**IRE-213/ International Relations Theories (2020-2021 Fall Semester)**

**COURSE REQUIREMENTS AND ASSESSMENT GUIDELINES**

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**General Information**

As you all know, because of the ongoing **COVID-19 pandemic**, we will do our course online this semester. Please read all the information in this course requirements and assessment guidelines document carefully before you take an action for the course.

During the semester, we will be using mainly two online platforms: **Moodle** and **Zoom**. You can reach Moodle platform on our university website, and you will reach all the courses assignments, activities, assessment tasks, and links for our Zoom classes on Moodle.

We will **communicate** through **Chat on Moodle**—If you have any questions, concerns, or feedback, please write to me on Chat, Moodle and I will respond to you in a **timely manner**. I will also make my announcements via Chat, Moodle.

**Your Responsibilities for Zoom Online Classes**

1. Find a QUIET PLACE free of distractions.
2. Show up A FEW MINUTES BEFORE class time and WAIT TO BE ADMITTED into the class.
3. Attend Zoom courses with your FULL NAME (no nick names).
4. CLOSE ANY WINDOWS or PROGRAMS on your device that are unrelated to the meeting.
5. Maintain RESPECT at all times in speaking, chatting, and appearance. Do NOT chew gums or eat anything.
6. MUTE YOUR MICROPHONE when you are not talking. The instructor can randomly call on you to ask or answer a question.
7. Have a pencil and paper ready (like in class).
8. If you’d like to ask a question and/or contribute, click the “raise hand” button. Or you may write in the chat box, and I will respond via chat or audio. The chat box will be available for everyone to view, but you can also send me a private message. I may let you ask your questions via audio or video or share your screen with me or the whole class.
9. Don’t forget to CHECK THE POSTS on Moodle regularly, and read/study the material before the class time: reading texts, power-point presentations, etc.
10. Assignments will be posted on Moodle and submissions will be checked against plagiarism through Turnitin.

**COURSE ASSESSMENT POLICY**

1. In line with Çağ University’s attendance policy, you are expected to attend **at least 70%** of the class sessions, but you are advised to attend all the classes to participate in online classroom interactions. I will check your attendance and class participation in two ways:
   1. Through Zoom/Moodle account (The date, time, and duration of your attendance are automatically recorded on Zoom/Moodle account)
   2. Random checks during the class time (I will check whether you are physically in front of your computer/phone; if you don’t give a response, I will mark you **absent** for this class time—let me know if you need to leave the computer for a good reason)
2. **PLAGIARISM**: All the sentences in your assignments must be original (must belong to you). They will be carefully checked on Turnitin; In case of plagiarism or cheating, you may be given an FF for the assignment or the whole course; you may even be subject to disciplinary action. For my course, you are **NOT ALLOWED more than 25%** of similarity in plagiarism check. But even if it is below 25%, I will **still accept it plagiarized** if the matching text is **one continuous block** of the original text.
3. Assessment in this course will be based on three components: Term Paper, Mid-Term Exam, Final Exam. See below for details:

**A) Term Paper (20%)**

There will be one task to be assessed as Mid-Term grade. This paper will be assessed using the *Rubrics* provided below.

**B) Mid-term Exam (30%)**

You are supposed to join the Mid-term Exam at the 7th week of the term. You have to submit your exam to me on **Turnitin** on the due date. Your exam will be assessed accordingly based on turnitin similarity and instructor’s requirements of the course.

**C) Final Exam (50 %)**

You are supposed to join the Final Exam at the 14th week of the term. You have to submit your exam to me on Turnitin on the due date. Your exam will be assessed accordingly based on turnitin similarity and instructor’s requirements of the course.

**SPECIAL NOTES**

It’s important to note that based on the unpredictability of the COVID-19 virus, things can change at any time. Please be patient and understanding as we move through the semester. I also ask that you keep me informed of concerns you may have about class, completing the assignments timely, and/or health concerns related to Covid.

