



## Instructor Contact

**Name:** Dr. Özlem Altıok

**Class meeting times and location:** Tuesday 4 – 7 pm GAB 406

**Office Hours:** Monday, 4-5 pm in GAB 119D. You can also email me for an appointment to meet via Zoom.

**Email:** [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu)

## Course Description

This seminar is required for students in the master's program in International Studies. It engages some “big-picture” issues in global politics, and the theories and perspectives that inform their analysis. The course explores global forces, interactions, and tensions in the three areas our MA program covers: International Security and Diplomacy, International Development and Human Security.

As part of this seminar, students will produce a research paper on a question of interest to them, and with the professor's guidance. Your research may result in a traditional research paper that draws on secondary and/or primary sources.

Alternatively, you may pursue a project producing a report or paper based on relevant work experience with an organization that addresses an issue relevant to international studies. Examples of alternative projects include: Creating a podcast, creating a Wikipedia entry on a person or organization, creating an instructional video, a report you produce for work you conduct with/for a community organization, etc. You will need to discuss your alternative project idea with me and I will need to approve your project by the fourth week of the semester.

Either option you pick, you will be delivering a presentation of your research, project, or other work.

## Course Structure

**We will meet in person as a class on Tuesdays from 4 to 7 pm in GAB 406. In addition to these meetings, some** interaction with me and with your fellow students will take place over Canvas. There are 10 weeks of content that you will complete. Last two weeks of the semester are reserved for your research presentations and papers.

The Weekly Reading Schedule (on your syllabus) lists everything you need to read, watch and do in this class. All the quizzes and assignments are due by 11:59 am on Tuesday.

Every week, we will explore a different subject and will complete:

- 1) a brief lesson that orients you to the week's readings
- 2) required readings and videos,
- 3) assignments

You must complete your reading and quizzes *before* our class meeting. My lecture and our classroom discussion will be in person on Tuesdays 4 – 7 pm.

Each of the first ten weeks you will be completing at least 1 Module and 1 Quiz. **Quizzes** comprise a few questions to test whether you have completed the reading. They are over all required material (i.e. the online lessons, assigned reading and videos).

In addition, you will need to submit **5 Discussion posts** (i.e. short essays) the instructions for which are listed below on this syllabus and also under the Discussions tab on Canvas.

The major research project you are expected to complete for this class is divided into four assignments: **A list of articles and the specific research question, literature review, a presentation and a final paper**. I will provide separate information, resources and instructions on each of these.

### Communication Expectations

The learning management software we will use for this course is Canvas. You can log in at <https://unt.instructure.com/>

The primary tool that I will be using to communicate directly with you is in-person discussions in class, Canvas and email. You can send concerns or questions using Canvas' email feature or by emailing me at [Ozlem.Altiok@unt.edu](mailto:Ozlem.Altiok@unt.edu) You can expect to receive a response to emails usually within a day or two (on weekdays).

For the weekly quizzes in this class, you will know your grade immediately after taking them. For assignments that involve writing (discussion posts, literature review, research presentation and research paper) you will receive feedback and your grade within approximately 7 days.

Remember that college communication is still professional communication. Use correct spelling and grammar and always double-check your response before sending your messages to others. *Netiquette* is important in an online course as well as online communication more broadly. UNT's CLEAR has [a webpage for students that provides Online Communication Tips](https://clear.unt.edu/online-communication-tips) (<https://clear.unt.edu/online-communication-tips>).

I would prefer that most general questions are brought up in class or go through the Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue that the whole class can see.

### Course Prerequisites and Other Restrictions

This course is open only to master's students in International Studies. In order to be successful in this course you will need to:

- Have a good command of the English language, including the basics of written communication.
- Cite sources, giving credit to where you obtain information.
- Make the commitment to spend 10 hours a week reading the assignments, reflecting on the material covered (including the lectures), and participating in discussion throughout the course.
- Utilize tact in discussing differing perspectives and be open to build cordial professional relations with others.

