



**THE CHINESE UNIVERSITY OF HONG KONG**  
**INTERNATIONAL SUMMER SCHOOL (JULY SESSION)**  
**29 JUNE – 2 AUGUST 2021**

### **GLBS3101 THEORIES AND PRACTICES OF INTERNATIONAL RELATIONS**

**Time:** Tuesday, Wednesday & Thursday 16:30 – 19:30 (GMT +8)

**Location:** Online (Zoom)

**Instructor:** Dr. Toru HORIUCHI

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#### **COURSE DESCRIPTION**

This course provides an overview of International Relations (IR) theory, the concepts and approaches often adopted in studying the discipline. It aims to familiarize students with different theoretical frameworks and key issues encountered by the globalizing society. This course covers a wide array of topics including, but not limited to, i) the mainstream IR theories, provided with some case studies; ii) analysis of some key theoretical literatures and their respective historiographical perspectives, including the Clash of Civilizations and its critics; iii) in-depth studies of some selected thematic issues; iv) International Relations theory and Globalization.

#### **LEARNING OUTCOMES**

By taking this course, students will be able to:

- have a firm grasp of major IR theories and key concepts used in studying IR;
- apply IR theories and key concepts to understand and explain international relations and international issues;
- be thoroughly familiar with many key international issues and use acquired knowledge to suggest possible solutions to those issues; and
- enhance their skills to construct and substantiate their arguments in written essays and oral presentations.

#### **REQUIRED TEXTBOOKS**

This course uses various chapters from the following books, all of which are on reserve at the Chung Chi Library. For your convenience, soft copies of the relevant chapters of the books will be made available on the e-learning Blackboard for this course.

- Joseph Grieco, G. John Ikenberry, and Michael Mastanduno, *Introduction to International Relations: Enduring Questions and Contemporary Perspectives* (New York: Palgrave Macmillan, 2015).
- Karen A. Mingst and Ivan M. Arreguin-Toft, *Essentials of International Relations* (New York: W.W. Norton & Company, 2017).
- Keith L. Shimko, *International Relations: Perspectives, Controversies, and Readings* (Boston: Wadsworth, 2013).
- Eric B. Shiraev and Vladislav M. Zubok, *International Relations* (Oxford: Oxford University Press, 2015).
- Steven L. Spiegel *et al.*, *World Politics in a New Era* (New York: Oxford University Press, 2015).
- John Baylis, James J. Wirtz, and Colin S. Gray (eds.), *Strategy in the Contemporary World: An*

*Introduction to Strategic Studies (Fourth Edition)* (Oxford: Oxford University Press, 2013).

- Tim Dunne, Milja Kurki, and Steve Smith (eds.), *International Relations Theories: Discipline and Diversity 2<sup>nd</sup> Edition* (Oxford: Oxford University Press, 2010).
- Oliver Daddow, *International Relations Theory: The Essentials 2<sup>nd</sup> Edition* (London: SAGE, 2013).

### COURSE DESCRIPTOR

- A: Outstanding performance on all learning outcomes.
- A-: Generally outstanding performance on all (or almost all) learning outcomes.
- B+/B/B-: Substantial performance on all learning outcomes, or high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance.
- C+/C/C-: Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses.
- D+/D: Barely satisfactory performance on a number of learning outcomes
- F: Unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.

