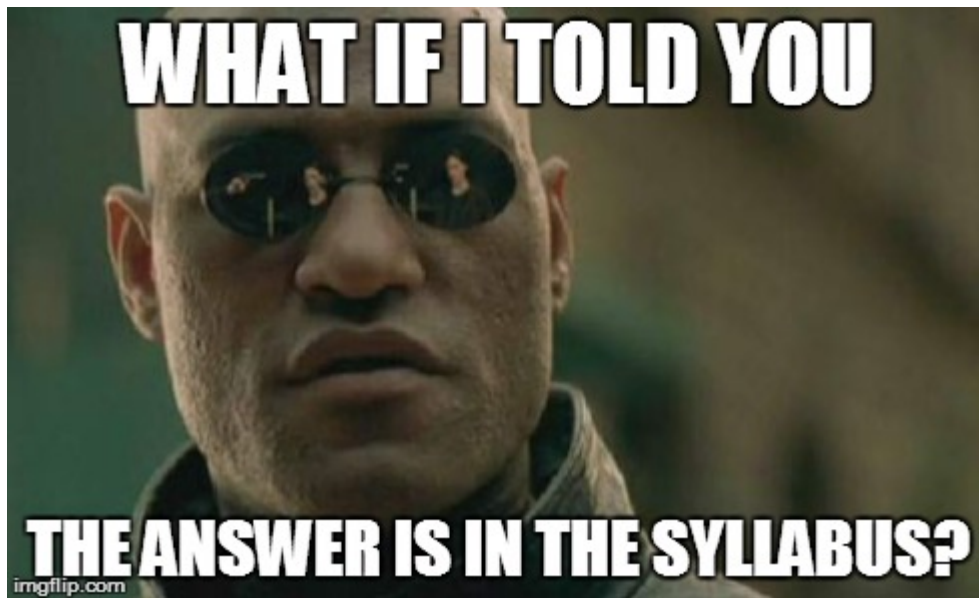


POLS& 203: International Relations

Bellevue College, Winter 2018

Course Details

Class Sessions: M-TH | 11:30 – 12:20pm | L221
Instructor: Clifford Cawthon, MA
E-mail: clifford.cawthon@bellevuecollege.edu
Phone:
Office Location: A200F
Office Hours: M/TH: 10:00am-11:00am. F: 11:00-2:00pm
I will also be available by appointment



Course Description

This course examines the struggle for power and peace and the methods by which affairs are conducted between modern nations.

Course Outcomes

After completing this class, students should be able to:

- 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.
- Identify the geographic locations of the United Nations' member states.

Books and Required Materials

The textbook for the course is 2017's *Essentials of International Relations (7th Edition)*, edited by Karen Mingst and Ivan M. Arreguin-Toft. The book is available in the campus bookstore and you can purchase it used online as well. I will make the first week's textbook assigned readings available as a PDF file on Canvas but you need a copy of the textbook by the second week of class. We will be reading extensive supplemental materials, which will be available on our Canvas website or in-class. **Each assigned reading is to be completed before the class session for which it is scheduled. Moreover, you will be required to print out each of these readings and make a binder for yourself.**

I can understand that printing can be expensive and that you have a printing quota each quarter based upon technology fees. This quota is not likely to be sufficient for you to print all the materials and assignments for every course. I suggest that you visit any of the libraries within the [King County library system](#), which provides library users with 75 'units' of free printing per week. Also, strategically time when you print certain passages.

Supplemental Materials and Articles

In addition to the required materials, I have also listed suggested reading materials that are not mandatory to read but, will may add context and/ or content to your experience during the lesson. All of the suggested materials are admissible for any exam or project.

Other materials

These materials are easily obtainable and usually free by going to your local Board of Elections office or printing them out [here](#). Also, for information on who represents you in the State Legislature and Congress are located [here](#). For county and local representatives, please speak with me and I'll refer you to the proper resources.

Course Goals (broader, long-range intended objectives)

Cognitive objectives:

- Develop a basic understanding of the scientific study of International Relations as the study of social conflicts and resolutions;
- Understand the roles of institutions, states and actors in the international system. This includes developing an ability to identify and engage with different paradigms in international relations.
- Confidently articulate the role and power of citizens, conflict and peace (individually and in collective action) with relation to international politics.

Behavioral Objectives:

- Be able to identify weak stereotypes, arguments and xenophobic sentiments and respond with informed knowledge and critical analysis.
- Be able to reflect upon the international political and economic system in order to communicate and act based upon informed knowledge and critical analysis;
- Be able to efficiently connect local and national politics with their larger global implications; and vice versa.
- Be able to act effectively in the world based upon political knowledge.

