COURSE SPECIFICATION DOCUMENT

NOTE: ANY CHANGES TO A CSD MUST GO THROUGH ALL OF THE RELEVANT APPROVAL PROCESSES, INCLUDING LTPC.

Academic School/Department:	Communications, Arts and Social Sciences	
Programme:	International Relations	
FHEQ Level:	4	
Course Title:	Introduction to International Relations	
Course Code:	INR 4100	
Course Leader:	Dr Mike Keating	
Student Engagement Hours: Lectures: Seminar / Tutorials: Independent / Guided Learning :	120 22.5 22.5 75	
Lectures: Seminar / Tutorials:	22.5 22.5	

Course Description:

This course is a broad introductory survey of international relations. It acquaints students with the fundamental concepts and theories used in the discipline that help us make sense of our political world, and are crucial for further analysis of the field. The course gives students a taste of the theoretical debates and practical dynamics of global politics. It further examines some of the major challenges that humanity faces in the 21st century. Students get a chance to learn about and take part in the major debates of the discipline, for example concerning actors in the international system, the sources of insecurity, the relevance of economics to international politics, the importance of fighting poverty and underdevelopment, questions about how best to address environmental challenges, whether the state is still important and if globalization is a phenomena of the 20th century.

Pre-requisites: None

Aims and Objectives:

- To acquaint students with key terms, issues and debates in the field of IR.
- To draw attention to the complexities and subtleties of the analysis of global politics
- To provide students with an opportunity to relate theories and concepts to historic and contemporary events in world politics, as well as to encourage critical evaluation of both the theory and practice of global politics.

Programme Outcomes:

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

4A(iii); 4B(i); 4B(iii); 4C(i); 4C(iii); 4D(i); 4D(iii)

A detailed list of the programme outcomes are found in the Programme Specification. This is located at the Departmental/Schools page of the portal.

Learning Outcomes:

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

- Demonstrates a broad understanding of the main theories, paradigms and concepts in the study of international relations
- Demonstrates a broad understanding of both historical and contemporary issues in international relations
- Completes assigned work with a degree of autonomy, technical competence, clarity, evaluative skills, and research and critical reading skills appropriate for a 4000-level course

Indicative Content:

- Theories of IR
- Concepts in IR
- Actors in IR
- Key historical junctures in IR
- Introduction to key sub-fields in IR (political economy, security studies)
- Contemporary themes, issues and debates in IR (ie Governance, Poverty and Underdevelopment, Environment, Regionalism, Globalization, UN Peacekeeping Operations)

Assessment:

This course conforms to the Richmond University Standard Assessment Norms approved at Academic Council on June 28, 2012.

Teaching Methodology:

This course will be taught through a combination of lectures and seminar-type activities, including group work, sub-group activities, classroom discussion, and the showing of documentaries. The general approach to classes is informal, and discussion is viewed as an essential part of an interactive and participatory learning program. Audio-visual aids, study materials and electronic learning resources will be used as appropriate.

Lectures provide a framework for the course, and are designed to ensure students have an overview of main issues and concerns on a particular topic, receive clarification on the major points of debate understand the broad dimensions of core problems, and are aware of relevant literature in the specific area of concern. It is essential that lectures are supplemented with assigned readings; together, the readings and the lectures are designed to provide guidance for seminar discussion.

Seminar classes are based on the principle of active and student-directed learning, and are designed to be Safe, Enjoyable, Managed, Inclusive, Necessary, Academic, Respectful & Stimulating. The seminars provide an opportunity for discussion of contentious issues, addressing questions and exploring academic debates in more depth, group and sub-group discussion. They are encouraged to share their opinions freely, but must also maintain respect for the opinions of others. It is expected that students will participate regularly in discussions in a creative, competent and critical way, as the formulation of their own thoughts and clarification of their assumptions, often in contradiction to other students' thoughts and assumptions, form a crucial part of the learning process. Students are expected to come to seminar classes prepared.

Bibliography:

- Baylis, J., S. Smith and P. Owens (2011). *The Globalization of World Politics*, (5th ed.), Oxford
- Mingst, Karen, and Jack Snyder. *Essential Readings in World Politics*. 4th ed. New York: W. W. Norton & Co., 2010.
- Mingst, Karen, and Ivan Arreguin-Toft. *Essentials of International Relations*. 5th ed. New York: W. W. Norton & Co., 2010.
- Dougherty, James E., and Robert L. Pfaltzgraff Jr. *Contending Theories of International Relations: A Comprehensive Survey.* 5th ed. Pearson, 2000.
- Brown, Chris, and Kirsten Ainley. *Understanding International Relations*. 4th ed. Basingstoke: Palgrave Macmillan, 2009.

Change Log for this CSD:

Major or Minor Change?	Nature of Change	Date Approved & Approval Body (School or LTPC)	Change Actioned by Academic Registry