

POLS 203: International Relations

Bellevue College, Spring 2019

Course Details

Class Sessions: Daily, Online Learning | Weekly Modules and Assignments

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Office Location: A200F

Office Hours: M/W at 8:00am-9:00am **OR** 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 (8th Edition)*, edited by Karen Mingst and Ivan M. Arreguin-Toft ([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#) The book is available in the campus bookstore and you can purchase it used online as well.

We will be reading extensive supplemental materials, which will be available on our Canvas website.

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](#) ([Links to an external site.](#))[Links to an external site.](#), 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.

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 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

Please note that I withhold the right to change the course content, schedule or grading structure at any time during the course outside of what is listed here in the syllabus.

Any changes beyond an assignment will be given 72 hours in advance and any changes to individual assignments will be given at least 48 hours in advance.

Please note that any changes will be announced via the **ANNOUNCEMENTS** tab in canvas.

Grading

Assignment	Percentage
Comprehension Assignments	25%
Final Research Assignment	15%
Midterms	20%
Weekly Responses	15%
Discussion Boards	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

I only accept assignments via the canvas assignment page.

Comprehension Assignments: 25% of grade

This course will feature *Comprehension Assignments*. These assignments will assess your ability to engage with the material. These comprehension assignments will be graded on a point scale with a rubric and will be in a short answer format or in the form of a puzzle of some sort.

These comprehension assignments will be given on a bi-weekly basis. The intention of this particular assignment is to have you use your critical thinking skills in order to produce creative solutions to complicated problems that mirror real world concerns.

Final Research Assignment: 15% of grade

International relations is the study of power, relationships, and institutions between nations and on a global scale- so yeah, it gets complicated.

In lieu of a final exam, you will have a final research assignment based on a prompt that you will be provided by your instructor. You will be required to cite your sources and write a undergraduate-level research paper.

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.

Weekly Reflection and Critique Exercises 15% 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.**

Discussion Board Conversations: 25% of grade

Discussion board topics will be posted from time-to-time and to fulfill this requirement, you must post an appropriate response to the topic on the board.

"Appropriate responses" refer to responses which are relevant to the subject being discussed, responses that don't use racially or misogynistic language; or, responses which address a point instead of using ad-hominem, red herring arguments or personal attacks.

Policy

In this course, I only accept assignments via the assignment page submission platform. In the **ASSIGNMENT** page that has the description of the work, on there page there will be a **SUBMIT** button. Please click it and submit your assignment via the platform.

I will not accept assignments via email. Any exception to this will be proactively issued by your instructor.

Class Schedule

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

Week 1 – Hello!!! (April 3-5)

Topics to be covered: Introductions How to be a college student online; critical thinking; the basics of government, research and scientific approaches to IR.

Readings: Chapt. 1-2

Week 2 – Theory and the International System (April 8-12)

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

Readings: Chapt. 3-4

Week 3 – Actors in the System: State, Individuals, and Non-State Actors (April 15-19)

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

Readings: Chapt. 5-6

Week 4 – Conflict and the International System (April 22-26) **No class April 25th**

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 (April 29- May 3)

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 (May 6-10) **No class on May 7th**

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 Amoore. 2005

- *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 (May 13-17)

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 (May 20-24)

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 (May 27-31) **No class May 27th**

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 (June 3-7)

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

Readings: Textbook Chapt. 11

Week 11 – Global Issues- Climate Change and Narco-Terrorism (June 10-14)

Topics to be covered: Climate Change; Humanitarian Aid; Responses and Pushback to Climate Change policy; Climate Justice Issues. Secondly, Transnational Terrorism.

Readings: This will specifically be based on the module.

Week 12- Final Research Paper Work-shop Modules (June 17-21)

The Final Research Paper will be due on June 21st.

Reminder: This can be changed at any time. Please see the course changes policy above.

Reminder: I only accept assignments via the canvas assignment page.

Community Agreements

This is never a pleasant section to discuss but, as a public institution, Bellevue College has a [Code of Conduct and Regulations \(Links to an external site.\)](#)[Links to an external site.](#) 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. You get what you put in. If you are disruptive, hostile, or outright refuse to participate then you'll probably feel very uncomfortable in this class. Though, if you make the effort to adhere to the classroom expectations and come to class, with the desire to learn, then you will definitely be successful.

There are no "dumb questions", you'll always be heard, and you will always be respected.

Late work and Classroom Policies

Assignments are due on the date listed. 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. The assignment page will be turned 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.

The parts of your grade that do not qualify for this "grace period" of two weeks are the following:

- The Midterm- The midterm will be a timed exam. If it needs to be rescheduled then please notify no less than four days in advance.

- The Final Research Project- The final project will have a "grace period" of 24 hours. It will be graded at 85%. If it is late beyond 24 hours, then it will not be accepted.

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.

Grading Dispute Policy

How do I deal with a complaint about the class, a classmate or the professor???

It happens! Sometimes we're not a good fit, sometimes my answers aren't what you're looking for, sometimes you might not understand my feedback, sometimes the class is not what you are expecting, and sometimes there is a student in the class that you clash with.

Please come to me first, always. I listen, I grow, I change, and I'm fair.

But even then, sometimes the teacher-student relationship doesn't work. If you feel that you cannot resolve (or I cannot resolve) your issue, please first go to the Chair of the department. If that doesn't work, speak to the Dean.

Though...remember...

Historically, I have been able to work things out with students on the rare occasion there's a real problem. Not everything is perfect, especially people. I want you to be satisfied with your experience with the course, so please do your level best (and I will do mine) to work things out together.

English Second (or more) Language Students: If English is your second language, you can use a translation dictionary during 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 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 (a week in advance, at the very least) 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/> (Links to an external site.)Links to an external site..

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 \(Links to an external site.\)](#)[Links to an external site.](#). 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 \(Links to an external site.\)](#)[Links to an external site.](#) 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/