

# **POL 250 (Section 2): Introduction to International Relations**

Online, Spring 2019

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Department of Political Science & Sociology

Credit Hours: 3

## **I. INTRODUCTION TO INTERNATIONAL RELATIONS**

## **II. COURSE DESCRIPTION AND PREREQUISITE(S):**

The nature of international society and the forces affecting the behavior of states in their relations with one another. An approved social science University Studies elective.

**Prerequisite(s): None**

## **III. COURSE OBJECTIVES:**

By the end of the semester, the student should be able to do the following

A. Critically analyze international events;

B. Compare basic theories of international relations using three units of analysis: individual, state, and system;

C. Use the scientific method to develop valid causal statements about social events, behaviors, institutions, and actors.

## **IV. CONTENT OUTLINE:**

This course will help orient students with the theories and contemporary research within the subfield of international relations so that they may better understand how countries, state leaders, and non-state actors affect (and are affected by) the international system. In this course, we will primarily use a textbook and lectures for material, but from time to time, we will supplement these materials with discussions and some outside readings to help students grasp the course's ideas and theories.

The course's topics are divided into four sections. The first section discusses basic theories of international relations, which will help frame later discussions and define notable features of the global system. Second, we will discuss international security, which includes different forms of conflict, warfare, and how states protect themselves. The third section focuses on economic security. This section focuses on how economic trade promotes global peace and

integration, and we will discuss some of the negative consequences resulting from integration. Finally, we will study human security including human rights and environmental protection.

Given that this course is online, and only for a few weeks, it will seem to cover a great amount of material in a short amount of time. As such, it will heavily rely upon the dedication and work of the student to ensure that they are keeping up with the material in order to perform well on exams, quizzes, and discussions. I strongly urge you to follow the syllabus outline closely throughout the course in order to perform well. If at any time the material is unclear, never hesitate to ask me a question via email. I am always happy to help. However, I do expect that you try to find the answer in the textbook or lecture materials first. I am here to help you with the answer, but not to provide you the answers directly.

**V. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None**

**VI. TEXT(S) AND RESOURCES:**

In this course, there is one required text. Please be sure to get this textbook as soon as possible.

Scott, James M., A. Cooper Drury, and Ralph G. Carter. 2018. *IR: International, Economic, and Human Security in a Changing World*, 3<sup>rd</sup> Edition. CQ Press.

Current Events – given the nature of this course, it is a good idea to stay current on different global events. We will discuss these events during class, or in discussion boards, and how they relate to course material. Stay current by reading reputable news sites such as *The New York Times*, *The Washington Post*, *The Wall Street Journal*, or a similar news outlet.

**VII. EVALUATION AND GRADING PROCEDURES:**

<b>Grading Components</b>	<b>Percentage of final grade</b>
4 Exams	20% each; 80% total
Quizzes	10%
Discussion Boards	10%

Exams: (80%) Four exams will be given throughout the semester, each being 20% of the overall course grade. Each exam will only cover material since the last one and are not cumulative. They are divided thematically based on the four components of the course: (1) theory; (2) international security; (3) economic security; (4) human security. While the exams are not cumulative *per se*, there are some foundational items that we will study early in the course that will be applied in later sections. Exams are made up of multiple choice and short answer sections.

Quizzes: (10%) Quizzes are given on specific weeks as listed in the course outline. Quizzes aim to help students prepare for exams and familiarize them with the types of questions that will be asked.

Discussion Boards: (10%) Discussion posts will be either “Icebreaker” questions to get you thinking about a particular topic, or they will be news stories with questions you are expected to answer using course material. I expect these questions to be thoughtful and not merely summarizing the news story. Furthermore, students are expected to comment on at least one other student’s post. These responses should also be thought provoking, either rebuking or supporting the original author’s thoughts. Please keep these posts to two paragraphs maximum, but no less than one paragraph. Grades are based on effort and the quality of the posts.

No curve will be given in this course, and I do not round grades; the grade you earn is the grade you receive. I will use the following grading scale in this course:

- A (Excellent): 90-100%
- B (Good): 80-89%
- C (Satisfactory): 70-79%
- D (Poor): 60-69%
- E (Failure): 0-59%

## VIII. ATTENDANCE POLICY:

Given that this is an online course, much of the work will be self-paced. I expect students complete their work in a timely manner, paying attention to due dates. Exams will be available online on Fridays and available for you to take any point until the due date listed below. **While you can start the exam at any point during these times, once you have started the test you will only have one and a half hours to complete it.** Please ensure that you have a stable internet connection so that you are not “dropped” during the exam. If you are unable to take the exam at that time, you will need to see my make-up exam policy. It is important to keep track of these exams using the syllabus and checking your email regularly. If you simply forget that there is an exam on a given day, and you do not take it, then the grade will be a zero for that exam. No exceptions!

### Make-up Exams:

Unforeseen emergencies do occur. However, only approved absences will be accepted for an alternative exam/quiz date. Approved absences include University-sanctioned events or illness. If either occurs, I require written documentation of the absence. **This documentation is required within one week of the exam/quiz date.** After that time, the grade will be marked zero. No exceptions! Keep in mind that alternative/make-up exams may be of a different format than the original exam provided on test day.