### ASSESSMENT CRITERIA

Grade	Written Essay	Presentation
A (Excellent) A- (Very Good)	Well-structured essay with clear introduction and conclusion. Issues clearly identified. Clear framework for organizing discussion. Appropriate material selected. Evidence of wide reading from many sources. Clear evidence of sophisticated analysis or innovative thinking. Grammatically correct. Full and accurate references in text and list.	Well-structured presentation with clear introduction and conclusion. Issues clearly identified. Clear framework for organizing discussion. Appropriate material selected. Evidence of wide reading from many sources. Clear evidence of sophisticated analysis or innovative thinking. Excellent or very persuasive response to questions or comments.
B+ (Good) B B-	Well-structured essay with clear introduction and conclusion. Some issues identified. Framework for organizing discussion but not well-developed. Some appropriate material. Evidence of reading from some sources. Some signs of sophisticated analysis or innovative thinking. Some grammatical errors but not substantially affecting understanding. References in text and list generally well presented.	Well-structured presentation with clear introduction and conclusion. Some issues identified. Framework for organizing discussion but not well-developed. Some appropriate material. Evidence of reading from some sources. Some signs of sophisticated analysis or innovative thinking. Generally good or somewhat persuasive response to questions or comments.
C+ (Fair) C C-	Poorly-structured essay with weak introduction and conclusion. A few issues identified. Attempt at limited framework for organizing discussion. Appropriate material limited. Logical presentation not very successful. Few signs of sophisticated analysis or innovative thinking. Some grammatical errors affecting clarity and understanding. Limited references in text with some not completed or missing from the list.	Poorly-structured presentation with weak introduction and conclusion. A few issues identified. Attempt at limited framework for organizing discussion. Appropriate material limited. Logical presentation not very successful. Few signs of sophisticated analysis or innovative thinking. Limited persuasiveness of response to questions or comments.

D+ (Pass) D	Very poorly-structured essay with very weak introduction and conclusion. Few issues identified. No framework for organizing discussion. Little appropriate material. Logical presentation unsuccessful. No sign of sophisticated analysis or innovative thinking. Grammatical errors substantially affecting clarity and understanding. Limited and incomplete references in text and list.	Very poorly-structured presentation with very weak introduction and conclusion. Few issues identified. No framework for organizing discussion. Little appropriate material. Logical presentation unsuccessful. No sign of sophisticated analysis or innovative thinking. Response to questions or comments not persuasive.
F (Fail)	Very poorly-structured essay with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Grammatical errors completely distorting understanding. Inappropriate references in text and list.	Very poorly-structured presentation with no introduction and conclusion. Inappropriate or few issues identified. No framework for organizing discussion. Almost no relevant material. No logical presentation. No sign of sophisticated analysis or innovative thinking. Response to questions or comments almost non-existent.

## ASSIGNMENTS & GRADING WEIGHTS

### 1. Mid-Term Paper (30%)

- Essay question to be distributed on July 8 (Class 5) and **due on July 15 (Class 8)**
- Upload your finalized paper to VeriGuide. Your submission to the system will be interpreted as your having agreed to all the terms of VeriGuide and provided your signature to the VeriGuide declaration form.
- Graded papers with comments will be returned to you in due course.

### 2. Final Paper (40%)

- Essay question to be distributed on July 22 (Class 11) and **due on July 30**
- Upload your finalized paper to VeriGuide. Your submission to the system will be interpreted as your having agreed to all the terms of VeriGuide and provided your signature to the VeriGuide declaration form.

### 3. Group Presentation (30%)

- Presentations will be conducted right after the lecture in **Classes 6-13** (July 13, 14, 15, 20, 21, 22, 27, 28). Students will form groups for this assignment. Each group is required to choose one controversial international issue and conduct extensive research on it. Each group will then present the main findings in each class, and the students in the audience are expected to critique those findings in the discussion following the presentation. You are encouraged to use PowerPoint and should email the instructor presentation slides by the day before your presentation. Some suggested topics and further instructions will be provided in due course.
- Separate sessions may be organized for those students who cannot attend classes in real-time due to the time difference (or those students may be asked to record their presentations).
- Grades and comments will be provided in due course.

