

**Political Science 250: International Politics
(Section 001)**

Classroom: GH 344 11:10-12:30 TR

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Office: GH 311

Office Hours: 12:30-2:00 Wednesdays or by appointment

Colonnade Requirement: Explorations (Social and Behavioral Sciences)

PS 250 fulfills the three hour requirement for the Colonnade Explorations section. As a Social and Behavioral Sciences course, PS 250 explores the human experience using theories and tools of political science. Students will analyze problems and conceptualize the ways in which theories and tools inform our understanding of the individual and society.

Learning Outcomes:

- Students will demonstrate knowledge of the dynamics of the international political and economic system and an understanding of the causes of changes and mechanisms to manage change.
- Students will acquire knowledge and methods needed for critical assessment of international processes, conditions, norms and institutions.
- Students will develop an understanding of modern state system and diverse regions, cultures and countries and demonstrate the ability to perceive events from more than one cultural viewpoint.

Required Text:

Goldstein, Joshua S. and Jon Pevehouse. International Relations. 10th ed. Pearson, 2012-2013 Update. ISBN-10: 0-205-05957-0 (Hereafter *IR*). While other editions may work for you, I strongly encourage this edition. Other articles and materials will be posted on Blackboard and/or available elsewhere online.

A newer version of the textbook as an e-text as well as a companion website with example test questions are available at www.mypoliscilab.com. The ISBN for both is 9780205971602; the ISBN for just access to the website is 9780205971565. The course ID necessary to purchase access is: **rich83819**.

Grading Breakdown (out of 1000 points for the class):

Exams (3 total, 200 points each): 600 points

Quizzes (5 total, 10 points each): 50 points

Scenario Exercises (4 total, 25 points each): 100 points

Paper (1): 200 points

Participation: 50 points

Grading Scale:

A = 900 or higher; B = 800 to 899; C = 700 to 799; D = 600 to 699; F = 599 and lower

All assignments are due prior to the start of class. All late assignments will be deducted **at minimum** 10% for each 24-hour period (including weekends) from the time due. Coming to class even a minute late when an assignment is due means the assignment is late so prepare accordingly.

Exams: Exams comprise **60%** of your grade (**600 points**) will be a combination of multiple choice and short answer questions from both the readings and lecture.

Quizzes: Quizzes comprise of **5%** of your grade (**50 points**). Quizzes may come in two formats, as pop quizzes in class and as timed online quizzes administered through Blackboard. Quizzes will cover material both from the readings and lecture.

Scenarios: Scenarios comprise **10%** of your grade (**100 points**). Four times during the semester, we will spend the class period informally debating a particular scenario tied to the previous lectures and readings. Besides the assigned readings (if any on that day), students are expected to prepare a 1.5-2 pages (double-spaced) response to the scenario questions posted on Blackboard. These papers can be uploaded to Blackboard or turned in as a typed hard copy. These short papers require no citations and will be considered participation on these days. As these papers and participation on the scenario days are linked, an unexcused absence on scenario days will result in zero credit for the scenario exercise, including the paper.

Paper assignment: The paper assignment comprises **20%** of your grade (**200 points**). For your paper, you will focus on one issue related to US foreign policy (or, for those not from the US, their own country's foreign policy) that you would like to see changed. You must be specific in what this issue is, whether dealing with a specific country or region or a thematic issue (e.g. terrorism, nuclear proliferation). As such, you must within the first page make the case for why this issue is important and why policy change is necessary. In making your case, you must identify how your proposal fits within the broad theories of international relations (e.g. is it in line with realist, liberalist, or constructivist theories?). Secondly, you must identify the potential ramifications of enacting your proposal. In other words, how will other countries or international actors respond? Who would likely support your policy and who would likely oppose it? Your proposed change need not be a complete overhaul of a current policy, but you must argue for changing the status quo (e.g. no arguing of "staying the course"). The final paper will be 5-6 pages, double-spaced and must include at minimum six credible scholarly or relevant news sources.

Papers are to be submitted in class, not via email/Blackboard. Papers that are not stapled will automatically be deducted 20 points. Similarly papers that lack a proper full citation of sources will automatically be deducted 30 points. It is your responsibility to turn in an intact and properly formatted paper.

To aid in this paper, it is highly recommended that you have your paper topic approved by Week 10. **The final paper is due Week 13 on Tuesday November 18th**, not at the end of the semester.

Class participation: Finally, **class participation** accounts for **5%** of your final grade (**50 points**). This course requires participation and interaction. Conversely, behavior which is disruptive, causes a distraction, or impedes in participation and interaction will lead in a deduction of your participation credit (this includes but is not limited to reading non-class related materials, browsing the internet—Facebook can wait until after class—texting and making phone calls in class).

Please read through the syllabus carefully to be sure that you understand the course requirements. The details of the homework and writing assignments are available on the Blackboard website under Contents.

Most of the readings will be available through Blackboard or through Google. If a link is broken, try Googling the title. It is your responsibility to find and read these articles.

