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2020

## **International Relations**

North Carolina Agricultural and Technical State University

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# NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY

## COURSE SYLLABUS

College Name: College Of Arts, Humanities, And Social Sciences  
 Department Name: Department of History and Political Science  
 Course Name: International Relations

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## COURSE INFORMATION

- Course Number/Section: POLI 444
- Term:
- Semester Credit Hours: 3
- Times and Days:
- Class Location:

## INSTRUCTOR CONTACT INFORMATION

- Instructor:
- Office Location:
- Office Phone:
- Email Address:

*Faculty must notify students of the approximate time and method they can expect to receive an answer to all communications (e.g., email, phone, course messages). Excluding holidays, the response should be provided within 48 hours.*

*If there's a graduate teaching assistant assigned to work with this course, please include their names also.*

## STUDENT HOURS

*These are times students may visit the professor without an appointment to request the assistance they need.*

*NOTE: Students are responsible for reading, understanding, and following the syllabus.*

: AM  / PM  – : AM  / PM

Monday  Tuesday  Wednesday  Thursday  Friday

## COURSE PREREQUISITES

## **COURSE DESCRIPTION**

This course is a comprehensive treatment of the context and content of the structure, policies and politics of nations. Concepts pertaining to the nature of the field will also be investigated, including: imperialism, colonialism, balance of power, international morality, treaties, sovereignty, diplomacy, tariff, war and other arrangements. The limits of international relations in the emerging era of globalism will also be explored.

## **STUDENT LEARNING OBJECTIVES/OUTCOMES (SLO)**

*Learning outcomes should be specific, measurable, and focused on the content knowledge the students are expected to master and not what the faculty will teach.*

*If the course is a General Education Course, the SLO should be listed and labeled as "General Education."*

- SLO 1: Understand how international relations affects you in your daily life, explain why we study international relations theory; explain how and why alternative approaches have challenged traditional approaches in international relations
- SLO 2: Analyze historical periods that have most influenced the development of international relations; understand why scholars use the Treaties of Westphalia as a benchmark; explain the Cold War period and its causes
- SLO 3: Explain the central tenets of realism, liberalism, constructivism, radicalism, feminism and analyze contemporary international events using different international relations theoretical perspectives.
- SLO 4: Describe how each of the contending theoretical perspectives explains change in the international system; explain the state, and the individual as levels of explanation for international events; describe the role mass public play in international relations
- SLO 5: Define the state as the major actor in international relations; explain the various tools of statecraft; understand the models that help us explain how states make foreign policy decisions.
- SLO 6: Define war, identify the different categories of war, causes of wars and the circumstances under which a war can be considered "just."; explain how realists, liberals, and constructivists differ in their approaches to managing state security.
- SLO 7: Define international cooperation and law, describe how the theoretical perspectives explain instances of cooperation; explain the reasons why states comply with international law
- SLO 8: Analyze the roles of the major economic institutions, explain how the international economic system has become globalized in key areas: international finance, international monetary policy, international trade, and international development.
- SLO 9: Analyze the contending perspectives international relations theorists bring to their analysis of intergovernmental organizations (IGOs) and nongovernmental organizations (NGOs); describe their roles in international relations; analyze the UN and EU
- SLO 10: Describe the religious, philosophical, and historical foundations of human rights; explain the roles that states, IGOs, and NGOs perform in the protection and monitoring of human rights.
- SLO 11: Identify what human rights have been protected under international law and analyze why the international community has so often failed to respond to allegations of genocide.

- SLO 12: Explain what makes migration, health, and the environment transnational issues of human security; describe the different explanations for the migration crisis; explain the obligations and the limitation of the international community to address the migration crisis.
- SLO 13: Explain the approaches used to combat infectious and noncommunicable diseases; describe the changing role of different actors in the climate change debate.

## REQUIRED TEXTBOOKS AND MATERIALS

Any course-level subscriptions and tools linked in Blackboard Learn learning management system (LMS) should be listed here. The Blackboard LMS must have links to their student data privacy statement.

### REQUIRED TEXTS:

Mingst, K., McKibben, H., & Arreguin-Toft, I. (2018). *Essentials of international relations* (8th ed.). W.W. Norton & Company.

