Instructor Information
- Dr Jennifer Jackson-Preece
- 02079556109
- By prior appointment at NYU London Bedford Square
- jip8@nyu.edu OR j.jackson-preece@lse.ac.uk

Course Information
- Tuesday 1:00-4:00 PM
- NYU LONDON Bedford Square

Course Overview and Goals
This course provides students with an overview of the main theoretical traditions inspiring current research in international relations (IR). IR is a discipline that attempts to explain processes and events in world politics. Primarily emerging as a way to explain the behaviour of nation-states and their interactions, the discipline has expanded with the onset of globalization to explore an array of actors, institutions and processes that include but simultaneously transcend the nation-state. The course will focus on the major theories of IR, and how theoretical debates inform key literature in major subfields of the discipline. The course is constructed in such a way as to familiarize students with core debates and cleavages in the field, for example between rational-choice and. There will also be a focus on some of the key substantive subfields of IR such as international organisations, humanitarian intervention, and global governance. Students will be encouraged to explore the efficacy of different theoretical approaches in explaining phenomena in world politics.

Upon Completion of this Course, students will be able to:
a) Knowledge:
At the end of this course successful students will be able to:
- Show knowledge and understanding of a range of theoretical perspectives and concepts accounting for developments in World Politics.
- Appreciate the relationship between qualitative and quantitative approaches to explaining World Politics.
• Develop their own perspective on the most convincing explanations for, and ways of investigating, developments in World Politics.

(b) Skills:
And, more generally, students should have developed a number of other skills over the duration of the course, in particular an ability to:
• Read a range of materials, critically, evaluating the strength of different arguments.
• Communicate information, arguments, ideas and issues effectively and appropriately, both in writing and orally.
• Work independently, demonstrating initiative, self-organisation and time management

Course Requirements

Grading of Assignments
The grade for this course will be determined according to these assessment components:

<table>
<thead>
<tr>
<th>Assignments/Activities</th>
<th>Description of Assignment</th>
<th>% of Final Grade</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Which theory (realism, liberalism, or constructivism) best explains the outcome of the HCNM simulation? (1200 words excluding references and bibliography)</td>
<td>15%</td>
<td>23 October</td>
</tr>
<tr>
<td>Position Paper</td>
<td>How should the UNSC respond to the crisis in Boratistan? Write a 1200 word position paper for your assigned actor identifying their priorities and explaining their preferred UNSC response? (1200 words excluding references and bibliography)</td>
<td>15%</td>
<td>20 November</td>
</tr>
<tr>
<td>Portfolio: Brexit Case Study</td>
<td>How will Brexit affect the UK's position in world politics? Portfolio assessment based on a self-selected sample of FIVE of your Generation Brexit policy ideas (circa 700 words) as well as a short introduction (circa 500 words) explaining your view on the question and relating this view back to the ideas you have selected for your portfolio and the course syllabus. (1200 words excluding references and bibliography)</td>
<td>15%</td>
<td>4 December</td>
</tr>
<tr>
<td>Participation</td>
<td>Each week you will be expected to post ONE policy idea (circa 150 words) on the Generation Brexit platform (<a href="https://generationbrexit.org/">https://generationbrexit.org/</a>) and participate in the Brexit debate by voting and commenting on other people’s ideas. Please note, the grade you receive will reflect the quality as well as the quantity of</td>
<td>10%</td>
<td>4 December</td>
</tr>
<tr>
<td>Assignments/Activities</td>
<td>Description of Assignment</td>
<td>% of Final Grade</td>
<td>Due</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------</td>
<td>------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Final Exam</td>
<td>The examination will consist of TWELVE essay questions based on the course syllabus. You are asked to answer TWO questions. All questions carry equal marks.</td>
<td>45%</td>
<td>7 December</td>
</tr>
</tbody>
</table>

Failure to submit or fulfill any required course component results in failure of the class

Grades

At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-“ grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards

Letter grades for the entire course will be assigned as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td><strong>Grade A: Task Fulfilment:</strong> demonstrates a full understanding of the task/question and addresses it clearly, avoiding irrelevance. <strong>Knowledge and understanding:</strong> shows a sophisticated understanding of the topic in both breadth and depth. Covers expected/basic issues cogently and critically, and displays initiative in going beyond these to tackle other issues. <strong>Argument, analysis and discussion:</strong> presents a fully coherent case that shows evidence of sustained critical evaluation of a range of arguments, assumptions and concepts. Excellent use of empirical and/or theoretical material as evidence and to support the argument. Some element of originality in approach, structure and/or analysis. <strong>Structure, communication and presentation:</strong> material is ordered coherently and appropriately, with clear evidence of planning. Writing style is lucid with few or no errors. Ideas are communicated in a highly accomplished manner appropriate to the field of study. Work is neatly and professionally presented. <strong>Use of sources:</strong> evidence of consultation and critical understanding of an appropriately wide range of sources. Full, accurate and consistent referencing.</td>
</tr>
</tbody>
</table>
| B            | **Grade B: Task Fulfilment:** demonstrates a high level of understanding of the task/question and addresses it clearly, avoiding irrelevance. **Knowledge and understanding:** shows a good understanding of the topic in both breadth and depth. Covers expected/basic issues confidently and may
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| C           | **Grade C: Task Fulfilment:** demonstrates a sound grasp of the main requirements of the task/question and addresses it purposefully. May be some minor irrelevancies.  
**Knowledge and understanding:** shows a good general understanding of the topic, but may be lacking in breadth and/or depth. Covers expected/basic issues competently, but does not go beyond these.  
**Argument, analysis and discussion:** presents a case and develops a coherent argument but critical evaluation of arguments, assumptions and concepts may be lacking. An overly descriptive account. Adequate use of empirical and/or theoretical material as examples/illustrations.  
**Structure, communication and presentation:** evidence of planning and attempt to structure material. Writing style is intelligible and ideas are communicated effectively, but there may be some errors. Work is neatly presented.  
**Use of sources:** evidence of consultation of an appropriate range of sources. Referencing is generally sound but there may be some minor inaccuracies. |
| D           | **Grade D: Task Fulfilment:** demonstrates a basic grasp of the main requirements of the task/question. Addresses some of the key issues, but there may be some irrelevance.  
**Knowledge and understanding:** shows a general understanding of the topic, but with limited breadth and/or depth. Covers expected/basic issues adequately, but there may be gaps in coverage.  
**Argument, analysis and discussion:** some attempt to present a case but the argument is not fully developed and critical evaluation of arguments, assumptions and concepts is lacking. A predominantly descriptive account. Limited use of empirical and/or theoretical material as examples/illustrations.  
**Structure, communication and presentation:** some attempt to order material but there are weaknesses in the structure. Writing style is intelligible and effort is made to communicate ideas, but there are significant errors. Work is adequately presented.  
**Use of sources:** the range of sources used is limited, and selection of sources may not be fully appropriate. Some inaccuracies of referencing. |
<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
</tr>
</thead>
</table>
| F            | **Grade F: Task Fulfilment:** demonstrates little or no grasp of the requirements of the task/question. Fails to addresses key issues. Lots of irrelevancies.  
**Knowledge and understanding:** shows an inadequate grasp of the topic, lacking in breadth and depth. There is insufficient coverage of expected/basic or relevant issues.  
**Argument, analysis and discussion:** there is little attempt to present a case, or the case presented is incoherent. The argument is absent or undeveloped. There is no critical evaluation of arguments, assumptions and concepts to support it. There is inadequate use of empirical/and or theoretical material as examples/illustrations.  
**Structure, communication and presentation:** the structure is incoherent or inappropriate. Writing style is intelligible only with difficulty, and ideas are not communicated effectively. Work may be poorly presented.  
**Use of sources:** the range of sources consulted is insufficient and/or the selection of sources is inappropriate. Referencing suffers from serious inaccuracies and/or omissions |

**Course Materials**

**Required Textbooks & Materials**
- Additional readings available from NYU Classes

**Optional Textbooks & Materials**


Resources

- **Access your course materials:** NYU Classes (nyu.edu/its/classes)
- **Databases, journal articles, and more:** Bobst Library (library.nyu.edu)
- **NYUL Library Collection:** Senate House Library (catalogue.libraries.london.ac.uk)
- **Assistance with strengthening your writing:** NYU Writing Center (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:** IT Help Desk (nyu.edu/it/servicedesk)

