

Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.

**POLS 381: Regional Security
Department of Political Science
Northern Illinois University**

Fall 2018
Tuesdays and Thursdays, 12:30-1:45pm
DuSable Hall 459

Instructor: Prof. Aarie Glas
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I. Overview

Why are some regions peaceful while others are conflictual? How and why do states and peoples institutionalize cooperation to move from conflict to peace? Why does cooperation collapse? Do international organizations matter for global and regional politics? In this course we will explore answers to these central questions of International Relations. To do so, we will explore relevant IR theory alongside contemporary regional issues including African Union peacekeeping, Brexit and the EU, NAFTA, NATO and the state of North American unity, ASEAN and the South China Sea, and more.

Students will come away from the course with a set of analytic frameworks and a depth of historical knowledge that will enable them to better understand current issues in regional and global politics and that will empower them to participate in the process of crafting solutions, whether that be as a future policymaker, an issue-advocate, or an engaged global citizen.

II. Central Learning Objectives

By the end of this course, students will:

- Be familiar with core theories of regionalism, regional organizations, and current debates regarding regional politics and security;
- Be able to compare and contrast the design, function, and impact of regional organizations;
- Be able to devise policy-relevant ideas about regional security cooperation;
- Be able to think critically about and critique scholarly work;
- Be able to articulate their views confidently and competently in both discussions and written work

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III. Class Format

Our course meets for 75 minutes, twice a week. Classes will mix lecture with discussions and group activities. It is, therefore, essential that students attend having read and reflected upon the required readings for each class. Active participation in a number of forms within each class is a requirement of this course. In Part IV of the course, it will be a particular focus.

IV. Grade Distribution

1. Class Participation: 15% (on-going)
2. Reading Quizzes: 10% (on-going)
3. Midterm Exam: 15 (Thursday, Oct. 18)
4. Major Essay: 35%
 - a. *Draft*: 10% (Thursday, Nov. 1)
 - b. *Writing Workshop Participation*: 5% (Week 11, see below)
 - c. *Final*: 20% (Tuesday, Nov. 27)
5. Final Exam: 25% (TBA)

V. Requirements

1. Class Participation (15%): Students are expected to read, reflect upon, and be prepared to discuss the required readings for each class. Participation means active engagement in all discussions, group activities, and other forms of interaction with your colleagues and Instructor. Missing one or two classes is less consequential than attending all classes but remaining quiet, distracted, or disengaged.

To do well in this course you must come prepared and you must participate. If you have concerns about your performance or your ability to confidently engage within the class, please (at any time) speak with your Instructor in office hours.

Note that this course will rely on discussions that extend beyond our required readings and engage with current issues in global politics. It is therefore strongly recommended that students stay up to date with current global affairs by following a major news source (e.g. The Guardian, Washington Post, New York Times, or The Economist).

2. Reading Quizzes (10%): These short quizzes will be unannounced. They will be held periodically during the first ten or so minutes of class, as decided by the Instructor. We will have at least 10 quizzes. They will consist of multiple choice questions derived from the assigned reading for the week in which they are held, and may include widely reported current events and issues. Reading Quizzes will be equally weighted. For example, if there are 10 throughout the semester, each will be worth 1 point. If there are 16, each will be worth 0.625 points. Note that there is *no* opportunity to make-up Reading Quizzes without a formally documented (i.e. medical) absence and the approval from the Instructor. Make-ups, if offered, will vary from those held in class and may, necessarily, be more challenging.

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Note also that no additional time will be provided (i.e. if you arrive to class a few minutes late to find a Reading Quiz in progress, you will not be granted extra time to complete it).

3. Midterm Exam (15%): The midterm exam will be held in class (see below schedule). It will consist of multiple choice, short answer, and/or long-answer questions. Further details will be provided in advance. Students will have 65 minutes to complete the midterm. No extra time will be provided if students arrive late. Students should bring their own **exam blue book(s)** to complete the exam. The exam book may be inspected before the exam is administered.

4. Essay (35%): Students will complete a major essay in this class over three assignments: a draft essay (10%), participation in two Writing Workshops (5%), and a final version (20%). The essay (both draft and final) will be 1,500-2,500 words (the maximum, excluding bibliography). Further details will be provided via Blackboard within Week 3 of the course.

