



UNIVERSIDAD  
**esan**

# **Course syllabus**

## **Politics and International Relations**

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**August – December 2021**

**Term VIII**

**Del Castillo Reyes, Jorge**

## I. General features of the course

<b>Nombre del curso:</b>	Politics And International Relations / Política Y Relaciones Internacionales		
<b>Requisito:</b>	Procesos Económicos del Perú y América Latina	<b>Código:</b>	10236
<b>Precedente:</b>	No tiene	<b>Semestre:</b>	2021-2
<b>Créditos:</b>	4	<b>Ciclo:</b>	VIII
<b>Horas semanales:</b>	3	<b>Modalidad del curso:</b>	Remota-Síncrona
<b>Carrera(s)</b>	Economía y Negocios Internacionales	<b>Coordinadora del curso:</b>	Franciskovic Ingunza Jubitza <a href="mailto:ifranciskovic@esan.edu.pe">ifranciskovic@esan.edu.pe</a>

## II. Course summary

This course presents students with the most salient issues in Global Politics. It offers an overview of the International Relations system –its origins and foundations– and the basic configuration of the Middle East and Asia. It takes students through current challenges and pressures to democracy and the liberal order such as nationalism, populism and isolationism, and explores issues like global terrorism, political and economic trends in Latin America, and challenges to global leadership.

## III. Objectives of the course

The course will introduce students to the main concepts, theories and trends in global politics. Students will work with others in order to understand the challenges and opportunities that current international events pose to individuals, states and transnational actors. Students will also be able to discuss in written and oral form their interpretation and analysis of the international context using the academic language of Politics and International Relations.

## IV. Learning goals

### General

Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior. Also, understand and explain the main political, economic and cultural ideas and trends that shape the international stage today

### Specific

After completing the course, the student:

- Applies previous knowledge of international trade and economic regionalism to examine and interpret current events.
- Demonstrates knowledge of international political geography.

- Describes and analyze in an informed, articulate and respectful matter the main trends in current global politics.
- Follows current international events on a regular basis using trusted, critical sources.
- Summarizes his or her learning in written and oral forms using English.
- Displays critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
- Displays empathy, tolerance and respect for diverse ideas and points of view.
- Works collaboratively in small groups to produce an academic project focused on a political issue in a specific region.

## V. Methodology

The class meets once a week for a three-hour session where the instructor will facilitate the course contents during the first 85 minutes. Students will work collaboratively for 30 minutes and then participate in a wrap-up discussion for the remainder of the session.

Students will be required to follow current international events on a daily basis and prepare brief weekly presentations (newsflash) where they apply the concepts learned in class to a specific international situation. Eventually students will be required to take part in a discussion like forum and that will be evaluated as their overall participation.

Students will be regularly quizzed on the assigned readings, current events and geography. The instructor reserves the right to quiz students without prior notice.

Students will be required to debate and discuss real-life situations with a critical, constructive and respectful attitude. Difference of opinion will be valued and dialogue will be promoted as an important way of solving problems.

Each student will be assigned to present on the assigned readings on a fixed date.

The final exam will be a written test.

## VI. Evaluation

According to school policy, the evaluation system is continuous and integral. The final grade is calculated adding up the permanent evaluation (PEP) (50%); the midterm exam (EP) (20%) and the final exam (EF) (30%). The permanent evaluation is calculated according to the following chart:

<b>CONTINUOUS EVALUATION SQUEME (PEP) 50%</b>		
<b>EVALUATION TYPE</b>	<b>DESCRIPTION</b>	<b>PERCENTAGE %</b>
Quizzes	4 scheduled quizzes	30%
Class activities, assignments and participation	According to schedule as determined by professor	30%

