

IR101 - Contemporary Issues in International Relations

Course Guide 2022-2023

Essential Information

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Course Information

Welcome to IR101-Contemporary Issues in International Relations!

IR101 is a compulsory course for all new first year BSc IR students and optional for BSc IR and History and BSc Politics and IR students. It provides an opportunity to gain a deeper understanding and reflect on some of the most topical issues that currently confront international relations today.

The aim of this course is to encourage you to engage in debating the nature of, and possible responses to, contemporary challenges and crises in international politics. The course complements the IR100 course with a more applied policy focus, while emphasising the need for critical analytical depth when reflecting on the origins, nature and implications of current affairs. In particular, during the Michaelmas term we will be focusing mainly on great and regional powers, their relations and possible flashpoints. During the Lent term, we will be looking at more global policy, political, and normative issues and debates.

You will develop an awareness of the relationship between the discipline of International Relations as a field of knowledge and the practices of world politics. For this purpose, the course will help you develop a set of relevant analytical, writing, and presentation skills. You will be asked to write short answers on a key contemporary issue each week, deliver a group presentation, discuss the outline of your policy memo while it is still work in progress, and finally submit the policy memo. The course will include also a role play exercise to give a different learning perspective on the practice of international relations.

You can find more information on the course content, lecture and class schedule, weekly readings, and assessment in the course outline on the next pages and on the Moodle page of the course.

More importantly, welcome again and enjoy the course!

Lectures Overview

There will be fifteen lectures in this course: eight in the MT, seven in the LT. The lectures last 1.5 hours, which includes plenty of time for Questions & Answers after the lecturer's presentation.

All lectures take place on Tuesday at 10.00-11.30 unless otherwise stated (please check LSE Timetable for more up-to-date information). Lectures will take place in person and will be recorded.

Michaelmas Term (MT)

Week	Date	Speaker	Title
1		Trubowitz	US Foreign Policy under Joe Biden
2		Lankina	The Russia-Ukraine War
3		Tardelli	European Security and the Future of NATO
4		Sedelmeier	Challenges to European Integration: Democratic Backsliding
5		Kalyanpur	Economic Sanctions
6			Reading Week (no lecture this week)
7		Haacke	The South China Sea Conflict
8		Getmansky	War from Afar: Does Military Automation Make the World Less Safe?
9			Summative Group Presentations (no lecture this week)
10			Summative Group Presentations (no lecture this week)
11		Tardelli	How to Write a Policy Memo: Guidelines and Tips

Lent Term (LT)

Week	Date	Speaker	Title
1		Gerges	The Israeli-Palestinian Conflict
2		Chwieroth	Banking Crises: An Equal Opportunity Menace
3		Alden	China and Africa: Predator or Partner?
4		Flavell	Global Climate Change: Too Late to Find an International Solution?
5		Schwartz	Refugees and the Politics of Forced Migration
6			Reading Week (no lecture this week)
7		Sukin	Nonproliferation of Nuclear Weapons and the North Korean Nuclear Programme
8		Lake	More Women, More Peace?
9			Policy Memo Outlines (no lecture this week)
10			Policy Memo Outlines (no lecture this week)
11			Role Play Exercise (no lecture this week)

Weekly Classes

Each week you will also attend a 1-hour class on the same topic covered by the lecture. In class you will have the opportunity to further discuss the weekly topic, critically analyse its broader context and causes, as well as assess the policies adopted by and available to relevant stakeholders.

During each class, we will discuss two separate, but connected questions: a more analytical question, asking you to critically examine and discuss the set issue (its context, causes, and/or the debate around it); and, a more policy-oriented question, asking you to discuss and assess the policy options available to certain actors or that should be adopted in a particular case. Note: you will be using the same class questions also for your formative and summative coursework.

Each week one or two students will kick off the class discussion by delivering a short presentation answering the class questions. These brief presentations should be no longer than 5 minutes. Delivering these presentations will help you develop relevant skills for the summative group presentation due in weeks 9-10 MT.

In addition, starting in week 3 MT your contributions to the class discussion will be assessed. This will take into account any comments, questions, and presentations you will deliver in class. Overall, your class participation will count for 10% of your final mark.

Towards the end of each term, there will be longer class sessions dedicated to coursework, assessment, and a role play exercise, specifically:

Michaelmas Term

Week	Classes dedicated to coursework and assessment
9	Class (1 hour): summative group presentations on a selected topic.
10	Class (2 hours): summative group presentations on a selected topic.

Lent Term

9	Class (2 hour): discussion and feedback on the outlines of the summative policy memo.
10	Class (2 hour): discussion and feedback on the outlines of the summative policy memo.
11	Class (2 hours): role play exercise.

At pp.5-18, you will find the class questions and readings to prepare for each week. Make sure to complete all the required readings before class. The further readings provide additional sources on the set topic and help you prepare for the relevant presentations and policy memos.

In the next section, you will find an overview of the required formative and summative coursework for this course.

Coursework and Assessment Overview

IR101 uses a diverse range of assignments for formative and summative assessments.

The *summative* assessment for this course consists of three components:

- Class participation (each week, starting in week 3 MT, counting for 10% of the final mark).
- Summative group presentations (weeks 9-10 MT, counting for 20% of the final mark).
- Summative policy memo (week 1 ST, counting for 70% of the final mark).

To help you develop relevant skills and prepare for these summative assessments, you will be required to submit the following coursework, on which you will receive feedback from your class teachers:

- Formative opinion piece (week 5 MT)
- Formative Policy memo (week 5 LT).
- Outline of the summative policy memo project (weeks 9-10 LT).

Both your formative coursework and summative assessment will answer a relevant class question. In particular:

- For your formative opinion piece (MT), you will be asked to answer the *analysis* question assigned to that week.
- For your summative group presentations (MT), you will be asked to choose one of the *analysis* questions assigned in the MT. Note: this can be an analysis question on which you have already written your formative opinion piece.
- For your two policy memos (formative due in the LT, summative due in ST) you will be asked to choose two different *policy* questions (these can be any policy questions in the MT or LT).

In the following section, you will find the class questions that you can use for your formative and summative assessments as well as the readings to use to prepare for your classes and assignments.

In addition, at pp.19-29, you will find detailed information and guidelines on each formative and summative component, including the marking criteria used for the weekly writings and the relevant rules on plagiarism to follow.

Summary of the Formative and Summative Deadlines

Each week (MT and LT):	class participation, starting in week 3 MT
Week 5 MT:	formative opinion piece (750 words)
Week 9-10 MT:	summative group presentations
Week 5 LT:	formative policy memo piece (1,500 words)
Week 9-10 LT:	policy memo outline (2 pages max)
Week 1 ST:	summative policy memo piece (2,500 words)

Lectures, Class Questions, and Readings

Week 1 MT – US Foreign Policy under Joe Biden

Questions

Analysis: Has Biden delivered on his promise to restore American international leadership?
Policy: What should the Biden administration do to rebuild American credibility and influence? Provide one recommendation.

Required Readings

Deudney, Daniel; Ikenberry, John (2021), 'The Intellectual Foundations of the Biden Revolution', *Foreign Policy*, at: <https://foreignpolicy.com/2021/07/02/biden-revolution-roosevelt-tradition-us-foreign-policy-school-international-relations-interdependence/>

Kupchan, Charles; Trubowitz, Peter (2021), 'Home Front: Why Internationalist Foreign Policy Needs a Stronger Domestic Foundation', *Foreign Affairs* 100(3) (May/June): 92-101.

Bâli, Asli; Rana, Aziz (2021), 'Biden's Foreign Policy Doctrine Is Stuck in the Twentieth Century', *The New Republic*, 4th June 2021, at: <https://newrepublic.com/article/162597/biden-foreign-policy-doctrine-israel-china-russia>

Further Readings

Parmer, Inderjeet (2018) 'The US-led Liberal International Order: Imperialism by Another Name?', *International Affairs*, at: https://www.chathamhouse.org/sites/default/files/images/ia/INTA94_1_9_240_Parmar.pdf

Kirshner, Jonathan (2021), 'Gone but Not Forgotten: Trump's Long Shadow and the End of American Credibility', *Foreign Affairs* 100(2) (March/April): 18-27.

