



Instructor: Marcos S. Scauso, Ph.D.	
Course: Introduction to International Relations (PO 211-01)	Term: Spring 2022
Time: M/W/F between 1pm and 1:50pm	Location: CCE - 114
Office Hours: W. between 3pm and 4pm (by appointments).	Office: CAS3 – 310 (Please knock if the door is closed)
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Peer Catalyst: Kalleen R. Ozanic	
Office Hours: TBA	Zoom Meeting: https://quinnipiac.zoom.us/j/98780939337
Email: Kalleen.Ozanic@quinnipiac.edu	Zoom Meeting ID: 987 8093 9337

We wish to acknowledge the learning that will take place on unceded Eansketambawg land and honor their community: past, present, and into the future.

Course description

The diverse events that take place in **international politics** are far too complex to understand inductively, without a set of theoretical lenses, or neutrally. It is impossible to observe everything and everyone in order to find patterns and to understand “what happens.” It is impossible to focus on everything at the same time, without prioritizing some facts, actors, actions, institutions, relationships, contexts, etc. Instead, students of international relations often choose what and who matters *a priori*. They also choose how to analyze the different events that shape our world. Theories and approaches are thus sets of coherently connected concepts that shape the ways in which we see the world. Each set has its own assumptions about what actors we should focus on, how they act, how research should be done, and when knowledge is valid. Whether tacitly or explicitly, they also have normative tendencies, leanings, and biases.

In this class, we will analyze the different approaches and concepts currently deployed by different scholars to understand international relations. We will focus on the assumptions underlying each approach and the main concepts they use. Then, we will deploy these lenses to analyze cases, historical events, and phenomena that are connected to international relations and to our own daily experiences. After all, we live in the world, we are affected by it, and we influence it in ways seldom explicit to us. Finally, the class aims to analyze the main contributions, limitations, and normative tendencies of different approaches. As Robert W. Cox stated, “...theory is always for someone, and for some purpose” (1981, p.128).

During our **Spring semester**, we will begin by discussing some basic concepts of International Relations and the “western” understanding of its history. Then, we will focus each week on one of the approaches often used within the discipline. These discussions will allow us to view the world from different lenses, while also discussing particular cases and concepts that are key to the discipline. Given the current diversity of theories and approaches, I chose to expand beyond the most salient or dominant theories of International Relations. We will thus begin with Realism and Liberalism, but will then expand onto “other” approaches such as Marxism, Constructivism, Post-structuralism, Feminism, Post-colonialism, Decoloniality, and Green Theory. This strategy allows us to survey some of the different lenses used to understand international relations, deploying particular concepts to analyze specific cases and phenomena, and examining the deeper assumptions made within each approach. Finally, in the last weeks of classes, we will read and discuss about the more general tendencies of the discipline, its enabling capacity, the boundaries that still limit it, the future possibilities that it might have, and its capacity to examine current global issues.

Each class will begin by describing the main characteristics, assumptions, and concepts of a theoretical approach. Once the approach has been discussed, we will question some of the aspects missing from each perspective as well as its biases. **Students** will be expected to use each approach to understand a particular phenomenon. Additionally, students will need to connect these cases and theories to their own daily experiences. They will examine what aspects of their own experiences become highlighted and more clearly understood through each approach, while also examining what becomes silenced and hidden. This strategy is designed to teach students how approaches might contribute to the understanding of phenomena while also sustaining important limitations.



Course Modality

For this course, students will have three **main modalities**:

- 1- Our course will be primarily **on campus**, which means that we will meet **without rotations** on M., W., and F. in the CCE - 114 classroom at 1pm. This is our primary modality and it will be very important for you to attend these meetings, ask questions, and participate.
- 2- You will also be able to use Zoom to access **synchronous meetings only when needed or when discussed with me**. In order to access this modality, you will need to e-mail me ahead and let me know why you will stay online for a particular date. You can also let me know if this will be your primary modality due to health reasons or other issues.
- 3- If you get sick, have an emergency, or have other kinds of issues, you will be able to access **recordings** of our classes to make up attendance and to stay up to date with our discussions. Of course, excused absences are exempted from attendance grading (see class policy below for definition of “excused absences”), but you can use the recordings to avoid missing discussions. You can also request recordings if you would like to review a discussion again. In order to access recordings, please e-mail me and I will provide the links.

For more information on attendance policies, please scroll down to the section on assignments.

As a Professor, I will try to keep these options available at all times, but if I get any symptoms, we will switch to online for the time that is medically necessary for me to recover and to avoid contagion. If the University moves all courses to remote modalities due to public health concerns, we will use the synchronous Zoom modality and the recordings as well.

