POL 5 and POL19: Themes and Issues in Politics and International Relations

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Course administrator: ugadmin@polis.cam.ac.uk

This paper consists of two Long Essays on topics chosen to pursue your particular interests in politics and international relations. The aim of this paper is to enable students to develop further their skills in diverse areas of research in the fields of politics and international studies, in critical engagement with key texts, and in the presentation of arguments and writing on varied topics related to conceptual debates in these fields.

As the list below shows, your approach to these topics may be primarily theoretical or empirical. Many of the questions are generally phrased in order to allow you to decide, in discussion with your supervisor, whether to answer them in a general way or to concentrate on particular aspects or examples of the issue at hand. In doing so, you should consider conceptual issues, although not to the exclusion of relevant facts or specific arguments. Some of the questions relate to and cover similar issues as material covered in your other papers this year. You may use this paper to extend your work for another paper or prepare the ground for further studies. In choosing a topic and preparing the essays, a balance should be struck between extending work done for other papers, and taking care that there is not too much overlap between your essay and an exam answer in your other papers. This may be avoided by referring to different examples and readings than in other papers or exams; if in doubt, your supervisors or Directors of Study will be able to advise further.

Lecture

There is an introductory lecture at the start of Michaelmas Term by Dr Glen Rangwala on 9 October 2019 at 11 am for those taking POL5 and at 12 noon for those taking POL19. This lecture will outline approaches to research, reading and writing for the Long Essay, and offer opportunities to ask questions about the paper.

Supervisions

The paper is primarily taught by supervision, three for each essay. The first supervision will consider the nature and scope of the question, and your approach to it. The second will discuss progress normally on the basis of a written outline or plan. The third will review a first draft. Supervisors will not read more than one draft of the essay, and will not offer more than three supervisions. You are expected to work for the essay during term time and supervisors will expect to give you each of the three supervisions during term time. Other than in exceptional circumstances, where your Director of Studies has provided evidence that you have been unable to work for some period of the term, supervisors can—and often will—refuse to read drafts during the vacation.

Essay selection process

At the start of Michaelmas Term, students will be asked for their essay choices: a first choice, and a reserve choice. These choices will need to be received by 11th October 2019.
You will then be informed of the outcome of the selection process, and the identity of your supervisor, and you can then proceed to schedule supervisions for the essay. At the end of Michaelmas term, this process will be repeated for Lent Term, with the new essay choices to be received by 22nd January 2020. The choices for your second question have to be different question numbers from the first essay you wrote for the paper. While the Department endeavours to permit you to write essays on your first-choice topics, you may be asked to write on one of your reserve questions, if this is required to make sure that all students receive adequate supervision. Students who miss the deadline for essay choices may be asked to wait until the selection process is over before their cases are dealt with.

Writing

Essays must answer the question, and they must make an argument in doing so. The Examiners expect an argument in answer to the question, evidence of having read the important literature, and independent thinking. They have no fixed expectations for the nature, direction, or conclusion of answers to any of the questions set, and with the general questions you are free to approach them in a way that particularly interests you. More is needed than a straightforward review of the literature. Assertion and rhetorical flourishes cannot substitute for argument. Polemical writing will be penalised by the Examiners. Many essays will deploy detailed examples from past or contemporary politics and international relations, or theoretical arguments or texts, and will build their argument through these. If you do use a particular example or theoretical argument (or set of examples or theoretical arguments) to answer a general question, you will need to explain at the beginning of the essay why these examples or arguments are pertinent to the question. When you make arguments, you will need to explain your judgements, and you will need to engage with counter-arguments to the arguments you are making. Argue against the strongest claims of counter-arguments, not their weakest points. You also should avoid grand generalisations. These almost always fail to stand up to empirical or theoretical scrutiny and do not advance arguments.

It is important to be aware that work that is poorly written and presented cannot be marked above a 2.2. This includes work that contains a significant number of typographical errors, has many grammatical mistakes, or does not have a proper system of referencing and a bibliography. It is therefore crucial that you proofread your essay carefully before submitting it. It may also be useful to recruit a friend to do so as well.

The Examiners’ reports from previous Long Essay papers, which are available on the website contain specific comments about the respects in which essays submitted in that year did, or did not, approach the questions in suitable ways.

