



CIEE Global Institute – Rome

Course name:	Contemporary Controversies in International Relations
Course number:	(GI) INRE 4007 ROIT
Programs offering course:	Rome Open Campus (International Relations and Political Science Track)
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

Course Description

The course provides an overview of important international conflicts of our time, their causes, main agents, and recent developments. Investigating a number of case studies will allow us to not only identify and learn in detail about different areas of international controversy, but also to study models of international cooperation. Course participants are to analyze a variety of current conflicts by diagnosing the conflict, providing an outlook for the medium-term future, and proposing solutions. Classroom content is supplemented and enhanced by debate meetings with experts and practitioners from different organizations and institutions. The course addresses the following and other questions: In which policy domains do we find contemporary / future international controversies? What are the ways in which these controversies are diffused and settled? What are existing obstacles to the resolution and settlement of international conflicts? What major multilateral forums exist? Is global governance a realistic and desirable goal? What could possible forms look like?

Learning Objectives

This course will allow students the opportunity to:

- Acquire a basic knowledge of international politics and international conflicts
- Acquire practice in addressing pointed and critical questions to politicians and members of government bureaucracies
- Further develop critical thinking and communications skills by regularly debating political topics of current significance – in writing and in class
- Improve your team-work and public speaking skills by preparing and delivering presentations in a group
- Critically evaluate, analyze and compare contemporary controversies in International Relations

Course Prerequisites

None.

Methods of Instruction



The methodology will be characterized by lectures, presentations and class discussions based on the assigned readings. Lectures will be enhanced by PowerPoint presentations whenever these are helpful to explain international conflicts and controversies. The class debates will be prepared and conducted in such a way that they can serve as preparation for discussions and meetings with politicians, NGO representatives as well as independent experts. Classroom activities will include individual, partner and group work and will be complemented by homework exercises.

Assessment and Final Grade

1. Response papers (2): 20%
2. Political Debate 15%
3. Group Presentation: 20%
4. Final exam: 25%
5. Participation: 20%

Course Requirements

Response Papers (2)

Students will be assigned two response papers (700 words in length). More detailed instructions will be given in advance of each assignment. Response papers will be assessed on structure, clarity, critical analysis/argument, style and, where appropriate, referencing. Feedback will be provided on each response paper, which students should apply to subsequent papers and to the final paper.

Political Debate

Students will be organized into opposing panels to debate positions on a topic directly related to the materials in the course. Students will be presented with the debate topic by the lecturer, and will be informed whether they are for or against. Performance will be measured by the ability of each panel to demonstrate they have sourced suitable information from both the course and beyond, and using these resources to build an argument

Group presentations

The in-class presentation will be delivered by the students in groups of no more than 4 students. Each will choose a topic from those which the instructor will present to the students on the first day of class. First come, first serve. The presentation should be in PowerPoint format; it should not last more than 20 minutes and will be followed by a Q&A session. Each member of the group must participate in preparing and in delivering a



portion of the presentation. Presentations will be assessed on five key areas: structure, content, critical analysis, general delivery, communication/presentation skills.

Final Exam

Students will take a final exam at the end of the course. The exam (multiple choice test and short essays) will cover all topics discussed and analyzed in 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. In order to promote future pedagogical and strategic adjustments, students will also be requested to fill a form with an anonymous evaluation related to the class dynamics and contents. Although the content of the evaluation (considering that is anonymous) will not be evaluated or graded, satisfying this requirement constitutes a mandatory participation task.

Attendance Policy

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 must 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. 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.

Attendance policies also apply to any required class excursion, 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.

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 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.



Weekly Schedule

Week 1

Introduction

Class 1:1

Introduction to the course (presentation of the syllabus and overview of the main topics, method, reading materials, assessment methods, course requirements)

Week 2

The Cold War and beyond

Class 2:1

The Cold War context.
The second part of the 20th century will be analyzed within its historic, economic, social and political context, with emphasis on the birth of NATO and Warsaw Pact, the confrontation between the two blocs, the phases of major tensions and of détente. The professor will give the students a general background about the Cold War.

