

POLS& 203 – International Relations Syllabus

(Item#5364 Spring 2017 - Online)

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Office location: A-265 (out of the office Winter quarter)

Office Hours: online – Wednesday 6-7 PM or by appointment online

Course Information

Course Structure: In class lectures, discussion, and activities with required reading and out of class research. All readings, assignment guides, and other information will be posted on the **Canvas site** for the class. This site will be active so please be sure to check it frequently.

Course Description: Examines the struggle for power and peace and the methods by which affairs are conducted between modern nations.

• Course Outcomes

- Apply core concepts in international relations, such as power, anarchy, conflict, cooperation, globalization, interdependence, and sustainability
- Critically assess the strengths and weaknesses of major international relations perspectives such as Liberalism and Realism as well as secondary perspectives such as Constructivism, Feminism, and Marxism
- Differentiate major global actors, including states, intergovernmental organizations, non-governmental organizations, multinational corporations, individuals, and transnational advocacy networks
- Express informed opinions about issues of global importance, such as global warming, interstate and intrastate conflict, global inequality, and international human rights
- Articulate the paradox and dilemma of global citizenship and demonstrate basic competencies in the realm of advocacy

• How Outcomes Will be Met

This is an online course meaning students are expected to sign in and interact with the course site at least 3 times per week. Achieving the above outcomes will come from the following activities:

- Complete assigned readings (especially from the textbook!)
- Review the topic pages in each weekly module and visit the links and sites included as well as complete the non-graded knowledge checks
- Complete the weekly assignments (mid-week check in, Facebook post/discussion, Weekly Response, and weekly quiz)
- Participate in the online simulation
- Complete the Book Review paper and all of the accompanying parts

• Grading

The link to the College Grading Policy is located on page 10 of the Course Catalog: [Grading Policy](#)

Grade Requirements:

1. Mid-week Check In (MCI) (11 weeks – due every Wed. by 11:59 PM)	10 pts x 10 wks → 100
2. Facebook post (11 weeks – post and respond by Wed. at 11:59 PM)	10 pts x 10 wks → 100
3. Weekly Response (11 weeks – due every Sat. by 11:59 PM)	10 pts x 10 wks → 100
4. End of Week Quiz (11 weeks – due every Sat. by 11:59PM)	10 pts x 10 wks → 100
5. Simulation (weeks 5, 7, 8)	25 pts x 2 wks → 50
6. Book Review	100
7. Service Learning Project	100
Total points:	650

Grade Breakdown:

A 93-100%	A- 90-92%	
B+ 87-89%	B 83-86%	B- 80-82%
C+ 77-79%	C 73-76%	C- 70-72%
D+ 67-69%	D 63-66%	D- 60-62%
F 0-59%		

Course Assignments:

Mid-week Check In (MCI) – Students will read the textbook, additional readings, review course pages with additional information, and visit linked videos/websites/etc. to ensure complete understanding of the material. The MCI consists of 5 questions (worth 2 points each) designed to ensure students understand the material. Students have 1 attempt, but can use notes and have unlimited time. MCIs are due Wednesdays by 11:59 PM – you should complete the assigned readings and weekly materials before completing the MCI.

Students should expect to spend 10-15 minutes each week completing the check-in. For those who are prepared (completed readings, read through course materials/pages and accompanying videos/links/sites), the 5 questions should take 5-10 minutes. The less prepared, the more time it will take to complete.

Facebook Post/Discussion – Instead of using the traditional Canvas discussion forum, we will be using social media where most people already post articles/sites and participate in dialogue. Students will post an article, interesting website, dataset, etc. in international relations each week and summarize why they found this source interesting (worth 5 points). Students are expected to comment on at least 2 other posts or engage in a multi-response dialogue over a single post (worth 5 points). Appropriate conduct for discussion is posted below, covered in the “Getting Started” Module and posted in the Facebook group – “Exploring International Relations.” Failure to follow these guidelines will result in a 0 for the assignment and gross violations could result in being administratively dropped from the course.

Students should expect to spend 15-30 minutes each week posting and perusing/reading other posts. Responses should take 5-10 minutes, depending on the length of the dialogue.

Weekly Response – Analyzing and critically assessing information, formulating an informed argument using a clear framework, and using evidence to support that argument is an important part of this class. To practice this skill, students will create a publishable blog post and post their final 500-700 word blog in the Facebook group. Though this is not a full research paper, students are expected to locate resources and defend their argument with clear evidence. To accomplish this task, the blog has been broken up into sections and students will complete a section each week.

Students should expect to spend 30-60 minutes each week crafting the different blog sections. Some will take more time than others, but students should set aside at least 30 minutes each week to write and revise each response.