I consider basic knowledge of the English language, including grammar and spelling to be prerequisite skills that students should have before the course starts. I also expect that you know how to craft essays that are well-organized and well-argued. If writing is not your *forte*, I encourage you to pay particular attention to the Writing Module that is part of your coursework at the beginning of this class. You may also get help from UNT's Writing Center. They offer online tutoring as well. <https://writingcenter.unt.edu/online-tutoring>

## Course Objectives

Participants in this Seminar can expect to

1. Understand the contested nature of security, international development and globalization,
2. Analyze global challenges from different theoretical perspectives,
3. Improve written and oral communication skills to present their work, and
4. Reflect on their own place and responsibility in an interconnected, unequal and violent world.

## Required Materials

There is no required textbook for this class.

Articles, opinion pieces and news articles I have selected for this syllabus are available on the world wide web.

To get the full texts of peer-reviewed articles you can use the UNT Libraries <https://library.unt.edu/>

Sections from books may be posted on Canvas or accessed using the e-book available through our library.

Please study your syllabus early in the semester, and locate and access the readings for each week. This is your responsibility. If you have any problems with access, please alert me to the issue in a timely manner so that I can help you get access before the reading/assignment is due (ideally, the week before a due date).

You may also contact our librarian Julie Leuzinger at [julie.leuzinger@unt.edu](mailto:julie.leuzinger@unt.edu) She is always very supportive in helping you access assigned reading or other material you need for your research.

## Recommended books

Karin Fierke. (2015). *Critical Approaches to International Security*. John Wiley & Sons. Available as an e-book through the UNT Library.

Scott Strauss and Barry Driscoll. (2019). *International Studies: Global Forces, Interactions, and Tensions*. Sage.

Laura Shepherd (ed.). (2015). *Gender Matters in Global Politics*. Routledge. Available as an e-book through the UNT Library <https://discover.library.unt.edu/catalog/b6075011>

Amartya Sen. (1999). *Development as Freedom*. Anchor Books.

All of the readings you will need for this course are either available online via the URLs\* provided in this syllabus (below) or the UNT Library or on our course page on Canvas <https://unt.instructure.com/>. The online lessons on Canvas includes links to supplementary materials and/or readings. I indicate whether you should read, skim or consider them as for further reading.

If a URL has moved or is “broken.,” simply search the web for the title and the author. In most cases you will be able to locate what you need to read this way.

## Teaching Philosophy

I take seriously the argument Adrienne Rich makes in her 1977 essay “[Claiming an Education](#).” As well, my teaching is informed by my belief that knowers “can’t be neutral on a moving train,” as late historian Howard Zinn put it, and that knowledge must be used to achieve social justice. I am here to help you claim your education. My responsibility as a teacher-scholar is to help you to understand different theoretical perspectives on the study of international politics and global challenges. I am here to help you develop your own intellectual capacity and voice. I expect that you will use all of the resources I provide to help you develop into a better thinker, writer and advocate.

## Technical Requirements & Skills

### Minimum Technology Requirements

To be successful in this course, you will need the following:

- Computer
- Reliable internet access, which should support streaming of 1-2 films a week
- Speakers
- Microphone
- Plug-ins
- Microsoft Office Suite or Open Office
- [Canvas Technical Requirements](https://clear.unt.edu/supported-technologies/canvas/requirements) (<https://clear.unt.edu/supported-technologies/canvas/requirements>)

### Computer Skills & Digital Literacy

The following are course-specific technical skills you must have to succeed in the course:

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet and presentation programs

### Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Always use your professors’ proper title: Dr. or Prof., or if in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to your instructor by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”

- Use standard fonts such as Ariel, Calibri or Times new Roman and use a size 10 or 12-point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit or avoid the use of emoticons like :) or ☺.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and others').
- Do not send confidential information via e-mail.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) (https://clear.unt.edu/online-communication-tips) for more information.

### Success in an Online Course

*This is a face-to-face class*, but due to the work/internship component that can be a part of this course, some students may be relying on online resources and instructions more than others at least some of the time during the semester. While the online classroom shares many similarities with the face-to-face classroom, success in online education requires certain skills and expectations. For more, read [“How to Succeed as an Online Student”](https://clear.unt.edu/teaching-resources/online-teaching/succeed-online) (https://clear.unt.edu/teaching-resources/online-teaching/succeed-online).

