

RULING THE WORLD
Global and Comparative Governance
SISU-280-002
Spring 2021
American University
School of International Service

Instructor: Lucas Dolan

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Course meeting: M/Th 9:45 AM - 11:00 AM, via [Zoom](#)

Office Hours: Tuesdays 2-5 PM ([sign up here:](#)), and by appointment

Final Exam: April 22 (11:00 AM) – April 30 (11:59 PM)

COURSE DESCRIPTION

What is governance? How are power and authority exercised over territory and populations? How has this operated differently in other times and places? What are the origins of the major contemporary institutions of governance, such as the system of sovereign national-states and international organizations? How well do they function? Are plausible alternatives available? These are just some of the questions we will begin to grapple with in this course. As a gateway course in the Global and Comparative Governance Thematic Area, SISU-280 is designed as a broad survey of topics rather than as a deep dive into any one subject area. Nevertheless, you will leave this course with a solid grounding in the foundational concepts needed to facilitate your later studies. The “global” component of the curriculum means we will be considering forms of power and authority that extend beyond national territorial boundaries. The “comparative” component means we will be concerned with the variations in governance regimes, practices, and outcomes that exist across time and space.

LEARNING OUTCOMES

Upon completion of this course, students should be comfortable doing the following:

- Identifying the central argument and key intellectual contributions of pieces of scholarship.
- Situating theoretical and empirical texts within broader scholarly conversations and relevant literatures.
- Making educated judgements and evaluations regarding the evidentiary or logical validity of complex arguments.
- Critically evaluating the ability of theories to be applied outside their temporal or geographical place of origin.
- Applying theories of state formation, regime type, and international order to understand historical and contemporary events.
- Recognizing the contingency of social arrangements and imagining alternative possibilities.

REQUIRED READING MATERIALS

No books are required to be purchased for this course. All readings will be accessible online through the AU library and/or will be uploaded to Canvas. Recommended readings are intended for topics that you want to dive deeper into, as possible resources for papers, the book review project, or future reference. You may wish to purchase the book you use for your book review paper, but you can also choose one of the many that are available as online e-books through the AU library.

EXPECTATIONS AND EVALUATION

Course Format

During Spring 2021, this class will meet during the standard time slot (9:45-11:00 Eastern) via Zoom. To avoid service interruptions, students should download the desktop application of Zoom and ensure that they are signed in through the AU license. Do this by clicking on your profile picture in the main menu, selecting “switch account” and then using the option “sign in with SSO.” Zoom sessions will be recorded to ensure that students unable to attend synchronous meetings have equal access to course content. Recordings will be distributed by the instructor to students via Canvas. These recordings are solely for pedagogical purposes and students are prohibited from distributing these recordings outside of the class.

Communication

Communication is important for the success of each one of us this semester. This is especially true under the unusual circumstances of online learning amid a global pandemic and major political unrest. Please do not hesitate to reach out to me by email. Because we are losing the benefits that come with in-person interaction, I am even more committed to offering my support outside of class hours. If you need help, or if you just want to talk more about the material, come to office hours. They are there for your benefit. If the scheduled hours do not work for you (highly likely when we are navigating multiple time zones) please reach out by email and we will figure something out. Additional resources are listed at the end of the syllabus under “University-Wide Policies.”

While I welcome your emails, please do not email me questions that are answered in the syllabus. The syllabus is your friend, please use it. If your question is not addressed in the syllabus, then feel free to drop me a note. If I do not respond to your email in 24 hours, please feel free to send a follow up. In return, I expect you to stay up to date with email and Canvas communication and announcements regarding the course.

Attendance and Participation

Success in this course is premised on thorough engagement with the assigned reading material. You need to come to every class prepared—having done the reading and being ready to talk about it. Discussion is essential, and you should take your role in it seriously for two reasons: 1) learning is a collaborative endeavor, not a one-way process where the instructor imparts knowledge to you from on high. Taking active responsibility for your learning will benefit yourself and those around you, while making our time in class a much more enjoyable and fulfilling experience. 2) Public speaking, while difficult or uncomfortable for many, will be an important skill for most of your future jobs and if you choose to continue your education.