Newsflash	Individual presentation	20%
Final oral debate	Research and presentation on a specific topic	20%

$$PF = (0, 20 \times EP) + (0, 50 \times PEP) + (0, 30 \times EF)$$

**Where:**

**PF** = FINAL AVERAGE

**EP** = MIDTERM EXAM

**EF** = FINAL EXAM

**PEP** = PERMANENT EVALUATION SQUEME

**VII. Scheduled content of the course**

<i>WEEK</i>	<i>CONTENT</i>	<i>ACTIVITIES / EVALUATION</i>
<p><b>LEARNING UNIT I: GLOBALIZATION AND THE POST-COLD WAR WORLD.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>• Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.</li> <li>• Summarize his or her learning in written and oral forms using English.</li> <li>• Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.</li> <li>• Display empathy, tolerance and respect for diverse ideas and points of view</li> </ul>		
<p><b>1°</b></p> <p><b>August</b> <b>23<sup>rd</sup> – 28<sup>th</sup></b></p>	<p>1.1. The world today. The “end of history”.</p> <p>1.2. Causes and effects of globalization. Winners and losers.</p> <p>1.3. The future of the liberal order.</p>	<p>Introducing yourself.</p> <p>Readings in class.</p> <p>Elect course delegate.</p> <p>Select date for newsflash.</p>
	<p><b>Readings:</b></p> <p>Naim, M. (2013): The End of Power. New York: Gilden Media</p> <p>Bevins, Vincent (December 20, 2016) "To Understand 2016's Politics, Look at the Winners and Losers of Globalization" New Republic Retrieved from: <a href="https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization">https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization</a></p> <p>Lee, Alexander and Stanley, Timothy (2014). “It’s Still Not the End of History”. The Atlantic. Retrieved from: <a href="https://www.theatlantic.com/politics/archive/2014/09/its-still-not-the-end-of-history-francis-fukuyama/379394/">https://www.theatlantic.com/politics/archive/2014/09/its-still-not-the-end-of-history-francis-fukuyama/379394/</a></p>	

<p><b>LEARNING UNIT II: THE FOUNDATIONS OF INTERNATIONAL RELATIONS ANALYSIS.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.</li> <li>• Understand and explain the main political, economic and cultural ideas and trends that shape the international stage today.</li> <li>• Follow current international events on a regular basis using trusted, critical sources.</li> </ul>		
<p><b>2°</b></p> <p><b>August 30<sup>th</sup> – September 04<sup>th</sup></b></p>	<p>2.1. Introduction to IR theory. Realism, neorealism, liberalism, constructivism.</p> <p>2.2. Bipolarity, unipolarity, multipolarity and the balance of power. Levels of analysis.</p> <p>2.3. Hard power, soft power and smart power.</p> <p>2.4. Diplomacy and foreign policy.</p> <p>2.5. Introduction to world regions.</p>	<p>Class discussion</p> <p>Newsflash presentation.</p>
	<p><b>Readings:</b></p> <p>Drezner, Daniel (2009). "Theory of International Politics and Zombies". Foreign Policy. Retrieved from: <a href="https://foreignpolicy.com/2009/08/18/theory-of-international-politics-and-zombies">https://foreignpolicy.com/2009/08/18/theory-of-international-politics-and-zombies</a></p> <p>Walt, Stephen (1998). "International Relations: One World, Many Theories". Foreign Policy, No.110. Retrieved from: <a href="https://www.jstor.org/stable/1149275">https://www.jstor.org/stable/1149275</a></p> <p>Harari, Yuval Noah (2018). "Disillusionment", <i>21 lessons for the 21st century</i>. (recommended)</p>	
<p><b>LEARNING UNIT III: BASIC CONCEPTS IN POLITICS.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>• Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.</li> <li>• Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics.</li> <li>• Follow current international events on a regular basis using trusted, critical sources.</li> </ul>		
<p><b>3°</b></p> <p><b>September 06<sup>th</sup> – 11<sup>th</sup></b></p>	<p>3.1. The social contract. Leviathan.</p> <p>3.2. Government, politics and the state. Nation-state; government; democracy, dictatorship; monarchies; democratic peace.</p>	<p><b>Quiz 1</b></p> <p>Newsflash presentation.</p> <p>Class discussion.</p>
	<p>N/A (Jan 21st, 2010) "Leviathan Stirs Again" <i>The Economist</i> Available online: <a href="http://www.economist.com/node/15328727">http://www.economist.com/node/15328727</a></p> <p>Harari, Yuval Noah (2015) "Building pyramids", <i>Sapiens: A brief history of humankind</i>.</p> <p>Bueno de Mesquita, Bruce (2011). "Introduction", <i>The Dictator's Handbook</i>.</p>	

**LEARNING UNIT IV: THE DIMENSIONS AND CHALLENGES OF DEMOCRACY TODAY.**

**LEARNING GOALS:**

- Follow current international events on a regular basis using trusted, critical sources.
- Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.
- Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics.

