INTR10640: FOUNDATIONS AND CHALLENGES TO IR

MODULE HANDBOOK 2020-2021

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GENERAL INFORMATION AND DELIVERY

How this module links with the rest of the course

International Relations (IR) as a discipline has long been characterised by approaches which rely on the certainty of judgement and the development of universal laws that can be applied in order to understand all international affairs. In contrast, this module not only introduces students to these traditional approaches but also to critical theoretical approaches to the study of international relations and to experiences of resistance and challenge to established orthodoxies and interests. It also introduces students to the importance of normative approaches to the study of international relations.

How this module is going to be delivered

The module is taught using a combination of online and face-to-face learning. Lectures will last for one hour and will take place twice a week. They will occur at a set time and will be in your timetable. All lectures will be delivered on MS Teams in a "live" manner or might be pre-recorded. If they are taking place live, that means that the lecturer will be there live on MS Teams, delivering the lecture with PowerPoint slides. There will be opportunities to conduct interactive activities and ask questions. These live lectures will also be recorded and stored on the NOW lecture capture page. If pre-recorded, they will be available on the lecture capture tab of the NOW page at the time of the timetabled lecture.

Seminars will last for one hour, taking place twice a week. They will be delivered live in a face-to-face manner.

The NOW page will be our virtual storeroom where we will keep all the learning materials for the module – much like you have experienced in previous years. A full list of lecture and seminar topics, as well as required and further readings, are available on the NOW page and via **online resource list**.

How are you able to contact staff when you need to

Dr Jokubas Salyga (Module Leader):

      Email: jokubas.salyga@ntu.ac.uk

      Advice and Guidance hours: Fridays 1 – 2 p.m.

Monika Kabata (Doctoral Researcher/Teaching Assistant):

      Email: monika.kabata@ntu.ac.uk

      Advice and Guidance hours: Tuesdays 5 – 7 p.m.

AIMS AND LEARNING OUTCOMES

The key aims of this module are:

1. To provide a background to the conceptual and historical areas necessary for understanding the dynamic nature of contemporary international relations.

2. To explain in detail the historical roots and 20th century manifestations of Realist and Liberal traditions in IR.

3. To provide clear understanding of the core assumptions of Realist and Liberal thought concerning human nature, conflict, cooperation, the role of the state, war and economics.

4. To explain the difference between traditional and critical approaches in IR.

5. To examine the development of critical/alternative approaches to IR, such as structuralism, post-structuralist/post-modernism, feminism, green theory and Critical Theory.

The main learning outcomes are:

- To provide a background in the conceptual and historical areas necessary for understanding the dynamic nature of contemporary international relations.

- To explain in detail, the historical roots and 20th century manifestations of the Realist and Liberal traditions in IR.

- To provide clear understanding of the core assumptions of Realist and Liberal thought concerning human nature, conflict, cooperation, the role of the state, war and economics.

- To explain the difference between traditional and critical approaches to IR.

- To examine the development of alternative (critical) approaches that emphasise the importance of societal, cultural and aesthetic (visual) factors, as well as processes of

knowledge production, rather than solely focusing on the state. These include Poststructuralist/Post-Modernism, Feminism, Green Theory, Gramscian approaches, non-Western thought and Critical Theory.

The module seeks to introduce and critique IR theory as follows:

First, to introduce the historical and conceptual contexts of international relations:

- The Realist tradition including Thucydides, Machiavelli and Hobbes
- The Liberal traditions (economic, political, philosophical and moral)
- Classic and Neo Realism (Morgenthau, Waltz, Mearsheimer etc.)
- Classic Liberalism (Keohane and Nye etc.)
- Neoliberal Institutionalism
- Critiques of Realist and Liberal assumptions
- Conclusion - the nature of theory changes in IR

Second, by exploring the development of IR theory:

- Development, Marxism, Structuralism
- Constructivism
- Post-Structural/Post-Modern perspectives
- Economic, social and political issues of globalisation
- Issues of culture, gender, identity and IR
- The radical politics of aesthetics and popular culture

