

| **Georgetown University, Bachelor of Arts in Liberal Studies****Introduction to International Relations (BLHV-239)****Summer 2022** |
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**Credits:** 3

**Dates:** May 23, 2022 - August 20, 2022

**Location:** Georgetown University School of Continuing Studies (SCS) utilizes the Canvas Learning Management System for the provision of online courses. As an online course, all course content will be provided and exchanged on the Canvas platform.

**Instructor:** William Schlickenmaier (schlickw@georgetown.edu)

**Instructor Contact Information:** Please email me through the Canvas Inbox. If you have issues with the Canvas Inbox, please contact me using the above email address.

**Virtual Office Hours:** Scheduled as needed. These times will be open and informal for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom.

| **Course Description** |
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The world is a complicated, complex place. Making sense of it takes work. But it can also yield wonder. In this class, we will unlock the secrets of international relations, thinking about the ways in which different theoretical perspectives can guide our views of contemporary issues, equipping us to be more responsible, effective, and strategic global citizens. We will draw on the breadth and depth of work within the study of international relations, with one eye always on the future. If you care about politics beyond borders, this class is for you.

*Prerequisite or Co-requisite: None*

| **Course Learning Objectives** |
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Upon successful completion of this course, you will be able to:

1. Reframe international relations, the different types of actors and institutions, the possibilities and limits of international action, and a sense of the most pressing contemporary issues facing the globe from legal, theoretical, and analytical foundations;
2. Identify and offer a critical analysis of complex international issues, drawing from the body of Western intellectual and moral tradition;
3. Critically analyze and engage with historical, contemporary, and enduring questions of the human experience as it pertains to relations around the world;
4. Contrast fundamental concepts and methodologies in international relations as drawn from the humanities, the sciences and mathematics/statistics, and the social sciences for complex global problems;
5. Recognize and respond to global social justice issues; enact ethics-based approaches in study and work;
6. Write well and present information clearly, including information derived from data, for specific audiences in appropriate forms and media.

| **Required Readings for Purchase** |
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**Textbooks**

Dunne, T., Kurki, M., & Smith, S. (Eds.). (2021). *International relations theories: Discipline and diversity*. Oxford University Press, USA.

Carlsnaes, W., Risse, T., & Simmons, B. A. (2013). *Handbook of international relations*. SAGE Publications Ltd, https://dx.doi.org/10.4135/9781446247587

*The Carlsnaes, Risse, and Simmons book is available via the Georgetown University Library.*

| **Overview of Course Structure** |
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This course consists of 13 modules, excluding the orientation module. Each module corresponds to approximately 1 week of study in this 13-week course. You should complete the orientation module prior to beginning Module 1.

Each week a module is open for learning, except for Week 1 where you will have the Orientation Module and Module 1 open. The later course modules are locked and will open on specific dates as you move through the course so that you can work on them. The modules and activities must be done sequentially and certain activities and assignments must be completed by certain dates. See the [Weekly Schedule](#_h9ajlzzdjnmr) for details.

| **Elements of This Course** |
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Your course grade will be based on your completion of course activities and assignments. You will read full details about each of them in the Canvas course.

