
POLS 20303: INTERNATIONAL POLITICS

Instructor Name: Carly Potz-Nielsen

Semester/Year: Fall 2020

Number of Credits: 3 credits

Class Location: ONLINE

Class Meeting Day(s) & Time(s): LECTURE MWF 1:00 – 1:50

Synchronous sessions will take place during these times. The location of these sessions will be posted within the corresponding module on the course website.

Office Hours: Virtual office hours will be held via Zoom on Wednesdays, 3:00 – 5:00pm. A link to access the meeting will be posted each week. Office hours are open and held as a group call. If students prefer meeting individually, they can sign up for office hours (15 minute intervals) via a Google Calendar link posted each week with the Zoom address.

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Response Time: Emails will be answered within 24 hours during the week (Monday – Thursday) and within 48 hours on the weekend (Friday – Sunday).

Final Exam Date & Other Important Dates

FINAL EXAM DATE & OTHER IMPORTANT DATES

Final Exam The final examination will take place Wednesday, November 18th, 11:00am – 1:30pm. During this time, the final course debate will be held. STUDENTS SHOULD CONTACT THE PROFESSOR AT LEAST ONE WEEK IN ADVANCE FOR RESCHEDULING THE DEBATE.

Special class meetings Note that this class will meet on two Saturdays throughout the semester, September 26 and October 24.

COURSE DESCRIPTION

The field of International politics covers a wide-range of substantive topics, from nuclear war to intellectual property laws to pandemics to migration flows. The goal of this introductory course is to provide students with a process by which to make sense of all these disparate topics. International politics is defined by power and the search for security. We will examine three broad types of security, physical, economic, and human, using some of the field's most prominent perspectives. Students will learn identify and apply theories of international politics, analyze and debate different policy positions, and identify the dynamics within the interactions of groups, states, and international organizations.

LEARNING OUTCOMES

- **Major learning outcomes** Introduction to both the major actors and issues which comprise contemporary international politics. A major goal of the course is to familiarize students with non-western perspectives on international phenomena.
- **Course Learning Outcomes**
 1. Identify theories or perspectives in the wild
 2. Contextualize policy responses within different schools of thought
 3. Create an argument for or against a policy using logics of international statecraft
 4. Analyze policy outcomes within understandings of the international system

PREREQUISITES / PROGRAM OR MAJOR CONNECTIONS

Prerequisites This course has no prerequisites.

Program/Major connections This course can fill one of the general requirements for the BA and BS track in the political science major.

TCU Core Curriculum Connections Cultural Awareness, Global Awareness, Social Science-TCU CC

REQUIRED TEXTS / MATERIALS

There are no required textbooks for this course. All readings referenced in the schedule will be available through the course website.

NOTE: The course readings should be treated as additional material or supplements to the lecture. Especially in the first third of the course, each reading was selected to give you a different point of entry into the content. It is up to you how much or how often you use the readings. They should be your first point of reference should you find the material unclear or would like further information on a topic. While you will not be held responsible for their content, unless that content is covered in lecture, they will be helpful resources for the policy profile, and the debates.

ADDITIONAL / SUPPLEMENTARY RESOURCES

Students should consider subscribing to a major newspaper, a foreign policy journal, or an international politics blog. Below are some suggestions of where to start, but there are numerous services outside of the ones listed below.

US NEWS	WORLD NEWS	FOREIGN POLICY ANALYSIS BLOGS
NEW YORK TIMES	BBC	PROGRESS IN POLITICAL ECONOMY
WALL STREET JOURNAL	ASSOCIATED PRESS	POLITICAL VIOLENCE AT A GLANCE
DALLAS MORNING NEWS	REUTERS	DUCK OF MINERVA
WASHINGTON POST	UNITED PRESS INTERNATIONAL	MONKEY CAGE

For those on social media, specifically Twitter, considering following any of these sources for more frequent news. Several of these outlets also have free daily/weekly podcasts that you can listen to keep in touch.

TEACHING PHILOSOPHY

As a teacher, I enjoy sharing with students perspectives and tools to help them evaluate and interact with a world that is constantly bombarding them with differing facts and explanations. Within my courses, I provide the conceptual grounding for evaluating empirical patterns and the skills to effectively analyze and communicate conclusions. To meet this goal, I work to ensure that students understand that the course is an opportunity for them to learn, instead of another hoop they have to jump through to graduate. As students become more effective at communicating their arguments, perspectives, and conclusions they contribute to broader, more interesting understandings of political phenomena. In the first and last class of every course, I stress that students have a role in the creation and development of knowledge. By being thoughtful about how they share their expertise, they can impact the shape of the world around them.

INSTRUCTIONAL METHODS

Each week will contain two *minimal* points of course engagement.

Lecture Videos (asynchronous)

Lectures for the week will be recorded and uploaded to the course website. Lecture slides will also be available through the course website. Students should plan on viewing the lectures prior to the corresponding course time.

Objective: lectures provide the base knowledge on the content and its context within the course. They will be the primary means through which content is introduced and explained throughout the course.

