

**San José State University
Department of Political Science**

**Pols 4-01: Introduction to International Relations
Fall 2018**

Course and Contact Information

Instructor:	Sabrina Pinnell
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Office Hours:	M W 10:30-12; additional hours by appointment
Class Days/Time:	M W 1:30-2:45
Classroom:	DMH 160
GE/SJSU Studies Category:	D3

Course Format

This class is primarily lecture and in-class discussion; there will also be participation assignments completed either in class or outside and submitted on-line. This course uses Canvas for announcements, reserve readings, discussion questions, uploading handouts and recording of scores on exams/assignments. Students should have access to a computer capable of accessing this page at <http://sjsu.instructure.com>. You will need to use your student ID information to log on, and you can access the class webpage on your Dashboard.

Please note that lecture notes will not be posted to Canvas in this course. Students are expected to attend lecture to gain this information and to take notes. If you are absent for any reason, you have the options of either getting notes from a colleague or seeing the instructor in office hours.

Course Description

From the SJSU Catalog: Introductory survey of major topics in international relations, including global, national and individual causes of war and peace, international cooperation, north-south relations and political economy.

From the SJSU GE Guidelines (S14-5): In this course you will be exposed to alternative interpretations of the historical events and political processes that have shaped the social, economic and political system in which you live. This course will provide a multicultural framework, including both conflict and consensus principles, of the choices and options available to individuals and groups in their social, economic and political relations. The focus of the course is the growth of a multicultural society and the interactions, including cooperation and conflict, as these many and varied peoples have dealt with social, economic and political issues.

Department of Political Science Learning Outcomes

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.
- 4) Communication Skills: Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 5) Citizenship: Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

Course Learning Outcomes (CLO)

Upon successful completion of this course, students will be able to:

1. Explain and use the paradigms/theories of realism, liberalism, constructivism and radicalism to explain historical and contemporary international political behavior.
2. Name and describe the behavior of actors in international politics, including individuals, states and international organizations.
3. Provide information about major international political issues such as international political economy, the historical and contemporary nature of war, the rise of the issue of human rights and how it has affected international politics, and global issues such as immigration, transnational environmental problems and pandemics.

GE Learning Outcomes (GELO)

Upon successful completion of this course, students will be able to:

1. **GELO 1:** Place contemporary developments in cultural, historical, environmental, and spatial contexts.
2. **GELO 2:** Identify the dynamics of ethnic, cultural, historical, environmental, and spatial contexts.
3. **GELO 3:** Evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary social issues.
4. **GELO 4:** Apply multidisciplinary material to a topic relevant to policy and social action at the local, national and international levels.

These requirements will be fulfilled primarily through class discussions, two in-class exams and a final, and a position paper considering contrasting positions on a major IR question.

Students are expected to complete the writing equivalent of ~1500 words or more in this class. This will be accomplished through the position paper.

Required Texts/Readings

Textbook

There is one required textbook for the course, currently available in Spartan Bookstore: Karen A. Mingst and Ivan M. Arreguin-Toft's Essentials of International Relations, 7th edition (NY: W. W. Norton, 2016; ISBN: 9780393283402). This is a revised edition, so students should purchase this one ASAP and begin reading.

Other Readings

Additional readings are also listed in the Schedule. There are some reserve readings on the Canvas webpage for the class under "Files," either for the class at various times, or as part of the reading lists for the position paper. *All readings listed in the Schedule are required readings.* Once you have decided on which of the topics you wish to pursue for your position paper, you should start looking over the readings in your Reading List (see below under "Position Paper").

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>.

This course includes the following methods to evaluate student performance:

Participation	40 points
Exam 1	60 points
Exam 2	100 points
Position Paper	
Outline	20 points
Paper	100 points
Final Exam	<u>100 points</u>
	420 points

Participation: See the campus policy on attendance at <http://www.sjsu.edu/senate/docs/F15-12.pdf> . Over the course of the semester, there will be four discussions on various IR topics in class; questions for these topics will be distributed in advance on Canvas, and you are expected to be in class on these days to participate in these discussions unless there is an emergency. Attendance will be taken on these days to verify who participated, and discussion will affect 40 points of your grade.

Exams: There will be two in-class exams with differing formats, one at the end of the IR Theory section (September 12th) and one at the end of the Levels of Analysis section (October 8th). The first exam will be a set of short-answer questions with a choice of six out of seven, to be answered in 4-5 sentences, no more than a paragraph each. The second exam will be a combination of four short answer questions and a choice of one out of two essay questions; the essay should be answered in 2-3 pages in a large greenbook. Both exams will take the entire class time on the days they are scheduled (75 minutes).

