INR2002.0W59 IR Theory & Practice

Fall 2016 Syllabus

Instructor Contact

Instructor	Dr. Joseph Paul Vasquez, III
Office	306 Howard Philips Hall (main Political Science suite)
Office Hours	Tuesdays 11:30 AM-1:00 PM; Wednesday 9:00-11:00 AM & Noon – 1:00 PM; Thursdays 11:30 AM-1:00 PM or by appointment
Phone	407-823-3329
E-mail	paul.vasquez@ucf.ed

Course Information

Course Name	International Relations Theory & Practice
Course ID & Section	INR 2002.0W59
Credit Hours	3 credit hours
Semester/Year	Fall 2016
Time & Location	Not applicable, online

Course Description

There are a lot of countries out there. In fact the world is full of them! In this course we will examine factors that influence the behavior of states and other international actors. We will begin by reviewing some important events in world history and explore the issue of globalization today. Second, we will delve into issues related to war, peace and international security. Our study of these topics will focus on issues related to power politics among states and some alternative perspectives. Specifically, we will consider phenomenon such as foreign policy, military force and terrorism. In the final half of the course, we will examine issues related to international political economy, international organizations and human rights, the gap between rich and poor countries and global environmental challenges. In a curricular sense, this course can be used to satisfy Basic Core

Requirements for IGS Majors or the Area B requirement for students majoring in Political Science.
Prerequisite: ENC 1102 or consent of the instructor.
Note: This course provides a good foundation for students planning to take INR 4603 to help satisfy the Advanced Core Requirements for the IGS Major or the Area C requirement for student majoring in Political Science.

Course Objectives

- Objective One: help students understand trends and developments in the practice of international relations as well as major theoretical perspectives and insights offered by political scientists
- Objective Two: help students understand the influence of international relations on their own lives
- Objective Three: help students to improve their skills in the realm of critical thinking and written communication

Required Materials

- The basis for this class will be Joshua S. Goldstein and Jon C. Pevehouse. 2013. International Relations. Brief 6th edition (2013-2014 update). New York: Pearson Longman. Also, you will need access to MyPoliSciLab online (www.mypoliscilab.com), which includes: practice tests, multimedia activities, and especially simulations and videos that will be assigned. Thus, you will need to purchase an access code that will give you access to both the MyPoliSciLab materials as well as the E-text. Since I am not requiring you to use the hardcopy text, I have not asked the book to purchase hardcopies. Of course, if you prefer to work with hardcopies of the text, you can order a hardcopy on your own and use the E-text until the hardcopy arrives. To register and gain access to these MyPoliSciLab resources, please watch the video linked below, which was created by a helpful Pearson representative. She will show and explain how to register for the course and purchase access if you did not purchase an access code from the bookstore. To optimize your web browser for MyPoliSciLab, you may need to follow several steps at the beginning of your first or second login to enable pop-up windows from that site.
- **Please note:** that the course ID # you should register with is not the one mentioned in the video, but **vasquez32621.** Also, the information that will appear in the "Your Course" box on the "Register—Create an Account" screen will be slightly different from what appears in the video linked below.

  Here's the video link: http://screencast-o-matic.com/watch/c2jThBnN6t

  and below is the MyPoliSciLab website.

  http://www.pearsonmylabandmastering.com/northamerica/mypoliscilab/

Course Requirements and Grade Table

A	B	C	D	E
Assignments	**% of Final Grade**	**Assignment Scores***	**Assignment Score = column B x column C**	**Open/Due Date**
Quizzes & Information Literacy Tutorial	15			See the schedule below
Discussion posts	10			See the schedule below
Midterm Exam	25			Oct. 10 9 AM & Oct. 12 9 AM
Paper	20			Nov. 28 9 AM
Final Exam	30			Dec. 6 9 AM to Dec. 8 9 AM
Total	100%	**Add Column D to estimate grade →**		

***** Add grades for each type of assignment and divide by the number of grades for this task, except for discussion post grades which should be added.

Very Important Note: Because Canvas' gradebook is incapable of doing the kind of sophisticated weighting scheme I am using, you **should not** rely on gradebook in Canvas for what it reports as your final course grade. Instead you should take the grades for particular assignments and plug them into the grade table on the previous page and do the calculations accordingly. If assignments are not yet completed and you are trying to estimate your current course grade during the semester, divide your total for column D by the percentage of the final grade that has been completed. For example, if you have done everything except the final exam, divide your total for column D by 70 since you have only completed the assignments equal to 70% of your course grade.

