

# IR101 Contemporary Issues in International Relations

## Course Guide 2019-2020

### Essential Information

Course Convenors: Prof Peter Trubowitz, Dr Luca Tardelli

Email: [p.trubowitz@lse.ac.uk](mailto:p.trubowitz@lse.ac.uk); [l.tardelli@lse.ac.uk](mailto:l.tardelli@lse.ac.uk)

Office hours: Sign up via Student Hub.

### Overview

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 include two role play exercises to give a different learning perspective on the practice of international relations. Connected to this, the course will help you develop a set of relevant analytical, writing, and presentation skills. You will be asked to write a short op-ed, present in groups on a set issue, give an individual presentation on your policy memo while it is still work in progress, and finally submit the policy memo. Importantly, your final mark will also reflect your class participation.

You can find more information on the course content, lecture and class schedule, weekly readings, and assessment in the course outline below and on the Moodle page of the course. In the meantime, if you have any questions please do not hesitate to contact us. More importantly, welcome again and enjoy the course!

## Programme Overview

There will be seven lectures in each term. The lectures last 1.5 hours, which includes plenty of time for Questions & Answers after the lecturer's presentation. Each lecture will be followed by a 1-hour class where you will have the opportunity to further discuss the issue, critically analyse its broader context and causes, as well as assess the policies adopted by and available to relevant stakeholders. For the remaining weeks of each term, there will be longer class sessions dedicated to both class presentations and role play exercises.

## **Lecture schedule**

All lectures take place on **Tuesday at 10.00-11.30** (please check LSE Timetable for more up-to-date information).

### *Michaelmas Term (MT)*

<b>Week</b>	<b>Date</b>	<b>Speaker</b>	<b>Title</b>
1		Trubowitz	Is the West Retreating?
2		Morrison	A Return to Mercantilism?
3		Wenham	The Global Response to COVID: What did we do wrong?
4		Bicchi	European Cooperation in Foreign Policy
5		Economides	European Security and the Future of NATO
6			Reading Week (no lecture this week)
7		Dalacoura	East versus West? Turkish Foreign Policy in the AKP Era
8		Hughes	Taiwan Between America and China: A Crisis in the Making?
9			Group Work/Presentations (no lecture this week)
10			Group Work/Presentations (no lecture this week)
11		Tardelli	How to Write a Policy Memo: Guidelines and Tips

### *Lent Term (LT)*

<b>Week</b>	<b>Date</b>	<b>Speaker</b>	<b>Title</b>
1		Alden	China and Africa: Predator or Partner?
2		Falkner	Global Climate Change: Too Late to Find an International Solution?
3		Gerges	Could the international community have saved Syria?
4		Chwieroth	Banking Crises: An Equal Opportunity Menace?
5		Han	Who should prosecute international crimes?
6			Reading Week (no lecture this week)
7		Getmansky	Is a Peaceful Co-existence Between Syrian Refugees and their Host Societies Possible?
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)

## Coursework for teaching weeks without corresponding lectures

### Michaelmas Term

Week	Coursework
9	Class (1 hour): group presentations (summative) on a selected topic.
10	Class (2 hours): group presentations (summative) 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.

### Coursework deadlines:

Each week (MT and LT): weekly short answers (200 words each)  
Week 9-10 MT: summative group presentations  
Week 5 LT: formative policy memo piece (1,500 words)  
Week 9-10 LT: formative policy memo outline  
Week 1 ST: summative policy memo piece (2,500 words)

### Weekly Classes: Readings, Questions for Class Discussion and Coursework

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, implications 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.

Please note: for your weekly short answers and summative group presentations in the MT, you will be asked to choose a question from the set of *analytical* questions (for your group presentation you can also choose any of the 'analysis' questions that you have already answered in one of the weekly writings); for your two policy memos (formative due in the LT, summative due in ST) you will be asked to choose two different questions from the set of the *policy* questions listed below.

## **Week 1 MT – Is the West Retreating?**

### Questions

- Analysis: What explains the rise of anti-globalism in the West?
- Policy: What steps, if any, can be taken to combat anti-globalism? Provide a recommendation to EITHER the EU OR China.

