



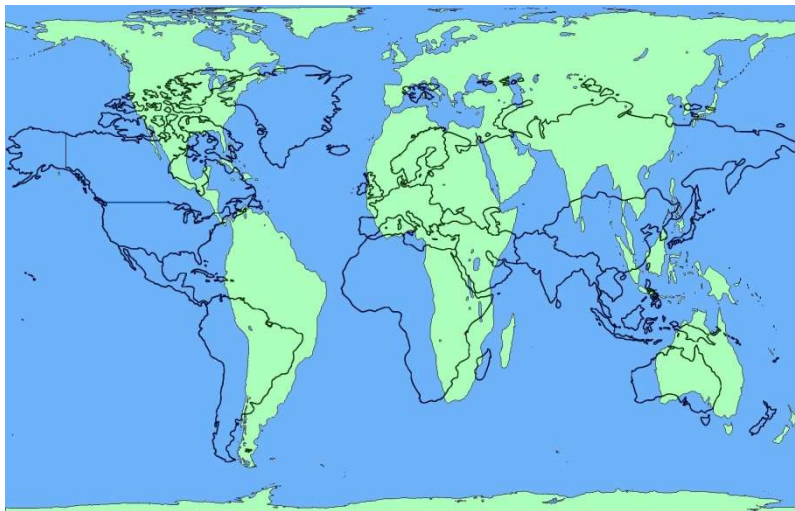
EST 1892

**London
South Bank
University**

Module Guide

Contemporary Dynamics of the World System

DSS_6_CDW



School of Law and Social Sciences

Level 6

Table of Contents

1.	Module Details.....	3
2.	Short Description.....	3
3.	Aims of the Module.....	3
4.	Learning Outcomes.....	4
5.	Assessment of the Module.....	4
5.1	General Assessment Rules.....	5
6.	Feedback.....	8
7.	Student Evaluation.....	9
8.	Introduction to Studying the Module.....	9
8.1	Overview of the Main Content.....	9
8.2	Overview of Types of Classes.....	10
8.3	Importance of Student Self-Managed Learning Time.....	10
8.4	Employability.....	10
9.	The Programme of Teaching, Learning and Assessment.....	11
10.	Learning Resources.....	18

Overview of lecture programme

Week 1	The end of the Cold War and the bonfire of postwar certainties
Week 2	The debate on US power and hegemony
Week 3	China's rise – a challenge to the US-led world order?
Week 4	Russia under Putin – a return to great power status?
Week 5	Directed private-study week
Week 6	Crisis, austerity and the global political economy
Week 7	Climate change and the world system
Week 8	Transnationalism and the rise of non-state actors
Week 9	Populism and the rise of the Right
Week 10	Postcolonial politics and the settler colonial present
Week 11	Emerging dynamics of a globalised world
Week 12	Module review and exam preparation

1. MODULE DETAILS

Module Title:	Contemporary Dynamics of the World System
Module Level:	6
Module Reference Number:	DSS_6_CDW
Credit Value:	20
Student Study Hours:	200
Contact Hours:	45
Private Study Hours:	155
Pre-requisite Learning (If applicable):	None
Co-requisite Modules (If applicable):	None
Course(s):	BA Hons International Relations, BA Hons Politics
Module Coordinator:	Dr Adrian Budd
MC Contact Details (Tel, Email, Room)	Ext. 5746, buddam@lsbu.ac.uk , B266A
Teaching Team & Contact Details (If applicable):	Dr Adrian Budd Dr Daniela Lai Dr Elia Weizman
Subject Area:	Politics and International Relations
Summary of Assessment Method:	1. 1500-word book review (40%) 2. 2-hour seen exam (60%)
External examiner responsible for the module	Dr Ivica Petrikova
Subject Librarian	Rebecca Fong (fongr@lsbu.ac.uk)

2. SHORT DESCRIPTION

This module explores the structures, dynamics and transformations of world orders and provides students with an understanding of international relations since the demise of the nineteenth-century *Pax Britannica*. It explores successive world orders, analysing the period of rivalry between the major powers (1875-1945), and the era of Cold War bipolarity and *Pax Americana* (1945-1990). A central focus of the module is on post-Cold War developments, including the rise of China, the debate on US empire and hegemony, and processes of globalization and transnationalisation. Contemporary patterns of international disorder, including the developing multi-polarity and the rise of transnational Islamic activism, are also explored.

