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 in Part IIA or prepare the ground for papers or a dissertation in Part IIB. 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 3 October 2018 at 11 am. 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 5th October 2018. 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 23rd January 2019. 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 -

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 –


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, 21st January 2019. The deadline for your second essay is noon on Monday, 29th April 2019. 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 Jeremy Green, jbg635@cam.ac.uk) at least 48 hours in advance of the deadline date. All requests must be accompanied by appropriate evidence.

Questions

1. Why were Europeans able to construct trans-oceanic empires before 1800?

2. To what extent and why have Non-Governmental Organizations (NGOs) taken on a new role of enforcing international law and norms?

3. (A) Can revolutions succeed?

   (B) Can revolutions be democratic?

4. Do free elections make the governments they select legitimate?

5. Where does power lie in the politics of the Middle East?

6. What explains the persistence of the Israeli-Palestinian conflict?

7. Based on the origins and characteristics of the 'special relationship' between Britain and the United States, how durable should one expect this relationship to be?

8. Is there such a thing as 'conservative internationalism'?

9. Are cash transfers the best way of tackling poverty AND/OR inequality?

10. (A) Why has evangelicalism become such a conservative influence on US politics since the 1970s?
(B) What does religion explain in American politics?

11. Are democracies bad at debt?

12. How politically useful is the concept of ‘ecological debt’?

13. Is the best way of pursuing economic justice to engage in civil disobedience?

14. Assess the extent to which catch-all and cartel parties have come to replace mass parties in advanced democratic societies.

15. Has the European Union become more or less supranational since the signing of the Maastricht Treaty?

16. What were the causes and political consequences of constitutionalism in nineteenth century Asia? (LT only)

17. Outline and explain law's mobility across political and/or territorial borders, with detailed reference to one or two cases. (LT only)

18. Can architecture be democratic?

19. Are realism and utopianism necessarily antithetical?

20. (A) Does Brexit demonstrate the declining influence of the City of London within Britain’s political economy?

   (B) Why is the UK leaving the EU?

   (C) Is Brexit actually possible?

21. Is globalisation the primary cause of the crisis of the liberal international order?

22. Is it appropriate to look for just conduct within armed conflict?

23. Are the norms and institutions that have governed international relations in South America since independence distinctive?

24. (A) Is neglect of indigenous polities by academic International Relations sustainable?

   (B) Does Black Internationalism point towards alternatives to contemporary global order?
25. Does populism have any consistent characteristics?

26. Are referendums democratic?

27. Is GDP an outdated measure of a nation’s success?

28. What would it mean to decolonise political theory?

29. Are Western European social democratic parties in crisis?

30. Are cities the best hope for improved democratic governance?

31. Has economic interdependence between countries led to new forms of industrial policy in the 21st Century? Discuss with reference to one or more pair of major trading partners.

32. What are the arguments for and against a rising power investing in a sizeable blue-water navy in the 21st century?

33. To what extent is the study of the colonial experience relevant to understanding contemporary ‘post-colonial’ societies?

34. What are some of the changing characteristics of labour in the 21st century?

35. Is a universal category of ‘woman’ necessary for considering questions of gender and justice?

36. Should we understand war to be a practice of male dominance?

37. Was communism only a great illusion?

38. Is the EU democratic?

39. Is anti-semitism a prejudice or a world view?

40. Is there an international legal constitution?

41. Was the US, UK and French attack on alleged Syrian chemical weapons installations of April 2018 internationally lawful?
### Marking criteria

<table>
<thead>
<tr>
<th>Mark</th>
<th>Quality of Answer</th>
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<tbody>
<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 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.</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>0</td>
<td>No essay submitted, or submitted more than ten days after the deadline.</td>
</tr>
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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.

1. Why were Europeans able to construct trans-oceanic empires before 1800?


2. To what extent and why have Non-Governmental Organizations (NGOs) taken on a new role of enforcing international law and norms?


3. (A) Can revolutions succeed?

Theda Skocpol States and Social Revolutions (CUP 1979)

John Dunn, Modern Revolutions (2nd ed CUP 1989)

Hannah Arendt, On Revolution (Faber 1963)

(B) Can revolutions be democratic?

Mark Thompson, Democratic Revolutions, Routledge 2005.


4. Do free elections make the governments they select legitimate?

John Dunn, Setting the People Free (Atlantic 2005; 2nd ed Princeton UP 2018)

John Dunn, Breaking Democracy's Spell (Yale UP 2014)

Adam Przeworski, Democracy and the Limits of Self-Government, (CUP 2010)


5. Where does power lie in the politics of the Middle East?

Anoushiravan Ehteshami, Globalization and Geopolitics in the Middle East: Old Games, New Rules (Abingdon: Routledge, 2007), especially chapters 4-6

Fred Halliday, The Middle East in International Relations: Power, Politics and Ideology (Cambridge: Cambridge University Press, 2005), especially chapters 8-10

Ariel Ahram & Ellen Lust, ‘The decline and fall of the Arab state’, Survival, 58/2 (April/May 2016)

Louise Fawcett, ‘States and sovereignty in the Middle East: myths and realities’, International Affairs, vol. 93/4 (July 2017)


6. What explains the persistence of the Israeli-Palestinian conflict?

James L. Gelvin, The Israel-Palestine Conflict: One Hundred Years of War (Cambridge University Press, 2007)


Elie Podeh, *Chances for Peace: Missed Opportunities in the Arab-Israeli Conflict* (Austin: University of Texas Press, 2015), especially the introduction and chapters 17-23

7. Based on the origins and characteristics of the 'special relationship' between Britain and the United States, how durable should one expect this relationship to be?

