

# Course Information

**Negotiation and Conflict, 15 hp/credits**

Course Codes: 740G19 & 740G65

Autumn Semester 2018

**Course Director: Peo Hansen**  
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## 1 PARTICIPATING TEACHERS

Course director and examiner:

Peo Hansen, Professor, REMESO, e-mail: [peo.hansen@liu.se](mailto:peo.hansen@liu.se)

Guest lecturer:

Julia Willén, PhD candidate, REMESO, [julia.willen@liu.se](mailto:julia.willen@liu.se)

## 2 COURSE AIMS, CONTENT AND STRUCTURE

### Course Aims

After the course the student should be able to

- demonstrate knowledge of the main theoretical perspectives and conceptual tools used in the study of international relations and conflicts
- analyse global conflicts and relations of cooperation in their historical contexts
- formulate research problems and carry out research tasks involving the study of both contemporary and historical conflicts

### Contents

The course deals with the broad field of international relations and global conflicts, incorporating both contemporary developments and their historical antecedents. Students are acquainted with major scholarly traditions and accounts in the field and develop their analytical skills taking into consideration key theoretical and conceptual tools. The course also aims to stimulate and enhance students' ability to carry out empirical studies.

The international system is often characterized as anarchic in the sense that it – and contrary to the nation-state – lacks anything closely resembling a universally recognized and hierarchically organized political authority. This, however, is not to imply that the world is void of international law and other legal frameworks and governance structures (e.g. the EU and WTO) that supersede the sovereign nation-state. Neither is it to imply that the international system's allegedly anarchical nature operates in a random way, lacking all forms of organized authority and hierarchical structures. On the contrary, the current international system is characterized by huge, quite stable and historically conditioned power discrepancies between the world's states and regions. Such discrepancies may be categorized in terms of military, political, economic, technological and cultural power resources. Consequently, and crucially, this so-called anarchy at the international level affects the peoples and countries of the world in highly divergent ways. The course goes to great lengths in exploring this predicament, from both contemporary and historical perspectives.

The numerous ways of describing, theorizing and analysing world politics, together with the endeavour of offering practical guidance in world affairs, make up the disciplines of International Relations and Peace and Conflict Studies. The work within these disciplines constitutes the starting-point for the course. From there, the course moves on to incorporate several different academic fields, including history, migration studies, political economy/economics, nationalism/populism studies, critical race studies, postcolonial studies and gender studies. This is done so as to equip students with a broad enough platform from which they can start to grapple with the complex, historically contingent and interrelated conflicts and crises that permeate contemporary society and the global scene. Examples of such current crises and conflicts that the course will consider are those related to migration, nationalism/populism, globalization,

macroeconomic policy, gender, sexuality and race. Drawing on contemporary cases and their historical backgrounds, the course thus develops a critical engagement with different understandings of international and global conflicts.

### 3 LEARNING ACTIVITIES

The course offers a combination of teaching methods, including lectures, literature seminars, tutorials and group and individual assignments. The lectures and seminars, as well as other activities, are all connected and build on each other. It is not possible to attend, for example, only seminars or only lectures and expect to develop the understanding of the various topics that is required to pass the course. Consequently, you are expected to attend all scheduled activities and to participate actively in classes.

#### Lectures

The course includes a number of lectures, each introducing a particular topic. The lectures deepen your understanding of the topic and prepare you for seminars, workshops, and exams. It is important that you attend them.

#### Seminars

The course includes 4 literature seminars that are all connected to the preceding lectures. The purpose of the seminars is to discuss the course literature and the lectures, and they are based on students' active participation. Seminars offer an opportunity to bring up questions and 'think out loud' together with other students. How much you learn and take with you from a seminar largely depends on how prepared each individual student as well as the seminar group as a whole is. You will be asked to prepare for seminars.

Seminar attendance is mandatory (see under 'Examinations' below). In preparation for each literature seminar, students, in groups of two, are asked to formulate a written reflective account of the issues they want to bring up for discussion during the seminar. The account should be based on the assigned literature. The accounts (of 200–300 words) are then presented at the seminar and should be uploaded to Lisam prior to the seminar. Bring a copy of your accounts to class as these form the foundation of the seminar discussion. Not uploading the assignment means that you, the group of two, will be required to upload a make-up assignment (800–900 words) on Lisam.

