



## **COURSE MANUAL**

**Name of the Elective Course:  
INTERNATIONAL RELATIONS**

**Course Code:**

**Name of the responsible Faculty Instructor:**

Professor (Dr.) Yinghong Huang

**SPRING 2026  
(AY2025-26)**

This document is prepared by the course instructor and contains basic information relevant to the execution of the course. It is the official record for all intends and purposes as far the elective course, *International Relations*, is concerned.

This course manual can be used as a general guide to the subject. However, the instructor can modify, extend or supplement the course (without tampering its basic framework and objectives) for the effective and efficient delivery of the course. The instructor will provide students with reasons for such changes.

## **Part I**

Course Title: **International Relations**

Course Code:

Course Duration: **One Semester (14 Weeks)**

No. of Credit Units: **4 Credits**

Level: **both UG and PG**

Medium of Instruction: **English**

Pre-requisites (if applicable):

Equivalent Courses: N/A

## Part II

### 1. Acknowledgement of Course Ideators

The course instructor expresses his deepest gratitude to Dipika Jain and his colleagues at the Jindal Global Law School, JGU, for their encouragement and approval of this course. Without their support, the course could not have been conceived and developed in its present form.

### 2. Course Description

International Relations (IR) is offered as an elective course open to students across all programs at JGU. The course adopts **a historical timeline approach** to the evolution of international relations, tracing its development from the fifteenth century to the present and looking ahead to its prospective reconstruction in the near future, particularly in light of emerging transformations driven by **artificial intelligence, biotechnology, and robotics**.

Rather than centring on abstract theoretical debates, the course prioritises the **major issues** in international relations that confront states worldwide—issues that receive extensive public and media attention but often remain difficult to interpret without formal IR training. The primary aim is to equip students with the foundational knowledge and analytical skills required to independently understand and evaluate these global challenges. In doing so, the course provides a crucial conceptual and empirical foundation for further studies in law and the social sciences, including international law, foreign relations, and foreign policy.

### 3. Course Aims

The course aims to provide students with a historical understanding of international relations from a postcolonial perspective and to equip them with the analytical tools needed to engage with major IR issues. By critically reexamining the evolution of global politics, students will learn how the modern sovereign state system emerged, how it continues to shape contemporary international relations, and how it is being challenged by rapid technological and geopolitical transformations.

Through this learning process, students will gain insight into the complexity of IR and the key issues that inform foreign policy-making. They will understand that effective foreign policy extends beyond securing national sovereignty and security; it also involves navigating multiple global platforms, advancing national interests, and responding to emerging opportunities and challenges in an interconnected world.

A sustained engagement with these themes will deepen students' understanding of international politics and provide a strong foundation for analyzing a wide range of

policy-relevant IR topics in their future academic or professional pursuits.

#### 4. Teaching Methodology

Lectures; Case studies; Presentations; Guest Lecture; Reading Assignments.

#### 5. Intended Learning Outcomes

Course Intended Learning Outcomes	Weightage in %	Teaching and Learning Activities	Assessment Tasks/ Activities
Understanding international Relations	50	Reading texts on the International Relations	Reading, writing and discussion
Analyzing International Relations	30	Reading research reports, collecting data and analyzing data on International Relations	Reading, presentation, and discussion
Relating International Relations to the Indian context	20	Reading texts and research reports, learning case analysis, writing research articles on India's foreign relations	Reading, writing and discussion

#### 6. Grading of Student Achievement

To pass this course, students shall obtain a minimum of 40% in the cumulative aspects of coursework, i.e., internal assessments (including moot court, mid-term exam, presentations, research paper) and the end term examination. Internal assessments shall carry a total of 70 marks. **End of semester exam shall carry 30 marks out of which students have to obtain a minimum of 30% marks to fulfil the requirement of passing the course.**

The details of the grades as well as the criteria for awarding such grades are provided below:

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
80 and above	O	8	<b>Outstanding</b> – Exceptional knowledge of the subject matter, thorough understanding of issues; ability to