4° <b>September 13<sup>th</sup> – 18<sup>th</sup></b>	4.1. The three waves of democracy. 4.2. Procedural democracy vs substantive democracy. 4.3. Division of powers. Checks and balances. 4.4. Challenges to democracy today: Nationalism and populism.	Newsflash presentation. Class discussion.
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	<p><b>Readings:</b></p> <p>N/A (2010) “Essay: Democracy” [Online multimedia special. Four chapters.] The Economist Retrieved from: <a href="http://www.economist.com/news/essays/21596796-democracy-was-most-successful-political-idea-20th-century-why-has-it-run-trouble-and-what-can-be-do">http://www.economist.com/news/essays/21596796-democracy-was-most-successful-political-idea-20th-century-why-has-it-run-trouble-and-what-can-be-do</a></p> <p>De la Torre, Carlos (2016) “Will Democracy Survive Trump’s Populism? Latin America May Tell Us” The New York Times. Retrieved from: <a href="https://www.nytimes.com/2016/12/15/opinion/will-democracy-survive-trumps-populism-latin-america-may-tell-us.html">https://www.nytimes.com/2016/12/15/opinion/will-democracy-survive-trumps-populism-latin-america-may-tell-us.html</a></p> <p>Listen to this podcast: <a href="https://www.vox.com/policy-and-politics/2018/2/2/16929764/how-democracies-die-trump-book-levitsky-ziblatt">https://www.vox.com/policy-and-politics/2018/2/2/16929764/how-democracies-die-trump-book-levitsky-ziblatt</a></p>	
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5° <b>September 20<sup>th</sup> – 25<sup>th</sup></b>	5.1 Challenges to democracy in the Latin American region: the end of the commodities boom, corruption. 5.2. Import-led industrialization, the Washington consensus and the rise and fall of the “Pink Tide”.	Class discussion. Newsflash
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	<p><b>Readings:</b></p> <p>Castañeda, Jorge (2016). “The Death of the Latin American Left”. The New York Times. Retrieved from: <a href="https://www.nytimes.com/2016/03/23/opinion/the-death-of-the-latin-american-left.html">https://www.nytimes.com/2016/03/23/opinion/the-death-of-the-latin-american-left.html</a></p> <p>Latinobarómetro report.</p>	
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**LEARNING UNIT V: POLITICS AND INTERNATIONAL LAW**

**LEARNING GOALS:**

- Demonstrate knowledge of international political geography.
- Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.

6°	6.1. International law as a political expression	<b>Quiz 2</b>
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<p><b>September 27<sup>th</sup> – October 02<sup>nd</sup></b></p>	<p>6.2. Legal foundations of the international system. 6.2.IGOs: The World Bank and the IMF. The European Union.</p>	<p>Class discussion. Newsflash presentation.</p>
	<p>Readings:</p> <p>Hurd, Ian. International Organisations.</p> <p>Henkin, Nature of International Law.</p> <p>Shin Tang, Y. "The international politics of legal reforms: hard bilateralism, soft multilateralism and the world bank's "doing business" indicators" In Revista Brasileira de Politica Internacional, 2017</p>	
<p><b>LEARNING UNIT VI: SECULARISM, DEMOCRACY, NATIONALISM, MIGRATION AND MULTICULTURALISM.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>• Display empathy, tolerance and respect for diverse ideas and points of view.</li> <li>• Summarize learning in written and oral forms using English.</li> <li>• Describe and analyze in an informed, articulate and respectful matter the main trends in current global politics.</li> </ul>		
<p><b>7°</b></p> <p><b>October 04<sup>th</sup> – 09<sup>th</sup></b></p>	<p>7.1. Migration and multiculturalism. Xenophobia. 7.2. Mass migration: the Syrian and Venezuelan refugee crises. 7.3. The challenge of nationalism. xenophobia; migration; multiculturalism; transnational identities. 7.4. The "return" of fascism and white nationalism</p>	<p>Class discussion. Newsflash presentation.</p>
	<p><b>Readings:</b></p> <p>N/A (2010) "Behind France's Burka Ban" The New Yorker Available online: <a href="http://www.newyorker.com/news/newsdesk/behind-frances-burka-ban">http://www.newyorker.com/news/newsdesk/behind-frances-burka-ban</a></p> <p>de Hass, Hein (March 21st, 2017) "Myths of Migration. Much of what we think is wrong" Spiegel Online Retrieved from: <a href="http://www.spiegel.de/international/world/eight-myths-about-migration-and-refugees-explained-a-1138053-druck.html">http://www.spiegel.de/international/world/eight-myths-about-migration-and-refugees-explained-a-1138053-druck.html</a></p> <p>Migration to Europe Explained in Seven Charts - BBC News : <a href="https://www.bbc.com/news/world-europe-34131911">https://www.bbc.com/news/world-europe-34131911</a></p>	
<p><b>8°</b></p> <p><b>October 11<sup>th</sup> – 16<sup>th</sup></b></p>	<p><b>MIDTERM EXAM</b></p>	
<p><b>LEARNING UNIT VII: THE ASIAN CENTURY. CHINA AND THE REGIONAL CONFIGURATION OF ASIA. THE THUCYDIDES TRAP.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of international political geography.</li> </ul>		

