IRDM025

International Relations Theory

2016-17

IRDM025

International Relations Theory: Great Debates, New Directions.

Lecturer Contact Details

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Office Hours

You will find details of our office hours posted on the IRDM025 NILE website and on our office doors. Please note that office hours may change during term time to accommodate changing teaching commitments. If in doubt, or if you cannot make any of the scheduled office hours, all members of the module team can be contacted by e-mail (or phone) to make alternative arrangements.

Messages for the course team may also be left with the Student Administration Team in Holdenby, Tel. 01604-893783, email: socialsciencessat@northampton.ac.uk

Module Information
For module updates please keep an eye on the IRDM025 website on NILE.

Introduction

As the old landscapes of international order and *realpolitik* continue to break up and re-form along new lines, what are the new contexts and tendencies that are emerging and what problems might these pose? This Module explores the nature of these developing contexts and tendencies in the field of IR study. In particular it interrogates the adequacy of existing intellectual and theoretical responses to these contexts. To this end a range of perspectives will be examined, including: realism; liberalism; Marxism; cosmopolitanism, just war theory. It then moves to a consideration of more recent approaches that have grown up around the 'postmodern' thought of writers like Foucault, Derrida and Žižek. Of central concern will be an engagement with such themes as legitimacy, authority, security and so on. In addition the Module seeks to engage with contemporary notions of risk, threat, Otherness and questions of ethics and ideology.

The module will be taught through a programme of weekly 2-hour sessions.

Teaching Arrangements

The module is taught over 12 weeks, two hours per week and is timetabled as follows:

Wednesdays 2-4pm – H39

Teaching is through a combination of lectures, seminars and tutorials. Seminar activities will include discussions of specified reading, themes and topics

The general purpose of the lectures is to present and provide you with the basic outlines of particular issues and debates within the field, and to draw your attention to questions and issues which you will pursue further in seminar discussions, reading groups and in self-guided research outside class. Seminars are there to allow you to discuss issues raised in the lectures or in your preparatory reading/research in more depth. Discussions in seminars should be student-led, with the tutor acting mainly as a facilitator. How much you get out of seminars depends very much on your preparation and willingness to enter into discussion with your colleagues.

While lectures and seminars are essential elements of the module, your success will depend largely on how much reading and research you do around the subject. You should allow around two to three hours per week for self-directed study, in addition to the two hours per week in class for this module. In order to become an efficient researcher, it is important that you familiarise yourself with the services and facilities offered by the library, especially the availability of electronic and on-line sources as well as the short loan section.

Tutorials

Tutorials may be arranged during office hours or at other times by mutual agreement.

For matters relating to your programme of study, please consult the module co-ordinator.

Attendance

Regular attendance is essential, and attendance registers will be taken for each session. If you cannot attend a particular session, you should inform the relevant tutor in advance. Combined Honours students who repeatedly miss sessions without having or offering a valid reason, may be reported as a 'cause for concern' to the CH programme director. If you are found to be 'in neglect of your academic obligations ' (non-attendance, non-submission of coursework), you may have your right to re-sit failed assessments withdrawn, or in extreme cases be asked to leave the course.

Module Programme
(with some suggestions for background reading)

Week 1 (05/10/16)   Introduction

Week 2 (12/10/16)   Modernity & International Society: Incomplete or
                           Finished?
                           Jackson & Sorenson (2010), Ch. 5
                           Burchill & Linklater (2009), Ch. 4

Week 3 (19/10/16)   Two major paradigms: Realism and liberalism
                           Burchill & Linklater (2009), Chs. 2 & 3
                           Dunne & Kurki (2010), Chs. 3, 4, 5 & 6.