#### Tutorials

The course includes two tutorials per group in preparation for the Group Assignment. These are scheduled in order to give the groups an opportunity to discuss their on-going work directly with the teacher and so help the projects move forward.

#### Work Groups

The course will have three types of group constellations:

1. **Group Assignment:** Students will be divided into 7 work groups (Grps A–G) for the Group Project Assignment. These will be posted on Lisam in week 2.
2. **Reading Presentation Assignment:** Students are divided into pairs for the Reading Presentation Assignment (see further below). Students are responsible for finding a partner; but the course director is available for assistance.
3. **Seminars:** For the seminars students are divided into 4 groups (Grps 1–4). These will be posted on Lisam in week 1.

## Literature

Required readings will be assigned to lectures, seminars, the group project assignment and the reading presentation assignment. The vast majority of the literature is available either from the library in the form of books, electronic books and electronic journal articles or online. In order to prepare yourself for active class participation, all assigned readings should be read before the lectures and seminars. Part of the required readings will be uploaded on Lisam, in the folder 'COURSE LITERATURE'.

## 4 EXAMINATIONS

The course is examined through two written exams (consisting of one written individual exam and one written group exam), two oral presentations, and mandatory participation in seminars and tutorials.

### **Examination 1 (EXAM) 7,5 hp/credits**

**Individual assignment: Book Review Essay**

**Due Friday 26 October 2018**

**Please remember to upload your assignment as a Word document!**

For the individual assignment students are asked to write a review essay of a book that relates to the course topics (word count: 3000–3200). The book review should include a summary or description of the book's main content, theses and arguments as well as a critical appraisal of general and specific merits and weaknesses. For further guidance and inspiration please have a look at various 'Review Essays' in academic journals or consult periodicals such as *London Review of Books* and *The New York Review of Books*.

### **Examination 2 (GRP1) 7,5 hp/credits**

**Group Assignment**

**Due Tuesday 2 October 2018.**

**Please remember to upload your assignment as a Word document!**

The group assignment consists of writing and presenting a brief report (word count: 3200–3500) on the ways in which history (and/or civics/social science) textbooks and other teaching aids for Swedish upper secondary schools describe, explain and interpret some of the most significant historical conflicts and developments during the 20<sup>th</sup> century. Each group picks one or two of the following four conflicts as its focus: (1) the First World War; (2) the Second World War; (3) Colonialism & Decolonization; or (4) the Cold War. Groups also have the option of contacting upper secondary schools to, for instance, see what specific materials they are using, interview teachers, etc. But this is optional. In cases schools are contacted please make sure to inform the course director (Peo Hansen) beforehand. Further information and details about the practicalities of the assignment will be given during the Course Introduction on 20 August.

The aim of the assignment is to train students' capacity for intensive and cooperative analytical work that brings critical reasoning to bear on the various ways in which school textbooks approach and explain major historical conflicts that still impact significantly on our present. The reports will be presented orally by the groups at panel-sessions in week 40.

In preparation for the assignment, students are advised to consult the readings under the folder-heading ADDITIONAL READINGS FOR GROUP ASSIGNMENT on Lisam. This folder contains a number of articles and chapters specifically relating to the Group Assignment.

### **Mandatory Attendance (OBL2–OBL6)**

Attendance is mandatory at all seminars and tutorials. No credit is awarded for attendance. Missing a seminar or a workshop requires a make-up assignment (see above).

### **Grading**

- Examination 1 is graded Pass with Distinction (VG), Pass (G), or Fail (U).
- Examination 2 is graded Pass (G) or Fail (U)
- Translated into ECTS grades, Pass with Distinction corresponds to A, Pass to C, and Fail to Fx.
- Participation in seminars and workshops is graded D (deltagit/participated) but does not award credit.

### **Re-examination**

If you fail an exam, you have the right (depending on the exam) to either re-take the exam or revise and re-submit it.

The re-examination date for all course assignments is **Wednesday 28 November**, at midnight. Re-examinations should be submitted on LISAM.

