

POLS 203- International Relations

Bellevue College, Winter 2019

Course Details

Class Sessions: Daily | 9:30am-10:20am | D274B

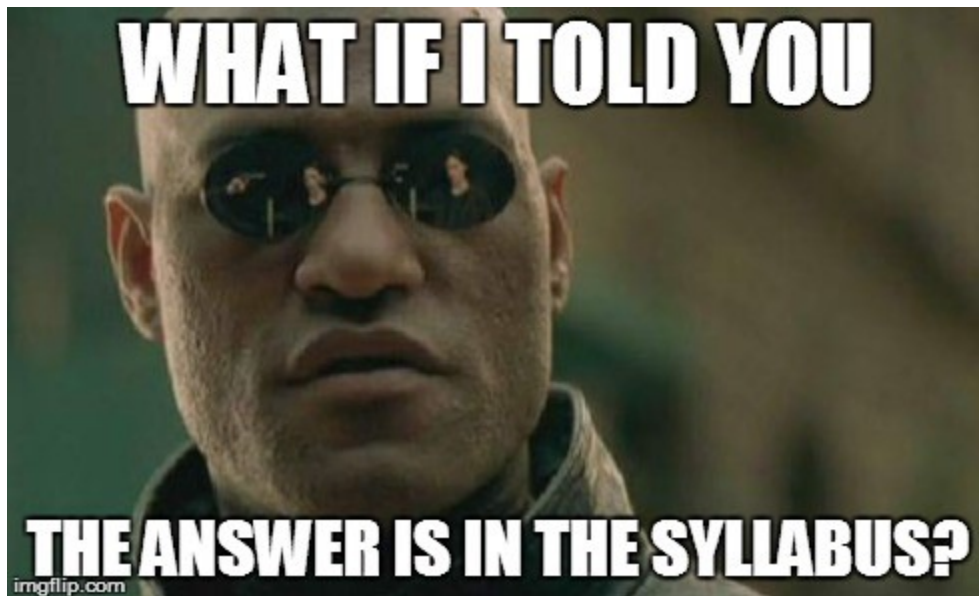
Instructor: Clifford Cawthon, MA

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Phone: 425.564.6159

Office Location: A200F

Office Hours: M/W: 7:00am-8:00am. I will also be available by appointment



Course Description

This course examines the struggle for power and relationships, and social forces, between nations, intergovernmental, international organizations and non-state actors, by which affairs are conducted between modern nations.

Course Learning 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.
- Understand the nuances and contradictions of global citizenship, non-governmental organizations, corporate social responsibility, international charities and advocacy.
- Articulate the nuance and problematic features of the United Nations' and the importance of the organization and the geographic locations of its members.

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 Eighth edition will do as well. 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

For a list of local non-profits or non-governmental organizations for

Please note, that I only receive assignments (except tests) through canvas. I will not accept assignments, regardless of circumstances through email or on paper, unless specified otherwise.

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.

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Grading

Course Assessments	Percentage
International Relations Quizzes (6)	20%
Case Study Project	15%
Attendance (See policy)	5%
Midterm	20%
Discussion Board Conversations	15%
Final Exam	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 (6): 20% of grade

This course will have quizzes every other week over its three month run. These will be short online quizzes to assess your knowledge of the subject matter. These will be administered via canvas at the end of the week.

Case Study Research Component: 15% of grade

International relations is concerned with the study of power, relationships, and institutions between nations and on a global scale- so yeah, it gets complicated! In your learning group, you will choose one of the following: a) analyzing a regional or global crisis; b) examining a non-state actor; c) how to significantly reform an international/ intergovernmental organization.

Each group will present their findings to the class and the groups will be rated by their peers and the instructor.

Discussion Board 15% of grade

During the course you will be required to participate in online discussion boards. These boards will be spaces in which, you can offer informed opinions that address the prompt of the discussions. These will partially, be extensions of classroom discussions. These will open on Friday mornings and close on Saturday morning.

Appropriate responses are relevant to the subject being discussed, and abstain from using racist or misogynistic language; nor, ad-hominem, red herring arguments or personal attacks.

Midterm Exam: 20% of grade

During late February, there will be a 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.

Course Calendar

Week 1. Introductions & Fundamentals- NO TEXTBOOK REQ.

WEDNESDAY, 1.2- HELLO!

THURSDAY, 1.3- CLASSROOM CULTURE AND HOW TO DO RESEARCH, CITE AND SUCCEED

FRIDAY, 1.4- WHAT ARE REPUTABLE SOURCES OF INFORMATION?

Week 2 – IR Approaches and History

Monday, 1.7- The nature of theory in understanding IR

Tuesday, 1.8- The nature of theory in understanding IR pt. 2

Wednesday, 1.9- Developing the state and peace between them.

Thursday, 1.10- The development of the International System and the Second World War

Friday, 1.11- The Cold War to the Present.- SEMINAR DAY!

