



## ICIR 101 Approaches to International Relations and Global Affairs

### Course Description & Aims:

This course is a general introduction to International Relations (IR). It covers a wide variety of topics, from the development of the study of international relations, to contemporary concerns. It aims to introduce the student to central theories and concepts of the study of IR, and introduce important events in IR such as conflict, the changing nature of sovereignty, and new international rules. The course starts with a foundation in theories of IR, followed by a study of the principle organizations and issues such as war and the economy. Finally, it examines a range of contemporary issues in IR (such as security, humanitarianism, and the environment). There will be some practical elements to expose students to the activities of IR professionals who work in fields such as policy analysis, diplomacy, international and transnational organizations, security, and intelligence. The course material is primarily academic articles, however, films and other relevant media are used for instruction.

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### Assessment

Two (2) short in class quizzes (10% x 2)	20%
Short presentation	20%
Short paper on applying International Relations Theory (Movie/Series)	20%
Short paper on international relations history issue	20%
Final examination	20%

### Course Learning Outcomes

At the completion of the course the students will be able to:

1. To be able to define key terms and explain historical developments and themes in international relations and global affairs
2. To be able to understand and analyze IR issues using major theories in international relations and global affairs
3. To be able to work in groups and present information in a clear and concise manner
4. To remember, understand and utilize information and data and demonstrate foundational knowledge in international relations and global affairs

### General course text:

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011.
- Burchill, Scott et. al. *Theories of International Relations*. New York: Palgrave, 2005.

### Supplementary core International Relations texts:

- Diamond, Jared. *Guns, Germs, and Steel: The Fates of Human Society*. New York: W.W. Norton &, 1999.
- Gilpin, Robert. *Global Political Economy: Understanding the International Economic Order*. Princeton: Princeton Univ. Press, 2001.
- Pape, Robert Anthony. *Bombing to Win: Air Power and Coercion in War*. Ithaca, NY: Cornell University Press, 1996.
- Schelling, Thomas C. *Arms and Influence*. New Haven, CT: Yale University Press, 2009.
- Scott, James C. *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 1998.

Topic No.	Topic
1	Conceptualizing IR, Perspectives and Policy
	IR theory: Liberalism, Neoliberal Institutionalism, Regimes
2	IR theory: Realism, Neo-realism
	IR theory: Structuralism, Constructivism, Postmodernism, Feminism
3	History of IR: Interwar Period, Bretton Woods, Post WWII Order
	History of IR: Cold War, Post-Cold War Order, Uni and Multi polarity
4	The UN System and Peacekeeping
	The UN System and Peacekeeping
5	Comparative Regionalism: ASEAN & EU
	Comparative Regionalism: ASEAN & EU
6	Theories of conflict: Trends in Conflict, Cognitive, Psychological and Social Theories
	Theories of war: Trends in Conflict, Cognitive, Psychological and Social Theories
7	Terrorism: Types and organizations
	Terrorism: Types and organizations
8	Diplomacy and Negotiation: Historical Development, Foreign Ministry
	Diplomacy and Negotiation: Historical Development, Foreign Ministry
9	New Diplomacy, Public Diplomacy and State Branding
	International Law: Basics, scope and regimes
10	International Law: Basics, scope and regimes
	Human Rights: International human rights regime
11	Humanitarian Intervention and the Right to Protect
	Global Flashpoints Presentations
12	Global Flashpoints Presentations
	Review for final examination

### Assessment Methods & Criteria

#### 1. In class quizzes 20%

Students will be given two (2) in-class quizzes. These will be short quizzes consisting of short answer questions given in weeks 5 & 9.

#### 2. Contemporary Global Flashpoints Presentation 20%

Students will be assigned a flashpoint of contemporary international relations and present on the current issue in class. Presentations will be in powerpoint format and address issues to be assigned.

#### 3. Short Essay on Movie or TV Series 20%

Students will be assigned to watch a movie or an episode of a popular TV Series and apply an International Relations Theory for assessing the media. Students will be graded on their ability to properly apply an IRT analytical framework. The paper should be no more less than 500 words and no more 1,000 words.

#### 4. Short paper on IR historical issue/even 20%

Students will be assigned to watch an episode of CNN Cold War and describe the major actors, event and apply an IR theory to understanding the behavior of actors.

#### 5. In-class final examination 20%

Students will research and discuss on contemporary IR events. The examination will comprise medium length answer questions which will require students to draw on lectures, course readings and short personal research to answer questions. Exam will be given in week 9 and returned by week 12.