| **Activities** | **% of Grade** |
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| **Office Hours**These times will be open for student questions. Please notify me in advance if you would like to meet with me during office hours via Zoom. | **NA** |
| **Materials: Readings and Videos**There are module-specific readings, lectures, and/or videos. The social reading participation discussions allow you to discuss the learning materials to further your understanding of the content. Social reading participation  | **15%** |
| **Discussions** Discussion forums provide you with a means to have conversations with your fellow learners and are reflective by nature. They allow you to read others’ perspectives about the concepts you are learning and carefully consider a response, thus supporting critical thinking. * Content Reflection Discussion
 | **15%** |
| **Data Exercises**These assignments facilitate your ability to think about how information informs our understandings of global politics. You will use provided data and exercises to analyze global trends and explain what has happened and is happening in the world, enhancing your critical thinking and writing skills as you communicate your findings. Game theory exercise (5%) Power exercise (5%) War and peace exercise (5%) Trade and finance exercise (5%)  | **20%**  |
| **Written Assignments**These assignments facilitate research and reflection on some key topics. Writing reflectively allows you to think more deeply and consciously about your actions or behaviors surrounding a particular experience or key event. You will also sharpen your writing skills. Thesis/structure development (2.5%)Outline (2.5%)Edit/revise initial draft (peer review) (10%)Refined draft x 2 - (15% total) | **30%** |
| **Oral Presentation**This cumulative assignment allows you to put together everything you have learned in this class and make a compelling argument about the future of international relations. In doing so, you will synthesize concepts and data from across the course and use the analytic development framework to make a compelling, succinct argument to enhance your oral communications skills. Thesis/structure development for oral (2.5%) Outline oral (2.5%)Talking Points for oral (5%)Oral presentation (10%) | **20%** |
| **TOTAL** | **100%** |

| **Grading** |
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A: 93% to 100%

A-: 90% to 92%

B+: 87% to 89%

B: 83% to 86%

B-: 80% to 82%

C+: 77% to 79%

C: 73% to 76%

C-: 70% to 72%

D+: 67% to 69%

D: 63% to 66%

F: 62% and below

| **Course Policies** |
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#### **Attendance Policy**

Since this is an online course, you do not need to “attend” a Canvas “class” at specific times. There are optional Live Session events which occur at specific times. Also, be aware that there are assignment deadlines at the end of every week (every Sunday at 11:59 p.m. EST). In order to be successful in this course, we recommend that you login to Canvas at least three times per week, if not daily. This will ensure that you commit sufficient time to reading and watching course material, engaging in class discussions, and completing assignments.

#### **Time Commitment**

Online courses meet the same academic standards as on campus courses. Each module is equal to the same level of participation, commitment, and academic rigor as a face-to-face class. For a 13-week, 3-credit course, you should allocate *9-11 hours per week* for each online module.

#### **Submission Policy**

Submit all assignments to the Canvas course website. Assignments submitted through email are not acceptable and will be considered missing/and or late.

#### **Late Work Policy**

Students must notify the instructor and obtain approval for any extensions. An extension for assignments may be granted as long as the request is made by e-mail at least 24 hours before the due date/time. The request must include the date and time when you intend to submit the assignment. Be aware that no late submissions or extensions are permitted for the last week, unless in exceptional circumstances, or for any Discussion Board assignments. Late responses with no previous arrangements will be penalized by 10% for each day that the assignment is late.

#### **Citation Policy**

Students must use a style guide for all coursework. APA Style (APA Publication Manual 6th Edition), used in all SCS courses, is the preferred style. The SCS library has prepared an APA Citation video to guide citation formatting that you can find here: [School of Continuing Studies Library: APA 6th Edition](https://guides.library.georgetown.edu/scsgeneral/apa).

#### **Turnitin.com**

Students agree that by taking this course all required papers will be subject to submission to Turnitin.com for text matching algorithms to detect plagiarism. All submitted papers will be added as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers in the future. For technical support, go to [Turnitin Support Services](http://turnitin.com/en_us/support).

#### **Communication Policies**

##### **Communication with Instructor**

During the course we will check conversations and monitor the discussion boards frequently. I encourage you to post questions relevant to the whole class to the *Course Q & A discussion board*. If you have a private concern, please send us an email. You can expect a response within two days. We can hold virtual office hours by appointment.

##### **Communication with Peers**

You will be expected to communicate with your peers via the discussion board. For group work, you may choose to contact your peers via Canvas Inbox, Georgetown emails or your team’s preferred method of communication.

##### **Announcements**

We will post announcements in Canvas on a regular basis. They will appear on your Canvas dashboard when you log in and will be sent to you directly through your preferred method of notification. Please make certain to check them regularly, as they will contain important information about upcoming projects or class concerns.

