


COURSE SPECIFICATION DOCUMENT

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| Academic School/Department: | Social Sciences and Humanities |
| Programme: | MA International Relations |
| FHEQ Level: | 7 |
| Course Title: | International Relations Theory and Concepts |
| Course Code: | INR 7101 |

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| Total Hours: | 200 |
| Timetabled Hours: | 39 |
| Guided Learning Hours: | 21 |
| Independent Learning Hours: | 140 |

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| Credits: | 20 UK CATS credits |
| | 10 ECTS credits |
| | 4 US credits |

Course Description:

This course engages students with the theoretical and conceptual debates that characterise the field of International Relations. Students examine a range of primary texts, both classical (such as Thucydides and Machiavelli) and more contemporary (such as Morgenthau, Bull, Wendt, Mearsheimer, and Keohane). The scholars that are addressed have underpinned the schools of thought that define International Relations theory. The course also addresses broader questions of IR theory: the applicability of theory to contemporary events and the degree to which continuity and change characterise the subject.

Prerequisites: MA International Relations students only

Aims and Objectives:

- To engage students with the theoretical and conceptual debates that characterise the field of International Relations
- To examine a range of key texts and thinkers in the field of International Relations drawing on classical political theory
- To apply theory and concepts to contemporary events

- To provide an intellectual foundation for progress through the programme.

Programme Outcomes:

At the end of this course, the students will have achieved the following programme outcomes:

A; B; D; F; G

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

This is maintained by Registry and located at:

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

Learning Outcomes:

At the end of this course, the students will have achieved the following learning outcomes:

- Demonstrate a deep and systematic understanding of some of the central debates, themes and contestations in IR theory, and how they pertain to contemporary events.
- Develops critical responses to both classical and contemporary IR theorists and their main texts, methodological approaches and core ideas.
- Exercises initiative in the design and implementation of substantial investigations of central issues in IR theory.
- Demonstrates the ability to exercise initiative in organising and pursuing reading and research in IR theory.
- Demonstrates the ability to gather, organise and effectively communicate complex and abstract theoretical frameworks, debates and arguments in International Relations.

Indicative Content:

- The theoretical and conceptual apparatus that characterise the field of International Relations
- Key texts and thinkers in the field of International Relations drawing on classical political theory
- Application of theory and concepts to contemporary events in International Relations Critical investigations of core approaches to IR theory – liberal, realist, international school, Marxist, constructivist, poststructuralist, and critical theory
- Key debates both between and within different schools of IR theory.

Assessment:

This course conforms to the University Assessment Norms approved at Academic Board and

located at: <https://www.richmond.ac.uk/university-policies/>

| FHEQ level | Richmond/UK Level | Normal Number of Items (including final exam)* | Total assessment |
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| LEVEL 7 | R7000/UK MA | 2-3 | 5000-7000 words |
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Teaching Methodology:

SEMINARS

The course will consist of weekly postgraduate seminars, which will follow the structure set out within the course syllabus and will serve a number of functions: seminars provide a framework for the course; address critically the relevant literature in specific areas, examine concepts, theories and case studies, and enable students to engage in group discussion and dialogue, and autonomous learning. Seminars rely upon active student participation, mediated by the Course instructor. By examining and discussing issues and problems in a seminar setting, students as junior research colleagues will be able to learn from each other and resolve questions that arise in the course of the lectures and readings. Seminars will only be useful to the extent that they are prepared for and participation in discussions and debates is an essential aspect of this. All students will be required to participate. Tutorial opportunities will also be available for research supervision and other academic support.

Indicative Text(s):

- Jorgensen, K. (2010). *International Relations Theory: A New Introduction* (Hampshire: Palgrave Macmillan).
- Dunne, T., M. Kurki and S. Smith (2010). *International Relations Theories: Discipline and Diversity*, 2nd ed. (Oxford: OUP).
- Burchill, S. et.al. (2009) *Theories of International Relations*, 4th Edition, (London: Palgrave Macmillan).
- Griffiths, M. et al . (2008). *Fifty Key Thinkers in International Relations*, 2nd ed. (London: Routledge).
- Viotti, P. and M. Kauppi (2011). *International Relations Theory: Realism, Pluralism, Globalism and Beyond*, 5th ed. (New Jersey: Pearson).

Journals

Web Sites

See syllabus for complete reading list

Change Log for this CSD:

| Nature of Change | Date Approved & Approval Body (School or LTPC) | Change Actioned by Academic Registry |
|--------------------------|------------------------------------------------|--------------------------------------|
| Revision – annual update | May 2023 | |
| Total hours updated | April 2024 | |
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