## Introduction & IR Theory of Liberalism

**Topic description:** This week students will be introduced to the course outline, course requirements, and their expected input. Basic concepts are defined (such as IR, diplomacy, world systems, anarchy, actors); central issues outlined (such as the study of IR, war, interdependence, and globalization); and critical tensions within the study introduced. International relations theory of Liberalism and its different subfields of Idealism, Neoliberal institutionalism and Regime theory will be examined.

**Expected learning outcomes:** For students to understand the development of international relations, definitions central to the field and the international relations theory of liberalism.

### **Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 1.
- Activity – Game theory prisoner's dilemma for students to understand strategic decision-making and dilemma of conflict and cooperation

### **Supplementary readings:**

- Brown, Chris. Chapter 1: Introduction: Defining International Relations. In *Understanding International Relations*. 3<sup>rd</sup> ed. London: Palgrave 2005.
- Jervis, Robert (1999) Realism, Neoliberalism, and Cooperation Understanding the Debate, *International Security*, 24(1), 42-63.

## IR Theories: Realism, Structuralism, Critical Theories

**Topic description:** This week the central theories of IR will be explored. Lectures start with theories of realism and neorealism, with their different approaches to power and human nature, and moves on to the more critical studies such as feminism, structuralism, postmodernism and constructivism.

**Expected learning outcomes:** For students to understand mainstream and critical international relations theory and apply these to a contemporary popular culture media piece.

### **Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 3.
- Activity – Hobbes card game of rock, paper, scissors to demonstrate human nature and the role of agent-structure from realism to neorealism to structuralism. This activity will put into practice and evaluate international relations theories to demonstrate to students the role and issue of agent-structure in IR.

### **Supplementary readings:**

- Brown, Chris (2009) Structural Realism, Classical Realism and Human Nature, *International Relations*, 23(3), 257-270.
- Hopf, Ted (1998) The Promise of Constructivism in International Relations Theory, *International Security*, 23(1), 171-200.
- Hynek, N. & Teti, A. (2010) Saving Identity from Postmodernism The Normalization of Constructivism In International Relations, *Contemporary Political Theory*, 9(2), 171-199.
- Waltz, Kenneth N. (1988) The Origins of War in Neorealist Theory, *The Journal of Interdisciplinary History*, 18(4), 615-628.
- Wendt, Alexander (1992) Anarchy is what States Make of it The Social Construction of Power Politics, *International Organization*, 46(2), 391-425.
- Young, Oran R. (1982) Regime Dynamics: The Rise and Fall of International Regimes, *International Organization*, 36(2), 277-297.
- Assessment – contemporary popular culture media piece for students to watch and apply an international relations theory studied in class. The media will be either a movie or two-three episodes of a contemporary series such as the walking dead etc.

## History of International Relations

**Topic description:** A brief sketch will be made of IR history, from World War I to the end of the Cold War. Also discussed are the consequences of the two world wars on the international system, the impact of decolonization on global politics, and the consequences of the Cold War.

**Expected learning outcomes:** For students to understand the broad development of the international system from World War I to the end of the Cold War. Students will understand the role of historical circumstances which have led to international structures, institutions such as the Napoleonic wars and the Concert of Europe and the breakdown of the international system in the interwar period and how this led to post WWII institutional structures.

### **Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 3.

### **Supplementary readings:**

- McMahon, Robert (2003) Chapter 4: A Global Cold War, 1950–8 in *The Cold War: A Very Short Introduction*. Oxford: Oxford UP. 56-77.
- Strydom, Hennie (2007) *The Non-Aligned Movement and the Reform of International Relations*, In Bogdandy, A. & Wolfram, R. (eds.) *Max Planck Yearbook of United Nations Law*. Brill, The Netherlands. 1-46.
- Activity – in-class discussion on the role, development, principles and problematic cooperation of the Non-aligned movement based on Strydom reading.

## The United Nations System & The State – Sovereignty and Law

**Topic description:** The United Nations as the World's only global organization was created in the aftermath of WWII with the aim of maintaining global peace and security. This lecture and discussion session will cover a brief history of the UN, its primary institutions and their respective mandates. There will be a focus on UN Peacekeeping historically and contemporarily. This will demonstrate the strengths and weaknesses of the UN mandate as well as critically evaluate efforts to reform the UN. Lastly, there will be a class discussion concerning the success or failure of economic sanctions regimes.

