COURSE PURPOSE AND DESCRIPTION

The goal of this course is to familiarize you with important themes of global affairs and theoretical frameworks of international relations. In this age of globalization, international affairs and domestic issues are closely linked. This intimate relationship between domestic and international issues brings us complexity and even confusion. No matter what kind of professions you will pursue in the future, a sound understanding of significant global issues and an adequate knowledge of international relations theories are necessary for you to find patterns and regularities in them.

We will address international relations under two broad themes: international security and international political economy. The theme of international security covers topics including international conflicts, foreign policy in general, and international organizations. The theme of international political economy focuses on the interplay of international politics and transnational economy; the topics we will discuss include international trade, international development, and regional integration. We begin this class by considering principle actors in world politics, the levels of analysis in international relations, and the history of the evolution of international systems. In subsequent weeks, we will discuss substantive topics related to international security and international political economy.

In this course, you should do the required readings before attending lectures. The recommended readings are for those who want to get a deeper understanding of the history and theories of international relations. Both required readings and lectures will be covered in the midterm and the final exams.
LEARNING OUTCOMES

In this course, you are expected to achieve the following three learning outcomes:

1. Correctly discuss the origins, the nature, and the development of major wars and international institutions;
2. Develop the ability to analyze contemporary issues of international security and international political economy in a historical context;
3. Demonstrate a sound understanding of realism, liberalism, constructivism, postmodernism, feminism, and Marxism; use these theoretical frameworks to analyze issues of and problems in international relations.

COURSE CAVEAT/ CAMPUS SAFETY

Though I will try my best to follow the schedule as shown on the syllabus, the teaching plan is subject to change due to extenuating circumstances. In the event of extenuating circumstance, for example, a critical campus emergency, the schedule, course requirements, deadlines, and grading policies may be changed. I will notify you of these changes via the Blackboard Learn and email. 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. For more information about preparing for emergency, please see pp. 7-8.

READINGS

- Required Textbook
  There is only ONE required textbook for this course. It should be available at University and Follett’s Bookstores. I expect you to read the assigned chapters before coming to the class.

  Goldstein, Joshua S., and Jon C. Pevehouse. 2014. *International Relations, Brief Sixth Edition*. Pearson. (I will refer to it as G & P.)

- Recommended Books
politics.


- **Recommended Sources**
  The weekly magazine *The Economist* ([http://www.economist.com](http://www.economist.com)) reports major international political and economic events across the globe; insightful comments and detailed reports on some of them are also available. You can access these materials online for free.

  The *Foreign Affairs* ([http://www.foreignaffairs.com/](http://www.foreignaffairs.com/)) magazine is another useful source of insightful analyses of international affairs. It contains a lot of essays and brief reports, many of which are accessible to you online without subscription fees.

  As to academic writing, Purdue's OWL offers plenty of useful materials to enhance your writing skills. You can get writing handouts, tips, and exercises at [http://owl.english.purdue.edu](http://owl.english.purdue.edu). I strongly suggest ESL students as well as native students reviewing those rules of good writing and doing relevant exercises. Another three books on writing are:


**COURSE REQUIREMENTS / EVALUATION**

- **Early semester feedback from me.**
  I will provide you with graded feedback between the 5th and 7th week of the semester.

- **Attendance (10 %)**
  Please understand that class sessions supplement course readings. That being
said, you are expected to be present at all class meetings. I will take attendance randomly. Grades for your attendance will be released on Blackboard Learn after each time I take attendance.

- **Class Attendance and Absence Reporting Policy** (please also check the following weblink: [http://www.purdue.edu/studentregulations/regulations_procedures/classes.html](http://www.purdue.edu/studentregulations/regulations_procedures/classes.html)). The following text is adapted from the Purdue University Regulations: “It is recognized that occasionally it may be necessary for a student to be absent from a scheduled course activity for personal reasons beyond his/her control (e.g., illness, family emergency, bereavement, etc.). The University expects each student to be responsible for class-related work missed as a result of an unavoidable absence; this work may be made up at the discretion of the instructor.

Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observances, the student should inform the instructor of the situation as far in advance as possible and the instructor should strive to accommodate the student. Individual course policies may state expected notification periods. For unanticipated or emergency absences where advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by e-mail, phone, or by contacting the main office of the department that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students at 765-494-1747 if the reported absence is expected to be for an extended period of time (normally a week or more). A member of the Dean of Students staff will notify the student’s instructor(s) of the circumstances. The student should be aware that this intervention does not change in any way the outcome of the instructor’s decision regarding the students’ academic work and performance in any given course.

Regardless of whether these absences are anticipated or unanticipated, instructors are to allow for absences in accordance with the Student Bereavement Policy and in all other cases, are encouraged to accommodate the student. In certain laboratory-based or intensive short-term courses, a student can jeopardize his/her academic status with an unreasonable number of absences, particularly in lab courses that cannot be made up
later. The student should always consult with the instructor to determine the potential impact of any absence.