5. Final Exam (25%): The final exam will be held during the designated exam period as decided by the Registrar. It will consist of multiple choice, short answer and/or long-answer questions. The final exam will be cumulative. Further details will be provided in advance. Students should bring their own **exam blue book(s)** to complete the exam. The exam book will be inspected before the exam is administered.

VI. Submission of Assignments

All course assignments are required both in **hardcopy** and **electronically** through Blackboard. Assignments are not considered submitted until both submissions have been made and a late penalty will be applied upon fully submitted (see late policy below). The electronic and hardcopy submissions must be **identical**. Failure to do so will result in a zero on the assignment.

Assignments are *not* accepted via email.

Written assignments must be double-sided, stapled, and clearly presented. Student names, student numbers, course code, and both the name of your Instructor and Teaching Assistant should be clearly visible on a title page (or header). Page numbers are required. Failure to comply with these requirements will see a reduction of marks.

All work must be clearly and formally **cited** and a **bibliography** provided (bibliography *does not* count towards word/page length restrictions). Failure to comply with this requirement risks a failure of the assignment and/or further sanctions (see Academic Integrity below).

For a useful guide to a straightforward and recommended citation style, see:

http://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html.

A **late penalty of 5% per day** (including weekends) will be levied *up to four (4) days* at which point the assignment will not be accepted and will receive a **zero**. The application of penalties begins at **4:30pm** on the due date, when the Department of Political Science closes (i.e. if you

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fail to submit the assignment in class on the due date and submit it the same day but after the Department is closed, you will receive a 5% deduction).

Late assignments are due in *hardcopy* to the Department of Political Science and *electronically* through Blackboard, unless otherwise noted by the Instructor. Assignments are **not** accepted by email.

Extensions and accommodations are possible for documented medical or family emergencies, or additional circumstances when agreed upon with the Instructor in advance. If you think you need to delay taking an exam or submitting a written assignment, talk to your Instructor generally at least *three weeks* before the exam/due date or as soon as possible. Extensions are never guaranteed. They will be based on University policy, the exigency of the circumstances, and timeliness of the request (i.e. the earlier the better).

VII. Assessment & Appeals

Written assignments and exams will be assessed by the Instructor and/or the Teaching Assistant. A common rubric will be used for the course, regardless of grader, and written commentary will be provided.

Both the Teaching Assistant and Instructor will make available office hour times to provide further feedback and guidance after the return of the midterm exam and written assignments. Students are encouraged to speak to their grader in office hours before and after the submission of the Draft Essay.

Grade appeals are possible. To appeal a grade – whether the material is graded by the Instructor or the Teaching Assistant – the following steps must be undertaken:

- a. Within one week of the return of the material *but not before 48 hours* students must provide an **email** to the Instructor indicating the intention to appeal a grade.
- b. Within 24 hours of the emailed notice of appeal, the student must provide a typed **written appeal** outlining the rationale for the request. That written appeal must be provided to the Department of Political Science or the Instructor in class or in office hours *along* with the original graded material (and any supplemental rubric or commentary provided). The appeal must no more than 1 typed page single spaced, and should be detailed enough to justify the appeal and outline the particularities of the apparent disagreement.
- c. The Instructor will review the appeal and, if appropriate, undertake a detailed review of the assignment. The grade offered on appeal may increase, decrease, or maintain the original score. The grade offered on appeal will be final.
- d. Students will, after the conclusion of the appeal, be invited to discuss the assignment and the rationale for its grade in the Instructor's office hours.

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VIII. Academic Integrity

This course will take academic misconduct seriously. All work submitted must be a student's own in full and must be *cited* properly.

Any student in this course found to have plagiarized (*accidentally* or otherwise) the work of another individual (including, but not limited to, other students or from existing scholarship) will receive a **failing grade** in this course and may be subject to additional sanctions by the University.

Students are expected to have read and to abide by NIU's Student Code of Conduct (<http://www.niu.edu/conduct/student-code-of-conduct>). This is your responsibility, and it is a requirement of this course.

Please take NIU's Online Tutorial on Academic Integrity to re-familiarize yourself if you have doubts or concerns (<http://www.niu.edu/ai/students/>) and/or speak to your Instructor in office hours.

If you have any questions throughout the course relating to academic practices, academic integrity, and issues of plagiarism and/or citation please speak to the Instructor and/or consult the links noted above. Failure to understand these requirements does not constitute an excuse to deviate from them.

