# London South Bank University

EST 1892

Module Guide

DSS_4_IIR1

**Introduction to International Relations**

Division of Social Sciences

2019-20

Level 4

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# 1. MODULE DETAILS

|  |  |
|---|---|
| **Module Title:** | Introduction to International Relations |
| **Module Level:** | 4 |
| **Module Reference Number:** | DSS_4_IIR |
| **Credit Value:** | 20 |
| **Student Study Hours:** | 200 |
| **Private Study Hours:** | 155 |
| **Pre-requisite Learning (If applicable):** | None |
| **Co-requisite Modules (If applicable):** | None |
| **Course(s):** | BA |
| **Module Coordinator:** | Dr Clara Eroukhmanoff |
| **MC Contact Details (Tel, Email, Room)** | Ext. 5726, Office BR-267b eroukhmc@lsbu.ac.uk |
| **Teaching Team & Contact Details (If applicable):** | Dr Daniela Lai daniela.lai@lsbu.ac.uk |
| **Subject Area:** | Rebecca Fong |
| **Summary of Assessment Method:** | CW1: Group Presentation (40%): throughout the semester<br>CW2: IR blog (1,500 words 60%): |

# 2. SHORT DESCRIPTION

This module introduces students to empirical issues in International Relations and many of the concepts and themes that will be further developed during their studies. Its focus will be on major contemporary global events and processes and it will provide an opportunity to explore and apply key perspectives and concepts that inform international analysis.  The content is amended each year to reflect real-world controversies and events, such as climate change, humanitarian intervention, terrorism, the Syrian conflict and the Olympic Games.

# 3. AIMS OF THE MODULE

The module aims to:
- provide students with a clear overview of the issues in International relations
- introduce the main themes of the discipline of IR and major criticisms of Western thought;
- enable students to understand the issues posed by International Relations.
- encourage in students an appreciation of the complexities of conflicts like Syria, humanitarian interventions, climate change and weapons of mass destruction.

# 4. LEARNING OUTCOMES

4.1     Knowledge and Understanding

On successful completion of the module students will have:
- acquired a deeper body of knowledge relating to key issues in International Relations;
- developed an ability to analyse and discuss the major concepts and arguments of International Relations;

4.2     Intellectual Skills

On successful completion of the module students will have:
- developed the habit of careful, critical reading of political texts;
- enhanced their conceptual and critical thinking about international relations theory and its relevance to contemporary debates and disputes;
- developed the ability to detect defects in argument, with regard both to the justification of the premises and the question of logical structure.

4.3     Practical Skills

On successful completion of the module students will have:
- shown the ability to present, in written form, a coherent and reasoned piece of academic work.
- Participate in group work, brainstorming ideas with peers

4.4     Transferable Skills

At the end of the module, which will devote some time specifically to study skills, students will have developed and enhanced a number of skills, including: effective oral and written communication; use of IT; efficient time management and working to deadlines; ability to participate co-operatively in group discussions.

Students may be directed to appropriate classes and study materials available through the university's skills support unit.

# 5. INTRODUCTION TO STUDYING THE MODULE

The field of International Relations is wide and this module is necessarily selective. It aims to focus each year on areas of current importance as well as on issues of longer term significance, such as immigration, nuclear proliferation and the rise of populism. With this in mind, the following list is merely indicative, and should not be regarded as a definitive statement of the module's content.

5.1         Overview of Types of Classes

This module will be supported by a Moodle (virtual learning environment) site. While this allows for some flexibility in the teaching and learning pattern, the basic pattern will be a 2-hour lecture and a 1-hour seminar each week.

Students are expected to read from core texts and from a bibliography provided for each topic, and, where appropriate, keep abreast of current developments. Seminars form an integral part of the course and all students are required to attend on a regular basis. They are expected to contribute to seminars by presenting at least one paper (either individually or in pairs) and preparing in advance to discuss others' papers. Seminars will be used to address both the academic content of the module and study skills. Group working, allowing students to develop the core material further and benefit from supervised discussion, will be a recurrent feature of the seminars

5.2         Importance of Student Self-Managed Learning Time

The importance of your own commitment to your studies cannot be over-stated. The 155 hours of non-contact time should be spent in reading and note-taking around the weekly topics in preparation for the seminars and coursework, and, more generally, to develop your knowledge and understanding. It is to be expected that questions raised and difficulties encountered here will be brought to seminars for discussion. Occasionally, there will be directed work in preparation for the following week. Examples might include preparing a summary of an article, discussion of issues in groups with a view to presentation of an oral report, and commenting on documentary evidence.

5.3         Employability

This module develops skills that will enhance the employability of students. In particular it will address some of the key employability skills that employers look for by encouraging students to demonstrate their ability to think analytically, to meet deadlines, to search for academic materials, and to write a piece of coursework within a given word-length.

# 6. THE PROGRAMME OF TEACHING AND LEARNING

Please note that "core readings" are compulsory and must be read before class. A list of "recommended readings" is also suggested, which should be used for research and writing.

### Week 1. Introduction to the study of International Relations

Key concepts and issues: The Peace of Westphalia and its critiques, the racist politics of International Relations

**Seminar questions (based on the reading):**

- Is there a difference between international relations and **I**nternational **R**elations?
- How did the Peace of Westphalia define international relations?
- If we take the Peace of Westphalia (depicted in the picture above), as marking the emergence of the modern world, do you see anything wrong with the picture above? What does this say about IR?

