

“Clash of Civilizations” Research Assignment: Help Notes

Target Objective

The *target objective* for this essay is for students to evaluate Samuel Huntington’s “Clash of Civilizations” thesis and to arrive at a substantiated judgment about the elements of the thesis that are *most persuasive* and *least persuasive*.

Brief Indicative Content

Students will need to (a) briefly describe the “Clash of Civilizations” thesis (Huntington, 1993; 1996); (b) analyze evidence that supports the thesis; and (c) analyze evidence that refutes the thesis. Students should therefore aim to establish some degree of analytical balance, even if the essay argues strongly in one direction. Points for consideration include:

- *The impact of culture and religion in global politics.* To what extent does the rise of ethnic nationalism and religious fundamentalism explain developments in global politics since the 1990s?
- *The rise of China and growing rivalry with Western powers.* How are Chinese values different and what are the implications of this in relation to global issues such as human rights?
- *The flaws in the “Clash of Civilizations” thesis.* On what grounds have scholars criticized Huntington’s arguments? Consider inconsistencies and generalizations in relation to empirical evidence.
- *The alternatives to the “Clash of Civilizations” thesis.* What competing theories might better explain developments in global politics since the 1990s? Is the significance of inter-civilizational conflict over-stated by comparison with other global phenomena?

Suggested Resources

Students are *required* to use the extracts in the assignment sheet to explain and evaluate competing perspectives on “Clash of Civilizations” thesis. To sustain a well informed and analytical discussion, students will need to go beyond the material in the extracts by using a variety of books and articles, including those from which the extracts are taken.

(i) Textbooks

Baylis, John, Steve Smith and Patricia Owens eds. (2011) *The Globalization of World Politics: An Introduction to International Relations* (Oxford: Oxford University Press, 5th ed.), Ch. 25 “Culture in World Affairs”, by Simon Murden.

Heywood, Andrew. (2014) *Global Politics* (New York: Palgrave Macmillan, 2nd ed.), Ch. 8 “Identity, Culture and Challenges to the West”, Ch. 10 “War and Peace”, and Ch. 12 “Terrorism”

Kaarbo, Juliet and James Lee Ray (2011) *Global Politics* 10th ed. (Boston: Wadsworth Cengage), Ch. 7, “Ethnic Conflict and International Terrorism”, and Ch. 14 “Globalization and Its Discontents”, especially pp. 520-22

Rourke, John T. (2008) *International Politics on the World Stage* 12th ed. (New York: McGraw-Hill), Ch. 5 “Globalism: The Alternative Orientation”, especially pp. 150-160.

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(ii) Books [Check Google Books: <https://books.google.com/>]

Barber, Benjamin (1995) *Jihad vs. McWorld: Terrorism's Challenge to Democracy* (New York: Random House)

Chua, Amy (2002) *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability* (New York: Doubleday)

Forsythe, David (2012) *Human Rights in International Relations*, (New York: Cambridge University Press 3rd ed.)

Huntington, Samuel P. (1996) *The Clash of Civilizations and the Remaking of World Order* (New York: Simon and Schuster)

Norris, Pippa and Ronald Inglehart (2011) *Sacred and Secular: Religion and Politics Worldwide* (Cambridge: Cambridge University Press, 2nd ed.)

Rose, Gideon, ed. (2013) *The Clash of Civilizations? The Debate: Twentieth Anniversary Edition* (New York: Council on Foreign Relations)

(iii) Articles, Chapters and Papers [See assignment sub-folder on Blackboard]

Bielefeldt, Heiner (2000) "'Western' versus 'Islamic' Human Rights Conceptions? A Critique of Cultural Essentialism in the Discussion on Human Rights" *Political Theory*, Vol. 28, No. 1. (Feb.), pp. 90-121.

Chiozza, Giacomo (2002) "Is There a Clash of Civilizations? Evidence from Patterns of International Conflict Involvement, 1946–97" *Journal of Peace Research*, Vol. 39, No. 6, pp. 711–734, available at: http://www.hks.harvard.edu/fs/pnorris/ Acrobat/Chiozza_Clash.pdf

Henderson, Errol and Richard Tucker (2001) "Clear and Present Strangers: The Clash of Civilizations and International Conflict", *International Studies Quarterly*, Vol. 45, No. 2 (June), pp. 317-38.