Note: With the above in mind, please ensure that all drafts, preliminary work, and research notes, as well as all *graded and returned* course assignments, are retained until course grades are finalized by the Registrar. Your Instructor may request to review either draft or finalized material at any point during the course and/or discuss student assignments in person.

IX. Course Materials

Required readings: There is one required text for the course:

T.V. Paul (ed.), *International Relations Theory and Regional Transformation*.
Cambridge: Cambridge University Press, 2012. (**Paul 2012** in the below schedule.)

Students are required to acquire (buy, borrow, rent, etc.) this text. It is available through the NIU Bookstore and widely available online, new and used, at reasonable cost.

All additional required readings are available free online through the NIU library or will be posted as pdf files on Blackboard (**BB** in the below schedule. See the "Additional Readings" folder under "Content" for these files).

Current events: Students are expected to follow current events related to regional politics and organizations. It is therefore **required** that students stay up to date with current global affairs by following a major newspaper or online news source (e.g. The Guardian, Washington Post, New

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York Times, or The Economist). I highly recommend getting in the habit of reading the news every day and consulting more than one source. **Note** that familiarity with current issues in global affairs will be a component of assessment in this course in a number of ways, including the participation score in class, the Reading Quizzes, and through questions on the Midterm and Final Exams.

Recommended readings: a number of recommended readings are noted in the outline below. These are *not* required reading material, but provided for further reading should students so desire. If any student desires additional recommended material, please let me know as I will be happy to provide suggestions on any and all topics!

Reading Academic Articles: A number of the readings for the course are rather challenging academic articles from leading scholarly journals in International Relations. If you are not experienced reading scholarly work in academic journals, you may wish to review this short video providing one approach to reading scholarly articles:

<https://www.lib.uwo.ca/tutorials/howtoreadascholarlyarticle/index.html>

X. Office Hours

Your Instructor will hold weekly Office Hours (as noted on page 1). These are drop-in times and all students are always welcome to attend to discuss anything related to the course, or anything else you feel that your Instructor could potentially help with.

No RSVP is required. Students are encouraged to visit as often as they like, and are invited to attend in small groups if you wish. If you cannot meet during this period, please email me well in advance to arrange an alternative time.

Your Teaching Assistant will hold Office Hours at set times after the return of graded material and in advance of the exams. Notice of these times and locations will be provided in class and via Blackboard.

XI. Email Contact

Both the Instructor and the Teaching Assistant will (try to) answer questions by email when appropriate. Please use the **course code** somewhere in the subject line and ensure you make use of your **official NIU email address** for all communications. Those two requirements help ensure that emails are received and read in a timely manner. A 24-48-hour turnaround time should be anticipated, so please do not leave questions to the last minute.

Substantive questions regarding course materials and discussions, or concerns or questions about the assignments are best discussed in class or in Office Hours and not by email. Please always feel free to raise questions at the onset of class for the benefit of all your colleagues in the course. As a rule of thumb, if a question or a welcomed response is longer than three or four sentences, it is likely a topic to chat about in Office Hours or in class.

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XII. Our Space and Issues of Accessibility

Together, we will foster a comfortable, engaging, and accessible scholarly environment. All students should feel welcome to attend and speak freely in class and in Office Hours. To this end we will approach this course as colleagues, and we will treat each other with respect and dignity at all times.

NIU, and myself as your Instructor, are committed to making reasonable accommodations for persons with documented disabilities. If any disabilities may impact on coursework or other academic requirements, please notify both your Instructor and the Disability Resource Center (Tel. 815-753-1303) on the fourth floor of the Health Services Building as soon as possible, and within the first two weeks of the start of this course. If you would rather not speak to your Instructor, note that the Disability Resource Center can assist students in making appropriate accommodations with Instructors discretely.

If you have any concerns about the course or your ability to access or engage with the course material or our discussions – at any point throughout the course – please also feel free to contact me by email or speak to me in person. I will happy to assist as best as I am able. I am also happy to raise any issues or concerns you may have on your behalf with the Department or the University directly.

XIII. Laptops and Technology

I strongly recommend students take notes in class by hand and transcribe those into typed notes. That is an excellent way to begin your exam preparations in this and other courses. If students choose – or need – to make use of a laptop computer, please sit towards the back of the room to not distract your colleagues. Additionally, do not deviate from a productive use of your computer (e.g. typing notes or researching during group work) or *any* use of your phone for the duration of our time in class.