### Course Requirements and Schedule at a Glance

The Modules you are to complete, assignments, due dates and points value for each are included the table below. You must keep this table and the detailed Weekly Reading Schedule (the last four pages of this syllabus) close to you if you want to succeed in this course. **Bold dates** indicate due dates.

Dates (submission due dates in bold)	Materials to read & watch	Assignments to Submit	Keep track of your grades
Aug 22 – <b>Aug 28</b>	Module 1 Introduction to the course & Writing	Self-Introduction Quiz 1 (25)	
<b>Aug 29</b> – Sept 4	Module 2 Making of our global age	Quiz 2 (25)	
<b>Sep 5</b> – 11	Module 3 Theoretical perspectives: Realism	Quiz 3 (25)	
<b>Sep 12</b> – 18	Module 4 Liberalism	Quiz 4 (25) Discussion 1 (50)	
<b>Sep 19</b> – 25	Module 5 Constructivism	Quiz 5 (25) Discussion 2	
<b>Sep 26</b> – Oct 2	Module 6 Feminism	Quiz 6 (25) Research question & article list (50)	
<b>Oct 3</b> – Oct 9	Module 7 Marxism	Quiz 7 (25) Discussion 3 (50)	
<b>Oct 10</b> – Oct 16	Int'l Development & Globalization	Quiz 8 (25)	
Oct 17 – <b>Oct 23</b>	Research question & literature review	Literature review (150)	
<b>Oct 24</b> – Oct 30	Module 8 International Development & Globalization	Quiz 9 (25) Discussion 4 (50)	
<b>Oct 31</b> – Nov 6	Module 9 Human Rights & Human Security	Quiz 10 (25)	
Nov 7 – <b>Nov 13</b>	Module 10 War, Displacement, VAW	Discussion 5 (50)	
<b>Nov 14</b> – Nov 20	Research presentations	Presentations due (150)	
<b>Nov 21</b> – <b>Nov 27</b>	Thanksgiving break	Enjoy!	
Nov 28 – <b>Dec 8</b>	Course wrap-up	Final papers due (150)	

## Grading

### Course Assessments (1,000 points total)

- Weekly quizzes/short reflections on the reading (10 @ 25 points each = 250 points or 25% of total)
- Short essays / Discussions (5 @ 50 points each= 250 points or 25% of total)
- Specific research question and the list of articles you will be reading (50 points or 5% of total, Oct 2)
- Literature review (100 points or 10%) due October 23
- Research presentation (150 points or 15 % of total) due November 14
- Final research paper (150 points each or 15% of total) due December 8, 2023.

## Grading

- A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria.)
- B: 80-89% (Good, impressive work. The student performs above the minimum criteria.)
- C: 70-79% (Solid, college-level work. The student meets the criteria of the assignment.)
- D: 60-69% (Below average work. The student fails to meet the minimum criteria.)
- F: 59 and below (Sub-par work. The student fails to complete the assignment.)

## Grade-related Policies

### Late Work

I will mark down late work by 20% for each day that it is late. All work turned in after the third day of a deadline will receive a grade of zero unless the student has a [university-excused absence](#) and provides documentation of that excuse.

### Turnaround Time

I aim to return graded work to you within one week of the due date. When this is not possible, I will send an announcement to the class.

### Grade Disputes

You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, please email me to set up a meeting (I will not discuss grades over email). You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within seven days of receiving your grade, you also forfeit your right to a grade dispute.

### Extra Credit

I may announce some extra credit opportunities during the semester.

## Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course. These evaluations will become available toward the end of our semester, and you will receive a notification that invites you to complete them.

## Course Policies

### Assignment Policy

The due dates for all your assignments in this class are stated on this syllabus. They are included as a table for your quick reference above. As well, they are listed under the more detailed Weekly Schedule of Readings below.

Short essay/Discussion prompts you are expected to respond to are on this syllabus *and* under Discussions on Canvas. Please do not attach a file for your Discussion posts. Simply enter your short essays.