**Core reading:**
Erik Ringmar (2016) 'The Making of the modern world' in Stephen McGlinchey (ed) *E-International Relations series*, pp.8-19, available online at:http://www.e-ir.info/wp-content/uploads/2016/12/International-Relations-E-IR.pdf

**Further readings**
Lawson, George (2017) 'The rise of modern international order' in John Baylis, Steve Smith, Patricia Owens (eds, seventh edition) *The Globalisation of World Politics* (Oxford: Oxford University Press)

Anievas, Alexander , Nivi Michanda, Robbie Shilliam (2014) 'Confronting the Global Colour Line: An Introduction', in Alexander Anievas, Nivi Manchanda, Robbie Shilliam (eds) Race and Racism in International Relations (Oxon: Routledge), pp.1-16

Anievas Alexander and Richard Saull (2019) 'Reassessing the Cold War and the Far-Right: Fascist Legacies and the Making of the Liberal International Order after 1945', with Richard Saull, *International Studies Review, pp.1-26 (online first)*

### Week 2. Human Rights

**Seminar questions**
- What are human rights?
- Do human rights and international law matter in international politics?
- What are the strengths and limitations of the UN human rights and genocide conventions?

**Core readings**
Universal Declaration of Human Rights (1948): http://www.un.org/Overview/rights.html

Hopgood, Stephen. *The Endtimes of Human Rights*. Cornell University Press, 2013, pp. 1-23 (Introduction)

**Further readings**
[Amnesty International report](https://www.amnesty.nl/content/uploads/2016/12/debating_the_endtimes_of_human_rights.pdf?x36925)
https://www.amnesty.nl/content/uploads/2016/12/debating_the_endtimes_of_human_rights.pdf?x36925 pp.11-19
Jack Donnelly, *Universal Human Rights in Theory and Practice*, 3rd edn (Ithaca: Cornell University Press, 2013).

David P. Forsythe, *Human Rights in International Relations* (Cambridge: Cambridge University Press, 2000). (Also available as an e-book)

Moyn, Samuel. *The last utopia*. Harvard University Press, 2012

Neier, Aryeh (2012). *The International Human Rights Movement: A History.* Princeton University Press, 2012.

Shashi Tharoor, "Are Human Rights Universal?" *World Policy Journal*, Vol. XVI, No. 4 (Winter 1999/2000).

Sriram, Chandra Lekha, Olga Martin-Ortega and Johanna Herman (2010), *War, Conflict and Human Rights: Theory and Practice* London: Routledge.

Glendon, Mary Ann, (2001). *A World Made New: Eleanor Roosevelt and the Universal Declaration of Human Rights,* NY: Random House.

Koh, Harold Hongju (2012), "How Is International Rights Law Enforced?" *Indiana Law Journal* 74:4 (1999), 1397-1417

## Week 3 – Globalisation and Inequality

**Seminar questions:**
- What is globalisation?
- What is inequality? Is inequality rising or declining?
- What different arguments have been proposed by scholars such as Thomas Piketty and Branko Milanović on global trends in inequality?

**Core reading:**
Milanović, Branko. (2013), 'Global Inequality By The Numbers: In History And Now', *Global Policy*, 4(2): 198–208.

**For background on globalisation:**
McGrew, A. (2017), 'The Logics of Economic Globalization' in John Ravenhill (Ed.), Global Political Economy, Fifth Edition, Oxford: Oxford University Press (pp. 255-286).

Arvanitakis James & David J. Hornsby (2017). 'Global Poverty and Wealth'. In Stephen McGlinchey (Ed.) *International Relations*, E-International Relations Publishing (pp. 113-122). Available at https://www.e-ir.info/publication/beginners-textbook-international-relations/.

**Further readings**
Amin, Samir. (1996), 'The Challenge of Globalization', *Review of International Political Economy*, 3(2): 216-59.

Blyth, Mark. (2002), *Great Transformations: Economic ideas and Institutional change in the Twentieth Century* (Cambridge: Cambridge University Press)

De Goede, Marieke. (2003), 'Beyond Economism in International Political Economy', *Review of International Studies,* 29:79-97

Elias, Juanita., and Ferguson, L. (2015), 'Production, Employment and Consumption,' in Laura Shepherd ed. *Gender Matters in Global Politics. A Feminist Introduction to International Relations.* London: Routledge*,* pp. 186-96.

Griffin, Penny. (2015). 'Development Institutions and Neoliberal Globalisation', In Sheperd L. J. *Gender Matters in Global Politics,* pp. 210-224.

Harvey, David. (2003), *The New Imperialism* (Oxford: Oxford University Press).

Peterson, V. Spyke. (2015) 'International/Global Political Economy,' in Laura Shepherd (ed.) *Gender Matters in Global Politics,* pp. 173-185.

Picketty, Thomas. (2013). *Capital in the Twenty-First Century*. Harvard University Press.

Piketty, Thomas., and Saez, E. (2014), 'Inequality In The Long Run', *Science,* 344: 838–43

T. (2017), 'Poverty, Development, And Hunger' in Baylis, Smith & Owen. *The Globalisation of World Politics* (Oxford: Oxford University Press).

**Other resources**
Piketty introduces Capital in the Twenty-First Century:
https://www.youtube.com/watch?time_continue=29&v=7TLtXfZth5w
Lecture by Milanović at the London School of Economics and Political Science,
https://www.youtube.com/watch?v=OS2vuLCXVPU
TED talk by Piketty, New thoughts on Capital in the Twenty-First Century,
https://www.youtube.com/watch?v=JKsHhXwqDqM

### Week 4. Nuclear proliferation

**Seminar questions (based on the reading):**
- Why do states build nuclear weapons?
- What is deterrence theory?
- Should the UK abolish its nuclear capability?
- Should nuclear states commit to a non-first use policy?

- How should the international community deal with nuclearized 'pariah states' ?
- What are the challenges for deterrence in the post-Cold War?

**Core reading**

McNamara, Robert S. (2005), 'Apocalypse Soon', *Foreign Policy*, Volume 148, issue May/June

**Further readings**

Betts, R.K. (2013) "The Lost Logic of Deterrence: What the Strategy that Won the Cold War Can- and can't - do now" *Foreign Affairs*, Vol. 92, March/April.

Howlett, Darryl (2010) 'Nuclear Proliferation', in Baylis, Smith, and Owens (eds) The Globalization of World Politics: An Introduction to International Relations , 5th edition (Oxford: Oxford University Press).

