

## COURSE SYLLABUS

**Political Science 170 Sec 2**  
***Introduction to International Relations***  
**Carl J. Luna, Ph.D., Lecturer**  
**TR 2:30-3:50**

**University of San Diego**  
**Spring 2018**  
**3 Units**  
**KIPJ 220A**

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### ***Course Description (From USD Catalog)***

This course examines major traditions in the discipline of international relations. Students are introduced to the study of the causes of war and the conditions of peace, international law and organizations, international political economy, great power politics, and foreign-policy decision making. The course also explores issues such as global poverty, immigration, refugees, human rights, and the environment as they affect international politics.

### **POLITICAL SCIENCE & IR PROGRAM GOALS AND LEARNING OUTCOMES**

#### **GOAL 1 - Substantive Knowledge: Political Science and International Relations (PS/IR)**

students will graduate with substantive knowledge of basic political concepts and systems. It is our goal that PS/IR students will understand the institutions, processes and values that shape politics within and among states and be able to apply that knowledge to the world. It is also our goal that students understand the major theories, concepts, foundations, and methodologies used in the study of politics and international relations.

L1 – Knowledge of Political Systems. Students should be able to identify the structure and operation of the U.S. and other political systems.

L2 – Knowledge of concepts and theories of politics. Students should be able to distinguish among the diversity of traditions in the field.

**GOAL 2 – Critical Thinking, Writing, And Research Skills:** PS/IR students will graduate with the ability to think critically about political concepts and systems. It is our goal that PS/IR students will demonstrate the ability to apply their knowledge of politics by using the major analytic and theoretical frameworks in several subfields of political science. It is also our goal that students be able to formulate questions and evaluate argument and hypotheses based on these frameworks.

L3 – Writing and Critical Thinking. Students should be able to construct and evaluate analytical arguments and write clear logical prose.

L4 – Research. Students should be able to identify and gather information from credible primary and secondary sources.

L5 – Methodology. Students should be able to recognize assumptions and to devise basic research designs, test questions, arguments, and hypotheses with qualitative and/or quantitative methods.

**GOAL 3 – Engagement in Politics:** It is our goal that PS/IR students are prepared for active citizenship and begin to develop an ongoing interest in national and global politics.

L6 – Political efficacy. Students will develop an understanding of the importance of engaging in politics and a realization of political competence.

L7 – Active participation in politics and global citizenship. Students should be able to understand both theoretically and practically the values of citizenship and its beneficial consequences.

## ***MATERIALS***

- A. Required Texts.** (Available at the USD Bookstore.)
1. John Baylis, et al., *The Globalization of World Politics: An Introduction to International Relations*. (8<sup>th</sup> ed)
- B. Supplemental Texts.**
1. Semester Subscription or online access to *The Economist* magazine.

## ***EVALUATION***

Grading will be based on the following criteria:

1. **Participation.** Class meets three lecture hours/week. Students are expected to arrive on time for every meeting. Students are expected to prepare for each class meeting and take part in all discussions on lectures, assigned readings, and in-class projects. Students will be specifically evaluated on the quality and quantity of participation.
2. **Unit Examinations (75% Total, 25% each)** There will be a **closed-book** in-class exam following the completion of each class unit. Exams will consist of objective completion and essay sections. Exam questions will be taken from a list of study questions handed out prior to each exam. Study questions may include material from previous units. Bring required exam materials to class. Failure to do so will result in a loss of five test points.

Make-ups. Make-up exams will only be given to students with approved excuses for their absence. Missing an exam without an excused absence will result in an automatic failing grade. See the instructor to schedule the exam. Make-up exams should be scheduled ASAP following the missed test.

3. **Portfolio Writing Assignments (25% total).** Over the course of the semester Students will complete three 2-3 page short analyses derived from current news reported in the *Economist*. Each analysis will be worth 5% of the final grade for a total of 15%. In addition, each student will complete one book analysis worth 10% of the final grade. Details are included below and will be further discussed in class.
4. **Extra Credit (maximum +5%).** Students may earn up to an additional 5% towards their grade by completing either a book review or special research project assignment. See the instructor if you'd like to pursue this option. Additional extra-credit opportunities may be made available.

