

Course Number        POLS 3400  
Section                02 INTL  
Course Title         International Relations  
Meeting Time         Monday, Wednesday, Friday 1-1:50 PM  
Meeting Location     A 1300  
Term and Year         Spring 2016  
Professor             Dr. Dovile Budryte  
Office                 C 1225  
Email:                 dbudryte@ggc.edu  
Cell Phone:           678.478.5275

#### **REQUIRED TEXTS**

Joshua S. Goldstein and Jon C. Pevehouse (2013). *International Relations* (10<sup>th</sup> edition), ISBN 9780205971367.

#### **SUPPLEMENTAL TEXTS**

As assigned by the instructor on the syllabus and in weekly email messages.

#### **PREREQUISITES**

POLS 1101 and ENGL 1102 with “C” or better or permission of the instructor.

#### **COURSE DESCRIPTION**

This course is an examination of the concepts and theories of international relations.

#### **YOUR PROFESSOR**

Dr. Dovile Budryte has been teaching college classes full time since 2000. She has served GGC since 2007. During her academic career, Dr. Budryte has published three books and fifty other scholarly publications that include journal articles, encyclopedia entries, book reviews and book chapters on various political issues, including minority rights and international organizations. Her most recent book is *Memory and Trauma in International Relations: Theories, Cases and Debates* (with Erica Resende), Routledge, 2014. Dr. Budryte won the University System of Georgia Regents’ Teaching Excellence Award for AY 2014/15.

## **Institutional and Course Policies and Procedures**

#### **AMERICANS WITH DISABILITIES ACT STATEMENT**

Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the Center for Disability Services.

#### **ACADEMIC INTEGRITY**

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to

take responsible action when there is reason to suspect dishonesty on the part of others. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalogue.

Academic dishonesty carries severe penalties ranging from a grade of “0” on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty as outlined in the Student Handbook.

### **SCHOOL OF LIBERAL ARTS MISSION**

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student’s learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

### **ACADEMIC RESPECT**

Students are expected to abide by class policies and procedures and to treat faculty and other students in a professional, respectful manner. Students are expected to be familiar with the student conduct code published in the Student Handbook.

### **ATTENDANCE POLICY**

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student’s absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final.

Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences. Individual instructors may establish additional attendance requirements appropriate to their course’s context, e.g., lab attendance.

A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

### **COURSE PROCEDURES TO BE FOLLOWED**

- 1) Attendance and participation are essential for success in this class. If you need to leave class early or plan to arrive late, please inform me before class. Please avoid leaving class in the middle of the session. **PLEASE NOTE: THE PARTICIPATION GRADE WILL BE AFFECTED BY MISSED CLASS TIME** (unless the absence is excused).
- 2) It is crucial that an atmosphere of respect prevails and that we support each other as we tackle challenging ideas. Excellent participation is respectful and thoughtful participation.

- 3) Please bring your textbook to class; this will help to complete in class assignments. It is highly recommended to bring notes on the assigned readings and electronic copies of the readings to class as well.
- 4) Additional assignments, readings and video material will be added on a regular basis. Please check the Brightspace (D2L) and ggc.edu e-mail regularly. I will send reminders every week (usually on Sunday) about the forthcoming assignments for the upcoming week. **THERE IS AN EXPECTATION TO FOLLOW THE MAIN INTERNATIONAL NEWS.**
- 5) Please minimize unnecessary disruptions in class. Please turn off your cell phones and other devices when class is in session.
- 6) Please feel free to ask questions about the assignments before the due date.
- 7) You may request extensions for the assignments by sending an email message to me at least 24 hours before the assignment is due. Late penalties may be applied.
- 8) If you experience trouble with online assignments, including quizzes, please take a screen shot immediately if you would like to make up the assignment. Please consider contacting GGC Help Desk at helpdesk@ggc.edu or call 678 407 5611 for technical help.
- 9) Help with writing is available from the Academic Enhancement Center located in B 2400, 678 407 5191.
- 10) Please allow a reasonable amount of time for grading essays and papers, which is at least ten to fifteen working days.
- 11) There will be no make-up assignments unless there is a serious emergency. Make-up in-class assignments (including quizzes and tests) will be scheduled (in very rare cases) only for students directly involved in documented emergencies.
- 12) All writing assignments must be spell checked and edited. If you use additional sources, then a "Works Cited" page is required. Do not use Wikipedia as a main source.

