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Faculty of Law and Political Sciences
Department of Public Law-Political
Sciences



[Title]

***Tutorials in English for Master 1
International Relations Students***

Pedagogical Support Presented to Master 1 Students

International Relations Major –

Political Sciences Specialty

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Academic Year:
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This pedagogical support is a set of:

English Lessons for International Relations Students

Level: First Year Master (First Semester)

Instructor: Dr. Khadidja HADJ DJELLOUL

Academic year: 2024-2025

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Introduction

Tutorials for Master 1 (M1) International Relations (IR) should foster critical thinking, research skills, and a global perspective through active learning, varied teaching methods like simulations and debates, and access to developing a foreign language and cultural understanding. This also involves guidance in navigating complex IR theories, and often leverages online platforms for personalized assistance in the field.

These tutorials aim at equipping M1 International Relations students of the faculty of political sciences with reading skills by which they are expected to get broader knowledge about their field of study and find sources to support their research. They also give, to some extent, chance for the students to practice speaking and writing. Hence, the elements proposed in this article serve as benchmarks for teachers of the English language in order to help learners acquire linguistic skills and participate in situations of communication.

Texts must be taken from a trustworthy source which deals with political news and events. However, the teacher must not repeat the texts already treated but must rather update him/herself to acquire everything that is new as texts, working tools, teaching methods and approaches.

There is no designed curriculum for political sciences in the addressed university, namely faculty, level and specialization; the syllabus is rather created by the teacher of the module. The module is entitled English 4 and it is a cross-sectional unit, which means that it has to be taught in a foreign language other than Arabic.

Improving students' level in English as a global language is a more than necessary requirement for a political science student, by focusing on studying and analyzing political texts in English. Therefore, the major aim of teaching this unit is that by the end of the semester, the students would be able to improve their English once more. In addition, it helps to acquire political terms and emphasizing the significance of equipping them with the skills and the competences that would assist them in studying and analyzing English-written political texts.

As to the lesson, it aims to improve the language skills within a political context. Students learn to read and understand typical texts. Also, they will practice the writing skill by a summary or a related topic instruction. Speaking skill will be practiced through (group) discussions and presentations. At the end of the lesson, students are expected to understand and describe the given concept.

Students acquire the skills needed to attend political science lessons where English is spoken. They develop skills in reading authentic and academic political texts in which they will be able to apply different reading techniques. Also, they will be able to participate in class discussions, give short oral presentations, and prepare and present lessons of topics they select according to the field of study. Further expected learning outcomes are summarized as:

- to take part in discussions and give logically structured talks on various oriented issues, providing reasons for their opinions, and expressing themselves spontaneously without obvious searching for expressions.
- to understand a wide range of texts, including technical discussions in the field of IR in a linguistically complex text; quickly scan long, complex texts for specific information and understand different points of view.
- to understand the major specialized terms associated with politics and IR.

- to use language flexibly for academic purposes.
- to develop skills of note-taking.
- to develop understanding of specialized complex longer texts*/articles and reports concerned with contemporary problems.
- to give talks in accordance to the given lesson (in Arabic): descriptive/informative/reasoning and then translate them into English to start their debates.
- to participate in discussions on various topics (active listening, questioning, responding to questions, emphasizing).
- to use basic listening techniques (predicting, understanding main ideas and details).
- to use basic reading techniques, skimming & scanning (predicting, understanding main ideas, understanding details)
- to develop skills in writing.

UNIT CODE: English4

SUPPORT TITLE: Tutorials in English for Master1 International Relations Students

CREDIT UNIT: 1

DURATION: 1 Hour &30mn/Week

LECTURER: Dr. Khadidja HADJ DJELLOUL

DETAILS

Support description: This pedagogical support introduces to students the nature of their specialism “International Relations”. It emphasises prior concepts got previously in the first three years on political science. It focuses issues and practice and also introduces students the language, methods and basic concepts of what is taught.

Support Objectives

- (i) To introduce students both parts of their discipline “Politics & International Relations”.
- (ii) To review “Politics & Political Science”.
- (iii) To highlight major fields and sub- fields.
- (iv) To demonstrate relationship to other disciplines in Political Sciences.
- (v) To introduce students some various approaches.
- (vi) To explain and translate basic concepts.

COURSE SCHEDULE

Tutorial 1: Social Science

Week 1&2

- Politics and Social Sciences
- International Relations

Tutorial 2: Theoretical Approaches in International Relations

Week 3 &4

- The Theory in Social Science
- International Relations Theory

Tutorial 3: International Relations Theory

Week 5 &6

- Liberalism & Realism
- The English School

Tutorial 4: Law & Order

Week 7 &8

- Law & Order intro (Group discussion)
- Law, Crime, and Punishment

Tutorial 5: International Law

Week 9 &10

- Is International Law a Real Law?
- International and Domestic Law
- International Court of Justice

Tutorial 6: International Criminal Law

Week 11 &12

- Justice
- Life Sentence & Capital Punishment

Tutorial 7: Testing

Week: 13&14

- Test
- Students‘ Presentation

Assignments & Grading

Course Assessment Scheme

Continuous Assessment	Marks
mid semester test	10 marks
Assignments	5 marks
Attendance/participation/ presentation	5 marks
Total	20 marks

From the table above there are three continuous assessment tasks, the three of them are seen as complementary opportunities for students to show the extent to which they have achieved the tutorial objectives. All assessment tasks have at their center referent on subject issues in the other units taught in Arabic by other teachers. So students will find in English what they had been taught in Arabic. As such, they will acquire much more in English new terms, vocabularies and concepts. Tutorials are somehow different but the emphasis is on the in-class assignments and mid semester test to demonstrate an understanding of subject issues. It is thus distinguished from the participation and presentation, where students are required to show their thinking skills in the analysis of what may be primarily conceptual, current and contending in nature.

Attendance: Attendance is compulsory, 75% class attendance protects candidates from module exclusion.

Test/ Assignment Submission date: The mid-semester test will be conducted in the seventh week of the semester. Date for in-class submission of assignment and group presentation will be discussed regularly with students.

- Students are to turn in their assignment at the time its due.
- All assignments are due at the end of class.

- For those students who are away, they should turn in the homework early.
- Late submission of assignments might not be accepted, or may be penalized according to the percentages given on the syllabus.

Academic Honesty: All class work should be done independently.

Learner profile

This is an introductory course that is designed to help learners have a firm grasp of the rudiments of the discipline. It is prepared for students in the first year study in Political Sciences who gained admission into the third year Political and International Relations Major. The average age expected is 22 years and up. The class is a mixed group of male and female gender.

Learning Context

The learning content for these tutorials is in two parts. The first part entails classroom interaction with students. The second part focuses on the reading and practice. This will run from week one to week eleven. Thereafter one week is for revision. The revision week entails discussion on all previous tutorial contents.

Tutorial 1:

Political and Social Sciences

(Part 1)

Learning Objectives

After learning this lesson, the students are able to:

- (1) Discuss back notions they got in previous years about politics and political Science.
- (2) Understand that social science is the mother of political science.
- (3) Explain about social sciences.

A. Discuss the Following Questions:

1. What do you understand about politics?
2. What do you understand about sociology?

1. Read these questions and then skim passage 1.
 1. Which revolution influenced the social sciences?
 2. In which period was social science first used as a distinct conceptual field?
 3. What is the focus of positivism?
 4. What are the five paths of development that sprang forth in the Social Sciences?

Passage 1

Social Sciences

Social science refers to the academic disciplines concerned with society and the relationships among individuals within a society, which often rely primarily on empirical approaches. It is commonly used as an umbrella term to refer to anthropology, economics, political science, psychology and sociology.

The history of the social sciences begins in the Age of Enlightenment after 1650, which saw a revolution within natural philosophy, changing the basic

framework by which individuals understood what was "scientific". Social sciences came forth from the moral philosophy of the time and was influenced by the Age of Revolutions, such as the Industrial revolution and the French revolution. The social sciences developed from the sciences (experimental and applied), or the systematic knowledge-bases or prescriptive practices, relating to the social improvement of a group of interacting entities.

The beginnings of the social sciences in the 18th century are reflected in various grand encyclopedia of Diderot, with articles from Rousseau and other pioneers. The growth of the social sciences is also reflected in other specialized encyclopedias. The modern period saw "social science" first used as a distinct conceptual field. Social science was influenced by positivism, focusing on knowledge based on actual positive sense experience and avoiding the negative; metaphysical speculation was avoided. Auguste Comte used the term "science sociale" to describe the field, taken from the ideas of Charles Fourier; Comte also referred to the field as social physics.

Following this period, there were five paths of development that sprang forth in the Social Sciences, influenced by Comte on other fields. One route that was taken was the rise of social research. Large statistical surveys were undertaken in various parts of the United States and Europe. Another route undertaken was initiated by Émile Durkheim, studying "social facts", and Vilfredo Pareto, opening metatheoretical ideas and individual theories. A third means developed, arising from the methodological dichotomy present, in which the social phenomena was identified with and understood; this was championed by figures such as Max Weber. The fourth route taken, based in economics, was developed and furthered economic knowledge as a hard science. The last path was the correlation of knowledge and social values; the anti positivism and verstehen sociology of Max Weber firmly demanded on this distinction. In this

route, theory (description) and prescription were non-overlapping formal discussions of a subject.

Tutorial 1:

International Relations (Part 2)

Learning Objectives

SPECIFIC OBJECTIVES: After learning this lesson, the students are able to:

- (1) Explain about Political Science and International Relations
- (2) Understand that Political Science is the mother of International Relations.
- (3) Know about sovereign states, sovereign equality, levels of analysis,

2. Read these questions and then skim passage **3**.

- a. What is international relations?
- b. What does Peace of Westphalia of 1648 mean?
- c. What is the alternative term used instead of nation-state?
- d. Which regions the sovereign equality of states was exported to?

Passage 2

International Relations

International relations (IR) is the study of relationships among different countries, the roles of sovereign states, inter-governmental organizations (IGO), international non-governmental organizations (INGO), non-governmental organizations (NGO), and multinational corporations (MNC). International relations is an academic and a public policy field, and so can be positive and normative, because it analyzes and formulates the foreign policy of a given State. As political activity, international relations dates from the time of the Greek historian Thucydides (ca. 460–395 BC), and, in the early 20th century, became a discrete academic field (No. 5901 in the 4- digit UNESCO

Nomenclature) within political science. However, International Relations is an interdisciplinary field of study.