### REQUIRED MATERIALS:

## SUGGESTED COURSE MATERIALS

### SUGGESTED READINGS/TEXTS:

### SUGGESTED MATERIALS:

## GRADING POLICY

### ASSIGNMENTS AND GRADING POLICY

94% and above	A		76% - 74%	C
93% - 90%	A-		73% - 70%	C-
89% - 87%	B+		69% - 67%	D+
86% - 84%	B		66% - 64%	D
83% - 80%	B-		63% - 60%	F
79% - 77%	C+			

**For GRADUATE COURSES:** See 2019-2020 Graduate Catalog p.38 for graduate grading scale and Non-Graded Courses

### GRADING ALLOCATION

Course grades are based on a weighted grading scale of 100%. The breakdown for the course is as follows: *[Faculty, please adjust according to your course.]*

Category	# of Activities	Percentage Grade Weight
Discussion Board	6	30%
Test #1	1	10%
Test #2	1	20%
Test #3	1	20%
Analytical Paper	1	20%
<b>Total</b>	<b>10</b>	<b>100%</b>

## COURSE POLICIES

### USE OF BLACKBOARD AS THE LEARNING MANAGEMENT SYSTEM

Blackboard is the primary online instructional and course communications platform. Students can access the course syllabus, assignments, grades, and learner support resources. Students are encouraged to protect their login credentials, complete a Blackboard orientation, and log in daily to the course.

**Note:** Uploading assignments through Blackboard presents a challenge for Chromebook users in locating the files for submission. If you use a Chromebook, please be sure you also have access to a Mac computer or Windows computer so you can fully participate in your Blackboard class. For more information about student computer recommendations, please visit <https://hub.ncat.edu/administration/its/computer-recommendations.php>.

### MAKE-UP EXAMS

See << Update Academic Year >> *Undergraduate Bulletin*:

<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>

**For GRADUATE STUDENTS: See 2019-20 Graduate Catalog p. 54  
EXTRA CREDIT**

### LATE WORK

### SPECIAL ASSIGNMENTS

**For GRADUATE STUDENTS: FAILING TO MEET COURSE REQUIREMENTS (Graduate Catalog p.40)**

**For GRADUATE STUDENTS: CLASS ATTENDANCE (see 2019-20 Graduate Catalog p. 53-54)**

Students are expected to attend class and participate on a regular basis in order to successfully achieve course learning outcomes and meet federal financial aid requirements ([34 CFR 668.22](#)). Class attendance in online courses is defined as active participation in academically-related course

activities. Active participation may consist of course interactions with the content, classmates, and/or the instructor. Examples of academically-related course activities include, but are not limited to:

- Completing and submitting assignments, quizzes, exams, and other activities within Blackboard or through Blackboard (3rd-party products).
- Participating in course-related synchronous online chats, discussions, or meeting platforms such as Blackboard Collaborate in which participation is tracked.

## **CLASSROOM CITIZENSHIP**

Courtesy, civility, and respect must be the hallmark of your interactions.

## **COMPLIANCE WITH THE AMERICANS WITH DISABILITIES ACT**

North Carolina A&T State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act (ADAAA) and Section 504 of the Rehabilitation Act. If you need an academic accommodation based on the impact of a disability, you must initiate the request with the Office of Accessibility Resources (OARS) and provide documentation in accordance with the Documentation Guidelines at N.C. A&T. Once documentation is received, it will be reviewed. Once approved, you must attend a comprehensive meeting to receive appropriate and reasonable accommodations. If you are a student registered with OARS, you must complete the Accommodation Request Form to have accommodations sent to faculty.

OARS is located in Murphy Hall, Suite 01 and can be reached at 336-334-7765, or by email at [accessibilityresources@ncat.edu](mailto:accessibilityresources@ncat.edu). Additional information and forms can be found on the internet at <https://www.ncat.edu/provost/academic-affairs/accessibility-resources/index.php>.

**Please note:** Accommodations are not retroactive and begin once the Disability Verification Form is provided to faculty.

## **TITLE IX**

North Carolina A&T State University is committed to providing a safe learning environment for all students—free of all forms of discrimination and harassment. Sexual misconduct and relationship violence in any form are inconsistent with the university’s mission and core values, violates university policies, and may also violate federal and state law. Faculty members are considered “Responsible Employees” and are required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator. If you or someone you know has been impacted by sexual harassment, sexual assault, dating or domestic violence, or stalking, please visit the Title IX website to access information about university support and resources. If you would like to speak with someone confidentially, please contact Counseling Services at 336-334-7727 or the Student Health Center at 336-334-7880.

