POL 130: Introduction to International Relations  
Spring 2016  
Syllabus  
Time: MWF 1:30-2:20 PM  
Location: BRNG 1245  

Instructor: Ñusta Carranza Ko  
Office: Beering Hall 2245  
Email: ncarranz@purdue.edu  

Office Hours:  
Mon.: 2:30-4:00PM  
Tue.: 2:00-3:30  

Course Description  
This course is an introductory survey to international relations. Taking into consideration perspectives from both theory and practice in international relations (IR), 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, available at University Bookstores.  


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 throughout the semester. Additional readings will be uploaded on blackboard.

Course Resources  
The book for writing consultation can be found at HSSE. Please also consult Purdue University’s Online Writing Lab for more writing consultation.
Purdue University Online Writing Lab: https://owl.english.purdue.edu/owl/

Evaluation Procedures
The specified percentages to be used in the computation of each student’s final grade are:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignments</td>
<td></td>
</tr>
<tr>
<td>Video Assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Current Event</td>
<td>5%</td>
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<tr>
<td>Role-Play Response</td>
<td>5%</td>
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<tr>
<td>Bibliography and Citation</td>
<td>5%</td>
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<tr>
<td>Participation</td>
<td></td>
</tr>
<tr>
<td>Discussions, Debates, and Attendance</td>
<td>15%</td>
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<tr>
<td>Simulation</td>
<td>5%</td>
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<tr>
<td>Paper</td>
<td></td>
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<tr>
<td>Film Response Paper</td>
<td>25%</td>
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<tr>
<td>Exams</td>
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<tr>
<td>Mid-term Exam</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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All assignments turned in for POL 130 will need to be in standard format of:
One inch margins (left, right, top, and bottom)
12 point font
Times New Roman
Page Numbers

Video Assignment (5%)
Due date: On the day of the class pertaining to the assigned video
During the semester, students will be given 1-2 video (film/documentary) assignments to complete. The video assignments consist of a set of questions that can be downloaded from Blackboard Learn. The questions will be uploaded a week in advance prior to the due date of the assignment. The questions are on the assigned video and thus will require you to watch the video. All questions will be answered in complete sentences. The completed assignment sheet will need to be turned in via e-mail at ncarranz@purdue.edu. Failure to complete the assignment will result negatively on the student’s grade.

The first video assignment is due on January 22, 2016 via e-mail at ncarranz@purdue.edu by 2:30PM.
Current Event (5%)

**Due date: On the day of presentation**

This assignment will consist of two specific parts: presentation and writing submission.

Starting from the third week, for each class 1-2 students will be assigned to present current events related to international relations. Students will introduce a news item 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. The news should be related to the topic of the week. For instance, if you are presenting on the week of international political economy, please consider bringing a news that reflects: international political economic development, trade deals, economic crisis, or globalization. Sign-up sheets will be available during the second week of class and the presentation will take no longer than 5 minutes.

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 include the bibliography of the news, be approximately half a page in length, 12 font Times New Roman, double spaced, 1 inch margins, and with page numbers. Any standard citation format will be accepted (e.g. APA, MLA, Chicago, or APSA).


Role-Playing Follow-Up Response (5%)

**Due date: 1 week from activity at 2:30 PM**

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. More instructions on the completion of this assignment will be provided during the latter part of the semester. 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) 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) and independent reflection (opinion) regarding the significance of their role
3) reflection on what they have learned as a result of the role-play

Bibliography and Citation (5%)

Due date: To be determined

For the purposes of getting students prepared for the film response paper, students will need to complete a bibliography and citation assignment. The assignment will consist of a short list of exercises to aide students, who are new to academic writing. The due date and assignment details will be uploaded on Blackboard Learn at a later date.

Participation and Attendance (15%)

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 the 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.

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 and incoherent, a completed discussion question will receive full credit. This requires the student to attend class to receive the question, discuss it, and 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.

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.