Course goals/student learning objectives

- **Disciplinary Knowledge:** Understanding of the history and scope of theories and approaches of International Relations. This goal can be achieved by reading the material, listening to the lectures, and participating in discussions about the different approaches of International Relations. Additionally, the last week of the course is primarily designed to reflect on the scope of the discipline and its future paths. Finally, students will have the opportunity to fulfill assignments and discussions that deploy the methods and lenses of the discipline.
- **Social and Emotional Intelligence:** Dealing with the characteristics and quality of relationships that students have with themselves and others. This course will encourage skills of reflection on one's own experiences of interaction. The course will also create spaces of interaction where students will learn to respond to feedback, adapt to different instructions, think about themselves, think about others, and ask for help when assistance is needed.
- **Effective Communication:** Verbal, written, and academic ability to communicate one's ideas in clear, organized, concise, reasoned, and persuasive arguments, supported by analysis of moral norms, empirical evidence, and theoretical concepts. The class will encourage these skills through participation in discussions, presentations, quizzes, and written assignments.
- **Recognition of Difference and Equity:** The course is structured around the idea of discussing diverse lenses of international relations. Within this diversity, the course deploys a pedagogical possibility of confronting the privilege and biases of dominant perspectives that affect not only International Relations but also our daily lives. Additionally, I provide equal opportunities for all students to succeed both in my course and beyond. This entails the possibility of taking into account the disproportionate obstacles and barriers that some students might face.
- **Critical and Creative Thinking:** Throughout this course, students are encouraged to think beyond the limitations and boundaries of the common-sensical notions often promoted by the most dominant perceptions of international relations. The course achieves this goal by showing the enabling and constraining characteristics of different approaches and paradigms. The possibility of discussing meta-assumptions and limitations of diverse approaches enables students to think beyond epistemic and institutionalized limitations, encouraging more creative and critical possibilities.
- **Inquiry and Analysis:** The course promotes a methodologically rigorous possibility of researching questions of politics and providing evidence-based answers, which students then use to think creatively about alternatives and solutions. This pedagogical opportunity unfolds from each class discussion, but it is also included as the main goal of the final paper. During each Friday, students will also deploy historical cases and current information to think about the limitations of particular approaches and the voices that are silenced within each theory. Additionally, students will have to deploy concepts, examine information, analyze data, and study cases.
- **Ethical Reasoning:** Students will need to think about various approaches by analyzing the assumptions of particular theories and their biases. After all, "theory is always for someone, and for some purpose" (Cox 1981). Based on this possibility, students will be asked to deploy lenses to reflect on their own daily lives and experiences, analyzing ethical dilemmas, values, options, and decisions that permeate our paths. Participation and the reflective essay are some of the activities that specifically aim towards this goal.



Required texts/material

- **International Relations Theories, Discipline and Diversity.** FOURTH EDITION. Tim Dunne, Mirja Kurki, Steve Smith, Oxford University Press (2016).
 - You can buy this book used in many libraries or even find electronic copies.
- **The videos, chapters, and articles** that will be assigned can be accessed through the links provided below, in our course Blackboard, or through our library website. Please contact me if you have difficulties accessing any of these items.

Communication with the Professor

- **Student hours / Office hours:** This is **your time** to ask questions, talk politics with me, or discuss the meaning of life! Please feel welcomed in my office. My office is a **safe space**, where all students can come to talk about class-related issues, professional development, or more personal experiences.
 - **Student hours: Wednesdays between 3pm and 4pm in CAS3-310.** Please set up an appointment with me. Also, please knock on the door. I will be inside my office, but will keep my door closed.
 - **During office hours, I will have my Zoom available if you notify me ahead.** You can contact me via e-mail and set up appointments.
 - Students can set up **appointments** at other times as well. Please e-mail me and we will find a time that works for you.
 - I will also answer my **office phone** (203-582-7519) during M/W/F between 3pm and 4pm. Please feel free to leave me a voicemail anytime.
 - Consistently with the goals and pedagogical aims of this course, my office is a space where we can continue discussions about biases, politics, injustices, and oppressions that might affect our own experiences. Of course, we can think about alternatives as well. However, since I am not a trained counselor, I have important limitations. Despite these limitations, I can always share resources that the university offers and accompany you to the offices of professionals that can help when I cannot. Also remember that all professors and staff members of Quinnipiac University are mandated reporters under Title IX. More detailed information can also be found in the “Policy” section below.



- **Emails:** During the week, I will answer e-mails within 24 hours. I usually dedicate time to e-mails early in the mornings, but please remember that e-mails are not text messages and I might be teaching or away from my computer. If you have an urgent enquiry, please feel free to add the word “urgent” to the subject of the e-mail and I will try to respond as soon as possible. During the weekend, I might take longer to answer or I might wait until Monday.
- **Anonymous and open survey:** I created a survey that is completely anonymous and continuously open (<https://www.surveymonkey.com/r/MBV5B2W>) for students to be able to provide feedback to me throughout the entire semester. This is one of the tools that students can use to democratize the class and to make changes before it is too late. Students can write positive or negative feedback anytime and repeatedly. The survey can be used by the same person many times.
- **Zoom, Skype, and telephone:** I will be available via telephone (203-582-7519) or Zoom (285 487 7843) during particular times. We can set up appointments or you can leave me voice messages anytime.
- In general, I will try to make myself **available to you**. Please use these opportunities to avoid missing assignments and to get as much as you can from your education.
- Finally, if you read the syllabus and find this statement before the first week of classes, send me an e-mail with the phrase “I read it. I promise” as the subject, and you will get 0.5 extra credit points.