Week 3 – IR Theories and the study and theory

MONDAY, 1.14- HOW DOES THEORY IN IR WORK? THINKING. APPLICATION AND ANALYSIS.

TUESDAY, 1.15- REALISM & LIBERALISM

WEDNESDAY, 1.16- MARXISM

THURSDAY, 1.17- SOCIAL CONSTRUCTIVISM & POST-STRUCTURALISM

FRIDAY, 1.18- FEMINIST CRITIQUES OF IR

Week 4 – What is the State?

Monday, 1.21- NO CLASS

Tuesday, 1.22- What is the state?

Wednesday, 1.23- The power and extent of state power.

Thursday, 1.24- The realities of foreign policy making

Friday, 1.25- The state and it's challenges - SEMINAR DAY!

Week 5- HYBRID CLASS: The Individual/ Organizations

Monday, 1.28- Foreign Policy Elites and the Rest of Us

Tuesday, 1.29- Mass Publics and the Individual

Wednesday, 1.30- Intergovernmental Organizations and Law

Thursday, 1.31- Non-Governmental Organizations and Advocacy- SEMINAR DAY!

Friday, 2.1- Corporate Social Responsibility: opportunities, problematics, and reality

Week 6 – The International System

MONDAY, 2.4- INTERNATIONAL COMMUNITY OR HEGEMONY: CONTENDING PERSPECTIVES.

TUESDAY, 2.5- REVIEW CLASS

WEDNESDAY, 2.6- MIDTERM EXAM!

THURSDAY, 2.7- NO CLASS

FRIDAY, 2.8- USING THE INTERNATIONAL SYSTEM IN YOUR ANALYSIS OF IR.

Week 7 – War, Civil Strife and Peace

Monday, 2.11- Examining and Defining War

Tuesday, 2.12- Examining the Causes of War/ Types of Conflict.

Wednesday, 2.13- Just War Theory and Critical Perspectives of Intl. Security- SEMINAR DAY

Thursday, 2.14- Peacemaking

Friday, 2.15- Peacekeeping

Week 8 – Human Rights and Social Movements

Monday, 2.18- NO CLASS

Tuesday, 2.19- Human Rights foundations & the role of the state.

Wednesday, 2.20- Human Rights & the role of the international community.

Thursday, 2.21- Social Movements: History, Definitions and Politics

Friday, 2.22- Social Movements: History, Definitions and Politics pt. 2

Week 9 – International Political Economy

Monday, 2.25- What is IPE?

Tuesday, 2.26- History of globalization- political and economic.

Wednesday, 2.27- How does the globalized economy work? Perspectives and Critiques.

Thursday, 2.28- International Development. - SEMINAR DAY.

Friday, 3.1- Can international economic development be sustainable? SEMINAR DAY.

Week 10— International Issues and Crises

Monday, 3.4- Climate Change

Tuesday, 3.5- Global Inequality: Poverty, Disease and threats to Democracy- SEMINAR DAY.

Wednesday, 3.6- The Global War on Terror.

Thursday, 3.7- Human Trafficking and Transnational Crime.

Friday, 3.8- Immigration and the Rise of the Far-Right across the world.

Week 11 – FINAL LECTURE/ Final Project presentations begin

Monday, 3.11- Presentations

Tuesday, 3.12- Presentations

Wednesday, 3.13- Presentations

Thursday, 3.14- Presentations

Friday, 3.15- Review Class

Week 12 – Final Project conclusions and review!

Monday, 3.18- Review Class

Tuesday, 3.19- NO CLASS

Wednesday, 3.20- NO CLASS

Thursday, 3.21- NO CLASS

Friday, 3.22- Final Exam at 7:30am

LAST THING....

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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.

Attendance Policy: I want you to be successful but, I can't bring you to class from your home. To succeed you need to attend class and my job is to create an environment that you will feel comfortable with and that supports your education.

This course uses an incentive-based policy to reward those who attend class with five additional extra credit points on their final exam. If you attend seventy percent of the class (31 sessions) then you will get seven extra credit points. Although, if you don't attend at least fifty percent of the class then three points will be deducted from your final.

I will administer a check-in sheet for seventy percent (31 sessions) of the class' time at random during the quarter. **Everyone will get 5 excused absences**, and there are other issues that may impact your attendance then I can meet with you and create an individualized plan.

Full attendance assignment credit will be given to those who attend class at least 50% of the time.

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. Generally, I
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 other, 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/>.

Plagiarism is expressly forbidden in my class, though I do understand that sometimes people will not understand how to cite a source correctly or offer a bibliography.

In the case of plagiarism, there is a three-tiered process to addressing this issue:

1. An informal warning including counseling on the details of citation.
2. A formal warning that will include documentation of the incident.
3. Reporting the behavior to the school.

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/