Based on the origins and characteristics of the 'special relationship' between Britain and the United States, how durable should one expect this relationship to be?


8. Is there such a thing as 'conservative internationalism'?


9. Are cash transfers the best way of tackling poverty AND/OR inequality?


10. (A) Why has evangelicalism become such a conservative influence on US politics since the 1970s?


   (B) What does religion explain in American politics?


11. Are democracies bad at debt?


12. How politically useful is the concept of ‘ecological debt’?


Donald MacKenzie · The Political Economy of Carbon Trading/ A Ratchet · LRB 5 April 2007


13. Is the best way of pursuing economic justice to engage in civil disobedience?

Danny Dorling, *Do we need Economic Inequality?* (Polity, 2018)
Tommie Shelby and Brandon Terry, To Shape a New World: Essays on the Political Philosophy of Martin Luther King (Cambridge, MA, 2018).

MLK Now | Boston Review. [http://bostonreview.net/race/brandon-m-terry-mlk-now]


W. E. B. Du Bois, ‘Close Ranks’, The Crisis, July 1918 (editorial available online)


14. Assess the extent to which catch-all and cartel parties have come to replace mass parties in advanced democratic societies.


15. Has the European Union become more or less supranational since the signing of the Maastricht Treaty?


16. What were the causes and political consequences of constitutionalism in nineteenth century Asia? (LT only)


17. Outline and explain law's mobility across political and/or territorial borders, with detailed reference to one or two cases. (LT only)


18. Can architecture be democratic?

Margaret Kohn, Radical Space: Building the House of the People (Cornell, 2003), “Introduction” and ch. 1: “Space and Politics”
Iris Marion Young, Justice and the Politics of Difference (Princeton, 1990), ch. 8: “City Life and Difference”
Jan-Werner Muller, “Can Architecture be Democratic?” in Duncan Bell and Bernardo Zacka (eds.), Political Theory and Architecture (Bloomsbury, forth.)

19. Are realism and utopianism necessarily antithetical?


20. (A) Does Brexit demonstrate the declining influence of the City of London within Britain’s political economy?


Moloney, Niamh (2016) Financial services, the EU, and Brexit: an uncertain future for the city? *German Law Journal,* 17 . pp. 75-82. ISSN 2071-8322


**(B) Why is the UK leaving the EU?**

Special Issue of *British Politics* April 2018

Special Issue of *British Journal of Politics and International Relations* 2017 Issues 3 and 4

**(C) Is Brexit actually possible?**


21. Is globalisation the primary cause of the crisis of the liberal international order?


22. Is it appropriate to look for just conduct within armed conflict?


23. Are the norms and institutions that have governed international relations in South America since independence distinctive?


Arie Kacowicz et al., eds. Regions in International Society: The English School at Sub-Global Level (Brno: Mazaryk University Press, 2014)


24. (A) Is neglect of indigenous polities by academic International Relations sustainable?

Sheryl Lightfoot, *Global Indigenous Politics* (Routledge, 2016)


Monica Tennberg (2010), ‘Indigenous Peoples as International Political Actors’. *Polar Record* 46 (238), pp.264-70, and other publications resulting from this author’s research project on ‘Indigenous Peoples as Political Actors’, available on the website of the Arctic Centre, University of Lapland.


‘Another American Social Science’ in Juan Pablo Scarfi and Andrew Tillman, eds. Cooperation and Hegemony in US-Latin American Relations (Palgrave Macmillan, 2016), which cites, and is a response to Stanley Hoffmann’s ‘An American Social Science: International Relations’, Daedalus, 106:3, 43-60.

(B) Does Black Internationalism point towards alternatives to contemporary global order?

Michael O. West, William G. Martin, Fanon Che Wilkins, eds., From Toussaint to Tupac The Black International since the Age of Revolution (University of North Carolina Press, 2009)

25. Does populism have any consistent characteristics?


Sebastian Edwards, Left Behind: Latin America and the False Promise of Populism (2012)


26. Are referendums democratic?


Switzerland: https://www.ch.ch/en/referendum/

UK: http://www.parliament.uk/get-involved/elections/referendums

27. Is GDP an outdated measure of a nation’s success?


28. What would it mean to decolonise political theory?


29. Are Western European social democratic parties in crisis?

‘Rose thou art sick: The centre left is in sharp decline across Europe’, The Economist (April 2nd, 2016)


Michael Keating and David McCrone (eds), The Crisis of Social Democracy in Europe (Edinburgh University Press, 2013)

30. Are cities the best hope for improved democratic governance?

Benjamin Barber, If Mayors Ruled the World: Dysfunctional Nations, Rising Cities (Yale University Press, 2013)

Bruce Katz, ‘Shifts in responsibility show how power resides in cities’, Financial Times (July 23rd, 2017)


31. Has economic interdependence between countries led to new forms of industrial policy in the 21st Century? Discuss with reference to one or more pair of major trading partners.


Rodrik, Dani, “Industrial Policy for the Twentieth Century,”


32. What are the arguments for and against a rising power investing in a sizeable blue-water navy in the 21st century?


33. To what extent is the study of the colonial experience relevant to understanding contemporary ‘post-colonial’ societies?


Shohat, E. (1992) 'Notes on the Post-Colonial' Social Text 31/32:99-113

34. What are some of the changing characteristics of labour in the 21st century?


35. Is a universal category of ‘woman’ necessary for considering questions of gender and justice?


36. Should we understand war to be a practice of male dominance?


37. Was communism only a great illusion?

38. Is the EU democratic?

39. Is anti-semitism a prejudice or a world view?

40. Is there an international legal constitution?
41. Was the US, UK and French attack on alleged Syrian chemical weapons installations of April 2018 internationally lawful?