<ul style="list-style-type: none"> <li>Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.</li> <li>Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.</li> </ul>		
<p>9°</p> <p><b>October 18<sup>th</sup> – 23<sup>rd</sup></b></p>	<p>7.1. The rise of China in the 21<sup>st</sup> century</p> <p>7.2. The “pivot to Asia”</p> <p>7.3. Xi Jinping’s China</p> <p>7.4. The trade war with the United States</p>	<p><b>Online forum discussion</b></p> <p>Class discussion. Newsflash presentation.</p>
<p>Feigenbaum, Evan A. (January/February 2017) “China and the World. Dealing With a Reluctant Power” <i>Foreign Policy</i> Retrieved: <a href="https://www.foreignaffairs.com/articles/2016-12-12/china-and-world">https://www.foreignaffairs.com/articles/2016-12-12/china-and-world</a></p> <p>Allison, Graham (2017). “The Thucydides Trap”. <i>Foreign Policy</i>. Retrieved from: <a href="https://foreignpolicy.com/2017/06/09/the-thucydides-trap/">https://foreignpolicy.com/2017/06/09/the-thucydides-trap/</a></p> <p>Schiavenza, Matt (2013). “What Exactly Does It Mean That the US is Pivoting to Asia?”. <i>The Atlantic</i>. Retrieved from: <a href="https://www.theatlantic.com/china/archive/2013/04/what-exactly-does-it-mean-that-the-us-is-pivoting-to-asia/274936/">https://www.theatlantic.com/china/archive/2013/04/what-exactly-does-it-mean-that-the-us-is-pivoting-to-asia/274936/</a></p> <p>Bremmer, Ian and Nouriel Roubini (March/April 2011) “A G-0 World” <i>Foreign Affairs</i> Retrieved from: <a href="https://www.foreignaffairs.com/articles/2011-01-31/g-zero-world">https://www.foreignaffairs.com/articles/2011-01-31/g-zero-world</a></p>		
<p><b>LEARNING UNIT VIII: GLOBAL LEADERSHIP, HEGEMONY AND ALLIANCES IN CONFLICT-PREVENTION IN THE 21ST CENTURY. THE ROLE OF IGOS.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>Summarize his or her learning in written and oral forms using English.</li> <li>Identify the different types of actors in the international system and classify them according to their characteristics, potential and behavior.</li> <li>Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.</li> </ul>		
<p>10°</p> <p><b>October 25<sup>th</sup> – 30<sup>th</sup></b></p>	<p>8.1. War and Peace and the New World Order: the First World War</p> <p>8.2. The interwar period and the creation of the League of Nations</p> <p>8.3. Origins of the UN. Reform of the UN.</p> <p>8.4. Current challenges in conflict prevention.</p>	<p>Class discussion Newsflash presentation</p>
<p><b>Readings:</b></p> <p>Bueno de Mesquita, Bruce and Alastair Smith (2012) Chapter 9, <i>The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics</i>. New York: PublicAffairs..</p> <p>Spiegel, Steven (2012) “International Organizations” [Book chapter] in <i>World Politics in a New Era</i> New York: Oxford University Press. [Available here]</p>		



