

**POLITICAL SCIENCE 315
INTERNATIONAL RELATIONS**

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Office Hours:
Mon. 2:00-3:15pm; Wed. 10:30-Noon
and by appointment

Purpose of the Course: The basic goal of the course is to develop within the student a capacity to think about international political phenomena beyond the level of a specific event; to assist the student in his or her ability to think about and critically analyze international politics. One goal of the course is to equip the student with the intellectual tools— approaches, theories and concepts— needed to understand the current "state of the world" as it has been influenced by the extraordinary and crucial changes in the post-World War II global system. These are tools that will also be needed to understand and cope with a future which will continue to be shaped by global interdependence, economic integration in Europe (and elsewhere), the end of the Cold War, and a growing set of economic and ecological challenges. As noted in the preface to the course textbook by Russett, Starr, and Kinsella:

World politics is a fascinating subject. It is also a vast and complex subject... World politics is constantly changing, and no one can hope to absorb fully these changes as they are occurring. We believe that a broad and self-conscious theoretical orientation remains the best resource for comprehending and coping with change, now and in the years ahead... The study of world politics is also constantly changing. In recent decades we have altered the ways we think about the subject; standards of concept formation, of logic, and of evidence are markedly different from what they were, and even now they are in a state of flux... We stress the importance of cause-and-effect statements, encourage a respect for evidence, and help students recognize the type of statements for which evidence is not altogether relevant. To succeed in a rapidly changing world as active citizens rather than passive objects of historical forces, students must develop a good set of basic concepts and questions, a penchant for analysis, a healthy bit of skepticism regarding "conventional wisdom," and some tolerance for ambiguity when our understanding is, at best, incomplete.

We will attempt to meet these goals through lectures (and with discussion) and the use of a general textbook (with some supplemental readings). The student will also be asked to perform a set of analytic exercises using current events. Hopefully, the student will be a better educated and more articulate analyst (and citizen) by the end of the semester.

Required Textbook (paperback):

Bruce Russett, Harvey Starr, and David Kinsella, **WORLD POLITICS: THE MENU FOR CHOICE**, 9th edition (Wadsworth, 2010)

The textbook (noted as RSK) includes a course web site which provides access to additional materials relating to world politics, a research guide on international relations resources, quizzes and tests, as well as information on career opportunities. It should also be consulted to help take notes while doing assigned reading, and for review before exams. Go to: www.cengage.com/politicalscience/russett/worldpolitics9e

Please note that several additional course readings have been posted on the POLI315 Blackboard site under Course Documents. They are noted on the syllabus (as ""BB Item"), and listed at the end of the course schedule. Other readings may be added during the semester. Such

readings will be announced in class. Students should also check Blackboard for course announcements.

Student Responsibilities:

There will be two closed-book, in-class examinations, plus a final examination held during finals week (on December 8). An absence on an examination without a valid excuse will result in a zero for that examination. It will be almost impossible to gain approval for an absence from a test. Requests must be submitted (in advance if at all possible) in writing and be accompanied by outside evidence such as a statement from a doctor in case of illness. In addition to the examinations, each student is required to complete a News Article Analysis Project which is described in detail at the end of the syllabus.

Proportion of the course grade:

First Exam: 20%
Second Exam: 20%

News Article Analysis Project: 30%
Final Exam: 30%

Learning Objectives of POLI 315:

Students will learn the basic theoretical approaches to world politics, along with the basic concepts and logic underlying those approaches. Students will be able to identify the key actors in world politics. Students will be able to order the analytic themes by two approaches: a levels of analysis approach, and an agent-structure approach. Students will be able to apply these two approaches to the key issue areas of world politics: international conflict and cooperation, international political economy, and international political ecology.