Work and assignments:

- **Attendance** is worth 7% of the grade.
 - **Classes might take three different modalities:**
 - **On campus:** We will be meeting on campus and without rotations. This means that you will be able to go to our class on campus every Monday, Wednesday and Friday at 1pm. This **is the main modality** of the course and the one you should prioritize unless you become sick, have emergencies, or have communicated with me. I will take attendance in class.
 - **Online and synchronous:** If you are not feeling well, have become sick, or have other issues that have been discussed with me, you can access our class online via the Zoom link provided below. In order to access this modality and receive attendance points, you will **need to e-mail me**. If all classes go remote due to state or university-wide policies, we will meet via Zoom during our assigned schedule. Please let me know that you are online when I take attendance.
 - For **Zoom meetings:** we will meet during our usual times (Mondays, Wednesdays, and Fridays between 1pm and 1:50pm). Our class meeting ID is 978-5997-9216 (Password: IR2022) or the direct link is: <https://quinnipiac.zoom.us/j/97859979216?pwd=N0phNVQ4WGFUcXZTOUFSeG5FYnZmZz09>.
 - **Recorded and asynchronous:** If you have to miss a synchronous class due to emergencies, illness, or other issues, you will be able to access recorded classes. You can also request recorded classes to review particular lectures. This is not the main modality of the course and I expect you to use asynchronous recordings only when needed and when you notify me. To access these recordings, you can e-mail me. Please let me know the date of the class recording that you will need and I will share the link with you.
 - **If you miss attendance** and would like to make up some of these points with the recordings, contact me. In two unexcused cases, you will be able to access the recordings and make up attendance by sending me a two-page long summary of the lecture or discussion. If the absence is excused, you will not need to make up attendance, but you can still watch the recordings to access the lecture and stay up to date.
- **Participation** is 15% of your grade.
 - In this class, participation is a key factor for your success. I expect you to ask appropriate questions that will help you to understand the approaches and, more importantly, apply them to your own research or daily life.
 - In order to **gain participation points**, you will have two different kinds of opportunities:



1. If you actively participate multiple times throughout the week with appropriate questions, comments, critiques, suggestions, and so on, I might give you a **sticky note**, which is the equivalent of 1.5 points of participation. You can then write your name on the sticky note and turn it back to me at the end of the class. I will use it as a reminder to add the point to your grade. Please notice that you can earn sticky notes only with **active, appropriate, and outstanding participation each week**. Also, you can only get 1.5 points of participation per week.
2. Each week, you should take **notes** in class and you should add a **small summary** of the readings. If you do not receive sticky notes in a particular week, you can turn these notes in to me. As long as these notes do not entail any kind of plagiarism and insofar as they evidence your own participation for the entire week, you can receive 1.5 points.
 - **To turn in notes**, you can simply write or copy and paste your notes into the assignment for weekly participation. Go to the assignments in Blackboard, find the “participation” assignment for whatever week you need, and click on “**Write Submission**”. You can then paste your notes and submit them. If you write in Microsoft Word, PDF files, or take hand-written notes that you can photograph, you can just **add a file attachment** instead. You can click on “Browse my computer” and then upload whatever file you use to show me your notes. If you take hand-written notes and would like to take pictures of them, please make sure you paste them into a **single document** and then upload that file.
 - These notes should be submitted **before each Sunday at 11:59pm**.
 - Each set of notes submitted should **demonstrate engagement** in the class and with the readings for each week; they should reflect sufficient quality in their content. They should show that you have followed the discussion, connected the examples and illustrations to the concepts, and engaged with the material, processing information and **not simply copying and pasting from slides or from readings** (If you use my slides to take notes, make sure to paste them in a different color than your own notes and signal that they are not your own notes). I will not be grading grammar or spelling, but your notes will be **assessed for content quality** because they have to demonstrate engagement and participation.
- If your notes attain this level of quality, you will receive **1.5 point for each weekly submission** and you will need to turn in only 10 sets of notes (reaching 15 points max.). If your notes do not receive 1.5 points, you can turn in more of them to reach the 15 points. If you receive 10 sticky notes, you will also get the maximum participation score of 15 points. You cannot exceed 1.5 points per week or 15 points of participation in total.