The history of international relations based on sovereign states is often traced back to the Peace of Westphalia of 1648, a stepping stone in the development of the modern state system. Prior to this the European medieval organization of political authority was based on a vaguely hierarchical religious order. Contrary to popular belief, Westphalia still embodied layered systems of sovereignty, especially within the Holy Roman Empire. More than the Peace of Westphalia, the Treaty of Utrecht of 1713 is thought to reflect an emerging norm that sovereigns had no internal equals within a defined territory and no external superiors as the ultimate authority within the territory's sovereign borders.

The centuries of roughly 1500 to 1789 saw the rise of the independent, sovereign states, the institutionalization of diplomacy and armies. The French Revolution added to this the new idea that not princes or an oligarchy, but the citizenry of a state, defined as the nation, should be defined as sovereign. Such a state in which the nation is sovereign would thence be termed a nation-state (as opposed to a monarchy, or a religious state). The term republic increasingly became its synonym. An alternative model of the nation-state was developed in reaction to the French republican concept by the Germans and others, who instead of giving the citizenry sovereignty, kept the princes and nobility, but defined nation-statehood in ethnic-linguistic terms, establishing the rarely if ever fulfilled ideal that all people speaking one language should belong to one state only. The same claim to sovereignty was made for both forms of nation-state. (It is worth noting that in Europe today, few states conform to either definition of nation-state: many continue to have royal sovereigns, and hardly any are ethnically homogeneous.).

The particular European system supposing the sovereign equality of states was exported to the Americas, Africa, and Asia via colonialism and the "standards of civilization". The contemporary international system was finally established through decolonization during the Cold War. However, this is somewhat over-simplified. While the nation-state system is considered "modern", many states have not incorporated the system and are termed "pre-modern". Further, a handful of states have moved beyond insistence on full sovereignty, and can be considered "post-modern". The ability of contemporary IR discourse to explain the relations of these different types of states is disputed. "Levels of analysis" is a way of looking at the international system, which includes the individual level, the domestic state as a unit, the international level of transnational and intergovernmental affairs, and the global level.

3. Vocabulary

Match part 'A' and part 'B'. Write down a letter from part A in the bracket of part B.

Passage 1:

Part A

- A. Positivism
- B. Social Sciences

Part B

1. It is commonly used as an umbrella term to refer to anthropology, economics, political science, psychology and sociology. ()
2. focusing on knowledge based on actual positive sense experience and avoiding the negative; metaphysical speculation was avoided ()

Passage 2:

Part A

- A. Post Modern
- B. European System
- C. Levels of analysis
- D. Treaty of Utrecht

E. Peace of Westphalia

Part B

1. A stepping stone in the development of the modern state system. ()
2. A thought to reflect an emerging norm that sovereigns had no internal equals within a defined territory and no external superiors as the ultimate authority within the territory's sovereign borders. ()
3. A way of looking at the international system, which includes the individual level, the domestic state as a unit, the international level of transnational and intergovernmental affairs, and the global level. ()
4. A handful of states have moved beyond insistence on full sovereignty. ()
5. Exported to the Americas, Africa, and Asia via colonialism and the standards of civilization. ()

4. Expansion

Speaking Activity:

How does your country run the relationship with other countries? Please, discuss it in pairs and as groups orally then present the work in a written form.

Tutorial 2: Theoretical Approaches in International Relations

(Part 1)

Learning Objective: The first part of this unit explores the ways in which the different theories of international relations account for what shapes the international system.

The Theory in Social Science

A **theory** is an attempt to provide a reasonably consistent explanation for some **phenomenon**, in a way that allows a **prediction** to be made with a reasonable degree of reliability. Hopefully, it also provides some **insight** into the underlying **mechanisms** that drive the phenomenon. This is a rough description of what a **scientific theory** is supposed to be about.

In the **social sciences**, there are other meanings of theories, some of which appear to contradict the above description. This varies with **disciplines** and with **the need** to try to be definitive about things that are predicated on irrational **behavior**.

Theories are essential in social science because they provide a **framework** for understanding and explaining social phenomena. Social science theories allow **researchers** to make predictions about how **individuals** and **societies** will behave and why they behave that way. They also help to organize and interpret research **findings**.

Some specific ways in which theories are important in social science include:

1. Predicting behavior: Theories enable researchers to predict how individuals and groups will behave in different situations. This is

particularly useful for **policy-makers** and practitioners who need to anticipate the likely consequences of their actions.

2. Organizing data: Theories provide a way to organize data and make sense of research findings. By using theoretical frameworks, researchers can identify **patterns** and **relationships** in their data, which can lead to new insights and **hypotheses**.
3. Guiding research: Theories help to guide research by identifying key **variables** and relationships that should be studied. This can help to focus research efforts and increase the likelihood of finding meaningful results.
4. Providing explanations: Theories provide explanations for why social phenomena occur. By identifying the underlying causes of behavior and social structures, theories can help researchers and practitioners to develop effective **interventions** and **policies**.

Overall, theories are **crucial** in social science because they allow researchers to make sense of **complex** social phenomena and to generate new **knowledge** about the social world.

1. Select the correct answer

1. A theory is an attempt to provide ____
 - a) Distinction
 - b) Clarification
 - c) Presumption
 - d) Caution
2. A theory makes ____
 - a) Bodies
 - b) ideas
 - c) Remedies
 - d) None of the above

3. Theories appear to:

- a) Agree
- b) imply
- c) Oppose
- d) None of the above

4. Theories are —— in social science

- a) Crucial
- b) important
- c) Not important
- d) None of the above

5. Social science theories—— researchers to make predictions.

- a) Enable
- b) disable
- c) Permit
- d) grant

6. What do theories enable researchers?

7. How can researchers identify patterns and relationships in their field?

8. What can help to focus research efforts and increase findings?

9. Can theories help researchers?

- a) Yes, ——
- b) No, ——
- c) Not mentioned

10. 'Man is a social animal.' Who said this?

- a) MacIver
- b) Freud

c) Aristotle

d) Rousseau

2. Read again the text in order to translate each of the highlighted words appropriately (draw a table with 2 columns).

Tutorial 2:

(Part 2)

Learning Objectives: Why do states behave the way they do? Using a historical perspective, this unit explores who are its main actors, what are its determining forces and structures. It examines both how these theories have vied with one another within inter-paradigm debates and how they developed in relation to specific historical events.

International Relations Theory

The field of international relations emerged at the beginning of the 20th century largely in the West and in particular in the United States as that country grew in power and influence. Whereas the study of international relations in the newly founded Soviet Union and later in communist China was stultified by officially imposed Marxist ideology, in the West the field flourished as the result of a number of factors: a growing demand to find less-dangerous and more-effective means of conducting relations between peoples, societies, governments, and economies; a surge of writing and research inspired by the belief that systematic observation and inquiry could dispel ignorance and serve human betterment; and the popularization of political affairs, including foreign affairs. The traditional view, that foreign and military matters should remain the exclusive preserve of rulers and other elites, yielded to the belief that such matters constituted an important concern and responsibility of all citizens. This increasing popularization of international relations reinforced the idea that general education should include instruction in foreign affairs and that knowledge should be advanced in the interests of greater public control and oversight of foreign and military policy.

Theories are constantly emerging and competing with one another. For that reason it can be disorientating to learn about theoretical approaches. As soon as you think you have found your feet with one approach, you realize there are many others. Thomas Kuhn's *The Structure of Scientific Revolutions* (1962) set the stage for understanding how and why certain theories are legitimized and widely accepted. He also identified the process that takes place when theories are no longer relevant and new theories emerge. For example, human beings were once convinced the earth was flat and accepted this as fact. With the advancement of science and technology, humans discarded this previously accepted belief. Once such a discovery takes place, a 'paradigm shift' results and the former way of thinking is replaced with a new one. Although changes in IR theory are not as dramatic as the example above, there have been significant evolutions in the discipline. This is important to keep in mind when we consider how theories of IR play a role in explaining the world and how, based upon different time periods and our personal contexts, one approach may speak to us more than another. Traditionally there have been two central theories of IR: liberalism and realism. Although they have come under great challenge from other theories, they remain central to the discipline.

1. The field of international relations emerged:

- (A) in all parts of the world
- (B) in specific parts of the world
- (C) in no part of the world

2. The field of international relations has emerged as a result of:

- (A) many causes
- (B) no cause
- (C) a set of causes

3. The field of international relations has emerged to conduct:

- (A) tensions between countries
- (B) relations between countries
- (C) options between countries

4. Traditionally, the field of foreign and military should be the concern of:

- (A) citizens.
- (B) rulers and elites
- (C) all of these

5. Thomas Kuhn was proponent of:

- (A) Realism
- (B) Liberalism
- (C) None of these

6. International Relations is comparatively _____ discipline:

- (A) New
- (B) Ancient
- (C) Old

7. Where did the field of international relations emerge?

8. What did the traditional view on foreign and military affairs call for?

9. When do we realize that there are many approaches in international relations?

10. What are the first theories of international relations mentioned in the text?

Check Your Progress 1

Note: i) Use the space given below for your answer.

1) How can you talk about international relations and as a theory in your words?

.....

.....

.....

.....

.....

.....

Tutorial 3: International Relations Theory

(Part 1)

Learning Objectives: This lesson examines how both theories '*Liberalism & Realism*' have vied with one another within inter-paradigm debates and how they developed in relation to specific historical events.

Liberalism & Realism

At its height, liberalism in IR was referred to as a 'utopian' theory and is still recognized as such to some degree today. Its proponents view human beings as innately good and believe peace and harmony between nations is not only achievable, but desirable. Immanuel Kant developed the idea in the late eighteenth century that states that shared liberal values should have no reason for going to war against one another. In Kant's eyes, the more liberal states there were in the world, the more peaceful it would become, since liberal states are ruled by their citizens and citizens are rarely disposed to desire war. This is in contrast to the rule of kings and other non-elected rulers who frequently have selfish desires out of step with citizens. His ideas have resonated and continue to be developed by modern liberals, most notably in the democratic peace theory, which posits that democracies do not go to war with each other, for the very reasons Kant outlined.

Further, liberals have faith in the idea that the permanent cessation of war is an attainable goal. Taking liberal ideas into practice, US President Woodrow Wilson addressed his famous 'Fourteen Points' to the US Congress in January 1918 during the final year of the First World War. As he presented his ideas for a rebuilt world beyond the war, the last of his points was to create a general association of nations, which became the League of Nations. Dating back to

1920, the League of Nations was created largely for the purpose of overseeing affairs between states and implementing, as well as maintaining, international peace. However, when the League collapsed due to the outbreak of the Second World War in 1939, its failure became difficult for liberals to comprehend, as events seemed to contradict their theories. Therefore, despite the efforts of prominent liberal scholars and politicians such as Kant and Wilson, liberalism failed to retain a strong hold and a new theory emerged to explain the continuing presence of war. That theory became known as realism.

