predictions from IR theory
- Lecture 20: Populism in the West: Trump, Brexit
- Lecture 21: Merging waves of discontent: The role of Russia
- Lecture 22: American Decline vs the Rise of China and the Global South
Module V: The End of the Nation State? Origins and Future of the Westphalian System
Lecture 23: International change – what is it?
Lecture 24: What is the Westphalian System? Historical Overview
Lecture 25: The nation-state & modern sovereignty
Lecture 26: Challenges to the Modern State, from above and below
Lecture 27: Westphalian Hierarchies

Wrap Up: Lecture 28: Is it the end of world (as we know it)?

Readings
There are three categories of readings in the paper guide below. First, Lecture Pre-Reading: This is a piece that provides important background to the lecture; if students have time to read only one piece before the lecture, it should be this one. Second, Core Readings: Core Readings explore the key themes for each topic, and students can expect these pieces to be referred to during the lecture. Third, Supplementary Readings: Supplementary Readings are just that – supplementary. They are meant to be useful for writing supervision essays and preparing for the exam by focusing further on specific topics or aspects of topics.

It is not expected that students will read all the Supplementary Readings for the topics they are focusing on, but they should read all the Lecture Pre-Readings and Core Readings and a selection of Supplementary Reading for their chosen topics to be adequately prepared for the exam. Students should read Supplementary Readings that are of particular interest and relevance, as guided by the lectures, their supervisors, and their own concerns. Students may also find that reading additional chapters beyond what is assigned in the books on the reading list, or looking into other works by included authors, can be helpful in writing supervision essays or revising for the exam. Many of the readings can be found in the Library’s POL2 Moodle site.

The readings for this paper represent a wide array of different narratives on major topics in international politics. Many of these topics are subject to intense controversy and debate, within which contrasting and sometimes contentious views are expressed. Some of this material may be distressing to some students. Because a book or article is on the reading, this is certainly not an endorsement of its content. Students at Cambridge are expected to engage with readings critically, carefully examining evidence and arguments and challenging mischaracterizations, stereotypes, or generalizations.

Teaching
The paper is taught through a combination of 28 lectures and six hours of supervision, plus a revision lecture and revision supervisions in Easter Term. Supervisions are organised by Directors of Study. Students should complete a piece of written work for each supervision; at least four of these pieces of work should be essays. Two of the supervisions set by supervisors can be alternative written work; this could be, for example, an exercise based on the reading. Details on question selection, length of essay, and style should be discussed with each student’s specific supervisor. Students should have one or two revision supervisions in Easter Term. Lists of sample essay questions for supervisions are given at the end of each module; supervisors can also draw upon past exams.
Since there are five modules and six supervisions, we recommend having one supervision on each module and using one of the Lent Term supervisions to work on a cross-cutting question. In addition to the sample supervision essay questions included at the end of each module, there is a list of sample cross-cutting questions included at the end of the paper guide. There is also a sample exam at the end of the paper guide as a whole that can provide guidance on questions. Given the significant depth and breadth of the reading, viewing the lectures is essential for students to establish paths through the material.

Assessment
There will be a three-hour unseen examination in the Easter term, in which students will be required to answer three questions, each given equal weight in marking. The exam will be divided into two sections. The first will comprise four cross-cutting questions pertaining to the paper as a whole, of which students select one to answer. The second section will comprise twelve questions, of which students select two. Among the twelve, there will be two or three questions associated with each module (although students may draw on any lecture/topic in answering any of the questions).

Previous years’ exams for POL2 are available on the paper’s Moodle site. Students should be aware, however, that the paper underwent considerable revision in previous years, as well as more minor reorganization for this year. Therefore, exams prior to that of 2018 may cover material that is not covered in POL2 this year. For this reason, the sample supervision questions, sample exam, and 2018-2021 exams should be the focus in revising for this year’s exam.
MICHAELMAS TERM

Lecture 1: The Time and Space of International Politics
As this course begins, we are living through a global event that, it is said, will ‘change everything’. But such announcements have been made before, even in recent memory: over the last decade, the widespread realization that we face significant climate change, bringing with it possibly wrenching upheaval; two decades ago, the spectacular and shocking violence of 9/11 and the explosion of a global War on Terror; three decades ago, the end of the Cold War and the announced ‘end of history’; and in decades before that, the end of empire, the devastation of the Second World War, and the accompanying visions of the birth of new worlds. This introductory lecture raises questions around how we understand international politics – where we look, how we grasp difference over space and time – by considering how moments transformative for the political sensibility of one generation may become normal for the next, or even simply be forgotten.

Lecture Pre-Reading:

MODULE I: The End of the Cold War and the Rise of Human Rights
The end of the Cold War gave birth to a new vision of the possibilities of global order and justice, a form of justice that would be anchored in universal human rights and enforced by the international community. During the 1990s, this cosmopolitan vision of a humanitarian world order was ascendant and given apparent support by a series of humanitarian interventions, a new robust UN role in peacekeeping, and the development of the International Criminal Court. But it was also a time of grave concern over a world said to be unmoored from its previous foundations, a ‘new world disorder’ characterized by the atrocity of civil war, failed states, and humanitarian crisis. This Module looks to the colonial origins of these visions of universal humanitarian order, seeks alternatives to these visions in the history of anti-colonialism and decolonization in the post-WWII era, and explores the politics of post-Cold War projects of human rights enforcement, asking how the 1990s may still shape our world, and our understanding of the world, today.

Lecture 2: Exploring Colonial Legacies
Where do we begin a history of our international political present? In this lecture, we turn to the colonial past to locate legacies that can help historicize the world around us today. In particular, we focus on the ways that colonialism understood those subject to colonial rule, those whose land was taken, or those who were enslaved. We also consider how colonialism brought with it ecological transformation, perhaps providing a pre-history to contemporary climate change. Central will be the relation between difference and violence – how violence is deployed against those defined as different, and how people subject to such violence have responded.

