

POLS 360: INTERNATIONAL RELATIONS

Fall 2023

Instructor: Dr. Neil S. Williams (he/him)	Time: M W 1:00 – 2:15 p.m.
Email: shaun.williams@louisiana.edu	Place: Mouton Hall, Room 110

Course Pages:

1. <http://www.neilswilliams.com/teaching.html>
2. <https://moodle.louisiana.edu/>
3. <https://www.perusall.com/>

Student Hours: 10:45am -12:45pm Monday and Wednesday in Mouton Hall 118, or by appointment.

Required Texts:

- None

Objectives:

The purpose of this course is to introduce students to the concepts and theories that scholars use to study international relations. We will examine the various actors that play a role in international politics (e.g. states, leaders, intergovernmental organizations, NGOs, norms), by analyzing how they are defined, their interests, and actions. We will study their interactions with each other in conflict, economic relations, and in building institutions for cooperation. We will also critically examine international relations, evaluating how perspectives deriving from diverse racial, gendered, and indigenous experiences may complicate our understandings of the international system.

General Education Student Learning Objectives

1. SB1: Evaluate data, evidence and arguments using discipline specific theory and methods.
2. SB2: Identify theories in the discipline relevant to understanding human behavior and society.
3. SB3: Distinguish the forces shaping human behavior and society.
4. SB4: Describe relations among individuals, groups and society utilizing discipline specific terminology.
5. SB5: Recognize the significance of individual, cultural and societal diversity.

Perusall: All readings and lecture slides will be available on [Perusall](#) after class. Perusall is a cool e-reader which allows for collaborative annotation of readings and videos with both me and your peers. Assignment due dates and reminders are also included in Perusall to help you keep track of readings. It is free to create an account. After you have done so, our course can be accessed by entering the code **WILLIAMS-UTT9K**.

Important Dates: Below are important test and due dates. Note that they, as well as everything else in the syllabus, may be changed as the semester continues. I will notify you in good time of any updates.

Module 1 Perusall Annotations due	Monday, September 18 th , 2023
Project Proposal due	Wednesday, October 18 th , 2023
Module 2 Perusall Annotations due	Monday, October 23 th , 2023
Midterm Due	Wednesday, October 25 th , 2023
Module 3 Perusall Annotations due	Wednesday, November 29 th , 2023
Final Project due	Friday, December 1 st , 2023
Project Memo due	Tuesday, December 5 th , 2023 by 11:59 P.M.

Grading

Late work will be taken 10% off per day and I reserve the right to give a 0 after more than 3 days with no valid excuse.

- **Attendance: (5%)** Attendance will be taken on random days.
- **In-Class Participation: (5%)** Participation will be evaluated using in-class participation. Active participation implies paying attention in class and engaging with the material and with your fellow student colleagues. You will get the most out of class if you complete the Perusall assignments and are capable of discussing and responding to the assigned material. Keep in mind these points as you read:
 1. What is the main point or argument?
 2. What evidence do they use to support their argument?
 3. Is there contradicting evidence?
 4. How does the author’s argument relate to the other content from the course?
- **Perusall: (15%)** Perusall grade will be evaluated using Perusall annotation:
 - *Each module’s Perusall annotations will be worth one-third of your Perusall grade, or 5% of your total grade.*
 - You should have at least one in-depth annotation for full credit on that specific Perusall assignment (but are free to include more, including shorter ones, if desired). In-depth Perusall annotations should be around 3 sentences and engage with the assigned content on a deeper level. Your goal for these annotations is to create connections and to critically consider the material.

Examples of full credit hypothetical Perusall annotations:

1. **Connection to lecture/other material:** “Wow! This video was incredibly interesting. I am reminded of the lecture where we discussed how situations of economic stress can encourage unrest in other areas of society in Egypt. I wonder what the government and/or could have done in both the Egyptian case and the one here in England to meet protesters demands? It seems like the groups in England and Egypt wanted slightly different things.”

2. **Response to an argument or main point:** “I appreciate how this article discussed democracy, and while I like what they are saying about the need to think about democracy in different ways, I am somewhat confused about how to apply this in the real world? Do different scholarly conceptualizations of democracy impact how different people around the world interact with their government? Does it matter what the people say about their government, or is it just the experts’ considerations we should think about?”