Realism gained momentum during the Second World War when it appeared to offer a convincing account for how and why the worst conflict in known history originated after a period of supposed peace and optimism. Although it originated in named form in the twentieth century, many realists have traced its origins in earlier writings. Indeed, realists have looked as far back as to the ancient world where they detected similar patterns of human behaviour as those evident in our modern world. As its name suggests, advocates of realism purport it reflects the ‘reality’ of the world and more effectively accounts for change in international politics. Thomas Hobbes is often mentioned in discussions of realism due to his description of the brutality of life during the English Civil War of 1642–1651. Hobbes described human beings as living in an orderless ‘state of nature’ that he perceived as a war of all against all. To remedy this, he proposed that a ‘social contract’ was required between a ruler and the people of a state to maintain relative order. Today, we take such ideas for granted as it is usually clear who rules our states. Each leader, or ‘sovereign’ (a monarch, or a parliament for example) sets the rules and establishes a system of punishments for those who break them. We accept this in our respective states so that our lives can function with a sense of security and order. It may not be ideal, but it is better than a state of nature. As no such contract exists internationally and there is no sovereign in charge of

the world, disorder and fear rules international relations. That is why war seems more common than peace to realists, indeed they see war as inevitable. When they examine history they see a world that may change in shape, but is always characterized by a system of what they call 'international anarchy' as the world has no sovereign to give it order.

One central area that sets realism and liberalism apart is how they view human nature. Realists do not typically believe that human beings are inherently good, or have the potential for good, as liberals do. Instead, they claim individuals act in their own self-interests. For realists, people are selfish and behave according to their own needs without necessarily taking into account the needs of others. Realists believe conflict is unavoidable and perpetual and so war is common and inherent to humankind. Hans Morgenthau, a prominent realist, is known for his famous statement 'all politics is a struggle for power' (Morgenthau 1948). This demonstrates the typical realist view that politics is primarily about domination as opposed to cooperation between states. Here, it is useful to briefly recall the idea of theories being lenses. Realists and liberals look at the very same world. But when viewing that world through the realist lens, the world appears to be one of domination. The realist lens magnifies instances of war and conflict and then uses those to paint a certain picture of the world. Liberals, when looking at the same world, adjust their lenses to blur out areas of domination and instead bring areas of cooperation into focus. Then, they can paint a slightly different picture of the same world.

Part one

A/Reading comprehension

1-How many paragraphs are in the text?

2-Answer the following questions according to the text

a- What is the concept of liberalism?

b- Who started realism?

c- When did the League of Nations dead by?

2-Complete the table with information from the text

Name of theory	Century	The main thinkers

3-Say whether the following statements are true or false

a-Proponents of liberalism view human beings as innately good

b-countries that do not share liberal values should have reason for going to war.

c-Liberalism in stark contrast to realism

4- Give the general idea of the text ?

B/Text Exploration

1- Find in the text words whose definitions follow

a-an imaginary community or society that possesses highly desirable or near-perfect qualities for its members. (§1)

b-people live together in society in accordance with an agreement that establishes moral and political rules of behavior. (§3)

2- who or what do the underlined words in the text refer to ?

a- Its (§1) b- which (§1) c- who (§1)

3- Pick out from the text four words and complete the table according to the pronunciation of their final “s”

/s/	/ z/	/iz/
1 -.....	1 -	1-

Part two Written expression

Compare liberal theory and realism?

Tutorial 3: International Relations Theory

(Part 2)

Learning Objectives: This lesson examines the foundational claim of the English School that is sovereign states form a society, albeit an anarchic one in that they do not have to submit to the will of a higher power.

The English School

‘The English School’ is a term coined in the 1970s to describe a group of predominantly British or British-inspired writers for whom international society is the primary object of analysis. Its most influential members include Hedley Bull, Martin Wight, John Vincent and Adam Watson whose main publications appeared in the period between the mid-1960s and late 1980s. Since the late 1990s, the English School has enjoyed a renaissance in large part because of the efforts of Barry Buzan, Richard Little and a number of other scholars

The fact that states have succeeded in creating a society of sovereign equals is for the English School one of the most fascinating dimensions of international relations. There is, they argue, a surprisingly high level of order and a surprisingly low level of violence between states given that their condition is one of anarchy (in the sense of the absence of a higher political authority). They invite their readers to reflect on the probable level of violence, fear, insecurity and distrust in even the most stable of domestic societies if sovereign authority collapsed. This is most obvious in Wight’s influential essay (1966), ‘Why is there no International Theory?’, where he maintained that domestic politics is the sphere of the good life whereas international politics is the realm of security and survival (Wight, 1966a, p. 33).

In short, members of the English School maintain that the international political system is more civil and orderly than realism and neo-realism suggest. There is no expectation among **its** members that the international political system will come to enjoy levels of close cooperation and the relatively high level of security found in the world's more stable national societies. This is why it makes sense to argue that members of the English School believe there have been a limited degree of progress in international politics.

The English School recognizes that each approach contains insights about the condition of international politics. The realist's claim that states, unlike individuals in civil society, are forced to provide for their own security in the condition of anarchy is valuable, as is its emphasis on how adversaries seek to outmanoeuvre, control and overpower one another. However, this perspective captures only part of the substance of world politics. The international system is not a state of war despite the fact that each state has a monopoly of control of the instruments of violence within its territory.

Part one

A/Reading and comprehension

1- Answer the following questions according to the text

- a- What is the concept of the English School?
- b- Who invite their readers to reflect on the level of life conditions?
- c- How is the international system described in the text?

2- Label the given periods with information from the text

1970s	1960s - 1980s	1990s
-	-	-

3- Say whether the following statements are true or false

- a- Proponents of the English school view that domestic policy is a subject of

analysis.

- b- Members of the English School contradict those of realism.
- c- With members of the English School, international politics progressed.

4- Give the general idea of the text?

B/Text Exploration

1- Find in the text words whose definitions follow

- a- A rule in international law that says all countries have the right to be independent and have control over their own land without interference from other countries. (§2)
- b- Theory of international relations that emphasizes the role of power politics in international relations sees competition and conflict as enduring features and sees limited potential for cooperation. (§3)

2- Who or what do the underlined words refer to in the text?

- a- **Its** (§1)
- b- **they** (§2)
- c- **its** (§3)

3- Pick out from the text four words and complete the table according to the pronunciation of their final “s”

/s/	/ z/	/iz/
1-	1-	1-

Part two Written expression

Compare the English school, liberalism and realism theories.

Tutorial 4: Law & Order Intro

Law & Order

(Part 1)

Learning Objectives: This unit is intended to help familiarize the students with the judicial system. Have the students work in pairs or in small groups and encourage lots of conversation. The students may follow up this lesson and the coming one by making their own list of law and order words and.

Part one: Reading and Interpreting

A. GROUP DISCUSSION - Discuss the following questions about law and order with your group.

(Definitions of the highlighted words appear below.)

1. Do you think that there is a lot of crime in your city?
2. Do you always lock your doors and windows when you go out? Do you keep your doors locked when you are at home?
3. Have you ever been a victim of a crime?
4. Have you ever been a witness to a crime?
5. Have you ever served on a jury? Would you like to be on a jury? Why or why not?
6. Do you know how people are selected for jury duty in your country?
7. Have you ever had any other traffic violations? If so, what were they?
8. Have you ever had to ask a lawyer for advice?
9. What can a person do in your country if they cannot afford to hire a lawyer?
10. What can we do to make our cities safer?

Definitions

Crime – (noun) serious offence against the law; serious law breaking

Victim – (noun) a person who has been hurt or suffered from a crime, accident, war, etc.

Witness – (noun) a person who has seen an event and is able to describe it

Jury – (noun) a group of people chosen to make a decision in a court of law

Fine – (noun) money paid as a punishment for breaking the law

Traffic violation – (noun) breaking a law related to driving

Capital punishment – (noun) death penalty; punishment of death

Part two: Reading and Writing

B. GROUP PRODUCTION- Discuss one of the previous cues in a piece of writing in no more than six lines.

.....

.....

.....

.....

.....

.....

Tutorial 4: Law & Order Intro

Law & Order (Part 2)

Part one: Reading and Interpreting

A. GROUP PRODUCTION- Discuss the previous cue in a piece of writing of few lines.

.....
.....
.....
.....
.....
.....
.....

Definitions:

Criminal – (noun) person who commits a crime or breaks a serious law

Sentence – (noun) punishment given to a criminal by a judge
(verb) to say what the punishment is

Deter – (verb) try to prevent something from happening

Rehabilitate – (verb) bring back to good condition or better situation

Charge - (with a crime) – (verb) officially state that a person has broken the law

Bail – (noun) money that is demanded by the court, paid by a person who has been charged with a crime, as a security that the person will return for his/her trial

Civil law – (noun) law dealing with the private rights of citizens, not with crime

Sue – (verb) make a legal claim against; take to court and ask for compensation for damages or suffering.

Judge – (noun) the person in charge of a court of law

Custody – (noun) guarding, imprisonment

Take into **custody** – seize by the police; arrest

Try – (verb) examine information in a court of law and make a decision

Trial – (noun) whole process of examining information in a court of law and making a decision

B. FILL IN THE BLANKS - Choose the correct word or expression from the list to complete the following sentences.

1. Frank has a perfect driving record. He has never had a _____
2. You saw the accident, so you may have to go to court as a _____
3. The _____ told the jurors to take their time making a decision.
4. The robber told his _____ to empty his pockets and give him all his money.
5. The thief received a ten year _____ for his crime.
6. Mary had to pay a \$100 _____ for driving through the red light.
7. His _____ was not very serious, so the judge sentenced him to only three weeks in jail.
8. If he can't pay the \$50,000 _____, he will have to remain in jail until his trial.
9. Last year Robbie drove his father's car after getting drunk at a party. As a punishment, his father would not allow him to drive the car for two months. His father hopes that punishment will _____ Robbie from drinking and driving in the future.

10. Many countries have decided to end _____. Instead, they sentence their very dangerous criminals to life in prison.

11. It only took the _____ five hours to decide that the man was guilty.

12. The police are going to _____ him with robbery. They found the stolen money in his apartment.

Tutorial 4: Law & Order Intro

(Part 3)

Learning Objectives: This short reading and activity introduces the students to the different types of laws, types of law enforcement agencies and different kinds of offences.

Laws, Crime, and Punishment

Citizens of most countries believe strongly in the rule of law. Laws are written rules that are intended to guide people in their day-to-day lives. Every country has its own set of laws and these laws may be quite different in different places. For example, in the United States, Canada, and many European countries, the law states that people drive on the right side of the road. In England, Japan, New Zealand and other countries, people must drive on the left side of the road. When people break the law, punishments may also differ from place to place. For instance, some countries impose the death penalty for very serious crimes, whereas other countries do not believe in capital punishment.

