

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

**Pols 4-01: Introduction to International Relations
Fall 2019**

Course and Contact Information

Instructor:	Sabrina Pinnell
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Office Hours:	M 4:30-5:30, W 9-10, F 1:30-2:30; additional hours by appointment ¹
Class Days/Time:	M W 3-4:15
Classroom:	DMH 149A
GE/SJSU Studies Category:	D3

Course Format

This class is primarily lecture and in-class discussion; there will also be participation assignments completed in class. 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.

1. Appointments for office hours will not be available Tuesdays or Thursdays this semester.

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 and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) 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.
- 4) 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, three in-class exams and a final exam.

Students are expected to complete the writing equivalent of ~1500 words or more in this class. This will be accomplished through the essays in Exams 1-3, and the final exam.

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, 8th edition (NY: W. W. Norton, 2019; ISBN: 978-0-393-64327-5). 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 either on the Canvas webpage for the class under "Files," or accessible via the links in the Schedule. These readings will be needed for class discussions, or to prepare for the essay sections of Exams 1-3. *All readings listed in the Schedule are required readings.*

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
Exams 1-3	100 points x 3
Final Exam	<u>120 points</u>
	460 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 three exams at the end of major sections of the class: Theories and Historical Context (September 11th), Levels of Analysis and Agents of Change (October 2nd), and Issues in IR (December 2nd).² Exams will be in two parts and worth a total of 100 points. Part I will be 20 multiple-choice questions that students will answer on a Scantron 882-E sheet. Part II will be an essay question worth 60 points each. Students will need to bring a large, new, blank greenbook to class on the day of each exam. Exams will last 75 minutes.

Questions for the exam will not be given in advance. Students will receive a study guide to help prepare for Parts I and II; in addition, there will be readings assigned for students to read to prepare for Part II (see Schedule). See the handout appended to the syllabus for information on the essay.

Students are expected to take the exams on the day scheduled, barring a verifiable emergency. Exams will not be given in advance of the date for any reason. If you are unable to take an exam due to an emergency, you must contact the instructor ASAP to arrange a makeup within one week of the scheduled day, and present proof of the emergency. Failure to do so will mean a zero for this part of your course grade. Travel is not considered an emergency; please plan accordingly.

Final Exam: The final exam is on December 17, 2019 from 12:15-2:30 in DMH 149A. This test will be made up of two in-class essays, taken from a list of questions distributed in class before the test. On the day of the exam, the instructor will choose three of the five proposed questions, and students will need to choose two to write on. Each of the essays will be worth 60 points each for a total of 120 points. Students will need to bring a large, new, blank greenbook to the test.

While this exam is late in the final exam schedule, students should be aware that this test will not be given in advance for any reason. If you are unable to take the exam due to a verifiable emergency, you need to contact the instructor immediately to schedule a makeup on December 18th.

2. Please note the date – this is the first class after Thanksgiving Break.

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 plus, 93-96% is an A, 90-92% is an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, 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.³ 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.

3. 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.

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 17th, 2019 from 12:15-2:30 p.m. in DMH 149A. 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 9th). If you fall into one of these categories, a makeup exam is possible, on the scheduled makeup day of December 18th. 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	8/21	<u>Course Introduction</u>
1-3	8/21-9/4	<u>Part I: Theories and Historical Context</u> Mingst, Chs. 1-3 In-class discussion on September 4th
3	9/2	Labor Day – NO CLASS
4	9/11	Exam 1
4-7	9/9-9/30	<u>Part II: Levels of Analysis and Explanations of Change</u> Mingst, Chs. 4-5, 9 Hoehn, Andrew R. and Sarah Harting. 2010. “Redefining NATO’s Role: 9/11 and Afghanistan,” in <u>Risking NATO: Testing the Limits of the Alliance in Afghanistan</u> , RAND Corporation, 13-24. (JSTOR. Link: https://www.jstor.org/stable/10.7249/mg974af.10) Rasmussen, Anders Fogh. 2011. “NATO After Libya: The Atlantic Alliance in Austere Times.” <u>Foreign Affairs</u> 90, no. 4 (July-August): 2-6. (On Canvas.) In-class discussion on September 25th
7	10/2	Exam 2
8-9	10/7-10/16	<u>Part III: Issues in IR</u> a) <u>War and Collective Security</u> Mingst, Ch. 6, 7
10-11	10/21-10/30	b) <u>Human Rights and Security</u> Mingst, Ch. 10, 11 (pp. 403-417) Morico, Rachel. 2017. “Response to the Syrian Refugee Crisis in Germany, the United States and Japan: Who Should Be Prioritized in Light of International Obligations?” <u>Tulane Journal of International and Comparative Law</u> 26: 189-210. (On Canvas.) Worster, William Thomas. 2012. “The Evolving Definition of the Refugee in Contemporary International Law.” <u>Berkeley Journal of International Law</u> 30, no. 1: 94-160. (On Canvas.)