## **5 LANGUAGE OF INSTRUCTION**

The course aims to increase all students' knowledge of academic English and to allow you to practice and develop your language skills. If English is not your first language, you are not expected to be fluent, but you are expected to try, to challenge yourself, and to be prepared to make mistakes. Students may choose to hand in/do assignments in English or Swedish.

### **English Language Support**

Språkverkstaden/the Academic English Support at Linköping University offers support, suggestions and guidance to all students on how to use English as a language of learning. This support is free of charge and tailored specifically to the individual student. Please contact Språkverkstaden for individual tutor sessions on how to improve your academic writing and/or presenting skills in English, <http://www.isv.liu.se/sprakverkstaden/academic-english-support>.

## **6 PLAGIARISM**

There are strict rules against plagiarism in the university world. Copying text from other sources (i.e. books and articles, the Internet, papers by other students, earlier self-produced works) without proper referencing is considered plagiarism. Plagiarism is considered cheating, and teachers are required to report every case of suspected cheating to the university disciplinary board. If the board decides that cheating has taken place, the student is suspended from their studies for a period of time. This means, among other things, losing one's student loans. All submitted exams are evaluated against the plagiarism program Urkund, which compares submitted assignments against previously submitted exams, the Internet, journal articles, etc. Students are advised to always be very particular and careful when writing references and to develop a method of writing that openly shows the origin of ideas, theories, conclusions, thoughts, etc.

The university library has published an excellent guide to inform about plagiarism, NoPlagiat: self-study tutorial for avoiding Plagiarism and Copyright Issues. Make yourself familiar with all the issues by working through the tutorial available at

<http://noplaiat.bibl.liu.se/default.en.asp>. You should also read further about copyright and plagiarism on the library website: <http://www.bibl.liu.se/plagiering-och-upphovsratt?l=en&sc=true>.

## 7 Evaluation

The course includes an oral evaluation. This is an opportunity for both students and course coordinator to bring up any issues and questions that may have arisen as well as for you to give feedback on the course and your own learning process. The internet-based course evaluation system KURT is also used. All students will be sent an invitation to the evaluation at the end of the course. Once the evaluation is closed, students will be sent information on the results of the evaluation together with comments from the course coordinator on how students' opinions will affect the course in the years to follow.

Please see TimeEdit (<https://se.timeedit.net/web/liu/db1/schema>) for a basic schedule, including room details.

All classes take place in Kåkenhus (K), Campus Norrköping.

### DETAILED COURSE SCHEDULE:

	Teaching Format, Readings, Tasks
34	<p><b>Monday 20 August, 13.15–15, K23</b> <b>Course Introduction and Lecture 1</b> Lecturer: Peo Hansen</p> <p><b>Introduction: International Relations, Global Conflicts and the Politics of History (Lecture 1)</b></p> <p>Lectures 1 and 2 introduce the various fields of study that deal with international and global conflicts. Beside theoretical and conceptual issues the lectures also focus on the importance of historical perspectives and the ways in which history is used as a tool in contemporary politics and conflicts.</p> <hr/> <p><b>Wednesday 22 August, 10.15–12, K24</b> <b>Lecture 2</b> Lecturer: Peo Hansen</p> <p><b>Introduction: International Relations, Global Conflicts and the Politics of History (Lecture 2)</b></p>
35	<p><b>Monday 27 August, 10.15-12, K25, Literature Seminar 1, Grp. 1</b> Seminar Leader: Peo Hansen</p> <p><b>Monday 27 August, 13.15-15, K25, Literature Seminar 1, Grp. 2</b> Seminar Leader: Peo Hansen</p> <hr/> <p><b>Tuesday 28 August, 10.15-12, K25, Literature Seminar 1, Grp. 3</b> Seminar Leader: Peo Hansen</p>