Kenneth N. Waltz, 'More May be Better' in S. Sagan & K. Waltz, *The Spread of Nuclear Weapons: a Debate Renewed*, pp. 3-45

S. Sagan (1996/7) 'Why do States Build Nuclear Weapons?' *International Security,* Volume 21, issue 3: Winter .

On the UK's Trident:

William Walker, 'Trident's Replacement and the Survival of the United Kingdom', *Survival* (Vol. 57, No. 5, October/November 2015), pp. 7–28.

Michael Clarke (2004) "Does my bomb look big in this? Britain's nuclear choices after Trident" *International Affairs,* Vol. 80, No. 1, pp. 49-62

Michael Quinlan (2006) "The future of United Kingdom nuclear weapons: shaping the debate" *International Affairs,* Vol. 82, No. 4, pp. 627-637

Andrew Futter (2015)"Trident Replacement and UK Nuclear-Deterrence Requirements in an Uncertain Future" The *RUSI Journal*, Vol. 160, issue 5, pp. 60-67

Richard Norton Taylor, Paul Scruton and Paul Torpey (2016) "Trident: what you need to know before the Parliament vote" The Guardian (16 July 2016) https://www.theguardian.com/uk-news/2016/jul/16/trident-uk-nuclear-submarine-deterent-renewal-parliament-vote

**Week 5 Directed Private Study week: NO SEMINAR OR LECTURE**

You should continue to read the texts listed in this module guide and work on your formative assessment. We will be contactable by email and available in our offices by appointment, if you would like to meet please email in advance.

## Week 6. Study skills: writing and referencing

- What different kind of sources exist and how do we reference them?
- Developing writing skills: structure, arguments, evidence
- Writing blog posts
- During the workshop, we will do practical exercises on how to identify and reference sources, and how to develop your blog idea. Please bring your laptop or tablet to class if possible.

**Core readings** (examples of blogs to be discussed in class):
Rynning, Sten (2018). Zero civilian casualties: why the face of Western war gives us a false idea of conflict, The Conversation, 18 March 2018, accessed 22 August 2018 at <https://theconversation.com/zero-civilian-casualties-why-the-face-of-western-war-gives-us-a-false-idea-of-conflict-93090>.

Crossland, James (2018). Syria's White Helmets and the long history of attacking wartime humanitarians, The Conversation, 14 August 2018, accessed 22 August 2018 at <https://theconversation.com/syrias-white-helmets-and-the-long-history-of-attacking-wartime-humanitarians-101339>.

## Week 7. Humanitarian interventions and liberal peace

**Seminar questions**
- What is humanitarian intervention/R2P?
- Has it been successful?
- What is the liberal peace/liberal internationalism?
- Group exercise: discuss whether a humanitarian intervention in Syria is necessary and feasible.

**Core readings**
International Commissions on Interventions and State Sovereignty (2001) 'The Responsibility to Protect' [online] available at: http://responsibilitytoprotect.org/ICISS%20Report.pdf , Chapter 2 and Chapter 4.

Blair, Tony (1999), 'The Doctrine of International Community Speech', available at
http://www.britishpoliticalspeech.org/speech-archive.htm?speech=279

**Further readings**
Blechman, Barry "The Intervention Dilemma," The *Washington Quarterly*, 18.3 (Summer 1995).

Bellamy, Alex J. 'Responsibility to Protect or Trojan Horse? The Crisis in Darfur and Humanitarian Intervention after Iraq', *Ethics & International Affairs* 19/2 (2005): 31-54.

Cohn, Carol, Helen Kinsella & Sheri Gibbings (2004) Women, Peace and Security Resolution 1325, International Feminist Journal of Politics, 6:1, 130-140.

Freedman, Lawrence "The Age of Liberal Wars." *Review of International Studies* 31 (Dec. 2005), pp. 93-107.

Kirby, Paul. and Shepherd, Laura J., (2016). Reintroducing women, peace and security. *International Affairs*, *92*(2), pp.249-254.

Mac Ginty, Roger (2010). Hybrid peace: The interaction between top-down and bottom-up peace. *Security dialogue*, *41*(4), pp.391-412.

Paris, Roland (2010). Saving liberal peacebuilding. *Review of international studies*, *36*(2), pp.337-365.

Patrick, Stewart M. (2003). "Does Syria Mean the End of the Responsibility to Protect?" The Atlantic on-line, June 13, 2013, at http://www.theatlantic.com/international/archive/2013/06/does-syria-mean-the-end-of-the-responsibility-to-protect/276866/

Pratt Nicola and Sophie Richter-Devroe (2011) Critically Examining UNSCR 1325 on Women, Peace and Security, *International Feminist Journal of Politics*, 13:4, 489-503

## Week 8: Climate Change and Ecologism

**Seminar questions (based on the reading):**
- What are the 'global commons'?
- What is the 'Anthropocene'?
- What distinguishes these marine, atmospheric and even virtual territories from the conventions of inter-state politics?
- How does the international political system establish responsibility for the protection of the global commons"?
- What are International Organisations doing to resolve global environmental problems?

**Core reading**
*Textbook*: Heywood, Andrew (2014) 'Global Environmental Issues' (chapter sixteen) in *Global Politics* (Basingstoke: Palgrave Macmillan).

**Further readings**
Hardin, G. (1968) 'The Tragedy of the Commons,' *Science* 162: 1241-1248.

Deudney, D. (1990) 'The Case Against Linking Environmental Degradation and National Security,' *Millennium* 19(3): 461-476.

Harrington, C. 2016. The Ends of the World: International Relations and the Anthropocene. *Millennium: Journal of International Studies,* 44(3): 478-490.

Imber, M. (2008) 'Governing the Global Commons,' in T. Salmon and M. Imber, eds. Issues in International Relations (London: Routledge).

Murphy, C. (2000) 'The Moral Insufficiency of Contemporary Global Governance," *International Affairs* 76(4).