Because of participation’s central role in the learning process, class attendance is paramount. If you are not in class, you are unable to participate. This affects all of us. Thus, you are expected to be in

class except in cases of emergency. Nevertheless, life happens. I do not attempt to adjudicate excused or unexcused absences. Each student is allowed to miss two class periods without explanation. After two absences, your grade will be reduced a half-letter grade (i.e. from an A to an A-) for each additional class period you miss. Following the same logic, frequently arriving to class late will result in a half-letter grade reduction. For ongoing emergencies or crises that lead to attendance issues, contact me as soon as possible. In these cases, you should also work with the Dean of Students office. Especially given the circumstances of this semester, I understand things may come up that are out of our control.

Given the conditions of the pandemic and the online learning environment, it is understood that diversity of time zones and other factors may make it hard for students to attend the synchronous Zoom class meeting. Under these circumstances, the two-absence policy will remain in place, but students who miss the synchronous session can make up their attendance/participation by viewing the recording and submitting a one page, 1.5 spacing “class reflection” that summarizes the most important points of discussion and provides the students unique take or input on the subjects discussed that day. These class reflections must be submitted before the start of the next class session.

Reading Reactions

Each week, every student will be responsible for two posts in the designated Canvas discussion board for that week. At least one post must be an original reading reaction (described in detail below). Additional posts should take the form of comments on other students’ reactions, or memes that effectively capture course content from that week. Discussion boards will close every week on Friday at 9 pm, so all contributions must be submitted by that time.

I do not believe in busy-work. The reactions serve several essential purposes for this course: 1) they provide a low-cost way of ensuring that people are doing the readings 2) they allow for a targeted presentation of lecture material to the specific areas of interest and difficulty students are experiencing 3) quality reactions catalyze in-class discussion 4) reactions provide students a low-pressure environment to consistently practice analytic writing skills.

Reading reactions generally come in four categories, but students need not feel limited by this:

- **A personal reaction** is any contribution connecting the reading to personal experiences or observations that are pertinent to broader course subject matter and learning goals.
- **A topic for clarification** calls our attention to a specific passage in the reading that you found confusing or misleading and would like help from the class in clarifying.
- **A topic for evaluation** draws our attention to a passage you understood but believe is important for us to discuss or evaluate as a class.
- **Connections to other material** take something we read in class and directly tie it to another reading (from this class or another) or to current or historical events.

Reading reactions can deal with the week’s texts synthetically or focus specifically on a single reading. Each reaction should only be a few sentences (no more than one paragraph).

Midterm

The midterm will take place between February 25 and March 5. The format is a take-home, open-book, open-note, essay exam. Students will be able to select essay prompts from a larger pool of

questions. In general, the midterm will be designed to evaluate your ability to comprehend, synthesize, and converse with the course material covered by that point in the semester. The midterm is worth 20% of your grade (120 points).

Book Review

The main writing assignment to be conducted for this course is a book review. You will read an academic book on a topic related to global or comparative governance and produce a written work of 8-10 pages summarizing the argument, critically engaging with the argument, analyzing the theory and methods, and evaluating the piece. Book selection is subject to the instructor's approval and must be submitted by February 18. This assignment is worth 25% of your grade in the course (150 points).

Final

The final exam will be conducted between April 22 and April 30. It will follow the same format as the midterm. The final exam is worth 30% of your grade (180 points).

Grading Breakdown

To summarize, in this course, you are graded on five components: attendance/participation, reading responses, a written book review assignment, a midterm, and a final exam. The weighting of these components is broken down as follows:

<u>Attendance/Participation</u>	15%
<u>Reading Responses</u>	10%
<u>Midterm</u>	20%
<u>Book Review</u>	25%
<u>Final</u>	30%

Letter Grade Calculation

The scale used for calculating letter grades will be as follows:

Final Percent	Grade
94%-100%	A
90%-93%	A-
87%-89%	B+
84%-86%	B
80%-83%	B-
77%-79%	C+
74%-76%	C
70%-73%	C-
60%-69%	D
Under 60%	F

COURSE SCHEDULE

IMPORTANT DATES:

February 18 – Book Selection due

March 5 – Midterm due

April 12 – Book Review due

April 30 – Final Exam due

PART I: FOUNDATIONS OF GOVERNANCE AND THE STATE

Week 1: What is governance? Foundations of the state

Thursday, January 21

- Acemoglu and Robinson. 2012. *Why Nations Fail*. Preface and Chapter 1 (1-44).