**Tuesday 28 August, 13.15-15, K25, Literature Seminar 1, Grp. 4**

Seminar Leader: Peo Hansen

***Seminar Readings Literature Seminar 1:***

- Barash, David and Webel, Charles P. (2014) *Peace and Conflict Studies*, 3<sup>rd</sup> edition, Thousand Oaks: Sage. Students Read pp. 3–18; 54–70; 185–204; 225–246.
- Foster, Stuart J. and Keith A. Crawford (2006) 'Introduction: The Critical Importance of History Textbook Research', in Foster, Stuart J. and Keith A. Crawford (eds), *What Shall We Tell the Children? International Perspectives on School History Textbooks*, Greenwich: Information Age Publishing.
- Mearsheimer, John (2014) 'Why the Ukraine Crisis Is the West's Fault: The Liberal Delusions That Provoked Putin', *Foreign Affairs*, September-October.
- Nicholson, Michael (2002) *International Relations: A Concise Introduction*, 2<sup>nd</sup> edition, Houndmills: Palgrave. Students Read Chapters 4–7, pp. 50–126.
- Steans, Jill (2013) *Gender and International Relations*, 3<sup>rd</sup> edition, London: Polity Press. Students read Chapters 1–3, pp. 7–69.
- Volmer-Naumann (ed.) (2017) *Different Wars: National School Textbooks on WWII*, Berlin: EU-Russia Civil Society Forum.

***Suggested Additional Readings:***

- McFaul, Michael (2014) 'Faulty Powers: Who Started the Ukraine Crisis?', *Foreign Affairs*, November/December.
- Mearsheimer, John (2014) 'Mearsheimer Replies', *Foreign Affairs*, November-December.
- Nicholls, Jason (2006) 'Beyond the National and the Transnational: Perspectives of WWII in U.S.S, Italian, Swedish, Japanese, and English School History Textbooks', in Foster, Stuart J. and Keith A. Crawford (eds), *What Shall We Tell the Children? International Perspectives on School History Textbooks*, Greenwich: Information Age Publishing.
- Sestanovich, Stephen (2014) 'How the West Has Won', *Foreign Affairs*, November-December.

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**Friday 31 August, 10.15-12, K24**

**Lecture 3**

Lecturer: Peo Hansen

**Conflicts and the Current Return of History: Empires, Sovereignty and the Nation-State (Lecture 1)**

With 2014–2018 marking the centennial of World War I, we are currently in the midst of an extensive debate not only on the war itself (and its causes), but also on the war's enduring imprint on the contemporary world order. We see this reflected in much current commentary on the conflicts in Catalonia, Ukraine, Iraqi Kurdistan and the Middle East in general. In this sense, global developments are often described as were they marked by a simultaneous termination *and* revival of things past.

Setting out from the current predicaments, lectures 3 and 4 engage with the ways in which concepts and ideologies of nation, ethnicity, culture, race, religion and civilization have been articulated and re-articulated in global affairs over the past 100 hundred years. The lectures also explore some of the limitations of past and present research foci on ethnicity and nation and on how both contemporary and historical cases may shed light on such theoretical and methodological deficiencies.

