

Division of Business and Social Sciences
University of Science and Arts of Oklahoma

PSCI 3643
International Relations Theory
Syllabus, Fall 2008

Instructor: William Hanson **E-Mail:** facwhanson@usao.edu

Telephone: 405-392-5661

Office Hours: Wed, 2:00 – 3:00 pm, room TBD

Class Times: Wed, 3:00 – 5:55 pm

Class Location: Davis Hall, Room 203

Online Materials: <http://wiki.mark82.net>

Course Description:

This course introduces students to sources of continuity and change in world politics, including the study of systematic relations between states, the growth and description of the national power balance, and the emergence of institutions aiming at a peaceful settlement of disputes. Emphasis is given to the struggle for power and search for peace among state and non-state actors. Additional topics include the relevance of international law, foreign policy decision-making, balance of power, collective security, and moral choices in international politics.

Course Objectives:

Upon successful completion of this course, the student will be able to:

- Understand and apply the basic theoretical schools of International Relations theory
- Understand the impact of global trends on relations among nations
- Understand the kinds of actors in the international system
- Understand the impact of different types of foreign policy decision making
- Identify key issues affecting the global community
- Understand the roles of violence, the international political economy, and social justice issues
- Appreciate the complex interplay of ideas and interests in the international system

Hardware and Software requirements:

- Email capability
- Computer capability sufficient to connect with the class wiki page.
- A web browser (Internet Explorer, Netscape Navigator, Mozilla, Safari or equivalent)

Graded Items:

1. There will be periodic quizzes at the instructor's discretion. Quizzes will be given at the beginning of class and will include multiple choice, definitions and short answers.
2. You will be responsible for writing 3 short (2-3 page) reaction papers to specific readings, worth a total of 150 points.
3. You will be responsible for writing 3 short (1-2 page) critiques of your fellow students' reaction papers, worth a total of 100 points
4. There will be two exams, worth 100 points each. These will include multiple choice, definitions, short answers, and essays.
5. You are required to review one book from the book review list on page five, the book review is worth 100 points.
6. You will have one final project, worth 150 points. This will be a case study in which you will integrate ideas and themes from the course material. Guidance will be provided in class.
7. There will be one comprehensive final exam, worth 200 points. The exam will cover the entire course, but will be weighted toward material presented after the second exam.
8. Attendance and participation will be part of your grade.
9. There may be opportunities for extra credit at the instructor's discretion.

Required Textbooks

Essentials of International Relations, 4th ed., Karen Mingst. W.W. Norton, 2007.
ISBN-13 978-0-393-92897-6 (**Text**)

Essential Readings in World Politics, 3rd ed., Karen Mingst & Jack Snyder. W.W. Norton, 2008.
ISBN-13 978-0-393-93114-3 (**Reader**)

Grading:

Item	Points	Weight	Final Grades – Points (%)
Reaction Papers	150	15%	A: 900 + (90% and above)
Reaction paper critiques	100	10%	B: 800 – 899 (89% – 80%)
Exams (2@ 100 pts)	200	20%	C: 700 – 799 (79% – 70%)
Book Review	100	10%	D: 600 – 699 (69% – 60%)
Final Project	150	15%	F: less than 600 (below 60%)
Final Exam	200	20%	
Attendance & Participation	150	15%	
Total	1000	100%	

My Expectations:

1. Be on time – to class and with assignments. Attendance will be taken at the start of each class and is part of your grade.
2. Come to class to **actively** participate. It is essential to your development and understanding of the course – part of your grade depends on it. I will appreciate your effort and you in turn will find the time spent in class more enjoyable.
3. Read the assignment and be prepared for each class session.
4. Do not hesitate to ask questions during class. If it is not clear to you, it probably is not clear to someone else.
5. Do not expect me to lecture the entire class period. Your participation is part of your grade.
6. Cell Phones are to be turned off during class.
7. Drinking is allowed...Eating is not allowed.

Due Dates and Late Assignments

All assignments are due date stated in the syllabus. Late work will not be accepted except under extraordinary circumstances, and then only by prior arrangement with the instructor. Computer problems, illness, family issues, or schedule conflicts are not valid reasons for late work – plan ahead.

Exams: Make-up exams will only be given in extraordinary circumstances. If you miss an exam, I will require standard documentation (illness, special needs, etc.), prior to the exam if at all possible.

General Guidance for Papers (reaction papers, book reviews, critiques, final project).