3. AIMS OF THE MODULE

The module aims to:

- enhance students' knowledge of key relationships and processes in the contemporary international system;
- foster a lively, critical and self-sustaining interest in contemporary international relations;
- encourage critical reflection on competing IR analyses of world orders and world order change;

- promote an appreciation of historical change in the international system, deriving from both inter-state rivalry and the transformation of the international economy;
- examine the structures and operation of power in global politics and the limitations these impose on national autonomy

4. LEARNING OUTCOMES

On successful completion of this module students will have:

Knowledge and Understanding

- acquired a deeper body of knowledge relating to international relations, including their political and economic aspects;
- developed a deeper understanding of the varied factors involved in international politics in the contemporary world and of their interrelations.

Intellectual Skills

- enhanced their conceptual and theoretical thinking about international political processes, structures, and issues;
- enhanced their skills of critical analysis of source material relating to international relations.

5. ASSESSMENT OF THE MODULE

This module is assessed by:

Formative:

600-word review of an academic article before week 6

Summative:

a 1500-word book review (40% of total marks)

a 2-hour seen exam in which students answer 2 questions unrelated to their coursework (60% of total marks)

Please note that to pass the module a mark of 40% is required.

Coursework must be submitted electronically via the module Moodle site and should also be submitted to 'turn-it-in'. Marks will be deducted for late submission.

All coursework must have a word count clearly presented at the end. Penalties for going over the allocated word count are as follows:

- Over 10% over word length - deduct 5 marks.
- Over 20% over word length - deduct 8 marks.
- Over 25% over word length - deduct 10 marks.
- Over 50% over word length - deduct 20 marks.

Hints on completing your assessment

- Your work must be presented according to the format required.

- You need to demonstrate good knowledge and understanding of the topics discussed (see also learning outcomes) and show that you have undertaken independent research using a range of sources
- You need to provide appropriate examples or the inclusion of relevant data or supporting evidence
- Do not forget to reference correctly and provide a bibliography, correctly set out, at the end of your work
- Avoid lengthy quotations or answers that simply link together quotations from your sources - put points succinctly in your own words and cite the source of the argument or evidence
- Do not include bullet points or sub-headings in your work.
- Ensure your answer provides analysis (how and why things happen) and not just a descriptive account (what happens).
- Give sufficient time for proof-reading - correcting errors and checking that the answers make sense. Poor expression in English will lose you marks.
- Use a clear and direct style and keep sentences short
- Please note that Wikipedia or other non-academic internet sites are not acceptable sources for University coursework

DSS General Assessment Rules

The individual modules vary in assessment requirements but there is a balance of coursework and written examination. Many modules are assessed by two or more elements (e.g. an exam and a coursework essay). Coursework takes various forms including essays, reports, website analysis, data analysis exercises, group and individual presentations, blogging, project proposal and final year project. Examinations normally take the form of a seen or unseen paper and are of either two or three hours' duration. The overall pass mark for each module is 40%, subject to a minimum mark of 30% for each assessed element, for instance an essay and examination.

All coursework essays and examination scripts are assessed in relation to the specific learning outcomes for each module, which can be found in Module Guides. More generally, requirements in relation to the level of conceptual analysis and acquired skills will intensify with your progression through the course.

Level Four

The overall learning outcome of level four modules is that the student should be able to demonstrate a good knowledge of important information, concepts and ideas, in the chosen area of study and should be attempting to provide some analysis of alternative views and perspectives. In particular, at the end of level four, students should have acquired a number of key skills, which should be reflected in their written work, and the ability:

- to collect, sift and record information from a variety of sources (e.g. library, database, lectures)
- to distinguish between description and analysis in information sources
- to isolate key arguments within source material

- to use information to present a relevant and coherent argument in written and oral form (e.g. 1500 word essay or a ten minute oral presentation).

Level Five

The conceptual analysis and skills developed at level four will be deepened, and students will develop their interactive skills within a learning group. Additionally, students will be expected to demonstrate the ability:

- to distinguish between differing viewpoints
- to identify key elements of a problem and choose the theories/methods for its resolution
- to analyse differing (political, social, etc) systems using comparative methodology
- to research a topic of their choice, and to present this research in oral and written form.