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
			synthesize ideas, rules and principles and extraordinary critical and analytical ability
75 – 79	A+	7.5	<b>Excellent</b> - Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
70 – 74	A	7	<b>Very Good</b> - Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
65 – 69	A-	6	<b>Good</b> - Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
60 – 64	B+	5	<b>Fair</b> – Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills
55 – 59	B	4	<b>Acceptable</b> - Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
50 – 54	B-	3	<b>Marginal</b> - Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
45 – 49	P1	2	<b>Pass 1</b> – Pass with basic understanding of the subject matter
40 – 44	P2	1	<b>Pass 2</b> – Pass with rudimentary understanding of the subject matter
Below 40	F	0	<b>Fail</b> - Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant

PERCENTAGE OF MARKS	GRADE	GRADE VALUE	GRADE DESCRIPTION
			materials. Will require repeating the course
Incomplete	I	0	<b>Incomplete</b> - “Extenuating circumstances” preventing the student from taking the end-semester, or re-sit, examination as the case may be; the Vice Dean (Examinations) at their discretion assign the “I” grade. If an "I" grade is assigned, the student would appear for the end-semester, or re-sit examination, as the case may be, as and when the subsequent opportunity is provided by the University.

## 7. Criteria for Student Assessments

Assessment of the participants will be based on the following criteria.

Assessment	Weightage	Remarks
Reading notes	20 Marks	Students shall write 3 reading notes on at least three primary readings as listed in the syllabus.
Class discussion	20 Marks	Students are required to engage in class discussion to enrich their understanding on the course.
Thesis or presentation	30 Marks	Students will choose to either write a short paper or make a presentation on the topic discussed in the course.
End Semester Examination (Compulsory)	30 Marks	There will be a compulsory end-semester examination/component for all participants of the course who have successfully met the requisite attendance as per the governing JGU policies.

## Part III

### Course/Class Policies

- Present reasoned arguments (both orally and in writing) in a clear and concise format and style that reflects the assimilation of theoretical understanding, empirical evidence, and classroom debates and discussions.

- Students must learn and demonstrate the capacity to seek and utilise library, electronic, and appropriate online data sources (including databases and journal articles).
- All students are expected to read the assigned readings for the class.
- Please write down class notes.
- We encourage you to engage with the prescribed texts and ask questions or clarify the readings as we progress.
- Class participation and active engagement with the course material are required.

### **Cell Phones, Laptops and Similar Gadgets**

All mobile phones should be switched off in class except for designated class activities. We do not appreciate students answering calls, taking pictures, playing games, surfing the internet, or writing text messages in class.

### **Academic Integrity and Plagiarism**

Learning and knowledge production of any kind is a collaborative process. Collaboration demands an ethical responsibility to acknowledge who we have learnt from, what we have learned, and how reading and learning from others have helped us shape our own ideas. Even our own ideas demand an acknowledgement of the sources and processes through which those ideas have emerged. Thus, all ideas must be supported by citations. All ideas borrowed from articles, books, journals, magazines, case laws, statutes, photographs, films, paintings, etc., in print or online, must be credited with the original source. If the source or inspiration of your idea is a friend, a casual chat, something that you overheard, or heard being discussed at a conference or in class, even they must be duly credited. If you paraphrase or directly quote from a web source in the examination, presentation or essays, the source must be acknowledged. The university has a framework to deal with cases of plagiarism. All form of plagiarism will be taken seriously by the University and prescribed sanctions will be imposed on those who commit plagiarism.

### **Disability Support and Accommodation Requirements**

JGU endeavours to make all its courses inclusive and accessible to students with different abilities. In accordance with the Rights of Persons with Disabilities Act (2016), the JGU Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual and hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia, dyscalculia. Students with any known disability needing

academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register before the deadline for registration ends, as communicated by the DSC via email each semester. Those students who wish to continue receiving support from the previous semester, must re-register every semester prior to the deadline for re-registration as communicated by the DSC via email. Last minute registrations and support are discouraged and might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability. With due respect for confidentiality, faculty and students are encouraged to have honest conversations about the needs of students with disabilities and to discuss how a course may be better tailored to cater to a student with disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

### **Safe Space Pledge**

This course may discuss a range of issues and events that might result in distress for some students. Discussions in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel disturbed due to either the content of the course or the conduct of the discussions. Therefore, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibitions and fear. This responsibility lies not only with students, but also with the instructor.