Quizzes and Information Literacy Tutorial Assessment: These will usually include one online multiple choice quiz with one correct answer for each question. These quizzes will usually cover substantive information from each module covering any assigned courses materials, including course readings, video assignments, simulations from MyPoliSciLab, etc. Before Module 6 concludes you will also be expected to complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition" and the assessment included in it, which will be counted as a separate quiz. That assignment can be found here: https://obojobo.ucf.edu/view/14201 This tutorial should help to improve course paper grades above what they would

be otherwise and help avoid instances of plagiarism. If you take the assessment associated with it twice, you will receive the average of your two scores.

Important Note: All faculty members are required by UCF to document students' academic activity at the beginning of each course. In order to document that you began this course, you should complete a graded syllabus quiz that is ideally due by 11:59 on Friday, August 26 or as soon as possible for those who add the course late. Failure to do so will result in a zero for the assignment and a delay in the disbursement of any financial aid (this is a new UCF policy and beyond my control). To do this task, go to the myUCF portal (https://my.ucf.edu) and select the Webcourses@UCF button on the left side of the screen. Log in with your NID and NID password, then access the course by selecting it in the "Courses" dropdown menu at the top of the page. From the course homepage, click on the Assignments tab to left, then click on Syllabus quiz, complete the quiz and submit.

Discussion Posts: During each module you are expected to make two (2) kinds of online posts to students in groups that you will automatically be assigned to at the end of the first week of the semester: an initial response post and a follow-up post for each of the eight (8) course modules we will be covering. Thus, you will receive a total of 8 grades for discussion posts across the course of the semester. Initial posts are worth nine (9) points and follow-up posts are worth four (4) points for a total of 13 points per module. These will be graded following the rubric criteria, which everyone should read carefully, which can be found in the Syllabus section under the Modules tab on our courses' website on Webcourses@UCF. The total points you can accumulate for discussion posts will be aggregated in accord with the table posted below.

Type of Post	**Number "graded" x point value**	**Total points**
Initial responses	8 x 9=	72
Follow-up responses	8 x 4 =	32
Total Points	8 x 13=	104

Timing: Traffic jams are frustrating whether they are on I-4 or online. Since students are expected to make initial posts and follow-up (or reply) posts to an initial post made by another student for each module, it is important that everyone not wait until the last minute to make their initial post. Thus, students must complete their initial posts by the Friday before each module closes. Keep in mind that even though new modules do not open until Mondays, you may want to read ahead to facilitate posting early during each module period.

Discussion Posting Schedule			
Module #	**discussion board opens at 9:00 AM on Monday (except for 1st Module when its Saturday)**	**9:00 AM Friday deadline for 1st posts**	**9:00 AM Monday deadline for follow-up posts to be completed**
1	August 27	September 2	September 5
2	September 5	September 9	September 12
3	September 12	September 23	September 26
4	September 26	October 7	October 10
5	October 10	October 21	October 24
6	October 24	November 4	November 7
7	November 7	November 18	November 21
8	November 21	November 25	November 28

Midterm Exam and Final Exam: Multiple choice exams will be administered after Module 4 and Module 8. The final exam will be cumulative to the extent that it will cover some material from the midterm exam, but it will be much more heavily weighted to cover material following the midterm exam. Students tend to do less well on their short paper than other assignments such as the exams so you should not only invest serious time and effort in crafting your papers, but also do the very best you can on other assignments such as the exams if you want high marks at the end of the semester.

Short paper: For this assignment you will write a short reflection paper (with both at least 1,000 words of text and between 5 and 6 pages, not including your title page) on one of the assigned course simulations. For these papers, you should: 1) briefly describe the simulation, 2) apply concepts covered in the particular chapter for which the simulation was assigned to different elements within the simulation, 3) discuss what knowledge or greater understanding you gained from doing the simulation, and 4) critique the simulation by explaining in what regard it was unrealistic or how it could have been made more enlightening (not merely more entertaining). Papers should use 11-point font, double-spacing and 1 inch margins.

This assignment will be graded in accord with the following distribution of credit.

Mechanics of writing	20%
Application of concepts	40%
Clear and logical analysis (in addressing the 4 tasks of the paper)	30%
Organization of paper	10%
	100%

Please note that mechanical elements of writing including, but not limited to proper spelling, grammar, punctuation, etc. are all important components of formal writing such as a college paper. Typically most students lose points on papers for me because of mechanical flaws in their writing, so take steps to

minimize those kinds of flaws in your work. Poor performance in this regard could lower your paper grade by as much as 20 points, so take steps to avoid this eventuality. Sound writing skills will help you not only when applying for jobs or further educational opportunities, but once you secure those opportunities. Also, please consult the section below on academic dishonesty for details on how to avoid plagiarism. Since all papers will be about the simulations, it is not necessary that you cite them in your paper. For our purposes, we will treat them as common knowledge in a research paper. However, if you quote directly from the online simulation text, quote directly from another source or borrow ideas from other sources, or refer to facts that are not common knowledge or included in the simulations, they must be cited.

