

# Introduction to International Affairs

Dr. Helma de Vries-Jordan  
University of Pittsburgh – Bradford  
Fall 2014

PS 0110 Introduction to International Affairs

Class Times: Mondays and Wednesdays, 4:30-5:45 pm

Class Locations: Swarts Hall 237

Office Hours: Mondays and Wednesdays, 8:30-10:45 am and by appointment  
(Students can meet with me in person, via telephone, or via instant messaging tools. Please e-mail me to set up an appointment.)

Office Location: Swarts Hall 217B

Office Phone: 814-362-7586

Contact E-mail: [hdevries@pitt.edu](mailto:hdevries@pitt.edu)

Course Website: <https://courseweb.pitt.edu/webapps/login/>

## ***Course Description:***

Welcome to Introduction to International Affairs. In this course, the main theories in international relations will be discussed and will be tied to important issues in international affairs as well as to contemporary global political events. Different political actors in the international system will be discussed, including the role of states and international organizations, but we will also address the impact of non-state actors such as non-governmental organizations. Typically, issues ranging from environmental issues to human rights will be covered, and students will gain experience debating important international issues. Geographically, we will be exploring the perspectives of the United States alongside many different countries in the international system, so students can analyze ongoing political events and processes, as citizens of the world. Please review [the course schedule in the syllabus](#).

Intensive reading, consistent attendance, and active participation in discussions, class activities, and debates are required for the course. Students are expected to come to class ready to discuss the readings in the course textbook and to relate them to international news coverage. The discussion board on Courseweb will be used on an ongoing basis to talk about international news coverage, and online conversations will feed into in-class discussions. Some useful links for viewing international news coverage have been posted on Courseweb. There are many political vantage points represented amongst your peers. I expect you to consider multiple perspectives on an issue, to be respectful of others' opinions, and to take turns as devil's advocate, arguing an unpopular position.

The course includes three 1.5 to 2 page (single-spaced) written assignments. Writing for the course is expected to be of a high caliber, involving creativity, critical analysis and concrete evidence, which should stimulate an engaging class discussion. Students will respond to the film "Flow: For Love of Water" at the end of September and apply Snyder's article "One World, Rival Theories" in understanding recent world politics at the end of October. Further, at the end of November, students will prepare a country statement for the U.N. Security Council Debate which is scheduled for the first week of December. Students will also be assessed for their participation in the debate. To conclude, two exams are scheduled, which will cover the textbook readings as well as the materials presented in class and on the discussion board.

### ***Course Objectives:***

1. Students will learn about the theories and underlying assumptions driving research about international relations and about different global perspectives in international politics.
2. The most important problems in international affairs will be explored, and students will learn about the different approaches many countries are taking in addressing these issues.
3. Globalization and internationalization will be discussed extensively; students will consider the ramifications of our increasing global interdependence politically, economically, culturally, and socially.
4. Students will collect and analyze media coverage of ongoing political processes and key political events domestically and at an international level.
5. Students will gain experience presenting their ideas and analysis verbally and in writing.
6. The course will culminate in a simulation of a U.N. Security Council debate on an international crisis scenario that will require students to apply different international relations' theories and relevant background research in developing their country's standpoint.

### ***Required Textbooks:***

Goldstein, Joshua S., and Jon C. Pevehouse. 2014. "International Relations: 2013-2014 Update, 10th ed." Pearson. ISBN-13: 9780205972159.

### ***Readings:***

The assigned textbook readings should be read before class on the date they are listed in the schedule in the syllabus. The instructor will also occasionally post hyperlinks to news articles on the discussion board in Courseweb.

### ***Grading Distribution:*** (out of 100 possible points for the course)

- Participation and Engagement in Class Activities and Discussions (20 points)
- Participation and Engagement in Discussion Board on Courseweb (15 points)
- Analysis of Flow: For Love of Water (5 points)
- Analysis of Snyder article "One World, Rival Theories" (5 points)
- Country Statement for U.N. Security Council Debate (5 points)
- Participation in U.N. Security Council Debate (5 points)
- Exam 1 (20 points)
- Exam 2 (25 points)

### ***Participation and Engagement in Class Activities and Discussions:***

Students can earn a maximum of 20 points toward the final grade via participation and engagement in class. Students are expected to attend all course sessions punctually and actively participate in the course activities and discussions. Students who are habitually late or excessively absent will receive point deductions. Class discussions are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence. Please consider both sides, be respectful of others' opinions, try to understand their perspective, and take turns as the devil's advocate, arguing an unpopular position. Intensive reading is required for the course, and students are expected to come to class having completed the day's scheduled reading assignment. It is expected that students follow international news coverage on a weekly basis and tie policy examples from news coverage into class discussions. Online discussion board conversations will feed into our in-class conversations about world politics.