Students holding the opinion that they have been wrongly denied an excused absence or the opportunity to make up missed work should contact the head of the department offering the course to attempt to resolve the conflict.”

- **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.

- **Short Essay (25 % in total)**
  From mainstream newspapers (I will give you a list of them ahead of time), you choose a current international news event that you find interesting and write an essay on it. In this essay, I expect you to (1) briefly describe this event and explain the key actors involved in it; (2) summarize the authors’ standpoints concerning the event; (3) use an IR theory we discuss in class to analyze this event. I will give you feedback on your first draft and you will turn in a final draft to me. Your essay should be **no less than 4 double-spaced pages.** The font should be 12 point Times New Roman. You also should give citations at the end of the essay. I will hold an in-class workshop to help with writing your papers.

- **Homework assignments (15% in total)** I will give you homework assignment for each of the following chapters. Due dates are listed in the “Course Schedule” on the last page. These homework assignments usually include multiple-choice questions, True or False, and a couple of short essay questions. You need to read the textbook to finish the assignments.

  - HW 1: Chapter 2 Realist Theories
  - HW 2: Chapter 3 Liberal and Social Theories
  - HW 3: Chapter 4 Conflict, War, and Terrorism
  - HW 4: Chapter 6 International Organization, Law, and Human Rights
- HW 5: Chapter 5 Trade and Finance

- **Midterm and Final Exams (20 % for the midterm and 25 % for the final)**.
  The midterm will take place during normal class times (for the exact date and place, see the "Course Schedule" on the last page). The date and place for the final exam are **to be determined**. Both exams will be based on material presented in lectures and material in the assigned readings. Exams will be multiple-choice format. Please notice that the final exam is cumulative; you will be tested on everything we have covered throughout this semester. I will provide you with a study guide at least one week before the final exam. You will be allowed to take make-up exams if you can prove extreme extenuating circumstances (e.g., accidents or severe illness). In such cases, you are responsible for providing verifiable documentation of the situation to me.

- **Early semester survey & Self-assessment questionnaire (5 %)**.
  I will ask you for feedback on my teaching methods and your learning experience. The early semester survey and self-assessment questionnaire will be conducted before the midterm exam.

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

- **LATE POLICY**
  All assignments should be submitted at the beginning of classes. Late work will be penalized 1/3 grade per day; in other words, an A- becomes B+ if it is late for one day.

- **CLASS ETIQUETTE**
  I expect you to remain in class until the end of the class and to attend regularly. Students that fail to attend class regularly will be penalized. I expect you to notify me in advance if you are unable to attend a regularly scheduled class.

  You are allowed to use laptops/tablets only for class purposes. The instructor also reserve the right to penalize students or reduce final grade for misconduct in classes.
- **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](http://www.purdue.edu/purdue/ea_eou_statement.html).

**ACADEMIC HONESTY**

Please be sure that you follow rules of academic integrity. I expect you to read and familiarize yourself with the statements on academic honesty available online. Purdue's statement on plagiarism is “The commitment of the acts of cheating, lying, and deceit in any of their diverse forms (such as the use of ghost-written papers, the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest” (University Senate Document 72-18, December 15, 1972). Furthermore, please be sure that you provide proper citations in your essays. If you have any questions about proper citations, please see me during my office hours or by appointment. Plagiarism is a very serious academic misconduct. Failure to abide by academic integrity including plagiarism leads to failure of this course.

**SPECIAL NEEDS**

Students with disabilities as addressed by the Americans with Disabilities Act must be registered with the Disability Resource Center in the Office of the Dean of Students before class begins. Once you are registered, please contact me as soon as possible. I will make reasonable adjustments to accommodate your special needs.
HOW TO SUCCEED IN THIS COURSE

First, you should read assigned chapters before you come to class. Second, you should listen to my lectures carefully and take notes during the class. I will offer extra information not covered in the textbook. These extra information are very helpful for you to understand certain concepts and topics. Third, you should complete the assigned assignments. These assignments are designed to help you apply what you have learned in class to real-world problems.

- **Purdue University’s Blackboard Learn.** This course requires students to access Blackboard Learn. Useful information such as the course syllabus, class slides, announcements, extra readings, and assignments can be found here. If class is canceled for whatever reason, this is how you will know ahead of time. [http://www.itap.purdue.edu/learning/tools/blackboard/](http://www.itap.purdue.edu/learning/tools/blackboard/)

IMPORTANT: EMERGENCY PREPAREDNESS

**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.

- **Indoor Fire Alarms** mean to stop class or research and immediately evacuate the building.
  * Proceed to your Emergency Assembly Area away from building doors. **Remain outside** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

- **All Hazards Outdoor Emergency Warning Sirens** mean to immediately seek shelter (Shelter in Place) in a safe location within the closest building.
  * “Shelter in place” means seeking immediate shelter inside a building or University residence. This course of action may need to be taken during a tornado, a civil disturbance including a shooting or release of hazardous materials in the outside air. Once safely inside, find out more details about the emergency**. **Remain in place** until police, fire, or other emergency response personnel provide additional guidance or tell you it is safe to leave.

