

Study Guide

For the Distance Course

IRS121-ENG

International Relations Theory



Pafos, February 2025

Disclaimer: The Study Guide may present variations for compatibility reasons of Neapolis University Pafos with the requirements issued by the Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA) for distance learning programs of study.

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1. Learning is social and personal

Let's get to know each other!

1.1. Who is behind the educational experience?



Welcome to the course: "International Relations Theory (IRS121)".

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2. Learning has structure

2.1. Introduction

To be effective in the study of the subject, you should know:

- *What you will study and why,*
- *What you will be able to do at the end of the semester that you cannot do now,*
- *How to study and how to acquire new skills.*

In addition, to accomplish your mission, you need to feel safe and confident that you will have assistance when you need it.

The guide you are browsing will serve the above needs and will cover your basic questions. Let us look at how to use it and its contents.

2.2. How is the study guide useful-How to use it

The study guide is a navigator who will guide you through each phase of the learning process. Proceeding to the following pages, you will find basic information for the specific course, its content and structure and you will be informed about basic procedures and rules. In addition, through the guide you will be introduced to the educational philosophy of the programme, you will comprehend how you should organize your learning strategy, you will be informed how teaching is organised, but also how it relates to your responsibilities, and you will be able to understand why its success depends upon your active attitude. Finally, in the guide you will find useful study tips and instructions on where to turn each time you encounter a problem. Browse the guide per module. Make sure after reading it, that you have understood the context of the course and that you know your responsibilities. For any question, do not hesitate to contact us.

3. Learning has a subject

3.1. The identity of the course

The table below lists the important and useful course details:

School	Social Sciences, Arts and Humanities		
Department	History, Politics and International Relations		
Course Title	International Relations Theory		
ECTS	6		
Course Code	IRS121	Semester	2 nd
Course Level	Undergraduate		
Teaching Language	English		
Type of Teaching	Distance <input checked="" type="checkbox"/>	Conventional <input type="checkbox"/>	
Course Type	General/specialised		
Prerequisites or additional required courses	No		
The cognitive subject is offered in ERASMUS	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
Course coordinator	Dr. Zakia Aqra		

What does this all mean?

1. **School:** Which Faculty of the University offers the Course?
2. **Department:** Which department of the School offers the Course?
3. **Title:** The name of the course, which indicates its content, i.e. what you will learn by studying it.

4. **ECTS:** ECTS is the credit system used in the European Higher Education Area (EHEA) and concerns all countries participating in the Bologna Process. ECTS credits express the workload required on average by students to achieve the expected learning outcomes. According to its rules, 60 credits (ECTS) correspond to the workload of one academic year, 30 credits (ECTS) of one semester and 20 credits (ECTS) of one quarter. ECTS are awarded after a successful examination in the course and once all academic obligations relating to the course have been fulfilled.
5. **Course code:** The course code is an alphanumeric identifier, which is useful for you to locate the course on the Moodle e-learning platform and to refer to the course when communicating with the secretariat, IT or the instructor. The code is also used in exams to identify the course and you should know it.
6. **Semester:** The semester of study in which the course is offered.
7. **Level of study:** Informs which study cycle the course belongs to, i.e. if the course is at undergraduate or postgraduate level. Undergraduate level.
8. **Language of instruction and examination:** The language in which the course is taught and examined.
9. **Mode of delivery:** description of how the course is offered.
10. **Type of course:** How general or specialized the knowledge provided is.
11. **Prerequisite courses:** The courses that you should have successfully completed or that you need to take in parallel, as they are complementary.
12. **The subject is offered in ERASMUS:** Erasmus+ is the EU's program to support education, training, youth and sport in Europe. Learn more.
13. **Course coordinator:** The professor who has the academic responsibility of designing the course and regulating the related topics.

3.2. The course and objectives

3.2.1. Short Description and Learning Outcomes

This Learning Guide "International Relations Theory" is based on and follows the standards adopted by most academic education programs worldwide.

The course aims at making students familiar with the theories of International Relations (hereafter IR) so that they could be able to use them for understanding and explaining international political phenomena. The course presents and analyze the main assumptions of a wide range of theories and approaches in IR science, such as political realism/neorealism, liberalism/neoliberalism, Marxism, and constructivism but also other theories as well. Special emphasis is given on the grand paradigms and schools of thoughts of IR science. Furthermore, the course correlates theories' norms and assumptions with the empirical facts drawn from case studies of international politics. Moreover, the course aims at familiarizing the students with the terminology used by international relations theories. Finally, the course focus on creating the critically thinking of students for using theories of IR discipline.

The course examines the basic key notions of IR, such as the anarchical international system, the causes of war, national interest, power, balance of power, the principle of self-help, the security dilemma, economic interdependence, cooperation among states, institutions and regimes, the democratic peace, the role of international organizations, international law, international society, collective security, economic classes, social constructions, critical thinking, social structures, ideas, norms, narratives, feminism environmental issues, international political economy, foreign policy and much more other.

Upon completion of this course students are expected to be able to:

- Identify theories and approaches of IR and the discussions between different approaches and traditions.

- Demonstrate various aspects of paradigms, school of thoughts, traditions, and methodological approaches of IR discipline.
- Apply the theoretical framework of IR on the practical field of international politics.
- Explain crucial terms used by IR theories and approaches.
- Appraise the historical evolution of the discipline of IR and how the most important theoretical approaches were established.

3.2.2. Specific Objectives

1. Knowledge	<p>By completing the course, you will be able to:</p> <p>C.O.[1]. Identify the different theories of the IR</p> <p>C.O.[2]. Contact the meaning and the content of fundamental terminology of the various theoretical approaches of international relations.</p> <p>C.O.[3]. Evaluate the validity of theories in relations with empirical observations.</p>
2. Skills	<p>C.O.[4]. Apply analytical skills to research.</p> <p>C.O.[5]. Create critical thinking and analysis of theory and practice by implementing the appropriate analytical tools.</p> <p>C.O. [6]. Write and present research proposals</p>
3. Competencies	<p>C.O.[7]. Present the evolution of the theoretical debate about IR.</p> <p>C.O.[8]. Analyze the basic principles of the major schools of thought of IR.</p> <p>C.O.[9]. Point out the similarities and differences between the paradigms and theoretical schools.</p>

3.2.3. Key Concepts and terms

Term	Definition
Sovereignty	The ultimate overseer, or authority, in the decision-making process of the state and in the maintenance of order
National interest	The interest of a nation as a whole held to be an independent entity separate from the interests of subordinate areas or groups and also of other nations or supranational groups
Realism	It is set of related theories of international relations that emphasizes the role of the state, national interest, and power in world politics
Liberalism	It is a theory in economics emphasizing individual freedom from restraint and usually based on free competition, the self-regulating market, and the gold standard
Marxism	The political, economic, and social principles and policies advocated by Marx. especially :a theory and practice of socialism including the labor theory of value, dialectical materialism, the class struggle, and dictatorship of the proletariat until the establishment of a classless society
Individualism	It is a theory maintaining the political and economic independence of the individual and stressing individual initiative, action, and interests
Capitalism	It is an economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market
Imperialism	It is a policy, practice, or advocacy of extending the power and dominion of a nation especially by direct territorial acquisitions

	or by gaining indirect control over the political or economic life of other areas
Pluralism	A theory that there are more than one or more than two kinds of ultimate reality
Materialism	A theory that physical matter is the only or fundamental reality and that all being and processes and phenomena can be explained as manifestations or results of matter

3.2.4. Introductory Remarks

The main scope of this course is to provide the required knowledge to the students about the IR theories (or theoretical perspective) such as theory of classical realism, theory of structural realism or neorealism, theory of neoclassical realism, theory of neoliberalism, theory of sociological liberalism, theory of economic interdependence, theory of democratic peace, theory of institutionalism or international regimes theory, gramscianism, new-Marxism, world-systems theory, critical theory, theory of social constructivism, post-modernism, post-structuralism, post-colonialism, feminism, green perspective and environmental issues, economic liberalism and mercantilism.

The explanation of theories' assumptions and axioms are presented and furthermore how theories realize and describe international phenomena. Examination of the basic notions/terms of IR theories is taking place, such as the anarchical international system, the causes of war, national interest, power, foreign policy analysis, balance of power, the principle of self-help, the security dilemma, economic interdependence, cooperation, international law, international organizations, collective security, critical thinking, social structures, international society etc.

The course is divided into 12 topics which are strictly connected to each other. Students are invited to carefully study the content of each week in order to be able to follow the content of

the next thematic unit. The supplementary activities, self-assessment exercises and supplementary actions help the participants to understand the material and content of the course.

3.2.5. Course content

Week	Topic
1	The science of IR as an academic discipline and its theories
2	The Realist paradigm (or realistic tradition). Theory of classical realism
3	Theory of structural realism. Theory of neoclassical realism
4	The paradigm (or tradition) of Liberalism. The Idealism. Theory of neoliberalism
5	Other liberal theories: sociological liberalism, interdependence, democratic peace, institutionalism or international regimes
6	Marxist paradigm or Structuralism. Gramscianism. New Marxism (or neo-Marxism). World-systems theory
7	International Society or English School in IR
8	Post-Positivism in IR and alternative theories. Theory of social constructivism. Critical theory
9	Other post-positivist theories and approaches: postmodernism/poststructuralism, postcolonialism, feminism, green perspective/environmental issues
10	International Political Economy: mercantilism, economic liberalism, Marxism
11	Theoretical and methodological debates in IR
12	Foreign Policy Analysis
13	Revision

Week	Subject	Study
1	The science of IR as an academic discipline and its theories	Jackson & Sorensen, Ch. 2 Baylis <i>et. al.</i> , Ch. "Introduction"
2	The Realist paradigm (or realistic tradition). Theory of classical realism	Jackson & Sorensen, Ch. 3 Steans <i>et. al.</i> , Ch. 2 Baylis <i>et. al.</i> , Ch. 8

3	Theory of structural realism. Theory of neoclassical realism	Jackson & Sorensen, Ch. 3 Steans <i>et. al.</i> , Ch. 2 Baylis <i>et. al.</i> , Ch. 8
4	The paradigm (or tradition) of Liberalism. The Idealism. Theory of neoliberalism	Jackson & Sorensen, Ch. 4 Steans <i>et. al.</i> , Ch. 1 Baylis <i>et. al.</i> , Ch. 6
5	Other liberal theories: sociological liberalism, interdependence, democratic peace, institutionalism or international regimes	Jackson & Sorensen, Ch. 4 Steans <i>et. al.</i> , Ch. 1 Baylis <i>et. al.</i> , Ch. 6 & 20
6	Marxist paradigm or Structuralism. Gramscianism. New Marxism (or neo-Marxism). World-systems theory	Steans <i>et. al.</i> , Ch. 3 Baylis <i>et. al.</i> , Ch. 7
7	International Society or English School in IR	Jackson & Sorensen, Ch. 5
8	Post-Positivism in IR and alternative theories. Theory of social constructivism. Critical theory	Jackson & Sorensen, Ch. 8 & 9 Steans <i>et. al.</i> , Ch. 4 & 7 Baylis <i>et. al.</i> , Ch. 12
9	Other post-positivist theories and approaches: postmodernism/poststructuralism, postcolonialism, feminism, green perspective/environmental issues	Jackson & Sorensen, Ch. 9 Steans <i>et. al.</i> , Ch. 5, 6, & 8 Baylis <i>et. al.</i> , Ch. 9, 10, 11, & 24
10	International Political Economy: mercantilism, economic liberalism, Marxism	Jackson & Sorensen, Ch. 6 & 7 Baylis <i>et. al.</i> , Ch. 16
11	Theoretical and methodological debates in IR	Jackson & Sorensen, Ch. 2 Steans <i>et. al.</i> , Ch. "Conclusions"
12	Foreign Policy Analysis	Jackson & Sorensen, Ch. 10
13	Conclusion – Overall Review	

3.2.6. Teleconferences

Number of Group Consultation Meetings/Teleconferences		In total: 6	With physical presence: 0	Online: 6
Meeting No	Description	Duration	ECTS	
Meeting 1	<p>A meeting to study and delve deeper into the first three learning modules:</p> <ol style="list-style-type: none">1. The science of IR as an academic discipline and its theories2. The Realist paradigm (or realistic tradition). Theory of classical realism3. Theory of structural realism. Theory of neoclassical realism <p>During the teleconference, an interactive lecture will take place. We will approach the key points of the two modules by solving questions and using online quizzes and polls to test your understanding. At some points, you will need to interact with your fellow students (e.g. debate, collaborative activity, etc.). The teleconference is conducted using Microsoft Teams. The link to log in can be found in Moodle under the scheduled teleconference section.</p>	2	0.074	
Meeting 2	<p>A meeting to study and delve deeper into the next three learning modules:</p> <ol style="list-style-type: none">1. The paradigm (or tradition) of Liberalism. The Idealism. Theory of neoliberalism2. Other liberal theories: sociological liberalism, interdependence, democratic peace, institutionalism or international regimes3. Marxist paradigm or Structuralism. Gramscianism. New Marxism (or neo-Marxism). World-systems theory <p>During the teleconference, an interactive lecture will take place. We will approach the key points of the two modules by solving questions and using online quizzes and polls to test your understanding. At some points, you will need to interact with your fellow students (e.g. debate, collaborative activity, etc.). The teleconference is conducted using Microsoft Teams. The link to log in can be found in Moodle under the scheduled teleconference section.</p>	2	0.074	
Meeting 3	<p>A meeting to study and delve deeper into the next three learning units:</p> <ol style="list-style-type: none">1. International Society or English School in IR	2	0.074	

	2. Post-Positivism in IR and alternative theories. Theory of social constructivism. Critical theory 3. Other post-positivist theories and approaches: postmodernism/poststructuralism, postcolonialism, feminism, green perspective/environmental issues <i>During the teleconference, an interactive lecture will take place. We will approach the key points of the two modules by solving questions and using online quizzes and polls to test your understanding. At some points, you will need to interact with your fellow students (e.g. debate, collaborative activity, etc.). The teleconference is conducted using Microsoft Teams. The link to log in can be found in Moodle under the scheduled teleconference section.</i>		
Meeting 4	A meeting to study and deepen the last three learning modules: 1. International Political Economy: mercantilism, economic liberalism, Marxism 2. Theoretical and methodological debates in IR 3. Foreign Policy Analysis <i>During the teleconference, an interactive lecture will take place. We will approach the key points of the two modules by solving questions and using online quizzes and polls to test your understanding. At some points, you will need to interact with your fellow students (e.g. debate, collaborative activity, etc.). The teleconference is conducted using Microsoft Teams. The link to log in can be found in Moodle under the scheduled teleconference section.</i>	2	0.074

3.2.7. Individual counselling sessions with the personal mentor

During the semester, you should have individual consultation meetings with your assigned personal mentor professor to discuss academic or other concerns affecting your studies. The scheduling of these meetings is done after an arrangement with him/her.

3.2.8. Workload

The table below shows the average workload for successful completion of the course.

Activity	Amount	Time (hours)	Work Load (hours)
Study Guide	1	3	3
Interactive Lectures	6	2	12

Basic Literature	9	8	72
Additional literature	7	7	49
Interactive activities	12	3	36
Self-evaluation exercises	12	3	36
Semester project	1	20	20
Study for exams	1	30	35
Final examinations	1	2	2
Total			265

4. Learning requires a method

4.1 What will be your educational experience

We learn better when we judge, analyze and discuss the subject matter, as well as when we act and practice new skills. For this reason, passive information retrieval, through lectures, is limited in order to emphasize group discussion, case studies workshops, collaborative learning, problem solving, and written assignments that require reflection and application of new knowledge. Simple memorization and reproduction of the theory, gives its place to the deepening of the subject matter. During the semester you will be encouraged with various activities, to discuss with your classmates what you have learned, commenting on its various dimensions, to relate the theory to your own experience and apply the knowledge in your daily professional and scientific life. Role-playing games, audio & video material, case studies, group projects, debates and peer reviews, are some of the interesting and challenging activities which you will be involved in, with the aim of making knowledge a part of you. After all, learning is not a spectacle!