Presentation, length, layout, references and bibliographies

Developing your ability to write in an accurate, focussed, and compelling way is an important part of this paper. You are expected to write clearly, to punctuate carefully, and to proofread your essays before submitting them. Casualness in presentation of essays and syntactical and grammatical confusion will be penalised by the Examiners. As mentioned above, essays in which there are a significant number of typographical errors and syntactical and grammatical mistakes cannot receive a mark higher than a Lower Second.
Students and supervisors should note that the word limit is 5,000 words for Long Essays. **There is no leeway. Students exceeding the word limit will be penalised.** The word limit must be written on the coversheet for your essay at submission and the Department will carry out checks. At the final Examiners’ meeting in June, the Examiners will discuss all cases of over-length work and impose penalties.

The word limit will include all text except the Bibliography. This means that the main text, all data in tables or figures, appendices, captions, the table of contents, footnotes, endnotes and all prefatory material at the start of the essay will be counted against the word limit. As a general rule, any content that the Examiners must read in order to assess your work should be included in the main body and not in an appendix. Overuse of appendices or footnotes may be penalised if it impairs the understanding of your work.

Students are also expected to use the 5,000 words available to them. Essays that fall more than 200 words short may also be penalised.

**Long essays must be word-processed, use double line-spacing, have a font size of 11 or 12, have right and left margins of at least 2.5 cm, include page numbers and a Bibliography, and provide references for all quotations.**

**You must use the formal title from the list of questions, and put this at the top of the first page. Do not create your own essay title.**

For a Long Essay, it is often useful to use sub-sections marked by sub-titles. It is generally best not to use too many; any more than four or five would be unusual. It would also usually be excessive to go beyond two levels of subsections (so, sub-sub-headings may be justifiable, but not more). If you use a considerable number of specialist acronyms, abbreviations, or non-English terms, a list of these at the start may also be helpful. It’s worth repeating that these items are all included in the word count, as is everything except the Bibliography.

You should **NOT** include your name or College anywhere on your Long Essay. The Department will supply a coversheet for completion that will include a declaration on plagiarism (see the section on this, below). Your essay should be firmly secured, either soft bound or firmly stapled.

**References and Bibliographies**

There are two common conventions for references: (1) full references in notes at the foot of the page or the end of the document, with a Bibliography at the end of the work; or (2) ‘author-date’ citations in the text, with a Bibliography at the end of the work. Follow just one of these, and, whichever one you use, make sure that your referencing is complete and consistent.

1. **The full referencing convention.** If using this approach, references are included in the notes, which should be numbered serially from 1 from the start of the essay. For references in notes, give full details at the first mention in the chapter; for subsequent mentions in the essay, a brief citation will do. Notwithstanding their widespread use, avoid *op. cit.*, *loc. cit.*, and *ibid.*; these can confuse. The Bibliography should include the full references in alphabetical order.
Examples:

For books -


For journals -


For chapters in edited volumes -


For corporate authors -


For edited and/or translated volumes -

*Thereafter:* Nietzsche, ‘On the uses and disadvantages’, pp. 57-123.

For internet links -

*Thereafter:* ODNB, ‘Keynes, John Maynard’.

2. The author-date system. Footnotes and endnotes, including the references in such notes, count towards the total number of words in Long Essays and dissertations in Politics & International Relations; references in a Bibliography at the end of the work do not. For this reason, you may prefer to adopt the second convention—the ‘author-date’ style, or the ‘Harvard’ style, as it is sometimes known. In this, references are included in the text or the notes. There should then be a complete Bibliography at the end of the Long Essay, in which all the items cited should be arranged alphabetically by author’s surname (or where there is no author listed, by corporate author).
Examples:

For books -

In text: …elite political culture in Italy changed dramatically over the course of the 1970s (Putnam 1993: 33) … or: Putnam (1993: 33) argues that elite political culture in Italy changed dramatically over the course of the 1970s...


For journals -

In text: …although others have questioned his measurements of institutional performance (e.g., Tarrow 1996: 389-98) or: Tarrow (1996: 389-98) is critical of the measurements of institutional performance that are used…


For chapters in edited volumes -

In text: …whereas in Sweden, female parliamentarians had a significant role in raising the profile of distinctively women’s issues in debates about legislation (Eduards 1981)…


For corporate authors -

In text: (Economist 1999: 39-40)


For edited and/or translated volumes -

In text: (Nietzsche 1994: 176-86)


For internet links –

In text: (Oxford Dictionary of National Biography 2004)


With the full referencing system (1), it may be useful to have separate lists of primary (archival and unpublished texts, interviews) and secondary (including those on the web, which are counted as ‘publications’) sources in the Bibliography. With the author-date system (2), a single Bibliography is usually to be preferred. It is never advisable to divide Bibliographies
between types of secondary sources (e.g. separate list of books, articles, items on the web, etc.).

