

Introduction to International Relations

Political Science/Global Studies 160

Spring 2019

Louise Pound Hall 102

T-Th 11:00-11:50

Instructor Info

Courtney Hillebrecht

526 Oldfather Hall

Office Hours: Tuesdays 8:45-10:45 am and by appointment

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TA Info

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and by appointment

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Course Description & Objectives

This course is designed to provide an introduction to the study of international relations. By examining the theoretical frameworks scholars use to study international relations, as well as a set of crosscutting themes in international politics, students in this course will seek to understand the nature of conflict and cooperation in international relations. This does not mean that we will study only war and peace. While we will, of course, cover these topics, we also will examine the ways in which the possibility of cooperation or the persistence of conflict affects all international processes, from environmental protection to trade, from fighting terrorism to safeguarding human rights. We also will study global hotspots, including, but not limited to, the Korean Peninsula, Russia, Syria and Venezuela.

This course proceeds in four main parts:

- Section 1: Theoretical frameworks in International Relations
- Section 2: War and Peace
- Section 3: International Trade and Finance
- Section 4: International Law, Human Rights and Environmental Politics

This course has 4 main objectives:

- Objective 1: Understand the main concepts and theories of international relations and use those theories and concepts to improve their knowledge of the core issues in international relations: war and peace, international political economy and international law and organizations.

- Objective 2: Apply the theories and issue-area knowledge they acquired to make sense of current events.
- Objective 3: Improve critical thinking skills by honing academic foundations.
- Objective 4: Improve critical thinking skills by learning about basic research in international relations and political science.

Course Requirements

The course requirements are divided into four categories: (1) weekly reading and reading quizzes; (2) attendance and participation in class and recitation; (3) examinations; (4) research and writing activities. The requirements are outlined below:

- **Reading & Reading Quizzes (15% of Final Grade)**: Each week, minus those we have exams, you are responsible for completing the readings in the assigned module (see schedule, below) and completing the associated quiz. These quizzes are designed to help students achieve **Objective 1** and help you improve your reading comprehension and retention of the material. Please note that there are no books or access codes to purchase for this class.

You have **two attempts** for each quiz, which are 10 questions each; for full credit, **quizzes must be completed by 10:30 am on Tuesdays**. If you do not complete the quiz by this time before lecture on Tuesday, you have until 11:59 pm on Thursday to complete the quiz. **However, if you opt to wait until Thursday, you may only earn up to 7/10 points**. After Thursday you may still view the quiz, but **cannot** earn any points.

- **Lecture Attendance and Participation (12.5% of Final Grade)**: *Attendance is mandatory*. Our class meetings will be run as seminars, and your contribution to discussion is crucial. This means coming to class having read and thought about the readings. Come prepared to participate *actively*. Regularly attending and participating in class will help students meet **Objectives 1, 2 and 3**.
- **Recitation (12.5%)**: *Attendance in recitation sections, as in lecture, is mandatory*. Recitation sections will be run as seminars, and your contribution to discussion is crucial. This means coming to class having read and thought about the readings. Come prepared to participate *actively*. Recitation section discussions about international relations will be punctuated with discussions of current events, and your TAs and I expect you to keep up with contemporary politics.
- **Analytical Essays (10% each x 2, 20% total)**: Students will write two analytical essays, connecting theories of international relations to empirical examples. These essays will help students achieve **Objective 3**. Each essay should be 2 pages long, double-spaced, standard font and margins. The essays are due on **February 15 and April 18, 2019 at 11:59 pm**. You should submit your memos via the link on Canvas by 11:59 pm on the due date. All written

assignments will be scanned through Turnitin, the plagiarism detection software. If you have questions about proper citing, please see your TAs prior to submitting your assignment.

- **Exams (30% of final grade – 10% each):** Students will take three exams over the course of the semester. These exams will help students achieve **Objectives 1 and 2**. The exams will be held on **February 21, March 14 and April 25, 2019** during our regularly scheduled lecture time. The first midterm will cover all of the material up to that point; the second midterm will cover all of the material we discuss between the first and second exams. The third exam will cover the material we discuss between the second exam and the end of the semester. All of the exams will be multiple choice. The exams will take place in the Digital Learning Center Exam Commons in Love Library North. No late or make-up exam dates will be allowed, so please plan accordingly.
- **Research Component (10%):** One of the goals of the class is to introduce students to political science research and improve students' analytical thinking. This assignment helps students achieve **Objective 4**.