Other Matters of Course Procedure and Etiquette:

- Students are **responsible** for **all** information, materials, or instructions that are presented on the syllabus, announced or discussed in class, and posted on the POLI 315 Blackboard site. You **must read the syllabus carefully**.
- **All** requirements must be turned in/completed on the dates indicated. Late/missed exams or papers without a written, legitimate excuse will receive an "F" for that assignment. In addition, all the course requirements must be completed in order to receive a grade in the course higher than a "D".
- A course document, "Tips for Writing Papers," which will be useful in making sure you write clear, well developed, and coherent papers, has been posted on Blackboard under Course Information. "Tips" also includes a section on "Cheating and Plagiarism" that you also need to read carefully. [Note that a number of points on this syllabus were taken from earlier versions of both my own POLI 315 syllabi and others in the Department that have taught POLI 315.] Any violation of rules of academic honesty is unacceptable and will be reported to the relevant academic authorities.
- As a matter of courtesy, I expect students to **arrive in class on time**, and that all who enter the room at the beginning of class **remain for the entire period**. If there will be a problem with either of these norms please inform me in advance.
- All cell phones, beepers, etc., must be turned off during class periods. **Laptops are for class notes only**. Students caught surfing the web/playing games, etc., will be banned from bringing laptops to class. NOTE: More than one violation will cause **all laptops** to be banned from class.

COURSE OUTLINE AND READING ASSIGNMENTS

I. INTRODUCTION: THE STUDY OF INTERNATIONAL RELATIONS (Aug.19,24,26)

1. Course Organization and Administration
2. Overview of the Substance and Study of International Relations

Required Reading

RSK: Preface, chapters 1, 2

II. FOREIGN POLICY AND INTERNATIONAL RELATIONS: INTERNATIONAL ACTORS IN THE INTERNATIONAL SYSTEM

A. International Actors (Aug.31, Sept.7)

1. Types of International Actors
2. Nation-States, Nationalism, and Sovereignty

Required Reading

RSK: chapter 3

BB Item #1: Coulombis & Wolfe

B. The World System (Sept.9,14)

1. The Idea of "System," Types of Systems and International Behavior
2. Power, Geopolitics and War in the International System

Required Reading

RSK: chapter 4; also pp.363-66

C. Relations Between States: Power, Influence and Capabilities (Sept.16,21)

1. Power in the Relations of Nations: Theory and Reality
2. Power, Influence, and National Capabilities

Required Reading

RSK: chapter 5

BB Item #2: Hart

D. Foreign Policy and the Domestic Setting: The Sources of Foreign Policy Goals and Actions (Feb.23, 28)

1. The Meaning of Foreign Policy, Goals, and Objectives
2. Societal and Governmental Sources of Foreign Policy
3. Individuals and Foreign Policy

Required Reading

RSK: chapters 6, 7

BB Items: #3 Allison; #4 Janis

« September 30: FIRST EXAMINATION »
[review session to be arranged]

III. ANALYZING THE WORLD SYSTEM: POST- WORLD WAR II AND POST COLD WAR

A. The Strategy of Conflict:: The Security Dilemma of Inter- and Intra-State Conflict
(Oct. 5,7,12)

1. The Causes of War (interstate war and civil war/internal conflict)
2. Deterrence and All That: Post-War Strategic Thinking
3. The “Obsolescence” of War?

Required Reading

RSK: chapters 8, 9
BB Item #5: Mueller

B. The Dynamics and Instruments of Cooperation, Coordination, and Peace
(Oct. 19, 20, 26,28)

1. Why States Should/Need to Cooperate: Problems of Order, Interdependence and Integration
2. Interdependence, Regimes and Order: International Law and International Organizations
3. The Democratic Peace

Required Reading

RSK: chapters 10, 11, 13
BB Item #6: Joyner

« November 2: SECOND EXAMINATION »
[review session to be arranged]

C. The Political Economy Dimension: Conflict and Cooperation over the Means and Distribution of Wealth (Nov.4, 11, 16, 18)

1. Thinking About IPE
2. Globalization vs.(?) Regionalism
2. The North, The South, and Development

Required Reading

RSK: chapters 12, 14, 15 (review chapter 13)

D. The Political Ecology Dimension: World Order and Ecological Challenges (Nov.23, 30, Dec.1)

1. Ecological Impacts and Constraints
2. Limits to Growth and Future World Order

Required Reading

RSK: chapters 16,17

BB Item #7: Soroos

**« December 8: FINAL EXAMINATION »
(2:00 pm)**

[review session to be arranged]

READINGS ON BLACKBOARD

These items are posted under Course Documents and listed in the order they appear on the syllabus.