Study guides will be distributed with a list of essential terms and concepts you should know before the test. But no questions will be given in advance on these tests, and both tests are closed-book, closed-note.

Students are expected to take exams as scheduled; they will not be given in advance of their scheduled dates and make-ups will only be permitted due to a verified emergency. Makeups must occur within a one-week time period from the scheduled date. Contact the instructor ASAP if you miss a test to schedule a makeup.

Position Paper: The Issues in IR section will be covered by a position paper, which involves selecting one of three questions involving an issue in this section, and then providing two arguments for and two arguments against the proposition of the question. You will be using both lecture and class readings for this project, plus a reading list of sources established for each question. The readings themselves are under “Files” on Canvas. For more on this project, please see the handout appended to the end of the Syllabus. The paper requires a preliminary outline due on November 7th , and the paper itself will be due on December 3rd, as a hard copy in class and uploaded to Canvas for a source check.

Final Exam: The final exam is on December 12, 2018 from 12:15-2:30 p.m. in DMH 160. It is comprehensive for the course, but special attention will be paid to the Collective Problems section at the end of the course. The exam will follow the same format as Exam 2. You should bring a large greenbook to complete this latter question. A study guide will be distributed before the exam to prepare you for both sections, but this is a closed-book, closed note exam. The exam

will not be given in advance for any reason; please make travel arrangements accordingly. Make-ups are only permitted for emergencies and will be held after the scheduled exam time on the official makeup day (December 19th).

Grading Policy

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A+, 93-96% is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, 80-82% is a B-, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Extra Credit Policy

Note that per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. If any extra credit is assigned for the course, it will be available to all students to complete.

Travel Policy

Students are expected to attend class sessions when scheduled, to participate in discussions, complete assignments and take exams as scheduled in the syllabus. For this course, if you know that you will be absent or unable to complete course requirements ahead of time due to athletic or other campus activities, it is your responsibility to clear any extensions or excusals with the instructor ahead of the due date.¹ Travel for other reasons, barring emergencies, may not be accepted as reasons for extensions or excusals for late work or makeup exams; any exceptions require instructor approval. If you have an emergency that makes it impossible to take an exam or complete an assignment, contact the instructor ASAP to discuss options to complete your work. But as noted above, no exams will be given in advance for any reason, and this includes the Final.

1. Ideally, athletes should present a schedule of away events that may affect the class, and send the instructor an e-mail alerting her before each event to make sure that absences are excused.

Classroom Protocol

This is a course that will consider controversial issues such as immigration and refugee rights, the rights of developing countries vs. developed and causes of war. Students are expected to come prepared to class discussions and conduct themselves in a civil and respectful manner, particularly to their fellow students. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students may be asked to leave if this occurs.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

Policy on Submitting Written Work in this Course

The following policy applies to submitting written work (the position paper) for this course:

- 1) Students must submit their work by the day designated in the syllabus, barring an emergency that is verifiable in writing. Other situations where a student may not be able to turn in an assignment on time require contacting the instructor before or on the date of submission to get an extension. Extensions will be granted at the instructor's discretion.
- 2) All written assignments must be submitted as hard copies on the day they are due to qualify for full credit. No assignments may be submitted via e-mail for any reason. Late hard copies of papers will lose the equivalent of one letter grade per day (if 100 points, then 10 points a day) late, barring an excused emergency or an extension granted by the instructor.
- 3) Your essay must also be uploaded via the Canvas page under "Assignments" in order to qualify for credit, as this will check the paper for source use via Turnitin. If the paper is not submitted to the Canvas page, it is not considered "turned in." Uploads are due by 11:59 p.m. on the due date for the paper. Late uploads are possible, but papers will not be graded until the upload occurs.²
- 4) If a student must turn in a hard copy late due to an emergency, the student should submit the work as soon as possible and provide the written verification of the emergency with the hard copy, to restore any lost grade points as well as have the work graded.
- 5) The last day for submission of any late work due to an emergency or extension is the last actual lecture day of the session (December 10th).³ It is also the last day that

2 . I strongly suggest that you verify your uploads to Canvas when you do them, as Turnitin on Canvas does not always accept files, or evaluate them after accepting them. .pdf files appear to work best.

3 . This is to facilitate turnaround. The instructor is going to do her best to get your papers back to you on the day of the Final, provided they are turned in on time.

points can be corrected on late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is the final exam.

6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. The instructor is willing to preview rough drafts of work in office hours before assignments are due to provide feedback. You may also want to see the instructor after assignments are handed back if comments indicate that there are specific errors in argument or writing.