To help students learn about political science research you will be required to engage in some research activities during the semester. As such, all POLS 100 & POLS 160 students are members of the Political Science Experimental Participant Pool (PSEPP). In short, while you may choose to sign up to participate in studies being run in the UNL Department of Political Science and/or read about similar research that has been conducted in the department in the past, you must earn a total of 8 research credits. **It is anticipated that most students will do a combination of research participation and article reports to meet the research component but you may earn all the points with research participation or with reports.** One way to learn about political science is to take part in research. In doing so, you help researchers from the department gather new information about human behavior. You also learn about the research process from the "inside". All research projects are reviewed by the University's Institutional Review Board to ensure that your rights are safeguarded. However, if you feel that you have been mistreated as a research participant, please let your TA, Professor, or the University's Institutional Review Board know. There is no requirement that you participate in research. You may choose to do only article reports without any penalty. Complete instructions will be posted on the course website.

You must complete **all 8 research credits** to earn these points. In other words, this assignment is **ALL OR NOTHING**. Please note the following deadlines:

- **Friday, February 1, 2019 11:59 pm:** Create a PSEPP account if you would like to participate in any of the research modules (versus all articles).
- **Friday, February 8, 2019 11:59 pm:** Participate in PSEPP Prescreening Survey
- **Friday, April 19 2019, 11:59 pm:** Final deadline to complete all credits.

More details will be provided in additional handouts on Canvas and in class.

- **Grading Rubric**

A = 93+	C- = 70-72
A- = 90-92	D+ = 67-69
B+ = 87-89	D = 63-66
B = 83-86	D- = 60-62
B- = 80-82	F = < 59
C = 73-76	

Course Expectations

Our expectations for communication, participation and engagement are as follows:

- **Communication:** The best way to get in touch with me is via email (chillebrecht2@unl.edu). Please include the course name and a brief description of your email in the subject line. If you do not receive a response from me by the next class period, please let me know.
- **Office Hours:** This semester I will hold office hours Tuesdays from 8:45-10:45 pm and by appointment. I rarely check voicemail, so please do not leave voicemail messages.
- **Deadlines:** I expect that all students submit their work in a timely fashion and always by the given deadlines. Late papers will be penalized with a 5-point deduction from your assigned grade for each 24-hour period past the deadline, including weekends and holidays. Please note that I do not give incompletes for this course.

Course Schedule

Week	Dates	Module	Notes
Week 1	Jan. 8 & 10	Introduction to Course Reading Structure & Introduction to International Relations	
Week 2	Jan. 15 & 17	Realism	
Week 3	Jan. 22 & 24	Liberalism	
Week 4	Jan. 29 & 31	Social Theories	Create PSEPP accounts by Feb. 1 at 11:59 pm.
Week 5	Feb. 5 & 7	International Security I: Deciding to Fight	Participate in PSEPP Prescreening survey by Feb. 8 at 11:59 p.m.
Week 6	Feb. 12 & 14	International Security II: Fighting	Essay #1 Due on Feb. 14 at 11:59 pm.
Week 7	Feb. 19 & Feb. 21	Exam #1	We will review on Tues. (2/19) and take the exam on Thurs. (2/21).
Week 8	Feb. 26 & Feb. 28	International Political Economy I: Trade	
Week 9	March 5 & 7	International Political Economy II: Finance	
Week 10	March 12 & 14	Exam #2	We will review on Tues. (3/12) and take the exam on Thurs. (3/14).
Week 11	March 19 & 21	Spring Break	No class
Week 12	March 26 & 28	International Political Economy III: Development	
Week 13	April 2 & 4	International Law and Organizations I: IL and the UN	
Week 14	April 9 & 11	International Law and Organizations II: Human Rights	
Week 15	April 16 & 18	International Law and Organizations III: The Environment and Technology	Essay #2 Due on April 18 at 11:59 pm. Final deadline to do PSEPP credits: Friday, April 19, at 11:59 p.m.
Week 16	April 23 & 25	Exam #3	We will review on Tues. (4/23) and take the exam on Thurs. (4/25).

Support Services and Course Policies

Emergencies

If an emergency should arise during the course of the semester that prevents you from attending class or completing your work, please be in touch as soon as possible. If you are facing a medical, fire or safety emergency, please call 911. If you are needing to speak with UNL PD, call 402-472-2222 or text 69050 (key word UNLPD) when circumstances would prevent making a call. You can also pick up any of the Blue Emergency Phones on campus to connect with UNLPD.

