

GONZAGA IN FLORENCE

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

Dr. Bernard Gbikpi, PhD

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Fall Semester 2011 - Meeting Time: Tuesday 3:35 – 6:30 pm – Room 303

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 reading account of each session's reading.

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 accounts; participation in class; and constancy/assiduity along the semester) counts for 50% of the total grade.

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

Bibliography

- The **readings** are available on **Blackboard**; they can also be printed out as a reading pack if preferred (for about 12 to 15 Euro).

- 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)

- Jackson & Sorensen's **Web links** at

<http://www.oup.com/uk/orc/bin/9780199285433/01student/weblinks/>

SCHEDULE

Tuesday 20 September 2011

- Introduction

Why Study International Relations

Tuesday 27 September 2011

- Students' presentation

Aidan Hehir, 2010, The Responsibility to Protect 'Sound and Fury Signifying Nothing', *International Relations*, 24, 2, 218-239

- Lecture

IR as an Academic Subject and The Debates between Theories

Tuesday 04 October 2011

- Students' presentation

Steve Smith, 2004, Singing Our World into Existence IR Theory and September 11, *International Studies Quarterly*, 48, 499-515

- Lecture

Realism

Tuesday 11 October 2011

- Students' presentation

Brian C. Schmidt, and Williams, Michael C., 2008, The Bush Doctrine and the Iraq War: Neoconservatives Versus Realists, *Security Studies*, 17, 2, 191-220

- Lecture

Liberalism

Tuesday 18 October 2011

- Students' presentation

John Ikenberry, 2009, Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order, *Perspectives in Politics*, 7, 1, 91-97

- Lecture

The English School

Tuesday 25 October 2011

- *Mid-Term Exam*

Tuesday 08 November 2010

- Students' presentation

Tim Dunne, 2003, Society and Hierarchy in International Relations, *International Relations*, 17, 3, 303-320

- Lecture

Constructivism

Tuesday 15 November 2011

- Students' presentation

Andrew Flibbert, 2006, The Road to Baghdad: Ideas and Intellectuals in Explanations of the Iraq War, *Security Studies*, 15, 2, 310-352

- Lecture

International Political Economy: Classical Theories and Contemporary Debates: Economic Globalization and a Changing Role for States

Tuesday 22 November 2011

- Students' presentation

Immanuel Wallerstein, 2005, After Developmentalism and Globalization, What?, *Social Forces*, 83, 3, 1263-78

- Lecture

Republican Liberalism: The Democratic Peace Theory and International Intervention and International state-building

Tuesday 29 November 2011

- Students' presentation

Daniele Archibugi and David Chandler, 2009, A Dialogue on International Intervention: When Are They a Right or an Obligation?, *Ethics & Global Politics*, 2, 2, 155-69 (available at <http://www.ethicsandglobalpolitics.net/index.php/egp/article/viewArticle/1974>)

- Lecture

International Organizations

Tuesday 06 December 2011

- Students' presentation

Donald Puchala, 2005, World Hegemony and the United Nations, *International Studies Review*, 7. 4, 571-84

- Debate for general assessment of the course

Tuesday 13 December 2011

- *Final exam*

THE REVIEW PAPER

The review paper is a thoughtful account of the piece of writing you have read. The point of the review is to analytically restate the argument(s) and the contents of the reading, to discuss it, and to propose issues and bibliographical sources for further research. Your review paper should have the following structure:

- 1) Report the **complete bibliographical reference** of the piece you are reviewing: author(s), year of publication, title of the article, *name of the journal*, volume number, issue number, page numbers, and the author(s)'s professional position.
- 2) The **issue** and **main argument(s)**:
 - a. What is the issue discussed in the writing?
 - b. Formulate the argument into a few sentences. Or what is the author trying to convince us of?
- 3) How does the author lead the argument? or What the **demonstration** consists in?
 - a. Describe in one paragraph the structure of the article; (the article includes n sections: an introduction (pp.); section 1 entitled (pp.); section 2 entitled (pp.); etc...)
 - b. Restate the content of the article section by section (and sub-section by sub-section). If necessary, identify by yourself sections in the article. The scope of this exercise is to follow and restate the author's reasoning step by step.
- 4) We aim to make an **assessment** of the argument in two parts that are **strengths** and **weaknesses**. Indicative questions toward such assessment are: 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? Is there any particular assumption that is important for the argument that we think should be strengthened? Are the empirical facts reported by the author relevant, accurate? Are they any alternative or counter-arguments mentioned by the author her/himself? Does the author use particular words or concepts that are particularly important for his/her argument/demonstration? What does s/he mean by these words or concepts? Is s/he consistent in her/his use of them?...
- 5) **Further research**: Retain one or two questions/issues from your assessment that you would like to think about further, and identify in the bibliographical references provided in the article at least two sources that are likely to address your questions/issues. Say why you think the sources in question are apposite. Fully report their bibliographical references.
