1. **Title of the module**

POLI9320 (PO932) - International Relations Theory

1. **School or partner institution which will be responsible for management of the module**

School of Politics and International Relations

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

International Relations MA

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. reflect critically on the discipline and its history
3. explain and understand key debates and core concepts in IR
4. critically analyse IR theories and their normative dimensions
5. have a good understanding of connections between IR theory, political theory and philosophy
6. use IR theories and concepts to analyse current international issues
7. identify dividing lines between different theories and situate theories in the broader framework of IRT
8. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
9. work with theoretical knowledge at the forefront of their discipline
10. be aware of the ethical dimensions of the scholarly work done in their discipline in general as well as of their own work in particular
11. have a comprehensive understanding of methods and methodologies in their discipline
12. undertake analysis of complex, incomplete or contradictory areas of knowledge
13. have a level of conceptual understanding that will allow them to critically evaluate research, advanced scholarship and methodologies and argue alternative approaches
14. be reflective and self-critical in their research work
15. engage in academic and professional communication orally and in writing
16. have independent learning ability required for continuing professional study
17. **A synopsis of the curriculum**

This module introduces a range of theoretical approaches to the study of international relations. It does so by confronting different views, in close connection to current or historical events or developments.

The course starts by raising the problem of perception in International Relations and by highlighting some of the core dividing lines underlying theoretical debates (explaining/understanding, positivism/post-positivism, rationalism/constructivism, etc.). It critically looks into the Levels of Analysis approach and brings up the Agency-Structure problem. After having set the parameters of the debate, different theories are studied in depth: Classical Realism, Structural Realism, Liberalism, Neo-Liberal Institutionalism, the neo-neo debate, Constructivism, the English School, normative theory, Marxism and Critical Theory. To conclude, the course treats two major, related debates about the state of the world: one on the post-Cold War (dis)order, the other on globalization. This allows to demonstrate how theories interrelate and how they can be applied to current events.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* T. Dunne, Kurki M., Smith S., International Relations: Discipline and Diversity, 2013 (3rd edition) or 2016 (4th edition). Oxford: Oxford University Press.
* Carlsnaes W., Risse T., Simmons B. (eds.) (2006), Handbook of International Relations. London, Sage.
* Brown C. (2004) , Understanding International Relations. Palgrave McMillan.
* Hollis, M. & Smith, S. (1990) Explaining and understanding international relations. Oxford, Clarendon Press.
* Booth K., Smith S. (eds.) (1995), International Relations Theory Today. Cambridge, Polity Press.
1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 176

Total study hours: 200

1. **Assessment methods**
	1. Main assessment methods

Essay, 3000 words (50%)

Exam, 2 hrs (50%)

13.2 Reassessment methods

Reassessment instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lecture/Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Private study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Exam | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Brussels

1. **Internationalisation**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

Support and explanation will be provided via a separate curriculum internationalisation toolkit, available from the Dean for Internationalisation. For further guidance contact Anthony Manning or see <https://www.kent.ac.uk/global/curriculum.html>.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018