# POLS 2401, FALL 2024

# **INTRO TO INTERNATIONAL RELATIONS**

## COURSE INFORMATION

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Classroom: 149 Arts and Sciences

Class times: T/R, 12:30-1:45 p.m.

Student hours: T, 3-5 p.m., W, 10 a.m.-12 p.m., or by appointment (best)

## COURSE DESCRIPTION

This discussion-intensive course introduces you to the study of international relations (IR) and the international political system—history, concepts, and major issues. It is designed to provide you with the tools to better understand the world in which we live and the international political events of the day.

## RELATED COURSES

Spring 2025, I will be teaching POLS 3561 International Security and POLS 4560 U.S. Foreign Policy and my IR colleague, Dr. Roger Coate, will be teaching…

## COURSE OBJECTIVES

* To understand the key concepts of international relations
* To apply the tools of international relations to analyze major global issues
* To understand these concepts, tools, and issues within a variety of contexts
* To build the knowledge, skills, and perspectives to enhance your global literacy

## AI STATEMENT

## While there are lots of educational and ethical challenges associated with AI Chatbots, I encourage you to explore the effective and ethical use of this technology as a research tool. Please be sure though to use this technology judiciously and ethically. If using an AI Chatbot, ask yourself the following questions: (1) Do I understand the AI-generated product (perhaps the outline of an essay)? (2) Is the information accurate? (3) Are the citations credible? (4) Is this a product of my intellectual labors? (5) How can I make it more my own? (6) How can I use this technology in a way that supports (not undermines) my intellectual growth?

## COURSE MATERIALS

Most readings are linked below to [CFR Education](https://education.cfr.org/).

## COURSE OUTLINE AND READINGS

1. Read all the linked readings before class
2. Take notes, preferably hand-written, on these materials (include questions)
3. Bring your notes to class
4. Be prepared to discuss the readings in class

### I. Introduction

Aug. 20 Introductions/The Syllabus

Aug. 22 Theoretical Perspectives and Some Analytical Tools (hand-out; no reading)

### II. Historical Context

Aug. 27 Making the Global Era. In-class video: [The Thirty Years War](https://education.cfr.org/learn/video/why-do-we-live-countries)

Read: [Essential Events Before 1900](https://education.cfr.org/learn/timeline/essential-events-1900), [Colonization](https://education.cfr.org/learn/reading/what-colonialism-and-how-did-it-arise), [Decolonization](https://education.cfr.org/learn/reading/how-did-decolonization-reshape-world), and [Self-Determination](https://education.cfr.org/learn/reading/how-self-determination-shaped-modern-world); [The Origins of Communism](https://education.cfr.org/learn/learning-journey/contemporary-history-world-war-fascism-and-communism/what-are-the-origins-of-communism)

Aug. 29 The Global Era. Read: [Essential Events Since 1945](https://education.cfr.org/learn/timeline/essential-events-1945)

III. Building Blocks

Sep. 03 State and Non-State Actors on the World Stage

Read: [Six Essential International Organizations](https://education.cfr.org/learn/reading/six-essential-international-organizations-you-need-know)

Sep. 05 Discussion: World Actors (Assignment CC1 due)

Sep. 10 In-class videos: [What is Sovereignty?](https://education.cfr.org/learn/video/what-sovereignty); [Reimagining Sovereignty](https://education.cfr.org/learn/video/reimagining-sovereignty-global-era)

Read: [Challenges to Sovereignty](https://education.cfr.org/learn/learning-journey/sovereignty-challenges/tanks-sanctions-and-separatists-the-various-challenges-to-sovereignty). In-class exercise: [Is It Sovereign?](https://docs.google.com/document/d/1LW9CUYwzC-QOB414qQWp5qsYAMAB52QlKi3-zXWbIo8/edit#heading=h.7w98bu9nlb38)

