

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	International Relations		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Law, Business and Governance		
Course:	THEORY OF INTERNATIONAL RELATIONS		
Type:	Basic Training	ECTS credits:	6
Year:	1	Code:	7016
Teaching period:	Second semester		
Area:	Political Science		
Module:	Foundations for a Theory of International Relations		
Teaching type:	Classroom-based		
Language:	English		
Total number of student study hours:	150		

Teaching staff	E-mail
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## SUBJECT DESCRIPTION

La asignatura revisará en orden histórico dos grandes bloques de teorías de las relaciones internacionales: el pensamiento internacional moderno y las escuelas contemporáneas. Se tratará, asimismo, de encontrar los vínculos y las diferencias entre ambos.

This course aims 1) to provide students with a historical and theoretical knowledge about the way in which the main big questions of International Relations have already been laid out in the History of Political Thought, and 2) to guide students through a map of Contemporary schools, methodological problems, topics and current issues.

## GOAL

This course has five specific goals with regards to the student' learning outcome:

- 1.To provide students with a critical insight about the place of the discipline of International Relations within Political Science –and Social Sciences generally.
- 2.To offer a conceptual background for understanding the methodological problems and advantages of the different approaches to the subject.
- 3.To briefly introduce students to the attempts to theorize International Relations before the coming of the discipline.
- 4.To guide students through a map of contemporary schools and topics on the subject.
- 5.To set out some examples of today's most important challenges and trends for analyzing the state of world affairs in the XXI Century.

## PRIOR KNOWLEDGE

Very basic knowledge about History and Social Sciences or Philosophy.

## COURSE SYLLABUS

0. Course Presentation.
1. Thinking International Relations before the Coming of the Discipline
  - 1.1 Machiavelli
  - 1.2 Hobbes
  - 1.3 Kant
2. The Discipline of International Relations. Origins and some Methodological Issues
  - 2.1. Early History of the discipline. The first debate.
  - 2.2. The Scientific Status of International Relations. The second debate.
  - 2.3. Level of Analysis in International Relations
3. International Relations Theories
  - 3.1. Realism

- 3.2. Liberalism
- 3.3. Constructivism
- 3.4. Marxism
- 4. Some Key Issues for a Post-Cold War World
  - 4.1. The Spread of Liberal Democracies
  - 4.2. The Clash of Civilizations
  - 4.3. The Future of the Nation-State and some other Topics on Globalization
- 5. Final Remarks, Doubts, Exam Preparation

## EDUCATION ACTIVITIES

La metodología consistirá en lecciones magistrales participativas, trabajo en común en clase y trabajo autónomo del alumno en casa. Pueden variar en función de la situación sanitaria y las disposiciones dictadas por las autoridades.

There will be one reading assignment for every two / three classes, typically consisting on a paper or a book chapter. Normal lectures will consist on 1) the professor offering a background to facilitate the reading assignment comprehension; 2) students and professor engaging in debates and discussions relating to the subject. Besides this, students will be offered some other readings that do not belong to any particular section of the course, and will have to make short analysis on them.

\*These activities, as well as their time distribution could be modified and adapted according to the different scenarios following the advices of the sanitary authorities.

## DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
60 hours	90 hours
60h	90h

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

## General Skills

To acquire the ability to consider and creatively respond to the essential questions as to the whys and wherefores, and the consequences of human, social, political and economic events of global society.

To develop communication skills allowing for accurate written and oral expression, as well as rigorous discourse and suitable reasoning in public.

To suitably use all possible sources that make it possible to be familiar with the international reality in the historical, political, economic, legal and social spheres, in all formats, in order to organise and plan the study and analysis of the international reality.

## Specific skills

To study and analyse the historical evolution and present-day circumstances of international relations in terms of association, cooperation and conflict from a multidisciplinary standpoint.

To be familiar with and apply the foremost concepts and terminology used in international relations from a range of multidisciplinary approaches.

To study, be familiar with and critically analyse the international legal system and its practical implications when guaranteeing its application, likewise being able to identify the adequacy of regulations when it comes to the ideals of justice.

## LEARNING RESULTS

El alumno relaciona la actualidad de las RR.II. con las cuestiones teóricas ya tratadas en la historia de la disciplina ahí donde sea pertinente.

El alumno reconoce la complejidad de la realidad social y política, y utiliza de manera transversal las ciencias humanas y sociales para interpretarla.

El alumno utiliza un vocabulario preciso para referirse a las RR.II., y posee un conocimiento de las cuestiones fundamentales de la disciplina.

## LEARNING APPRAISAL SYSTEM

- 10% of the final grade will depend on class attendance (as established by the UFV general guidelines) and on the general attitude towards the course.
- 35% of the final grade will depend on two different tests carried out during the course in which students will have to prove that they read and understood two different books proposed by the professor.
- 45% of the final grade will depend on the final exam consisting on a text analysis. Students will be offered two different brief texts (normally one paragraph) taken from the daily reading assignments (normally papers or book chapters), and must write a free and small essay about only one of them. In this essay, students must demonstrate their proficiency using and connecting the general concepts of the course.

- 10% of the final grade will directly depend on the grade the student have in the small cross-listed seminar that our university is asking students to enroll in.

To pass this course it will be necessary to obtain at least 5 points out of 10. It is not necessary to 'pass' all the items of the course, but to add up to the minimum required grade (5).

\*“Los alumnos podrán solicitar dispensa académica en Secretaría de Coordinación Académica de la Facultad por: coincidencia de horarios, motivos laborales o motivos personales. En Coordinación Académica les indicarán el procedimiento a seguir en cada uno de los casos. Una vez concedida de forma oficial la dispensa, los alumnos seguirán la evaluación continua (deberán entregar todas las tareas que el profesor solicite en el aula) excepto en asistencia, participación y trabajos realizados en el aula.”

For those who obtain this exemption of class attendance and for those who are repeating the course, the alternative system of evaluation is organized as follows:

- 40% of the final grade will depend on two different tests carried out during the course in which students will have to prove that they read and understood two different books proposed by the professor.

- 50% of the final grade will depend on the final exam consisting on a text analysis. Students will be offered two different brief texts (normally one paragraph) taken from the daily reading assignments (normally papers or book chapters), and must write a free and small essay about only one of them. In this essay, students must demonstrate their proficiency using and connecting the general concepts of the course.

- 10% of the final grade will directly depend on the grade the student have in the small cross-listed seminar that our university is asking students to enroll in.

Any kind of plagiarism as well as any use of illegitimate means to obtain a better grade will be sanctioned according to what is established by the 'Normativa de Evaluación' and 'Normativa de Convivencia' of this University.

## BIBLIOGRAPHY AND OTHER RESOURCES

### Basic

Robert Jackson y Georg Sørensen Introduction to International Relations: Theories and Approaches Oxford University Press, 2012.

Thomas Hobbes Leviathan Penguin Classics, 1981.

Hans Morgenthau Politics among Nations McGraw-Hill Education, 2005.

Andrew Moravcsik 'Taking Preferences Seriously' International Organization, 51 (4), pp. 513-553.

Ted Hopf The Promise of Constructivism in International Relations Theory International Security, 23 (1), pp. 171-200

Scott Burchill and Andrew Linklater Theories of International Relations Palgrave Macmillan, 2005.

Francis Fukuyama 'The End of History?' The National Interest, 16, pp. 3-18.

Samuel Huntington The Clash of Civilizations Foreign Affairs, 72 (3), pp. 22-49.