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

Simulation (5%)
As part of a separate participation grade, the class will engage in a simulation based on the Game of Thrones. The simulation will begin after the class has finished covering IR theories. Students will be asked to sign up to represent different states/kingdoms and to conduct diplomacy, bargaining, and negotiations as leaders of these entities. Additional information regarding the simulation will be provided during the course of the semester. The grading will be based on the active participation of students in the simulation, including keeping up with the accounting sheet of the resources each state/kingdom holds. Students will get help in setting up their original accounting sheet.

Film Response Paper (25%)

**Due date: April 22, 2016 (5PM)**

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
4. Kandahar

*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.*

Chronology of deadlines:

- **January 25, 5 p.m.:** The title of the movie submitted for review either in person (written hard copy) or via e-mail (ncarranz@purdue.edu).

- **March 4, 5 p.m.:** An outline of the paper with 1st introductory paragraph submitted for review either by hard copy during class or via e-mail (ncarranz@purdue.edu). They will be used to examine whether or not the student has made progress in their work.

- **April 4, 11:00-1:00 p.m.:** Optional peer-review writing help session. 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 April 1. The session is optional and students will not be penalized for not attending the session.

- **April 22, 5 p.m.:** Final paper due by 5PM 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 where the film is taking place
3. compare to what extent the film is portraying history accurately
4. Taking the perspective from the Realist, Liberal, Constructivist, Feminist, or Marxist theory, how would you characterize/analyze the movie’s synopsis and plot? Is there a bias in the film?
5. describe the policies in the film and its goals that it was meant to address in the film
6. analyze the challenges that the policy has encountered in the film
7. 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

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

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>96-93</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>0-59</td>
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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 (Jan. 11)
Introduction to International Relations
Reading: Shimko, Introduction for the Student: Why Study International Relations?

2nd week (Jan. 20)
(No Class January 18, 2016)
Change and Continuity in International History
Reading: Shimko, Ch. 1

January 22: Video Assignment
(Class will NOT be held but there is a video assignment)

3rd week (January 25)
Movie Title Due January 25, 2016
Change and Continuity in International History (continued)
Reading: Shimko, Ch. 1

Contending Perspectives on International Politics
-Realism
Reading: Shimko, Ch. 2

4th week (February 1)
Contending Perspectives on International Politics (continued)
-Liberalism; Marxism; Constructivism
Reading: Shimko, Ch. 2
5th week (February 8)
Contending Perspectives (continued); Power Politics
- Feminism
Reading: Shimko, Ch. 2; Ch. 3


6th week (February 15)
Power Politics (continued); War and Democracy
Reading: Shimko, Ch. 3; Ch. 4

7th week (February 22)
War and Democracy (continued)
Reading: Shimko, Ch.4

Midterm Exam: February 26

Part II: Pertinent Issues of International Relations

8th week (February 29)
*Possible role-playing scheduled*
Nuclear Proliferation
Reading: Shimko, Ch. 11

March 4: Class will meet in a computer lab (location to be announced) for simulation purposes

March 4: Movie Outline Due

9th week (March 7)
*Possible role-playing scheduled*
Nuclear Proliferation (continued)
(students will be assigned selected readings from this list depending on the position they represent)

Reading: http://www.nti.org/country-profiles/iran/


http://fbemoodle.emu.edu.tr/pluginfile.php/44618/mod_resource/content/1/Week%204%20Reading%20Waltz.pdf

No Class: March 14-19, 2016: Spring Vacation

10th week (March 21)
International Terrorism
Reading: Shimko, Ch. 12

11th week (April 4)
International Political Economy
Reading: Shimko, Ch. 6-7

12th week (April 11)
Globalization and Sovereignty
Reading: Shimko 8-9

13th week (April 18)
International Law
Reading: Shimko, Ch. 9

PAPER DUE: April 22, 2016

14th week (April 25)
United Nations and Humanitarian Intervention
Reading: Shimko, Ch. 10

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

17th week (May 2-7)
Final Exam