If I suspect that a student is misusing their computer, witness the use of a phone, or deem a student's behaviour to be a distraction to myself or your colleagues in the class I will ask the student to leave the room for the remainder of the class. This will also negatively affect your participation score.

XIV. Preferred Names and Pronouns

Class rosters and University data systems are provided to faculty with the student's legal name and legal gender marker. As an NIU student, you are able to change how your preferred/proper name shows up on class rosters. 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 your Instructor, I am committed to using your proper name and pronouns as you prefer them.

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We will take time during our first class together to do introductions, at which point you can share with all members of our class 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 here:

<http://www.niu.edu/regrec/preferredname/index.shtml>

XV. Blackboard

This course will use Blackboard as our course webpage. This will host readings that are *not* available in the above-mentioned textbooks, to document student grades, and to disseminate announcements. Blackboard will also host copies of all additional material provided in the course (e.g. assignment details).

Please check Blackboard before contacting the Instructor or Teaching Assistant for information regarding assignments or readings, and regularly visit the webpage to ensure you are up to date on announcements in the course.

XVI. Letter Grade Distribution:

Students will receive a percentage score for each assignment that can be totaled and translated into a letter grade according to the scale below.

≥ 93.00	A	77.00 - 79.99	C+
90.00 - 92.99	A-	70.00 - 76.99	C
87.00 - 89.99	B+	60.00 - 69.99	D
83.00 - 86.99	B	≤ 59.99	F
80.00 - 82.99	B-		

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XVII. Class Schedule Overview:

Week #	Week of	Topic
		<u>Part I. Introduction & Core Concepts</u>
1	August 27	Introduction to the Course <i>No Thursday Class, Prof. Glas is away</i>
2	September 3	Introduction to Studying Regions & Regionalisms
		<u>Part II: IR Theory & Regions</u>
3	September 10	Power
4	September 17	Interdependence
5	September 24	Ideas
		<u>Part III. Thinking about Regional Politics</u>
6	October 1	Intra-Regional Politics
7	October 8	Inter-Regional Politics
8	October 15	Review & Midterm Exam (Thursday Oct. 18)
		<u>Part IV. Applications: Regions and Regional Organizations</u>
9	October 22	Europe and the EU
10	October 29	Southeast Asia and ASEAN Draft Essay Due (Thursday Nov. 1)
11	November 5	Writing Workshop I & II
12	November 12	Africa and the AU
13	November 19	North America: NAFTA & NATO <i>No Thursday Class, Thanksgiving</i>
14	November 26	Latin and South America Final Essay Due (Tuesday Nov. 27)
15	December 3	Debating the Prospects for Regional Peace & Review

Note: For Part IV of the course, each week's Tuesday class will provide an introductory discussion of cases of regionalism and/or of a regional organization. The week's Thursday class will explore contemporary issues related to that region or organization with a focus on student discussion and/or group work. These classes will be discussion-based and often student-led.

Note: Topics and readings may be subject to change at the discretion of your Instructor. Any change in the above schedule (e.g. the cancellation or rescheduling of a class or the hosting of the class by a guest other than your Instructor) will be noted as soon as possible by your Instructor through Blackboard.

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XVIII. Detailed Class Schedule

Part I. Introduction & Core Concepts

Week 1. Introduction

Class 1: Course Introduction

Read Syllabus in Full

Stephen Walt (1998) "International Relations: One World, Many Theories", *Foreign Policy* 110: pp. pp. 29-32, 34-46. **(BB)**

Class 2: No Class (Prof. Glas MIA)

Week 2. Studying Regions & Regionalisms

Class 3: Thinking about Regions and Regional Transformations

T.V. Paul, "Regional transformation in international relations" in **Paul 2012**, pp. 2-22.