### ***Participation and Engagement in Discussion Board on Courseweb:***

Students are expected to actively participate in the Discussion Board on Courseweb, posting at least once a week throughout the semester. Your participation will be assessed at the end of the semester (out of a maximum of 15 points). Please use posts to discuss news coverage of international affairs and to relate these topics to the course lectures and readings. You are also encouraged to respond to others' posts on the discussion board. When citing the readings and other sources, please use parenthetical citations and include references. Please include hyperlinks for any internet-based sources, so other students can review the original sources.

Please apply your own ideas, examples, and critical thinking in response to the readings. Many political vantage points are represented amongst your peers. I expect you to consider both sides, to be respectful of others' opinions, trying to step into their shoes and understand their perspective, and to take turns as devil's advocate, arguing an unpopular position. Discussion board participation and all writing for the assignments are expected to be of a high caliber, involving critical analysis, grounded with concrete evidence, which should stimulate an engaging discussion by the class both on the discussion board and subsequently, during class sessions.

### ***Analysis of Flow: For Love of Water***

On Wednesday, September 24, at 6:30 pm in the Bromley Family Theater, there will be a documentary screening of "Flow: For Love of Water," followed by a panel discussion of water as a human rights issue. Students are asked to attend this event and write a 1.5 to 2 page (single-spaced) reaction to the film and panel discussion. Please describe key events in the film, using detailed examples; analyze the arguments in the film and link your analysis to important arguments and trends in international relations; and present your own viewpoint on the topic as well as the documentary. Feel free to respond to the panelists' commentary about the film as well. Please note that the film is also available online (<http://www.hulu.com/watch/233816>), and you can watch it that way in case you are unable to attend the film showing. The analysis of Flow is worth up to 5 points, is due on Courseweb by the start of class session on Monday, September 29, and will be discussed in class that day.

### ***Analysis of Snyder article “One World, Rival Theories”***

Please read and respond to the Snyder article entitled “One World, Rival Theories” in this assignment (see link below). In a 1.5 to 2 page (single-spaced) essay, please compare realism, liberalism, and constructivism. How have these competing theories been applied in justifying U.S. foreign policy, especially in the Middle East, since September 11, 2001? Conversely, how have these arguments been used to criticize U.S. foreign policy? Please apply the article in interpreting recent events in international affairs or in U.S. foreign policy, perhaps topics that have been discussed in class or on the discussion board. In your opinion, which of the theories best explain these recent trends in international affairs or in U.S. foreign policy? Please justify your argument and explain why the other theories do not account for the recent trends as well. The analysis of the Snyder article is worth up to 5 points, is due on Courseweb by the start of class session on Monday, October 27, and will be discussed in class that day.

Snyder, Jack. 2004. “One World, Rival Theories.” *Foreign Policy* Nov/Dec 2004 (145): 52-62.  
<http://search.ebscohost.com.pitt.idm.oclc.org/login.aspx?direct=true&db=aph&AN=14854212&site=ehost-live>

### ***Country Statement for U.N. Security Council Debate***

During the last two class sessions prior to the exam session, we will have a mock debate of states in the U.N. Security Council, trying to develop a Security Council Resolution to respond to an ongoing international crisis. A description of the international crisis scenario will be distributed in early November, and each student will be assigned a country to represent in the debate. In advance of the debate, students will individually prepare a position paper of 1.5 to 2 pages (single-spaced), describing and justifying their country’s standpoint on the issue as well as their state’s current negotiating position in the crisis simulation. To determine their country’s standpoint on the issue area, students should search for outside resources such as news articles as well as material available on member state’s diplomatic websites (click on the name of your country on <http://www.un.org/en/members/index.shtml>). Please cite all outside sources used in the paper. Students are encouraged to write this paper as if they are a diplomat representing their country. The country statement is worth up to 5 points, is due on Courseweb by the start of class session on Monday, November 24, and will be discussed in class that day.

### ***Participation in U.N. Security Council Debate***

During the last two class sessions on Monday, December 1, and Wednesday, December 3, students will represent various states in the United Nations’ Security Council who are debating how to respond to a crisis scenario and come to an agreement on a Security Council Resolution to respond to the crisis. Typically, one or two students will represent each country. The purpose of the simulation is to help students develop a better understanding of the different perspectives of the permanent member states versus the non-permanent member states in the Security Council. The students will work to draft a Security Council Resolution on the crisis with the objective of passing the resolution. (Note: the professor will explain the rules of procedure which will be adopted for the debate and the voting procedure which will be used.) Students will debate how to respond to the crisis and develop, edit, and vote on specific draft resolutions to address the crisis scenario. There will be a debriefing at the end of the debate, to analyze the

process and outcomes of the negotiations, the standpoints of the different countries, and the differential impact of various states within the Security Council. Students are expected to attend and actively participate in the debate, and the participation score is worth up to 5 points.