If some of this does not make much sense, there are two possible reasons. One, that you have not studied the module yet. Two, that you have not done all the reading yet. Either way, these learning outcomes mean that there is much to talk about and much to learn. In doing so, you will achieve a number of academic learning outcomes, including:

- The ability to deploy the skills of analysis, evaluation, and critical reasoning

- The ability to collect, select and organise secondary and primary material

- The ability to apply theory in varied contexts

- Debating and other oral skills

- Individual/independent learning; negotiation, co-operation and communication in team working

- Understanding group dynamics; self-awareness and time management

INFORMATION ABOUT FEEDBACK AND ASSESSMENT

It is **essential that you attend all lectures and seminars** throughout the module (whether they are face-to-face or online) unless medical or other special situations prevent you from doing so. Please note that you must report any medical or special situations to your seminar tutor in order to explain any unavoidable absence.

Formative feedback activities

Formative feedback will be ongoing in lectures and seminars across a range of different activities.

Summative assessment

You will write two essays for this module (1,500 words each). Each will count for 50% of the mark. We will discuss the details of these assessments in more detail during the seminars, but please find some key information below.

HOW YOU WILL BE ASSESSED

The assessment elements and related percentages of the final module classification are as follows:

1. Essay (1500 words (+/-10%)) Summative 50%
2. Essay (1500 words (+/-10%)) Summative 50%

Essay 1:

The deadline for the first essay is Friday 20th November 2020 at 2.00 pm

The essay questions are as follows – YOU NEED TO PICK ONLY ONE:

Essay Topics:

1. To what extent does human nature help us to explain the relationship between states?
2. Critically assess the claim that the anarchic structure of the international system determines the behaviour of states?
3. 'Democracies do not go to war with one another'. Discuss.
4. To what extent does the concept of 'complex interdependence' challenge realist claims about International Relations?
5. 'The structure of the international system is inherently unfair and promotes under-development'. Discuss.
6. Critically assess the constructivist assertion that norms and values are important in the study of International Relations.
7. Choose one critical theoretical approach to International Relations. Using specific examples, explain how this approach helps us to understand and analyse contemporary events.
8. Using examples and theoretical explanation, what do you see as the most important issue in world affairs?
9. Do classes and class struggle matter in international relations?
10. "The academic discipline of IR is best described as white supremacist". Discuss
11. Does it matter that men dominate both the theory and practice of international relations?

Do not be afraid to discuss any of these titles with your tutor before starting, or to show them a plan. All these essay titles require an understanding which you will not achieve simply through attending lectures. **You must read widely**. YOU MUST SUBMIT YOUR ESSAY ELECTRONICALLY AS A MICROSOFT WORD DOCUMENT to the Dropbox in the NOW learning room for this module by the deadline stated above.

It is compulsory for you to submit electronic copies of your essays to the JISC Plagiarism Detection Service which is done automatically when you submit your essay to the Dropbox. Should you have any queries regarding this, please contact the IT administrators to seek guidance.

Throughout the year you should also keep a reflective diary/report outlining your engagement with the theoretical and practical ideas offered by this module. This reflective diary/report should include dates of attendance to lectures and seminars. The reflective diary/report seeks to emphasise thoughts on readings and screenings, on web-sources and other media sources. The reflective diary/report should allow individual reflection, however, it should also reflect discussions and theoretical controversies which can be built into the body of the diary.

We would strongly advise you to use the office hour system for guidance regarding how to approach writing your essays. You will gain more effective feedback whilst planning and writing essays if you use the office hour system. In addition, queries related to study skills including referencing can be gained by attending the study skills programme delivered throughout level one. Details of this programme will be circulated electronically and posted on the IR notice board.

Essay 2:

The deadline for the second essay is: Friday 22nd January 2021 at 2.00 pm

Essay Topics:

1. Is there more cooperation or conflict between states? Explain using relevant theories and case studies.

2. What is the value of postcolonialism in explaining international security?

3. How valuable is feminist theory in the field of security studies?

4. The existence of international institutions such as the EU and the UN prove that we live in a liberal world order. Discuss.

5. Non-state actors are eroding the power of the state. Discuss.

6. Is constructivism a useful theory to explain the changing nature of conflict in the international system?

7. Globalisation has fundamentally changed the relationships between states. Discuss using relevant theories and examples.