- If these forms of **participation are not adequate for you**, please contact me via e-mail and I will try to accommodate your circumstances while also meeting the learning goals of the class.
- **The 6 Quizzes** throughout the semester will be worth 5 points each, resulting in 30% of your total grade. These quizzes will take place roughly every two weeks, but please see the schedule below for the specific dates.
 - You can take the quiz by answering all the questions in a **paper** and turning it in to me. Or, you can use your computer. In this case, please go to our **Blackboard** and click on “Assignments.” Find the appropriate quiz and then begin it. Once you start the quiz, you will need to finish it and you will only have one chance.
 - The quizzes will be taken **synchronously** and in person at the end of class on particular **Fridays** for 15-20 minutes. If you must miss one of the Fridays, please send me an e-mail at least one week prior to the quiz and we will work together to find an alternative.
- **The Presentation** is worth 18% of your grade. You will need to submit a video **recording of your presentation**.
 - The presentation will aim to **apply a particular approach or set of concepts to a case** or an on-going issue of your choosing. Students will be expected to ask a research question, deploy a concept or theory from the readings, add bibliography from other academic sources such as Jstor or other journal repositories, and analyze a particular aspect of a case. This presentation is designed to help you to begin your work for the Final Paper.
 - Each video should be **between 5 and 7 minutes** long.
 - These presentations are due on **Sunday, April 24th at 11:59pm**.
 - You can film yourself doing the presentation, edit it, upload it to YouTube, set the privacy settings to “unlisted,” and then paste the link into the “Presentation” assignment. You can go to “Assignments,” find the “Presentation”, and then click on “Write Submission.” Then, you can paste the link (make sure it is “unlisted” in YouTube so I can see it) and submit the assignment.
 - You can use other platforms beyond YouTube. For example, some students use Zoom. However, make sure I do not need to create any new accounts or access your video through any social media.
- The **final paper is worth 25% of your grade**.
 - You will need to submit the paper to blackboard. Go to “Assignments,” click on “Final Paper” and submit a PDF, DOC or DOCX file (Page files or other kinds of documents will not be accepted).



- You will need to write a final paper (maximum of 5 pages + bibliography). This assignment is designed to deploy a particular approach of International Relations to examine a case or phenomenon. Each student will choose a research question, will seek a preliminary answer through one of the approaches included in the class, and will find evidence to support their argument. Then, she/he/they will analyze the contributions, limitations, and normative tendencies of the chosen approach. The final paper is due on **Final's Week** during the scheduled time of our final. I will be present via Zoom at the time of the submission in case you have questions.
- The **reflective essay is worth 5% of the grade.** At the end of the semester on Sunday, May 8th, you will be asked to turn in a reflective essay of 300-400 words. This essay needs to be submitted in Blackboard and your e-Portfolio.
- **Extra credit opportunity:** Students can submit into the Blackboard “assignment” folder a maximum of three commentaries (worth 1% of the grade each) for extra credit. These commentaries have to be two-pages long and they ought to deploy an approach of International Relations to analyze a case or ongoing phenomenon. I might offer other opportunities for extra credit related to lectures, public talks, or volunteer work. Each student can only acquire a maximum of 3 extra credit points from commentaries and/or other opportunities.



Grading:

Evaluation Method

Assignment	Points for each Assignment	Total
Attendance		7
Participation	1.5	15
Presentation		18
Quizzes (6)	5	30
Final paper		25
Reflective Essay		5
Extra Credit	1	3 max.
Total		100

Grades in blackboard: please notice that the maximum grade is 100 points even if the Blackboard total exceeds this amount. If the Blackboard total exceeds 100, it is because the extra credits are in addition to the 100%. Some students have used this opportunity to have grades that exceed 100% even if the final grade is an A because I can use this for letters of recommendation. On the other side, if you do not fulfill any extra credit assignments, those points will appear as a 0/1, but this assignment does not affect your total grade negatively. Once you reach the maximum of participation points, the same will happen with this category of grades, but it will not affect your grade negatively.

Grading System (<https://www.qu.edu/content/dam/qu/documents/academic-catalogs/2018-2019-academic-catalog.pdf>):

Letter Grade	Numerical Range	Grade Pt. Value
A	93-100	4.00
A-	90-92	3.67
B+	87-89	3.33
B	83-86	3.00
B-	80-82	2.67
C+	77-79	2.33
C	73-76	2.00
C-	70-72	1.67
D	60-69	1.00
F	0-59	0.00



Class policy

Late Work

Every assignment for this class is **time-sensitive**. Late work will be accepted without modified grades only if there is a **legitimate excuse**. Acceptable reasons for delayed deadlines or missed quizzes are the same as those for an excused absence. An “excuse” absence is defined as 1) illness or injury of the student, 2) death, injury, or serious illness of an immediate family member, 3) religious reasons, 4) jury duty or government obligations, 5) university sanctioned activities (artistic performances, intercollegiate athletics, etc.), 6) exposure to COVID-19. Other personal struggles that are not included in these definitions might be considered as well.

Documentation must be provided for an excused absence in most cases. The student is responsible for all missed work. In the event of an excused absence the instructor will offer make up work and no penalty will be imposed.

In the event of an **unexcused** missed deadline, students will be able to make up assignments and they will receive a maximum of **70% of the original grade**. Despite this policy, the final paper can only be submitted on the assigned date or rescheduled in advance when the absence is excused.

Your responsibility, flexibility, and initiative

As you might know, the threat of COVID-19 is still very much present in our daily life. If we have to move to a fully remote modality or if you have to use Zoom due to health reasons, I will do everything within my power to guarantee the quality of your education. Despite my efforts, online modalities also require some things from you:

1. The Covid-19 pandemic is an unprecedented situation, with unprecedented decisions, and still with emerging knowledge that changes policies and regulations. Hence, we will all need to **learn to be flexible** in our planning if we want to fulfill our educational goals. I will continue making everything as democratic, clear, and explicit as possible, but you will need to read my e-mails and follow online conversations if you want to succeed in my class.
2. Learning online tends to demand **more self-reliance**. I will make myself available and we will have live lectures, but you will need to read all of my e-mails, messages, syllabi modifications, and suggestions in order to success.
3. You will also need to learn **how to use online tools** such as Blackboard, TechSmith, and others. If you have any questions about them or if you have limited access to technology, please e-mail me and/or technical support at Quinnipiac. You can also use our anonymous survey if you prefer to avoid sharing your name. If I know about the situation of different students, I can adapt correspondingly, **avoiding inequality** and unnecessary obstacles in our education.