Week 2: Political theory and the state

Monday, January 25

- Hobbes, Thomas. 1651. *Leviathan*. Chapters XIII-XIV (74-88) and Chapter XVII-XVIII (106-118).
- Mill, John Stuart. *On Liberty*. 1859. Chapter 1.
<https://courses.lumenlearning.com/sanjacinto-philosophy/chapter/john-stuart-mill-on-liberty-chapter-1-introductory/>
- Weber, Max. 1919. “Politics as a Vocation” pages 1-11.
<http://fs2.american.edu/dfagel/www/class%20readings/weber/politicsasavocation.pdf>

Recommended:

Locke, John. 1690. *Second Treatise of Government*.

<https://english.hku.hk/staff/kjohnson/PDF/LockeJohnSECONDTREATISE1690.pdf>

Constant, Benjamin. 1819. “The liberty of the ancients compared with that of the moderns.”

<https://www.earlymoderntexts.com/assets/pdfs/constant1819.pdf>

Pitkin, Hanna Fenichel. 1967. *The Concept of Representation*. Berkeley: University of California Press.

Skinner, Quentin. 1989. “The State.” In *Political Innovation and Conceptual Change*, edited by Terence Ball, 90-131. James Farr, and Russel L. Hanson, Cambridge: Cambridge University Press.

Thursday, January 28

- Marx and Engels: “Manifesto of the Communist Party.” Chapter 1: Bourgeois and Proletarians.
<https://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>
- MacKinnon, Catharine A. 1989. *Toward a Feminist Theory of the State*. Cambridge: Harvard University Press. Preface (ix-xvii), Chapter 9 (157-170).
- Foucault, Michel. *Society Must be Defended*. Chapter 11 (239-263).

Recommended:

Mbembe, Achille. 2003 “Necropolitics.” *Public Culture* 15 (1).

PART II: ORIGINS OF NATIONAL-STATES

Week 3: State formation

Monday, February 1

- Tilly, Charles. 1985. “War-Making and State-Making as Organized Crime.” In *Bringing the State Back In*, edited by Peter Evans, Dietrich Rueschemeyer and Theda Skocpol, 169-87. Cambridge: Cambridge University Press.
- Fisher, Max, Amanda Taub, and Dalia Martínez. 2018. “Losing Faith in the State, Some Mexican Towns Quietly Break Away.” *The New York Times*, January 7, 2018, sec. World.
<https://www.nytimes.com/2018/01/07/world/americas/mexico-state-corruption.html>.

Recommended:

Tilly, Charles. 1992. *Coercion, Capital, and European States, AD 990-1992*. Cambridge: Blackwell.

Howard, Michael. 1976. *War in European History*. London: Oxford University Press.

Thursday, February 4

- Centeno, Miguel Angel. 1997. “Blood and Debt: War and Taxation in Nineteenth-Century Latin America.” *American Journal of Sociology* 102 (6): 1565–1605.
<https://doi.org/10.1086/231127>.
- Hui, Victoria Tin-bor. 2004. “Toward a Dynamic Theory of International Politics: Insights from Comparing Ancient China and Early Modern Europe.” *International Organization* 58 (1): 175–205.

Recommended:

Taylor, Brian and Roxana Botea. "Tilly Tally: War-Making and State-Making in the Contemporary Third World." *International Studies Review* 10 (2008): 27-56.

Gongora, Thierry. "War Making and State Power in the Contemporary Middle East." *International Journal of Middle East Studies* 29, No. 3 (Aug 1997): 323-40.

Lu, Lingyu and Cameron Thies. "War, Rivalry, and State-Building in the Middle East." *Political Research Quarterly* 66, No. 2 (June 2013): 239-53.

Malesevic, Sinisa. "Did Wars Make Nation-States in the Balkans? Nationalisms, Wars, and States in the 19th and Early 20th Century South East Europe." *Journal of Historical Sociology* 25, No. 3 (Sept 2012): 299-330.

Week 4: Colonialism, capitalism, and modern states

Monday, February 8

- Beckert, Sven. 2014. *Empire of Cotton*. Chapters 2-3 (29-82).

Recommended:

- Anievas and Nişancıoğlu. 2015. *How the West Came to Rule*. Chapter 5 (121-173).
- Sharman, J.C. 2019. *Empires of the Weak*. Selections

Thursday, February 11

- Fanon, Frantz. 2005. *The Wretched of the Earth*. Translated by Richard Philcox. Reprint edition. New York: Grove Press. Chapter 1 (1-62).