In free and democratic countries, laws are made by elected government representatives. Laws can be made by different levels of government. Laws that everybody in the country must obey are made by the national or federal government. These kinds of laws may relate to serious criminal offenses, federal taxes, passport regulations, immigration, etc. Laws that apply only to the individual state or province are made by the government of that region. These laws may involve highway traffic regulations, provincial or state taxes, rules about education, minimum wages paid by employers, etc. City or municipal laws, often called by-laws, are made by city officials and are relevant only to the local area. Rules that relate to speeding limits within a city,

property taxes, parking restrictions, building codes, etc. are included in municipal by-laws.

While laws are made by the elected representatives, the police and courts exist to enforce the laws. Not all law breaking is considered a crime. Courts deal with both criminal and civil cases. In criminal cases, the community accuses an individual of committing an offence. The community is represented in court by the government which presents the case against the accused person in court. An example of a criminal offence is theft. In civil cases, private individuals or companies who cannot solve a problem themselves ask the courts to decide. Breaking a contract is an example of a civil offence. It is sometimes possible for both a criminal and a civil case to result from the same incident. Suppose a person is injured in a car accident and the person who caused the accident had been drunk. The driver could be charged with drunk driving and that case would go to criminal court. But the victim could also sue the driver for his/her pain and suffering and that case would go to civil court.

Criminal offences are those offences that violate public law. In most countries, these crimes are divided into two categories: less serious offences and more serious offences. In the United States, these offences are referred to as misdemeanors and felonies. Leaving a restaurant without paying the bill, disturbing the peace by making loud noises, stealing a chocolate bar are examples of misdemeanors. Kidnapping, assault, and murder are examples of felonies. Individuals convicted of a crime may be sentenced to different kinds of punishments such as fines, community service, imprisonment, etc. Felonies are more serious crimes and therefore have much harsher sentences.

Read the article above and answer the following questions

1. Give an example of how laws differ from country to country. .

2. What is the purpose of laws?

3. What is another term for the death penalty?

4. What is a by-law?

5. Give an example of a by-law.

6. Who makes the laws that apply to the whole country?

7. If you want to sue somebody, what kind of court would try the case?

8. Who enforces the laws that are made by elected government representatives?

—

9. Is breaking a contract considered to be a crime?

10. Explain the difference between misdemeanors and felonies.

11. Give an example of your own, explaining how an incident might be tried in both a criminal and a civil court.

Tutorial 5: International Law

(Part 1)

Learning Objectives: This tutorial divided into two parts introduces the students the different types of law, the international and the domestic laws and how do they differ.

Is International Law a Real Law?

Perhaps the first question to ask is whether in fact international law is law at all. The primary distinction between domestic and international law is that **the latter** often lacks an enforcement mechanism. There is no government to enforce the law, as there is in domestic situations. International law is often as much a source of conflicts as **it** is a solution to them. Most forms of international law are contested. Rarely is it agreed upon universally. It is not enforceable unless powerful countries see it in their interest to do so. What is more, cross-cultural differences make its interpretation and implementation difficult. Another question is whether international laws can be considered laws if they are not translated into domestic laws where there is greater potential for enforcement. By adapting international law into domestic statutes, governments theoretically provide enforcement mechanisms. There are also instances in **which** domestic law not only does not contain international law, but is in fact in contradiction to it.

⇒ Comprehension

1. Which question is asked in the text?

.....

2. What kind of law lacks an enforcement mechanism?

.....
3. How is international law?

.....
4. When is international law enforceable?

.....
5. Is there other question asked, if yes, how can you interpret it?

⇒ **Are these statements true or false?**

1. There are three questions in the text.→.....

2. International law is always as much a source of conflicts.→.....

3. It is never agreed on.→.....

4. It will not be enforceable if powerful countries see it in their interest.→.....

5. By conforming international law into domestic statutes, governments theoretically provide enforcement mechanisms. →.....

⇒ **What or who do the underlined words refer to in the text?**

is →.....

the latter →.....

it →.....

which →...

Tutorial 5:

(Part 2)

International and Domestic law

While dealing with legal principles, both operate within different spheres and with distinct characteristics. Domestic law, also known as municipal law, is the body of laws within a specific country, governing its citizens, organizations, and government. It is characterized by a centralized system of law-making, enforcement, and adjudication, typically through national parliaments, courts, and law enforcement agencies.

In contrast, international law governs the relationships between states and other international actors, like international organizations. It is not based on a single, centralized authority like domestic law. Instead, international law is developed through treaties, customs, and general principles of law recognized by states. The International Court of Justice (ICJ), for example, settles disputes between states, but only when those states have consented to its jurisdiction.

A major point of discussion is the relationship between these two legal systems. Some theories, like **monism**, view international and domestic law as part of a single legal order, while others, like **dualism**, consider them separate and distinct legal systems. Dualism emphasizes that international law requires specific implementation through domestic legislation to be effective within a country.

Despite the differences, international law can influence domestic law. Treaties ratified by a state become part of its domestic legal

framework. Furthermore, international norms and standards can pressure states to adapt their domestic laws to align with international obligations.

⇒ **Comprehension**

1. What is the primary focus of domestic law?

- a) Relations between countries
- b) Relations between states and international organizations
- c) The internal affairs of a country and its citizens
- d) The rules governing international trade

2. How international law is primarily developed?

- a) Through a global parliament
- b) Through treaties, customs, and general principles of law
- c) Through decisions of the International Court of Justice
- d) Through the actions of individual states

3. What is a key difference between the enforcement of domestic and international law?

- a) Domestic law has a global police force, while international law does not.
- b) Domestic law is enforced through national courts, while international law relies on state consent and cooperation.
- c) Domestic law is always superior to international law.
- d) International law is enforced through a global court system, while domestic law is not.

4. What does the theory of dualism suggest about the relationship between international and domestic law?

- a) They are part of a single legal order.
- b) They are separate and distinct legal systems.

- c) International law is always superior to domestic law.
- d) Domestic law is always superior to international law.

5. How can international law influence domestic law?

- a) By directly dictating domestic laws.
- b) Through treaties that become part of a state's legal framework.
- c) Through the enforcement of international courts within national borders.
- d) By creating a global police force to enforce international norms.

Tutorial 6: International Criminal Law

Learning Objectives: are to understand the foundational principles and specific categories of international crimes, to know the key institutions like the International Criminal Court (ICC), International Court of Justice (ICJ) and analyze both the substantive and procedural aspects, developing critical thinking and legal research skills through case studies and primary sources.

(Part1)

Justice

Any criminal justice system is an apparatus that society uses to enforce the standards of conduct necessary to protect individuals and the community. It operates by apprehending, prosecuting, convicting, sentencing these members of the community who violate the basic rules of group existence. The action taken against lawbreakers is designed to serve three purposes beyond the immediately punitive one. It removes dangerous people from the community; it deters others from criminal behaviour and it gives society an opportunity to attempt to transform lawbreakers into law-abiding citizens.

1. We understand from the passage that the basic aim of criminal justice is

.....

- ? to define socially acceptable behavior.
- ? the protection of society and its individuals.
- ? to educate lawbreakers.
- ? the violation of the law.
- ? to renew, as necessary, the traditions and customs of society.

2. According to the passage, prosecution is

- ? a process which follows conviction
- ? concerned with the transformation of criminal justice
- ? not to be considered a vital part of the criminal justice system.
- ? actually the removal of lawbreakers from the community.
- ? one of the stages in the operation of criminal justice.

3. It is pointed out in the passage that one of the effects of the criminal justice system is to

- ? investigate the reasons behind criminal behavior.
- ? give guidelines for group existence.
- ? prevent the enforcement of capital punishment.
- ? take immediate action against the community.

Tutorial 6: International Criminal Law

(Part2)

International Court of Justice

States have created an evolving collection of international institutions to facilitate the creation of international law. The Hague Conference of 1899 established a Court, which was an institution to which states could come for dispute settlement. It was a forerunner to the Permanent Court of International Justice, created in the aftermath of World War I in 1921. It derived largely from the Treaty of Versailles, and laid the groundwork for the protection of minority rights. The Permanent Court of International Justice was reconstituted in 1946 as the International Court of Justice (ICJ), which is still in existence.

The ICJ was created as a judicial body to hear cases involving disputes between nation-states. It is made up of 15 judges, elected for nine-year terms. The judges are elected by the U.N. General Assembly and Security Council, based on nominations made to the Secretary-General. So as to ICJ hear case, all state parties must accept its jurisdiction. The ICJ remained marginal until the 1980s as the Soviet rejected it. After the ICJ ruled against the U.S. in the case brought by Nicaragua regarding the mining of Nicaraguan waters, it gained renewed credibility, the number of states recognizing its jurisdiction jumped dramatically, and it was flooded with cases until now.

Question 1: Is the above passage about:

- a- Justice in the World? or
- b- The International Court of Justice? or
- c- Court of Justice in War?

Question 2

The passage provides information that would answer which of the following questions:

- a- What were the initiatives of ICJ?
- b- For what is ICJ more convenient than the state courts?
- c- What is the historical background of ICJ?

Question 3: Does the passage tackle:

- a- Politics? or
- b- Science? or
- c- Economy?

Question 4

Answer the following questions according to the text:

- a- What was the reason behind the creation of institutions?
- b- What was the forerunner to the Permanent Court of International Justice?
- c- What was ICJ created for?
- d- How long ICJ remained marginal?

Question 5: Is the suitable title of the text:

- a- Court of International Justice? or
- b- International Court of Justice? or
- c- International Justice Court?

Question 6

Find in the text synonymous words to:

- a- make easy=.....
- b- came from=.....

c- won=.....

Question 7

Find in the text opposites to:

- a- stagnant±.....
- b- great number±.....
- c- lost±.....

Tutorial 6: Life Sentence & Capital Punishment

(Part3)

Life Sentence for Murder

In some places, murderers get life sentences for their crimes. In others, they get the death penalty. There is a lot of disagreement about how murderers should be punished. However, I believe that people should get life sentences for murder, not the death penalty.

One reason I support life sentences for murder is that death is not the worst punishment. It is worse to have to sit in jail for the rest of one's life. Life imprisonment is hard. Prisoners never get to do what they want. All they can do is think about their crimes. They know that they will never be able to get out of prison. Therefore, life imprisonment is an effective punishment.

Another reason is that sometimes people change. Some people commit murder when they are addicted to drugs or have other bad influences in their lives. With time, people can change in jail. Many criminals start studying or learn about religion when they are in jail. Some of them start to really think about what they did wrong. They even try to help other prisoners by teaching them. However, change is not possible if they are dead.