#### **Instructor Feedback/Turnaround**

If you have a concern and send me/us a message, you can expect a response within 2 business days. Please allow 3-5 business days for assessment submission feedback.

#### **Honor System**

All submissions must be your original work. Any submission suspected of plagiarism will be immediately referred to the Honor Council for investigation and possible adjudication. All students are expected to follow Georgetown’s honor code unconditionally. If you have not done so, please read the honor code material located online at the [Georgetown University Honor Council website](http://honorcouncil.georgetown.edu).

#### **The Honor Pledge**

*In pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and to uphold the Georgetown University honor system:*

* *To be honest in every academic endeavor, and*
* *To conduct myself honorably, as a responsible member of the Georgetown community as we live and work together.*

#### **Netiquette Guidelines**

To promote the highest degree of education possible, we ask each student to respect the opinions and thoughts of other students and be courteous in the way that you choose to express yourself. The topics in this course are often controversial and promote debate. Students should be respectful and considerate of all opinions.

In order for us to have meaningful discussions, we must learn to genuinely try to understand what others are saying and be open-minded about others’ opinions. If you want to persuade someone to see things differently, it is much more effective to do so in a polite, non-threatening way rather than to do so antagonistically. Everyone has insights to offer based on his/her experiences, and we can all learn from each other. Civility is essential.

Additionally, what happens in Canvas stays in Canvas. In order to make this a safe space for students to take risks and learn from one another in the wake of inevitable missteps, we ask that students refrain from publicly re-posting any comments that have been shared in this online course.

Finally, this is a professional environment. This course is designed to reflect the workplace experience. Language, grammar, and assignments should reflect what you would be comfortable sharing with your colleagues and supervisors in an office environment. With this in mind:

* **Use accurate spelling and grammar in all discussion boards and assignments**. An effective communicator must be able to write well. Points will be deducted for typos and inaccurate grammar. Text speak (e.g., acronyms, shorthand phrases, numbers as words) are unacceptable.
* **Discussion boards are conversational**. You are encouraged to use a **conversational tone and convey personality on discussion boards**. This means the use of colloquial language is acceptable, as well as (limited) cliche or buzzword phrases. Emoticons, if warranted to convey tone, can be acceptable depending on the situation. This is about helping you get to know your fellow students so that you feel more comfortable expressing your thoughts openly. Think of discussion boards as a meeting with your co-workers.
* **Your assignments are assumed to be client-ready**. While the discussion boards are conversational, your assignments are not. You are expected to format and present assignments as you would to a client, which means avoiding informal tone or word use in your written assignments and presentations.

In this course, you will interact with your peers via peer review. When you grade each other’s work, there is etiquette that you must follow.

* You must be **kind**. There is no reason to be mean, or put somebody down, or do anything else of the sort.
* You must be **honest**. If you think something your peer says is incorrect, say so. Of course, don’t be mean when you offer your criticism. We can offer honest criticism without being mean. Just be honest.
* You must be **direct**. Do not offer make your point in a roundabout way. For example, do not be passive aggressive, do not merely hint at some point without actually saying it, do not make your reader infer what you are trying to suggest, and so on. Just say directly and straightforwardly what you want to say.
* You must give **reasons**. If you propose that something your peer has said is wrong, you must provide the reason that explains why. It is not enough to say “this is incorrect.” You must say, “this is incorrect, because ” (and then fill in the blank).

I monitor all peer reviews, and assign you a grade for how well you do with your peer review. Students found violating this code of etiquette will receive zero points for that peer review assignment.

Note especially that when you mark something wrong on a peer’s assignment, and must explain the reason why it’s wrong, in a comment.

#### **Incomplete and Withdrawal Policies**

Incompletes are given in only the most extraordinary circumstances and with appropriate documentation. Where an incomplete is granted, a grade of “N” shall be granted until the work is handed in and then the grade shall be changed accordingly.