Sep. 12 Discussion: Sovereignty (Assignment CC2 due)
Sep. 17 [Nationalism](https://education.cfr.org/learn/learning-journey/sovereignty-introduction/understanding-the-constructive-and-destructive-natures-of-nationalism) (in-class video)
Sep. 19 Discussion: : Nationalism (Assignment CC3 due)
Sep. 24 Alliances. [What is NATO?](https://www.cfr.org/backgrounder/what-nato?utm_medium=crosspromo&utm_source=wwwcfr&utm_campaign=oct2023&_gl=1*5l9rns*_ga*ODkyNjc3ODQuMTY5MTUyNTkxNA..*_ga_24W5E70YKH*MTcxNDgzNDg0Mi4xMTQuMS4xNzE0ODM0OTAyLjYwLjAuMA..) and [NATO](https://education.cfr.org/learn/timeline/nato-worlds-largest-alliance?_gl=1%2A16fkte%2A_ga%2AODkyNjc3ODQuMTY5MTUyNTkxNA..%2A_ga_24W5E70YKH%2AMTcxNDgzNDg0Mi4xMTQuMS4xNzE0ODM1MDQ0LjM3LjAuMA..&utm_medium=crosspromo&utm_source=world101&utm_campaign=oct2023)

Sep. 26 Discussion: Alliances (Assignment CC4 due)

### IV. Forms of Government

Oct. 01 In-class video: [What is Government?](https://education.cfr.org/learn/video/what-government) Read: [Types of Government](https://education.cfr.org/learn/reading/what-kinds-governments-exist)

 In-class activity: [Identifying Government Types](https://docs.google.com/document/d/1Ljz3OSgcrm8H1MIq9RFhmExWm1OAL-ClfGZzu0uL0ws/edit#heading=h.7w98bu9nlb38)

Oct. 03 Read: [What is Fascism?](https://education.cfr.org/learn/learning-journey/what-does-fascism-really-mean/what-is-fascism) and [Democratic Backsliding](https://education.cfr.org/learn/learning-journey/what-does-fascism-really-mean/laws-norms-and-democratic-backsliding)

In-class activity: [What is Fascism?](https://docs.google.com/document/d/1zncZ7cIVlvjOgbdUp5JU7ADztl5jBjLmSUq0ACQ4E6c/edit)

Oct. 08 Discussion: Fascism (Assignment CC5 due)

Oct. 10 Read: [Understanding Revolutions](https://education.cfr.org/learn/reading/understanding-revolutions)

Oct. 15 FALL BREAK

Oct. 17 NO CLASS—EXAM PREP

Oct. 22 MID-TERM EXAM
Oct. 24 TBA
V. Global Governance

Oct. 29 In-class video: [What is the Liberal World Order?](https://education.cfr.org/learn/video/what-liberal-world-order)
Oct. 31 International Institutions. Read: [The UN Security Council](https://www.cfr.org/backgrounder/un-security-council?utm_medium=crosspromo&utm_source=wwwcfr&utm_campaign=oct2023&_gl=1*ca4utp*_ga*ODkyNjc3ODQuMTY5MTUyNTkxNA..*_ga_24W5E70YKH*MTcxNDc2NjE2Ni4xMTMuMS4xNzE0NzY5NjY5LjIzLjAuMA..)

### VI. Global Era Issues

Nov. 05 In-class video: [What is Globalization?](https://education.cfr.org/learn/learning-journey/globalization-introduction/what-is-globalization)

Read: [Trains, Planes…](https://education.cfr.org/learn/learning-journey/globalization-introduction/trains-planes-and-shipping-containers)

Nov. 07 Discussion: Globalization (Assignment CC6 due)
Nov. 12 Read: [Migration Today](https://education.cfr.org/learn/reading/migration-today)

in-class videos: [What is Migration?](https://education.cfr.org/learn/video/what-migration) [The Lasting Effects of Emigration](https://education.cfr.org/learn/video/lasting-effects-emigration)

