Part I   Course Overview

Course Title:	**Theories of International Relations**
Course Code:	**AIS 3121**
Course Duration:	**One semester**
Credit Units:	**3**
Level:	**B3**
Proposed Area: *(for GE courses only)*	☐Arts and Humanities ☐Study of Societies, Social and Business Organisations ☐Science and Technology
Medium of Instruction:	**English**
Medium of Assessment:	**English**
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	Nil
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1. **Abstract**
   This course will introduce three basic theoretical approaches in international relations (Realism, Liberalism and Marxism) and enhance the ability to analyse empirical cases through applying these theories. It will help students to appreciate the differences between the major approaches to the study of international relations and to explore the central debates and most recent issues in international relations.

2. **Course Intended Learning Outcomes (CILOs)**
   (CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)
   Upon successful completion of this course, students should be able to:

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	Compare and contrast the three dominant theories of international relations (Realism, Liberalism, Marxism)		√	√	√
2.	Determine the importance of recent conceptual trends, namely constructivism, the global environment, new security and regionalization		√	√	√
3.	Assess theoretically vital contemporary international relations issues, including the changing security climate, international political economy, the environment, humanitarian issues and international business		√	√	√
4.	Apply critical and innovative analysis to international relations issues		√	√	√

* If weighting is assigned to CILOs, they should add up to 100%.   100%
[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1:   Attitude
      Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
      Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   Accomplishments
      Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)
   (TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures	√	√	√	√			
2	Readings and tutorial discussion	√	√	√	√			
3	Guest lectures and related problem solving activity	√	√	√	√			
4	Real-time response software	√	√	√	√			

4. Assessment Tasks/Activities (ATs)
   (ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3	4				
Continuous Assessment: _____%								
Essay	√	√	√	√			30%	
Policy memorandum	√	√	√	√			30%	
Quiz	√	√	√	√			20%	
Tutorial participation	√	√	√				15%	
5 points before 4 tutorials	√	√	√				5%	
Examination: _____% (duration: , if applicable)								

The weightings should add up to 100%.

100%

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Essay	Quality of argument and evidence	Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IR as well as being able to extend the different theoretical models in a clear and precise manner.	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IR and have broad understanding of the theories that underpin them.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class dicussions. Limited participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IR and the theories used to explain it.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IR and theories behind it. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.
2. Policy memorandum	Quality of argument and evidence	Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IR as well as being able to extend the different theoretical models in a clear and precise manner.	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IR and have broad understanding of the theories that underpin them.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class dicussions. Limited participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IR and the theories used to explain it.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IR and theories behind it. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.
3. Quiz	Comprehension of readings and ability to apply them	Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class dicussions. Limited	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IR and theories behind it.

		able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IR as well as being able to extend the different theoretical models in a clear and precise manner.	able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IR and have broad understanding of the theories that underpin them.	student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IR and the theories used to explain it.	The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.
4.Tutorial participation	Active and informed participation	Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IR as well as being able to extend the different theoretical models in a clear and precise manner.	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IR and have broad understanding of the theories that underpin them.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class dicussions. Limited participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IR and the theories used to explain it.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IR and theories behind it. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.
5. 5 points before 4 tutorials	Identifying strengths and weaknesses of readings	Evidence of excellent conceptual and critical thinking. Ability to comprehend and critique lectures and reading materials. Student is able to make sophisticated arguments and draw insightful conclusions about the key issues and debates concerning IR as well as being able to extend the different theoretical models in a clear and precise manner.	Evidence of good conceptual and critical thinking. Major themes of the lectures and readings are understood. Student is able to form plausible arguments and reasonably convincing conclusions about key issues and debates concerning IR and have broad understanding of the theories that underpin them.	Evidence of incomplete/marginal ability to analyse material presented in lectures and discussion groups. While the student has regularly attended class, performance has been below class average demonstrating only a general understanding of lectures and reading materials. Student cannot make sustained arguments or reach convincing conclusions.	Evidence of limited comprehension of the lectures or readings materials. The student was marginal in class dicussions. Limited participation in discussions and groupwork. The written work was of a low standard. Student has a very limited grasp of key issues and debates concerning IR and the theories used to explain it.	Little or no effort put into the course. The student has failed to demonstrate even a minimal capacity to analyse issues and debates concerning IR and theories behind it. The student has missed a number of classes and participated little, if at all, in class discussions and group activities. Written work, if submitted, has been of a poor standard or plagiarized.

Part III   Other Information (more details can be provided separately in the teaching plan)

1. **Keyword Syllabus**
    (An indication of the key topics of the course.)

    The role of theory; Realism; Liberalism; Marxist /critical approaches; Constructivism; Regions and regionalism; New security; American power; Rise of China; Global Environment; Water and International Relations

2. **Reading List**
2.1 **Compulsory Readings**
     (Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Jill Steans et al., *An Introduction to International Relations Theory*, London: Routledge
2.	John Baylis et al., *The Globalization of World Politics*, Oxford: Oxford University Press
3.	Robert Jackson and Georg Sorensen, *Introduction to International Relations*, Oxford: Oxford University Press

2.2 **Additional Readings**
     (Additional references for students to learn to expand their knowledge about the subject.)

1.	Mark Beeson and Nick Bisley, *Issues in 21st Century World Politics*, Houndmills: Palgrave.
2.	Stephanie Lawson, *Short Introductions: International Relations*, London: Polity.

Online Resources:

See the library's AIS page:
http://libguides.library.cityu.edu.hk/ais