



CIEE Global Institute – London

Course name:	Contemporary Controversies in International Relations: The British Colonial Legacy
Course number:	(GI) INRE 4007 LNEN
Programs offering course:	London Open Campus (International Relations and Political Science Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

This course will focus on the possible global systemic risks posed by a failure of global governance and the lack of a coherent global agenda on sustainable development for the future of our societies. This potential for profound political and social instability around the world encompasses the following topics: International fiscal crises in key economies; world demographic and labor trends; failure of climate change mitigation and adaptation; food, water, resource and energy productions; cybersecurity and the risks posed for the world; developments in the geopolitical arenas worldwide, as well as European integration processes in fiscal policy, common security and external politics, and the role of the United Kingdom as a major world power, who continues to question its responsibilities in the world arena. As the financial centre, home to government in the UK, and a key centre of trade, London's importance in the consideration of international relations cannot be understated. This course will capitalize on its location in London by visiting world class think tanks devoted to different aspects of international relations and the opportunity to speak with staff with extensive knowledge in these areas, to learn about the key debates and research topics they deal with every day.

Learning Objectives

The learning objectives for this course will be:

- To understand the importance of international governance issues in mitigating systemic for the survival of our societies all over the globe in a healthy and prosperous way for all of humankind
- To grasp the myriad of subjects included in global governance, ranging from sustainable development, to financial crises, world demographics and an ageing population, moving along a present failure and acceptance by governments of the future risks in climate mitigation and adaptation and the new threats of cybersecurity for a peaceful and flourishing 21st Century
- To learn how to research relevant issues of world integration policies and of the importance of the role of world powers (the US, EU, China, among others) in the survival of our societies in prosperity and well-being for all
- To debate in a coherent manner a myriad of issues of interest in global affairs



- To develop the ability to write critically about international relations, by both interrogating theoretical sources and exploring theoretical and descriptive texts
- To develop communication skills through a series of in-class critical discussions and debates, with a focus on presenting cogent arguments both in prepared presentations as well as in less structured formats.

Course Prerequisites

Although there are no prerequisites for this course, a good background in international affairs/business, political sciences, and an interest and concern about the future of our world and society should allow the student to understand the main subjects of this course.

Methods of Instruction

The course will be *highly interactive* between the instructor and the students. Students are expected to do the required readings before class so they can discuss the class material among themselves and the instructor. Power point presentations, including short video clips, will be used by the instructor to introduce the material required and enhanced by the readings materials given to students before class so they have time to read, digest and prepare questions, and interact intelligently in class. The list of online references at the end of the syllabus include links for web sites which are to be visited by the student before each class and which will be included in the examinations in case the student needs additional information to answer the questions. These links are meant to give additional material to the book chapters to be read each week (see “Weekly Schedule” below). As the themes surrounding global risks are wide and unlimited, only a few references will be given. It is up to the student to be curious and go beyond the confines of this class to do his/her own readings and research, and be prepared to discuss in class at length the subject of each week.

Assessment and Grading

Response Papers	20%
Political debate	15%
Group presentation	20%
Final paper	25%
Participation	20%

Course Requirements

Response Papers

Response papers are **700 words** in length. More detailed instructions will be given in advance of each assignment. Response papers will be assessed on structure, clarity, critical analysis/argument, style and, where appropriate, referencing. Feedback will be



provided on each response paper, which students should apply to subsequent papers and to the final paper.

Political debate

Students will be organized into opposing panels to debate positions on a topic directly related to the materials in the course. Students will be presented with the debate topic by the lecturer, and will be informed whether they are for or against. Performance will be measured by the ability of each panel to demonstrate they have sourced suitable information from both the course and beyond, and using these resources to build an argument.

Group presentation

The in-class presentation will be delivered by the students in groups of no more than 4 students. Each will choose a topic from those which the instructor will present to the students on the first day of class. First come, first serve. The presentation should be in PowerPoint format; it should not last more than 20 minutes and will be followed by a Q&A session. Groups should conduct a critical analysis of immigration issues into and within the EU and how this relates to material discussed in class. Each member of the group must participate in preparing and in delivering a portion of the presentation. Presentations will be assessed on five key areas: structure, content, critical analysis, general delivery, communication/presentation skills.