Your Bibliography should only include works cited in the main text, and should not be a list of everything you’ve read that is relevant to the essay.

### Plagiarism or unfair practice

Plagiarism is presenting, as your own, words and thoughts that are not your own. Plagiarism is a form of cheating and regarded as such by the University’s Ordinances. At the beginning of each academic year you must sign a form saying that you have read the Faculty’s document on the matter and fully understand what plagiarism is. If you are in any doubt at all on this subject, ask your Director of Studies to talk you through the issue.

Below, three different forms of plagiarism are explained. Most students will be aware that the first two are wrong. The third form, involving copying text that is otherwise referenced from a book or article, still generates confusion in some students, and therefore it is important to read this section, even if you are confident that you know what plagiarism is.

### What Constitutes Plagiarism

1. **Copying text from unpublished sources.**

   Submitting essays that have been obtained in whole or in part from websites or from other students is plagiarism. There are no grey lines. This always constitutes a deliberate attempt to deceive and shows a wilful disregard for the point of a university education. Each piece of work is expected to be the original, independent work of the student, and so if this is not the case it must be declared in the essay.

   Proofreading, reading drafts, and suggesting general improvements to other students’ essays—and receiving such help from others—is not collusion, and is often helpful. If, however, another student were to carry out detailed redrafting of the entire conclusion of an essay, this would be considered collusion. If this is not acknowledged in the essay, it is considered a form of plagiarism.

   Reproducing the thoughts of lecturers and the advice from a supervisor is not regarded as plagiarism. Merely reproducing lecture notes, however, is always obvious and takes away the purpose of writing essays.

2. **Copying from published literature without acknowledgement.**

   This applies, without distinction, to material from the internet and from printed sources. Work that is drawn upon in your essays must be referenced appropriately. If you quote from a source, or draw from a particular section of a text, you should reference the relevant page numbers. Avoiding plagiarism means getting into the habit of careful referencing, and it is useful to start developing this habit, if you haven’t already, throughout your supervisions as well as in the final submitted work.

3. **Copying text without using quotation marks.**
This is a form of plagiarism, even if you acknowledge the source of the text. That is, if you are including text that is not in quotation marks, you are asserting that you have written these words yourself; if this is not so, it is passing off someone else’s words as your own.

This is the most common form of plagiarism found in this university, and so requires a few more words of explanation.

Take the following passage from the *Oxford Dictionary of National Biography* (ODNB):

For two years from the autumn of 1941 Keynes was mainly occupied with proposals for the post-war international monetary system. In the immediate post-war years the existing system of exchange controls and bilateral payments agreements would have to continue, but in the long term these arrangements should be superseded by a multilateral scheme with currencies freely convertible. Keynes prepared a plan for an international clearing union to supersede the gold standard and put forward a set of rules for balance of payments adjustment that required creditor countries to take the main initiative. His plan underwent many revisions before being submitted to the Americans, who had prepared a plan of their own—the White plan—for a stabilization fund and (in the initial version) an international bank for reconstruction and development.

If you quote from any part of this, you must put it in quotation marks and attribute it as: *Oxford Dictionary of National Biography*, www.oxforddnb.com/view/article/34310. If you paraphrase any part, you must reference it in the same way.

To write something like what follows is plagiarism:

From 1941 to 1943 Keynes was mainly occupied with proposals for the post-war international monetary system (*Oxford Dictionary of National Biography* 2004). Immediately after the Second World War, the existing system of exchange controls and bilateral payments agreements by necessity had to endure, but ultimately these arrangements would be superseded by a multilateral scheme with currencies freely convertible. The *Oxford Dictionary of National Biography* (2004) relates how Keynes’ plan underwent many revisions before being given to Washington, where White had devised his own plan for a stabilization fund and in the initial version an international bank for reconstruction and development.

In this text, there are five phrases that are repeated word-for-word from the original source, or with only tiny amendments: ‘Keynes was mainly occupied…’, ‘the existing system of exchange controls and bilateral payments agreements’, ‘superseded by a multilateral scheme…’, ‘underwent many revisions before’, and ‘for a stabilization fund and in the initial version…’. Even though the *ODNB* is referred to twice in the text, these words are not in quotation marks, and therefore this would constitute plagiarism. One could put each of these phrases in quotation marks, but of course much better would be to put the text in your own words.

This form of plagiarism may sometimes occur due to poor note-taking. If you are reading a book or article and taking notes on paper, or on your computer, you may sometimes find yourself copying out apt sentences or paragraphs mechanically. When it comes to turning your reading into an essay, students in a hurry may string their notes together into an essay.
The result is an unintentional—but still serious—form of plagiarism. It is important to guard against this, and to develop a way to distinguish in your own notes the legitimate paraphrase from the quotation, for example by including quotation marks in your own notes or by highlighting such text.

