



**Academic Year 2023-2024 Syllabus**

**International Relations**

**CFU 12**

**Prof Federiga Bindi - Amb. Patrizio Fondi - Prof Maurizio Carbone**

**Course Description**

The course of International Relations is divided into three Modules:

First module: The EU in the World (Professor F. Bindi) – 2 CFU

Second module: Foreign Policy: An Introduction (Amb. P. Fondi) - 4 CFU

Third module: International Cooperation and Development (Prof M. Carbone) - 6 CFU

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**First module**

**The EU in the World**

This module aims to give students the basic knowledge and analytical tools to understand and make informed projections about the integration process of the European Union and the relations of the European Union and with the rest of the world. It also aims at understanding how foreign policy decisions are negotiated and implemented in the EU, and how the EU interacts in the international arena.

**Teaching Method**

Each lecture will be followed by class debates to give students the opportunity to discuss the issues raised. Two group exercises will be organized to allow students to better analyze and discuss specific topics.

**Schedule of Topics**

Topic 1	The European Union's external relations / foreign policy in a historical perspective: this module will explain how the European Community first, and then the European Union gradually developed the concepts and institutions that form the basis of the Common Foreign and Security Policy (CFSP).
Topic 2	The EU foreign and security since the entry into force of the Lisbon Treaty: this module will focus on the innovations introduced by the Lisbon Treaty in the field of foreign, security and defense policy, including, among others, a double-hatted High Representative/Vice President of the European Commission, the European External Action Service and the Permanent Structured Cooperation (PESCO)
Topic 3	A particular attention will be given to state actors' preferences and to Transatlantic Relations and their influence on the EU foreign policy.

**Textbooks and Materials**

- *Europe and America: The End of Transatlantic Relations?* by F. Bindi, 2019, Brookings Institution Press.
  - *The EU Foreign Policy* by F. Bindi, 2022, Brookings Institution Press
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## **Second module**

### **Foreign policy**

The course is divided into an introduction and two sections. As an introduction, the role of various actors intervening in framing foreign policy will be briefly discussed: state/non-state actors, different levels of government and interest groups within the state, transnational actors. The first section will be devoted to a concise overview of major crises during the last thirty years, the role of international organizations and the changes in the International Order. In the second section, eight case studies will be examined, where the concepts dealt with in the introduction and section one can be usefully verified.

### **Teaching Method**

Lectures will always be followed by discussion. Thus, students are encouraged to prepare classes reading the textbook beforehand, as well as any other sources on the subject matters.

Topic two will require a more direct participation: students are called to form smaller groups, one for each case study; group members will jointly prepare a short paper (less than 8 pages) on the specific subject and will discuss it in class.

### **Schedule of Topics**

Introduction Making sense of foreign policy: actors, interactions and theories

Topic 1 Overview of major crises during the last thirty years and the changes in the International Order

Topic 2 Lessons from recent history: selected cases

- a) Post-9/11 interventions in Afghanistan and Iraq : a comparison
- b) Post-Arab Spring conflict in Yemen and the role of the Houthis
- c) India under PM Narendra Modi
- d) The Global South and the role of (widening) BRICS
- e) Africa and the influence of external actors
- f) Russia – Ukraine conflict
- g) Taiwan: reunification, status quo or independence?
- h) Gaza crisis, including the role of the Gulf States

### **Textbook and Materials**

‘World Politics: Interests, Interactions, Institutions’; Frieden, Lake, Schultz; WW Norton and Co. Introduction, Part 1, Part 2, Part 5.

Slides will be presented and readings will be suggested (also related to the discussions of the case studies).

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## **Third module**

### **International Cooperation and Development**

### **Course description**

This module will investigate the interaction between the (Global) North and the (Global) South in the context of the changing system of international relations. To do so, it will explore the main strategies adopted by the international community to fight poverty and tackle global inequalities, the different means of cooperation used in North-South and South-South relations, the link between foreign aid and other development-related policies (e.g. trade, migration), and the impact of key international organisations, emerging economies, multinational corporations and civil society actors in North-South relations. A section of the course will be devoted to the role of the European Union in international development.

The main aims of this module are to:

- analyse different understandings and measurements of the concepts of development and inequality;
- discuss the main theories in the field of International Relations and International Development and their prescriptions;
- understand how the global architecture for development has evolved over the past six decades;

- assess why and how traditional and emerging donors give foreign aid;
- investigate the role of key international organisations (e.g. United Nations, World Bank, International Monetary Fund, and the World Trade Organization) and civil society and non-governmental organisations (NGOs) in the promotion of international development;
- explore the impact of selected policies of industrialised and emerging economies (e.g. trade, migration) on the economic and social development of developing countries;
- examine the evolution of the EU's policies towards developing countries.

