POSC 1020 – Intro to International Relations

Section 1. Spring 2022, Syllabus

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| **Instructor** | **Contact** | **Office**  | **Office Hours** |
| **Dr. Tara Trask**  | ttrask@clemson.edu | Brackett Hall: 231A | Mon & Wed: 10:30-11:30 |
|  | **Class Time** | **Class Location** | **Modality** |
|  | Mon, Wed, & Fri:8:00-8:50am | Brackett 224 | In Person |

**Course Description:**

*Overview of both theory and practice in contemporary global politics. Topics include the structure of and primary actors in the international system; reasons conflict occurs; and roles of international institutions, law, and policy.*

The main goal of this course is to provide students with the analytical tools for understanding events and their effects on the international system. Towards that end, this course will introduce students to the important actors in international politics, their interests, the institutions they work through, the patterns of their behavior, and the way these components interact to produce the political outcomes we observe. We will begin with an analysis of the major systemic theories of international relations, then place these into context within domestic politics. Next, we will examine the various prevalent issue areas that dominate the international system, including conflict and international political economy. We will end with an examination of the emerging issue areas, such as self-determination and climate change.

**Learning Outcomes:**

1. Define, explain, and use, the major theories and concepts in international relations.
2. Explain the historical origins and critically evaluate contemporary debates in international politics, including globalization, war, terrorism, and the use of force, development, and international trade.
3. Use major theoretical approaches to international relations to explain and analyze the contemporary debates and issues in the above objective.
4. Synthesize vast amounts of information for the purpose of providing a critical analysis or cogent argument.

**General Education Competency:**

This course fulfills the University’s General Education competency in Social Sciences (which requires students to “Describe and explain human actions using social science concepts and evidence”) and Cross-Cultural Awareness (which requires students to “Demonstrate the ability to critically compare and contrast world cultures in historical and/or contemporary contexts”). Students taking this course will be able to document this competency with the assigned analysis papers and exams.

**Required Materials:**

* Required: Pearson REVEL: Bova, Russell. 2015. *How the World Works,* Third Edition. Longman Press: Boston. (ISBN-10: 978-0134378848). Online access only. Physical copies are not required.
* Canvas will be used for announcements, required reading materials, the course calendar, as well as to submit assignments and take assessments. It is essential that students monitor its content regularly (<http://clemson.instructure.com>)

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| **Grading System** |
| ABCDF | 90 –10080-89.9970-79.9960-69.99<59.99 |

**Assessment Overview:**

Attendance & Participation (10 %)

Revel (15 %)

Analyses (5) (30 %)

Explanatory Article (20 %)

Exams (25 %)

**Grading Policies**

*Late Work*: Late work may be accepted for half credit at my discretion. Please communicate as early as possible why work may be submitted late. The earlier communication happens the more likely I may accommodate late work.

*Turnaround:* Generally, work will be graded and returned within a week of its due date. If work is unable to be graded in this timeframe, the adjusted expected date will be announced in class.

**Attendance & Participation: 10%**

Attendance is a necessary but not sufficient condition for class participation. Participation should include meaningful contributions to the overall quality of the class. Participation will be graded out of 10 points. Any deductions for absences will be deducted from your participation point total. Attendance will be taken at the beginning of class each day.

* Students should behave professionally throughout the course, including but not limited to: respectful discussion and consideration of others’ views, raising one’s hand to ask questions of the instructor instead of conversing with other students, and referring to the syllabus before asking questions about basic course policy.
* *Technology:* Laptops may be used to take notes in class, but not in a way that is disruptive to other students. Cell phones should be put away during class, either on vibrate or silent. Taking pictures of slides is permitted, but should be kept to a minimum. I reserve the right to prohibit the practice at any point during the semester.
* *Excused Tardiness or Absence:* Excused absences and tardiness are considered to be: (1) because of participation in University-sanctioned activities and programs, (2) because of personal illness, or (3) because of compelling family and/or other circumstances. You must provide written documentation verifying that your tardiness or absence is due to one of these factors no later than one week after the class period in question.
* *Unexcused Tardiness or Absence:* You have three (3) unexcused tardy or absences to use whenever necessary. I do not need to know the cause of these. After three unexcused absences, each unexcused absence will result in a deduction of 2 percent from your final grade. After three unexcused tardies, each unexcused tardy will result in a deduction of 1 percent from your final grade. No more than ten percent (10%) of your grade will be deducted based on tardy/absences.
* Notification of Absence: The **Notification of Absence module in Canvas** allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of immediate family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class. It is a request for an excused absence and students are encouraged to discuss the absence with instructors, as the instructor is the only person who can excuse an absence. If students are unable to report the absence by computer, they may reach the Office of Advocacy and Success via 864.656.0935. Students with excessive absences who need academic or medical assistance can also contact the Office of Advocacy and Success.
* Inclement Weather or Emergency: Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation. Any extensions will be announced via email and/or Canvas.

