**SSC 105**

**INTRODUCTION TO INTERNATIONAL RELATIONS**

**SPRING 2024**

Tuesday/Thursday 12:30-1:45

Gordy C/CMR

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**OFFICE HOURS**

Tuesday, Thursday: 2-5

AND BY APPOINTMENT

**COURSE OVERVIEW**

This course is designed to be an introduction to the study of world politics. In it we shall survey the major theoretical, historical, and empirical issues that form the core of the study of world politics. Among the major topics we will discuss are war and peace, foreign policy, globalization, international political economy, human rights, terrorism, weapons of mass destruction, intergovernmental organizations, non-governmental organizations and transnational actors. Throughout, we will stress the interactions among important actors, concepts, and critical events in international politics on the one hand, and the development of international relations as a coherent field of academic inquiry on the other.

Class time will consist of a mixture of lectures, where key concepts and events will be presented, and a collective discussion of the assigned readings and current events. It is essential that students do the required readings so that they will be able to make informed contributions to the class.

#### COURSE LEARNING OUTCOMES

There are four main goals. The first is to help the student understand the genesis, development, and present structure of the international system. The second is to understand world politics as a field of study; both its development and the types of questions it seeks to answer. The third is to familiarize students with the major theories, issues and actors in world politics. The fourth, and perhaps most important, goal is to get each student more comfortable with the process by which we as political scientists find things out about the political universe.

**COURSE CONDUCT**

Regretfully, we must discuss basic courtesy and professionalism in the workplace. class you are expected to behave in ways that do not distract others, especially refrain from talking to one another, reading the newspaper or doing work for another class, using a laptop to check e-mail or search the internet. All of these activities are considered disruptive behavior.

**Cell Phones**. Cell phones ***must be turned off and put away*** before a student enters class. I do not want to see ANY cell phones in my classroom, and do not think yourself clever to hide it in the pocket of a hoodie, or in a bag by your feet, I see all and know all. Ringing cell phones, texting or checking your cell phone during class are considered disruptive behaviors. **If I see a student using a cell phone, I will immediately give a pop quiz TO THE WHOLE CLASS. This will occur EACH AND EVERY time I see someone using a cell phone.**

*Any student engaging in disruptive behavior will be removed from the room and will not be allowed re-entry until an apology is issued to the entire class.*

**Laptops**. You may use them anytime. I will strongly encourage students to bring their laptops, or a device that can run the Statecraft Global Simulation to class on the Simulation days.

**DISABILITY STATEMENT**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. To receive academic accommodations for this class, please obtain the proper ASO letters.

#### REQUIRED BOOKS

## ***The Essentials of International Relations (9th ed.).*** Karen Mingst & Ivan Arreguin-Toft. Norton 2021.

**GRADED REQUIREMENTS**

**(1) Take home essays (45%)**. I will assign two or three essay questions for students to respond to as we go over a chapter. Since we are doing a chapter a week, these short essays will be due every Tuesday. You will know what essay questions you will need to answer, so our discussion will

**(2)** **Reading Quizzes (45%)**. I will post a short multiple-choice quiz for each chapter we cover on Canvas at the end of every chapter for students to take over the weekend. We will cover all but two chapters in a single week, but two chapters will take two weeks to cover, the essays (and the quizzes) will only be given when we finish the chapter

**(3) Attendance and Participation (10%).** Since this is an introductory course, some of the class sessions will be lecture driven. However, there will be ample opportunity for participation. Each student is expected to read and be prepared to discuss each class day’s reading thoughtfully and in depth. Although some lecturing is necessary, our collective interaction is the best way for all of us to learn. **Students will be graded on their contributions to class discussions, and their responses to questions posed to them**. Attendance is required and excessive absences can result in a failing grade. Obviously, if you miss class, you cannot participate, so any missed class will probably affect your final grade negatively. In fact the single best predictor of a student’s grade in any course is the number of classes attended. Despite this, each student is given three absences, no questions asked, without penalizing the final grade, beyond that documentation must be provided for an absence to be considered excused. As noted above, tardiness is considered an absence.

**BASIS FOR FINAL GRADE**

Exams (2) 45%

Reading Quizzes 45%

Attendance & Participation 10%

Week One (January 9 and 11): Mingst Chapter 1 Approaches to IR

Week Two (January 16 and 18): Mingst Chapter 2: The Historical Context

Week Three (January 23 & 25): Mingst Chapter 3 IR Theories (Realism and Liberalism) read to page 81

Week Four (January 30 and Feb 1): Mingst Ch 3 (Constructivism and Radicalism) read to end of chapter

Week Five (Feb 6 and 8): Mingst Ch 4 Levels of Analysis

Week Six (Feb 13 and 15): Mingst Ch 5: The State and tools of Statecraft read to page 160

Week Seven (Feb 20 and 22) Mingst Ch 5 Models of Foreign Policy & Challenges to the State (read to end of chapter)

Week Eight (Feb 27 and 29): Mingst Ch 6 War and Security

Week Nine (March 12 and 14): Mings Ch 7 International Cooperation and International Law

Week Ten (March 19 and 21): Mingst Ch 8 International Political Economy

Week Eleven (March 26 and 28): Mingst Ch 9 IGOs and NGOs

Week Twelve (Tuesday April 2 and Tuesday April 9) Mingst Ch 11 The Environment

Week Thirteen (Thursday April 11 and Tuesday April 16) Mingst Ch 10 Human Rights

Week Fourteen (Thursday April 18 and Tuesday April 23) Mings Ch 12: Human Security

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| **COURSE LEARNING OUTCOMES AND THEIR CONNECTION TO PROGRAM AND UNIVERSITY ONES** | | | |
| Course Learning Outcome | Assessment | Program Learning Outcome | University Learning Outcome |
| 1. Students will demonstrate an under of the development and structure of the global system | Class discussion, quizzes, and exams | Domain I: Substantive knowledge | Domain III Self Society and culture: 1. Knowledge of the traditions of Western Civilization and their global context  2. Knowledge of the diversity of societies and cultures |
| 2. Students will demonstrate an understanding of world politics as a field of study | Class discussion, exams, simulation | Program Learning Outcome  Domain I: Substantive knowledge: Students will demonstrate substantive knowledge of basic political concepts and systems. | Domain III: Self Society and Culture: 2. Knowledge of the diversity of societies and cultures |
| 3. Students will demonstrate an ability to apply major theories of world politics to concrete events | Class discussion, exams, simulation | PLO Domain II: Critical thinking and reading and writing:  Students will demonstrate critical thinking of about political concepts and systems using evidence, logic and reasoning. |  |
| 4. Students will demonstrate knowledge of political science research methodologies | Exams, debates, discussion | PLO Domain II: Critical thinking and reading and writing:  Students will demonstrate critical thinking of about political concepts and systems using evidence, logic and reasoning. | Domain II; Critical Thinking and Inquiry: 1. Integrative, critical thinking and inquiry-based learning using evidence, logic, reasoning, and calculation.  2. Knowledge of various research methodologies |