Group Activities (synchronous Mondays, Wednesdays, Fridays 1-1:50 CST)

Group activity instructions will be posted in the corresponding module. There will be two types of activities: (a) individual answers questions outside of class to be then discussed during the synchronous session with the group or (b) class activity to take place during the synchronous session. Each type of activity will be marked with exact instructions and is designed to work through concepts introduced in the corresponding lecture.

Objective: Activities allow students to experience applying course concepts to real world examples in order to make concepts less abstract. Groups provide for the possible division of labor as well as a way to make connections within the class and to interact with other students' perspectives and understandings of the material. Group activities will also be used to help prepare students for debates. A successful student will complete the group activities and note where they connect with the course material.

Discussion Boards (asynchronous)

Students are required to engage on the course discussion boards, whether it is through a new post or by contributing to an existing conversation. A post can be sharing a new example of a policy, political stance, debate, study, or can be contributing to an existing post. This includes stories on social media, cable television, newspapers, and podcasts. Each post by the student should also include a brief summary and initial take on the piece. By the end of the semester, students should be contributing, on average, 1 time per week.

Objective: Discussion boards will be used to share and analyze contemporary developments in international politics and analysis. Their goal is to provide a place where students can question, interact with, and understand world events through the theories and approaches discussed in class.

Example of standard weekly work breakdown:

Monday	Tuesday	Wednesday	Thursday	Friday	Sunday
> sign onto synchronous session (1 – 1:50 CST)	> watch lecture video for Wednesday session > refer to course readings for any questions > review discussion board	> sign onto synchronous session (1 – 1:50 CST) Virtual office hours: 3-5pm	> watch lecture video for Friday session > review discussion board	> sign onto synchronous session (1 – 1:50 CST)	> watch lecture video for Monday session > finish and turn in reflection paper by 11:59pm

COURSE POLICIES AND REQUIREMENTS

ASSIGNMENTS

Participation (50pts)

Participation credit will be based on participation in group activities and group discussions during the synchronous sessions. Each group activity will have a set of questions or worksheet to be completed and submitted to the instructor. Participation in group discussions will be a combination of contributing to the discussion and submitting the completed worksheet for the discussion. These worksheets will be graded as completed/not completed.

Outcomes: (1) Identify actors and systems at play in international relations; (2) Contextualize policy responses within different schools of thought; (4) Analyze contemporary policy outcomes

Discussion Boards (100pts)

The discussion boards will be used to share and analyze contemporary developments in international politics and analysis. By the end of the semester, students should be averaging a post a week. A post can be sharing a new example of a policy, political stance, debate, study, or can be contributing to an existing post. Original posts can be examples of international politics taken from social media, stories on cable television, newspapers, and podcasts. Both original posts and those replying to an existing discussion must contribute a substantive thought to count for credit. More information on the exact format will be provided in each discussion board.

Location on course website: Discussion topics will be posted in the Discussions sections of the Activities tab.

Outcomes: (1) Identify actors and systems at play in international relations; (2) Contextualize policy responses within different schools of thought

Policy Debates (5 at 80 pts each)

There will be 5 policy debates throughout the course, one at the end of each module. Each debate will consist of 3 different statements pulled from the content of the preceding module. The statements will be available at the beginning of each module. However, students won't know which statement they are debating until a week before the debates begin. The class will be randomly divided into 6 groups, with each group then paired with another for the debate, and each pair of groups randomly assigned to a within the week to debate. Students will find out which side they will be arguing at the beginning of the period in which they are debating. Debates will be recorded and will end with a live question answer session. In addition, students not debating will give feedback and vote on which side was most convincing. The grade for the debates will then be comprised of the graded feedback (60pts) and each groups prep work (40pts). Each group will turn in their notes/prep work/research/etc. for the debate to be evaluated on a low pass/pass/high pass scale.

Location on course website: Debates will be marked in their own Debate Modules, which will contain the live links to the debates, the debate statements, group assignments, feedback forms, and submission links.

Outcomes: (2) Contextualize policy responses within different schools of thought; (3) Develop arguments around policies using logics of international statecraft; (4) Analyze contemporary policy outcomes

Reflection Papers (6 at 50 pts each)

Each week students will be able to submit a 1 page reflection paper over the course content. By the end of the semester, students should submit a total of 6 papers. Students can decide which weeks they choose to submit the reflection papers, but can only submit a maximum of one per week. The goal of the reflection papers is to provide a space for students to connect the course content with their lives. Students can use the reflection paper to express confusion, disagreement, interest, critiques, or support over any of the content. They will be due each week at Sunday at 11:59pm CST. The papers will be graded on a low pass/pass/high pass scale.

Location on course website: Submission links for each week will be available in the corresponding course module.

Outcomes: (1) Identify actors and systems at play in international relations; (2) Contextualize policy responses within different schools of thought; (3) Develop arguments around policies using logics of international statecraft; (4) Analyze contemporary policy outcomes

Foreign Policy Profile (150 pts)

For the foreign policy profile, students will select a current presidential candidate and profile their stated foreign policy stance. Students are not limited to the two leading candidates, but must select someone who is running for president. The profile will include the student identifying a perspective that the candidate fits into when it comes to their foreign policy decisions. Students will then illustrate at least three different specific foreign policies that support their argument that the candidate thinks about foreign politics in this way. This will be due on November 1st and should be no longer than 2 pages.

