

**City University of Hong Kong  
Course Syllabus**

**offered by Department of Asian and International Studies  
with effect from Semester A 2017/18**

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**Part I Course Overview**

<b>Course Title:</b>	Theory in International Studies
<b>Course Code:</b>	AIS5025
<b>Course Duration:</b>	One semester
<b>Credit Units:</b>	3
<b>Level:</b>	P5
<b>Medium of Instruction:</b>	English
<b>Medium of Assessment:</b>	English
<b>Prerequisites:</b> <i>(Course Code and Title)</i>	NIL
<b>Precursors:</b> <i>(Course Code and Title)</i>	NIL
<b>Equivalent Courses:</b> <i>(Course Code and Title)</i>	NIL
<b>Exclusive Courses:</b> <i>(Course Code and Title)</i>	AIS5022

## Part II Course Details

### 1. Abstract

This course seeks to ground students in the so-called “root discourses” of International Relations (IR) – the field’s core theoretical paradigms, concepts, debates, and questions – analysing how they relate one to another and exploring their implications for understanding contemporary global issues. Students will learn how to use the theories to critically analyse and explain real-world events, tendencies, and institutions. The subject matter will include inter- and intra-state violence (such as wars and civil wars), patterned international economic exchanges, transboundary flows of ideas and images, the complex impacts of globalization, how state identities shape foreign policies, the evolving roles of international non-governmental organizations, and more. Students will participate actively in the class-wide discussions held as a part of every lecture session and will give presentations on how the theories can be used to illuminate contemporary global issues.

### 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	20%	√	√	
2.	Develop the capacity to discuss and critically debate the core theories in International Relations and how they inter-relate and differ	20%	√	√	√
3.	Develop the capacity to use the core theories in International Relations critically to analyse and interpret real-world events, tendencies, and institutions	10%	√	√	√
4.	Develop the capacity to use a critical understanding of International Relations theories to research and write an independent research paper	50%	√	√	√
		100%			

**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	√	√	√	√			2hr
2.	Class Presentation	√	√	√				1hr
3.	Class Participation	√	√	√				
4.	Readings	√	√	√	√			
5.	Reactions to Readings	√	√	√	√			
6.	Research Paper	√	√	√	√			

### 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: <u>100%</u>						
Class Participation	√	√	√		25%	
Class Presentation	√	√	√		25%	
Reactions to Readings	√	√	√	√	20%	Weeks 2-10
Research Paper	√	√	√	√	30%	
Examination: <u>Nil%</u> (duration: N/A, if applicable)						
					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	To demonstrate the activeness of classroom participation and theory applications	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.
Class Presentations	To assess individual presentations	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.
Reactions to readings	To assess the 1-2-paged papers in which students react	Excellent understanding of theories of	Good to very good understanding of theories of	Partial understanding of theories of	Flawed understanding of theories of	Failure to demonstrate any understanding of IR

	to the weekly readings	International Relations, as well as a demonstrated ability to use them critically.	International Relations, as well as a generally skilled ability to use them critically.	International Relations, as well as a partial ability to use them critically.	International Relations, as well as a flawed ability to use them critically.	theories, or any ability to apply concepts analytically and critically.
Research paper	To assess the ability to write a 3,000 words minimum, 5,000 words maximum paper, citing the required readings and including several additional sources	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** (more details can be provided separately in the teaching plan)

**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 <sup>th</sup> edition (New York: Pearson, 2011).
2.	Robert Weiner, ed., <i>Annual Editions: Global Issues</i> , 33 <sup>rd</sup> 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 <sup>nd</sup> 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).

**Recommended Reading:**

Text(s):

Nil