Class Attendance:

Class attendance is critical for success, both for participation but also since we often discuss materials beyond the readings. I take attendance almost every class period. As attendance is crucial to success in this class, **a student with more than three unexcused absences will automatically forfeit all participation points. Similarly, students that opt to leave class early without prior permission will be counted absent for that day.**

Students are adults and as such must realize actions have ramifications and prioritize accordingly. If you must miss a class, it is your responsibility to contact me for any class handouts or assignments you may have missed. You are also responsible for getting any missed notes from another student. If you wish to discuss the material you missed, you are welcome to come to my office hours or set up an appointment.

Deadlines:

You are expected to have completed the readings before each class period. Deadlines for all assignments are listed on your syllabus. Please have your work ready to turn in at the beginning of class the day it is due or it will be considered late. All late assignments will be docked 10% per day. If you run into a problem, please talk to me in advance and I may grant an extension at my discretion. Please bring all readings to class on the assigned day as this facilitates discussion

Disability Services:

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Disability Services in Downing University Center, A-200. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor without a letter of accommodation from Student Disability Services.

Academic Honesty and Integrity:

I expect all students to abide by the rules and regulations set forth in the Western Kentucky University Student Handbook with regards to all forms of academic misconduct (cheating, plagiarism, etc.). I take academic integrity seriously and violating these standards will result in an “F” in this course without exceptions. That means if you cheat, plagiarize, engage in any sort of academic dishonesty including failure to cite sources appropriately on any portion of the course and are caught—you will automatically receive an “F” for that assignment and I reserve the right to assign a 0 for the entire course. If you have any questions about what does and does not constitute academic misconduct, please speak with me.

Student work may be checked by plagiarism detection software.

If you have any doubts as to when you should cite, click on the links below. You can also go to the Writing Center for guidance.

Similarly I do not accept materials from online dictionaries or encyclopedias such as Wikipedia as a source for citation.

How to Communicate with your Professor:

Communication should be done first and foremost before or after class or during office hours. If it is a general question, it should be asked in class so that others can benefit from the information as well. Do not hesitate to ask questions. Questions can also be posted in the Discussions forums on Blackboard, thus others can respond if they know the answer as well. If you do email me, follow these standards:

1. Include the class title (e.g. PS250) and a substantive heading (e.g. question about nuclear weapons). Emails without a subject title or which do not follow this format (e.g. a title of “Hey”) will not be answered.
2. Use a salutation such as “Dr. Rich”. Again, using “hey” or other informal variations will likely lead to me ignoring your email.
3. I expect emails to be coherently written, which means punctuation, capitalization, and a signature. Signing your email is especially important if you are not using your WKU email account. For example, I will not spend time trying to guess which student is partyallnight@gmail.com nor am I likely to respond if no signature is included.
4. If your email is about a question that is clearly answered in the syllabus (e.g. “What are the readings for the next class?”), I am unlikely to respond.
5. I generally respond within 24 hours, but I seldom respond after 10pm. Thus if emailing about an assignment, test, etc. due the next day, I strongly recommend that you plan ahead accordingly.

Schedule of Classes and Readings

You are expected to have completed the readings before each class period.

Week 1:

August 26

Class Introduction

No Readings

August 28

Jan. 25 Levels of Analysis and the Evolving IR system

IR Chapter 1: pp. 3-38

Week 2:

September 2

Realism

IR Chapter 2: pp. 43-63

September 4

Alliances and Divisions in Realism

IR Chapter 2: pp. 63-79

David Axe. October 23, 2012. "A Giant Leap Forward." *Pacific Standard*.

<http://www.psmag.com/culture/a-giant-leap-forward-48493/>

Week 3:

September 9

Liberalism

IR Chapter 3: pp. 85-96

Andrew Moravcsik. 2008. "The New Liberalism". In Christian Reus-Smit and Duncan Snidal.

The Oxford Handbook of International Relations 234-251 (read 234-240, skim 240-246).

September 11

Constructivism

IR Chapter 3: pp. 96-102

Gary Olson. 2005. "Scapegoating Human Nature." ZNet.

<http://zcomm.org/znetarticle/scapegoating-human-nature-by-gary-olson/>

Brian R. Sala, John T. Scott and James F. Spriggs. 2007. "The Cold War on Ice: Constructivism and the Politics of Olympic Figure Skating Judging." *Perspectives on Politics* 5(1): 17-29 (focus on the introduction and the sections labeled "Predictions", "Results" and "Discussion")

Week 4:

September 16

Other IR Theoretical Approaches
IR Chapter 3: pp. 103-122

September 18

Democratic Peace Theory

Immanuel Kant. 1795. "Perpetual Peace: A Philosophical Sketch".

<http://www.constitution.org/kant/perpeace.htm>

Zeev Maoz and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87(3): 624-638 (skim 628-636, focus on the intro and conclusion)

Thomas Schwartz and Kiron K. Skinner. 1999. "The Myth of Democratic Pacifism." *Hoover Digest* 2. <http://www.hoover.org/research/myth-democratic-pacifism>

Week 5:

September 23

****SCENARIO 1 DUE****

Larry Luxner. 2011. "Push for Diplomatic Recognition Creates Tricky Precedents, Strange Bedfellows." *The Washington Diplomat*.

http://www.washdiplomat.com/index.php?option=com_content&view=article&id=6921:push-for-diplomatic-recognition-creates-tricky-precedents-strange-bedfellows&catid=1065:february-2011&Itemid=468

Stephen D. Krasner 2009. "Who Gets a State and Why?" *Foreign Affairs*. Reprinted at Hoover Institution. <http://www.hoover.org/research/who-gets-state-and-why>

Marc Herman. 2012. "10 Steps to a Breakaway State: A Secessionist's Guide." *Pacific Standard*.