Lecture Pre-Reading:
• Jennifer Pitts, *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton, 2005), Ch. 1, 5, 8. [An important text for placing Western political liberalism in its imperial context.]

• Eric Williams, *Capitalism and Slavery* (UNC Press, 1944): Ch. 1 and 2. [The classic study of the relation between capitalism, the Atlantic slave trade and slavery in the Americas.]

Supplementary Reading:

• Susan Buck-Morss, *Hegel, Haiti and Universal History* (University of Pittsburgh Press, 2009). [How an engagement with the Haitian Revolution enables a reassessment of political theory and the writing of history.]


• Lisa Lowe, *The Intimacies of Four Continents* (Duke University Press, 2015), Ch. 1 & 5 [An important recent book exploring the relationships between peoples of the four continents as they developed through broad networks of colonial trade and rule.]

• Charles W. Mills, ‘Race and Global Justice’, in Duncan Bell, ed., *Empire, Race and Global Justice* (Cambridge, 2019), ch. 4. [The political philosopher argues that ‘we need to rethink and decolonize imperial liberalism, racial liberalism, so as to eliminate its distinctive white bias’. The rest of the essays in this excellent collection are also highly recommended.]


Lecture 3: The ‘Hot’ Cold War, Decolonisation and Development

The traditional history of the Cold War has cast it as a bipolar struggle between the US and the USSR. However, if we consider the broader set of dynamics during that period – in particular decolonization, the changing role of the UN, and the emergence of ‘development’ – then new continuities may emerge with our present. Here we read both contemporary historians of the Cold War and also some of the key thinkers of that time, in particular those engaged in anti-colonial struggles. A focus on Africa provides a common regional frame.

Lecture Pre-Reading:

• Adom Getachew, *Worldmaking After Empire: The Rise and Fall of Self-Determination* (Princeton, 2019), Introduction, Ch. 1, 3. [A pathbreaking work re-interpreting the worldmaking efforts of anti-colonial nationalism.]

Core reading:

• Siba N. Grovogui, *Sovereigns, Quasi Sovereigns, and Africans* (Minnesota, 1996), Ch. 1, 2. [Considers the always partial and qualified manner in which sovereignty was granted to Africans, with important lessons for international order and sovereignty today.]

Supplementary Reading:

- Robert H Jackson, Quasi-States: Sovereignty, International Relations and the Third World (Cambridge, 1990), Ch. 1 and 2. [Influential argument about the limitations of sovereignty for postcolonial states.]
- Mark Mazower, Governing the World: The History of an Idea, 1815 to the Present (Penguin, 2012), Ch. 7-10. [A comprehensive, critical historical text placing the emergence and politics of the UN in both the context of the Cold War and decolonization.]
- Walter Rodney, How Europe Underdeveloped Africa (Howard UP, 1974), Ch. 1. [The foundational work by the Guyanese political economist on the destructive economic impact that colonialism had on Africa.]
- Odd Arne Westad, The Global Cold War (Cambridge: CUP, 2005), Ch. 1-3. [Extremely useful critical history of the Cold War, putting the ‘periphery’ at the centre.]

Lecture 4: Interpreting the End of the Cold War

The end of the Cold War brought forth a broad array of universalist visions for the future of the world. Marked by the master-concept of ‘globalization’, some saw the dark sides of globalization as leading to new global disorder, while others saw globalization as promising a new era of perpetual peace. This lecture explores competing interpretations of the end of the Cold War and the visions for the world emerging at that moment.

Lecture Pre-Reading:

- Francis Fukuyama, ‘The End of History?’, National Interest, No. 16 (1989): 3-18. [An influential thesis claiming that the end of the Cold War has brought an end to alternatives to liberal, free-market democracy.]

Core Reading:

- Mary Kaldor, New and Old Wars: Organized Violence in a Global Era (Polity Press, 2012 [1998]), Chapter 1. [It’s bad, says the LSE professor, but there are also new opportunities for global civil society that have arisen in the midst of the expanding violent chaos.]

Supplementary reading:

- Eqbal Ahmad, ‘The Cold War from the Standpoint of its Victims’, Available online at http://www.historyisaweapon.com/defcon1/eqbalahmadcoldwar.html. [Ahmad was a Pakistani political analyst and activist, as well as a prominent critic of US foreign policy.]

• Tony Blair, Prime Minister’s speech, ‘Doctrine of the International Community’, 24 April 1999. [A key declaration of the vision behind the 1990’s ‘international community’.


• Anne-Marie Slaughter, ‘The Real New World Order’, *Foreign Affairs* 1 September 1997. [An important argument for the idea that the state is disaggregating into global governance.]

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**Lecture 5: Histories of Human Rights**

The end of the Cold War and the UN-authorized war against Iraq produced a new exuberance among lawyers, diplomats, and activists about the possibilities for human rights to be enforced around the world. Others, however, raised doubts and asked whether human rights would become another guise for unchecked Western power. This lecture explores the positions in this debate, with a look back to Arendt’s critique of the very notion of human rights beyond the state.

**Lecture Pre-Reading:**


**Core reading:**


**Supplementary reading:**


• Sally Engle Merry, Human Rights and Gender Violence: Translating International Law into Local Justice (University of Chicago Press, 2006), ch. 1 & 6. [Anthropologist explores the disjunctions between 'global' cultures of human rights and 'local' cultures of justice.]
• Samuel Moyn, The Last Utopia: Human Rights in History (Harvard, 2010): Ch. 5 and Epilogue. [Influential work providing a critical political history of human rights.]

Lecture 6: The International Criminal Court: Enforcing Human Rights
Global criminal justice has been imagined as the pinnacle of the human rights world order, in which certain fundamental human rights can be enforced by international courts of law. Its proponents argue that international criminal trials can realize justice and peace; critics maintain that it will achieve neither. This lecture engages with the International Criminal Court (ICC), hailed by UN Secretary-General Ban Ki-moon as representing ‘a fundamental break with history.’ What does the short history of the ICC reveal about the possibilities of global justice and human rights?