Think of these as short (500-750 word) essays. To receive full credit, you must explicitly cite at least two of your assigned readings, and you must respond to at least one other classmate's post/essay in a way that engages one of their ideas or questions. We will continue the conversation started online in our classroom.

The quizzes comprise 6-10 multiple-choice questions and are timed. They are designed to assess whether you have completed your assigned readings.

For the quizzes, you get only one attempt, but I understand that occasionally, technical difficulties happen. The University is committed to providing a reliable online course system to all users, but in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, I will extend the time window and provide an appropriate accommodation based on the situation.

A good portion of your grade will be based on your research paper. Because I want you to focus on this to produce high quality work, I have divided this into four graded assignments.

- Submit your specific research question and a list of at least 8 articles you will be reading (**October 2**)
- Submit your literature review that will discuss what has been written on the subject (**October 23**).
- Your presentations are due on **November 14** (You should complete most of your research before then).
- Submit your final research papers on **December 8**. This syllabus includes and I will explicitly point to specific examples of the different types of papers you can "model" your own paper after.

### Examination Policy

The quizzes and other assignments in this class are open-book. You should take the tests at a reliable internet connection. If you lose internet connection during an exam, I will work with you for a make-up to be taken that day or soon after the due date. If you encounter a connection issue during a test, you should immediately contact the Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. You should also email me to report the problem. The Student Help Desk and I will work with you to resolve any issues at the earliest possible time.

### Instructor Responsibilities and Feedback

My responsibilities in this course are to help you learn and grow intellectually. To this end, I will provide clear



instructions for work I expect you to complete. I will answer your questions about assignments, identify additional resources as necessary, review and update course content, etc. You can expect an answer to your questions or concerns within 1-2 days. You should expect feedback on assignments you turn in for a grade in this course. I usually send my feedback via Canvas, and do this within 7 days of the due date.

### Late Work

Late work will be penalized for each day it is late. You can expect a daily deduction of 20% of the points any given assignment is worth. For example, if your quiz or short essay/discussion post is late by one day (i.e. 1-24 hours past the due date), you will automatically lose 6 out of the 30, and 10 out of the 50 points.

### Attendance Policy

Please attend class regularly and be on time to class meetings. Attendance is measured by your cognitive and social presence, not just your physical presence.

### Class Participation

Discussion posts are essentially short essays where you demonstrate your comprehension of the material and analyze them critically. I also expect that short essays/discussions will facilitate dialogue among students. You are required to engage, and respond to, at least one of your classmates each time you submit a discussion post/short essay. I will evaluate your participation in this class by monitoring your own responses to the 5 discussion prompts and the quality of your responses to and conversations with your classmates online and in class. Your responses to classmates should be posted within 24 hours of the due date of the Discussion post. If you neglect to respond to a classmate, you will lose 20% of that discussion post grade (i.e. 10 out of 50 points).

### Syllabus Change Policy

If there are any changes to this syllabus, course information, and due dates, I will let you know a few days in advance. Please make sure you check your Canvas email, and/or **set your notifications preferences (using the Notifications Settings on Canvas)** so that you receive emails into the inbox that you check most regularly.

### Getting Help

#### Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** <http://www.unt.edu/helpdesk/index.htm>

**Email:** [helpdesk@unt.edu](mailto:helpdesk@unt.edu) **Phone:** 940-565-2324 **In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8 am - 9 pm

#### Telephone Availability:

- **Monday-Thursday:** 8 am - midnight
- **Friday:** 8 am - 8 pm **Saturday:** 9 am - 5 pm and **Sunday:** noon-midnight

**Laptop Checkout:** 8 am - 7 pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328) (<https://community.canvaslms.com/docs/DOC-10554-4212710328>)



## Weekly Reading Schedule

Most of the reading material listed below can be found on the world wide web, UNT Libraries or on Canvas. The URLs are included on this syllabus. If you are working ahead, and find that a link is broken, please let me know so I can fix the problem. Note that URLs can and *do* move. Most of the time, you will still be able to find the reading by a simple web search of the title and author.