36	<p><b>Monday 3 September, 10.15–12, K25</b>  <b>Lecture 4</b>                      Lecturer: Peo Hansen</p> <p><b>Conflicts and the Current Return of History: Empires, Sovereignty and the Nation-State (Lecture 2)</b></p> <hr/> <p><b>Thursday 6 September, 10.15–12, Project Tutorials</b>                      Tutorial Leader: Peo Hansen</p> <p><b>Thursday 6 September, 13.15–15, Project Tutorials</b>                      Tutorial Leader: Peo Hansen</p> <hr/> <p><b>Friday 7 September, 10.15–12, K24, Literature Seminar 2, Grp. 4</b>                      Seminar Leader: Peo Hansen</p> <p><b>Friday 7 September, 13.15–15, K24, Literature Seminar 2, Grp. 3</b>                      Seminar Leader: Peo Hansen</p>
37	<p><b>Monday 10 September, 10.15–12, Literature Seminar 2, Grp. 2</b>                      Seminar Leader: Peo Hansen</p> <p><b>Monday 10 September, 13.15–15, Literature Seminar 2, Grp. 1</b>                      Seminar Leader: Peo Hansen</p> <p><b><i>Seminar Readings for Literature Seminar 2:</i></b></p> <p>Calhoun, Craig (2007) <i>Nations Matter: Culture, History, and the Cosmopolitan Dream</i>, London: Routledge. Read pp. 51–75.</p> <p>Fukuyama, Francis (1989) 'The End of History', <i>The National Interest</i>, Vol. 16, Summer.</p> <p>Gerwarth, Robert and Manela, Erez (2014) 'The Great War as a Global War: Imperial Conflict and the Reconfiguration of World Order, 1911–1923', <i>Diplomatic History</i>, Vol. 38, No. 4, pp. 786–800.</p> <p>Huntington, Samuel P. (1993), 'The Clash of Civilizations?', <i>Foreign Affairs</i>, Vol. 72, No. 3, pp. 22–49.</p> <p>President Wilson's Fourteen Points, as delivered 8 January 1918, World War I Document Archive.</p> <hr/> <p><b>Wednesday 12 September, 10.15–12, K21</b>  <b>Lecture 5</b>                      Lecturer: Julia Willén</p> <p><b>Race, Whiteness, Apartheid</b></p> <p>This lecture starts in 1948, with the Nationalist Party in South Africa coming to power, three years after the defeat of Hitler and Nazism in Europe. The lecture focuses on two historical aporias: (1) nationalism and racialism post WWII; and (2) the assumed exceptionalism of Apartheid South Africa in colonial times and how coloniality came to be a matter of the (post)colony rather than its former colonizers. The topic takes its point of departure in the dialectics of race and explores the (im)possibilities of change and resistance during Apartheid. It deals with the specificity that South African whiteness meant, but will also open up for relating the theme to our present moment</p>



	<p>and the state of whiteness today. Students will read two key-texts from this period, which the lecture will contextualize.</p> <p><b>Readings:</b></p> <p>Dubow, Saul (2014) <i>Apartheid: 1948-1994</i>, Oxford: Oxford University Press. Students read chapter 1: 'The Apartheid Election, 1948'. Available at the library as a course reference book.</p> <p>MacDonald, Michael (2006) <i>Why Race Matters in South Africa</i>, Cambridge: Harvard University Press. Students read chapters 1 ('The Logic of White Supremacy') and 2 ('The Mother of Identity Politics'). Available at the library as a course reference book.</p>
38	<p><b>Thursday 20 September, 10.15–12, K24</b></p> <p><b>Lecture 6</b></p> <p>Lecturer: Peo Hansen</p> <p><b>'Population Politics' as Historical Context for World Conflicts</b></p> <p><b>Readings:</b></p> <p>Connelly, Matthew (2008) <i>Fatal Misconception: The Struggle to Control World Population</i>, Belknap Harvard University Press. Students Read Chapter 1, 'Populations Out of Control', pp.18–45.</p> <p>Hansen, Peo and Stefan Jonsson (2011) 'Demographic Colonialism: EU-African Migration Management and the Legacy of Eurafica', <i>Globalizations</i>, Vol. 8, No. 3, pp. 261–76.</p> <p>Vitalis, Robert (2015) <i>White World Order, Black Power Politics: The Birth of American International Relations</i>, Ithaca: Cornell University Press.</p> <p><b>Short Articles:</b></p> <p>E.C.S (1938) Review of World Population, by A.M. Carr-Saunders, Oxford University Press, 1936; Population Movements, by Robert R. Kuczynski, Oxford University Press, 1936; and The Struggle for Population, by D.V. Glass, Oxford University Press, 1936, <i>International Affairs</i>, Vol. 17, No. 3, pp. 424–6.</p> <p>Fawcett, C.B. (1939) Review of The Population Problem, by T.H. Marshall et al., London: George Allen and Unwin, 1938, <i>International Affairs</i>, Vol. 18, No. 1, pp. 115–16.</p> <p>Harvey, H.J. (1939) Review of Refugees: A Review of the Situation Since September 1938, by John Hope Simpson, Oxford University Press, 1939, <i>International Affairs</i>, Vol. 18, No. 6, pp. 820–1.</p> <p>Short, G.A. (1939) Review of The Jewish Problem in East-Central Europe, by Oscar I. Janowsky, London: Gollancz, 1938, <i>International Affairs</i>, Vol. 18, No. 1, pp. 115.</p> <p>Stanner, W.E.H. (1938) Review of Limits of land Settlement: A Report on Present-Day Possibilities, prepared under the direction of Isaiah Bowman, New York: Council on Foreign Relations, 1937, <i>International Affairs</i>, Vol. 17, No. 3, pp. 423–4.</p>
39	<p><b>Monday 24 September, 10.15–12, K101, Project Tutorials</b></p> <p>Tutorial Leader: Peo Hansen</p> <p><b>Monday 24 September, 13.15–16, K104, Project Tutorials</b></p> <p>Tutorial Leader: Peo Hansen</p>
40	<p><b>Tuesday 2 October, DEADLINE Group Assignment Project</b></p> <hr/>