***Exams:***

Exam 1 is worth 20 points, is scheduled for Wednesday, October 8, and covers chapters 1 through 5 in the textbook as well as material discussed in class and on the discussion board prior to Exam 1. Exam 2 is worth 25 points, is scheduled during the final exam session listed in the class schedule, and covers chapters 6 through 13 in the textbook as well as material discussed in class and on the discussion board prior to Exam 2. Exams may involve a combination of multiple choice questions, short answer questions, and essay questions. The exam format will be discussed in class several sessions in advance of the actual exam session, and the instructor will provide students with a review sheet which contains study questions. Please note: if students are not participating in class or not keeping up with the readings, the instructor may announce a quiz for the next class session, which will count as part of the exam score for the course.

***Tentative Course Schedule:***

Date	Topic, Class Activity, and Assignment Due Dates	Reading
Monday, August 25, 2014	Introduction	Syllabus
Wednesday, August 27, 2014	No Class: Dr. de Vries-Jordan is at a conference.	
Monday, September 01, 2014	No Class: Labor Day	
Wednesday, September 03, 2014	The Globalization of International Relations	Chapter 1
Monday, September 08, 2014	The Globalization of International Relations	Chapter 1
Wednesday, September 10, 2014	Realist Theories	Chapter 2
Thursday, September 11, 2014	11 am-12:15 pm, Blaisdell 138, Open House in History and Political Science: Exploring Career Interests via Courses, Internships, Research, Study Abroad, and Student Activities	
Monday, September 15, 2014	Realist Theories	Chapter 2
Wednesday, September 17, 2014	Liberal and Social Theories	Chapter 3
Monday, September 22, 2014	Liberal and Social Theories	Chapter 3
Wednesday, September 24, 2014	Foreign Policy	Chapter 4
Wednesday, September 24, 2014	<b>6:30-9 pm, Bromeley Family Theater, Documentary Screening of "Flow: For Love of Water" and panel discussion of water as a human rights issue</b>	

Thursday, September 25, 2014	11 am-12:15 pm, Blaisdell 138, Applying to Graduate School in the Behavioral and Social Sciences and Law School	
Monday, September 29, 2014	Foreign Policy; <b>Due: Analysis of Flow: For Love of Water</b>	Chapter 4
Wednesday, October 01, 2014	International Conflict	Chapter 5
Monday, October 06, 2014	International Conflict	Chapter 5
Wednesday, October 08, 2014	<b>Exam 1</b>	
Monday, October 13, 2014	No Class: Fall Break	
Tuesday, October 14, 2014	Military Force and Terrorism	Chapter 6
Wednesday, October 15, 2014	International Organization, Law, and Human Rights	Chapter 7
Monday, October 20, 2014	International Organization, Law, and Human Rights	Chapter 7
Wednesday, October 22, 2014	International Trade	Chapter 8
Monday, October 27, 2014	Global Finance and Business <b>Due: Analysis of Snyder article “One World, Rival Theories”</b>	Chapter 9
Wednesday, October 29, 2014	International Integration	Chapter 10
Monday, November 03, 2014	International Integration	Chapter 10
Wednesday, November 05, 2014	Environment and Population	Chapter 11
Monday, November 10, 2014	Environment and Population	Chapter 11
Wednesday, November 12, 2014	The North-South Gap	Chapter 12
Monday, November 17, 2014	The North-South Gap	Chapter 12
Wednesday, November 19, 2014	International Development	Chapter 13
Monday, November 24, 2014	International Development; <b>Due: Country Statement for U.N. Security Council Debate</b>	Chapter 13
Wednesday, November 26, 2014	No Class: Thanksgiving Recess	
Monday, December 01, 2014	<b>U.N. Security Council Debate Day 1</b>	
Wednesday, December 03, 2014	<b>U.N. Security Council Debate Day 2</b>	
Wednesday, December 10, 2014	<b>3-5 pm, Exam 2</b>	

## General Course Policies

### ***Grading Policy:***

When students receive grades on any individual assignment, your raw score is listed (the points received for that assignment). At the end of the semester, all these scores are added up. The maximum number of points a student can receive is 100 points. Listed below is the system by which the total sum of grades (also a percentage) will be converted to a final letter grade.\*

90.0-92.99 % = A-;	93.0-96.99 % = A;	97.0-100.00 % = A+;
80.0-82.99 % = B-;	83.0-86.99 % = B;	87.0-89.99 % = B+;
70.0-72.99 % = C-;	73.0-76.99 % = C;	77.0-79.99 % = C+;
60.0-62.99 % = D-;	63.0-66.99 % = D;	67.0-69.99 % = D+;
		59.99% and lower = F

\* Please note that if a student engages in academic misconduct such as plagiarism or if the student accumulates an extended period of unexcused absences, the instructor may reduce the final course score or in certain circumstances, revert the student's final grade to the grade of F.