Updates and Changes Policy

If there are any significant changes to the schedule or assignments laid out in the syllabus then the Professor will post an Announcement and send an accompanying email through the Canvas e-learning system to notify students.

This will be done 24 hours in advance of the change in order to give students to adapt. If the change will effect the Course Assessments schedule (listed below) then it will be announced 48 hours in advance in order to solicit feedback from students.



Grading

Course Assessments	Percentage
International Relations Quizzes (2: 1 in-class; 1 take home)	20%
Service Learning Component	15%
Weekly Reflection and Critique Assignments	15%
Midterm (in-class)	20%
Attendance	5%
Final Exam (multiple choice/true-false)	25%
Total	100%

Letter Grade	Percentage
A	92 - 100%
A-	90 - <92%
B+	88 - <90%
B	82 - <88%
B-	80 - <82%
C+	78 - <80%
C	72 - <78%
C-	70 - <72%
D+	68 - <70%
D	60 - <68%
F	<60%

Assignments

International Relations and Politics Quizzes (2):

20% of grade

This course will have two quizzes over its three month run. The first quiz will be in-class and designed to assess your knowledge of the material covered in January. The second quiz will be a take-home quiz, which will cover the material up to that point. In the second (take-home) quiz, students will be required to cite sources in the short essay. The second essay will be submitted to Canvass

Service Learning Component:

15% of grade

The course will feature a service learning component, in which, students will be required to work 4 hours a week with a local non-profit, non-governmental, and/ or charity organization. The purpose of this is to experience an aspect of International Relations on the ground and gain meaningful vocational experience in the field. This component will be partially administered by the RISE Institute and it will commence at the end of the second week of classes.

Weekly Reflection and Critique Exercises

10% of grade

During the course you will be required to write a reflection, review or critique of the material once every week. These reflections serve as a way to review the material, process the lessons in the texts, form educated opinions on the issues presented and measure the students' progress in the course. Each week, these **reflections and critique's will be due by Friday evening of that week at 7:00pm and a grade will be given to them no later than the following Tuesday by class time at 11:30am.**

Midterm Exam:

20% of grade

During late February, there will be an in-class midterm. The test will cover the content from the first half of the class and will be an essay-based assessment. In contrast to the quizzes (which will assess your knowledge of governmental structures), the midterm will assess your conceptual understanding of the course material.

Final Exam:

20% of grade

During finals week there will be a final exam in class. The exam will cover the content from the second half of the class and will be made up of multiple choice, true-false questions, and there will be a small written essay. This final examination will test your grasp of both the structural and conceptual features of American government.

Attendance:

Attendance is **not completely mandatory**, as long as you attend 3/4ths of the classes in the term, then you will receive 5% credit towards your total final score and fulfill the requirement. In addition to this, if you attend eighty percent of the classes during the term you will receive 3 bonus points toward the final.

Class Schedule

(Updates to this schedule will be posted to the Canvas, also please see “Updates and Changes Policy”)

Week 1 – Hello!!! (Jan 2-4)

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

Readings: Chapt. 1-2.

The following reading will be found in the *File* folder on Canvas

- *International Relations and Its Discontents*. Halliday, F. 1995

Week 2 – Theory and the International System (Jan 8-11)

Topics to be covered: thinking theoretically, levels of analysis, theoretical paradigms, ideologies and the rise of globalization.

Readings: Chapt. 3-4

The Following Readings will be located in the *File* folder on Canvas:

- *The Six Principles of Political Realism*. Morgenthau, H. 1978. Accessed, 2011

- *Gramsci and the theory of Hegemony*, Bates, T. 1975.

* We may have a presentation by Sapan Parekh, from the RISE Institute on the Service Learning program on the 10th.

Week 3 – Actors in the System: State, Individuals, and Non-State Actors (Jan 16-18)

Topics to be covered: state structures, power sources and models, national foreign policies and positions, individuals, elites, non-state actors

Readings: Chapt. 5-6

The Following Readings will be located in the *File* folder on Canvas

- *Postmodernism, Ethics and International Theory*. Cochran, M. 1995.

Week 4 – Conflict and the International System (Jan 22-25)

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

Readings: Chapt. 8

Week 5 – Finding and building peace & building International Organizations (Jan 29- Feb 1)

Topics to be covered: domestic politics, democratic peace theory, civil conflict, terrorism, data sources, conflict resolution (a.k.a. "peacebuilding"); intergovernmental organizations, international law, non-governmental organizations

Readings: Chapt. 7

Week 6 – Revolution and Counter-revolution (Feb 5-7)

Topics to be covered: Hegemony and Counter-Hegemony; Revolutions and the international system, Shock Doctrine; Coups and Revolutions; Roles of state and non-state actors in revolutions; State instability and failure.