Week 4 (26/10/16)   Marxism and the Political Economy of International
                           Relations.
                           Burchill & Linklater (2009), Ch. 5
                           Dunne & Kurki (2010), Ch. 8

Week 5 (02/11/16)   Just War: a contradiction in terms? Liberal, realist
                           and Marxist explanations
                           O'Donovan (2003)
                           Bayliss & Smith (2010), Ch. 22

Week 6 (09/11/16)   Reflection week

Week 7 (16/11/16)   Human Rights: Ideology & Context
                           Bayliss & Smith (2010), Ch. 22

Week 8 (23/11/16)   Constructivism: norms, identities and the power of
                           belief.
                           Burchill & Linklater (2009), Chs. 9 & 10

Week 9 (30/11/16)   Post-structuralism: International Relations as
                           Discourse
                           Burchill & Linklater (2009), Ch. 8
                           Dunne & Kurki (2010), Ch. 12

Week 10 (07/12/16)   International relations: A Clash of Fantasies?
                           Žižek (2008)

Week 11 (14/12/16)   Global Democracy or an Authoritarian Future?

Reading

While there is no text-book for this module the following books represent useful guides to contemporary international relations theories and concepts:

Bayliss, J. & S. Smith (2010), *The Globalization of World Politics: An Introduction to International Relations*, Oxford: OUP.

Brown, C. (2009), *Understanding International Relations*, London: Palgrave MacMillan.

Burchill, S. & A. Linklater (2009), *Theories of International Relations*, London: Palgrave MacMillan.

Dunne, T. & M. Kurki, S. Smith (2010), *International Relations Theories,* Oxford: OUP.

Edkins, J. & N. Vaughan-Williams (2009), *Critical Theorists & International Relations*, London: Routledge.

Griffiths, M. (1999), *Fifty Key Thinkers in International Relations*, London: Routledge.

Griffiths, M. & T. O'Callaghan (2007), *International Relations: Key Concepts*, London: Routledge.

Jackson, R. & G. Sorensen (eds.) (2010), *Introduction to International Relations: Theories and Approaches,* Oxford: OUP.

Mingst, K. (2007), *Essentials of International Relations,* New York: W.W. Norton.

O'Donovan, O. (2003), *The Just War Revisited*, Cambridge: Cambridge University Press.

Viotti, P. & M. Kauppi (eds.) (2009), *International Relations Theory: Realism Pluralism, Globalism and Beyond*, London: Prentice Hall.

Žižek, S. (2008), *Violence*, London: Profile Books.

Indicative Reading and Other Learning Resources:

Booth, K. & S. Smith (eds) (1994), *International Relations Theory Today*, Cambridge: Polity Press.

Bull, H. (2002), *The Anarchical Society*, London: MacMillan.

Fukuyama, F. (1993), *The End of History and the Last Man*, London: Penguin.

Fukuyama, F. (2005), *State Building: Governance and World Order in the Twenty- first Century*, London: Profile Books.

Held, D.& A. McGrew (2002), *Globalization and Anti-globalization*, Cambridge: Polity Press.

Howarth, D. (2000), *Discourse*, Buckingham: OUP.

Huntington S. P. (et al) (1997), *The Clash of Civilizations? The Debate*, New York: W. W. Norton.

Huntington S. P. (2002), *The Clash of Civilizations and the Remaking of the World Order*, New York: Free Press.

Huntington S. P. (2005), *Who are We? America's Great Debate*, New York: Free Press.

Knutsen, Torbjorn (1997), *A History of International Relations Theory*

Nye, Joseph (2003) *Understanding International Conflict*

Parkinson, Fred (1997) *The Philosophy of International Relations*

Rosenthal, Joel [ed.] (1999) *Ethics and International Affairs*

Torfing, J. (1999), *New Theories of Discourse*, Oxford: Blackwell.

Williams, Michael (2005), *The Realist Tradition and the Limits of International Relations*

Journals

The British journal of politics & international relations
International politics
International journal of politics, culture and society
New Left Review

There are many other relevant titles apart from those listed and students should register for an ATHENS account as early as possible. This will help you to discover ways of accessing relevant sources of electronic information..