Use APSA (based on the Chicago Manual of Style) for documenting sources. The following link is to the APSA website which includes a copy of this manual from 2006:

<http://www.apsanet.org/media/PDFs/Publications/APSASyleManual2006.pdf>

### **COURSE CHANGES**

The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, etc., to accommodate the needs of the class as a whole and fulfill the goals of the course.

## **IMPORTANT DATES**

Drop/add ends: January 17  
MLK holiday (no class): January 18  
Midterm exam: February 17  
Midterm grades due: February 29  
Withdrawal deadline with a "W": March 3  
March 2: 1<sup>st</sup> draft of policy brief is due  
Spring Break: March 7-13  
March 22: Assessment day  
April 29: Policy brief is due (the final draft)  
May 2: last class  
Final exams: May 4-10

## **Grading and Course Curriculum**

1. Two in-class tests: 30%

Midterm Exam: 150 points, or 15%

Final Exam (comprehensive): 150 points, or 15%

2. 10 weekly online quizzes: 100 points, or 10%
3. Group project: 100 points, or 10%
4. Policy brief: 200 points, or 20%
5. Participation, attendance, task completion: 300 points, or 30%

A: 90% – 100% (Excellent)

B: 80% – 89% (Good)

C: 70% – 79% (Fair)

D: 60% – 69% (Poor)

F: below 60% (Failure)

## **ASSESSMENT GUIDELINES**

1. Two Exams (300 points, 30 % of the grade)

The exams will include multiple choice, true/false and essay questions testing your knowledge of the material presented in class and the assigned readings. The final exam will be comprehensive.

## 2. Ten Online Quizzes (100 points, 10 % of the grade)

Multiple choice and true/false quizzes will be posted on Brightspace/D2L (due before class on Fridays). The quizzes will be available after classes on Wednesdays, unless noted differently in the weekly email communication.

## 3. Group Project: 100 points, or 10%

During this semester, you are asked to follow the current political and economic developments in a geographical area of your choice. In this group project, you will be asked to work with several other individuals to analyze the same transnational issue and its manifestations in different geographical regions.

You will be asked to put together a professional presentation (approximately 25 minutes long) outlining the issue and its manifestation in different geographical areas and an explanation of how this issue has affected the international order. Your grade for this project will by and large depend on your individual contributions to the project. You will be asked to submit a description of your contributions and an individual contract, which will have to be prepared in consultation with the other group members.

Additional instructions and a copy of the contract will be posted online. The following BBC article called "How to Avoid 'Death by Powerpoint'" gives useful suggestions on what constitutes a successful presentation:

<http://www.bbc.com/news/technology-35038429>

## 4. Policy Brief: 200 points, or 20%

A policy brief is an instrument used to communicate complex decisions into a simple format that can be understood by policymakers. Using the textbook and the material discussed in class as a guide, identify an important issue in International Relations that you think needs attention from decision makers. Then conduct background research on the development issue and its impact and draft a document for an international organization or an appropriate policy maker located in a country **(OTHER THAN THE USA)** affected by this issue. The document should incorporate evidence based recommendations on how to solve the issue and **SHOULD IDENTIFY SPECIFIC AGENCY OR A GOVERNMENT INSTITUTION WHICH COULD ADDRESS THIS ISSUE.**

Your policy brief should include:

- a) The audience: Who are the recipient(s) of the brief? You will need to determine this yourself based on the issue explored in the brief. Make sure to identify a specific agency and/or international organization;
- b) Executive summary outlining policy recommendation(s);
- c) Situation brief (background information about the issue);

- d) Policy discussion outlining several options on how to address the issue and providing reason(s) why your policy recommendation is better than the others;
- e) Evidence of intercultural competence (that is, familiarity with the culture of the country or several countries affected by this issue).