Note that on page 5 of this syllabus, there is a table that sums up the content and assignments that are due each week. Below is the more detailed weekly reading schedule that specifies the material that you are to read, watch and the assignments you are to submit.

### Week 1: August 22 – 28 (Self-introduction and Quiz #1 due by 11:59 am on Tuesday)

#### Module 1: Introduction to the course and a workshop on writing

**What to read:** Online module #1 (including your syllabus, and links in the online module (especially all that is under “Mechanics” and “Grammar” on Purdue’s [OWL website](https://owl.purdue.edu/owl/general_writing/mechanics/index.html))

[https://owl.purdue.edu/owl/general\\_writing/mechanics/index.html](https://owl.purdue.edu/owl/general_writing/mechanics/index.html)

Writing a research paper

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/research\\_papers/index.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/index.html)

Genre and the research paper

[https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/research\\_papers/genre\\_and\\_the\\_research\\_paper.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/research_papers/genre_and_the_research_paper.html)

**To do: Reading Quiz 1** (25 points). Quiz will be over the assigned reading, including the “Mechanics” and “Grammar” sections on Purdue’s [OWL website](https://owl.purdue.edu/owl/general_writing/mechanics/index.html) **Please also introduce yourself** per the online module instructions and respond to at least two classmates.

### Week 2: August 29 – Sept 4 (Submit all assignments by noon on Tuesday)

#### Module 2: The Making of Our Global Age and Globalization Debates

**To read:** Scott Strauss and Barry Driscoll. (2019). International Studies: Global Forces, Interactions and Tensions, pages 21-50.

David Held and Anthony Grew. (2003). The Great Globalization Debate: An introduction. In *The Global Transformations Reader*. Polity Press. Pages 1-50 (Canvas)

**To do:** Reading Quiz 2 (25 points). Quiz will be over the assigned reading.

### Week 3: September 5 – 11 (Submit all assignments by noon on Tuesday)

#### Module 3: Theoretical perspectives in international relations: Realism

##### Basics of research workshop with INST Librarian Doug Campbell

**To read:** Karin Fierke. (2016). *Critical Approaches to International Security*, Available as an e-book via the UNT Libraries. Read pages 52-54 (on realism), 68-70 (on new-realists), 71-75 (on constructivist and feminist perspectives), 77-85 (on the changing international context in which the meaning of “security” is contested).

Kenneth Waltz. (1979). "The Anarchic Structure of World Politics" (Canvas)

P. Schouten. (2011). "Theory Talk #40: Kenneth Waltz – The Physiocrat of International Politics," Theory Talks, <http://www.theory-talks.org/2011/06/theory-talk-40.html>

**To do:** Reading Quiz 3 (25 points). Quiz will be over the assigned reading.

#### **Week 4: September 12 – 18 (Submit all assignments by noon on Tuesday)**

##### **Module 4: Theoretical perspectives in international relations: Liberalism**

**To read:** Robert Keohane. (1998). "International Institutions: Can interdependence work?" *Foreign Policy*. (Canvas)

Dan Reiter. (2012). Democratic Peace Theory. Oxford Bibliographies.

<https://www.oxfordbibliographies.com/view/document/obo-9780199756223/obo-9780199756223-0014.xml>

S. Strauss and B. Driscoll. (2019). *International Studies*. Polity Press, pages 79-104.

**To do:** Quiz 4 (25 points) Quiz will be over the assigned reading.

**Discussion 1:** Pick a contemporary issue of interest to you and reflect on how realist, liberal and constructivist perspectives would help us understand it (or some aspects of it). You must put forth an argument as to which perspective you find most useful and explain why in the context of the issue (or some dimension of the issue). You might focus on the current state of the European Union, Brexit, US withdrawal from Afghanistan, the Iran Nuclear Deal, war in Syria, U.S. support for Israel, etc.

#### **Week 5: September 19 – 25 (Submit all assignments by noon on Tuesday)**

##### **Module 5: Theoretical perspectives in international studies: Constructivism**

**To read:** Scott Strauss and Barry Driscoll. (2019). *International Studies: Global Forces, Interactions and Tensions*, pages 128-149.

