

International Political Relations (GVPT 200)

Term: Summer 2026

Instructor: Hyeri Park

Pronouns: She/Her/Hers

Office Phone: N/A

Email: hpark100@umd.edu

Office Hours: & by Appointment via email

Credits: 3 credits

Course Dates & Time : July 13, 2026 – July 31, 2026

M-F 10:00 AM - 11:30 AM (EST)

Course Description

This course introduces students to the central concepts, theories, and debates in international relations. We will explore why states and other international actors sometimes cooperate and other times come into conflict, and examine how global politics is shaped by security concerns, economic interdependence, and environmental challenges. Students will learn about the role of international institutions, the interaction between domestic politics and foreign policy, and the ways non-state actors influence world affairs. No prior coursework is required—this class provides a foundation for advanced studies in political science and related fields, and develops analytical skills valuable for careers in government, international organizations, business, and law.

Learning Outcomes

After successfully completing this course, you will be able to:

- Define and explain key concepts and theoretical approaches in the study of international relations.
- Analyze the causes of conflict and cooperation among states, international organizations, and non-state actors.
- Evaluate the role of international institutions in addressing global challenges related to security, economics, and the environment.
- Apply international relations theories to interpret and assess contemporary global events.

Required Resources

- **Course Website:** <https://elms.umd.edu>
- Materials for this course will be drawn from a mix of peer-reviewed academic articles, news reports, and a textbook. There is no text required to be purchased, and all readings

will be made available on ELMS. Students will be required to complete the listed readings before the online class to enable class participation and full comprehension of the online lectures. The readings are selected and curated for this course after my own careful analysis and reading of the current trends, world events, the scholarship in IR. As such, I would encourage that students carefully read through each reading. This is key to your overall academic success and your success in this course. We will review ways to effectively read peer-reviewed academic journal articles.

Course Structure

This course will be conducted in a **synchronous format**. You will be able to access the class materials via ELMS-Canvas page.

- **Online lecture:** You should join the Zoom meeting every weekdays and Zoom link will be provided through ELMS page
- **Readings:** You will not be required to purchase textbooks or other reading materials for this course. All course readings will be available online in PDF. Please note that these PDFs are distributed for educational purposes, may be protected by copyright, and should not be reproduced or distributed further.
- **Lecture slide:** The lecture slides will be posted online, by noon the day before each session. The slides are posted to help you prepare for studying exams, to ease the note-taking burden during lecture, and to facilitate greater student engagement during lecture.

Policies and Resources for Undergraduate Courses

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <http://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Course Guidelines

Names/Pronouns and Self-Identifications:

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to in this class, both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). Keep in mind that the pronouns someone uses are not necessarily indicative of their gender identity. Visit <https://trans.umd.edu> to learn more.

Additionally, it is your choice whether to disclose how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Instructor:

Email: If you need to reach out and communicate with me, please email me at hpark100@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please **DO** reach out about personal, academic, and intellectual concerns/questions. While I will do my best to respond to emails within 24 hours, you will more likely receive email responses from me on Monday to Friday from 9:00am–6:00pm EST.

ELMS: I will send **IMPORTANT** announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS, so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Communication with Peers:

With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me

immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Major Assignments

Exams (Exam I 20% & Exam II 20%)

There will be two online exams. Exams I and II take up the full class period. Exams I and II are not cumulative; each covers only content before its date.

Participation & Engagement (20%)

While this course primarily follows a **synchronous online format**, active engagement remains essential for meaningful learning. Students are expected to participate by thoughtfully responding to the weekly discussion prompts, engaging with their peers' posts, and participating during the online session. Participation grades will be based on the quality and consistency of these contributions. If you find participation challenging due to time management, technology, or other concerns, please reach out early in the course so we can work together to develop strategies for success. Students are also responsible for proactively seeking feedback if they have questions about their participation performance.

Participation grades will be assigned according to the following scale:

9–10	Excellent contributor; consistently posts insightful, well-supported responses and replies to peers that advance the discussion; demonstrates strong engagement with course materials each week.
8–9	Strong contributor; regularly posts thoughtful and relevant responses; engages with peers' ideas; shows good understanding of the readings and lectures.
7–8	Moderate contributor; occasionally participates but responses may lack depth or engagement with peers; demonstrates partial understanding of course materials.
6–7	Minimal contributor; rarely participates or posts brief, surface-level comments that do not meaningfully contribute to the discussion.
< 6	Little to no participation; few or no posts submitted; does not engage with peers or course discussions.

As you respond to the discussion post, consider the following questions to help you read more effectively.

- What are the important and new concepts in this reading?
- What is the author(s)' research question and answer?
- How would you relate the readings and findings to the current events?

- What are the policy implications of the author(s)' argument?