Internet Resources

The internet is becoming an increasingly important and popular learning resource. However, while there are many valuable sources available on-line, the use of web-based sources carries a serious health-warning. As anybody can publish anything on the internet, net-based sources have to be approached with caution. The Library's search system, NELSON (Northampton ELectronic Search ONline) is a very useful starting point for conducting online research:
http://nelson.northampton.ac.uk/primo_library/libweb/action/search.do.
The faculty support team in the library also runs some very helpful sessions on how to identify and use 'good' web-based sources to best effect in your research. **The library web address is:** http://library.northampton.ac.uk/

Useful information can be found at the following websites:

http://english.aljazeera.net/
This is particularly useful as it provides an alternative perspective on international events to that of the traditional 'West' (i.e. CNN/BBC etc.).

http://www.oup.com/uk/orc/bin/9780199298334/
(Dunne, Kurki & Smith – online resource)

http://www.oup.com/uk/orc/bin/9780199285433/
(Jackson & Sorenson – online resource)

http://www.oup.com/uk/orc/bin/9780199297771/
(Baylis, Smith & Owens – online resource)

http://www.globalethics.org/
Library

We have a librarian specifically attached to our Faculty. She is there to help you with any problems you may encounter in the library and you should not hesitate to contact her if you are in difficulty. Her office is on the second floor of the Library building and she operates a drop-in system for students.

Assessment

There are two units of assessment:
(i)   2500-word Essay (50%).
(ii)   2500-word Essay (50%).

Please note:
ALL WRITTEN WORK MUST BE WORD-PROCESSED AND SUBMITTED ELECTRONICALLY VIA TURNITIN ON THE IRDMO25 NILE WEBSITE.

Submission Dates

2500-word Essay   **Friday 18th November 2016**

2500-word Essay   **Thursday 27th January 2017**

Referrals and Deferrals

Rather than resubmitting work after the end of the academic year, you will be given an opportunity to resubmit the assessment before the end of the module. If you are granted a referral or deferral, the deadline for the essay assignment will be as follows:

Initial and referral assessment deadlines

Assessment Item	Deadline	Referral/Deferral deadline
2500-word Essay	18th November 2016	**Friday 26th May 2017**
2500-word Essay	27th January 2017	**Friday 26th May 2017**

Alternative (referral and deferral) assessments

Assessment 1: 2500 word Essay 26/05/17 - as described above but if previously attempted, a new topic should be chosen.

Assessment 3: 2500-word essay due 26/05/17 - as described above but if previously attempted then a new topic should be chosen.

ASSIGNMENTS

Assignment One (2500 word essay) – Due 18th November 2016

Choose one of the following

1. 'The failure of international order is something that reflects the wider failure of modernity'. Discuss.

2. To what extent is Kant's view of cosmopolitanism relevant to contemporary International Relations?

3. Explain and explore the cases for and against the idea of an 'international society'.

4. 'The essence of international relations is war: a war of all against all'. Discuss.

5. Are realists right to put so much emphasis on the state in international relations? Explain and illustrate your answer

6. 'If realist are too state-centric then liberals are too market-centric'. Discuss

7. Explain and explore a Marxist approach to International Relations.

8. Can the principles of just-war theory be applied to contemporary forms of conflict? Explain and illustrate your answer.

– Due 27th January 2017

Choose one of the following

1. Should states have the right to intervene in other states on the grounds of defending universal human rights? Explain and illustrate your answer.

2. Why is Žižek sceptical towards the idea of universal human rights in the context of international relations.

3. Explain and explore a constructivist approach to international relations.

4. How might a feminist make use of constructivist arguments to critique the study of international relations?

5. Apply the principles of discourse analysis to any group and/or conflict.

6. To what extent can international relations be understood in terms of a clash of fantasies?

7. Can international relations (and the international system generally) be democratized? Explain and illustrate your answer.

8. Will the 21st Century become increasingly democratic or authoritarian? Explain and illustrate your answer.

Essay Guidelines

For the essays, students will be expected to conduct in-depth research, to demonstrate knowledge and understanding of central concepts and perspectives, and to advance critical analysis in a rigorous, articulate and creative manner. It is expected further that students will engage with a variety information sources and will evidence appropriate skills of referencing.

Assignment Draughts

We are happy to look at any draught assignments and to offer comment **once** (not multiple times).