8. Can realism explain 9/11?

9. Which prevails in determining the workings of the world economy – states or markets?

10. Why do states obey international law?

Extensions and Extenuating Circumstances:

In the event that you need to request an extension for the submission of your work – you will need to contact your course leader.

The University's regulations and procedures for the granting of extensions in extenuating circumstances have changed. More information is available at:
http://www.ntu.ac.uk/current_students/resources/student_handbook/index.html

Computers and their Failure

Word processing your work will allow you many advantages in terms of reorganising material. However, please bear in mind the following:
Computer failure is NOT a valid reason for an extension. You should plan your work to allow for potential problems. Viruses attack and disks get corrupted. Keep back-ups on disk or other devices and make hard-copies at regular intervals, (you can also e-mail your work to yourself). Take note of this warning or you may end up learning the hard way!

A NOTE ON PLAGIARISM

Word processing your work will allow you many advantages in terms of reorganising material. However, please bear in mind the following:

Do not cheat. Cheating involves cutting and pasting not only the work of others, but also **your own** work (this is self-plagiarism) if used in another assignment. There is nothing wrong with doing work that relates to other assignments, but you must do the work separately. The penalties for any kind of plagiarism are very severe.

Academic Irregularities

Students found guilty of any of the irregularities outlined below can suffer various academic penalties, depending on the nature and severity of the offence, however, at third year, severe penalties are usually applied and often result in the work being failed. **In the most severe cases, the University will have the authority to terminate the student's studies**.

Plagiarism

The incorporation of material derived from the work (published or unpublished) of another, by unacknowledged quotation, paraphrased imitation or other device in any work submitted for progression towards or for the completion of an award, which in any way suggests that it is the student's own original work. Such work may include printed material in textbooks, journals, and material accessible electronically for example from web pages.

Examples of plagiarism include:

• The inclusion in a candidate's work of material from another person's work without the use of quotation marks and full acknowledgement of the source.

• The summarising of another person's work by simply changing words or altering the order of presentation, without full acknowledgement.

• Self-plagiarism. Students are not permitted to reuse work they have previously submitted, without proper reference and acknowledgement in the current assessment being submitted.

Collusion

An understanding or agreement between two or more people to intentionally cooperate for either or both to gain an unfair advantage in assessment and may include:

• Unauthorised and unacknowledged joint authorship in an assessment task;

• Unauthorised and unacknowledged copying or use of material prepared by another person for use in submitted work. This may be with or without their consent or agreement to the copying or use of their work. If copied with the agreement of the other candidate both parties are guilty of Academic Irregularity.

Personation

Personation or impersonation is the assumption by one person of the identity of another person with the intent to deceive, or to gain unfair advantage. Examples include:

• One person assumes the identity of a candidate, with the intention of gaining unfair advantage for that candidate;

• The candidate is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for the person personated.

Contract Cheating

A form of cheating where a student submits work for assessment, where they have used one or more of a range of services provided by a third party, which is not permitted. The effect may be similar to collusion, impersonation, or plagiarism as defined above. The contract with the student can include payment or other favours. For example:

• The commissioning of a piece of assessment in response to a set task;

• The purchase and re-use of an assessment intended for that task or another.

For a complete list of all possible irregularities, please refer to section 17C of the University's quality

manual: https://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/165820.pdf

HOW IS STUDENTS' FEEDBACK ACTED UPON?

Around three quarters of the way through the module you will receive a student feedback survey. This is your opportunity to tell us your views on your experience in this module. The survey will cover all aspects of the module including the quality of teaching, module resources and organisation. We will use this feedback to help inform changes to the module so that we can continuously improve. We will provide you with a summary of the feedback students have given on the module NOW page and we will explain any modifications we intend to make to the module in light of feedback.