### ***Late Assignment Policy:***

Our reading and homework schedule must be adhered to in a timely matter. All assignments must be submitted online on Courseweb by the start of class, on the due date.

After this deadline, the following deductions for lateness may take place:

- Assignment received within the first 24 hours: -10% value of assignment.
- Assignment received within the first 48 hours: -20% value of assignment.
- Unless there are mitigating circumstances and the student has previous written approval from the instructor for an extension, assignments received over 48 hours past the deadline will NOT be accepted any longer and will be assigned 0 points.

### ***Tips Regarding Your Papers:***

Tips Concerning Submitting Assignments:

- Please submit the assignment on Courseweb by the start of class, on the due date, attaching it as a single Microsoft Word file.
- It is your responsibility to be sure that you check any assignment you submit to be certain that you have submitted the correct, full version of the assignment and included a properly formatted list of references at the end of the assignment.

Tips Concerning the Formatting of Your Papers:

- Microsoft Word document
- Times New Roman, size 12 point font
- Single-spaced, 1 inch margins
- No title page is needed, but a paper title should be listed
- Header on each page with your name and the page number
- Indent new paragraphs
- Italicized headings to clarify the sections of the paper
- Inclusion of parenthetical citations and a list of references

### Tips Concerning Writing Your Papers:

- The top of the first page should include your typed name and the title of the paper.
- Please include clear introductory and concluding paragraphs.
- Each paragraph should have introductory and concluding sentences that explain what idea you are developing in the paragraph, and how it relates to what precedes or follows.
- Use varied transitions to emphasize how your argument is developing.
- Paragraphs should be at least 4-5 sentences long, on average. They should be clearly focused topically, and if you have a 2 sentence paragraph that should be an indicator to you that there are ideas which need development or reorganization.
- On the other hand, paragraphs should not be so extensive that they run longer than half a page to two-thirds of a page in length. If you notice that you have a paragraph that is too long, find a way to break it down into two paragraphs, based on the content.
- Be careful to edit your writing extensively for grammar, clarity, and parsimony. Often when a sentence is excessively long, you need to break it down into two sentences. Check that each sentence clearly conveys what you mean, and make sure it has a subject, verb, et cetera. When you read each sentence, consider whether, if you had no previous information, the statement would be comprehensible to you.
- Make use of peer review at the Writing Center.
- A separate page, titled References, that lists references in the Chicago Style format ([http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)) should be included. Be sure to click on the “Author-Date” tab to see the correct version of this citation style. Reference entries should be sorted alphabetically by first authors’ surnames. Any source cited parenthetically should be included in the list of references.

### ***Tips for Finding Useful Books and Research Articles:***

Pitt Catt + allows you to search for books, e-books, articles, and journals. You may need to try out different search terms as well as grouping words together using quotation marks. Please note that research articles typically are 15-25 pages long, and they present competing theoretical arguments which are tested empirically with evidence.

To visit or contact the Hanley Library in Bradford:

<http://www.library.pitt.edu/bradford>

To access Pitt Catt + and all library tools:

<http://www.library.pitt.edu/>

To access any of the databases listed below where you can search for articles:

<http://www.library.pitt.edu/db/all>

To access any of the journals listed below and search for articles:

<http://www.library.pitt.edu/ejournals>

In case you are in need of help, there are a variety of ways to get assistance at the library:

<http://www.library.pitt.edu/bradford>

<http://www.library.pitt.edu/askalibrarian>



Databases I recommend include:

*Academic Search Premier*  
*EBSCOhost*  
*Project MUSE*  
*JSTOR*  
*PAIS International*  
*Oxford University Press*  
*Columbia International Affairs Online*  
*Worldwide Political Science Abstracts*  
*IngentaConnect*  
*Blackwell Publishing*  
*Wiley*  
*Sage Journals Online*

Key journals in International Relations and Comparative Politics

*American Journal of International Law*  
*Comparative Politics*  
*Comparative Political Studies*  
*Democratization*  
*European Journal of International Law*  
*Global Governance*  
*International Affairs*  
*International Studies Quarterly*  
*International Organization*  
*Journal of Democracy*  
*Journal of International Affairs*  
*Journal of International Law and International Relations*  
*The Journal of Politics*  
*Political Science Quarterly*  
*Political Studies*  
*Politics and Society*  
*Political Research Quarterly*  
*PS, Political Science & Politics*  
*Review of International Studies*