Recommended:

- Todorov, Tzvetan. 1999. *The Conquest of America: The Question of the Other*. Selections

PART III: FORMS OF AUTHORITY, RULE, AND BELONGING IN THE MODERN STATE

Week 5: Who belongs to the state? Nationalism and nativism

Monday, February 15

- Anderson, Benedict. *Imagined Communities*. 1983. Chapter 1-3 (xi-46).

Recommended:

Gellner, Ernest. 2008. *Nations and Nationalism*. 2nd ed. Cornell Paperbacks. Ithaca, N.Y: Cornell University Press.

Hobsbawm, E. J., and T. O. Ranger. 2012. *The Invention of Tradition*. Canto. Cambridge: University Press.

Hobsbawm, E. J. 2012. *Nations and Nationalism since 1780*. Canto. Cambridge: Cambridge University Press.

Tamir, Yael. 2019. “Not So Civic: Is There a Difference Between Ethnic and Civic Nationalism?”

Annual Review of Political Science 22 (1): 419–34. <https://doi.org/10.1146/annurev-polisci-022018-024059>.

Thursday, February 18

- Higham, John. 1955. *Strangers in the Land*. Chapters 1-2 (3-34).
- Young, Julia G. 2017. “Making America 1920 Again? Nativism and US Immigration, Past and Present.” *Journal on Migration and Human Security* 5 (1): 217–35. <https://doi.org/10.1177/233150241700500111>.
- Duyvendak, Jan Willem, and Josip Kesic. 2018. “The Rise of Nativism in Europe.” *EuropeNow*. February 1, 2018. <https://www.europenowjournal.org/2018/01/31/the-rise-of-nativism-in-europe/>.

Book Selection Due!

Week 6: Democracy, democratization, and democratic governance

Monday, February 22

- Lipset, Seymour Martin. 1959. “Some Social Requisites of Democracy: Economic Development and Political Legitimacy.” *The American Political Science Review* 53 (1): 69–105. <https://doi.org/10.2307/1951731>.
- Dahl, Robert. *Polyarchy*. 1-17.

Thursday, February 25

- Acemoglu, Daron and James Robinson. 2006. *Economic Origins of Dictatorship and Democracy*. New York: Cambridge University Press. Chapter 2 (15-47).
- Tilly, Charles. 1995. “Democracy is a Lake.” 365-387.

Recommended:

Madison, James. *The Federalist* #10 and #51

Linz and Stepan. *Problems of Democratic Transition and Consolidation*.

Schumpeter, Joseph. 1947. *Capitalism, Socialism, and Democracy*. New York: Harper & Brothers. Chapters 21-22.

Rueschemeyer, Dietrich, Evelyne Huber Stephens, and John D. Stephens. 1992. *Capitalist Development and Democracy*. Chicago: University of Chicago Press.

Schmitter, Philippe C, and Terry Lynn Karl. 1991. "What Democracy Is. . . and Is Not." *Journal of Democracy* 2 (3): 75–88. <https://doi.org/10.1353/jod.1991.0033>.

Midterm begins!

Week 7: Authoritarianism, de-democratization, and non-democratic governance

Monday, March 1

Students will have a choice to read EITHER

- Linz, Juan. 2000. *Totalitarian and Authoritarian Regimes*. Selections.

OR

- Paxton, Robert O. 2004. *Anatomy of Fascism*. Preface, Chapters 1 & 8 (xi-23, 206-220).
- Matthews, Dylan. 2015. "I Asked 5 Fascism Experts Whether Donald Trump Is a Fascist. Here's What They Said." Vox. December 10, 2015. <https://www.vox.com/policy-and-politics/2015/12/10/9886152/donald-trump-fascism>.
- Jason Stanley appearance on Brian Stelter's "Reliable Sources." CNN. August 30, 2020. https://www.youtube.com/watch?v=c4MTns3MyxQ&ab_channel=CNN
- Paxton, Robert O. 2021. "I've Hesitated to Call Donald Trump a Fascist. Until Now." *Newsweek*, January 11, 2021. <https://www.newsweek.com/robert-paxton-trump-fascist-1560652>.