GUIDANCE FOR INDEPENDENT STUDY

This is a level one module but assumes that you will already have a basic understanding of twentieth century history. If you have little knowledge of twentieth century history, we would recommend taking some time to look through Hobsbawm, E., (1994), *The Age of Extremes*, Harmondsworth: Penguin. Success will require effort as these ideas are not easy. An inquiring mind and a willingness to ask and consider questions will assist students in tackling the subject matter. **Wide reading is essential.**

Unsurprisingly, over the years that we have taught this module it has become apparent that there is a very close correlation between attendance at both lectures and seminars and the result a student receives. It is therefore essential that you attend all classes throughout the module unless medical or other special situations prevent you from doing so. Please note that you must report any medical or special situations to your seminar tutor in order to explain any unavoidable absence.

Assessment Hub

The department Assessment Hub is a learning room on NOW that provides you with key information regarding writing skills, referencing, plagiarism, time management, and much more. We recommend that you visit the Hub to help you in your studies.

LECTURE AND SEMINAR PROGRAMME

Week	Lectures	Seminars
Week 1 w/c Oct 5	1.1 Introduction 1.2 The Historical Development of IR	None
Week 2 w/c Oct 12	2.1 Realism 2.2 Liberal IR Theory	1.1 Introduction 1.2 The Historical Development of IR
Week 3 w/c Oct 19	3.1 Neorealism 3.2 Social Constructivism	2.1 Realism 2.2 Liberal IR Theory
Week 4 w/c Oct 26	4.1 Marxism 4.2 Feminism	3.1 Neorealism 3.2 Social Constructivism
Week 5 w/c Nov 2	5.1 Postcolonialism 5.2 Academic English	4.1 Marxism 4.2 Feminism
Week 6 w/c Nov 9	6.1 Theory Revision 6.2 How to write an IR Essay	5.1 Postcolonialism 5.2 Academic English
Week 7 w/c Nov 16	7.1 Globalisation 7.2 Institutions and World Order	6.1 Drop-in Session 6.2 Drop-in Session
Week 8 w/c Nov 23	8.1 Cooperation in IR 8.2 Conflict in IR	7.1 Globalisation

		7.2 Institutions and World Order
Week 9 w/c Nov 30	9.1 Media in IR 9.2 Global Political Economy	8.1 Cooperation in IR 8.2 Conflict in IR
Week 10 w/c Dec 7	10.1 Security Studies 10.2 Critical Security Studies	9.1 Media in IR 9.2 Global Political Economy
Christmas Break		
Week 11 w/c Jan 11	11.1 Theory Revision 11.2 Challenges Revision	10.1 Security Studies 10.2 Critical Security Studies
Week 12 w/c Jan 18	12.1 Drop-in Session 12.2 Drop-in Session	11.1 Drop-in Session 11.2 Drop-in Session

CORE READING LIST

Lectures can only provide a basic overview of any given topic and students will need to read as much and as widely as possible in preparation for seminars and particularly when writing essays. Success in this module, and a full understanding of many of the complex and challenging issues it addresses, depends on your personal reading. The suggestion is to aim to put in at least nine hours of independent learning time per week for this module, in addition to attending lectures and seminars. The reading list is comprehensive, and students are not expected to read all the materials for the topics they intend to write essays or make seminar presentations on. The breadth of the reading is primarily to ensure that there are enough and a range of materials for students.

Regarding seminar preparation, students are required to read a minimum of **ONE source from the essential readings (to be found in the NOW learning room)** for each seminar topic following the guidance of the seminar tutor. The recommended readings are, primarily, for students who wish to pursue more in-depth preparation for the seminar and in preparation for essays.

In completing assessment tasks, students will need to show evidence of and critical engagement with the relevant academic literature (listed in the reading lists both on NOW and in the list below) in the topics that they address. Essays that contain sources drawn from outside the reading list (web-based or otherwise) are unlikely to meet this requirement.

There is no single textbook that covers the whole module but the texts, below, provide the most comprehensive coverage of the topics in the module, and form the basis of the essential reading throughout the module. These texts are held in multiple copies in the library and you may wish to purchase one or more of these texts.

The key texts are:

Daddow, Oliver J., 2013. International relations theory 2nd ed. London: Sage.

Another excellent book, written specifically with Nottingham Trent University students in mind, which explains both introductory and more complex theories in accessible language and has been used by students at level one and beyond is:

Steans, J., Pettiford, L., Diez, T. and El-Anis, I. (2010), An Introduction to International Relations Theory: Perspectives and Themes, 3rd Edition, Harlow: Pearson Longmans.