Journals dealing with different regions of the world

*African & Asian Studies*  
*African Studies Review*  
*American Journal of Political Science*  
*American Political Science Review*  
*Asian Affairs*  
*Asian Journal of Political Science*  
*Asian Studies Review*  
*British Journal of Political Science*  
*British Journal of Politics and International Relations*  
*Canadian Journal of Political Science*

*Comparative Studies of South Asia, Africa and the Middle East*  
*European Journal of International Relations*  
*European Journal of Political Research*  
*European Review of Latin American & Caribbean Studies*  
*European Union Politics*  
*International Journal of Asian Studies*  
*International Journal of Middle East Studies*  
*Journal of Asian and African Studies*  
*The Journal of Asian Studies*  
*Journal of Contemporary African Studies*  
*Journal of Contemporary Asia*  
*Journal of Latin American Studies*  
*Journal of Southern African Studies*  
*Latin American Politics and Society*  
*The Middle East Journal*  
*Third World Quarterly*  
*Middle East Policy*  
*Middle East Quarterly* (useful but often not empirical)  
*Middle Eastern Studies*  
*West European Politics*

Journals focused on Development and Developing Countries

*European Journal of Development Research*  
*Gender and Development*  
*Gender, Technology and Development*  
*Journal of Development Studies*  
*Journal of International Development*  
*Journal of International Relations and Development*  
*Journal of Third World Studies*  
*Progress in Development Studies*  
*Third World Quarterly*

Journals focused on Gender

*Asian Journal of Women's Studies*  
*European Journal of Women's Studies*  
*Gender and Society*  
*Journal of International Women's Studies*  
*Journal of Middle East Women's Studies*  
*Middle East Women's Studies Review*  
*Politics & Gender*

Journals focused on Human Rights

*Health and Human Rights*  
*Human Rights*  
*Human Rights Law Review*  
*Human Rights Review*

*Human Rights Quarterly*  
*Journal of Human Rights*  
*Journal of Human Rights Practice*  
*Law and Practice of International Courts and Tribunals*

Journals focused on Civil Society and Social Movements

*Interface: Journal for and about Social Movements*  
*Mobilization*  
*Nonprofit and Voluntary Sector Quarterly*  
*Nonprofit Management & Leadership*  
*Social Movement Studies*  
*Voluntas*

Journals focused on the Media

*European Journal of Communication*  
*Global Media and Communication*  
*International Journal of Communication*  
*International Journal of Press/Politics*  
*International Journal of Media & Cultural Politics*  
*New Media & Society*  
*Media, Culture & Society*  
*Political Communication*

Journals focused on the Environment

*African Journal of Ecology*  
*Environment, Development and Sustainability*  
*Environmental Politics* (articles can be requested via inter-library loan)  
*Global Environmental Politics*  
*International Environmental Agreements: Politics, Law and Economics*  
*International Journal of Sustainable Development and World Ecology*  
*The Journal of Environment and Development*  
*Review of European Community & International Environmental Law*

Journals focused on Social Policy

*Global Social Policy*  
*Journal of European Social Policy*  
*Journal of Policy Reform*  
*Journal of Poverty*  
*Social Policy* (useful but often not empirical)

Journals focused on Immigration, Migration, Citizenship, and Refugee Issues

*Citizenship Studies*  
*European Journal of Migration and Law*  
*Immigrants & Minorities*  
*International Journal of Migration, Health & Social Care*  
*International Migration*

*Journal of Immigrant & Refugee Services*  
*Journal of Immigrant & Refugee Studies*

Journals focused on Public Health

*African Journal of Reproductive Health* (useful but often not empirical)  
*American Journal of Public Health*  
*European Journal of Public Health*  
*Health Expectations* (useful but often not empirical)  
*Journal of Health and Social Policy*  
*Journal of HIV/AIDS & Social Services*  
*Journal of Public Health Policy*  
*Journal of Social Development in Africa*

Journals focused on Peace, Conflict, and Conflict Resolution

*Cooperation and Conflict*  
*Conflict Management and Peace Science*  
*International Journal of Conflict Management*  
*International Journal of Peace Studies*  
*International Negotiation*  
*Journal of Conflict Resolution*  
*Journal of Peace Research*  
*Mobilization*  
*Peace and Conflict*

Journals focused on Defense, Foreign and Security Policy

*Defence & Peace Economics*  
*Defence Studies*  
*Diplomacy and Statecraft*  
*European Foreign Affairs Review*  
*Foreign Affairs* (useful but often not empirical)  
*Foreign Policy* (useful but often not empirical)  
*Global Governance*  
*International Negotiation*  
*International Security*  
*Journal of Human Security*  
*Studies in Conflict and Terrorism*

Journals focused on Criminal Justice

*British Journal of Criminology*  
*Canadian Journal of Criminology*  
*European Journal of Crime, Crime Law, and Criminal Justice*  
*European Journal of Criminology*  
*Global Crime*  
*International Criminal Law Review*  
*International Journal of Criminology*

