

Department of International Relations  
 Faculty of Social and Political Sciences  
 Universitas Gadjah Mada  
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### Theory of International Politics

GENERAL INFORMATION	
<b>Course Code</b>	SPB 2306IUP / SPB 3502
<b>Course Name</b>	Theory of International Politics / <i>Teori Politik Internasional</i>
<b>Credits</b>	3
<b>Teaching Period</b>	August – December
<b>Language of Instruction</b>	English / Indonesian
<b>Room</b>	BA201
<b>Schedule</b>	Tuesday, 10.00-12.00
<b>Program (IUP, Regular, Immersion)</b>	IUP, Regular

LECTURERS' CONTACT		
Lecturer 1		Lecturer 2
Yunizar Adiputera	<b>Name</b>	
yunizar@ugm.ac.id	<b>Email</b>	
BC504	<b>Office Location</b>	
By appointment	<b>Office Hour</b>	

TUTOR'S CONTACT		
Tutor 1		Tutor 2
	<b>Name</b>	
	<b>Email</b>	
	<b>Mobile</b>	

COURSE DESCRIPTION
<p>Theory of International Politics explores various theories that speculate about the nature of the relations between States, which is distinct but parallel with political theory, whose preoccupation is to speculate about the State. It is also different with theories of international relations, which offer explanations of international phenomena through the building of conceptual system. Theory of International Politics asks about what constitute <i>good life</i> in the relations between States, and therefore, deals intensively with normative questions.</p> <p>The theories that will be explored in this course, or in any individual course for that matter, will never be exhaustive. Rather than trying to cover everything, this course will organize the sessions using three widely studied traditions of international political theory, namely moral skepticism, state morality, and cosmopolitan solidarity. Each of these traditions will be studied through the works of its prominent thinkers. Again, it is not reasonable to expect all thinkers will be studied. Rather, the list of thinkers being studied in this course is generated based on their prominence, accessibility of primary reading materials, and the level of difficulty of said materials for undergraduate students.</p> <p>The course expects the participants to read reading materials carefully and intensively, and prove their mastery of these materials through review works as well as intensive class discussions. Small learning cells may be required for this course in order to stimulate and maintain a healthy dose of engagements among course participants.</p>

### COURSE OBJECTIVE

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

1	Characterize each of the three theoretical traditions and contrast them with one another (ELO 1, 2, and 3)
2	Critically assess and evaluate the strengths and limitations of the theories in all three traditions (ELO 3 and 5)

### COURSE POLICIES

The students must obey the following rules:

1	Turn off your electronic gadget; turn on your spirit and attention.
2	No cheating and plagiarism.
3	Refrain from doing any activities that may disturb the processes in the classroom

### EVALUATION

No	Evaluation Method	Percentage	Deadline	Notes
1	Active participation	15%	-	Questions, comments, quizzes.
2	Individual assignments (ELO 1, 2 and 3)	20%	At each relevant meeting topics schedule	Reviews
3	Group assignments (ELO 3 and 5)	15%	At each relevant meeting topics schedule	Discussions
4	Mid-semester exam (ELO 2)	20%	As scheduled by the faculty	Written examination in the class
5	Term paper (ELO 1, 2, and 3)	30%	As schedule by the faculty	3,000-4,000 words long paper examining and comparing the ideas of at least two thinkers from any traditions

### REFERENCES

- Beitz, Charles, R., 1979, *Political Theory and International Relations*, Princeton, NJ: Princeton University Press.
- Boucher, David, 1998, *Political Theories of International Relations: From Thucydides to the Present*, Oxford: oxford University Press.
- Bowden, Brett, 2004, In the Name of Progress and Peace: The "Standard of Civilization" and the Universalizing Project, *Alternatives: Global, Local, Political*, 29/ 1
- Brock, Gillian, 2002, World Citizenship: David Miller versus the New Cosmopolitans, *International Journal of Politics and Ethics*, 2/3
- Donnelly, Jack, 2000, *Realism and International Relations*, Cambridge: Cambridge University Press.
- Dürer, Albrecht, 1497/8, *The Four Horsemen of the Apocalypse*, Image.