Examples of hypothetical Perusall annotations that may not receive full credit:

1. **Too short:** “Very cool. I had no idea that voting was like this.”
 2. **Overly vague or wandering to fill space:** “This is an important topic that we should all make sure to listen to. When I think of important topics this is definitely near the top. Although I didn’t know about this before, I really know more now.”
- **Midterm: (25%)** The midterm exam will be delivered electronically and will cover content up until this point. Although this exam will be open-note and book, I **HIGHLY** recommend studying before-hand.
 - **Final project: (50%)** For the final project you are tasked with teaching non-experts about a concept or idea we’ve learned this semester or something else related to this course. You can use one of the following formats:
 - Podcast
 - * 8-10 minutes long
 - * Include a closed captioning transcript of the text of your audio from the podcast as a separate document when you submit to Moodle
 - Video
 - * 8-10 minutes long
 - * Include a closed captioning transcript of the text of your audio from the podcast as a separate document, which you will also submit Moodle
 - Newspaper/magazine piece
 - * 5 pages of content
 - Poster/photo collage piece
 - * Along with the poster/photo piece, include a 2.5-page description of the piece, justifying the meaning of the art and how it helps explain your topic.
 - Work of fiction
 - * Should be 5 pages
 - **Anything else needs special approval**

Regardless of the medium you choose, all projects will be graded on the following criteria:

- **Project proposal: (10%):** 1-2 page proposal of your project idea with description of your main points and planned approach

Final project adapted from project assignment conceived and developed by Hakeem Jefferson, Stanford University.

- **Project: (60%):** Project graded on the below criteria
 - * (30%): Demonstrates a clear understanding of the concept. While accessibility is important, represent the concept or topic accurately and faithfully.
 - * (30%) Makes clear why the concept is important for some aspects of politics (In a particular case or generally)
 - * (10%) Uses language that is accessible to a broad public
 - * (15%) Demonstrates effort commensurate with a final class project
 - * (15%) Showcases creativity and imaginative thinking
- **Project reflection memo: (30%)** 3-4 page memo attached explaining your project, its method, and how it relates to your project topic.

Grade Scale

A		>= 90.00
B		80.00 - 89.99
C		70.00 - 79.99
D		60.00 - 69.99
F		<= 59.99

Academic Honesty *“The University holds that all work for which a student will receive a grade or credit shall be an original contribution or shall be properly documented to indicate sources. Abrogation of this principle entails dishonesty, defeats the purpose of instruction, and undermines the high goals of the University. Cheating in any form will not be tolerated. Students shall be assumed to know the acceptable methods and techniques for proper documentation of sources and to avoid cheating and plagiarism in all work submitted for credit, whether prepared in or out of class.”* (From [University of Louisiana Lafayette page on Academic Honesty.](#)) Academic dishonesty will not be tolerated and if discovered will be appropriately punished. For more information about what constitutes cheating, plagiarism, or intellectual dishonesty, consult me or the university web page.

Statement on AI software such as ChatGPT

Continuing with the previous statement on academic dishonesty, the use of ChatGPT and other AI software is prohibited for graded assignments. Using AI software is grounds for a 0 on the assignment, a 0 in the course, and a possible referral to the University. Furthermore, for assignments, we will be using Turnitin software which has tools to detect AI-generated text and responses, making the use of AI for assignments especially inadvisable.

Respect in the Classroom: Given that we are discussing politics and sensitive issues around politics, please be respectful of your fellow students as well as me. This includes abstaining from any use of discriminatory language, condescension, name-calling, bullying, etc. In addition, please make sure to allow space for students to voice their opinions and share thoughts. The classroom is made better when everyone feels as though they can contribute. I will also be sure to do my best to act as respectful and professional towards you all through the course of the semester.

Contact me in good time for deadlines on make-up work.

Disability Resources: Students needing academic accommodations for a disability must first be registered with the Office of Disability Services (ODS) to verify the disability and to establish eligibility for accommodations. Students may call 337-482-5252 or visit the ODS office in the Agnes Edwards Hall, room 126. Once registered, students should then schedule an appointment with their instructor to make appropriate arrangements for accommodations.

Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to visit the Counseling and Testing Center page with tips on the [Mental Health & Wellness Resources](#) page. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- Make sure to seek help when needed. FREE counseling is available to you at the University Counseling and Testing Center. For more information, please contact the office at 337-482-6480, counseling@louisiana.edu, or stop by the Saucier Wellness Center (OK Allen Hall).