Journals focused on Political Economy  
*International Journal of Political Economy*  
*Journal of Political Economy*  
*Oxford review of Economic Policy*  
*Review of International Political Economy*  
*Review of Political Economy*

***Questions to Consider in Evaluating Research Articles:***

1. Arguments in the Literature: What are the most important RIVAL or competing arguments about the topic that are discussed? Which possible causal factors are considered?
2. Trends in the Literature: What are the important trends/findings about the topic that are mentioned?
3. Results: What evidence/data is collected and presented by the author(s)? What are the key findings?
4. Conclusions: What are the main conclusions drawn by the author(s) in light of this evidence? Which arguments are supported or refuted by the evidence that they collected?
5. Critically analyze the arguments being tested, the research design, the results, and the conclusions drawn in the article.
6. Are there new developments that this article may or may not apply to? How?

***Academic Integrity:***

Members of the University community, both faculty and students, bear a serious responsibility to uphold personal and professional integrity and to maintain complete honesty in all academic work. Violations of the code of academic integrity are not tolerated. Students who cheat or plagiarize or who otherwise take improper advantage of the work of others, face harsh penalties, including permanent dismissal. Incidents of forged signatures that are associated with any academic endeavor at Pitt-Bradford, in addition to being a criminal offense, are viewed as violations of academic integrity. The academic integrity guidelines set forth student and faculty obligations and the means of enforcing regulations and addressing grievances. Violations of academic integrity will be tracked by the Dean of Academic Affairs. Refer to the Pitt-Bradford Student Handbook for general guidelines on academic integrity. Copies of the complete Guidelines on Academic Integrity are available in the Office of the Dean of Academic Affairs (232 Swarts Hall.) The following links may be useful:

*Pitt-Bradford's Student Handbook:*

<http://www.upb.pitt.edu/studentactivities/>

[http://www.upb.pitt.edu/uploadedFiles/Student\\_Life/Student-Services/StudentHandbook2013-14.pdf](http://www.upb.pitt.edu/uploadedFiles/Student_Life/Student-Services/StudentHandbook2013-14.pdf)

*The University Library System's tutorial on Plagiarism:*

<http://library.pitt.edu/other/files/IL/pl2/plagiarism.htm>

*The Provost's sites on academic integrity:*

<http://www.provost.pitt.edu/info/acguidelinespdf.pdf>

<http://www.provost.pitt.edu/info/ai1.html>

All your assignments will be checked to ensure that your writing is original and you are properly citing ideas that are not yours originally. Your writing will be checked using the SafeAssign tool in Courseweb, and the instructor may ask you to submit your assignment to <http://turnitin.com/>. Your paper will be submitted and checked against the institutional and global references databases of papers, journal articles, and material available on the Internet.

### ***Academic Honesty Provisions:***

You must properly cite your work using the Chicago Manual of Style (Author-Date style). Any quotations should be accompanied by both quotation marks and a parenthetical citation, and any ideas not originally your own but which are paraphrased should be accompanied by a parenthetical citation. Information which is not general knowledge should be substantiated using parenthetical citations. Each parenthetical citation should be accompanied by a reference list entry at the end of the paper. **Please note: You should be paraphrasing ideas in your own words and rarely use quotations. I expect to see many citations and references which are correctly formatted.**

- Please refer to this link for help on citation:  
[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)
- Click on the “Author-Date” tab in this site. Please pair an in-text parenthetical citation (T) with a reference list entry (R) at the end of a paper. An example of an in text citation follows (Goldsmith and Wu 2006). A sample reference list entry is also included below:  
Goldsmith, Jack, and Tim Wu. 2006. "How Governments Rule the Net." In *Who Controls the Internet? Illusions of a Borderless World*, ed. Jack Goldsmith and Tim Wu, 65-85. New York: Oxford University Press.
- All sources, including (but not limited to) books, chapters in edited volumes, journal articles, newspaper articles, websites, official government documents, and interview transcripts should be cited and included in the list of references.
- Note: Wikipedia is NOT an acceptable source because it is an open source website subject to considerable bias, but it does contain useful hyperlinks to primary sources.
- It is not appropriate to merely “paste” quotes into a paper. They should be used selectively (ideally no more than one quote per paragraph). Quotes should be introduced and followed by at least one sentence explaining their relevance. Be sure to place “” marks around quotations.
- Make sure that you properly paraphrase your sources, truly putting ideas into your own words. Just changing a word or two, moving around words in a quote, is not paraphrasing. In fact, if you retain parts of a quote, you should leave quotation marks around those groupings of words and include a citation. If you mention a theoretical argument or concept introduced by someone else, you should use quotation marks around the name of the concept/argument the first time that it is mentioned and attribute the concept to them using a citation.
- After reviewing these materials, please let me know if you have any questions.