4.2. How will we approach new knowledge?

The lesson is implemented with the logic of the flipped classroom using a training platform (Moodle) in which the lessons are organized, per lecture. This means that after studying the educational material there and being sufficiently prepared, you will come to scheduled live teleconferences that follow and previously announced, in order — together now – to focus and deepen in the subject, solve questions and apply new knowledge.

On the course page, which as we have said is hosted on Moodle (**L**earning **M**anagement **S**ystem-LMS), you will find the following:

1. Contact details for your tutor, secretariat, IT (technical support).
2. Course announcements, where information related to the course will be published.
3. Course and tutor evaluation form, which will be good for you to complete at the end of the semester, in order for us to improve any of our weaknesses.

4. Learning objectives and outcomes of the course, which give a general view of what we intend to achieve in this semester.
5. Bibliography and additional educational material and sources, in order to deepen your knowledge in the subject.
6. Scheduled teleconferences, where you will find the dates and hyperlinks to connect with the live lesson, which occurs approximately every 15 days.
7. Time schedule of programmed activities, which informs you on the dates of mandatory submissions, graded activities and assignments.
8. Educational material per lecture and topic, including self-assessment activities and the mandatory graded activities with their submission link.

4.3. How to organize your study and use Moodle?

The topics we will study, have been organized on the learning management system - Moodle, on a weekly basis, so that you have a time schedule for your study. At this point, we should mention that the Learning Management System is a tool of crucial importance, which serves the systematization of the learning process. Every week therefore, there is:

1. A short description of the topic,
2. The learning purpose and objectives, the learning outcomes
3. Keywords
4. Study aid
5. Recommended bibliography and sources,
6. Self-assessment activity

As we said, you are asked to approach new knowledge by utilizing the educational material each week. The way the material has been formulated on the platform, aims to guide you in accessing it, by activating you.

Let's be a little more specific:

1. Already after reading the title of the topic, the learning process begins each time. The title is not a decorative element. It informs and prepares for new knowledge. Try to make assumptions about the possible content. This will activate you and prepare your brain to process the information.
2. The description of the learning objectives and outcomes, function as a criterion for the effectiveness of the study. You need to keep them in mind throughout the learning process and attempt to make connections with the learning material and activities.
3. Keywords are actually the new concepts or important concepts that you will come across and which in the end you should be able to explain to others.
4. The study assistant contains the course notes, bibliography and additional sources. It is the material you need in order to gradually approach the new knowledge, starting from the basic information and deepening. Begin with the course notes to get the general picture and the basic knowledge and proceed with the study of the mandatory bibliography. Finally, look at the additional sources to obtain a complete picture and go into more detail.
5. The self-assessment activities will help you to check the level of comprehension of the new knowledge and make the necessary adjustments.

Follow the plan of each week and do not hesitate to express your queries.

5. Learning is action

5.1. *Activities-Assignments and Grading*

As it has already been mentioned, there are activities and assignments that aim to help you achieve the learning outcomes of each module and ultimately of the course as a whole. Some of them are mandatory and are graded based on specific criteria, which will be communicated to you each time. These criteria, in the language of instruction, are called assessment rubrics and are given in table form.

Specifically, in the course you will find:

1. **Self-assessment activities**, which are not graded. Their purpose is to assist you in testing your level of comprehension.
2. **Interactive activities, which are not graded.** These aim to make you deepen in the subject matter and apply the new knowledge, interacting not only with the content of the course, but also with your classmates, broadening your perspective and exercising your communication skills.
3. **Interactive activities, which are graded with a 20% weight on the total grade of the course.**
With these, in addition to the above, the assessment of your progress and of the degree to which you complete the learning objectives is achieved, in order for your tutor to adjust the learning process. As a result, your team's tutor will give you feedback and may come back to issues that you have not fully understood or need more practice on. In these activities, you will be given assessment rubrics as a guide on what you are required to do and to be able to proceed with self-assessment and self-regulation.
4. **The semester's assignment, which is graded and corresponds to 20% of your final grade.**
The semester assignment aims to make you delve deeper into the subject, training you in research, documentation and scientific discourse production skills. The project will be in the form of a 3000 words essay, where students will be asked to perform their own research on a specific topic.

Regarding the graded activities, in this semester you will deal with the following:

TABLE OF GRADED ACTIVITIES

Assignment week	Duration in weeks up to submission	Activity Type	Learning Outcomes		Feedback	Grading
			Course's (C.L.O.)	Unit's (T.L.O.)		
1	1	Group discussion (forum)	C.L.O 1	T.L.O 1.1 T.L.O 1.2	YES	
2	2	Group discussion (forum)	C.L.O 1	T.L.O 2.1 T.L.O 2.3	YES	
3	3	Case Study / Group discussion (forum)	C.L.O 2 C.L.O 3.1	T.L.O 3.2 T.L.O 3.3	YES	YES
4	4	Case Study / Group discussion (forum)	C.L.O 2 C.L.O 3.1	T.L.O 4.1 T.L.O 4.3	YES	
5	2	Case Study / Policy scenario / Group discussion (forum)	C.L.O 2 C.L.O 3.1 C.L.O 3.2	T.L.O 5.1	YES	
6	1	Case Study / Policy scenario / Group discussion (forum)	C.L.O 2 C.L.O 3.1 C.L.O 3.2	T.L.O 6.1 T.L.O 6.2	YES	YES
7	2	Case study / Group discussion (forum)	C.L.O 1 C.L.O 2 C.L.O 3.1	T.L.O 7.1 T.L.O 7.2	YES	
8	1	Group discussion (forum)	C.L.O 2 C.L.O 3.1	T.L.O 8.1 T.L.O 8.2 T.L.O 8.3	YES	
9	2	Case Study / Group discussion (forum)	C.L.O 2 C.L.O 3.1	T.L.O 9.1 T.L.O 9.3	YES	YES
10	1	Case Study / Policy scenario / Group discussion (forum)	C.L.O 2 C.L.O 3.1 C.L.O 3.2	T.L.O 10.1 T.L.O 10.2	YES	YES
11	2	Group discussion (forum)	C.L.O 1 C.L.O 3.1	T.L.O 11.2	YES	
12	1	Case Study / Policy scenario / Group discussion (forum)	C.L.O 2 C.L.O 3.1 C.L.O 3.2	T.L.O 12.2	YES	

Regarding the semester's assignment, this semester its topic will be:

“The explanatory power of [theoretical approach] on [current conflicts]”

Examine the main characteristics of one theory of your choosing in International Relations. In your analysis you must attempt to apply the approach on a specific case study.

The assessment criteria of the semester’s assignment are presented in the rubrics below. During the course, you will be given detailed instructions.

Assessment criteria – Assignment Rubric

SECTION	MARKS
Content of ideas	40
Structure	15
Presentation	10
Language	10
Research	25

GUIDELINE A: CONTENT OF IDEAS (40 points)

GUIDELINE	POINTS
<p><i>The student fully understands the wording of the question and fully meets the requirements of the assignment:</i></p> <ul style="list-style-type: none"> ➤ The student fully understands the wording of the question, in its varied shades, hints and implied conditions. ➤ The answer covers most of the points provided in the Answer Guide. ➤ The student structures, organizes and develops his argument completely. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. ➤ The student structures, organizes and develops his argument more fully. The arguments are organized, documented and convincing. Thought shows consistency, sequence and logical escalation. 	40-30

<ul style="list-style-type: none"> ➤ Even if it does not necessarily lead to strictly original conclusions, however, the student exhibits synthesizing ability and creativity in the way he uses the curriculum and the stimuli of the additional bibliography. 	
<p><i>The student adequately understands the wording of the question and meets the requirements of the assignment in a satisfactory manner:</i></p> <ul style="list-style-type: none"> ➤ The student understands the wording of the question, even if some of the subtleties, hints and implied conditions draw his attention. ➤ The answer covers quite a few, but not all the points provided in the Answer Guide. ➤ The student structures, organizes and develops his argument in a satisfactory manner covering all aspects of the subject. The arguments are organized, documented and generally convincing, but in some cases there is a sense of circularity or repetition. ➤ The student handles parts of the curriculum creatively and comfortably, but presents some stiffness and uncertainty in others. He also doesn't have particular familiarity with the subject matter beyond the teaching manual. 	29-19
<p><i>The student does not adequately understand the wording of the question and only partially responds to the demands of the assignment:</i></p> <ul style="list-style-type: none"> ➤ There are serious gaps in the way the student understands the wording of the question. Parts of it are omitted during the development, while the subtle shades, hints and implied conditions are not captured. The student often deviates from the scope of the answer. ➤ The arguments are often empty, with logical gaps and jumps. Little to a few of the points provided by the Answer Guide are covered. ➤ The student does not seem to have absorbed the curriculum. He makes serious mistakes in managing the material and is subject to misunderstandings and distortions. 	19-10
<p><i>The student does not understand the wording of the question and does not meet the requirements of the assignment:</i></p> <ul style="list-style-type: none"> ➤ The student does not understand the wording of the question and what it entails. Important aspects of the issue remain intact. The assignment does not result in clear and easy-to-understand positions that are in line with the requirements and generally goes beyond the scope of the answer. ➤ His argument is unreasonably delayed and constantly undermined. The student is unable to establish positions with a sequence, consistency and logical escalation. 	9-0

- The student has not understood the teaching material.

GUIDELINE B: STRUCTURE

(15 points)

GUIDELINE	POINTS
<p><i>The student fully understands and applies well the rules of structuring a scientific assignment:</i></p> <ul style="list-style-type: none"> ➤ The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure fully responds to the development needs of the subject by correctly distributing the material to the relevant sections, based on its importance and weight in the whole argument. ➤ The student does not fail to place headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material. 	15-10
<p><i>The student generally understands and largely applies the rules of structuring a scientific assignment:</i></p> <ul style="list-style-type: none"> ➤ The assignment has a distinct three-part structure (introduction - main part - conclusion). The structure responds to a great extent, but not perfectly, to the development needs of the subject. In general, the material is correctly allocated to the relevant sections based on its importance and weight in the whole argument. However, there are cases of material displacement where it is inappropriate. ➤ The student places headings and sub-headings in strategic points of the assignment, which contribute to easier access of the provided material, but not with absolute consistency and not always with alignment. ➤ The student generally understands how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies. 	9-5
<p><i>The student has significant shortcomings in applying the rules of structuring a scientific assignment:</i></p> <ul style="list-style-type: none"> ➤ The assignment does not have a distinct three-part structure (introduction - main part - conclusion), which as a result makes monitoring the progress of the argument difficult. The material is not distributed correctly to relevant sections based on its importance and weight in the whole argument. ➤ The assignment is unstructured. The argument does not show logical escalation. Thought is disordered and extremely incomprehensible. The student does not understand the methods of developing a scientific argument. 	4-0

➤ The assignment is a single, indistinguishable body, without any visible indication of its structure and organization.	
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GUIDELINE C: PRESENTATION

(10 points)

GUIDELINE	POINTS
<p><i>The student fully understands and applies well the rules of presenting a scientific assignment:</i></p> <ul style="list-style-type: none"> ➤ The student understands how to use footnotes or endnotes, based on a particular system (preferably what is suggested by the OUC's Manual of Writing). ➤ He knows where, how, when, and why you put footnotes in a scientific assignment. He places the footnote markers at the appropriate points so that it is absolutely clear what it refers to and why. ➤ The footnote itself is clear about the material the reader is asked to identify in the primary or secondary source it refers to. ➤ The student uses quotations from the primary and secondary sources as they are written, sparingly and appropriately. He knows how to clearly distinguish his own speech from the one he has taken from elsewhere, without allowing any suspicion of plagiarism. ➤ The student presents his bibliography structurally and systematically, in both the footnotes and the end of the paper, based on a specific system (preferably what is suggested by the OUC Guide of Preparing Written Assignments). ➤ The assignment presents a perfect typographical appearance, without inconsistencies and lack of aesthetics. 	10-7.5
<p><i>The student generally understands and largely applies the rules of presenting a scientific assignment:</i></p> <ul style="list-style-type: none"> ➤ The student generally knows how to use footnotes or endnotes, but occasionally makes mistakes and inconsistencies. ➤ The student does not prove that he is fully aware of where, how, when, and why he uses footnotes in a scientific assignment. He does not always place the footnote markers at the appropriate points, so that it is absolutely clear what it refers to and why. ➤ The footnote itself is not always clear about the material the reader is asked to identify in the primary or secondary source it refers to. 	7.5-5.0

<ul style="list-style-type: none"> ➤ There are imperfections in the composition of the bibliography both in the footnotes and at the end of the document. ➤ The assignment shows minimal mistakes in typographic appearance. 	
<p><i>The student has significant shortcomings in applying the rules of presenting a scientific assignment:</i></p> <ul style="list-style-type: none"> ➤ The use of footnotes or endnotes is either completely absent, or displays very serious inconsistencies and mistakes in all levels. ➤ The bibliography is completely absent or not presented in a structured way. ➤ The assignment is typographically unsightly, with many typographical errors and inconsistencies (different fonts in single bodies of text, bold or italic elements where it is not required, variety of font sizes in headings, footnotes or within the text, typing errors, such as accent omissions etc.). 	5 - 0

GUIDELINE D: LANGUAGE

(10 points)

GUIDELINE	POINTS
<p><i>The speech is absolutely flowing, precise and stylistically appropriate:</i></p> <ul style="list-style-type: none"> ➤ The language is grammatically and syntactically fluent. The syntax is clear and easy to read. The speech is submissive and creative, but not overly long and chaotic. ➤ The language is in line with the stylistic coordinates of a scientific essay. It is not simplified, it is not archaic, it is not pretentious and self-referential. The speech has personality, but not to the extent that it becomes peculiar. ➤ Expression is eloquent, rich and varied, always within the ethics of scientific speech. 	10-7
<p><i>The speech sometimes lacks precision:</i></p> <ul style="list-style-type: none"> ➤ There is a fairly large number of barbarism and solecism, that makes it difficult to understand the speech. The text is generally difficult to read. ➤ The student appears to not completely and always understand the stylistic specifications of a scientific essay. ➤ The expression is poor, the vocabulary is limited and repetitive. 	6-0

GUIDELINE E: RESEARCH

(25 points)

GUIDELINE	POINTS
<p><i>The assignment presents unequivocal evidence of personal research:</i></p> <ul style="list-style-type: none"> ➤ The student makes full and not selective use of most of the bibliography indicated. ➤ The student discovers and utilizes relevant and useful sources beyond the teacher's initial indications. ➤ The use of bibliography for forming the argument is perfect. The bibliographic documentation of positions, views and arguments is compact. The bibliography is used as a means to substantially enrich the argument with ideas, information, evidence, examples etc. 	25-18
<p><i>The assignment presents clear indications of personal research:</i></p> <ul style="list-style-type: none"> ➤ The student uses a significant part of the provided bibliography. ➤ The use of the bibliography to construct the argument is adequate, but not complete. References are made to scientific studies related to the subject, but it is not entirely clear how these studies have contributed to the development of the student's argument. 	17-9
<p><i>The assignment shows little or no evidence of personal research:</i></p> <ul style="list-style-type: none"> ➤ The student has sufficed with the material of the teaching manual and/or the basic compulsory bibliography, which proves however that he knows it very well. References to the wider literature provided are rare and selective. ➤ The use of bibliography for the formation, extension and depth of the argument is limited. ➤ The student has the sense of the need for bibliographic documentation of positions, views and arguments. 	8-0

5.2. Final Assessment

The final assessment is designed to evaluate whether you have achieved the learning outcomes and examines your understanding of the key concepts, as well as the application of the theories presented in the course. Your grade in the assessment will represent 60% of the final grade.

