

Q2. English school's thesis of evolution of international society and Fukuyama's thesis of end of history seem to be agenda driven discourses. Explain both the concepts and comment on the statement.

### 1. Introduction:

The English school thesis on the evolution of international society and Fukuyama's thesis on the end of history are two prominent theories in international relations and political philosophy. The English school of international relations examines how societies interact globally over time. It focuses on evolution of norms, institutions, and behaviours among states. Francis Fukuyama proposed the idea that with the end of the Cold War and collapse of communism, humanity had reached the end point of ideological evolution. While both offer unique perspectives, they have been critiqued for agenda-driven.

## 2. English School's thesis on the Evolution of International Society

The English School examines the development of international society by focusing on shared norms, rules, and institutions among states. It emphasizes the transition of international relations over time.

### Key Components of English School Thesis:

#### 1) International System

It refers to basic interactions among states based purely on power politics and power maximization.

#### 2) International Society

It is a stage where states cooperate and recognize common interests, leading to shared rules and institutions. i.e. the United Nations.

### 3) World Society

A more advanced stage where humanity's collective interests, rather than just state-centric goals, dominate.

#### Example

An Example is the Westphalian Treaty (1648). It marked the beginning of modern state sovereignty and the recognition of shared norms between states.

Do not elaborate key components

Post World War II institutions like the United Nations reflect international society's evolution.

### 3. Fukuyama's Thesis of End of History

Francis Fukuyama's essay in 1989 argued that liberal democracy and capitalism represent the pinnacle of ideological evolution. He claimed that history, understood as ideological conflict, had reached its endpoint.

## Key Arguments of Fukuyama's Thesis:

### 1) End of Ideological Competition:

The fall of Soviet Union symbolized the defeat of communism and other competing ideologies.

### 2) Universalization of Liberal Democracy:

Liberal democracy is considered the most stable and universally acceptable form of governance.

### 3) Globalization:

Capitalism and free markets spread rapidly, influencing economies worldwide.

4. Are these Theories Agenda-Driven Discourses?

> Thesis (Supporting arguments):

— 58

i- **Western Centric Perspective:** Both theories prioritize Western ideals of democracy and international norms while marginalizing non-Western perspectives.

ii- **Ignoring Complexity:**  
The English School and Fukuyama oversimplify historical and political realities by assuming linear progress.

iii- **Hidden Normative Goals:**  
These ideas often advocate for the dominance of liberal democracy and capitalism, rather than neutrally analyzing international society or history.

> **Antithesis (Points negating Thesis):**

i. **Analytical Value:**

Despite biases, both theories offer frameworks to understand the

evolution of international relations  
and political ideologies.

## ii. Historical Basis:

The English School reflects historical trends of cooperation, and Fukuyama's thesis mirrors cold war realities.

## 5- Conclusion:

Both the English School thesis and Fukuyama's end of history thesis provide valuable insights into global politics and history. However, they reflect specific agendas, primarily promoting Western norms and ideologies. Thus, they represent particular perspectives that shape understanding of global politics and history.

Kindly write 7 points of both that how they are agenda driven with the examples. Do not go for thesis or antithesis.