Technology: I permit laptops and other devices such as Kindles and iPads if they are being used for class-related purposes. If you are off-task (Facebook, Instagram, Myspace, Tik Tok, Neopets, Club Penguin, etc.) while on these devices, it will be deducted from your participation grade.

Coronavirus Information for Students

Fall 2022 Overview

Vaccinations Required

UL Lafayette students are required to provide proof of COVID-19 vaccination, a physician's certification that the vaccine is medically contraindicated, or a written dissent. Learn more about the vaccination requirement.

Boosters are strongly encouraged.

Face masks recommended on campus

The University's Face Covering Policy was recently amended to recommend, but not require, that everyone wear face coverings in all indoor settings and outdoors while on University property.

A department or unit may require all individuals wear face coverings over their mouths and noses if it is determined to be necessary during a specific face-to-face course, in a specific classroom, laboratory, and/or private office/workspace, or other areas.

Additional exemptions and face covering guidelines are outlined in the policy. [Read the Face Covering Policy](#) on the University Policies website.

Courses to return to original delivery methods, employees to return to normal work schedules

The transmission rate of COVID-19 remains high in the Acadiana region and throughout the state, according to the Centers for Disease Control and Prevention and the Louisiana Department of Health. However, the University is seeing a decline in positivity rates among its students and employees.

This decrease, combined with the University's comprehensive testing protocols, is enabling a return to normal course delivery methods and operations. Classes that transitioned to remote learning at

the start of the spring semester will begin to transition back to their original course delivery methods beginning Monday, Feb. 7. All courses should have returned to their original modes of instruction by Monday, Feb. 21. Students should check Moodle and with their professors for more details regarding when their classes will transition back.

In-person student organization events, including meetings, socials, and service projects, will continue to be allowed on and off campus provided masks are worn and proper social distancing can be maintained. Additionally, intramural sports will resume.

COVID-19 testing available on campus

COVID testing is available by appointment at Student Health Services on campus.

See a [list of other local COVID-19 testing sites](#) from the Louisiana Department of Health.

University’s COVID-19 testing strategy As of April 7, testing of asymptomatic University employees and students (regardless of vaccination status) is suspended.

Stay home if you do not feel well.

Students

Students who feel ill should stay home and call Student Health Services at (337) 482-1293 to schedule an appointment. Students are required to report illness or a known COVID-19 exposure [via the UL Lafayette Student Quarantine and Isolation form](#).

View pdfs of the CDC’s latest quarantine and isolation guidelines and what to do if you have been in close contact with someone who has COVID-19.

Staff and Faculty Members

As a reminder, staff and faculty members who test positive for COVID-19 must contact their supervisors and complete the COVID-19 positive test reporting form. Additionally, faculty and staff who have been in close contact with someone who has tested positive for COVID-19 must complete the COVID-19 exposure reporting form.

Reporting forms must be completed by faculty and staff who work on campus or remotely, and by those who are on leave awaiting test results.

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Yellow indicates important information

Module 1: Understanding the International System

1.1 Week 1: Foundations

Monday, August 21st, 2023

- Introductions
- Review Syllabus

Wednesday, August 23rd, 2023

- *Before class*
 - “70 People Ages 5-75 Answer: Most Important Issue Facing the World?”. 2017. *Glamour*.
 - Why all world maps are wrong. 2016 *Vox*.

1.2 Week 2: History of the International System

Monday, August 28th, 2023

- *Before class*
 - S. McGlinchey. 2017. “International Relations.” *International Relations*. Chapter 1.
 - S. McGlinchey. 2017. “International Relations.” *International Relations*. Chapter 3.

Wednesday, August 30th, 2023

- *Before class*
 - How did The British Empire rule the World?. 2020. *Knowledge*.
 - 500 Years of European Colonialism. 2015. Ollie Bye.
 - How America became a superpower. 2016. *Vox*.

1.3 Week 3: Realism

Monday, September 4th, 2023

- *Reminders*
 - **LABOR DAY NO CLASS**

Wednesday, September 6th, 2023

- *Before class*
 - S. McGlinchey, R. Walters, and C. Scheinpflug. 2017. “Realism.” *International Relations Theory*. Chapter 1.
 - The Cold War Explained In 15 Minutes. 2020. *The Life Guide*.
 - “Nuclear Weapons”. 2014. *Last Week Tonight*.