Sample briefs are available from the following Woodrow Wilson Center website:

<http://www.wilsoncenter.org/policy-briefs>

This website includes policy briefs on international issues that are deemed critical for the USA. Your policy brief should identify a specific recipient.

Length: 5-6 pages, double spaced, approximately 1,200 words. Rubrics 1 and 2 will be used to evaluate this writing assignment. These rubrics are posted on Brightspace (D2L).

Some students may be asked to present their policy briefs to class. If I do not receive the first draft of the brief, I will reduce the final grade for the brief by 10%. **THE POLICY BRIEF SHOULD ADDRESS AN ISSUE WHICH IS DIFFERENT THAN THE ONE ADDRESSED BY THE GROUP PROJECT.**

5.Participation, attendance, task completion: 300 points, or 30%

Students are expected to do the assigned readings and follow the current events. Some readings are going to be distributed via email. Unannounced assignments (relevant to the assigned readings and material covered in class) will be given in class throughout the semester. Some of these exercises will be collected and graded.

Here are the criteria for grading participation:

**A (90%-100%): EXCELLENT**

Demonstrates excellent preparation: analyzes the assigned material exceptionally well, relating it to the other readings and his or her personal experience.

Contributes in a very significant way to class discussion: keeps analysis focused, responds very thoughtfully to other students' comments, and suggests alternative ways of approaching material.

Completes all assigned exercises. No unexcused absences.

**B (80%-89%): GOOD**

Demonstrates good preparation: knows the assigned reading well, has developed his or her perspective.

Contributes well to discussion on a regular basis: responds to other students' points, thinks through own points, questions others in a constructive way, offers and supports suggestions that may be counter to the majority opinion.

Completes most assigned exercises. Does not miss more than 3 class meetings without an acceptable excuse.

#### **C (70-79%): COMPETENT**

Demonstrates adequate preparation: knows basic material covered in class and has done some reading, but does not show evidence of trying to interpret or analyze them.

Does not offer to contribute to discussion, but contributes when called on.

Completes most assigned exercises. Attends at least 70% of all class meetings.

#### **D (60-69%): BELOW SATISFACTORY**

Present, not disruptive. Tries to respond when called on.

Demonstrates very infrequent involvement in discussion and class activities.

Completes some in-class exercises. Attends at least 60% of all class meetings.

#### **F (50-59%): FAILING**

Demonstrates very infrequent involvement in discussion and class activities.

Completes fewer than 50% of assigned activities. Attends fewer than 59% of all class meetings.

## **CURRICULUM**

### **COURSE OBJECTIVES: THE GOALS OF THIS COURSE ARE:**

1. Give an overview of leading theories and concepts used by scholars to understand international relations.
2. Introduce a brief history of international relations, to better understand the evolution and trajectory of current global politics.
3. Drawing on the leading theories and concepts, to analyze major issues in international politics, which include war, proliferation of weapons of mass destruction, ethnic conflict and peacekeeping, globalization, international trade, international organizations, and ethics in international relations.

4. Develop oral, written communication and intercultural competence skills.

#### **COURSE OUTCOMES STUDENTS WHO SUCCESSFULLY COMPLETE THIS COURSE WILL:**

1. Demonstrate an ability to understand the leading theories and concepts used by scholars to understand international relations;
2. Demonstrate an understanding of history of international relations and the evolution and trajectory of current global politics;
3. Demonstrate an ability to analyze major issues in international politics which include war, proliferation of weapons of mass destruction, etc.
4. Demonstrate adequate oral, written communication and intercultural competence skills.

#### **ASSESSMENT OF COURSE OBJECTIVES AND OUTCOMES:**

Objective 1, outcome 1: Exams, quizzes, in-class assignments, homework, group project

Objective 2, outcome 2: Exams, quizzes, in-class assignments, homework

Objective 3, outcome 3: Exams, quizzes, in-class assignments, homework, group project, policy brief

Objective 4, outcome 4: In-class assignments, homework, group project, policy brief

#### **COLLEGE-WIDE INTEGRATED EDUCATIONAL EXPERIENCE GOALS (IEES):**

Course objectives meet the following BOLD-FACED college-wide Integrated Educational Experience goals:

**IEE1: CLEARLY COMMUNICATE IDEAS IN WRITTEN AND ORAL FORM.**

**IEE2: DEMONSTRATE CREATIVITY AND CRITICAL THINKING IN INTER- AND MULTI-DISCIPLINARY CONTEXTS.**

IEE3: DEMONSTRATE EFFECTIVE USE OF INFORMATION TECHNOLOGY.