Lecture Pre-Reading:
• William Schabas, Unimaginable Atrocities: Justice, Politics, and Rights at the War Crimes Tribunals (Oxford UP, 2012), Introduction, Ch. 3, 7. [An engaging account of the development of international criminal law from a prominent scholar-practitioner.]

Core reading:
• Adam Branch, ‘Uganda’s Civil War and the Politics of ICC Intervention’, Ethics & International Affairs 21, No. 2 (2007). [Your faithful lecturer waxes critical about the possibility of the ICC realizing peace and justice in Uganda—or anywhere, really. See also his ‘Dominic Ongwen on Trial: The ICC’s African Dilemmas’, IJTJ (2017).]
• David Bosco, Rough Justice: The International Criminal Court in a World of Power Politics (Oxford UP, 2014), Introduction, Ch. 6. [A critical examination of the political pragmatism of the ICC. See also Chapter 1 for an explicit application of IR theory to the ICC.]

Supplementary reading:
• Leslie Vinjamuri, ‘Deterrence, Democracy, and the Pursuit of International Justice’, Ethics and International Affairs 24, No. 2 (2010): 191-211. [Careful critical examination of the different justifications used for international criminal trials.]
• International Centre for Transitional Justice, ‘Is the International Community Abandoning the Fight Against Impunity?’, on-line debate, https://www.ictj.org/debate/article/debate-whose-time-has-come [Illuminating debate among top figures in the international criminal justice world – especially recommended are Ignatieff’s interventions.]

SAMPLE ESSAY QUESTIONS: (Relevant lectures/topics are suggested for each question; students may, of course, draw on any lectures/topics in writing their essays.)

1. Do the legacies of colonialism still shape our contemporary political order? [Lecture 2, 5]
2. Does the state have a different history in the West and non-West? If so, how does that difference matter for our understanding of international politics? [Lecture 3, 6]
3. Did the end of the Cold War present a moment of political opportunity? If so, for whom? [Lecture 4, 5]
5. Is the ICC unjustly focused on Africa? [Lecture 6]
MODULE II: 9/11 and the War on Terror

The acts of violence of 11 September 2001 gave rise to a profound re-assessment by analysts of international politics. Some saw 9/11 as the opportunity to bring new order to the world, others saw it as proof of global disorder, and yet others saw it as entrenching the unequal power relations that had always been present, whether along the lines of colonialism, gender, class, or race. Terrorism was suddenly presented as the most threatening form of global violence, and a Global War on Terror was put forth as the answer to this global threat. The acts of 9/11 thus set in motion a long train of political violence – from the invasion and occupation of Afghanistan and Iraq, to a flourishing of national ‘wars on terror’ globally, to a broad geography of drone strikes, proxy wars, and state surveillance and repression. With its promise of ‘infinite justice’, the defense of civilization, and a concern with ungoverned spaces and ‘weak’ and ‘failed’ states, the War on Terror built on many of the discourses and tools of the 1990s. In response, new efforts arose to restrict these wars on terror through international law, as did popular resistance. In this module, we look at these many forms of violence and projects of order and justice that emerged across the globe in the wake of 9/11, focusing on the politics and law of international force.

Lecture 7: Did 9/11 Change Everything?

The violence of 9/11 and the US response shattered many of the images of post-Cold War globalization, stability and progress. Some argued that 9/11 proved conclusively that global politics was no longer the exclusive domain of states, but rather was defined by broad and conflicting cultural or religious identities. Others argued, conversely, that 9/11 in fact demonstrated the state’s continuing centrality to international politics, and that we need to look at the recent history of superpower politics and the Cold War itself to understand the attacks. Or, some maintained, by launching two invasions of foreign countries as well as a global ‘War on Terror’, the US embarked on a program to build a new empire.

Lecture Pre-Reading:

• Mahmood Mamdani, Good Muslim, Bad Muslim: America, the Cold War, and the Roots of Terror (Random House, 2004), pp. 3-38. [Mamdani is a Ugandan political analyst and one of today’s most important public intellectuals; here he offers a critique of Huntington, arguing that terrorism must be seen in historical political perspective.]

Core Reading:

• Samuel P. Huntington, ‘The Clash of Civilizations?’, Foreign Affairs 72, No. 3 (1993). [This influential text frames post-Cold War world as a conflict between oppositional civilizations. Written before 9/11, it provided a popular framework for understanding the event.]


Supplementary Reading:


• Paul Gilroy, After Empire: Melancholia or Convivial Culture? (Routledge, 2004). [One of Britain’s most important contemporary intellectuals inquires into the meanings of Empire in the wake of 9/11].
• Robert Jervis, ‘Understanding the Bush Doctrine’, Political Science Quarterly 118, No. 3 (2003): pp. 365-388. [Excellent analysis of the belief system behind the U.S. invasion of Iraq, by one of America’s foremost international relations scholars.]

Lecture 8: The Gender of 9/11
Some feminist theorists have argued that there is nothing new about 9/11 or the War on Terror: for these writers, both are part of a long history of violence against women, and so we need to look at these episodes through a gender lens to grasp their full meaning. Gender has typically been excluded from the study of international relations, however, which has traditionally considered it to belong to the domestic political realm, without relevance for the supposedly abstract and universal political logics of the international. These writers challenge this assumption, showing how gender shapes international order and how certain images of, and assumptions about, gender are built into the very way we think about international politics.

Lecture Pre-Reading:

Core Reading:
• bell hooks, ‘Feminism and Militarism: A Comment’, Women’s Studies Quarterly 23, No. 3/4 (1995): 58-64. [Theorist and activist discusses the relation between militarism and patriarchy and breaks down the supposed opposition between women and war, demonstrating the intersecting nature of different forms of power.]

