



Master Course Syllabus

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: <https://catalog.uvu.edu/>

Semester: Spring Semester

Year: 2025

Course Prefix: POLS

Course and Section #: POLS2100-001

Course Title: Introduction to International Relations

Credits: 3

Course Description

Discusses logic of power in international relations. Studies idealistic and realistic theories of international relations. Examines reasons why nations go to war. Compares geopolitical thrust and response.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Dr. Baktybek Abdrisaev, Lecturer

Student Learning Outcomes

1. Identify the major historical events and philosophical ideas that shaped the international arena and their repercussions for the modern international system
 2. Identify major actors and processes of international relations
 3. Apply the major theories, analytical tools, and concepts used to study international relations
 4. Demonstrate critical thinking skills by analyzing global problems from various angles and perspectives
 5. Communicate cohesive and supported arguments effectively
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Course Materials and Texts

By Karen A. Mingst, Essentials of International Relations (9th Edition), W.W. Norton, ISBN-978-0-393-87218-7

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grades will be based on:

EXAMINATIONS: There are two exams for the course. Each exam is worth 100 points. Exams are found on the Canvas site. You will be responsible for taking the exam on a computer that is connected to the Internet. You will have issues if you try to take the exam on a smartphone or tablet. Each exam will have 100 multiple-choice or true and false-questions. Students will have one attempt with two days to complete each exam and once the exam starts you will have 110 minutes to take it. The purpose of taking exams is to assess your knowledge of the course objectives and the course materials. Students may earn up to 200 possible examination points.

NEWS READING ASSIGNMENT: Based on the assignment to read news articles on a two-day basis, students must submit each week information about three articles *published during that week about* studied states which they were able to read with 1 point for each article. As a result, students may earn 3x7x2=42 points in total.

Based on those readings they will submit two response papers during the semester, on *Current trends in International Relations: Case study of (name of specific country for student's choice).*” The first paper will be due **Friday, February 21, 2025**, and the second one is due **Friday, April 18, 2025**. Each paper must analyze foreign policy priorities and its practical implementations for selected countries. The paper must be no more than two pages in length, cite at least 21 source from submitted daily reading assignments for both papers; be double-spaced with 12-point-font and 1-inch margins, have a title, thesis, and bibliography page. As a result, students may earn up to 30 possible points per paper for a total of 60 points. More details about this assignment are at [Reading New York Times to Learn About Foreign Policy \(Links to an external site.\)](#)

FACE-TO-FACE CLASSES: Classes are scheduled for both lecturing textbook chapters and for discussing quizzes taken by students before classes as well as relevant development in the states for studies based on news reading assignments. Students are expected to come to class prepared to contribute to discussions and field questions in thoughtful, respectful, objective, and critical manner. In case of health or any other issues, students may attend class through a Teams meeting while informing instructor about the reason for absence. Students may earn up to 5 possible participation points for each class for a total of 140 points for this assignment.

INTERNET QUIZZES After finishing the chapter study, students will have to take a quiz before the class. Each quiz will consist of 15 true/false or multiple-choice questions. Students can take each quiz just once for 30 minutes. Students will be able to see which questions they got incorrect, but the correct answers will not be provided. After taking a quiz, students will jointly discuss its content as part of a study guide activity. Each quiz is worth 10 points and students may earn 110 points.

Total: There are 552 points possible for the course.

Required or Recommended Reading Assignments

A special news reading assignment encourages students to: 1) read newspapers on a regular basis; 2) bring contemporary content to the theories studied from the textbook; 3) through engaged learning,

share findings with peers. For that purpose, every student selects a specific country among existing 195 states globally (not shared with any other peers) and then reads, at least every two days, news articles just published about it, from the New York Times or any other media outlet, including local English-speaking media in the country for study. Each week during class discussions, students inform and comment on each other's information about topics relevant for studied chapters from the assigned articles for their countries of study. Since 2014, this assignment has been featured by the [*New York Times as the one to Learn About Foreign Policy*](#). Currently, as a contribution to the SEL model, the assignment focuses students learning on studied countries policies in the area of the UN sustainable development agenda. Access to different media outlets is provided by the [*UVU Library*](#).

General Description of the Subject Matter of Each Lecture or Discussion

Through each lecture or discussion student learn in a critical way about four major theories of the international relations and their applicability to explain reasons for past, ongoing, or future wars and conflicts and maintaining peace between states.

Required Course Syllabus Statements

Generative AI

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Gemini, etc.) is permitted in this course for the following activities:

- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into Canvas.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, *no more than 25% of the student work should be*

generated by AI. If any part of this is confusing or uncertain, please reach out to the instructor or IA for a conversation before submitting your work.

All assignments submitted will be scanned for plagiarism and AI through Copyleaks. Any assignment flagged at over 45% AI will be considered plagiarism. All plagiarism work will be rewarded a 0. Whether a student can redo the assignment will depend on the severity of the offense and the instructor's discretion. All students can see the Copyleaks report within an hour after submission.

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Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of

the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: Student Code of Conduct](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a [specially dedicated space](#) for meditation, prayer, reflection, or other forms of religious expression.