This form of plagiarism is often from texts that have technical language, and students may take someone else’s words because they are unsure of their precise meaning. In the hypothetical example above, students who are not quite sure what exactly is meant by ‘the existing system of exchange controls and bilateral payments agreements’ in the ODNB entry may be tempted just to copy the entire phrase. Again, this is something to guard yourself against. If you are reading a book or article with language in it that continues to mystify, it is worthwhile to read around the topic, to make an effort to put it into your own words, and to use part of a supervision to discuss the terms themselves until you are satisfied that your understanding is solid.

**Use of originality checking software**

All POL5 Long Essays will be run through ‘Turnitin’. This is a service to which the University subscribes that provides an electronic means of checking student work against a very large database of material from the internet, published sources, and other student essays. ‘Turnitin’ also helps to protect the work submitted by students from future plagiarism and thereby to maintain the integrity of any qualifications you are awarded by the University. The copyright of the material remains entirely with the author, and no personal data will be uploaded with the work.

**Consequences of plagiarism**

Any Examiner who finds evidence of plagiarism in a Long Essay will contact the Chair of Examiners, who will follow the University’s guidance as to how to handle such cases. There may be an investigative meeting, which will seek to establish how any plagiarised material was generated. Some cases can be investigated and dealt with by the Examiners themselves, who can impose a marks penalty proportionate to the offence. Other cases will be reported to the University Proctors. In very serious cases of plagiarism, the Senior Proctor will inform the University Advocate, who can take the student before the University’s Court of Discipline. The Court of Discipline has the power to deprive any student found guilty of plagiarism of membership of the University, and to strip them of any degrees awarded by it.

**Submission of essays and deadlines**

The deadline for your first essay is **noon on Monday, 20th January 2020**. The deadline for your second essay is **noon on Monday, 27th April 2020**. Essays need to be submitted in two ways: firstly, two hard copies in the POLIS office (Room 140) in the Alison Richard Building, AND secondly, an emailed copy to this email address: ugadmin@polis.cam.ac.uk.
All work must be submitted by noon on the advertised deadline. **Both the hard copies and the electronic copy must be received by noon in order for the work to be considered as submitted, and they must be identical.** Work that is submitted after the deadline can expect to receive marks penalties.

You should ensure that you allow appropriate time to print and present your work before the deadline. Problems with computers or printing facilities will not be accepted as reasons for late submission, and all work must be bound (stapled or in a hole-punched binder) and have a completed cover sheet, which will be supplied at the point of submission.

If you have good reason to request an extension (e.g., serious health problem, or a major family difficulty), you should contact your College as soon as possible, as all requests must be sent from the Director of Studies or the College’s Senior Tutor to the Chair of Politics and International Studies Part II Examinations (Dr Chris Brooke, cb632@cam.ac.uk) at least 48 hours in advance of the deadline date. All requests must be accompanied by appropriate evidence.

**Questions**

**THE STATE**

1. Is the state just a protection racket and therefore no different than organised crime?

2. Does the state inspire non-state forms and practices of governance?

3. Does political centralisation improve the political development of states?

4. How were Asian empires different from European empires, if at all? Explain by comparing one example of each.

5. Are we moving towards an era of digital sovereignty?

**ELECTORAL POLITICS**

6. Why does fiscal austerity not always lead to electoral punishment?

7. (a) Is the age of party democracy over?
   (b) Is it possible to reconcile direct democracy and representative democracy?

8. (a) Has ‘fake news’ really destroyed democracy?
   (b) To what extent is social media reshaping the political landscape at the domestic and International level?
(c) Can democracy survive digital technology?

9. What explains the generational divide in democratic politics?

10. How does memory shape political identity?

11. Is anti-semitism a response to globalisation?

12. Is Fascism dead?

GENERAL POLITICAL THOUGHT

13. Is democracy a definite way of organizing government or is it a wide and necessarily indeterminate miscellany of ideas?

14. Must conservatives reject utopianism?

15. Can high levels of income inequality be defended on moral, social and/or economic grounds?

16. Is the "Anglosphere" a useful category of political analysis?

GENDER

17. What can we learn about politics from studying gender?

18. Is the requirement for gender representation in political assemblies undemocratic?

EUROPE

19. Is there an “idea of Europe” that is both coherent and attractive?

20. To what extent has European integration constrained economic policy-making autonomy in EU member states?

21. Is more differentiation the answer to the problems facing the contemporary European Union?

22. Institutionally flawed or simply too politically ambitious - which best sums up the EU's foreign, security and defence policies?
23. If good fences make good neighbours, how far has the EU been strengthening its borders rather than supporting neighbouring countries who wish to join the Union?