### Required Readings

- De Vries, Catherine E.; B. Hobolt Sara B. (2020), 'Does the pandemic spell the end of populism? Most likely not — here's why,' *Washington Post*, at:  
<https://www.washingtonpost.com/politics/2020/07/23/does-pandemic-spell-end-populism-most-likel-not-heres-why/>
- Ikenberry, G. John (2020), 'The Next Liberal Order: The Age of Contagion Demands More Internationalism, Not Less', *Foreign Affairs*, at:  
<https://www.foreignaffairs.com/articles/united-states/2020-06-09/next-liberal-order>
- Munich Security Report (2020), 'Westlessness,' Munich Security Conference, pp. 6-23, at:  
<https://securityconference.org/en/publications/munich-security-report-2020/>
- Trubowitz, Peter; Burgoon, Brian (2020), 'The Retreat of the West', *Perspectives on Politics*.

### Further reading

- A useful website on populism, 'Team Populism', can be found here. See for instance: 'Policy Brief on Populism in Europe and The Americas: What, When, Who, And So What?' at:  
[https://populism.byu.edu/App\\_Data/Publications/SegoviaMemo%20 final.pdf](https://populism.byu.edu/App_Data/Publications/SegoviaMemo%20 final.pdf)
- Barnett, Michael (2019), 'The End of a Liberal International Order That Never Existed', *The Global, Graduate Institute Geneva*, at: <https://theglobal.blog/2019/04/16/the-end-of-a-liberal-international-order-that-never-existed/>
- Polyakova, Alina; Haddad, Benjamin (2019) 'What Comes After the Transatlantic Alliance,' *Foreign Affairs* at: <https://www.foreignaffairs.com/articles/europe/2019-06-11/europe-alone>
- Donfried, Karen and Wolfgang Ischinger (2020) 'The Pandemic and the Toll of Transatlantic Discord,' *Foreign Affairs* at: <https://www.foreignaffairs.com/articles/united-states/2020-04-18/pandemic-and-toll-transatlantic-discord>
- 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\\_Parmer.pdf](https://www.chathamhouse.org/sites/default/files/images/ia/INTA94_1_9_240_Parmer.pdf)
- Wu Xinbo (2018), 'China in Search of a Liberal Partnership International Order', *International Affairs*.

## **Week 2 MT – A Return to Mercantilism**

### Questions

- Analysis: What is driving the resurgence of mercantilism today?
- Policy: What should the Director-General of the WTO do to achieve an equitable, amicable solution to the ongoing Sino-American trade war?

### Required Readings

Ha-Joon Chang (2002), 'Kicking Away the Ladder: An Unofficial History of Capitalism, Especially in Britain and the United States', *Challenge* 45(5): 63-97.

Navarro, Peter (2016), 'Trump's 45% tariff on Chinese goods is perfectly calculated', *Los Angeles Times*, at: <https://www.latimes.com/opinion/op-ed/la-oe-navarro-trump-trade-china-tariffs-20160721-snap-story.html>

Ikenberry, G. John (March-April 2017), 'The Plot Against American Foreign Policy', *Foreign Affairs*.

Nebehay, Stephanie (2019), 'China asks WTO for \$2.4 billion sanctions against U.S. in latest clash', *Reuters*, at: <https://www.reuters.com/article/us-china-trade-usa-wto/china-seeks-24-billion-in-sanctions-against-us-in-obama-era-case-wto-idUSKBN1X00W7>

### Further readings

\*Grieco, Joseph; Powell, Robert; Snidal, Duncan (1993), 'The relative-gains problem for international cooperation', *American Political Science Review* 87(3): 727-743.

Barton, John et al. (2006), 'Ch 1. - Political Analysis of the Trade Regime', in *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO* (Princeton: Princeton University Press): 1-26.

Navarro, Peter (2012), 'Death By China: How America Lost Its Manufacturing Base', *YouTube* Documentary Film, at: <https://www.youtube.com/watch?v=mMlmjXtnIXI>

\*Weinhardt, Clara; ten Brink, Tobias (2020), 'Varieties of contestation: China's Rise and the Liberal Trade Order', *Review of International Political Economy* 27(2): 258-280.

Naqvi, Natalya; Henow, Anne; Chang, Ha-Joon (2018), 'Kicking away the financial ladder? German Development Banking under Economic Globalisation', *Review of International Political Economy* 25(5): 672-698.

## **Week 3 MT – The Global Response to COVID: What did we do wrong?**

### Questions

Analysis: What did we do wrong in responding to COVID?