The centrality of the nation state to IR will be considered. Firstly, we will examine the rise of the nation as a fundamental political system since its emergence in the treaty at Westphalia (1648). Concepts crucial to nationalism, such as sovereignty, nationalism, and interdependence will be analyzed. Secondly, the legal status of sovereignty, and its recent questioning will be examined.

**Expected learning outcomes:** For students to understand the structures and role of global governance and an analysis of sanctions regimes. The centrality of the nation-state, nature of sovereignty and the legal basis and changing nature of sovereignty and the nation-state in the contemporary world.

### **Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 13.

### **Supplementary readings:**

- Anghie, Antony (2004) *Imperialism, Sovereignty and the Making of International Law*. Cambridge UP, Cambridge, pp. 196-235.
- Jett, Dennis C. Humanitarian Aid and Peacekeeping Failure in *Why Peacekeeping Fails*. Palgrave, NY, 1999, 133-144.
- Morgan, T. C. (2015) Hearing the Noise Economic Sanctions Theory and Anomalous Evidence, *International Interactions*, 41(4), 744-754.
- Wittaker, D. J. (1997). *United Nations in the Contemporary World*. London: Routledge. 14-41.

- Activity – in-class discussion on the success and failures of sanctions regimes.

### Theories of War and Peace

**Topic description:** War is of central concern to IR. The topic starts with theories about the causes and types of war. A brief study will be made of theories about why we have wars, from biological to techno-centric views; also investigated are the various types wars, their reasons, and the outcome. Modern warfare differs greatly to traditional warfare, in that most wars now are civil, involving the death of civilians, and often involving war crimes. There will be an examination of global trends in conflict from an historical to contemporary perspective as well as different theoretical perspectives that attempt to explain the causes of war including traditional IR theories, psychological, sociological perspectives. Peace theory will be examined by using Galtung's theoretical model and applying this to a case study of the Rohingya.

**Expected learning outcomes:** For students to understand different theoretical frameworks for explaining the origins of conflict as well as models for achieving positive peace. Students will use these frameworks for examining state behavior in war in later sessions.

**Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 10.

**Supplementary readings:**

- Brown, Chris & Kirsten Ainley (2005) *Understanding International Relations*. Palgrave, New York. 3<sup>rd</sup> ed. pp. 97-113.
- Galtung, Johan (1990), Cultural Violence. *Journal of Peace Research*, 27(3), 291-305.

### Terrorism

**Topic description:** Terrorism as an historical and contemporary conflict phenomenon. Different types of terrorist organizations as well as motivations which connect to international politics as well as theories of conflict from the previous module. Different forms of terrorism from domestic to international terrorism as a form of asymmetrical conflict as well as state terrorism in its different forms.

**Expected learning outcomes:** For students to understand different forms of terrorism as well as different organizational types. To understand possible motivations as well as triggers.

**Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 12.
- Activity – to watch short video clip of 9/11 planes hitting WTC and try to decipher how terrorism is a form of complex communication.

### Comparative Regionalism

**Topic description:** Regionalism as a central component of international affairs after WWII has gained importance and is evident as every continent has at least one regional organization. A comparative approach will be taken to describe the history, central facets, institutions and development of the European Union and ASEAN. This class intersects with the previous class by examining the economic foundations for political cooperation at the regional level.

**Expected learning outcomes:** For students to understand the basics of international political economy and how economics intersects with political decision-making at the nation-state and regional levels.

**Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 20.

**Supplementary readings:**

- Beeson, Mark (2005) Rethinking regionalism: Europe and East Asia in Comparative Historical Perspective. *Journal of European Public Policy*, 12(6), 969–985
- Mingst, Karen (2003) The International Political Economy. in Chapter 8 of *Essentials of International Relations*. New York: Norton.

**Diplomacy – Old & New, Public and State Branding**

**Topic description:** The first class is an introduction to diplomacy, mainly looking at the history and development of diplomacy, the functioning of diplomatic law, and practices of negotiation used in diplomacy. The second class examines recent developments in diplomacy, mainly looking at the current practices of public, popular, and media diplomacy, and how this related to ‘Soft Power’ and how states manage their image internationally both in terms of politics and economy. The central focus is on the increasingly public nature of diplomacy and newly emerging field of state/place branding which apply marketing principles to modern statecraft.

**Expected learning outcomes:** For students to understand the development, means, methods of modern diplomacy as well as newer trends in public diplomacy and attempts to use market techniques to brand states and how these intersect with conflict and cooperation.

**Readings and activities:**

- Berridge, Geoff R. *Diplomacy: Theory and Practice 5<sup>th</sup> ed.* Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2015.