- Item 1. Theodore A. Coulombis and James H. Wolfe, "Nation-State and Nationalism"
- Item 2. Jeffrey Hart, "Three Approaches to the Measurement of Power in International Relations"
- Item 3. Graham T. Allison, "Conceptual Models and the Cuban Missile Crisis"
- Item 4. Irving Janis, "The Groupthink Syndrome"
- Item 5. John Mueller, "The Obsolescence of Major War"
- Item 6. Christopher C. Joyner, "The Reality and Relevance of International Law in the Twenty-First Century"
- Item 7. Marvin S. Soroos, "The Tragedy of the commons in Global Perspective"

NEWS ARTICLE ANALYSIS PROJECT

Read this project description carefully!!!!

Purpose of the Project

The aim of this project is to encourage interaction between this course, and other, ongoing aspects of each student's life. Hopefully, it will foster student attention to and interest in POLI 315 by relating the course to current international relations and foreign policy on a continuous basis-- by asking the student to think about POLI 315 whenever she or he picks up a newspaper, magazine, listens to the news, etc. It is also hoped that this project will encourage the student to read some standard news source on a regular basis. Indeed, I expect that each student will be reading regularly from one of the news sources listed below. By doing so you will also be increasing the probability that you will select appropriate news articles that will produce the best papers possible.

Note: Because the instructor will be reading between 300-400 of these papers over the course of the semester, a number of requirements, rules, and guidelines have been set out to make the task of grading these papers manageable. PLEASE read the following carefully, and follow the directions. If you have any questions do not hesitate to ask questions before or after class, during office hours or by e-mail.

Content

There will be four (4) News Analysis Papers due over the course of the semester. The purpose of each paper is to connect the substance of POLI 315 to current events in international relations. For each paper, you will do either or both of the following activities:

(a) Select a news article that can be used to **illustrate** ideas, concepts, or events that have been covered in the week's readings and/or lectures. Be sure to set out--carefully, clearly, and explicitly-- what those ideas, concepts or events from POLI 315 are. Then, just as carefully and explicitly, you must **demonstrate the linkages: how** the material in the news article illustrates those ideas, concepts or events; how they can be seen as examples of those ideas, concepts or events.

(b) Select a news article and **explain** the events described in that news article using material from POLI 315 readings and/or lectures from that week. Again, clearly and explicitly setting out the **linkages**, demonstrate how ideas, concepts and events from POLI 315 can be used to explain (let us better understand) some event taking place in the world.

In your **introduction** to each paper, you must clearly indicate exactly which of these two types of papers you are writing, and what specific aspects of the course will be discussed. See "Tips for Writing Papers."

Hints, Suggestions and Warnings:

In your papers, you must clearly and explicitly show how the course material relates to the events in the news article. Do not assume the reader will do this job for you; (that is, do not simply say "here's what's in the article, here's what's in POLI 315-- so you see that's how they go together.") **You must do the linking, connecting, and relating.** From past experience, I have found that many of your problems can be solved by writing a clear introduction; eg. carefully state whether you wish to use the article to illustrate something from POLI 315 or use POLI 315 to explain something

in the article. Clearly state what that something from POLI 315 is. In referring to the course material you should be explicit as to which reading section is being used (eg. "...in RSK chapter 5, the section on 'soft power'..."). Similarly, when referring to points made in lecture, you must be very clear as to what the topic of the lecture was, what lecture you are using, etc. The key idea here is to be clear what your evidence is (and then to be clear as to the source of your evidence and arguments).

Other hints: Papers will be stronger if they use material from **both** lecture and the reading. Papers will be stronger if they can get at some of the more subtle or complex points of comparison and linkage-- not just the obvious connections. Papers will be stronger if they are well organized and developed. Organization is usually an indication that you know what you're doing, and know where you want the paper to go. A good introduction will help you in the organization of the paper. Please read carefully the "Tips for Writing Papers" posted on Blackboard under Course Information.

EACH PAPER IS TO BE 2-3 DOUBLE SPACED TYPED PAGES IN LENGTH (using a "normal" font or print, and with "normal" margins!— e.g. Times Roman 12 point with one inch margins). Papers with smaller fonts will be returned as "Inadequate" and returned unread. Do not exceed 3 pages.