- Fine, Robert, 2007, *Cosmopolitanism*, New York: Routledge.
- Fonna Forman-Barzilai 2009, *Adam Smith and the Circles of Sympathy: Cosmopolitanism and Moral Theory*, Cambridge: Cambridge University Press.
- Freeman, Samuel, "Original Position", *The Stanford Encyclopedia of Philosophy (Spring 2012 Edition)*, Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/spr2012/entries/original-position/>.
- Grotius, Hugo, 2005, *The Right of War and Peace*, Book 1-3, Liberty Fund Inc.
- Harries, Richard and Stephen Platten, eds., 2010, *Reinhold Niebuhr and Contemporary Politics: God and Power*, Oxford: Oxford University Press.
- Hobbes, Thomas, 1651, *Leviathan*, Electronic Text available at The History of Modern Philosophy 1492-1776, Oregon State University, <http://oregonstate.edu/instruct/phl302/texts/hobbes/leviathan-contents.html>
- Kant, Immanuel, 2006, *Toward perpetual peace and other writings on politics, peace, and history, Selections*, edited by Pauline Kleingeld, New Haven: Yale University Press.
- Patterson, Steven W., 2001, 'Thinking of States as Moral Agents: An Argument from Analogy in Defense of the Moral Autonomy of States', *International Journal of Politics and Ethics*, 1/2.
- Philpott, Daniel, 2001, *Revolutions in Sovereignty: How Ideas Shaped Modern International Relations*, Princeton, NJ: Princeton University Press.
- Ron Pufendorf, Samuel, 1991, *On the Duty of Man and Citizen According to Natural Law*, Cambridge: Cambridge University Press.
- Rawls, John, 1972, *A Theory of Justice*, Oxford: Oxford University Press. Chp I Justice as Fairness atau Excerpts dari *A Theory of Justice*.
- Ronen, Dov, 1979, *The Quest for Self-Determination*, New Haven: Yale University Press.
- Schmidt, Brian C., 2002, 'Together Again: Reuniting Political Theory and International Relations Theory,' *British Journal of Politics and International Relations*, April, 4/1.
- Silabus Teori Politik Internasional 2012-13
- Smith, Adam, 1759/1984, *The Theory of Moral Sentiments*, Indianapolis: Liberty Fund, Inc.
- Sugiono, Muhadi, 1996, 'Adam Smith dan Sistem Moral Kapitalisme', *Prisma*, 2, Februari.
- Sugiono, Muhadi, 2012, 'Cosmopolitanism and World Politics: Bringing the Global World to International Relations', *Jurnal Global and Strategis*, 6/2, Juli-Desember.
- Thucydides, 2009, *The Peloponnesian War*, Oxford world classics, translated by Martin Hammond, Oxford: Oxford University Press.
- Watson, Bradley C. S., 1996, 'The Politics of Confusion in International Relations Theory,' *Perspectives on Political Science*, 25/1.

COURSE PLAN				
Session	Date	Topic	Lecturer	Method
1		Introduction	YA	Lecture, discussion
2		<i>The Four Horsemen of the Apocalypse</i> – political theory and images about international politics	YA	Lecture, discussion
3		Realism's moral scepticism	YA	Lecture, discussion
4		Thucydides	YA	Group discussion, plenary discussion, debrief
5		Thomas Hobbes	YA	Group discussion, plenary discussion, debrief
6		Reinhold Niebuhr	YA	Group discussion, plenary discussion, debrief
7		State, autonomy, and morality	YA	Lecture, discussion
		Mid-term Exam		
8		Hugo Grotius	YA	Group discussion, plenary discussion, debrief
9		Samuel von Pufendorf	YA	Group discussion, plenary discussion, debrief
10		Emerich De Vattel	YA	Group discussion, plenary discussion, debrief
11		Cosmopolitanism and global humanitarian solidarity	YA	Lecture, discussion
12		Immanuel Kant	YA	Group discussion, plenary discussion, debrief
13		John Rawls	YA	Group discussion, plenary discussion, debrief
14		Adam Smith	YA	Group discussion, plenary discussion, debrief
		Term paper		

