

**POLS 381: Regional Security  
Fall 2020, Online**

Department of Political Science, Northern Illinois University  
Online Seminars: Tuesdays, 2:00-3:25pm

**Instructor:** Prof. Aarie Glas

Online Office Hours: Thursdays, 1:45-3:15pm via Blackboard Collaborate (& by appointment)

Email: [aglas@niu.edu](mailto:aglas@niu.edu)

Pronouns: He/him

**Teaching Assistant:** Mr. Sarwar Minar

Online Office Hours: Fridays, 11am-12pm via Blackboard Collaborate (& by appointment)

Email: [sarwar.minar@niu.edu](mailto:sarwar.minar@niu.edu)

Pronouns: He/him

## **I. Course Description**

Why are some regions peaceful while others are conflictual? How do some regions transform from war-prone to peaceful? Why does cooperation collapse? What roles do international organizations play in regional security and cooperation? In this course we will answer these important questions of International Relations (IR). To do so, we will explore relevant IR theory alongside contemporary regional issues including African Union peacekeeping, Brexit and the EU, NATO and the state of North Atlantic unity, ASEAN and the South China Sea, and many 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. 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

## **III. Class Format and Requirements**

This is an online course. Students must attend a live 40-minute seminar each Tuesday (weeks 3-15), view a pre-recorded lecture or lectures each week, and complete required readings and assignments.

**Seminar:**

A live online seminar will be held each Tuesday via Blackboard Collaborate. Students are **required** to participate in their assigned seminar each week from Module 3 to Module 15. Seminars are 40-minutes long. Seminars are led by the Teaching Assistant, Sarwar Minar.

Seminars allow you time to discuss and debate issues related to the required reading material and lecture **from the previous week** (e.g. in Module 3's seminar you will discuss the Module 2 readings/lecture). They are also the place to share ideas as you work through course assignments.

Students will be randomly divided in two groups, Seminar A and Seminar B, during the second week of class (i.e. in Module 2). You will be altered to your group during Module 2. You cannot change groups once assigned. The seminar groups are:

**Seminar A**, which will meet from 2:00 to 2:40pm on Tuesdays

**Seminar B**, which will meet from 2:45 to 3:25pm on Tuesdays

\*If you cannot attend your assigned seminar, alert Prof. Glas within or before Module 2.

**Lecture:**

A pre-recorded lecture, led by Prof. Glas, will be posted by the end of the day each Wednesday (both as a video and pdf slides). Students should review the lecture material any time before the next Tuesday seminar. It is best if you view the lecture after completing the required readings for the relevant module (it will be most straightforward). Students are encouraged to attend Prof. Glas' weekly office hours to chat about the lecture material.

**Office Hours:**

Office hours are provided each week via Blackboard Collaborate (see page 1). These are optional online 'drop-in' times for students to have some one-on-one or small group discussions with your instructor and TA. Please attend as often as you like! Both Prof. Glas and Sarwar are available each week to chat about course and lecture material, assignment preparations, feedback you have received, and anything else we can help you with! Alternative times can be arranged. Visiting office hours is the best way to ask questions, address concerns, and to prepare for assignments and exams.

**Communication:**

**Announcements:** Blackboard announcements will be used for course communication. These will also be sent by email to your NIU email address. It is important to check your email and the Blackboard website regularly.

**Email:** Both the instructor and the Teaching Assistant are available by email if you have questions or concerns any time during the course. Consider emails to your instructors and TAs as professional communications. Please be respectful and formal, and proof-read your correspondence. All email communication must be done from your NIU email address and must include the course code. Those two requirements help us ensure emails are received and read in a timely manner. A 24-hour turnaround time during the work week should be anticipated (longer over the weekend).

**Note:** Please consult the syllabus and assignment documents prior to emailing as they may help answer your question. Major questions regarding course materials or detailed concerns and questions about the assignments are best discussed in seminar or office hours.

