

POL 130: Introduction to International Relations
Summer 2015
Syllabus

Time: MTWTHF 9:50-10:50AM

Location: BRNG 1254

Instructor: Ñusta Carranza Ko

Office: Beering Hall 2245

Email: ncarranz@purdue.edu

Office Hours:

Mon.: 11:00-12:00 Tue.: 11:00-12:30

Course Description

Often studied in relation to economics, history, and other related disciplines to world affairs, international relations forms the basis for understanding how, why, and what factors have been and continue to be influential in the developments of the international system we live in today. This course is an introductory survey to international relations. Taking into consideration perspectives from both theory and practice in international relations, the course is designed to provide students with a familiarity for understanding the fundamental concepts, theories, and debates in international relations. Throughout the course, students will be exposed to material related to history, economy, society, and the environment, all related to the international political context. Emphasis will be placed on how to critically reflect on contemporary political issues through the various dominant paradigms of IR. Students will interact with topics mainly through their readings, lectures, presentations, debates, simulations, discussions, and assignments.

Course Learning Outcomes

The course is organized in two parts:

- Part I: Concepts and Theories of International Relations
- Part II: Pertinent Issues of International Relations

This will be a reading, writing, discussion, and student-engagement intensive class designed to develop your critical thinking skills. At the end of this course students should be able to:

- *Discuss, raise questions, and present* oral and written arguments on the existing theoretical perspectives of international relations
- *Summarize and evaluate* international events according to theoretical perspectives
- *Role-play* actors in international politics and *formulate/construct* policies in specific circumstances of world affairs

Required Text

There is one required text for this course, which should be available at University Bookstores.

- Keith L. Shimko. 2013. *International Relations: Perspectives and Controversies*. 4th ed. Boston: Wadsworth Cengage Learning.

Required articles for the course can be found through Purdue University's Humanities, Social Sciences, and Education Library (HSSE). Please also keep in mind that extra readings may be

added electronically throughout the semester. Additional reading for guest lecture to be uploaded on blackboard.

Course Resources

The book for writing consultation for writing effective papers for class is can be found at HSSE. Please also consult Purdue University's Online Writing Lab for more writing consultation.

- Hacker, Diana and Nancy Sommers. 2010. *A Writer's Reference*. 6th Ed. Boston: Bedford St. Martins.
- Purdue University Online Writing Lab: <https://owl.english.purdue.edu/owl/>

Evaluation Procedures

The criteria for evaluation and the specified percentages to be used in the computation of each student's final course grade are:

<u>Criteria</u>	<u>Percentage</u>
Reading Questions	5%
Current Events	5%
Role-Play Response	5%
Participation	20%
Film Response Paper	30%
Mid-term Exam	15%
Final Exam	20%

Reading Questions (5%)

Due date: On the day of the class pertaining to the reading

During the semester, students will be given reading guideline sheets to help them better understand the material for the course. These sheets will consist of a set of questions (a total of 1 page) and will need to be completed by the students before the class corresponding to the reading. A total of 2 reading sheets (at most) will be provided throughout the semester. Failure to bring a completed reading question sheet will result negatively on the student's grade.

Current Event (5%)

Due date: On the day of presentation

Starting from the second week, for each class 1-2 students will be assigned to present current events related to international relations. Students will be responsible to introduce a news material to the class, citing the sources from where they obtained the information, and provide a question for the class (to discuss) at the end of their presentation. Sign-up sheets will be available during the first week of class and the presentation will take no longer than *5 minutes*.

Sources of information for consultation are any major newspapers, news media outlets, and SNS news updates from well recognized international non-governmental organizations. Some of these examples include: The New York Times and The Boston Globe; BBC

(<http://www.bbc.com/news/>) and CNN (<http://www.cnn.com/>); and Human Rights Watch (<http://www.hrw.org/news>) and Amnesty International (<http://www.amnesty.org/en/news>).

The student will also need to present a *written response* to the news material, consisting of 2 to 3 sentences, where they state *their opinion* in regards to the news (whether you agree/disagree). The written response should also *cite the sources* from where the student obtained the information. The paper should be approximately half a page in length, 12 font Times New Roman, double spaced, 1 inch margins, and with page numbers.