**Revel: 15%**

In lieu of a traditional textbook, we will be using Pearson Revel for Bova’s “How the World Works” (see above). Revel can be found via the Pearson Revel link on Canvas. You are required to complete all Revel assignments before class time on the day they are due. Late submissions will not be accepted, so plan accordingly. Special Topic assignments are included in this grade.

1. Highlighting important sections in the chapter will allow you to easily refer to them later on in the semester.
2. You may want to try listening to the audio while you read.
3. If you forget your login information, go to the [​Forgot Username or Password](https://piapi.openclass.com/v1/piapi/login/forgotusernamepasswordjsp?client_id=NimtqV7BcT00BM9xOXCQUFJYwF3RzEIk&login_success_url=https://console.pearson.com/signin) link to retrieve your username or reset your password. Then, enter your email address and click continue. Check your email account for an email with the subject, "Pearson Username/Password Request." The message will contain all of the usernames that are found for that email address. Choose one account to use with REVEL.

**Analyses: 20%**

For most weeks, there are Guided Questions given at the start of class that will be the focus of the day. For the Analysis Papers, students should synthesize the pertinent information from the week’s’ required material, lectures, and discussions in a persuasive essay that answers the Guided Questions. Each analysis is due by midnight on the Monday following the topic-week. Any exceptions will be announced in class and/or via Canvas.

*Requirements:* Students are only required to complete five (5) Analyses Papers, out of the twelve (12) total options*.* They should be 1000-1200 words, single-spaced, Times New Roman Font, 12pt, with 1in. margins. Cite all outside sources using any of the major citation styles: APA, MLA, Chicago, etc. Submission via the appropriate Canvas assignment.

**Explanatory Article: 20%**

The large individual project for the class will be the development of an explanatory article. Students will select a global issue to write a 1000-1200 word article. The article will be developed and workshopped throughout the semester. The grade will be composed of participation in these workshops on components – proposed topic, outline, full draft, and final submission. For more information, see the Assignments tab on Canvas.

1. *Explanatory Article Topic* – 1 pt.
2. *Explanatory Article Outline* – 5 pts.
3. *Draft Explanatory Article* – 5 pts.
4. *Final Explanatory Article* – 9 pts.

**Exams: 25%**

*Midterm*: The midterm exam is worth 10% of your course grade. Midterm exam material will be drawn from the following: lecture notes, assigned readings, class discussion, any movies shown in class, and any other supplementary materials. The midterm will include multiple choice questions and a series of essay questions where students will be asked to use course material to apply, analyze, and explain.

*Final*: The final exam is worth 15% of your course grade. The final will be a cumulative evaluation following the pattern of the midterm discussed above. If you attend, participate, and reflect on class periods and the previous assignments, you should be prepared for this cumulative final with relative ease.

**Contact:**

My office hours are on Mondays and Wednesdays from 10:30am to 11:30am. These are hours I set aside every week specifically for you. If you can’t meet with me during my office hours, feel free to e-mail me to set up an appointment at a different time.

*Email:* Other than talking to me before/after class or at my office hours, email is the next best way. Feel free to contact me anytime at ttrask@clemson.edu. Please allow 48 hours for me to respond, and be mindful I may be away from my email on weekends or holidays.

**Course Schedule & Topic Outline: (tentative)**

This is a general plan for the course; deviations announced to the class by the instructor may be necessary and will be announced in class and/or via Canvas.