## **TECHNICAL SUPPORT**

If you experience any problems with your A&T account, you may call Client Technology Services (formerly Aggie Tech Support and Help Desk) at 336-334-7195, or visit <https://hub.ncat.edu/administration/its/dept/ats/index.php>.

## **FIELD TRIP POLICIES / OFF-CAMPUS INSTRUCTION AND COURSE ACTIVITIES**

*If applicable:*

Off-campus, out-of-state, foreign instruction, and activities are subject to state law and university policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at <https://www.ncat.edu/campus-life/student-affairs/index.php>.

## **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## **STUDENT TRAVEL PROCEDURES AND STUDENT TRAVEL ACTIVITY WAIVER**

[https://hub.ncat.edu/administration/student-affairs/staff-resources/studen\\_activity\\_travel\\_waiver.pdf](https://hub.ncat.edu/administration/student-affairs/staff-resources/studen_activity_travel_waiver.pdf)

## **OTHER POLICIES** (e.g., *Copyright Guidelines, Confidentiality, etc.*)

### **STUDENT HANDBOOK**

<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

[Graduate Catalog](#)

### **SEXUAL MISCONDUCT POLICY**

<https://www.ncat.edu/legal/title-ix/sexual-harassment-and-misconduct-policies/index.php>

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

<https://www.ncat.edu/registrar/ferpa.php>

### **STUDENT COMPLAINT PROCEDURES**

<https://www.ncat.edu/current-students/student-complaint-form.php>

### **STUDENT CONDUCT AND DISCIPLINE**

North Carolina A&T State University has rules and regulations that govern student conduct and discipline meant to ensure the orderly and efficient conduct of the educational enterprise. It is the responsibility of each student to be knowledgeable about these rules and regulations.

Please consult the following about specific policies such as academic dishonesty, cell phones, change of grade, disability services, disruptive behavior, general class attendance, grade appeal, incomplete grades, make-up work, student grievance procedures, withdrawal, etc.:

- Undergraduate Bulletin  
<https://www.ncat.edu/provost/academic-affairs/bulletins/index.php>
- Graduate Catalog  
<https://www.ncat.edu/tgc/graduate-catalog/index.php>
- Student Handbook  
<https://www.ncat.edu/campus-life/student-affairs/departments/dean-of-students/student-handbook.php>

## ACADEMIC DISHONESTY POLICY

Academic dishonesty includes but is not limited to the following:

1. Cheating or knowingly assisting another student in committing an act of cheating or other academic dishonesty;
2. Plagiarism (unauthorized use of another's words or ideas as one's own), which includes but is not limited to submitting exams, theses, reports, drawings, laboratory notes or other materials as one's own work when such work has been prepared by or copied from another person;
3. Unauthorized possession of exams or reserved library materials; destroying or hiding source, library or laboratory materials or experiments or any other similar actions;
4. Unauthorized changing of grades, or marking on an exam or in an instructor's grade book or such change of any grade record;
5. Aiding or abetting in the infraction of any of the provisions anticipated under the general standards of student conduct;
6. Hacking into a computer and gaining access to a test or answer key prior to the test being given. N.C. A&T reserves the right to search the emails and computers of any student suspected of such computer hacking (if a police report of the suspected hacking was submitted prior to the search); and
7. Assisting another student in violating any of the above rules.

A student who has committed an act of academic dishonesty has failed to meet a basic requirement of satisfactory academic performance. Thus, academic dishonesty is not only a basis for disciplinary action, but may also affect the evaluation of a student's level of performance. Any student who commits an act of academic dishonesty is subject to disciplinary action.