## **GENERAL INFORMATION**

1. Students are expected to have all assignments in on time. Late papers (without approved excuses) or untyped work are automatically lowered 1 grade level. **NO EXCEPTIONS!** If a student is absent the day an assignment is due they may have the paper turned in for them, mail the assignment postmarked prior to the due day or submit the assignment via email providing it is sent **BEFORE** the start of the class period the assignment was due. Students submitting a paper by email must then **TURN IN A HARDCOPY** of the assignment upon their return to class. Failure to do so will result in the assignment not being graded and a grade of zero (F) recorded.
2. Cheating will not be tolerated. Students cheating on exams or papers (i.e., not writing them themselves) will receive a grade of "F" and be referred for discipline pursuant to University policy.
3. Announcements in class (exam dates, schedule/assignment changes, extra-credit opportunities, etc.) will usually be made one time. It is the student's responsibility to obtain this information (preferably from another student) should they miss it in class. Due Dates and Exam Dates given in this syllabus are tentative and subject to change, with notification, as deemed necessary by the instructor. It is the student's responsibility to confirm and adhere to all due dates as given by the instructor,
4. All work submitted by students for evaluation must meet the minimum criterion for college-level work. All papers (except blue books) must be typed, double-spaced, and meet and be consistent with basic style guidelines (MLA, Chicago, Turabian, etc.). All work must meet the basic requirements of grammar and logical structure expected in college writing.
5. Students should always make and retain a copy of any assignment turned in to the instructor. The instructor assumes no liability for any materials turned in to the instructor be lost or destroyed.
6. Office hours will be T-TH 1:15-2:15 and by appointment, KIPJ 273. Messages can be sent by e-mail at [carlluna@sandiego.edu](mailto:carlluna@sandiego.edu).

## **CLASS OUTLINE**

<b>Unit I: The Study of International Politics</b>		<b><u>DATES</u></b>
A.	<b><i>Key Concepts: Politics, State, Nation</i></b> (Text: Introduction, Chapters 1, 2 & 12)	1/30-2/6
B.	<b><i>International Actors &amp; Political Systems</i></b> (Text: Chapters 17, 18 & 24)	2/8-2/15
C.	<b><i>Theories of International Politics</i></b> (Text: Chapters 5-11)	2/20-2/22
<b>EXAM I</b>		<b>3/1</b>
<b>1<sup>st</sup> Analytical Essay</b>		<b>3/6</b>
<b>Book Proposal</b>		<b>2/13</b>
<b>Unit II: The Rise of the Modern International System</b>		
A.	<b><i>Conflict and Conflict Resolution</i></b> (Text: Chapter 13, 14, 22, 23)	3/8-3/13
B.	<b><i>The Long Crisis: IR in the 20<sup>th</sup> Century</i></b> (Text: Chapter 3 & 4)	3/15-4/3
C.	<b><i>Transnational Governing Institutions</i></b> (Text: Chapters 19 & 20)	4/5-4/10
<b>EXAM II</b>		<b>4/12</b>
<b>2<sup>nd</sup> Analytical Essay</b>		<b>4/17</b>
<b>Unit III: Globalization and International Politics</b>		
A.	<b><i>Globalization, Trade &amp; International Political Economy</i></b> (Text: Chapters 15, 21 & 27 )	4/19-4/24
B.	<b><i>Worlds in Collision: North/South</i></b> (Text: Chapters 25, 28 & 31 )	4/26-5/3
C.	<b><i>Post-National International Politics</i></b> (Text: Chapter 16, 26, 29, 30, 32 & 33)	5/8-5/10
<b>3<sup>rd</sup> Analytical Essay</b>		<b>5/10</b>
<b>Book Analysis</b>		<b>5/14</b>
<b>FINAL EXAM (EXAM III)</b>		<b>TH 5/17 11a-1p</b>

***Easter Break: 3/26-4/2***

***Last Day of Lecture 5/10***

## IR Semester Portfolio

Each student will be responsible for completing a semester portfolio project. The project will consist of 5 assignments:

1. One Analytical Book Review      10% of semester grade, 40% of portfolio
2. Three Analytical Essays          15% of semester grade (5% each) 60% of portfolio

### Analytical Book Review

The student will select one contemporary book (published within the last two years) relevant to issues of international politics discussed in the course. The student will read the book and write a short (3-4) page critical analyses in which the student: identifies the author(s) major thesis(es) and critiques the thesis(es) in terms of whether the student agrees with the thesis(es). The critique will be supported with a reasoned argument supporting the student's viewpoint incorporating course materials and analytical frameworks. The student will submit a proposal for the book to be read and reviewed early in the semester.

### Analytical Essays

Students will complete 3 short analysis paper (2-3 pages each) due on the dates indicated in the Class Outline.

### Unit I & II Analytical Essay

The subject of the Units 1 & 2 analyses will be an article chosen, by the student, from any current issue of the *Economist* magazine (published within the time frame of the class discussion for that topic). For each paper the student will demonstrate how the news event analyzed relates to a significant topic in international relations discussed during that course Unit. For the unit III analysis the student The essay should include full bibliographic citation of the article as well as footnotes and citations of any other referenced sources.

### Unit III Analysis

During the course of the semester we have studied a number of IR theories. By now you should have a good sense of each theory's core assumptions, internal logic, and predictions/conclusions about the nature and practice of international relations. The purpose of this assignment is to apply the theories of international relations to analyze and explain real-world events in international relations.

You will be provided a copy of an article from a major news publication that addresses one or multiple aspects of international relations. Write a short analysis (1-2pg, double-spaced, with 12 pt. font) that explains how a particular theoretical approach (realism, liberalism, constructivism, etc.) would explain the events/dynamics discussed in the article. Another way to think of your task is to put on your theoretical glasses (realist, liberal, constructivist), and tell your reader what you see.