Louise Fawcett (2004), "Exploring Regional Domains: A Comparative History of Regionalism," *International Affairs* 80(3): pp. 429-446. **(BB)**

Recommended:

Edward Mansfield and Etel Solingen (2010) "Regionalism," *Annual Review of Political Science* 13: pp. 145-163. **(BB)**

Andrew Hurrell (1995), "Explaining the Resurgence of Regionalism in World Politics," *Review of International Studies*, 21(4): pp. 331-358. **(BB)**

Class 4: Models of Security Regionalism(s)

Louise Fawcett (2013), "Security Regionalisms: Lessons from Around the World," Working Paper 2013/62, Florence: European University Institute, Robert Schuman Centre for Advanced Studies. Available online:
http://cadmus.eui.eu/bitstream/handle/1814/27701/RSCAS_2013_62.pdf?sequence=1&isAllowed=y

Amitav Acharya, "Regionalism Beyond EU-Centrism," in Tanja A. Börzel and Thomas Risse (eds.), *Oxford Handbook on Comparative Regionalism*. Oxford: Oxford University Press. **(BB)**

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Part II: IR Theory & Regions

Week 3. Power

Class 5: Realist IR Theory

William C. Wohlforth (2008), "Realism" *Oxford Handbook of International Relations*, pp. 131-149 (**Available as an eBook, NIU Library**)

Class 6: Regional Power and Regional War

Jeffrey W. Taliaferro, "Neoclassical realism and the study of regional order", in **Paul 2012**, pp. 74-103.

Joseph M. Grieco (1999), "Realism and Regionalism: American Power and German and Japanese Institutional Strategies During and After the Cold War," in Ethan Kapstein and Michael Mastanduno (eds.), *Unipolar Politics: Realism and State Strategies After the Cold War*. New York: Columbia University Press. Available Online:
<http://poli.vub.ac.be/publi/orderbooks/myth/08Grieco.pdf>

Week 4. Interdependence

Class 7: Neoliberal IR Theory

Arthur A. Stein (2008), "Neoliberal Institutionalism" *Oxford Handbook of International Relations*, pp. 201-221 (**Available as an eBook, NIU Library**)

Class 8: Regional Connections and Regional Peace

John M. Owen, IV, "Economic interdependence and regional peace", in **Paul 2012**, pp. 107-132.

Week 5. Ideas

Class 9: Constructivist IR Theory

Ian Hurd (2008), "Constructivism" *Oxford Handbook of International Relations*, pp. 298-316 (**Available as an eBook, NIU Library**)

Matthew J. Hoffmann (2010), "Norms and Social Constructivism in International Relations" in *Oxford Research Encyclopedia of International Studies*. Oxford: Oxford University Press. (**BB**)

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Recommended:

Alice Ba and Matthew J. Hoffmann (2005), “Making and Remaking the World for IR 101” *International Studies Perspectives* 4: pp. 15–33. **(BB)**

Class 10: The Construction of Regional Orders

Amitav Acharya, “Ideas, Norms and Regional Orders,” **Paul 2012**, pp.183-209.

Thomas Risse and Daniela Engelmann-Martin (2002), “Identity Politics and European Integration: The Case of Germany.” In Anthony Pagden (ed.), *The Idea of Europe: from Antiquity to The European Union*. New York: Cambridge University Press: pp. 287-316. **(BB)**

Recommended:

Amitav Acharya (2004), “How ideas spread: Whose norms matter? Norm localization and institutional change in Asian regionalism.” *International Organization* 58(2): pp. 239-275. **(BB)**

Part III. Thinking about Regional Politics

Week 6. Intra-Regional Politics

Class 11: How Regions are Made

Barry Buzan (2012), “How regions were made, and the legacies for world politics: an English School reconnaissance”, **Paul 2012**, pp. 23-46.

Recommended:

Andrew Hurrell (2007), “One world? Many worlds? The Place of Regions in the Study of International Society” *International Affairs* 83(1): pp. 127-146.

Class 12: Security Communities

Amitav Acharya (2014), “Constructing security communities” in Amitav Acharya, *Constructing a Security Community in Southeast Asia: ASEAN and the problem of regional order*. London: Routledge: pp. 11-46. **(BB)**

Recommended:

Emanuel Adler and Michael Barnett, eds. (1998) *Security Communities*. Cambridge: Cambridge University Press, pp. 1-66.