McDonald, Matt (2013) Discourses of climate security. *Political Geography*, *33* 1: 42-51. doi:10.1016/j.polgeo.2013.01.002

Vogler, J. (1995) *The Global Commons: A Regime Analysis* (New York: J. Wiley and Sons).

Vogler, John (2017) Chapter 24 'Environmental Issues' in Baylis, Smith and Owens (eds) Globalisation and World Politics (Oxford: Oxford University Press)

**Other resources:**
www.un.org/esa/sustdev/policy.htm
UN Commission on Sustainable Development,
www.undp.org/gef
The UN Global Environmental Facility

**Week 9 Who has power in IR? The concept of power**

**Seminar questions (based on the readings):**
- What is power?
- Who has power in IR?
- What kind of power does the discipline of IR refer to?
- What is difference between 'hard' and 'soft' power?

**Core readings**
Holsti , K.j. (1964) The Concept of Power in the Study of International Relations" Background, Vol.7, No.4, pp.-179-194

And interview by Joseph Nye (2016) on the concept of 'soft power', available online at:
https://www.youtube.com/watch?v=_58v19OtIlg [18/09/19]

**Further readings**
Barnett, Michael and Raymond Duvall (2005) 'Power in International Politics' *International Politics,* Vol. 59, issue 1, pp.39-75

Heywood, Andrew (2014) 'Power and Twenty-first Century Global Order' (Chapter 9) in *Global Politics* (Basingstoke: Palgrave Macmillan), pp.209-236

Foucault, Michel (1980) "Power/Knowledge: selected interviews and other writings 1972-1977" (Pantheon Books: New York).

Guzzini, Stefano (1993) "Structural Power: The Limits of Neorealist Power Analysis". *International Organization.* vol. 47, issue 3, pp. 443–78

Hay, Colin (1997) "Divided by a Common Language: Political Theory and the Concept of Power" *Politics*, vol. 17 issue 1, pp.45–52

Nye, Joseph (2004) Soft Power: The Means to Success in World Politics (New York: Public Affairs), chp. 1

## Week. 10 Migration

**Seminar questions (based on the reading):**
- What is securitisation?
- What does it mean to say that migration is 'securitised'?
- How are the EU and its member managing the 'migration crisis'?

**Core reading**

Jef Huysmans (2000) 'The European Union and the securitisation of migration' *Journal of Market Studies*, vol. 38, No.5  pp. 751-777

**Further readings**

Andersson, Ruben (2014). *Illegality, Inc.: Clandestine migration and the business of bordering Europe*. University of California Press.

David N. Balaam and Bradford Dillman (2010)  Chapter 16, 'Migration and Tourism: People on the Move' in *Introduction to International Political Economy*, 5th ed. (Boston: Longman/Pearson Education): 406 – 435.

Chapter 6, 'People on the Move' *in* David Held, Anthony McGrew, David Goldblatt & Jonathon Perraton (1999) *Global Transformations: Politics, Economics and Culture* (Stanford: Stanford University Press): 283 – 326.

Anna Lindley (2011) 'Remittances' *in* Alexander Betts, ed. *Global Migration Governance* (Oxford: Oxford University Press): 242 – 265.

Hein De Haas (2007) 'Turning the Tide? Why Development Will Not Stop Migration' *Development and Change* 38(5): 819 – 841.

Ronaldo Munck (2008) 'Globalisation, Governance and Migration: an introduction' *Third World Quarterly* 29(7): 1227 – 1246.

UNHCR (2016). UNHCR viewpoint: 'Refugee' or 'migrant' – Which is right?, 11 July 2016, accessed 22 August 2018 at <http://www.unhcr.org/uk/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>

Weber, Bodo (2017). The EU-Turkey Refugee Deal and the Not Quite Closed Balkan Route. Friedrich Ebert Stiftung Report, June 2017, accessed 22 August 2018 at <http://library.fes.de/pdf-files/bueros/sarajevo/13436.pdf>.

## Week 11 Nationalism and the rise of nationalist populism

**Seminar questions (based on the reading):**

- What is nationalism?
- What is 'populism'?
- To what extent are nationalist movements, populists?
- Is the rise of nationalist populism the product of 'angry white old men'?

**Core readings:**

Mary Kaldor (from 2004), 'Nationalism and Globalisation', *Nations and Nationalism* 10(1/2): 161-177

John Judis (2016) The populist explosion: how the great recession transformed American and European politics (New York: Columbia Global Reports). Chapter Introduction: 'What is populism'?

**Further readings**

Cas Mudde & Cristóbal Rovira Kaltwasser. 2013. Populism. In M. Freeden, L. T. Sargent, & M. Stears (eds), The Oxford Handbook of Political Ideologies. Oxford: Oxford University Press, 493-512.

Breuilly, John (2012) 'Approaches to nationalism' in Gopal Balakrishnan (2012) *Mapping the Nation* (eds) (Verso Books),pp. 146-175

Norris, Pippa and Ronald Inglehart (2016) 'Trump, Brexit, and the Rise of Populism: Economic Have-Nots and Cultural Backlash' Harvard Kennedy School Research Paper

Ozkirimli, Umut (2010) *Theories of Nationalism: A Critical Introduction* (Palgrave Macmillan), Chapter 2 and 6.

Karine Tournier-Sol (2015) "Reworking the Eurosceptic and Conservative Traditions into a Populist Narrative: UKIP's Winning Formula'" *Journal of common market studies*, vol. 53, issue1, pp. 140-156

Steve Richards (2017) *The rise of the Outsiders: How Mainstream Politics Lost its Way* (Atlantic Books: London).

