

International Relations 4703F
Fall Semester 2023
Contemporary Challenges in the Global Community I

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COURSE DESCRIPTION: IR4703F is one of the capstone seminars for students in the international relations program. In this course, you will examine how the history of the international system and community, as well as the history of Canada in the world, contribute to public discussion and public policy about urgent contemporary challenges. The format of the course is to produce a report or document of some kind that contributes to some aspect of international affairs today. You will work as a group and in smaller sub-groups to produce your final project. The theme of the course changes every year and is linked to current developments in world affairs and Canadian foreign policy. In previous years, we have done a feminist audit of Canadian foreign policy, designed a campaign to get Canada elected to the United Nations Security Council, and developed a plan for Canada to transition to green energy. This year, you will answer the following question: **Is the current global order under threat?** There is a lively and on-going public debate about the state of the current international order, much of which focuses on perceived threats. You will assess the current state of the global order, assess threats and challenges, and make a case about how to understand the global order today. You will also study international orders of the past to better understand how orders are created, evolve, and end.

Prerequisite: Enrollment in year 4 of the Honours Specialization in International Relations Module, or permission of the departments.

Antirequisite: The former International Relations 4701E, the former International Relations 4702E.

LEARNING OUTCOMES:

Develop and refine your understanding of the establishment, norms, drivers, dynamics, purpose and characteristics of the global order, with particular emphasis on the current order.

Develop your understanding of the relevance of history to policy makers.

Refine your skills of deep and diverse research.

Refine your academic writing style and develop skills of communicating to non-academic audiences.

Develop your ability to work collaboratively, identifying the specific roles that your skills and personality are well-suited to.

COURSE MATERIALS:

Draft syllabus for IR4703F, 2023. The final version will be posted to the class Owlsite.

You will be assigned readings for the first few weeks of the semester. Readings with an *are available online or in digital form through Weldon library. I will upload other readings to our class Owlsite. After that, you will be doing self-directed deep research and you will be generating your own reading list and bibliography.

METHODS OF EVALUATION:

1. Book review. There is an extensive literature on international orders, past and present. The purpose of this assignment is to immerse yourself in the work of one scholar. When everyone reads one book, the class will be familiar with a wide-ranging literature. Below is the list of books to choose from; every person will read a different book. If you want to review a book that isn't on the list, let me know ahead of time. Your review should describe and assess the author's argument, discuss the conception of order and the process of ordering, and identify ideas or points that you believe are relevant to contemporary discussions of global order. Your review should be 1250-1500 words. It is due on 22 September at 5 pm. It is worth 10% of your final mark.

Adom Getachew, *Worldmaking after Empire: The Rise and Fall of Self-Determination* (Princeton University Press, 2019)

Glenda Sluga, *The Invention of International Order: Remaking Europe after Napoleon* (Princeton University Press, 2021)

G. John Ikenberry, *After Victory: Institutions, Strategic Restraint and the Rebuilding of Order after Major Wars* (Princeton University Press 2001 – there is a newer edition)

Tim Dunne and Trine Flockhart, *Liberal World Orders* (Oxford University Press, 2013)

Alexander Cooley and Daniel Nexon, *Exit from Hegemony: The Unravelling of the American Global Order* (New York: Oxford University Press, 2020)

Amitav Acharya, *Constructing Global Order. Agency and Change in World Politics* (Cambridge University Press, 2018)

Muthiah Alagappa, ed., *Asian Security Order: Instrumental and Normative Features* (Stanford University Press, 2002)

Peter Jackson, Will Mulligan and Glenda Sluga, eds, *Peacemaking and International Order after the First World War* (Cambridge University Press, 2023)

Andrew Phillips and Christian Reus-Smit, *Culture and Order in World Politics* (Cambridge University Press, 2020)

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Francine McKenzie, *Rebuilding the Postwar Order: Peace, Security and the UN-System, 1941-1948* (Bloomsbury 2023)

Alexander Cooley and Daniel Nexon, *Exit from Hegemony: The Unravelling of the American Global Order* (Oxford University Press, 2020)

Duncan Bell, *The idea of Greater Britain: empire and the future of world order 1860-1900* (Princeton University Press, 2007) OR

Duncan Bell, ed., *Victorian Visions of Global Order: Empire and International Relations in Nineteenth-Century Political Thought* (Cambridge University Press, 2007)

Ayşe Zarakol, *Before the West: The Rise and Fall of Eastern World Orders* (Cambridge University Press, 2022)

Patrick Cohrs, *The New Atlantic Order: The Transformation of International Politics, 1860–1933* (Cambridge University Press, 2022)

Adam Tooze, *The Deluge: The Great War, America and the Remaking of the Global Order, 1916-1931* (Penguin, 2015)

Or Rosenboim, *The Emergence of Globalism: Visions of World Order in Britain and the United States. 1939–1950* (Princeton University Press, 2017)

Sebastian Conrad and Dominic Sachsenmaier, eds., *Competing Visions of World Order, Global Moment and Movements 1880s–1930s* (Palgrave, 2007)

Duncan Bell, *Re-Ordering the World: Essays on Liberalism and Empire* (Princeton University Press, 2016)

Duncan Bell, *Dreamworlds of Race: Empire and the Utopian Destiny of Anglo-America* (Princeton University Press, 2020)

2. Case study memo: You can work alone or in pairs to make a case for the inclusion of a specific case study. Your goal is to outline and assess a current “threat” or challenge, explain how it figures into current discussion and why it important to understand the state of the current order. Your aim is to convince your classmates that your case study is essential to the group project. The memo should be 1000 words and should include footnotes and a bibliography. Your memos are due on Friday, 29 September at 5pm. Please also upload your memo to the Forum section on the class Owlsite. Everyone is expected to review the memos before class on Monday, 2 October. The memo is worth 15% of your final mark.