Supplementary Reading:

• Cynthia Enloe, *Bananas, Beaches and Bases* (University of California Press, 1989; 2001), Ch. 1. 3, Conclusion. [Groundbreaking work in feminist international relations, setting the stage for much of the work that has followed.]

• Nadje Al-Ali, ‘Reconstructing Gender: Iraqi Women between Dictatorship, War, Sanctions and Occupation’, *Third World Quarterly* 26, No. 4-5 (2005): 739-758. [What ‘liberation’ means to Iraqi women – a lesson in why international politics cannot be understood without considering how politics looks from different standpoints.]


• Charles W. Mills, ‘Revisionist Ontologies: Theorizing White Supremacy’, *Social and Economic Studies* 43, no. 3 (1994): 105-34. [Foremost political philosopher asks how to theorize global white supremacy, interesting as comparison to how global patriarchy is conceived and thinking about their intersection.]

**Lecture 9: The Law and Ethics of War I: Histories and Theory**

Political efforts to prevent and contain force through law have a long and contested history. Here, we focus on the international law of war – both *jus ad bellum* and *jus in bello* – to explore its possibilities and limitations for dealing with the War on Terror and its aftermath. We look to different histories of international law and the place of the law of war within it.

*Lecture Pre-Reading:*


*Core Reading:*


*Supplementary reading:*


• Seyla Benhabib (2012) ‘Carl Schmitt’s Critique of Kant: Sovereignty and international law’, *Political Theory* 40(6): 688–713. [A critical engagement with Carl Schmitt’s *Nomos of the Earth* and the latter’s anti-liberal international legal history and political theory.]

• Conway Henderson, *Understanding International Law* (Wiley-Blackwell, 2010), Ch. 1, 3, 4, 8. [An extremely useful overview of international law, of central importance for explaining key terms and concepts.]


Lecture 10: The Law and Ethics of War II: The Iraq Invasion

Must war be legal for it to be just? Today, questions about the legitimacy and legality of the Iraq War continue to reverberate, as the recent Chilcot Report makes clear. This lecture looks to the debates that took place in the lead up and aftermath of the Iraq invasion, assessing the reasons given for the war against theories of just war and humanitarian intervention, including the debate over the Responsibility to Protect (R2P).

Lecture Pre-Reading:
• Michael Byers, *War Law* (Grove, 2005). [Comprehensive account of the law of war from the perspective of the aftermath of the US invasion of Iraq, with a focus on the UN Security Council.]

Core Reading:


Supplementary reading:
• Alex J. Bellamy, *Just Wars: From Cicero to Iraq* (London: Polity, 2006), Ch. 7, 8. [Exploration of the legitimacy of pre-emptive and preventive war, with immediate application to Iraq. See his *The Responsibility to Protect: A Defense* (Oxford UP, 2014) for precisely that.]


• Cynthia Enloe, *Nimo’s War, Emma’s War: Making Feminist Sense of the Iraq War* (University of California Press, 2010): Ch. 1, 4, Conclusion. [Brilliant weaving together of stories of women involved on many sides of the Iraq War with Enloe’s always incisive and illuminating political analysis.]

• Kimberly Hutchings, ‘Cosmopolitan Just War and Coloniality’, Ch. 9 in Duncan Bell, ed., *Empire, Race and Global Justice* (Cambridge, 2019). [On the inability of just war theory to overcome its colonial legacies.]

• Kenneth Roth, ‘Was the Iraq War a Humanitarian Intervention?’ *Journal of Military Ethics* 5, No. 2 (2006): 84-92. [Careful analysis by the head of the international NGO Human Rights Watch. Answers the title question in the negative].
• Fernando R. Tesón, ‘Ending Tyranny in Iraq’; Terry Nardin, ‘Humanitarian Imperialism’, *Ethics & International Affairs* 19, No. 2 (September 2005). [Debate over whether the 2003 Iraq War was a humanitarian intervention].

**Lecture 11: Insurgency and Counterinsurgency, Terrorism and Counterterrorism**

As the War on Terror has shifted from wars of occupation, concerned with counterinsurgency, to counterterrorism, concerned with and surveillance, policing, and ‘countering violent extremism’, many of the tactics and ideas that were developed as part of international counterterrorism have been brought into the domestic politics of Western states. As global and national politics come crashing together, the resulting dynamics raise difficult questions of sovereignty and strategy, of legitimacy and efficacy. Are we in an era of ‘new’ new wars, with terrorism and insurgency taking centre stage, requiring new forms of counterterrorism and counterinsurgency in response? Or are the forms of violence and counterviolence that have arisen since 9/11 all too familiar from previous periods, representing new justifications for essentially similar political dynamics?

**Lecture Pre-Reading:**

• Eqbal Ahmad, ‘Revolutionary War and Counter-insurgency’, *Journal of International Affairs* 25, No. 1 (1970): 1-47. Excerpted as ‘Counterinsurgency’ in *The Selected Writings of Eqbal Ahmad*, pp. 36-64. [Ahmad again, this time with a seminal analysis of the politics of counterinsurgency. From a different era, but equally illuminating for today.]

**Core Reading:**

• Hisham Aidi, *Rebel Music: Race, Empire, and the New Muslim Youth Culture* (Vintage, 2014), Prologue, Chapter 4, 9. [A globe-spanning look at the past and present of youth communities facing the War on Terror; these chapters focus on the UK. Good background on the social politics of Prevent in the UK.]

• Maria Ryan, “‘War in countries we are not at war with’: The “war on terror” on the periphery from Bush to Obama’, *International Politics*, vol. 48 2-3 (2011): 364-389. [Looks to the War on Terror as transnational, merging international and domestic across many countries and regions.]

**Supplementary Reading:**

• Rita Abrahamsen, ‘A Breeding Ground for Terrorists? Africa & Britain’s “War on Terrorism”’, *Review of African Political Economy* 31, No. 102 (2004): 677-684. [How Africa has been defined as a source of terrorism and how UK policy towards the continent has been shaped by that understanding.]