Policy: How can IR analyses support the global response to COVID? Provide a recommendation to the WHO.

### Required readings

Rushton, Simon (2011), 'Global Health Security: Security for Whom? Security from What?', *Political Studies* 59(4): 779-796.

Kamradt-Scott, Adam (2016), 'WHO's to blame? The World Health Organization and the 2014 Ebola Outbreak in West Africa', *Third World Quarterly* 37(3): 401-418.

Davies, Sarah E.; Wenham, Clare (2020), 'International Relations in a Time of Covid-19', *International Affairs*.

### Further Reading:

McInnes, Colin; Lee, Kelley (2006), 'Health, Security and Foreign Policy', *Review of International Studies* 5-23.

\*Please read Claire Wenham's Twitter thread on the issues that the IR literature has been discussing (for years!) and that are particularly relevant today:

<https://twitter.com/clarewenham/status/1235546249681657857?s=20>

Paxton, Nathan; Youde, Jeremy (2019), 'Engagement or Dismissiveness? Intersecting International Theory and Global Health', *Global Public Health* 14(4): 503-514.

\*Harman, Sophie (2020), 'The world had the tools to prevent the coronavirus pandemic – why weren't they used?', *New Statesman*, at:

<https://www.newstatesman.com/world/northamerica/2020/03/world-had-tools-prevent-coronavirus-pandemic-why-weren-t-theyused>

### **Week 4 MT – European Cooperation in Foreign Policy**

#### Questions

Analysis: In what ways, if any, does European cooperation influence European countries' national foreign policies?

Policy: Either: What post-Brexit foreign policy role would suit the UK best?  
Or: Should the EU help secure a role of regional partner for the UK after Brexit?

#### Required readings

Hill, Christopher J.; Smith, Michael; Vanhoonacker, Sophie (2017), 'International relations and the European Union: Themes and Issues', in Idem (eds.), *International relations and the European Union*, 3rd edition (Oxford: Oxford University Press).

Wong, Reuben (2017), 'The Role of the Member States: The Europeanization of Foreign Policy?' in Christopher J. Hill, Michael Smith & Sophie Vanhoonacker (eds.), *International relations and the European Union*, 3rd edition (Oxford: Oxford University Press).

Aggestam, Lisbeth; Bicchi, Federica (2019), 'New Directions in EU Foreign Policy Governance: Cross-loading, Leadership and Informal Groupings', *JCMS: Journal of Common Market Studies* 57(3), 515-532.

\*Smith, Karen (2016), 'Left out in the Cold: Brexit, the EU and the Perils of Trump's World', LSE BREXIT VOTE Blog, 5 December 2016, available at:  
<http://blogs.lse.ac.uk/brexit/2016/12/05/left-out-in-the-cold-brexit-the-eu-and-the-perils-oftrumps-world/>

Oppermann, Kai; Beasley, R.; Kaarbo, J. (2019), 'British Foreign Policy after Brexit: Losing Europe and Finding a Role', *International Relations* 34(2): 133-156.

#### Further reading

Wong, Reuben; Hill, Christopher (eds.) (2011), *National and European Foreign Policies: Towards Europeanization* (Abingdon/New York: Routledge).

Hill, Christopher (2019), *The Future of British Foreign Policy: Security and Diplomacy in a World after Brexit* (John Wiley & Sons).

- \*Hammond, Andrew; Oliver, Tim (2020), Getting Brexit Started: Prospects for a new EU-UK partnership into the 2020s, LSE IDEAS Report, at:  
<https://www.lse.ac.uk/ideas/Assets/Documents/reports/LSE-IDEAS-Getting-Brexit-Started.pdf>
- \*Krotz, Ulrich (2009), 'Momentum and Impediments: Why Europe Won't Emerge as a Full Political Actor on the World Stage Soon', *Journal of Common Market Studies* 47(3): 555-578.
- \*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/>
- \*Billon-Galland, Alice; Raines, Thomas; Whitman, Richard (2020), (2020), *The Future of the E3: Post-Brexit Cooperation Between the UK, France and Germany*, Chatham House Research Paper, at: <https://reader.chathamhouse.org/future-e3-post-brexit-cooperation-billon-galland-raines-whitman#>

## **Week 5 MT - European Security and the Future of NATO**

### Questions

Analysis: Does NATO have a future as a defence alliance?

Policy: Should the EU be strategically autonomous?