Return of Assignments

Assignments where possible will be handed back to you within four working weeks of their being handed in.

Coursework will normally be discussed with you in seminars. If you wish help or guidance when preparing assignments you should arrange a tutorial with the relevant tutor.

Marking Procedures for Written Work

A sample of written work is moderated internally and may later be submitted to an external examiner. We endeavour to have written assignments turned around and returned to you within four working weeks from the deadline. Each year, samples of coursework are sent to an external examiner to ensure that our marking standards are comparable to those of other universities. Please note that all marks are **provisional** until confirmed by the exam board at the end of the academic year.

Problems Affecting Study

If a problem arises which may affect your studies, you are encouraged to discuss this in the first instance with one of the module tutors, or if the problem is likely to affect more than one module, with your personal tutor. Alternatively, if you do not wish to discuss the problem with a member of the teaching staff, you might contact the Dean of Students, or the Student Support Team. If you are experiencing medical or other personal problems that may prevent you from submitting an assignment on time, you should request a Mitigating Circumstances Form, available from the Frameworks Office: http://www.northampton.ac.uk/students/about-your-studies/assessment/mitigating-circumstances

For support with study skills, you are strongly encouraged to visit the University's Skills Hub: http://skillshub.northampton.ac.uk/ and to make use of the services and facilities available in the Centre for Achievement and Performance (CfAP): http://skillshub.northampton.ac.uk/centre-for-achievement-and-performance-cfap/

Appendices

Appendix 1 – How to reference
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Appendix 1

How to reference

Students are required to use the 'Harvard system' of referencing

The 'Harvard' system uses brackets in the text and is one of the easiest referencing systems to use. It is also widely employed in academic publications, both journals and books. The list of references at the end of the essay should be arranged alphabetically in the form of a BIBLIOGRAPHY. The alphabetical list should include all the references that have been used (books, articles, websites, reports, government publications, theses, *etc*.). The references in the alphabetical list should contain the name of the author, the date of publication, the title of publication, the place of publication and the publisher, set out as follows:

for books*:*
Heywood, A. (2012), *Politics*, London: MacMillan.

for articles*:*
Marx, K. (2014), 'The Rise and Fall of the Bourgeoisie', *New Left Review*, 4
  (September/October), pp. 49-68.

for chapters in edited volumes*:*
Putin, V. (1997), 'If I Ruled the World' in Burke, A. and Hare, J. (1997), *The Body Politic*, London and New York: Routledge, pp. 91-111.

for government reports or other publications where there is no author's name*:*
World Bank (2001), *World Development Report*, New York: Oxford University Press.

for newspaper articles:
Campbell, D. (1991) 'The British Nuclear Industry', *The Guardian*, 22nd October, p.5.

for internet sources you should include, where possible, the author or organisation, year of publication, title and web address. Finally, you need to include the date that you consulted the internet:
Heywood, A. (2013), *Politics*, http://www.politics.org (consulted on 14th July 2014)

The references in the text of your assignment should always refer to the sources listed in your Bibliography. Following the Harvard system, this is done by placing the author's surname and date of publication in brackets at

the relevant point in the text: for example, (Eccleshall, 1994).   When quoting directly from a source you should also include the relevant page number(s): for example, (Eatwell and Wright, 2000: 272).

Footnotes

Footnotes may be used in conjunction with the Harvard system when you have a piece of information to give but it is inconvenient to break up the text to give it. Traditionally footnotes appear at the bottom of the relevant page in a smaller font: most word-processing packages will create them for you. Alternatively, you may put all 'notes' at the end and signal them in the text by a superscript or number in brackets.

