

GONZAGA IN FLORENCE

INTERNATIONAL RELATIONS - POLS 351/INST 342 (3 credits)

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Fall Semester 2009 - Meeting Time: Tuesday 3:35 – 6:15 pm

Course content

This course introduces the students to the academic discipline of International Relations. It dwells notably on the traditions of realism, liberalism, international society, constructivism and neo-Marxism. It also presents and discusses some contemporary issues in international relations.

Course objective

By the end of the course the students should understand the main IR theories and the values implicit in each of these different ways of looking at the world. They also should be able to read, understand, and analyze articles of varying complexity on international events and processes.

Course description

The first half of the sessions consists in the presentation by one or two students of the reading of the day, and a general discussion and reassessment of the main points. All the students are required to hand a proper outline of each session's reading. The students who have led the session are required to integrate in their successive review/research paper the arguments brought up during the discussion. Each presentation is the basis of a review/research paper which outline is due for the successive session.

The second half of the sessions consists in a lecture on the topic of next session by the teacher.

The tests consist in assessing in a proper way a reading.

Course grading

Participation of students (reading's outlines; constancy/assiduity along the semester; and participation in class) counts for 25% of the total grade.

Paper presentation, research paper for 25% of the total grade.

Mid-term exam and final exam contribute each to 25% of the total grade.

Bibliography

- **Readings** for students' presentation are available on the Blackboard.

- The **textbooks** (both available in the library) that we will use are:

- Robert Jackson and Georg Sorensen, 2007 (3rd ed.), *Introduction to International Relations. Theories and Approaches*, Oxford, OUP (online research centre)
- John Baylis, Steve Smith, and Patricia Owens, eds., 2008 (4th ed.), *The Globalization of World Politics. An Introduction to International Relations*, Oxford, OUP, (online research Centre)

SCHEDULE

Tuesday 22 September 2009

- Introduction

IR as an Academic Subject and The Debates between Theories

Tuesday 29 September 2009

- Students' presentation

Caroline Thomas and Peter Wilkin, 2004, Still Waiting after all these Years: 'The Third World' on the Periphery of International Relations, *British Journal of Politics and International Relations*, 6, 2, 241-58

- Lecture

Realism

Tuesday 6 October 2009

- Students' presentation

Conversations in International Relations: Interview with John J. Mearsheimer, 2006, *International Relations*, 20, 1, 105-23 and 20, 2, 231-243

- Lecture

Liberalism

Tuesday 13 October 2009

- Students' presentation

Daniel Deudney and G. John Ikenberry, 1999, The Nature and Sources of Liberal International Order, *Review of International Studies*, 25, 2, 179-96

- Lecture

The English School

Tuesday 20 October 2009

- Students' presentation

Galia Press-Barnathan, 2004, The War Against Iraq and International Order: From Bull to Bush, *International Studies Review*, 6, 195-212

- Lecture

International Political Economy

Tuesday 27 October 2009

- Mid-Term

Tuesday 03 November 2009

- Correction Mid-term and Students' presentation

Michael Cox, 1998, Rebels without a cause? Radical theorists and the world system after the Cold War, *New Political Economy*, 3, 3, 445-460

- Lecture

Constructivism

Tuesday 10 November 2009

➤ Students' presentation

Alex J. Bellamy, 2003, Humanitarian Responsibilities and Internationalist Claims in International Society, *Review of International Studies*, 29, 321-340

➤ Lecture

Republican liberalism

Tuesday 17 November 2009

➤ Students' presentation

David Chandler, 2006, Back to the future? The limits of neo-Wilsonian ideals of exporting democracy, *Review of International Studies*, 32, 3, 475-94

➤ Lecture

Bosnia-Herzegovina

Tuesday 24 November 2009

➤ Students' presentation

Sumantra Bose, 2005, The Bosnian State a Decade after Dayton, *International Peacekeeping*, 12, 3, 322-35

Charles-Philippe David, 2001, Alice in Wonderland Meets Frankenstein: Constructivism, Realism and Peacebuilding in Bosnia, *Contemporary Security Policy*, 22, 1, pp. 1-30

Roland Kostic, 2006, "State building, democracy and reconciliation- The results after a decade of international peace building in Bosnia and Herzegovina," Paper presented at the International Studies Association Conference San Diego, 22-25 March 2006

Tuesday 1st December 2009

➤ Lecture

Culture in World Affairs

Tuesday 15 December 2009

Final

THE OUTLINE

- 1) The **main argument(s)**:
 - a. What is the overall claim of the writing? (or/and) What is the author trying to convince us of?
 - b. Can we formulate the argument into a sentence or two?
- 2) How does the author lead the argument? or What the **demonstration** consists in?
 - a. Here we need to follow the author's reasoning step by step. For this purpose giving titles to each paragraph and to each section as we read them is a good device. It serves also to critically assess the demonstration.
- 3) We aim to make an **assessment** of the argument: Does the argument convince us? Is only part of it convincing? Is it cogent/logical? Do we think it helps us understanding something fundamental about the issue at stake? What do we believe the strengths and weaknesses of the text are? Is there any particular assumption that is important for the argument that we think should be strengthened?
- 4) Keep in mind in making the assessment that, things such as the **vocabulary**: does the author use particular words or concepts that are particularly important for his argument/demonstration? What does he mean by these words or concepts?; the **context** (the period of writing or the period the writing refers to, the social, political, economic, and religious factors); the presence of **alternative** or **counter-arguments** mentioned by the author her/himself, or anything else you deem relevant in the text, can be useful in making the assessment.

THE REVIEW/RESEARCH PAPER

Your papers include two parts: a review part and an assessment part.

The review part of your paper is a thoughtful account of the main article you've read. The point of the review is twofold: first, it describes the article's content and argument(s) supported with some quotations from the article; second, it indicates points of discussion that you are interested to pursue further and why you're interested in them.

- ✓ Bibliographical information about the writing, including author(s), title of the chapter, title of the book, publishing information, date, page numbers (always appears at the top of your review)
- ✓ General summary of content (what is the writing about; how many parts the article contains; does it contain a bibliography, how long, how specific)
- ✓ Account of the author's main point (why did the author write the book/chapter; what's the point(s) being made?)
- ✓ Identification of the main elements of argument (summarize the reasons the author cites to support the main argument)
- ✓ Account of the conclusion (what does the author conclude?)
- ✓ Identification of at least 2 problems/strengths that might be noted about the writing, the argument(s), the sources of information, the presentation, etc.

The research part of your paper is a discussion of the article you've read along the points you've indicated. The discussion should use other articles/books on the issue

- ✓ Suggest, fix, discuss, the problems/strengths you've identified. What might have made the work stronger/better? what is so special about the really good aspects of the work?
- ✓ Use at least two bibliographical sources for supporting the discussion of the problems/strengths you've identified and give sufficient hints on their content.
- ✓ Write a list of bibliographical references

Your paper should be between a medium-length paper (2 000 words or 6 double-spaced pages) and a long paper (3 000 words or 10 double-spaced pages).