(Basic grading scale: 5= outstanding work; 4= good work; 3= satisfactory; 2= some lack of clarity or slight misunderstanding; 1= misunderstanding or lack of effort that is so significant that you should talk with the professor; 0= assignment not submitted)

Role-Playing Follow-Up Response (5%)

Due date: 1 week from activity at 12PM (noon)

A week after the role-playing activity, students will write and submit a short critical response reflecting on and evaluating the role-playing activity they have performed. The response papers should be approximately 1-2 pages in length, 12 font Times New Roman, double spaced, 1 inch margins, and with page numbers. Both hard copies (submitted in class) and electronic versions of the response paper (via email by 12PM) are accepted.

The paper should consist of:

- 1) brief summary of the role-play activity: in general
- 2) student's own analysis of their own role and how it fit within the context of the activity (whether or not it was acted the way it normally is understood within international politics; how they could have gone about the interpretation of their role differently; what could have been done better)
- 3) independent reflection (opinion) regarding the significance of their role
- 4) reflection on what they have learned as a result of the role-play

Participation and Attendance (20%)

Attendance is required and students are expected to be present at all class meetings. Please *turn off your phones* and *refrain* from using your devices (ipad/tablets) in class. If you are using a technological device (tablets or computers) please *focus on using it for* class purposes. Students engaging or working on other material irrelevant to class may be *asked to refrain from using* their technological devices for the *entire semester*.

Participation is *more* than class attendance. Active engagement in class discussions (including guest lectures), an effective presentation of current events, and role-playing (simulation activities) all count towards a student's participation grade. To do so, students should do the assigned readings in advance and come ready to consider the main topics of the day and *refrain* from distracting other students in class with the usage of their devices.

At times, students will be asked to engage in a role-playing activity. In such cases, students will be asked to research on their own time outside of class the role they are playing and what kinds

of decisions are likely to be made in their roles. Handouts and cue sheets will be provided in advance for guidance. Additional office hours may be provided to better assist students with their roles. The success of the role-playing activity will depend on the level of student preparation. Unless the student's performance is incoherent and unprepared, they will receive full credit.

There is a written assignment component to this activity which is outlined in detail in the role-play response paper section.

During each class, students grouped in 2-4 people, will be handed a 2 x 4 index card. Students will be responsible for writing their names at the top right hand corner of the index card and a 3-4 sentence response to a discussion question or questions that will be provided during class. The class will then hold a discussion and one student representing each group will have the opportunity to share their answers in class. Unless the work is deficient, illegible, and incoherent, a completed discussion question will receive full credit. This *requires* the student to attend class to receive the question, discuss it openly in class, and to hand in the index card at the end of the class. Failure to come to class and to complete this index card will result in the devaluation of the participation grade.

Film Response Paper (30%)

Due date: August 4th, 2015 12 PM (noon)

For the film response paper, students will be asked to watch a film that reflects historical and political themes relevant to international relations to further their understanding of international relations. Students will pay close attention to the ways in which foreign policy decisions are made and strategized, keeping in mind the political, economic, and historical context of the political event and how the theories of international relations figure into the themes of the film.

Students will then write the film response. The aim of this paper is for students to assess an international policy, analyze the status of implementation, and formulate (or construct) alternative recommendations for policy and practitioner audiences that could have been made but were not made at the time. For the purposes of writing this paper, it may be useful to imagine yourself in the role of a policy analyst for a government organization, such as the Ministry of Foreign Affairs.

The film may be independent or commercial. Students have the option to choose from the following films but are not limited to:

1. Hotel Rwanda
2. Dr. Strangelove
3. Argo

*If you choose to watch another movie for this paper assignment, you *must* in **advance** consult with the instructor in regards to your *movie choice*. Failure to do so will reflect *negatively* on your grade. Also, if a student wishes to choose a documentary film, please consult the following source: pbs.org/frontline.*

Chronology of deadlines:

- **June 29, 5 p.m.:** The title of the movie submitted for review either in person or via e-mail (ncarranz@purdue.edu). Feedback on the film chosen will be given back to students by June 30 (during class).

- **July 6, 5 p.m.:** An outline of the paper will be submitted for review either by hard copy during class or via e-mail (ncarranz@purdue.edu). They will be used to provide feedback to the students on the progress of their work. Feedback on the outline will be provided to the students by July 10 (during class).
- **July 17, 11:00-1:00 p.m.:** Optional peer-review writing help session held. This session is intended for those students who would like feedback on their work. Sign-up sheets for the optional peer-review session, where students come with a near finished draft of their paper, will be made available on July 10. The session is optional and students will not be penalized for not attending the session. However, please do keep in mind that, peer-review sessions gives you the possibility to hear more feedback on your writing, to make last minute changes, and to also improve your work significantly.
- **July 22, 11:00-12:00 p.m.:** Extra office hours for paper consultation at BRNG 2245.
- **August 4, 12 p.m.:** Final paper due by noon via e-mail (ncarranz@purdue.edu) or in person (hard-copy) during class or at Beering Hall 2245.