Kagan, Robert (2021), 'A Superpower, Like It or Not: Why Americans Must Accept Their Global Role', *Foreign Affairs* 100(2) (March/April): 28-39.

Jisi, Wang (2021), 'The Plot Against China? How Beijing Sees the New Washington Consensus', *Foreign Affairs* 100(4) (July/August): 48-57.

MacMillan, Margaret (2020), 'Which Past is Prologue? Heeding the Right Warnings from History', *Foreign Affairs* 99(5) (September/October): 12-23.

Week 2 MT – The Russia-Ukraine War

Questions

Analysis: What does Russia's war in Ukraine tell us about Russia's domestic political regime and its ability to project power abroad?
Policy: EITHER: How should NATO respond to Russia's aggression in Ukraine?
OR: What's the best course of action for Russia at this point in regard to the war in Ukraine?

Required Readings

Laruelle, Marlene (2021), 'Ch.2- The Soviet Legacy in Thinking about Fascism', in *Is Russia Fascist? Unraveling Propaganda East and West* (Cornell University Press): 28-42.

Kassymbekova, Botakoz; Marat, Erika (2022), 'Time to Question Russia's Imperial Innocence', *Ponars Eurasia Policy Memo*, No. 771, 27 April 2022, at: <https://www.ponarseurasia.org/time-to-question-russias-imperial-innocence/>

Frye, Timothy (2021), 'Ch.2-Putinology and Exceptional Russia', in *Weak Strongman: The Limits of Power in Putin's Russia* (Princeton University Press): 15-36.

Lankina, Tomila (2022), 'The Banality of Complicity: The Social Origins of Putin's War and Repression', *LSE British Politics and Policy Blog*, 28 February 2022, at: <https://blogs.lse.ac.uk/politicsandpolicy/the-social-origins-of-putins-war/>

Further Readings

Stoner-Weiss, Kathryn (2021), 'Ch.1-Is Russia Resurrected?' and 'Ch.2-Where Does Russia Matter?', *Russia Resurrected* (Oxford University Press): 3-68.

Belton, Catherine (2021), 'Ch.11-Londongrad', in *Putin's People: How the KGB Took Back Russia and then Took on the West* (William Collins): 344-365.

Goode, Paul (2022), 'How Russian Television Prepared the Public for War', *Ponars Eurasia Policy Memo*, No. 761, 28 March 2022, at: <https://www.ponarseurasia.org/how-russian-television-prepared-the-public-for-war/>

Crowley, Stephen (2022), 'Who's to Blame? Sanctions, Economic Hardship and Putin's Fear of Color Revolutions', *Ponars Eurasia Policy Memo*, No. 767, 18 April 2022, at: <https://www.ponarseurasia.org/whos-to-blame-sanctions-economic-hardship-and-putins-fear-of-color-revolutions/>

Week 3 MT - European Security and the Future of NATO

Questions

Analysis: Was NATO enlargement a mistake?

Policy: EITHER: Should NATO continue to expand and accept new members?

OR: Should the EU be strategically autonomous?

Required Readings

Goldgeier, James; Itzkowitz Shifrinson, Joshua R. (2020), 'Evaluating NATO Enlargement: Scholarly Debates, Policy Implications, and Roads Not Taken', *International Politics* 57(3): 291-322.

'Was NATO Enlargement a Mistake?' (2022), *Foreign Affairs*, Asks the Experts, 19 April 2022, at: <https://www.foreignaffairs.com/ask-the-experts/2022-04-19/was-nato-enlargement-mistake>

Smith, Karen E. (2020), 'Ch.15-The European Union's Post-Lisbon Foreign Policy Ten Years On', in Martin Westlake (ed.), *The European Union's New Foreign Policy* (Springer): 237-252.

Tocci, Nathalie (2021), 'European Strategic Autonomy: What It Is, Why We Need It, How to Achieve It', *Istituto Affari Internazionali (IAI)*, 26th February 2021, at: <https://www.iai.it/sites/default/files/9788893681780.pdf>

Further Readings

Mary Elise Sarotte (2019), 'How to Enlarge NATO: The Debate inside the Clinton Administration, 1993-95', *International Security* 44(1): 7-41.

- Plokhy, Serhii; Sarotte, Mary Elise (2020), 'The Shoals of Ukraine: Where American Illusions and Great-power Politics Collide', *Foreign Affairs* 99(1): 81-95.
- Sushentsov, Andrey; Wohlforth, William (2020), 'The Tragedy of US–Russian Relations: NATO Centrality and the Revisionists' Spiral', *International Politics* 57: 427-450.
- Lanoszka, Alexander (2020), 'Thank Goodness for NATO Enlargement', *International Politics* 57: 451–470.
- Charles A. Kupchan (2022), 'NATO's Hard Road Ahead: The Greatest Threats to Alliance Unity Will Come After the Madrid Summit', *Foreign Affairs*, Snapshot, 29 June 2022, at: <https://www.foreignaffairs.com/articles/ukraine/2022-06-29/natos-hard-road-ahead>
- Aggestam, Lisbeth; Hyde-Price, Adrian (2019), 'Double Trouble: Trump, Transatlantic Relations and European Strategic Autonomy', *Journal of Common Market Studies* 57: 114-127.
- Polyakova, Alina; Haddad, Benjamin (2019) 'Europe Alone: What Comes After the Transatlantic Alliance,' *Foreign Affairs* 98(4): 109-120.
- Hill, Christopher; Smith, Michael; Vanhoonacker, Sophie (eds.) (2017), *International Relations and the European Union*, Third Edition (Oxford University Press). NOTE: see in particular, chapters 1,5, 8, and 15.
- Moravcsik, Andrew (2017), 'Europe is Still a Superpower', *Foreign Policy*, 23 April 2017, available at: <http://foreignpolicy.com/2017/04/13/europe-is-still-a-superpower/>
- Borrell, Joseph (2022), 'Putin's War Has Given Birth to Geopolitical Europe', Project Syndicate, 3rd March 2022, at: <https://www.project-syndicate.org/commentary/geopolitical-europe-responds-to-russias-war-by-josep-borrell-2022-03>
- Youngs, Richard (2022), 'The Awakening of Geopolitical Europe?', *Carnegie Europe*, 28 July 2022, at: <https://carnegieeurope.eu/2022/07/28/awakening-of-geopolitical-europe-pub-87580>
- Fiott, Daniel (2018), 'Strategic Autonomy: Towards "European Sovereignty" in Defence?' *European Union Institute for Security Studies* (EUISS), at: https://www.iss.europa.eu/sites/default/files/EUISSFiles/Brief_12_Strategic_Autonomy.pdf
- Posen, Barry R. (2020), 'Europe Can Defend Itself', *Survival* 62(6): 7-34.
- Brooks, Stephen G.; Meijer, Hugo (2021), 'Europe Cannot Defend Itself: The Challenge of Pooling Military Power', *Survival* 63(1): 33-40.

Week 4 MT – Challenges to European Integration: Democratic Backsliding in the EU

Questions

- Analysis: Why has the European Union not used sanctions against democratic backsliding in Hungary and Poland?
- Policy: In which ways, if at all, should the European Union intervene in Hungary and Poland in order to defend liberal democracy?

Required Readings

- Kelemen, Daniel; Orenstein, Mitchell A. (2016), 'Europe's Autocracy Problem', *Foreign Affairs*, at: <https://www.foreignaffairs.com/articles/poland/2016-01-07/europes-autocracy-problem>
- Closa, Carlos (2020) 'Institutional logics and the EU's limited sanctioning capacity under Article 7 TEU', *International Political Science Review* 42(4): 501-15.

Kelemen, R. Daniel (2020) 'The European Union's Authoritarian Equilibrium', *Journal of European Public Policy* 27(3): 481-99.

Further Readings

Bermeo, Nancy G. (2016), 'On Democratic Backsliding', *Journal of Democracy* 27(1): 5-19.

von Borzyskowski, Inken; Vabulas, Felicity (2019), 'Credible Commitments? Explaining IGO Suspensions to Sanction Political Backsliding', *International Studies Quarterly* 63(1): 139-52.

