



CIEE Global Institute – Paris

Course name:	Contemporary Controversies in International Relations
Course number:	(GI) INRE 4007 PAFR
Programs offering course:	Paris Open Campus
Open Campus track:	International Relations and Political Science
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

Course Description

This course looks at current global controversies, using current theoretical and paradigmatic approaches among scholars and practitioners to gain greater understanding of world politics and international relations (IR) between countries. The course will analyze the role of states, and international organizations and non-governmental actors will also be addressed. A central issue that we will investigate is the ways in which the multiplicity of actors of 'the international' impact and deal with a variety of issues, such as war and peace, the environment, security, human rights.

Discussion of current events will allow students to use the analytical tools provided by IR scholars and studies focusing on transnational dynamics and international public policy.

Learning Objectives

By the end of the course, students will be able to:

- Understand the importance and limits of international governance issues in a globalized world.
- Develop a deepened understanding of the theoretical and practical approaches to international issues.
- Demonstrate an appropriate use of specific vocabulary.
- Develop the ability to write critically about international politics and international relations.
- Critically analyze and explain policies, actions and challenges in international relations.
- Understand the entanglement of a diversity of issues.

Course Prerequisites

Everyone is welcome in this class; however, an interest for international affairs or issues is expected, as well as a desire to read and work hard to familiarize oneself with theoretical frameworks to analyse these issues.

Methods of Instruction



The course will be organized around collective discussions. The basis for these discussions will be the assigned reading, which has to be completed by everyone before each class. A guiding question for your reading and to prepare for class will be posted on Canvas before each class: you can start the discussion there.

This discussion will include both theoretical and factual elements. Following the news is also an important part of the course. In every session, a quiz will test both your reading and your knowledge of current international news.

Finally, presentations are an important part of the class.

Assessment and Final Grade

Research presentation:	20 %
Text presentation:	15 %
Final research paper:	25 %
Class Participation:	25 %
Quizzes:	15 %

Course Requirements

Presentations

At each session, designated students will present research on an international topic or on a text. They will do so in groups. All students should give one of each type of presentation at least once.

The *research presentation* should contain the following elements:

- Puzzle: what is the interesting question behind this topic? What paradox will the presentation explore?
- Clearly organized arguments ranging from 2 to 4 parts.
- Empirical examples to support the argumentation.
- References to theoretical debates and arguments.
- A bibliography.

The overall presentation will not exceed 30 minutes.

The *text presentation* should contain the following elements:

- Presentation of the author(s) and of the context of the text.
- Summary of the main ideas in the text.
- Exploration of why these ideas are interesting, how they relate to IR, how they have been influential.
- Potentially, a challenge to these ideas.

The overall presentation will not exceed 15 minutes.

Each student in the group will participate in preparing and delivering a portion of the presentation. Distribution of assignments will take place during the first session.



Final research paper

To conclude the course, students write a brief **research paper**, individually (2,000 words, +/-10%) or in groups (3,000 words, +/-10%):

- the topic will be an international issue, either a historical case or a more recent issue from the news. It has to be a specific case.
- the topic of the projected paper will be submitted by session 6 at the latest. You will submit a one-page presentation containing: (1) topic, (2) problematization (what is at stake? what are the main issues relative to the topic?), (3) hypothesis, (4) short bibliography (theoretical readings from class as well as other potential readings), (5) sources. We will discuss your one-page during session 9. **Note that topics not turned in by the due date will not receive feedback from the instructor and will cause the grade for the final research paper to go down by 5 points.**
- the essay will use at least 2 of our readings, and no more than 4.
- the final paper will be sent via e-mail for the last class (session 13), at the latest.

Class Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

More specifically, students enrolled in this course should be prepared to discuss the readings assigned for each class, bringing any questions and arguments they might have about these. Participation should be active, constructive and respectful of others. If you feel a bit shy, you can participate (and prepare for in-class participation!) to the online discussion board on Canvas.

Course Attendance and Punctuality

Regular class attendance is required throughout the program, and all unexcused absences* will result in a *lower participation grade* for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

*Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.



For CIEE classes, *excessively tardy (over 15 minutes late) students will be marked absent. Attendance policies also apply to any required co-curricular class excursion or event*, as well as to Internship, Service Learning, or required field placement.*

**With the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.*

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. *No make-up or re-sit opportunity will be provided.*

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	Reduction of participation grade
10 – 20%	2	Reduction of participation grade; written warning
More than 20%	3	Automatic course failure, and possible expulsion

Weekly schedule

WEEK 1

Session 1: What are International Relations?

States, Sovereignty, War and peace, International organizations, Beyond States.