### ***Ramifications of Your Professionalism:***

Please realize that your professionalism is something that I will gauge on several fronts, including in your class participation assessment, and it certainly will be essential in determining whether I will be willing to serve as a reference on your behalf in the future. Please take this into consideration in deciding how you wish to engage with the course, your colleagues, and your instructor. Below are some factors that I will take into consideration. Please realize that they are all important, and that other factors also influence my decisions concerning serving as a reference or writing letters of recommendation, including the timing of a request. Many of these characteristics are also important considerations in hiring or admission decisions made by prospective employers and graduate programs. **Please note: Failure to exhibit professional intellectual, ethical, behavioral and attitudinal attributes and to interact in a collegial and professional manner with peers, faculty and the public (e.g., during service-learning, a guest lecture, etc.) may result in a 10% reduction in the final course score.**

- Enthusiasm, initiative, and active learning
- Demonstrated punctuality and reliability
- Professional behavioral conduct and demeanor
- Quality of work and work ethic
- Originality and creativity
- Critical thinking, especially in analyzing research and ongoing political events
- Communication, presentation, and listening skills
- Quality of writing, editing, and revision
- Academic honesty and integrity
- Knowledge and comprehension of key theories and concepts
- Ability to apply knowledge to concrete examples and policy-making trends
- Ability to consider divergent perspectives and engage in respectful debate
- Leadership, teamwork and quality of cooperation with other students

### ***Attendance:***

Students are expected to attend class, having prepared the day's readings, and ready to participate fully in classroom activities. If you miss the attendance, it is your responsibility to make sure to remedy that at the end of class by speaking with the instructor. On dates when exams are scheduled, assignments are due, or in-class presentations, activities, or debates are scheduled, attendance is required. On other dates of the class, students are permitted two unexcused absences, but are then also themselves responsible for arranging to get missing lecture notes from other students. Please avoid missing class sessions, to stay on track in the course.

When students have accumulated three or more unexcused absences, the instructor will deduct a penalty from the participation grade and in the case of excessive absences the instructor may revert the student's final grade to the grade of F. Students will not be penalized for excused absences and will be given a reasonable amount of time to make up missed work, provided they take contact with the instructor in advance and provided they submit the necessary documentation. On a case by case basis, the instructor will consider extenuating circumstances, but it is the student's obligation to be proactive about maintaining contact with the instructor.

### ***Class Cancellation Procedures:***

In the event that a class is cancelled, students will receive an e-mail informing them of the cancellation, and a notice will be posted on the classroom door. Please bear in mind that sometimes emergencies or unforeseen circumstances may prevent timely notification --- but all possible efforts will be made to ensure that you are informed in a timely manner.

Some things you can do to make sure you know when a class has been canceled:

- Check your Pitt email before you leave for class
- Check Courseweb for any possible notifications: <https://courseweb.pitt.edu/>
- Make sure your contact information is up-to-date: <https://my.pitt.edu/>
- Register for Pitt's Emergency Notification Service:  
<http://technology.pitt.edu/portal/emergency.html>
- Contact Behavioral and Social Sciences division secretary Brenda Brandon: 814-362-7620/Swarts 203A

### ***Severe Weather Policy:***

Pitt-Bradford's general severe weather policy is to remain open in all but the most extreme circumstances. However, faculty, staff, and students must use their own discretion in deciding whether it is possible to safely come to class or report for work. In case of inclement weather, please check your Pitt email for any possible notifications from the instructor. If weather circumstances change during the day, please recheck your e-mail messages in case an update or new message has been sent out. Students will not be penalized for weather-related absences, but are responsible for contacting the instructor and making up in-class coursework in a timely fashion. Students should submit assignments on Courseweb by the posted deadline.

### ***ITV Course Considerations (if applicable):***

For students who are enrolled in an ITV course that involves students on other campuses in Greensburg and Johnstown, please realize that if classes are cancelled on any campus where students are enrolled in the course, that the instructor will cancel class for all students in the course. Additionally, if there are technical difficulties in connecting to any classroom, class will not start until students on all of the campuses are connected properly.

Students are asked to give feedback, in case there are any problems with the connection and to adjust the volume as needed in their classroom. Also, students should be aware that the microphones are highly sensitive to all sounds, and even a side conversation at a whisper tone can be very distracting to students on other campuses. Please listen carefully to one another, take turns speaking, and raise your hand or signal to let the class know you would like to speak.