### Required Readings

- Alcaro, Ricardo (2019), 'Europe's Struggle in the Fraying Transatlantic Order', *Survival*, 61:77-88
- Aggestam, Lisbeth; Hyde-Price, Adrian (2019), 'Double Trouble: Trump, Transatlantic Relations and European Strategic Autonomy', *Journal of Common Market Studies* 57: 114-127.
- Fiott, Daniel, (2018), 'Strategic autonomy: towards "European sovereignty" in defence?' *European Union Institute for Security Studies (EUISS)*, at:  
<https://www.jstor.org/stable/pdf/resrep21120.pdf>
- Wallander, Celeste (2018), 'NATO's Enemies Within', *Foreign Affairs* 97(4): 70-8

### Further Readings

- Howorth, Jolyon (2017), 'EU-NATO cooperation: the key to Europe's security future', *European Security* 26(3): 454-459.
- \*Tocci, Nathalie (2018), 'Towards a European Security and Defence Union: Was 2017 a Watershed?', *Journal of Common Market Studies* 56: 131-141.
- \*Goldgeier, James (2019), 'NATO at 70: Is the USA still in it for the Long Haul?', *Journal of Transatlantic Studies* 17: 255-267.

## **Week 6 MT – Reading Week**

No lecture/classes this week.

## **Week 7 MT - Turkish Foreign Policy in the AKP Era**

### Questions

Analysis: Is the AKP's foreign policy nationalist or Islamist?

Policy: What policy should be adopted towards Turkey in the Eastern Mediterranean?  
Provide a policy recommendation for EITHER the EU OR the US.

### Required Readings

Robins, Philip (2014), 'The Foreign Policy of Turkey', in Raymond Hinnebusch and Anoushiravan Ehteshami (eds.), *The Foreign Policies of Middle East States*, 2nd Edition (London: Lynne Rienner): 289-336.

Yegin, Mehmet (2018), 'Turkey–U.S. Alliance: Between Past and Future', The German Marshall Fund of the United States, No. 001, available at: <http://www.gmfus.org/file/25624/download>

Dalay, Galip; Lesser, Ian; Talbot, Valeria; and Tastan, Kadri (2020), *Turkey and the West: Keep the Flame Burning*, German Marshall Fund, at: <https://www.gmfus.org/sites/default/files/publications/pdf/Tastan%20et%20al%20-%20Turkey%20and%20the%20West%20-%2009%20June.pdf>

### Further Readings

Ergun, Doruk; Dessi, Andrea; Lindgaard, Jakob; Ala'Aldeen, Dlawer and Palani, Kamaran (2018), 'The Role of the Middle East in the EU-Turkey Security Relationship: Key Drivers and Future Scenarios', FEUTURE Online Paper No. 20, Istituto Affari Internazionali, Rome, available at: [http://www.iai.it/sites/default/files/feuture\\_op\\_20.pdf](http://www.iai.it/sites/default/files/feuture_op_20.pdf)

## **Week 8 MT - Taiwan Between America and China**

### Questions

Analysis: Is a conflict between the US and China over Taiwan inevitable?

Policy: Should the US withdraw its support for Taiwan to have better relations with China?

### Required readings

Goldstein, Lyle J (2018), 'Storm Clouds are Gathering Across the Taiwan Strait', *The National Interest*, July 18, 2018 <https://nationalinterest.org/feature/storm-clouds-are-gathering-over-taiwan-strait-26146>

Chang, Gordon (2018), 'The China Threat Cannot be Ignored', *The National Interest*, July 30, 2018 <https://nationalinterest.org/blog/buzz/china-threat-cannot-be-ignored-27257>

Goldstein, Lyle J (2018), 'The United States Must be Realistic on Taiwan', *The National Interest*, August 7, 2018 <https://nationalinterest.org/feature/united-states-must-be-realistic-taiwan-28187>

Chang, Gordon (2018), 'Let's Not Invite China to Invade Taiwan', *The National Interest*, August 13, 2018 <https://nationalinterest.org/blog/buzz/let's-not-invite-china-invade-taiwan-28572>

Green, Michael; Medeiros, Evan (2020), 'Is Taiwan the Next Hong Kong? China Tests the Limits of Impunity', *Foreign Affairs*, July 8, 2020, at: <https://www.foreignaffairs.com/articles/east-asia/2020-07-08/taiwan-next-hong-kong>



Background reading:

Schubert, Gunter (ed.) (2016) *The Routledge Handbook of Contemporary Taiwan* (London: Routledge).