• Zygmunt Bauman, et al., ‘After Snowden: Rethinking the impact of surveillance’, *International Political Sociology* 8 (2014): 121-144. [A discussion of the ramifications of globalized surveillance for international politics, written by some of the most prominent contemporary international theorists.]

• Faisal Devji, *The Terrorist in Search of Humanity: Militant Islam and Global Politics* (Hurst, 2010), Ch. 1. [A complex and iconoclastic account of terrorism and humanitarian politics.]


• Shoshana Zuboff, *The Age of Surveillance Capitalism* (Public Affairs, 2019), Ch. 2–5, 18. [Compelling assessment of the politics and economics of blanketing digital surveillance.]

**SAMPLE ESSAY QUESTIONS:** (Relevant lectures/topics are suggested for each question; students may, of course, draw on any lectures/topics in writing their essays.)

1. Does cultural difference produce political violence? [Lecture 7]

2. Was the War on Terror a war for women or a war on women? Or neither? [Lecture 8]

3. ‘9/11 and the War on Terror are not proof of the continued importance of colonialism, but, rather, are proof of how much things have changed since colonialism’. Is this true? [Lectures 9, 11]

4. Does the existence of international law invalidate Thucydides’ claim that ‘the strong do what they can; the weak suffer what they must’? [Lectures 9 and 10, Lecture 6 also relevant]

5. Was the Iraq War just? [Lecture 10]

Module III: Climate Change and the Politics of the Anthropocene

The past decade has seen climate change, global warming, and the Anthropocene arise as an apparent new threat to global order, in need of global climate governance. We have also seen the planet become the new ground for visions of universal justice, following on and in interaction with the humanity-centered visions of the post-Cold War era. In response, a raft of transformations are proposed – mitigation, adaptation, sustainability, geoengineering, carbon neutrality, degrowth, to global protest and extinction rebellion. As the human rights vision of the 1990s and the counterterrorism of the 2000s seem to recede, demands for a planetary politics are built on the new ground under our feet. This Module asks whether the Anthropocene indeed ‘changes everything’, requiring a rethinking of our foundational political, ethical, and ontological beliefs, or whether the legacies of past eras, from colonialism to the War on Terror, still shape the world and determine how we should think about our present and our future.

Lecture 12: Global Environmental Change: Origins and Impacts

How do we know that the global climate is changing, and what are the causes and consequences of that change? What is the place of science in deciding how to deal with climate change? And how do we understand contemporary climate change in the context of longer histories of anthropogenic regional and global environmental transformation? Here, we look at the history of our understanding of the planet’s climate, the emergence of Earth System science and the debates over the origins of the ongoing transformations. We also begin to explore the debates over the response, in particular around mitigation and adaptation.

Lecture Pre-Reading:
• Mike Hulme, Why We Disagree about Climate Change (Cambridge, 2009), Chapters 3 and 4. [Cambridge geographer on the way that debates over climate change rely on much deeper sets of assumptions and beliefs.]

Core Reading:
• J.R. McNeill, Something New Under the Sun: An Environmental History of the Twentieth-Century World (Norton, 2000): Ch.1, 7, 12. [A sweeping account of the regional and global environmental transformations of the 20th century, allowing climate change to be placed in a broader context.]

Supplementary Reading:
• Joshua Busby, ‘Warming World’, Foreign Affairs 97, no. 4 (Jul 2018): 49-55. [Recent assessment of the threats climate change poses to national and international security.]
• Paul Edwards, A Vast Machine: Computer Models, Climate Data, and the Politics of Global Warming (MIT Press, 2010), Ch. 1, 2, 10, 15. [Groundbreaking and definitive work on the history of climate science. If you read this, you will know more than the person you are arguing with.]
• Andreas Malm, Fossil Capital: The Rise of Steam Power and the Roots of Global Warming (Verso, 2016): Ch. 1, 12, 14-16. [On the historical and present co-dependence of fossil fuels]
and global capitalism, with a trenchant chapter on ‘China as the Chimney of the World’. See also his *Progress of this Storm* (2018) for his combative response to the Anthropocene literature’s excesses.]
• Joseph Masco, ‘The Age of Fallout’, *History of the Present*, vol. 5, no. 2, 2015, pp. 137–168. [The ability to see the planet as a planet is a Cold War creation, he argues, and our imagination of climate change bears its traces but also goes beyond it.]
• Rens van Munster and Casper Sylvest, eds., *The Politics of Globality since 1945: Assembling the planet* (Routledge 2016): Introduction and Chapter 1. [Places contemporary efforts to envision the planet in historical perspective, locating surprising resonances with previous eras.]
• Vandana Shiva, *Making Peace with the Earth* (London: Pluto, 2013), Ch. 1, 4, 9. [The eco-feminist theorist and activist connects contemporary environmental and political crisis.]

**Lecture 13: Global Climate Governance and Sustainability**
If we are in a radically different world today, then how should global politics adjust to that new world? Many have argued that we need new global political institutions to deal with this new global challenge, or a repurposing of our existing institutions. In this lecture, we explore some proposals around a ‘planetary politics’, with a particular focus on the question of sustainable development. Even as the Sustainable Development Goals have become central to government planning and to the work of international organizations and NGOs, it is not clear how these goals translate into practice. Moreover, what sustainability itself means has been subject to question – what is being sustained, on what scale, and to the benefit of whom? How did development come to encompass such a wide agenda? And what new forms of power are emerging through sustainable development?

*Lecture Pre-Reading:*
• Jeffrey Sachs, *The Age of Sustainable Development* (Columbia University Press, 2015), Ch. 1, 6, 14. [A preeminent development economist brings the planet back in to global poverty.]