Kelemen, R. Daniel, Pavone, Tommaso; Emmons, Cassandra V (2019), 'The Perils of Passivity in the Rule of Law Crisis: A Response to von Bogdandy', *VerfBlog*, at: <https://verfassungsblog.de/the-perils-of-passivity-in-the-rule-of-law-crisis-a-response-to-von-bogdandy/>

Schlipphak, Bernd; Treib, Oliver (2017), 'Playing the Blame Game on Brussels: The Domestic Political Effects of EU Interventions against Democratic Backsliding', *Journal of European Public Policy* 24(3): 352-65.

'Right-wing extremism is on the rise in Europe' – Mitchell Orenstein and Daniel Kelemen, *The Budapest Beacon*, 12th October 2016, at: <https://budapestbeacon.com/right-wing-extremism-rise-europe-mitchell-orenstein-daniel-kelemen/>

Week 5 MT – Economic Sanctions

Questions

Analysis: Economic sanctions are supposed to act as a deterrent. If a state knows sanctions are likely to be put in place if it does X, what are the conditions under which the state is still likely to do X?

Policy: The last year has seen substantial volatility across commodities markets leading to cost of living crises in a range of developed and developing countries. Should sanctions on Russia be eased to alleviate those financial pains? Provide a recommendation to EITHER the United States OR the EU.

Required Readings

Gordon, Joy (2011), 'Smart sanctions revisited', *Ethics & International Affairs* 25(3): 315-335.

Fishman, Edward (2017), 'Even Smarter Sanctions: How to Fight in the Era of Economic Warfare', *Foreign Affairs* 96(6): 102-110.

Drezner, Daniel W. (2021), 'The United States of Sanctions: The Use and Abuse of Economic Coercion', *Foreign Affairs* 100(5): 142-154.

Further Readings

Nephew, Richard (2017), 'Ch.1-Defining Terms', in *The Art of Sanctions: A view from the Field* (Columbia University Press): 7-16.

O'Sullivan, Meghan L. (2010), 'Iran and the Great Sanctions Debate', *The Washington Quarterly* 33(4): 7-21.

Zarate, Juan (2013), 'Ch.4-Financial Chokepoints', in *Treasury's War: The Unleashing of a New Era of Financial Warfare* (Hachette): 93-126.

Week 6 MT – Reading Week

No lecture/classes this week.

Week 7 MT – The South China Sea Conflict

Questions

- Analysis: Is the conflict over the South China Sea deteriorating because of growing US-China geostrategic competition?
- Policy: In relation to the tensions in the South China Sea what, if any, policy change would you recommend that political leaders adopt to achieve greater stability and avoid military confrontation while pursuing key state security and other interests? Offer a policy recommendation to ONE of the following: EITHER the US, the PRC, OR the Philippines.

Required Readings

- Buszynski, Leszek (2018), 'Ch.4-ASEAN, Grand Strategy, and the South China Sea: Between China and the United States', in Anders Corr (ed.), *Great Powers, Grand Strategies: the New game in the South China Sea* (Naval Institute Press).
- Ratner, Ely (2017), 'Course Correction: How to Stop China's Maritime Advance', *Foreign Affairs* 96(4): 64-72.
- Zhou, Fangyin (2016), 'Between Assertiveness and Self-Restraint: Understanding China's South China Sea Policy', *International Affairs* 92(4): 869-890.
- Cruz De Castro, Renato (2020), 'From Appeasement to Soft Balancing: The Duterte Administration's Shifting Policy on the South China Sea Imbroglio', *Asian Affairs* 2020.

Further Readings

- Congressional Research Service (2021), *U.S.-China Strategic Competition in South and East China Seas: Background and Issues for Congress*, updated 4 August 2021, at: <https://sgp.fas.org/crs/row/R42784.pdf>
- Campbell, Kurt M.; Sullivan, Jake (2019), 'Competition without Catastrophe: How America Can Both Challenge and Coexist with China', *Foreign Affairs* 98(5): 96-110.
- Hayton, Bill (2019), 'The Modern Origins of China's South China Sea Claims: Maps, Misunderstandings, and the Maritime Geobody', *Modern China* 45(2): 127-170.
- Zhang, Feng (2017), 'Chinese Thinking on the South China Sea and the Future of Regional Security', *Political Science Quarterly* 132(3): 435-466.
- Storey, Ian (2017), *Assessing the ASEAN-China Framework for the Code of Conduct for the South China Sea*, ISEAS Perspective, 8 August 2017, at: https://www.iseas.edu.sg/wp-content/uploads/2018/02/ISEAS_Perspective_2017_62.pdf
- Chubb, Andrew (2020/21), 'PRC Assertiveness in the South China Sea: Measuring Continuity and Change, 1970-2015', *International Security* 45(3): 79-121.

Week 8 MT – War from Afar: Does Military Automation Make the World Less Safe?

Questions

- Analysis: What are the consequences of adopting unmanned military platforms (e.g. armed drones) for international stability and states' strategic goals?
- Policy: Should the UK military acquire more drones at the expense of spending on manned armed forces?

Required Readings

- Kreps, Sarah; Fuhrmann, Matt; Horowitz, Michael (2018), 'Ch.39-Drone Proliferation in the 21st Century', in Alexandra Gheciu and William C. Wohlforth (eds.), *Oxford Handbook of International Security* (Oxford University Press): 578-592.
- Rigterink, Anouk (2021), 'The Wane of Command: Evidence on Drone Strikes and Command within Terrorist Organizations', *American Political Science Review* 115(1): 32-50. Note: Focus on the Introduction and the Conclusion sections.
- Sabbagh, Dan (2022), 'War-enabling, not War Winning: How are Drones Affecting the Ukraine war?' *The Guardian* 15 May, at: <https://www.theguardian.com/world/2022/may/15/war-enabling-not-war-winning-how-are-drones-affecting-the-ukraine-war>
- Sabbagh, Dan (2020), 'UK wants new drones in the wake of Azerbaijan military success', *The Guardian* 29 December, at: <https://www.theguardian.com/world/2020/dec/29/uk-defence-secretary-hails-azerbaijans-use-of-drones-in-conflict>

Further Readings

- Byman, Daniel (2013), 'Why Drones Work?', *Foreign Affairs* 92(4): 32-43.
- Kurth Cronin, Audry (2013), 'Why Drones Fail?', *Foreign Affairs* 92(4): 44-54.
- Manson, Katrina (2022), 'Low-cost Warfare: US Military Battles with 'Costco Drones'', *Financial Times* (The Big Read), 5 January, at: <https://www.ft.com/content/aef5901e-4b9c-4561-a559-a6b7197baf1>
- Calcara, Antonio; Gilli, Andrea; Gilli, Mauro; Marchetti, Raffaele; Zaccagnini, Ivan (2022), 'Why Drones have Not Revolutionized War: The Enduring Hider-Finder Competition in Air Warfare', *International Security* 46(4): 130-171.
- Gartzke, Erik; James Igoe Walsh (2022), 'The Drawbacks of Drones: The Effects of UAVs on Escalation and Instability in Pakistan', *Journal of Peace Research* (forthcoming).
- Horowitz, Michael; Kreps, Sarah; Fuhrmann, Matt (2016), 'Separating Facts from Fiction in the Debate Over Drone Proliferation', *International Security* 41(2): 7-42.
- Boyle, Michael (2018), 'Debating Drone Proliferation', *International Security* 42(3): 178-182.
- Fisk, Kerstin; Merolla, Jennifer; Ramos, Jennifer M. (2018), 'Emotions, Terrorist Threat, and Drones: Anger Drives Support for Drone Strikes', *Journal of Conflict Resolution* 63(4): 976-1000.
- Horowitz, Michael (2020), 'AI and the Diffusion of Global Power', Center for International Governance Innovation at: <https://www.cigionline.org/articles/ai-and-diffusion-global-power/>
- Horowitz, Michael (2020), 'Do Emerging Military Technologies Matter for International Politics?' *Annual Review of Political Science* 23:385-400.