### **Technical Requirements:**

This course will use Blackboard Ultra as our course webpage. Students should familiarize themselves with Blackboard and all technical requirements as soon as possible. If you have technical concerns, NIU's IT services may be able to assist. In addition, there are many instructional videos online via Google, YouTube, etc. To start, please see:

- NIU Blackboard FAQ: <https://www.niu.edu/blackboard/faq/index.shtml>
- NIU Blackboard Help: <https://www.niu.edu/blackboard/access/help.shtml>

Please make use of a reliable computer or laptop for this course and ensure you have a reliable internet connection, especially when submitting assignments and taking quizzes and the exams.

### **Time, Energy and Reading Requirements:**

While an online course like this is appealing because it allows flexibility for students to complete most of the work, please be sure to keep up with course materials and plan ahead to meet assignment deadlines.

At a minimum, this course requires students read roughly 35-55 pages of academic work, review roughly 1 hour of lecture material, and attend and participate in at least 40 minutes of live, synchronous discussion (via your seminar) each week. Students should expect to devote roughly 8 hours per week to this course.

**Need help?** If you ever need help with the course materials or assignments, ensure you reach out – both your instructor and your TA are here for you! We both want you to succeed in the course. We also want you to enjoy it!

## **IV. Grade Distribution**

<b>Assignment</b>	<b>Course Points</b>
Seminar Participation	5
Reading Quizzes	10
Midterm Exam	20
Media Assignment	
a. Seminar Discussion	
b. Pitch & Annotated Bibliography	10
c. Media Project	25
Final Exam	30
Bonus: Discussion Board	2 (max)

## **V. Course Assessment**

**1. Seminar Participation (5 points):** Students are expected to read, reflect upon, and be prepared to discuss the required readings for each weekly seminar, which run from **Module 3 to Module 13**.

This is intended as a space for you! It is intended as a means to discuss the readings with your TA, debate issues with your student colleagues, and, importantly, improve your score in the class! All you need to do is show up and chat a bit about the readings with your TA and your colleagues each week and you will raise your score in the class.

Full attendance and continual active participation will lead to 5/5 points. Full attendance and irregular or limited participation will lead to 4 points. Limited attendance and participation will lead to 3 or less points as decided by your TA.

**Note:** Students may miss any one (1) seminar without penalty. Missing more than one seminar will lead to a reduction in marks, unless approval is granted in advance.

If you have concerns about your performance or your ability to confidently engage within the seminar or class more generally, please speak with your instructor or Teaching Assistant.

**2. Reading Check-In Quizzes (10 points):** These are short, timed quizzes that test knowledge of the *required* readings for the Module in which the quiz is held (e.g. Quiz 1 draws on the required readings for Module 1, Quiz 2 on the required readings for Module 2, etc.). Quizzes consist of multiple choice and/or short answer questions. Questions are straightforward. They are intended to reward students for completing and reflecting on the required readings. You will have 11 quizzes, each worth 1 course point. Only your best 10 quizzes count (so you can miss one without penalty). You may write the quiz any time, Monday to Friday, during the Module in which they are held.

**3. Midterm Exam (20 points):** The midterm exam consists of multiple choice, short answer and/or long answer questions. Students will have 75 minutes (one hour and 15 minutes) to write the exam. You are able to sit the exam any time during day it is scheduled (see below). Details and recommendations will be provided in advance of the Exam.

**4. Media Assignment:** Students are required to complete an argumentative research assignment in the media of their choice. This could be a short podcast (15-20 minutes), a short documentary video (15-20 minutes), an annotated photo-essay (15-30 photos with 3-5 sentences of text for each photo), or a short argumentative essay (7-10 double spaced pages). Each project must also include a properly formatted bibliography (with 8-10 scholarly sources referenced in the assignment). The assignment will be completed over three steps. Full details will be provided by Module 4.

**a. Seminar Discussion:** All students are required to share preliminary ideas in Seminar during Modules 9 or 10. There are no course points awarded, but this counts towards your participation score.