Your participation in the final assessment (online or by physical presence) of the course is mandatory for your success in the course. Attention! Your success in the written assignment is not a necessary prerequisite for participation in the final assessment of the course.

5.3. Grading

In summary, the final grade will be formulated as follows:

Type of assessment	Percentage % of the final grade	
Interactive activity 1	5 %	20%
Interactive activity 2	5 %	
Interactive activity 3	5 %	
Interactive activity 4	5%	
Semester assignment	20%	
Final exams	60%	
Total	100%	
Number of ECTS Credit Units	6	

5.4. Posting of scores

The scores of the written assignment can be posted on the Moodle course platform, no later than two (2) weeks after the deadline for the completion of the activity assessment process of the module. In any case, scores must be posted onto Moodle no later than one day before the start of the University's examination period

5.5. Assessment Criteria

Numerical scoring	Descriptive scoring
85-100%	Excellent
65-84%	Very good
50-64%	Good

0-49%	Rejection
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6. Fair play | Learning has rules

1. In order to successfully complete the course and to be credited with the corresponding ECTS, the following conditions must apply:
 - 1.1. You must have successfully completed the graded activities (base: 50%)
 - 1.2. You must have successfully completed the semester's assignment (base: 50%)
 - 1.3. You must have successfully passed the examination of the course (base: 50%)
2. The work must be delivered on time. Late submission of the mid-term paper, without first granting an extension, will result in a mark of zero and referral to the re-examination (September). Extensions will not be granted except for reasons of force majeure (see also study guide e.g. health issues, natural disasters etc.).
 - 2.1. It is noted that requests for extensions for interim assignments are submitted up to the deadline date to the lecturer(s) in the auditorium. Any request must necessarily be accompanied by the necessary supporting documents that also substantiate the reason for the extension.
 - 2.2. The supporting documents are sent to the lecturer of the audience, as well as to the Programme Secretariat. The lecturer forwards the supporting documents to the Programme Coordinator for approval and in case the Programme Coordinator cannot give a decision, the approval of the Unit Director is sought.
 - 2.3. In case of non-submission (on time) of the mid-term paper and a mark of zero, the student has the obligation to submit another paper, with a different topic in the September re-examination, with a maximum mark of 64/100. (An exception to this is made, as mentioned before, in cases where there is/are invoked reasons of force majeure, with the demonstration of the necessary documentation.
3. If you do not achieve a pass mark (50+) in any of the three elements of paragraph 1 (interactive activities, mid-term assignment, final examination) in your first attempt, you will be re-examined in the part of the assessment that you have failed. If you fail all three parts of the assessment then you are re-examined on all three parts. Find out the exact procedure and what is prescribed each time and from the 'Study Guide'.

3.1. Please remember that you cannot use more than 20% of the total length of your previous work submitted in the context of the same or another Master's programme. You may also not make use of work submitted as part of an Undergraduate Programme of Study. Otherwise, the new work will not be considered and must be resubmitted with a max mark of 64.

3.2 The above (paragraph 2 and 3) also apply to the graded interactive activities, which are also submitted within specified deadlines (one deadline for each graded activity). Please note that you are required to submit all graded activities regardless of the weighting of each activity.

4. Your assignments should be the product of your own intellectual work and you should use the correct citation system (Chicago citation style notes and bibliography) which you will learn about in the course. Your assignments are checked for plagiarism with the Turnitin system, which is a digital text-matching tool that checks the originality of your assignment. If plagiarism is detected the assignment receives a score of 0 and you risk being expelled from the programme.

5. During the examination you must comply with the regulations of the University, which will be notified to you and you must know. If an attempt to cheat is detected, the paper receives a score of 0 and you risk being expelled from the programme.

6. When communicating with your fellow students, but also with the other members of the University, you must follow the relevant rules (netiquette) and respect the personality of the people with whom you converse.

7. Learning requires tools

7.1. Moodle

As we have already said, one of the main tool is the Learning Management System (LMS). Our University uses Moodle to serve the needs and purposes of active and collaborative learning. With this platform, we organize the educational material and the learning process, communicate, collaborate and practice. All important information, announcements and study aids can be found on the course page, which is hosted on this system.

7.2. Library

The University has a remarkable library, with access to rich sources and the capability for interlibrary loans. In addition to ten thousand titles of printed material, it has subscription access to three hundred thousand e-books and over five million electronic articles that cover all your needs to the fullest extent. You can search for Library material, either from the Ebsco Discovery Service or from the search engine.

7.3. NUP WEBTV

Who said the University is only for studying? Science is based on discussion and exchange of views, it has a pulse and it is alive. Through our channel, you can watch the broadcast of workshops, events and other important scientific moments and fermentations, in a live broadcast or recorded.

7.4. Online Lecture Series

We are far away, but we come together through the Teleconference system. With the University's digital tools, learning comes alive. We connect from the furthest corners of the world to delve into the subject matter, to converse on scientific issues, to share our enthusiasm, but also our concerns, and to apply what we learn, working together. Our community is digital, but it has life!

7.5. Forums

Scientific fermentation is achieved through discussion and exchange of views. Take part in the scientific debate, through the forums that you will find on the platform.

7.6. Bibliography and sources

a. Books

Compulsory Bibliography

Abou Samra, A. (2024), "The debates of methodology and methods: reflections on the development of the study of international relations", Review of Economics and Political Science, Vol. 9 No. 6, pp. 554-571. <https://doi.org/10.1108/REPS-06-2020-0063>

The article traces the historical evolution of methodological approaches, highlighting how disciplinary boundaries, epistemological preferences, and theoretical commitments have shaped research practices. Abou Samra critically examines the tension between positivist and post-positivist methodologies, emphasizing their implications for the development of IR as a distinct academic discipline. The author argues that methodological pluralism has enhanced the richness of IR research, enabling scholars to address complex global issues from diverse perspectives. However, Abou Samra also identifies challenges in balancing theoretical innovation with methodological rigor. The paper advocates for an integrative approach that values both traditional and emerging methods, fostering interdisciplinary collaboration and addressing real-world problems. Abou Samra concludes by reflecting on the future of IR methodology, urging scholars to transcend entrenched paradigms and embrace reflexivity, adaptability, and inclusivity. This work offers valuable insights into the dynamic interplay between theory, methodology, and practice in IR, making it an essential contribution to discussions on advancing the discipline.

Allison, G. T. (2017). Destined for War? The National Interest, 149, 9–21. <https://www.jstor.org/stable/26557386>

Graham T. Allison's "Destined for War?" (2017) examines the potential for conflict between the United States and China through the lens of the "Thucydides Trap," a concept describing the heightened likelihood of war when a rising power threatens to displace an established power. Drawing parallels from historical cases, such as the Peloponnesian War, Allison highlights how

structural tensions and mismanagement of these dynamics have led to war in 12 out of 16 documented power transitions over the past five centuries. Allison argues that the U.S.–China relationship mirrors this dangerous pattern, fueled by China's rapid economic and military growth and America's established global dominance. He identifies critical flashpoints, including territorial disputes in the South China Sea, trade imbalances, and ideological differences, which exacerbate the risk of escalation. However, Allison stresses that war is not inevitable, emphasizing the importance of strategic statecraft and mutual accommodation to manage tensions. The article concludes with a call for innovative diplomacy and historical awareness to avoid repeating the mistakes of the past. Allison provides a sobering yet cautiously optimistic outlook, suggesting that while the Thucydides Trap poses significant challenges, careful leadership can avert catastrophic outcomes.

Robert Jackson and Georg Sorensen, *Introduction to International Relations: Theories and Approaches*, 6th Ed. (Oxford: Oxford University Press, 2016).

This particular textbook “Introduction to International Relations: Theories and Approaches” provides a concise and engaging introduction to the principal international relations theories and, uniquely, explores how theory can be used to analyse contemporary issues. Readers are introduced to the most important theories, encompassing both classical and contemporary approaches and debates. Throughout the text the authors encourage readers to consider the strengths and weaknesses of the theories presented and the major points of contention between them. In so doing, the text helps students build a clear understanding of how major theoretical debates link up with each other, and how the structure of the discipline of international relations is established.

John Baylis, Steve Smith, and Patricia Owens (eds), *The Globalization of World Politics: An Introduction to International Relations*, 8th Ed. (Oxford: Oxford University Press, 2022).

This particular textbook is a foundational text that explores the complexities of international relations (IR) within the context of globalization. It covers key IR theories, including realism, liberalism, constructivism, and feminism, providing frameworks to understand global political dynamics. The authors highlight how globalization has transformed interactions between states, emphasizing the roles of non-state actors like international organizations and transnational movements. The book also tackles pressing global challenges, such as climate change, security, human rights, and global inequality, analyzing their impact on international cooperation. It integrates diverse perspectives, moving beyond a Western-centric approach, and encourages readers to think critically about power dynamics and global justice. Through blending theory with real-world examples, the text serves as an essential resource for understanding contemporary global politics and the evolving landscape of international relations.

Ralph Pettman. Handbook On International Political Economy. World Scientific, 2012.

https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=e020mww&AN=457239&site=eds-live&scope=site&custid=ns192652&ebv=EB&ppid=pp_109

International political economy (IPE) is a highly complex discipline, drawing not only from the fields of politics and economics, but also those as varied as philosophy, history and anthropology. Now widely accepted as a key dimension to contemporary world affairs, it is no longer possible to talk about international relations without talking about production and distribution, finance and investment, as well as consumption and trade. To ensure that our understanding of these topics is relevant to today's world, there is a constant need to revisit and challenge what is known about these topics. Besides being a comprehensive account of international political economy for academic study, this extensive collection also highlights salient issues that scholars, analysts and state leaders are most concerned with in today's world. Amongst these are issues concerning the rise of China and India as new economic superpowers, stability in the EU's political economy, the viability of the existing multilateral system of global trade, recent financial crises, as well as the impact of globalisation and marketisation on the world's workers and our physical environment

Potter, P. (2017, November 30). Methods of Foreign Policy Analysis. Oxford Research Encyclopedia of International Studies. <https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-34>.

This article examines Foreign policy analysis (FPA). This topical breadth results in a subfield that encompasses a variety of questions and levels of analysis, and a correspondingly diverse set of methodological approaches. There are four methods which have become central in foreign policy analysis: archival research, content analysis, interviews, and focus groups. The first major phase of FPA research is termed “comparative foreign policy.” Proponents of comparative foreign policy sought to achieve comprehensive theories of foreign policy behavior through quantitative analysis of “events” data. An important strand of this behavioral work addressed the relationship between trade dependence and foreign policy compliance. On the other hand, second-generation FPA methodology largely abandoned universalized theory-building in favor of historical methods and qualitative analysis. Second-generation FPA researchers place particular emphasis on developing case study methodologies driven by social science principles. Meanwhile, the third-generation of FPA scholarship combines innovative quantitative and qualitative methods. Several methods of foreign policy analysis used by third-generation FPA researchers include computer assisted coding, experiments, simulation, surveys, network analysis, and prediction markets. Ultimately, additional attention should be given to determining the degree to which current methods of foreign policy analysis allow predictive or prescriptive conclusions. FPA scholars should also focus more in reengaging foreign policy analysis with the core of international relations research.

Alternative mandatory bibliography

1. Theories of International Relations, Third edition, Scott Burchill, Andrew Linklater, Richard Devetak, Jack Donnelly, Matthew Paterson, Christian Reus-Smit and Jacqui True, 2005 <http://lib.jnu.ac.in/sites/default/files/ReferenceFile/Theories-of-IR.pdf>
2. International Relations theory, STEPHEN MCGLINCHEY, ROSIE WALTERS & CHRISTIAN SCHEINPFLUG, 2017 <https://www.e-ir.info/publication/international-relations-theory/>
3. An Introduction to International Relations Theory Perspectives and Themes, Third edition, Jill Steans, Lloyd Pettiford, Thomas Diez and Imad El-Anis, 2010 <https://www.hostnezt.com/cssfiles/internationalrelations/IR%20Theories.pdf>

Additional Bibliography

- Allison, G. T. (2017). *Destined for War? The National Interest*, 149, 9–21. <https://www.jstor.org/stable/26557386>
- BINDRA, S. S. (2019). *Analysing Foreign Policy: A THEORETICAL PERSPECTIVE*. *World Affairs: The Journal of International Issues*, 23(3), 26–43. <https://www.jstor.org/stable/48531048>
- Jill Steans, Lloyd Pettiford, Thomas Diez, and Imad El-Anis, *An Introduction to International Relations Theory: Perspectives and Themes*, 3rd Ed. (Essex: Pearson Education Limited, 2010).
- Mark V. Kauppi and Paul R. Viotti, *International Relations Theory*, 6th Ed. (London: Rowman and Littlefield, 2020).
- Tim Dunne, Milja Kurki, and Steve Smith (eds), *International Relations Theories: Discipline and Diversity*, 5th Ed. (New York: Oxford University Press, 2021).
- Scott Burchill, Andrew Linklater, Richard Devetak, Jack Donnelly, Terry Nardin, Matthew Paterson, Christian Reus-Smit and Jacqui True, *Theories of International Relations*, 5th Ed. (New York: Palgrave Macmillan, 2013).

- Michael P. Sullivan, *Theories of International Relations: Transition vs. Persistence* (New York: Palgrave, 2001).
- Elizabeth G. Matthews and Rhonda L. Callaway, *International Relations Theory: A Primer*, 2nd Ed. (New York: Oxford University Press, 2020).
- Stephen McGlinchey, Rosie Walters, and Christian Scheinpflug (eds), *International Relations Theory* (Bristol: E-International Relations Publishing, 2017).
- Stephanie Lawson, *Theories of International Relations: Contending Approaches to World Politics* (Cambridge: Polity Press, 2015).

Moreover, you can find below additional specific bibliography for weekly subjects in the guides of each separate week.

It is important to read as many of the books and article included in the course's bibliography as possible. By doing so, you will get all the basic and necessary knowledge related to the course.

7.7. Additional educational material

Hyperlinks, audiovisual material and other sources, enrich the learning process. You will find them on the platform, per study week.

8. Learning requires guidance

8.1. Instructions and Advice

In order to become effective, we recommend you the following:

1. Keep to the time schedules

Look in the guide how much time it takes to study each module and plan when you will deal with each part during the week. You can break the study down into smaller sections.

2. Actively study

Consider the title of the topic. Look carefully at the learning objectives and outcomes. When studying the material, try to consider how it relates to the learning objectives and how it will help you achieve the learning outcomes. Take notes, make a glossary of the terms you come across and create conceptual maps and blueprints. Think about how what you learn can relate to what you learned in previous modules and whether you can apply it to your daily professional and scientific life.

3. Test your comprehension

Knowledge cannot be applied if it is not comprehended. Use the self-assessment exercises, to check whether you understand the theory correctly. If you have questions, use the corresponding forums.

4. Apply new knowledge

Each module has activities that require the application (e.g. problem solving, case study) and deepening (critical analysis, assessment) of knowledge. Your preoccupation with these allows for in depth learning. The feedback you will receive will help you improve your skills and become more effective professionals and scientists.