Primary referencing: You should cite the source, including page number (s) of a work that has provided you with detailed information such as: -

- factual material
- statistical data
- technical data

OR when a work has strongly influenced your thinking, as in: -

- a line of inquiry
- a line of analysis
- an interpretation of material

When using the Harvard system you should give the author's name and the date of publication. Depending on the particular sentence construction you adopt, this information might appear as: -

- 'Smith in 1995 carried out a study of class and suggested…'
- 'Smith (1995) in a study of class points out….'
- 'A study measuring class (Smith, 1995) found….'
- 'In a recent study Smith (1995) argued that …'
- 'In a recent study (Smith, 1995) it was argued that …'

If you need to be more exact about where you derived your information – if, for example, you quote directly from a book – you should note the page numbers as well: -

- (Smith, 1996: 112)

For publications by two authors, both are given: -

- (Smith and Jones, 1996: 78)

The convention where more than two authors are involved is to use 'et al': -

- (Smith *et al*, 1995: 105)

If your source is an extract or chapter taken from either a collection of readings or a book with a number of different contributors published as an edited collection, you need to make clear only the immediate source of the reference:-

- (Smith, 1995)

You are citing Smith as the author of the article not the editor of the book.

Secondary Referencing

There will also be occasions when you will refer to a book or piece of information that you have not read at first hand, but which has been commented on or referred to by another author. This situation is particularly common where you are using a general text of some kind. This is called secondary referencing and it is important that you signal clearly that you have not read the original text but have relied on the author you have read to give a fair reflection of the original work.

In these cases you must show the author of the primary text as well as the author and date of the secondary text you have used. This is done by giving the name of the primary text followed by "cited in" followed by the name and date of the secondary reference. You will need to refer to the bibliography of the secondary text to obtain the detail you need.

The format here would be: -

- (Smith, cited in Marsh 1997: 26)
- (Smith, cited in Marsh *et al* (eds) 1997: 26)

Quotations

If you are actually quoting from a publication rather than discussing/describing it in your own words, then after the quote (which should always be in single quotation marks) you should give the author (s), date and the page number from the text. For example:

As Marx and Engels put it, 'all history is the history of the class struggle' (Marx & Engels, 2014: 14).

If the quote is longer it needs to be set out below your narrative and indented. This indentation clearly separates the words of the author from the words of the person being quoted. For example:

What defines the modern economy is the emergence of a dynamic system based on a characteristic relational configuration:
'Thus capital presupposes wage labour; wage labour presupposes capital. They reciprocally condition the existence of each other; they reciprocally bring forth each other' (Marx, 2014: 209-210).

Bibliography at the end of an essay/assignment

The purpose of the information given in the text is to refer the reader to your list of references at the end of the essay where s/he will be able to find: -

- the full name of the author (s) or editor (s) with their initials
- the full title of the book/essay/journal which you have consulted
- the publishers name as well as place and date of publication

Final Points

- Under the Harvard System, the Bibliography is always set out in alphabetical order by author.

- Consistency is a very important aspect of referencing. You must use exactly the same format (layout, type-face and even down to punctuation) throughout the body of your work and in compiling the Bibliography at the end.

For further information on referencing (such as referencing websites and electronic sources) please consult the following library web-page (and look after Harvey the cat!):
http://library.northampton.ac.uk/liberation/

Appendix 2

IRDM025 Module Specifications

DESCRIPTION*:

The Module introduces the students to some of the key concepts and perspectives in International Relations theory. Beginning with classical theory the module then moves to an exploration of modern and postmodern thought in IR.

OVERALL AIM(S) FOR THE MODULE*

The Module is concerned with cultivating an understanding of some of the central debates, themes and contestations within the general framework of IR studies. In particular it aims to develop a clear sense of IR as an evolving discipline that continues to draw upon a range of conceptual and theoretical advances in its analyses of the contemporary world.

LEARNING OUTCOMES*:

On completion of the Module students will be able to:

Knowledge and Understanding

a)   Evidence an understanding of the development of IR theory in relation to some of the key debates in the discipline.

b)   Identify and evaluate central theoretical paradigms in the field of IR

c)   Appreciate the complex interplay between theory, ideology and concrete policies and practices.

Subject Specific Skills

d)   Debate a range of political and ethical issues in a theoretically informed way.

e)   Compare, contrast and evaluate classical, modern and postmodern perspectives in the study of IR.

f)   Demonstrate a critical grasp of a range of theoretical and conceptual approaches in contemporary IR.