WEEKLY SCHEDULE	
Session 1 Introduction	
Short Description	The lecturer briefs the participants about what this course is about and what makes international political theory relevant to be studied in conjunction with international relations theory The lecturer along with course participants discuss the syllabus and make changes where necessary as agreed by all.
Class Activity	Lecture, presentation of the syllabus, participants provide inputs and proposed modification (if any), syllabus updated and agreed.
Required reading	Beitz 1979, Introduction; Schmidt 2002, Syllabus.

Recommended reading	-
Preparation	-
Assignment	-
Session 2 <i>The Four Horsemen of the Apocalypse</i> – political theory and images about international politics	
Short Description	The session will address the following issues: 1. Internasional Relations and positivist social science 2. Normative issues in Internasional Relations 3. Political theory in Internasional Relations
Class Activity	Lecture, discussion
Required reading	Beitz 1979, Introduction; Dürer ca 1497-1498 Jackson 2005, Chapter 1, Schmidt 2002; Watson 1996
Recommended reading	-
Preparation	-
Assignment	-
Session 3 Realism's moral scepticism	
Short Description	The session will address the following issues: 1. International politics as a struggle for power 2. The irrelevance of morality in international politics 3. The princople of necessity vs choice
Class Activity	Lecture, discussion
Required reading	Donelly 2000, Chp 3; Boucher 1998, Chp 3; Beitz 1979, Part I Chp 1.
Recommended reading	-
Preparation	-
Assignment	-
Session 4 Thucydides	
Short Description	The session will address the following issues: 1. The essence of Thucydides' thinking 2. Thucydides and realism
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Boucher 1998, Chp 4*; Thucydides 2009, Book V Chp XVII
Recommended reading	
Preparation	
Assignment	Individual review (2 pages), group review (2 pages)
Session 5 Thomas Hobbes	
Short Description	The session will address the following issues: 1. The essence of Hobbes' thinking 2. Hobbes and realism
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Boucher 1998, Chp 7; Hobbes 1651, XIII-XVI
Recommended reading	
Preparation	
Assignment	Individual review (2 pages), group review (2 pages)
Session 6 Reinhold Niebuhr	
Short Description	The session will address the following issues: 1. The essence of Niebuhr's thinking 2. Niebuhr and realism
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Elsthain in Harries and Platten 2010, Chp 3; Niebuhr 1932, Chps 1,2,3;
Recommended reading	-
Preparation	

Assignment	Individual review (2 pages), group review (2 pages)
Session 7 State, autonomy, and morality	
Short Description	The session will address the following issues: <ol style="list-style-type: none"> <li>1. The history of the development of modern state</li> <li>2. The role and function of State</li> <li>3. State and international law</li> <li>4. State and citizens</li> </ol>
Class Activity	Lecture, discussion
Required reading	Beitz 1979, Part II Chps 1 - 3; Patterson 2001; Philpott 2001, Chp 4.
Recommended reading	-
Preparation	-
Assignment	-
Session 8 Hugo Grotius	
Short Description	The session will address the following issues: <ol style="list-style-type: none"> <li>1. The essence of Grotius' thinking</li> <li>2. Grotius and international law</li> </ol>
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Boucher 1998, Chp 9 (only the part about Grotius)*; Grotius 2005, Book I, Chps 1-2
Recommended reading	-
Preparation	-
Assignment	Individual review (2 pages), group review (2 pages)
Session 9 Samuel von Pufendorf	
Short Description	The session will address the following issues: <ol style="list-style-type: none"> <li>1. The essence of Pufendorf's thinking</li> <li>2. Pufendorf and international law</li> </ol>
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Boucher 1998, Chp 10; Pufendorf Book I Chps 1-6, Book II Chps 1,7,11,13,15-18
Recommended reading	-
Preparation	-
Assignment	Individual review (2 pages), group review (2 pages)
Session 10 Emerich De Vattel	
Short Description	The session will address the following issues: <ol style="list-style-type: none"> <li>1. The essence of De Vattel's thinking</li> <li>2. De Vattel and international law</li> </ol>
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Boucher 1998, Chp 11 (only the part about De Vattel)**; de Vattel 1758, Preliminaries, Book I Chp 1-2, 5, Book II Chp 1,4,5,6,8,9,11, Book III Chp 1,3,8,11
Recommended reading	-
Preparation	-
Assignment	Individual review (2 pages), group review (2 pages)
Session 11 Cosmopolitanism and global humanitarian solidarity	
Short Description	The session will address the following issues: <ol style="list-style-type: none"> <li>1. Humanity and global humanitarian solidarity</li> <li>2. The idea of cosmopolitanism</li> <li>3. Cosmopolitanism global politics</li> </ol>
Class Activity	Lecture, discussion
Required reading	Boucher, 1998, Chp 11; Bowden, 2004; Brock 2002, Introduction; , Fine 2007, Conclusion; Sugiono 2012.