**Week 9 MT and Week 10 MT – Group Presentations**

No lectures. Classes will be devoted to student group presentations.

**Week 11 MT – Policy Memo Writing**

Please read the Policy Memo Writing Guidelines that you can find in this course guide.

Please read the Policy Memo samples available on the IR101 Moodle page.

**Week 1 LT - China in Africa**

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 and Tripti Lahiri (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 and Lu Jiang (2019), 'Brave New World: Debt, Industrialisation and Security in China Africa Relations', *International Affairs* 95:3 May, 641-657.
- Lema, Abdou Rahim (2019), 'China in Africa's Peace and Security Landscape', *The Diplomat* 12 December <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.
- 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](https://www.eca.europa.eu/Lists/ECADocuments/SR18_20/SR_APSA_EN.pdf)

### **Week 2 MT – Global Climate Change: Too Late to Find an International Solution?**

#### Questions

- Analysis: Does the Paris Agreement offer a realistic pathway for limiting global warming to below 2 degrees target by the end of the century?
- Policy: What policy options do other international actors have to limit the damage caused by the US withdrawal from the Paris Agreement? Provide a recommendation to EITHER the EU OR China.

#### Required Readings

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

Podesta, John, & Stern, Todd. (2020). A Foreign Policy for the Climate: How American Leadership Can Avert Catastrophe. *Foreign Affairs*, 99(May/June), 39-46.

Urpelainen, Johannes; Van de Graaf, Thijs (2018), 'United States non-cooperation and the Paris agreement', *Climate Policy* 18(7): 839-851.

#### Further readings

Falkner, Robert (ed.) (2013), *The Handbook of Global Climate and Environment Policy* (Cheltenham, John Wiley & Sons).

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.

Torney, Diarmuid (2019), 'Follow the leader? Conceptualising the relationship between leaders and followers in polycentric climate governance', *Environmental Politics* 28(1), 167-186.

Oberthür, Sebastian, & Groen, Lisanne (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.

### **Week 3 LT – Could the international community have saved Syria?**

#### Questions

Analysis: What role did the action (or inaction) of international actors play in the Syrian civil war?

Policy: What can the international community do to help resolve the conflict in Syria? (Provide a recommendation to only one of the following actors: EITHER the EU, Russia, OR the US).

#### Required Readings

Heller, Sam (2017), 'Washington's Dead End in Syria: Victory Will Only Last if the U.S. Stays', *Foreign Affairs*, Snapshot 18 July 2017, at: <https://www.foreignaffairs.com/articles/syria/2017-07-18/washingtons-dead-end-syria>

McGurk, Brett (2019), 'Hard Truths in Syria: America Can't Do More With Less, and It Shouldn't Try', *Foreign Affairs*, May/June 2019.

International Crisis Group (2019), *The Best of Bad Options for Syria's Idlib*, Report n.197, at: <https://www.crisisgroup.org/middle-east-north-africa/eastern-mediterranean/syria/197-best-bad-options-syrias-idlib>

#### Further readings

Philipps, Chris (2016), *The Battle for Syria: International Rivalry in the New Middle East* (New Haven: Yale University Press).

Dannreuther, Roland (2018), 'Understanding Russia's Return to the Middle East', *International Politics*.

#### **Week 4 LT - Banking Crises: An Equal Opportunity Menace?**

##### Questions:

Analysis: Are banking crises primarily the result of market failures?

Policy: How can advanced and emerging market economies prevent banking crises? (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 reading:

Calomiris, Charles W. and Stephen Haber (2014), 'Chapter 2-the Game of Bank Bargains', (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 5 LT – Who Should Prosecute International Crimes? Lessons from the Rohingya Crisis**

##### Questions

Analysis: What are the politics of universal jurisdiction? Think about its relationship to human rights and power politics in particular.

Policy: Should Argentina pursue universal jurisdiction cases in the context of the Rohingya crisis? (Please provide a recommendation to the Argentinian government).