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Week 7. Inter-Regional Politics

Class 13: Inter-Regional Cooperation

Tanja A. Börzel and Thomas Risse (2009), “Diffusing (Inter-) Regionalism: The EU as a Model of Regional Integration,” *KFG Working Papers*, Free University of Berlin. Available online: http://userpage.fu-berlin.de/kfgeu/kfgwp/wpseries/WorkingPaperKFG_7.pdf

Class 14: Inter-Regional Conflict

Samuel P. Huntington (1993), “Clash of Civilizations,” *Foreign Affairs* 72(3): pp. 22-49. **(BB)**

Recommended:

John R. Bowen (1996), “The myth of global ethnic conflict,” *Journal of Democracy* 7(4): pp. 3-14. **(BB)**

Week 8. Review and Midterm

Class 15: Review Class

Class 16: **Midterm Exam (October 18, in class)**

Part IV. Applications: Regions and Regional Organizations¹

Week 9. Europe and the EU

Class 17: The European Union

Class 18: Contemporary Challenges: European Power & Brexit

Ian Hurd (2017), “The European Union and Regional Organizations” in *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press, pp. 255-268. **(BB)**.

European Union (n.d.), “The History of the European Union.” Available online: https://europa.eu/european-union/about-eu/history_en

¹ Note that for Part IV, each week’s Tuesday class will provide an introductory discussion of cases of regionalism and/or of a regional organization. The week’s Thursday class will explore contemporary issues related to that region or organization with a focus on student discussion and/or group work. Students are advised to read *all* the required weekly readings in advance of the Tuesday class, however the latter reading(s) for each week more specifically correspond to the Thursday discussions. It is essential students have read all weekly readings before the Thursday class. These classes will be discussion-based and often student-led.

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Desmond Dinan (2014), *Europe Recast: A History of the European Union*. 2nd Edition. London: Lynn Rienner. Introduction and Chapter 1 (pp. 1-51) **(BB)**

Thomas Diez (2005), “Constructing the Self and Changing Others: Reconsidering ‘Normative Power Europe’,” *Millennium: Journal of International Studies*, 33(3): pp. 613-636. **(BB)**

BBC News (2016), “Brexit: All you need to know about the UK leaving the EU” Available Online: <https://www.bbc.com/news/uk-politics-32810887>

Recommended:

Pascal Fontaine (2014), “Europe in Twelve Lessons.” Available online: <https://publications.europa.eu/en/publication-detail/-/publication/2d85274b-0093-4e38-896a-12518d629057>

Ben Rosamond, “Conceptualising the EU model of governance in world politics,” (University of Warwick 2005). http://wrap.warwick.ac.uk/1098/1/WRAP_Rosamond_9570885-150709-rosamond_efar_05.pdf

Jeffrey T. Checkel (2001), “Why Comply? Social Learning and European Identity Change” *International Organization* 55(3): pp. 553-588.

Week 10. Southeast Asia and ASEAN

Class 19: The Association of Southeast Asian Nations

Class 20: Contemporary Challenges: Peace in Southeast Asia & The South China Sea

Ian Hurd (2017), “The European Union and Regional Organizations,” in *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press, pp. 274-277. **(BB)**.

Amitav Acharya (2013), “ASEAN 2030: Challenges of Building a Mature Political and Security Community,” *Asian Development Bank Institute Working Paper 441*. Tokyo: Asian Development Bank Institute. **(BB)**

Timo Kivimaki (2001), “The Long Peace of ASEAN,” *Journal of Peace Research* 38(1): pp. 5-25. **(BB)**

Lee YingHui (2017), “A South China Sea Code of Conduct: Is Real Progress Possible?” *The Diplomat*. Available online: <https://thediplomat.com/2017/11/a-south-china-sea-code-of-conduct-is-real-progress-possible/>

Lee YingHui (2017), “Chinese Construction in the South China Sea: Should ASEAN Be Concerned?” *The Diplomat*. Available online: <https://thediplomat.com/2017/12/chinese-construction-in-the-south-china-sea-should-asean-be-concerned/>

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Recommended:

Aarie Glas (2017), "Habits of Peace: Long-Term Regional Cooperation in Southeast Asia," *European Journal of International Relations* 23(4): pp. 833-856.

Amitav Acharya (1995), "A Regional Security Community in Southeast Asia," *Journal of Strategic Studies* 18(3): pp. 175-200.

David Jones and Michael Smith (2007), "Making Process, Not Progress: ASEAN and the Evolving East Asian Regional Order," *International Security* 32(1): pp. 148-184.

Week 11. Writing Workshops

Class 21: Writing Workshop I

Class 22: Writing Workshop II

Recall: you are responsible to reading all Draft Essays from your group and preparing Peer Review Forms for each Workshop.