*Core Reading:*
• Anil Agarwal and Sunita Narain, *Global Warming in an Unequal World: A Case of Environmental Colonialism* (Centre for Science and Environment, New Delhi 1991). Available online. [Perhaps the earliest statement of the idea of ‘common and differentiated responsibilities.’]
• Anthony Burke, Stefanie Fishel, Audra Mitchell, Simon Dalby, and Daniel J. Levine, ‘Planet Politics: A Manifesto from the End of IR’, *Millennium*, vol. 44, no. 3 (2016), 499-523. [How must international organizations and the study of international politics change in the face of climate change?]

*Supplementary Reading:*
• Jenny Andersson and Sibylle Duhautois, ‘Futures of Mankind: The emergence of the global future’, Ch. 5 in Rens van Munster and Casper Sylvest, eds., *The Politics of Globality since 1945: Assembling the planet* (Routledge 2016). [How the global future came to be something that could be imagined and acted upon in the present, a key condition for the idea of sustainability.]
needed to govern for the Anthropocene; see also the work of Frank Biermann on Earth System Governance.]


• Mike Hulme, Why We Disagree about Climate Change (Cambridge, 2009), Chapters 8 and 9 and pp. 322-333, 359-364. [More from this crucial text.]

• Stephen Macekura, Of Limits and Growth: The Rise of Global Sustainable Development in the Twentieth Century (Cambridge, 2016), Introduction, Ch. 7. [Traces the history of sustainable development to the 1970s, illuminating the forms of knowledge and power with which it is imbricated.]

• Geoff Mann and Joel Wainwright, Climate Leviathan: A Political Theory of Our Planetary Future (Verso, 2018). [Read this for the argument that ‘the result [of climate change] will be a capitalist planetary sovereignty’.]

• Kalpana Wilson, ‘Re-centring “Race” in Development: Population Policies and Global Capital Accumulation in the Era of the SDGs’, Globalizations, 14:3 (2017), 432-449. [Argues that the SDGs embody a gendered, racialized regime of coercion, in support of capital.]

Lecture 14: The Anthropocene: A New Epoch?

Over the last several years, the idea of the Anthropocene has gone from a niche concern to the mainstream, employed even by the IPCC to characterize our present. Proposed first as a new geological epoch in which humanity has become the dominant force shaping the planet, the concept has provoked wide-ranging debates across the social sciences and humanities as well. We ask about the historical processes that have produced the Anthropocene, but also whether the concept is the most appropriate way of characterizing the present or whether it occludes the real agents that have led us to a planet in crisis.

Lecture Pre-Reading:


Core reading:

• Heather Davis and Zoe Todd, ‘On the Importance of a Date, Or, Decolonizing the Anthropocene’, ACME: An International Journal for Critical Geographies (2017): 16(4), 761-80. [Builds on Indigenous knowledge and experience to argue for 1610 as the start of the Anthropocene as part of a project of decolonization.]

• Jean-Baptiste Fressoz and Christophe Bonneuil, The Shock of the Anthropocene: The Earth, History and Us (Verso, 2016), Ch. 1-5. [A wide ranging critique of the ‘dominant narrative’ of the Anthropocene and a reconstructed vision.]

Supplementary reading:


• Nigel Clark, ‘Anthropocene incitements: Toward a politics and ethics of ex-orbitant planetarity’, Ch. 6 in Rens van Munster and Casper Sylvest, eds., The Politics of Globality
since 1945: Assembling the planet (Routledge 2016). [What does it mean to take the fact of geological instability seriously in charting politics adequate to the present?]

- Amitav Ghosh, The Great Derangement: Climate Change and the Unthinkable (University of Chicago Press, 2016), chapter 2. [An effort to foreground Asia’s place within the Anthropocene while maintaining a commitment to histories of colonialism and empire.]

**Lecture 15: Global Climate Justice**

While some call for top-down global institutional development as the answer to climate change, others have called for a focus on bottom-up approaches, in particular transnational popular movements to force the radical change that neither the existing political or economic establishments will allow. This lecture looks to different forms of transnational environmental and climate struggles across the globe, asking about the coherence among them as well as their political possibilities.

**Lecture Pre-Reading:**
- This is not a Drill: An Extinction Rebellion Handbook (Penguin, 2019), Pages 1-13 and Chapters 1, 3, 7, 11, 14, 28. [You’ve seen their protests, now read their book.]

**Core Reading:**
- Naomi Klein, This Changes Everything (Penguin, 2015), Introduction, Ch. 1, 13. [Gripping account of the political struggles around climate change, from the deniers, to the techno-optimists, to the communities seeking solutions on their own terms.]

**Supplementary Reading:**

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• Bruno Latour, *Down to Earth: Politics in the New Climatic Regime* (Polity Press, 2018), sections 1-10. [A slightly more accessible text by a challenging but important writer on the relation between science and politics amidst climate change.]

• *Climate Futures: Reimagining Global Climate Justice*, ed. Kum-Kum Bhavani et al. (Zed Books, 2019): contributions by Chakrabarty (ch. 3), Malm and Warlenius (ch. 4), Appadurai (ch. 5), MacGregor (ch. 7), Clark and Gunaratnam (ch. 9), and Pellow (ch. 16). [Recent collection of short pieces on key aspects of debates around global climate justice.]

• Craig M. Kauffman & Pamela L. Martin, ‘Scaling up buen vivir: Globalizing local environmental governance from Ecuador’, *Global Environmental Politics* 14, No. 1 (2014): 40-58. [Thinking through the implications of indigenous Andean concepts of development for global political economy.]

**Lecture 16: Envisioning Planetary Futures and Pasts**

In responding to the invitation of the Anthropocene, a wide range of experimental, analytical, and speculative texts have been produced on how to live and act meaningfully amidst today’s radical novelty and uncertainty. Speculative fiction has also gained a new prominence, charting new ways of exploring the political possibilities of the present and our imaginable – or unimaginable – future worlds. Here, we look to different visions of a transformed practice for a planetary future, from the social sciences, to classic science fiction, to manifestos for humanity.

