

COURSE SPECIFICATION DOCUMENT

Academic School / Department:	Humanities & Social Sciences
Programme:	International Relations
FHEQ Level:	6
Course Title:	Rethinking International Relations
Course Code:	INTR 6102
Total Hours:	160 (Lev 3-5) (4 US Credit)
Timetabled Hours:	45
Guided Learning Hours:	15
Independent Learning Hours:	100
Credit	16 UK CATS credits 8 ECTS credits 4 UK credits

Course Description:

This course provides students with a set of conceptual and analytical tools in order to acquire a deep and nuanced understanding of the discipline of International Relations (IR) and global politics. It does so by examining IR theories and approaches to international politics, scrutinizing and problematizing their historic foundations, and exploring contemporary challenges and critiques. The course begins by introducing philosophical debates regarding the purpose of theorizing and the importance of understanding ontological and epistemological assumptions and examines the difference between and implications of 'understanding' and 'explaining' in international relations theory. The course then critically evaluates grand and middle range theories of IR as well as approaches focused on everyday global politics. Throughout, the course scrutinizes challenges presented by a multitude of multidisciplinary interventions into IR including post-positivist critiques and approaches centralizing gender and colonialism as key variables in global politics.

Prerequisites:

70 Credits

Aims and Objectives:

- To advance a critical understanding of both mainstream and critical IR theories
- To encourage abstract and theoretical thinking in the context of the discipline of

International Relations

- To provide a background for eventual careers in fields (including work in government, international organisations, business and the media) which require articulate, clear-thinking individuals with a grasp of political concepts and ideas
- To provide a framework to assist concerned citizens to think critically about issues that are of increasing importance in the 21st century
- To promote critical engagement with a wide range of literature, and the development of both a succinct writing style, and the ability to present complex arguments orally

Programme Outcomes:

6AI; 6AIII; 6CII; 6DII

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

Learning Outcomes:

By the end of this course, successful students should be able to:

- Demonstrates a systematic understanding of different paradigmatic approaches to International Relations.
- Demonstrates a systematic understanding of key scholars, texts and debates in International Relations theory.
- Demonstrates the systematic ability to gather, organise and deploy highly complex ideas and information.
- Demonstrates autonomy in framing research within the location of their own normative views and cultural commitments.

Indicative Content:

- Theory and method in the social sciences
- From classical to contemporary key texts and thinkers in IR theory
- Understanding the core assumptions of IR theories and how these have been challenged and problematized
- Understanding critical theories and approaches to IR and how these widen and deepen contemporary approaches to understanding global politics
- Understanding of the central role of IR theory in the discipline and beyond into the policy realm
- Exploration of ongoing attempts to decolonize the discipline of IR

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

Teaching Methodology:

This course will be delivered face to face through a combination of lectures and interactive

sessions. In addition to classroom activities, there are guided learning elements that are tutor led and arranged through Blackboard. These activities can be asynchronous online sessions, flipped classrooms, set readings with discussion boards or set guest lectures for example. Set activities are monitored by the instructor to ascertain student engagement. Students are encouraged to prepare for class and to play an active part, to raise questions, following-up ideas and interact with a wide range of provided material.

Indicative Text(s):

- Choi, S., Sarma, S., Masters, C., Zalewski, M., Brown, M., and Parshar, S. (2023) *Ripping, Cutting, Stitching: Feminist Knowledge Destruction and Creation in Global Politics*. Rowman and Littlefield.
- Daddow, O. (2017) *International Relations Theory: The Essentials*. 3rd ed. Sage.
- Devetak, R. and True, J. (eds) (2022) *Theories of International Relations*. 6th ed. Palgrave Macmillan.
- Drezner, D. (2022) *Theories of International Politics and Zombies*. Apocalypse Edition, Princeton.
- Dunne, T. et al. (eds.) (2024). *International Relations Theories: Discipline and Diversity*. 6th ed. Oxford University Press.
- Jorgensen, K.E. (2017) *International Relations Theory: An Introduction*. 2nd ed. Palgrave.
- Kauppi, M.V. and Viotti, P.R. (2023) *International Relations Theory*. 7th ed. Pearson.
- Lawson, S. (2015) *Theories of International Relations: Contending Approaches to World Politics*. Polity.
- Weber, C. (2021) *International Relations Theory: A Critical Introduction*. 5th ed. Routledge.

See syllabus for complete reading list

Change Log for this CSD:

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services
First edition	Nov 2024	