4. Also, having a class online entails that **the modality** of our meetings, assignments, finals, office hours, and everything we share in our class will be different. Hence, please read carefully all clarifications and instructions, which will help you to navigate the rest of the semester.

ADA Policy

QU is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you may also want to meet with the Office of Student Accessibility, to begin this conversation or to request reasonable accommodations. Quinnipiac University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. Please contact the Office of Student Accessibility by emailing access@qu.edu, or by calling (203) 582 – 7600. If you have already been approved for accommodations through the Office of Student Accessibility, please meet with me so we can develop an implementation plan together.

Title IX Policy

QU is dedicated to fostering a healthy and safe environment that is free from all forms of sex discrimination and sexual misconduct. The University complies with Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in educational programs or activities that receive federal financial assistance. If you believe that you have been subjected to discrimination on the basis of sex or gender, you are encouraged to file a complaint with the University's Title IX Coordinator, Dannis Kwarteng. The Title IX Coordinator can be contacted by phone at (203) 582-7327, or by email at Dennis.Kwarteng@quinnipiac.edu.

Faculty members and other University staff are designated as "Responsible Employees." This means that I am required to report any allegations of sexual misconduct that are directly reported to me, or of which I am made aware, to the University's Title IX coordinator or deputy coordinator.

On-campus resources are available that can provide confidentiality, sharing options and advice without any obligation to inform other University staff members unless requested. Such on campus confidential resources include Counseling Services, Student Health Services and/or Campus Ministry. Additionally, community members can seek out assistance from an off-campus crisis center, which can maintain confidentiality.



CARE Policy

Quinnipiac is dedicated to supporting our students through high-touch practices from CARE (Community, Assessment, Response and Evaluation). The CARE team employs a caring, preventive, early intervention approach with students who exhibit concerning or disruptive behaviors. The CARE team works to promote student well-being and success in the context of community safety. CARE referrals are submitted by faculty, staff, students, and community members. Referrals range from topics including: helping a student during difficult times such as the passing of a loved one; when a student needs support for their physical, emotional, mental, spiritual, financial health; and/or when experiencing social challenges with roommates, friends, and/or peers.

More information about the CARE team, behaviors of concern, how to make a referral, and answers to frequently asked questions can be found on the CARE page on MyQ. If you are concerned about a peer, student, or yourself, please submit a referral CARE and Conduct Incident Reporting Form.

Learning Commons

On the Mount Carmel Campus, the Learning Commons is located in the North wing of the Arnold Bernhard Library and on the North Haven Campus on the third floor of the Law School (SLE-340). Students are encouraged to visit The Learning Commons for support with class content, to improve study skills, to consult on academic success strategies, and for general developmental advising needs. To contact the LC, please email LearningCommons@quinnipiac.edu

Academic Dishonesty (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#policiestext>)

Integrity: The Foundation of Quinnipiac University

In its Mission Statement, Quinnipiac University emphasizes its commitment to be an academic community. As an academic community, our students, faculty and staff work together to acquire and extend knowledge, develop skills and competencies and serve the greater good of our nation and local communities. Our individual and collective inquiry and pursuit of knowledge are only possible when each of us in the community is aware of and strives to maintain a code of ethical practice and integrity. All communities, though diverse in their individual members, are based on a shared set of beliefs and values that serve as their foundation. **At Quinnipiac, our community has chosen integrity as one of its guiding principles.**

Integrity means upholding a code or standard of values. In its most general sense integrity also means being complete. As an academic community, the completeness that we seek includes asking each individual to see her/his life as a whole, and to understand how the actions that he/she takes affect self, others and the community. Individual actions also impact the community of higher education as a whole. In keeping with this commitment to the Quinnipiac community and the larger community of higher learning, Quinnipiac is a member of the Center for Academic Integrity (CAI), a consortium of institutions of higher education committed to the principle of integrity. Our Academic Integrity



Policy is based on the five fundamental values outlined by the CAI: honesty, trust, responsibility, fairness and respect.

Quinnipiac expects all members of our community, students, faculty and staff, to uphold these five standards of integrity and to contribute to our larger culture of integrity.

Honesty

Honesty is the bedrock upon which integrity is based. Academic and professional honesty require that each individual conduct herself or himself openly and in keeping with the truth. Even more importantly, honesty requires actively searching for and upholding the truth. Honesty is critical for the production and exchange of knowledge and ideas that are the hallmark of an institution of higher learning.

Trust

Trust is essential for an academic community. Academic work almost always builds upon or extends from the work of others and all members of the community must respect the work of others. Each individual must trust that community members undertake their work in such a way that we build our knowledge, while freely and openly admitting our dependence upon the work of others. Community members also must endeavor to be worthy of the trust others have placed in us. This foundation of trust is vital to our community of inquiry and learning.

