

## Introduction to International Relations

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Introduction to International Relations						
<b>Stage of Principal Programme</b>			<b>3</b>	<b>Semester</b>	<b>2</b>	<b>Duration.</b> <i>(Weeks F/T)</i>	<b>12</b>	<b>ECTS</b>	<b>5</b>
<b>Mandatory / Elective (M/E)</b>	E	<b>Hours of Learner Effort / Week</b>	<b>2</b>						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>						<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>		
<b>Contact Hours</b>									
In person face-to-face						✓	24		
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent reading, engagement with VLE, research and preparation of assessments</li> </ul>						✓	101		
<b>Total</b>							125		

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in Politics, Sociology, Social Sciences or closely cognate area
	<b>Staff - Learner Ratio X:Y</b>
	1:120

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	<b>30%</b>	<b>Proctored Exam – in person</b>	<b>70%</b>	<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam - online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	<b>N</b>	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b>	<b>Related MIPLO #</b>
<b>On completion of this module a learner will be able to:</b>	
1. Outline and explain the core concepts and theories fundamental to the study of international Relations.	<b>1</b>
2. Identify key actors and processes in the international political arena and consider their significance from differing international relations perspectives.	<b>2</b>

3. Critically analyse contemporary international issues and debates facing the European Union, concerning citizenship, migration, European enlargement and integration using theories from academic research and case studies from the field.	3, 4
4. Demonstrate written and oral skills in argumentation.	5

### 7.3 Indicative Module Content, Organisation and Structure

The study of International Relations is a distinct but complementary discipline within the broader fields of politics and sociology. This module introduces learners to the academic study of international relations which is an important foundation for the progressive building of knowledge and understanding of geo-political issues such as peace, conflict, international development, and globalisation. Consequently, this module is deemed to have value in providing a theoretical framework within which to locate these distinct political, social, and economic phenomena.

#### *Module Aims & Objectives:*

This module aims and objectives are to explore the theoretical and methodological basis for the study of the discipline of international relations and their relevance in the context of both historical and contemporary global issues. The module aims to introduce the key principles, concepts, actors, and theories of the modern international system with emphasis on the post-World War 2 period. The module addresses the history, institutions and politics of the European Union and aims to actively engage learners in discussions about topical issues, such as migration and Brexit, but also, and perhaps more importantly, in reflections about the future of the European Union.

In addition, the module will briefly examine the methodological approaches that support the study of international relations. The module also examines a range of multi-lateral institutions, specifically the United Nations and the World Trade Organisation. Finally, major international issues such as the environment, migration and human rights are examined in the context of global civil society and international institutions.

#### *Indicative Module Content:*

The module will introduce learners to the discipline of International Relations through an examination of the core theoretical concepts and international systems and institutions.

##### 1. *Introduction to the study of International Relations:*

Key issues such as state sovereignty, security, diplomacy, conflict, international institutions, and international trade. Examination of the historical evolution and development of the discipline of international relations, including consideration of methods and approaches to studying IR. Multi-lateral institutions (United Nations, World Trade Organisation, IMF, NATO, World Bank).

##### 2. *The European Union:*

Evolution of the EU; Post-War Reconstruction; Creation of the European Community; Objectives of the EU; EU as a Global Actor; European Enlargement. European Institutions and Political Actors of the EU; The European Commission; The Council of the European Union; The European Council; The European Parliament; European Courts; Member States. EU Policies; Policy Making; EU Legislation; Internal and External Policies. *Migration and European Citizenship:* European Identity; External and Internal Migration; EU Treaty Rights; International Protection; Immigration and Asylum.

##### 3. *Decolonisation and the Global South:*

Modernisation; Development theory; Development and Aid; Contemporary Politics of the Middle East and South Africa

##### 4. *Peace keeping, Peace-making and Peace building:*

Peacekeeping: origins of contemporary peacekeeping, first – fourth generation peace-making; transnational peacekeeping organisations, international security; human security; introductory reference to the process of peace-making and peacebuilding.

##### 5. *Empirical Case Studies:*

- Examination of the role of states, their power and influence with consideration of related issues such as nationalism and globalisation. Populism; The Lisbon Treaty; The Rise of Euroscepticism; European Union Migration Governance; Brexit, Global Pandemic.

#### 7.4 Work-based learning and practice-placement (if applicable)

N/A

#### 7.5 Specific module resources required (if applicable)

N/A

#### 7.6 Application of programme teaching, learning and assessment strategies to this module

The module teaching and learning strategy is based on the core objectives of enabling learners to develop knowledge of the key principles, concepts, actors, and theories of the modern international system with emphasis on the post-World War 2 period. The module is also focused on the development of learner capacity to engage in critical evaluation and analysis in a political context and encourages reflections about the future of the European Union against the wider political context.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish. Lectures, peer learning achieved through face-to-face classroom discussion and interactive online group discussion board, group exercises, case studies, video.

##### Written Exam

The two-hour proctored exam asks learners to answer two out of five questions. This examines the learners understanding of the core concepts, empirical case studies and theories studied in the course (MIMLOs 1, 2, 3, 4).