5. Communicate

The exchange of views in the forums will help you see new aspects and perspectives, expanding your perception. Discuss with your classmates.

6. Participate in the live lessons

Live lessons give us the opportunity to interact and deepen in the topic, focusing on your needs. If you cannot participate live, actively watch the recording, performing the activities and contact us through the chat, e-mail or phone, to solve any questions you may have.

9. Learning requires discipline

Educational Contract

What you can expect from me and your tutor

During the semester we will make every effort to guide you in the learning process, offering you the conditions that will ensure your active participation and the achievement of the learning outcomes. We expect through the various educational activities to create the right incentives and to utilize your experiences, so that the educational process becomes meaningful for you. Our desire is to create a strong sense of teamwork that favors collaboration and to make each of you understand that his/her contribution to the lesson is unique. That is why we will listen to your suggestions for improvements with interest. We strongly recommend that you contact us in order to solve any questions. We will be happy to meet you and support you in your endeavor to develop your knowledge and skills. The best way to find us is by e-mail. We will answer you within 24 hours. In this way, we can also make an appointment, in order to speak live.

What we expect from you

10. Learning requires support

The University is an institution, but they are also people, who will be by your side to support you. We will try to assist you in the difficulties that may arise, in relation to the course. As for the academic part, you should know that each of you has an academic advisor, who will guide you in matters related to your studies. In addition, our University operates the S.K.E.P.S.I. a unit, in which specialists, with sensitivity and confidentiality, will counsel and empower you, in order to overcome your difficulties. Furthermore, there is the Centre for Special Educational Needs and Disabilities (C.S.E.N.D.), so that your individual needs are met. Finally, you can contact the Student Affairs office and the Programme Secretariat, on procedural issues. What is important is that you are healthy, strong, optimistic and happy.

Speak to your academic advisor for academic matters; you have been notified of his/her details during your enrollment.

Contact S.K.E.P.S.I. for psychological support:

Send an email to skepsi@nup.ac.cy

Call +357 2684-3425 | +357 9641-7024

Contact the Centre for Special Educational Needs and Disabilities (C.S.E.N.D.), for your individual educational needs.

Contact Secretariat

Email: socialsci_school@nup.ac.cy

Tel. +357 26843303 / Office no.217

Student Affairs Office

Email: student.affairs@nup.ac.cy

Tel: +357 26843382

Ask the IT department for help on matters concerning technology and the use of software:

Send an email to it_support@nup.ac.cy

Call +357 26843344

11. Learning is a right

In this course, each of you are a valuable member of the team. Race, gender, physical condition and anything else that differentiates each of you, is not an element of distinction but of uniqueness, which enriches our team. Pluralism is the element that favors dialogue and the investigation for truth, which is the goal of science. We are a community of knowledge exploration, where everyone has the right to express his/her opinion and be respected.

12. Learning has a schedule

Study the schedule and the structure of the learning process and prepare yourselves appropriately for the course, organizing your time.

Week 0: Adjustment week

Summary

Training seminar (mentoring) with pedagogical and technical part, according to the provisions and policies of the University. Introduction to the electronic platform and the study guide, analysis of the written assignment evaluation guide, the plagiarism policy, etc.

Scope

This week aims to welcome the students to the course of International Relations Theory and prepare them for their participation to that.

Aims

With the study of this week, you are going to get a very good knowledge about:

- The position of this course within the structure of the Programme.
- The structure of the course.
- The main participants in this course.

Expected Outcome

Upon completion of the 0-adjustment week, students should be able to:

1. Express the course of “International Relations Theory” within the Programme of the University.
2. Discuss the structure of the course.
3. Name the main participants from the course and University.

Key Words

- Course
- Policies.
- Guides.
- Training.

Estimated study time:

Estimated 5 hours.

Week 1

The science of IR as an academic discipline and its theories and approaches

Evolution of IR have passed through several stages – the pre-Westphalia Treaty, the pre-World War period, the Cold war period, the post-Cold war period. The analytical frame for IR in these phases was the changing nature of nation-state system and consequent remapping of the international system.

European academics began to formally study the ways in which countries and states relate to each other after the First World War, when answers were sought as to what had brought about the conflict. During the 1920s, universities in Europe and the US started to offer degrees in International Relations.

1.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The course of International Relations Theory.
- The structure of the course.
- The main theoretical approaches and Paradigms of IR.
- The key notions of IR science.

1.2. What will you be able to do after completing the module

Upon completion of the 1st week study, you should be able to:

1. Describe the course of International Relations Theory.
2. Define the structure of the course.
3. Name the main Paradigms (or Schools of thought), theories and approaches of IR the critical components of the chapter of the course.

4. Name the basic methodological perspectives and instruments in IR science and analyze the debates between groups of scholars about theory and methodology in IR.

1.3. Keywords

- Paradigm or Schools of Thought in IR Science
- Realism
- Liberalism
- Marxism
- Post-Positivism
- International Society or English School
- International Political Economy
- Theories of IR
- Classical realism, structural realism, neoclassical realism.
- Neoliberalism
- New-Marxism
- Social constructivism, critical theory, post-structuralism, feminism and others post-positivism theories
- Major theoretical and methodological debates within IR: four debates
- Evolution of IR theoretical thinking

1.4. Summary

The educational content of this week shows how thinking about international relations (IR) has evolved, since IR became an academic subject around the time of the First World War. Theoretical approaches are a product of their time: they address those problems of international relations that are seen as the most important ones in their day. The established traditions deal, nonetheless, with international problems that are of lasting significance: war and peace, conflict

and cooperation, wealth and poverty, development and underdevelopment. In IR discipline we have the main established IR traditions (realism, liberalism, Marxism, International Society, and International Political Economy and also some recent, alternative approaches that challenge the established traditions and are categorized as the post-positive perspective.

1.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback is given to students, depending on the nature of the point/case to be clarified to them.

1.6. What will you have to study?

Required reading

- Jackson & Sorensen Chapters 1 and 2

Optional reading

- T. L. Knutsen, *A History of International Relations Theory* (Manchester: Manchester University Press, 1997).
- J. S. Nye, *Understanding International Conflicts: An Introduction to Theory and History*, with foreword by R. O. Keohane (Harlow: Pearson Higher Education/Longman, 2009).
- R. Jackson, *Classical and Modern Thought on International Relations: From Anarchy to Cosmopolis* (New York: Palgrave Macmillan, 2005).

- P. Howard, “Triangulating Debates Within the Field: Teaching International Relations Research Methodology”, *International Studies Perspectives*, 11/4 (2010): 393–408.

1.7. Self-assessment exercises

1. Mention which are the main traditions (or Paradigms) of IR science and underline their main ways of thinking.
2. Mention which are the main theories of IR science and underline their main axioms and assumptions for explaining IR phenomena.
3. Mention which are the four main debates between scholars in IR and what is the subject of their discourse.

Plus, revision exercises:

1. Identify the major debates within IR. Why do the debates often linger on without any clear winner emerging?
2. Which are the established theoretical traditions (or Paradigms) in IR? How can they be seen as ‘established’?
3. Why was early IR strongly influenced by realism and then liberalism?
4. Seen over the long term, realism is the dominant theoretical tradition in IR. Why?
5. Why do scholars have pet theories? What are your own theoretical preferences?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 2 of Jackson and Sorensen’s book, and chapter “Introduction” of Baylis *et al.* book.

1.8. Interactive activity

Activity 1

Watch the video of Professor Steven Smith available at

<https://www.youtube.com/watch?v=zvKRA9b0zU>

After watching the video, participate in a forum discussion that concerns how international relations theories can explain the war in Syria.

In your forum discussion post, provide evidence-based analysis on the following points:

- Identify the main international relations theories
- Examine the main concepts of each international relations theory

Learning Outcome Related with the Interactive Activity is L.O.4:

Engage in critical self-reflection and critically analyze what is IR as an academic discipline and which theories and approaches are existed in this discipline

1.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 2

The realist tradition in IR

The content of this week sketches the realist tradition in IR. It gives note of an important dichotomy in realist thought between classical realism and strategic. Classical realists emphasize the normative aspects of realism as well as the empirical aspects. It is also discussed both classical and social scientific strands of realist thought. It then reviews critiques of realist doctrine. Finally, it is assessed the prospects for the realist tradition as a research programme in IR.

2.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- An overview of the realist tradition in IR and describe the Realist Paradigm.
- The establishment of the realist tradition in IR.
- The theories that arose based on the realist axioms.
- The assumptions of classical realism theory.
- The realist's way of thinking with the international phenomena.

2.2. What will you be able to do after completing the module

Upon completion of the 2nd week study, you should be able to:

1. Identify the realist tradition in IR and describe the Realist Paradigm.
2. Explain how the realist tradition established in IR and which theories arise based on the realist axioms.
3. Explain which theories arise based on the realist axioms.
4. Coherently present the assumptions of classical realism theory.
5. Correlate the realist's way of thinking with the international phenomena.

2.3. Keywords

- Pessimistic human nature
- Conflictual and antagonistic world
- Statism, the states are the key actors of international politics
- Sovereignty
- State's survival
- Power and means of power
- National interest and security
- Realism of human nature

2.4. Summary

The content of this week introduces the realist tradition in IR and presents how it was established as a main approach in science. Realism is the dominant tradition of international relations because it provides the most powerful explanation for the state of war that is the regular condition of life in the international system. Some basic elements of the tradition are self-help, statism, and survival. It is also assessed the prospects for the realist tradition as a research programme in IR. Furthermore, in this week the classical realism theory is presented. It is analyzed how the classical realism theory explains international politics based on egoistic and self-interested human nature. Classical realists emphasize the normative aspects of realism as well as the empirical aspects.

2.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant

to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possibly review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

2.6. What will you have to study?

Required reading

- Jackson & Sorensen chapter 3
- Baylis *et. al.*, chapter 8

Optional reading

- Thucydides, *The Peloponnesian War*, trans. M. Hammond (New York: Oxford University Press, 2009).
- T. Hobbes, *Leviathan*, ed. R. Tuck (Cambridge: Cambridge University Press, 1996).
- E. H. Carr, *The Twenty Years' Crisis* (New York: Harper & Row, 1964).
- S. Kaufman, R. Little, and W. Wohlforth (eds), *The Balance of Power in World History* (London: Palgrave Macmillan, 2007).
- M. C. Williams, *Realism Reconsidered: The Legacy of Hans Morgenthau in International Relations* (Oxford: Oxford University Press, 2007).

2.7. Self-assessment exercises

1. After carefully reading mention the most important ideas and thoughts of the realist tradition in IR.
2. Mention and analyze what are the main assumptions and axioms of the classical realism theory. Try to correlate theory with the empirical observations in international politics.

Plus, revision exercises:

1. Realists are pessimistic about human progress and cooperation beyond the boundaries of the nation-state. What are the reasons given for that pessimism? Are they good reasons?
2. Why do realists place so much emphasis on security? Does that make sense? How important is security in world politics?
3. What is the emancipatory critique of realism? Does it make sense?
4. How is it possible for realist scholars to be on different sides of the debate about US hegemony?
5. How could the realists explain the China emerging in international politics and Sino-American competition for power?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 3 of Jackson & Sorensen's book, chapter 2 of Steans *et. al.* book, chapter 8 of Baylis *et. al.* book.

2.8. Interactive activity

Activity 2

Forum discussion

What are the key notions for understanding realism approach and how it can explain the international phenomena? Read the article that follows and comment in 300 words (+/- 50 words) what you have learnt regarding Realism approach in IR.

Introducing Realism in International Relations Theory (2018) at <https://www.e-ir.info/2018/02/27/introducing-realism-in-international-relations-theory/>

2.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 3

Theory of structural realism. Theory of neoclassical realism

Structural realism holds that the nature of the international structure is defined by its ordering principle, anarchy, and by the distribution of capabilities (measured by the number of great powers within the international system). Structural realism was introduced into contemporary philosophy of science by John Worrall in 1989 as a way to break the impasse that results from taking both arguments seriously, and have “the best of both worlds” in the debate about scientific realism.

3.1. What do we aim for through our engagement with the module

During this week you will learn about the fast-changing international economic interconnectivity which is rising as security issue at both national and international level. They will understand and discuss about the notion of interdependence and its asymmetric parameters as well as the process this is related to sources of power in relationships among states.

With the study of this week, you are going to get a very good knowledge about:

- The most recent realist theories, these of structural realism (or neorealism) and neoclassical realism.
- The basic assumptions of structural realism and neoclassical realism.
- The theories of structural realism and neoclassical realism with the international phenomena.

3.2. What will you be able to do after completing the module

Upon completion of the 3rd week study, you should be able to:

1. Identify and explain the key notions of structural realism and neoclassical realism theories.
2. Understand the basic structure and fundamentals of structural realism and neoclassical realism theories

3. Explain the international phenomena through the theories of structural realism and neoclassical realism.

3.3. Keywords

- Structure of the system
- Anarchy in international system
- Fear and security dilemmas
- Balance of power
- Distribution of capabilities
- Self-help
- Relative gains
- Bipolar and multipolar systems
- Defensive and offensive realism
- Influence of domestic societal actors
- State autonomy and society
- Leaders' perceptions on distribution of power

3.4. Summary

The content of this week sketches the most recent realist theories, these of structural realism (or neorealism) and neoclassical realism. The basic assumptions of structural realism and neoclassical realism are presented. Structural realism assumptions focus on the structure of the system, anarchy, national interest, security dilemma, fear and self-help system. Neoclassical realism, accepting the structure analysis of structural realism, adds in its assumptions the domestic factors affecting the states behavior, such as leadership and states capabilities. Explaining the structural realism, it is examined a recent theoretical debate among realist IR scholars concerning the relevance of the balance of power concept. Furthermore, it is showed that the most realists today pursue a social scientific analysis of the structures and processes of

world politics, but they are inclined to ignore norms and values. It is also presented the correlation of structural realism and neoclassical realism theories with international phenomena.

3.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

3.6. What will you have to study?

Required reading

Burchill et al chapter 2

Optional reading

- J. Mearsheimer, *The Tragedy of Great Power Politics* (New York: W. W. Norton, 2001).
- M. E. Brown, O. R. Côté Jr, S. M. Lynn-Jones, and S. E. Miller (eds), *Offense, Defense, and War* (Cambridge, MA: MIT Press, 2004).
- S. Van Evera, *Causes of War: Power and the Roots of Conflict* (Ithaca, NY: Cornell University Press, 1999).
- R. Jervis, "Cooperation Under the Security Dilemma" *World Politics*, 30/2 (1978): 167-214.

Additional articles to be given during the lecture.

3.7. Self-assessment exercises

1. After carefully reading mention and analyze the assumptions and axioms of structural realism theory. Try to correlate the theory with the empirical observations in international politics.
2. After carefully reading mention and analyze the assumptions and axioms of neoclassical realism theory. Try to correlate the theory with the empirical observations in international politics.
3. Identify the major differences between the classical realism of Hans Morgenthau and the neorealism of Kenneth Waltz. Which approach is best suited for analysing international relations after the Cold War?

Plus, revision exercises:

1. Why do states in international anarchy fear each other?
2. Outline the main arguments for and against NATO expansion based on structural realism. State your own position including supporting arguments.
3. What is security dilemma and is there a solution to it?
4. How does the new bipolarity differ from Cold War bipolarity?
5. Does the concept of a soft balance of power make sense?
6. Does the argument of neoclassical realism contain a basic contradiction?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 3 of Jackson & Sorensen's book, chapter 2 of Steans *et. al.* book, and chapter 8 of Baylis *et. al.* book.