Some opponents of life sentences for murder say that it is too expensive to keep murderers in jail and it would be cheaper to execute them. However, capital punishment can also be very expensive. The courts are very careful before they execute people, so there are many court hearings before they decide to execute them. Sometimes the hearings continue for years. The government has to pay for the court hearings, the criminal's lawyer, and many other expenses. It is clear that capital punishment is not always cheaper than life in prison.

In conclusion, there are many good reasons to give life sentences to murderers instead of the death penalty. Life sentences are an effective punishment, they give criminals a chance to change, and they do not involve a lot of expensive court hearings. For these reasons, I think that life sentences are a better punishment for murder than the death penalty.

Definition:

Life sentence	السجن المؤبد
Life imprisonment	
Capital punishment=	عقوبة الإعدام

⇒ ***Comprehension.***

1-How murderers are treated?

.....

2- How murderers should be punished according to the text?

.....

3- Is death the worst punishment?

.....

4- What is worse than the death penalty?

.....

5- How is Life imprisonment?

.....

6- When do people commit murder?

.....

7- Can people change in jail?

.....

8- How?

.....

.....
9- How can capital punishment be?

.....
10- What are life sentences?

⇒ According to the text, are these statements true or false?

1- Murderers are killed for their crimes.→.....

2- Murderers should be life sentenced.→.....

3- Death is the worst punishment.→.....

4- Being in jail is worse than the death penalty.→.....

5- Life imprisonment is ineffective.→.....

6- People commit murder when they are ill.→.....

7- People cannot change in jail.→.....

8- Many criminals start to think what they did was wrong.→.....

9- Capital punishment can be very cheap.→.....

10- Life sentences are ineffective punishment.→.....

Tutorial 7: 1st Semester Test + Students' Contribution

(Part1)

1st Semester Test (sample)

University of Saida-Dr. Moulay Taher
Faculty of Law and Political Sciences
Department of Public Law
Master 1 – International Relations
Duration: 30 minutes

Choose the correct answer for each question.

1. Social Science mainly studies:

- A. Natural phenomena
- B. Human behavior and society
- C. Mathematical models only
- D. Technological systems

2. According to Realism, the international system is best described as:

- A. Cooperative
- B. Anarchic
- C. Democratic
- D. Legalistic

3. Which concept is central to Realist theory?

- A. Human rights
- B. Balance of power
- C. Global justice
- D. Moral values

4. Liberalism emphasizes:

- A. Military dominance
- B. State isolation
- C. International institutions and cooperation
- D. Permanent conflict

5. The English School argues that states form:

- A. A world government
- B. An international society
- C. A global empire
- D. A military alliance

6. International Law mainly governs:

- A. Domestic political systems
- B. Relations between states
- C. Private companies
- D. Cultural traditions

7. Which is a primary source of International Law?

- A. Political speeches
- B. International treaties
- C. Media reports
- D. Public opinion

8. International Criminal Law focuses on:

- A. Economic crimes only
- B. Crimes against humanity, genocide, and war crimes
- C. National criminal law
- D. Civil disputes

9. The International Criminal Court (ICC) was established to:

- A. Enforce national laws
- B. Prosecute international crimes
- C. Prevent economic crises
- D. Regulate diplomacy

10. In international debates, capital punishment is often criticized for:

- A. Strengthening justice
- B. Being irreversible and violating human rights
- C. Reducing crime universally
- D. Supporting international peace

(Part2)

Students' presentation

Topic1:

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Dr. Moulay Taher University

Faculty of Law and Political Sciences

Level and Major: Third year Bachelor's in International Relation

Course: English Language

Student: Chelghafe Ikram

International terrorism represents one of the most significant challenges facing the international community, due to its devastating impact on global peace and security. Its danger has increased with the development of communication and transportation means, making it a central issue in modern international relations.

International terrorism is defined as the use of violence or the threat of violence by non-governmental actors against civilian or political targets outside their own country, in order to achieve ideological or political goals. This form of terrorism has directly influenced state policies and reshaped the map of international alliances and interventions.

One of the most prominent examples is the September 11, 2001 attacks, which led the United States to launch the "War on Terror," invade Afghanistan, and alter its foreign policy toward several countries. These events also pushed

the international community to strengthen security and intelligence cooperation and to enact strict legislation against terrorist groups.

In this context, the United Nations Security Council Resolution No. 1373 (2001) affirms that terrorism “constitutes a threat to international peace and security” and obliges member states to take legal and regulatory measures to combat it, prevent its financing, and punish its perpetrators.

Combating international terrorism requires a comprehensive approach that goes beyond security measures, including addressing the root causes of extremism, promoting development, and spreading a culture of dialogue and tolerance. As stated in the 2006 UN report on the Global Counter-Terrorism Strategy, “eliminating terrorism requires more than military means... it also requires addressing the conditions conducive to its spread.” Achieving global security is a shared responsibility that demands continuous international cooperation and unified political will

/First: Comprehension Questions

A:

1. Why is international terrorism considered a major challenge in international relations?
2. How did the 9/11 attacks affect U.S. foreign policy?
3. What is the content of UN Resolution 1373 (2001)?

B:

Second: Direct Questions from the Text (Answer with Yes or No)

1. Is international terrorism limited to military means only?
2. Was Resolution 1373 issued before the 9/11 attacks?
3. Did international terrorism encourage enhanced intelligence cooperation among countries?

C:

*Multiple Choice Questions

1. Why was UN Resolution 1373 issued?
 - A) To expand international trade
 - B) To combat international terrorism
 - C) To regulate migration
2. Which of the following events clearly impacted international relations?
 - A) The Cold War
 - B) The French Revolution
 - C) The 9/11 attacks
3. What methods are required to combat terrorism according to the UN report?
 - A) Military force only
 - B) Military, economic, and social solutions.
 - C) Cultural dialogues only.

D:

Two Synonyms from the Text

= Threat

= Enhancement

Fifth: Two Antonyms from the Text

✗ Peace

✗ Extremism:

Translation in English

1الإرهاب الدولي

2مجلس الأمن

3الأمن و السلام

4التعاون الاستخباراتي

Topic2:

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Dr. Moulay Tahar University
Faculty of Law and Political Science
Level and Major: Third Year Bachelor's in International Relations

Course: English Language

Student: Aouad Abderrahmane

The war in Sudan: An Escalating Crisis

Sudan is experiencing one of the most severe crises in its modern history, as war broke out between the Sudanese Armed Forces and the Rapid Support Forces in April 2023. The clashes began due to disagreements over the integration of the Rapid Support Forces into the regular army, but they quickly escalated into a bloody conflict that spread across large parts of the country, causing massive destruction and resulting in thousands of deaths and injuries.(1).

The war has led to a major humanitarian catastrophe, with millions of people displaced to safer areas within Sudan or seeking refuge in neighboring countries such as Chad, Egypt, and South Sudan. Sudanese cities, particularly the capital Khartoum and Darfur, suffer from the collapse of essential services such as water and electricity, while hospitals face severe shortages of medicine and medical equipment due to sieges and ongoing battles.(2)

Despite international calls for a ceasefire, mediation efforts have failed to end the conflict, as clashes continue with both sides attempting to assert control

over strategic areas. Regional and international organizations have intervened to mediate peace efforts, but a lack of trust between the warring parties and weak commitment to agreements have further complicated the crisis.(3)

The continuation of the war threatens the complete collapse of the Sudanese state, which could further destabilize the region. Ending the conflict requires genuine political efforts, including dialogue among Sudanese factions, international support to restore stability, and accountability for those responsible for crimes (4)

Source: Sudanese conflict (2023–present) - Wikipedia

-Here are some multiple choice question:

1- When did the war between the Sudanese Armed Forces and the Rapid Support Forces break out?

- A) April 2022
- B) April 2023
- C) December 2023
- D) March 2024

2- What was the main reason for the conflict between the Sudanese army and the Rapid Support Forces?

- A) A border dispute with South Sudan
- B) A disagreement over integrating the Rapid Support Forces into the regular army
- C) Foreign interference in Sudanese politics
- D) A severe economic crisis

3- Which of the following cities were among the most affected by the war?

- A) Khartoum and Darfur
- B) Port Sudan and Al-Jazira
- C) Atbara and Shendi
- D) El-Obeid and Kassala

4- What were the major humanitarian impacts of the war in Sudan?

- A) Economic improvement due to increased international aid
- B) The displacement of millions and the collapse of essential services
- C) Growth in domestic trade and improved infrastructure
- D) Increased foreign investment in the agricultural sector

5- Why did international mediation efforts fail to end the conflict?

- A) Lack of trust between the warring parties and failure to adhere to agreements
- B) Major world powers' lack of interest in the Sudanese conflict
- C) Few international attempts to resolve the crisis
- D) The conflict ended before mediation efforts began

6-Fill in the blanks in the following paragraph. (أبريل 2023- قوات الدعم السريع - الخرطوم - المساعدات الإنسانية - دارفور - القوات المسلحة السودانية - النزوح - الوساطات (الدولية)

اندلعت الحرب في السودان بين _____ و _____ في شهر _____ ، مما أدى إلى دمار واسع في مدن مثل _____ و _____. تسبب الصراع في معاناة إنسانية كبيرة، حيث أجبر ملايين السكان على _____ من منازلهم بحثاً عن الأمان. رغم جهود _____ لإنقاذ القتال، إلا أن الحل لا يزال بعيداً. تعتمد عودة بين الأطراف المتنازعة، إضافة إلى تقديم _____ في البلاد على نجاح

قائمة المصادر والمراجع :

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(2)-منصور الصويم ،"يوميات كاتب في السودان "،مجلة المجلة ،سنة النشر 2023 .

(3)-يوسف كامل خطاب ،"عام من الصراع في السودان : ما النتائج وإلى أين تتجه الأمور ؟" ،دار النشر: مركز الخليج لأبحاث سنة النشر 2024. .

4- النزاع السودان (2023-الآن) المقال من ويكيبيديا

List of sources and references:

Unit of Political Studies. (2024). The Eruption of Conflict Between the Sudanese Armed Forces and the Rapid Support Forces: Causes and Potential Consequences. The Arab Center for Research and Policy Studies.

Mansour Al-Suweim, "Diaries of a Writer in Sudan," Al-Majalla Magazine, Published in 2023.

Youssef Kamel Khattab, "A Year of Conflict in Sudan: What Are the Outcomes and Where Are Things Heading?" Gulf Research Center, Published in 2024.

Topic3:

Student: Mekkaoui N. El Houda

TEXT:

Public international law is defined as the set of legal rules that regulate relations between states and international organizations, and sometimes includes some rights and obligations of individuals within the scope of the international community.

