



## SCHOOL OF GLOBAL STUDIES

### **IR1111 Introduction to International Relations, 15 credits**

Introduktion till internationella relationer, 15 högskolepoäng

*First Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Faculty of Social Sciences on 2006-11-14 and was last revised on 2019-12-16 by School of Global Studies to be valid from 2020-01-20, spring semester of 2020.

*Field of education:* Social Sciences 100%

*Department:* School of Global Studies

#### **Position in the educational system**

The course is a single subject core course at first cycle level.

The course can be part of the following programmes: 1) Program in Political Science (S1STV) and 2) BA-program in Global Studies (S1GLS)

*Main field of studies*

International Relations

*Specialization*

G1N, First cycle, has only upper-secondary level entry requirements

#### **Entry requirements**

General entrance requirements

#### **Learning outcomes**

On successful completion of the course the student will be able to:

*Knowledge and understanding*

- identify the fundamental features of central concepts and theories in international relations;

- explain the importance of central historical events and processes in the development of the study of international relations;

#### *Competence and skills*

- pursue argumentative reasoning in writing and orally;
- apply theoretical concepts in the study of empirical processes;
- constructively assess others students' written works;

#### *Judgement and approach*

- compare different theories in international relations and their underlying basic assumptions and premises;
- explain the significance of global problems being perceived in different ways depending on theoretical perspective as well as historical context.

### **Course content**

The course presents international relations (IR) as a scientific subject, and its historical background. The general aim is to give the student an overview of the different theoretical perspectives that have dominated IR as a subject since the beginning of the 20th century. The focus is on liberalism and realism, but the course also deals with Marxism as an early challenge to the generally established conception. Thereafter, the contemporary expressions of the above-mentioned theories are covered, e.g. neoliberal institutionalism and neorealism, as well as world-systems theory and the relationship between these. The course also addresses alternative theoretical framework such as critical theory, social constructivism, post-modernism, post-colonialism, feminism and green perspectives. A multifaceted image of the global political history is given by discussing alternative theoretical frameworks on the basis of which it can be interpreted.

The course puts the above-mentioned basic theoretical perspectives and debates in a historical context. We make incursions in different historical phases and events in the emergence of the global order, with special focus on the importance of the post-war period for the establishment of international institutions as well as the role of the Cold War, colonialism and the contemporary globalisation processes in contemporary global politics.

The aim of the course is to provide the students with theoretical tools to understand that global problems are perceived and explained in different ways, depending on theoretical perspective and historical context. The purpose of this is to be able to review the assumptions that lie behind different models of explanation, identify the central actors and the practices and processes that are considered important according to the different perspectives. Such knowledge is seen as a prerequisite for the ability to reflect on proposals to solutions to central global problems.

### **Form of teaching**

The course's main forms of teaching are lectures, seminars, individual written exercises, peer reviews and group work.

*Language of instruction:* Swedish and English

The course may be given in both English and Swedish.

### **Assessment**

Examination in the course is carried out in the form of two take-home exams (5 credits each), one component consisting of two individual minor essays, three peer review texts, and active participation in peer review seminars (3.5 credits), as well as group assignments in connection to four debate seminars (1.5 credits).

Compulsory attendance applies to the peer review seminars and debate seminars of the course. In case of absence, individual supplementary assignments are required.

The number of examination occasions can for resource reasons be limited to a minimum of 5 occasions for each examination component.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course and shall be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or has undergone major changes, the student shall normally be guaranteed at least three examination occasions (including the ordinary examination) during a period of at least one year from the last time the course was given.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

The components for individual minor essays, peer review texts, peer review seminars, group assignments and debate seminars are assessed by the grades Fail (U) or Pass (G).

In order to receive the grade Pass (G) on the whole the course the student has to get a Pass grade on all assignments. In order to receive the grade Pass with distinction (VG) on the whole course the student has to get a Pass with distinction grade on one of the take-home exams, in addition to the criteria for a Pass grade.

**Course evaluation**

The course coordinator is responsible for systematically and regularly collecting the students' views of the course, and for making sure that the results of the evaluations in different forms are taken into consideration when developing the course. The results and possible changes to the course will be shared with the students who participated in the evaluation and the next class to take the course.