


INTL 3200E INTRODUCTION TO INTERNATIONAL RELATIONS (ONLINE)


SUMMER SHORT SESSION II

JULY 8TH THROUGH AUGUST 2ND 2019

GENERAL INFORMATION			
INSTRUCTORS	Instructor: Leah Carmichael		
EMAIL	<a href="mailto:leahlang@uga.edu">leahlang@uga.edu</a>		
COURSE OBJECTIVES			
<p>This course serves to provide students with the theoretical underpinnings of international relations. Upon completion of this course, students will demonstrate the following abilities:</p> <ul style="list-style-type: none"> <li>➤ Students will be able to review and critically evaluate the major theoretical approaches the study of international relations.</li> <li>➤ Students will be able to use the major theoretical approaches to explain and analyze contemporary debates and issues in international politics</li> <li>➤ Students will be able to synthesize vast amounts of information and to examine issues from a variety of angles for the larger purposes of providing a clear position on the issue as well as recommendations for future policy.</li> </ul>			
ELC			
<p>There is not textbook needed for this course. That is <i>not</i> to say we will be covering little in the course - quite the opposite! That said, I like to generate or compile my own materials, so that the readings will be extremely relevant to the classes and vice versa. You will be able to access all the information you need on eLC. Everything you need for this course can be located on your eLC page. For basic instructions on how to use eLC, check out <a href="#">this</a> page.</p>			
TIMING			
<p>All UGA online courses are asynchronous, meaning students do not have to schedule time to work on the course that corresponds with other students and/or the instructors. Thus each student can choose when to commit the time to the course within a week. If students have any questions, communications will take place over email. The course has been designed to require about 25 hours of commitment from students per week. As noted above, however, when you complete the work is completely up to you. So long as you finish each module before each deadline, you can work as you wish (and where you wish)!</p>			
GRADING SCALE			
92 to 100 = A 90 to 91.99 = A- 88 to 89.99 = B+	82 to 87.99 = B 80 to 81.99 = B- 78 to 79.99 = C+	72 to 77.99 = C 70 to 71.99 = C- 60 to 69.99 = D	There is no rounding of your grade.
ASSESSMENTS			

In courses, there are generally to types of assessments: formative and summative. Below is a summary of the four types of assessments given throughout this course. The goal of *formative assessments* “provide students and teacher with the information they need to improve the learning process while it’s happening.”<sup>1</sup> These assessments are meant to give both student and instructor feedback on the progress of that student towards the ultimate learning outcomes (mentioned below). There will be two types of formative assessment during this course: surveys and thought-shares. Each of these categories will count 25% of your total grade.

 **Surveys (25%):** These will mirror an online quiz. That said, instead of being given grades, students will be graded on their completion of these surveys. That is, you will receive a 100% if completed, and a zero if not. These grades *must be entered manually* by the instructors, so please allow *at least three days* after the deadline to receive a grade. These surveys will also include feedback on the topic, so students can determine how their answers align with the information given by the instructor. Survey completion will count toward 25% of your grade.

 **Thought-Shares (25%):** These formative assessments ask students to write a response to a given prompt. These thoughts will be published for a small group of students to see as well. Each thought-share will be clearly labeled as such. Moreover, these assessments will be graded using a holistic rubric (more details on eLC). These shares are not graded based on *what answer* the student gives. This allows students to be free to respond to the material freely, without worrying too much over whether they got the correct answer. Instead, the rubric focuses on the clarity of the writing, the organization of the ideas, whether the student used clear examples from the course to support their opinions, and whether the student used correct spelling, formal language, and followed basic grammar rules. Grades for these assignments will be out of 100% and based on the criteria included in the holistic rubric. These *must be graded manually* by the instructors, so please allow *at least three days after* the deadline to receive a grade. Thought Share grades will count toward 25% of your overall grade for this course.

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<sup>1</sup>Derrell, Tracy. (2015, June 03). Formative vs. Summative Assessment: What's the Difference?. American Intercontinental Bloq. Retrieved from <https://www.aiuniv.edu/blog/2015/june/formative-vs-summative>

**ASSESSMENTS (CONTINUED)**

Unlike formative assessments, which are lower stakes assessments meant to provide feedback during the learning process, the goal of *summative assessments* is to evaluate whether the students reached the learning outcomes in a given module.<sup>2</sup> In this course, there will be two types of summative assessments: quizzes and policy briefs.

? **Quizzes (25%)**: Like surveys, quizzes will be taken through eLC. The key difference is these will be graded based on the answers chosen rather than on simply completing the quiz. Like surveys, these quizzes will also provide feedback on each of the answers after the quiz has been submitted. Each quiz will be clearly labeled as such and will be graded out of 100%. These can be graded automatically by eLC, so you will have your grade immediately. Quiz grades will count toward 25% of your overall grade for this course.