End of Week Quiz – In place of a final exam, students will answer a short essay question each week on the material for that week. Each question gives the student the chance to consider what they have learned and apply their new knowledge to a real world example. *Students should expect to spend 15-20 minutes each week answering the question.*

Simulation – An important part of understanding international relations is practicing it, which can be difficult in an online classroom setting. I have run a simulation in my classes for the last 4 years, but never online so this will be a bit of an experiment. Participation will result in full credit for the 3 weeks it runs. Students will select a country to be part of and participate in foreign policy decision-making, negotiating during a peace summit, and negotiating during a trade summit. Students will need to interact with group members, but should some members fail to participate, those students

completing the activities will receive full credit.

Book Review – One goal of this course is to teach students how to conduct research and gain deeper information and insight into a topic in international relations. To accomplish this goal, students will select a book from the approved list (or submit a request) and conduct a book review. This review requires the student to read the book, summarize the method, theory, data, and findings, and assess the book using additional research. Students will turn in sections of the paper as the quarter progresses, but the final paper will be due during finals week.

Service Learning Project – This is an experiment so just participating in the project will result in points being awarded. We will be collecting the stories of people who have traveled to the US and providing the political context for their movement. We will be providing story content for the non-profit organization, Pocket Stories (<http://www.ourpocketstories.org/>) and working with the in-person class at BC to create these stories. More information will be made available as the course progresses.

- **Books and Materials Required**

Mingst, Karen A. and Ivan M. Arreguin-Toft. 2017. *Essentials of International Relations*, 7th ed. New York, NY: W.W. Norton & Company.

Additional readings will be assigned throughout the course – they will be listed under the module task list for each week. Optional readings will be listed as such and are not required to succeed in the course, but offer additional information for those who are interested.

Help with Canvas

If you need help with Canvas beyond what is offered in the “Getting Started” Module, please click [here](#).

Classroom Learning Atmosphere

- **Instructor’s Expectation**

This class is online – to achieve success, students should expect to get online at least 3 times per week. Modules open on Sunday mornings and close on Saturday evenings. While the course material will be available for the length of the course, assignments will close on time.

LATE ASSIGNMENTS WILL NOT BE ACCEPTED – UNLESS PREVIOUSLY CLEARED WITH INSTRUCTOR.

General Course Schedule:

Specific readings and tasks are listed on each module's intro page...The calendar below is meant to be a general guide.

You are welcome to complete your work early, but you cannot work ahead in another module, unless cleared with instructor first.

Class Schedule and Assignments:

Week 1 – Introduction

Topics to be covered: approaches to IR, historical context and foundations of IR, tools for analyzing events in international relations

Readings: Ch. 1 & 2

Week 2 – International System

Topics to be covered: thinking theoretically, levels of analysis, theoretical paradigms, game theory

Readings: Ch. 3 & 4

Week 3 – Actors in the System: State, Individuals, and Non-State Actors

Topics to be covered: state structures, power sources, foreign policy, revolution, non-violence, individuals, elites, non-state actors

Readings: Ch. 5 & 6

Week 4 – Conflict and the International System

Topics to be covered: defining war, causes of interstate conflict, institutions and war, alliances, collective security, commitment problems, credibility, incomplete information, costs of war, bargaining, data sources

Readings: Ch. 8

Week 5 – Conflict below the System Level

Topics to be covered: domestic politics, democratic peace theory, civil conflict, terrorism, data sources, peacebuilding

Readings: TBD

Week 6 – Organizations

Topics to be covered: intergovernmental organizations, international law, non-governmental organizations

Readings: Ch. 7

Week 7 – International Political Economy –

Topics to be covered: monetary relations, Breton-Woods, monetary systems, currency, free-trade, liberalization, organizations regulating trade, bilateral trade, regional agreements, borrowing and lending between countries, debt crises, multinational corporations, organizations regulating trade, bilateral trade, regional agreements, borrowing and lending between countries, debt crises, multinational corporations

Readings: Ch. 9

Week 8 – Development and Globalization

Topics to be covered: foreign aid, approaches to development, globalization, colonialism, industrialization, liberalization, global inequality, women's rights

Readings: TBD

Week 9 – Human Rights and Transnational Advocacy

Topics to be covered: regimes, norms and organizations, human rights law, agreements, rights of women and children, migration

Readings: Ch. 10

Week 10 – Transnational Politics

Topics to be covered: environmental degradation, climate change, global health, international crime networks, militarized transnational networks

Readings: Ch. 11

Finals Week

Submit your final Book Review and Blog post.

Bellevue College Institutional Information

- **Affirmation of Inclusion**

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

- **Religious Holidays**

Students who expect to miss classes, examinations, or any other assignments as a consequence of their religious observance should be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent, preferably at the beginning of the term. Students who are absent on days of examinations or class assignments should be offered an opportunity to make up the work without penalty (if they have previously arranged to be absent), unless it can be demonstrated that a makeup opportunity would constitute an unreasonable burden on a member of the faculty. Should disagreement arise over what constitutes an unreasonable burden or any element of this policy, parties involved should consult the department chair, or Dean.