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1: [4 Sept]</td>
<td>Introduction to World Politics</td>
<td>Baylis, Smith &amp; Owens, Introduction</td>
<td></td>
</tr>
<tr>
<td>Session 3: [18 Sept]</td>
<td>Realism</td>
<td>Baylis, Smith &amp; Owens, ch 6</td>
<td></td>
</tr>
<tr>
<td>Session 4: [25 Sept]</td>
<td>Liberalism</td>
<td>Baylis, Smith &amp; Owens, chs 7 &amp; 8</td>
<td></td>
</tr>
<tr>
<td>Session 5: [2 Oct]</td>
<td>Constructivism</td>
<td>Baylis, Smith &amp; Owens, ch 10</td>
<td></td>
</tr>
<tr>
<td>Session 7: [16 Oct]</td>
<td>Sovereignty &amp; Globalization</td>
<td>Baylis, Smith &amp; Owens, chs 1, 32, 33</td>
<td>Essay</td>
</tr>
<tr>
<td>Session 8: [19 Oct]</td>
<td><em>Co-curricular Trip: Imperial War Museum</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session 12: [20 Nov]</td>
<td>Climate Change</td>
<td>Baylis, Smith &amp; Owens, chs 22 &amp; 29</td>
<td>Position Paper</td>
</tr>
<tr>
<td>Session 13: [27 Nov]</td>
<td>Europe and the Refugee Crisis</td>
<td>Essential readings available from NYU Classes</td>
<td></td>
</tr>
<tr>
<td>Session/Date</td>
<td>Topic</td>
<td>Reading</td>
<td>Assignment Due</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------</td>
<td>----------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Session 14: [4 December]</td>
<td>Brexit &amp; World Politics</td>
<td>Essential readings available from NYU Classes</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Final Assessment: [7 December]</td>
<td></td>
<td>FINAL EXAM</td>
<td></td>
</tr>
</tbody>
</table>

**Co-Curricular Activities**

- Imperial War Museum (entrance free)

**Classroom Etiquette**

- Each week of the course will consist of a mixture of lectures and seminars. **Seminar discussions will focus on the previous week’s lecture.** This is to give students the time to digest the lecture and be guided by it in considering the relevant literature (both from the essential readings and beyond, where appropriate). Readings for that week’s seminar are listed under the seminar title next to the date of that week’s class.

- The seminars will utilize a critical pedagogy to create an open learning community. The class will begin with introductory remarks on the seminar topic of the week by the professor (20 minutes). This introduction will highlight some of the key themes or controversies for subsequent seminar discussion. Following the brief introduction, the professor will canvass the views of each member of the class on the seminar's topic. This may involve small group work as well as whole group discussion. The purpose here is to foster active intellectual involvement by getting everyone “out on the ice and skating with the puck”!

- Some seminars will include a simulation exercise. Information on how to prepare for each of the simulations will be circulated in advance on NYU Classes. Each class will conclude with a lecture (circa 40 minutes) by the professor that anticipates the next week’s seminar topic.

- Each student is expected to participate in an informed, thoughtful way, based on their reading. It is dialogue that creates the opportunity for change, invention, and spontaneous shifts that will serve as a catalyst for learning in our course. All students are expected to have read at a minimum the list of ‘Essential Readings’ for each week, unless otherwise directed. For those students wishing to explore the topics in greater detail, and to assist in the preparation of your assessments, further readings and resources are available in a folder on NYU Classes.

- Mobile phones should be turned off or on silent during classes.

- We will have a short comfort break (circa 10 minutes) approximately half way through each class.

**NYUL Academic Policies**

**Attendance and Tardiness**
• Key information on NYU London’s absence policy, how to report absences, and what kinds of absences can be excused can be found on our website (http://www.nyu.edu/london/academics/attendance-policy.html)

Assignments, Plagiarism, and Late Work

• You can find details on these topics and more on this section of our NYUL website (https://www.nyu.edu/london/academics/academic-policies.html) and on the Policies and Procedures section of the NYU website for students studying away at global sites (https://www.nyu.edu/academics/studying-abroad/upperclassmen-semester-academic-year-study-away/academic-resources/policies-and-procedures.html).

Classroom Conduct

Academic communities exist to facilitate the process of acquiring and exchanging knowledge and understanding, to enhance the personal and intellectual development of its members, and to advance the interests of society. Essential to this mission is that all members of the University Community are safe and free to engage in a civil process of teaching and learning through their experiences both inside and outside the classroom. Accordingly, no student should engage in any form of behaviour that interferes with the academic or educational process, compromises the personal safety or well-being of another, or disrupts the administration of University programs or services. Please refer to the NYU Disruptive Student Behavior Policy for examples of disruptive behavior and guidelines for response and enforcement.

Disability Disclosure Statement

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or mosescsd@nyu.edu) for further information. Students who are requesting academic accommodations are advised to reach out to the Moses Center as early as possible in the semester for assistance.

Instructor Bio

Jennifer Jackson-Preece is Associate Professor at the London School of Economics, with a joint appointment in the European Institute and the Department of International Relations. She holds a BA & MA in Political Science from the University of British Columbia, Canada and a DPhil in International Relations from Oxford University. Her research explores how identities influence political beliefs and actions. She is particularly interested in understanding how identity may be used as a pretext for both conflict and cooperation, with a public policy focus on
minorities and migration. Dr Jackson-Preece regularly acts as an expert advisor to international organisations, including the Organisation for Security and Cooperation in Europe, the Council of Europe, and the European Union. Most recently, she advised both the UK shadow cabinet and the European Union parliament on Brexit implications for security and migration policy.