Level Six

Students will be expected to demonstrate the ability:

- to identify the social formation of individuals, groups, the nation state, and global relations
- to apply appropriate knowledge and skills to the solution of problems in relation to these areas
- to understand the relation between economic, social, political and cultural factors in behaviours and structures at the level of the group, the nation state, and global relations
- to present in written form a critical piece of academic analysis and research, demonstrating a firm grasp of methodological principles in the selection and use of themes for a more specialised piece of work (9,000 word research Project)
- to understand the influence of historical and global forces on society.

At level six, the student should be able to critically review evidence-supporting conclusions and to assess its validity and significance.

Marking Criteria – how your work is assessed

Each piece of work on the individual modules will have specific assessment criteria, but at a general level there are five main criteria that we consider in arriving at an accurate assessment of your work:

1. knowledge of the topic – information, data, ideas, concepts and institutions
2. analysis of issues and an awareness of different viewpoints
3. evaluation of competing explanations or theories applied to a problem
4. ability to identify relevant sources of evidence, both empirical and theoretical, and to use these to produce an informative referencing system
5. skill in the presentation of an answer with accuracy, clarity and coherence.

With these objectives in mind, the following general marking scheme applies:

Fail	0-30%	Badly misunderstands the question; contains factual errors; none of the basic objectives are achieved
------	-------	---

	30-35%	Some knowledge of topic and examples, but objectives 2-5 not met
	35-39%	Exhibits some knowledge of topic, but essentially descriptive; cannot identify alternative viewpoints; objective 1 is present but 2-5 poorly met
Third	40-49%	Demonstrates limited basic knowledge of the topic, but essentially descriptive; displays an attempt at evaluation of material, but low on clarity and coherence; limited achievement of objectives 1,2,3,4,; low on objective 5
2:ii	50-59%	Exhibits good knowledge of the topic; can distinguish different approaches or viewpoints, and some ability of evaluation is present, but may to some extent lack clarity and coherence; reasonable attempt at referencing; very good on objective 1, weaker on 2-5
2:i	60-69%	Very good knowledge of basic ideas, concepts and institutions with good analysis of issues and evaluation; good uses of sources and references; meets objectives 1,2,4,5, weaker on 3
First	70-79%	Excellent knowledge of the topic, with high level analysis of a balanced nature. Strong on critical evaluation, clarity, coherence. All assessment objectives are covered
	80% +	Same as the range 70-79% but adds a deeper understanding and evaluation of the issues and can "impose oneself on the subject"

Plagiarism and Cheating in Examinations

Plagiarism occurs when people:

- copy text - either phrases, passages or full pages - word for word from books or articles
- copy the structure of books or articles, whether or not sources are acknowledged
- take ideas from other people or publications without acknowledging the source.

This can happen unintentionally when notes are taken from a book or an article or material is downloaded from the internet and put directly into an essay. Whether intentional or not, plagiarism is not acceptable under any circumstances. It is regarded as a form of cheating and there are stiff university regulations to deal with it. Normally an essay which contains material copied from another source will be given a mark of zero and you may face additional penalties. All coursework must be submitted using TURNITIN, which is used to detect plagiarism.

It is equally unacceptable for a student to copy a fellow student's work either with or without permission.

Cheating in exams will not be tolerated under any circumstances, and may result in termination of studies.

Further information, including the procedure for dealing with attempts to gain unfair advantage and possible penalties for proven offences, is available on MyLSBU. Please see the Assessment and Examination Handbook available on the link below (see page 28):

https://www.lsbu.ac.uk/data/assets/pdf_file/0010/84349/assessment-and-examination-handbook.pdf

You will be able to avoid inadvertent plagiarism if you follow the referencing guidelines provided by LSBU. These, along with many other helpful study tips, can be found in the LSBU 'How-to-Guides', here: <https://my.lsbu.ac.uk/my/portal/Study-Support/How-to-Guides>

Full details of the University's academic regulations (which relate to assessment and awards, including degree classification criteria, etc) are set out on the MyLSBU webpages.

Referencing & Bibliography

All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

<https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES>

Books should be cited in the following manner:

Wood, E. (2003) *Empire of Capital*. London: Verso.

Stevenson, J. and Cook, C. (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:

Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:

Archer, L., DeWitt, J., Osborne, J., Dillon, J., Willis, B. and Wong, B. (2013) 'Not girly, not sexy, not glamorous': primary school girls' and parents' constructions of science aspirations, *Pedagogy, Culture & Society*, 21 (1), pp. 171-194.