	<p><b>Wednesday 3 October, 10.15–12, K24</b>  <b>Lecture 7</b>  Lecturer: Peo Hansen</p> <p><b>The European Union and the Politics and Policy of Migration and Integration (Part 1)</b></p> <p>Migration has emerged as a major policy challenge and conflict for political bodies in practically all corners of the world. The challenge and conflict centre on both the <i>external dimension</i> of migration, as in the movement of asylum seekers and documented and undocumented labour migrants to new countries, and the <i>internal dimension</i>, as in questions of 'EU free movement' and the integration of and discrimination against ethnic minorities with migrant background. Lecture 7 and 8 focus on the role and impact of the European Union with regard to the development and changing perceptions of migration, asylum and integration policies in the EU and beyond.</p> <hr/> <p><b>Thursday 4 October, 10.15–12, K25</b>  <b>Lecture 8</b>  Lecturer: Peo Hansen</p> <p><b>The European Union and the Politics and Policy of Migration and Integration (Part 2)</b></p> <hr/> <p><b>Friday 5 October, 10.15–12; 13.15–16</b>  <b>Student Presentations of Group Assignment Projects</b>  Session Leader: Peo Hansen</p>
41	<p><b>Tuesday 9 October, 10.15–12, K21, Literature Seminar 3, Grp. 1</b>  Seminar Leader: Peo Hansen</p> <p><b>Tuesday 9 October, 13.15–15, K24, Literature Seminar 3, Grp. 2</b>  Seminar Leader: Peo Hansen</p> <hr/> <p><b>Wednesday 10 October, 10.15–12, K24, Literature Seminar 3, Grp. 3</b>  Seminar Leader: Peo Hansen</p> <p><b>Wednesday 10 October, 13.15–15, K22, Literature Seminar 3, Grp. 4</b>  Seminar Leader: Peo Hansen</p> <p><b><i>Seminar Readings for Literature Seminar 3:</i></b></p> <p>Caron, Vicki (2005) 'The Path to Vichy: Antisemitism in France in the 1930s', J.B. and Maurice C. Shapiro Annual Lecture, 20 April 2005. United States Holocaust Memorial Museum, Center for Advanced Holocaust Studies, Washington D.C.</p> <p>Geddes, Andrew and Peter Scholten (2016) <i>The Politics of Migration &amp; Immigration in Europe</i> (2<sup>nd</sup> edition), London: Sage. Students Read Chapter 7, 'Towards Common EU Migration and Asylum Policies?', pp. 144–172.</p> <p>Hansen, Peo (2014) 'Immigration Without Incorporation: EU Migration Policy in a Post-Citizenship Europe' in Guild, Elspeth, Kostakopoulou, Dora and Gortazar, Cristina (eds), <i>The Reconceptualization of European Union Citizenship</i>, Leiden and Boston: Brill-Martinus Nijhoff.</p>