**b. Pitch and Annotated Bibliography (10 points):** This short components requires a 1-page “pitch” of your proposed investigation including: a topic statement, thesis, and “skeleton plan” of your argument (e.g. headings for the essay, topics for different sections of your podcast, or the parts of your documentary). In addition you are required to provide an annotated bibliography for 6-8 scholarly sources (i.e. articles, book chapters, or books). Each annotation should be 50-100 words and must (a) describe the main argument of the source and (b) how it is relevant to your argument.

**c. Media Project (25 points):** Regardless of the media, the project will be assessed based on the level and clarity of your argument, the depth and detail of your evidence, the polish of your presentation (including clear references or citations to your research materials), and the breadth and quality of your research (including a properly formatted bibliography).

**5. Final Exam (30 points):** The final exam is cumulative, but with a particular focus on course material since the Midterm Exam. It will consist of multiple choice, short answer and/or long-answer questions. Students will have 90 minutes (1 hour and 30 minutes) to write the exam and be able to sit the exam any time during day it is scheduled. Details and recommendations will be provided in advance of the Exam.

**6. Discussion Board Bonus Points (Maximum 2 points):** There is an *optional* student-led discussion board on the Blackboard course page (top right menu). This is a place for all students to raise questions and chat about materials together. Sarwar and Prof. Glas will review the board from time to time and may answer the occasional question or provide comment. However, that is a space for student-to-student discussion. If you ask/answer more than 10 questions in a productive and detailed way, expect a 2 course point bonus to your final score in the course. If you ask/answer about 6, expect 1 bonus point. If you ask/answer about 3 questions, expect 0.5.

## VI. Online Test-Taking

All quizzes and exams are **open book**. Students are encouraged to consult notes on readings and lectures, but to do so sparingly. It is not wise to overly rely on notes and it is not feasible to consult readings (at all) while you sit the quizzes or exams – you will run out of time. Students should prepare for the quizzes and exams as you would an in-class quiz or exam.

Questions for all exams and quizzes will be drawn from “question pools” for each component. This means questions for quizzes and exams will be different for each student.

**Note:** Do not consult with others while writing quizzes and exams. It is strictly **forbidden** to consult with anyone (e.g. another student, friend or family member) while completing these assignments. Evidence of such behaviour will lead to a zero on the component and/or a zero in the course and further sanctions as appropriate. We will be looking for evidence of such behavior and treat it as serious academic dishonesty (see Academic Integrity below).

## VII. Assignment Submission

Course assignments will be submitted Blackboard. All assignments will be inspected using plagiarism detection tools. Assignments are ***not* accepted via email**.

Written course assignments must be clearly and formally **cited**. A **bibliography** is required for your Media Assignment regardless of your chosen media (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](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**.

## VIII. Extensions, Appeals, and Incompletes

**Extensions and accommodations** are possible for documented medical or family emergencies, or additional circumstances when agreed upon with the Instructor in advance. These are challenging times and Prof. Glas will be understanding if you approach him earnestly and early, when possible.

If you think you need to delay taking an exam or submitting a written assignment, speak to your Instructor via email or in office hours as soon as possible. Generally, at least *two weeks* before the exam/due date is a good time to request accommodation, when 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).

**Grade appeals** are possible. To appeal a grade you must write a brief and formal appeal (0.5-1 page). The appeal should outline the rationale for the request. Be specific. Note that effort or time spent are not grounds for appeal. Send your appeal to your Instructor via email and await next steps.

Requests for an “**Incomplete**” designation of this course are only accepted under extenuating and documented circumstances, and only at the discretion of your Instructor.

## IX. Academic Integrity

This course will take academic misconduct seriously. All work submitted must be a students’ 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. 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.

## X. Course Materials

**Required readings:** There is one (1) 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 book. It is available through the NIU Bookstore. It is also widely available online in electronic or paper versions through online retailers, both new and used, and at a reasonable cost.

All additional required readings are available *free* online through the NIU library or other online sources. When not widely available they will be posted as PDF files on Blackboard (**BB** in the below schedule. See the “Course Readings” folder under “Course Content” for these PDF files).