Lyall, Jason (2020), 'Drones Are Destabilising Global Politics', *Foreign Affairs*, 16 December at: <https://www.foreignaffairs.com/articles/middle-east/2020-12-16/drones-are-destabilizing-global-politics>

Shaikh, Shaan; Rumbaugh, Wes (2020), 'The Air and Missile War in Nagorno Karabakh: Lessons for the Future of Strike and Defense', Center for Strategic & International Studies at: <https://www.csis.org/analysis/air-and-missile-war-nagorno-karabakh-lessons-future-strike-and-defense>

Harrison, Todd (2021), 'Rethinking the Role of Remotely Crewed Systems in the Future of Force', CSIS Brief, 3 March, Center for Strategic & International Studies, at: <https://www.csis.org/analysis/rethinking-role-remotely-crewed-systems-future-force>

Week 9 MT – Group Presentations

No lecture this week.

Classes will be devoted to student summative group presentations.

Week 10 MT – Group Presentations

No lecture this week.

Classes will be devoted to student summative group presentations

Week 11 MT – How to Write a Policy Memo: Guidelines and Tips

Lecture scheduled at the usual time this week.

In preparation for the lecture, please read the Policy Memo Writing Guidelines that you can find in this course guide (pp.27-28).

In preparation for class, please read the Policy Memo samples available on Moodle.

Week 1 LT – The Israeli-Palestinian Conflict

Questions

- Analysis: Does identity politics or realpolitik help us to understand the durability of the Israel-Palestine conflict?
- Policy: What can be done to revive Israel-Palestine peace-making? Provide a policy recommendation to the US.

Required Readings

Lecture notes (you can find a copy on Moodle)

Background lecture video recording (you can find a copy on Moodle)

Hussein Agha, Hussein; Khalidi, Ahmad Samih (2021), 'A Palestinian Reckoning: Time for a New Beginning', *Foreign Affairs*, March/April 2021.

Khalidi, Rashid (2021), 'The Palestinians Will Not—and Cannot—Be Ignored: A Revived Palestinian National Movement Could Upend the Status Quo', *Foreign Affairs*, 30 June 2021, at: <https://www.foreignaffairs.com/articles/middle-east/2021-06-30/palestinians-will-not-and-cannot-be-ignored>

'Is the Two-State Solution Still Viable?' (2021), *Foreign Affairs*, Asks the Experts, 24 August 2021, at: <https://www.foreignaffairs.com/ask-the-experts/2021-08-24/two-state-solution-still-viable>

Further readings

International Crisis Group (2021), 'The Israel-Palestine Crisis: Causes, Consequences, Portents', Q&A, at: <https://www.crisisgroup.org/middle-east-north-africa/eastern-mediterranean/israelpalestine/israel-palestine-crisis-causes-consequences-portents>

Human Rights Watch (2021), 'A Threshold Crossed: Israeli Authorities and the Crimes of Apartheid and Persecution', 27 April 2021, at: <https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution>

Rynhold, Jonathan (2008), 'The Failure of the Oslo Process: Inherently Flawed or Flawed Implementation?', The Begin-Sadat Center for Strategic Studies, at: <https://besacenter.org/wp-content/uploads/2008/03/MSPS76.pdf>

Dodge, Toby (2012), 'Ch.12-US Foreign Policy in the Middle East', in Michael Cox and Douglas Stoke (eds.), *US Foreign Policy* (Oxford University Press).

Gerges, Fawaz (2021), 'Biden's Israel Problem', Project Syndicate, at: <https://www.project-syndicate.org/commentary/israel-netanyahu-wag-the-us-dog-by-fawaz-a-gerges-2021-05>

Week 2 LT – Banking Crises: An Equal Opportunity Menace

Questions

- Analysis: Are banking crises primarily the result of market failures?
- Policy: Should governments provide bailouts to distressed banks and financial intermediaries? Please provide a recommendation to the Financial Stability Board.

Required Readings

Johnson, Simon (2009), 'The Quiet Coup', *The Atlantic*: <https://www.theatlantic.com/magazine/archive/2009/05/the-quiet-coup/307364/>. See also

the 2014 update for this article: <https://economix.blogs.nytimes.com/2014/01/02/the-rich-country-trap/>

Helleiner, Eric (2011), 'Understanding the 2007-2008 Crisis: Lessons for Scholars of International Political Economy', *Annual Review of Political Science* 14: 67-87.

Chwieroth, Jeffrey M.; Walter, Andrew (2017), 'Banking Crisis and Politics: A Long-Run Perspective', *International Affairs* 93(5): 1107-1129. See also the podcast for this article: <https://www.chathamhouse.org/file/international-affairs-podcast-banking-crises-and-politics>

Further Readings

Calomiris, Charles W.; Haber, Stephen (2014), 'Chapter 2-the Game of Bank Bargains', *Fragile by Design: The Political Origins of Banking Crises and Scarce Credit* (Princeton: Princeton University Press): 27-59.

Laeven, Luca; Valencia, Fabian (2018), *Systemic Banking Crises Revisited*. IMF Working Paper 18/206, at: <https://www.imf.org/en/Publications/WP/Issues/2018/09/14/Systemic-Banking-Crises-Revisited-46232>

Tooze, Adam (2020), 'How Coronavirus Almost Brought Down the Global Financial System,' *Guardian*, 14 April: <https://www.theguardian.com/business/2020/apr/14/how-coronavirus-almost-brought-down-the-global-financial-system>

Week 3 LT - China and Africa: Predator or Partner?

Questions

Analysis: What is 'debt trap diplomacy' and is China using it in Africa? Discuss with reference to examples.

Policy: Should the African Union continue to increase its cooperation with China in the field of peace and security? If so, how?

Required Readings

Lindberg, Kari; Lahiri, Tripti (2018), 'From Asia to Africa, China's "debt-trap diplomacy" came under siege in 2018', *Quarter* 23 December, <https://qz.com/1497584/how-chinas-debt-trapdiplomacy-came-under-siege-in-2018/>

Alden, Chris; Lu Jiang (2019), 'Brave New World: Debt, Industrialisation and Security in China Africa Relations', *International Affairs* 95(3): 641-657.

Lema, Abdou Rahim (2019), 'China in Africa's Peace and Security Landscape', *The Diplomat* 12 December, at: <https://thediplomat.com/2019/12/china-in-africas-peace-and-security-landscape/>

Further Readings

Alden, Chris (2012), 'China and Africa: The Relationship Matures', *Strategic Analysis* 36(5): 701-707.

Kuo, Lily (2017), 'China's 'rogue aid' to Africa isn't as much or as controversial as we thought', *Quartz Africa*, 19 October, available at: <https://qz.com/africa/1104209/chinas-rogue-aid-to-africa-isnt-as-much-or-as-controversial-as-we-thought/>

Zhao, Suisheng (2015), 'Ch.1 - A Neo-Colonialist Predator or Development Partner? China's engagement and rebalance in Africa', in *China in Africa: Strategic Motives and Economic Interests* (London: Routledge).

Cabestan, Jean-Pierre (2018) 'China's Involvement in Africa's Security: The Case of China's Participation in the UN Mission to Stabilize Mali', *China Quarterly* 235: 713-734.

Ukeje, Charles; Tariku, Yonas (2018), 'Beyond Symbolism: China and the African Union in African Peace and Security', in Chris Alden et al. (eds.), *China and Africa: Building Peace and Security Cooperation in the Continent* (Palgrave): 289-309.

The European Court of Auditors (2018), *The African Peace and Security Architecture: Need to Refocus EU support*, Special Report, at:
https://www.eca.europa.eu/Lists/ECADocuments/SR18_20/SR_APSA_EN.pdf

Week 4 LT – Global Climate Change: Too Late to Find an International Solution?

Questions

Analysis: How effective is global climate change politics? What, if anything, is missing from the debate?

Policy: How can climate policies better account for issues of social justice? Please provide a recommendation to the UNFCCC Secretariat in regard to ONE of the following issues: either gender, race, or class.

Required Readings

Carter, Neil (2004), 'Ch.12-Politics as if Nature Mattered', in Adrian Leftwich (ed.), *What is Politics? The Activity and Its Study* (Polity Press): 182-195.

Falkner, Robert (2016), 'The Paris Agreement and the New Logic of International Climate Politics', *International Affairs* 92(5): 1107–1125.

Wilson, Joanna; Chu, Eric (2020), 'The Embodied Politics of Climate Change: Analysing the Gendered Division of Environmental Labour in the UK', *Environmental Politics* 29(6): 1085-1104.