The features of public international law have gradually evolved throughout history, as its emergence coincided with the emergence of ancient civilizations such as the Egyptian, Babylonian, Greek and Roman. However, modern international law was established on clearer foundations in the 17th century by the Dutch philosopher Hugo Grotius. He presented principles related to the rights of states in times of war and peace. Over time, the rules of public international law began to develop significantly, especially after the First and Second World Wars with the establishment of the League of Nations and then the United Nations Organization. The sources of public international law were limited to four sources: international custom, international treaties, general principles of law, and the opinions of jurists according to Article 38 of the Statute of the International Court of Justice, which is the primary reference in identifying these sources.

Despite the challenges facing public international law in its application, its various sources remain important tools for ensuring respect for rights And promote education and world peace.

Source: Article 38 of the Statute of the International Court of Justice

Majid Hamid Al-Ani and Mohammed Nasr Al-Din Shukr, Public International Law

Questions:

Read the text and answer the following questions.

1_ Say whether the following statements are true or false.

A_ The Dutch scholar Hugo Grotius is not considered the father of international law.

B_ Public international law covers only states and international organizations.

C_ The principles of public international law are stated in Article 38 of the Statute of the International Court of Justice.

D_ The principles of public international law are divided into five basic principles.

2_ Answer the following questions according to the text:

A_ When did public international law first appear?

B_ Did the principles of public international law appear during the First World War?

C_ What are the sources of public international law?

D_ In your opinion, are the rules of public international law currently applied?

3-Give the opposites of the following words: System≠ general≠ Justice ≠ Challenges ≠

4_ Fill in the gaps with the appropriate words:, Conflicts, stability, agreements, international organizations, Human rights, countries.

Public international law aims to regulate the relations between and, and is based on the treaties and concluded between these entities. The law is essential to security andglobal and includes issues such as solving....environmental and....international.

Topic4:

Student: Benaoumer Rodeina

The role of the security company Wagner in conflict areas

The Wagner Security Company is a Russian paramilitary group known for functioning as an unofficial private army used to carry out operations in various conflict zones, often to support Russian interests. This company played a prominent role in conflicts in Syria, Mali, and Libya, where it participated in military and security operations, either directly or by providing training and consultations to local forces.

Wagner appeared in Syria in 2015, coinciding with the Russian military intervention to support President Bashar al-Assad's regime. Its main role was to assist Syrian forces against armed groups, particularly ISIS and the armed opposition. It also protected oil facilities, such as oil fields in Deir ez-Zor, in exchange for a share of the oil revenue. The group became involved in fierce battles, including the famous clash with U.S. forces in Deir ez-Zor in 2018.

Wagner engaged in Libya in 2019 to support the forces of General Khalifa Haftar in eastern Libya against the internationally backed Government of National Unity. The company provided various forms of military support, from snipers and drones to military consultations. Reports also indicated their involvement in planting mines, recruiting local fighters, and conducting direct combat operations in the suburbs of Tripoli and Sirte. Despite some of its fighters withdrawing after a ceasefire agreement, there are still indications of its ongoing activities in Libya.

In Mali, Wagner became active in 2021 after the military government called on them to replace French forces that had been providing support in the fight against armed groups. This presence raised concerns in Algeria due to its

proximity to its southern border. Algeria discussed these concerns with Russia, expressing worries about Wagner's presence in the Sahel region. The group has been involved in counterterrorism operations but has been accused of committing human rights violations, such as the Mura massacre that claimed hundreds of lives. Its presence in Mali reflects the expansion of Russian influence in Africa at the expense of Western powers.

Wagner's activities spark widespread international controversy, with accusations of war crimes and human rights abuses. It is also seen as an unofficial tool for enhancing Russian influence without direct state involvement. Despite international pressure, Wagner continues to operate in several conflict zones, making it a significant player in contemporary geopolitics.

Understanding the Text:

1. True or False Questions:

1. Wagner is an American private military company that operated in conflict zones like Syria, Mali, and Libya.
o True / False
2. The Wagner group supported Syrian government forces in protecting oil and gas fields.
o True / False
3. Wagner operates only in East African countries and does not operate in the Sahel region.
o True / False
4. Algeria did not express concern about Wagner's presence in neighboring countries like Mali.
o True / False

5. Wagner manages operations in Libya and supports the Libyan National Army led by Khalifa Haftar.
 - o True / False

2. Answer the Following Questions:

- o What is the main goal of Wagner's presence in Syria?
- o How did Wagner contribute to supporting Khalifa Haftar's forces in Libya?
- o Why did the Malian government request Wagner's assistance?
- o What are the main human rights accusations against Wagner?

Choose the Correct Word:

1. What does "security gaps" mean in this context?
 - o A) Lack of political solutions
 - o B) Weak security in certain areas
 - o C) Availability of air defense
2. What does "benefit" mean as used in the text?
 - o A) Facing problems
 - o B) Achieving interests
 - o C) Engaging in humanitarian efforts
3. What does "recruitment" mean in the text?
 - o A) Providing medical aid
 - o B) Hiring fighters or new members
 - o C) Conducting field investigations
4. What does "direct presence" mean in the text?
 - o A) Actual and continuous presence
 - o B) Temporary presence
 - o C) Presence through media outlets

Fill in the Blanks:

1. Wagner group supported Syrian _____ forces in securing oil fields.
2. Since _____, Wagner started assisting Haftar's forces in Libya.
3. Wagner's presence in _____ raised concerns in Algeria due to its proximity to the southern borders.
4. Wagner is considered a private military _____ that contributes to achieving Russian interests in certain areas.

Written Expression:

Share your opinion on the role of Wagner in international conflicts, focusing on its impact in Syria, Mali, and Libya. Discuss the reasons for its presence in these countries and how it affects the security and political situation in these areas. Do you believe its presence helps achieve stability, or does it complicate the conflicts further?

Topic5:

Student: Bouzid M.Safaa

Text:

On January 19, 2025, a ceasefire agreement between the Palestinian resistance and Israel came into effect following mediation efforts led by Egypt, Qatar, and the United States. The agreement aims to de-escalate the situation in Gaza and improve humanitarian conditions through a set of provisions focused on reconstruction, aid delivery, and the exchange of prisoners and detainees between the two sides.

The agreement includes significant humanitarian measures, primarily reconstruction and aid distribution. It stipulates the construction of 6,000 housing units and the installation of 200,000 tents to shelter displaced persons, with the entry of 600 aid trucks daily, including 50 fuel trucks. Half of these supplies are allocated to northern Gaza. The United Nations and international organizations will oversee aid distribution across Gaza, alongside efforts to rehabilitate infrastructure, introduce civil defense equipment, and remove debris to improve living conditions.

Additionally, the agreement outlines a prisoner exchange process, set to begin on January 19, 2025, as a step toward reducing tensions and fostering mutual trust.

Following the ceasefire's implementation, discussions took place between Palestinian and Egyptian officials to ensure the agreement's continuity and secure humanitarian aid for Gaza. Qatar and the United States have also emphasized the necessity of both parties' adherence to all provisions, including the release of prisoners and the unhindered flow of humanitarian assistance across the region.

This agreement represents a crucial step toward de-escalation in Gaza, focusing on humanitarian improvements and reconstruction, as well as addressing the issue of prisoners and detainees. However, its success depends on the commitment of all parties involved and sustained international efforts to ensure stability in the region.

Questions:

Question 1: True or False (Correct the false statements if necessary)

1. The ceasefire agreement between the Palestinian resistance and Israel came into effect on January 20, 2025.
2. The agreement stipulates the construction of 10,000 housing units to shelter displaced persons in Gaza.
3. The agreement includes the entry of 600 aid trucks daily, including 100 fuel trucks.
4. The United Nations and international organizations oversee aid distribution throughout Gaza.
5. The prisoner exchange between the two sides is scheduled for January 21, 2025.

Question 2: Answer the following based on the text

1. What are the key humanitarian provisions included in the ceasefire agreement between the Palestinian resistance and Israel?
2. What is the purpose of the ceasefire agreement that took effect on January 19, 2025, and which countries played a role in its implementation?
3. How is the prisoner exchange process between the Palestinian resistance and Israel organized within the agreement, and what is its purpose?

Question 3: Choose the correct answer

1. What is the primary goal of the ceasefire agreement between the Palestinian resistance and Israel?
 - A) Strengthening diplomatic relations between the two sides
 - B) De-escalating tensions in Gaza and improving humanitarian conditions
 - C) Enhancing the international influence of the mediating countries

2. Which party emphasized the necessity of both sides adhering to all provisions of the agreement?
 - A) The United Nations
 - B) Qatar and the United States
 - C) The European Union
3. What is one of the measures agreed upon to improve living conditions in Gaza?
 - A) Introducing civil defense equipment and removing debris
 - B) Halting the delivery of food aid
 - C) Reducing the number of international relief convoys

Question 4: Choose the correct synonym for the following words as used in the text:

1. What is the synonym for “improving”?
 - A) Developing
 - B) Deteriorating
 - C) Reducing
2. What is the synonym for “displaced persons”?
 - A) Refugees
 - B) Residents
 - C) Visitors

Question 5: Do you believe this agreement is a genuine step toward peace, or is it merely a political maneuver by Israel to buy time and achieve its strategic goals?

References:

Al Jazeera Net – Report on the humanitarian provisions of the Gaza ceasefire agreement, available at: aljazeera.net

Anadolu Agency (AA) – Report on Palestinian-Egyptian talks to reinforce the Gaza ceasefire, available at: aa.com.tr

Report on Qatar and Washington’s stance on implementing the ceasefire agreement, available at: aa.rt.com

Report on the ceasefire’s start date, available at: Arabic.rt.com

Topic6:

Student: Youcef Nawel

Text:

The Russian-Ukrainian war that broke out in February 2022 is one of the most dangerous international crises of the 21st century, as it deeply affected global security and stability. This war resulted from historical and political tensions between the two countries, which escalated since Russia's annexation of Crimea in 2014. With international parties intervening in the conflict, the dispute has transcended regional boundaries and has become a threat to the international order, as well as global economic and humanitarian stability.

The roots of this conflict trace back to the collapse of the Soviet Union in 1991, when Ukraine gained independence, but the relationship with Russia remained complex due to political, economic, and ethnic issues. The relations between the two countries reached a peak of tension in 2014 when Russia annexed Crimea and supported separatist movements in eastern Ukraine.

In 2022, Russia launched a large-scale military operation against Ukraine, justifying it as a defense of its national security and protection of Russian minorities in Ukraine. In return, Ukraine and most of the world considered this operation an unjust invasion and a violation of international law.

This war has had significant international repercussions, with Western countries imposing unprecedented economic sanctions on Russia and providing military and financial support to Ukraine. The war has also led to global economic crises, including rising energy and food prices due to the halt in grain and gas exports from the region.