Alexander Wendt. (1992). "Anarchy is What States Make of it: The social construction of power politics" (Canvas).

Axel Heck and Gabi Schlag. (2013). Securitizing images: The Female Body and the War in Afghanistan. *European Journal of International Relations*. Vol. 19 (4): 891 - 913 (UNT Library)

Kelebogile Zvobgo and Meredith Loken. (2020). "Why Race Matters in International Relations" *Foreign Policy*. (Canvas)

**Required Film:** *Wag the Dog*. (1997). Directed by Barry Levinson. (UNT Media Library).

**To do:** Quiz 5 (25 points) Quiz will be over the assigned reading.

**Discussion 2:** How does *Wag the Dog* illustrate some of the key insights of constructivist international relations theory? First identify/explain these insights and then discuss whether and how events and dialogues in the film illustrate the validity of Wendt's constructivist arguments.

*Additional and more detailed prompt that you could respond to and questions to frame your essay around:*  
Does the film and the representation of the story of “production” of the war suggest anything that might not be captured by the constructivist view? Reconsider the central arguments Wendt makes, and also the following questions: Who is the ultimate decision-maker or central actor in international relations according to Wendt? Who is the author of international anarchy? Who is the author or ultimate decision-maker in the film *Wag the Dog*? (If you are so inclined, also reflect on the title of the film. Why call the film that?)

## **Week 6: Sep 26 – Oct 2 (Submit all assignments by noon on Tuesday)**

### **Module 6: Theoretical perspectives in international studies: Feminism**

**To read:** Marysia Zalewski. (2015). “Feminist International Relations: Making sense...” In *Gender Matters in Global Politics*. Laura Shepherd (ed.), Routledge, pages 3-13. Available as an e-book through the UNT Library <https://discover.library.unt.edu/catalog/b6075011>

Ann Tickner. (1988). “A Critique of Morgenthau’s Six Principles” (Canvas)

Stabile, Carol and Kumar, Deepa. (2005). Unveiling Imperialism: Media, Gender and the War on Afghanistan. *Media, Culture & Society*. Vol. 27(5): 765–782. (UNT Library)

Nadje Al Ali. 2011. A feminist perspective on the Iraq War. SOAS Paper. [https://eprints.soas.ac.uk/12116/1/Works\\_&\\_Days.pdf](https://eprints.soas.ac.uk/12116/1/Works_&_Days.pdf)

To contrast, skim this (read especially the last two sections, Sections IV and V)  
for a more mainstream account of the same war: Peter Hahn. (2012). A Century of US relations with Iraq. <https://origins.osu.edu/article/century-us-relations-iraq>

**To do:** Quiz 6 (25 points) Quiz will be over the assigned reading.

## **Week 7: October 3 – 9 (Submit all assignments by noon on Tuesday)**

### **Module 7: Marxism**

Maia Pal. (2018). Introducing Marxism in International Relations Theory. <https://www.e-ir.info/pdf/72866>

George Rigakos. 2020. Marxist Legal Theory: Security. <https://criticallegalthinking.com/2020/06/09/marxist-legal-theory-security/>

Benjamin Selwyn. (2015). Twenty-first century International Political Economy: A Class-relational Perspective. *European Journal of International Relations* 21 (3): 513-537.

**To do:** Reading Quiz 7 (25 points)

**Discussion 3:** What do feminist and marxist perspectives bring to the IR table? What social categories do they highlight? What are the key units of analysis or analytical categories of each? What do you see as the similarities and differences between feminist perspectives and realism, liberalism and constructivism? What about marxism? Formulate your short essay response by using concrete examples/research questions from the assigned reading from the past five weeks.

