



PPE 3105
FOUNDATIONS OF INTERNATIONAL RELATIONS

ACADEMIC YEAR 2024/2025

SPRING SEMESTER

COURSE SYLLABUS

1. COURSE INFORMATION

Classes held on: S/T 8:00 AM - 9:40 AM
Room: UG 501
Credits: 4
Prerequisite(s): None

2. FACULTY INFORMATION

Faculty Name: Dr. Herman T. Salton
Title and Department: Visiting Associate Professor of International Relations, PPE
Email: herman.salton@auw.edu.bd
Office Location: UG-701
Office Hours: Sunday, 4:00 PM - 6:00 PM

Qualifications: J.D. Trento, PhD Auckland (Int'l Law), MPhil Oxford (Int'l Relations), PhD Wales (IR)
Areas of Expertise: International Relations, International History, International Organizations
Profile: I am an Associate Professor based in Tokyo (Japan) and a Visiting Fellow at Oxford University (UK). Previously, I was an Associate with the Under-Secretary-General of the United Nations in New York City; a Senior Research Fellow at the Ralph Bunche Institute for International Studies, City University of New York (CUNY); a Visiting Scholar at Sciences-Po in Paris (France); and an officer at the Icelandic Human Rights Centre in Reykjavík (Iceland). I am fluent in English, French, Italian and Spanish, and I have published widely on the United Nations, international relations, on human rights. More info on www.hermansalton.net

3. TEXT AND OTHER COURSE MATERIALS

Materials will be uploaded on Google Classroom. The main textbook will be: Stephen McGlinchey, Rosie Walters, and Chrisian Scheinpflug (eds), *International Relations Theory* (Bristol, UK: E-International Relations, 2017). Students are also encouraged to consult this site: <http://www.e-ir.info/>

4. COURSE OBJECTIVES AND DESCRIPTION

This course introduces students to key issues underlying the interaction of states and transnational actors in the international system, particularly the problems of international peace and cooperation, regionalism, democratization, nationalism and cultural conflict.

The course will begin with an introduction to International Relations Theory (IRT), before exposing students to some critical perspectives of IRT. After some presentations designed to examine students' understanding of the theories covered, we will discuss several empirical case studies and global issues.

The overall aim of the course is to integrate theory and practice by presenting theoretical ideas in conjunction with a range of historical and contemporary case studies.

5. LEARNING OUTCOMES

Student Learning Outcomes	Method of Assessment
<p>By the end of the course, students should be able to:</p> <ol style="list-style-type: none"> 1. Provide a basic background in the main theories of International Relations (e.g. Realism, Liberalism and Marxism). 2. Offer an introduction to critical and constitutive theories of International Relations (Critical Theory, Poststructuralism and Postcolonialism). 3. Review the application of theories to empirical cases and global issues. 4. Connect IR history and theory 5. Connect IR theory with 'real-life'. 	<ul style="list-style-type: none"> • Presentations • Group Discussions • Participation • Midterm • Final paper

6. ATTENDANCE REQUIREMENT & GRADING POLICY

Students are expected to attend all classes. Missing classes will reduce the attendance and participation components of the final grade (see below). Students will be excused for health reasons only if they provide supporting documentation. Other reasons for excused absences will also require supporting evidence. As per AUW policy, missing more than 25% of classes will result in a student's failure in the course.

7. CONTACT WITH PROFESSOR

The best way to reach me is either by coming to my office hours or by emailing me. However, please note that I send/receive a high number of emails daily, so it may take some time to get back to you.

8. COURSE SCHEDULE

Week 1 | 5-7 January 2025 | Introduction

CLASS 1 — Introduction: Teacher, Students, Goals

Discussion Questions: Why him? Why us? Why here?

Required Readings: None

CLASS 2—Methodology: What, Why and How to Learn

Discussion Question: What is the best approach to study IR?

Required Readings: Textbook, pp.1-13.

Week 2 | 12-14 January 2025 | Realism

CLASS 1 — The Realist Theory of International Relations

Discussion Question: What are the basic ideas behind Realism?