**Other sources**

Beran, Dale (2017) '4Chan: The Skeleton Key to the rise of Donald Trump' Medium [online] available at: https://medium.com/@DaleBeran/4chan-the-skeleton-key-to-the-rise-of-trump-624e7cb798cb

Shushter, Simon (2017) "The populists" Time Magazine [online], available at: http://time.com/time-person-of-the-year-populism/

Frum, David (2017) 'Debating Immigration at a Populist Moment' *The Atlantic* [online], available at: https://www.theatlantic.com/politics/archive/2017/03/debating-immigration-policy-at-a-populist-moment/518916/

**Youtube:**
Steve Richards' book talk: 'the rise of the outsiders' available on: https://www.youtube.com/watch?v=IeWSZDWHirE

### Week 12. Module summary

**Seminar**        Quiz test, module feedback, final session to prepare for the assessment

## 7.    LEARNING RESOURCES

How to get material:

- **Reading List Online**

On your Moodle page (right hand side), you can find the reading list online, prepared by the library with the list of weekly readings. Click on the link to access digitized chapters and articles.

- **LSBU library**

You should use the university's online learning resources that can be accessed via MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.

Please note that if the library does not have the book or article you are looking for, you can ask the library for an 'inter-library loan' and the library can borrow the material from another library.

- **Accessing other libraries (SCONUL access)**

As a student of LSBU, you can ask for a "SCONUL access" to other libraries, should you want to access other university libraries (like Senate House).

- **Moodle digitised readings**

When available, the module coordinator will add the digitized version of your core reading online straight on the Moodle at the end of each Topic.

- **Politics Trove**

You can access Politics Trove, a service provided by Oxford University Press here (also available through the library services). Free e-copies of textbooks and books published by Oxford

University Press are available on Trove (it's an excellent resource!):
http://www.oxfordpoliticstrove.com/search?q=Gender+matters+in+global+politics&searchBtn=Search&isQuickSearch=true

## 8.  LEARNING RESOURCES

| What do I need to know? | Where should I look for help? |
|---|---|
| 1. I have a question about a **specific module**, assessment, lecture or seminar. | The **module moodle site** and module guides will contain most of this information. If the information is not there email the module leader, their contact details can be found on the module moodle site and in the module guide (available on the module Moodle site). You can also find a list of all contact details in the course guide (available on the DSS Moodle site). |
| 2. I am having difficult with study skills and assessment writing in general. | The Learning Resources centre will be able to help you with this. Please see this link for further details: http://www.lsbu.ac.uk/student-life/student-services/libraries-skills-for-learning  If your question is about a specific assessment, please see question 1. |
| 3. I would like to change my degree programme. | You should arrange to speak to your course director: Criminology: Federica Rossi or Rashid Aziz Sociology: Matthew Bond or Julien Morton International Relations: Clara Eroukhmanoff Politics: Lisa Pine History: Charlotte Clements |
| 4. I am having personal issues which are affecting my studies | You should make an appointment to see your personal academic tutor who will be able to advise you. A list of personal tutors will be on the DSS student moodle page.  For health and wellbeing services at LSBU, please see this link: http://www.lsbu.ac.uk/student-life/student-services/health-wellbeing |
| 5. I am unable to see my timetable online | Here is a handy guide on how to view your timetable and who to contact in case of issues.  http://www.lsbu.ac.uk/__data/assets/pdf_file/0010/117667/timetable-guide.pdf  If you are unsure of where you should be for a particular lecture or class, please email the module leader. |
| 6. I need to apply for extenuating circumstances for an assessment. | You will need to complete an extenuating circumstances form. Details and information can be found by logging into MyLSBU > My Course > Exams and Assessments > Extenuating circumstances Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Exams-Assessments/Extenuating-circumstances |

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| 7. I would like to change my optional modules. | You can change your options any time before the deadline to choose your options. After the start of teaching, you can only change your optional module(s) by the end of Week 2. Please contact the course administrator Haydrol Hanson with the name of the module you wish to leave and the one you wish to join:<br><br>hansonh@lsbu.ac.uk |
| 8. I will miss lectures/classes due to reasons outside of my control. | For details on attendance, please see this link: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Attendance<br><br>You should let your module leader and the course administrator know if you are going to be absent. |
| 9. I need to be enrolled on a moodle site. | Please contact the course administrator Haydrol Hanson<br><br>hansonh@lsbu.ac.uk |
| 10. I need a reference for a potential employer or institution | Please see this link for more information: https://my.lsbu.ac.uk/my/portal/My-Course/Course-Administration/Student-Reference-Requests<br><br>If you need an academic reference, you should ask your personal tutor (level 4 and 5 students) or Project supervisor (level 6 students). |
| 11. I would like to see my marks | For marks on specific assessments, please go the relevant module Moodle site, assessment section, click on the link where you have submitted your assessment. Please note that marks on Moodle are always provisional as they do not reflect capping and penalties that may occur due to late submission or Academic misconduct.<br>Final results will only be released after the Subject Area Board takes place (please see question 12 for results) |
| 12. I would like to see my results | Final results will only be released after the relevant Board takes place. You will be able to access your final results via MyLSBU > My Course > My results |
| 13. I need an official transcript of my results | Please go to the Student Administration Office in Borough Road, room BR201 or contact the Course Administrator: hansonh@lsbu.ac.uk<br><br>Please note that lecturers and Course Directors are unable to access and issue transcripts |
| 14. I would like to know when teaching starts and ends | Please log into MyLSBU > My Course> Academic Calendar<br><br>Direct link: https://my.lsbu.ac.uk/my/portal/My-Course/Academic-Calendar |

# 9.    ASSESSMENT OF THE MODULE

To pass the module an overall mark of 40% is required.

**Summative**
CW1: Group Presentation (40%) : Throughout the term
CW2: IR blog (Moodle based) (1,500 words 60%):  Monday 16 December December

**Formative**
3 drafts of key sections of the blog and written feedback sent the following week, Study Skills (week 6)
Weekly quizzes, oral summary of key readings at the beginning of each seminar, groupwork

**Referencing & Bibliography**
All coursework must be fully and accurately referenced and must include, at the end, a bibliography of material consulted in the preparation of the work. The following link takes you to a Library 'how to guide' on referencing, and provides details on standard referencing:

https://my.lsbu.ac.uk/my/wcm/myconnect/9c19919b-d27d-430e-b821-0e71bcecae22/harvard-referencing-helpsheet.pdf?MOD=AJPERES

Books should be cited in the following manner:
Wood, E. (2003) *Empire of Capital.* London: Verso.
Stevenson, J. and C. Cook (1977) *The Slump: society and politics during the depression*. London: Cape.