Location on course website: Resources and the submission link will be posted in the Foreign Policy Profile Module.

Outcomes:(2) Contextualize policy responses within different schools of thought; (4) Analyze contemporary policy outcomes

GRADING

FINAL GRADE ELEMENTS / GRADE BREAKDOWN:

Outcome(s)	Assignments, Exams/Quizzes, Presentations, etc.	Percentage	Points
1,2,3,4	Reflection Papers (6 at 50 points each)	30%	300
1,2,4	Participation	5%	50
1,2	Discussion Boards	10%	100
2,3,4	Policy Debates (5 at 80 points each)	40%	400
2,4	Foreign Policy Profile	15%	150

FINAL +/- GRADE SCALE:

Grade	Score	Grade	Score
A	94–100	C	74–76.99
A-	90–93.99	C-	70–73.99
B+	87–89.99	D+	67–69.99
B	84–86.99	D	64–66.99
B-	80–83.99	D-	60–63.99
C+	77–79.99	F	0–59.99

LATE WORK

There is a penalty of 5 points for each day an assignment is late. However, late penalties will be waived for if the student emails the instructor before the original time an assignment is due and organizes an alternative due date. It is the student's responsibility to keep track of outstanding assignments.

GRADING CONCERNS

Students should wait to ask questions about their grades until 24 hours has passed from when the assignment or exam was handed back. Disputes should be addressed one-on-one, outside of class, within two weeks of when the assignment or exam was handed back. Any disputes after that period need to be accompanied with a written memo of where and why the points should be earned.

PARTICIPATION / ENGAGEMENT (ATTENDANCE)

Successful students will regularly ask questions and engage with the course material. It should be noted that engaging with the course material is not equivalent to merely attending synchronous session. Students can participate by attending office hours, using the chat during lecture sessions, discussing material with the instructor, emailing questions about the class, or contributing to discussion boards on the course website.

CLASS NORMS & NETIQUETTE

All members of the class are expected to follow rules of common courtesy in all email messages, discussions, and chats. If I deem any of them to be inappropriate or offensive, I will forward the message to the Chair of the

department and appropriate action will be taken, not excluding expulsion from the course. The same rules apply online as they do in person. Be respectful of other students. Foul discourse will not be tolerated. Please take a moment and read the [basic information about netiquette](http://www.albion.com/netiquette/) (<http://www.albion.com/netiquette/>).

Participating in the virtual realm, including social media sites and shared-access sites sometimes used for educational collaborations, should be done with honor and integrity. Please [review TCU's guidelines on electronic communications](https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/) (email, text messages, social networks, etc.) from the Student Handbook. (<https://tcu.codes/policies/network-and-computing-policy/e-mail-electronic-communications-social-networks/>)

Course material is expected to remain within the course. This means that students should not record, screenshot, download, or edit course material for any use outside the course without the written permission of the instructor. Further, any material produced by other students, such as discussion posts, chat questions, group assignments, or research projects, should not be copied or edited for sharing without the students written permission.

TECHNOLOGY POLICIES

EMAIL

Only the official TCU student email address will be used for all course notification. It is your responsibility to check your TCU email on a regular basis. Students are expected to have read and understood any information contained within class emails 48hours after they are sent.

The professor will respond to all emails and chats within 24 hours during the week (Monday – Thursday) and within 48 hours during the weekend (Friday – Sunday). If a student does not receive a reply from the professor within these time frames, the student should

ZOOM

The primary means of hosting class and office hours will be via Zoom. Links to Zoom sessions will be clearly posted in the corresponding course module. Links for virtual office hours will be released each Wednesday morning.

RECORDING OF CLASS SESSIONS

There may be some live class sessions that are recorded for use by enrolled students, including those who are unable to attend live, throughout the semester. Students who participate with their camera engaged or utilize a profile image are consenting to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are consenting to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Further, if you anticipate that you will not consent to your video and/or audio participation being recorded, please contact the instructor immediately so the instructor may work with you to determine how to assess your class participation and assignments that may require collaboration during the class session.

COURSE MATERIALS

TCU students are prohibited from sharing any portion of course materials (including videos, PowerPoint slides, assignments, or notes) with others, including on social media, without written permission by the course instructor. Accessing, copying, transporting (to another person or location), modifying, or destroying programs, records, or data belonging to TCU or another user without authorization, whether such data is in transit or storage, is prohibited. The full policy can be found at: <https://security.tcu.edu/polproc/usage-policy/>.

Violating this policy is considered a violation of Section 3.2.15 of the Student Code of Conduct (this policy may be found in the Student Handbook at <https://tcu.codes/code/index/>), **and may also constitute Academic Misconduct or Disruptive Classroom Behavior** (these policies may be found in the undergraduate catalog at <https://tcu.smartcatalogiq.com/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). TCU encourages student debate and discourse; accordingly, TCU generally interprets and applies its policies, including the policies referenced above, consistent with the values of free expression and First Amendment principles.