Required Readings: Textbook, Chapter 1

CLASS 2— Applying Realism to Current Events: Group Work

Discussion Question: How can Realism be applied to current events?

Required Readings: Textbook, Chapter 1

Week 3 | 19-21 January 2025 | Liberalism

CLASS 1 — The Liberalist Theory of International Relations

Discussion Question: What are the basic ideas behind Liberalism?

Required Readings: Textbook, Chapter 2

CLASS 2— Applying Liberalism to Current Events: Group Work

Discussion Question: How can Liberalism be applied to current events?

Required Readings: Textbook, Chapter 2

Week 4 | 26-28 January 2025 | The English School

CLASS 1 — The English School Approach to International Relations

Discussion Question: What are the basic ideas behind the English School?

Required Readings: Textbook, Chapter 3

CLASS 2— Applying the English School to Current Events: Group Work

Discussion Question: How can the English School be applied to current events?

Required Readings: Textbook, Chapter 3

Week 5 | 2-4 February 2025 | Constructivism

CLASS 1 — *No Class* [Sawaswati Puja]

Discussion Question: None

Required Readings: None

CLASS 2 — The Constructivist Theory of International Relations

Discussion Question: What are the basic ideas behind Constructivism?

Required Readings: Textbook, Chapter 4

Week 6 | 9-11 February 2025 | Marxist Theory

CLASS 1 — The Marxist School of International Relations

Discussion Question: What are the basic ideas behind Marxism?

Required Readings: Textbook, Chapter 5

CLASS 2— Applying Marxism to Current Events: Group Work

Discussion Question: How can Marxism be applied to current events?

Required Readings: Textbook, Chapter 5

Week 7 | 16-18 February 2025 | Critical Theory

CLASS 1 — The Critical Theory of International Relations

Discussion Question: What are the basic ideas behind Critical Theory?

Required Readings: Textbook, Chapter 6

CLASS 2— Applying Critical Theory to Current Events: Group Work

Discussion Question: How can Critical Theory be applied to current events?

Required Readings: Textbook, Chapter 6

Week 8 | 23-25 February 2025 | Feminist Theory

CLASS 1 — The Feminist Theory of International Relations

Discussion Question: What are the basic ideas behind Feminism?

Required Readings: Textbook, Chapter 8

CLASS 2— Applying Feminist Theory to Current Events: Group Work

Discussion Question: How can Feminist Theory be applied to current events?

Required Readings: Textbook, Chapter 8

Week 9 | 2-4 March 2025 | Postcolonial Theory

CLASS 1 — The Postcolonial Theory of International Relations

Discussion Question: What are the basic ideas behind Postcolonialism?

Required Readings: Textbook, Chapter 9

CLASS 2— Applying Postcolonial Theory to Current Events: Group Work

Discussion Question: How can Postcolonial Theory be applied to current events?

Required Readings: Textbook, Chapter 9

Week 10 | 9-11 March 2025 | Green Theory

CLASS 1 — The Green Theory of International Relations

Discussion Question: What are the basic ideas behind Green Theory?

Required Readings: Textbook, Chapter 11

CLASS 2— Applying Green Theory to Current Events: Group Work

Discussion Question: How can Green Theory be applied to current events?

Required Readings: Textbook, Chapter 11

Week 11 | 16-18 March 2025 | Queer Theory

CLASS 1 — The Queer Theory of International Relations

Discussion Question: What are the basic ideas behind Queer Theory?

Required Readings: Textbook, Chapter 13

CLASS 2— Applying Queer Theory to Current Events: Group Work

Discussion Question: How can Queer Theory be applied to current events?

Required Readings: Textbook, Chapter 13

Week 12 | 23-25 March 2025 | Global South Perspectives

CLASS 1 — The Global South Perspectives of International Relations

Discussion Question: What are the basic ideas behind the Global South Perspective?

Required Readings: Textbook, Chapter 17

CLASS 2— Applying Global South Perspectives to Current Events: Group Work

Discussion Question: How can Global South Perspectives be applied to current events?