The best of the rest are:

Almond, G. A. et al. (2014), Comparative Politics Today: a World View, 11th edition, New York: Pearson.

Baylis, J., Smith, S. and Owens, P. (2016), The Globalization of World Politics: An Introduction to International Relations, 7th edition, Oxford: Oxford University Press.

Brown, C. and Ainley, K. (2009), Understanding International Relations, 4th edition, Basingstoke: Palgrave.

Burchill, S. et al. (2009), Theories of International Relations, 4th edition, Basingstoke: Macmillan.

Camilleri, J.A. and Falk, J. (1992), The End of Sovereignty?, Aldershot: Edward Elgar.

Connor, S. (1997), Postmodernist Culture: An Introduction to Theories of the Contemporary, Oxford: Blackwell.

Dunne, T., Kurki, M. and Smith, S. (2013), International Relations Theories, Oxford: Oxford University Press

Edkins, J. and Zehfuss, M. (eds.), (2013), Global Politics: a New Introduction, New York: Routledge.

George, J. (1994), Discourses of Global Politics, Boulder CO: Lynne Rienner.

Goldstein, J. S. and Pevehouse, J. C. (2006), International Relations, 3rd edition, New York: Pearson.

Griffiths, M., Roach, S. and Solomon, M. (2009), Fifty Key Thinkers in International Relations, Abingdon: Routledge

Halliday, F. (1994), Rethinking International Relations, Basingstoke: Macmillan.

Harvey, D. (1990), The Condition of Postmodernity, Oxford: Blackwell.

Hobsbawm, E. (1994), The Age of Extremes, Harmondsworth: Penguin.

Jackson, R. and Sorenson, G. (2010), Introduction to International Relations: Theories and Approaches, 4th edition, Oxford: Open University Press.

Kegley, C.W. and Wittkopf, E.R. (2014), World Politics: Trend and Transformation, 15th edition, New York: St Martin's Press.

Peterson, V. S. and Sisson Runyan, A. (2014), Global Gender Issues in the New Millenium, 4th edition, New York: Basic Books

Pettiford, L. and Harding, D. (2003), Terrorism: The New World War, London: Acturus.

Rogers, P. (2002), Losing Control: Global Security in the Twenty-First Century, London: Pluto Press.

Rogers, P. A. (2004), War on Terror: Afghanistan and After, London: Pluto Press.

Spero, J. and Hart, J. (2009), The Politics of International Economic Relations, 7th edition, London: Routledge.

Strange, S. (1998), States and Markets, 2nd edition, London: Continuum

Steans, J. (2013), Gender and International Relations, 3rd edition, Oxford: Polity Press.

Weber, C. (2013), International relations theory: a critical introduction. Routledge.

Woods, N. (1996), Explaining International Relations, Oxford: Oxford University Press

Journals

The library contains a wide range of academic journals relevant to IR. Students should browse the shelves and identify those of interest. Examples are:

Alternatives, Development and Change, the European Journal of International Relations, Foreign Affairs, Global Society, International Affairs (and the Adelphi Papers produced by the same publisher), International Studies Quarterly, International Relations, Millennium, Pacific Review, Review of International Political Economy, Security Dialogue, Survival, Third World Quarterly, The World Today.

There are also useful weekly and monthly publications such as *Asiaweek*, *The Economist*, *The Far Eastern Economic Review*, *The Middle East* and so on.

You will find it useful to build your own collection of photocopies/print-outs of selected articles from journals. If you start doing this from the beginning you will end up with a very useful reference collection and will not be so dependent on the library later on.

<u>The Internet</u>

The Virtual Learning Environment

NOW is at http://now.ntu.ac.uk/ (or via a shortcut on resource room computers) and includes email, lists of students on your modules, module learning rooms, module learning materials, dropbox facilities, the personal development planner, programme, module and School news, server space and software tutorials. At the beginning of the new semester, there will be demonstrations of NOW. Outside of these, please use the drop-in support described below to learn how to use the portal, or to troubleshoot problems.