On the humanitarian front, the war has caused the displacement of millions of Ukrainians, with widespread destruction of civilian infrastructure and thousands of deaths and injuries, making the humanitarian situation in Ukraine tragic.

The Russian-Ukrainian war reflects a complex conflict that involves both regional interests and international ambitions. As the conflict continues, the world faces major challenges in finding a diplomatic solution that ensures de-escalation while preserving the sovereignty and stability of countries. The question remains: Will peaceful solutions prevail in ending this crisis, or will the region remain trapped in a cycle of armed conflict for years to come?

Questions 1: True or False, with corrections if necessary

1. The Russian-Ukrainian war broke out due to the collapse of the European Union in 1991.
2. Russia annexed Crimea with the support of Ukraine in 2014.
3. Asian countries imposed economic sanctions on Ukraine for supporting Russia.
4. The Russian-Ukrainian war had no effect on global food and energy prices.
5. The Russian-Ukrainian conflict is considered a local crisis that did not transcend the borders of the two countries.

Question2 : Answer the following questions from the text

1. What was the main reason for Russia launching the 2022 military operation against Ukraine?
2. How did the Russian-Ukrainian war affect the global economy?
3. What were the humanitarian consequences of the war in Ukraine?

4. what are the historical and political reasons that led the outbreak of the Russia-Ukrainian war ?

Question 3: Choose the correct answer

1. What is one of the global economic effects of the Russian-Ukrainian war?

- A) Decreased energy prices
- B Halted grain and gas exports from the region
- C) Increased investments in Russia
- D) Global economic recovery.

2. How did Western countries respond to the Russian-Ukrainian war?

- A- They provided military and financial support to Ukraine.
- B -They imposed economic sanctions on Ukraine.
- C- They supported Russia in the conflict.
- D- They completely ignored the war.

Questions 4: Synonym question

Choose the correct synonym for the word "consequences":

- A- Results
- B- Reasons
- C- Effects
- D- Solutions

Questions 5: Opinion question

How does the Russian-Ukrainian war affected global food security and energy prices?

Topic7:

Student: Ziani Djamel

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TEXT 1:

Digital Diplomacy and its Effects on International Relations

In the twentieth century, concepts spread that have connotations related to the philosophy of their creators. These concepts constitute material for use within the framework of international relations, including the concept of digital diplomacy.

The world has witnessed a significant and noticeable development in information technology in

general, especially with regard to the digital field, as this development has contributed to making the world a small village in which it is possible to know what is happening in all countries through technology and digital development, as this dangerous development has come to dominate all international relations, especially what is known as digital diplomacy, as it has come to dominate all areas of international and global affairs.

Published, 30/10/2024, in the Journal of International Studies byEnasmigbildalyan.

TEXT 2:

The role of digital diplomacy in supporting the Palestinian cause internationally

In Palestine, digital diplomacy has demonstrated its effectiveness in promoting public diplomacy efforts. Palestinian organizations and activists have effectively

used social media to defend their rights regionally and internationally. Digital diplomacy has become an essential tool for crisis communication, real-time updates and countering disinformation are vital. In the long struggle, digital diplomacy has emerged as a vital means of interacting with the international community and shaping the narrative about events in the region. Palestine presented its vision directly to a global audience and attracted support for its cause.

Digital diplomacy is also a means of improving the image of the state in other peoples and achieving foreign policy goals. It integrated with traditional diplomacy to take advantage of its popular effectiveness, where senior politicians and diplomats came out to

interact with the public and dialogue with various orientations. As technology continues to evolve, digital diplomacy will remain an essential part of Palestine's diplomatic strategy, influencing conflict dynamics and shaping international perceptions of the future.

Published, 29/06/2024, in the Algerian Journal of Political Science and International Relations by Badr Saeed BadrZamaara.

1. Read the text and answer the following questions:

- a. What are the connotations that spread in the twentieth century?
- b. What is the new concept?
- c. What did the world witness?
- d. What did Palestinian activists use?
- e. What has digital diplomacy offered to the Palestinian cause?

2. True or false questions:

- a) Digital diplomacy is all about numbers.
- b) Digital diplomacy is threatening the world.
- c) Digital diplomacy emerged with the Palestinian issue.
- d) Digital diplomacy is a tool for achieving foreign policy .

e)Digital
diplomacy is related to public
opinion.

**3. Find opposite in the
text for the following
words:**

Traditional≠.....Und
erdevelopment≠.....g
reat≠.....idle≠.....

4. Select the correct answer:

.....1) انتشرت في القرن العشرين.....

- a) فلسفة
- b) مفاهيم
- c) دلالات

.....2) مادة للاستخدام في إطار

- a) تكنولوجيا الإعلام
- b) الدبلوماسية الرقمية
- c) العلاقات الدولية

.....3) أصبح هذا التطور يتحكم في

- a) الشؤون الدولية والعالمية
- b) العلاقات الدولية
- c) الدبلوماسية الرقمية

Other related topics

Topic 1:

Intro to Comparative Politics

Learning Objectives: This lesson aims to provide the students with the necessary knowledge of comparative politics as a branch of political science and to enable them to have an initial understanding of the basics of this science, in light of enhancing their abilities to understand the meaning of comparative politics and comparative methodology.

Politics is all around us. In its basic definition, politics is the struggle in any group for power that will give one or more persons the ability to make decisions for the larger group. Politics affect small organizations, such as Boy Scout troops, work place offices in corporations, local communities, states, countries, and even to some degree the entire global population. Politics is about power. Who has the power to make decisions? How did they get that power? What challenges do leaders face from others – both inside and outside the country's borders- in keeping the power? Comparative politics examines political realities in countries all over the world. It looks at the many ways governments operate and the ways people behave in political life, to include how power is gained, managed, challenged, and maintained.

Essential Questions:

- How do we effectively compare political systems throughout the world?
- How do we distinguish between normative and empirical works of political research?
- What are the trends and shifts in comparative politics?

Module Minute

Have you ever considered why some countries are successful in the modern world, while others remain locked in poverty? Why are some countries democratic and others not? How are the political institutions of a country structured? Different countries answer these questions in different ways, but they all answer them in one way or another. These are the types of questions political scientists seek to answer by looking at several cases that explore patterns, processes and regularities among political systems. In Comparative Politics, a subfield of Political Science, the comparativist uses the comparative method as a way to make comparisons across cases and draw conclusions. By comparing two or more countries, we seek to make some generalizations about politics that could be valid in other cases.

Questions to consider:

1. What is politics?
2. Why do we study politics comparatively?
3. What is the comparative method?
4. How does the study of comparative politics change?

Comparative politics is a branch of political science which primarily focuses on comparing the political system of different countries (or societies as the notion of country or nation is relatively new). One of the earliest examples is *Politics* by Aristotle, father of Political Science. He wrote his book after comparing the contemporary political system of more than 130 city states.

Over the years the methods of comparison has undergone change and it is no more simply a comparison of political institutions rather it also studies the environment in which these institutions work.

The same institution may prove to be of great success in one society and not so much in another. Comparative politics tries to find answer to this paradox.

Comparative politics is a field of political science that studies the internal politics of countries and regions, and how they compare to one another. It seeks to understand how different political systems, societies, and cultures interact with one another. The scope of comparative politics is broad, as it covers everything from the study of how different countries handle elections to the examination of how different cultures manage their economies. Comparative politics also looks at how different cultures interact with one another, and how they shape international relations.

Topic 2:

Definition of Comparative Politics

Learning Objectives: Based on the work of many scholars, this lesson aims to provide the students with the definition of comparative politics as a subfield of political science along with other disciplines.

Turning to a definition of comparative politics, it is first important to note that comparative politics is a subfield of political science, which includes other subfields, such as International Relations, Political Thought/ Theory, Public Administration, Judicial Politics, etc. In American political science, American Politics is also considered a subfield, but this view is not shared by European scholars, for instance, who simply include American politics as a case within comparative politics. European perspective considers the United States as one of the cases among many we investigate for comparative purposes.

There have been many different definitions of comparative politics offered by a variety of political science scholars. These can be divided into at least three general types: First, there are those who think of comparative politics large as the study of “other” or “foreign” countries – in most cases, this means countries other than the United States (Zahariadis, 1997, p. 2). A second approach emphasizes comparative politics as a subject of study. For instance, David Robertson (2003) defines comparative politics as simply the study of “comparative government” whose essence is to compare the ways in which different societies cope with various problems, the role of the political structures involved being of particular interest.

Most definitions of comparative politics, however, think of the field as both a method of study and a subject of study (Lim, 2006). Thus, for example, Howard Wiarda notes that the defining feature of comparative politics is that it “involves the systematic study of the world’s political systems. It seeks to explain differences between as well as similarities among countries. In contrast to journalistic reporting on a single country, comparative politics is particularly interested in exploring patterns, processes, and regularities among political systems” (Wiarda, 2000, p. 7).

1. Select the correct answer

1. Comparative politics is a —— of political science.
 - a) Subtitle
 - b) Sub discipline
 - c) Branch
 - d) Sub branch
2. American Politics is also considered a subfield, but this view is not —— by European scholars
 - a) Agreed
 - b) Partaken
 - c) Reciprocal
 - d) None of the above
3. European perspective considers the United States as —— case among many
 - a) A single
 - b) Half
 - c) Many
 - d) None of the above
4. There have been —— different definitions of comparative politics.
 - a) Few
 - b) A lot of
 - c) More
 - d) None of the above
5. There are those who think of comparative politics ——.
 - a) Wide
 - b) Great
 - c) Narrow
 - d) None of the above
6. What does the study of “other” or “foreign” countries mean?
7. This definition is according to whom?

8. What does the second approach emphasize?
9. What does the third general type suggest?
10. Who did Wiarda (2000, p. 7) contrast?

2. Read again the text in order to translate each of the highlighted words appropriately (draw a table with 2 columns).

Topic 3:

The Evolution of Comparative Politics

Objective: Based on historical background in the field of politics, this lesson aims to provide the students with the origin of comparative politics as based on its pioneers Aristotle and Plato.

The Ancients and comparative politics

To some extent the study of comparative politics is as old as the study of politics itself. The earliest systematic comparisons of political systems were carried out by the Ancient Greeks. For instance, Plutarch tells a story, in his *Lives of the Noble Grecians and Romans*, of the scholar Lycurgus of Sparta who traveled widely around Greece and the Eastern Mediterranean recording the strength and weaknesses of the political regimes among the various city - states he encountered. However, the two most noteworthy scholars in Ancient Greece, at least in terms of their impact on comparative politics, were Plato and Aristotle. *The Republic* by Plato and *Politics* by Aristotle are widely viewed as the first great works of political science, covering such key issues as the nature of power, characteristics of leadership, different forms of government, and the relationship between state and society and economics and politics.