Readings: The following readings will be found in the *Files* folder in Canvass-

- *Toward a Postmodern Prince? 2000. The Battle in Seattle as a Moment in the New Politics of Globalism.* Gill, S. Published in "Global Resistance Reader" edited by Amore. 2005

Choose Either of the following...

- *From Partier to Protester: The Birth of Social Conscience.* Nabulsi, J. Published in "From Cairo to Wall Street", edited by Kircher-Allen and Sciffrin. 2012.

- *How Governments Respond to Counterpower.* Gee, T. 2011. "Counterpower" Chapt. 3. pp 58-81.

Week 7 – International Political Economy (Feb 12-15)

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

Readings: Textbook Chapt. 9

Week 8 – Development and Globalization (Feb 20-22)

Topics to be covered: foreign aid, economic development, multinational corporations, legacy of colonialism, industrialization, liberalization, global inequality, minority and women's rights.

Readings: The readings can be found in the *File* folder in Canvas-

- *"Freedom's Just Another Word" A Brief History of Neoliberalism.* Harvey, D. 2005. Chapt. 1.

- *Corporate Social Responsibility Theories: Mapping the Territory.* Garriga, E. Mele, D. 2004.

Week 9 – Human Rights and Transnational Advocacy (Feb 26- Mar 1)

Topics to be covered: Theories and the Problematic of Human Rights, norms and organizations, international human rights laws, international agreements, migration and states of exception.

Readings: Textbook Chapt. 10

Week 10 – Transnational Politics (Mar 5-8; No class on Tuesday, March 6th)

Topics to be covered: environmental degradation, climate change, global health, international crime networks, transnational economics; foreign-policy-domestic-militarization links;

Readings: Textbook Chapt. 11

Week 11 – Group Assignment Presentations and Review (Mar 12-15; March 19th)

- March 12- 13: Group Presentations, 15 minutes each*

- March 14-15, 19: Final Exam Review: Please bring questions, review cards recommended.

Asterisk- This may be subject to change at this time.

Community Agreements

This is never a pleasant section to discuss but, as a public institution, Bellevue College has a [Code of Conduct and Regulations](#) that, as a student, you are bound to follow.

In this particular class, there are a few community agreements (a.k.a. rules) that will be central to all of us making sure you are successful, so we can all be successful:

1. Respect: This is fundamental to our success. Everyone comes into this classroom with a valid viewpoint. Each of us deserves to be seen as worthwhile and each of us must give that respect to the other. This means that this classroom is a ***no shame zone. You will not be judged by myself or anyone else in class for the way you look, the way you ask a question, for asking a question, for having trouble with the coursework, for who you are and for being yourself. In fact, on the last point, you'll be applauded for being yourself!***

2. Disagree but, don't be disagreeable: If someone makes a point that you disagree with or find downright distasteful, don't make it personal. Just disagree and move on- or come up with a good argument.

3. Integrity: Take responsibility for what you have done.

4. Don't Plagiarize! Don't copy others work and submit it as your own. We will find out.

5. Step up, step back: If you like to contribute to classroom conversations, contribute to the learning of your fellow students who may be a bit more shy and create space for them to speak up. It's not a bad thing to contribute but, sometimes one can take up more space and marginalize others without intending to.

6. Everyone is everyone: this is a space for all races, classes, genders, sexualities, nationalities, and persons. Racism or any other oppressive slurs or behavior **will not be tolerated and result in your immediate exit from the course.** That goes for harassment as well (see point #1).

7. Last but, not least, you will have the classroom experience that you create. In other words, if you are disruptive, hostile, or outright refuse to participate then you'll probably feel very uncomfortable in class. If you adhere to these expectations and come to class, with the desire to learn, engage, and grow then there's no "dumb questions", you'll always be heard, and you will always be respected.

Late work and Classroom Policies

Late work: Assignments are due on the date listed in the course schedule and the quizzes/tests will be in-class on the date listed in the schedule. You will have a period of two weeks after the assignment due date to turn in late work for 85% of the grade. This means that if you turn in work during this two-week period, I will multiply your final score by 85/100.

You do not need to ask me to turn in work during this period; all you need to do is turn it in. Late work may lead to delays in grading and delays in instructor feedback, as I will prioritize work that is turned in on time. In-class quizzes and tests do not qualify for this policy.

If your work is more than two weeks late or you are falling behind due to emergency/unforeseen circumstances, you can work with me to create an individualized plan. Please do not make requests for extensions in person at the beginning or end of a class period because it is difficult for me to properly keep track of agreements made hastily. Instead, email me at clifford.cawthon@bellevuecollege.edu or please schedule a time to meet with me or come to my office hours.

