



On-Campus Course Syllabus

POL 303.L1

INTERNATIONAL RELATIONS

SPRING 2023

Class Information

Day and Time: Mondays 4:45 – 7:15 p.m.

Room Number: E205

Contact Information

Instructor Name: Dr. Joshua N. Longmire

Instructor Email: jlongmire@criswell.edu

Instructor Phone: 903-436-6594

Instructor Office Hours: [On request](#)

Course Description and Prerequisites

This course explores why and when international actors, specifically states, choose cooperation or conflict. The course explores this question of cooperation versus conflict from both historical and theoretical perspectives. The course teaches how states, international organizations, and non-governmental actors work within the international system to address human rights, environmental, economic, health and security issues.

Course Objectives

By the end of this course students will be able to:

1. Identify past, present, and future challenges and opportunities for countries and regions.
2. Explain how peace and cooperation can be achieved within and between countries.
3. Prescribe solutions to the challenges of global governance, accountability, and enforcement

Required Textbooks

Shirayev and Zubok. *International Relations*, 3rd Edition. Oxford. 2019. 978-0190648527

Available on Amazon from: <https://www.amazon.com/International-Relations-Eric-Shirayev/dp/019064852X>

Recommended Reading

- The Economist
- The Washington Post
- Foreign Affairs
- Foreign Policy

Course Requirements and Assignments

- 30% - Weekly Reading Quizzes in Canvas
- 30% - Weekly News Analysis
- 5% - International Relationship Book Review Presentation
- 15% - International Relationship Book Review
- 20% - Final Exam

Course/Classroom Policies and Information

Attendance Policy

Regular canvas interaction is expected of all students; in fact it is necessary if you want to pass. Conflicting work schedules, appointments, and other activities are not acceptable excuses for missing assignments; plan for these accordingly.

YOU ARE RESPONSIBLE for completing the work assigned in Canvas. I will be giving regular reminders for your assignments. This is a college class; you are expected to be able to keep up on your own.

Class is independent of, but also connected to, Canvas.

What is on Canvas is working through the book, all of the activities and quizzes are based on the book.

Depending on the depth we may not always be in sync with Canvas. If we are too out of sync I may adjust the calendar as I deem necessary.

Class Decorum

Be respectful of your classmates. There are many different opinions, and rude or aggressive behavior will not be tolerated. We will be discussing different topics, and there are a few times when you are required to comment on others. There may come a point we discuss “touchy” topics. If you cannot handle the discussion, or someone else’s opinions/beliefs, then please walk away from your computer and come back later to comment on someone else’s. Personal attacks, broad generalizations and other such criticisms will not be allowed.

Words of Advice

1. If you are having issues, communicate with me. Communication is key!!!
2. Please do not wait to the last minute to do the work. There is a due date for each module.
3. It is a DUE date not a DO date. Everything is available on Day 1, but locks closed after the Due date.
4. Please Do Not Wait Until The Last Minute To Do The Work

5. PLEASE DO NOT WAIT UNTIL THE LAST MINUTE TO DO THE WORK – (I cannot stress this enough)
6. Participate in the Class
 1. You will find that is the best way to ensure you do well
7. A student found responsible for an act of academic dishonesty by the Dean of Students will receive an appropriate academic penalty. That penalty could range from a 0 on the assignment to an F for the course grade.
8. The best way to contact me is via email at jlongmire@criswell.edu.
All email must be from the student's Criswell email account or through Canvas.
9. During the week, I strive to respond to student emails within 24 - 48 hours; emails sent after noon on Fridays will be responded to by the following Monday afternoon.

If YOU Need Help: First, send me an email. Then, send me another if it's an emergency and I haven't answered. That's what I am here for: **professors are there to help and talk with you about the course.** I urge you to take advantage of me.

Class Attendance

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

Assigning grade definitions (i.e., above average, average, below average) is optional. Please delete the last column below if not assigning definitions. Additionally, delete these instructions when completing syllabus.

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	Exceptional
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	Above Average
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	Average
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	Below Average
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	Unacceptable

Incomplete Grades

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An "I" may be assigned only when a student is currently passing a course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their instructors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the close of the term or semester in which the grade was awarded, or the "I" will become an "F."

Academic Honesty

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

Institutional Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

Institutional Email Policy

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

Disabilities

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

Intellectual Property Rights

Unless otherwise specifically instructed in writing by the instructor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

Resources and Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number, twenty-four hours a day. Students needing help with SONIS should contact the Campus Software Manager at studenttechsupport@criswell.edu.