Although both Aristotle and Plato had much in common; (particularly in terms of their desire to understand the design of the *ideal political system*), the approaches to understanding and knowledge (or epistemologies) were quite different. On the one hand, Plato was much more concerned with what *should be* and with normative issues such as justice and right than Aristotle (although Aristotle was motivated by these concerns as well). However, where the two really differed was in their understanding of how humans come to know things. Indeed, Plato thought of understanding as much more than just observation or reality. Thus, for instance, his “ Parable of the Cave ” is a metaphor for ignorance and knowledge.

The parable goes something like this: Imagine a cave in which prisoners are chained to a wall so all they see are the shadows thrown on a wall in front of them by the light shining behind them from the mouth of the cave. All they have known and see are these shadows which they mistakenly perceive as reality. Yet if one were freed, and saw the daylight behind, that person would see things as they really

are, and realize how limited one's vision was in the cave. Merely observing perceived reality is thus not real. Discovering what *should* be is what is real for Plato. From Plato is derived the *normative* tradition in political science.

On the other hand, Aristotle really represents a more “**empirical**” tradition in the study of politics and had a much more direct impact on the development of comparative politics. Aristotle collected approximately 150 of the political constitutions of his time, mainly from the Greek city - states but from other places in the Eastern Mediterranean as well. In addition, he used these “data” to try to answer the question of what best promoted **political stability**, and examined the social, cultural, and economic factors that contributed to the emergence of political stability. Most noteworthy was his development of a six – part classificatory scheme where he identified “ideal” types or models of political systems, based upon the number of people ruling, and whether the rulers ruled for all or for themselves (which he considered degenerative or corrupt).

1. Say whether these statements are ‘True’ or ‘False’

1. The study of comparative politics is older than the study of politics.

- a) True
- b) False

2. There was no other work on comparative politics before Plato and Aristotle.

- a) True
- b) False

3. Plato and Aristotle differed always in their thoughts.

- a) True
- b) False

4. From Aristotle's thought came the normative issue in political science.

a) True

b) False

5. Aristotle had no work of development on comparative politics.

a) True

b) False

2. Comprehension

1. Did Plutarch work on comparative politics prior to Plato and Aristotle?

2. What did Aristotle and Plato have?

3. Did they truly differ?

4. What did Plato think?

5. What did Aristotle think?

6. Read again the text in order to translate each of the highlighted words appropriately (draw a table with 2 columns).

Topic 4:

Goals of Comparative Study of Politics

Learning Objectives: Through this lesson, students can deduce that the scope of comparative politics is broad and encompasses a wide range of topics, issues, and areas of inquiry. Also, it involves the systematic study and analysis of political systems, institutions, behaviors, and outcomes across different countries or regions.

Through discussion, they come up that there are some key areas that fall within the scope of comparative politics.

Scope of comparative politics

Comparative study of politics is about comparing **political phenomena**. Its primary goal is to encompass the major political similarities and differences between countries around the world. The emphasis is on how different societies cope with various problems by making comparisons with others. Although ‘comparative methods’ and ‘methods of comparisons’ are widely used in other social sciences **disciplines** such as **Psychology, Sociology, Economics** etc., it is the substance of comparative politics—i.e., its **subject matter, vocabulary, perspective, and concepts**—which gives comparative politics its **distinctiveness** both as a ‘method’ and as a sub-field of the study of ‘comparative politics’.

The **nature** and **scope** of comparative politics have been determined historically by changes in the (a) subject matter (b) vocabulary and (c) political perspective. To understand *where, why* and *how* these changes took place we have to look at what is the focus of study at a particular historical period, what are the *tools, languages* or *concepts* being used for the study and what is the **vantage point, perspective** and **purpose** of enquiry. Thus, we shall look at the manner in which comparative politics has evolved, the continuities and discontinuities which have informed this **evolution**, the ways in which this evolution has been determined in and by the specific historical **contexts** and socio-economic and political forces, and how in the context of **globalisation**, radical changes have been brought about in the manner in which the field of comparative politics has so far been envisaged.

1. Say whether these statements are ‘True’, ‘False’ or ‘Not mentioned’

1. Comparative study is about comparing phenomena.

- a) True
- b) False
- c) Not mentioned

2. The primary goal of comparative politics is to see the political similarities and differences intrastate.

- a) True
- b) False
- c) Not mentioned

3. The primary goal of comparative politics is making comparisons with others on how societies neglect problems.

- a) True
- b) False
- c) Not mentioned

4. Comparative politics is a method and a study.

- a) True
- b) False
- c) Not mentioned

5. The nature and the scope of comparative politics have not changed at all.

- a) True
- b) False
- c) Not mentioned

6. Comparative politics has not evolved.

- a) True

- b) False
- c) Not mentioned

7. Comparative politics has touched recent years.

- a) True
- b) False
- c) Not mentioned

2. Comprehension (get the reference of your answers from the text)

1. Is comparative study about comparing political phenomena?

2. What is the primary goal of comparative study of politics ?

3. What have historically been determined by changes?

4. Where are the changes exactly marked?

5. How is ‘*where, why* and *how*’ of changes made understandable?

6. Read again the text in order to translate each of the highlighted words appropriately (draw a table with 2 columns).

Topic 4:

Comparative Foreign Policy

Learning Objectives: The lesson helps to understand what makes Foreign Policy Analysis a distinct sub-field of International Relations and, more specifically, what a comparative perspective adds to our understanding of foreign policy.

Comparative foreign policy (CFP) analysis is a vibrant and dynamic subfield of international relations. It examines foreign policy decision-making processes related to momentous events as well as patterns in day-to-day foreign interactions of nearly 200 different states (along with thousands of international and nongovernmental organizations).

CFP emerged as a variant of international relations and diplomacy studies in the mid-20th century, and quickly evolved original frameworks for policy analysis. It connects the study of international relations (the way states relate to each other in international politics) with the study of domestic politics (the functioning of governments and the relationships among individuals, groups and institutions). Because theories of international relations are primarily concerned with state behavior, the study of international relations includes explanations of foreign policy. Traditional theories, however, tend to focus on the external environment as the primary or single explanation of why states do what they do in global affairs. Those who study foreign policy certainly draw on these theories, but they also look at theories of domestic politics focused inside the state for further explanation. Theories of domestic politics, found in the study of U.S. politics and in the study of comparative politics share this attention to internal factors. These theories, however, tend to explain the functioning of the state or political system and the domestic policies that are chosen—they rarely comment about the effects of internal politics on a state's foreign policies.

1. Say whether these statements are 'True', 'False' or 'Not mentioned'

1. Comparative foreign policy is subfield of international relations.

a) True

- b) False
- c) Not mentioned

2. Comparative foreign policy examines foreign policy decision-making processes.

- a) True
- b) False
- c) Not mentioned

3. Comparative foreign policy examines foreign interactions of all countries worldwide.

- a) True
- b) False
- c) Not mentioned

4. Comparative foreign policy evolved original frameworks for policy analysis rapidly.

- a) True
- b) False
- c) Not mentioned

5. Comparative foreign policy links international relations and domestic politics studies.

- a) True
- b) False
- c) Not mentioned

6. Traditional theories tend to focus on foreign affairs.

- a) True
- b) False
- c) Not mentioned

7. Those who study foreign policy do not base on internal factors.

- a) True
- b) False
- c) Not mentioned

2. Comprehension (get the reference of your answers from the text)

1. Has comparative foreign policy a relationship with international relations?
2. What is its role?
3. How did it emerge?
4. Why does the study of international relations include foreign policy?
5. Does the study of comparative foreign policy focus only on external affairs?

6. Read again the text in order to translate each of the highlighted words appropriately (draw a table with 2 columns).

Topic 5:

5 Key Approaches to Foreign Policy Analysis

Objective: This lesson helps to know that foreign policy analysis allows us to better understand how political actors make policy decisions and how they relate to other foreign government and non-government entities.

Foreign policy is a **complex discipline** wherein numerous actors work within structures both inside and outside the state to have an impact on the **decision-making process**. It is useful to have **analytical process models** to illuminate the dynamics in this **field** and help explain how states **conduct** their foreign policy, **international relations** and **diplomatic endeavors**.

There are five main models in **foreign policy analysis** that will be explored: the rational actor model, the bureaucratic politics model and the organizational process model—all three of which were developed by foreign policy analyst and scholar, Graham Allison, and outlined in his book, *The Essence of Decision: Explaining the Cuban Missile Crisis*—as well as the inter-branch politics model and the political process model. In order to international relations professional can effectively analyze foreign policy as a whole, it is necessary to determine the relative strengths and weaknesses of each model therein and understand the ways in which each **approach** has the potential to remedy the **inadequacies** of the others.

1. Say whether these statements are ‘True’ or ‘False’

1. Foreign policy is a complicated discipline wherein numerous actors work.
 - a) True
 - b) False

2. This is to have an impact on the decision-taking process.

- a) True
- b) False

3. There are finite models in foreign policy analysis.

- a) True
- b) False

4. All of the models were developed by foreign policy analyst and scholar, Graham Allison.

- a) True
- b) False

5. It is necessary to determine only the relative weaknesses of each model.

- a) True
- b) False

2. Comprehension

1. Is foreign policy a simple discipline?

2. Why is it useful to have analytical process models?

3. How many models are there in foreign policy analysis?

4. What are they?

5. Why is it necessary to determine the relative strengths and weaknesses of each model?

6. Where is it necessary to do so?

6. Read again the text in order to translate each of the highlighted words appropriately (draw a table of 2 columns).

Conclusion

This pedagogical support has been designed to provide Master 1 students in International Relations specialization with tutorial academic foundation in accordance with the requirements of L.M.D, the Algerian higher education system. It aims to equip students with essential conceptual tools necessary for understanding their field of study in its political, strategic and legal spheres.

Through shedding light on key concepts in social science, major theories of international relations and key actors in the international system, this support enables students to develop a structured and comprehensive perspective on international dynamics. The integration of students' contributions via case studies and practical examples helps bridge theory and practice, while fostering their critical thinking and analytical skills.

Furthermore and in class discussion, particular emphasis has been placed on academic methodology along with scientific rigor, and proper argumentation, which are fundamental for success at the Master level and for the preparation of future research work, in the case in hands, the Master's thesis. This pedagogical material encourages students to adopt an autonomous, analytical, and self-reflective approach.

In a nutshell, this pedagogical support represents a foundational stage in the academic training of Master 1 students in International Relations. It prepares them for further specialization at the Master 2 level, in line with what is suggested in the Ministry canva.

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