The final paper should include:

1. brief summary of the movie plot
2. summarize the political, social, and economic context of the state where the film is taking place
3. compare to what extent the film is portraying history accurately
4. identify the perspective the film is taking: What kinds of theories from international relations can you identify in the movie? (realist, liberal, constructivist, feminist, and Marxist) How are the actors in the movie interacting with one another? (with what kind of mindset?)
5. Taking the perspective from the Realist, Liberal, Constructivist, Feminist, or Marxist theory, how would you characterize/analyze the movie's synopsis and plot?
6. describe the policies in the film and its goals that it was meant to address in the film
7. analyze the challenges that the policy has encountered in the film and also historically
8. and suggest alternative policy recommendations (from your viewpoint) that could have been made to alter the outcome of the events (for the better).

Format:

- 1) 6-7 pages (excluding title page but inclusive of references page)
- 2) 12 font Times New Roman, double spaced, 1 inch margins, and with page numbers
- 3) American Political Science Association (APSA) citation and reference format (or any other acceptable citation format: MLA or APA)

<http://www.apsanet.org/files/APSASStyleManual2006.pdf>.

Exams (Exam 1: 15% + Final Exam: 20%)

The examination component of this course is divided into two (midterm and a final). These will come in the form of a set of identification terms, multiple choice matching, short answer, and long answer (essay) blue book response to questions pertinent to the lectures and assigned readings. Students are expected to write the necessary response in *complete sentences* to be able to obtain the full point for each question.

The final exam may or may not be cumulative of all the materials in the lecture, reading, and the discussions from the entire semester. Success on the exams will *almost certainly require* class attendance and keeping up with the daily and weekly reading assignments.

Grading Scale

A+	97-100%	B+	87-89	C+	77-79	D+	67-69
A	96-93	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
						F	0-59

Late Policy

Late assignments will be subject to a 10% penalty *per day, starting with the due date*. Extensions will be granted only under extenuating circumstances. In those instances, please contact me as soon as you know there is a problem so we can work out an alternative plan.

Grief Absence Policy for Students

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students. Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments in the event of the death of a member of the student's family. Please call the Office of the Dean of Students (765-494-1747) to speak with a Student Support Specialist in cases of bereavement.

Student Disability

If you need course adaptations or accommodations because of a disability, please register with the Disability Resource Center in the Office of the Dean of Students (<http://www.purdue.edu/drc>). It is the student's responsibility to notify the Disability Resource Center of an impairment or condition that may require classroom modifications. The registration must be made prior to any accommodations can be made in the class. Please also make an appointment with me within the first two (2) weeks of the semester in order to discuss such issues.

Academic Integrity

Plagiarism, cheating, etc.: *absolutely no form of academic dishonesty will be tolerated*. All instances of academic dishonesty will be reported to the university. If you are unsure about plagiarism, please see me. With respect to the paper, it is highly likely that I will recognize or

have read the source you are improperly citing, so if you have questions or concerns about your academic writing I would be happy to help. Additionally, the university runs a writing lab that can also provide consultation.

<http://owl.english.purdue.edu/owl/resource/589/01/>

College of Liberal Arts Classroom Civility Statement

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students. Please visit Purdue's Nondiscrimination policy for more information:

http://www.purdue.edu/purdue/ea_eou_statement.html.

Campus Safety

In the event of a major campus emergency, course schedules and materials are subject to change. Emergency notification procedures are based on a simple concept – if you hear a fire alarm inside, proceed outside. If you hear a siren outside, proceed inside.

Purdue University's Blackboard Learn

This course requires students to access Blackboard Learn. Useful information such as the course syllabus, class slides (a general slide structure), announcements, readings, and reading questions will be found here. I will occasionally send out notes using Blackboard and if class is canceled for whatever reason, this is how you will know ahead of time.

<http://www.itap.purdue.edu/learning/tools/blackboard/>

Questions, Office Hours, and Outside Help

Please ask questions at any time during class regarding material you find unclear, interesting, or requiring more explanation. Studying a new field may often times be challenging and chances are others will be wondering about the same things. I encourage you to view it as an opportunity to engage in the material by discussing it with the instructor and with other classmates. If you have any questions regarding the course, please feel free to stop by my office, ask me before or after class, or via email.