Final Paper

The final paper is a maximum of **2000 words** long. This paper must be an in depth analysis of one of the topics discussed in class and include and discuss at least 4 scholarly sources. All papers are research papers and must therefore have proper annotation. An abstract is due during week 5 in order to allow for an on-going discussion between student and instructor and to ensure high academic standards. As with the response papers, the final paper will be assessed on structure, clarity, critical analysis/argument, style and referencing. However, whilst some of response papers are less formal in tone and request students to reflect on course topics, the final paper should be written for an academic audience, with appropriate sources to evidence arguments. Assessment will also take into account students' ability to apply both peer review feedback and instructor feedback from the abstract and outline prepared earlier in the course.

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.



Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

Percentage of Total Course Hours Missed	Equivalent Number of Open Campus Semester classes	Minimum Penalty
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

Weekly Schedule

Week 1

Introduction: Global Governance in a Global World: A History of Failure?

A review of the world stage in matters of global governance in light of recent globalization trends that create systemic risks will be

presented. Particular interest will be given to the crises in the Middle East and the United Kingdom's role therein. In addition, the present situations in the Ukraine, Asia, Africa and Latin America will be presented to get a whole picture of the current state of affairs in governance issues.

Class 1.1

Overview lecture and critical discussion: "Global governance and international relations at the end of history": What are the key challenges facing the UK and the wider world in terms of governance, particularly surrounding human rights, social justice and inequality? How do the 'War on Terror' and the 'new' Cold War act to maintain or disrupt the UK's post-colonial role in global affairs?

Debate questions and topics for group presentations will be assigned.

Readings: Consult online references: World Economic Forum; Goldin and Mariathan, 2014, Chapter 1; Blewitt, 2014, Chapter 5; **Stiglitz, Chapter 1**

Week 2 Class 2.1

Sustainable Development: A Failed Agenda?

A definition of sustainability and economic development will be brought to the fore and discussed. What is 'poverty' and how is it connected to sustainability? What do we mean by 'development', and how do its structures and institutions act to alleviate or exacerbate poverty? What is a sustainable future, and is it achievable? What impact has the 'War on Terror' had on concepts and practices of international development?

"International development: The new colonialism?": What does 'sustainability' mean in the context of development? How is sustainability relevant to global economic development?

Class 2.2

Lecture: "The conflict-development nexus: Understanding the consequences of development"

Political debate: Teams will use this class to brainstorm initial ideas, appoint the order of speakers, and conduct initial preparation, determining who should present which elements of the argument.

Readings: Consult online references: Sustainable Development Knowledge Platform; Blewitt, 2014, Chapters 1 and 10; Escobar, Chapters 2 and 6; **Noxolo**

Assignment Due: *Response Paper 1*: “The idea of development stands like a ruin on the intellectual landscape” (Sachs 1992: 1). Discuss.

Week 3

World Demographics and Labour Trends in the 21st Century

Recent world demographics in terms of ageing populations and employment numbers are emerging as 21st Century areas of opportunities, which will be shown and studied in class.

Class 3.1

Lecture: “Planet of Slums: Understanding global (shifting) demographics”

Political debate: Please bring an outline of your one page summary of the individual argument you will make, including the research you have conducted to evidence your argument. Consider a re-ordering of speakers, if necessary. Teams will use this class to refine ideas and to determine where additional research may be needed, as well as to anticipate what the other teams may say and prepare for answering critical questions from the other cross-examiners.

Class 3.2

Lecture: “The decent work agenda: regulating labour in a global economy”

Readings: Consult online references: United Nations Statistics Division: Demographic and Social Statistics; International Labour Organisation; Goldin and Mariathan, 2014, Chapter 7; Irving, 2014, Chapter 4; **Davis, Chapter 8**

Assignment Due: *Response Paper 2*: How do contemporary global demographic trends impact on the ‘decent work’ agenda?

Week 4

Failures and Successes in Climate Change Mitigation and Adaptation

The identification of environmental challenges and future developments will be studied in the context of the survival of humankind for the long term. Solutions and technological advances to the alarming trends in climate change.

Class 4.1

Lecture: “Key theories in climate change”

Critical discussion: What are the key debates in climate change? What are the key myths? Where do different political parties in the UK stand on climate change and what commitments have they made to their constituents?