## CLASS SCHEDULE

<u>Week</u>	<u>Date</u>	<u>Topics</u>	<u>Readings/Assignment</u>
1	1 <i>Tue, June 29</i>	<b>Introduction to IR</b>	<ul style="list-style-type: none"> <li>• "Understanding International Relations" (Chapter 1) in Grieco, Ikenberry, and Mastanduno, <i>Introduction to International Relations</i>, pp. 2-30.</li> <li>• "From the End of the Cold War to A New Global Era?" (Chapter 4) in Baylis, Smith, and Owens (eds.), <i>The Globalization of World Politics</i>, pp. 65-79.</li> </ul> <p><b>Discussion</b></p> <ul style="list-style-type: none"> <li>• Are you interested in any particular international issue or inter-state relationship?</li> </ul>
	2 <i>Wed, June 30</i>	<b>IR Theory (1) – Realism</b>	<ul style="list-style-type: none"> <li>• Lebow, "Classical Realism" (Chapter 3) and Mearsheimer, "Structural Realism" (Chapter 4) in Dunne, Kurki, and Smith (eds.), <i>International Relations Theories</i>, pp. 58-94.</li> <li>• "2.2 Realism" and "2.3 Neorealism and Neoliberalism" in Daddow, <i>International Relations Theory</i>, pp. 108-132.</li> </ul> <p><b>Analysis of International News</b></p> <ul style="list-style-type: none"> <li>• An international news report will be provided in due course.</li> </ul>
2	3 <i>Tue, July 6</i>	<b>IR Theory (2) – Liberalism</b>	<ul style="list-style-type: none"> <li>• Russett, "Liberalism" (Chapter 5) and Sterling-Folker, "Neoliberalism" (Chapter 6) in Dunne, Kurki, and Smith (eds.), <i>International Relations Theories</i>, pp. 95-134.</li> <li>• "2.1 Liberalism" and "2.3 Neorealism and Neoliberalism" in Daddow, <i>International Relations Theory</i>, pp. 85-107 and 133-140.</li> </ul> <p><b>Analysis of International News</b></p> <ul style="list-style-type: none"> <li>• An international news report will be provided in due course.</li> </ul>
	4 <i>Wed, July 7</i>	<b>IR Theory (3) – Constructivism</b>	<ul style="list-style-type: none"> <li>• Fierke, "Constructivism" (Chapter 9) in Dunne, Kurki, and Smith (eds.), <i>International Relations Theories</i>, pp. 177-194.</li> <li>• "2.5 Social Constructivism" in Daddow, <i>International Relations Theory</i>, pp. 158-175.</li> </ul> <p><b>Analysis of International News</b></p> <ul style="list-style-type: none"> <li>• An international news report will be provided in due course.</li> </ul>
	5 <i>Thu, July 8</i>	<b>Foreign Policy Analysis</b>	<ul style="list-style-type: none"> <li>• "The Analysis of Foreign Policy" (Chapter 4) in Grieco, Ikenberry, and Mastanduno, <i>Introduction to International Relations</i>, pp. 104-136.</li> <li>• "The Individual" (Chapter 6) in Mingst and</li> </ul>

			Arreguin-Toft, <i>Essentials of International Relations</i> , pp. 180-207.
			<b>Mid-Term Paper Question Distributed</b>
3	6 <i>Tue, July 13</i>	<b>Security</b>	<ul style="list-style-type: none"> <li>• "International Security" (Chapter 4) in Shiraev and Zubok, <i>International Relations</i>, pp. 119-147.</li> <li>• "Strategic Theory" (Chapter 3) in Baylis, Wirtz, and Gray (eds.), <i>Strategy in the Contemporary World</i>, pp. 60-75.</li> </ul>
			<b>Presentation</b>
	7 <i>Wed, July 14</i>	<b>Weapons of Mass Destruction</b>	<ul style="list-style-type: none"> <li>• "Weapons of Mass Destruction" (Chapter 7) in Grieco, Ikenberry, and Mastanduno, <i>Introduction to International Relations</i>, pp. 206-244.</li> <li>• "The Second Nuclear Age: Nuclear Weapons in the Twenty-First Century" (Chapter 10) in Baylis, Wirtz, and Gray (eds.), <i>Strategy in the Contemporary World</i>, pp. 195-212.</li> </ul>
			<b>Presentation</b>
	8 <i>Thu, July 15</i>	<b>International Terrorism</b>	<ul style="list-style-type: none"> <li>• "International Terrorism" (Chapter 7) in Shiraev and Zubok, <i>International Relations</i>, pp. 219-255.</li> <li>• "Terrorism and Globalization" (Chapter 23) in Baylis, Smith, and Owens (eds.), <i>The Globalization of World Politics</i>, pp. 357-371.</li> </ul>
			<b>Presentation</b>
			<b>Mid-Term Paper Due</b>
4	9 <i>Tue, July 20</i>	<b>International Law</b>	<ul style="list-style-type: none"> <li>• "International Law" (Chapter 5) in Shiraev and Zubok, <i>International Relations</i>, pp. 149-180.</li> <li>• "International Law" (Chapter 18) in Baylis, Smith, and Owens (eds.), <i>The Globalization of World Politics</i>, pp. 274-288.</li> </ul>
			<b>Presentation</b>
	10 <i>Wed, July 21</i>	<b>International Political Economy</b>	<ul style="list-style-type: none"> <li>• "Power, Politics, and the World Economy" (Chapter 9) in Grieco, Ikenberry, and Mastanduno, <i>Introduction to International Relations</i>, pp. 286-317.</li> <li>• "International Political Economy" (Chapter 6) in Shiraev and Zubok, <i>International Relations</i>, pp. 182-217.</li> </ul>
			<b>Presentation</b>
	11 <i>Thu, July 22</i>	<b>Development</b>	<ul style="list-style-type: none"> <li>• "World Politics: Development" (Chapter 10) in Spiegel <i>et al.</i>, <i>World Politics in a New Era</i>, pp. 341-383.</li> <li>• "The IMF, Global Inequality, and Development"</li> </ul>