Quiz (24% - 8% each designated dates)

Overview. There are **three quizzes** (one per week), each worth **8%** for a total of **24%**. Quizzes are designed to quickly assess comprehension of that week's readings and lectures in our accelerated format.

Purpose. Reinforce core concepts, terminology, and theoretical applications before moving to essays and exams.

Format.

- *Length & Timing:* 30 minutes, **single attempt**, timed.
- *Availability Window:* Each week's module opens on 8:00 AM (EST) every Monday, and closes on Friday at 11:59 PM (EST) each week. You will be able to take the quiz on Friday after the lecture (except the 3rd week, which is due on Thursday).
- *Coverage:* Only material from the current week's lectures, slides, and assigned readings.
- *Resources:* **Open-note, open-course materials** (your notes, slides, assigned readings). No consultation with other people or AI tools unless explicitly permitted.
- *Question Types:* Multiple choice, definitions, short application items.

Grading. Scores post automatically on ELMS after the quiz window closes (it may take up to 36 hours to see your grades)

Academic Integrity. This is an **individual** assessment. Collaboration, sharing answers, or using unauthorized sources violates University policy. The honor pledge applies: "I pledge on my honor that I have not given or received any unauthorized assistance on this assessment."

Make-Up Policy. Due to the compressed Summer schedule, late or missed quizzes cannot be reopened. Make-up consideration is only for *documented, University-excused* conflicts communicated *in advance* when possible.

Schedule.

Week	Opens	Closes
Week 1 Quiz	Fri 11:30 AM (ET)	Fri 11:59 PM (ET)
Week 2 Quiz	Fri 11:30 AM (ET)	Fri 11:59 PM (ET)
Week 3 Quiz	Thu 11:30 AM (ET)	Thu 11:59 PM (ET)

(*Note:* Exact dates appear on ELMS and may be adjusted with notice.)

Short Essay (16%)

Students will write a short paper that analyzes an issue in contemporary world politics. Strong papers will integrate theoretical perspectives covered in class with current events and

outside research. Papers should be about 4-5 pages double-spaced in length. A detailed handout with paper prompt and specific information about formatting, citations, etc. will be provided separately.

Grading Structure

Assignment	Percentage %
Exam I	20%
Short Quiz	24%
Short Essay	16%
Participation/Engagement	20%
Exam II	20%
Total	100%

Academic Integrity

For this course, some of your assignments will be collected via Turnitin on our course ELMS page. I have chosen to use this tool because it can help you improve your scholarly writing and help me verify the integrity of student work. For information about Turnitin, how it works, and the feedback reports you may have access to, visit Turnitin Originality Checker for Students.

The University's Code of Academic Integrity is designed to ensure that the principles of academic honesty and integrity are upheld. In accordance with this code, the University of Maryland does not tolerate academic dishonesty. Please ensure that you fully understand this code and its implications because all acts of academic dishonesty will be dealt with in accordance with the provisions of this code. All students are expected to adhere to this Code. It is your responsibility to read it and know what it says, so you can start your professional life on the right path. As future professionals, your commitment to high ethical standards and honesty begins with your time at the University of Maryland.

It is important to note that course assistance websites, such as CourseHero, or AI-generated content are not permitted sources unless the instructor explicitly gives permission. Material taken or copied from these sites can be deemed unauthorized material and a violation of academic integrity. These sites offer information that might be inaccurate or biased and most importantly, relying on restricted sources will hamper your learning process, particularly the critical thinking steps necessary for college-level assignments.

Additionally, students may naturally choose to use online forums for course-wide discussions (e.g., Group lists or chats) to discuss concepts in the course. However, collaboration on graded assignments is strictly prohibited unless otherwise stated. Examples of prohibited collaboration include: asking classmates for answers on quizzes or exams, asking for access

codes to clicker polls, etc. Please visit the Office of Undergraduate Studies' full list of campus-wide policies and reach out if you have questions.

Finally, on each exam or assignment you must write out and sign the following pledge: "I pledge on my honor that I have not given or received any unauthorized assistance on this exam/assignment." If you ever feel pressured to comply with someone else's academic integrity violation, please reach out to me straight away. Also, if you are ever unclear about acceptable levels of collaboration, please ask! To help you avoid unintentional violations, the following table lists levels of collaboration that are acceptable for each graded exercise. Each assignment will contain more specific information regarding acceptable levels of collaboration.

Grades

Campus Policy dictates that you must specify:

- How final letter grades will be determined. This should include a breakdown of all graded assessments, their weight in the course, and whether final grades will include +/- descriptors.
- How students will have access to their grades throughout the semester, and how they can review their work (including the final exam).

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet and discuss.

Late work will not be accepted for course credit, so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will correct it immediately. Any formal grade disputes must be submitted in writing and within one week of receiving the grade. Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone, I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same as making the cut ($89.99 \neq 90.00$). It would be unethical to make exceptions for some and not others.

