

Recent Announcements



Discussion Sections this Week

(https://missouri.instructure.com/courses/19661/discussion_topics/423955)

Students, For those of you not sure, discussion sections are canceled for ...

(https://missouri.instructure.com/courses/19661/discussion_topics/423955)

Posted on:

Feb 1, 2019 at 11:10am

2019SP POL_SC 1400 Ba - International Relations

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Edit

POLI 1400: Introduction to International Relations

Spring 2019 Syllabus

Instructor: Heather Ba

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Office Hours: M 1-4 pm

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Teaching Assistant: Kate Perry

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Office Hours: M 12-3 pm; W 1-4 pm

Office: Professional Building 304

Textbooks:

World Politics, Friedan, Lake and Schultz 2019 (e-edition)

Other readings will be posted on Canvas

Also, please purchase a 6-month subscription to iClicker Reef mobile polling application:

Visit this link to purchase iClicker: <https://app.reef-education.com/#!/account/create>

Course Description & Objectives: This course is designed to introduce students to central issues in the field of International Relations. It is also designed to expand students' perspective on how their lives, as citizens in the most powerful country in the international system, affect and are affected by the lives of others around the world. The syllabus begins by introducing the concept of political order, and the central problem of international relations: creating political order between nation states. It then considers the various types of international order and how the international order evolves and changes. The majority of the syllabus focuses on the unique characteristics of the contemporary, liberal, American-led order, focusing first on the economic tenets of this order and then considering how the United States establishes and preserves international security since the end of WW-II. The syllabus concludes with a discussion of challenges to the contemporary international order.

At the end of this course, students should be able to think more analytically about social and political phenomena that occur in the international system. Students should have an expanded knowledge base of the historical developments that shaped the international system, an expanded vocabulary to describe the shape, structure, and evolution of the international system, and they should be able to apply contemporary theories that attempt to explain political and economic phenomena at the international system-level of analysis.

Course Technology: This course website is on Canvas. It will be used to post the syllabus, the e-book, required readings not found in the text book, and other course information and announcements in an easily accessible location. Please be sure to let me know as soon as possible if you have any issues logging into the website.

Email Etiquette: Please use email judiciously and professionally. First, ask yourself if your question is appropriate to ask over email. Can you find the answer on the course syllabus or website instead? Reserve email for questions of clarification; office hours are for help with substantive questions and to discuss grades. Please maintain reasonable expectations about response time; I try to respond to all emails within one business day. Do not expect a response over the weekend. Finally, be specific about the subject of the email in the mail subject heading and use proper spelling, grammar, and punctuation.

Office Hours: I am more than happy to discuss questions about lecture material, readings, and assignments with you outside of class. To use our time most efficiently, I recommend that you make an appointment, but this is not required. To make an appointment, please email me with both the question(s)/topic(s) you wish to discuss. If you have a class conflict during my office hours, please provide me with at least three alternate times you could meet.

Measurement of Progress: Your final grade will be computed from the following assessments:

A mid-term exam consisting mostly of multiple choice questions (40%)

A cumulative final exam consisting mostly of multiple choice questions (40%)

Section Participation: including attendance in your assigned section and participation in small group discussion. (10%)

Lecture Participation: including attendance, responsiveness via iclicker, and completion of the inquisitive quizzes (10%)

Grading Scale: For each grade you earn, I use a 100 point scale. Points earned will be weighted at the end of the semester according to the distribution outlined above. The final numerical grade will be converted to a letter grade according to the following scale.

A: 94+

A-: 90 - 94

B+: 87 - 90

B: 84 - 87

B-: 80 - 84

C+: 77 - 80

C: 74 - 77

C-: 70 - 74

D+: 67 - 70

D: 64 - 67

D-:60 - 64

F: < 60

Attendance, Electronics, & Discussion: Your attendance in class is important both to your ability to master the material as well as to improving the quality of class discussion. Research on learning continually shows a strong correlation between attendance and performance on exams and written assignments. You are given three unexcused absences. After this, each unexcused absence costs you a letter grade drop from the participation grade. This means that more than 3 absences will prevent you from getting an A for participation.

I DO NOT PERMIT LAPTOPS TO BE OPEN DURING LECTURE. However, when small group discussions are organized, the use of laptops is permitted in order to gain access to the assigned material. The reason for this is that there is statistical evidence to suggest that taking notes by hand facilitates knowledge retention (see me if you want the data).

This class will be a mixture of lectures (during the M-W large class meeting) and class discussion of material (in the smaller sections). Class discussion facilitates learning by requiring active participation in knowledge acquisition. Good discussion requires good preparation. Come to class having not only read the assigned material, but having taken synthesizing notes. In other words, come to class having thought a bit about the content and quality of the arguments made in assigned readings. Be sure to jot down questions you have about the readings themselves as well as broader points that the authors' arguments raise. This will help make discussion more productive and enjoyable. I will also try to circulate discussion questions ahead of time by email, via Moodle.

I know that a sizeable percentage of students are often intimidated by classroom discussion. From a teaching perspective, the ability to articulate an idea and to be confident in one's own analytic ability is an integral component of learning. To that end, I use a mixture of participatory activities to help build student confidence. While it is my responsibility as an instructor to provide an environment supportive of student participation, it is ultimately your responsibility to engage in class discussion. If speaking in class is particularly difficult for you, I encourage you to speak with me during office hours to develop strategies for increasing self-confidence. I also hope the circulating discussion questions ahead of time will help you to think and prepare for participation, thereby giving you more confidence about speaking in front of others.