Course Caveat

Revisions of the syllabus (including assignments, papers, and lectures) may occur during the course of the semester at the instructor's discretion and students will be notified in advance of such changes.

Course Outline and Assigned Readings

Part I: Concepts and Theories of International Relations

1st week (June 15th)

June 15: Introduction to International Relations

Reading: Shimko, Introduction for the Student: Why Study International Relations?

June 16: Introduction to International Relations

Reading: Shimko, Introduction for the Student: Why Study International Relations?

June 17: Change and Continuity in International History

Reading: Shimko, Ch. 1

June 18: Change and Continuity in International History

Reading: Shimko, Ch. 1

June 19: Change and Continuity in International History

Reading Shimko, Ch. 1

2nd week (June 22nd)

June 22: Contending Perspectives on International Politics

Reading: Shimko, Ch. 2

June 23: Contending Perspectives on International Politics

Reading: Shimko, Ch. 2

June 24: Contending Perspectives on International Politics

Reading: Shimko, Ch. 2

June 25: Contending Perspectives on International Politics

Reading: Shimko, Ch. 2

June 26: Contending Perspectives on International Politics

Reading: Shimko, Ch. 2

Reading: Tickner, J. Ann. 1992. "Engendered Insecurities: Feminist Perspectives on International Relations." In *Gender in International Relations: Feminist Perspectives on Achieving Global Security*, J. Ann Tickner. New York: Columbia University Press, Ch.1.

→ <http://www.ces.uc.pt/ficheiros2/files/Short.pdf>

3rd week (June 29th)

June 29: Power Politics (Movie Title for Film Response Due)

Reading: Shimko, Ch. 3

June 30: Power Politics

Reading: Shimko, Ch. 3

July 1: War and Democracy

Reading: Shimko, Ch.4

July 2: Midterm Exam

July 3: No Class

4th week (July 6th)

July 6: War and Democracy/Human Nature (Film Response Outline Due)

Reading: Shimko, Ch. 4 and Ch. 5

July 7: Human Nature

Reading: Shimko, Ch. 5

Part II: Pertinent Issues of International Relations

July 8: Human Nature/Nuclear Proliferation

Reading: Shimko, Ch. 11

July 9: Nuclear Proliferation

Reading: Shimko, Ch. 11

July 10: International Political Economy

Reading: Shimko, Ch. 6-7

5th week (July 13th)

July 13

International Political Economy

Reading: Shimko, Ch. 6-7

July 14

International Political Economy

Reading: Shimko, Ch. 6-7

July 15

International Political Economy/Globalization and Sovereignty

Reading: Shimko, Ch. 6-7/ Ch. 8

July 16

Globalization and Sovereignty

Reading: Shimko, Ch. 8

July 17

Globalization and Sovereignty

Reading: Shimko, Ch. 9

6th week (July 20th) *Guest lecture likely to follow within the week*

July 20

International Law

Reading: Shimko, Ch. 9

July 21

International Law

Reading: Shimko, Ch. 9

July 22

International Law/UN and Humanitarian Intervention

Reading: Shimko Ch. 9/ Ch. 10

July 23

UN and Humanitarian Intervention

Reading: Shimko Ch. 10

Reading: Glanville, Luke. 2012. "The Responsibility to Protect Beyond Borders." *Human Rights Law Review* 12 (1): 1-32.

→ <http://hrlr.oxfordjournals.org/content/early/2012/01/23/hrlr.ngr047.full.pdf+html>

July 24

UN and Humanitarian Intervention

Reading: Shimko Ch. 10

7th week (July 27th) *Possible role-playing activity and documentary viewing*

July 27

NGOs and Transitional Justice

Reading: ICTJ (International Center for Transitional Justice) <http://ictj.org/about/transitional-justice>

Reading: Teitel, Ruti G. 2003. "Transitional Justice Genealogy." *Harvard Human Rights Journal* 16: 69-94.

July 28

Transitional Justice

Reading: ICTJ (International Center for Transitional Justice) <http://ictj.org/about/transitional-justice>

Reading: Mendez, Juan. 1997. "Accountability for Past Abuses." *Human Rights Quarterly* 19: 255-282.

July 29

International Terrorism

Reading: Shimko, Ch. 12

July 30

International Terrorism

Reading: Shimko, Ch. 12

July 31

International Terrorism/Global Commons

Reading: Shimko, Ch. 12

Final week (August 3rd)

August 3

Global Commons

Reading: Shimko Ch. 13

August 4

Global Commons/Wrap-Up (Film Response Due)

Reading: Shimko Ch. 13

August 5

Final Exam