Further Readings

Eckersley, Robyn (2020), 'Rethinking Leadership: Understanding the Roles of the US and China in the Negotiation of the Paris Agreement', *European Journal of International Relations* 26(4): 1178-1202.

Falkner, Robert; Buzan, Barry (eds.) (2022), *Great Powers, Climate Change and Global Environmental Responsibilities* (Oxford University Press).

Froggatt, Antony; Quiggin, Daniel (2021), 'China, EU and US cooperation on Climate and Energy: An Ever-changing Relationship', Chatham House Research Paper, 29 March, at:
<https://www.chathamhouse.org/2021/03/china-eu-and-us-cooperation-climate-and-energy/summary>

Jordan, Andrew; Huitema, Dave; van Asselt, Harro; Forster, Johanna (eds.) (2018), *Governing Climate Change: Polycentricity in Action?* (Cambridge: Cambridge University Press).

Milkoreit, Manjana (2019), 'The Paris Agreement on Climate Change—Made in USA?', *Perspectives on Politics*: 1-19.

- Podesta, John; Stern, Todd (2020), 'A Foreign Policy for the Climate: How American Leadership Can Avert Catastrophe', *Foreign Affairs* 99 (May/June): 39-46.
- Oberthür, Sebastian; Groen, Lianne (2018), 'Explaining Goal Achievement in International Negotiations: The EU and the Paris Agreement on Climate Change', *Journal of European Public Policy* 25(5): 708-727.
- Ramsay, Adam (2014), 'My environmentalism will be intersectional or it will be bullshit', *Open Democracy*, at: <https://www.opendemocracy.net/en/opendemocracyuk/my-environmentalism-will-be-intersectional-or-it-will-be-bullshit/>
- Torney, Diarmuid (2019), 'Follow the Leader? Conceptualising the Relationship between Leaders and Followers in Polycentric Climate Governance', *Environmental Politics* 28(1): 167-186.
- Van Schaik, Louise; Hofhuis, Paul (2021), 'Transatlantic Cooperation on Climate Change: Beyond the Beauty Contest', *Wilson Center*, February 8, at: <https://www.wilsoncenter.org/article/transatlantic-cooperation-climate-change-beyond-beauty-contest>

Week 5 LT – Refugees and the Politics of Forced Migration

Questions

- Analysis: What interests are states balancing when determining their refugee and asylum-seeking policies?
- Policy: Which UN entity/agency is best positioned to assist people displaced by climate? Provide a recommendation to the UN Secretary General.

Required Readings

- Mourad, Lama; Norman, Kelsey P. (2019), 'The World is Turning Its Back on Refugees', *The Atlantic*, 24th December 2019, at: <https://www.theatlantic.com/ideas/archive/2019/12/world-turning-its-back-refugees/604042/>
- Lichtenheld, Adam (2020), 'Guilt By location', *Foreign Policy*, 10th July 2020, at: <https://foreignpolicy.com/2020/07/10/idps-forced-displacement-sorting-populations-guilt-by-location/>
- de Hass, Hein (2020), 'Climate Refugees: The Fabrication of a Migration Threat', *Hein de Hass Blog*, 31st January 2020, at: <http://heindehaas.blogspot.com/2020/01/climate-refugees-fabrication-of.html>

Further Readings and Resources

- UNHCR Figures at a Glance, at: <http://www.unhcr.org/en-us/figures-at-a-glance.html>
- Oxford Handbook of Refugee and Forced Migration Studies* (2014), book available electronically via the LSE Library at: https://librarysearch.lse.ac.uk/permalink/f/1n2k4al/TN_cdi_askewsholts_vlebooks_9780191645877
- Benjamin Thomas White (2019), 'Talk of an Unprecedented Number of Refugees is Wrong and Dangerous', *The New Humanitarian*, 3rd October 2019, at: <https://www.thenewhumanitarian.org/opinion/2019/10/03/unprecedented-number-refugees-wrong-dangerous>
- Refugee Studies Centre, University of Oxford, publications at: <https://www.rsc.ox.ac.uk/publications>

Migration Policy Institute, publications at: <https://www.migrationpolicy.org/research>

McAdam, Jane (2014), *Climate Change, Forced Migration, and International Law* (Oxford University Press), book available electronically via the LSE Library at:
https://librarysearch.lse.ac.uk/permalink/f/1n2k4al/TN_cdi_proquest_miscellaneous_1690395532

Shah, Sonia (2020), 'Climate Change Will Drive People Across Borders, But the Real Crisis Would Be Making Them Stay', *Foreign Affairs*, 29th July 2020, at:
<https://www.foreignaffairs.com/articles/central-america-caribbean/2020-07-29/climate-change-will-drive-people-across-borders>

Week 6 LT – Reading Week

No lecture/classes this week.

Week 7 LT - Nonproliferation of Nuclear Weapons and the North Korean Nuclear Programme

Questions

Analysis: Why haven't more states acquired nuclear weapons?

Policy: What policy would you recommend in response to the North Korean nuclear programme? Please make a recommendation for one of the following actors: EITHER China, UE, Japan, South Korea, Russia, OR the United States.

Required Readings

Braut-Hegghammer, Malfrid (2011), 'Revisiting Osirak: Preventive Attacks and Nuclear Proliferation Risks', *International Security* 36(1): 101-132.

Fuhrmann, Matthew; Lupu, Yonatan (2016), 'Do Arms Control Treaties Work? Assessing the Effectiveness of the Nuclear Nonproliferation Treaty', *International Studies Quarterly* 60(3): 530-539.

Miller, Nicholas (2014), 'The Secret Success of Nonproliferation Sanctions', *International Organization* 68(4): 913-944.

Shultz, George; Perry, William; Kissinger, Henry; Nunn, Sam (2007), 'A World Free of Nuclear Weapons', *Wall Street Journal*, 4 January 2007. You can find a copy of this 2007 op-ed as at:
https://media.nti.org/pdfs/NSP_op-eds_final_.pdf

Further Readings

Bernhardt, Jordan; Sukin, Lauren (2021), 'Joint Military Exercises and Crisis Dynamics on the Korean Peninsula', *Journal of Conflict Resolution* 65(5): 855-888.

Bunn, George (2003), 'The Nuclear Nonproliferation Treaty: History and Current Problems', *Arms Control Today* 33(10).

Cha, Victor; Kang, David (2004), 'The Debate over North Korea', *Political Science Quarterly* 119(2): 229-254.

Coe, Andrew; Vaynman, Jane (2015), 'Collusion and the Nuclear Nonproliferation Regime', *The Journal of Politics* 77(4): 983-997.

- Kreps, Sarah; Fuhrmann, Matt (2011), 'Attacking the Atom: Does Bombing Nuclear Facilities Affect Proliferation?', *Journal of Strategic Studies* 34(2): 161-187.
- Miller, Nicholas; Narang, Vipin (2018), 'North Korea Defied the Theoretical Odds: What Can We Learn from its Successful Nuclearization?', *Texas National Security Review*, at: <https://repositories.lib.utexas.edu/bitstream/handle/2152/63943/Miller-Narang-TNSR-Vol-1-Issue-2-.pdf?sequence=2>
- Park, John (2005), 'Inside Multilateralism: The six-party talks', *Washington Quarterly* 28(4): 73-91.
- Ruble, Maria Rost (2008), 'Taking Stock of the Nuclear Nonproliferation Regime: Using Social Psychology to Understand Regime Effectiveness', *International Studies Review* 10(3): 420-450.
- Sagan, Scott (1997), 'Why Do States Build Nuclear Weapons? Three models in search of a bomb', *International Security* 21(3): 54-86.
- Sukin, Lauren (2022), 'Why "Cheap" Threats are Meaningful: Threat Perception and Resolve in North Korean Propaganda,' *International Interactions*.
- Tannenwald, Nina (2013), 'Justice and Fairness in the Nuclear Nonproliferation Regime', *Ethics and International Affairs* 27(3).
- In addition, when not choosing the US as the recipient for the policy question, we recommend that you read the article associated with your chosen recipient from the list below:
- China: Kong, Tat Yan (2018), 'China's Engagement-Oriented Strategy towards North Korea: Achievements and Limitations', *The Pacific Review* 31(1): 76-95.
- EU: Pardo, Ramon Pacheco (2021), 'North Korea and the European Union', In *Oxford Research Encyclopaedia of Politics*.
- Russia: Lukin, Artyom; Zakharova, Liudmila (2018), 'Russia-North Korea Economic Ties: Is There More than Meets the Eye?', *Orbis* 62(2): 244-261.
- Japan: Hiraiwa, Shunji (2020), 'Japan's Policy on North Korea: Four Motives and Three factors', *Journal of Contemporary East Asia Studies* 9(1): 1-17.
- South Korea: Kim, Inhan (2017), 'No More Sunshine: The Limits of Engagement with North Korea', *The Washington Quarterly* 40(4): 165-181.