3.8. Interactive activity

Activity 3

Forum discussion

You will have a forum discussion on how neo-realism can explain the end of Cold War. You will read the article below and you should engage yourself in a critical analysis of what you have understood regarding structural realism assumptions and explanations. You will have a forum discussion where you will examine how neo-realism can explain the events of the cold war and politics of the era.

3.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 4:

The paradigm (or tradition) of Liberalism. The Idealism. Theory of neoliberalism.

Liberalism is an ideology committed to the individual and a society in which individuals can pursue and realize their interests. The word “liberal” is derived from the same Latin word as liberty – liber, meaning “free.” The word was used before the 19th century to mean “generous or tolerant.” Presently, the word “liberal” refers to a political position or point of view. Liberalism is a school of thought within international relations theory which revolves around three interrelated principles: Rejection of power politics as the only possible outcome of international relations; it questions security/warfare principles of realism. Mutual benefits and international cooperation.

4.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The liberal tradition in IR and present the Liberal paradigm.
- The idealism as a primary liberal thought at the beginning of the 20th century.
- The liberal tradition established in IR and which theories arise based on the liberal axioms.
- The assumptions of the neoliberalism theory.
- The liberals’ way of thinking through the international phenomena.

4.2. What will you be able to do after completing the module

Upon completion of the 4th week study, you should be able to:

1. Identify the liberal tradition in IR and present the Liberal paradigm.
2. Explain the most key notions for understanding the liberalist way of thinking in IR.
3. Demonstrate how the ideas introduced by Idealism as a primary liberal way of thinking in IR.

4. Evaluate the assumptions of the neoliberalism theory and the basic structure and fundamentals of neoliberalism theory.
5. Correlate the liberals' way of thinking with the international phenomena.

4.3. Keywords

- Individualism
- Optimistic for human nature
- Modernization
- Progress in human life
- Human reason and rationality
- International morality
- Liberal internationalism
- Cooperation and cooperative international relations
- Other non-state actors: corporations, organizations, and associations
- Relations between private individual, groups, and societies

4.4. Summary

The content of this week presents the liberal tradition in IR and describes how liberal paradigm was established in IR science. Basic liberal assumptions are a positive view of human nature; a conviction that international relations can be cooperative rather than conflictual; and a belief in progress. In their conceptions of international cooperation, liberal theorists emphasize different features of world politics. Moreover, it is introduced the Idealism approach as a primary liberal thought which is critic for the consequences of power competition among states. Furthermore, it is presented the neoliberalism theory and the way that theory follows to explain international phenomena. Neoliberalism introduces the cooperation among states and its benefits, role of international regimes and organization in international system and the benefits of economic interdependence for each state. Finally, it is evaluated the prospects for the liberal tradition as a research programme in IR.

4.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

4.6. What will you have to study?

Required reading

Baylis *et. al.*, chapter 6

Optional reading

- D. Deudney, and G. J. Ikenberry, “The Nature and Sources of Liberal International Order”, *Review of International Studies*, 25/2 (1999): 179–96.
- S. W. Hook (ed.), *Liberal Order and Liberal Ambition: Essays on American Power and World Politics* (Cambridge: Polity Press, 2006).
- J. Morefield, *Covenants without Swords: Idealist Liberalism and the Spirit of Empire* (Princeton, NJ: Princeton University Press, 2009).
- T. Dunne, and T. Flockhart (eds), *Liberal World Orders* (Oxford: Oxford University Press/British Academy, 2013).

- A. Moravcsik, "Taking Preferences Seriously: A Liberal Theory of International Politics", *International Organization*, 51/4 (1997): 513–53.
- G. Sorensen, *A Liberal World Order in Crisis. Choosing Between Imposition and Restraint* (Ithaca, NY: Cornell University Press, 2011).

4.7. Self-assessment exercises

1. After carefully reading mention the most important ideas and thoughts of the liberal tradition in IR.
2. Mention the ideas introduced by Idealism at the beginning of 20th century.
3. Mention and analyze what are the main assumptions and axioms of the neoliberalism theory. Try to correlate theory with the empirical observations in international politics.

Plus, revision exercises:

1. Liberals are optimistic about human progress, cooperation, and peace. What are the reasons given for that optimism? Are they good reasons?
2. Has international history been as progressive as liberals claim? Use examples.
3. Realists argue that anarchy cannot be transcended. Strong liberals say it can. Who is right and for which reasons?
4. Identify the tensions in the liberal view of world order. How can these tensions be mastered?
5. Was E. H. Carr right to argue that the language of international morality, used by liberal idealists in the inter-war period, was a convenient way of masking the interests of Britain and France in maintaining their dominance of the international system after the First World War?
6. Are emerging global powers a threat to the liberal international order?
7. What explains the imperial impulse in the liberal internationalist tradition?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 4 of Jackson & Sorensen's book, chapter 1 of Steans *et. al.* book, chapter 6 of Baylis *et. al.* book.

4.8. Interactive activity

Role play

Imagine that you are the Head of a civil society movement that operates in the field of public services such as education and health-care. Your movement preaches in favor of the public sector for the well-being of the population. You will have to write a press release (500 words) where you will argue that COVID-19 has demonstrated the weaknesses of neoliberalism due to the need for public services and state assistance. In your press-release you will analyse the potential crisis in neoliberalism because of the pandemic.

Helpful articles

Saad-Filho, A. (2021). Neoliberalism and the Pandemic. *Notebooks: The Journal for Studies on Power* 1, 1, 179-186, Available From: Brill <https://doi.org/10.1163/26667185-01010010>
https://brill.com/view/journals/powr/1/1/article-p179_179.xml

Crouch, C. (2022). Reflections on the COVID moment and life beyond neoliberalism. *Transfer: European Review of Labour and Research*, 28(1), 31-45.
<https://doi.org/10.1177/10242589221078125>

This activity will be marked with 5% as is based on the framework of summative assessment.

The assessment criteria are presented in the rubric below.

Criteria	Excellent	Good	Fair	Poor

Understanding of neoliberalism	4 points	3 points	2 points	1 point
Evidence-Based Analysis	4 points	3 points	2 points	1 point
Effect on neoliberalism thinking	4 points	3 points	2 points	1 point
Analysis of the link between neoliberalism and the pandemic	4 points	3 points	2 points	1 point
Clear thesis statement	4 points	3 points	2 points	1 point
Use of Credible Sources	4 points	3 points	2 points	1 point
Organization and Structure of Report	4 points	3 points	2 points	1 point

4.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 5

Other liberal theories: sociological liberalism, interdependence theory, democratic peace theory, institutionalism or international regimes theory

Social liberalism views the common good as harmonious with the individual's freedom. Social liberals overlap with social democrats in accepting economic intervention more than other liberals, although its importance is considered auxiliary compared to social democrats. Interdependence theory is a social exchange theory that states that interpersonal relationships are defined through interpersonal interdependence. The democratic peace theory posits that democracies are hesitant to engage in armed conflict with other identified democracies.

5.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The other most recent neoliberal theories, such as sociological liberalism, interdependence theory, democratic peace theory, and institutionalism.
- The basic assumptions of the following liberal theories and the differences between them: sociological liberalism, interdependence theory, democratic peace theory, and institutionalism.
- The recent liberal theories with the international phenomena.

5.2. What will you be able to do after completing the module

Upon completion of the 5th week study, you should be able to:

1. Recognize the other most recent neoliberal theories, such as sociological liberalism, interdependence theory, democratic peace theory, and institutionalism.

2. Demonstrate the basic assumptions of the following liberal theories and the differences between them: sociological liberalism, interdependence theory, democratic peace theory, and institutionalism.
3. Summarize the recent liberal theories though the international phenomena.

5.3. Keywords

- Interdependence among states
- Functionalist theory of integration
- International Institutions and international regimes
- International Law
- Democratic peace: democracies don't go to war
- Harmony of interest
- Transnational relations
- Absolute gains
- Civil society
- Non-governmental organizations

5.4. Summary

The content of this week presents some other most recent neoliberal theories in IR; these of sociological liberalism, interdependence theory, democratic peace theory, and institutionalism. It is presented and analyzed the basic assumptions of the above liberal theories and the differences between them. Sociological liberals highlight transnational nongovernmental ties between societies, such as communication between individuals and between groups. Interdependence liberals pay particular attention to economic ties of mutual exchange and mutual dependence between peoples and governments. Institutional liberals underscore the importance of organized cooperation between states; finally, republican liberals argue that liberal democratic constitutions and forms of government are of vital importance for inducing

peaceful and cooperative relations between states. Moreover, it is discussed how these four strands of liberal thought debate with neorealism. Finally, it is showed how these theories can explain specific international phenomena.

5.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

5.6. What will you have to study?

Required reading

- Jackson & Sorensen, chapter 4

Optional reading

- S. W. Hook, *Democratic Peace in Theory and Practice* (Kent, OH: Kent State University Press, 2010).
- R. O. Keohane, *International Institutions and State Power: Essays in International Relations Theory* (Boulder, CO: Westview Press, 1989).

- G. J. Ikenberry, “Liberal Internationalism 3.0: America and the Dilemmas of Liberal World Order”, *Perspectives on Politics*, 7/1 (2009): 71–87.
- A. Moravcsik, “The New Liberalism”, in C. Reus-Smit and D. Snidal (eds), *The Oxford Handbook of International Relations* (Oxford: Oxford University Press, 2008): 235–54.
- G. Sorensen, *A Liberal World Order in Crisis: Choosing Between Imposition and Restraint* (Ithaca, NY: Cornell University Press, 2011).
-

Additional articles to be given during the lecture.

5.7. Self-assessment exercises

1. After carefully reading mention and analyze the assumptions and axioms of the following liberal theories: sociological liberalism, interdependence theory, democratic peace theory, institutionalism or international regimes theory. Then try to correlate each separate theory with the empirical observations in international politics.

Plus, revision exercises:

1. Identify the arguments given by the strands (theories) of liberalism.
2. What arguments can you make, for and against, the assertion that democracy has made striking progress in the world during the past decade?
3. Do you agree with Hoffmann that international affairs are ‘inhospitable’ to liberalism?
4. Should liberal internationalists promote their values abroad? Is force a legitimate instrument in securing this goal?
5. Is the ascendancy of democratic regimes explained by the superiority of liberal institutions and values?
6. Is liberal internationalism too wedded to a state-centric view of international relations?
7. Is the liberal order in crisis today, as G. J. Ikenberry and G. Sorensen argue?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 4 of Jackson & Sorensen’s book, chapter 1 of Steans *et. al.* book, and chapters 6 and 20 of Baylis *et. al.* book.

5.8. Interactive activity

Case study

The IMF in Bolivia: Cochabamba Water War. You will be given a summary of the case of Cochabamba Water War. After reading the summary, you will answer to the following questions. Your answers must be evidence-based supported by research and credible sources (500 words):

1. Why did privatization in Cochabamba fail?
2. How did the liberal policies of the IMF and World Bank impact the situation in Cochabamba?
3. Is there a difference between water privatization implemented by the IMF in developing countries and developed countries?
4. What could the IMF and World Bank do differently in the future to prevent this type of situation from occurring?
5. What is the concern about IMF and water privatization policies?

5.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 6

Marxist paradigm or Structuralism. Gramscianism. Critical theory. New Marxism (or neo-Marxism). World-systems theory.

In the marxist paradigm, the whole of history is understood - and. judged - in light of a projected future: proletarian revolution leading. to a classless society. This future authorizes a particular reading of. the past: the dominant class in each social order has, in time, been. In sociology, anthropology, archaeology, history, philosophy, and linguistics, structuralism is a general theory of culture and methodology.

6.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The Marxist tradition in IR and Marxist ideas for understanding international politics.
- The ideas and analysis of Gramsci, as a primary Marxist theorist in 20th century.
- The critical theory and Marxist thinking in IR.
- The assumptions of Wallerstein's world-system theory.
- The assumptions of new Marxism theory and its way of thinking with the international phenomena.

6.2. What will you be able to do after completing the module

Upon completion of the 6th week study, you should be able to:

1. Recognize the Marxist tradition in IR and define the Marxist ideas for understanding international politics.
2. Demonstrate the ideas and analysis of Gramsci, as a primary Marxist theorist in 20th century.

3. Explain how the critical theory was created and how affected Marxist thinking in IR.
4. Summarize the assumptions of Wallerstein's world-system theory.

6.3. Keywords

- Capitalism
- Imperialism and colonialism
- Harmony of interests
- Classes: bourgeois and proletarians
- Hegemony and state capabilities
- Civil societies and the network of institutions
- Means of production and relations of production
- Core, semi-periphery, and periphery
- The declining terms of trade
- Frankfurt School
- Uneven and combined development

6.4. Summary

The content of this week introduces, outlines, and assesses the Marxist contribution to the study of international relations. It is first identified a number of core features common to Marxist approaches and then discusses how Marx's ideas were internationalized by Lenin and subsequently by writers in the world system framework. Following, it is presented the ideas and analysis of Gramsci and his various followers, as primary Marxist thoughts for international politics. It is then examined how Frankfurt School critical theory introduced an analysis of culture into Marxist analysis, and, more recently, how new (or orthodox) Marxists have sought a more profound re-engagement with Marx's original writings. Furthermore, it is presented the assumptions of Wallerstein's world-system theory as a modern Marxist theory. Finally, it is presented the Marxist analysis for globalization and the perspectives of the tradition in IR science.

6.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

6.6. What will you have to study?

Required reading

- Burchill et al chapter 5
- McGlinchey et al chapter 6

Optional reading

- K. Marx and F. Engels, *The Communist Manifesto* (New York: Clydesdale, 2018).
- V. I. Lenin, *Imperialism: The Highest Stage of Capitalism* (London: Aziloth Books: 2018).
- R. W. Cox, "Social Forces, States and World Orders: Beyond International Relations Theory", *Millennium*, 10/2 (1981): 126–55.
- T. Eagleton, *Why Marx was Right* (New Haven, CT: Yale University Press, 2018).

- I. Wallerstein, R. Collins, M. Mann, G. Derluguian, and C. Calhoun, *Does Capitalism Have a Future?* (New York: Oxford University Press, 2013).
- G. Arrighi and B. J. Sliver, "Capitalism and World (Dis)Order", *Review of International Studies*, 27/Special Issue (2001): 257–79.
- J. Galtung, "A Structural Theory of Imperialism", *The Journal of Peace Research*, 8/1 (1971): 81–117.

6.7. Self-assessment exercises

1. After carefully reading mention the most important ideas and thoughts of the Marxist tradition in IR.
2. Mention the ideas introduced by Gramsci at the 20th century.
3. Mention and analyze what are the main assumptions and axioms of the new Marxism theory and world-systems theory. Try to correlate theories with the empirical observations in international politics.

Plus, revision exercises:

1. How useful is Wallerstein's notion of a semi-periphery?
2. Why has Wallerstein's world-systems theory been criticized for its alleged Eurocentrism? Do you agree with this critique?
3. In what ways does Gramsci's notion of hegemony differ from that used by realist International Relations writers?
4. How might it be argued that Marx and Engels were the original theorists of globalization?
5. What do you regard as the main contribution of Marxist theories to our understanding of world politics?
6. How useful is the notion of emancipation employed by critical theorists?
7. Do you agree with Cox's distinction between 'problem-solving theory' and 'critical theory'?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 2 of Steans *et. al.* book and chapter 8 of Baylis *et. al.* book.