## IX. CLASSROOM CONDUCT

I expect students to be respectful of both myself and other students. A large component of this course is discussion posts that made on *Canvas*. I want these posts to be thoughtful and reflect not only your prior knowledge of a particular topic and your interpretation of the news story or question itself, but also to touch on the material that is presented in this course. Additionally, **you will have to comment on another student's post for every discussion post**. While students are free---and encouraged---to debate one another through these posts, I expect the tone of these conversations is civil. Any mean-spirited, hurtful, or otherwise distracting comments will not be tolerated. The offending student will receive a zero for the entire discussion posts grade (20%).

**Emails:** Do not expect to receive any correspondence from me between the hours of 6pm and 8am on any day, including the night before an exam. Do not email me to ask questions about grades, as I am not allowed to discuss those over email per FERPA regulations. For these questions, come to my office hours or set up an appointment. You must email me from your Murray State account. I will not respond to any other email addresses. **Do not email me any questions about the course without first consulting the syllabus.**

## **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

If you have any questions or concerns regarding the accuracy of your material, please see me immediately! It is best to have a conversation with me before an assignment is due, than to wait until afterwards and risk disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of *E* in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

**Recording Lectures and Selling Notes:** In this class, students may not make audio or video recordings of course activity, except students permitted to record as an accommodation through Disability Services. All other students who record and/or distribute audio or video recordings of class activity are subject to disciplinary action.

Those students who are permitted to record are not permitted to redistribute audio or video recordings of statements or comments from the course to others without the express written permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to disciplinary action.

If it is brought to my attention that you have been selling notes, study guides, exams, etc. on any site such as Flashnotes, Studyblue, etc. you will be treated as if you have openly cheated and will suffer the same consequences of academic dishonesty outlined in this syllabus.

## **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

### **Policy Statement**

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, sex, gender identity, sexual orientation, religion, age, veteran status, or disability in employment or application for employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.

In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in

education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs, student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence.

For information regarding nondiscrimination policies contact the Executive Director of IDEA/Title IX Coordinator, Camisha Duffy, Office of Institutional Diversity, Equity and Access, 103 Wells Hall, Murray, KY 42071. Telephone: 270-809-3155 (Voice) 270-809-3361 (TDD).

**Students with Disabilities**

Students requiring special assistance due to a disability (temporary or permanent) should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students with disabilities should contact the Office of Student Disability Services, Ken Ashlock, 423 Wells Hall, Murray, KY 42071. Telephone: 270-809-2018 (Voice) 270-809- 5889 (TDD).

I am a member of the Safe Zone Project and I am available to listen and support you in a safe and confidential manner. As a Safe Zone participant, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus. For more information, visit the Office of LGBT Programming at 243 Blackburn Science Building or online at [www.murraystate.edu/lgbt](http://www.murraystate.edu/lgbt).

**Weekly Schedule:**

The following outline should be considered tentative. I reserve the right to change the syllabus as I see fit. Any and all changes will be announced in advance, both in class and electronically.

<i><b>Tentative Weekly Schedule</b></i>	<i><b>Content</b></i>
<b>Week 1 (beginning March 7th) Anarchy</b>	<b>Introduction to the course / syllabus overview</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>• Ch. 1 “World Politics”</li> <li>• Ch. 2 “The Players and the Playing Field”</li> </ul>
<b>Week 2 (beginning March 11th) Grand Theories Alternative Theories</b>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Ch. 3 “Powerful Ideas”</li> <li>• Ch. 4 “Alternative Perspectives on International Relations”</li> </ul> <b>**Quiz 1: Due Friday, March 15<sup>th</sup>**</b>

<b>Week 3 (beginning March 18th)</b> <b>Spring Break</b>	<b>Spring Break – No Class</b>
<b>Week 4 (beginning March 25th)</b> <b>Understanding Conflict</b> <b>Managing Conflict</b>	<b>**Exam 1: Due Monday, March 25<sup>th</sup>**</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>● Ch. 5 “Understanding Security”</li> <li>● Ch. 6 “Seeking Security”</li> </ul>
<b>Week 5 (beginning April 1st)</b> <b>Managing Cooperation</b>	<b>Reading:</b> <ul style="list-style-type: none"> <li>● Ch. 7 “Building Peace”</li> </ul> <b>**Discussion Board 1: Due Monday, April 1<sup>st</sup>**</b>
<b>Week 6 (beginning April 8th)</b> <b>Economic Security</b> <b>Economic Statecraft</b>	<b>**Exam 2: Due Monday, April 8<sup>th</sup>**</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>● Ch. 8 “The Pursuit of Economic Security”</li> <li>● Ch. 9 “Economic Statecraft”</li> </ul>
<b>Week 7 (beginning April 15th)</b> <b>Development</b>	<b>**Quiz 2: Due Monday April 15<sup>th</sup>**</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>● Ch. 10 “International Development”</li> </ul>
<b>Week 8 (beginning April 22nd)</b> <b>Human Rights</b> <b>Environmental Security</b>	<b>**Exam 3: Due Monday, April 22<sup>nd</sup>**</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>● Ch. 11 “Human Rights”</li> <li>● Ch. 12 “The Global Environment”</li> </ul>
<b>Week 9 (beginning April 29th)</b> <b>Activism</b>	<b>**Discussion Board 2: Due Monday, April 29<sup>th</sup>**</b> <b>Reading:</b> <ul style="list-style-type: none"> <li>● Ch. 13 “Transnational Advocacy Networks”</li> </ul>
<b>Week 10 (beginning May 6th)</b> <b>Final Exams</b>	<b>**Exam 4: Final Exam Due May 6<sup>th</sup>**</b>