ACADEMIC MISCONDUCT

Academic Misconduct (Sec. 3.4 from the [TCU Code of Student Conduct](#)): Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the [Undergraduate Catalog](#) and the [Graduate Catalog](#). Specific examples include, but are not limited to:

- **Cheating:** Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- **Plagiarism:** The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- **Collusion:** The unauthorized collaboration with another in preparing work offered for credit.
- **Abuse of resource materials:** Mutilating, destroying, concealing, or stealing such material.
- **Computer misuse:** Unauthorized or illegal use of computer software or hardware through the TCU Computer Center or through any programs, terminals, or freestanding computers owned, leased or operated by TCU or any of its academic units for the purpose of affecting the academic standing of a student.
- **Fabrication and falsification:** Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- **Multiple submission:** The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.
- **Complicity in academic misconduct:** Helping another to commit an act of academic misconduct.
- **Bearing false witness:** Knowingly and falsely accusing another student of academic misconduct.

TCU ONLINE: OUR LEARNING MANAGEMENT SYSTEM

GETTING STARTED WITH TCU ONLINE

Technical Requirements: Check your computer is ready by looking at the [specifications list](https://community.brightspace.com/s/article/Brightspace-Platform-Requirements). (<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>)

Log In: (using your TCU Network Credentials)

1. Access via my.tcu.edu > Student Quick Links > TCU Online
2. Login at the following [website](http://d2l.tcu.edu) (<http://d2l.tcu.edu>) my.tcu.edu

*For information about logging into TCU Online, view these [instructions](http://tcuonline.tcu.edu/kb/how-do-i-log-in/). (<http://tcuonline.tcu.edu/kb/how-do-i-log-in/>).

Student Orientation Tutorial for TCU Online: If you have not yet taken the TCU Online Student Orientation Tutorial, please do so now. To access it, click on the Orientations semester OR view all courses in your My Courses widget visible upon logging in to TCU Online. Click on the "Student Orientation Tutorial" to enter the orientation course. Follow the instructions in the course. You can return to this tutorial at any time.

HOW THIS COURSE WILL USE TCU ONLINE

THE COURSE WEBSITE WILL BE THE PRIMARY POINT OF INTERACTION FOR THIS COURSE. LECTURES, LECTURE NOTES, AND GROUP ASSIGNMENTS FOR EACH CLASS WILL BE POSTED UNDER THE CONTENT TAB. GRADES AND FEEDBACK FOR ASSIGNMENTS, EXAMS, ACTIVITIES, AND THE FINAL PROJECT WILL BE POSTED UNDER THE ASSESSMENT TAB. ASSIGNMENTS, DISCUSSIONS, AND QUIZZES ARE POSTED UNDER THE ACTIVITIES TAB AND SHOULD BE SUBMITTED THROUGH THE WEBSITE. STUDENTS SHOULD MAKE USE OF THE COURSE CALENDAR TO KEEP UP WITH DUE DATES AND SYNCHRONOUS SESSIONS.

GETTING HELP WITH TCU ONLINE

If you experience any technical problems while using TCU Online, please do not hesitate to contact the TCU Online (D2L) Help Desk. They can be reached by phone or chat 24 hours a day, 7 days a week, 365 days a year.

Phone: 1-877-325-7778

Chat: Chat is available within TCU Online in the Help menu on the navigation bar.

IF YOU ARE WORKING WITH THE HELP DESK TO RESOLVE A TECHNICAL ISSUE, MAKE SURE TO KEEP ME UPDATED ON THE TROUBLESHOOTING PROGRESS.

If you have a course-related issue (course content, assignment troubles, quiz difficulties) please contact me.

PERSONAL SETTINGS & NOTIFICATIONS FOR TCU ONLINE

As a student, you should set up your account settings, profile, and notifications. To do this you will login to TCU Online and select your name on the top right of the screen. In the Profile area, you can upload a photo of yourself and add personal information. In the Notifications area, you can add your phone number to receive text messages when grades are given as well as reminder texts for upcoming assignments and quizzes.

STUDENT SUCCESS TOOLS FOR TCU ONLINE

PULSE

Pulse is a phone app which gives you access to the course calendar, assignments, grades, and announcements. This app provides a graph that can help you manage your time. Based on the number of assignments and events on the course calendar for your classes, the graph will display busy times for class work in the upcoming week. You can use this app to manage your daily workload, and it includes the ability to view and access course materials offline. You can download Pulse from the Google Play or Apple Store. You can learn more and download Pulse here: <https://www.d2l.com/products/pulse/>.

