

Course Syllabus

Title of the course	WORLD POLITICS AND INTERNATIONAL RELATIONS		
Title of the Academic Programme	BA Programme in Political Science and World Politics		
Type of the course	Core		
Prerequisites	The Basics of Philosophy (<i>Philosophy 101</i>); The Basics of Sociology (<i>Sociology 101</i>); Political History of Russia and Foreign Countries; History of Political Thought; Political Theory (<i>Political Philosophy 101</i>).		
ECTS workload	5		
Total indicative study hours	Directed Study	Self-directed study	Total
	62 academic hours	128 academic hours	190 academic hours
Course Overview	<p>This course is about the theory and practice of world politics. It analyses world politics as a specific and historically relatively recent form of politics. And it invites critical reflection on the academic discipline of International Relations, which tries to map and explain this evolving form of politics.</p> <p>The first part (Block 1) covers the major theories in International Relations (hereafter IR) about world politics. The second part (Block 2) covers security-related issues of policy and intervention in contemporary world politics.</p> <p>The teaching format is traditional and innovative at the same time. Students will learn through lectures and through class-led debate. Most of the intellectual work on this course will be done in the seminars, where students will discuss the assigned readings for the course and link them to major IR theories and policy dilemmas of the day.</p> <p>Block 1 tells the story of the formation of IR as a discipline in the twentieth-century and the issues that have dominated IR theory in the twenty-first century. Focussing on ‘the problem of order’ in world politics, it traces the specific sets of approaches to this problem from the six main theoretical schools in contemporary IR (Realism, Constructivism, the English School, Liberalism, Critical theory and Poststructuralism). The overall purpose is to engage students in a sympathetic critique of the literature of IR theory. Students will identify the strengths, weaknesses and limits of the major schools of thought on international and global affairs. And they will develop an awareness of what constitutes international political theory and world order. These theoretical foundations will also prepare them for the second part of the course.</p> <p>Block 2 builds on these foundations in a way that is practice and policy-oriented. It deals with pressing matters of security in world politics in the twenty-first century. Security studies is an established sub-field in IR, which has grown considerably since the end of the Cold War. This part of the course provides insights and understanding about the search for order and stability both within and between states. When students approach this policy-oriented subject for the first time, many think that security is only concerned with states and their armed forces. A common misunderstanding is to equate security with defence. But the security agenda is much broader than this and now includes questions of force and military preparedness problems and policies to do with human and minority rights, migration, poverty, the environment and other societal issues. Following on from this wider agenda, security in world politics is increasingly concerned not only with the safety of states but also of the peoples within them.</p> <p>This part of the course aims to:</p> <ul style="list-style-type: none"> • introduce students to the central concepts in security studies • develop their comparative skills of analysis of differing security policies in practice, and • promote critical engagement with the security policy literature, enabling them to display this by developing their ability to present, substantiate and defend complex arguments in oral debates (in the Seminars) and in writing (in the assignments). 		
Intended Learning Outcomes (ILO)	<p>ULO₁₀ - Able to conduct professional activities internationally</p> <p>PLO₄ - Student is capable of retrieving, collecting, processing and analyzing</p>		