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

**Reading academic articles:** Reading academic articles is (often) a real challenge. For some tips to how to read scholarly academic work please watch this short video:

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

**Current events:** Students are encouraged to follow current events related to regional politics and organizations. Some reputable and accessible outlets include: The Guardian, Washington Post, New York Times, and The Economist. For a very quick and easy daily read, see the BBC World News (<https://www.bbc.com/news>).

## XI. Our Online Space and Issues of Accessibility

Together will foster a comfortable, engaging, and accessible scholarly environment together in this course. All students should feel welcome to attend and speak freely and to request assistance and accommodation whenever they need it. To this end, we will approach this course as colleagues, and will treat each other with respect and dignity at all times.

Your TA and Instructor are committed to making reasonable accommodations for persons with documented disabilities and or who may have cause for variation in course policy.

If any disabilities may impact on coursework or other academic requirements, it is best to notify both your Instructor and the Disability Resource Center (Tel. Tel. 815-753-1303 / Email. [drc@niu.edu](mailto:drc@niu.edu)) 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 reach out to Prof. Glas.

## **XII. 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.

Should you want to update your preferred/proper name, you can do here:

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

## **XIII. Letter Grade Distribution:**

Students will receive a score for each assignment out of the relevant weight noted above. The final score will 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-		

## **XIV. Anxieties and Getting Help**

These are extremely stressful times – for many reasons. You are not alone in feeling it. All are living with unsettling uncertainty and this affects our lives in many, many ways. Such feelings may be persistent or may come on suddenly. As a group in this course, we should all promise to be patient with each other and to help support a healthy learning environment as best we can. If you or somebody you know is struggling with anxiety or other issues, do not hesitate to reach out.

Resources available include the [DRC \(https://www.niu.edu/disability/index.shtml\)](https://www.niu.edu/disability/index.shtml), [Student Counseling Services \(https://www.niu.edu/counseling/\)](https://www.niu.edu/counseling/) or call 815-306-2777. As always, in the event of a crisis call for immediate help via 911 or other general support services listed here: <https://www.niu.edu/helping-huskies-thrive/get-help-now/index.shtml>.

## XV. Class Schedule Overview:

<u>Module</u>	<u>Week of</u>	<u>Topic</u>	<u>Assignment(s)</u>
<b><u>Part I. Theory and Concepts</u></b>			
1	August 24	Introduction	Quiz 1 (no seminar this week)
2	August 31	Regional Transformations and Regional Organizations	Quiz 2 (no seminar this week)
3	September 7	Realist Perspectives: The Role of Power	Quiz 3 (seminars <u>begin</u> this week)
4	September 14	Liberal Perspectives: The Role of Interdependence and Organizations	Quiz 4
5	September 21	Constructivist Perspectives: The Role of Ideas, Norms and Identity	Quiz 5
6	September 28	How Regions are Made	Quiz 6
7	October 5	How Regions Shape Regions	Quiz 7
8	October 12	Review & Midterm Exam	Midterm Exam: Friday Oct. 16
<b><u>Part II. Applications</u></b>			
9	October 19	Europe and the EU	Quiz 8
10	October 26	Southeast Asia and ASEAN	Pitch & Annotated Bibliography due: Friday, Oct. 30, 11:59pm
11	November 2	Africa and the AU	Quiz 9
12	November 9	The Transatlantic Region and NATO	Quiz 10
13	November 16	South and Latin America	Quiz 11
14	November 23	Re-Thinking Regional Peace	Media Assignment due: Thursday Nov. 26, 11:59pm
15	November 30	Review	
16	December 7	Final Exam	Final Exam: Monday, Dec. 7 (no seminar this week)

**Note:** Topics and readings may be subject to change.

## XVI. Detailed Class Schedule

### Part I. Theory & Concepts

#### Module 1. Introduction

\*There are *no* seminars this week. They begin in Module 3.

- Read this Syllabus in full and familiarize yourself with the Blackboard Ultra course page
- Amelia Hoover Green (2013), “How to Read an Academic Article,” <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>
- View: “How to Read a Scholarly Article” *University of Western Ontario, Western Libraries*. <https://www.lib.uwo.ca/tutorials/howtoreadascholarlyarticle/index.html>
- Stephen Walt (1998) “International Relations: One World, Many Theories”, *Foreign Policy* 110: pp. pp. 29-32, 34-46. **(BB)**

#### Module 2. Regional Transformations and Regional Organizations

\*There are *no* seminars this week (Tuesday, Sept. 3 is the Labor Day holiday). Seminars begin next week, in Module 3.