### **Teaching method**

This module is highly interactive. Students must do the assigned readings before each session as they will be asked to actively participate in class discussions.

### **Textbook and Materials**

- There is no textbook for this module. Material will be available on DIDA.

### **Schedule of Topics**

- International development and global inequality
- Theories of development
- International organisations and development
- Foreign aid and 'traditional' bilateral donors
- South-South cooperation
- Multinational corporations and international development
- Civil society actors and international development
- Trade and development
- Migration and development
- Environment and development
- The European Union and international development

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### **Assessment**

#### **First Module (2 CFU, one sixth of the final grade):**

Quiz and/or oral exam

#### **Second module (4 CFU, one third of the final grade):**

25%: study case discussion

75%: an oral final exam, covering the whole programme (relevant sections of the textbook, slides presented, readings suggested).

Non-attending students (students with less than 80% of presence in class) will be assessed

100% on an oral final exam (covering the relevant sections of the textbook and all materials in DIDA related to the Second Module - Foreign Policy).

#### **Third module (6 CFU, 50% of the final grade):**

For attending students:

Quiz 1, in-class (20% of the final mark), covering the first part of the course;

Quiz 2, in-class (20% of the final mark), covering the second part of the course;

Exam (60% of the final mark), with questions covering the whole course.

#### **For non-attending:**

**Exam (100% of the final mark), with questions covering the whole course.**

**NB: Students who did not take either Quizzes will take the Exam as non-attending students or will receive a 0 for the missed quiz.**

**Please be aware: students can reject ONLY the final grade of the average of the 3 exams. If they do that, they will have to retake in the second round (appello) ALL 3 exams: for the first module a new paper on a new assigned topic; for the second module on a written exam; for the third module a written exam. This second exam will also be available for non-attending students and students who failed the exam (total grade, made of the average, below 18).**

### **Office hours**

Professors will receive students after classes by appointment:

Amb. Patrizio Fondi [fondi.patrizio@gmail.com](mailto:fondi.patrizio@gmail.com)

Prof. Federiga Bindi [federiga.bindi@uniroma2.it](mailto:federiga.bindi@uniroma2.it)

Prof. Carbone [Maurizio.Carbone@Glasgow.ac.uk](mailto:Maurizio.Carbone@Glasgow.ac.uk)

**NOTE:** If you are an Erasmus or a non Global Governance student who would like to attend one or more courses in the Global Governance programme, please be aware that, before enrolling in the course, you should have read the code of conduct and the procedural rules characterizing our programme. We assume that, if you enrol in the course, you have read and accepted all Global Governance values and rules. Notice that attendance is required from the very first lesson and you need to attend at least 80% of the course to be considered an attending student.

### **Description of the methods and criteria for testing learning**

The examination assesses the student's overall preparation, ability to integrate the knowledge of the different parts of the program, consequentiality of reasoning, analytical ability and clarity of presentation, in accordance with the Dublin descriptors (1. knowledge and understanding; 2. applying knowledge and understanding; 3. making judgements; 4. learning skills; 5. communication skills).

The examination will be graded according to the following criteria:

Unsuitable: important deficiencies and/or inaccuracies in the knowledge and understanding of the topics; the topics are exposed in an incoherent manner and with inappropriate language.

18-20: barely sufficient knowledge and understanding of most of the topics, with some missing items; sufficient capacity for analysis; the topics are sometimes exposed in an inconsistent manner and with inappropriate/technical language;

21-23: basic knowledge and understanding of most of the topics; ability to analyze and synthesize correctly with sufficiently coherent logical argumentation, with possibly some inaccuracy in the technical language.

24-26: good knowledge and understanding of most of the topics; good analytical and synthetic skills with rigorously expressed arguments, though with possibly a few inaccuracies in the technical language.

27-29: complete knowledge and understanding of the topics; good capacity for analysis and synthesis. Arguments presented in a rigorous manner and with appropriate/technical language, with only minor inaccuracies.

30-30L: very good level of knowledge and thorough understanding of topics. Excellent analytical and synthetic skills and independent judgement. Arguments expressed in an original manner and in appropriate technical language.

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