In instances where a student has clearly been identified as having committed an act of academic dishonesty, an instructor may take appropriate disciplinary action, including loss of credit for an assignment, exam, or project; or awarding a grade of "F" for the course, **subject to review and endorsement by the chairperson and dean.**

**For GRADUATE STUDENTS:** Reference for academic dishonesty – 2010-2020 Graduate Catalog, p.58-59

**For GRADUATE STUDENTS: STUDENT RELIGIOUS OBSERVANCE (see Graduate Catalog, p.55)**



## ASSIGNMENTS AND ACADEMIC CALENDAR

Include topics, reading assignments, due dates, exam dates, withdrawal dates, pre-registration and registration dates, all holidays, and convocations.\*

THE WEEK OF MM/DD/YY	SUBJECT	UNIT LEARNING OUTCOMES (ULO)	READING IN TEXT, ACTIVITY, HOMEWORK, EXAM
	Introduction & Approaches of IR	<p>ULO 1: Explain how international relations affects you in your daily life (SLO 1-3)</p> <p>ULO 2: Explain why we study international relations theory (SLO 1-3)</p> <p>ULO 3: Analyze how history and philosophy have been used to study international relations. (SLO 1-3)</p> <p>ULO 4: Describe the contribution of Behavioralism in international relations (SLO 1-3)</p> <p>ULO 5: Explain how and why alternative approaches have challenged traditional approaches in international relations (SLO 1-3)</p>	<ol style="list-style-type: none"> <li><b>Read Textbook:</b> Mingst, K., McKibben, H., &amp; Arreguin-Toft, I. (2018). <i>Essentials of international relations</i> (8th ed.). W.W. Norton &amp; Company.               <ol style="list-style-type: none"> <li>Chapter 1: "Approaches to International Relations"</li> </ol> </li> <li><b>Complete:</b> Discussion #1: Self-Introduction (N/A)</li> <li><b>Complete:</b> Discussion #2: "Introduction and Approaches of International Relations" (ULO 1-5)</li> <li><b>Complete:</b> Analytical Paper topic submission (ULO 1-5)</li> </ol>
	Module 1: Theories of IR	<p>ULO 1: Analyze the development of international relations and origins of the state (SLO 4-6)</p> <p>ULO 2: Explain the Treaties of Westphalia and the historical origins of the European balance-of-power system (SLO 4-6)</p> <p>ULO 3: Explain the Cold War period, rivalry between the US and the</p>	<ol style="list-style-type: none"> <li><b>Read Textbook:</b> Mingst, K., McKibben, H., &amp; Arreguin-Toft, I. (2018). <i>Essentials of international relations</i> (8th ed.). W.W. Norton &amp; Company.               <ol style="list-style-type: none"> <li>Chapter 2: "The Historical Context of Contemporary International Relations"</li> <li>Chapter 3: "International Relations Theories"</li> </ol> </li> <li><b>Complete:</b> Test #1 (ULO 1-5)</li> <li><b>Complete:</b> Discussion Board "Theories of IR" (ULO 1-5)</li> </ol>

		<p>Soviet Union, the post-Cold War world order up to 2019/20. (SLO 4-6)</p> <p>ULO 4: Explain from theoretical perspectives the central concepts such as realism, liberalism, constructivism, and radicalism (SLO 4-6)</p> <p>ULO 5: Analyze contemporary international events using different theoretical perspectives (SLO 4-6)</p>	
	<p>Module 2: IR Analysis Levels &amp; Tools of Statecraft</p>	<p>ULO 1: Explain the levels of analysis applied for international events and explain how changes come about in the international system (SLO 7-9)</p> <p>ULO 2: Describe how political scientists measure state power; explain how psychological factors have an impact on foreign policy decision making (SLO 7-9)</p> <p>ULO 3: Describe the roles private individuals and the mass public play in international relations (SLO 7-9)</p> <p>ULO 4: Define the state, major actors in international relations and explain how the state is viewed by various theoretical perspectives; identify the contemporary challenges of the state (SLO 7-9)</p> <p>ULO 5: Explain the various tools of statecraft, differentiate democracies</p>	<ol style="list-style-type: none"> <li>1. <b>Read Textbook:</b> Mingst, K., McKibben, H., &amp; Arreguin-Toft, I. (2018). <i>Essentials of international relations</i> (8th ed.). W.W. Norton &amp; Company.       <ol style="list-style-type: none"> <li>a. Chapter 4: "Levels of Analysis"</li> <li>b. Chapter 5: "The State and the Tools of Statecraft"</li> </ol> </li> <li>2. <b>Complete:</b> Discussion #4: IR Analysis Levels &amp; Tools of Statecraft (ULO 1-5)</li> </ol>