Responsibility

An academic or professional community provides its members with support, fellowship and intellectual stimulation. The price of these benefits is responsibility to the community. Therefore, all members of the university community must not only be committed to ethical practices themselves, but also must bear the responsibility of helping to encourage integrity among all community members.

Fairness

True communities celebrate the differences among their members while upholding the general principle that each individual should be treated equally. This basic principle of fairness to all is an aspect of integrity that guarantees each of us freedom to express our own individuality. This standard of fairness also carries the burden, however, of fair sanctions to those who violate the standards of the community.

Respect

The university is a gathering place where students and faculty come to learn about different ideas, cultures and ways of thinking — even those with which we may strongly disagree. This learning environment can be maintained only with mutual respect. This respect must be present in the classroom, in our everyday encounters with each another, and in our individual work. Respect means listening to others, evaluating and criticizing their ideas fairly, and properly acknowledging all sources of material that are not originally ours.



Plagiarism, Misrepresentation and Fabrication (<https://catalog.qu.edu/university-policies/academic-integrity-policy/#appendicestext>)

1. Plagiarism

Plagiarism refers to representing another person's words or ideas as one's own in any academic exercise, whether intentional or not. Examples include:

- Copying information word for word from a source, without using quotation marks and giving proper acknowledgment/citation.
- Paraphrasing (i.e., putting into one's own words) a source's text, without providing proper acknowledgment/citation. This violation occurs when the ideas or arguments of another are presented in such a way as to lead the reader to believe that these ideas originated with the writer.
- Presenting as one's own any work (or portion thereof) that which has been prepared in whole or in part by someone other than oneself. This includes using unauthorized assistance in preparing one's work and acquiring written work from an outside source. Outside sources include other persons, commercial organizations, electronic sources and other sources.
- Reproducing (without proper citation) any other form of work of another person, such as a graphic element, a musical phrase, a proof, experimental data, experimental results, data or laboratory reports, in full or in part. This includes turning in work of another student as one's own work.
- *It is the responsibility of all students to understand the methods of proper attribution and to apply those principles in all written, oral and electronic submissions.*

2. Misrepresentation

Examples include, but are not limited to:

- Arranging for another student to substitute for oneself in class, during an examination session or in the completion of any course work.
- Taking credit for work not done, such as taking credit for a team assignment without participating or contributing to the extent expected.
- "Double Dipping" (multiple uses of the same work) or presenting the same or substantially the same written work (or portion thereof) as part of the course requirement for more than one project or course, without the express prior written permission of the instructor(s) involved.
- If a student does wish to use another assignment as a base for additional credit, faculty should give the student the opportunity to submit in writing an explanation of the unique educational benefits of the new project.

3. Fabrication

Fabrication refers to falsifying or misusing data in any academic exercise. Examples include, but are not limited to:



- Falsifying data collected for any academic purpose.
- Making up or presenting falsified data in papers, manuscripts, books or other documents submitted for publication or as course or degree requirements.
- Making up a source for use in any assignment.
- Citing a source one did not use.
- Falsifying material cited.
- Attempting to deceive any instructor by altering and resubmitting for additional credit assignments, tests, quizzes or exams that have been graded and returned.
- Attempt to deceive any instructor or supervisor with respect to attendance in any class, internship or clinical setting.
- Falsifying any information on any document relating to any course, internship or co-curricular activity (including signatures, hours, etc.)

4. Cheating and Stealing

Cheating refers to using (or attempting to use) unauthorized assistance in any academic exercise. It includes the stealing or unauthorized acquisition of a test or test answers or impeding the fair process of an examination in any way. Examples of this violation include, but are not limited to:

- Copying from someone else's exam, paper or assignment.
- Looking at someone else's exam before or during an examination.
- Unauthorized use or possession of notes, supplemental notes, access passwords or any unauthorized materials during an examination, quiz or other assignment or evaluation.
- Possessing an electronic device that contains unauthorized information for a test or assignment (e.g., programming one's computer or calculator inappropriately).
- Using unauthorized materials (e.g., notes, textbooks, calculators, computers or other online sources) in the preparation of a test or assignment.
- Violating test and assignment procedures and restrictions established by the instructor. If a student is uncertain or unaware of the instructor's expectations/procedures, the student must consult with the instructor beforehand.
- Communicating or attempting to communicate answers, hints or suggestions during an examination.
- Collaborating (without instructor permission) in the preparation and presentation of reports, laboratory reports or take-home examinations or other course assignments such as copying or giving aid or otherwise failing to abide by the university's or instructor's rules governing the exercise or examination.
- Using another person's answers for an assignment.
- Soliciting, obtaining, possessing or providing to another person an examination or portions of an exam, prior or subsequent to the administration of the exam, without the authorization of the instructor. Unless the instructor has given permission, students may not provide test questions to other students in any form--oral, written or electronic.
- Stealing, or attempting to steal, an examination or answer key.
- Sharing answers for or collaborating on a take-home assignment or examination without explicit permission from the instructor.



