

Teaching guide

IDENTIFICATION DETAILS

Degree:	International Relations
---------	-------------------------

Field of Knowledge:	Social and Legal Science
---------------------	--------------------------

Faculty/School:	Communication Science
-----------------	-----------------------

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
Guillermo Graíño Ferrer	g.graino.prof@ufv.es

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 of 'International Relations Theory' has two main goals.
- First, to provide students with a historical and theoretical knowledge of what some authors have called 'Modern

International Thought'. On the one hand, this notion will enable them to understand the intellectual groundings and legitimation discourses of International Relations through Modern History. On the other hand, it will facilitate the study of Contemporary International Relations.
- Therefore, the second objective will be to guide students through a map of Contemporary schools, topics on the subject and current issues.

GOAL

This course has five main goals:

- 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

Basic Knowledge on Political Theory

COURSE SYLLABUS

- 0.Course Presentation.
- 1.Thinking International Relations before the Coming of the Discipline
 - 1.1.Hobbes and other realists
 - 1.2.Kant
 - 1.3.Grotius
- 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. Neorealism and Neoliberalism
 - 3.4. Constructivism
 - 3.5. Marxism
- 4. The Study of Foreign Policy
- 5. Some Key Issues for a Post-Cold War World
 - 5.1. The Spread of Liberal Democracies
 - 5.2. Clash of Civilizations
 - 5.3. The Future of the Nation-State and some other Topics on Globalization
- 6. Final Remarks, Doubts, Exam Preparation

EDUCATION ACTIVITIES

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, approximately every month a group of students will have to present a reading to the class, so that at the end of the course, every student has presented at least one additional reading.

DISTRIBUTION OF WORK TIME

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

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 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 critical, analytical, synthetic, reflective, theoretical and practical thought to be able to understand, analyse, interpret and rigorously and independently sum up international reality from a multidisciplinary standpoint.

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 be able to apply group work with common objectives, fostering the analysis and pooling of various approaches.

Specific skills

To identify the various political, legal, economic and philosophical aspects that have led to the creation and development of the international society, and to discover the interdependence that characterises it at present.

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 compare and distinguish between the main contemporary political theories.

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

LEARNING RESULTS

Identificar con facilidad los términos y conceptos que se usan dentro de la teoría de las relaciones internacionales, y ser capaz de incorporarlos a la argumentación propia

Distinguir e identificar la forma y el momento en los que, históricamente, surgió un tipo de argumento acerca de la paz, la soberanía, la guerra, el Estado, la nación, etc.

Facilidad del alumno para orientarse dentro del mapa de las teorías políticas contemporáneas más fundamentales, y distinguir las diferentes escuelas dentro de las teorías de las relaciones internacionales.

Distinguir las cuestiones metodológicas más importantes en la disciplina de las RR.II. y en las ciencias sociales en general.

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.
- 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 they chose from a small list 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 subject.

To pass this course, students will need to have at least 5 points out of 10 in total.
In the case in which a student does not succeed the course but has passed one of the tests or the final exam, then that qualification can be kept for the 'convocatoria extraordinaria' and, therefore, the student will only have to repeat the failed part/s of the course.

Students who are repeating the course from previous years will have the following alternative grading system.
- 50 % of the final grade will depend on a long essay about a topic of their preference but agreed with the Professor.
- 50 % of the final grade will depend on a final exam as described for ordinary students.

BIBLIOGRAPHY AND OTHER RESOURCES

Basic

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

Additional

Thomas Hobbes (1981): Leviathan, Penguin Classics, Ch. XIII.

Immanuel Kant (1991): Political Writings, Cambridge University Press, pp. 41-53.

Hedley Bull, Benedict Kingsbury and Adam Roberts (eds.) (1990): Hugo Grotius and International Relations, Clarendon Paperbacks, pp. 71-93.

Hedley Bull (1966): International Theory: The Case for a Classical Approach, World Politics 18(3), pp. 361-77.

J. David Singer (1961): The Level-of-Analysis Problem in International Relations, World Politics, 14(1), pp. 72-92.

Hans Morgenthau (2005): Politics among Nations, McGraw-Hill Education, Ch. 1 (Six Principles of Political Realism).

Andrew Moravcsik (1997): Taking Preferences Seriously, International Organization, 51 (4), pp. 513-553.

Robert O. Keohane and Lisa L. Martin (1995): The Promise of Institutional Theory, International Security, 20 (1), pp. 39-51.

Ted Hopf (1998): The Promise of Constructivism in International Relations Theory, International Security, 23 (1), pp. 171-200.

Scott Burchill and Andrew Linklater (2005): Theories of International Relations, Palgrave Macmillan, Ch. 5 (Marxism by Andrew Linklater).

Francis Fukuyama (1989): The End of History?, The National Interest, 16, pp. 3-18.

Samuel Huntington (1993): The Clash of Civilizations?, Foreign Affairs, 72 (3), pp. 22-49.

David Held (1995): Democracy and the Global Order: From the Modern State to Cosmopolitan Governance, Stanford University Press, Chapters 5 and 6.