- T.V. Paul, “Regional transformation in international relations” in **Paul 2012**, pp. 2-22.
- Aarie Glas and David Zarnett (2020), “Regional Organizations” in Fen Osler Hampson, Alp Özerdem, and Jonathan Kent (eds.), *Routledge Handbook of Peace, Security and Development*. London: Routledge, pp. 348-363. **(BB)**

Recommended:

- Amitav Acharya (2016), “Regionalism Beyond EU-Centrism,” in Tanja A. Börzel and Thomas Risse (eds.), *Oxford Handbook on Comparative Regionalism*. Oxford: Oxford University Press. **(BB)**
- 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](http://cadmus.eui.eu/bitstream/handle/1814/27701/RSCAS_2013_62.pdf?sequence=1&isAllowed=y)

### Module 3. Realist Perspectives: The Role of Power

\*Required seminars begin this week (Tuesday)! Remember that your seminar covers the material from the *previous* week. This seminar discusses Module 2 readings and lecture. Be sure to attend your assigned seminar group (i.e. Seminar A or B) and attend on time.

- William C. Wohlforth (2008), “Realism” *Oxford Handbook of International Relations*, pp. 131-149 (Available as an eBook, NIU Library)
- Selection from: Dale E. Copeland (2012), “Realism and Neorealism in the study of regional conflict”, in **Paul 2012**. You only need to read the section, “Regional subsystems and realist theories of war”, pp. 54-62.
- 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:  
<http://poli.vub.ac.be/publi/orderbooks/myth/08Grieco.pdf>

Recommended:

- Dale E. Copeland, “Realism and Neorealism in the study of regional conflict”, in **Paul 2012**, pp. 49-73.
- Jeffrey W. Taliaferro, “Neoclassical realism and the study of regional order”, in **Paul 2012**, pp. 74-103.

### Module 4. Liberal Perspectives: The Role of Interdependence and Organizations

\*Required seminars continue this week (each Tuesday until the end of semester). Remember that your seminar covers the material from the *previous* week. This seminar discusses Module 3 readings and lecture. Be sure to attend your assigned seminar group (i.e. Seminar A or B) and attend on time.

- Jeffrey W. Meiser (2012), “Introducing Liberalism in International Relations Theory” *E-IR*  
<https://www.e-ir.info/2018/02/18/introducing-liberalism-in-international-relations-theory/>
- John M. Owen, IV, “Economic interdependence and regional peace”, in **Paul 2012**, pp. 107-132.
- Stephanie C. Hofmann and Frédéric Mérand, “Regional organizations *à la carte*: the effects of institutional elasticity,” in **Paul 2012**, pp. 133-157.

Recommended:

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

- John R. Oneal (2012), “Transforming regional security through liberal reforms,” in **Paul 2012**, pp. 158-180.

### **Module 5. Constructivist Perspectives: The Role of Ideas, Norms and Identity**

- Ian Hurd (2008), “Constructivism” *Oxford Handbook of International Relations*, pp. 298-316. **(Available as an eBook, NIU Library)**
- Amitav Acharya (2012), “Ideas, Norms and Regional Orders,” **Paul 2012**, pp. 183-209.

#### Recommended:

- Alice Ba and Matthew J. Hoffmann (2005), “Making and Remaking the World for IR 101” *International Studies Perspectives* 4: pp. 15–33. **(BB)**
- 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)**
- Aarie Glas (2017), “Habits of Peace: Long-Term Regional Cooperation in Southeast Asia,” *European Journal of International Relations* 23(4): pp. 833-856.