READSPEAKER

[ReadSpeaker](#) includes a number of tools that can enhance your understanding and comprehension of course materials. ReadSpeaker can create an audio version of content that you can listen to while on a page within a course or that you can download to listen offline. ReadSpeaker can also read Microsoft Office files and PDFs. There are additional tools and features to assist you with reading and focusing in TCU Online, tools that provide support for writing and proofing text, and tools that can read non-TCU Online content aloud. You can learn more about how to use ReadSpeaker tools here: <https://tcuonline.tcu.edu/how-to-hub/instructor-how-to-hub-for-tcu-online/integrations-and-mobile/readspeaker/>

SUPPORT FOR TCU STUDENTS

CAMPUS LIFE AND THE STUDENT EXPERIENCE WILL BE DIFFERENT THIS YEAR

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. TCU has implemented public health interventions, which includes following local and state public health orders and CDC guidelines. These health interventions may impact your experience as a student both inside and outside the classroom. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

HEALTH AND WELLNESS

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926. Campus Life will inform your professors that you are unable to attend class, and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell, but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

If you do not feel well enough to attend class in person, but feel well enough to attend class remotely, please notify your instructor as soon as possible before the class begins to arrange attendance via video conferencing.

FACE COVERINGS AND PHYSICAL DISTANCING

Face coverings are required on campus, unless you are alone in your private office or dorm room. Students will be expected to practice physical distancing and wear protective face coverings at all times while in public spaces on the TCU campus. Failing to do so in the classroom could result in the student being asked to leave the room and continue the class through remote access. Additionally, the instructor has the option to terminate the class period and continue it as a remote session if students do not wear required masks or practice physical distancing.

STUDENT ACCESS AND ACCOMMODATION

Texas Christian University affords students with disabilities reasonable accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. To be eligible for disability-related academic accommodations, students are required to register with the TCU Office of Student Access and Accommodation and have their requested accommodations evaluated. Students are required to provide instructors an official TCU notification of accommodation approved through Student Access and Accommodation. More information on how to apply for accommodations can be found at <https://www.tcu.edu/access-accommodation/> or by calling Student Access and Accommodation at (817) 257-6567. Accommodations are not retroactive and require advance notice to implement.

Campus Offices

- Alcohol & Drug Education Center (817-257-7100, Samuelson Hall basement)
- Brown-Lupton Health Center (817-257-7938 or 817-257-7940)
- Campus Life (817-257-7926, Sadler Hall 2006)
- Center for Academic Services (817-257-7486, Sadler Hall 1022)
- Center for Digital Expression (CDEx) (cdex@tcu.edu, Scharbauer 2003)
- Counseling & Mental Health Center (817-257-7863, Samuelson Hall basement)
- Mary Couts Burnett Library (817-257-7117)
- Office of Religious & Spiritual Life (817-257-7830, Jarvis Hall 1st floor)
- Student Development Services (817-257-7855, BLUU 2003)
- Center for Writing (817-257-7221, Reed Hall 419)
- Transfer Student Center (817-257-7855, BLUU 2003)
- Veterans Services (817-257-5557, Jarvis Hall 219)

ANTI-DISCRIMINATION AND TITLE IX INFORMATION

STATEMENT ON TCU'S DISCRIMINATION POLICY

TCU prohibits discrimination and harassment based on age, race, color, religion, sex, sexual orientation, gender, gender identity, gender expression, national origin, ethnic origin, disability, predisposing genetic information,

covered veteran status, and any other basis protected by law, except as permitted by law. TCU also prohibits unlawful sexual and gender-based harassment and violence, sexual assault, incest, statutory rape, sexual exploitation, intimate partner violence, bullying, stalking, and retaliation. We understand that discrimination, harassment, and sexual violence can undermine students' academic success and we encourage students who have experienced any of these issues to talk to someone about their experience, so they can get the support they need.

- [Review TCU's Policy on Prohibited Discrimination, Harassment and Related Conduct or to file a complaint:](https://titleix.tcu.edu/title-ix/)
- [Learn about the Campus Community Response Team and Report a Bias Incident:](https://titleix.tcu.edu/campus-community-response-team/)

STATEMENT ON TITLE IX AT TCU

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. However, I have a mandatory reporting responsibility under TCU policy and federal law and I am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with TCU's Title IX Coordinator. Students can receive confidential support and academic advocacy by contacting [TCU's Confidential Advocate in the Campus Advocacy, Resources & Education office](https://care.tcu.edu/) at <https://care.tcu.edu/> or by calling (817) 257-5225 or the [Counseling & Mental Health Center](https://counseling.tcu.edu/) at <https://counseling.tcu.edu/> or by calling (817) 257-7863. [Alleged violations can be reported to the Title IX Office](https://titleix.tcu.edu/student-toolkit/) at <https://titleix.tcu.edu/student-toolkit/> or by calling (817) 257-8228. Should you wish to make a confidential report, the Title IX Office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee confidentiality. Reports to law enforcement can be made to the Fort Worth Police Department at 911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

OBLIGATIONS TO REPORT CONDUCT RAISING TITLE IX OR VAWA ISSUES

Mandatory Reporters: All TCU employees, except Confidential Resources, are considered Mandatory Reporters for purposes of their obligations to report, to the Coordinator, conduct that raises Title IX and/or VAWA (Violence Against Women Act) issues.

Mandatory Reporters are required to immediately report to the Coordinator information about conduct that raises Title IX and/or VAWA issues, including any reports, complaints or allegations of sexual harassment, discrimination and those forms of prohibited conduct that relate to nonconsensual sexual intercourse or contact, sexual exploitation, intimate partner violence, stalking and retaliation involving any member of the TCU community, except as otherwise provided within the [Policy on Prohibited Discrimination, Harassment and Related Conduct](#).