##### Continuous Assessment - Reading Comprehension

The Reading Comprehension assignment is held in class and will develop the learner's ability to read introductory texts. The feedback after the first reading comprehension allows them to see where they need to improve and put their learning into practice in written exam (MIMLO 2).

#### 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1-4	Written Exam	70%
2	Reading Comprehension	20%
	Attendance	10%

#### 7.8 Sample Assessment Materials

##### Examination:

2 hours, 2 out of 5 questions to be answered.

##### Sample Examination Questions:

1. Outline and evaluate realist theories of international relations in the context of the post-Cold War era.
2. The European Union is often referred to as a 'peace project'. Write a short essay detailing the historical evolution of the EU, with reference to the post-war transformation of Europe and the creation of the European Community.

3. Critically examine **one** of the following contemporary challenges faced by the EU, and detail the implications for the nature of the EU:
  - The Eurozone Crisis
  - The Rise of Euroscepticism
  - Brexit
4. Discuss the characteristics of two of the following international relations theories:
  - Marxism
  - Feminism
  - Postcolonialism
  - Green theory
5. Critically analyse the impact and legacy of colonialism imperialism in the context of international development aid to former colonies. In your answer, please refer to one or more African, Asian, or South American Countries.
6. Modernisation theory is often criticised for being too “ethnocentric”! Discuss and critically analyse how this view has affected development progress in the global south, paying particular attention to the significance of ethnicity, religion, and societal status.

#### **Reading Comprehension:**

Learners are asked to undertake a close reading of a journal article/book chapter to develop their knowledge of the role and function of international institutions. Learners will summarise key points in their respective articles and post on a wiki in Moodle.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College’s [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

### 7.9 Indicative reading lists and other information resources

#### **Indicative Core Reading:**

Baylis, J., Smith, S. and Owens, P. (eds.) (2019) *The Globalization of World Politics: An Introduction to International Relations*, Oxford: Oxford University Press.

Brown, C. (2019) *Understanding International Relations*, (5th edition), London: Macmillan International Higher Education.

Dunne, T., Kurki, M., and Smith, S. (eds.) (2020) *International Relations Theories: Discipline and Diversity*, (fifth edition) Oxford: Oxford University Press.

Frieden, J. A., Lake, D.A., and Kenneth A. Schultz, K. A. (2018) *World Politics: Interests, Interactions, Institutions*, Fourth Edition, New York and London: W.W. Norton and Company.

Jackson, R., Georg Sørensen, G., and Møller, J. (2018) *Introduction to International Relations: Theories and Approaches*, (seventh edition), Oxford: Oxford University Press.

McCormick, J. (2020). *Understanding the European Union: A Concise Introduction*. UK: Palgrave.

#### **Secondary**

Burchill, S. and Linklater, A. (2013) *Theories of International Relations*, Latest Edition. UK: Red Globe Press.

Daddow, O. (2017) *International Relations Theory: The Essentials*, (third edition), London: Sage Publications.

#### **Peer-Reviewed Political Science Journals**

*British Journal of Political Science*, Cambridge University Press.

<https://www.cambridge.org/core/journals/british-journal-of-political-science>

*Contemporary Politics*, Taylor and Francis. <https://www.tandfonline.com/journals/ccpo20>

*Critical Social Policy*, Sage. <https://journals.sagepub.com/home/csp>

*European Journal of Political Research*, Wiley and Blackwell.

<https://ejpr.onlinelibrary.wiley.com/journal/14756765>

*Irish Political Studies*, Routledge. <https://www.psai.ie/journal/>

*International Political Science Review*, Sage. <https://journals.sagepub.com/home/IPS>

*British Journal of Politics and International Relations*, Sage. <https://journals.sagepub.com/description/BPI>

*The Journal of Economic Inequality*, Springer. <https://www.springer.com/journal/10888>

*Journal of European Public Policy*, Taylor and Francis. <https://www.tandfonline.com/journals/rjpp20>

*Journal of Social Policy*, Cambridge Core. <https://www.cambridge.org/core/journals/journal-of-social-policy>

*Policy and Society*, Oxford. <https://academic.oup.com/policyandsociety>

*Political Science and Research Methods*. Cambridge: Cambridge University Press.

<https://www.cambridge.org/core/journals/political-science-research-and-methods>

*Political Psychology*, Wiley. <https://onlinelibrary.wiley.com/journal/14679221>

*Social Politics*, Oxford. <https://academic.oup.com/sp>

#### **Other Web Sources:**

McGlinchey, S. (ed.) (2016) *International Relations*, free to download e book available at <https://www.e-ir.info/publication/beginners-textbook-international-relations/>

E-International Relations: <https://www.e-ir.info/>

Open Democracy: <https://www.opendemocracy.net/en/>

Duck of Minerva: <https://duckofminerva.com/>

Foreign Policy: <https://foreignpolicy.com/>

- <http://www.euobserver.com>
- [https://europa.eu/newsroom/home\\_en](https://europa.eu/newsroom/home_en)
- <http://www.eupolitics.com>
- <http://www.ft.com>
- <http://blogs.lse.ac.uk/europpblog/>