All work will be submitted electronically. Email your assignment to me at facwhanson@usao.edu. Acceptable formats include Adobe Acrobat (.pdf), Microsoft Word (.doc or .docx), Rich Text (.rtf), Open Document Format (.odf) or plain text (.txt). If you cannot save your files to one of those formats, let me know and we'll work out some other arrangement.

Papers are to be double-spaced, with standard fonts (10 or 12 point) and margins (1"). Be sure to cite your references using Chicago Manual of Style guidelines. If you have questions, see http://www.chicagomanualofstyle.org/tools_citationguide.html or ask me.

Email Response:

Since we only meet once/week, and I am not generally on campus except on class days, the easiest way to get with me is via email. **My commitment is that I will respond within 24 hours to your email.** I may well respond more quickly, but don't count on it. In particular, don't expect an immediate response if you email me in the middle of the night. So if you have a burning question on an assignment or the readings, ask me early!

Course Outline (All readings are from the course texts unless otherwise stated -- Graded items in Bold Print):

Week	Dates	Subject	Reading
1	27 Aug	Approaches to International Relations	Text: Ch 1 Reader: pp 4-11
2	3 Sep	Putting Things into Context Group 1 reaction papers Group 2 critiques	Text: Ch 2 Reader: 25-46
3	10 Sep	Contending Perspectives Group 2 reaction papers Group 3 critiques	Text: Ch3 Reader: 55-56, 60-117
4	17 Sep	The International System Group 3 reaction papers Group 1 critiques	Text: Ch 4 Reader: 126-145
5	24 Sep	Exam #1	
6	1 Oct	The State Group 2 reaction papers Group 1 critiques	Text: Ch 5 Reader: 175-207
7	8 Oct	The Individual Group 1 reaction papers Group 3 critiques	Text: Ch 6 Reader: 227-249 Handout
8	15 Oct	International Organizations Group 3 reaction papers Group 2 critiques	Text: Ch 7 Reader: 250-272, 279-289, 319-331
9	22 Oct	Exam #2 Book Review Due by 5pm, Fri Oct 24	
10	29 Oct	War and Strife Group 1 reaction papers Group 2 critiques	Text: Ch 8 Reader: 332-337, 368-387, 441-457
11	5 Nov	International Political Economy Group 3 reaction papers Group 1 critiques	Text: Ch 9 Reader: 478-534
12	12 Nov	Global Issues Group 2 reaction papers Group 3 critiques	Text: Ch 10 569-600
13	19 Nov	What Have We Learned? Review for Final Final Project Due by 5pm, Fri Nov 21	
		Happy Thanksgiving!	
Finals	3 Dec	Final Exam: 3:00 – 5:55 PM	

Reaction Papers and Critiques

We have a lot of territory to cover, and the once/week format is not optimal for continuing discussion. To help divide the workload and provide a richer discussion, students will be alternately be responsible for providing short reaction papers and critiquing their fellow classmates work. The class will be divided into 3 groups – one responsible for reaction papers, one for critiques, and one will not have a writing assignment that week. That said, all students are required to read the assigned text chapter and readings.

Reaction papers are due electronically (via email to me) not later than 5 pm on the Sunday prior to the class meeting. Critiques of the reaction papers are due electronically not later than noon on the Tuesday prior to the class meeting. This will give all students sufficient time to have reviewed the reaction papers and critiques prior to our class meeting.

Reaction paper guidance: Provide a 2-3 page reaction to one of the assigned readings. Pick out what you believe to be *one* of the central points and tell us what you think. Specifically:

- Put your name and the reading you are discussing at the top of the page.
- State the central argument as clearly as you can
- What are the independent and dependant variables (i.e., what causes what?)
- How does the author support the argument? Is it convincing?
- In the final paragraph, state any questions or topics that you want us to discuss during the next class meeting.

Critique guidance: Provide a 1-2 page critique of one of the reaction papers for the week. Specifically:

- Put your name and the name of the paper's author that you are critiquing.
- Chose one argument or point made by the author, and
 - o Using evidence from that or another assigned reading, explain why the author's point was particularly insightful or correct,
 - o or, again using evidence from the readings, explain why the author's point was incorrect or misleading.
- In the final paragraph, state any questions or topics that you want us to discuss during the next class meeting.