Websites should be referenced thus:

Burke, L. (1997) Carbohydrates? They aren't that simple. Available from:

<http://www.sportsci.org/news/compeat/carbo.html> [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

Learner Support Material

You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

6. FEEDBACK

The coursework deadlines are published, after discussions between staff, and where appropriate between staff and students, in the first few weeks of the semester. It has

been provisionally agreed that the deadline for the coursework for this module is 8 December 2018. Marked coursework is returned to students within 15 working days of submission.

7. STUDENT EVALUATION

In previous years Module Evaluation Questionnaires have indicated a very positive appreciation of the module. Of those responding 100% strongly agree that they were satisfied with the quality of the module. Other answers reflect a similar (albeit not always quite so unanimous) sense of satisfaction. Positive comments include:

- I liked doing the presentations in the module I found them very insightful and I personally learnt more about the dominant theories after presenting my findings.
- Adrian was both engaging and subjective which made the class interesting and thought provoking.

Although the overall picture is of an extremely appreciative cohort of students there were two suggestions for how to improve the module:

- I think that the course could be improved in general by having substitute lecturers in place for when others aren't in due to illness. As we don't have many lectures, I think that this would make a difference.
- More class engagement in the lecture material

The Division has recently employed additional staff in IR and Politics and is developing new interactive tools for the classroom. Thus, student concerns should be accommodated in the coming academic year

8. INTRODUCTION TO STUDYING THE MODULE

The field of international relations is wide and this module is necessarily selective. It focuses on areas of contemporary, as well as longer term, importance, such as US hegemony. With this in mind, the following list is merely indicative, and should not be regarded as a definitive statement of the module's content.

8.1 Overview of the Main Content

- 20th Century World Orders
- Great-power rivalry 1875-1945
- The Cold War and Pax Americana
- Decolonisation and the 'New International Economic Order'
- The end of the Cold War
- Globalisation and the Washington Consensus
- The rise of China
- Transnationalisation and transnational activism, including Islamic political activism
- Theories of US power today

8.2 Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

Students are expected to read from core texts and from a bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars by presenting at least one paper (either individually or in pairs) and preparing in advance to discuss others' papers. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars

8.3 Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

8.4 Employability

This module develops skills that students will find useful in their future employment. In particular it will demonstrate their ability to think analytically, meet deadlines, search for academic materials, and write a piece of coursework within a given word-length.

9. THE PROGRAMME OF TEACHING, LEARNING AND ASSESSMENT

It is imperative that you read, at the very least, one of the core weekly readings in preparation for seminars. The readings marked * are available on the moodle site.

You are also strongly recommended to read a good general international history in the next few weeks. Examples include:

- | | |
|-----------------------------|--|
| Calvocoressi, P. (2009) | <i>World Politics Since 1945</i> 9 th edition. Harlow: Pearson 320.9044 |
| Hobsbawm, E. (1994) | <i>Age of Extremes: the short 20th century 1914-1991</i> . London: Penguin. 909.82 |
| Young, J. & Kent, J. (2004) | <i>International Relations Since 1945 – a global history</i> . Oxford: Oxford University Press 327.09045YOU |

Week 1

Lecture The end of the Cold War and the bonfire of postwar certainties

Key concepts and issues: 20th century world orders, world order change, Cold War, the 'new world order', national-global dialectic, polarity (bipolarity, multipolarity), hegemony, superpower, the Atlantic core of the world economy, transatlantic tensions, interdependence, globalisation, transnationalism, empire and imperialism, rivalry and cooperation.

- Seminar**
- a) organisation of the module and introduction to module readings
 - b) how might Robert Cox's definition of world order be used alongside Hannes Lacher's concept of a national-global dialectic to help explain the end of the Cold War world order?