Mandatory Reporters may receive this information in a number of ways. For example, a complainant may report the information directly to a Mandatory Reporter, a witness or third-party may provide information to a Mandatory Reporter, or a Mandatory Reporter may personally witness such conduct. A Mandatory Reporter's obligation to report such information to the Coordinator does not depend on how he/she received the information. Mandatory Reporters must provide all known information about conduct that raises Title IX or VAWA issues to the Coordinator, including the identities of the parties, the date, time and location, and any other

details. Failure of a Mandatory Reporters to provide such information to the Coordinator in a timely manner may subject the employee to appropriate discipline, including removal from a position or termination of employment. Mandatory Reporters cannot promise to refrain from forwarding the information to the Coordinator if it raises Title IX or VAWA issues or withhold information about such conduct from the Coordinator. Mandatory Reporters may provide support and assistance to a complainant, witness, or respondent, but they should not conduct any investigation or notify the respondent unless requested to do so by the Coordinator.

Mandatory Reporters are not required to report information disclosed (1) at public awareness events (e.g., “Take Back the Night,” candlelight vigils, protests, “survivor speak-outs,” or other public forums in which students may disclose such information (collectively, public awareness events); or (2) during an individual’s participation as a subject in an Institutional Review Board approved human subjects research protocol (IRB Research). TCU may provide information about Title IX rights and available resources and support at public awareness events, however, and Institutional Review Boards may, in appropriate cases, require researchers to provide such information to all subjects of IRB Research.

911 for an emergency and (817) 335-4222 for non-emergency or TCU Police at (817) 257-7777.

Statement of Disability Services at TCU

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the [Coordinator of Student Disabilities Services in the Center for Academic Services](#) located in Sadler Hall, room 1010 or http://www.acs.tcu.edu/disability_services.asp.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations.

Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator. [Guidelines for documentation](#) may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

EMERGENCY RESPONSE INFORMATION

Please review [TCU’s L.E.S.S. is More public safety video](#) to learn about Lockdown, Evacuate, and Seek Shelter procedures. (<https://publicsafety.tcu.edu/less-is-more/>)

[TCU’s Public Safety website](#) provides maps that show our building’s rally point for evacuation and the seek shelter location. (<https://publicsafety.tcu.edu/>)

In the event of an emergency, call the TCU Police Department at **817-257-7777**.

Download the [Frogshield Campus Safety App](#) on your phone. (<https://police.tcu.edu/frogshield/>)

COURSE SCHEDULE

This calendar represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes will be clearly communicated.

Date and Topic	Preparation / Reading Assignment (All material is located in the corresponding module on the course site.)
Module 1: Making sense of international politics	
8/17 Course Plan and Players in International Politics	<p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Erik Ringmar “The Making of the Modern World” (2) Jessica T. Mathews, “Power Shift” (3) Carmen Gebhard “One World, Many Actors: Levels of Analysis in International Relations” <p>Advanced: Stephen D. Krasner, “Sovereignty: The State is Alive and Well,” Lake, David A. “The State and International Relations”*</p>
8/19 Setting the game: International System	<p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) J. David Singer, “The Level-of-Analysis Problem in International Relations,” World Politics, Vol. 14, No. 1 (1961), pp. 77-92; (2) Kjell Goldman “Notes on the Power Structure of the International System” (3) Alexander Wendt “The Agent-Structure Problem in International Relations Theory” <p>Advanced: Bell, David A. “Donald Trump is Making the Great Man Theory of History Great Again.” Walter Carlsnaes. “The Agency-Structure Problem in Foreign Policy Analysis”</p>
8.21 Schools of Thought	<p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Alex Prichard “The ‘Isms’ Are Evil. All Hail the ‘Isms’! A Reflection on IR Theory” (2) Dana Gold and Stephen Mcglinchey “International Relations Theory” (3) Joseph Leggold “Is Anyone Listening? International Relations Theory and the Problem of Policy Relevance”
8/24 Realism and Neo Realism	<p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Sandrina Antunes and Isabel Camisã “Introducing Realism in International Relations Theory” (2) Pashakhanlou, Arash Heydarian. “Comparing and Contrasting Classical Realism and Neorealism” (3) Mearsheimer: “Anarchy and the Struggle for Power” 29- 54 <p>Advance: Kegley and Blanton, Section 2-2*</p>
8/26 Liberalism and Neo Liberalism	<p>Preparation / Reading Assignment</p> <ul style="list-style-type: none"> (1) Jeffrey W. Meiser “Introducing Liberalism in International Relations Theory” (2) Robert Jervis. “Realism, Neoliberalism, and Cooperation: Understanding the Debate” (3) Arthur Stein “Neoliberal Institutionalism”*