Thursday, March 4

Students will have a choice to read EITHER

- Levitsky, Steven, and Lucan A. Way. 2002. "Elections Without Democracy: The Rise of Competitive Authoritarianism." *Journal of Democracy* 13 (2): 51–65. <https://doi.org/10.1353/jod.2002.0026>.
- Levitsky, Steven, and Lucan A. Way. 2020. "The New Competitive Authoritarianism." *Journal of Democracy* 31 (1): 51–65. <https://doi.org/10.1353/jod.2020.0004>.

OR

- Müller, Jan-Werner. 2016. *What is Populism?* Selections.

Recommended:

Levitsky, Steven. 2010. *Competitive Authoritarianism: Hybrid Regimes after the Cold War*. Problems of International Politics. New York: Cambridge University Press.

Midterm due!

PART IV: GLOBAL COOPERATION, INSTITUTIONS, AND GOVERNANCE

Week 8: Theories of international order and cooperation

Monday, March 8

- Bull, Hedley. 1977. *The Anarchical Society*. Introduction (xxxiv-xxxvii) + Chapters 1-2 (3-50).

Recommended:

Makinda, Samuel M. 2002. "Hedley Bull and Global Governance: A Note on IR Theory." *Australian Journal of International Affairs* 56 (3): 361–71. <https://doi.org/10.1080/1035771022000019697>.

Hall, John A. 1996. *International Orders*. Cambridge: Polity Press.

Thursday, March 11

- Gilpin, Robert. 1981. *War & Change in World Politics*. Introduction + Chapter 1 (1-49).

Recommended:

Keohane, Robert O., and Lisa L. Martin. 1995. "The Promise of Institutionalist Theory." *International Security* 20 (1): 39–51. <https://doi.org/10.2307/2539214>.

Mearsheimer, John J. 1994. "The False Promise of International Institutions." *International Security* 19 (3): 5–49. <https://doi.org/10.2307/2539078>.

Week 9: The Postwar "Liberal International Order"

Monday, March 15

- Ikenberry, G. John. 1999. "Institutions, Strategic Restraint, and the Persistence of American Postwar Order." *International Security* 23 (3): 43–78. <https://doi.org/10.1162/isec.23.3.43>.
- Cooley and Nexon. 2020. *Exit from Hegemony*. Chapter 2 (18-53).

Recommended:

Mearsheimer, John J. 1990. "Back to the Future: Instability in Europe after the Cold War." *International Security* 15 (1): 5–56. <https://doi.org/10.2307/2538981>.

Waltz, Kenneth N. 1993. "The Emerging Structure of International Politics." *International Security* 18 (2): 44–79. <https://doi.org/10.2307/2539097>.

Thursday, March 18

- Ruggie, John Gerard. 1982. "International Regimes, Transactions, and Change: Embedded Liberalism in the Postwar Economic Order." *International Organization* 36 (2): 379–415.
- Harvey, David. 2005. *A Brief History of Neoliberalism*. Introduction & Chapter 1 (1-38).

Recommended:

Kuttner, Robert. 2014. "Karl Polanyi Explains It All." *The American Prospect*. April 15, 2014. <https://prospect.org/api/content/b268c023-20d2-552b-9f5b-26e0ac099fe1/>.

Week 10: International institutions, international organizations, and global governance

Monday, March 22

- Gutner, Tamar. *International Organizations in World Politics*. pp. 1-10, 35-38, 83-88.
- Bosco, David. *Five to Rule Them All*. Introduction and Chapter 1 (1-38).

Recommended:

Mitzen, Jennifer. 2013. *Power in Concert: The Nineteenth Century Origins of Global Governance*. Chicago: University of Chicago Press.

Thursday, March 25

- Barnett and Finnemore. 2004. *Rules for the World*. Chapter 2 (16-44).
- Mazower, Mark. 2012. *Governing the World*. Chapter 9 (191-213).

Recommended:

Rosenau, James N. 1995. "Governance in the Twenty-First Century." *Global Governance: A Review of Multilateralism and International Organizations* 1 (1): 13–43. <https://doi.org/10.1163/19426720-001-01-90000004>.

Finnemore, Martha. 1993. "International Organizations as Teachers of Norms: The United Nations Educational, Scientific, and Cultural Organization and Science Policy." *International Organization* 47 (4): 565–97.