In-class activity: [Hurricane in the Caribbean](https://education.cfr.org/teach/mini-simulation/hurricane-caribbean)

Nov. 14 Discussion: Global Migration (Assignment CC07 due)
Nov. 19 Read: [Climate Change Policy](https://education.cfr.org/learn/learning-journey/climate-change-policy/who-releases-the-most-greenhouse-gases)

In-class video: [What is Climate Change?](https://education.cfr.org/learn/video/what-climate-change)

Nov. 21 In class activity: [Solar Geoengineering](https://education.cfr.org/teach/mini-simulation/solar-geoengineering)

Nov. 26 Discussion: Climate Change (Assignment CC08 due)
Nov. 28 THANKSGIVING

Dec. 03 NO CLASS—EXAM PREP.

Dec. 05 FINAL EXAM

## ASSIGNMENTS

### 1) Exams (2 @ 40 points = 80 points = 45% of final grade)

PURPOSE: To incentivize you to closely read the assigned readings, to support good class discussion, and thereby deepen your understanding of important IR theories, concepts, and issues.

TASK: Complete two 40-minute, 40-question, in-class, closed-book exams.

FORMAT: Multiple-choice, true/false, and fill-in-the-blank questions.

### 2) Contemporary Connections Papers (8 @ 10 points = 80 points = 45% of final grade)

PURPOSE: To apply course material to current international events.

TASK: Write and upload to the appropriate drop box in GeorgiaView a 2-page, double-spaced paper on one on the topic provided. Specific prompts can be found in GeorgiaView.

We will discuss your responses in class.

FORMAT: Word document (not Pages or a PDF), double-spaced with 1” margins all around in Times New Roman 12-point font

### 3) Class Participation (2 @ 10 points = 20 points = 10% of final grade)

PURPOSE: To incentivize your *informed participation*. Active participation improves your critical thinking and listening skills, helps you retain information, and makes class more interesting.

TASK: Participate! Good participation includes coming to class (!), coming to class prepared (i.e., having completed the assigned reading), and coming to class ready to engage in class discussion. It involves being civil (e.g., giving others a chance to participate) and being respectful. It also, importantly, includes asking questions. See attached participation rubric.

*I do not accept late work unless you have a documented reason your work was late, and I deduct points for misspellings and incorrect grammar, so poofread your wok.*

### Final Grade Calculation

A = 162-180

B = 145-161

C = 130-144

D = 116-129

F = 000-115

## ATTACHMENT

### CLASS PARTICIPATION RUBRIC

**STUDENT NAME: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- | --- | --- |
| Criteria/Points  | 10-9  | 8-7  | 6-4  | 3-0  |
| ENGAGEMENT  | Proactively contributes by frequently offering ideas, answering questions, and asking substantive questions.  | Proactively contributes by often offering ideas, answering questions, and asking questions.  | Rarely contributes to class by offering ideas and asking questions.  | Never contributes to class by offering ideas and asking questions.  |
| ACTIVE LISTENING  | Listens when others talk; often follows up on others’ comments.  | Listens when others talk; sometimes follows up on others’ comments.  | Rarely listens when others talk. Does not follow up.  | Does not listen when others talk. Often interrupts others.  |
| BEHAVIOR This should not be an issue!  | Participates civilly and with respect for others.  | Mostly participates civilly and respectfully.  | Occasionally displays a lack of civility or respect  | Frequently displays a lack of civility or respect  |
| READING PREPARATION  | Always prepared with class assignments.  | Usually prepared for class with assignments.  | Rarely prepared for class with assignments.  | Almost never prepared for class with assignments.  |

Note: Rubrics are rarely perfect. This is designed to give you a reasonable idea of what I’m looking for in class participation. Absences will negatively impact your participation grade.

Instructor comments:

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Adapted from: Powered by TeAch-nology.com- The Web Portal For Educators! (www.teach-

8/7/24