Class 4.2

Lecture: “Understanding action and advances in combating climate change”

Political debate: In-class debate, part 1 (presentation of arguments)

Readings: Consult online references: Sustainable Development Knowledge Platform; Goldin and Mariathan, 2014, Chapter 5; Blewitt, 2014, Chapter 2.

Week 5

Terrorism, Extremism and Cybersecurity:

A definition of cybersecurity will be presented, as well as its present situation and possible future developments to be considered for a safer world.

Class 5.1

Lecture: “Terrorism, extremism and cybersecurity in the 21st century”

Roundtable discussion – “key debates in international relations”: Ahead of the final paper, we will use this activity to review the key topics, theories and debates covered throughout the course. Students will work in groups to answer a question. Once they have answered that question, they will come up with a follow-up question. Groups will exchange those follow-up questions, passing the question they produced to another group. After several rounds of answering questions and developing follow-up questions, each group will be asked to produce a synopsis, mapping their thinking and presenting this to the other groups. (As a large group, we will discuss how questions were answered differently.)

Class 5.2

Lecture: “Terrorism and the debate between privacy and global security”

Political debate: In-class debate, part 2 (cross-examination and final arguments)

Discussion and feedback: What is the purpose of an annotated bibliography and how is it helpful? We will discuss strategies for preparing annotated bibliographies and how to use them in outlining and preparing research papers. We will also cover referencing and correct citation. (Please bring any specific questions on referencing.)



Readings: Consult online references: European Union Agency for Network and Information Security; Singer and Friedman, 2014, Chapter 1; **Cramer, Chapter 3**

Assignment: Annotated Bibliography for Final Paper (3 sources).

Assignment: Group Presentations (over two class periods this week)

Week 6

The UK and the EU

The EU's fiscal, security and external policies will be studied as they relate to global governance issues and as the EU relates to other big geopolitical players (Russia, USA, China, the Middle East, Africa). The role of The United Kingdom as the strongest economy in the region will be further dissected to understand the internal workings and place of the EU in the world.

Class 6.1

Guest Lecture

Class 6.2

Lecture: "The role of the UK in the EU"

Readings: Consult online references: European Central Bank; Goldin and Mariathan, 2014, Chapter 2.

Assignment due: Final Paper

Readings

Blewitt, John. *Understanding Sustainable Development*. Routledge. 2014. Print.

Cramer, Christopher. *Civil War is not a Stupid Thing: Accounting for Violence in Developing Countries*. C Hurst & Co. 2006. Print.

Davis, Mike. *Planet of Slums*. Verso. 2007. Print.

Escobar, Arturo. *Encountering Development: The Making and Unmaking of the Third World*. Princeton University Press. 2011. Print.

Irving, Paul. *The Upside of Aging: How Long Life Is Changing the World of Health, Work, Innovation, Policy and Purpose*. Wiley. 2014. Print.

Goldin, Ian and Mariathan, Mike. *The Butterfly Defect: How Globalization Creates Systemic Risks and What To Do About It*. Princeton University Press. 2014. Print.

Noxolo, Patricia. "Claims: A postcolonial geographical critique of 'partnership' in Britain's development discourse", *Singapore Journal of Tropical Geography*, 27 (3), 2006.

Singer, Peter Warren and Friedman, Allan. *Cybersecurity and Cyberwar*. Oxford University Press. 2014. Print.

Stiglitz, Joseph. *Globalization and its Discontents*. Penguin. 2003. Print.

Online Resources

Bloomberg. <http://www.bloomberg.com/>

European Central Bank <https://www.ecb.europa.eu/home/html/index.en.html>

European Union Agency for Network and Information Security. <http://www.ipcc.ch/>

Financial Times. <http://www.ft.com/home/uk/>

Intergovernmental Panel on Climate Change. <http://www.ipcc.ch/>

[International Labour Organisation: www.ilo.org](http://www.ilo.org)

The Economist. <http://www.economist.com/>

Transparency International. <http://www.transparency.org/>



Sustainable Development Knowledge Platform. <http://sustainabledevelopment.un.org/>

United Nations Statistics Division: Demographic and Social Statistics.
<http://unstats.un.org/unsd/demographic/>

World Economic Forum. <http://www.weforum.org/>