**IEE4: DEMONSTRATE AN ABILITY TO COLLABORATE IN DIVERSE AND GLOBAL CONTEXTS.**

**IEE5: DEMONSTRATE AN UNDERSTANDING OF HUMAN AND INSTITUTIONAL DECISION MAKING FROM MULTIPLE PERSPECTIVES.**

**IEE6: DEMONSTRATE AN UNDERSTANDING OF MORAL AND ETHICAL PRINCIPLES.**

IEE7: DEMONSTRATE AND APPLY LEADERSHIP PRINCIPLES.

IEE8: DEMONSTRATE THE ABILITY TO REASON QUANTITATIVELY.

#### **Technology Covenant**

## **COURSE MATERIALS AND GRADING**

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within this classroom and in the larger learning community. You can expect to access the course materials and grades via Brightspace (D2L). Students should check Brightspace (D2L) regularly, as course changes will always be announced and recorded on the course site.

## **COMMUNICATION**

Outside of class time, I want to have face-to-face conversations with you, when possible. However, we may need to establish a time and place via email or by phone. Please feel free to email (preferred) or call me at 678.478.5275 for brief conferences or to schedule a face-to-face meeting with me.

If contacted via email, expect me to respond within 24 hours to your message, if I am unable to respond immediately. I reserve the right not to respond to emails sent after 5 pm until the next day. On weekends or when I am away from campus, my response may be irregular. Please avoid sending text messages to me.

When corresponding by email, I will communicate with you using only your GGC email. You should check your GGC email every day. Emails from commercial domains (yahoo.com, gmail.com, hotmail.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).

## **Expectations of Students**

All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus. I expect students to access course or individual communications within 1-2 days, excluding weekends.

## **Technology Changes**

This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

## **Course Schedule**

*Please note: Additional readings and videos will be added. Please check your GGC email for the updates. I reserve the right to change the schedule if needed.*

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Week 1 (January 11, 13, 15)

Uri Friedman, "The Global Conflicts to Watch in 2016," *The Atlantic*, December 17, 2016

The following is the link to this article:

<http://www.theatlantic.com/international/archive/2015/12/global-conflicts-wars-2016/420426/>

## Chapter 1 (Goldstein and Pevehouse), The Globalization of International Relations

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### Week 2 (January 18, 20, 22)

Jan. 18: no class, MLK

Chapter 2 (Goldstein and Pevehouse), World Wars, Realist Theories

Daniel W. Drezner (2011). *Theories of International Politics and Zombies*. Princeton UP, pp. 1-46.

[LIST OF SOURCES TO FOLLOW THE DEVELOPMENTS IN YOUR REGION DUE ON JAN. 20 IN CLASS.](#)

[QUIZ 1 DUE ON JAN. 22 BEFORE CLASS, D2L](#)

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### Week 3 (January 25, 27, 29)

Chapters 2 and 3 (Goldstein and Pevehouse), Realism and Liberalism

Drezner, pp. 47-66

[JANUARY 29: AN ONLINE CONVERSATION WITH POLINA FILIPPOVA, SAKHAROV CENTER, MOSCOW](#)

[QUIZ 2 DUE ON JAN. 29 BEFORE CLASS, D2L](#)

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### Week 4 (February 1, 3, 5)

Chapter 3 (Goldstein and Pevehouse), Social Theories

Drezner, pp. 67-76

[QUIZ 3 DUE ON FEB. 5 BEFORE CLASS, D2L](#)

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### Week 5 (February 8, 10, 12)