Teaching and Learning Methods	<p>information relevant for achieving goals in the professional field.</p> <p>PLO₈ - Student is capable of executing applied analysis of the political phenomena and political processes by using political science methods and in support of practical decision making process.</p> <p>PLO₉ - Student is capable of reporting the results of the information retrieval and analysis, academic or applied research she/he has conducted:</p> <ul style="list-style-type: none"> - in various genres (including reviews, policy papers, reports and publications pertaining to socio-political subject matter); - and depending on the target audience. <p>The course consists of lectures and seminars. Both lectures and seminars will require home readings assigned by professor as well as presentations by students on selected topics.</p>				
	Content and Structure of the Course				
№	Topic / Course Chapter	Total	Directed Study		Self-directed Study
			Lectures	Tutorials	
1	BLOCK 1. Theories of International Relations	94 hours	6 lectures (12 hours)	8 seminars (16 hours)	64 hours
1.1	International Relations Theory and the Problem of Order	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
1.2	Balance and Realism	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
1.3	Society, the English School and Constructivism	20 hours	1 lecture (2 hours)	2 Seminars (4 hours)	16 hours
1.4	Institutions and Liberalism	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
1.5	Emancipation and Critical Theory	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
1.6	Limits and Poststructuralism	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
1.7	Revision Test – Block 1	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
2.	BLOCK 2. Security in World Politics	96 hours	8 lectures (16 hours)	8 seminars (16 hours)	64 hours
2.1	The Idea of Security	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
2.2	The State as a Security Arrangement	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
2.3	National Security in Question: Weak and Strong States	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
2.4	International Society as a Security Arrangement	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
2.5	International Security in Question: The Changing Character of War	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
2.6	Human Security and the Shift to a Global Polity	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
2.7	Human Security in Question: The Politics of Protection	12 hours	1 lecture (2 hours)	1 seminar (2 hours)	8 hours
Total study hours		190 hours	30 hours	32 hours	128 hours
Indicative Assessment Methods and Strategy		<p>For every seminar in the course, students are expected to submit a maximum 200-word set of answers to two seminar questions. They are to choose these from a selection of between three and five questions for each topic. Answers can be written by hand or printed out. But they must be submitted at the start of each seminar, in person. The idea of these assignments is two-fold: first, to test if the students have mastered all the essential readings for the class (and at least ONE of the optional readings); second, to have the students‘ practice and improve their skills in</p>			

researching and composing written answers to challenging questions. This Written **Participation** in seminars amount to **20%** of the cumulative grade for the course.

A further **10%** comes from the students' Oral **Participation** during the seminars (which involves an assessment of their contribution to the class discussions).

Revision Tests at the end of Block 1 and Block 2 are worth a further **20%** (10% each). These will follow a similar format to the written work done each week in the seminars. Each test will comprise of up to 5 questions. On both occasions, students are expected to select two questions and write extended answers of at least 200 words (plus references / citations).

The mark for the **Homework** assignments is **20%** of the cumulative grade. This work is assigned in Block 1. It is a group exercise that is held in the first half of six of the eight seminars in Block 1. The exercise will be introduced in seminar 1.1. Teams of 4-5 students will be formed in this session. They will present each week for 20 minutes (max) on the Homework Question on the theme for that week. The class (along with the instructor and teaching assistant) will then ask them questions based on their presentation for 15 minutes. The presenters will be asked to leave the class, and there will be a class vote. All groups will be awarded a score for their Presentation (10%), their Response to questions (6%), and the Class Vote (4%).

30% of the grade is comprised of the mark for the **Essay**, which is assigned in Block 2. Students are to write a 2000-word essay that answers the following question: **'Security Paradigms in Conflict? The Problem of Russian Military Intervention'**. A full reading list for this assignment, with essential and optional readings, can be found towards the end of the next section in this syllabus. Students are to select ONE or at most TWO from the three cases of Russian military intervention in the twenty-first century and apply what they have learnt about the three paradigms of security covered in this part of the course (national security, international security and human security) in answering the set-question. This essay is to be submitted to Dr. Iain Ferguson by email, no later than 06:00 on Thursday 31 November.

Summary

The cumulative grade for this course is calculated as follows:

30% for the Block 1 & Block 2 seminar **participation** ([10% + 5%] + [10% + 5%]).

20% for the Block 1 & Block 2 parts of the **revision tests** (10% + 10%);

20% for the Block 1 **homework** assignment;

30% for the Block 2 **essay**.

Should a student get a cumulative grade of 6 or higher, he or she is excused from taking the exam. The exam is a written test that consists of questions (and a format) similar to the Block 1 and Block 2 revision tests. The exam adds up to **35%** to the final mark. A maximum of **65%** comes from the cumulative grade.