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| --- | --- | --- |
| **Week 1** |  | **Introduction to the Course** |
| Wed | 1/12 | Introduction to the Course | Syllabus |
| Fri | 1/14 | How to Think About World Politics | * Syllabus Quiz
* Revel Module 1: 1.1
 |
| **Week 2** |  | Workshop Week |
| Mon | 1/17 | MLK DAY |  |
| Wed | 1/19 | Workshop: Curiosity |  |
| Fri | 1/21 | Collective Action Problems | * Explanatory Article Topic due on Canvas by midnight.
 |
| **Week 3** |  | **How to Think About World Politics:** **Realism and Its Critics** |
| Mon | 1/24 | The Realist Paradigm | * *Analysis 1*
* Revel Module 1: 1.2
 |
| Wed | 1/26 | Alternatives to Realism | * Revel Module 1: 1.3
 |
| Fri | 1/28 | Alternatives to Paradigms | * Revel Chapter 1 Quiz
 |
| **Week 4** |  | **Historical Perspectives:** **Continuity and Change in World Politics** |
| Monday | 1/31 | Westphalia to the World Wars | * *Analysis 2*
* Revel Module 2: 2.1-2.3
 |
| Wednesday | 2/2 | The Cold War | * Revel Module 2: 2.4-2.5
 |
| Friday | 2/4 | The Post 9/11 World | * Revel Module 2: 2.6
* Revel Chapter 2 Quiz
 |
| **Week 5** |  |  **Levels of Analysis:****Sources of Foreign Policy** |
| Monday | 2/7 | Levels of Analysis | * *Analysis 3*
* Revel Module 3: 3.1-3.2
 |
| Wednesday | 2/9 | Foreign Policy Decision-making | * Revel Module 3: 3.3
* Revel Chapter 3 Quiz
 |
| Friday | 2/11 | Putin Day |  |
| **Week 6** |  | **War and Violence in World Politics:** **Part I** |
| Monday | 2/14 | Why War? | * *Analysis 4*
* Revel Module 4: 4.1
 |
| Wednesday | 2/16 | Weapons of Mass Destruction | * Revel Module 4: 4.2
 |
| Friday | 2/18 | Laws of (Just) War |  |
| **Week 7** |  | **War and Violence in World Politics:** **Part II** |
| Monday | 2/21 | Explaining Peace | * *Analysis 5*
* Revel Module 4: 4.3
 |
| Wednesday | 2/23 | Asymmetrical Warfare | * Revel Module 4:4.4
 |
| Friday | 2/25 | The Future of War | * Revel Chapter 4 Quiz
 |
| **Week 8** |  | **MIDTERM** |
| Monday | 2/28 | Midterm Exam Prep | * *Analysis 6*
 |
| Wednesday | 3/2 | Midterm Exam |  |
| Friday | 3/4 | Workshop: Outline |  |
| **Week 9** |  | **International Law and Organization:** **The Promise of Liberal Institutionalism** |
| Monday | 3/7 | Law Making | * Revel Module 5: 5.1
 |
| Wednesday | 3/9 | Law Breaking  | * Revel Module 5: 5.2-5.3
 |
| Friday | 3/11 | The United Nations | * Revel Module 5: 5.4
* Revel Chapter 5 Quiz
 |
| **Week 10** |  | **The Human Rights Revolution:** **The Construction of International Norms** |
| Monday | 3/14 | Making Human Rights | * *Analysis 7*
* Revel Module 6: 6.1-6.2
* Explanatory Article Outline due on Canvas by midnight
 |
| Wednesday | 3/16 | Breaking Human Rights | * Revel Module 6: 6.3-6.4
 |
| Friday | 3/18 | Supporting Human Rights | * Revel Module 6: 6.5
* Revel Chapter 6 Quiz
 |
| **Week 11** |  | **SPRING BREAK** |
| Monday | 3/21 | Spring Break |  |
| Wednesday | 3/23 | Spring Break |  |
| Friday | 3/25 | Spring Break |  |
| **Week 12** |  | **Economic Globalization:** **The Consequences of Liberal Commercialism** |
| Monday | 3/28 | Bretton Woods  | * *Analysis 8*
* Revel Module 7: 7.1-7.2
 |
| Wednesday | 3/30 | European Union | * Revel Module 7: 7.3-7.4
 |
| Friday | 4/1 | Current Challenges | * Revel Chapter 7 Quiz
 |
| **Week 13** |  | **Transnational Challenges:** **The State System Under Stress** |
| Monday | 4/4 | Human Security | * *Analysis 9*
* Revel Module 8: 8.1
 |
| Wednesday | 4/6 | Development Goals | * Revel Module 8: 8.2
 |
| Friday | 4/8 | Health & Disease | * Revel Module 8: 8.3
 |
| **Week 14** |  | **Special Topic Week:**  |
| Monday | 4/11 | Internet & Technology | * *Analysis 10*
* Revel Module 8: 8.4
* Revel Chapter 8 Quiz
 |
| Wednesday | 4/13 | Special Topic: TBD |  |
| Friday | 4/15 | Workshop: Writing | * Full Draft of Explanatory Article due on Canvas by midnight.
 |
| **Week 15** |  | **Special Topic Week:**  |
| Monday | 4/18 | Special Topic: TBD | * *Analysis 11*
* Details on Canvas
 |
| Wednesday | 4/20 | Special Topic: TBD | * Details on Canvas
 |
| Friday | 4/22 | Special Topic: TBD | * Details on Canvas
 |
| **Week 16** |  | **Special Topic Week** |
| Monday | 4/25 | Special Topic: TBD | * *Analysis 12*
* Final Explanatory Article due by Midnight on Canvas.
* Details on Canvas
 |
| Wednesday | 4/27 | Special Topic: TBD | * Details on Canvas
 |
| Friday | 4/29 | Special Topic: TBD | * Details on Canvas
 |
| **Week 17** |  | **Final Exam** |  |
| Thursday | 5/5 | Final Exam: 11:30am |  |