Recommended reading	-
Preparation	-
Assignment	-
<b>Session 12 Immanuel Kant</b>	
Short Description	The session will address the following issues: 1. The essence of Kant's thinking 2. Kant and cosmopolitanism
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Boucher, 1998, Chp 11, Kant 2006, <i>Idea for a Universal History from a Cosmopolitan Point of View (1784)</i> , (in Kleingeld, ed.); Kant 2006, <i>Toward Perpetual Peace: A Philosophical Sketch (1795)</i> .
Recommended reading	
Preparation	
Assignment	Individual review (2 pages), group review (2 pages)
<b>Session 13 John Rawls</b>	
Short Description	The session will address the following issues: 1. The essence of Rawl's thinking 2. Rawl and cosmopolitanism
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Freeman 2012; Rawls 1972, Chps 1-3.
Recommended reading	
Preparation	
Assignment	Individual review (2 pages), group review (2 pages)
<b>Session 14 Adam Smith</b>	
Short Description	The session will address the following issues: 1. The essence of Smith's thinking 2. Smith and cosmopolitanism
Class Activity	Group discussion, plenary discussion, debrief
Required reading	Forman-Barzilai 2009, Introduction; Smith 1759/1984, Part I, Sections 1-2, Part VI Sections 1-3; Sugiono 1996
Recommended reading	
Preparation	
Assignment	Individual review (2 pages), group review (2 pages)

<b>RUBRICS</b>			
<b>Grade</b>	<b>Scale of 4</b>	<b>Percentage</b>	<b>Qualification</b>
<b>A</b>	4		Grade A represents excellent quality in all aspects of the student's work. To earn an A, a student must have active and authentic contribution to class discussion in most of the meetings in class; excellent comprehension, well-researched use of references and sophisticated use of language in all of the written assignments and examination; demonstrated an excellent delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and satisfied any other requirement in the course.
<b>B</b>	3		Grade B represents good quality in all aspects of the student's work. Student will be given an B if a student has active and good contribution to class discussion in minimum 80% of the meetings in class; good comprehension, good-researched use of reference and effective use of language in all of the written assignments and examination; demonstrated a good delivery and

			engagement during class presentation or oral examination with good contribution the understanding of the subject of the course; and satisfied any other requirement in the course.
<b>C</b>	2		Grade C represents fair quality in all aspects of the student's work. Student will be given a C if a student has fair contribution to class discussion in minimum 75% of the meetings in class; fair comprehension, fair use of reference with ineffective use of language in all of the written assignments and examination; demonstrated a fair delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and satisfied any other requirement in the course.
<b>D</b>	1		Grade D represents poor quality in all aspects of the student's work. Student will be given a D if a student gives poor contribution to class discussion in most of the meetings in class; poor comprehension, poor use of reference and poorly use of language in all of the written assignments and examination; demonstrated a poor delivery and engagement during class presentation or oral examination with significant contribution the understanding of the subject of the course; and poorly performed in any other requirement in the course.