##### Required readings

Han, Yuna (2017) "Rebirth of Universal Jurisdiction?" Ethics & International Affairs Blog <https://www.ethicsandinternationalaffairs.org/2017/rebirth-universal-jurisdiction/>

UN General Assembly Meetings Coverage (10th October 2018) "Without Clear Definition, Universal Jurisdiction Principle Risks Misuse, Abuse, Sixth Committee Speakers Warn" <https://www.un.org/press/en/2018/gal3571.doc.htm>

Swart, Mia (19 Nov 2019) "Will Cases Brought Against Myanmar Deliver Justice to Rohingya?" Aljazeera <https://www.aljazeera.com/news/2019/11/cases-brought-myanmar-deliver-justice-rohingya-191117174800430.html>

#### Further readings

Roth, Kenneth (2001), 'The Case for Universal Jurisdiction', *Foreign Affairs*: 150-154.

Kissinger, Henry A. (2001), 'Pitfalls of Universal Jurisdiction', *Foreign Affairs*: 80, 86.

Albert, Eleanor; Maizland, Lindsay (2020), 'The Rohingya Crisis', *Council on Foreign Relations*, at: <https://www.cfr.org/background/rohingya-crisis>

TRIAL International (2020) Universal Jurisdiction Annual Review 2020. NOTE: Please read ONLY page 19, providing information on the Argentinian Rohingya case. Available at: [https://trialinternational.org/wp-content/uploads/2020/03/TRIAL-International\\_UJAR-2020\\_DIGITAL.pdf](https://trialinternational.org/wp-content/uploads/2020/03/TRIAL-International_UJAR-2020_DIGITAL.pdf)

Criminal Complaint of Genocide and Crimes Against Humanity Committed Against the Rohingya Community in Myanmar—Universal Jurisdiction [certified translation from Spanish] <https://burmacampaign.org.uk/media/Complaint-File.pdf>

Gorlick, B. (2019), 'The Rohingya Refugee Crisis: Rethinking Solutions and Accountability', Refugee Studies Centre, Working Paper Series, (131).

#### **Week 6 LT – Reading Week**

No lecture/classes this week.

#### **Week 7 LT - Is a Peaceful Co-existence Between Syrian Refugees and their Host Societies Possible?**

##### Questions

Analysis: What are the challenges facing Syrian refugees in their host countries?

Policy: How can host countries promote peaceful co-existence between the refugees and the host society in a manner that is fair to the locals and to the refugees? (Provide a recommendation to the Turkish government).

##### Required readings

Fabbe, Kristin; Hazlett, Chad; Sinmazdemir, Tolga (2017), 'What Do Syrian Refugees Want their Future to Be? A Survey of Refugees in Turkey', *Foreign Affairs*, 1 May 2017, at: <https://www.foreignaffairs.com/articles/syria/2017-05-01/what-do-syrians-want-their-future-be>

International Crisis Group (2019), *Mitigating Risks for Syrian Refugee Youths in Turkey's Şanlıurfa*, Report N. 253, 11 February: <https://www.crisisgroup.org/europe-central-asia/western-europemediterranean/turkey/253-mitigating-risks-syrian-refugee-youth-turkeys-sanliurfa>

Alrababa'h, Ala'; Dillon, Andrea; Williamson, Scott; Hainmueller, Jens; Hangartner, Dominik; Weinstein, Jeremy (2020), 'Attitudes Toward Migrants in a Highly Impacted Economy: Evidence From the Syrian Refugee Crisis in Jordan', *Comparative Political Studies*.

#### Further reading

Bahar, Dany (2018), Why accepting refugees is a win-win-win formula. *Brookings Institution*, 19 June. <https://www.brookings.edu/blog/up-front/2018/06/19/refugees-are-a-win-win-win-formula-for-economic-development/>

Hindy, Lily (2018), Germany's Syrian refugee integration experiment. *The Century Foundation*, 6 September. <https://tcf.org/content/report/germanys-syrian-refugee-integration-experiment/>

Savage, Michael (2019), 'Tony Blair: migrants should be forced to integrate more to combat far right', *The Guardian*, 20 April: <https://www.theguardian.com/politics/2019/apr/20/tony-blair-says-migrants-must-integrate-to-combat-far-right>

Bansak, Kirk; Ferwerda, Jeremy; Hainmueller, Jens; Dillon, Andrea; Hangartner, Dominik; Lawrence, Duncan; Weinstein, Jeremy (2018), 'Improving Refugee Integration Through Data-Driven Algorithmic Assignment', *Science* 359(6373): 325-329. At: <https://science.sciencemag.org/content/359/6373/325>

