POLS& 203 – International Relations Syllabus

(Item#5369 Fall 2018 - Online)

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Office Hours: online – Friday 8-9 AM or by appointment online or in-person. Please contact me via email if you are planning on attending office hours so we can determine the appropriate communication method.

Course Information

Course Structure: This course is entirely online so videos, 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 every other day.

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 2 times per week. Achieving the above outcomes will come from the following activities:

  - o Complete assigned readings from the textbook and complete the end of chapter quizzes
  - o Complete the Canvas course weekly quizzes
  - o Complete the weekly assignments (Post/discussion and Mini-projects)
  - o Complete the long-term projects

- o Participate actively in online activities including discussions, simulations, and group projects
- o Contact the professor if you have questions or concerns AND to make me aware of any life complications that will impact the course

• **Grading**

The link to the College Grading Policy is located on page 10 of the Course Catalog: Grading Policy

Grade Requirements:

Weekly Assignments:
1. Post and discussion   (weeks 1-11)   15 pts x 11 weeks →   110
2. Weekly question/reflection   (weeks 1-10)   5 pts x 10 weeks →   50
3. Textbook chapter quiz   (weeks 1-8)   10 pts x 8 quizzes →   80
4. Mini-Project   (weeks 1-8)   25 pts x 8 weeks →   200
5. Weekly Canvas quiz   (weeks 1-8)   10 pts x 8 weeks →   80

Long-Term Assignments:
1. Blog   100
2. Simulation   80
3. Tyranny Project   100
4. Service Learning Project   100
5. Book Review   100

Total   1005

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:

Textbook reading and assignments – we are using an interactive online textbook that has writing assignments and knowledge check quizzes included in the text. Students are expected to read the chapters and complete the quizzes at the end of each chapter. Students who score and 80% or more on all of the chapter assignments for the week, will receive full credit. Students who score between 70-79% will receive half credit and students who score below 70% will not receive any credit. *Students should expect to spend 1-3 hours per week reading the text and completing the assignments. These quizzes run weeks 1-5 and 7-8 with two quizzes in week 8.*

Group 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.(5 points) in international relations each week and summarize why they found this source interesting. Students will then comment on at least one other group member's post. Appropriate conduct for discussion is posted below, covered in the "Getting Started" Module. 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.

Question/Reflection – because students cannot ask questions "in class" I want to create space for students to ask questions and reflect on the readings. Each week, students are to post a question or reflection on Canvas related specifically to the textbook readings. I will then compile my responses to all questions and post them on Friday mornings as a video. *Students should expect to spend 5 minutes on this per week*

Canvas quiz – these quizzes are really a presentation of summary materials and new links and articles and students will receive full credit by simply completing them. They are designed to help students understand the material and make connections and apply the material to the real work. They include short videos from me and additional links and the

opportunity to apply and demonstrate knowledge. *Students should expect to spend 1-2 hours on these quizzes per week. Their length will vary depending on external links and they run from weeks 1-8.*

Blog Post – students will write a 500-1000 word blog essay on a topic of their choice related to international relations. This is a 5 paragraph essay and should include links to online information. The purpose of this essay is to give students a framework for expressing their opinions using evidence. Students will complete the blog in pieces as separate assignments. *Students should expect to spend 1-3 hours per week working on the blog recognizing that some weeks may require more/less time.*

Service Learning Project – students will work in small groups to provide a marketing campaign for Seattle Against Slavery. The final products will be shared with the organization and a representative from the org will provide feedback during the quarter. This project will require students to do both individual and group work. More details will be available within the first two weeks of the course. *Students should expect to spend 1-3 hours per week on this project recognizing that some weeks may require more/less time with the expectation that time commitments will increase weeks 8-10.*

Book Review – students will read and put together a written book review that they will then share via video or podcast. Students will receive a guide on Canvas as well as examples. The purpose of this assignment is to ensure that students understand how to conduct proper research and use data, either quantitative or qualitative. Please note – this is not a book "report", but a book "review" meaning it will require some outside research and reading. *Students should expect to spend 1 hour per week reading their book and conducting research. Expect time commitment to increase during weeks 10 and 11.*

Tyranny Project – Students will work in groups to take one of the points from the book and create a comparative article in which they use art and research to compare tyranny in two countries or write about a single example. More information will be provided in the Canvas course and the project will require students to work in small groups and on their own. *Students should expect to spend 203 hours on this project during weeks 1-8 and 3-4 hours per week on it during weeks 9 and 10.*

Simulation – this project simulates a peace summit amongst conflictual parties. Students will work in their assigned groups to come up with solutions and work with other students in the course to write agreements. Students will prepare research on their own, coordinate with their group on strategies, work with students in other groups to find solutions and write agreements, and write a reflection on their own. *The simulation will run weeks 5-7 and students should plan on spending 2-3 hours on this project during those weeks.*

Books and Materials Required

Goldstein, Joshua and Jon C. Pevehouse. 2014. *International Relations, 10th ed. Abbreviated version.* New York, NY: Pearson.

Access to this book can be purchased online through the Canvas site or through the BC bookstore (in person or online through Canvas).

Optional readings will be included in the Canvas quizzes.

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 Monday mornings and close on Sunday evenings. While the course material will be available for the length of the course, assignments will close on time.

<u>LATE ASSIGNMENTS WILL NOT BE ACCEPTED – UNLESS PREVIOUSLY CLEARED WITH INSTRUCTOR.</u>

<u>General Course Schedule:</u>

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: (a more detailed schedule can be found under the weekly modules)

<u>Week 1 – Introduction</u>
Topics to be covered: Globalization, the vocab of IR, how we know what we know, history of the theory
Rd. Ch. 1

<u>Week 2 – Realism</u>
Topics to be covered: thinking theoretically, levels of analysis, theoretical paradigms, game theory
Rd. Ch. 2

<u>Week 3 – Other Paradigms and Government Structures</u>
Topics to be covered: liberalism, constructivism, Marxism, Feminist IR, democracy, republics, socialism, communism, populism, federalism
Rd. Ch. 3
Rd. "On Tyranny"

<u>Week 4 – Conflict and Peace</u>
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, democratic peace theory, civil conflict, terrorism, data sources, peacebuilding, peacekeeping
Rd. Ch. 4

<u>Week 5 – Organizations and International Law,</u>
Topics to be covered: intergovernmental organizations, international law, non-governmental organizations
Rd. Ch. 6

<u>Week 6 – Human Rights</u>
Topics to be covered: Human Rights documents, foundations of human rights, international courts, current issues in human rights and global response, women's rights
Readings will be assigned through the canvas quiz

<u>Week 7 – International Political Economy</u>
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
Rd. Ch. 5

<u>Week 8 – Development and Transnational Issues</u>

Topics to be covered: foreign aid, approaches to development, globalization, colonialism, industrialization, liberalization, global inequality, environmental degradation, climate change, global health, international crime networks, militarized transnational networks
Rd. Chs. 7 and 8

Week 9 – Project Work
Work on Service Learning project and Tyranny project in groups. Work on blog and book review individually.
Students should continue to set aside 5-7 hours to work on these projects.

Week 10 – Project Work
Continue working on Service Learning and Tyranny projects in groups. Work on blog and book review individually.
Students should continue to set aside 5-7 hours to work on projects.

Week 11 – Project Work
Continue working on Service Learning and Tyranny projects in groups – finalize for presentations. Work on blog and book review individually.
Students should continue to set aside 5-7 hours to work on projects.

Week 12 – Finals Week
Finish and submit blog and book review.

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 *My*BC. 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 CalendarThis 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.