- **College Anti-Discrimination Statement**

Bellevue College does not discriminate on the basis of race or ethnicity; color; creed; national origin; sex; marital status; sexual orientation; age; religion; genetic information; the presence of any sensory, mental, or physical disability; gender identity or veteran status in educational programs and activities which it operates.

- **Confidentiality and Mandatory Reporting**

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share with the Title IX Coordinator any and all information regarding sexual assault and other forms of sexual misconduct (e.g. dating violence, domestic violence, stalking) that may have occurred on campus or that impacts someone on campus. Students may speak to someone confidentially by contacting the BC Counseling Center at (425) 564-2212. The Title IX Office can be contacted at 425-564-2441 and more information can be found at www.bellevuecollege.edu/titleix/.

For further information and contacts, please consult [College Anti-Discrimination Statements](#).

- **Division Statements**

Information about Bellevue College's copyright guidelines can be found at: [College Copyright Policy](#)
This link provides a good, short summary of how to avoid plagiarism: [Avoiding Plagiarism](#)

This 22-minute video also provides a good overview of how to avoid trouble when using sources: From the college home page select SERVICES, then LIBRARY MEDIA CENTER, then DATABASES, then FILMS ON DEMAND. At their site, search by title for **PLAGIARISM 2.0: ETHICS IN THE DIGITAL AGE**.

- **Student Code of Conduct and Academic Integrity**

Any act of academic dishonesty, including cheating, plagiarism (using the ideas or words of another as one's own without crediting the source), and fabrication and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to, talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Dean of Student Success for investigation. Specific student rights, responsibilities, and appeal procedures are listed in the Student Code of Conduct at: [Student Code](#)

Important Links

▪ Bellevue College E-mail and access to MyBC

All students registered for classes at Bellevue College are entitled to a network and e-mail account. Your student network account can be used to access your student e-mail, log in to computers in labs and classrooms, connect to the BC wireless network and log in to MyBC. To create your account, go to: [Create Email](#)

BC offers a wide variety of computer and learning labs to enhance learning and student success. Find current campus locations for all student labs by visiting the [Technology Help Desk](#)

▪ Disability Resource Center (DRC)

The Disability Resource Center serves students with disabilities. A disability includes any physical or mental impairment that substantially limits one or more major life activities. Common disabilities include physical, neurological (e.g. Autism, ADD), and mental health (e.g. depression, anxiety). If you are a student who has a disability or if you think you may need accommodations in order to have equal access to programs, activities, and services, please contact the DRC.

If you require assistance in an emergency, please meet with your individual instructors to develop a safety plan for while in class and contact the DRC to develop a safety plan for while you are elsewhere on campus.

If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. [Contact Autism Spectrum Navigators](#) (ASN). Email and phone number is on the web page. ASN is located in the Library Media Center in D125.

The DRC office is located in building B Room 132. You can contact the DRC by stopping by B132, calling our desk at 425-564-2498, emailing drc@bellevuecollege.edu, and Deaf students can reach us by Skype (account name **DRCatBC**). For more information about the services we offer, including our Initial Access Application, visit our website at www.bellevuecollege.edu/drc.

Accessibility

The online elements of this course are designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

▪ Public Safety

Public Safety and Emergencies

Public Safety is located in the D building (D171) and can be reached at **425-564-2400** (easy to remember because it's the only office on campus open 24 hours a day—2400). Among other things, Public Safety serves as our Parking Permits, Lost and Found, and Emergency Notification center. Please ensure you are signed up to receive alerts through our campus alerting system by registering at [RAVE Alert Registration](#)

If you work late and are uneasy about going to your car, Public Safety will escort you to your vehicle. To coordinate this, please phone ahead and let Public Safety know when and where you will need an escort.

Please familiarize yourself with the emergency postings by the door of every classroom and know where to go in the event of an evacuation. Your instructor will be asked if anyone might still be in the building, so check in before you do anything else. Emergency responders will search for anyone unaccounted for.

If a major emergency occurs, please follow these three rules:

- 1) Take directions from those in charge of the response** -We all need to be working together.
- 2) Do not get in your car and leave campus (unless directed to)** - Doing so will clog streets and prevent emergency vehicles from entering the scene. Instead, follow directions from those in charge.
- 3) In an emergency, call 911 first, then Public Safety.**

Please do not hesitate to call Public Safety if you have safety questions or concerns at any time. You may also visit the [Public Safety](#) web page for answers to your questions.

▪ Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- [Enrollment Calendar](#) On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.
- [College Calendar](#) This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

▪ Additional Information

All students should be aware of the many tutorial services provided by the [Academic Success Center](#). If you need free tutorial help, please visit them in D204.

If you feel threatened or see something that may indicate trouble, please report it right away at [Report Concerns](#). We all need to help keep our campus safe for everyone.

Add additional information or special instructions below if needed.