Reading Core

- | | |
|---------------------|---|
| * Budd, A. (2013) | <i>Class, States and International Relations: a critical appraisal of Robert Cox and neo-Gramscian theory</i> . Abingdon: Routledge. Chs. 2 & 5 |
| * Cox, R. W. (1981) | Social forces, states and world orders: beyond international relations theory, <i>Millennium: Journal of International Studies</i> , vol.10, no.2 |

Further

- | | |
|------------------------|--|
| Cox, M. (1994) | Rethinking the end of the Cold War, <i>Review of International Studies</i> Vol 20 |
| Halliday, F. (1990) | 'The Ends of the Cold War', <i>New Left Review</i> 180 |
| Hogan, M. (ed) (1992) | <i>The End of the Cold War. Its Meaning and Implications</i> |
| Lacher, H. (2003) | Putting the state in its place: the critique of state-centrism and its limits', <i>Review of International Studies</i> , vol. 29 |
| * Lundestad, G. (1986) | Empire by Invitation? The United States and Western Europe, 1945-1952, <i>Journal of Peace Research</i> , vol. 23, no. 3, pp. 263-277. |

Week 2

Lecture The debate on US power and hegemony

Key concepts and issues: neo-liberalism, globalisation, the 'Dollar-Wall-Street Regime', structural adjustment, Washington consensus, unilateralism, neo-conservatism, war on terror, Eurasia, hegemony, full spectrum dominance

Seminar Is American the world's hegemon?

Presenter(s)

Reading Core

- * Budd, A. (2013) *Class, States and International Relations: a critical appraisal of Robert Cox and neo-Gramscian theory*. Abingdon: Routledge. Pp163-170
- * Posen, B. (2018) The Rise of Illiberal Hegemony, *Foreign Affairs* 97/3

Further

- Arrighi, G. (2010) *The Long Twentieth Century* (2nd ed.). London: Verso. Ch.1
- Brzezinski, Z. (2012) Balancing the East, upgrading the West, *Foreign Affairs* 91/1.
- Foreign Affairs* (2018) Letting Go: Trump, America and the World, special issue 97/2
- Layne, C. (2006) *The Peace of Illusions: American Grand Strategy from 1940 to the Present*. Ithaca, NY: Cornell University Press
- Panitch, L. & Gindin, S. (2012) *The Making of Global Capitalism: the political economy of American Empire*. London: Verso

Week 3

Lecture China's rise – a challenge to the US-led world order?

Key concepts and issues: counter-hegemony, Shanghai Cooperation Organisation, regional hegemony, 'good neighbour' strategy, rapprochement, Beijing consensus, US-China rivalry in Africa, Pacific Rim, Asian security zone, 'belt and road initiative'.

Seminar How accurate would it be to argue that China has emerged as the key threat to US global hegemony?

Presenter(s) Nathan

Reading Core

- * Cox, M. (2012) Power Shifts, Economic Change and the Decline of the West?, *International Relations*, 26/4

- * Haixia Qi (2017) Disputing Chinese Views on Power, *The Chinese Journal of International Politics*, 10/2, pp.211–239
- * Xiaoyu Pu (2017) Controversial Identity of a Rising China, *The Chinese Journal of International Politics*, 10/2, pp.131–149

Further

- Bisley, N. (2017) Rising powers and the return of geopolitics, in Beeson, M. and Bisley, N. (eds) *Issues in 21st Century World Politics*
- Foreign Affairs* (2019) Special Issue: Who will run the world?, Jan/Feb
- Golub, P. (2016) *East Asia's Reemergence*. Cambridge: Polity.
- Minxin Pei (2014) How China and America See Each Other and Why They Are on a Collision Course, *Foreign Affairs* March/April

Week 4

Lecture Russia under Putin – the return to great power status?

Key concepts and issues: imperial overstretch, economic stagnation, near abroad, counter-balancing and (regional or global?) power projection, Georgia War, Crimea, Ukraine War, Russia in Syria and the wider Middle East

Seminar 'Events in Ukraine and now Syria indicate that under Putin Russia has succeeded in re-establishing itself as a great world power'. Discuss

Presenter(s) Hassan

Reading Core

- * Gabuev, A. (2018) Why Russia and China are Strengthening Security Ties, *Foreign Affairs* online, <https://www.foreignaffairs.com/articles/china/2018-09-24/why-russia-and-china-are-strengthening-security-ties>
- Trenin, D. (2016) *Should we Fear Russia?* Cambridge: Polity

Further

- Anderson, P. (2015) Incommensurate Russia, *New Left Review* 94 July-August
- Colton, T. (2016) *Russia – what everyone needs to know*. Oxford: Oxford University Press. Esp. ch.6
- Foreign Affairs* (2018) Special issue: A New Cold War?,
- Kimmage, M. (2018) The People's Authoritarian. How Russian Society Created Putin, *Foreign Affairs*, Jul/Aug
- McFaul, M. (2018) Russia as it is, *Foreign Affairs*, Jul/Aug

Week 5 Directed private-study week

You should use this week to work on the formative assessment and to begin your preparations for the summative coursework. We will go through the formative assessment in class next week.