Books for Book Review Assignment:

Collier, Paul (2007): The Bottom Billion

Easterly, William (2002): The Elusive Quest for Growth

Farmer, Douglas and Sen, Amartya (2004): Pathologies of Power

Fromkin, David (2001): A Peace to End All Peace

Fukuyama, Francis (2007): America at the Crossroads

Hopkirk, Peter (1992): The Great Game

Kagan, Robert (2008): The Return of History and the End of Dreams

Kissinger, Henry (1994): Diplomacy

Rivoli, Pietra (2006): The Travels of a T-Shirt in the Global Economy

Zakaria, Fareed (2008): The Post-American World

Book Review Guidance: Write a 5-6 page review of one of the books from the above list, using standard fonts and margins. Provide:

- A brief summary of the main argument of the book
- Strengths and weaknesses of the argument
- Your reaction to the book (note: not to be a critique of the author's writing style)

Academic Integrity:

(the following statement is extracted from the USAO Academic Code of Conduct <http://www.usao.edu/catalog0608/generalinfo/AcademicCodeofConduct.pdf> -- all students are encouraged to review the USAO policy and to discuss any issues or questions with me)

A liberal arts education includes concern for the development of moral and ethical character. The credibility of an academic institution and the degrees that it confers, moreover, depend on the absolute integrity of the work done by the student. Hence, it is vital that students develop and maintain a high standard of individual honor in fulfilling their academic responsibilities. Without exception, USAO faculty and staff require that students refrain from any behavior defined under the category of academic dishonesty.

To me, academic integrity means honesty and responsibility in scholarship. Professors have to obey rules of honest scholarship, and so do students. Here are my basic assumptions about academic work:

- (1) Students attend school in order to learn and grow.
- (2) Academic assignments exist for the sake of this goal.
- (3) Grades exist to show how fully the goal is attained.
- (4) Thus, all work and all grades should result from the student's own effort to learn and grow.

Academic work completed any other way is pointless, and grades obtained any other way are fraudulent.

Academic integrity means understanding and respecting these basic truths, without which no university can exist. Academic misconduct -- "cheating" -- is not just "against the rules." It violates the assumptions at the heart of all learning. It destroys the mutual trust and respect that should exist between student and professor. Finally, it is unfair to students who earn their grades honestly.

Sexual Harassment Policy:

The University is committed to creating and maintaining an environment for all University personnel and students which is free of objectionable and disrespectful conduct and communication. The University shall not permit conduct of a sexual nature which interferes with individual rights and responsibilities or creates an intimidating or offensive atmosphere either for working or learning. Those individuals who hold positions of responsibility may exercise legitimate authority over others but must avoid conflicts of interest and possible compromise or abuse of such authority.

Definition:

Harassment on the basis of sex is a violation of Section 703 of Title VII of the Civil Rights Acts of 1964, as amended and Title IX of Education Amendments of 1972. The following definition from the Equal Employment Opportunity Commission Guidelines, November 10, 1980, identifies behavior which constitutes sexual harassment.

“Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of sexual nature constitute sexual harassment when:

1. Submission to or rejection of such conduct is made either explicitly or implicitly a term or condition of instruction, employment or participation in other University activity;
2. Submission to or rejection of such conduct by an individual is used as a basis for evaluation in making academic or personnel decisions affecting an individual; or
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's performance or creating an intimidating, hostile or offensive University environment.”

Accommodation Policy on Disabilities

The University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. The ADA Coordinator, Student Center 301, will serve as a liaison in arranging reasonable accommodations.

Students must register their disabilities with the ADA Coordinator to receive accommodations.

Registration entails: 1) completion of a waiver to authorize the release of information regarding their disability to professors and other campus personnel providing services for the student and, 2) presentation of documentation from a qualified professional who is licensed or certified to diagnose the disability in question and provide recommendations regarding accommodations.

Acceptable documentation should be current and reflect: a specific diagnosis, level of severity of the disability, functional limitations due to the disability, and recommended academic accommodations.

Please let me know privately if you require any ADA-related accommodations.

Internet Information

To enhance your learning experience, we will use a “wiki” page, as a way of allowing extended discussion and interaction with the course material. Course material will be posted on the class wiki page (<http://wiki.mark82.net>). Slides, revisions to this syllabus, announcements, and revisions to the course outline will be posted in the appropriate folder. You are required to use this Internet site to keep abreast of course changes.

WILLIAM E. HANSON

Instructor, Division of Business and Social Sciences