## Week 8: October 10 – 16 (Submit all assignments by noon on Tuesday)

### International Development and Globalization

**To read:** Philip McMichael. (2011). *Development and Social Change: A Global Perspective* (6<sup>th</sup> ed.) Ch. 1 (Canvas)

V. Spike Peterson. (2015). International/global political economy. In *Gender Matters in Global Politics*. Laura Shepherd (ed.), Routledge, pages 173-185. Available as an e-book through the UNT Library <https://discover.library.unt.edu/catalog/b6075011>

Dani Rodrik. (2002). "Globalization for whom?" *Harvard Magazine*.  
<http://harvardmagazine.com/2002/07/globalization-for-whom.html>

## Week 9: October 17 – 23 (Submit all assignments by noon on Tuesday)

**To read (ideally before this week):** Instructions on how to write a literature review (on Canvas)

**To do:** Work on your literature review and submit it (150 points)

## Week 10: October 24 – 30 (Submit all assignments by noon on Tuesday)

### International Development and Globalization: Focus on Class, Race and Gender

**To read:** Valentine Moghadam. (1999). "Gender and Globalization." *Journal of World Systems Research*. (Canvas)

J.K. Gibson Graham. (1996). "Querying Globalization" in *The End of Capitalism (as we knew it): A Feminist Critique of Political Economy*, pp. 120-147 (Canvas)  
<https://langurbansociology.files.wordpress.com/2013/01/gibson-graham-the-end-of-capitalism.pdf>

Gurminder Bhambra *et al.* (2020). "Why is mainstream international relations blind to racism?" *Foreign Policy*. (Canvas)

**Required film:** *Who's Counting: Marilyn Waring on Sex, Lies and Global Economics* (1995) ([streamed online](#) through the UNT Media Library)

**To do:** Quiz 8 (25 points). Quiz over assigned reading and film

**Discussion 4:** The film *Who's Counting* was produced in the late 1990s. Are Waring's arguments outdated? Explain your response. What is the main critique Marilyn Waring makes of the global economic system? What does Waring call this system? What do *you* call this system? Explain your responses. Which ones of her arguments do you find most (and least) convincing? In formulating your response, be original, but relate your thoughts into what you learned in this class so far. And explicitly cite at least two of your assigned readings.

## Week 11: October 31 – Nov 6 (Submit all assignments by noon on Tuesday)

### Human Rights and Human Security

**To read:** Strauss and Driscoll. 2019. *International Studies*, pages 208-232.

Taylor Owen. (2004). "Human Security: Conflict, Critique and Consensus." *Security Dialogue*. Find using UNT's Library Resources <https://library.unt.edu/>

Aili Mari Tripp *et al.* (2014) *Toward a Gender Perspective on Human Security* in Gender, Violence and Human Security pages 3-32. (available as an e-book via the UNT libraries <https://library.unt.edu/>)

Özlem Altıok. (2022). From the streets to social policy: How to end gender-based violence against women. In *Global Agenda for Social Justice 2*. Policy Press. (Canvas)

**To do:** Quiz 9 (25 points) Quiz will be over the assigned reading.

## **Week 12: November 7 – 13**

### **Human Insecurities in the 21<sup>st</sup> century: Focus on war, displacement and violence against women**

**To read:** Rhonda Callaway and Julie Harrelson-Stephens. (2006). "Toward a Theory of Terrorism: Human security as a determinant of terrorism." *Studies in Conflict and Terrorism* 29: 773-796. Find using UNT's Library Resources <https://library.unt.edu/>

Peter Hahn. (2012). A Century of US relations with Iraq. <https://origins.osu.edu/article/century-us-relations-iraq>  
(Read especially the last two sections, Sections IV and V)

Zach Beauchamp. (2014). "How the US, its allies and its enemies made ISIS possible." *Vox*.  
<https://www.vox.com/2014/8/25/6065529/isis-rise>

Megan Specia. (2018). "The five conflicts driving the bulk of the world's refugee crisis"  
<https://www.nytimes.com/2018/06/19/world/five-conflicts-driving-refugees.html>

UN Women. (2021). From Evidence to Action: Tackling Gender-based Violence against Women and Girls.  
<https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2021/Policy-brief-From-evidence-to-action-Tackling-GBV-against-migrant-women-and-girls-en.pdf>

Camille Baker. (2019). [From the Mediterranean to Mexico, Capt. Pia Kemp...](https://theintercept.com/2019/07/10/mediterranean-migrant-rescue-pia-klemp/) *The Intercept*.  
<https://theintercept.com/2019/07/10/mediterranean-migrant-rescue-pia-klemp/>

Özlem Altıok. (2020). [How my North Texas students taught me 'We're all in the same boat' is a lie.](https://www.opendemocracy.net/en/author/ozlem-altiok/)  
*openDemocracy*.