Chapter 4 (Goldstein and Pevehouse), Foreign Policy

Drezner, pp. 77-114

Feb. 12: Complete the study guide for the midterm

[QUIZ 4 DUE ON FEB. 12 BEFORE CLASS, D2L](#)

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### Week 6 (February 15, 17, 19)

[FEBRUARY 15: THE MIDTERM EXAM](#)

[FEBRUARY 19: SKYPE WITH LEKA REZNIKI FROM PRISHTINA, KOSOVO](#)

Chapter 5 (Goldstein and Pevehouse), International Conflict

Additional readings on the former Yugoslavia (will be posted online)

No quiz this week

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### Week 7 (February 22, 24, 26)

Chapter 5 (Goldstein and Pevehouse), International Conflict, additional readings

[FEBRUARY 24: SKYPE SESSION WITH DR. ANDREJ UMANSKY, YAHAD-IN UNUM](#)

[QUIZ 5 DUE ON FEB. 26 BEFORE CLASS, D2L](#)

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Week 8 (February 29, March 2, March 4)

Chapter 6 (Goldstein and Pevehouse), Military Force, International Terrorism

**MARCH 2: THE FIRST DRAFT OF POLICY BRIEF IS DUE.**

**QUIZ 6 DUE ON MARCH 4 BEFORE CLASS, D2L**

March 4: Group 1 (international terrorism)

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Week 9 (March 7, 9, 11): Spring break

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Week 10 (March 14, 16, 18)

Chapter 7 (Goldstein and Pevehouse), Human Rights

Film “The Act of Killing” (2012)

**MARCH 15 (TUESDAY), 12:30-1:45 PM (ATTENDANCE REQUIRED): AN INTERNATIONAL PANEL ON HUMAN SECURITY AND THE GLOBAL SOUTH, B-1900 (ROOM TO BE CONFIRMED).**

**MARCH 18: GUEST LECTURE BY DR. SCOTT BOYKIN ON THE ARMENIAN GENOCIDE AND THE DEVELOPMENT OF INTERNATIONAL NORMS**

Additional reading (to be completed before March 18): Scott Boykin, “Armenian Metz Yeghern, One Hundred Years Later: An “Unresolved” Case of Genocide and the Development of International Norms, *Ethnicity Studies*, 2015/2.

No quiz this week.

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Week 11 (March 21, 23, 25)

Chapter 7 (Goldstein and Pevehouse), Human Rights and International Law

Additional readings: a special issue of Holocaust and genocide studies on refugees; this is a link to this special issue:

[http://www.oxfordjournals.org/our\\_journals/holgen/refugees.html](http://www.oxfordjournals.org/our_journals/holgen/refugees.html)

**QUIZ 7 DUE ON MARCH 25 BEFORE CLASS, D2L**

March 25: Group 2 (Refugees)

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Week 12 (March 28, 30, April 1)

Chapter 7 (Goldstein and Pevehouse), Chapter 7, International Organizations

**QUIZ 8 DUE ON APRIL 1 BEFORE CLASS, D2L**

April 1: Group 3 (The UN)

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Week 13 (April 4, 6, 8)

Chapters 8 and 9 (Goldstein and Pevehouse), International Trade and Global Finance/Business

[QUIZ 9 DUE ON APRIL 8 BEFORE CLASS](#)

April 8: Group 4 (Global poverty)

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Week 14 (April 11, 13, 15)

Chapter 10 (Goldstein and Pevehouse): Integration

[APRIL 13, 15: ACTIVITIES TO BE ANNOUNCED](#)

No quiz this week.

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Week 15 (April 18, 20, 22)

Chapter 10 (Goldstein and Pevehouse): continued

Chapter 11 (Goldstein and Pevehouse): Environmental and population issues

[QUIZ 10 DUE ON APRIL 22 BEFORE CLASS](#)

April 22: Group 5 (Global climate change)

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Week 16 (April 25, 27, 29)

Chapter 12 and 13 (Goldstein and Pevehouse): North-South Gap and International Development

[APRIL 29: POLICY BRIEF IS DUE.](#)

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Week 17 (May 2): last class

Preparation for the final exam. Complete the study guide.

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