📄 **Policy Brief (25%)**: The final summative assessments will be to write policy briefs. Specifically, students should follow a template (available on eLC). These briefs will be graded using an analytical rubric that includes the same criteria as mentioned in the thought-shares *as well as* criteria to evaluate the substance of the content of the brief. Grades for these assignments will be out of 100% and based on the criteria in the analytical rubric. These *must be graded manually* by the instructors, so please allow *at least five days after* the deadline to receive a grade. Policy Brief grades will count toward 25% of your overall grade for this course.






**ADDITIONAL POLICIES**

You are expected to be a good citizen in this course. **Meaningful contributions** to the overall quality of the course are most appreciated. Students should also demonstrate **academic integrity**. Cases of academic dishonesty will be dealt with according to the University's guidelines. Being unfamiliar with the academic honesty policy is not a reasonable explanation for a violation. The University's policy and procedures for handling cases of suspected dishonesty can be found at [www.uga.edu/ovpi](http://www.uga.edu/ovpi). Finally, UGA online is committed to the success of all learners, and we strive to create an **inclusive and accessible online environment**.

































In collaboration with the Disability Resource Center, we work with students who have documentation to access the accommodations and academic supports they need to excel. For more information or to speak with the Center's coordinator, please call the Disability Resource Center at (706) 542-8719, TTY only phone (706) 542-8778.






















<sup>2</sup> <https://www.aiuniv.edu/blog/2015/june/formative-vs-summative>

**MODULE ONE: WELCOME! BIENVENIDO! 欢迎!**













<b>Remains Open</b>	<b>Introductions</b>	Leah Carmichael	 <b>Video:</b> Who is Leah Carmichael?
		Teaching Assistant	<b>Read:</b> Who is your TA?
		You	 <b>Thought Share:</b> Introduce Yourself
	<b>Navigating eLC</b>	Announcements	✓ <b>Check:</b> That your Announcement notifications are on (via text/email)
		Content	<b>Read:</b> Content description
		Videos	<b>Read:</b> Videos description
	<b>Assessments &amp; Grades</b>	Assessments	<b>Read:</b> Assessments description  <b>Survey:</b> Assessments description
		Grades	<b>Read:</b> Grades description  <b>Survey:</b> Grades description
	<b>Learning Outcomes</b>	Overview	<b>Read:</b> Learning Outcomes
	<b>Additional Guidelines</b>	Overview	<b>Read:</b> Additional Policies
<b>Course Schedule</b>	Overview	<b>Read:</b> Course Schedule  <b>Survey:</b> Course Schedule	

**MODULE TWO: FOUNDATIONS OF INTERNATIONAL AFFAIRS**

<p><b>Closes Friday, July 12th, before Midnight</b></p>	<p><b>Actors</b></p>	<p>States</p>	<p> <b>Survey:</b> What do you know about states?   <b>Video:</b> What is a State?   <b>Video:</b> Kiribati   <b>Thought-Share:</b> Kiribati Statehood?</p>
		<p>Nations</p>	<p> <b>Video:</b> Taiwan &amp; China   <b>Quiz:</b> Taiwan &amp; China</p>
		<p>Intl Orgs.</p>	<p> <b>Survey:</b> What do you know about IOs?   <b>Video:</b> What are IOs?   <b>Quiz:</b> IOs   <b>Video:</b> The United Nations   <b>Quiz:</b> The United Nations   <b>Video:</b> Taiwan's Future?   <b>Policy Brief:</b> Taiwan's Future</p>
		<p>INGOs</p>	<p> <b>Survey:</b> INGOs   <b>Video:</b> INGOs   <b>Video:</b> Al Shabaab   <b>Thought-Share:</b> Countering Al Shabaab?</p>
	<p><b>Assumptions</b></p>	<p>Anarchy &amp; Sovereignty</p>	<p> <b>Video:</b> Anarchy &amp; Sovereignty   <b>Quiz:</b> Anarchy &amp; Sovereignty</p>
		<p>Venezuela's Sovereignty</p>	<p> <b>Video:</b> Venezuela: A Brief History   <b>Quiz:</b> Venezuela: A Brief History   <b>Survey:</b> To Intervene or Not?</p>
	<p><b>Theoretical Paradigms</b></p>	<p>Overview</p>	<p> <b>Video:</b> My Supper Club   <b>Quiz:</b> My Supper Club   <b>Thought-Share:</b> Favorite Character &amp; Paradigms   <b>Policy Brief:</b> Current Event &amp; Paradigms</p>
			<p> <b>Thought-Share:</b> Your Perfect Life   <b>Survey:</b> Control Over Your Life   <b>Video:</b> Agent-Structure Debate</p>
	<p><b>Agent-Structure Debate</b></p>	<p>Overview</p>	<p> <b>Thought-Share:</b> Your Perfect Life   <b>Survey:</b> Control Over Your Life   <b>Video:</b> Agent-Structure Debate</p>