Week 12. Africa and the AU

Class 23: The African Union

Class 24: Contemporary Challenges: AU Security & Peacekeeping

Ian Hurd (2017), "The European Union and Regional Organizations" in *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press, pp. 268-273; 282-283. **(BB)**

Alex D. Vines (2013), "A decade of African Peace and Security Architecture," *International Affairs* 89(1): pp. 89-109. **(BB)**

Tim Murithi (2009), "The African Union's Foray into Peacekeeping: Lessons from the Hybrid Mission in Darfur" *Journal of Peace, Conflict and Development* 14. Available online: <https://www.bradford.ac.uk/social-sciences/peace-conflict-and-development/issue-14/theafricanunionsforay.pdf>

Paul D. Williams (2008), "Keeping the Peace in Africa: Why 'African' Solutions Are Not Enough." *Ethics & International Affairs* 22(3): pp. 309-329. **(BB)**

Recommended:

Aarie Glas (2018), "African Union Security Culture in Practice: African Problems and African Solutions." *International Affairs*. Forthcoming **(BB)**

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Paul D. Williams (2007), “From Non-Intervention to Non-Indifference: the origins and development of the African Union’s security culture,” *African Affairs* 106(423): pp. 253- 279.

Week 13. North America and the Transatlantic Region

Class 25: North America, the Transatlantic, & the Future of NATO

Francesco Duina (2016), “North America and the Transatlantic Area” in Tanja A. Börzel and Thomas Risse (eds.), *Oxford Handbook on Comparative Regionalism*. Oxford: Oxford University Press. **(BB)**

Rodrigo Taveres (2010), “Chapter 12: North Atlantic Treaty Organization (NATO),” in *Regional Security*. New York: Routledge Press, pp. 143-151. **(BB)**

Celeste A. Wallander (2018), “NATO’s Enemies Within: How Democratic Decline Could Destroy the Alliance” *Foreign Affairs*, July/August 2018, pp. 70-81. **(BB)**

Class 26: No Class (Thanksgiving Break, November 21-25)

Week 14. South and Latin America

Class 27: South and Latin American Regionalism

Class 28: Contemporary Challenges: Rise of UNASUR and the Decline of US Hegemony

Jorge I. Domínguez (2007), “International Cooperation in Latin America: the design of regional institution by slow accretion,” in Amitav Acharya and Alastair Iain Johnston (eds.), *Crafting Cooperation: Regional International Institutions in International Politics*. Cambridge: Cambridge University Press, pp. 83-128. **(BB)**

Detlef Nolte and Leslie Wehner (2013), “UNASUR and regional security in South America,” in Stephen Aris and Andreas Wenger (eds.), *Regional Organisations and Security: Conceptions and practices*. London: Routledge Press, pp. 183-202. **(BB)**

Joseph S. Tulchin (2017), “Regional Security in Latin America after US Hegemony” in Suarez M., Villa R., Weiffen B. (eds), *Power Dynamics and Regional Security in Latin America*. London: Palgrave Macmillan, pp. 27-51. **(BB)**

Recommended:

Tussie, Diana (2009), “Latin America: Contrasting Motivations for Regional Projects” *Review of International Studies* 35: pp. 169–188.

Note: This is a draft syllabus. An updated version will be provided during or in advance of Week 1 of the course.

Heine, Jorge (2006), "Between a rock and a hard place: Latin America and multilateralism after 9/11" in *Multilateralism under challenge? Power, international order, and structural change*, edited by Edward Newman, Ramesh Thakur, and John Tirman. Tokyo: United Nations Press, pp. 481–503.

Gurzan, Efe Can (2010), "New Regionalisms and Radical Identity Formation in Latin America: Towards an "Alter-Global" Paradigm" *Journal of Social Research and Policy* 2: pp. 19-33.

Week 15. Regional Peace & Review

Class 29: Debating the Prospects for Regional Peace

Benjamin Miller (2000), "Explaining Variation in Regional Peace: Three Strategies for Peacemaking" *Cooperation and Conflict* 35(2): pp. 155-192. **(BB)**

Battaglino, Jorge Mario (2012), "The coexistence of peace and conflict in South America: toward a new conceptualization of types of peace" *Revista Brasileira de Política Internacional* 55(2): pp. 131-151. **(BB)**

Class 30: Review Class

Final Exam: TBA