Week 8 LT – More Women, More Peace?

Questions

- Analysis:** What explains shifts in women's political and economic representation after war?
- Policy:** In response to a funding call under the UNSC-R 1325 (2000)'s "Women, Peace, and Security" agenda, please provide UN Women with a recommendation on a project designed to advance the interests of women, peace and security and contribute to lasting peace in a post-war country (EITHER Colombia, Nepal, OR Rwanda).

Required Readings

- Myrtilinen, Henri; Naujoks, Jana; Judy El-Bushra, Judy (2014), 'Re-Thinking Gender in Peacebuilding', *International Alert*, at: https://www.international-alert.org/sites/default/files/Gender_RethinkingGenderPeacebuilding_EN_2014.pdf
- Crawford, Kerry; Hoover Green, Amelia; Parkinson, Sarah (2014), 'Wartime Sexual Violence is Not Just a "Weapon of War"', *The Monkey Cage*, at:

<https://www.washingtonpost.com/news/monkey-cage/wp/2014/09/24/wartime-sexual-violence-is-not-just-a-weapon-of-war/>

Njoku, Chizitera (2018), 'The Secret to Ending a War? More Women in Peace Negotiations', *World Economic Forum*, at: <https://www.weforum.org/agenda/2018/06/women-in-peace-negotiations-end-wars/>

Berry, Marie; Lake, Milli (2020), 'When Quotas Come Up Short', In *The Right to be Elected*, *The Boston Review*, available at: <https://ebookcentral.proquest.com/lib/londonschoolecons/detail.action?docID=6260247>

Zakaria, Rafia (2017), 'The Myth of Women's Empowerment', *The New York Times*, at: <https://www.nytimes.com/2017/10/05/opinion/the-myth-of-womens-empowerment.html>

Further Readings

UNSC Resolution 1325 (2000), available at:

[https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1325\(2000\)](https://www.un.org/en/ga/search/view_doc.asp?symbol=S/RES/1325(2000))

Tripp, Aili Mari (2016), 'Where Do African Women Have More Power? Surprise — In Countries Emerging from War', *The Monkey Cage*, at: <https://www.washingtonpost.com/news/monkey-cage/wp/2016/07/15/womens-rights-in-africa-grow-stronger-after-conflicts-heres-why/>

Verveer, Melanne; Dayal, Anjali (2018), 'Women Are the Key to Peace', *Foreign Policy*, at: <https://foreignpolicy.com/2018/11/08/women-are-the-key-to-peace/>

Wood, Reed; Shair-Rosenfield, Sarah (2017), 'Governing Well after War: How Improving Female Representation Prolongs Post-conflict Peace', *Journal of Politics* 79(3): 995-1009.

Cronin-Furman, Kate; Gowrinathan, Nimmi; Rafia Zakaria, Rafia (2017), 'Emissaries of Empowerment', City University of New York, at: <https://www.deviarchy.com/emissaries-of-empowerment/>

Week 9 LT – Policy Memo Outlines: Discussion and Feedback

No lecture this week.

Classes will be devoted to discussing the outlines of the summative policy memo projects.

Week 10 LT – Policy Memo Outlines: Discussion and Feedback

No lecture this week.

Classes will be devoted to discussing the outlines of the summative policy memo projects.

Week 11 LT – Role Play Exercise

No lecture this week. Classes will be devoted to a role play exercise. Details and reading material will be provided here on Moodle.

In the next section (pp.19-29), you can find detailed guidelines on the different formative and summative coursework required for IR101.

Guidelines on Formative and Summative Coursework

Overview

This section explains in more detail what the various formative and summative components consist of and how they are assessed, providing the relevant guidelines to follow.

Here's a summary of the formative and summative coursework in IR101 and key deadlines:

- Summative class participation, each week starting in week 3 MT, 10% of your final mark.
- Formative opinion piece (750 words), due in week 5 MT.
- Summative group presentations, due in week 9-10 MT, 20% of your final mark.
- Formative policy memo piece (1,500 words), due in week 5 LT.
- Outlines of the summative policy memo outline (2 pages max), due in week 9-10 LT.
- Summative policy memo piece (2,500 words), due in week 1 ST, 70% of your final mark.

In particular, this section will cover the following information:

- Rules on plagiarism
- Class participation guidelines
- Formative opinion piece guidelines
- Summative group presentations guidelines
- Policy memo writing guidelines (valid for both your formative and summative policy memo).
- Guidelines for the outlines of summative policy memos.

Further information on each assignment will be provided via Moodle and in class.

Rules on Plagiarism

When drafting and submitting your formative and summative assignments, you are required to follow the relevant School rules on plagiarism. Plagiarism is the most serious offence in academic work. Examiners are vigilant for cases of plagiarism and all assessed essays will be checked against specialist plagiarism software. The Department takes plagiarism extremely seriously and work containing plagiarism may result in the application of severe penalties.

What is plagiarism? As per the relevant [School regulations](#): 'all work for classes (which could include, for example, written assignments, group work, presentations, and any other work, including computer programs) must be the student's own work. Direct quotations from other work must be placed properly within quotation marks or indented and must be cited fully. All paraphrased material must be clearly acknowledged. Infringing this requirement, whether deliberately or not, or passing off the work of others as the student's own work, whether deliberately or not, is plagiarism'. The work of others includes text and illustrations from books, journals, newspapers, essays, and the internet.

The golden rule for avoiding plagiarism is to ensure that examiners are in no doubt as to which parts of your work are your own original formulations and which are the rightful property of someone else:

- When presenting the work and ideas of others, include an acknowledgement of the source of those ideas via a reference, e.g. '...as Waltz (1979) has shown...' and give the full details of the work referenced in your bibliography.

- If you quote text verbatim, place the sentence within quotation marks and give the appropriate reference, e.g. 'it is not possible to understand world politics simply by looking inside of states' (Waltz, 1979, p 65) and give the full details in your bibliography.
- If you wish to use references to third party sources you have found in a text, include a reference in this way: States 'do not willingly place themselves in situations of increased dependence...considerations of security subordinate economic gain to political interest' (Waltz, 1979, cited in Moravcsik, 1993, p 129) and full bibliographical details of each work.

For the same reason, any written work you produce (for classes, essays, weekly answers, policy memos, examination scripts, and dissertations) must be solely your own. You must not employ a 'ghost writer' to write parts or all of the work, whether in draft or as a final version, on your behalf. For further information and the School's [Statement on Editorial Help](#). Any breach of the Statement will be treated in the same way as plagiarism.

You should also be aware that a piece of work may only be submitted for assessment once (either to LSE or elsewhere). Submitting the same piece of work twice (regardless of which institution you submit it to) will be regarded as an offence of 'self-plagiarism' and will also be treated in the same way as plagiarism. Under no circumstances should you cut and paste text between pieces of summatively assessed work, whether submitted as coursework for your current degree or for any previous degrees.

If you are unsure about the academic referencing conventions used by the IR Department you should seek guidance from class teachers, your Academic Mentor, Departmental Tutor, and/or LSE LIFE or the Library as soon as possible. For further guidance on how to avoid plagiarism and how to reference correctly see the relevant material provided on the IR102 Moodle page; the student handbook; IR BSc Programme Information Moodle page; the [LSE Library resources on citing and referencing](#); and relevant [resources and workshops](#) offered by LSE LIFE.