24. Why has it proven so difficult for the UK to leave the EU?

25. What is the legacy of authoritarianism in Russia?

SOUTH-EAST ASIA

26. What is the impact of colonialism on religion in Southeast Asia? (LT ONLY)

27. How, and to what extent, does the law protect the rights of minorities in Southeast Asian states? (LT ONLY)

28. Is Buddhism a boon or a bane for democracy in mainland Southeast Asia? (MT ONLY)

29. To what extent does the Southeast Asian experience support the notion of capitalist development as a force for democracy? (MT ONLY)

AFRICA

30. Are African states independent?

31. Do street protests in Africa represent the success or the failure of political liberalisation?

32. What drives politics and change in the Horn of Africa? Answer with reference to Sudan or Ethiopia, or both.

MIDDLE EAST

33. Is Iran a threat to the international community?

34. How does oil shape the politics of the Middle East?

LAW

35. ‘In the age of terrorism, the legal rules on self defense have become obsolete’ Discuss with reference to the classical international law on the subject and more recently proposed legal standards.

36. Do human rights make a difference?
37. What are mechanisms of influence of international law upon state behaviour, and what are their limits? For your discussion, select and contrast two concrete bodies of international law.

IR THEORY

38. Is the English School of International Relations still relevant?

39. Do theories of International Relations need to be ‘decolonised’?

WAR & PEACE

40. Is war an institution in crisis?

41. Why has France been the target of such serious terrorist attacks in recent years? (LT ONLY)

42. Does "cyber warfare" or "hybrid warfare" render moot strategic doctrines based on classical geopolitics?

43. Is it important to include women in peace negotiations?

INTERNATIONAL GOVERNANCE

44. Are international monetary systems based on fixed exchange rates unsustainable? Answer with reference to the classical gold standard and Bretton Woods (LT ONLY)

45. Are states the key actors in the political economy of climate change? (LT ONLY)

46. Is the World Trade Organisation (WTO) no longer fit for purpose?

47. Of what relevance is the search for a global Muslim umma (community) today?

48. Is the contemporary global order (its institutions, norms, and/or law) entirely a product of the West, or have non-Western states and actors also contributed to it, and how?

FOREIGN POLICY

49. Is it useful to describe British foreign policy-making as elitist? (LT ONLY)

50. Is there a case for foreign intervention in situations such as that of Venezuela in 2019?
51. Why do foreign military interventions lead so often to sub-national violence?
52. Are trade wars worse than military conflicts?

REVOLUTION

53. (a) Have we reached an age where social revolutions are no longer possible?
   (b) Can ordinary people bring about political change in non-democratic contexts?
   (c) Are revolutions made or do they come?

POLITICAL ECONOMY

54. What might be the most important “limits to growth” today? (MT ONLY)
55. How did the New International Economic Order presume to institute a more equal ‘welfare world’? (MT ONLY)
56. To what extent has financialisation influenced the politics of advanced economies?
57. Why do tax havens exist?

PUBLIC POLICY

58. What causes policy failure and how can it be prevented?
59. Has the economics profession been the driving force behind ‘neoliberal’ public policy?

MISCELLANEOUS

60. What is the relationship between political rhetoric and leadership?
61. Why was there a broad shift to the right in Latin American politics since 2013?
62. How do fortified international compounds shape the politics of aid?

Marking criteria

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<th>Mark</th>
<th>Quality of Answer</th>
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<tr>
<td>80+</td>
<td>A wholly clear, powerful, sophisticated and persuasive argument focused on the question, supported throughout by relevant texts and/or evidence, dealing decisively with the most important counter-arguments, containing some original thought or insight, sustained over the</td>
</tr>
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length of the essay, displaying a very high degree of accuracy, and faultlessly written and presented. To fall into this range, essays have to display all of these qualities.