Required Readings: Textbook, Chapter 17

Week 13 | 6-8 April 2025 | Indigenous Perspectives

CLASS 1 — The Indigenous Perspectives of International Relations

Discussion Question: What are the basic ideas behind the Indigenous Perspectives?

Required Readings: Textbook, Chapter 18

CLASS 2— Applying Indigenous Perspectives to Current Events: Group Work

Discussion Question: How can Indigenous Perspectives be applied to current events?

Required Readings: Textbook, Chapter 18

Week 14 | 13-15 April 2025 | Final Assessment Week

9. ASSESSMENT METHODS

1) Presentation (20%): This will be a 5-minute presentation that you will give to the class on a topic related to the course. Afterwards, there will be a short Q&A (question & answer) session. Some people are nervous about speaking in public, but this is a key part of your development and the sooner you start, the better.

When: One presentation per student, beginning from Week 3.

2) Mid-Term (30%): This mid-term assessment will test you on the main theories of international relations covered up to the middle of the course. Detailed instructions on how to prepare will be given in the first few weeks of the course, and tips on how to answer will also be provided.

Due: Mid-Term Assessment Week

3) Final Paper (40%)

This final essay paper will include two parts. The first part will test the breadth of your knowledge on the topics covered, while the second part will ask you to critically evaluate your ability to apply an IR theory to contemporary events. To succeed in the first part of the paper, you will need to attend classes regularly and to read widely on the topics covered in the course. To succeed in the second part of the test, you will also need to use your critical thinking skills and to apply in practice the concepts that we will cover theoretically. Samples of the essay questions can be provided.

Date: Final Assessment Week

4) Attendance/Particip. (10%)

Your attendance to class will be monitored and your active participation to class debates will be assessed on a regular basis. Being absent from more than 25% of the classes will result in your failing the entire course.

Your performance will be assessed according to the AUW scale:

A+	4	97-100
A	4	93-96
A-	3.7	90-92
B+	3.3	87-89
B	3	83-86
B-	2.7	80-82
C+	2.3	77-79
C	2	73-76
C-	1.7	70-72
D+	1.3	67-69
D	1.0	60-66
F	0	0-59

More specifically, the criteria used for grading the final paper are as follows:

- Whether there is evidence of reading
- Whether it shows knowledge and understanding of the relevant theories and concepts
- Whether it brings tools of analysis from politics, philosophy, and economics
- Critical analysis
- Clarity of writing

- Accurate referencing; for references and bibliographies use any of the standard
- referencing systems

We will do preparations for essay-writing in class. In general, the sooner you start working on your paper(s), the better the result (and grade!) will be. The golden rule is: don't leave it to the last minute!

10. KEY DATES & DEADLINES

Presentations:	TBC
Mid-Term:	Mid-Term Assessment Week
Final Exam:	Final Assessment Week
Participation:	On a regular basis

11. PLAGIARISM & ACADEMIC INTEGRITY

At university, plagiarism and the use of AI without declaring it is regarded as theft. Because of this, I take a zero-tolerance approach to both, so don't cheat! I will find out, you will receive a failing grade, and you also will be in my very own blacklist, which means I won't be able to write any reference letter for you. Remember: ZERO tolerance. It is better to submit a poor paper than a plagiarized or AI-generated one.

Plagiarism is intentionally or unintentionally taking credit for another's words or ideas. You may not plagiarize in your academic work, and you must adhere to the following:

- When you use someone else's words (whether they are from a distinguished author or a classmate's paper), place the words you have copied in quotation marks and provide the appropriate citation of author and source. A good guideline to use to avoid plagiarism is to ensure quotes of three or more sequential words from someone else are put in quotation marks.
- If you paraphrase (reword) another person's ideas, you must also cite the source. Paraphrasing must involve changing the words and sentence structure of the original source. Cite materials you copy or paraphrase from the internet, even if the author is not identified. If you are not sure: cite it!