**DETAILED WEEKLY TOPICS**

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| --- | --- | --- |
| **W** | **Topics** | **In-Class Tasks / Assignments /Assessment** |
| **1** | Introduction to Theory | Textbook Ch.1 Presentation & Discussion |
| **2** | Realism, Principles and Leading Figures | Textbook Ch.2 Presentation & Discussion |
| **3** | Realism; Power, System, Change Critics | Textbook Ch.2 Presentation & Discussion |
| **4** | Neo-Realism | Textbook Ch.4 Presentation & Discussion  Waltz, Theory of International Politics, 1979 |
| **5** | Liberalism | Textbook Ch.3 Presentation & Discussion |
| **6** | Neo-Liberalism | Textbook Ch.3 Presentation & Discussion |
| **7** | MID-TERM EXAM |  |
| **8** | English School | Textbook Ch.5 Presentation & Discussion  Linklater, Suganami; The English School of Int’l Relations, A contemporary Reassessment, 2006, Cambridge University Press |
| **9** | Marxism | Textbook Ch.7 Presentation & Discussion |
| **10** | Critical Theory | \*An Introduction to International Relations Theory, Jill Steans, Lloyd Pettiford, Thomas Diez, Imad El-anis, Pages 103-128 |
| **11** | Constructivist Theory | \*An Introduction to International Relations Theory, Jill Steans, Lloyd Pettiford, Thomas Diez, Imad El-anis, Pages 183-202 |
| **12** | Feminism | \*An Introduction to International Relations Theory, Jill Steans, Lloyd Pettiford, Thomas Diez, Imad El-anis, Pages 155-182 |
| **13** | Green Theory | \*An Introduction to International Relations Theory, Jill Steans, Lloyd Pettiford, Thomas Diez, Imad El-anis, Pages 205-228 |
| **14** | General Review | Discussion and Summary |
| **15** | FINAL EXAM |  |
| Viotti, Paul R. and Mark V. Kauppi. 2011. International Relations Theory: Realism, Pluralism, Globalism, and Beyond. Boston: Allyn and Bacon. | | |
| \*An Introduction to International Relations Theory, Jill Steans, Lloyd Pettiford, Thomas Diez, Imad El-anis  \*Smith, Steve and John Baylis (eds.). 2006. The Globalisation of World Politics: An Introduction to International Relations. Oxford: Oxford University Press.  \*Dunne, Kurki, Smith; International Relations Theories, Discipline and Diversity, 2007, Oxford University Press  \*Waltz, Theory of International Politics, 1979  \*Linklater, Suganami; The English School of Int’l Relations, A contemporary Reassessment, 2006, Cambridge University Press | | |

**International Relations Department Evaluation Rubric**

**Evaluation Rubric**

**1. Quality of work:** To degree to which the student’s work is thorough, accurate and completed in a timely manner and ability to perform all work requirements.

**2. Attendance and Punctuality:** The degree to which the student reports to work as scheduled and on-time.

**3. Character Traits:** The extent to which the student demonstrates a confident and positive attitude; exhibits honesty and integrity on the work; is aware of and sensitive to ethical and diversity issues; and behaves in an ethical and professional manner.

**4. Analytical/Critical Thinking Skills and Creativity:** To degree to which the student demonsrate analytical and critical-thinking skills in the context of its class.

|  |  |
| --- | --- |
| **Overall Performance Rating** | |
| **Evaluation Criteria** | **Score** |
| **Student Name and Number :** | |
| Quality of Work |  |
| Attendance and Punctuality |  |
| Character Traits |  |
| Analytical / Critical Thinking Skills & Creativity |  |
| **Total Score** |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **International Relations Department Evaluation Rubric** | | | | |
| **Student Name:** |  | | | |
| **Student ID:** |  | | | |
| **Evaluation Dimensions** | **Lecturer’s Evaluation of Work** | | | **Scoree** |
|  |
| **Insufficient** | **Sufficient** | **Successful** | **100** |
|  |  |  |  |
| **1. Quality of work** | **1-19** | **20--29** | **30-40** |  |
| Paper was done in a careless manner and was erratic quality; work assignments were usually late and required review; made numerous errors | With a few minor exceptions, adequately performed and work requirements; most work submitted in a timely manner; made occasional errors | Thoroughly and accurately performed all work requirements; submitted all work assignments on time; made few if any errors |
| **2.Attendance and Punctuality** | **1-9** | **10-13** | **14-20** |  |
| Was absent excessively and/or was almost late for work | Was never absent and almost always reported to work as scheduled, but always on time; or usually reported to work as scheduled and was almost always on time | Always reported to work as scheduled with no absences, and was always on time |
| **3.Character Traits** | **1-9** | **10-13** | **14-20** |  |
| Was insecure and timid, and/or regularly exhibited a negative attitude; was dishonest and/or showed a lack of integrity on several occasions; was unable to recognize and/or was insensitive to ethical and diversity issues; displayed significant lapses in ethical and professional behaviour | Except in a few minor instances , demonstrated a confident and positive attitude; regularly exhibited honesty and integrity in the workplace, was usually aware of and sensitive to ethical and diversity issues on the job; normally behaved in an ethical and professional manner | Demonstrated an exceptionally confident and positive attitude; consistently exhibited honesty and integrity in the workplace; was keenly aware of and deeply sensitive to ethical and diversity issues on the job; always behaved in an ethical and professional manner |
| **4.Analytical/Critical Thinking Skills and Creativity** | **1-9** | **10-13** | **14-20** |  |
| Presented little if any analysis in work assignments; rarely sought out additional information from other sources and/or considered differing perspectives; presented few solutions, alternatives, or options to problems in work assignments, or solutions, alternatives, or options were often inaccurate, inconsistent, and/or not justified; ideas were presented in a vague manner | Adequately assessed and presented information from some sources and perspectives with only minor inconsistencies, irrelevancies, or omissions; satisfactorily outlined solutions, alternatives, or options for some work assignment problems that were logical and consistent; in most cases, developed solutions, alternatives, or options in a clear manner | Accurately and appropriately evaluated and interpreted relevant information from a variety of sources and perspectives; developed and justified multiple solutions, alternatives, or options for a variety of work assignment problems; solutions, alternatives, or options were clear, coherent, well supported, logically consistent and complete |