**Lecture Pre-Reading:**


**Core Reading:**

• Amitav Ghosh, *The Great Derangement: Climate Change and the Unthinkable* (University of Chicago Press, 2016), chapters 1 and 3. [Brilliant work by the novelist and essayist, seeking out new foundations for politics in the Anthropocene.]

• Donna Haraway, *Staying with the Trouble: Making Kin in the Cthulucene* (Duke, 2016), Introduction, Ch. 2, 3, 4. [The prominent philosopher of science offers novel ways of thinking with the planet today.]

**Supplementary Reading:**

• Alondra Nelson, ‘Future Texts’, Introduction to ‘Afrofuturism’, special issue of *Social Text* vol. 20, no. 2 (2002). [How ideas of race both constrain and open possibilities for imagining the future.]

• Marisol de la Cadena and Mario Blaser (eds.), *A World of Many Worlds* (Duke, 2018), Introduction, Chapter 3 by Isabelle Stengers, and Chapter 6 by Eduardo Viveiros de Castro and Déborah Danowski. [A call for a politics commensurate to the pluriverse that is being revealed.]
• J.K. Gibson-Graham (2011) ‘A feminist project of belonging for the Anthropocene’, *Gender, Place & Culture*, 18(1), 1-21. [Explores a series of ‘adventures in living’ that can point to modes of political and ethical practice in the Anthropocene.]


• Jeremy Schmidt, ‘The moral geography of the Earth system’, *Transactions of the Institute of British Geographers*, 44 (2019), 721-734. [Geographer discusses the ethical questions raised by Earth system science and the technosphere concept.]

More (?) Fictional – reading for the winter break!


• Margaret Atwood, *Oryx and Crake* (2003), Vol I of the *MaddAddam* trilogy. [Genetic engineering, pharmaceuticals, capitalism, and climate change come crashing together.]

• Kim Stanley Robinson, *Red Mars* (1992), Book I of the *Mars* Trilogy. [California science fiction writer explores what it means to create a livable planet. See also his ‘Remarks on Utopia in the Age of Climate Change’, *Utopian Studies* vol 27, no 1 (2016).]

• Nnedi Okorafor, *Lagoon* (2016). [Contact with extra-terrestrials in Lagos has dramatic consequences in this Afrofuturist novel.]


**SAMPLE ESSAY QUESTIONS:** (Relevant lectures/topics are suggested for each question; students may, of course, draw on any lectures/topics in writing their essays.)

1. Does the science of global climate change point towards a specific political programme? [Lecture 12, 14, 15]
2. Does it matter politically when the Anthropocene began? [Lecture 13, 16]
3. Are existing institutions of international politics adequate to dealing with the Anthropocene? [Lecture 13, 14]
4. Is sustainable development an oxymoron? [Lecture 14]
5. Can there be a global climate justice? [Lecture 15, 16]
LENT TERM

Lecture 17: Is the sky falling? (This lecture is an introduction to both modules of Lent Term.)

Many observers think that we are at a critical juncture in international politics but disagree as to the causes. Some argue that the main driver of change is a power transition between the US and China, others argue that the Liberal International Order is no longer sustainable, yet others point to larger changes, e.g. climatological, economic or demographic trends. The COVID19 pandemic has only added to this view. This lecture reviews these arguments and explains the logic of the upcoming modules.

The readings below are recent examples of arguments aimed at a more general audience about the way the world is headed.

Pre-Reading:

Core Reading:

Supplementary Reading:
Module IV - Between Rising Powers and Populism: Rethinking the ‘End’ of the Liberal International Order

Module IV focuses on the Liberal International Order. From 2016 to 2020, many considered the biggest challenge in international politics to be the erosion of the Liberal International Order. In this module we will first learn about the Liberal International Order. Did it even exist? Is it really in decline? If so, can it be salvaged? Should it be? This discussion will also introduce you to some of the main schools of thought in international relations.

Lecture 18: What is ‘the Liberal International Order’? Historical Overview
Most observers take the existence of the Liberal International Order for granted and worry about its decline. In this lecture we consider whether the Liberal International Order has really existed by reviewing its (attributed) history and evolution from the nineteenth century onwards, as well as the theoretical arguments for (or against) its presence.

Pre-Reading:

Core Reading:

Supplementary Reading:

Lecture 19: How sustainable is/was the Liberal International Order?
Predictions from IR theory
Until recently, one group of scholars (liberal internationalists) were very optimistic about the future of the Liberal International Order and its ability to survive beyond American hegemony. In this lecture we focus on their arguments but also look at their critics (realists and constructivists) and see if anybody successfully anticipated the issues of our moment.

Pre-Reading:

**Core Reading:**


**Supplementary Reading:**


**Lecture 20: Populism in the West: Trump, Brexit**

Some argue that the main challenge to the Liberal International Order is from within, from forces in the West such as Trump or Brexeters. In this lecture we consider the impact of Western populism on the liberal international order. If the LIO was so great, why is there so much resentment within?

**Pre-Reading:**


**Core Reading:**


**Supplementary Reading:**


**Lecture 21: Merging waves of discontent**

This lecture considers the links between the political developments outside of the West and the populist movements within the West. Much is made of the fact that Russia acts as a conduit between these two blocks. Is this true and if so, what is Russia after?

*Pre-Reading:*

*Core Reading:*

*Supplementary Reading:*
Lecture 22: Power Transition; Rise of China

Is the Liberal International Order in decline because of the decline of the US and/or the Rise of China and/or the Global South? This lecture focuses mainly on American decline debates and also discusses what China’s rise implies for the international order, bridging the discussion into the next module (see also lecture 27 for a different level of analysis).

Pre-Reading:

Core Reading:

Supplementary Reading:
- Kang, David C. (2007) *China Rising: Peace, Power, and Order in East Asia*. Columbia University Press. [Arguing that the rise of China is not a threat to global order].