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<tr>
<th>Grade</th>
<th>Description</th>
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<tr>
<td>70-79</td>
<td>A wholly clear and persuasive argument, supported throughout, as the case may be, by relevant texts and/or evidence, which deals effectively with the more important counterarguments, shows clear independence of mind, is sustained over the length of the essay, displays a high degree of accuracy, and is well written and presented. To fall into this range, an essay has to display all of these qualities.</td>
</tr>
<tr>
<td>60-69</td>
<td>A generally clear and persuasive argument focused on the question, generally well supported by relevant texts and/or evidence, that pays due attention to the important counter-arguments, , sustained over the length of the answer/essay, displaying a good level of accuracy, and well written and presented. To fall into this range, an essay has to display all of these qualities, and should not decisively show any of the negative qualities listed under the criteria for 50-59. Essays where there is some evidence of the negative qualities listed under the criteria for 50-59 will receive a mark between 60 and 64.</td>
</tr>
<tr>
<td>50-59</td>
<td>A moderately clear argument, reasonably well supported by relevant texts and/or evidence, but that shows some mistakes or accuracy, or weakness in its reasoning or textual and/or evidential support, or is not focused on the question, or is not well sustained over the length of the answer/essay, or fails to address counter-arguments, or is in whole or in part not well written and presented. To fall into this range, essays have to display both positive qualities and should not show any of the negative qualities listed under the criteria for a 40-49. An essay that is in whole or in part not well written or presented will receive a mark in this range regardless of its positive qualities or the absence of other negative features.</td>
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<tr>
<td>40-49</td>
<td>A discernible argument that receives modest support from relevant texts and/or evidence, but which is seriously problematic in its reasoning or textual and/or evidential support, or disregards the question, or makes a significant number mistakes of fact, or is not sustained over anywhere near the length of the essay, or is in significant part poorly written and presented. To fall into this range, essays have to display both positive qualities and should not show any of the negative qualities listed under the criteria for a 21-39.</td>
</tr>
<tr>
<td>21-39</td>
<td>A barely discernible argument on the subject of the question, that is either thinly supported, ignoring the evidence and/or texts in its argument, or makes a large number of mistakes of fact, or is poorly structured throughout the essay, or is poorly written and presented throughout.</td>
</tr>
<tr>
<td>1-20</td>
<td>An essay that is irrelevant to the subject of the question, or shows a complete failure of understanding of the subject, or that is radically incomplete.</td>
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<tr>
<td>0</td>
<td>No essay submitted, or submitted more than ten days after the deadline.</td>
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</table>

**Reading**

For this paper, you are expected to learn how to use bibliographical searches, if you have not done so already, and not to rely solely upon your supervisor to provide a full reading list. It will also be useful to familiarise yourself with the University Library, as it is likely that some of the sources for your essay will only be available there. Many of the most useful databases are listed in the library guide to research in Politics.
http://libguides.cam.ac.uk/sociologypolitics. One of the most useful databases is JSTOR http://www.jstor.org/, and, to search across a broader range, Google Scholar http://scholar.google.co.uk/.

Below are some initial ideas on where you might start your reading for each question.

THE STATE

1. Is the state just a protection racket and therefore no different than organised crime?

2. Does the state inspire non-state forms and practices of governance?

3. Does political centralisation improve the political development of states?

4. How were Asian empires different from European empires, if at all? Explain by comparing one example of each.
William T. Rowe, China's Last Empire: The Great Qing (Cambridge MA: Belknap Press, 2012)

5. Are we moving towards an era of digital sovereignty?

ELECTORAL POLITICS

6. Why does fiscal austerity not always lead to electoral punishment?
Christopher Hood et al. (eds.), When the Party’s Over: The Politics of Fiscal Squeeze in Perspective (Oxford, 2014)
Christopher Hood and Rozana Himaz, A Century of Fiscal Squeeze Politics: 100 Years of Austerity, Politics, and Bureaucracy in Britain (Oxford, 2017)

7. (a) Is the age of party democracy over?

7. (b) Is it possible to reconcile direct democracy and representative democracy?
8. (a) Has ‘fake news’ really destroyed democracy?


8. (b) To what extent is social media reshaping the political landscape at the domestic and international level?


Tim Highfield, *Social Media and Everyday Politics* (Polity Press, 2016)


8. (c) Can democracy survive digital technology?


9. What explains the generational divide in democratic politics?

10. How does memory shape political identity?

11. Is anti-semitism a response to globalisation?

Denis McShane, *Globalising hatred the new anti-semitism* (London, 2008)


Brendan Simms, *Hitler. Only the world was enough* (London, 2019)

12. Is Fascism dead?


GENERAL POLITICAL THOUGHT

13. Is democracy a definite way of organizing government or is it a wide and necessarily indeterminate miscellany of ideas?

14. Must conservatives reject utopianism?


15. Can high levels of income inequality be defended on moral, social and/or economic grounds?


much about the technical elements of the article, look for its general argument and overlook regression details and the like.)