- Signing an attendance sheet for another student or having another student sign an attendance sheet on your behalf when attendance is a part of the course grade.
- Recording any portion of a classroom lecture or other instructional activity, or any conversation related to academics or the academic integrity process, without the express consent of the instructor, adviser or administrator.
- The unauthorized sale, purchase, posting, dissemination or use of academic lectures, academic computer software, instructional materials, papers/essays or research for papers/essays.



Course Schedule: Please notice that this schedule might be subject to changes. All modifications will be notified via e-mail.

Week	Class	Topics	Readings and Assignments
1	January 24 th	Introductions and Syllabus	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Syllabus (in Blackboard) ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022
	January 26 th	Introduction to International Relations	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Carefully read this timeline: Click Here ○ Dunne et al. “International Relations Theories: Disciplines and Diversity.” <ul style="list-style-type: none"> ▪ Ch. 1 ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022
	January 28 th	Discussion: Eurocentrism and I.R.	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Westphalian Eurocentrism (Click Here) ○ Cox, R. “Social Forces, States and World Orders” Millennium 10 (1981): 126-55.



2	January 31 st	Classical Realism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 2
	February 2 nd	Classical Realism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 2
	February 4 th	Discussion: Iraq	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ U.S. weapons: Click Here ○ Bush's axis of evil: https://youtu.be/VAALGqKPaT4 ○ General Collins: Click Here ○ Remember to turn in your notes for participation in our "Assignments" for the week by Sunday at 11:59pm.



3	February 7 th	Neo-realism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 3
	February 9 th	Neo-realism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 3
	February 11 th	Discussion: U.S. power and China	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Mearsheimer, structures, and China: https://youtu.be/xokkGnBOgiU ○ China's defense system: Click here ○ Quiz #1 is due at the end of class (Includes everything on History of IR, Realism, and Neo-realism) ○ Remember to turn in your notes for participation in our "Assignments" for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ K. Waltz, "Why Iran Should get the bomb: Nuclear Balancing would mean Stability." (Click here)



4	February 14 th	Liberalism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 4 • Recommended: <ul style="list-style-type: none"> ○ Andrew Moravscik on Liberalism: Click Here
	February 16 th	Liberalism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 4
	February 18 th	Discussion: the European Union	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ The Origins and development of the European Union 1945-2008: Sections I (Click here) ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Optional: <ul style="list-style-type: none"> ○ Turn in extra credit #1 by Sunday, February 20th, at 11:59pm (please submit in our course website under “assignments”) • Recommended: <ul style="list-style-type: none"> ○ John R. Oneal, Bruce Russett and Michael L. Berbaum. “Causes of Peace: Democracy, Interdependence, and International Organizations, 1885-1992.” (Click Here)



5	February 21 st	Neo-liberalism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 5 • Recommended: <ul style="list-style-type: none"> ○ R. Keohane conversation about Neo-liberalism (Click here)
	February 23 rd	Neo-liberalism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 5
	February 25 th	Discussion: W.T.O. and trade wars	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ The W.T.O. and its woes: Click here ○ Trump and the W.T.O. : Click here ○ Quiz #2 is due at the end of class (Includes everything on Liberalism and Neo-liberalism). ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Robert O. Keohane. “After Hegemony: Cooperation and Discord in the World Political Economy.” (1984): Find a hard copy in our Library



6	February 28 th	Marxism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 7 ○ Conversation with Alfredo Carlos: Link
	March 2 nd	Marxism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 7
	March 4 th	Discussion: War, oil, and raw materials	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Bush, the “civilized world,” and “danger:” Click here (until min. 4:47) ○ Iraq and Oil: Click here ○ Tesla, Bolivia, and Lithium: Click here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Marx, Karl. Economic and Philosophic Manuscripts of 1844. (Click here) ○ Gramsci, Antonio. “Prison Notebooks”



7	March 7 th	Constructivism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 9
	March 9 th	Constructivism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Short Discussion with Dr. Brent Steel: Link
	March 11 th	Discussion: the War on “Terror”	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Bush: Click here ○ Trump: Click here ○ Quiz #3 is due at the end of class (Includes everything on Marxism and Constructivism). ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Optional: <ul style="list-style-type: none"> ○ Turn in extra credit #2 by Sunday, March 13th, at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Ole Waeber: What is Securitization? (Click here) ○ A. Wendt “Anarchy is what states make of it.” (Click here) ○ Nicholas G. Onuf. “World of Our Making.” (1989). ○ Audie Klotz and Cecelia M. Lynch. “Strategies...” (2009). (Click here)
8	No classes	Spring Break	<ul style="list-style-type: none"> • No requirements



9	March 21 st	Feminism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 10
	March 23 rd	Feminism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 10 ○ Short discussion with Dr. Elena Stavrevska: Link
	March 25 th	Discussion: Sanctions on whom?	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Sanctions on Iraq: Click here ○ Iraq: from bad to worse (Click here) ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ What is Feminism: Click here ○ J. Ann Tickner. “You Just Don’t Understand” (Click here)