Week 6

Lecture **Crisis, austerity and the global political economy**

Key concepts and issues:

Seminar What has been the legacy of the 2008-2009 financial crisis on the global economy?
How has austerity been used as a response to the crisis and what has been its impact?
How can gender and race help us understand responses to the crisis and contemporary transformations of the global political economy?

Presenter(s) Jorge

Reading

Core

Griffin, P. (2015)

Crisis, Austerity and Gendered Governance: A Feminist Perspective, *Feminist Review* 109(1): 49-72.

True, J. & Hozic, A. (2017)

Brexit as a Scandal: Gender and Global Trumpism, *Review of International Political Economy* 24(2): 270–287.

Further

Elias, J. (2013)

Davos Woman to the Rescue of Global Capitalism: Postfeminist Politics and Competitiveness Promotion at the World Economic Forum, *International Political Sociology*, 7(2) 52–169.

Elias, J. & Roberts, A. (2016)

Feminist Global Political Economies of the Everyday: From Bananas to Bingo, *Globalizations*, 13(6), 787-800.

Hozic, A. & True, J. (eds) (2016)

Scandalous Economics: Gender and the Politics of Financial Crises. Oxford: Oxford University Press. *Read any of the chapters – if you cannot get access online or need copies please contact Daniela.*

Phinney, S. (2018)

Detroit's Municipal Bankruptcy: Racialised Geographies of Austerity, *New Political Economy*, 23:5, 609-626

Saull, R. (2018)

Racism and Far Right Imaginaries Within Neo-liberal Political Economy, *New Political Economy*, 23:5, 588-608

Tilley, L. & Shilliam, R. (2018)

Raced Markets: An Introduction, *New Political Economy*, 23(5), 534-543.

Week 7

Lecture **Climate change and the world system**

Key concepts and issues: Climate racism; slow violence; climate justice.

Seminar 'Without fundamental social and political change, humanity is heading for extinction'. Discuss.

Presenter(s) Lisa

**Reading
Core**

- Nixon, R. (2013) *Slow Violence and the Environmentalism of the Poor*, introduction. London: Harvard University Press.
- Malm A. & Hornborg A. (2014) The geology of mankind? A critique of the Anthropocene Narrative, *The Anthropocene Review* 1 (1), 62-69.

Further

- Agarwal A. & Narain, S. (1991) *Global warming in an unequal world: A case of environmental colonialism*
<http://www.indiaenvironmentportal.org.in/files/GlobalWarming%20Book.pdf>
- Chakrabarty, D. (2014) Climate and Capital: On Conjoined Histories, *Critical Inquiry* 41, 1: 1–23.
- Lewis S. & Maslin M. (2015) Defining the Anthropocene, *Nature* 519, 171-180.
- Moore, J. W. (2016) *Anthropocene Or Capitalocene?: Nature, History, and the Crisis of Capitalism*. PM Press
- Parasram, A. & Tilly, L. (2018) Global Environmental Harm, Internal Frontiers and Indigenous Protective Ontologies, in Rutzibua, O. & Shilliam, R. (eds) *The Routledge Handbook of Postcolonial Politics*. Oxon: Routledge.

Week 8

Lecture Transnationalism and the rise of non-state actors

Key concepts and issues: transnational solidarity, inter/nationalism, transnationalism, new social movements, 'the end of the nation-state', transnational identities

Seminar To what extent is the world living in the era of transnationalisation?

Presenter(s) Shamir

**Reading
Core**

- Salaita, S. (2016) Why American Indian Studies Should be Important to Palestine Solidarity, in *Inter/Nationalism: Decolonizing Native America and Palestine*. Minnesota: University of Minnesota Press.
- Tuğal, C. (2013) Resistance everywhere: The Gezi revolt in global perspective, *New Perspectives on Turkey*, 49, 157-172.