		from non-democracies, identify models that help explain how states make foreign policy decisions (SLO 7-9)	
Module 3 : War, International Cooperation & Law	<p>ULO 1: Define war and identify the different categories and causes of war. (SLO 10-12)</p> <p>ULO 2: Describe the key characteristics of conventional and unconventional warfare, explain the circumstances when war can be considered as “just.” (SLO 10-12)</p> <p>ULO 3: Explain how realists, liberals, and constructivists differ in their approaches to managing state security. (SLO 10-12)</p> <p>ULO 4: Define international cooperation; describe the position of realists &amp; describe how the theoretical perspectives explain instances of cooperation. (SLO 10-12)</p> <p>ULO 5: Define international law and its various sources, and explain the reasons why states comply with international law. (SLO 10-12)</p>	<p>1. <b>Read Textbook:</b> Mingst, K., McKibben, H., &amp; Arreguin-Toft, I. (2018). <i>Essentials of international relations</i> (8th ed.). W.W. Norton &amp; Company.</p> <p>a. Chapter 6: “War and Security”</p> <p>b. Chapter 7: “International Cooperation and International Law”</p> <p>2. <b>Complete:</b> Discussion #5: “War, International Cooperation &amp; Law” (ULO 1-5)</p> <p>3. <b>Complete:</b> Test #2 (ULO 1-5)</p>	
Module 4: Politics, Economy; IGO & NGO’s	ULO 1: Explain core concepts of economic liberalism, analyze the roles of the major economic institutions, describe differences of mercantilists/economic nationalists from those of economic liberalists (SLO 11-13)	<p>1. <b>Read Textbook:</b> Mingst, K., McKibben, H., &amp; Arreguin-Toft, I. (2018). <i>Essentials of international relations</i> (8th ed.). W.W. Norton &amp; Company.</p> <p>a. Chapter 8 “International Political Economy”</p>	

		<p>ULO 2: Explain the globalization of the international economic system, explain critics of international economic liberalism (SLO 11-13)</p> <p>ULO 3: Explain why intergovernmental organizations form, provide examples such as the United Nations and the European Union, analyze how they have contributed to international peace and security (SLO 11-13)</p> <p>ULO 4: Describe the roles nongovernmental organizations (NGOs) play in international relations, explain how inter- and non governmental organizations (IGOs and NGOss) are evaluated by the contending perspectives international relations (SLO 11-13)</p>	<p>b. Chapter 9 “Intergovernmental Organizations and Nongovernmental Organizations”</p> <p>2. <b>Complete:</b> Discussion #6: “War, International Cooperation &amp; Law” (ULO 1-4)</p> <p>3. <b>Complete:</b> Assignment – Analytical Paper (ULO 1-4)</p>
	<p>Module 5: IR Global Issues of the 21st Century</p>	<p>ULO 1: Describe the religious, philosophical, and historical roots of Human Rights (HR) (SLO 13)</p> <p>ULO 2: Explain roles of states, IGOs, and NGOs in HR; identify how HR has been protected under international law (SLO 13)</p> <p>ULO 3: Analyze why and how the international community has often failed to respond to allegations of genocide; analyze the challenges of women’s HR; explain the strengths and weaknesses of the R2P</p>	<p>1. <b>Read Textbook:</b> Mingst, K., McKibben, H., &amp; Arreguin-Toft, I. (2018). <i>Essentials of international relations</i> (8th ed.). W.W. Norton &amp; Company.</p> <p>a. Chapter 10: “Human Rights”</p> <p>b. Chapter 11: “Human Security: Migration, Global Health, and the Environment”</p> <p>2. <b>Complete:</b> Discussion #6: “IR Global Issues of the 21st Century” (ULO 1-6)</p> <p>3. <b>Complete:</b> Test #3 (ULO 1-6)</p>

		<p>norm (SLO 13)</p> <p>ULO 4: Explain migration, health, and the environment as transnational issues of human security; describe the global migration crisis, and the role of the international community (SLO 13)</p> <p>ULO 5: Explain the approaches used to combat infectious and noncommunicable diseases, assess the difficulties in addressing them (SLO 13)</p> <p>ULO 6: Analyze concepts of collective goods, sustainability, environmental issues; describe the changing role of the different actors in the climate change debate (SLO 13)</p>	
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*\* These descriptions and timelines are subject to change at the discretion of the instructor.*