P.S. The course instructor, as part of introducing the course manual, will discuss the scope of the Safe Space Pledge with the class.



### **Keywords Syllabus**

*AI, Robots, Biotechnological revolution, Nuclear Weapons, Terrorism, International Development, United Nations, Foreign policies*

### **Course Design and Overview (Weekly Plan)**

<b>Week</b>	<b>Topics</b>
1.	Introduction to International Relations
2.	The Great IR Debates
3.	Hegemon Wars and the World System
4.	Colonialisation and the Modern Sovereign System
5.	Nuclear Weapons and the End of Power Balance?
6.	United Nations
7.	Mid-term
8.	International Development
9.	Climate Change
10.	Terrorism
11.	Biotechnological Revolution and the Posthuman World
12.	Robots and Surrogate Humanity
13.	AI and Foreign Policy in the Future

14.	<b>REVISION WEEK</b>
-----	----------------------

### **Module Descriptions:**

This syllabus is organised into four modules. The first offers a conventional introduction that familiarises students with key debates, concepts, and theories in international relations. The second examines the evolution of international relations before 1945, a period during which disparate regional systems gradually converged into a single, global IR framework. The third focuses on the major institutions and central issues that have shaped the post–Second World War order—structures that continue to exert significant influence today. The final module turns to international relations in the twenty-first century and the near future, a period defined by accelerating technological transformations and profound systemic reconfiguration.

### **Part V Relevant Readings / Essential Readings**

#### **Part I. Introduction**

##### **Week 1: Introduction to International Relations**

##### **Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 4–20.

##### **Suggested readings:**

Smith, Steve. 2002. “The United States and the Discipline of International Relations: ‘Hegemonic Country, Hegemonic Discipline.’” *International Studies Review* 4 (2): 67–85.  
Mallavarapu, Siddharth. 2009. “Development of International Relations Theory in India.” *International Studies* 46 (1–2): 165–183.

##### **Week 2: The Great IR Debates**

##### **Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 35–43.

##### **Suggested readings:**

Bull, Hedley. *The Anarchical Society: A Study of Order in World Politics*. London: Bloomsbury Publishing, 2012, 23–26.  
Carr, E. H. *The Twenty Years’ Crisis, 1919–1939*. Edited by Michael Cox. London: Palgrave Macmillan, 2016, 3–11.

Nye, Joseph S. *Understanding International Conflicts: An Introduction to Theory and History*. New York: Pearson Longman, 2007, 3–9.

---

## **Part II. IR in the Past**

### **Week 3: Hegemon Wars and the World System**

#### **Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 337–343, 356–360.

#### **Suggested readings:**

Kolff, Dirk H. A. 2021. “The End of an Ancien Régime: Colonial War in India, 1798–1818.” In *East India Company, Volume 5*, 169–197. London: Routledge.

Gilpin, Robert. *War and Change in World Politics*. Cambridge: Cambridge University Press, 1981, 186–210.

### **Week 4: Colonialisation and the Modern Sovereign System**

#### **Primary readings:**

Shilliam, Robbie. 2022. “Discovery, Conquest and Colonialism.” In *Foundations of International Relations*, edited by Stephen McGlinchey, 25–41. London: Bloomsbury Academic.

#### **Suggested readings:**

Mukherjee, Aditya. 2010. “Empire: How Colonial India Made Modern Britain.” *Economic and Political Weekly* 45 (50): 73–82.

Bull, Hedley. *The Anarchical Society: A Study of Order in World Politics*. London: Bloomsbury Publishing, 2012, 26–38.

Anghie, Antony. 2006. “The Evolution of International Law: Colonial and Postcolonial Realities.” *Third World Quarterly* 27 (5): 739–753.

Koskenniemi, Martti. 2010. “Colonization of the ‘Indies’: The Origin of International Law.” In *La idea de la América en el pensamiento ius internacionalista del siglo XXI*, 43–63. Zaragoza: Institución Fernando el Católico.