Missed Assignments/Make-Ups/No Extra Credit: Quizzes are due by dates outlined in the syllabus and may not be made-up. Make-up exams may be given without penalty in instances when students have a verifiable medical, funeral, or official UCF excuse. When no such excuse exists students will be allowed to take exams late, but they will be penalized by the number of points missed by the student who performed worst during the regular exam period out of fairness to all students who took the exam on time and to discourage cheating. Late papers will be penalized 10% for each full calendar day they are late, up to as much as 30%. I do not plan to offer extra credit for this course, so please insure that you direct your energies accordingly.

Evaluation and Grading

The grading scale for this course is listed below. For more details on the evaluation criteria, see the specific tasks listed under Course Requirements.

Letter Grade	Points
A	93 – 100 points
A-	90 – 92 points
B+	87 – 89 points
B	83 – 86 points
B-	80 – 82 points
C+	77 – 79 points
C	73 – 76 points
C-	70 – 72 points
D+	67 – 69 points
D	63 – 66 points
D-	60 – 62 points

F	59 and below

Communicating with the Instructor Online: This document was created to empower you to answer many questions on your own as responsible and maturing learners. If you have questions that are not answered by this document, do not hesitate to contact the instructor by email. However, if you email questions that are easily answered within this document, do not be surprised if you get a reply encouraging you to "Keep calm and read your syllabus." ☺ Communicate online with the instructor using either his UCF email address (Paul.Vasquez@ucf.edu) or using the email feature within Webcourses rather than replying to postings under the Announcements tab, as he can respond to emails much more quickly. Check the class announcements in Webcourses several times each week for any changes or updates.

Academic Honesty

Do not cheat as this clearly violates the UCF Golden Rule Student Handbook and violates several aspects of the UCF Creed. Your work must be your own. Cheating can come in different forms, including plagiarism. Plagiarism in its most blatant form is when writers use other people's words or ideas and do not give them credit. Since you should complete the UCF Online Information Literacy tutorial "Avoiding Plagiarism Using Chicago Manual of Style, 16th Edition during Module 6," you should be clear about my expectations for your term papers. Use parenthetical citations with authors names, year and page numbers (when appropriate) in your discussion posts to give credit for direct quotes, paraphrased quotes, or borrowed ideas. Feel free to discuss readings and ideas with fellow students, but if you use their ideas, please reference them accordingly. Do not copy or use papers or sections of papers from the web or other sources. Not only do I assume that all students in this class could write a better term paper than the junk sold on the Internet, but I also use Turnitin.com to help determine paper originality. If I determine that there has been an instance of unambiguous academic dishonesty in the course, I will inform you of my concern and report the violation to Office of Student Rights and Responsibilities. At the end of the semester, a letter grade of Z, indicating academic dishonesty, will precede the letter grade earned. For more information about the Z grades and the process for appealing such a finding, please consult the following website: http://integrity.sdes.ucf.edu/zgrade. Particular assignments on which unambiguous cheating occurs will be penalized with an F (0 points).

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is

strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Academic Support Services

Student Academic Resource Center (SARC) (Phillips Hall, Room 113/ (407) 823-5130): If you have trouble succeeding in this class and comprehending the material, you might benefit from contacting this office for assistance with improving your study skills.

UCF Counseling Center (Building #27/ (407) 823-2811): Students experiencing challenges, including, but by no means limited to stress, anxiety, or depression, that are hindering their ability to be the best they can be should contact this office for help. There is absolutely no shame in getting help so that you can attempt to live up to your true potential.

Disability Statement: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

University Writing Center: The University Writing Center (UWC) offers writing support to UCF students from first-year to graduate in every discipline. Trained peer consultants provide help at every stage of the writing process, including understanding assignments, researching, drafting, revising, incorporating sources, and learning to proofread and edit. The UWC's purpose is not merely to fix papers or to make better writers, but to teach writers' strategies to navigate complex situations for writing, both in and outside the University. Consultations are available for individuals and small groups. To make the best use of the UWC,

visit far enough before your due dates to allow yourself time to revise after your consultation, browse the writing resources on our website, and arrange a regular weekly appointment if you'd like long-term help. You may schedule a 45-minute appointment by phone or by using the TutorTrac scheduler on our website; walk-in consultations are also available. The main location is in Colbourn 105 with satellite locations in the Main Library, Rosen Library & Online. They can be reached at 407-823-2197 or http://uwc.cah.ucf.edu/. In addition, the UWC seeks graduate and undergraduate tutors from all majors; contact the UWC to learn more about peer writing consulting and ENC 4275/5276: Theory & Practice of Tutoring Writing, our three-credit tutor-education course.