The Regulations on Plagiarism can be found at the following link:

<https://info.lse.ac.uk/Staff/Divisions/Academic-Registrars-Division/Teaching-Quality-Assurance-and-Review-Office/Assets/Documents/Calendar/RegulationsAssessmentOffences-Plagiarism.pdf>

Class Participation (both Michaelmas and Lent Term, summative, 10% of the final mark)

10% of your final grade will depend on your class participation. This is both to encourage you to actively participate in the class discussions as well as to make sure your final mark reflects, at least in part, all the work you have done and the contributions you made in class throughout the year.

To help you in this process, each week two or three of students (assigned during the first week of term) will kick off the class discussion by providing a brief answer to the two questions for that week. Your answers should be no longer than 5 minutes. Your class teacher will take into account both your answers to these questions and any subsequent contributions, comments, questions, etc. Importantly, preparing this short introduction will also help you develop your presentation skills in view of your group presentation in weeks 9-10.

Grading

Every week your class teacher will record your attendance and assess your participation. Class teachers will use five mark categories to assess your participation (absences with reason won't be taken into account and won't negatively affect your mark). The marking criteria are stated below. At the end of each term (MT and LT), students will obtain an end-of-the-term mark. Feedback on your class participation will be provided in your class reports. Your overall class participation mark will be the average of the two end-of-term marks.

Marking Criteria for Class Participation¹

Excellent / First / 75

- Strong contribution to the ongoing discussion in terms of quality and relevance, helping to keep the discussion focused, showing that the student is listening to the conversation, and responding thoughtfully to the class teacher and other students' comments.
- Offers clear, accurate, and sophisticated analysis, synthesis, and evaluation. For example, provides detailed examples, puts together pieces of the discussion, and develops new approaches that drive and take the class discussion further.
- Demonstrates excellent preparation, showing engagement with the wider readings and other material (e.g. lectures, course material, discussions, news, public/policy debates, etc.).
- Demonstrates very active involvement.

Very Good / Upper Second / 65

- Contributes well to discussion: responds to other students' points, thinks through own points, questions others in a constructive way, offers other ideas and suggestions for the discussion.
- Offers interpretations and analysis of case material (more than just facts) to class.
- Demonstrates good preparation: knows reading and facts well, evidence of wider readings, has thought through implications of them.
- Demonstrates consistent involvement.

¹ Adapted from Maznevski (1996) cited in TLC, 'Using Class Participation to Develop Student Engagement', p.9, available at: <https://info.lse.ac.uk/staff/divisions/Teaching-and-Learning-Centre/Assets/Documents/Using-class-participation-to-develop-student-engagement-FINAL.pdf>

Good / Lower Second / 55

- Does not offer to contribute to discussion but contributes when called on and does so in a clear, relevant and structured way.
- Demonstrates preparation: knows essential readings and facts but shows limited evidence of wider readings and of trying to interpret or analyse them.
- Demonstrates basic preparation: offers straightforward information (e.g. straight from the case or reading) but with limited elaboration.
- Demonstrates sporadic involvement.

Adequate / Third / 45

- Present, attentive, not disruptive
- Tries to respond only when called on but does not offer much.
- Signals a basic level of preparation allowing the student to follow the class discussion.
- Demonstrates very infrequent involvement in discussion.

Unsatisfactory or Absent without reason / 35

- Absent without reason
- Present but disruptive (incl. very late arrival).

Formative Opinion Piece (Michaelmas Term, formative)

As any formative coursework, your opinion piece will *not* count towards your final mark. Nonetheless, it is a requirement that you submit your opinion piece in Week 5 MT in order to progress in this course. Furthermore, the opinion piece will provide you with an opportunity both to present and defend your own opinion on an issue discussed in class as well as to analyse (and get feedback on) the topic that you will tackle in your summative group presentation. More generally, opinion pieces are usually one of the most read sections in newspapers and magazines, thus it is a great skill to develop if you are thinking of a career in sectors where contributing to and shaping the public debate is key (not just journalism but also politics, think tanks, NGOs, etc.).

Guidelines for opinion pieces

When drafting your opinion piece, please note the following:

1. Your piece should be at least 600 words long but no longer than 750 words.
2. Your opinion piece should tackle only one *analytical* question connected to a topic discussed in class (weeks 1-5 MT).
3. An opinion piece presents, defends, and supports one clear argument on a particular subject. A good opinion piece offers more than just facts and analysis. It offers a convincing opinion as well as concrete recommendations on how to tackle an issue or change things, presents a different and interesting perspective, injects a new idea in the debate, it stimulates and shapes the public debate. An opinion piece is neither an academic essay nor an 'explainer' listing all the essential information a reader should know about that subject.
4. Structure: your opinion piece needs to be laid out in separate and relatively short paragraphs. Your first paragraph should be used to grab the reader's attention and state your main point right away. The rest of the piece should develop and support your main point (more on this below). Importantly, your last paragraph should summarise and re-present your main point again.
4. Support your argument with the necessary evidence (e.g. facts, data, examples, and stories). A good opinion piece usually relies on a combination of these elements. Examples and stories are particularly important in opinion pieces as they help the reader contextualise the problem and relate to it, plus they are also more memorable compared to figures/data. Visuals can also be used (adding one image, a graph, etc.) but this should not be overdone: priority goes to the written text.
5. Style: write clearly and accessibly, be direct and sharp, use active rather than passive voice, keep paragraphs relatively short, and avoid unnecessary jargon, acronyms or overly technical terms. Remember: this is an opinion piece for the public, it should be informed and authoritative but its message should be clear and easy to understand.
6. References: you should use in-text references to cite the sources used in the opinion piece, e.g. (Schweller 2018, p.134). At the end of your opinion piece, please also include a list of the references cited in the text (note: the list of reference is *not* included in the word count).
7. Before starting, have a look again at the opinion pieces that you have read so far for the IR101 course and focus on: how the main argument is presented, developed and supported; how the piece is structured and written; and, more generally, what works and what does not work.

Summative Group Presentations (Michaelmas Term, summative, 20% of the final mark)

Due in weeks 9-10 MT

Presenting with clarity and confidence as well as being able to work well in a group are skills that you will be asked to improve throughout your programme and that many jobs also require. Therefore, these are useful skills to start practicing in a university setting as early as possible. IR101 will give you a first go at it in the form of group presentations.

20% of your final mark in the IR101 will depend on the group presentation that you will deliver in week 9-10 of the MT. The latter will feature a presentation by groups of 3 students each (when necessary, group can have up to 4 members). We will choose presenting teams by Week 5 MT.

Your group presentation should tackle only one topic. It should answer only the *analysis* question connected to that topic. Note: your group presentation can be on the same analysis question already answered in one of your weekly writings. All group must also prepare PowerPoint slides that the class can use to follow the presentation and refer to thereafter.

To help you prepare for the group presentation, everyone will have the opportunity to deliver a 5 min presentation in class during the term before weeks 9-10 MT. In addition, you will receive feedback on the formative opinion piece submitted in week 5 MT to help you improve your analytical skills. Finally, your class teachers will be available during office hours to discuss the outline of your group presentation.

Guidelines for group presentations

Both the IR BSc Programme Moodle page and the IR102 Moodle page include a set of general guidelines for presentations. We would also emphasise the following points:

1. Your group presentation should be no longer than 15 minutes (5 minutes for each student), followed by 10 minutes of discussion. Note: groups of 4 students will have 20 minutes to present.
2. A good presentation is neither a description of the readings for that week nor a second lecture. Rather, use the readings and the lecture to develop your own ideas and answer *one* of the analysis questions associated with one of the topics discussed during the MT. Answering one question will automatically lead you towards constructing a reasoned argument rather than simply describing the texts. Your job is to use the readings and notes from the class discussion to develop an informed opinion and an argument that you are able to present clearly and coherently as a group.
3. Presentations are not the final word on a subject. Nor are they introductions to a particular topic (see point 1 above). Rather, they are arguments that open up discussion and debate.
4. Being clear and coherent means working hard on: structure and logic. A good structure tells the class what to expect and then follows this through. A sound logic emerges from the order in which the material is presented and the argument unfolds. Is the presentation fluent and easy to follow, or is it jumpy and difficult to follow?
5. Provide evidence for your claims, whether in the form of scholarly references and/or historical and empirical examples. It might be helpful to keep this question in mind: why should we be convinced by your argument?