### **Week 5: Nuclear Weapons and the End of Power Balance?**

#### **Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 473–479.

**Suggested readings:**

Nye, Joseph S. *Understanding International Conflicts: An Introduction to Theory and History*. New York: Pearson Longman, 2007, 135–150.

Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press, 2020, 446–479.

---

**Part III. IR in the Present: Sovereignty and Transnationality****Week 6: United Nations****Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 334–347.

**Suggested readings:**

Dabhade, Manish. 2022. “India’s Pursuit of United Nations Security Council Reforms.” In *India and Global Governance*, 50–68. New Delhi: Routledge India.

Morgenthau, Hans J. *Politics among Nations: The Struggle for Power and Peace*. New York: McGraw-Hill, 1997, 501–519.

Nye, Joseph S. *Understanding International Conflicts: An Introduction to Theory and History*. New York: Pearson Longman, 2007, 178–186.

**Week 7: Mid-term****Week 8: International Development****Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 285–293.

**Suggested readings:**

Bosworth, Barry, and Susan M. Collins. 2008. “Accounting for Growth: Comparing China and India.” *Journal of Economic Perspectives* 22 (1): 45–66.

Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press, 2020, 410–434.

**Week 9: Climate Change****Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 310–325.

**Suggested readings:**

Michaelowa, Katharina, and Axel Michaelowa. 2012. "India as an Emerging Power in International Climate Negotiations." *Climate Policy* 12 (5): 575–590.

Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press, 2020, 387–403.

**Week 10: Terrorism****Primary readings:**

Sørensen, Georg, Jørgen Møller, and Robert H. Jackson. *Introduction to International Relations: Theories and Approaches*. Oxford: Oxford University Press, 2022, 325–331.

**Suggested readings:**

Chandra, Vikash. 2020. "India's Counter-Terrorism Diplomacy at the United Nations: Progress and Problems." *India Quarterly* 76 (1): 40–57.

Baylis, John, Steve Smith, and Patricia Owens, eds. *The Globalization of World Politics: An Introduction to International Relations*. Oxford: Oxford University Press, 2020, 449–464.

---

**Part IV. IR in the Future: Entering the Posthuman World?****Week 11: Biotechnological Revolution and the Posthuman World****Primary readings:**

Fukuyama, Francis. *Our Posthuman Future: Consequences of the Biotechnology Revolution*. New York: Macmillan, 2003, 3–18.

**Suggested readings:**

Murphy, Sean D. 2001. "Biotechnology and International Law." *Harvard International Law Journal* 42: 47–139.

**Week 12: Robots and Surrogate Humanity****Primary readings:**

Shaw, Ian G. R. 2017. "Robot Wars: US Empire and Geopolitics in the Robotic Age." *Security Dialogue* 48 (5): 451–470.

**Suggested readings:**

Atanasoski, Neda, and Kalindi Vora. *Surrogate Humanity: Race, Robots, and the Politics of Technological Futures*. Durham, NC: Duke University Press, 2019, 134–162.

Favaro, Marina, and Heather Williams. 2023. "False Sense of Supremacy: Emerging Technologies, the War in Ukraine, and the Risk of Nuclear Escalation." *Journal for Peace and Nuclear Disarmament* 6 (1): 28–46.

### **Week 13: AI and Foreign Policy in the Future**

#### **Primary readings:**

Kissinger, Henry A., Eric Schmidt, and Daniel Huttenlocher. *The Age of AI: And Our Human Future*. New York: Hachette, 2021, 177–203.

#### **Suggested readings:**

Sikri, Rajiv. 2014. "Challenge and Strategy: Rethinking India's Foreign Policy." *Indian Foreign Affairs Journal* 9 (1): 56–69.

Corfield, Penelope J. 2010. "Post-medievalism/Modernity/Postmodernity?" *Rethinking History* 14 (3): 379–404.

---

### **Week 14: Revision Week**

The final week is dedicated to review and reflection. Students consolidate their understanding of key concepts, theories, and case studies discussed throughout the course. It also offers space for revisiting unresolved debates and preparing for final assessments.