<http://www.psmag.com/politics/a-secessionists-guide-10-tips-for-making-a-breakaway-state-49983/>

Suggested Reading:

US Department of State-Office of the Historian. "Preventing Diplomatic Recognition of the Confederacy, 1861-1865." <http://history.state.gov/milestones/1861-1865/Confederacy>

September 25

****TEST 1****

Week 6:

September 30

Foreign Policy Making and Influences

IR Chapter 4: pp. 127-147

Michael Dobbs. 2008. "Why We Should Still Study the Cuban Missile Crisis." US Institute of Peace Special Report.

October 2

No Class: Fall Break

Week 7:

October 7

Types of Wars and Conflict

IR Chapter 5: pp. 153-188

Suggested Reading:

Scott Sigmund Gartner and Marissa Edson Myers. 1995. "Body Counts and 'Success' in the Vietnam and Korean Wars." *Journal of Interdisciplinary History* 25(3): 377-395 (focus on 377-388; 394-395)

October 9

Conventional Warfare

IR Chapter 6: pp. 193-204; 222-226

Week 8:

October 14

Terrorism

IR Chapter 6: pp. 204-209

Jessica Stern. 2003. "The Protean Enemy" *Foreign Affairs* 82(4): 27-40.

October 16

WMDs

IR Chapter 6: pp. 209-222

Mary H. Cooper. April 2004. "Nuclear Proliferation and Terrorism: Can "Rogue" States Acquire Nuclear Weapons? *CQ Researcher* 14(13): pp. 302, 305, and "Fall of a Nuclear Black Marketer" section on pp. 308-309 <http://www.laka.org/docu/boeken/pdf/6-02-0-00-04.pdf>

Week 9:

October 21

****SCENARIO 2 DUE****

No readings

October 23

International Organizations

IR Chapter 7: pp. 233-254

Week 10:

October 28

International Law and Human Rights

IR Chapter 7: pp. 254-276

Chris Moraitis. 2004. "Sources of International Law –The Place of Treaties." Australian Government. Department of Foreign Affairs and Trade.

<http://www.dfat.gov.au/treaties/workshops/moraitis.html>

United Declaration of Human Rights. <http://www.un.org/en/documents/udhr/>

October 30

****SCENARIO 3 DUE****

****Paper proposal due (optional)****

Peace Pledge Union website. "Rwanda 1994". Read sections "Before the Genocide", "The Genocide" and "After the Genocide". http://www.ppu.org.uk/genocide/g_rwanda.html

United Human Rights Council. "Genocide in Rwanda."

http://www.unitedhumanrights.org/genocide/genocide_in_rwanda.htm

Suggested Reading:

Samantha Power. 2001. "Bystanders to Genocide." *The Atlantic*. Available at:

<https://www.mtholyoke.edu/acad/intrel/power.htm>

Week 11:

November 4

****TEST 2****

November 6

No Class: ISA-Midwest conference

Week 12:

November 11

International Political Economy and Trade

IR Chapters 8-9

Focus on pp. 282-294 and pp. 320-333

November 13

International integration: The European Union

IR Chapter 10: pp. 355-370

Week 13:

November 18

*****PAPER DUE*****

April 8 International Integration: East Asia and Non-State Actors

IR Chapter 10: pp. 370-381

Scott L Kastner. 2011. "Does Economic Integration Augur Peace in East Asia?" *Current History* 223-228.

Avery Goldstein and Edward D. Mansfield. 2011. "Peace & Prosperity in East Asia: When Fighting Ends." *Global Asia* 6(2): 9-15.

November 20

The Environment, Natural Resources, and Population Issues

IR Chapter 11: pp. 387-418

Macer Hall. September 1, 2010. "Colonel Gaddafi's £4bn Migrant Demand." *The Express*.

<http://www.express.co.uk/posts/view/196801/Colonel-Gaddafi-s-4bn-migrant-demand->

Michael Klare. June 26, 2011. "The New Thirty Years' War: Winners and Losers in the Great Global Energy Struggle to Come." *The Huffington Post*.

http://www.huffingtonpost.com/michael-t-klare/the-new-thirty-years-war_b_885036.html

Suggested Reading:

Isobel Coleman. 2010. "The Global Glass Ceiling." *Foreign Affairs* 89(3).

Week 14:

November 25

Methods of Development

IR Chapter 13: pp. 461-483

November 27

No Class: Thanksgiving

Week 15:

December 2

****SCENARIO 4 DUE****

IR Chapter 12

December 4

Foreign Aid vs. Investment

IR Chapter 13: pp. 483-493

Final: Thursday December 11 at 8am