Further

- Beeson, M. & Bisley, N. (eds.) (2017) *Issues in 21st Century World Politics* 3rd edition. Basingstoke: Palgrave Macmillan. Esp. ch.15

- Brown, W et al (eds.) (2004) *Ordering the International: history, change and transformation*. London: Pluto. Chs.1 & 5
- Budd, A. (2007) Transnationalist Marxism: a critique, *Contemporary Politics*, vol13, no4
- Kerton, S. (2012) Tahrir, Here? The Influence of the Arab Uprising on the Emergence of Occupy, *Social Movement Studies* 11, 302-308.
- Khalili. L. (2007) Transnational Movements and Discourses, in *Heroes and Martyrs of Palestine: The Politics of National Commemoration*. Cambridge: Cambridge University Press.
- Roy, O. (2004) *Globalised Islam*. London: Hurst & Co.
- Van Apeldoorn, B. (2004) Theorizing the transnational: a historical materialist approach, *Journal of International Relations and Development*, vol. 7, pp.142–176

Week 9

Lecture Populism and the rise of the Right

Key concepts and issues: Populism; right wing politics; fascism

Seminar Why is it so hard to define 'populism'? Is it only a 'right wing' political phenomenon?

Presenter(s) Zaheer

Reading Core

- O'Byrne, D. (2019) The Rise of Populism, the Demise of the Neoliberal and Neoconservative Globalist Projects, and the War on Human Rights, *International Critical Thought*, 9 (2) 254-268.
- Negri, T. (2019) A 21st Century Fascist. London, Verso.
Blog. <https://www.versobooks.com/blogs/4208-a-21st-century-fascist>
- Knott, A. (2018) What is populism – and why it is so hard to define?, *The Conversation* <http://theconversation.com/what-is-populism-and-why-is-it-so-hard-to-define-107457>

Further

- Finchelstein, F. (2017) *From Fascism to Populism in History*. Berkeley: University of California Press.
- Roth, K. (2017) The Dangerous Rise of Populism: Global Attacks on Human Rights Values. *Human Rights Watch* <https://www.hrw.org/world-report/2017/country-chapters/dangerous-rise-of-populism>
- Scott, J. A. (N/D) Trump. *Political Concepts: A Critical Lexicon* <https://www.politicalconcepts.org/trump-joan-wallach-scott/>
- Scribano, A. et al (eds) (2019) *Populism and Postcolonialism*. Routledge.
- Shilliam, R. (2018) *Race and the Undeserving Poor: From Abolition to Brexit*. Newcastle: Agenda Publishing.

Week 10

Lecture Postcolonial politics and the settler colonial present

Key concepts and issues: coloniality/modernity; settler colonialism; (post)colonial relations.

Seminar Is colonialism a phenomenon of the past, or are we living in the colonial present?

Presenter(s) Shakira

Reading

Core

Danewid, I. (2017)

White Innocence in the Black Mediterranean: hospitality and the erasure of history, *Third World Quarterly* 38:7, 1674-1689.

Wolfe, P. (2016)

In Whole and in Part: The Racialisation of Indigenous People in Australia, in *Traces of History: Elementary Structures of Race*. London: Verso.

Further

Lowe, L. (2015)

The Intimacies of Four Continents. Duke University Press.

Gregory, D. (2004)

The colonial present: Afghanistan. Palestine. Iraq. Malden, MA: Wiley-Blackwell

Rutazibwa, O. & Shilliam, R. eds. (2018) *The Routledge Handbook of Postcolonial Politics*. Oxon: Routledge.

Estes, N. (2019)

Our History is the Future. London: Verso.

Veracini, L. (2015)

The Settler Colonial Present. Palgrave Macmillan

Week 11

Lecture Emerging dynamics of a globalised world

Key concepts and issues: national-global dialectic, water wars, climate refugees, Responsibility to Protect, regional integration, non-hegemonic world orders

Seminar **Workshop on current and potential dynamics and scenarios**

Reading

Documents to be circulated during the Easter holidays

Week 12

Workshop **Module review and exam preparation**

10. LEARNING RESOURCES

There is no set text for this module, but if you were to buy just one book we recommend

Baylis, J. et al (eds) (2013/2017) *The Globalization of World Politics* 6th or 7th edition. Oxford: Oxford University Press. **327.1**

or

Beeson, M. & Bisley, N. (eds) (2017) *Issues in 21st Century World Politics* 3rd edition. London: Red Globe Press.

Additional resources

The Journal of Transatlantic Studies

BBC series *Cold War* videos **327.73047**

Cold War International History Project, <http://cwihip.si.edu/default.htm>

Chatham House, which publishes *International Affairs*, <http://www.chathamhouse.org.uk/>

Web-site for the journal *Foreign Affairs*, <http://www.foreignaffairs.org/>