SOURCES OF ARTICLES

You will be permitted to use only articles from the following sources:
(you **must** consult with the instructor to inquire about an article from **any** other source)

- the daily issues of the NEW YORK TIMES or the WASHINGTON POST
- the daily issue of the CHRISTIAN SCIENCE MONITOR
(online: <http://www.csmonitor.com/world>)
- THE ECONOMIST
- NEW YORK TIMES Sunday "News of the Week in Review"

- The articles used cannot be more than one month old from the week of the course material you are using for the paper.
- You must attach the article or a copy of the article to your analysis. These can be printed from web sources, xeroxed from the original hard copy, or cut from original sources that are your own private property. I assume that you are all mature members of the University community, and therefore will not cut up library or other public materials, but will Xerox the article. You need not attach the whole article if parts would be difficult to photocopy or print from the web source.

IMPORTANT DETAILS TO NOTE

a) **Four papers** will be due during the course of the semester. Thus, you will have a choice of **any** four weeks of material covered during the semester. At least two papers must be handed in by October 5. If two papers are not submitted by that date, the highest grade possible for whole News Article Analysis portion of the course grade will be a "D"; (note, as per item "e" below, you still have to submit four papers). You are strongly urged to start writing papers as soon as possible: you will then have time for writing extra papers as noted below if the need arises; there are a number of relatively easy topics early in the course; it gets the paper assignment completed.

b) Attached is an example of what the **Cover Sheet** for each paper must look like. If papers are submitted without this style cover sheet, the paper will be marked "Inadequate" and returned unread.

c) **Each paper is due by the Thursday following the week for which you are writing the paper.** Here is an example: The topic IIB, "The World System" will be covered on September 9 and 14. If you decide to write a News Article Analysis paper for material covered during that period, then you could hand in that paper any time up until the Thursday, September 21 (a week from September 14). After that date, any paper written in relation to the material covered during the period sept.9-14 will not be accepted. No late papers will be accepted.

d) **ONLY ONE PAPER IS TO BE WRITTEN FOR ANY ONE WEEK OF COURSE MATERIAL.** Only one paper will be accepted for any specific week of material. Papers will be accepted only for the current or previous week. That means you cannot hand in papers in bunches. (Don't expect to come in the last week of the course with four papers-- they will not be accepted.)

e) These four papers will count for 30% of each student's grade. **ALL FOUR MUST BE HANDED IN TO RECEIVE ANY CREDIT** for the News Article Analysis Project. If fewer than four papers are handed in, the student will receive a zero score for that 30% of the grade.

f) **GRADING:** Each paper handed in will be given credit for submission. Papers will be graded either as:

inadequate
acceptable
superior

To give you some idea of how **grades for the papers will range**, four "superiors" would be an A+; four "inadequates" would be a D; and four "acceptables" would fall in the C(+) to B(-) range. The actual combination of individual paper grades you receive will determine your grade.

g) **Extra papers:** If a student receives an "inadequate" on either the first or second paper submitted, the student will be permitted to hand in extra papers to erase the paper(s) graded "inadequate." Example: A student submits the first two papers. Each is marked "inadequate" and returned with explanatory comments. If so desired, that student may write, during the semester, two additional papers (on two additional weeks of material). These two additional papers will take the place of the inadequate ones. In effect the student will have written six papers instead of four. However, the grade will be based on the last four papers only; the first two papers will be totally ignored. Note that this substitution can take place only for the first or second papers submitted.

h) **Examples of good papers:** (both without and with my comments on them) are posted on Blackboard under "Course Information." From experience, I know that students that review these examples will do a better job of writing papers, especially the first two.

h) **THE LAST DAY ANY PAPER WILL BE ACCEPTED IS December 1** (in class!)

SAMPLE COVER SHEET FOR EACH NEWS ARTICLE ANALYSIS PAPER:

POLI 315 News Article Analysis Paper # _____
[Here you should indicate the number of the paper-- 1, 2, 3 or 4. If you have added papers to substitute for either the first or second paper then you may have a number 5 or 6.]

Your Name
Date Handed In

Topic on Syllabus that the Analysis covers:
e.g. Topic IIA. "International Actors" [in the paper you will be more specific concerning the topics used from lecture and readings].

Source and Date of the News Article
e.g. New York TIMES, August 17, 2010