**To do:** Quiz 10 (25 points)

**Discussion 5:** Read the Vox article on the rise of ISIS. Based on the facts that set the stage for the rise of the so-called Islamic State (Beauchamp article assigned for this week), discuss how the theory outlined by Callaway and Harrelson-Stephens helps us explain the rise of ISIS. Does the theory seem to do a good job explaining this particular case? In what ways?

You should explicitly refer to (at least two of) and discuss your assigned readings in formulating your response.

## Week 13: November 14 – 20 (Research presentations due on November 14)

You are expected to present your research findings in a 15-minute presentation to be delivered in class on November 22. Your peers and I will be evaluating your presentation and giving you feedback. We will discuss these presentations in class. I will post instructions on this assignment.

### Useful resources

Writing a research paper

<http://writing.wisc.edu/Handbook/PlanResearchPaper.html>

Ten steps for writing research papers <http://www.american.edu/ocl/asac/upload/ten-steps-for-writing-research-papers.pdf>

How to convert your paper into a presentation [http://twp.duke.edu/uploads/media\\_items/paper-to-talk.original.pdf](http://twp.duke.edu/uploads/media_items/paper-to-talk.original.pdf)

Tips for successful academic paper presentations <http://graddiv.ucsc.edu/about/blogs/grad-deans-blog/11-2013.1.html>

## Week 14: November 21 – 27 Thanksgiving break.

## Week 15: November 28 – December 8 (Work on and submit research papers)

Course wrap up on November 28.

You will need to submit your research papers by 11:59 pm on December 8, 2023, using the Turnitin link posted on Canvas. Recall that your research papers should begin with and answer a clear and specific research question.

Please watch your email for links to the SPOT evaluation for this course and complete it. Thank you.

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### Student Support Services

UNT provides many resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT's Dean of Students' website](http://deanofstudents.unt.edu/resources_0) offers a range of on-campus and off-campus resources to help support sexual assault survivors ([http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0)). Contact UNT's Student Advocate at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or call the Dean of Students' office at 940-565-2648.
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Other student support services offered by UNT include

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)



- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

#### Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

#### UNT Policies

##### Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Trust and honesty are central for learning to occur, and I hope that you do not need a reminder about that. However, in the interest of making expectations clear, let me state that I will not tolerate academic dishonesty. You commit plagiarism if you:

- 1) reproduce verbatim (or almost verbatim) another author's words, without using quotation marks and/or without providing a citation; or
- 2) use another's ideas (even if you don't use their precise words) without providing citation.

I adhere to and enforce UNT's policy on academic dishonesty (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). You should review UNT Policy Manual Section 18.1.16, which is located at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student\\_Affairs-Academic\\_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf). I address violations of academic integrity in this course in compliance with the penalties and procedures laid out in this policy. In most cases, if I find that you plagiarized, you will receive a 0 for that assignment and report the violation. If this problem occurs more than once, you might fail this course.

Appeals: Students may appeal any decision under this policy by following the procedures laid down in the UNT Policy Manual Section 18.1.16 "Student Standards of Academic Integrity."

##### Americans with Disabilities Act (ADA) Policy

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time. However, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access website](http://www.unt.edu/oda) at <http://www.unt.edu/oda>. You may also contact ODA by phone at (940) 565-4323.

##### Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence).

##### Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. Course work completed via Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about a student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention if you would like additional information.

##### Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive, and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

##### Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).



### Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during the last few weeks of the semester to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted.

### Sexual Assault Prevention

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

### Important Notice for F-1 Students taking Distance Education Courses

The pandemic caused by COVID-19 and the government's policies have complicated the lives and studies of international students. Please contact the UNT International Student and Scholar Services Office telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu) to get clarification on policies that may impact you as an international student.

### Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

### Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If I want to share or display your exceptional or inspiring work, I will contact you to seek your permission.