Key Skills

g)   Demonstrate appropriate levels of analytic rigour in communication.

h)   Show evidence of independent research and autonomous learning.

i)   Retrieve and deploy data in a systematic fashion

INDICATIVE CONTENT:

As the old landscapes of international order and realpolitik continue to break up and re-form along new lines, what are the new contexts and tendencies that are emerging and what problems might these pose? This Module explores the nature of these developing contexts and tendencies in the field of IR study. In particular it interrogates the adequacy of existing intellectual and theoretical responses to these contexts. To this end a range of perspectives will be examined, including: realism; liberalism; Marxism; rationalism and cosmopolitanism. It then moves to a consideration of more recent approaches that have grown up around constructivist, postmodern and psychoanalytic thought. Of central concern will be an engagement with such themes as legitimacy, authority, governance and so on. In addition the Module seeks to engage with contemporary notions of risk, threat, Otherness and questions of ethics and ideology.

JUSTIFICATION OF TEACHING, LEARNING AND ASSESSMENT STRATEGY*:

TEACHING, LEARNING + ASSESSMENT ACTIVITIES	STUDY HOURS
2 x 2500 Word Essays	90
Lectures (10 x 1 hour)	10
Seminars (6 x 1 hour)	6
Workshops (4 x 2 hour)	8
Workshop and seminar presentation (10 x 3 hours)	30
Self-directed study	46
Tutorials	10
TOTAL	200

The teaching and learning strategy is designed to enable students to engage in focused research on key aspects of IR theory. The lecture series establishes a framework for intellectual engagement while the seminars and workshops act as complementary fora in which students can hone their analytical skills in the context of discussion and debate. Although emphasis will be given to autonomous learning and study, tutorial opportunities will also be provided for more refined forms of academic support.

CONTEXT*

At different stages of the module, the two 2500 word essays test the student's abilities to engage with primary material, to provide effective analytical synopses and to develop a critical and reflexive appraisal of argument. The essays also provide an opportunity for students to conduct in-depth research, to synthesize information from a range of sources and to advance well-organized expositions in an articulate, rigorous and creative manner.

ASSESSMENT STRUCTURE*

ASSESSMENT ITEMS	WEIGHTING	LEARNING OUTCOMES
1 x 2500 word Essay	50%	a, b, c, d, e, f, g, h.
1 x 2500 word Essay	50%	a, b, c, d, e, f, g, h.

ASSESSMENT CRITERIA

·   Initiative in locating and utilizing relevant material and conducting search strategies across a variety of options.
·   Systematic and creative research and theoretical inquiry.
·   Ability to synthesise information from a wide range of sources.
·   Ability to deliver information in a structured and engaging way.
·   Capacity for identifying and interrogating competing perspectives.
·   Evidence wide reading and analytical engagement.
·   Demonstrate critical awareness, analysis and interpretation of key works and perspectives.
·   Academic rigour in organizing and sustaining an argument.
·   Quality of presentation and communication.

Appendix 4

Office of the Academic Registrar

STATEMENT ON PLAGIARISM

The University College unequivocally condemns plagiarism, which it considers to be
comparable to falsifying data and cheating in an examination, and warns students that the Senate looks gravely upon incidences of plagiarism and is empowered to recommend severe penalties where students are found guilty of plagiarism. (See Academic Misconduct)

Definition

The University considers plagiarism involves an intention to deceive and entails the submission for assessment of work which purports to be that of the student but is in fact wholly or substantially the work of another. Plagiarism is understood as `passing off someone else's work as your own for academic benefit.' Since it is difficult to establish such an intention to deceive except through practice the University defines plagiarism in the following way:

Plagiarism involves the incorporation by a student in an assessment, material which is not their own in the sense that all or a substantial part of the work has been copied without any attempt at attribution or has been incorporated as if it is the student's own work when it is wholly or substantially the work of another person.

For further details on the policy and procedures regarding suspected academic misconduct, see the University's STUDENT CODE and information on Academic Misconduct at: http://www.northampton.ac.uk/students/about-your-studies/plagiarism