10	No classes	No classes	<ul style="list-style-type: none"> • Prof. Scauso attends International Studies Association Annual Conference (See link here) <ul style="list-style-type: none"> ○ Let me know if you would like extra credit points and plan on attending.
	Special Activity	Mock Trial: Reparations	<ul style="list-style-type: none"> • Peer Catalyst Kalleen Ozanic leads the preparation for Mock Trials on reparations: Kalleen.Ozanic@quinnipiac.edu • Activity will take place in the same classroom and time as our class. • Required: <ul style="list-style-type: none"> ○ Attendance and participation ○ Readings will be sent via e-mail ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022
	Special Activity	Mock Trial: Reparations	<ul style="list-style-type: none"> • Peer Catalyst Kalleen Ozanic leads Mock trial on different kinds of reparations: Kalleen.Ozanic@quinnipiac.edu • Activity will take place in the same classroom and time as our class. • Required: <ul style="list-style-type: none"> ○ Attendance and participation ○ Readings will be sent via e-mail ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022



11	April 4 th	Post-structuralism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ CH. 11 ○ Short discussion with Dr. Maja Zehfuss: Link
	April 6 th	Post-structuralism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ M. Foucault: Click here • Recommended: <ul style="list-style-type: none"> ○ R.B.J. Walker. “Inside/outside: international relations as political theory.” (1993). ○ Maja Zehfuss. “Forget September 11.” <i>Third World Quarterly</i>, Vol. 24, No. 3 (Jun., 2003): Click here
	April 8 th	Discussion: refugees, terrorism, and criminality	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Refugee crisis, terrorism, and threats: Click here ○ Quiz #4 is due at the end of class (Includes everything on Feminism and Post-structuralism). ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



	April 11 th	Post-colonialism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 12
12	April 13 th	Post-colonialism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Discussion about Presentations ○ Killing Soleimani: Click here ○ E. Said and Orientalism: Click here ○ John Stewart and Colonialism: Click here • Recommended: <ul style="list-style-type: none"> ○ Talal Asad. “On Suicide Bombing.” (2007). ○ E. W. Said. “Orientalism.” (1979).
	April 15 th	No classes	<ul style="list-style-type: none"> ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm.



13	April 18 th	Decoloniality and under-development	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Taylor, Lucy. “Decolonizing International Relations” Click here
	April 20 th	Decoloniality and under-development	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Méndez, María José. “The River Told Me:” Click here ○ Conversation with María José Méndez: Link
	April 22 nd	Discussion: Our own colonialism	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Our role in today’s colonialism: Click here ○ Quiz #5 is due at the end of class. (Includes everything on Post-colonialism and Decoloniality). ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. ○ Presentations due on Sunday, April 24th at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Rivera, Silvia Cusicanqui. “Liberal Democracy and Ayllu Democracy in Bolivia.” (1990): Click here ○ Mignolo, Walter. Local histories/global designs: coloniality, subaltern knowledges, and border thinking (2000). ○ Documentary on struggles in Argentina and Bolivia: Click here



14	April 25 th	Green Theory	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 14
	April 27 th	Green Theory	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 14 ○ Bill Nye on climate change: Click here
	April 29 th	Discussion: Climate change and ecocide?	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Climate change denial: Click here ○ John Oliver and climate change: Click here ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Severn Suzuki’s speech: Click here ○ Simon Dolby. “What Happens...” (Link) ○ Waskar Ari. “Earth Politics.” (2014).



15	May 2 nd	I.R. theory and globalization	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 15
	May 4 th	I.R. theory and globalization	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Dunne et al. <ul style="list-style-type: none"> ▪ Ch. 15
	May 6 th	Discussion: Globalization, nationalism, or else?	<ul style="list-style-type: none"> • Required: <ul style="list-style-type: none"> ○ Online meeting in Zoom: <ul style="list-style-type: none"> ▪ Meeting ID: 978-5997-9216 ▪ Direct link: Click Here ▪ Password: IR2022 ○ Nationalism Vs. Globalism along party lines and racism in the USA (New York Times). (Click here) ○ Quiz #6 is due at the end of class (Includes everything on Green Theory and Globalization). ○ Remember to turn in your notes for participation in our “Assignments” for the week by Sunday at 11:59pm ○ Submit your Reflective Essay in Blackboard under “assignments” by Sunday, May 8th at 11:59pm. (Remember to submit it in e-portfolio too) • Optional: <ul style="list-style-type: none"> ○ Turn in extra credit commentary #3. Please submit it in Blackboard under “assignments.” This assignment is due on May 8th at 11:59pm. • Recommended: <ul style="list-style-type: none"> ○ Richards, Patricia. “Decolonizing Globalization Studies.” (Click here)



16	TBA	Final Paper	<p>1. Required:</p> <ul style="list-style-type: none">○ Turn in the Final Paper during the date of our final and before its ending time. Please go to “Assignments” and find the “Final Paper” submission. Then, attach your PDF.○ If you have any questions or issues with the submission, I will be available in the following meeting in Zoom:<ul style="list-style-type: none">▪ Link: https://quinnipiac.zoom.us/j/92306028164?pwd=M201cVpYT0tkWXIEMlVmTGfJcmRYZz09▪ Zoom ID: 923-0602-8164▪ Password: IR2022
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