16. Is the "Anglosphere" a useful category of political analysis?
   Robert Conquest, “Toward an English Speaking Union,” The National Interest (Fall 1999)
   Eva Namusoke, “Divided Family: Race, the Commonwealth and Brexit,” The Round Table (2016)
   Srdjan Vucetic, The Anglosphere (Stanford UP, 2011)
   Michael Kenny and Nick Pearce, Shadows of Empire (Polity, 2018)
   BBC Radio 4: Return of the Anglosphere: [link]

GENDER

17. What can we learn about politics from studying gender?
   See list for question 18 below

18. Is the requirement for gender representation in political assemblies undemocratic?


EUROPE

19. Is there an “idea of Europe” that is both coherent and attractive?

20. To what extent has European integration constrained economic policy-making autonomy in EU member states?

21. Is more differentiation the answer to the problems facing the contemporary European Union?

22. Institutionally flawed or simply too politically ambitious - which best sums up the EU’s foreign, security and defence policies?

23. If good fences make good neighbours, how far has the EU been strengthening its borders rather than supporting neighbouring countries who wish to join the Union?
24. Why has it proven so difficult for the UK to leave the EU?


Gordon Brown, *Britain leading not leaving. The patriotic case for remaining in Europe* (Selkirk, 2016)


25. What is the legacy of authoritarianism in Russia?

26. What is the impact of colonialism on religion in Southeast Asia? (LT ONLY)


27. How, and to what extent, does the law protect the rights of minorities in Southeast Asian states? (LT ONLY)


28. Is Buddhism a boon or a bane for democracy in mainland Southeast Asia? (MT ONLY)

Press.


29. To what extent does the Southeast Asian experience support the notion of capitalist development as a force for democracy? (MT ONLY)


AFRICA

30. Are African states independent?

(There are various ways you could answer this question – choose from the readings as you wish.)

Nationalism and the international system

*Mamdani, Mahmood, Citizen and Subject: Contemporary Africa and the Legacy of Late Colonialism, Princeton University Press, 1996 – particularly Introduction and Ch.II, III


* Fanon, Frantz, The Wretched of the Earth, Penguin Classics, 1961, chapters 1-2.


**Structural adjustment**


**Aid, development and the liberal state**


*Ake, C. Democracy and Development in Africa. The Brookings Institute, Washington DC 1996. (Read Introduction and other chapters as interested.)

* Abrahamsen, Rita, Disciplining Democracy: Development Discourse and Good Governance in Africa, Zed Books, 2000 (Read Introduction and other chapters as interested.)


**Post-conflict intervention**
31. Do street protests in Africa represent the success or the failure of political liberalisation?

* Branch, Adam and Zachariah Mampilly, Africa Uprising: Popular Protest and Political Change, Zed Books, 2015, Introduction, Ch. 1, 4, 6, Conclusion


Case studies


Bond, Patrick, ‘South African people's power since the mid-1980s: two steps forward, one back’, Third World Quarterly 33, no. 2 (2012)

Beinart, William and Dawson, Marcelle, (eds) Popular Politics and Resistance Movements in South Africa. (Various case studies within South Africa – see in particular the chapter by Mandisa Mbali on HIV-Aids activism.)


Desai, A., We are the poors: community struggles in post-apartheid South Africa, Monthly Review Press, 2002


https://books.google.co.uk/books?hl=en&lr=&id=IlvKKlhWY80C&oi=fnd&pg=PA19&dq=zambia+social+movements&ots=44UutEQBfB&sig=PhVYKoAPBG1RTbh8Mh3rUqcqvGo#v=onepage


Harrison, Graham, Issues in the Contemporary Politics of Sub-Saharan Africa: The Dynamics of Struggle and Resistance, Palgrave Macmillan, 2002, Ch. 1, 5

Ellis, Stephen & Ineke van Kessel, Movers and Shakers: Social Movements in Africa, Brill, 2009, Ch. 1, 3


Gender and sexuality

Tripp, Aili Marie, Isabel Casimiro, Joy Kwesiga, and Alice Mungwa, African Women’s Movements: Transforming Political Landscapes, 2009, Ch. 3-4


Students and youth

Youth


Zeilig, Leo, Revolt and Protest: Student Politics and Activism in Sub-Saharan Africa, I.B. Tauris, 2012, Ch. 1, 2

Abbink, Jan and Ineke van Kessel, Vanguard or Vandals: Youth, Politics and Conflict in Africa, Brill, 2005, Ch. 1, 4, 5

Anne Heffernan & Noor Nieftagodien (eds), Students Must Rise: Youth Struggle in South Africa Before and Beyond Soweto ’76. Wits University Press 2016

32. What drives politics and change in the Horn of Africa? Answer with reference to Sudan or Ethiopia, or both.


MIDDLE EAST

33. Is Iran a threat to the international community?


34. How does oil shape the politics of the Middle East?


LAW
35. ‘In the age of terrorism, the legal rules on self defense have become obsolete’ Discuss with reference to the classical international law on the subject and more recently proposed legal standards.