<b>LEARNING UNIT IX: APPROACHES TO ENVIRONMENTAL PROBLEMS. THE WEST AND THE REST?</b> <b>LEARNING GOALS:</b> <ul style="list-style-type: none"> <li>• Display empathy, tolerance and respect for diverse ideas and points of view.</li> <li>• Demonstrate knowledge of international political geography.</li> </ul>		
<b>11°</b>  <b>November</b> <b>02<sup>nd</sup> – 06<sup>th</sup></b>	9.1 Environmentalism; transnational challenges. 9.2. International efforts on climate change.	<b>Quiz 3</b>  Class discussion. Newsflash presentation.
	<b>Readings:</b>  Friedman, Thomas L. (2008) "Can Red China Become Green China?" in <i>Hot, Flat and Crowded</i> . New York: Picador.	
<b>LEARNING UNIT X: MISCONCEPTIONS ABOUT THE MIDDLE EAST.</b> <b>LEARNING GOALS:</b> <ul style="list-style-type: none"> <li>• Display empathy, tolerance and respect for diverse ideas and points of view.</li> <li>• Demonstrate knowledge of international political geography.</li> <li>• Summarize his or her learning in written and oral forms using English.</li> <li>• Display critical thinking by interpreting and questioning the assigned materials and criticizing them in public.</li> </ul>		
<b>12°</b>  <b>November</b> <b>8<sup>th</sup> – 13<sup>th</sup></b>	10.1. Theocracy, religion and nationalism. Five pillars of Islam; monotheism; Abraham; proselytizing religions; 10.2 Political Islam: origins and effects. The role of Islam in the Middle East. Pan Arabism. Saudi Arabia and Iran	Class discussion. Newsflash presentation
	<b>Readings:</b>  Ayoob, Mohammed (2008). "Defining concepts, demolishing myths", <i>The Many Faces of Political Islam</i>  Esposito, John (2002). Pp.4-27, <i>What Everyone Needs to Know about Islam</i>	
<b>LEARNING UNIT XI: CONTINUING CONFLICTS IN THE MIDDLE EAST.</b> <b>LEARNING GOALS:</b> <ul style="list-style-type: none"> <li>• Display empathy, tolerance and respect for diverse ideas and points of view.</li> <li>• Demonstrate knowledge of international political geography</li> </ul>		
<b>13°</b>  <b>November</b> <b>15<sup>th</sup> – 20<sup>th</sup></b>	11.1. Palestine-Israel conflict: the Balfour Declaration, Sykes-Picot. Zionism; 11.2. Current events in the Middle East: the Syrian civil war, global Islamic terrorism	Class discussion. Newsflash presentation
	<b>Readings:</b>	