6.8. Interactive activity

Debate on the Relevance (and irrelevance) of Marxism today

1. Divide into two teams: Team 1 and Team 2
2. Team 1 will argue that Marxism as a theory is relevant today in global politics
3. Team 2 will argue that Marxism as a theory is not relevant today in global politics
5. Research and gather evidence from credible sources to support your arguments. Use academic articles, reports, case studies, and relevant international investment agreements to back up your claims.
6. Each team will prepare a persuasive argument supporting their position
7. Following the debate, engage in a constructive discussion where all teams can provide feedback and counterarguments.
8. Reflect on the different perspectives presented and draw conclusions based on the evidence and arguments presented.

Helpful articles:

Relevance of the Marxist International Relations Theory available at <https://www.paradigmshift.com.pk/marxist-international-relations-theory/>

Is Marx Relevant to International Relations Today? available at <https://www.e-ir.info/2008/01/31/is-marx-relevant-to-international-relations-today/>

This activity will be marked with 5% as is based on the framework of summative assessment.

The assessment criteria are presented in the rubric below.

Debate Rubric					
					Mark

Factual Information	Used many facts to support all arguments.	Used some facts to support all arguments.	Used few facts to support arguments.	Did not present facts to support arguments.	
Comprehension	Demonstrated thorough understanding of information.	Demonstrated accurate understanding of important information.	Demonstrated minimal understanding of information.	Demonstrated misunderstanding of the information	
Persuasiveness	All arguments were logical and convincing	Most arguments were logical and convincing	Some arguments were logical and convincing	Few arguments were logical and convincing	
Delivery	Communicated clearly and confidently; maintained eye contact; excellent voice inflection and delivery rate.	Communicated clearly; frequent eye contact; good voice and delivery rate.	Seldom communicated clearly; poor eye contact; poor voice and delivery rate.	Failed to communicate clearly; no eye contact; monotone delivery.	
Rebuttal	Addressed all opponent arguments with counter-evidence.	Addressed most of opponent's arguments with counter-evidence.	Addressed some of opponent's arguments with counter-evidence.	Did not address opponent's arguments.	
				Total	/100

6.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 7

International Society approach or English School in IR

The English School is an underutilized research resource and deserves a larger role in IR than it currently has. Its distinctive elements are its methodological pluralism, its historicism, and its interlinking of three key concepts: international system, international society and world society. The English school provides the basis for the study of international and world history in terms of the social structures of international orders. Unlike many theories that claim a certain sector of the subject of International Relations, the English school provides a holistic approach to the subject, attempting to see the world as a whole. English school theory is built around establishing distinctions between three key concepts: international system, international society and world society.

7.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The most key notions for understanding the English School way of thinking in IR.
- The main theorists of English School and their analysis for international politics.
- The core elements and fundamentals of International Society approach for describing and explaining the international phenomena.

7.2. What will you be able to do after completing the module

Upon completion of the 7th week study, students should be able to:

1. Explain the English School way of thinking in IR.
2. Discuss the main theorists of English School and their analysis for international politics
3. Express the core elements and fundamentals of International Society approach for describing and explaining the international phenomena.

7.3. Keywords

- International society, society of states
- International order and international justice, basic values order

- Human-focused and human beings
- Interpretive
- Normative
- Historical concrete
- Solidarism
- State sovereignty
- Pluralism
- International structure, system of states
- Three Traditions: Realists, Rationalists, Revolutionists
- Responsibility and war: National, International, and Humanitarian

7.4. Summary

The content of this week presents the way that International Society (sometimes labelled the 'English School') was established in IR science and how its scholars (such as Bull, Wight, Watson) and their analysis affected the IR thinking. The International Society tradition of IR is an approach to world politics that focuses on international history, ideas, structures, institutions, and values. The basic assumptions and claims of the tradition are: First, at the heart of the subject are people and basic values such as independence, security, order, and justice. Second, IR scholars are called upon to interpret the thoughts and actions of the people involved with international relations. Third, international anarchy is an important concept but not an exclusive premise. International society scholars argue that world politics is not merely an international system. It is an 'anarchical society' with distinctive rules, norms, and institutions that statespeople are involved with in their conduct of foreign policy. Fourth, two other leading concepts of international society are the notion of a pluralist society of multiple sovereign states, and that of a solidarist world society of the human population on the planet.

7.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

7.6. What will you have to study?

Required reading

- Burchill et al chapter 4

Optional reading

- B. Hedley, *The Anarchical Society: A Study of Order in World Politics* (Basingstoke: Palgrave Macmillan, 2012).
- A. Watson, *The Evolution of International Society* (London: Routledge, 1992).
- B. Buzan, *From International to World Society?* (Cambridge: Cambridge University Press, 2004).
- T. Dunne and N. Wheeler, *Human Rights in Global Politics* (Cambridge: Cambridge University Press, 1999).
- G. Evans, *The Responsibility to Protect* (Washington DC: Brookings Institution, 2008).
- R. Jackson, *The Global Covenant: Human Conduct in a World of States* (Oxford: Oxford University Press, 2000).

- R. J. Vincent, *Human Rights in International Relations* (Cambridge: Cambridge University Press, 1986).

7.7. Self-assessment exercises

1. After carefully reading mention the most important ideas and thoughts of the International Society approach in IR.
2. Mention the ideas and analyze what are the main assumptions and axioms of the most important English School theorists. Try to correlate their ideas with the explanation of international politics.

Plus, revision exercises:

1. Is there a more basic structure of international relations that underpins both the system of states and the society of states, as some International Society scholars argue?
2. What is the difference between order and justice in world politics? Is Hedley Bull correct in claiming that order comes before justice?
3. Explain the basic differences between pluralist international society and solidarist international society.
4. Can war be justified in terms of international humanitarian responsibility?
5. Some International Society theorists argue that human rights have become of increased importance in world politics since the end of the Cold War. Are they correct? What is the evidence in favour of such a view?
6. International Society theorists are sometimes accused of being realists in disguise. Is that accusation warranted?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 5 of Jackson and Sorensen's book.

7.8. Interactive activity

Forum discussion

You will have a forum discussion where you will examine the English School's engagement with human rights. In more detail you will examine in what way and to what extent the English School is concerned with human rights violations of states (300 words).

7.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 8:

Post-Positivism in IR and alternative theories. Theory of social constructivism.

In international relations theory, post-positivism refers to theories of international relations which epistemologically reject positivism, the idea that the empiricist observation of the natural sciences can be applied to the social sciences. Positivism is an approach that views the world as 'out there' waiting to be observed and analysed by the researcher. Theories that are built on positivism see the world 'as it is' and base their assumptions upon analysing physical elements such as states and international organisations, which they can account for and ascribe values to.

8.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The post-positivism approach in IR and describe its ideas and thought for understanding international issues.
- The post-positivism approach established in IR science and how scholars and their analysis affected the IR thinking.
- The ideas, critique and thoughts of social constructivism theory.
- The ideas, critique and thoughts of critical theory.

8.2. What will you be able to do after completing the module

Upon completion of the 8th week study, students should be able to:

1. Discover the post-positivism approach in IR and describe its ideas and thought for understanding international issues.
2. Reproduce the post-positivism approach established in IR science.
3. Explain how scholars and their analysis affected the IR thinking.

4. Demonstrate ideas, critique and thoughts of social constructivism theory.

8.3. Keywords

- Social facts
- Ideas
- Norms
- Critique to rationalism
- Agent-structure problem/debate
- Intersubjective
- Discourse
- Regulative and constative rules
- Holism
- Identities
- Identity and community
- Individualism
- Materialism
- Normative structure
- Practices
- Rational Choice
- Inequality and justice

8.4. Summary

The content of this week introduces the post-positivism approach in IR and presents the way that the approach was established in IR science. Post-positivist ideas and thoughts for understanding international issues are based in some crucial elements such as these of social facts, ideas, norms, identities. Moreover, post-positivism expressed as a critique to rationalism of positivist theories. Additionally, this week the social constructivist theory is introduced. It is clarified where

constructivism comes from and why it has established itself as an important approach in IR. Constructivism is examined both as a meta-theory about the nature of the social world and as a substantial theory of IR. Several examples of constructivist IR theory are presented, followed by reflections on the strengths and weaknesses of the approach. Furthermore, this week introduces also critical theory, which became influential in IR from the 1980s onwards. Critical theory, which is influenced by Marxism, sees an intimate relationship between theory and practice. Critical Theorists hold that knowledge is ideology, not truth, although some believe that it is possible to negotiate or agree upon propositions.

8.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

8.6. What will you have to study?

Required reading

- Baylis *et. al.*, chapter 12

Optional reading

- E. Adler, “Constructivism and International Relations’, in W. Carlsnaes, T. Risse, and B. A. Simmons (eds), *Handbook of International Relations* (London: Sage, 2001): 95–118.
- M. Finnemore and K. Sikkink, “Taking Stock: The Constructivist Research Program in International Relations and Comparative Politics”, *Annual Review of Political Science*, 4/1 (2001): 391–416.
- R. K. Ashley, “Political Realism and Human Interests”, *International Studies Quarterly*, 25/2 (1981): 204–36.
- R. W. Cox, “Social Forces, States and World Order”, *Millennium: Journal of International Studies*, 10/2 (1986): 126–55.

8.7. Self-assessment exercises

1. After carefully reading mention the most important ideas and thoughts of the post-positive approach in IR.
2. After carefully reading mention and analyze the assumptions and ideas of social constructivism. Try to correlate the theory with international politics.
3. After carefully reading mention and analyze the critic and general ideas of critical theory. Try to correlate the theory with the study of international politics.

Plus, revision exercises:

1. Outline the substantial contributions that post-positivist analyses make to the study of IR.
2. What is the relationship between knowledge and power, according to post-positivists?
3. Social constructivists argue in favour of an ideational view and against a materialist view of the world. They claim that the international system is constituted by ideas, not by material forces. Explain the distinction and discuss whether it is valid.
4. Is social constructivism primarily a meta-theory about the nature of the social world or is it primarily a substantial set of theories about IR?
5. Do you find constructivism a useful approach for thinking about world politics?

6. Does the internationalization and institutionalization of norms imply some notion of progress?
7. Given the distinction made between critical international theory and a critical theory of international relations, how would you make a strong or weak case for the emancipatory project in the context of evolving global institutions?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 8 of Jackson and Sorensen's book, chapters 4 and 7 of Steans *et. al.* book, and chapters 12 of Baylis *et. al.* book.

8.8. Interactive activity

Exercise "Drag and drop the words and fill the gaps"

In moodle page you will find a text which has specific gaps. You will have to drag the words that will be given to you in the correct spaces. In this exercise, you drag words from the boxes to fill the gaps.

8.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 9

Other post-positivist theories and approaches: postmodernism/poststructuralism, postcolonialism, feminism, green perspective/environmental issues

Postmodernism is closely associated with poststructuralism, and seeks to undermine the grand narratives of modernist social organization and domination including capitalism, patriarchy, colonialism, and heteronormativity. Postmodernism is more associated with art and literature, while Poststructuralism, on the other hand, is more associated with theory and philosophy.

9.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The other modern post-positivist approaches and theories, such as postmodernism/poststructuralism, postcolonialism, feminism, green perspective.
- The basic ideas and assumptions of the modern post-positivist approaches and the differences between them.
- The modern post-positivism approaches and theories with the understanding and explaining of international politics.

9.2. What will you be able to do after completing the module

Upon completion of the 9th week study, you should be able to:

1. Recognize the other modern post-positivist approaches and theories, such as postmodernism/poststructuralism, postcolonialism, feminism, green perspective.
2. Define the basic ideas and assumptions of the modern post-positivist approaches and the differences between them.

3. Evaluate the modern post-positivism approaches and theories with the understanding and explaining of international politics

9.3. Keywords

- Critical perspective
- Postmodernism
- Knowledge and power
- Discourses
- Theoretical and conceptual commitments
- Poststructuralism
- Social world
- Deconstruction
- Genealogy
- Identity and foreign policy
- Postcolonialism
- Norms and ideas
- Decolonial thoughts
- Decolonization
- Modernity/coloniality
- Third World
- Liberal feminism
- Genders analyses
- Feminist historical materialism
- Standpoint feminism
- Postcolonial feminism
- Environmental issues
- Global warming

- Ozone-depleting substance
- Anthropocentric and ecocentric

9.4. Summary

This week, students meet other modern post-positivist approaches and theories, which are postmodernism/poststructuralism, postcolonialism, feminism, green perspective. Postmodernism (or poststructuralism in bibliography) has become something of a buzzword in the social sciences and humanities, and one that often provokes very strong reactions: many oppose it, and those labelled 'postmodernists' also tend to reject the label. It is hardly surprising then that the student engaging with postmodern thought for the first time encounters a number of difficulties.

Contemporary feminist theory does not focus solely on the lives of women but is an analysis of the socially and culturally constructed category 'gender'. There are important differences in feminist theories, but also commonalities. Feminist international relations theories are diverse, proliferating, and transforming the field and practice of international politics and, in different forms, have been part of the field of International Relations since its inception. Feminist international relations theories that emerged soon after the decade's end drew from varieties of feminism and the wealth of knowledge developed during that time to critique the exclusion of women and gender from the discipline of International Relations, and the erasure of female scholars of international relations.

Postcolonialism approach is arguing that this is multilayered and diverse. This do not constitute a single 'theory' of the international but rather a set of orientations to show how the world works and how we should think about it. We separate some different elements involved in theorizing the world, and how postcolonial approach looks at them. These include questions of epistemology (how we know things), ontology (what we know), and norms/ethics (what values are important to us). It goes on to examine the historical context in which postcolonial approach arose, showing that there was a dynamic relationship between political struggles for decolonization and the development of different intellectual arguments.

Environmental issues have been taken up by IR scholars and so ‘thinking green’ and Green Thought have shaped the discipline in various ways. ‘Adding in’ the environment has served to enrich many existing theoretical perspectives in International Relations and furthered our understanding of a range of areas and concerns such as the state, conflict, inequality, cooperation, institutions and governance. However, ‘adding in’ is a problem-solving approach to the environment, based on an anthropocentric world view. Contemporary environmental problems and disasters have shown the dangers inherent in adopting such an anthropocentric view. Environmental concern has developed as a result, especially since the 1960s. It is possible also to identify a distinctive tradition of ‘Green Thought’. Drawing upon Green Thought it is possible to construct a distinctive Green position or Green perspective on IR. At the very heart of the Green perspective is a concern with the human–nature relationship.

9.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

9.6. What will you have to study?

Required reading

Jackson & Sorensen, chapter 9

Optional reading

- P. Darby and A. J. Paolini, "Bridging International Relations and Postcolonialism", *Alternatives*, 19/3 (1994): 371–97.
- C. Enloe, *Bananas, Beaches & Bases: Making Feminist Sense of International Politics* (Berkeley, CA: University of California Press, 1989).
- J. George and D. Campbell, "Patterns of Dissent and the Celebration of Difference: Critical Social Theory and International Relations", *International Studies Quarterly*, 34/3 (1990): 269–93.
- M. Sabaratnam, "IR in Dialogue ... but Can We Change the Subjects? A Typology of Decolonising Strategies for the Study of World Politics", *Millennium Journal of International Studies*, 39/3 (2011): 781–803.
- L. Sjoberg, *Gender, Justice and the Wars in Iraq* (Lanham, MD: Lexington Books, 2006).
- J. Steans, *Gender and International Relations*, 2nd Ed. (Cambridge: Polity Press, 2006).
- C. Sylvester, "Whither the International at the End of IR?", *Millennium Journal of International Studies*, 35/3 (2007): 551–73.
- A. B. Tickner, "Seeing IR Differently: Notes from the Third World", *Millennium Journal of International Studies*, 32/2 (2003): 295–324.
- J. A. Tickner, "What Is Your Research Program? Some Feminist Answers to International Relations Methodological Questions", *International Studies Quarterly*, 49 (2005): 1–21.