3. Case study for group project: You should expect to work on two issue areas, as a principal member in one and as a supporting member in another. Having students work in two groups helps to circulate ideas and contributes to the final coherence of the project. Your case studies are worth 55% of your final grade. Each case study will receive its own grade. Your individual grade for each group will average the final marks for both case studies, 40% for the case study in which you were a principal member and 15% for the case study in which you were a supporting member. In the event you all end up working on one case study, it will be worth 55% of your final mark.
4. Preparation and Participation: The success of the group project depends on everyone's consistent commitment and contributions. This project cannot be pulled off in a few frantic weeks. Much of the work for the group project takes place outside of class time and in small groups. For your P & P mark, I will look at your weekly preparation and participation. You will also submit logs that describe your week to week engagement in the class and the evolution of your ideas, as well as a self-evaluation. You should download the log and self-evaluation at the start of the class and start working on them right away. You will submit the log and self-reflections after the meeting with experts, on 5 December 2022, by 11:59 pm. There are many ways to contribute to your P&P mark include: thoughtful comments in weekly class discussions; defining the scope, purpose and vision of the project; generating useful ideas; leading class discussion; peer review for other case studies; preparing the bibliography; writing the executive summary; formatting the final project; being a member of the final editing team; organizing meetings for your small group; taking notes; setting agendas; resolving disputes etc. Preparation and Participation is worth 20% of your final mark.

Late policy for **all** assignments: 5% a day, including weekends.

CLASS SCHEDULE:

In the first few weeks, we will use our class time for structured and wide-ranging discussion and to organize the group project. We will meet every week in our scheduled class time to reflect on what work has been done, to discuss higher order questions about the project, and to figure out the nuts and bolts to bring all the component pieces together. The last class will be dedicated to a discussion with experts. Communication and time management are crucial to the success of the project. You should expect to meet with the people you are working with outside of class time. I do not expect that this class will take more time and energy than any other class. In general, I expect you to work productively for five hours every week. If everyone does their share, the project will be well done and completed on time.

This is a student-led class. That presents opportunities and challenges. My role is to lay out a road map and help you to stick to it. I will respond to your substantive ideas and I will help with organizational matters too. I am both a manager and a teacher. You will check in with me

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regularly. I will evaluate your work, but you are really accountable to yourselves. I hope you will see this class as an opportunity to show what you are capable of. I want you to think independently, boldly and creatively. Based on past projects and classes, I know that you can achieve great things.

Below is a draft schedule that gives you an idea of the timeline. We need to begin working purposefully and productively right away.

11 September: Introductions and discussion of the group project.

Readings to do before class.

Dan Gorman and Francine McKenzie, 'Histories of Global Order', *H-Diplo Discussion Forum*, 25 March 2022, <https://issforum.org/category/forums> *

Adam Tooze, 'Everything you know about global order is wrong', 30 January 2019, *Foreign Policy*, <https://foreignpolicy.com/2019/01/30/everything-you-know-about-global-order-is-wrong/>*

Dani Rodrik and Stephen Walt, 'How to Construct a New Global Order', 24 May 2021, file:///C:/Users/Francine/Downloads/RWP21-013_Rodrik_Walt.pdf

18 September: Historical context: The rise, evolution and fall of previous orders.

Readings to do before class: as much of the book you are reviewing as possible. The discussion will be based on the books you are reviewing. The reviews are due at the end of this week but you should be well advanced in your reading of the book so that we can have a productive discussion.

25 September: What is the global order? Is it under threat?

Reading to do before class:

Alastair Iain Johnston, 'China in a world of orders: Rethinking Compliance and Challenge in Beijing's International Relations', *International Security*, Vol. 44, No. 2, Fall 2019, 9-60.*

Report of the Secretary General of the United Nations, *Our Common Agenda* (2021), https://www.un.org/en/content/common-agenda-report/assets/pdf/Common_Agenda_Report_English.pdf

Before class, please submit a definition of order based on the work you have done so far, work in other classes, and your own reflection. Post them to the forum by Friday, 22 September by 5pm. By the end of the class, we will identify the most promising definitions of order and generate a list of threats, challenges and conditions that you can discuss in your memos.

I will ask for volunteers to review the definitions and lead the first hour of class discussion.

2 October: Memos: What are the most urgent or meaningful threats? What is the best response to these threats? Should we create a new global order?

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Reading to do before class: the memos, posted to the forum by Friday, 29 September at 5pm.

By the end of the class, we will decide on case studies and set up small working groups. Deep research begins.

9 October: No class for Thanksgiving

16 October: Presentation of work done on case studies 1: Each group will discuss their case study, explaining how the threat or challenge has emerged and evolved. Who sees this as a threat? Is it, in your assessment, a threat to the global order?

23 October: Presentation of case studies 2: What is the best response to threats and perceived threats? Lay out your recommendations, with a justification.

If you haven't started already, you need to start writing after this class,.

31 October – 6 November: Fall Reading Week

6 November: What do the case studies add up to? Do they cohere and what can we conclude about the state of the global order? How will these different studies become one report?

13 November: Submit a polished draft of your case study for peer review. What other parts do we need to prepare (such as an executive summary, conclusion, bibliography, and graphics)?

20 November: Every section of the project must be finished so that a final editing team can put the project together.

27 November: Put the finishing touches on the project so that I can send it to the experts.

4 December: Meet with the experts.

Additional Statements:

Please review the Department of History's shared policies and statements for all undergraduate courses at: https://history.uwo.ca/undergraduate/program_module_information/policies.html for important information regarding accessibility options, make-up exams, medical accommodations, health and wellness, academic integrity, plagiarism, and more.