  **In both cases, you should seek additional clarifying information by all means possible? Purdue Emergency Status page, text message, email alert, TV, radio, etc?review the Purdue Emergency Warning**
Notification System multi-communication layers at http://www.purdue.edu/ehps/emergency_preparedness/warning-system.html

EMERGENCY RESPONSE PROCEDURES:

- Review the Building Emergency Plan (available on the Emergency Preparedness website or from the building deputy) for:
  * evacuation routes, exit points, and emergency assembly area
  * when and how to evacuate the building.
  * shelter in place procedures and locations
  * additional building specific procedures and requirements.

EMERGENCY PREPAREDNESS AWARENESS VIDEOS

- "Shots Fired on Campus: When Lightning Strikes," is a 20-minute active shooter awareness video that illustrates what to look for and how to prepare and react to this type of incident. See: http://www.purdue.edu/securePurdue/news/2010/emergency-preparedness-shots-fired-on-campus-video.cfm (Link is also located on the EP website)

MORE INFORMATION Reference the Emergency Preparedness web site for additional information: https://www.purdue.edu/ehps/emergency_preparedness/
**COURSE SCHEDULE / TOPICAL OUTLINE**

Note: This schedule is subject to change; I will let you know any changes I make via Blackboard Learn or email.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings &amp; Notes</th>
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</thead>
<tbody>
<tr>
<td>T 1/13</td>
<td>Course introduction</td>
<td></td>
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<tr>
<td>TH 1/15</td>
<td>Introductory lecture: Theory in Social Science</td>
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<td>T 1/20</td>
<td>Actors in world politics</td>
<td>G &amp; P chapter 1</td>
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<td>TH 1/22</td>
<td>Levels of analysis</td>
<td>G &amp; P chapter 1</td>
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<tr>
<td>T 1/27 &amp; TH 1/29</td>
<td>Realism</td>
<td>G &amp; P chapter 2; “The Melian Dialogue”</td>
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<td>“Of the Natural Condition of Mankind”</td>
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<td>T 2/3 &amp; TH 2/5</td>
<td>Liberalism</td>
<td>G &amp; P chapter 3 (pp. 63-86); “Perpetual Peace”</td>
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<tr>
<td>T 2/10</td>
<td>Paper Workshop</td>
<td>G &amp; P chapter 3</td>
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<td>TH 2/12</td>
<td>Constructivism, postmodernism, feminism, and Marxism</td>
<td>G &amp; P chapter 3</td>
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<td>T 2/17</td>
<td>Causes of war</td>
<td>G &amp; P chapter 4</td>
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<td>TH 2/19</td>
<td>Watch a documentary</td>
<td>HW 2 due on T 2/17</td>
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<td>T 2/24 &amp; TH 2/26</td>
<td>WWI &amp; WWII &amp; Power transition theory</td>
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<td>T 3/3 &amp; TH 3/5</td>
<td>Functions of force &amp; Nuclear deterrence</td>
<td>Early semester survey (3/5)</td>
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<td>T 3/10</td>
<td>Terrorism</td>
<td>Your first draft due in class</td>
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<td>TH 3/12</td>
<td>Midterm exam, in class</td>
<td>HW 3 due on TH 3/12</td>
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<tr>
<td>T 3/17 &amp; TH 3/19</td>
<td>No class; Spring Break</td>
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<tr>
<td>T 3/24 &amp; TH 3/26</td>
<td>International organizations</td>
<td>G &amp; P chapter 6 (pp. 211-240)</td>
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<tr>
<td>T 3/31 &amp; TH 4/2</td>
<td>International law and human rights</td>
<td>G &amp; P chapter 6 (pp. 240-255)</td>
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<tr>
<td>T 4/7 &amp; TH 4/9</td>
<td>Global economy &amp; Theories of Trade</td>
<td>G &amp; P chapter 5 (pp. 163-172; 182-202)</td>
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<tr>
<td>T 4/14</td>
<td>Trade and monetary regimes</td>
<td>HW 4 due on T 4/7</td>
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<tr>
<td>TH 4/16</td>
<td>No class</td>
<td>G &amp; P chapter 5 (pp. 172-182)</td>
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<tr>
<td>T 4/21 &amp; TH 4/24</td>
<td>International development/ the North-South Gap</td>
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<td>T 4/28</td>
<td>Transnational actors and movements</td>
<td>HW 5 due on T 4/21</td>
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<td>TH 4/30</td>
<td>Review</td>
<td>Your final draft due in class</td>
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<tr>
<td>TBD</td>
<td>Final exam</td>
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