Services for Students with Disabilities

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can discuss options privately. To establish reasonable accommodations, I may request that you register with Services for Students with Disabilities (SSD). If you are eligible for services and register with their office, make arrangements with me as soon as possible to discuss your accommodations so they can be implemented in a timely manner. SSD contact information: 232 Canfield Admin. Bldg.; 402-472-3787; acontreras3@unl.edu.

Writing Center

The Writing Center, located in 102 Andrews Hall and satellite locations from 5-7 pm in Adele Hall, is a free service for all UNL students, faculty, and staff. You can work with an individual writing consultant on any type of writing at any stage in your writing process. For an appointment, call 472-8803 or [schedule online](#).

Academic Support Services

You can schedule free appointments for individual academic coaching with First-Year Experience and Transition Program staff through MyPLAN. You can also take advantage of study stops--which provide individual and group study with learning consultants in a variety of disciplines--and free group workshops on topics such as time management, goal setting, test preparation, and reading strategies. See <https://success.unl.edu> for schedules and more information.

Classroom Climate

Because the topics in this course may be emotionally charged or challenging for class members, I hope we can create an environment that is both intellectually productive and supportive for all. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual community where all feel valued and supported in their learning.

Discussing Controversial Topics

Some of the topics we will discuss over the semester are likely to be sensitive and/or controversial. A variety of opinions, beliefs, and statements may surface during class discussions, some of which may be experienced as “racist,” or “anti-Semitic,” or “homophobic,” or “sexist,” or “fascist,” or “Islamophobic,” etc. You will be encouraged to express your opinions and beliefs, and to do so with respect for the opinions of other students who may hold different beliefs. In the event that controversial claims are made, you will be discouraged from labeling any classmate as “a racist,” or “an anti-Semite,” or “a fascist,” or “a bigot,” etc. Instead you will be encouraged to respond to opinions with which you disagree by saying, “I disagree with the statement you just made and I **experience** it [i.e., the statement] as racist (or homophobic, or anti-Semitic, etc.) because...,” and then share your opinion with your classmates and me. All of you are encouraged to express your views and beliefs even when those views may be considered unpopular. If you have any concerns that you will have difficulty with voicing your opinions/beliefs insensitive language, feel free to consult with me during office hours and I will be happy to assist you.

Video or Audiotaping Class Sessions

Due to the sensitive and controversial nature of some of the topics that will be discussed over the duration of the semester, all classes are closed to the Press/Media. No video or audio taping of class sessions is allowed unless you obtain my permission to do so.

Academic Honesty

Academic honesty is essential to the existence and integrity of an academic institution. The responsibility for maintaining that integrity is shared by all members of the academic community. The University's [Student Code of Conduct](#) addresses academic dishonesty. Students who commit acts of academic dishonesty are subject to disciplinary action and are granted due process and the right to appeal any decision.

Diversity & Inclusion

The University of Nebraska-Lincoln does not discriminate on the basis of race, ethnicity, color, national origin, sex (including pregnancy), religion, age, disability, sexual orientation, gender identity, genetic information, veteran status, marital status, and/or political affiliation.

Trespass Policy (Regents' Policy 6.4.7)

The areas of University academic, research, public service, and administrative buildings of the University used for classrooms, laboratories, faculty and staff offices, and the areas of University student residence buildings used for student living quarters are not open to the general public. Any person not authorized to be or remain in any such building area will be deemed to be trespassing on University property and may be cited and subject to prosecution for criminal trespass in violation of Neb. Rev. Stat., § 28-520 or § 28-521.

Ace Outcome, Assessment, and Opportunities

By passing this section of POLS 160 students fulfill ACE Learning Outcome #9: “Exhibit global awareness or knowledge of human diversity through analysis of an issue.” This learning objective is integral to the course materials. By engaging with the course materials and completing the assignments (such as essays, exams and participation in lectures and recitation sections), students will explore the many facets of global awareness and human diversity. Throughout the semester, we will examine a variety of debates in international politics, taking care to consider various perspectives on these debates while highlighting the role of human diversity. In completing this class, students should have a greater appreciation for human diversity as well as a heightened understanding of the importance of global awareness and should be able to apply these skills to the analysis of a given issue in international (or domestic) politics.

Reinforcement: Students will improve their global awareness and understanding of human diversity through a series of assignments, including reading quizzes, exams, research and writing assignments, and participation in class.

Assessment: Your achievement of the ACE 9 goals will be assessed through a variety of tools, including, but not limited to: your research project, exams and class participation.