

Course Syllabus

offered by the Department of Asian and International Studies
with effect from Semester B 2017/18

Part I Course Overview

Course Title: Theories of International Relations

Course Code: AIS3121

Course Duration: One semester

Credit Units: 3

Level: B3

Arts and Humanities

Proposed Area:
(for GE courses only)

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

(A 150-word description about the course)

This course seeks to ground undergraduate AIS students in the so-called “root discourses” of International Relations (IR) – the field’s most important theories and concepts – analysing how they relate one to another and how they illuminate contemporary real-world issues and problems. Students will learn to use the theories critically to analyse and explain international trends and events. The subject matter will include the global economy, wars and terrorism, the transboundary flow of ideas and images through the media, the impact of globalization on governance, how state identities shape foreign policies, and more. Students will attend the instructor’s class lectures; take part in discussions; sit for two quizzes; give a presentation on a key global challenge as part of a student panel; and write a term paper using IR theory to analyse an important global problem.

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.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Develop a knowledge of the core theoretical traditions in International Relations and an understanding of their inter-relationships and differences	25%	√	√	
2.	Develop the capacity to discuss and critically debate the core theories in International Relations and how they inter-relate and differ	25%	√	√	√
3.	Develop the capacity to use the core theories in International Relations critically to analyse and interpret real-world events, tendencies, and institutions	25%	√	√	√
4.	Develop the capacity to use a critical understanding of International Relations theories to research and write an independent research paper	25%	√	√	√
		100%			

* If weighting is assigned to CILOs, they should add up to 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	CLIO			
		1	2	3	4
Lecture	The instructor will present concepts, theories, and factual data on the core IR theories	✓	✓	✓	✓
Group discussions, group presentations, and debates	Students will work in groups to lead a class discussion and make a presentation on a critical global problem	✓	✓	✓	✓
Quizzes	Each student, working alone, will sit for two quizzes to demonstrate mastery of the course material	✓	✓	✓	✓
Global problem analysis paper	Each student, working alone, will write an <u>independent</u> global problem analysis paper critically explaining the problem using competing IR theories		✓	✓	✓

4. Assessment Tasks/Activities

(designed to assess how well the students achieve the CILOs)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4			
Attendance and participation	✓	✓	✓	✓		10%	
Discussion	✓	✓	✓	✓		10%	
Panel presentation	✓	✓	✓	✓		15%	
Policy analysis paper		✓	✓	✓		25%	
Quizzes	✓	✓	✓	✓		40%	
						100%	

* The weightings should add up to 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-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
Class participation	Active and informed participation in the classroom	Excellent understanding of theories of International Relations, as well as a demonstrated ability to use them critically. Analysis provided in all assessment activities is of consistently high quality, including in discussions.	Good to very good understanding of theories of International Relations, as well as a generally skilled ability to use them critically. Analysis provided in all assessment activities is of good quality, including in discussions.	Partial understanding of theories of International Relations, as well as a partial ability to use them critically. Analysis provided in all assessment activities is of decent quality, including in discussions.	Flawed understanding of theories of International Relations, as well as a flawed ability to use them critically. Analysis provided in all assessment activities is of low quality, including in discussions.	Failure to demonstrate any understanding of IR theories, or any ability to apply concepts analytically and critically. Attendance is irregular; assessment activities are not completed.
Presentations	Ability to deliver an effective presentation as part of a group	Excellent understanding of theories of International Relations, as well as a demonstrated ability to use them critically. Analysis provided in all assessment activities is of consistently high quality, including in discussions.	Good to very good understanding of theories of International Relations, as well as a generally skilled ability to use them critically. Analysis provided in all assessment activities is of good quality, including in discussions.	Partial understanding of theories of International Relations, as well as a partial ability to use them critically. Analysis provided in all assessment activities is of decent quality, including in discussions.	Flawed understanding of theories of International Relations, as well as a flawed ability to use them critically. Analysis provided in all assessment activities is of low quality, including in discussions.	Failure to demonstrate any understanding of IR theories, or any ability to apply concepts analytically and critically. Attendance is irregular; assessment activities are not completed.
Quizzes	Demonstrating mastery of the	Excellent understanding of	Good to very good understanding of	Partial understanding of	Flawed understanding of	Failure to demonstrate any understanding of IR

	material midway through the term and toward the end	theories of International Relations, as well as a demonstrated ability to use them critically.	theories of International Relations, as well as a generally skilled ability to use them critically.	theories of International Relations, as well as a partial ability to use them critically.	theories of International Relations, as well as a flawed ability to use them critically.	theories, or any ability to apply concepts analytically and critically.
Research paper	Ability to write an effective and compelling 3,000–5,000-word research paper, analysing a global problem from competing theoretical vantage points	Excellent understanding of theories of International Relations, as well as a demonstrated ability to use them critically and analytically.	Good to very good understanding of theories of International Relations, as well as a generally skilled ability to use them critically and analytically.	Partial understanding of theories of International Relations, as well as a partial ability to use them critically and analytically.	Flawed understanding of theories of International Relations, as well as a flawed ability to use them critically and analytically.	Failure to demonstrate any understanding of IR theories, or any ability to apply concepts analytically and critically.

Part III Other Information

1. Keyword Syllabus

(An indication of the key topics of the course.)

International Relations Theory; Liberalism; Realism; Neo-Neo Debate; Regime Theory; Prisoner's Dilemma; English School; Constructivism; Post-Modernism; Gender and IR; Critical Theory; Globalization; Non-State Actors; War; International Political Economy; Global Communication

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.	Viotti, Paul R. and Mark V. Kauppi, <i>International Relations Theory</i> , 5 th edition (New York: Pearson, 2011).
2.	Robert Weiner, ed., <i>Annual Editions: Global Issues</i> , 33 rd edition (McGraw-Hill Education, 2017).

2.2 Additional Readings

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

1.	Buzan, Barry and Richard Little, <i>International Systems in World History: Remaking the Study of International Relations</i> (Oxford and New York: Oxford University Press, 2000).
2.	Robert Axelrod, <i>The Evolution of Cooperation</i> (New York: Basic Books, 1984).
3.	Hedley Bull, <i>The Anarchical Society: A Study of Order in World Politics</i> , 2 nd edition, with a new foreword by Stanley Hoffman (New York: Columbia University Press, 1977).
4.	J. Ann Tickner, <i>Gender in International Relations: Feminist Perspectives on Achieving Global Security</i> (New York: Columbia University Press, 1992).
5.	Alexander Wendt, <i>Social Theory of International Politics</i> (Cambridge and New York: Cambridge University Press, 1999).
6.	Geoff Eley and Ronald Grigor Suny, eds., <i>Becoming National: A Reader</i> (New York: Oxford University Press, 1996).
7.	John Keane, <i>Global Civil Society?</i> (Cambridge, UK and New York: Cambridge University Press, 2003).