1.4 Week 4: Conflict

Monday, September 11th, 2023

- *Before class*
 - International Relations 101 (#25): Militarized Interstate Disputes. 2016. William Spaniel.
 - A Geopolitical Tour of the World. 2020. *WonderWhy*.

Wednesday, September 13th, 2023

- *Before class*
 - “Throughline: Ukraine’s Dangerous Independence”. 2022. *Throughline*.
 - Daniel Drezner. 2022. “Can realism explain the war in Ukraine?”. *The Washington Post*.

Module 2: Liberalism, and International Organizations

2.1 Week 5: Liberalism & International Organizations

Monday, September 18th, 2023

- *Before class*
 - S. McGlinchey, R. Walters, and C. Scheinpflug. 2017. “Liberalism.” *International Relations Theory*. Chapter 2. .
 - International Relations 101 (#65): Is War Obsolete?. 2015. William Spaniel.

- International Relations 101 (#32): Democratic Peace Theory. 2015. William Spaniel.
- *Due:*

* **Module 1 Perusall annotations due by 11:59 P.M.**

Wednesday, September 20th, 2023

- *Before class*
 - S. McGlinchey. 2017. “International Organizations.” International Relations. Chapter 6.
 - Overview of the United Nations. 2016. UNA-UK.
 - ***Optional.*** United Nations History. UN GENEVA.

2.2 Week 6: United Nations

Monday, September 25th, 2023

- *Before class*
 - Nations United: Urgent Solutions for Urgent Times, Presented by Thandie Newton. 2020. United Nations.
 - The History Hour: 75 Years of UNESCO . 2022 *BBC World Service: The History Hour.*

Wednesday, September 27th, 2023

- *Before class*
 - J. Symons. 75 years of the UN: its triumphs and disasters. 2020. *The Lighthouse.*
 - A journey into UN Peacekeeping’s Protection of Civilians work in Mali. 2022. United Nations
 - China’s growing role in UN peacekeeping missions in Africa. 2021. *South China Morning Post.*

2.3 Week 7: Regional Organizations

Monday, October 2nd, 2023

- *Before class*
 - Karp, Jeffrey A., and Shaun Bowler. “Broadening and Deepening or Broadening Versus Deepening: The Question of Enlargement and Europe’s ‘Hesitant Europeans’.” *European Journal of Political Research* 45, no. 3 (2006):
 - The EU-What it is and what it does. 2021. European Commission.
 - 6 things the EU has achieved, 60 years on from its founding treaty. 2017. *World Economic Forum.*

Wednesday, October 4th, 2023

- *Before class*
 - How Ukraine brought the European Union together. CNBC International. 2022.
 - CARICOM Explained - The Caribbean force?. 2021. Economics in Action.
 - What is NATO, why does it still exist, and how does it work? [2020 version]. 2020. NATO.

2.4 Week 8: Constructivism and Human Rights**Monday, October 9th, 2023**

- *Before class*
 - S. McGlinchey, R. Walters, and C. Scheinpflug. 2017. “Constructivism.” *International Relations Theory*. Chapter 4.
 - *Theory in Action: Constructivism*. 2011. Soomo Publishing.

Wednesday, October 11th, 2023

- *Before class*
 - Universal Declaration of Human Rights. 2017. UN Human Rights.
 - Women’s Rights. 2021. Amnesty International.
 - Women’s rights in Central Asia. 2021. Central Asia Solidarity Group.

2.5 Week 9: Midterm, Proposal, and More Human Rights**Monday, October 16th, 2023**

- *Reminders*
 - Keck, Margaret E., and Kathryn Sikkink. 1999. “Transnational advocacy networks in international and regional politics.” *International Social Science Journal* 51(159): 89–101.
 - Tyranny comes home: How the ‘boomerang effect’ impacts civilian life in the U.S. — Abigail Blanco. 2020. *The Big Think*.
- *Distribute*
 - **Midterm exam becomes available.**

Wednesday, October 18th, 2023

- *Before class*
 - Zvobgo, Kelebogile and Meredith Loken. 2020. “Why Race Matters in International Relations.” *Foreign Policy*.
 - Bhambra et al. 2020. “Why is Mainstream International Relations Blind to Racism?.” *Foreign Policy*.
- *Due:*
 - **Project proposal due**