Pearlman, Wendy (2019), *Understanding Syria Through Refugees' Stories*, YouTube, at: <https://www.youtube.com/watch?v=Yo4lhu8yh-4>

### **Week 8 LT – More Women, More Peace?**

#### Questions

Analysis: With attention to potential unintended consequences, how can the international community best support the rights, security, and representation of women in the aftermath of civil 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

Myrntinen, 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](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/> [ASK LIBRARY FOR A COPY]

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: <http://bostonreview.net/politics-gender-sexuality/deborah-chasman-joshua-cohen-editors-right-be-elected> [ASKED LIBRARY FOR A COPY]

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/> [ASK LIBRARY FOR A COPY]

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 and Week 10 LT – Individual Presentations**

No lectures. Classes will be devoted to discussing the outlines of the summative policy memo projects.

#### **Week 11 LT – Role Play Exercise**

No lectures. Classes will be devoted to a role play exercise. Details will be provided on Moodle.

#### **IR101 – Coursework and Assessment**

IR101 uses a diverse range of assignments for formative and summative assessment. This section explains in more detail what they consist of and how they are assessed.

**Formative Coursework:**

Feedback provided on the weekly writings submitted by week 5 (MT)

Policy memo (LT)

Outline of the summative policy memo project (LT)

**Summative Assessment:**

Weekly writings (10%)

Group presentation (20%)

Policy memo (70%)

**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.

The work you submit for assessment must be your own. If you attempt to pass off the work of others as your own, whether deliberately or not, you are committing plagiarism. Drawing on the work of others includes, but is not limited to, direct use of other's formulations, paraphrasing of their formulations and use of other authors' quotes from and references to third party sources. The work of others includes text and illustrations from books, newspapers, journals, essays, reports and the Internet. If you are found to have committed an assessment offence (such as plagiarism or exam misconduct) you could be expelled from the School.

Any quotation from the published or unpublished works of other persons, including other candidates, must be clearly identified as such. Quotes must be placed inside quotation marks and a full reference to sources must be provided in proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. All paraphrased material must also be clearly and properly acknowledged.

Any written work you produce (for classes, seminars, essays, opinion pieces, 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, see the following link (<http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/StatementOnEditorialHelp.pdf>). 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 degree or qualification.



If you are unsure about the academic referencing conventions used by the Department you should seek guidance from class/seminar teachers, from the Department webpages, Moodle platforms for individual courses, student handbooks, your Academic Mentor, 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 eg the book by Richard Pears and Graham Shields, *Cite them right: the essential guide to referencing and plagiarism* (Pear Tree Books, 2005); the Library podcast that offers training sessions on referencing at: <http://www.lse.ac.uk/library/usingTheLibrary/training/Information-skills-and-resources.aspx> and the help with referencing that is available through the IR subject guide on the Library website (at <http://www2.lse.ac.uk/library/subjectGuides/internationalRelations/home.aspx>)

The Regulations on Plagiarism can be found at the following web links:

[http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsAssessmentOffences\\_Plagiarism.pdf](http://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsAssessmentOffences_Plagiarism.pdf)

The golden rule for avoiding plagiarism is to ensure that examiners can be in no doubt as to which parts of your work are your own original formulations and which are the rightful property of someone else. To ensure this, when presenting the views and work of others, include in the text an acknowledgement of the source of the material 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 in inverted commas 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 set out the work of another author at length so that you can produce a counter-argument, set the quoted text apart from your own text (e.g. by indenting a paragraph) and identify it by using inverted commas and adding a reference as above.

If you wish to use references to third party sources you have found in a text, include a reference e.g. 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.

### **Weekly Writings (both Michaelmas and Lent Term, summative, 10% of the final mark)**

10% of your final grade will depend on the weekly short answers submitted each week starting in week 3 MT. This is both to encourage you to prepare for the class discussion, contribute to the latter, 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 throughout the year. The answers must be uploaded on Moodle before the relevant class (further information will be provided on Moodle and in class). Your class teacher will mark each answer (see next section) and also provide written feedback on the three answers submitted before reading week. The latter will help you prepare for the analysis that needs to be delivered as part of the group presentation in weeks 9-10 MT.

