

**Academic Year 2024-2025 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, and the European External Action Service
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**

- *The EU Foreign Policy* by F. Bindi, 2022, Brookings Institution Press
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## **Second module**

### **Foreign policy**

The first section of the module (6 two-hour lessons) will focus on the role played in world politics by a variety of actors (states, institutions and interest groups), describing the most relevant approaches to the international relations. Moreover, it will be devoted to a concise historical introduction from the discovery of America to our times - in order to give an overview of the changes in the international order – as well as to the analysis of the theoretical aspects related to war and peace in all their features. In the second section (8 two-hour lessons), eight case studies will be examined, where the concepts dealt with in section one can be usefully verified.

### **Teaching Method**

Lectures of the first section will always be interactive and students are encouraged to make questions and comments. The second section will require a more direct and active participation: students are called to set up small groups, one for each case study; group members will jointly prepare a short paper on the specific subject (around 8 pages, in character Calibri 12); the paper will be discussed in class.

### **Schedule of Topics**

SECTION 1: Making sense of foreign policy: actors (states, institutions and different groups), interests and interactions. Theories of the international relations. Historical overview of the changes in the international order. War and peace: definitions, influence of domestic policies, role of the international institutions, civil war, terrorism.

#### SECTION 2 Lessons from recent history: selected cases

- a) The Syria conundrum
- b) The foreign policy of Trump
- c) The conflicts in Africa: Sudan and Congo
- d) The foreign policy of Putin
- e) The Israeli – Palestinians age-old question
- f) The foreign policy of Xi Jinping
- g) Iran between internal tensions and external challenges
- h) Is multilateralism fading away?

### **Textbook and Materials**

‘World Politics (*Fifth edition* – 2022): Interests, Interactions, Institutions’; Frieden, Lake, Schultz; WW Norton and Co.

Introduction, Part 1 (Foundations), Part 2 (War and Peace), Part 5 (Looking Ahead).

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

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 round will be available both for non-attending students and students who failed the exam (total grade, made of the average, below 18).

This second round is available to all students who fail the first round (attending and non attending), who reject the grade of the first round.

N.B. If an attending student does not show up to the first round, they can take the exam in the second round and keep the grades of the in class activities.

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

Oral exam on the content of class and the textbook. Attending students will have the chance to begin the exam with a question of their choice and to choose 6 chapters to study for the exam.

Non attending students will be tested on the whole volume.

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

#### Attending students:

25%: case study discussion

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

#### 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 quiz will take the exam as non-attending students or will receive a 0 for the missed quiz.

## 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 expected 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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