Module 3: Critical Approaches to International Relations

3.1 Week 10: Race in International Relations

Monday, October 23th, 2023

- *Before class*
 - Delatolla, Andrew, Momin Rahman, Dibyesh Anand, Mary Caesar, Toni Haastrup, Nassef Manabilang Adiong, Swati Parashar, and Jeremy Youde. "Challenging Institutional Racism in International Relations and Our Profession: Reflections, Experiences, and Strategies." *Millennium* 50, no. 1 (2021): 110-148.
 - **Optional:** Wood, Carlo. 2020. Racial Security: The Unobserved Threat in IR Optional. eInternational relations.
- *Due:*
 - **Module 2 Perusal annotations due by 11:59 P.M.**

Wednesday, October 25th, 2022

- *Before class*
 - Freeman, B., Kim, D.G. and Lake, D.A., 2022. Race in International Relations: Beyond the "Norm Against Noticing". *Annual Review of Political Science*, 25, pp.175-196.
- *Due:*
 - **Midterm due**

3.2 Week 11: Postcolonialism

Monday, October 30th, 2023

- *Before class*
 - Nair, Sheila. 2017. "Post-colonialism." *International Relations Theory*. Chapter 9.
 - "Four Days in August". 2019. *Throughline*.

Wednesday, November 1st, 2023

- *Before class*
 - The History Hour: Algeria's War of Independence. 2022. *BBC World Service: The History Hour*.
 - "How France's Colonial Past Explains Its Racism Today". 2021. *Al Jazeera*.

3.3 Week 12: Postcolonialism and Development

Monday, November 6th, 2023

- *Before class*
 - “Witness History: The anthem of the Arab Spring”. 2021. *BBC World Service: Witness History*.
 - “Witness History: The women of Egypt’s Arab Spring”. 2021. *BBC World Service: Witness History*.
 - “Ten years after the Arab Spring, democracy remains elusive in Egypt”. 2021. PBS News Hour.

Wednesday, November 8th, 2023

- *Before class*
 - S. McGlinchey. 2017. “Global Poverty and Wealth.” in International Relations. Chapter 10.
 - “The International Monetary Fund (IMF) and the World Bank”. *Explained in One Minute*.
 - “Aid in reverse: how poor countries develop rich countries”. 2017. *The Guardian*.

3.4 Week 13: Global Justice & Indigenous Perspectives

Monday, November 13th, 2023

- *Before class*
 - Shaikh, Alanna. “What is international development really?”. 2017. *Ted Archive*.
 - “Mongolia’s Goats Produce A Third Of World’s Cashmere And Are Trampling The Landscape”. 2016. *NPR*.

Wednesday, November 15th, 2023

- *Before class*
 - Corntassell, Jeff and Marc Woons. 2017. “Indigenous Perspectives”. in International Relations Theory. Chapter 18.
 - “Indigenous Sovereignty: One Land Plot at a Time”. 2018. *KQED*.

3.5 Week 14: Climate Justice

Monday, November 20th, 2022

- *Before class*
 - Dietzel, Alix. 2017. “Global Justice”. in *International Relations Theory*. Chapter 12.
 - “What is Indigenous Environmental Justice?”. 2018. *The IEJ Project*.
 - **Optional:** Hendrix, Cullen S., and Idean Salehyan. ”Climate change, rainfall, and social conflict in Africa.” *Journal of Peace Research* 49, no. 1 (2012): 35-50.
 - **Optional:** “As climate change parches Somalia, frequent drought comes with conflict over fertile land”. 2018. *PBS News Hour*.
 - **Optional:** Tir, Jaroslav, and Douglas M. Stinnett. 2012. “Weathering climate change: Can institutions mitigate international water conflict?” *Journal of Peace Research* 49(1): 211–225.

Wednesday, November 22nd, 2023

- *Before class*
 - **NO CLASS THANKSGIVING BREAK**

3.6 Week 15: Feminism: Applications in Migration and Climate

Monday, November 27th, 2023

- *Before class*
 - Smith, Sarah. 2017. “Feminism”. in *International Relations Theory*. Chapter 8.
 - Sisters on the planet series. 2008. *Oxfam GB*.
 - “Migration”. *Globalization 101*.
 - **Optional:** What’s the Difference Between a Migrant and a Refugee? Migration Explained. 2019. *World101*.

Wednesday, November 29th, 2023

- *Reminders*
 - Final class wrap-up and reflection
 - **Discuss your final projects!!**

Remember: Final project due Friday, December 1st, 2023 by 11:59 P.M.

Remember: Final project Memo due Tuesday, December 5th, 2023 by 11:59 P.M.