SAMPLE ESSAY QUESTIONS: (Relevant lectures/topics are suggested for each question; students may, of course, draw on any lectures/topics in writing their essays.)
1. Was there ever a ‘liberal’ international order? (Lecture 18)
2. What did the liberal internationalists get wrong about our current moment? (Lecture 19)
3. Is populism an international movement? (Lecture 20)
4. What is the greatest threat to the stability of the current international order? (Lectures 21-22)

Module V: A Crisis of a Different Magnitude? Origins and Future of the Westphalian System

Module V considers the possibility that the ongoing challenges we face have deeper roots than just the decline of liberal international rules and institutions. Are the challenges systemic? Could the Westphalian system be under threat? Will the nation state survive as the primary unit of political organisation? Is Western dominance coming to an end?

Lecture 23: International change – what is it?
This lecture reviews different understandings of the international system and systemic change.

Pre-Reading:

Core Reading:

Supplementary Reading:

Lecture 24: What is the Westphalian System? Historical Overview
The modern international system is often referred to as the Westphalian system, in reference to the Westphalian arrangement of 1648, which is thought to have given birth to the modern sovereignty principle. The actual evolution of “Westphalian” sovereignty is a more complicated and gradual story. In this lecture, we review the historical development and expansion of the Westphalian order from Medieval Europe to the present.

Pre-Reading:

Core Reading:

Supplementary Reading:
• Blaney, David L. and Naeem Inayatullah (2002) ‘The Westphalian Deferral’. International Studies Review 2(2): 29-64. [This article argues that the Westphalian system did not solve the problem of difference in the international order but merely transformed it.]

Lecture 25: The nation-state & modern sovereignty
What does modern sovereignty entail, exactly? And why is it attached to the nation-state and not to other forms of political authority? In this lecture, we discuss definitions of modern sovereignty and consider the systemic implications of arranging international politics around this principle.

Pre-Reading:

Core Reading:
• The Jens Bartelson article in the ‘Forum: In the Beginning There was No Word (for it): Terms, Concepts, and Early Sovereignty’, International Studies Review 20.3: 489-519. [The rest of the forum should be considered supplementary reading].

Supplementary Reading:

Lecture 26: Challenges to the Modern State, from above and below
This lecture considers the forces that undermine the nation-state principle: such as globalisation, regionalism, alternative approaches to sovereignty (e.g. Islamic state). Is the nation-state withering away?

Pre-Reading:

Core Reading:

Supplementary Reading:
• Mann, Michael (1997) Has globalization ended the rise and rise of the nation-state? Review of International Political Economy 4.3: 472-96. [Classic article by a leading sociologist on the pressures of globalisation].
• Krastev, Ivan and Mark Leonard (2020) Europe’s pandemic politics: How the virus has changed the public’s worldview. ECFR publication (24 June). https://www.ecfr.eu/publications/summary/europes_pandemic_politics_how_the_virus_has_changed_the_publics_worldview
Lecture 27: Hierarchies of the Modern Order
One of the main structural features of the ‘Westphalian system’ has been the hierarchies between the West and the non-West (often also manifesting in different forms, such as race, religion etc). In this lecture we review how these hierarchies emerged in the nineteenth century and why they have been so durable. Are they finally reaching their expiration date?

Pre-Reading:

Core Reading:

Supplementary Reading:


**WRAP UP**

**Lecture 28: Is it the end of world (as we know it)?**
This lecture recaps lessons from the modules of the Lent Term and raises some new questions about climate, technological and financial change, as well as the impact of these changes on international relations.

**Pre-Reading:**

**Core Reading:**

**Supplementary Reading:**
• Parker, Geoffrey (2013) *Global Crisis: War, Climate Change and Catastrophe in the Seventeenth Century*. Yale University Press.
SAMPLE ESSAY QUESTIONS: (Relevant lectures/topics are suggested for each question; students may, of course, draw on any lectures/topics in writing their essays.)

1. What is the best way to define ‘international systems’ and ‘systemic change’? (Lectures 23, 28)
2. What is the ‘Westphalian system’? (Lecture 24, 25)
3. Is the nation-state the best way to organize politics? (Lecture 25, 26)
4. Why have the hierarchies of the nineteenth century proven so durable? Has the pandemic finally changed this dynamic? (Lecture 27)
Sample Cross-Cutting Questions:

1. Does international law shape the behavior of states?
2. Have we moved from a period of optimism about global progress to one of pessimism?
3. Have non-state actors become more important than states in international politics?
4. Are there certain aspects of international politics that can be understood without attention to gender?
5. Is the distinction between domestic and international politics still useful in today’s era of globalization?
6. Is the legacy of colonialism more important in terms of its impact on domestic politics or international politics?
7. Are we seeing a new global politics emerging today?
8. Does the international economy operate independently of international politics?
9. Will violence always be part of international politics, even if its precise form changes over time?
10. Is it the end of the world (as we know it)? Why or why not?
SAMPLE EXAM

A) Cross-Cutting Questions

Each student must answer ONE of these questions. Material can be drawn from any of the modules.

1) Did the end of the Cold War, 9/11, or climate change “change everything” in international politics?
2) Does imperialism still shape our political world today?
3) Should morality play a role in international politics?
4) Is there a period from the past that serves as an analogue for the state of international politics today?

B) Module-Specific Questions

Each student must answer TWO of these questions.

1) Does the history of human rights determine their politics today?
2) Has the UN been a help or hindrance to decolonization?
3) Is international law gendered?
4) Does military intervention have to be authorized by the United Nations Security Council in order to be legitimate?
5) Does the War on Terror still shape the present political world?
6) Is the Anthropocene a misnomer?
7) Is disagreement about climate change an obstacle to solving it?
8) If there is a liberal international order, what is the greatest threat to it?
9) Will the rise of China and other non-Western countries lead to the creation of a more egalitarian international order?
10) Does the rise of populism today carry with it a specific international political agenda?
11) Did the attainment of formal sovereignty fundamentally change Third World states’ status in international order?
12) Is sovereignty on the wane today?