In your analysis you should be as specific as possible (e.g., “A realist interpretation of this event would emphasize...,” Constructivists would take issue with two aspects of the U.S. approach to this international issue..,” “Liberals would see much evidence to support their claims that...”

Papers that simply summarize the contents of the article are not acceptable and will receive a correspondingly low grade. An “A” paper will provide a very brief summary and a well-developed, detailed analysis/explanation of how the article relates to at least one of the theoretical perspectives discussed in class. For detailed guidelines for the Unit III analysis, see the rubric included at the end of the syllabus.

### **Portfolio Evaluation Rubric**

Each assignment will be evaluated on the following points:

- Relevance (20%): the news article/book selected for analysis is pertinent to issues and concepts discussed during the course unit and the analyses is directed at such issues and concepts.
- Integration of Course Concepts (40%): The analysis does not simply summarize the news item but, rather, systematically and effectively analyzes it in terms of specific issues and concepts discussed during the unit.
- Overall Effort & Quality (40%): The analysis reflects intelligent and original thought, is written and the collegiate level and is of adequate length.

Overall Portfolio evaluation will be based on the summation of the points awarded for each of the written analyses.

**POL 170: Current Event Analysis Grading Rubric**

<b>Expectations</b>	<b>Exceeds (A range)</b>	<b>Meets (B range)</b>	<b>Approaches (C range)</b>	<b>Does not meet (D/F)</b>
<b>Thesis/argument about how some aspect of the news article illustrates an international relations concept.</b>	Argument/thesis is insightful, imaginative, and clearly links the content of the article to one or two relevant IR concepts/theories.	Argument/thesis is insightful and clearly links the content of the article to one or two relevant IR concepts/theories.	Argument/thesis is stated and links the content of the article to one IR concept/theory, but lacks clarity or is overly simplistic.	Argument/thesis is not stated, is unclear, overly simplistic, or does not relate to relevant IR concepts/theories.
<b>Evidence and Analysis</b>  <i>Selecting and using specific information (e.g., events, data) to support the thesis/argument</i>	Uses at least two clear and compelling examples from the article to support and develop an argument about its connection to IR concepts/theory in a consistently thoughtful, sophisticated way. Explains contradictions/limits of support for argument.	Uses at least two clear and compelling examples from the article to support and develop an argument about its connection to IR concepts/theories in a consistently coherent way. Acknowledges contradictions/limits of support for argument.	Mentions at least one example from the article but does not use it to develop a well-supported argument about its connection to IR concepts/theories in a consistently coherent way. Does not acknowledge contradictions/limits of support for argument.	Information is taken from source without any interpretation/evaluation. Paper provides a summary of the article or repeats information from reading assignment rather than developing a cogent argument about how the contents of the article illustrate relevant IR concepts/theories.
<b>Conclusions and Implications</b>	Conclusion is original, logically tied to the evidence/analysis and reflects nuanced evaluation and ability to recognize and explain the limitations and broader implications of the paper's findings for IR.	Conclusion is original, logically tied to some of the evidence or analysis and reflects informed evaluation and ability to recognize and explain the limitations and broader implications of the paper's findings for IR.	Conclusion is logically tied to some of the analysis, but lacks originality/insight or simply restates thesis. Limitations and broader implications of the paper's findings for IR are mentioned but not fully explained.	Conclusion repeats information already presented and/or is inconsistently tied to some of the information discussed. Limitations or implications of findings are oversimplified or not mentioned.
<b>Coherence of Organization and Writing</b>	Uses a logical structure that consistently provides support for the argument, and guides the reader through the chain of reasoning or progression of ideas. Uses sophisticated transitional sentences that develop one idea from a previous one or identify their logical relations.	Uses a logical structure that provides support for the argument, and guides the reader through the chain of reasoning or progression of ideas. Uses fairly sophisticated transitional sentences that develop one idea from a previous one or identify their logical relations.	Lists ideas or arranges them randomly rather than using any evident logical structure. Transitions are sequential (first, second, third) rather than logic-based. Paragraphs may relate to the central ideal, but logic is not always clear. Paragraphs have topic sentences but overly general, and arrangement of sentences within paragraphs may lack coherence.	May have random organization lacking internal paragraph coherence and using few or ineffective transitions. Paragraphs may lack topic sentences or main ideas, or may be too general to be effective. Paragraphs may not all relate to paper's thesis.
<b>Writing Mechanics and relevance of source</b>	Source is appropriate, article was published two weeks before CEA due date. Uses graceful language that skillfully communicates to readers with clarity and fluency, and is virtually error-free	Source is appropriate, article was published two weeks before CEA due date. Uses straightforward language that effectively communicates to readers with clarity. The writing has very few grammatical errors	Source is appropriate, article was published two weeks before CEA due date. Uses language that generally conveys meaning, but writing sometimes may be unclear and/or contain some grammatical or punctuation errors	Source may not be appropriate, and/or article was published more than two weeks before CEA due date. Uses language that sometimes impedes meaning because of errors in usage. Writing includes significant spelling/punctuation/grammatical errors