Reading:

Young and Kent (2013), Gaddis (2005)

Class 2:2

The end of the Cold War
The professor will explain the transition between the bipolar Cold War to the 1990s. The class will brainstorm on the main causes of the end of the Cold War, using as starting point the chapters proposed by the professor, written by the most important scholars in the field.

Reading:

Hanhimaki (2013), Leffler (2007)

Due date for submission of Response Paper 1

Week 3

The 1990s: major international crisis

Class 3:1

The “First Gulf War” 1990-1991: the Iraq invasion of Kuwait and the international reaction (US, UN...). The crisis in Yugoslavia, from the collapse of the Federal state to the Kosovo crisis.

Reading: Young and Kent (2013)

Class 3:2 The crisis in Somalia and the Rwanda genocide, the role of the UN and the problems of peacekeeping.

Reading: Gow (1993), Kennedy (2007), Shawcross (2000)

Due date for submission of Response Paper 2

Class 3:3 On-site class TBD

Week 4 NATO & UE enlargements; contemporary problems

Class 4:1 The evolution of the European integration process during the 1990s. The NATO enlargement and the new task of the transatlantic alliance in the post-Cold War context.

Reading: Young and Kent (2013)

Class 4:2 Contemporary problems about people: Human rights violations, poverty and immigration. Contemporary problems about Earth: environment, climate change, sustainable development, resources.

Political debate: In-class debate

Reading: Yost (1998), Kennedy

Week 5 Security problems of our times: Terrorism and Nuclear Proliferation

Class 5:1 The 9/11 attack and its consequences: Bush Jr. Administration and the War on Terror (Afghanistan, Iraq...)

Reading: Young and Kent (2013), Chollet and Goldgeier (2008)

Class 5:2 Temporary problems related to Nuclear proliferation: The nuclear question during 1990s and beginning of XXI century, progresses and failures of arms control, the concept of Global Disarmament.



Reading: Gordon and Shapiro (2004), Kelleher and Reppy (2011)

Week 6

Exam Week

Class 6:1

On-site class TBD

Class 6:2

Group Presentations and Debate
General review of the main topics (for the final), brief conclusion and class debate about the change of the international system and the transformation from the bipolar world of the Cold War to our current multipolar system.

Class 6:3

Final Exam

On-site classes (dates to be defined, according to the availability of the institutions)

At least 2 among the following:

- IAI, SIOI, Caritas, A Buon Diritto, Censis, Pangea

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Readings

Derek Chollet, James Goldgeier, *America between the wars. The misunderstood years between the fall of the Berlin Wall and the start of the War on Terror*. New York, Public Affairs, 2008.

James Gow (ed.), *Iraq, the Gulf Conflict and the world community*. Brassey's, 1993

John Lewis Gaddis, *Strategies of containment. A critical appraisal of American National Security Policy during the Cold War*. Oxford University Press, 2005

Philip H. Gordon and Jeremy Shapiro, *Allies at War. America, Europe, and the crisis over Iraq*. Brooking Institution, 2004.

Jussi Hanhimaki, *The rise and fall of détente. American foreign policy and the transformation of the Cold War*. Washington D. C., Potomac Books, 2013

Catherine McArdle Kelleher and Judith Reppy (eds.), *Getting to zero. The path to nuclear disarmament*. Stanford University Press, 2011.



Paul Kennedy, *The Parliament of Man: The Past, Present, and Future of the United Nations*. Vintage, 2007.

Melvyn P. Leffler, *For the soul of mankind. The United States, the Soviet Union and the Cold War*. New York: Hill and Wang, 2007

William Shawcross, *Deliver us from evil. Warlords and peacekeepers in a world of endless conflict*. Bloomsbury, 2000.

David S. Yost, *NATO transformed. The Alliance's new roles in International Security*. United States Institute of Peace Press, 1998

John M. Young and John Kent, *International Relations since 1945*. Oxford University Press, 2013

Further reading materials will be assigned on a week-by-week basis.

Professor will provide a complete list of complementary readings, media sources and articles published in national and international media in order to stimulate class debates and activities.