6. Holding the attention of the class is crucial. How is this done? If delivering the presentation in class, by not reading from behind a screen and/or sheet of paper and by making eye contact to ensure that people are paying attention. Whether delivered in class or online, avoid speaking in a monotone; emphasise key points through changes of speed and tone. Finally, be clear (not too many “errr’s”), audible (not too quiet), and confident in your delivery.

7. When presenting, do *not* read verbatim. Rather, speak to, rather than from, any written notes.

8. Each presenting team needs to generate a PowerPoint presentation to accompany their presentation. The key word here is ‘accompany’. PowerPoint slides should complement the presentation rather than detract from it. It is easy to produce a piece of work that scores highly on form, but less well on content. The latter is much more important than the former.

Process

Planning is key – a good group presentation cannot be done at the last minute. We suggest following a five-point process:

1. Well ahead of the week in which you are presenting, get together with your team and work up an initial plan of action. Which question are you going to answer? How?

2. Once you have come up with a plan of action, everyone needs to do all the readings (the essential readings, plus a selection of the further readings) for that week, plus any associated materials you think will be interesting.

3. Once everyone has done the readings, meet up to compare notes, devise a concrete outline and plan for the presentation, and share out responsibilities.

4. Everyone should contribute to writing the presentation and developing the slides/visual elements.

5. Finally: present the topic!

Grading

Everyone in a particular team will receive the same mark for content and this will be based also on the group’s visual material. However, it may be that members of the same group receive different marks for delivery and presentational skills. The form that will be used for grading can be found in the next section (see ‘Group Presentation Feedback Form’), which presents all the relevant criteria that will be used to mark content and presentation skills.

Summative Group Presentation Assessment Form

NAME OF PRESENTER:

PRESENTATION TOPIC:

OVERALL GRADE:

The scale used goes from 1 = poor, to 5 = excellent.

Content (same mark for all group members): [Insert mark here]

Coherence of argument	1	2	3	4	5
Overall structure and organisation	1	2	3	4	5
Evidence of reading and use of literature	1	2	3	4	5
Use of evidence	1	2	3	4	5
PowerPoint Slides (e.g. clarity, visuals, etc.)	1	2	3	4	5

COMMENT

[Insert comment here]

Presentation skills (individual): [Insert mark here]

Clarity and volume of voice:	1	2	3	4	5
Speed of delivery:	1	2	3	4	5
Time keeping:	1	2	3	4	5
Ability to speak to notes:	1	2	3	4	5

COMMENT:

[Insert comment here]

Policy Memo (Lent Term, formative and summative): Writing Guidelines

Formative: 1,500 words, due in Week 5 LT.

Summative (70% of the final mark): 2,500 words, due in Week 1 ST.

In the second part of the course, you will be tasked to write both a formative policy memo and a summative policy memo. Learning how to write a short, sharp, clear memo is a relevant skill for any job, but especially in the policy making world where lots of IR students end up. In whatever career you choose at the end of your degree you may encounter and be asked to deliver different types of memos and policy analyses (with different requirements, structures and formats), depending on the specific organisation and policy area in which you will be working. Nonetheless, despite this variety, they will share some common analytical and stylistic elements. This task is intended to familiarise with these elements and help you develop a set of relevant skills.

The guidelines below apply to both your formative and summative policy memo, the only difference between the two is their word limit. Each policy memo should respond to one (and only one) of the *policy* question discussed during the course. Note: you can choose any *policy* questions for your memos, however you must write your formative and summative policy memos on two different topics. You will have the opportunity to present on the outline of your summative policy memo and get some preliminary feedback on the latter in week 9-11 of the Lent Term.

What is a policy memo?

A policy memo is a clear, concise and structured paper providing analysis and recommendations on a particular problem to a specific recipient (a decision-maker). Policy memos are meant to inform decision-makers in order to assist them in taking a stance or making a choice on a specific question.

Policy memos should provide: (a) a very short summary clarifying the main issue tackled in the memo and its main recommendation; (b) background information on the issue; (c) an assessment of the policy options available; (d) conclusion presenting the main recommendation and how to implement it. Students should make a clear argument in favour of one of the options reviewed, and support this choice with facts, reasoning, and the refutation of other options.

Similarities and differences with an academic essay

As with an academic essay, it is a structured, evidence-based analysis resting on a review of the main facts and on recent studies on the subject and defending a clear argument. Contrary to an academic essay, a policy memo requires reviewing actionable policy options and providing a concrete policy recommendation to a specific audience. Although it can draw on relevant IR works, it does not explicitly require you to engage with IR theories.

Structure and Indicative Length of Each Section

When drafting your policy memo, please follow the structure below:

Executive Summary (5% of your policy memo): this section should include the bottom line up-front (BLUF): state both the problem and the recommendation of the memo.

Background Information Section (35%): this section should provide concise and targeted factual, historical, technical information that is relevant to the problem at stake, the analysis of the policy options and the recommendation. This section should help introduce the subject, define the main problem for the selected recipient, and make clear the interests that are at stake. Information should be pared down to an essential core specifically relevant to the problem at stake and choice to be made. It should consist of detailed facts and meaningful data.

Policy Options (40%): this section should present and analyse all available policy options to choose from (including the recommended option). It should assess the pros and cons of each option, showing how your choice of policy option provides a better alternative. Students should start by spelling out the assumptions and criteria guiding their assessment (e.g. assessing the impact, feasibility and costs at the political, security, economic, social level; the impact on different stakeholders, etc.). A good policy option section provides a clear, detailed, and sophisticated analysis of each option and pre-empt possible questions.

Recommendation (20%): this section should restate the main recommendation and further elaborate on its advantages and how it helps the recipient tackle the problem at stake. A good recommendation section anticipates questions and considers the likely unintended consequences of proposed policy. This section should also identify concrete steps on how to pursue this policy.

Format

Your policy memo should both specify the issue considered and indicate its recipient. Paragraphs should be single-spaced and should be separated by a double space. In the Policy Options section, you can use sub-headings to identify the various policy options (e.g. 'Policy option 1-Title of the policy option'; 'Policy option 2-Title of policy option 2'; etc.).

Writing Style

Policy memos are written for intelligent non-specialists. The reader needs to be able to reach a conclusion after a single reading. In that sense, policy memos should be very carefully drafted. They need to be clear, focused, succinct, well organized and easy to read. Present ideas systematically and in a logical order. Use active verbs and avoid unnecessary jargon, generalizations or logical fallacies. In general, one point should be made per sentence, and one argument should be developed per paragraph. Bullet points are allowed in policy memos but should be used with moderation.

Sources

In order to draft your policy memo, please refer to the essential and further readings assigned on the selected topic. Please note that these should be considered as background readings for your preliminary research. An important task connected to the drafting of a policy memo consists of identifying other relevant and credible sources. In this regard, please consult any relevant items available among the following sources: (a) official governmental and intergovernmental documents and datasets; (b) academic publications on the selected topic (articles, books and book chapters); (c) think tank analyses and reports on the selected topic; (d) news reports from authoritative sources.

Plagiarism and References

The usual rules on plagiarism apply also to your formative and assessed policy memos. Therefore, you are required to both cite any sources you use within the text of your policy paper (via either in-text or footnote references) as well as include a list of references at the end (note: the list of references is not included in the word count).

Marking Criteria for Policy Memos:

Marking criteria will be posted on Moodle.

Outline of the Summative Policy Memo (Lent Term, formative)

2 pages max, due in weeks 9-10 LT.

At the end of the Lent Term (weeks 9-10 LT), you will be asked to submit the outline of your summative policy memo project. This will give you the chance to receive feedback on your preliminary findings and analysis on the issue itself, the policy options that you have identified, and your tentative policy recommendation.

The outline of your summative policy memo should follow the recommended structure (background information, list of identified policy options with provisional pros and cons, main policy recommendation). Outlines should not exceed 2 pages. Further information on how to submit your policy memo outline will be provided in class and on Moodle.

This is a great opportunity to start working on your summative policy memo and get some feedback from both your peers and the class teacher on your work, testing your analysis and the soundness of your recommendation. You will also learn for your own policy memo from discussing your peers' outlines and from the feedback they receive. Finally, being able to comment constructively on your peers' presentation of their project is an important skill to learn.