Huntington, Samuel P. (1993) "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, No. 3 (Summer), pp. 22-49, available at: http://www.hks.harvard.edu/fs/pnorris/ Acrobat/Huntington_Clash.pdf

Inglehart, Ronald and Pippa Norris (2003) "The True Clash of Civilizations", *Foreign Affairs*, No. 135 (Mar.-Apr.), pp. 62-70, available at: http://www.hks.harvard.edu/fs/pnorris/Articles/Articles%20published%20in%20journals_files/The_True_Clash_Inglehart_Norris_Foreign_Policy_2003.pdf

O'Hagan, Jacinta (2005) "Beyond the clash of civilisations?" *Australian Journal of International Affairs*, Vol. 59, No. 3, (Sept.), pp. 383-400.

Robinson, Francis (2002) "Islam and the West: Clash of the Civilisations?" *Asian Affairs*, Vol. 33 Issue 3 (Oct.), pp. 307-20.

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Said, Edward W. (2001) "The Clash of Ignorance", *The Nation* (22. Oct.), 5 pp., available at: <http://www.thenation.com/article/clash-ignorance/>

Students are not required to conduct internet-based research for this assignment, and indeed are discouraged from using electronic sources except those listed above. However, if students find an electronic source that they wish to use and have any questions about the reliability of the material found online, they should consult their instructor.

Technical Requirements

Students must follow the advice given in (a) the *Politics Study Skills* guide on "Researching, planning and writing essays"; and (b) the *Student Guide for Politics Courses On Ground*, which contains writing exemplars. In brief, essays must conform to the following requirements:

- Between 2,000 and 2,500 words i.e. 8-10 double spaced pages with one-inch margins, and font size of 11 or 12. A word count must be provided at the end of the paper.
- Referenced using APA (Harvard) system. See Indiana University Bloomington, Campus Writing Program, 'APA Style: A Quick Guide', available at: <http://www.indiana.edu/~citing/APA.pdf>
- Bibliography of sources used (which is the convention for APA).
- A clear structure with an obvious introduction, middle section, and conclusion.
- The introduction must establish a thesis and indicate the content that will be discussed.
- Each subsequent paragraph should discuss only one analytical point, or two closely-related points.
- The conclusion should reiterate the line of argument and should highlight what is most significant.

Late Assignment Policy

Research essays that have not been through the structured drafting and review process (further details below) will not be accepted for submission, and any research essay submitted after the deadline will receive zero points. If there are extenuating circumstances that are properly documented, you will be permitted to write another research assignment on a completely different topic to the first submission (i.e. you will have to start all over again).

Plagiarism Policy

Students are reminded about Baker College policies on academic honesty (syllabus, p.2):

"Academic honesty, integrity, and ethics are required of all members of the Baker College community. Academic integrity and acting honorably are essential parts of professionalism that continue well beyond courses at Baker College. They are the foundation for ethical behavior in the workplace. There are four possible consequences for violating Baker College's Honor Code:

1. Failure of the assignment
2. Failure of the course
3. Expulsion from the College
4. Rescinding a certificate or degree"

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Your instructor may require you to submit your essay to Turnitin, as stated in the syllabus:

“Baker College utilizes plagiarism detection services and has the authority to submit any papers or assignments to such services to determine authenticity. Some assignments may need to be submitted electronically for this purpose.”

Assessment

Essays will be assessed on the basis of three criteria:

- *Analysis and evaluation* (80 points). The significance of the information deployed must be analyzed consistently and a clear line of argument maintained throughout the essay.
- *Factual knowledge and understanding* (80 points). The information deployed must be accurate and relevant to the question.
- *Communication and presentation* (40 points). The essay must be properly structured, free of spelling and grammatical errors, and supported by a sufficient number of references and a bibliography consistent with the APA style guide.

In addition, 50 points are available for the structured drafting and review process, which will be assessed EITHER by using the “Milestones” rubrics, OR the submission of a prospectus. Your instructor will advise you which method will be used. Students should familiarize themselves with the detailed descriptors in the rubrics, which are available on Blackboard under “Course Information”.