	<p>Lutz, Helma &amp; Palenga-Möllenbeck, Ewa (2011) 'Care, Gender and Migration: Towards a Theory of Transnational Domestic Work Migration in Europe', <i>Journal of Contemporary European Studies</i>, Vol. 19, No. 3, pp. 349–364. (Library Access)</p> <p>Saunders, France Stonor (2016) 'Where on Earth are you', <i>London Review of Books</i>, Vol. 38, No. 5, March.</p> <p>Scott, Joan Wallach (2018) <i>Sex and Secularism</i>, Princeton: Princeton University Press. Students read Chapter 5, pp. 156–183.</p> <p><b>Suggested additional readings:</b></p> <p>Hansen, Peo and Hager, Sandy, B. (2012) <i>The Politics of European Citizenship: Deepening Contradictions in Social Rights and Migration Policy</i>, New York: Berghahn Books.</p> <p>Nieman, Arne &amp; Zaun, Natascha (2017) 'EU Refugee Policies and Politics in Times of Crisis: Theoretical and Empirical Perspectives', <i>Journal of Common Market Studies</i>, Vol. 56, No. 1, pp. 3–22. (Library Access)</p> <hr/> <p><b>Thursday 11 October, 10.15-12, K2, Seminar (Topic to be announced)</b> Seminar Leader: Peo Hansen</p> <p><b>Thursday 11 October, 13.15-16, K24, Seminar (Topic to be announced)</b> Seminar Leader: Peo Hansen</p> <hr/> <p><b>Friday 12 October, 9.15–12</b> <b>Student Reading Presentation Assignment</b> Session Leader: Peo Hansen</p> <p><b>Friday 12 October, 13.15–16</b> <b>Student Reading Presentation Assignment</b> Session Leader: Peo Hansen</p>
42	<p><b>Monday 15 October, 10.15–12, K25</b> <b>Lecture 9</b> Lecturer: Peo Hansen</p> <p><b>The Eurozone Crisis, the 'Refugee Crisis' and the Politics of Austerity: Historical and Contemporary Conflicts over Economic Policy (Part 1)</b></p> <p>The Great Recession that emerged from the global financial collapse in 2008 has had a devastating impact on people and economies around the world. As such, the Great Recession is often compared with the Great Depression that followed in the wake of the 1929 stock market crash in New York. Lectures 9 and 10 focus on the policy responses to the Great Recession in the EU and their momentous social, economic and political consequences. Furthermore, the Great Recession is put in the context of other crises and conflicts currently unfolding in the European Union today, such as the so-called refugee crisis and the challenge to liberal democracy posed by right-wing extremism.</p> <hr/> <p><b>Tuesday 16 October, 10.15–12, K22</b> <b>Lecture 10</b> Lecturer: Peo Hansen</p> <p><b>The Eurozone Crisis, the 'Refugee Crisis' and the Politics of Austerity: Historical and Contemporary Conflicts over Economic Policy (Part 2)</b></p>

	<p><b>Thursday 18 October, 10.15-12, K22, Literature Seminar 4, Grp. 4</b> Seminar Leader: Peo Hansen</p> <p><b>Thursday 18 October, 13.15-15, K22, Literature Seminar 4, Grp. 3</b> Seminar Leader: Peo Hansen</p> <hr/> <p><b>Friday 19 October, 10.15-12, K22, Literature Seminar 4, Grp. 2</b> Seminar Leader: Peo Hansen</p> <p><b>Friday 19 October, 13.15-15, K24, Literature Seminar 4, Grp. 1</b> Seminar Leader: Peo Hansen</p> <p><b><i>Seminar Readings for Literature Seminar 4:</i></b></p> <p>Berman, Sheri (1998) <i>The Social Democratic Moment: Ideas and Politics in the Making of Interwar Europe</i>, Cambridge: Harvard University Press.</p> <p>Blyth, Mark (2013) 'The Austerity Delusion: Why a Bad Idea Won Over the West', <i>Foreign Affairs</i>, Vol. 92, No. 3, May/June, pp. 41–56.</p> <p>Connors Louisa and William Mitchell (2017) 'Framing Modern Monetary Theory', <i>Journal of Post Keynesian Economics</i>, Vol. 40, No. 2, pp. 239–259.</p> <p>Hansen, Peo (2018) 'Asylum or Austerity? The "Refugee Crisis" and the Keynesian Interlude', <i>European Political Science</i>, Vol. 17, No. 1, pp. 128–139.</p> <p>Milanovic, B. (2016) 'There is a trade-off between citizenship and migration', <i>Financial Times</i>, 20 April.</p>
<b>43</b>	<p><b>Friday 26 October</b> <b>Deadline Individual Assignment</b></p>