Other Forms of Academic Dishonesty

1. Making up references, quoting wrong sources, etc.
2. Falsifying data.
3. Misrepresenting your situation to be excused from academic work.
4. Submitting the same paper in more than one class.
5. Informing a student in a later class about questions on tests or quizzes.
6. Misrepresenting your academic work or qualifications in any way.

Full details about plagiarism, academic dishonesty and penalties are available in the Academic Honor Code in the Academic Bulletin.

12. STRATEGIES TO PREVENT PLAGIARISM & VIOLATIONS OF ACADEMIC INTEGRITY

I use anti-plagiarism software, but typically I don't need to. We can see plagiarism from miles off!

13. CLASS BEHAVIOUR

My assumption is that each student in this class is motivated, intelligent and considerate of the opinions of others, and my expectations of you reflect this assumption.

I would like to ask you to please come to class on time and participate while you are here. Of course, sometimes circumstances prevent your timely arrival—in these cases, please enter quietly and sit by the door. If you need to leave early, please sit by the door and leave quietly. If you will frequently need to arrive late or leave early, please speak to me about it. I am committed to starting and ending every class exactly on time, so please do not prepare to leave before I have ended class. It is disrupting to your colleagues and to myself. Also, please do not to read or sleep in class nor talk to students around you.

Please also be sure to turn off all phones and beepers. It is not appropriate to leave class in order to answer a call. If you feel that you have extenuating circumstances (e.g., a work or family emergency), please see me before class to discuss it. I encourage you to stop me during class if you have a question or relevant comment. If you feel uncomfortable talking during class, please approach me after class or through email. It is my job to help you understand the material and I will do what I can to make sure that you do.

14. GRADING RUBRICS

Grades are important and you should strive to obtain the best possible grade.

However, the way you study is even more important. In this course, factual knowledge is essential but insufficient to achieve good results; critical thinking is what will make the difference not only in terms of marks but also—and more importantly—in terms of your personal development.

Consequently, the mere regurgitation and memorization of facts will not take you far—only the critical assessment of those facts will. What I am interested in is your approach to a certain problem. But you will only be able to acquire this analytical capacity if you come to class, read widely and participate in the discussions. Remember: analytical reasoning without facts is impossible, but facts without any analytical framework are useless! So both are needed and will be required of you.

The rubrics used to assess your work are reproduced in the following page.

Written Work				
Criteria	A	B	C	D
Content	Thorough understanding of material used; use of evidence; convincing argument; clear separation between others' and one's opinion.	Some uncertainty regarding the material used; good argument but insufficiently supported.	Vague understanding of material used; unclear argument with no support; unclear purpose of the essay.	Wrong understanding of material used; no argument.
Writing style & structure	Clear structure of the essay overall and of separate paragraphs; sentences are clear and to the point; no unnecessary words; emotionally neutral language; accurate spelling and grammar.	Mostly clearly structured with a few minor "jumps" in the flow of arguments; few unnecessary words and/or sentences that do not directly relate to the topic; some spelling or grammatical errors.	Poorly structured; paragraphs consisting of one sentence and/or one-page paragraphs with no lead sentences; frequent use of emotionally loaded and/or unnecessary words; significant spelling and grammatical errors.	Unstructured text; long, complex, unclear and grammatically incorrect sentences; short non-sentences; many spelling mistakes
References	All references done correctly and consistently.	Most references done correctly with minor mistakes that allow the reader to identify the source regardless. Minor inconsistencies.	Some info on the source provided in an inconsistent manner; some essential information missing or misplaced.	Very limited and/or incorrect information that makes it very hard to identify the sources used.

Discussions and Class Participation				
Criteria	A	B	C	D
Contribution to class discussion	Well prepared for class; active participation in class discussions; meaningful contributions by linking assigned readings to other knowledge; engagement with class; often shows critical thinking.	Prepared for class; average participation in class discussions; contributions mostly based on simple re-statement of material from assigned readings; rarely engages in direct discussions; sometimes shows critical thinking;	Most of readings done in advance, but the information is not very internalized; very limited participation in class discussion; rarely demonstrates critical thinking.	Readings rarely done in advance; no participation in class discussions; no critical thinking.