Session 2: IR Theories: an Introduction to Realism and Liberalism



Reading: Dunne, Tim and Schmidt, Brian C., Chapter 6 « Realism », and Dunne, Tim, Chapter 7 « Liberalism », in Baylis, J. et al., *The Globalization of World Politics*. Oxford, Oxford University Press, 2017.

Text presentation: Hobbes' *Leviathan* and the realist tradition in IR.

Research presentation: The liberal roots of the European Union.

WEEK 2

Session 3: War and Peace

Reading: Tarak Barkawi, "War and world politics", Chapter 14, in Baylis, J. et al., *The Globalization of World Politics*. Oxford, Oxford University Press, 2017.

Research presentation: Is the war in Syria an international war?

Text presentation: Mary Kaldor, "In defence of New wars", *Stability*, 2(1):4, pp.1-16.

Session 4: Foreign Policy

Reading: Graham Allison, "The Cuban Missile Crisis", Chapter 14 in Smith, S and al., *Foreign Policy*, Oxford University press, 2016, pp.256-283.

Research presentation: The India-Pakistan conflict.

Text presentation: Putnam RD (1988) Diplomacy and domestic politics: the logic of two-level games. *International Organization* 42(3): 427-460.

WEEK 3

Session 5: International Organizations

Reading: Susan Park, "International organizations in world politics", Chapter 20, in Baylis, J. et al., *The Globalization of World Politics*. Oxford, Oxford University Press, 2017.

Research presentation: The UNHCR and the IOM: international organizations?

Text presentation: Michael Barnett and Martha Finnemore, "The Politics, Power, and Pathologies of International Organizations" *International Organization*. 53.4. (1999), pp. 699-732.

Session 6: Walking Tour: Foreign Affairs in Paris

Class meets at CIEE.

Deadline to send in your topic and one-page presentation for your final paper!

WEEK 4

Session 7: Globalization and Transnationalism

Reading: Saskia Sassen, "The Global City. Introducing a Concept", *The Brown Journal of World Affairs*, 9/2 (2005), pp.27-43 .

Research presentation: Maritime piracy and counter-piracy: a transnational issue?



Text presentation: Margaret E. Keck and Kathryn Sikkink, *Activists beyond borders. Advocacy Networks in International Politics*, Cornell University Press, 1998: Introduction and Conclusion.

Session 8: Constructivist Approaches to International Relations and Security Studies

Reading: Clara Eroukmanoff, “Securitisation theory”, Chapter 14 in Stephen McGlinchey, Rosie Walters & Dana Gold (eds), *International Relations Theory*, E-IR, 2017, <http://www.e-ir.info/wp-content/uploads/2017/11/International-Relations-Theory-E-IR.pdf>

Research presentation: The securitisation of migration.

Text presentation: Michel Foucault, *Society Must Be Defended, Lectures at the Collège de France, 1975-76*, Chapter 11, Penguin Books.

Session 9: Discussion of Paper Topic

Each student will be assigned someone else’s one-page presentation in advance and will be required to comment on it. The quality of your discussion will be taken into account for your participation grade. Discussion should be thorough and constructive, meaning you have to focus on how the paper could be improved.

WEEK 5

Session 10: The Environment

Reading: John Vogler, “Environmental Issues”, Chapter 24, in Baylis, J. et al., *The Globalization of World Politics*. Oxford, Oxford University Press, 2017.

Research presentation: The Paris Climate Agreement.

Text presentation: From Rachel Carson’s ‘Silent Spring’ to Arne Naess’s ‘Deep Ecology’: what lessons for the reflection on the international governance of the environment?

Session 11: Walking tour: Colonial and Post-Colonial Paris

Class meets at CIEE.

WEEK 6

Both classes this week are led by guest lecturer Izadora Xavier Do Monte (University Paris 8).

Session 12: Post-Colonial Approaches of IR

Reading: Sylvester, Christine, « Chapter 11 : Post colonialism » in Baylis, J. et al., *The Globalization of World Politics*. Oxford, Oxford University Press, 2017.

Research presentation: The Responsibility to Protect.



Text presentation: Edward Said, *Orientalism*, Routledge and Kegan Paul Ltd, 1978. Introduction + Part I and II of Chapter 1 (pp.1-73 in 2003 Penguin edition).

Session 13: Gender and IR

Reading: Cynthia Enloe, “Gender Makes the World go Round”, in *Bananas, Beaches and Bases. Making Feminist Sense of International Politics*, 2014, pp.1-36.

Research presentation: The international politics of LGBTQ+ rights.

Text presentation: Laura Sjoberg and Caron E. Gentry. *Mothers, Monsters, Whores. Women’s Violence in Global Politics*. Zed Books, 2007, Introduction + Chapter 1: p.1-57.

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one’s own*.

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad*.

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another’s work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.



- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records. For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.