If you wish to withdraw from the course, you must do so before the date indicated in the academic calendar. Course withdrawal requests cannot be done by simply calling programs or the Registrar’s Office or by emailing an advisor. It is the student’s personal responsibility to withdraw from a course in MyAccess before the official withdrawal deadline. Failure on the student’s part to withdraw officially from a course will result in a grade of “F” in the course and be factored into the student’s academic standing (probation and termination) and official GPA.

#### **Accommodation Policy**

##### **Students with Disabilities**

Under the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, individuals with disabilities have the right to specific accommodations that do not fundamentally alter the nature of the course. Some accommodations might include note takers, books on tape, extended time on assignments, and interpreter services, among others.

Students are responsible for communicating their needs to the Academic Resource Center, the office that oversees disability support services, (202-687-8354; arc@georgetown.edu; [Disability Support Services website](https://academicsupport.georgetown.edu/disability)) before the start of classes to allow time to review the documentation and make recommendations for appropriate accommodations. The University is not responsible for making special accommodations for students who have not declared their disabilities and have not requested an accommodation in a timely manner. Also, the University need not modify course or degree requirements considered to be an essential requirement of the program of instruction. For the most current and up-to-date policy information, please refer to the [Georgetown University Academic Resource Center website](https://academicsupport.georgetown.edu/). Students are highly encouraged to discuss the documentation and accommodation process with an Academic Resource Center administrator.

| **Technical Requirements**  |
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#### **Computer Requirements Outside Canvas**

You will need to have access to a computer and internet with an up-to-date browser and operating system. You will also need Adobe Reader to view course documents in PDF form. If you do not have the free Adobe Acrobat Reader software on your computer, you can download it by going to the [Adobe Reader download website](https://get.adobe.com/reader/). If you do not have access to a computer and the internet during the course, there are computer labs at most public libraries with internet access that you can use for free.

Here are the requirements to run Canvas on your machine:

##### **Operating Systems**

* Windows XP SP3 and newer
* Mac OSX 10.6 and newer
* Linux - chromeOS

##### **Mobile Operating System Native App Support**

* iOS 7 and newer
* Android 2.3 and newer

##### **Computer Speed and Processor**

* Use a computer 5 years old or newer when possible
* 1GB of RAM
* 2GHz processor

##### **Internet Speed**

* Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments.
* Minimum of 512kbps

##### **Audio and Video Capability**

* You will need an internal or external microphone *and* camera. Most computers now come with them built in.

#### **Technical Skills Requirements**

As an online student your "classroom" experience will be very different than a traditional student. As part of your online experience, you can expect to use a variety of technologies, such as:

1. Communicating via email including sending attachments
2. Navigating the World Wide Web using a Web browser
3. Using office applications such as Microsoft Office or Google Docs to create documents
4. Communicating using a discussion board and uploading assignments to a classroom website
5. Uploading and downloading saved files
6. Having easy access to the Internet
7. Navigating Canvas, including using the email component within Canvas
8. Using a microphone to record audio through your computer
9. Using an internal or external camera to record video through your computer.

| **Student Support and Help** |
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#### **Academic Support**

##### **Library Research Guide**

Each MPS program has an extensive online Library Research Guide designed for the subject and research specifications of the program. The guide will give you direct access to the library resources central to your course research work. To access the guides, go to the [GU Library Research Guides website](https://guides.library.georgetown.edu/researchcourseguides).

##### **Library Services**

Georgetown students may make an appointment with a librarian to discuss a research topic, develop a search strategy, or examine resources for projects and papers. Librarians offer overviews and in-depth assistance with important resources for papers, capstones, projects, and other types of research. Appointments are conducted in person, by using Google Hangout (video-conferencing function) through the Georgetown Gmail System, or by telephone. This service is available to currently enrolled students who need assistance with Georgetown-assigned projects and papers.