Week 11: Regional Organizations and Multi-Level Governance

Monday, March 29

- McNamara, Kathleen R. 2018. “Authority Under Construction: The European Union in Comparative Political Perspective.” *JCMS: Journal of Common Market Studies* 56 (7): 1510–25. <https://doi.org/10.1111/jcms.12784>.
- Bradford, Anu. 2015. “Exporting Standards: The Externalization of the EU’s Regulatory Power via Markets.” *International Review of Law and Economics* 42 (June): 158–73. <https://doi.org/10.1016/j.irl.2014.09.004>.

Recommended:

- Moravcsik, Andrew. 1993. “Preferences and Power in the European Community: A Liberal Intergovernmentalist Approach.” *Journal of Common Market Studies* 31 (4): 473. <https://doi.org/10.1111/j.1468-5965.1993.tb00477.x>.
- Hooghe, Liesbet, and Gary Marks. 2003. “Unraveling the Central State, but How? Types of Multi-Level Governance.” *The American Political Science Review* 97 (2): 233–43.
- Ruggie, John Gerard. 1993. “Territoriality and Beyond: Problematizing Modernity in International Relations.” *International Organization* 47 (1): 139–74.
- Robertson, Roland. 1995. “Glocalization: Time-Space and Homogeneity-Heterogeneity.” In *Global Modernities*, edited by Mike Featherstone, Scott Lash, and Roland Robertson, 25–44. SAGE.

Thursday, April 1

- Acharya, Amitav. 1997. “Ideas, Identity, and Institution-building: From the ‘ASEAN Way’ to the ‘Asia-Pacific Way?’” *The Pacific Review* 10 (3): 319–46. <https://doi.org/10.1080/09512749708719226>.
- Murithi, Tim. 2008. “The African Union’s Evolving Role in Peace Operations: The African Union Mission in Burundi, the African Union Mission in Sudan and the African Union Mission in Somalia.” *African Security Review* 17 (1): 69–82. <https://doi.org/10.1080/10246029.2008.9627460>.

Recommended:

- Sen, Amartya. 1997. “Human Rights and Asian Values.” Morgenthau Memorial Lecture on Ethics and Foreign Policy. Carnegie Council on Ethics and International Affairs. https://www.carnegiecouncil.org/publications/archive/morgenthau/254/_res/id=Attachments/index=0/254_sen.pdf

Hemmer, Christopher, and Peter J. Katzenstein. 2002. "Why Is There No NATO in Asia? Collective Identity, Regionalism, and the Origins of Multilateralism." *International Organization* 56 (3): 575–607.

Cha, Victor D. 2009. "Powerplay: Origins of the U.S. Alliance System in Asia." *International Security* 34 (3): 158–96.

PART V: NEW DIRECTIONS IN THE WORLD-POLITY?

Week 12: Regime Complexity and the New Interdependence Approach

Monday, April 5

- Alter, Karen J., and Sophie Meunier. 2009. "The Politics of International Regime Complexity." *Perspectives on Politics* 7 (1): 13–24.
<https://doi.org/10.1017/S1537592709090033>.
- Gómez-Mera, Laura. 2015. "International Regime Complexity and Regional Governance: Evidence from the Americas." *Global Governance* 21 (1): 19–42.

Thursday, April 8

- Farrell, Henry, and Abraham L. Newman. 2019. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion." *International Security* 44 (1): 42–79.
<https://doi.org/10.1162/isec.a.00351>.
- Farrell, Henry, and Abraham Newman. 2020. "Will the Coronavirus End Globalization as We Know It?" August 10, 2020. <https://www.foreignaffairs.com/articles/2020-03-16/will-coronavirus-end-globalization-we-know-it>.

Recommended:

Abraham Newman lecture on Youtube: <https://www.youtube.com/watch?v=1DFAqN8UR2s>

International Security "Off the Page" podcast discussion with Abraham Newman. <https://is-off-the-page.simplecast.com/episodes/01-weaponized-interdependence-mzNvRqgp>

Full list of resources on weaponized interdependence:

<http://henryfarrell.net/wp/weaponizedinterdependence/>

Week 13: Challenges to the "Liberal International Order"

Monday, April 12

- Cooley and Nexon. 2020. *Exit from Hegemony*. Chapter 3 (54-79).

- Schweller, Randall L., and Xiaoyu Pu. 2011. “After Unipolarity: China’s Visions of International Order in an Era of U.S. Decline.” *International Security* 36 (1): 41–72.

Book Review Due!