A table of the assessments and point values can be a concise way to convey all of the graded elements and their relative weight in the course. If you are using weighted percentages (e.g., exams = 30%, paper = 20%) be sure to clarify the number of assessments within each category... is there one exam worth 30% or are there three exams that are each worth 10.

It is essential that you articulate in your syllabus how final letter grades will be assigned. There is no campus policy on percentages and letter grades, nor is there a requirement that you utilize a points-based scheme. Here is one sample, which you are welcome to use or edit to reflect your grading policies:

Final Grade Cutoffs

96 – 100 (A+)	93 – 96.9 (A)	90 – 92.9 (A-)
87 – 89.9 (B+)	83 – 86.9 (B)	80 – 82.9 (B-)
77 – 77.9 (C+)	73 – 76.9 (C)	70 – 72.9 (C-)
67 – 69.9 (D+)	63 – 66.9 (D)	60 – 62.9 (D-)
>60 (F)		

Table 1: Final Grade Cutoffs

Course Outline

The format of this section will vary based on the design of your course and the semester, but our guidance is to aim for a clear and concise table that maps out all of the assignment assessments and deadlines and gives students a sense of the course’s organization.

Course Schedule (July 13 – July 31, 2026)

Format: Monday through Friday sessions. Each day combines lectures, readings, and guided discussions. Approx. 2 hours of direct learning and 1 2 hours of independent work per day.

Date	Topic
Week 1 – Theoretical Foundations (July 13–17)	
Mon July 13	Course Introduction & Overview of IR
Tue July 14	Realism: Power, Security, and the State
Wed July 15	Liberalism: Institutions and Cooperation
Thu July 16	Constructivism and Identity in IR
Fri July 17	Feminist & Postcolonial Perspectives; Domestic Determinants
Week 2 – Conflict, Cooperation, and Institutions (July 12–16)	
Mon July 20	Causes of War I: Bargaining Theory Basics
Tue July 21	Causes of War II: Applications (WWI, Iraq War etc.)
Wed July 22	Exam I – 20%
Thu July 23	International Political Economy
Fri July 24	Trade Politics
Week 3 – Global Challenges and Future Directions (July 19–23)	
Mon July 27	International Organizations & Law (UN, WTO, ICC)
Tue July 28	Technology, AI, and Security
Wed July 29	Environmental Politics & Transnational Cooperation
Thu July 30	Great Power Politics
Fri July 31	Exam II (Final – 20%)

All deadlines are Eastern Time (ET). Late submissions cannot be accepted due to the accelerated schedule.

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

Resources & Accommodations

Accessibility and Disability Services

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The Accessibility & Disability Service (ADS) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements.

For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu.

Emergency Preparedness

Emergencies on campus can happen at any time. To prepare, visit <https://prepare.umd.edu> or use the emergency symbol in the UMD App to review information. Resources for persons with disabilities are available on the emergency preparedness page of the ADA Coordinator's website.

Student Resources and Services

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit UMD's Student Academic Support Services website to learn more about the wide range of campus resources available to you.

In particular, everyone can use some help sharpening their communication skills (and improving their grade) by visiting UMD's Writing Center and schedule an appointment with the campus Writing Center.

You should also know there are a wide range of resources to support you with whatever you might need (UMD's Student Resources and Services website may help). If you feel it would be helpful to have someone to talk to, visit UMD's Counseling Center or one of the many other mental health resources on campus.

Notice of Mandatory Reporting

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a "Responsible University Employee," and I must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to UMD's Title IX Coordinator per University Policy on Sexual Harassment and Other Sexual Misconduct.

If you wish to speak with someone confidentially, please contact one of UMD's confidential resources, such as CARE to Stop Violence (located on the Ground Floor of the Health Center) at 301-741-3442 or the Counseling Center (located at the Shoemaker Building) at 301-314-7651.

You may also seek assistance or supportive measures from UMD's Title IX Coordinator, Angela Nastase, by calling 301-405-1142, or emailing titleIXcoordinator@umd.edu.

To view further information on the above, please visit the Office of Civil Rights and Sexual Misconduct's website at <https://ocrsm.umd.edu>.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit UMD's Division of Student Affairs website for information about resources the campus offers you and let me know if I can help in any way.

Veteran Resources

UMD provides some additional supports to our student veterans. You can access those resources at the office of Veteran Student life and the Counseling Center. Veterans and active duty military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the instructor.

Course Evaluation

Please submit a course evaluation through Student Feedback on Course Experiences in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to Course Experiences is confidential. Campus will notify you when Student Feedback on Course Experiences is open for you to complete your evaluations at the end of the semester. Please go directly to the Student Feedback on Course Experiences to complete your evaluations. By completing all of your evaluations each semester, you will have the

privilege of accessing through Testudo the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

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