Links to on-campus library resources, support services, and disability resources in Greensburg and Johnstown are included below. Students are encouraged to contact the instructor with any questions about available resources or services. Students in Greensburg and Johnstown can meet with the professor using the telephone and Microsoft Lync. Please feel free to e-mail the professor at [hdevries@pitt.edu](mailto:hdevries@pitt.edu) to set up an appointment to talk or chat.

- Library in Greensburg and Johnstown:  
<http://www.library.pitt.edu/greensburg>  
<http://www.library.pitt.edu/johnstown>



- Support Services in Greensburg and Johnstown:  
<http://www.greensburg.pitt.edu/student-resources/learning-resources>  
<http://www.upj.pitt.edu/en/academics/academic-success-center/>
- Disability Resources in Greenburg and Johnstown:  
<http://www.greensburg.pitt.edu/student-resources/disability-resources>  
<http://www.upj.pitt.edu/en/campus-life/counseling/disability-counseling/>

### *Our Classroom Environment:*

Every student brings to the classroom a unique point of view. Everyone has different experiences and different backgrounds. We tend to think and learn in our own way, based in part on our own social and cultural background. Therefore, we have all formed opinions and perspectives that may or may not be shared by others. However, we should all treat each other with respect and decency. In this course, we may look at controversial topics that can provoke strong responses. While I encourage students to engage in discussion about such, I also expect all students to do so with civility, respect, and integrity. To establish a comfortable learning environment, we must have mutual respect and civility. This includes coming to class on time, not disrupting the class with cell phones or pagers, and discussing things in an academic, rather than a personal manner. Let's work together to create an engaging learning atmosphere.

### *Panopto Lecture Capture:*

The University of Pittsburgh at Bradford has contracted with Panopto to provide lecture capture services. Each classroom is equipped with the ability to record both the computer screen and classroom audio, including student interaction with the instructor. Instructors are not required to use Panopto. **Any student not wishing to be recorded must inform their instructor in writing at the earliest possible convenience.** Recorded lectures are provided for student use only and are the property of the instructor of the course and the University of Pittsburgh. Recorded materials may not be duplicated, reproduced, or shared without the express written consent of the instructor.

### *General Statement of Student Responsibilities:*

“As a student at Pitt-Bradford, you have been given the opportunity to study and earn your University of Pittsburgh degree. As a university that takes teaching and learning seriously, Pitt-Bradford prides itself on being a “community of learners.” By this, we mean that all of us – students, faculty and staff – take active roles in the teaching and learning process. One cannot be a passive learner at Pitt-Bradford” (Student Handbook, 2009-2010). In addition to the requirements as outlined for this particular course, as a member of the faculty responsible for carrying out the “community of learners” mission, I understand you as a Pitt-Bradford student to have the following responsibilities:

1. While faculty and academic support personnel are readily available to teach, guide, and assist you, the primary responsibility for learning and your education is yours.
2. While all faculty, academic advisors, and academic support personnel are available to assist you, it is your responsibility to communicate with your advisor and/or course instructor when necessary, and it is your responsibility to be familiar with all relevant university policies and processes.

3. While many students must maintain multiple responsibilities, including work and family, it is your responsibility to make academics – to the greatest degree possible – your highest priority.
4. While a full university experience should include cultural, social and recreational endeavors, it is your responsibility to manage your time such that as a rule, several hours of work outside the classroom are available for each hour of class time.”

### ***Electronic Devices:***

Please keep electronic devices stowed away with the volume turned off during class and leave them at home during exams. However, if you are using a device like a smartphone, i-pad, or laptop to take notes, work on an assignment, or search for relevant information, you are more than welcome to do so during class but not during exams. Please do not use devices for other purposes such as instant messaging or text-messaging. Students should ask permission before they record any lectures, presentations, or discussions (delivered by the professor or by others).

### ***Caveat Concerning the Flexibility of the Course Syllabus:***

The instructor reserves the right to make changes in the course based on factors such as developments in international affairs, class discussion, the availability of reading materials, and the performance of the class. Minor changes will be announced in class, but if there are any major changes, they will be announced via an e-mail to the class, and the posting of an updated syllabus. Although such changes will not occur on a weekly basis, some adjustments during the semester may occur so as to maximize students’ learning.

### ***AccessAbility Services:***

If you have a documented learning, physical or emotional disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resources and Services coordinator, Carma Horner ([clh71@pitt.edu](mailto:clh71@pitt.edu), 202 Hanley Library, 814-362-7609, <http://www.upb.pitt.edu/drs/>), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

### ***Writing Assistance, Support Services, and Courseweb Tutorials:***

The Writing Center in Hanley Library (Room 250) offers students help with writing:

<http://www.upb.pitt.edu/writingcenter/>

The Academic Coaching and Tutoring Center offers additional support services:

<http://www.upb.pitt.edu/actc/>

Online tutorials for Courseweb are available:

<http://www.cidde.pitt.edu/bb9>