While some students are fearful of group participation, others are quite eager to voice their opinion early and often. Just as articulating ideas is an important part of the classroom experience, listening to peers is vital to academic development. When we listen to other perspectives, we have a wider lens through which to evaluate theoretical claims. Accordingly, active participation requires listening intently to your peers' contributions as well as respectfully responding to their assertions both when you agree and when you disagree. This means giving others the chance to speak and giving their contributions thoughtful consideration. Of course, I expect that (and encourage!) discussion will generate disagreement. Even within the context of debate, it is never appropriate to personalize an argument. In other words, be respectful of your peers and their opinions.

Deadlines & Submission Procedures: There are no make-up exams unless you e-mail me at least 24 hours before the exam with a valid reason, or provide a doctor's note for the day you missed the exam. If you wake-up with the flu, and really cannot take the exam. Show up, show me your sick, and we can schedule a make-up.

Academic Honesty: For all course work, the Honor Code applies; the student's signature on her/his work confirms that the code rules were respected. Familiarize yourselves with the code (<https://oai.missouri.edu/about/academic-integrity/honor-pledge/>).

You also need to familiarize yourself with the concept and practice of plagiarism in order to make sure that you avoid it. Plagiarism is defined as deliberate or reckless representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work, whether graded or otherwise. Take the UNC library's tutorial (<http://www.lib.unc.edu/instruct/plagiarism/>) and ask me if you have any questions.

Developing & Improving Writing Skills: Good writing is hard, and because teaching good writing is time consuming, most of you probably have not received adequate feedback on your writing skills. There is only one written assignment for this course. Please visit the writing center if you need assistance.

Accessibility & Learning Disabilities: The University takes seriously its commitment to provide reasonable accommodations to promote learning among individuals with learning disabilities and physical handicaps. Please contact the Disability department to obtain more information about the services they provide (<https://disabilitycenter.missouri.edu/>). This resource provides information about university services as well as guidelines for communicating with instructors about learning disabilities.

Student Feedback: I take my job as an educator very seriously, and want this course to be informative as well as fun. If something isn't working for you, I want to know about it. Everyone has different learning styles, and while I try to incorporate different teaching techniques to accommodate many types of learners, I believe teachers can always improve through feedback of their students. The sooner you come to me with questions, confusion, or frustration, the sooner I can find new ways of making class time most productive.

Course Schedule: Please note that I reserve the right to make changes to the course schedule, including test dates (excluding the officially scheduled final exam), when unforeseen circumstances occur. These changes will be announced as early as possible so that students can adjust their schedules. The Links for supplemental materials can be found on Canvas.

Date	Unit	Class Reading	Section Reading
1/23/2019	Introduction		
1/28/2019	The Politics of International Order	Bull	Ikenberry
1/30/2019	Creating Order: Bargaining, Cooperation, and Coordination	FLS Ch. 2	
2/4/2019	The History of International Order	FLS CH. 1	Bussman & Oneal
2/6/2019	How does the International Order Change and Evolve?	Norloff	
The Economic Foundations of the Contemporary American Order			
2/11/2019	International Institutions - The UN & NATO	FLS CH. 5	Mandelbaum
2/13/2019	International Institutions --The Bretton Woods institutions	Burley	
2/18/2019	Economic Development - Models for growth	Oatley CH. 6	Huang
2/20/2019	Economic Development - The role of political institutions	Oatley CH. 7	
2/25/2019	Economic Globalization - Why countries trade	FLS CH. 7	
2/27/2019	Economic Globalization - Trends in trade; Effects of trade	"Our World In Data" Blog Posts on Trade	"Our World In Data" Blog Posts on Trade
3/4/2019	Economic Globalization - The mechanics of international finance	Oatley	
3/6/2019	Economic Globalization - Trends in international financial power	No additional Reading	Wincoff
3/11/2019	Economic Stability - Trends in financial crisis	Kindleberger	Ba
3/13/2019	Economic Stability - Explanations for financial crisis	Ba	
3/18/2019	Mid-Term Exam		


Preserving and Extending International Security in the Contemporary American

Order

3/20/2019	Trends in conflict	Goldstein 2012	No Section this week
3/25/2019	Spring Break		
3/27/2019	Spring Break		
4/1/2019	International Security -- Client State System	Sylvan & Majeski CH.1-2	Sylvan & Majeski CH. 5
4/3/2019	International Security -- Client State Maintenance (Foreign Aid)	Sylvan & Majeski CH. 4	
4/8/2019	International Security -- Dem Peace	FLS CH. 4	Sagan 2006
4/10/2019	International Security -- Nuclear Weapons	Waltz & Kahl 2012	
4/15/2019	International Security -- Rationalist Explanations	FLS CH. 3	Review the bargaining theory of war
4/17/2019	International Security -- Rationalist Explanations for Civil War	FLS CH. 6	
4/22/2019	International Security -- Civil War Greed and Greivance	Collier et al 2009	
Challenges to the Contemporary International Order			
4/24/2019	Challenges to Global Order -- Climate Change	FLS CH. 13	Bretthauer 2015
4/29/2019	Challenges to Global Order -- Terrorism	Mazaar	
5/1/2019	Challenges to Global Order -- Globalization, Immigration, and the Rise of the Extreme Right	The Atlantic Article	Bloomberg Article
5/6/2019	Challenges to Global Order -- Rise of China	Ikenberry 2008	Posen 2009;
5/8/2019	The Next Global Order	Ikenberry 2010	Kissinger 2012

Final Exam: Wednesday, May 15, 12:30-2:30 p.m.

Course Summary:

Date	Details
	 Inquisitive (https://missouri.instructure.com/courses/19661/assignments/419692)