<b>MODULE THREE: SECURITY IN THE INTERNATIONAL SYSTEM</b>			
<b>Closes Friday, July 19th, before Midnight</b>	<b>Realism</b>	More Details	 <b>Read:</b> Review of Realism  <b>Video:</b> Realism in Action (other)
	<b>Power</b>	Defined	 <b>Survey:</b> Power defined  <b>Read:</b> Power
		Measured	 <b>Video:</b> Measuring Power  <b>Thought Share:</b> Examples of Soft Power
	<b>Security</b>	Prisoner's Dilemma	 <b>Video:</b> Prisoner's & Security Dilemma  <b>Quiz:</b> Prisoner's & Security Dilemma
	<b>Camps</b>	Overview	 <b>Video:</b> Theoretical Camps in Realism  <b>Quiz:</b> Theoretical Camps in Realism
	<b>Israel</b>	History of Israel-Arab Tensions	 <b>Survey:</b> Test Your Knowledge on Israel  <b>Video:</b> Quick History of Israel  <b>Quiz:</b> Quick History of Israel
	<b>1948, 1967, &amp; Today</b>	Israel-Arab Conflict	 <b>Video:</b> Arab-Israeli Conflicts  <b>Quiz:</b> Arab-Israeli Conflicts
	<b>Palestine?</b>	Israeli-Palestinian Conflict	 <b>Video:</b> Israeli-Palestinian Conflict  <b>Quiz:</b> Israeli-Palestinian Conflict
	<b>Realist Camps &amp; Israel</b>	Explain	 <b>Video:</b> Realist Camp & Israel  <b>Quiz:</b> Realist Camp & Israel
Predict		 <b>Video:</b> Prediction  <b>Policy Brief:</b> Israel Next Steps	

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MODULE FOUR: RECIPROCITY IN THE INTERNATIONAL SYSTEM				
<b>Closes Friday, July 26th, before Midnight</b>	<b>Liberalism</b>	More Details	<b>Read:</b> Review of Liberalism  <b>Video:</b> Liberalism in Action (other)  <b>Video:</b> Absolute vs. Relative Gains	
	<b>Camps in Liberalism</b>	Overview	 <b>Video:</b> Camps in Liberalism  <b>Quiz:</b> Camps in Liberalism	
	<b>U.S. Hegemony</b>	History of the U.S. as Hegemon		 <b>Survey:</b> How well do you know U.S. Foreign Policy?  <b>Video:</b> U.S. FP History  <b>Quiz:</b> U.S. FP History
		Democracy		 <b>Video:</b> Democratic Ideals
		Intl Orgs		 <b>Video:</b> Intl Orgs Est by the U.S.
		McDonalds		 <b>Video:</b> McDonalds  <b>Quiz:</b> Democratic Ideals, IOs, and McDs
	<b>Current Challenges</b>	Your Thoughts		 <b>Survey:</b> Current Challenges for the U.S.
		Others' Thoughts		<b>Read:</b> Others' Thoughts  <b>Quiz:</b> Others' Thoughts
	<b>Policy</b>	Policy Brief		 <b>Policy Brief:</b> U.S.' Future?

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MODULE FIVE: VALUES & BELIEFS IN THE INTERNATIONAL SYSTEM			
Closes Friday, August 2nd, before Midnight	<b>Constructivism</b>	More Details	 <b>Read:</b> Review of Constructivism  <b>Video:</b> Constructivism in Action
	<b>Intersubjectivity</b>	What is This?	 <b>Survey:</b> What do you see?  <b>Video:</b> Anarchy is What We Make of It  <b>Quiz:</b> Is Constructivism Making Sense Yet?
	<b>Values, Beliefs, Norms, &amp; Ideas</b>	Non-Material Gains	 <b>Video:</b> Cars Piled on Top of Each Other  <b>Thought Share:</b> Measuring Values & Beliefs
	<b>Marxism in IR</b>	Overview	 <b>Survey:</b> Marxism?  <b>Video:</b> Marxism in IR  <b>Quiz:</b> Marxism in IR
	<b>Marxism in IR</b>	Development	 <b>Survey:</b> FDI?  <b>Video:</b> Aid, FDI, & Nothing  <b>Quiz:</b> Aid, FDI, & Nothing
	<b>Feminism in IR</b>	Overview	 <b>Video:</b> Feminism in IR  <b>Quiz:</b> Feminism in IR
	<b>Feminism in IR</b>	Global #MeToo	 <b>Video:</b> Global #MeToo  <b>Survey:</b> Global #MeToo
	<b>Nationalism</b>	Overview	 <b>Survey:</b> Fascism?  <b>Video:</b> Fascisms, New and Old  <b>Quiz:</b> Fascisms, New and Old
<b>Policy</b>	Policy Brief	 <b>Video:</b> Choose one of the Values to Unpack  <b>Policy Brief:</b> How do we change people's minds?	

MODULE SIX: GOODBYE! AUF WIEDERSEHEN! さようなら!			
Remains Open	<b>Reflections</b>	Feedback	 <b>Survey:</b> Reflection on the Course
	<b>IA Future</b>	Intl Affairs Courses	 <b>Video:</b> "If You Liked This Course Issues, Try.."
	<b>Your Future</b>	Your Future Plan	 <b>Video:</b> Daydream Your Perfect Life  <b>Thought Share:</b> Perfect Life