**Writing Lab:**

Clemson University’s Writing Lab offers free one-on-one writing support for all Clemson students. Students can seek support at any stage of the writing process, from brainstorming to final revisions. Visit the [Writing Lab’s website](https://clemson.edu/writing-lab) for more information about their services or to make an appointment.

**Student Accessibility Services**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the instructor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who have accommodations are strongly encouraged to request, obtain and send these to their instructors through their AIM portal as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester.

You can access further information at the [Student Accessibility website](https://www.clemson.edu/academics/studentaccess/index.html). Other information is at the university’s [Accessibility Portal](https://www.clemson.edu/accessibility/accommodations.html).

**CAPS: Counseling and Psychological Services**

[At Counseling and Psychological Services](https://www.clemson.edu/campus-life/student-health/caps/services-and-programs/index.html)[(CAPS)](http://www.clemson.edu/campus-life/student-), you are encouraged to be an active participant in your medical and mental health care. Which service is the right one for you hinges on your individual need, and CAPS will help you figure that out.

CAPS is committed to educating students, as well as offering “outreach services to faculty and staff members in order to improve the quality of their interactions with students and to promote a healthy work environment.”

**Disabilities:**

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to a class should let the Dr. Trask know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848 or by emailing studentaccess@lists.clemson.edu.

If you need, have or receive an Academic Access Letters please request, obtain and present these to Dr. Trask as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: http://www.clemson.edu/campus-life/campus-services/sds/.

**Title IX:**

The Clemson University Title IX statement: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This [Title IX policy](http://www.clemson.edu/campus-life/campus-services/access/title-ix/) is located on the Campus Life website. Ms. Alesia Smith is the Clemson University Title IX Coordinator, and the Executive Director of Equity Compliance. Her office is located at 223 Brackett Hall, 864.656.0620. Remember, email is not a fully secured method of communication and should not be used to discuss Title IX issues.

**Academic Integrity:**

As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form. All infractions of academic dishonesty by undergraduates will be reported to Undergraduate Studies for resolution through that office.

**Academic Continuity:**

Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes, class will be conducted in a virtual (online) form. The university issues official disruption notifications through email, website, text notification and Social Media. When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

* + Primary access link:<http://www.clemson.edu/canvas>
	+ Secondary access link, if needed:<https://clemson.instructure.com/>
	+ You can also use the Canvas Student App. [Visit the downloads page](https://www.clemson.edu/canvas/app.html) for this app.

In the case of the university requiring classes going fully online, class-specific quarantine, or Dr. Trask is required to quarantine, class will be conducted through Zoom, Canvas, and any other appropriate remote tools. Any and all changes will be announced via Canvas at that time.

**Emergency Preparedness Statement:**

Emergency procedures have been posted in all buildings and on all elevators. Students should be reminded to review these procedures for their own safety. All students and employees should be familiar with guidelines from the Clemson Police Department. [Visit here for information about safety.](https://www.clemson.edu/cusafety/EmergencyManagement/)