**Supplementary readings:**

- Davenport, David. The New Diplomacy. *Policy Review* (2002): 17-30. Available at: <http://www.unz.org/Pub/PolicyRev-2002dec-00017?View=PDF>
- Nuttavuthisit, Krittinee (2007) Branding Thailand: Correcting the Negative Image of Sex Tourism. *Place Branding and Public Diplomacy*, 3(1), 21-30.
- Activity – in-class discussion on Nuttavuthisit reading and Thailand’s attempt at branding. The impediments domestically, economically that prevent Thailand from branding itself in a positive light.

**International Law – Humanitarian Law Human Rights and Intervention**

**Topic description:** International Law stands as a cornerstone of regulating and international system of states, particularly in the post WWII era. This module will provide the historical background of a minimalist perspective derived from Grotius and De Vattel concerning the notion of statehood and law as it pertains to states in the international system and contemporary outcomes of territoriality in the post-Cold War world.

Of growing international importance is the role of humanitarianism, or looking after people who lives are threatened either by natural disasters, or human causes (such as war). Apart from addressing the major concerns of humanitarianism, such as the delivery of aid and the protection of the vulnerable, the class addresses the highly debated concern of humanitarian intervention and the newer theory of the Right to Protect (R2P). When should states ignore sovereignty and enter another country to provide assistance? What are the duties of the international community to protect people, and can this duty be abused by organizations and states?

**Expected learning outcomes:** For students to understand the principles of international law from a classical perspective. To understand the basics of international humanitarian law, human rights and humanitarian intervention when states break these laws.

**Readings and activities:**

- Heywood, Andrew. *Global Politics*. Basingstoke: Palgrave Macmillan, 2011. Chapter 13-14.

**Supplementary readings:**

- Baehr, Peter R. & Monique Castermans-Holleman (2004) *The Role of Human Rights in Foreign Policy*. Palgrave, NY. 3<sup>rd</sup> ed. Chapter 3, 45-67.
- Barber, Rebecca (2009) The Responsibility to Protect the Survivors of Natural Disaster
- Cyclone Nargis, A Case Study, *Journal of Conflict & Security Law*, 14(1), 3–34.
- Chesterman, Simon (2002) Legality versus legitimacy: Humanitarian Intervention, the Security Council, and the Rule of Law. *Security Dialogue* 33(3), 293-307.
- Geneva Conventions I-IV of 1949

**Security - Traditional, Human & Cyber Security in the International System**

**Topic description:** Traditional security concerns will be questioned by the new thinking in this area: Human Security. Human Security challenges the role of the military and the State in protecting people, and also questions what exactly is being secured at the National level. The differences and impacts from considering security from a traditional state based model to the shift in the 1990's of human security to contemporary horizontal examination of cyber security and how it impacts individuals, states and state of surveillance.

**Expected learning outcomes:** For students to understand different security models and how these impact state responsibilities and the intersection between individuals and the state in new security paradigms such as cyber. The role technology plays in both vertical and horizontal analysis of security and power.

**Readings and activities:**

- Baylis, John. *The Globalization of World Politics: An Introduction to International Relations*. 5<sup>th</sup> ed. New York: Oxford University Press, 2011. Chapter 23.

**Supplementary readings:**

- Adey, P. & Anderson, B. (2012) Anticipating Emergencies Technologies of Preparedness and the Matter of Security, *Security Dialogue*, 43(2), 99-117.
- Eun, Y. & Armann, J. S. (2016) Cyberwar: Taking Stock of Security and Warfare in the Digital Age. *International Studies Perspectives*, 17(3), 343–360.
- Glasius, Marlies (2008) Human Security from Paradigm Shift to Operationalization Job Description for a Human Security Worker, *Security Dialogue*, 39(1), 31-54.
- Martin, M. & Owen, T. (2010) The Second Generation of Human Security Lessons From the UN and EU Experience, *International Affairs*, 86(1), 211-224.
- Prenzler, Tim (2007) The Human Side of Security, *Security Journal*, 20, 35-39).

**Global Flashpoints Presentations**

**Topic description:** This week students will present in groups their chosen issues of potential global flashpoints in contemporary international relations.

**Expected learning outcomes:** For students to understand the historical and current issues surrounding their chosen global flashpoint issue. For students to present a broad introductory presentation with the stated goal that if an observer who knew nothing of the topic would leave the presentation with a general understanding of the actors, issues, interests, type of conflict and possible implications of this issue.

**Readings and activities:**

- Group presentation between 20-25 minutes.