			(Chapter 7) in Shimko, <i>International Relations</i> , pp. 163-187. <b>Presentation</b> <b>Final Paper Question Distributed</b>
5	12 <i>Tue, July 27</i>	<b>Global Commons</b>	<ul style="list-style-type: none"> <li>• "The Environment and International Relations" (Chapter 12) in Grieco, Ikenberry, and Mastanduno, <i>Introduction to International Relations</i>, pp. 388-415.</li> <li>• "Resource Issues" (Chapter 12) in Spiegel <i>et al.</i>, <i>World Politics in a New Era</i>, pp. 411-439.</li> </ul> <b>Presentation</b>
	13 <i>Wed, July 28</i>	<b>Human Rights in IR</b>	<ul style="list-style-type: none"> <li>• "Human Rights" (Chapter 10) in Mingst and Arreguin-Toft, <i>Essentials of International Relations</i>, pp. 360-395.</li> <li>• "Humanitarian Intervention in World Politics" (Chapter 31) in Baylis, Smith, and Owens (eds.), <i>The Globalization of World Politics</i>, pp. 479-493.</li> </ul> <b>Presentation</b>
	14 <i>Thu, July 29</i>	<b>Conclusion</b>	<ul style="list-style-type: none"> <li>• "Conclusion: Forecasting the World of 2025" in Shiraev and Zubok, <i>International Relations</i>, pp. 327-332.</li> <li>• - "Facing the Future: Six Visions of an Emerging International Order" (Chapter 13) in Grieco, Ikenberry, and Mastanduno, <i>Introduction to International Relations</i>, pp. 416-453.</li> </ul>
<b>July 30, Friday</b>			<b>Final Paper Due</b>

## ACADEMIC POLICIES

Attention is drawn to University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations. Details may be found at [http://www.cuhk.edu.hk/policy/academic\\_honesty/](http://www.cuhk.edu.hk/policy/academic_honesty/).

With each assignment, students will be required to submit a signed declaration that they are aware of these policies, regulations, guidelines and procedures.

- In the case of group projects, all students of the same group should be asked to sign the declaration, each of whom is responsible and liable to disciplinary actions should there be any plagiarized contents in the group project, irrespective of whether he/she has signed the declaration and whether he/she has contributed directly or indirectly to the plagiarized contents.
- For assignments in the form of a computer-generated document that is principally text-based and submitted via VeriGuide, the statement, in the form of a receipt, will be issued by the system upon students' uploading of the soft copy of the assignment. A user manual of VeriGuide can be found at: [https://academic.veriguide.org/academic/documents/VeriGuide Academic Student User Manual CUHK .pdf](https://academic.veriguide.org/academic/documents/VeriGuide_Academic_Student_User_Manual_CUHK.pdf).

Assignments without the properly signed declaration will not be graded by teachers.

Only the final version of the assignment should be submitted via VeriGuide.

The submission of a piece of work, or a part of a piece of work, for more than one purpose (e.g. to satisfy the requirements in two different courses) without declaration to this effect shall be regarded as having committed undeclared multiple submission. It is common and acceptable to reuse a turn of phrase or a sentence or two from one's own work; but wholesale reuse is problematic. In any case, agreement from the course teacher(s) concerned should be obtained prior to the submission of the piece of work.