Thursday, April 15

Selected papers/chapters on issue areas to be selected by students. Possible topics include:

- China’s contestation of LIO and alternative order-building
- Russian resurgence, hybrid warfare, and techniques of foreign interference
- The “rise of the rest,” or the increasing power, influence, and assertiveness of the global south
- Transnational challenge of the populist radical right
- Biden Administration’s foreign policy orientation in response to these threats

Week 14: Future? Alternatives?

Monday, April 19

- Cronin, Audrey Kurth. 2015. “ISIS Is Not a Terrorist Group: Why Counterterrorism Won’t Stop the Latest Jihadist Threat.” *Foreign Affairs* 94 (2): 87–98.
- [additional reading TBD]

Recommended:

Herz, John H. 1957. “Rise and Demise of The Territorial State.” *World Politics* 9 (4): 473–93.

<https://doi.org/10.2307/2009421>.

Friedrichs, Jörg. 2001. “The Meaning of New Medievalism.” *European Journal of International Relations* 7 (4): 475–501. <https://doi.org/10.1177/1354066101007004004>.

Thursday, April 22

[OPTIONAL REVIEW SESSION]

Final Begins!

Week 15

Final Due (April 30, 11:59 PM)

UNIVERSITY-WIDE POLICIES

Academic Integrity

All students are governed by American University's Academic Integrity Code. The Academic Integrity Code details specific violations of ethical conduct that relate to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become familiar with your rights and responsibilities as defined by the code. All of your work (whether oral or written) in this class is governed by the provisions of the Academic Integrity Code. Academic violations include but are not limited to: plagiarism, inappropriate collaboration, dishonesty in examinations whether in class or take-home, dishonesty in papers, work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University website. Being a member of this academic community entitles each of us to a wide degree of freedom and the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the high ethical standards of scholarly conduct. See the AU website for additional details: www.american.edu/academics/integrity

Defining and Reporting Discrimination and Harassment (Title IX)

American University expressly prohibits any form of discrimination and discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

As a faculty member, I am required to report discriminatory or harassing conduct to the university if I witness it or become aware of it – regardless of the location of the incident. There are four confidential resource on campus if you wish to speak to someone who is not required to report: Counseling Center, victim advocates in OASIS, medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center. If you experience any of the above, you have the option of filing a report with [University Police](http://www.american.edu/police) (202-885-2527), the [Office of the Dean of Students](mailto:dos@american.edu) (dos@american.edu or 202-885-3300), or the [Title IX Office](mailto:TitleIX@american.edu) (202-885-3373 or TitleIX@american.edu). For more information, including a list of supportive resources on and off-campus, contact OASIS (oasis@american.edu or 202-885-7070) or check out the [Support Guide on the Title IX webpage](#).

Emergency Preparedness

In place of the typical emergency information, please see the university webpage related to COVID-19 policies and resources <https://www.american.edu/coronavirus/>. You can find additional information specific for students physical and mental health at <https://www.american.edu/coronavirus/students.cfm>. Standard emergency policies and information

is also available at <https://www.american.edu/emergency/>. This is a stressful, anxiety-filled time. Do not hesitate to reach out and get help should you need it.

Incomplete Policy

At the discretion of the faculty member and before the end of the semester, the grade of I (Incomplete) may be given to a student who, because of extenuating circumstances, is unable to complete the course during the semester. The grade of Incomplete may be given only if the student is receiving a passing grade for the coursework completed. Students on academic probation may not receive an Incomplete. The instructor must provide in writing to the student the conditions, which are described below, for satisfying the Incomplete and must enter those same conditions when posting the grades for the course. The student is responsible for verifying that the conditions were entered correctly.

Conditions for satisfying the Incomplete must include what work needs to be completed, by when the work must be completed, and what the course grade will be if the student fails to complete that work. At the latest, any outstanding coursework must be completed before the end of the following semester, absent an agreement to the contrary. Instructors will submit the grade of I and the aforementioned conditions to the Office of the University Registrar when submitting all other final grades for the course. If the student does not meet the conditions, the Office of the University Registrar will assign the default grade automatically.

The Associate Dean of the Academic Unit, with the concurrence of the instructor, may grant an extension beyond the agreed deadline, but only in extraordinary circumstances. Incomplete courses may not be retroactively dropped. An Incomplete may not stand as a permanent grade and must be resolved before a degree can be awarded.

[More information on AU Regulations and Policies.](#)

Student Code of Conduct

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](#) is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

Religious Observances

Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

Use of Student Work

The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.