Articles in readers (i.e. edited collections) are cited as follows:
Fennell, G. (1990) The Second World War and the Welfare State in Britain: sociological interpretations of historical development, in L. Jamieson & H.Corr (eds.), *State, Private Life, and Political Change*. Basingstoke: Macmillan.

Articles in journals should be cited giving volume and issue number as well as date, thus:
Tomlinson, J. (1992) Planning: Debate and Policy in the 1940s, *Twentieth Century British History*, vol. 3, no. 2.

Websites should be referenced thus:
Burke, L. (1997) Carbohydrates? They aren't that simple. Available from: http://www.sportsci.org/news/compeat/carbo.html [Accessed 14 February 2014]. In-text citation: (Burke, 1997).

**Learner Support Material**
You will need to use both printed and electronic sources. As well as the recommended readings and references below, you should use the university's online learning resources that can be accessed via

MyLSBU and the Library. From here you will be able to find books and other printed materials held in the Library, in other libraries, and to access recommended Web sites, electronic abstracting services and full text journal articles. You can also use the LSBU Library website to renew your books.



# ASSESSMENT BRIEF

| Module Code | DSS_4_IIR |
|---|---|
| Module Title | Introduction to International Relations |
| Lecturers | Dr Clara Eroukhmanoff<br>Dr Daniela Lai<br>Dr Elian Weizman<br>Dr Francisco Calafate de Faria |
| % of Module Mark | 40% |
| Submission Method | Submit Powerpoint online via Moodle and present in class |
| Release of Feedback | Feedback 15-20 days after the presentation on the Moodle |
| Release of Marks | Provisional marks will be available 15-20 days after the presentation on Grademark |
| Submission Deadline | Powerpoint should be submitted online at least 24 hours before the presentation |

# ASSESSMENT:

In groups of 2-3, select the week and the topic you would like to present and then select the question associated with that topic (questions below). Indicate to the lecturer at the end of Week 1 or at the beginning of Week 2 which topic you would like to present on. The presentation will be

taking place during the seminar <u>a week after the lecture</u> on this topic, in the last 20-30 minutes of the class.

1. Do human rights and international law matter in international politics?
2. Has globalisation increased inequality?
3. Should the UK abolish its nuclear capability?
4. What is 'R2P' and has it been successful?
5. Who is doing more to combat climate change, international organisations or popular movements (i.e. Extinction Rebellion)? What does this mean for IR and its focus on nation-states ?
6. Why has nationalist populism has been successful in the last decade?
7. Why is the concept of power important in international relations?
8. What does it mean to say that migration is 'securitised'? Use an example to illustrate this.

The presentation should be submitted in the Turnitin submission box (Moodle) 'Presentations' at least 24 hours before the day of the presentation. The length of the presentation be approximately 15 minutes and can be interactive by asking the audience questions and make them participate. Talking should be divided equally amongst presenters.

# Assessment Details:

| Type: | Presentation |
|---|---|
| **Resources:** | Core readings, supplementary readings and individual research |
| **Word Count:** | • No wordcount<br>• The presentation should be approximately 15-20 minutes and allow for a Q&A. Presentations shorter or longer by more than 5 minutes will be deducted points. |
| **Presentation:** | • Work must be fully referenced and a bibliography provided in the presentation and on the PPT<br>• Work must be submitted as a Powerpoint or Prezzi<br>• Your student number must appear at the front of the coursework. |
| **Referencing:** | Harvard Referencing should be used, see your <u>Library Subject Guide</u> for guides and tips on referencing. |
| **Regulations:** | Make sure you understand the <u>University Regulations</u> on expected academic practice and academic misconduct. Note in particular:<br><br>▪ Your work must be your own. Markers will be attentive to both the plausibility of the sources provided as well as the consistency and approach to writing of the work. Simply, if you do the research and reading, and then write it up on your own, giving the reference to sources, you will approach the work in the appropriate way and will cause not give markers reason to question the authenticity of the work.<br>▪ All quotations must be credited and properly referenced. Paraphrasing is still regarded as plagiarism if you fail to acknowledge the source for the ideas being expressed.<br><br>**TURNITIN:** When you upload your work to the Moodle site it will be |

| | checked by anti-plagiarism software. |
|---|---|

## Learning Outcomes

This assessment will fully or partially assess the following learning outcomes for this module.

1. Explore a number of different issues in International Relations
2. The ability to answer a specific question with a balanced argument
3. Use a range of evidence to make academic arguments.
4. Undertake a range of learning activities which are fundamental to first year university students, e.g. summarise material from academic texts, reference sources of information, use the library and Blackboard to access information, present information in a coherent way, meet deadlines.

## Assessment Criteria and Weighting

LSBU marking criteria have been developed to help tutors give you clear and helpful feedback on your work. They will be applied to your work to help you understand what you have accomplished, how any mark given was arrived at, and how you can improve your work in future.