	<p>Gerges, Fawaz (2016). Introduction, <i>Isis: A History</i>.</p> <p>Wright, Robin (2016) "How the Curse of Sykes-Picot Still Haunts the Middle East", <i>The New Yorker</i>. Retrieved from:  <a href="https://www.newyorker.com/news/news-desk/how-the-curse-of-sykes-picot-still-haunts-the-middle-east">https://www.newyorker.com/news/news-desk/how-the-curse-of-sykes-picot-still-haunts-the-middle-east</a></p>	
<p><b>LEARNING UNIT XII: SOURCES OF FOREIGN AID. INTERNATIONAL COLLABORATION AND INTERVENTION. STATECRAFT. ALTERNATIVES TO DEVELOPMENT. MILLENNIUM GOALS.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of international political geography.</li> <li>• Apply previous knowledge of international trade and economic regionalism to examine and interpret current events.</li> </ul>		
<p>14°</p> <p><b>November 22<sup>nd</sup> – 27<sup>th</sup></b></p>	<p>12.1. Post colonialism and ethnic conflicts. Intractable conflicts; colonialism; ethnic conflict; failed states. The danger of a single story. Development and international aid. Alternatives to development. White man's burden.</p>	<p><b>Quiz 4</b></p> <p>Class discussion Newsflash.</p>
	<p><b>Readings:</b></p> <p>Bueno de Mesquita, Bruce and Alastair Smith (2012) Chapter 7, <i>The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics</i>. New York: Public Affairs</p> <p>Swanson, Ana (October 13th, 2015) "Why trying to help poor countries might actually hurt them" [Blog post at Wonkblog] The Washington Post Retrieved from:  <a href="https://www.washingtonpost.com/news/wonk/wp/2015/10/13/why-trying-to-help-poor-countries-might-actually-hurt-them">https://www.washingtonpost.com/news/wonk/wp/2015/10/13/why-trying-to-help-poor-countries-might-actually-hurt-them</a></p> <p>Werker, Eric and Faisal Z. Ahmed (2008). "What Do Nongovernmental Organizations Do?" <i>Journal of Economic Perspectives</i> 22:2.</p>	
<p><b>LEARNING UNIT XII: STUDENTS WILL INTEGRATE CONCEPTS LEARNED IN CLASS TO A GROUP PROJECT IN WHICH ROLE PLAYING, ORAL EXPRESSION AND RESEARCH SKILLS WILL BE DISPLAYED.</b></p> <p><b>LEARNING GOALS:</b></p> <ul style="list-style-type: none"> <li>• Display empathy, tolerance and respect for diverse ideas and points of view.</li> <li>• Summarize his or her learning in written and oral forms using English.</li> <li>• Work collaboratively in small groups to produce an academic project focused on a political issue in a specific region.</li> <li>•</li> </ul>		
<p>15°</p> <p><b>November 29<sup>th</sup> – December 04<sup>th</sup></b></p>	<p>13.1. Applying concepts in International Relations to a specific situation. Designing scenarios. Reflecting on learning and performance. Listening to others.</p>	<p><b>Final activity</b></p>
<p>16°</p> <p><b>December 06<sup>th</sup> – 11<sup>th</sup></b></p>	<p><b>FINAL EXAM</b></p>	

## VIII. Literature

### Textbooks (required readings)\*

Allison, Graham (2017). "The Thucydides Trap". *Foreign Policy*. Retrieved from: <https://foreignpolicy.com/2017/06/09/the-thucydides-trap/>

Ayoob, Mohammed (2008). "Defining concepts, demolishing myths", *The Many Faces of Political Islam*

Bevins, Vincent (December 20, 2016) "To Understand 2016's Politics, Look at the Winners and Losers of Globalization" *New Republic* Retrieved from: <https://newrepublic.com/article/139432/understand-2016s-politics-look-winners-losers-globalization>

Bueno de Mesquita, Bruce and Alastair Smith (2012) *The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics* New York: PublicAffairs.

Bourgignon, Francois (January/February 2016) "Inequality and Globalization" *Foreign Affairs* Retrieved from: <https://www.foreignaffairs.com/articles/2015-12-14/inequality-and-globalization>

Bremmer, Ian and Nouriel Roubini (March/April 2011) "A G-0 World" *Foreign Affairs* Retrieved from: <https://www.foreignaffairs.com/articles/2011-01-31/g-zero-world>

Castañeda, Jorge (2016). "The Death of the Latin American Left". *The New York Times*. Retrieved from: <https://www.nytimes.com/2016/03/23/opinion/the-death-of-the-latin-american-left.html>

Chatzky, Andrew and Masters, Jonathan (2019). "The World Bank Groups' Role in Global Development". Council on Foreign Relations. Retrieved from:

Cooper, Andrew, Jorge Heine and Ramesh Thakur (editors) (2013) "The Challenges of 21st-Century Diplomacy" *The Oxford Handbook of Modern Diplomacy* Retrieved from: <http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199588862.001.0001/oxfordhb-9780199588862-e-1?print=pdf> DOI: 10.1093/oxfordhb/9780199588862.013.0001

de Hass, Hein (March 21st, 2017) "Myths of Migration. Much of what we think is wrong" *Spiegel Online* Retrieved from: <http://www.spiegel.de/international/world/eight-myths-about-migration-and-refugees-explained-a-1138053-druck.html>

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