English Second (or more) Language Students: If English is your second language, you can use a translation dictionary during in-class assessments (quizzes and exams). The dictionary must be a book not an electronic dictionary, and it must be the type of translation dictionary that only includes the translation, not the definition. If English is a second (or third or fourth) language, I encourage you to talk with me directly so that we can make sure the learning environment works for you.

Electronics Policy: At the beginning of class please turn your phone on silent and put it away. Unless I state otherwise, phones are not allowed in class. Laptops are allowed for note-taking only. Students who use their laptops for notes must submit their notes to me electronically following each and every class period. This is so that I know that you are using your laptop for note-taking only.

If at any point you feel that you need to use your device(s) for communications, please quietly get up and do so outside.

In order to respect the wishes of others, by default there is no recording of any audio or video allowed in the classroom. Nevertheless, if any of these policies prohibit you from being able to learn in the fullest possible way, please meet with me to work out an individualized solution.

Email and Canvas Inbox: Canvas provides many different places to communicate with me (replies to my feedback/grading, etc.), which can sometimes make communicating more challenging than it needs to be. The best ways to communicate with me are: in person during office hours (or by appointment); through my BC email; or the Canvas 'inbox'. I may check these locations at odd hours, such as at night or over the weekend. But please do not expect

me to reply outside of regular business hours. Respect the dynamic that teaching this class is my workplace. On my end I will be answering your messages swiftly. However, if I do not answer your inquiry in about a day, you should feel comfortable to follow up.

Institutional Commitments and Policies

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.

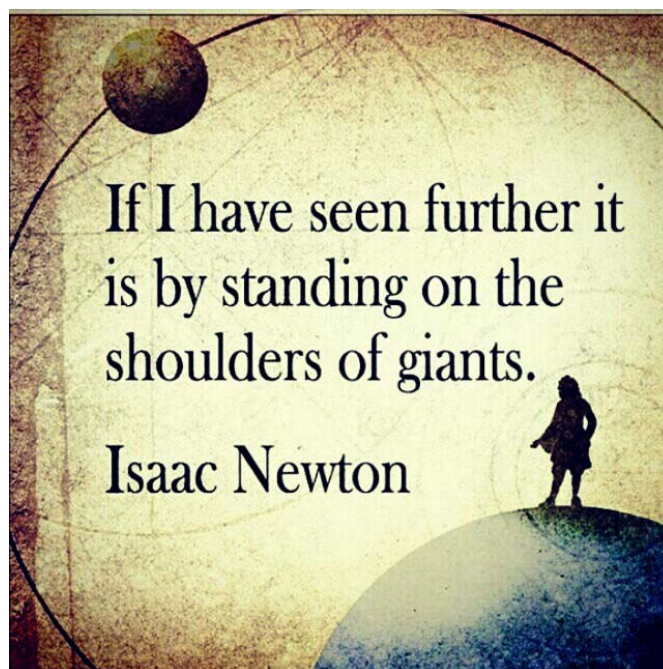
College Anti-Discrimination Statement (Title IX)

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.

Academic Integrity

Cheating and plagiarism (using the ideas or words of another as one's own without crediting the source) are violations of the Student Code of Conduct at Bellevue College. Such behavior will result in a zero grade for the assignment/exam in question. Please familiarize yourself with BC's Student Code of Conduct: <http://www.bellevuecollege.edu/policies/id-2050p/>.

The Lesson: We stand on the Shoulders of Giants, We don't claim to be giants.



Important Resources/Services

Disability Resource Center – B132

The Disability Resource Center (DRC) serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact the DRC as soon as possible. If you are a student with a documented autism spectrum disorder, there is an additional access program available to you. Contact [Autism Spectrum Navigators](#). 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 B132 or you can call the reception desk at (425) 564.2498. Deaf students can reach the DRC by Skype: the address is **DRCatBC** (NOTE: There is no @ sign...it is actually **DRCatBC**). Please visit the website at [Disability Resource Center](#) for application information and other helpful links.

Multicultural Services – 2nd Floor of B building (above the bookstore)

Multicultural Services (MCS) is a student-centered service program on campus that is designed to support all students in general, and diverse student populations in particular. MCS is a broad program that can assist students with tutoring in Math and English as well as help students locate community resources such as food and housing assistance. Please familiarize yourself with MCS by stopping by or visiting: bellevuecollege.edu/mcs/

Counseling Center – 2nd Floor of B building (above the bookstore)

The Counseling Center provides personal, career, and academic counseling for all registered BC students. The Counseling Center can be a helpful place for locating community resources (referrals) as well as free counseling appointments with the center's staff of licensed mental health counselors. Please familiarize yourself with the services offered by the counseling center by stopping by or visiting: bellevuecollege.edu/counseling/