	Advance: Kegley and Blanton, Section 2-3* Baldwin: "Neorealism, Neoliberalism, and World Politics"
8/28 Constructivism	Preparation / Reading Assignment (1) Sarina Theys "Introducing Constructivism in International Relations Theory" (2) Alexander Wendt, "Anarchy is What States Make of It," <i>International Organization</i> 46 (1992), pp. 391-425. (3) Charlotte Epstien "The Postcolonial Perspective: Why We Need to Decolonize Norms"
8/31 Marxism	Preparation / Reading Assignment (1) Maïa PAL, "Introducing Marxism in International Relations Theory" (2) Lamborn & Leppgold, <i>World Politics</i> , pp. 40-45. (3) Regina Buecker "Karl Marx's Conception of International Relations" Advanced: The Economist "Rulers of the world: read Karl Marx!" Stuart Jeffries "Why Marxism is on the rise again"
9/2 Critical Theory	Preparation / Reading Assignment (1) Marcos Farias Ferreira "Introducing Critical Theory in International Relations" (2) Devetak, Richard. "Critical Theory" (3) Bieler & Morton. "A critical theory route to hegemony, world order and historical change: neo-Gramscian perspectives in International Relations" (pages 87-99) Advanced: White & Renegger. "Introduction: Still critical after all these years? The past, present and future of Critical Theory in International Relations"
9/4 Feminism	Preparation / Reading Assignment (1) Sarah Smith "Introducing Feminism in International Relations Theory" (2) Cynthia Enloe, "Gender Makes the World Go Round: Where are the Women" (3) Melanie Richter-Montpetit. "Everything You Always Wanted to Know about Sex (in IR) But were Afraid to Ask: The 'Queer Turn' in International Relations" Advance: Penny Griffin "Sexing the Economy in a Neo-Liberal World Order: Neo-Liberal Discourse and the (Re)Production of Heteronormative Heterosexuality"
9/7 Post-Colonialism	Preparation / Reading Assignment (1) Sheila Nair "Introducing Postcolonialism in International Relations Theory" (2) Benabdallah et al. "Global South Perspectives on International Relations Theory" (3) Tarak Barkawi and Mark Laffey, "The Postcolonial Moment in Security Studies", <i>Review of International Studies</i>
9/9	Debate 1
9/11	Debate 1
9/14	Debate 1
Module 2: Physical Security	
9/16 War	Preparation / Reading Assignment (1) Robert Art "To What Ends Military Power?" (2) Giacomo Chiozza and Hein Goemans "Why and When do leaders fight?" (3) Thomas Schelling "Arms and Influence, Diplomacy of Violence"

	Advance: Sjoberg, "Gender Lenses look at War," Gendering International Conflict Fearon, James D. "Rationalist Explanations for War,"
9/18 Nuclear Weapons	Preparation / Reading Assignment (1) Nuno P. Monteiro and Alexandre Debs, "The Strategic Logic of Nuclear Proliferation," (2) Nina Tannenwald, "The Great Unraveling: The Future of the Nuclear Normative Order." (3) Elbridge Colby "If you want peace, prepare for nuclear war"
9/21 Civil War	Preparation / Reading Assignment (1) James Fearon and David Laitin "Ethnicity, Insurgency, and Civil War" (2) David Mason "International Relations Theory and How Civil Wars End" (3) Lise Howard, Lise and Alexandra Stark "How Civil Wars End: The International System, Norms, and the Role of External Actors"
9/23 Political Violence and Terrorism	Preparation / Reading Assignment (1) Katherine E. Brown "Transnational Terrorism" (2) Erica Chenoweth and Maria Stephan, Maria. "Why Civil Resistance Works" (pages 6-10, 32-39) (3) Andrew Kydd and Barbara Walter "The Strategies of Terroism" Advanced: Bardall et al. "How is Political Violence Gendered? Disentangling Motives, Forms, and Impacts"
9/25 Cyber-security	Preparation / Reading Assignment (1) P J Blount "Cyberspace and the Problem of New Spaces" (2) Finnemore, Martha, and Hollis, Duncan. 2016. "Constructing Norms for Global Cybersecurity." (3) Joseph Nye Jr., "Deterrence and Dissuasion in Cyberspace"
9/26 SATURDAY CLASS Reviewing Assumptions	Preparation / Reading Assignment TBD
9/28	Debate 2
9/30	Debate 2
10/2	Debate 2
Module 3: Economic Security	
10/5 Globalization and International Economy	Preparation / Reading Assignment (1) Arvanitakis and Hornsby "Global Poverty and Wealth" (2) Anne Tickner "The Gendered Frontiers of Globalization," (3) Michael Spence "The Impact of Globalization on Income and Employment."
10/7 International Development	Preparation / Reading Assignment (1) Ken Silverstein, "Shopping for Sweat: The human cost of a two-dollar T-shirt," (2) Jagdish Bhagwati, "Banned Aid: Why international assistance does not alleviate poverty," <i>Foreign Affairs</i> (Jan-Feb 2010). (3) Peter D Sutherland, Peter D. "Transforming Nations: How the WTO Boosts Economies and Opens Societies."