Schedule for International Relations (IR) Theory and Practice

Topic	Assignments	Open & close dates	Open & close times
Syllabus	**Syllabus Quiz**	August 22–August 27 or ASAP	9 AM & 11:59 AM (or ASAP for late enrollees)
Module 1: Introduction to IR **Chapter 1. The Globalization of International Relations**	Discussion Quiz	August 22-September 5	9 AM & 9 AM
Module 2: Realism **Chapter 2. Realist Theories**	Discussion Quiz	September 5-September 12	9 AM & 9 AM
Module 3: Liberalism **Chapter 3. Liberal and Social Theories**	Discussion Quiz	September 12-September 26	9 AM & 9 AM
Module 4: Violent Conflict **Chapter 4. Conflict, War and Terrorism**	Discussion Quiz	September 26-October 10	9 AM & 9 AM
	Midterm Exam	October 10-October 12	9 AM & 9 AM
Module 5: Trade and Finance **Chapter 5. Trade and Finance**	Discussion Quiz	October 10-October 24	9 AM & 9 AM
Module 6: Global Governance **Chapter 6. International Organizations, Law and Human Rights**	Discussion Quiz **Inform. Literacy Tutorial**	October 24-November 7	9 AM & 9 AM

Module 7: North-South Relations Chapter 7. North-South Relations	Discussion Quiz	November 7- November 21	9 AM & 9 AM
Module 8: The Global Environment Chapter 8. Environment and Technology	Discussion Quiz **Paper due**	November 21- November 28	9 AM & 9 AM
	Final Exam	December 6- December 8	9 AM to 9 AM

Other important Dates:

Event	Date
Drop/swap deadline	Thursday, August 25, 11:59 P.M.
Add deadline	Friday, August 26, 11:59 P.M.
Withdrawal deadline	Monday, October 31, 11:59 P.M.

General procedures for each module (more details will be provided with each module as it is released)

Required Activities/Assignments:

1. **Text:** Read and take notes over the assigned reading.

2. **Online Materials:** Do the assigned online assignments, including watching the instructor videos.

3. **Discussion posting:**
    a. You will be given questions related to the required activities for each module that you will need to answer in the form of a discussion post to a particular discussion group to which you will be automatically be assigned at the beginning of the semester. To do this, go to the Discussions Tab in the course navigation menu and post your answers to the questions for the appropriate module as denoted on the schedule above (for more detailed guidance on this process, please see the **Discussion Postings Participation Protocol and Grading Rubric) .**
    b. Typically, you will be able to start on this assignment as of 9:00 A.M., on the first Monday in each module, and initial posts must be completed by

9:00 A.M., on the last Saturday of the module. Please note, however, that discussion groups will not be determined until after the drops/swap/add deadline, which means that it will be impossible to post discussion posts for the first module until 9:00 A.M on Saturday, August 27.

c. Take note that everyone must post a follow-up response to at least one other student by the end time for the assignment in to receive credit for doing a reply, which is why everyone must make their initial post before 9:00 A.M. on the final Saturday during each module. To post your response, go to the Discussions Tab in the course navigation menu and post your response to one of the answers from a fellow classmate in your discussion group that has not already been the subject of a reply for the blog title that corresponds to the topic of each module (for more detailed guidance on this process, please see the **Discussion Postings Participation Protocol and Grading Rubric).** Usually you will be able to start on this assignment once one of your group members has posted an answer (that **has not** already been replied to by another member of your group) after 9:00 A.M., on the first Monday of a new module and it must be completed by 9:00 A.M., on the Monday that ends each module. Remember, however, that discussion groups will not be determined until after the drops/swap/add deadline available, which means that it will be impossible to post discussion posts for the first module until 9:00 A.M. on Saturday, August 27.

4. **Quiz:** Go to the Quizzes Tab and complete the quiz for each module between 9:00 A.M., on the first Monday of each module and 9:00 A.M., on the last Monday of each module. This quiz is based on topics related to this module's content. You have one attempt to complete this quiz, which is usually open for 15 minutes.