| | Criteria | Feedforward comments 100-80% | 79-70% | 69-60% | 59-50% | 49-40% | 39-30% | 29-0% |
|---|---|---|---|---|---|---|---|---|
| | **1. Research** Systematic identification and use of academic and relevant resources | Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others. | Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research. | Wide range of relevant sources identified and used. Very little guidance needed. | A range of sources identified and used. Limited guidance needed. | Limited research identified and used. Some guidance needed to complete research tasks. | Some evidence of research but insufficient amount. Needs support to develop research skills. | Little or no research presented. Needs significant support to develop research skills. |
| | **2. Subject Knowledge** Understanding and application of subject knowledge. Contribution to subject debate. | Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge. | Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge. | Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge. | Accurate understanding of key aspects of subject. Evidence of coherent knowledge. | Understanding of key aspects of subject. Some evidence of coherent knowledge. | Some evidence of superficial understanding of subject. Inaccuracies. | Little or no evidence of understanding of subject. Inaccuracies. |
| | **7. Communication and Presentation** Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured. | Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience. | Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience. | Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience. | Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience. | Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience. | Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account. | Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account. |
| | **9. Collaborative and/or Independent Working** Demonstration of behaviour appropriate to discipline, including individual contribution to team or working with others in teams | Integrates a highly developed sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone. | Integrates a sense of own identity productively into real or simulated disciplinary situations. Meets the standards required for relevant discipline. Can work very effectively in a team or alone. | Aware of and able to meet most standards required for relevant discipline in simulated or real disciplinary situations. Can work effectively in a team or alone. | Aware of and able to meet the main standards required of relevant discipline in simulated or real disciplinary situations. Able to work in a team or alone | Aware of main standards required of relevant discipline. Able to work in a team or alone | Some evidence of knowledge of relevant disciplinary standards; collaborates reluctantly or struggles to work alone. | Little or no evidence of knowledge of relevant disciplinary standards. No evidence of collaboration with others; unproductive working alone |

## How to get help

We will discuss this Assessment Brief in class. However, if you have related questions, please contact Clara Eroukhmanoff Eroukhmc@lsbu.ac.uk or Daniela Lai Daniela.Lai@lsbu.ac.uk or Elian Weizman Weimzmane@lsbu.ac.uk as soon as possible. Please also drop in during our student hours if you need help.

## Resources
Link to online reading list:
https://rl.talis.com/3/lsbu/lists/26DA4883-B45C-BC15-6936-84CDDFCD83E6.html

# ASSESSMENT BRIEF

Read this assessment brief carefully, it tells you how you are going to be assessed, how to submit your assessment on-time and how (and when) you'll receive your marks and feedback.

| Module Code | DSS_4_IIR |
|---|---|
| Module Title | Introduction to International Relations |
| Lecturer | Dr Clara Eroukhmanoff<br>Dr Elian Weizman<br>Dr Daniela Lai<br>Dr Francisco Calafate de Faria |
| % of Module Mark | 60 % |
| Distributed | Beginning of the semester |
| Submission Method | Submit online via this Module's Moodle site |
| Submission Deadline | Monday 16 December |
| Release of Feedback | Feedback will be available online from 20th January |
| Release of Marks | Provisional marks will be available in the Gradebook on Moodle from 20th January 2020 |

## Assessment:

The blog is a reflective piece of writing about <u>one</u> topic studied in this module (the topic you select must be different to the one you selected for your presentation). Your writing should demonstrate what you have learned about the topic, and show how this module has helped you change or reinforce your perspective on this specific issue. Select one out of these topics:

- The making of the modern world and critiques
- Globalisation and inequality
- Human Rights
- Power
- Humanitarian interventions and the liberal peace
- Migration
- Nuclear proliferation
- Nationalism and the rise of nationalist populism
- Climate change and ecologism

The blog should be composed of five different sections (indicative wordcount):

1. An introduction (*100-150 words*).

2. A summary of the topic (*300 words*): explain what the issue is about, why it is important to study it in IR.
3. A summary of at least 3 readings on this topic (*400-450 words*): this summary should clearly explain the arguments of the authors about the issue and make the readings 'speak to each other' by comparing their arguments.
4. A personal reflection about the issue (*350 words-400 words*): do you agree with the assessment of the issue made by the authors you read? Has studying this issue in this module changed your perspective about it? What do you think are the most pressing concerns in regard to this issue?
5. A conclusion (*100-150 words*) summarising the key points of the blog.

## Assessment Details:

| Type: | Blog |
|---|---|
| **Resources:** | The blog should use <u>at least</u> the core reading and an additional 2 (supplementary) readings on the topic selected to pass. The literature is available on the Reading List Online (access through Moodle on the right hand-side). |
| **Word Count:** | 1,500 words<br><br>Please note that all coursework must have a word count clearly presented at the end of the essay. Penalties for essays going over the allocated word count are as follows:<br><br>• Over 10% over word length - deduct 5 marks.<br>• Over 20% over word length - deduct 8 marks.<br>• Over 25% over word length - deduct 10 marks.<br>• Over 50% over word length - deduct 20 marks |
| **Presentation:** | ▪ Work must be referenced, and a bibliography provided<br>▪ Work must be submitted as a Word document (.doc/docx)<br>▪ Course work must be submitted using Arial font size 11 (or larger if you need to), with a minimum of 1.5 line spacing<br>▪ Your student number must appear at the front of the coursework. Your name must **<u>not</u>** be on your coursework. |
| **Referencing:** | Harvard Referencing should be used, see your <u>Library Subject Guide</u> for guides and tips on referencing. |
| **Regulations:** | Make sure you understand the <u>University Regulations</u> on expected academic practice and academic misconduct. Note in particular:<br><br>▪ Your work must be your own. Markers will be attentive to both the plausibility of the sources provided as well as the consistency and approach to writing of the work. Simply, if you do the research and reading, and then write it up on your own, giving the reference to sources, you will approach the work in the appropriate way and will cause not give markers reason to question the authenticity of the work.<br>▪ All quotations must be credited and properly referenced. Paraphrasing is still regarded as plagiarism if you fail to |

| | acknowledge the source for the ideas being expressed.<br><br>**TURNITIN:** When you upload your work to the Moodle site it will be checked by anti-plagiarism software. |
|---|---|

## 9.1 Learning Outcomes

This assessment will fully or partially assess the following learning outcomes for this module.

1.      Reflect on an empirical issue in international relations with the help of academic literature on this topic
2.      Explore one issue of international relations creatively and self-reflectively
3.      Use a range of evidence to make academic arguments.
4.      Undertake a range of learning activities which are fundamental to first year university students, e.g. summarise material from academic texts, reference sources of information, use the library and Blackboard to access information, meet deadlines.