10/9 International Trade	Preparation / Reading Assignment (1) Oatley, 45-53, 74-75* (2) John Cassidy, "Winners and Losers: The truth about free trade," (3) Mayda and Rodrik "Why are some people (and countries) more protectionist than others?"
10/12 International Financial System	Preparation / Reading Assignment (1) Oatley, 255-257, 202-121* (2) Nathan Jensen, "Political Risk, Democratic Institutions, and Foreign Direct Investment" (3) Ilias Alami "Class Matters: Global Capital Mobility and State Power in Emerging Economies"
10/14 Currencies and Economic Statecraft	Preparation / Reading Assignment (1) Jeffrey A. Frieden, "Globalization and Exchange Rate Polic" (2) Tilford and Kundnani "It Is Time to Abandon Dollar Hegemony" (3) "The Mundell-Fleming trilemma- Two out of three ain't bad" The Economist
10/16 Intellectual Property	Preparation / Reading Assignment (1) Annabelle Lever "Intellectual Property Rights: A Political Theory Perspective" (2) David S. Evans "Who Owns Ideas? The War over Global Intellectual Property" (3) Doron S Ben-Atlar "Knowledge as Property in the International State System" Advanced: Dassler et al "Interactions between hard and soft power: The institutional adaptation of international intellectual property protection to global power shifts" Campi et al "Intellectual property rights, trade agreements, and international trade"
10/19	Debate 3
10/21	Debate 3
10/23	Debate 3
Module 4: Human Security	
10/24 SATURDAY CLASS Interdependence and Peace	Preparation / Reading Assignment (1) Erik Gartzke "Capitalist Peace" (2) Derek Braddon "The role of economic interdependence in the origins and resolution of conflict" (3) Keohane and Nye "Power and Interdependence in the Information Age" Advanced: Robert Keohane "International Institutions: Can Interdependence Work?"
10/26 environment Paris Accords	Preparation / Reading Assignment (1) Mizan R Khan "Climate Change, Adaptation and International Relations Theory" (2) Elinor Ostrom, "Institutions and the Environment" (3) Busby, Joshua. "Warming World: Why Climate Change Matters More than Anything Else." Advanced: Garrett Hardin, "Tragedy of the Commons" Robert O. Keohane and David G. Victor, "The Regime Complex for

	Climate Change,”
10/28 health Corona Pandemic	<p>Preparation / Reading Assignment</p> <p>(1) David Fidler “The Globalization of Public Health: Emerging Infectious Diseases and International Relations”</p> <p>(2) Sridhar and Woods “Trojan Multilateralism: Global Cooperation in Health”</p> <p>(3) Sara Davies “ What contribution can International Relations make to the evolving global health agenda?”</p> <p>Advanced: Seth A Johnston “The Pandemic and the Limits of Realism” Richard Parker “The Global HIV/AIDS Pandemic, Structural Inequalities, and the Politics of International Health”</p>
10/30 Human Rights	<p>Preparation / Reading Assignment</p> <p>(1) Alex J Bellamy “Protecting People”</p> <p>(2) Jack Donnelly, “Human Rights and Cultural Relativism, from Universal Human Rights in Theory and Practice,”</p> <p>(3) Evans, Gareth, and Mohamed Sahnoun. “The Responsibility to Protect.”</p> <p>Advanced: Emilie M. Hafner-Burton and Kiyotery Tsutsui, “Justice Lost! The Failure of International Human Rights Law to Matter Where Needed Most,”</p>
11/2 Peacekeeping and Intervention	<p>Preparation / Reading Assignment</p> <p>(1) Benjamin A. Valentino, “The True Costs of Humanitarian Intervention,” <i>Foreign Affairs</i> (Nov./Dec. 2011), pp. 60-73.</p> <p>(2) Betts “Delusion of Impartial Intervention”</p> <p>(3) Severine Autesserre “International Peacebuilding and Local Success: Assumptions and Effectiveness”</p>
11/4 Migration	<p>Preparation / Reading Assignment</p> <p>(1) Marianna Karakoulakiet al. “Introducing Critical Perspectives on Migration”</p> <p>(2) Phil Cole “Who is a Refugee?”</p> <p>(3) Phil Cole “Who is Not a Refugee?”</p>
11/6	Debate 4
11/9	Debate 4
11/11	Debate 4
Module 5: Looking Forward	
11/13 Looking forward: State of US Foreign Policy Post-Election	<p>Preparation / Reading Assignment</p> <p>TBD</p>
11/16 Looking Forward: Great Power in International Relations	<p>Preparation / Reading Assignment</p>
Final Debate 11/18, 11-1:30	

STUDENT PERCEPTION OF TEACHING (SPOT)

Towards the end of the term you will receive an email asking to complete your SPOT for this course. I appreciate your thoughtful and reflective feedback to help make this course successful for future students. You can fill out the SPOT by clicking on the link in the email or in TCU Online when SPOTs open. The SPOT is the formal survey for this course and is used to make adjustments for future semesters.

In addition, there will be two informal midterm course surveys, administered by the instructor to gather information regarding the pacing, procedures, material, and workload of the course. Feedback on these surveys will be used to adapt the course within the current semester.

TCU MISSION STATEMENT

To educate individuals to think and act as ethical leaders and responsible citizens in the global community.