##### **eResources**

Students enrolled in courses have access to the University Library System’s eResources, including 500+ research databases, 1.5+ million ebooks, and thousands of periodicals and other multimedia files (films, webinars, music, and images). You can access these resources through the [Library’s Homepage](https://www.library.georgetown.edu/) by using your NetID and password.

##### **Writing Lab**

The Writing Lab provides assistance SCS students during the writing process and also provides the essential writing skills necessary to succeed in school. The Writing Lab holds workshops every semester on a variety of topics, and also offers one-on-one sessions with an experienced writing tutor, either online or on-site.

To meet the diverse needs of our SCS student population, writing workshops and tutoring sessions designed to assist both native and non-native speakers are available. To learn more about the services available to you, visit the [SCS Writing Lab website](http://scswritinglab.georgetown.domains/).

#### **Technical Support**

##### **Canvas Support:**

All students have access to Canvas technical support 24 hours a day, 7 days a week, including live chat and a support hotline at (855) 338-2770. Clicking the 'Help' icon in the lower left of your Canvas window will display your available support and feedback options. If you are looking for help on a specific feature, please review the [Canvas Student Guide](https://community.canvaslms.com/docs/DOC-10701).

##### **Zoom Support**

Zoom enables users to conduct synchronous (“real-time”) conferences, presentations, lectures, meetings, office hours and group chats via audio, video, text chat and content sharing. [Technical support for Zoom is available on an external website](https://help.georgetown.edu/sims/helpcenter/common/layout/SelfhelpArticleView.seam?inst_name=georgetown_university&article_id=8580-8283-5647).

##### **Turnitin Support**

TurnItIn is a writing assessment tool that is used to detect plagiarism and allows teachers to provide assignment feedback to students. [Technical support for TurnItIn is available on an external website](http://turnitin.com/en_us/support).

##### **GU Account**

Contact the UIS Service Center at Help@georgetown.edu or 202-687-4949 if you have a question regarding:

* your GU netID and/or password
* your GU email account
* any connectivity issues

Contact your instructor if you have any questions relating to course content.

#### **Student Support Services**

SCS offers a variety of support systems for students that can be accessed online, at the

School of Continuing Studies downtown location, and on the main Georgetown campus:

* [Academic Resource Center](https://academicsupport.georgetown.edu/) | (202) 687-8354 | arc@georgetown.edu
* [Counseling and Psychiatric Services](https://studenthealth.georgetown.edu/mental-health) | (202) 687-6985
* [Institutional Diversity, Equity & Affirmative Action (IDEAA)](https://ideaa.georgetown.edu/) | (202) 687-4798

See also SCS’s [Resources for Current Students website](https://scs.georgetown.edu/resources-current-students/student-handbooks/), which contains information about disability services and career resources, as well as [SCS’s Admissions and Aid website](https://scs.georgetown.edu/admissions/), which has information about financial aid and academic advising.

#### **Accessibility Support**

A variety of technologies are used in this course. Every effort has been made to make the course accessible to our diverse student body. To access more information about accessibility, please see the following technology pages.

* [Canvas accessibility page](https://community.canvaslms.com/docs/DOC-2061)
* [Zoom accessibility page](https://zoom.us/accessibility).

#### **Title IX Sexual Misconduct Policy and Resources**

Georgetown University and its faculty are committed to supporting survivors and those impacted by sexual misconduct, which includes sexual assault, sexual harassment, relationship violence, and stalking. Georgetown requires faculty members, unless otherwise designated as confidential, to report all disclosures of sexual misconduct to the University Title IX Coordinator or a Deputy Title IX Coordinator. If you disclose an incident of sexual misconduct to a professor in or outside of the classroom (with the exception of disclosures in papers), that faculty member must report the incident to the Title IX Coordinator, or Deputy Title IX Coordinator. The coordinator will, in turn, reach out to the student to provide support, resources, and the option to meet. [Please note that the student is not required to meet with the Title IX coordinator.] More information about reporting options and resources can be found on the [GU Sexual Misconduct Resource Center website](https://sexualassault.georgetown.edu/get-help/resourcecenter/).