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or studentservices@criswell.edu. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

	<u>Readings Due</u>	<u>Assignments Due</u>
Week 1 – Course Introduction		
Monday 1/23	None	None
Week 2: Introducing International Relations		
Monday 1/30	<ul style="list-style-type: none"> • IR: Ch. 1 Introducing International Relations 	<ul style="list-style-type: none"> • Ch. 1 Reading Quiz • News Analysis
Week 3: The Evolution of International Relations		
Monday 2/6	<ul style="list-style-type: none"> • IR: Ch. 2 The Evolution of International Relations 	<ul style="list-style-type: none"> • Ch. 2 Reading Quiz • News Analysis
Week 4: Realism		
Monday 2/13	<ul style="list-style-type: none"> • IR: Ch. 3: Realism • Additional readings are posted on Canvas 	<ul style="list-style-type: none"> • Ch. 3 (Realism) Reading Quiz • News Analysis
Week 5: Liberalism		
Monday 2/20	<ul style="list-style-type: none"> • IR: Ch. 3: Liberalism • Additional readings are posted on Canvas 	<ul style="list-style-type: none"> • Ch. 3 (Liberalism) Reading Quiz • News Analysis
Week 6: Alternative Views		
Monday 2/27	<ul style="list-style-type: none"> • IR: Ch. 4: Alternative Views • Additional readings are posted on Canvas 	<ul style="list-style-type: none"> • Ch. 4 Reading Quiz • News Analysis
Week 7: International Security		
Monday 3/6	<ul style="list-style-type: none"> • IR: Ch. 5: International Security 	<ul style="list-style-type: none"> • Ch. 5 Reading Quiz • News Analysis
Week 8: Spring Break – No Class		
Monday 3/13	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • No
Week 9: International Law and International Organizations		

Monday 3/13	IR: Ch. 6 International Law and International Organizations	<ul style="list-style-type: none"> • Ch. 6 Reading Quiz • News Analysis
Week 10: International Political Economy and Development		
Monday 3/20	<ul style="list-style-type: none"> • IR: Ch. 7 International Political Economy and Development 	<ul style="list-style-type: none"> • Ch. 7 Reading Quiz • News Analysis
Week 11: Terrorism and Evolving Security Challenges		
Monday 3/27	<ul style="list-style-type: none"> • IR: Ch. 8 Terrorism and Evolving and Security Challenges 	<ul style="list-style-type: none"> • Ch. 8 Reading Quiz • News Analysis
Week 12: War Theory		
Monday 4/3	<ul style="list-style-type: none"> • Readings posted on Canvas 	<ul style="list-style-type: none"> • Reading Review • News Analysis
Week 13: Environmental Issues		
Monday 4/10	<ul style="list-style-type: none"> • IR: Ch. 9 Environmental Issues 	<ul style="list-style-type: none"> • Ch. 9 Reading Quiz • News Analysis
Week 14: Humanitarian Concerns		
Monday 4/17	<ul style="list-style-type: none"> • IR: Ch. 10 Humanitarian Concerns 	<ul style="list-style-type: none"> • Ch. 10 Reading Quiz • News Analysis
Week 15: Class Presentations		
Monday 4/24	<ul style="list-style-type: none"> • Class Presentations 	<ul style="list-style-type: none"> • Class Presentation
Week 16: Closing International Relations		
Monday 5/1	<ul style="list-style-type: none"> • Readings are posted on Canvas 	<ul style="list-style-type: none"> • Book Report Due
Week 17: Final Exam		
Monday 5/8	None	<ul style="list-style-type: none"> • Final Exam Due

News Analysis Assignment

Each assigned week you will summarize an article pertaining to International Relations politics and how it influences the current debate on that subject. You can use information from past article summaries if you want to focus on one topic throughout the semester. Each week you will have to use a different media source for the articles. Some weeks it will be your choice and other weeks will be set. My goal for these assignments is encourage you to critically engage different news sources – determining credibility, bias, and potential effects. I have included samples under the Canvas Modules.

Tips for success: Many sites now use "pay walls" to prevent people from reading the news articles without subscribing. **NEVER pay to access the assignment.**

To receive full credit:

1. Choose a current news article relating to international relations
2. Include a link to your selected article with your 1 page analysis
3. Quickly summarize what the article is about
4. Try to conclude how this article is important to the larger debate on this topic.
5. Identify any bias or opinions in the article (does the author seem to be on one side or the other?) **This is important to your score!**
6. Each summary should be about 1 page (or 250-300 words)
7. The page is double spaced and uses Times New Roman, 12 point font.

****It must be turned in on time or will receive a late grade**

Writing Critical Book Reviews

A critical book review does not only tell you what a book is about, but also whether it achieves what it is trying to do. Therefore, a critical book review is more than a summary of the content (even though this is an important component), but a critical analysis of the book and your reactions to it.

While you are reading the book, take notes about the following issues:

- What is the author's main goal in writing this book? (Convince you of his position on a controversy? Explain the background of an event? Raise awareness of a particular issue?)
- What are the author's main points?
- What kind of evidence does the author provide to make his or her points? How convincing is this evidence?
- Is the book well written? (Easily understandable? Good style?)
- What group of readers would find this book most useful (Lay people? Students? Experts in the area?)