The final mark for the course is worked out by this formula: $0.35 * \text{exam mark} + 0.65 * \text{cumulative grade}$.

Compulsory literature

1. Nardin, Terry. "Political Philosophy in a Globalizing World." In *The Oxford Handbook of the History of Political Philosophy*. : Oxford University Press,, 2011-05-26.
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199238804.001.0001/oxfordhb-9780199238804-e-28>.
2. Keohane, Robert O. "Big Questions in the Study of World Politics." In *The Oxford Handbook of International Relations*. : Oxford University Press,, 2008-08-14.
<http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199219322.001.0001/oxfordhb-9780199219322-e-42>.
3. Danish, Kyle W. "International Relations Theory." In *The Oxford Handbook of International Environmental Law*. : Oxford University Press,, 2008-08-07.

	http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199552153.001.0001/oxfordhb-9780199552153-e-10 .		
	Recommended literature		
	1. Barnett, Michael N., and Martha Finnemore. "Political Approaches." In <i>The Oxford Handbook on the United Nations</i> . : Oxford University Press,, 2008-11-13. http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199560103.001.0001/oxfordhb-9780199560103-e-002 .		
	2. Kacowicz, Arie M. "Global Governance, International Order, and World Order." In <i>The Oxford Handbook of Governance</i> . : Oxford University Press,, 2012-03-29. http://www.oxfordhandbooks.com/view/10.1093/oxfordhb/9780199560530.001.0001/oxfordhb-9780199560530-e-48		
Indicative Self- Study Strategies	Type	+/-	Hours
	Reading for seminars / tutorials (lecture materials, mandatory and optional resources)	+	50
	Assignments for seminars / tutorials / labs	+	50
	E-learning / distance learning (MOOC / LMS)	-	
	Fieldwork	-	
	Project work	-	
	Other (please specify)	-	
	Preparation for the exam	+	28
Academic Support for the Course	Academic support for the course is provided via LMS, where students can find: guidelines and recommendations for mastering the course; guidelines and recommendations for self-study; samples of assessment materials.		
Facilities, Equipment and Software	For the lectures and seminars a room with a laptop, a film projector and a sound system is required.		
Course Instructor	A.A. Dekalchuk: adekalchuk@hse.ru		

Recommendations for students about organization of self-study

Self-study is organized in order to:

- Systemize theoretical knowledge received at lectures;
- Extending theoretical knowledge;
- Learn how to use legal, regulatory, referential information and professional literature;
- Development of cognitive and soft skills: creativity and self-sufficiency;
- Enhancing critical thinking and personal development skills;
- Development of research skills;
- Obtaining skills of efficient independent professional activities.

Self-study, which is not included into a course syllabus, but aimed at extending knowledge about the subject, is up to the student's own initiative. A teacher recommends relevant resources for self-study, defines relevant methods for self-study and demonstrates students' past experiences. Tasks for self-study and its content can vary depending on individual characteristics of a student. Self-study can be arranged individually or in groups both offline and online depending on the objectives, topics and difficulty degree. Assessment of self-study is made in the framework of teaching load for seminars or tests.

In order to show the outcomes of self-study it is recommended:

- Make a plan for 3-5 presentation which will include topic, how the self-study was organized, main conclusions and suggestions and its rationale and importance.

- Supply the presentation with illustrations. It should be defined by an actual task of the teacher.

Special conditions for organization of learning process for students with special needs

The following types of comprehension of learning information (including e-learning and distance learning) can be offered to students with disabilities (by their written request) in accordance with their individual psychophysical characteristics:

- 1) *for persons with vision disorders*: a printed text in enlarged font; an electronic document; audios (transferring of learning materials into the audio); an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 2) *for persons with hearing disorders*: a printed text; an electronic document; video materials with subtitles; an individual advising with an assistance of a sign language interpreter; individual assignments and advising.
- 3) *for persons with muscle-skeleton disorders*: a printed text; an electronic document; audios; individual assignments and advising.