Due to the schedule of this course, there are no opportunities for re-writes. At this level of academic work, you should be prepared to submit work that is ready for scrutiny in your first effort. You may bring rough drafts of your position paper to office hours for review before the due date, but you are also strongly advised to approach the Writing Center and other resources on campus to advise you in your writing.

Collaboration and Source Use Policy

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

The following actions on papers could be considered plagiarism:

- 1) Copying words or passages of text from an in-class (lecture, discussion, slides, text or assigned reading) source without proper quotation and citation;
- 2) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation;
- 3) Copying words or passages of text from sources outside of class (including electronic sources) without proper quotation and citation;
- 4) Using ideas, definitions or arguments sources outside of class, even if paraphrased or summarized, without proper citation.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

You are not permitted to collaborate with other students on written work in this class unless expressly permitted by the instructor. If collaboration is permitted, it will be made clear in the requirements for the assignment; you should not assume you can do this.

Collaboration in preparing for exams such as sharing notes before exams and group study is encouraged, but keep in mind that there may be more than one answer to an exam question.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with a student to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to cite and use sources, come to office hours, consult the Library sources on how to deal with these issues (<http://library.sjsu.edu/research-support/research>), or one of the writing centers for assistance.

Final Exam Policy

Per University Policy S17-1, all classes must have a culminating activity that finishes the class; if a sit-down final, it must be held during the scheduled date and time for the class, which for this class is December 12th, 2018 from 12:15-2:30 p.m. in our regular classroom. No final will be held before this scheduled time, and you should plan on taking the test at this time unless you have a verifiable emergency, or three or more scheduled finals in one day and you contact me no later than three weeks before the last day of class (December 10th). If you fall into one of these categories, a makeup exam is possible, on the scheduled makeup day of December 19th. Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

Pols 4: Course Schedule

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	<u>Course Introduction</u>
2-4	8/27-9/10	<u>Part I: Theories and Historical Context</u> Mingst, Chs. 1-4 Exam 1 (September 12) In-class discussion on September 5th
3	9/3	Labor Day – NO CLASS
4	9/12	Exam 1 (Short Answer only)
5-7	9/17-10/3	<u>Part II: Levels of Analysis and Explanations of Change</u> Mingst, Chs. 5-7 In-class discussion on September 26th
8	10/8	Exam 2 (Short Answer and Essay)
8-9	10/10-10/17	<u>Part III: Issues in IR</u> a) <u>War and Collective Security</u> Mingst, Ch. 8
9-11	10/17-10/29	b) <u>Human Rights and Security</u> Mingst, Ch. 9 In-class discussion on October 24th
11-13	10/31-11/14	c) International Political Economy Mingst, Ch. 10
12	11/7	Outlines due for Position Paper in class
13	11/12	Veterans' Day – NO CLASS
14-16	11/19-12/5	d) <u>Collective Problems</u> Mingst, Ch. 11 In-class discussion on December 5th
14	11/21	NO CLASS (campus open, but no class due to Thanksgiving)
16	12/3	Position Paper due as a hard copy and uploaded to Canvas by 11:59 p.m.
17	12/10	<u>Wrap-Up and Final Exam Discussion</u>
Final Exam	12/12	12:15-2:30 p.m. (Please note date and time!) in DMH 160

Position Paper

In order to test your knowledge and ability to apply IR concepts on a major IR question, you will be writing a position paper that analyzes arguments on both sides of a proposition, in a paper of 1250-1500 words (approximately 5-6 pages double-spaced and with 1" margins and page numbers, not counting your bibliography). You have a choice of one of these three questions:

- 1) Should states use *collective security* as a means to prevent interstate warfare?
- 2) Should states that accept the principles of *non-refoulement* of refugees also have the right to reject refugees on occasion?
- 3) Should states be able to use *protectionist* measures for their individual interests in trade?

Each of these questions requires you to consider the interests of individual states versus the collective needs of the international system, in terms of war, human rights or trade. In answering the topic question, you will be required to consider two separate arguments for and two arguments against the proposition, or “yes” and “no.” While we will be covering essential concepts on all three of these questions in class, you are expected to do additional reading and preparation on your own when you are writing your paper. Each of these questions has a reading list with readings that is on Canvas; look under “Files” for these folders. You have the option to do research apart from the readings if you choose, but that is not required. What is required is that you use at least four of the readings on the reading list and actively use them to inform your paper. This means not just listing them in the bibliography, but also bringing their information and arguments in your own writing. If you do not do this, then it will count against the content portion of your grade for this paper.