If you would prefer to speak to someone confidentially, Georgetown has a number of fully confidential professional resources that can provide support and assistance. These resources include:

* Health Education Services for Sexual Assault Response and Prevention: confidential email sarp@georgetown.edu
* Counseling and Psychiatric Services (CAPS): 202.687.6985 or after hours, call (833) 960-3006 to reach Fonemed, a telehealth service; individuals may ask for the on-call CAPS clinician

#### **Title IX Pregnancy Modifications and Adjustments Policy and Resources**

Georgetown University is committed to creating an accessible and inclusive environment for pregnant students. At any point throughout their pregnancy, students may request adjustments/modifications based on general pregnancy needs or accommodations based on a pregnancy-related complication or medical need. Students may also request accommodations following labor and delivery based on a complication or medical need.

SCS students must complete the Pregnancy Adjustment Request Form found on the [GU Pregnancy Adjustments and Accommodations for Students website](https://titleix.georgetown.edu/title-ix-pregnancy/student-pregnancy/) and submit it to the SCS Deputy Title IX Coordinator at titleixscs@georgetown.edu. Upon receiving the completed form, the SCS Deputy Title IX Coordinator will schedule a meeting with the student to discuss the requested adjustments and implementation process.

More information about pregnancy modifications can be found on the [GU Title IX and Pregnancy website](https://titleix.georgetown.edu/title-ix-pregnancy/).

| **Weekly Schedule** |
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All assignments are due by the Sunday of the week of the module at 11:59 PM US Eastern Time, unless otherwise stated. **Initial postings for all discussion fora are due by Thursday 11:59 p.m.**

| Date | Module | Exercises & Assignments Due |
| --- | --- | --- |
| **Week 1** | **Module 0 Orientation (The Human Condition)*****and*****Module 1: International Relations and History** | * Introduction Discussion - Get to Know Your Fellow Learners
* Academic Integrity: GU Honor Pledge
* Reading and Watching
* Discussion: Social Reading Participation
* Discussion: IR and History
 |
| **Week 2** | **Module 2: States and Structure in International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: States and Structure
 |
| **Week 3** | **Module 3: Rational Choice Approaches to International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Rational Choice
* Data Exercise: Game Theory
 |
| **Week 4** | **Module 4: Constructivist Approaches to International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Constructivism
* Writing Exercise: Policy Memorandum (A thesis and supporting sentences)
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| **Week 5** | **Module 5: Realist Approaches to International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Realism
* Data Exercise: Power Exercise
 |
| **Week 6** | **Module 6: Liberal Approaches to International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Liberalism
* Writing Exercise: Policy Memorandum (An outline)
 |
| **Week 7** | **Module 7: War and Peace in International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: War and Peace
* Data Exercise: War and Peace
 |
| **Week 8** | **Module 8: International Economic Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: International Economic Relations
* Data Exercise: Trade and Finance
 |
| **Week 9** | **Module 9: Identity and Rights in International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Identity and Rights
* Writing Exercise: Policy Memorandum (Given a prompt, prepare a draft.)
 |
| **Week 10** | **Module 10: International Law and Agreements** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: International Law
* Writing Exercise: Policy Memorandum (Given a prompt, prepare a draft.)
* Oral Presentation (A thesis and supporting topic sentences)
 |
| **Week 11** | **Module 11: Transnational Challenges in International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Transnational Challenges
* Writing Exercise: Policy Memorandum (Given a prompt, write a paper.)
* Oral Presentation (An outline)
 |
| **Week 12** | **Module 12: Empire and Hegemony in International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Empire and Hegemony
* Writing Exercise: Policy Memorandum (Given a prompt, write a paper.)
* Oral Presentation (Talking points)
 |
| **Week 13** | **Module 13: Change in International Relations** | * Reading and Watching
* Discussion: Social Reading Participation
* Discussion: Change
* Oral Presentation (Final presentation)
 |