9.7. Self-assessment exercises

1. After carefully reading mention and analyze the thoughts and arguments of the following post-positivism theories and approaches: postmodernism/post-structuralism, post-colonialism, feminism, green perspective/environmental issues. Then try to correlate

each separate theory or approach with the way of understanding and realizing the international issues.

Plus, revision exercises:

1. Is the discipline of IR dissolving into different camps that have little to say to each other?
2. What is meant by the claim that poststructuralism reorients analysis from pre-given subjects to the problematic of subjectivity?
3. What does it mean to say that abstraction, interpretation, and representation are indispensable and unavoidable?
4. Should poststructuralism be viewed as a paradigm in IR? How can we assess its impact on the discipline?
5. Does it make any difference to states' foreign policies that a vast majority of policy-makers are men? Does it matter to the content of IR scholarship that most of its leading scholars are men?
6. One of the major claims that feminists in IR make is that individual lives are global politics. How might your trip to the grocery store, choice of television programming, or choice of internet sites be global politics?
7. Why is 'postcolonialism' as a phenomenon difficult to define and pinpoint as a single theoretical tradition?
8. What are some of the goals and agendas of postcolonialism?
9. How would you describe the different preoccupations of green normative IR theory and green IPE? What unites these two strands of green IR theory?
10. In what ways does the green analysis of the climate change negotiations differ from mainstream approaches?
11. Why are green IR theorists internally divided over the wisdom of conceptualizing ecological problems in the language of security?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 9 of Jackson and Sorensen's book, chapters 5, 6, and 8 of Steans *et. al.* book, and chapters 9, 10, 11, and 23 of Baylis *et. al.* book.

9.8. Interactive activity

Presentation

You will be divided into 3 teams.

Students in the 1st team will prepare a presentation on "The integration of gender perspective in UN Peacekeeping missions"

Students in the 2nd team will prepare a presentation on "The integration of gender perspective in NATO"

Students in the 3rd team will prepare a presentation on "Gender integration in the Military in Israel".

Each presentation will be 3-4 slides.

This activity will be marked with 5% as is based on the framework of summative assessment.

The assessment criteria are presented in the rubric below.

Category	Scoring Criteria	Total Points	Score
Organization (15 points)	The type of presentation is appropriate for the topic and audience.	5	
	Information is presented in a logical sequence.	5	
	Presentation appropriately cites requisite number of references.	5	
Content (45 points)	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	5	
	Technical terms are well-defined in language appropriate for the target audience.	5	
	Presentation contains accurate information.	10	
	Material included is relevant to the overall message/purpose.	10	
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	10	

	There is an obvious conclusion summarizing the presentation.	5	
Presentation (40 points)	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, moving around, etc.).	5	
	Speaker uses a clear, audible voice.	5	
	Delivery is poised, controlled, and smooth.	5	
	Good language skills and pronunciation are used.	5	
	Visual aids are well prepared, informative, effective, and not distracting.	5	
	Length of presentation is within the assigned time limits.	5	
	Information was well communicated.	10	
Score	Total Points	100	

9.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 10

International Political Economy (IPE): mercantilism, economic liberalism, Marxism

The study of international political economy is the study of interactions between markets and politics; the influence of markets on politics and the influence of policy on markets. IPE focuses on global economic governance, through studies of macroeconomic phenomena such as globalization, international trade, the monetary and financial system, international inequality, and development, and how these are shaped by, amongst others, international organizations, multinational corporations, and sovereign states.

10.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The International Political Economy (IPE) perspective in IR and its instruments and theories for understanding the interaction among international politics and economics.
- The International Political Economy perspective established in IR Science and how its scholars and their analysis affected the IR thinking.
- The International Political Economy theories (mercantilism, economic liberalism, and Marxism) and how their assumptions and axioms analyze international politics.

10.2. What will you be able to do after completing the module

Upon completion of the 10th week study, students should be able to:

1. Recognize the instruments and theories of IPE for understanding the interaction among international politics and economics.
2. Define how scholars and their analysis affected the IR thinking.

3. Explain how the International Political Economy theories (mercantilism, economic liberalism, and Marxism) were created and how their assumptions and axioms analyze international politics.

10.3. Keywords

- Relationship between economics and international politics
- The Bretton Wood system
- Globalization
- Washington Consensus
- Manufacturing power
- State economic power
- Competitive economic relations
- Positive sum game
- Absolute economic gains
- Free commerce
- Individuals and private terms
- Cooperative economic relations
- Law of uneven development
- Social forces, forms of states and world order
- Classes and classes interests
- Conflictual economic relations and zero-sum game

10.4. Summary

The content of this week introduces students in International Political Economy (IPE) perspective and IPE's instruments and theories for understanding the interaction among international politics and economics. There is a growing concern about issues of wealth and poverty in many countries. For this reason, the IPE research agenda is of increasing importance. It builds on varied

theoretical foundations and covers a huge empirical terrain. Its vibrant debates center on questions about power, asking what forms power takes in the global political economy, who or what exercises power, and with what political, economic, and social consequences. In IPE there are three important debates. They concern first, the exact relationship between politics and economics; second development and underdevelopment in the developing world; and third the nature and extent of economic globalization. Based on the broader discussion about politics and economics in international politics three main theories of IPE was established. These are mercantilism, economic liberalism, Marxism. An overview of IPE's theoretical contours is presented and how the major approaches in the field have evolved.

10.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

10.6. What will you have to study?

Required reading

Ralph Pettman. Handbook On International Political Economy. World Scientific, 2012.
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=shib&db=e020mww&AN=457>

[239&site=eds-live&scope=site&custid=ns192652&ebv=EB&ppid=pp_109](#) (introduction and part two)

Optional reading

- D. N. Balaam and B. Dillman, *Introduction to International Political Economy*, 5th Ed. (London: Pearson Education, 2010).
- R. Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton, NJ: Princeton University Press, 2001).
- K. Polanyi, *The Great Transformation: The Political and Economic Origins of Our Time* (New York: Farrar Rinehart, 1957).
- J. Ravenhill (ed.), *Global Political Economy*, 6th Ed. (Oxford: Oxford University Press, 2019).
- S. Strange, *States and Markets* (London: Pinter, 1988).
- H. Schwartz, *States versus Markets: The Emergence of a Global Economy*, 3rd Ed. (London: Macmillan, 2009).

Additional articles to be given during the lecture.

10.7. Self-assessment exercises

1. Mention the assumptions and the key differences among the major theoretical theories in International Political Economy, and state where they share common ground.
2. Try to evaluate the assumptions of the three main International Political Economy theories by refereeing in the characteristics of the post-war international economic order and these of nowadays global economy.

Plus, revision exercises:

1. Give the core arguments made by the three main theories of International Political Economy: mercantilism, economic liberalism, and Marxism. Which theory, if any, is the best one? Why?

2. Politics is in control of economics, say mercantilists. Economics is the basis for everything else, including politics, say Marxists. How should we settle this dispute?
3. Economic liberals argue that economic exchange is a positive-sum game. In the Marxist approach the economy is a site of exploitation and inequality. Who is correct?
4. Do security interests always have priority over economic matters, as mercantilists claim?
5. Compare Waltz and Wallerstein systemic theories. Who has the better theory?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapters 6 and 7 of Jackson and Sorensen's book and chapter 16 of Baylis *et. al.* book.

10.8. Interactive activity

Case-study and forum discussion

Study the EC-Hormones Dispute case summary attached.

Each student will prepare commentary which will be posted on the forum answering to the following questions:

1. Based on the facts of the case, do European and American consumers have different standards concerning food? What are these standards?
2. How can the different cultural differences with respect to food become barriers of global trade and challenge the WTO agreements?
3. How can the public opinion of each country affect global trade?
4. How does this case illustrate the potential ineffectiveness of the international trade regime?

The commentary should be evidence-based, well-researched, and approximately 400 words in total.

This activity will be marked with 5% as is based on the framework of summative assessment.

The assessment criteria are presented in the rubric below.

Criteria	Marks	Excellent	Good	Fair	Poor
Depth of Analysis	40	35-40	30-34	25-29	Below 25

Comprehensive coverage of the case					
Clear understanding of the WTO system					
Evidence-based analysis					
Comparison between the different trade standards					
<i>Critical Analysis and Interpretation</i>	20	18-20	14-17	10-13	Below 10
Insightful interpretation of the global trade system and its difficulties					
Evaluation of the arguments of the parties					
Identification of the problems of the international trade regime					
<i>Coherence and Organization</i>	15	13-15	10-12	7-9	Below 7
Logical and structured flow of ideas					
Clear and concise writing					
Effective use of headings and subheadings					
<i>Language and Grammar</i>	15	13-15	10-12	7-9	Below 7
Correct word choice, spelling, grammar					
Clarity and precision of expression					
<i>Participation in the Learning Community</i>	10	9-10	7-8	5-6	Below 5
Active participation in forum discussion					
Constructive engagement with peers					

10.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 11

Theoretical and methodological debates in IR

Debates can prompt rejuvenation, either through the triumph of new ideas or by strengthening established viewpoints. In IR there have been so many contentions that a great deal of fragmentation has occurred. This does not necessarily bode ill, as variety is essential to evolution. The principle negative is the competitive natures that have developed between opposing positions, so that alternatives have been undermined or fiercely refuted. This state of affairs may suit some, but it can be argued that as a result of such theoretical navel gazing, IR theory has been too preoccupied defining itself rather than analysing our world.

11.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The fundamentals debates in IR discipline.
- The main arguments of each separate side in IR debates.

11.2. What will you be able to do after completing the module

Upon completion of the 11th week study, you should be able to:

1. Demonstrate The fundamentals debates in IR discipline.
2. Examine the main arguments of each separate side in IR debates

11.3. Keywords

- Theoretical debates in IR discipline
- Methodological debates in IR discipline
- First (theoretical) debate: Realism Vs Idealism (utopian liberalism)

- Wilson's main points
- Carr's critique in liberal idealism as realist response
- Second (methodological) debate: behaviouralism Vs classical approach
- Behaviouralist science and a scientific procedure - explaining
- Traditional approaches: humanistic and historical approach - understanding
- Third (theoretical) debate: neorealism Vs neoliberalism Vs neo-Marxism
- Neorealism: bipolarity and confrontation
- Neoliberalism: new globalize world and regional integrations
- Neo-Marxism: capitalist world system, dependency, underdevelopment
- Fourth (methodological) debate: positivism Vs post-positivism
- Established traditions and positivism
- Post-positivism and critique to rationalism
- New voices and alternative approaches to IR

11.4. Summary

This week the four main theoretical debates in IR discipline are presented. Showing how thinking about international relations (IR) has evolved since IR became an academic subject around the time of the First World War, we present the debates among theorists, with different opinions in theoretical and methodological perspectives, were arose during the time. These disputes throughout IR's short history have come to be known as 'The Great Debates', and though disputed it is generally felt there have been four: the first, 'realism/liberalism', the second 'traditionalism/behaviouralism', the third 'neorealism/neoliberalism/neomarxism' and the fourth and most recent 'positivism/post-positivism'. First and third debates are theoretical and second and fourth are methodological. All have had an effect on IR theory, some greater than others, but each merit analysis of their respective impacts. Presenting the way that debates arose in IR discipline and identify the main arguments of each separate side.

11.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

11.6. What will you have to study?

Required reading

Abou Samra, A. (2024), "The debates of methodology and methods: reflections on the development of the study of international relations", *Review of Economics and Political Science*, Vol. 9 No. 6, pp. 554-571. <https://doi.org/10.1108/REPS-06-2020-0063>

Benneyworth, I. J. (2011). The 'Great Debates' in international relations theory. *School of European Studies*, 20. <https://www.e-ir.info/2011/05/20/the-%E2%80%99great-debates%E2%80%99-in-international-relations-theory/>

Optional reading

- D. A. Baldwin (ed.), *Neorealism and Neoliberalism: The Contemporary Debate* (New York: Columbia University Press, 1993).
- P. Howard, "Triangulating Debates Within the Field: Teaching International Relations Research Methodology", *International Studies Perspectives*, 11/4 (2010): 393–408.

- R. Jackson, *Classical and Modern Thought on International Relations: From Anarchy to Cosmopolis* (New York: Palgrave Macmillan, 2005).
- R. Powell, "Anarchy in International Relations Theory: The Neorealist-Neoliberal Debate", *International Organization*, 48/2 (1994): 313-44.
- B. C. Schmidt, *The Political Discourse of Anarchy: A Disciplinary History of International Relations* (Albany, NY: SUNY Press, 1998).
- M. Banks, "The Inter-paradigm Debate", in A. J. R. Groom and M. Light (eds), *International Relations: A Handbook of Current Theory* (London: Pinter, 1985): 7–26.
- J. Fearon, and A. Wendt, "Rationalism v. Constructivism: A skeptical view", in W. Carlsnaes, T. Risse and B. Simmonds, *Handbook of International Relations* (London: Sage, 2002): 52-72.
- J. George, *Discourses of Global Politics: A Critical (Re)Introduction to International Relations* (Boulder, CO: Lynne Rienner, 1994).
- J. A. Vasquez, "The Post-Positivist Debate: Reconstructing Scientific Enquiry and International Relations Theory after Enlightenment's Fall", in K. Booth and S. Smith (eds), *International Relations Theory Today* (Cambridge: Polity Press, 1995): 217-40.
- S. Smith, K. Booth, and M. Zalewski (eds), *International Theory: Positivism and Beyond* (Cambridge: Cambridge University Press 1996).

Additional articles to be given during the lecture.

11.7. Self-assessment exercises

1. After carefully reading mention the four debates of IR discipline and present the side approaches of each separate debates and their arguments. Mention the fundamental concerns of foreign policy analysis.
2. Discourse the consequences of each separate theoretical and methodological debates on IR knowledge.

Plus, revision exercises:

1. Identify the major debates within IR. Why do the debates often linger on without any clear winner emerging?
2. Which are the established theoretical traditions in IR? How can they be seen as 'established'?
3. Why was early IR strongly influenced by liberalism?
4. Seen over the long term, realism is the dominant theoretical tradition in IR. Why?
5. Why do scholars have pet theories? What are your own theoretical preferences?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 2 of Jackson and Sorensen's book and chapter "Conclusions" of Steans *et al.* book.

11.8. Interactive activity

Forum discussion and peer review

You will have a forum discussion where you will answer to the following question:

How each separate debate of IR affected the evolution of the discipline? Comment in 400 words (+/- 50 words) what you have understood regarding IR debates. In your post you will also review the argument of the previous post of your colleague.

11.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 12

Foreign Policy Analysis

Foreign policy analysis (FPA) is a branch of political science dealing with theory development and empirical study regarding the processes and outcomes of foreign policy. Foreign policy analysis is the study of the management of external relations and activities of state. Foreign policy involves goals, strategies, measures, management methods, guidelines, directives, agreements, and so on. National governments may conduct international relations not only with other nation-states but also with international organizations and non-governmental organizations

12.1. What do we aim for through our engagement with the module

With the study of this week, you are going to get a very good knowledge about:

- The concept of foreign policy.
- Various approaches to foreign policy analysis.