36. Do human rights make a difference?

37. What are mechanisms of influence of international law upon state behaviour, and what are their limits? For your discussion, select and contrast two concrete bodies of international law.


IR THEORY

38. Is the English School of International Relations still relevant?


Edward Keene, Beyond the Anarchical Society (Cambridge University Press, 2002)


Barry Buzan, An Introduction to the English School of International Relations (Wiley, 2014)

Arie Kacowicz, Zones of Peace (Suny, 1998)
Students should be advised on no account to read Buzan first; far better to read these books in order of publication.

39. Do theories of International Relations need to be ‘decolonised’?


WAR & PEACE

40. Is war an institution in crisis?


Christopher Coker, *Waging War without Warriors? The changing culture of military conflict* (Lynne Reiner 2002)


41. Why has France been the target of such serious terrorist attacks in recent years? (LT ONLY)


42. Does "cyber warfare" or "hybrid warfare" render moot strategic doctrines based on classical geopolitics?


Jan-Frederik Kremer and Benedikt Müller ed., Cyberspace and International Relations. Springer-Verlag, 2014.


Alexander Lanoszka, "Russian hybrid warfare and extended deterrence in eastern Europe", International Affairs 92(1, January 2016): 175–195


43. Is it important to include women in peace negotiations?

Paul Kirby and Laura Shepherd, ‘The futures past of the Women, Peace and Security Agenda’ in International Affairs, 92, 2, March 2016.


44. Are international monetary systems based on fixed exchange rates unsustainable? Answer with reference to the classical gold standard and Bretton Woods (LT ONLY)


45. Are states the key actors in the political economy of climate change? (LT ONLY)


46. Is the World Trade Organisation (WTO) no longer fit for purpose?


47. Of what relevance is the search for a global Muslim umma (community) today?


48. Is the contemporary global order (its institutions, norms, and/or law) entirely a product of the West, or have non-Western states and actors also contributed to it, and how?


FOREIGN POLICY

49. Is it useful to describe British foreign policy-making as elitist? (LT ONLY)
50. Is there a case for foreign intervention in situations such as that of Venezuela in 2019?


Hans J. Morgenthau, ‘To Intervene or Not to Intervene’, April 1967
https://www.foreignaffairs.com/articles/1967-04-01/intervene-or-not-intervene

51. Why do foreign military interventions lead so often to sub-national violence?


52. Are trade wars worse than military conflicts?


Katherine Barbieri, *The Liberal Illusion: Does Trade Promote Peace?*


**REVOLUTION**

53. (a) Have we reached an age where social revolutions are no longer possible?


53. (b) Can ordinary people bring about political change in non-democratic contexts?


53. (c) Are revolutions made or do they come?

POLITICAL ECONOMY

54. What might be the most important “limits to growth” today? (MT ONLY)


See the series of debates on Green Growth/degrowth/no-growth, in New Left Review from no. 109 (2018) (Herman Daly); 110 (Mike Davis); 111 (Troy Vettesse); 112 (2018) (Robert Pollin); 115 (2019) (Mark Burton/Peter Somerville; Lola Seaton).


55. How did the New International Economic Order presume to institute a more equal 'welfare world'? (MT ONLY)

UN Charters/Discussions around a New International Economic Order: http://www.un-documents.net/s6r3201.htm (initial resolution); http://www.un-documents.net/a29r3281.htm (charter on economic and social rights).

Adom Getachew, Worldmaking after Empire (Princeton, NJ 2019), ch. 5 on NIEO.


56. To what extent has financialisation influenced the politics of advanced economies?


57. Why do tax havens exist?


PUBLIC POLICY

58. What causes policy failure and how can it be prevented?


59. Has the economics profession been the driving force behind ‘neoliberal’ public policy?


Rajesh Venugopal, ‘Neoliberalism as concept’, *Economy and Society*, 44 (2015), 165-187

Philip Mirowski and Dieter Plehwe (eds.), *The Road from Mont Pelerin: The Making of the Neoliberal Thought Collective* (Cambridge, MA, 2009)

MISCELLANEOUS

60. What is the relationship between political rhetoric and leadership?


61. Why was there a broad shift to the right in Latin American politics since 2013?


62. How do fortified international compounds shape the politics of aid?