### **Module 6. How Regions are Made**

- Barry Buzan (2012), “How regions were made, and the legacies for world politics: an English School reconnaissance,” in **Paul 2012**, pp. 23-46.
- 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. 15-40. **(BB)**

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

## Module 7. How Regions Shape Regions

- Tobias Lenz (2013), “External Influences on Regionalism: Studying EU Diffusion and Its Limits” *E-IR*, <https://www.e-ir.info/2013/07/17/external-influences-on-regionalism-studying-eu-diffusion-and-its-limits/>
- 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](http://userpage.fu-berlin.de/kfgeu/kfgwp/wpseries/WorkingPaperKFG_7.pdf)
- Ben Rosamond (2005), “Conceptualising the EU model of governance in world politics,” *University of Warwick*. Available online: <https://pdfs.semanticscholar.org/2ba3/118072a09b618e7ccf94322d0dd1d4ef7753.pdf>

### Recommended:

- Thomas Diez (2005), “Constructing the Self and Changing Others: Reconsidering ‘Normative Power Europe’,” *Millennium: Journal of International Studies* 33(3): pp. 613-636. **(BB)**
- Tobias Lenz and Alexandr Burilkov (2017), “Institutional pioneers in world politics: Regional institution building and the influence of the European Union,” *European Journal of International Affairs* 23(3): pp. 654-680. **(BB)**

## Module 8. Review and Midterm

Midterm Exam: Friday, October 16.

- No required readings. Please catch up on readings you’ve missed and make use your seminar and office hours to ask questions!

## **Part II. Applications**

### **Module 9. Europe and the EU**

- Ian Hurd (2017), “The European Union and Regional Organizations” in *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press, pp. 255-268. **(BB)**.
- Pascal Fontaine (2014), “Europe in Twelve Lessons.” Available online: <https://publications.europa.eu/en/publication-detail/-/publication/2d85274b-0093-4e38-896a-12518d629057>
- BBC News (2020), “Brexit: All you need to know about the UK leaving the EU” Available Online: <https://www.bbc.com/news/uk-politics-32810887>
- Tim Oliver (2017), “Theory and Brexit: can theoretical approaches help us understand Brexit?” *LSE Blog*. <https://blogs.lse.ac.uk/brexit/2017/03/14/theory-and-brexit-can-theoretical-approaches-help-us-understand-brexit/>

Recommended:

- Desmond Dinan (2014), *Europe Recast: A History of the European Union*. 2<sup>nd</sup> Edition. London: Lynn Rienner. Introduction and Chapter 1 (pp. 1-51) **(BB)**
- European Union (n.d.), “The History of the European Union.” Available online: [https://europa.eu/european-union/about-eu/history\\_en](https://europa.eu/european-union/about-eu/history_en)
- Watch: “Is the European Union Worth It Or Should We End It?” *Kurzgesagt – In a Nutshell* YouTube: <https://www.youtube.com/watch?v=XxutY7ss1v4>

### **Module 10. Southeast Asia and ASEAN**

- Ian Hurd (2017), “The European Union and Regional Organizations,” in *International Organizations: Politics, Law, Practice*. Cambridge: Cambridge University Press, pp. 274-277. **(BB)**.
- R. M. Marty M. Natalegawa (2017), “The Expansion of ASEAN and the Changing Dynamics of Southeast Asia,” *Contemporary Southeast Asia: A Journal of International & Strategic Affairs* 39(2): pp. 232-238. **(BB)**
- Timo Kivimaki (2001), “The Long Peace of ASEAN,” *Journal of Peace Research* 38(1): pp. 5-25. **(BB)**
- Mark Beeson (2019), “The great ASEAN Rorschach test,” *The Pacific Review*, 3(4): pp. 1-8. **(BB)**

Recommended:

- 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. Available Online: <https://www.adb.org/sites/default/files/publication/156296/adbi-wp441.pdf>
- 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.
- “ASEAN@50,” *Southeast Asia Crossroads Podcast* with Alice D. Ba, John Brandon, Aarie Glas, Eric Jones: [soundcloud.com/seacrossroads/association-of-southeast-asian-nations-final-edit](https://soundcloud.com/seacrossroads/association-of-southeast-asian-nations-final-edit).