A book review usually has the following components

1. Introduction (one or two paragraphs)
 - Bibliographic information (author, title, date of publication, publisher, number of pages, type of book)
 - Brief overview of the theme, purpose and your evaluation
2. Summary of the content (about two pages)
 - Brief summary of the key points of each chapter or group of chapters
 - Paraphrase the information, but use a short quote when appropriate
3. Evaluation and conclusion (about one page)

- Give your opinion about the book. Is the book easy to read or confusing? Is the book interesting, entertaining, instructive? Does the author support his arguments well? What are the book's greatest strengths and weaknesses? Who would you recommend the book to?

Your book review should be 3-4 typed pages long (double-spaced, one-inch margins). I expect your book review to be free of grammatical and spelling errors, and otherwise well edited. Please refer to the next pages for an example of a decent book review.

Joshua N. Longmire

Ariane M. Tabatabai. *No Conquest, No Defeat: Iran's National Security Strategy*. New York, Oxford University Press & Hurst Publishers, 2020.

No Conquest, No Defeat: Iran's National Security Strategy Review

Since the United States invaded Iraq twenty years ago, Iran has become a regional power in the Middle East. Iran's rise has come through an extensive network of proxy combatants fighting for Islam nowhere near Iran's borders. Even with this view and their growing power in the region, very few understand Iran and its goals for the region. Through her book, *No Conquest, No Defeat: Iran's National Security Strategy*, Ariane Tabatabai attempts to use Iran's historical and cultural past to present an enlightened view of Iran's foreign and security policies.

Tabatabai's central premise is that several parallels between previous governments and governmental systems in Iran have led to its current policy. Her work is unlike the extensively comprehensive foreign policy review popular among international relations scholars. Instead, her goal is to show the root of the problem and how different instances in Iran's past have shaped the current governmental institutions and leaders' perspective on the world and their security approaches. According to Tabatabai, "In fact, past is present in Iran—and extends not just to the immediate pre-revolution years, but hundreds of years before, to the genesis of the modern state with the advent of the Qajar dynasty" (p. 3).

Tabatabai describes each significant era of Iranian history, starting with the Qajar dynasty, in power from 1789 to 1925. During this reign, the government struggled against foreign forces vying for the region, culminating in two wars with Russia in 1804-1813 and 1826-1828; at the end of these engagements, Iran had a large amount of lost territory. From these interactions, even

though the Qajar dynasty was known for lavish lifestyles and corruption, Iran started to form its mistrust of other nations. As Tabatabaia notes about the time frame, “Contemporary Iran’s suspicion of foreign powers in general and the West, in particular, does not begin with the Islamic Revolution in 1979 or even the 1953 coup...Instead, this distrust is grounded in the country’s defining experiences during the nineteenth century” (p. 61).

Following the demise of the Qajar dynasty, Reza Shah and the Pahlavi dynasty became the new leaders of the Iranian people. While learning from many of the issues that plagued the Qajar dynasty, during his short reign (1925-1941), Reza Shah was able to grow the power of the military, create a central authority, and create modern institutions to promote the rule of law. Reza Shah tried to balance the need for national security with the desire to be a self-reliant nation. This balancing act eventually led to his forced abdication. More importantly, Iran’s contemporary national security strategy showed them that “powers would not hesitate to ignore Iranian wishes... in pursuit of their interests. It also reinforced the idea that years after the Constitutional Revolution, Iranians still did not enjoy self-determination, as their leaders were forced in and out by foreign powers” (p. 94). This notion would continue under Reza Shah’s son, who would face many of the same issues that faced his father. Specifically, his rise to power and fall happened at the hands of foreign powers. Finally, from this period, a significant element of Iran’s national security strategy became a part of its mission: “deterrence and posturing became Iran’s main defense doctrine under the Islamic Republic. And a key tool placed by the Shah in the Iranian defense and security toolkit, non-state actors, would become Iran’s main deterrent and weapon against its adversaries after the revolution” (p. 146).

The Islamic Revolution changed many parts of the Iranian culture. One of the most significant applications came from the Islamic religion being immensely intertwined with the politics of the nation-

state in a way that has never been seen before in the modern world. One of the pivotal moments of the contemporary Iranian era was the Iraq-Iran war from 1980 to 1988. During the eight-year war, Iran became further isolated from the international system due to many nations siding with Iraq during the war. Although Iraq did not defeat Iran during the conflict, it was devastated, and the reverberating effect on the nation's psyche still survives today. An example of this effect on their psyche occurred in 2020 with United States President Donald Trump ordering the killing of Soleimani, a popular Iranian general. Tabatabai states that "Iranians took to the streets to commemorate the commander. But more so, they came out to display unity to avoid another devastating war" (p. 224). During this conflict, Iran redoubled its efforts to initiate indigenous programs like "missiles, drones, and nuclear and chemical programs and support of non-state groups" (p. 225).

While Tabatabai's work does an excellent job tracing the evolution of Iran's national security strategy throughout the many eras of the Iranian leadership, it seems that Tabatabai places too much attention on areas that do not directly relate to the thesis of the text. One example is the detailed description of the Shah's non-defense-related reforms to the country. Lastly, if a person does not have a great understanding of the history of Iranian culture, this book can come across as confusing with the erratic structure of the analysis.