

AN INTRODUCTION TO INTERNATIONAL RELATIONS: OPENING THE GLOBAL SYSTEM

INSTRUCTOR START-UP GUIDE

OVERVIEW

Hello from the author team of *An Introduction to International Relations: Opening the Global System*! Thank you for considering it for adoption in your course. We designed this interactive, digital textbook to be a flexible, instructional resource for undergraduate courses in international relations.

It differs from standard textbooks that rely solely on a written narrative and static images. Instead, it embeds a series of interactive tools—videos, case study maps, data visualizations, quizzes, shared writing assignments, and theoretical applications among others—within the narrative. These interactive resources reinforce and complement the written text while providing instructors with multiple visual tools they can use to prompt classroom discussion or support their lectures in both in-person or online class formats.

The presentation of its core content is organized around 35 shorter modules rather than 14 or 15 chapters found in most IR texts. Each module is further subdivided into 5 to 7 sections, each with learning objectives and organizing questions. This modular format is designed to present content to readers in concise, manageable chunks while creating flexibility for instructors. They can choose from more content than other texts while mixing and matching this larger content catalog to their existing courses. For a typical introduction course, we encourage instructors to assign about two modules per week in a semester (covering about 25 to 27 modules)

COURSE INTEGRATION

This start-up guide is designed to help instructors integrate this REVEL-based product into their own IR course. It is based on our own courses and rests largely on a brief series of course design questions that will help you match its substantive content with an existing course or design a new one.

Before beginning, it is important to note that this start-up guide assumes that you have already set up an account with Pearson and have successfully logged in to the REVEL platform at: <https://www.pearsonhighered.com/revel/>. If you have not created a Pearson account or secured access, please do so by contacting a sales rep or by selecting the Educator tab under the **Get Started** box on the REVEL site.

*1. Accessing **An Introduction to International Relations: Opening the Global System** through your REVEL account.*

After you have logged in to REVEL, select **Search for materials** and then type in a name from the author team or our title. Select our book. Then, on the next page, select the **Create Course** box. You can then enter a Section Title for the current version of your course and select **Next**. Then fill out the calendar details associated with your course and select **Save**.

II. Building Your Course: Assignments.

We begin setting up our courses by determining the settings for REVEL assignments. To encourage students to read the textbook and engage with the interactive content outside of the classroom, we generally require some part of these embedded REVEL assignments by valuing performance on them at 10% or 15% of final grades.

To begin this process, first select on the **Settings** tab at the top of your course page.

Under the Scheduling section, set the time at which assignments will be due. We set them to be due at the start time of our classes.

Then select how you want scores to appear to students.

Most importantly, select the mix of assignments that will be included in their REVEL grade, the respective points for each assignment type, and whether you will allow late assignments.

We include all three assignment types—the chapter quizzes (10 questions per module), the journal entries (1 for each section; generally 5 to 7 per module), and the shared writing assignment (that allows readers to see each others' answers).

We usually value each quiz question at 5 points, each journal entry at 5 points, and each shared writing assignment at 20 points. We also allow two tries on quiz questions and allow students to submit late assignments with a 50% penalty.

(Note: we also encourage students to use the journal assignments as an opportunity to summarize the content of a section in 2 to 4 sentences of *their* own words, simultaneously discouraging them from copying some portion of the textbook. We tell them that this act of independent summary is designed to do a few things: provide a resource for studying; and support their internalization and their understanding of content while making their comprehension less reliant on memorizing content as it is presented to them.)

III. Building your course: Number of class meetings

To build a content schedule for your syllabus, we encourage you to first set the number of class sessions in which you will assign new content over a semester (i.e. total class days minus breaks for exams, papers, review, etc.) This will help to determine how many modules (or portions thereof) we recommend assigning to a typical session; and together, across the entire semester.

In a typical 14-week semester for an introduction course that meets twice a week, we generally assign new content in 26 sessions...or about one new module per class session. The length of our modules was designed to correspond with this twice weekly schedule. As a result, we encourage instructors to try and cover about 25 to 27 modules in a typical introduction to IR course.

(Alternatively, for a more specialized subfield course on security, IPE, US foreign policy, or IOs, we typically assign 15-20 modules and supplement course readings with additional articles or books.)

If your course meets three days a week, we still encourage you to cover two modules per week. However, in this course structure, we would encourage you to use the sectional divisions within each

module to schedule assignments. For example, you might assign four module sections each on Monday and Wednesday; and three on Friday.

IV: Building your course: Setting the semester schedule

To begin building a course schedule that corresponds with our syllabus, we rely on the **Create Assignment** function in REVEL. This allows us to create a single session that matches each class day and then assign portions of the textbook to each class session.

You can access this function through the **Dashboard** tab at the top of a course page. The just select **Create Assignment**. A new page then opens in which you title the class session, set its date (and corresponding due dates for REVEL assignments), and write a message to students (that might include, among others, goals for the session, things to think about while reading, or links to auxiliary content from outside the textbook).