## Module 11. Africa and the AU

- 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)**
- Paul D. Williams (2014), “Reflections on the Evolving African Peace and Security Architecture” *African Security* 7(3): pp. 147-162. **(BB)**
- Paul D. Williams et al. (2018), “Assessing the Effectiveness of the African Union Mission in Somalia/AMISOM” *Effectiveness of Peace Operations Network Report*. Oslo: Norwegian Institute of International Affairs. <https://nupi.brage.unit.no/nupi-xmlui/bitstream/handle/11250/2597243/EPON-AMISOM-Report%201-2018.pdf?sequence=6>. Read the Executive Summary (pp. 11-16), Section 3. AMISOM: An Overview (pp. 55-72), and; Section 4. AMISOM’s Effects (pp. 73-82). (~30 pages total)

Recommended:

- Kate Holt (2011), “African Union troops in Mogadishu” *The Economist*: <https://www.youtube.com/watch?v=jnE5-URKsfk>
- Paul D. Williams (2008), “Keeping the Peace in Africa: Why ‘African’ Solutions Are Not Enough.” *Ethics & International Affairs* 22(3): pp. 309-329. **(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>

## Module 12. The Transatlantic Region and NATO

- Francesco Duina (2016), “North America and the Transatlantic Area” in Tanja A. Börzel and Thomas Risse (eds.), *Oxford Handbook of Comparative Regionalism*. Oxford: Oxford University Press, pp. 133-153. **(BB)**
- Rodrigo Taveres (2010), “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)**
- Mira Rapp-Hooper (2020), “Saving America’s Alliances: The United States Still Needs the System that Put It on Top,” *Foreign Affairs* March/April 2020, pp. 127-140. **(BB)**

### Recommended:

- Emmanuel Adler (2008), “The Spread of Security Communities: Communities of Practice, Self-Restraint, and NATO’s Post–Cold War Transformation” *European Journal of International Relations* 14(2): pp. 195-230 **(BB)**
- James Sperling and Mark Webber (2019), “Trump’s foreign policy and NATO: Exit and voice” *Review of International Studies* 45(3): pp. 511-526. **(BB)**
- Wilfrid Greaves (2020), “Democracy, Donald Trump and the Canada-US Security Community” *Canadian Journal of Political Science/ Revue canadienne de science politique*. DOI: <https://doi.org/10.1017/S0008423920000542> **(BB)**.

## Module 13. South and Latin America

- Joseph S. Tulchin (2017), “Regional Security in Latin America after US Hegemony” in Marcial A.G. Suarez, Rafael Duarte Villa, and Brigitte Weiffen (eds.) *Power Dynamics and Regional Security in Latin America*. London: Palgrave Macmillan, pp. 27-51. **(BB)**
- Monica Herz, Maira Siman and Ana Clara Telles (2017), “Regional Organizations, Conflict Resolution and Mediation in South America” in Marcial A.G. Suarez, Rafael Duarte Villa, and Brigitte Weiffen (eds.) *Power Dynamics and Regional Security in Latin America*. London: Palgrave Macmillan, pp. 123-148. **(BB)**

### Recommended:

- Jorge I. Dominguez (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)**

- Diana Tussie (2009), “Latin America: Contrasting Motivations for Regional Projects” *Review of International Studies* 35: pp. 169–188.
- Andrea Oelsner (2013), “The Institutional Identity of Regional Organizations, Or Mercosur’s Identity Crisis” *International Studies Quarterly* 57(1): pp. 115-127.

#### **Module 14. Re-Thinking Regional Peace**

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

Recommended:

- Stéfanie von Hlatky (2012), “Strategies and Mechanisms of regional change” in **Paul 2012**, pp. 283-298.
- Arie M. Kacowicz (1998), *Zones of peace in the Third World : South America and West Africa in comparative perspective* New York: State University of New York Press.

#### **Module 15. Review**

- No required readings. Please catch up on any readings you’ve missed and please make use the seminar and office hours to ask questions!

#### **Module 16. Final Exam**

There are no seminars this week.

**Final Exam: Monday December 7, 2020.**