Week	Date	Topics, Readings, Assignments, Deadlines
		In-class discussion on October 28th
12-15	11/4-11/25	<p>c) <u>International Political Economy</u> Mingst, Ch. 8</p> <p>Paul, Joel Richard. 2015. "The Cost of Free Trade." <u>Brown Journal of World Affairs</u> 22, no. 1 (Fall/Winter): 190-209. (On Canvas.)</p> <p>Suranovic, Steven. 2010. "Evaluating the Controversy Between Free Trade and Protectionism," in <u>International Trade: Theory and Policy</u>, Saylor Foundation, 543-570. (Open Textbook Library. Link: https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=19).</p> <p>In-class discussion on November 20th</p>
13	11/11	Veterans' Day – NO CLASS
15	11/27	Non-Instructional Day – NO CLASS
16	12/2	Exam 3
16-17	12/4-12/9	<p><u>Part IV: Collective Problems</u> Mingst, Ch. 11 (pp. 409-441)</p>
Final Exam	12/17	12:15-2:30 p.m. (please note date and time!) in DMH 149A

Exams 1-3: Information for Part II (Essay)

As part of Exams 1-3, you will need to draft an essay of 2-4 pages in a large, new greenbook to answer a topic given to you on the exam.⁴ While the instructor may indicate in class what issues will come up in the essay topic, she will not give out specifically worded questions in advance. You should prepare for writing the essay by studying the terms and concepts provided on the study guides before the test, as with Part I. You will have the entire class period to take each exam, so this will give you time to take the various steps in creating your essay.

Essays during exams are not like essays written outside of class. You will need to set aside time during the exam period to think over and outline your answer before you write. You may want to use the exam form or the inside page of your greenbook to make notes and outline your answer before you begin; starting an essay without organizing your points may lead to a poor result. Each essay answer will have both informational components and an overall argument, so you need to know what your answers will be before you compose the essay.

A proper exam essay has much the same organizational format as an out-of-class essay:

- 1) An *introduction* paragraph with a thesis for your answer, and a brief roadmap of the points you are going to use to back up your thesis. In short, how you are planning to answer the essay question.
- 2) A *body* of points that provide support for your thesis, with information provided as needed. You will not need to cite for these facts in an exam essay, but you may want to note specific authors if they provided ideas or information (“Mingst notes that WWII included...”). The body must cover all parts of the question in terms of required information or argument. But it is not an outline or set of bullet points; like a regular out-of-class essay, you should write these points as paragraphs.
- 3) A *conclusion* that briefly summarizes your argument and verifies you answered the question. You cannot leave the essay with the last body paragraph; you must finish it.

The 2-4 page requirement for the exam is based on the idea that you will need at least five pages (roughly one per paragraph, if single-sided pages and single-spaced) to compose your essay, if you have one introductory paragraph, three body paragraphs and a conclusion. Obviously, you might go over this; but try to keep your argument organized to seven pages.

Grading of this essay will be based on a combination of content and writing, as outlined below.

Content: (40 points)

The bulk of the essay grade is based on whether or not you answered the question as given in the exam, and made a sufficiently good argument. Take the following example:

“Using the perspectives we’ve discussed in class, give two different explanations for why WWI happened, and your opinion as to which is the most persuasive explanation for the conflict.”

This question gives you both a clue as to what information you need to give as well as the argument you’re going to make. You’ll need to know enough about the four perspectives we are

4. You must use a new, blank greenbook for each exam. No exceptions. The instructor will bring some greenbooks to each test in case you do not have one.

using in this class (realism, liberalism, constructivism and Marxism) to come up with the explanations. But you'll also need to give some of your own opinion as to which explanation makes the most sense; this will also be the major part of your essay thesis.

The forty points for content will therefore focus upon:

- Having a clear thesis, preferably at the start, for your argument;
- Answering all parts of the question – informational and argument;
- Developing all parts of the roadmap you made at the start, in terms of information and argument.

This should bring home the necessity of the introduction and conclusion; you're using these to verify that you have an answer, and that you are covering the answer. But please note that just providing correct information without a clear argument that carries through the essay will earn you 33 points for content at best, or a middle-range B. Leaving the thesis until the end could mean a higher B, but not an A; there should be some indication, even in the introduction, as to what your conclusions are. You need to organize your thoughts before you write.

Writing: (10 points)

Roughly 20% of your essay grade is based on writing, although the rules for in-class essays are clearly different than for out-of-class ones. You will not have an opportunity to do multiple drafts for this essay, and tools like spell check and grammar check are not available. Also, not everyone is a native English speaker. With that in mind, here are the concerns that could lower your grade in this part of the essay:

- Lack of introduction or conclusion. Just answering the points of the question, one at a time, is not an essay.
- Lack of organization. This is particularly evident when the essay is one large paragraph. Organize before you write, and split up your points into paragraphs.
- Answering the essay in bullet points or as an outline. That is not essay format.

Other writing issues such as spelling, verb tense/agreement, and punctuation will not be as important in grading, given that this an extemporaneous answer and you just received the question. Citations are not necessary. Clear, concise points with a few writing errors will still get you a high writing grade.

Final Points

As noted above, you are not getting the specific essay questions in advance. If you feel that you will need extra time for this exam format due to disability, you need to set up accommodations with AEC as soon as possible. Sudden disability due to injury or illness may require accommodations in the testing room, but cannot be dealt with if you do not let the instructor know in advance; you cannot expect these on the test day with no notice.⁵ International students who feel less comfortable with English may want to meet with the instructor to discuss concerns, but should plan on composing the essays in English to the best of their ability. This is not a writing class, but you are expected to satisfy some parts of the class

5. Example: Showing up with a broken arm on test day does not mean you get to write the essay on your computer. The instructor can bring in a clean computer for you to write on, but only if you contact her in advance.

requirements in writing; use this class as a means to master a form of writing that you need to know for other courses, particularly in the humanities and social sciences.