## 9.2 Assessment Criteria and Weighting

LSBU marking criteria have been developed to help tutors give you clear and helpful feedback on your work. They will be applied to your work to help you understand what you have accomplished, how any mark given was arrived at, and how you can improve your work in future.

| | Criteria | Feedforward comments | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | 100-80% | 79-70% | 69-60% | 59-50% | 49-40% | 39-30% | 29-0% |
| | **1. Research** Systematic identification and use of academic and relevant resources | Extensive independent relevant research evidenced by quality and quantity used. Ability to draw on own research and that of others. | Extensive independent relevant research evidenced by quality and quantity used. Some autonomous research. | Wide range of relevant sources identified and used. Very little guidance needed. | A range of sources identified and used. Limited guidance needed. | Limited research identified and used. Some guidance needed to complete research tasks. | Some evidence of research but insufficient amount. Needs support to develop research skills. | Little or no research presented. Needs significant support to develop research skills. |
| | **2. Subject Knowledge** Understanding and application of subject knowledge. Contribution to subject debate. | Shows sustained breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Awareness of ambiguities and limitations of knowledge. | Shows breadth, accuracy and detail in understanding key aspects of subject. Contributes to subject debate. Some awareness of ambiguities and limitations of knowledge. | Accurate and extensive understanding of key aspects of subject. Evidence of coherent knowledge. | Accurate understanding of key aspects of subject. Evidence of coherent knowledge. | Understanding of key aspects of subject. Some evidence of coherent knowledge. | Some evidence of superficial understanding of subject. Inaccuracies. | Little or no evidence of understanding of subject. Inaccuracies. |
| | **3. Critical Analysis** Analysis and interpretation of sources, literature and/or results. Structuring of issues/debates. | Very high-quality analysis developed independently. Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications. | Sustained evaluation and synthesis of resources. Use of evidence-based arguments. Thoroughly identifies trends, inconsistency, congruence, and states the implications. | Evaluation and synthesis of resources. Use of evidence-based arguments. Identifies trends, inconsistency, congruence, and states the implications. | Evaluation and synthesis of resources. Use of evidence-based arguments. | Some attempt at evaluation and synthesis of resources. Some use of evidence-based arguments. | Limited evaluation of resources. Limited use of evidence-based arguments | Little or no evaluation of resources. Very little use of evidence-based arguments. |
| | **7. Communication and Presentation** Clear intention in communication. Audience needs are predicted and met. Presentation format is used skilfully. Work is well structured. | Communication is entirely clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience. | Communication is clear, persuasive and compelling with very skilful use of the presentation format. Presentation addresses fully the needs of the audience. | Communication is clear, mostly persuasive and compelling with skilful use of the presentation format. Presentation addresses the needs of the audience. | Communication is clear, with skilful use of the presentation format. Presentation takes into account the needs of the audience. | Communication is mostly clear and presentation format is adequate. Presentation may sometimes not take into account the needs of the audience. | Communication is unclear because presentation format is not used adequately and/or the needs of the audience are not taken into account. | Communication is very unclear because presentation format is not used adequately, and the needs of the audience are not taken into account. |
| | **8. Academic Integrity[1]** Acknowledges and gives credit to the work of others follows the conventions and practices of the discipline including appropriate use of referencing standards for discipline. | Consistent, error free application of relevant referencing conventions with great attention to detail. | Consistent, error free application of relevant referencing conventions. | Consistent application of relevant referencing conventions with few errors. | Application of relevant referencing conventions, with some errors and / or inconsistencies. | Generally correct application of relevant referencing conventions, with some errors and / or inconsistencies. | Limited application of referencing conventions and / or errors. | Very limited or no application of referencing conventions, and/or multiple errors. |

[1] **The application of this criterion is independent of the process outlined in the Student Academic Misconduct Procedure**

## 9.3   How to get help

We will discuss this Assessment Brief in class. However, if you have related questions, please contact me Charlotte Clements clemenc6@lsbu.ac.uk or Edwin Shaw shawe5@lsbu.ac.uk as soon as possible. Please also drop in during our student hours if you need help.

## 9.4   Resources
Link to online reading list:
https://rl.talis.com/3/lsbu/lists/26DA4883-B45C-BC15-6936-84CDDFCD83E6.html

**Formative assignments to prepare for the blog**

Formative assignments are designed to help students prepare for the final submission (the blog) by submitting drafts or parts of the final work online in order to get feedback and improve the work until the final submission. Formative assignments are not marked but we highly advise students to submit them to guarantee the highest mark in the summative assignment.

For this module, in order to familiarise yourself with each section of the blog before your final submission on Monday 16 December, you will submit drafts of the three main sections (1. Summary of the issue, 2. Summary of the readings, 3. Critical reflection of the issue). Please note that for the formative exercise, you will be using different topics for drafting the sections. In your blog, you will choose one topic and use it to prepare a coherent text.

You will submit each part according to the following schedule:

- Section 1: at the end of Week 3, Thursday 10 October
- Section 2: at the end of Week 7, Thursday 07 November
- Section 3: at the end of Week 9, Thursday 21 November

At the end of Week 3

Submit a 300 words summary of the topic studied in Week 2 OR Week 3. This summary should be concise: it should explain why this issue is important, should focus on two-three key points about the issue and should be developed logically.

At the end of Week 7

Submit a 400-450 words critical summary of at least 2-3 readings (one core and 2-3 supplementary) about one topic studied in Week 4 OR Week 7. This summary should explain the arguments of the

author and how they understand the topic. You should also put those authors in conversation by comparing their arguments. This summary should be properly referenced with Harvard in-text referencing style.

At the end of Week 9

Submit a 350-400 words critical reflection of one topic studied in Week 8 OR Week 9. You should use at least the core reading for that week and should engage with the argument of the author, as well as write a personal reflection on the topic (is this what you thought about the topic before coming to LSBU?)