After setting these preliminary details, you can then assign content from the textbook into these different sessions by dragging it from the *Content Library/Table of Contents* appearing on the left of the page. You can either check "Select all" to assign all content from a module or check the boxes associated with individual sections and assignments within a module.

V. Building your course: Choosing content

Now for the most important part...can we offer any advice on how to select among the modules to fill out a semester long course?

Yes...our advice rests a short series of course design questions to help match an existing course or design a new one. Again, we intentionally wrote more content for this textbook than could be covered in a typical semester to maximize instructor flexibility...allowing you to "choose you own adventure," change content across different iterations of a course, use the same textbook resource across multiple IR courses, and rely on non-assigned content, particularly the interactive features, to provide lecture content that is covered primarily in class instead of at home (examples might include Figures 2-8, 8-8, 9-5, 9-7, 27-1, 27-3, 31-3).

First, we encourage instructors to spend a little bit of time familiarizing themselves with the Table of Contents and the flow of content within modules. You can do this by selecting the **Resources** tab at the top of a course page; and then selecting the **Open the book** tab just under the title of our book.

Second, we encourage all IR courses to assign the following five modules: 1, 2, 3, 18, and 21. Respectively, these modules: introduce readers to the discipline of international relations and some of its organizing questions (1); discuss some strategic dependencies that are inherent to the international system (1,2); identify the most prominent components of the international system (2); define different types of theories, including their components and logical foundations (3); discuss some criteria that can be used to think critically about theories and their applications in IR (3); examine how domestic politics can influence international relations (18); and identify the incentives and strategic challenges associated with sustaining cooperative agreements among states (2, 21).

Third, here are five course design questions to help select the remaining modules to build an IR course. Your answers to each provide a set of corresponding module suggestions.

1. How do you teach theory in your IR course? More specifically, do you rely on the paradigms?
 - a. If theoretical instruction rests on the paradigms, we would encourage you to assign at least two from the following group of three modules (4, 5, and 6) immediately after the class session that assigns Module 3.
 - b. If your style of theoretical instruction might be more accurately described as a post-paradigm, mid-range, or a question-based approach, we recommend skipping modules 4, 5, and 6.
2. Do you teach the bargaining model of war in your IR course?
 - a. If yes, then we would encourage you to incorporate some mix of modules 7, 8, 9, 10, 11, and 12 in your discussions of war and security cooperation.
 - b. If no, then we would encourage you to focus on the discussions of war, security cooperation, and great power politics in Modules 7, 11, and 20; and then augment the security portion of course with some mix of the following topics: civil war (12), nuclear weapons and deterrence (13, 14), terrorism (15), the political consequences of war (16), and the democratic peace (19).
3. Do you spend at least two course sessions in a typical semester teaching theoretical concepts and questions often associated with constructivism?
 - a. If yes, then we would encourage you to assign at least three of the following five modules (5, 17, 23, 24, and 25).
4. Next, we would encourage you to think about the relative mix of content from the respective subfields of International Security, International Political Economy, and International Organization that you generally cover in your course after working through introductory content. For example, if you generally spend about 4 weeks of a typical semester on security topics, we suggest assigning about 8 modules on those topics from our textbook (if it is your only source of assigned readings). Similarly, if you spend 3 weeks on IPE topics, then you might want to assign about 6 modules from our textbook.

To help make these choices, here is a list of modules and their topics according to these subfield distinctions:

International Security: 7 (War), 8-9 (Bargaining Model of War), 10 (War Termination), 11 (Military Power and Alliances), 12 (Civil War), 13-14 (Nuclear Weapons), 15 (Terrorism), 16 (Political Consequences of War), 19 (Democratic Peace), 20 (Great Power Politics)

International Political Economy: 26 (Global Economic Integration), 27 (Trade Policy), 28 (Exchange Rates), 29 (Politics of Investment), 30 (IOs in IPE), 31 (Poverty and Development), 32 (Migration), 33 (Environmental Politics), 34 (Political Consequences of Globalization)

International Organization: 11 (Alliances), 17 (The States System), 21 (Global Governance), 22 (International Law), 23 (International Norms), 30 (IOs in IPE), 33 (Environmental Politics), 34 (Political Consequences of Globalization, EU)

5. What material do you typically cover in the last week of an IR course?
 - a. If you finish a course with your last substantive topic, skip Module 35.
 - b. If you finish the course with review and/or discussing current or future trends in international relations, then we would encourage you to finish the course with modules 34 and/or 35.

OUR SAMPLE COURSES IN REVEL

We have also built some sample courses in REVEL that you can copy to your REVEL account. You can access these samples by following these directions and entering the applicable course codes.

1. After you have logged into the REVEL platform, select **Search for materials**.
2. Select **I have a code to copy another instructor's materials and course details**.
3. Enter one of the following course codes:
 - a. For an Introduction to International Relations course, enter: t33wf9k
 - b. For an International Security course, enter: 39k86cf
 - c. For a Global Governance course, enter: txy8tm4
 - d. For an International Political Economy course, enter: 3gvjx8r
 - e. For a US Foreign Policy course, enter: chw9xjf
4. Select **Set it up** next the course materials that appear.