This paper is a project that deals with Part III of the class (after the Levels of Analysis section), but I suggest you select your question and begin reading before that point.⁴ You are required to have a preliminary outline of your arguments for and against done by November 7th; this is a progress check to make sure you are on the way to getting the paper completed. Your outline should have an introduction/thesis, a short statement of 1-2 sentences on each argument, and then your conclusion as to which side you find more persuasive. Your outline needs to be submitted as a hard copy for review and feedback. It is entirely possible you may change some of your arguments after the outline, and this is fine; but a preliminary statement of what you want to discuss is essential before you move on to the next step. The outline is worth 20 points of your course grade. Late hard copies will lose two points a day for each day it is late, including weekend days.

The final draft of the assignment will be due on December 3rd, both as a hard copy and an upload to Canvas for a source check. This part of your assignment is worth 100 points, divided between content and writing. Late papers will lose the equivalent of one letter grade per day (ten points) for lateness unless excused due to an emergency. The last day you may submit a late paper is December 10th, to permit grading and compilation of the final grade. Please note that if you turn in your paper after December 3rd, it may not be returned to you before the end of

⁴. You should plan on choosing one of these three questions; if you wish to do an alternate controversy, it must be cleared with the instructor in person by October 31st. You cannot do a topic that is outside IR, and given the introductory nature of the course, the instructor must review a reading list and your research plan before approval is granted.

the semester. Your paper grade will be listed on Canvas when the final course grades are posted.

Content and Writing Requirements for the Paper

Content (80 points)

80 points of the paper grade will be based on your information and presentation of your arguments for and against (or “yes” and “no” to the question). You will need to have two distinct, separate arguments for each side of the issue. While the primary focus of these questions is on state interests, you may decide that there are also good arguments to make at the international level or the individual level of analysis. This is up to you. But each of the points you make must be well-defended with logic and evidence, with all information not obviously common knowledge cited – regardless of source. Lecture and class readings count as well as the specific readings from your reading list. As noted above, you are expected to actively use at least four readings from the reading list; if this is not the case, you may lose up to eight points from the content part of your grade.

You will ultimately select one side of this issue as the position you find most persuasive; this should be indicated briefly in the introduction to your paper and developed as an analysis paragraph after you discuss the arguments for both sides. Please make sure to discuss both sides well, even though you will be selecting one side over the other at the end; short-changing the side you do not agree with may also lead to a lower grade. The key to this assignment is that you are able to weigh the strengths of both sides before indicating which side is the most persuasive.

The 5-6 page length of the paper should suggest how much you cover for each part of the paper. The introduction and four arguments should take up no more than one to two paragraphs each. You will need one to two paragraphs for your final analysis, and some room for a brief conclusion paragraph as well. Papers considerably over the 1500 word limit may face edits and deductions for lack of conciseness. Papers considerably under the 1250 word limit may face deductions for not covering all of the required points well.

Writing (20 points)

As noted in the syllabus, you are expected to draft papers at the college level – this means good organization, use of English and appropriate use of sources. I suggest either APA or the APSA (a modified version of Chicago style) methods of citation, with in-text cites to conserve space. Please see me if you need to discuss citation methods; you can find manuals to both styles on-line, and the Library has electronic resources available to help you cite. Quality of citations will affect ten points of your paper grade. A lack of any citations may mean a loss of ten full points. If you use sources inappropriately such as through cut-and-paste without attribution, complete reliance on quotes to make your points or bad paraphrasing, this will mean deductions from this part of your grade. Serious issues with source use may also affect the content portion of your grade, if it does not look like you did the required work. The Canvas upload will be used to verify appropriate source use. If there are major problems with source use, the instructor will request a meeting to discuss them and how this will affect your grade.

Finally, ten points of the paper grade will depend on grammar and writing style. Common grammar errors that could receive deductions include:

- Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);
- Verb tense and agreement;
- Word choice;

- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

This is an introductory course and I am aware that writing quality will vary for this paper. But if you feel that you will need assistance in writing for the paper, you need to take steps both in and outside the course, and the sooner the better. I am willing to peruse rough drafts in office hours, but I also strongly suggest using the writing resources on campus such as Peer Connections (<http://peerconnections.sjsu.edu/>) in Student Services and the Writing Center (<http://www.sjsu.edu/writingcenter/>). Campus assistance is best accessed early, given that you may need to arrange for appointments and do some work before you meet with a tutor.

Re-writes are not possible for this assignment; please keep this in mind as you write. Use the amount of time you have over the semester to read, compose your arguments and write a good final draft in the first effort. All grades on papers are final.