Academic Support Services

Academic Support

All students may take advantage of the [Academic Support and Access Center \(ASAC\)](#) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Anderson Hall, Room B-101. A more complete list of campus-wide resources is available in the ASAC. For Fall 2020, Academic Support and Access Center (ASAC) services will be offered virtually. See their website for additional details: www.american.edu/provost/academic-access

Academic Warning Notifications

Students may receive Academic Warning Notices at any point during their classes. These notices are designed for you to contact your faculty, receive assistance, and develop strategies to improve your performance in the class. Please note that you should seek help throughout the semester when you have questions, fail to submit an assignment, fail to attend class, or receive an unsatisfactory grade.

International Student & Scholar Services

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, support for second language learners, response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410).

Writing Center

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1st Floor Commons). For Fall 2020, Writing Center services will be offered virtually. See their website for additional details: www.american.edu/provost/academic-access/writing-center.cfm

Student Support Services

Center for Diversity & Inclusion (CDI)

[CDI](#) is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center (202-885-3651, MGC 201 & 202). For Fall 2020, all Center for Diversity and Inclusion services will be offered virtually. See their website for additional details: www.american.edu/ocl/cdi

Counseling Center

The [Counseling Center](#) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214). For Fall 2020, all Counseling Center services will be offered virtually. See their website for additional details: www.american.edu/ocl/counseling

Please also see the Center's COVID-19 Resources for Mental Health for assistance during these uniquely challenging times: www.american.edu/ocl/counseling/covid-resources.cfm

Dean of Students Office

The [Dean of Students Office](#) offers individual meetings to discuss issues that impact the student experience, including academic, social, and personal matters; making referrals to appropriate campus resources for resolution. Additionally, while academic regulations state that medical absences are to be excused, if faculty require documentation to verify the student's explanation, such documentation should be submitted to the Dean of Students. The office will then receive the documentation and verify the medical excuse. Faculty have the discretion to approve absences and do not need permission from the Dean of Students to excuse absences. Students should be sent to the Dean of Students only if faculty require further proof or if they have concerns about the impact of absences on the student's ability to succeed (202-885-3300, Butler Pavilion 408).

Food and Housing Insecurity Statement

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the [Dean of Students](#) (dos@american.edu) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to provide any resources that they may possess.

Office of Advocacy Services for Interpersonal and Sexual Violence

[OASIS](#) provides free and confidential advocacy services for students who have experienced sexual assault, dating or domestic violence, sexual harassment, and/or stalking. Please email or call to schedule an appointment with a victim advocate in OASIS. (oasis@american.edu, 202-885-7070, Health Promotion and Advocacy Center – Hughes Hall 105). Students can also book an appointment with one of our two confidential victim advocates. For Fall 2020, all Health Promotion and Advocacy Center services will be offered virtually. See their website for additional details and to book appointments: www.american.edu/ocl/promote-health/index.cfm

Respect for Diversity

As stated in the [American University Discrimination and Sexual Harassment Policy](#):

"American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The University does not discriminate on the basis of race, color, national origin, religion, sex, pregnancy or parenting, age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under applicable federal and local laws and regulations (collectively "Protected Bases") in its programs and activities. The University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, rape, sexual assault, sexual exploitation and stalking."

The above website includes further details, including how to report instances of discrimination and your responsibilities as a member of the campus community in relation to the policy; you are strongly encouraged to familiarize yourself further with this policy.

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As a student, you are able to change how your preferred/proper name shows up through email, Blackboard, and on your AU ID Card. This option is helpful for various student populations, including but not limited to: students who abbreviate their first name; students who use their middle name; international students; and transgender students. As a faculty member, I am committed to using your proper name and pronouns. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use, as you are comfortable. Additionally, if these change at any point during the semester, please let me know and we can develop a plan to share this information with others in a way that is safe for you. Should you want to update your preferred/proper name, you can do so by looking at the [guidelines and frequently asked questions](#) from the Center for Diversity and Inclusion.

Students with Disabilities

If you wish to receive accommodations for a disability, please notify me with a letter from the Academic Support and Access Center. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended. To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or asac@american.edu, or drop by MGC 243. For Fall 2020, Disability Accommodation services will be offered virtually. See their website for additional details: www.american.edu/provost/academic-access/documentation-and-eligibility.cfm