12.2. What will you be able to do after completing the module

Upon completion of the 12th week study, you should be able to:

1. Demonstrate the concept of foreign policy
2. Define various approaches to foreign policy analysis

12.3. Keywords

- External policies of states
- Traditional approach to foreign policy: the decision maker
- Comparative foreign policy: behavioralist and 'pre-theory'
- Bureaucratic structures and processes / decision making during crisis

- Cognitive processes and psychology
- Multilevel, multidimensional
- The constructivist turn: identities before interests
- “Level-of-analysis” approach: systemic level – the level of the nation-state – the level of the individual decision maker
- Rational Actor Model (RAM)

12.4. Summary

The content of this week addresses theories and approaches involved in foreign policy analysis. Foreign policy analysis is a study of the management of external relations and activities of nation-states, as distinguished from their domestic policies. The presentation of the content of this week unfolds as follows: first, the concept of foreign policy is outlined. Next, various approaches to foreign policy analysis are discussed. The arguments of major theories are introduced by using a ‘level-of-analysis’ approach that addresses the international system level, the nation-state level, and the level of the individual decision maker. A case-study on the Gulf War demonstrates how insights from various approaches to foreign policy analysis can be brought together, and concludes with comments on the limits of such knowledge. Finally, a note on foreign policy experts and ‘think tanks’ is included to indicate the extent of research on the subject which extends well beyond universities.

12.5. How do we achieve the objectives?

Students will learn about the new terms and theory in a blended ways that includes teaching in e-class where the lecturer will be able first to describe and pass the required knowledge to the students and then to explain and answer any questions that will come in the class. Students will refer to the suggested bibliography and references that are provided to them, which are relevant to the module for this particular week. They will be able to go through the suggested activities

and thus check their level of knowledge acquired by them so far and possible review again any theoretical aspect that will be needed to be better understood.

Finally, at any time, students will be able to contact the lecturer of the module and ask support and/or clarification regarding this particular week and the module. Proper feedback will be given to all students, both individually and to the class, depending on the nature of the point/case to be clarified to them.

12.6. What will you have to study?

Required reading

- Allison, G. T. (2017). Destined for War? *The National Interest*, 149, 9–21.
<https://www.jstor.org/stable/26557386>
- BINDRA, S. S. (2019). Analysing Foreign Policy: A THEORETICAL PERSPECTIVE. *World Affairs: The Journal of International Issues*, 23(3), 26–43.
<https://www.jstor.org/stable/48531048>
- Potter, P. (2017, November 30). Methods of Foreign Policy Analysis. Oxford Research Encyclopedia of International Studies. Retrieved 14 Dec. 2024, from
<https://oxfordre.com/internationalstudies/view/10.1093/acrefore/9780190846626.001.0001/acrefore-9780190846626-e-34>.

Optional reading

- R. Baxstrom, D. Poole, B. Singh, and N. Khan, “Networks Actual and Potential: Think Tanks, War Games and the Creation of Contemporary American Politics”, *Theory and Event*, 8/4 (2005): 1–44.
- D. Beach, *Analyzing Foreign Policy* (Basingstoke: Palgrave Macmillan, 2012).
- W. Carlsnaes, “Foreign Policy”, in W. Carlsnaes, T. Risse, and B. Simmons (eds), *Handbook of International Relations* (London: Sage, 2002): 331–49.

- P. Hart, E. K. Stern, and B. Sundelius (eds), *Beyond Groupthink: Political Dynamics and Foreign Policy-making* (Ann Arbor, MI: University of Michigan Press, 1997).
- C. Hill, *The Changing Politics of Foreign Policy* (Basingstoke: Palgrave Macmillan, 2003).
- R. Jervis, *Perception and Misperception in International Politics* (Princeton, NJ: Princeton University Press, 1976).
- H. Larsen, *Foreign Policy and Discourse Analysis: France, Britain, and Europe* (London: Routledge, 1997).

12.7. Self-assessment exercises

1. Mention the fundamental concerns and explain the main approaches of foreign policy analysis.
2. After carefully reading explain how to study foreign policy with a level-of-analysis approach.

Plus, revision exercises:

1. Which is the best approach to foreign policy analysis, and why?
2. Which level of foreign policy analysis makes most sense, and why?
3. Should foreign policy be confined to foreign ministries or state departments (as realists and International Society scholars argue), or should it extend also to groups in society (as liberals argue)?
4. How useful is the RAM approach for explaining why the United States chose to go to war in the Persian Gulf in 1991?
5. Can theories or models of foreign policymaking be applied in making foreign policy decisions or can they only be used to explain those decisions after they have been made?
6. Do the pressures and uncertainties of making foreign policy in reality and on the go require experienced policymakers, if they are to be successful?

The answers and solutions of the exercises can be found in the proposed required reading. Carefully read chapter 10 of Jackson and Sorensen's book.

12.8. Interactive activity

Forum discussion

Which are the levels of analysis in foreign policy? Comment in 400 words (+- 50 words) what you have understood regarding foreign policy analysis.

12.9. How much time will you need to study?

Recommended Student's study time

Approximately 10-15 hours.

Week 13

Revision

In the last week, there will be a summary of what has been taught, questions will be solved and reflection will be made in relation to the learning process of each one.

Think and evaluate:

- Where they were when the lesson started.
- Improvement of knowledge and skills during the course.
- What went well.
- What went wrong.
- What was difficult for you.
- What seemed useful for you.
- What was interesting for you.

Upon completion of the 13th week study, students will be properly prepared to successfully participate in the final exams of the course.

Few instructions or tips for the final study, as following:

Examination time can be very stressful as it puts a lot of pressure on students to perform well. However, there are several things that you can do to prepare more effectively for your exams:

1. Start Your Preparation Early

Starting early with your exam preparation will give you ample time to review everything you have already studied. So do not leave anything for the last moment and make sure you understand your subject thoroughly. This will make revision much easier.

2. Organise your Space for Study

Before sitting down to prepare for your exams, make sure everything around you is organized. You should have enough space around you to keep your notes and textbooks. Also, you need to ensure that your chair is comfortable, there is enough lighting in your room, and there is nothing around you that might distract you like your video games.

3. Review and Practice

Reviewing and practicing is one of the most effective ways to learn how to prepare for exams. It helps you to familiarize yourself with the format and structure of the question paper.

4. Set Study Goals

For each study session, set yourself a goal to keep track of what you are studying or revising. You can note down your study goals as soon as you start with your study session or you can set them at the end of the session for the next one.

5. Make Use of Diagrams and Flowcharts

When revising or preparing for an exam, visual aids can turn out to be really useful. So first, try to make notes of everything you know about a particular topic and then when the exams are near, compress those notes to a one-page diagram.

6. Get Together with Friends for Study Sessions

Organising study sessions with your friends is one of the most crucial exam study tips for university students as it helps you get answers to all your questions and vice versa. However, you need to make sure that you do not waste time and stay focused on learning the importance of preparing for exams.

7. Describe your Answers to Others

Parents and your siblings do not always have to be irritating and annoying, especially around your exam time. To stop them from distracting you, use them to your advantage and start describing the answers that you have prepared to them. This will help you to retain things and know the areas where you are lacking and need more work.

8. Study to Suit your Learning Style

Your learning style will help you to know what are the best ways to prepare for an examination. For instance, if you are an auditory learner, you may benefit from recording your notes and then listening to them later, or you can even listen to lecture recordings.

9. Take Regular Intervals

While it may seem that studying for more hours may result in more productivity, it's actually the opposite, and it might just wholly drain you out, leaving you with no energy to study and retain knowledge. So it's essential to take regular breaks for longer retention of information and to freshen up your mind.

10. Do Not Cram

Staying up all night and cramming will only make you more anxious and stressed out. So instead of trying to cover everything in your curriculum the day before the exam, it's better just to review what you have already studied and sleep early.

11. Ask for Help

In case you face trouble understanding a specific concept or subject, then do not hesitate to ask for help. Talk to your mentor, teacher, tutor, or your friend to understand the concept better before it's too late. Rather than trying to memorize or cram, taking guidance from someone can help you remember the concept for a longer time.

12. Plan your Exam Day and Sleep Well

Make sure you have everything ready way before the day of your exam and do not leave anything for the last day. Check all the requirements and make all the other necessary arrangements. Also, decide which route you will take on the day of the examination and see how much time it will take you to reach the destination. This will help you to arrive on time at the examination centre and avoid being late.

13. Do Not Evaluate Post Examination

After finishing your exam, if you realize that you have given an incorrect answer to one of the questions, it may cause anxiety.

14. Drink Lots of Water

As one of the most vital tips for exam day, always remember that keeping yourself hydrated will add to your overall positive mood and will make your brain work at its best. So make sure to drink plenty of water while preparing for exams and even during the exam.

15. Choose Eating Nutritious Foods

Sometimes while studying, you may be tempted to eat junk food, but it can really impact your energy levels. So avoid junk food and make sure you are eating nutritious and well-balanced meals that are good for your memory and concentration, such as seeds, nuts, fish, blueberries, and yogurt.

[based on <https://www.ozstudies.com/blog/australia-study-tips/top-exam-preparation-tips>].

13. Indicative answers to the Self-Assessment Activities

Answers to the self-assessment exercises can be found in the proposed books' chapters, as the required reading, for each separate week.

You are suggested to carefully read the chapters of each proposed readings for weekly study and try to check which parts of them can help you to answer the questions. It's very important to stand out from a text what is appropriate for correct answers in the questions and exercises you have to fulfil.

Following you can find *indicative answers to the self-assessment exercises*:

Week 1 – The science of IR as an academic discipline and its theories

1.7.1. Jackson & Sorensen (2016), p. 34-57.

1.7.2. Baylis *et. al.* (2020), p. 8-14.

1.7.3. Answer in points: 1. First debate: Realism Vs Utopian Liberalism (theoretical debate) – 2. Second debate: Classical Tradition Vs Behaviouralism (methodological-epistemological debate) – 3. Third debate: Neorealism Vs Neoliberalism Vs Neo-Marxism (theoretical debate) – 4. Fourth debate: Positivism Vs Post-Positivism (methodological-epistemological debate).

Week 2 – The Realist paradigm (or realistic tradition). Theory of classical realism

2.7.1. Jackson & Sorensen (2016), p. 66-67, Steans *et. al.* (2010), p. 53-58, and Baylis *et. al.* (2020), p. 131-135.

2.7.2. Jackson & Sorensen (2016), p. 67-75, Steans *et. al.* (2010), p. 55-57, and Baylis *et. al.* (2020), p. 135-138.

Week 3 – Theory of structural realism. Theory of neoclassical realism

3.7.1. Jackson & Sorensen (2016), p. 79-86, Steans *et. al.* (2010), p. 62-64, and Baylis *et. al.* (2020), p. 137-138.

3.7.2. Jackson & Sorensen (2016), p. 86-88 and Baylis *et. al.* (2020) p. 138.

3.7.3. Compare the ideas of two theorist (Morgenthau vs Waltz) based on the texts in the following: Jackson & Sorensen (2016), p. 72-75 and 79-82, Steans *et. al.* (2010), p. 58, 61 and 63, and Baylis *et. al.* (2020), p. 135-136.

Week 4 – The paradigm (or tradition) of Liberalism. The Idealism. Theory of neoliberalism

4.7.1. Jackson & Sorensen (2016), p. 100-102, Steans *et. al.* (2010), p. 23-24 and 31-32, and Baylis *et. al.* (2020), p. 104-105.

4.7.2. Steans *et. al.* (2010), p. 26-31, and Baylis *et. al.* (2020), p. 105-107.

4.7.3. Steans *et. al.* (2010), p. 39-44, and Baylis *et. al.* (2020), p. 109-113.

Week 5 – Other liberal theories: sociological liberalism, interdependence, democratic peace, institutionalism or international regimes

5.7.1. 1. For sociological liberalism see in Jackson & Sorensen (2016), p. 102-105 – 2. For interdependence theory see Jackson & Sorensen (2016), p. 106-110 and Steans *et. al.* (2010), p. 41-43 – 3. For democratic peace theory see in Jackson & Sorensen (2016), p. 113-118 and Steans *et. al.* (2010), p. 32-34 – 4. For institutionalism see Jackson & Sorensen (2016), p. 110-113, Steans *et. al.* (2010), p. 39-41 and Baylis *et. al.* (2020), p. 107-109.

Week 6 – Marxist paradigm or Structuralism. Gramscianism. New Marxism (or neo-Marxism). World-systems theory

6.7.1. Steans *et. al.* (2010), p. 76-86 and Baylis *et. al.* (2020), p. 116-119.

6.7.2. Baylis *et. al.* (2020), p. 121-122.

6.7.3. For new Marxism theory see Baylis *et. al.* (2020), p. 125-126 and for world-system theory see Steans *et. al.* (2010), p. 92-94 and Baylis *et. al.* (2020), p. 119-121.

Week 7 – International Society or English School in IR

5.7.1. Jackson & Sorensen (2016), p. 133-137.

5.7.2. Answer in points: 1. Marin Wight [see in Jackson & Sorensen (2016), p. 137-139] – 2. Hedley Bull [see in Jackson & Sorensen (2016), p. 139-143].

Week 8 – Post-Positivism in IR and alternative theories. Theory of social constructivism. Critical theory

8.7.1. Jackson & Sorensen (2016), p. 232-233 and 245-248.

8.7.2. Jackson & Sorensen (2016), p. 209-215, Steans *et. al.* (2010), p. 183-188, and Baylis *et. al.* (2020) p. 195-200.

8.7.3. Steans *et. al.* (2010), p. 103-107.

Week 9 – Other post-positivist theories and approaches: postmodernism/poststructuralism, postcolonialism, feminism, green perspective/environmental issues

9.7.1. 1. For postmodernism/post-structuralism see in Jackson & Sorensen (2016), p. 233-238, Steans *et. al.* (2010), p. 129-142, and Baylis *et. al.* (2020), p. 178-187 – 2. For postcolonialism see Jackson & Sorensen (2016), p. 239-241 and Baylis *et. al.* (2020), p. 161-167 – 3. For feminism see in Jackson & Sorensen (2016), p. 241-245, Steans *et. al.* (2010), p. 155-165 and Baylis *et. al.* (2020), p. 146-152 – 4. For green perspective/environmental issues see Steans *et. al.* (2010), p. 205-217 and Baylis *et. al.* (2020), p. 388-391.

Week 10 – International Political Economy: mercantilism, economic liberalism, Marxism

10.7.1. For mercantilism see Jackson & Sorensen (2016), p. 162-164, for economic liberalism see Jackson & Sorensen (2016), p. 165-167 and for Marxism see Jackson & Sorensen (2016), p. 167-173. For a comparison among them see Baylis *et. al.* (2020) p. 258-260.

10.7.2. Jackson & Sorensen (2016), p. 160-162 and 180-196 and Baylis *et. al.* (2020) p. 257-258 and 260-265.

Week 11 – Theoretical and Methodological debates in IR

11.7.1. 1. For the first debate see Jackson & Sorensen (2016), p. 34-43 – 2. For the second debate see Jackson & Sorensen (2016), p. 43-46 – 3. For the third debate see Jackson & Sorensen (2016), p. 46-48 and Steans *et. al.* (2010), p. 237-240 – 4. For the fourth debate see Jackson & Sorensen (2016), p. 56-57 and Steans *et. al.* (2010), p. 232-237.

11.7.2. Jackson & Sorensen (2016), p. 33-34 and Steans *et. al.* (2010), p. 231-232 and 245-246.

Week 12 – Foreign Policy Analysis

12.7.1. Jackson & Sorensen (2016), p. 252-256.

12.7.2. Jackson & Sorensen (2016), p. 256-266.

Good luck! The tutors and staff of the Distance Learning Unit wish you good progress and may you achieve your goals.