In addition, each week one or two students (assigned during the second week of term) will act as discussants and kick off class discussion by commenting on the answers submitted that week and providing their own answer to the set question. These brief presentations should be no longer than 5 minutes. 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 mark your weekly writing. Class teachers will use five mark categories to assess your short answers. The marking criteria are stated below. Absences with reason and inability to submit an answer due to illness or other serious reason, when communicated in advance, won't be taken into account and won't negatively affect your mark. At the end of each term (MT and LT), students will obtain an end-of-the-term provisional mark. Your overall weekly writing mark will be the average of the two end-of-term marks. [T1]

### **Marking Criteria for Weekly Writings**[T2]

#### Excellent / First / 75

- The answer is wholly relevant to the question.
- Strong contribution to the topic and discussion in terms of relevance and quality. For example, it puts together different pieces of the debate, it offers a rather original answer, and/or indicates new approaches and questions that can drive and take the class discussion further.
- Offers a clear answer, plus accurate and sophisticated analysis, synthesis, and evaluation.
- Demonstrates excellent preparation, showing engagement also with the wider readings and other material.
- Provides targeted evidence and detailed examples to support and substantiate the answer and analysis.
- The answer is clearly written.

#### Very Good / Upper Second / 65

- The answer is wholly relevant to the question.
- It provides a good contribution to question and discussion: makes a credible claim, reflects on own points, offers ideas and suggestions for the discussion.
- Offers a clear answer, plus interpretation and analysis of case material (more than just facts).
- Demonstrates good preparation: knows readings and facts well, some evidence of wider readings, has thought through implications of them.
- Provides evidence and examples to support and substantiate the answer and analysis.
- The answer is clearly written, only minor issues (e.g. typos).

#### Good / Lower Second / 55

- The answer is predominantly relevant to the question.
- It provides a clear answer to the question but does not offer a significant contribution to the discussion.
- Offers only straightforward information (e.g. straight from the case or reading) but with limited elaboration; the answer presents a combination of good and weak analysis.
- Knows essential readings and basic facts but shows limited evidence of wider readings and of trying to interpret or analyse them.
- Provides limited evidence or examples.
- The answer is not fully clear, some ideas are not clearly articulated.

#### Adequate / Third / 45

- Perfunctory answer or answer that is only partially relevant to the question.
- Signals only a basic level of preparation.
- Very limited engagement with readings and evidence.

#### Unsatisfactory or Absent without reason / 35

- The answer is irrelevant or the student has not submitted any answers (absent without reason).

### **Group Presentation (Michaelmas Term, summative, 20% of the final mark) <sup>[T3]</sup>**

Presenting with clarity and confidence is a skill that you will continue to improve throughout your programme of studies. Many jobs will require you to make presentations so it is a useful skill 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 3 members of the class. We will choose presenting teams by Week 5 MT and everyone taking the course will present once during the term. All group must prepare PowerPoint slides that the class can use to follow the presentation and refer to thereafter.

Your group presentation should tackle only one topic. It should answer only the analytical question connected to that topic. Note: your group presentation can be on the same topic on which you have written your formative opinion piece.

### 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 presentational skills. The form that will be used for grading can be found further below (see 'Group Presentation Feedback Form').

### Guidelines for group presentations<sup>[T4]</sup>

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 in total.
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 to develop an informed opinion that you are able to present clearly and coherently to the 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? First, by not reading from behind a screen and/or sheet of paper. Making eye contact is a useful way of ensuring that people are paying attention. Second, 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 some kind of *visual aid* to accompany their presentation. The key word here is 'accompany'. Visual materials such as PowerPoint slides, handouts and videos (or some combination of these) 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<sup>[T5]</sup>

Planning is key – a good 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 recommended 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 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!

#### Group Presentation Feedback Form

<sup>[T6]</sup>

**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 of presentation:	1	2	3	4	5
Speed of delivery:	1	2	3	4	5
Time keeping:	1	2	3	4	5

COMMENT:  
[Insert comment here]

**Policy Memo (Lent Term, formative and summative)**

*Formative: 1,500 words, due in Week 5 of the Lent Term.*

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

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* questions 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 topic 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)<sup>[17]</sup>**

At the end of the Lent Term, you will be asked to submit an outline of your summative policy memo project. You should use the opportunity to present your preliminary findings and analysis on the issue itself, the policy options to the recipient and your tentative policy recommendation. 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 recommendations. 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.

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).

\*\*\*