

Fundamentals of **INTERNATIONAL RELATIONS**

PSC 209 CT (Fall 2014, Tuesday/Thursday 2:00-3:15)

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COURSE DESCRIPTION: Survey of major concepts and approaches in the study of international relations and analysis of processes, institutions, strategies, and trends in world politics (CT, International, 3 credit hours).

STUDENT LEARNING OBJECTIVES: We will address a wide range of questions this semester. Why do states go to war? When is cooperation possible? What roles do international organizations play? What is the impact of globalization on world politics? What are the origins of terrorism, and how can it be fought? The goals of this course are to provide you with the tools to answer these fundamental questions of world politics, as well as understand current global events in their theoretical and historical contexts.

Course Student Learning Outcome	How we will practice this outcome	How we will assess this outcome
<i>Students will apply the theories and methodologies of IR to analyze historical and contemporary events and explain decision-making processes.</i>	Discussions, ungraded in-class essays, group exercises (e.g. roleplaying/simulations)	Essay and multiple-choice questions, Global Issue Report
<i>Students will analyze the ways in which globalization is transforming world politics and assess its political, economic, and social impacts on both states and individuals.</i>	Discussions, group exercises, informal debates	Global Issue Report, essay and multiple-choice questions
<i>Students will propose and evaluate potential solutions to contemporary global issues.</i>	Discussions, problem-based group exercises	Global Issue Report, essay questions

Critical Thinking at Marshall University: “The Core Curriculum at Marshall University requires students to complete 9 hours of Core I courses: a First Year Seminar (FYS) and two courses with a critical thinking (CT) designation. Together these courses introduce first year students to the nine Marshall University Learning Outcomes common to all majors at Marshall. While Core I is an introduction to the Marshall outcomes, students will continue to practice these outcomes throughout their degree programs and will demonstrate proficiency in these outcomes in the Capstone Experience” (www.marshall.edu/gened/core-i-courses/). This course meets the Core I/CT requirement and fulfills the following CT Learning Outcomes:

Critical Thinking Learning Outcome	How we will practice this outcome	How we will assess this outcome
Integrative Thinking: <i>Students will make connections and transfer skills and learning among varied disciplines, domains of thinking, experiences, and situations.</i>	Lectures, discussions, ungraded in-class essays, group exercises, debates	Essay and multiple-choice questions, Global Issue Report

<p>Intercultural Thinking:</p> <p><i>Students will evaluate generalizations about cultural groups, analyze how cultural beliefs might affect communication across cultures, evaluate how specific approaches to global issues will affect multiple cultural communities, and untangle competing economic, religious, social, or geographical interests of cultural groups in conflict.</i></p>	<p>Exercises applying the "interests, interactions, institutions" framework to contemporary and historical conflicts</p>	<p>Global Issue Report, essay questions</p>
<p>Ethical and Civic Thinking:</p> <p><i>Students will determine the origins of core beliefs and ethical principles, evaluate the ethical basis of professional rules and standards of conduct, evaluate how academic theories and public policy inform one another to support civic well-being, and analyze complex ethical problems to address competing interests.</i></p>	<p>Discussions, informal classroom debates on ethics and international law, group activities that emphasize connecting theory to practice</p>	<p>Essay questions, Global Issue Report</p>
<p>Creative Thinking:</p> <p><i>Students will outline multiple divergent solutions to a problem, develop and explore risky or controversial ideas, and synthesize ideas/expertise to generate ideas.</i></p>	<p>Problem-based group exercises, discussions, "policy brainstorming" activities</p>	<p>Global Issue Report, essay questions</p>
<p>Information Literacy:</p> <p><i>Students will revise their search strategies and employ appropriate research tools, integrate relevant information from reliable sources, question and evaluate the complexity of the information environment, and use information in an ethical manner.</i></p>	<p>In-class exercises demonstrating search strategies and evaluating the quality/reliability of sources.</p>	<p>Global Issue Report</p>

PSC 209 meets the following student learning outcomes for the International (INTL) designation:

"International Thinking" Learning Outcome	How we will practice this outcome	How we will assess this outcome
<p><i>Students will evaluate how specific approaches to global issues will affect multiple communities.</i></p>	<p>Discussions and exercises emphasizing immediate and long-term impacts of foreign policy decisions.</p>	<p>Essay questions, multiple-choice questions, Global Issue Report</p>
<p><i>Students will untangle competing political, economic, religious, social, or geographical interests of groups in conflict.</i></p>	<p>Exercises applying the "interests, interactions, institutions" framework to contemporary and historical conflicts</p>	<p>Essay and multiple-choice questions</p>

Finally, this course also meets the following student learning objectives for the International Affairs major:

International Affairs Learning Outcome	How we will practice this outcome	How we will assess this outcome
<p><i>Students will analyze the process of globalization and apply knowledge of political, economic, and cultural institutions across state borders to predict emerging global issues.</i></p>	<p>Discussions, problem-based group exercises</p>	<p>Global Issue Report, essay questions</p>
<p><i>Students will construct original arguments about global phenomena, integrating appropriate knowledge, theory, practices, methodologies, and techniques.</i></p>	<p>Discussions, in-class exercises on constructing and presenting an original argument</p>	<p>Global Issue Report, essay questions</p>

REQUIREMENTS AND GRADING POLICY: Your grade is based on your performance on two exams, a series of pop quizzes, a paper, and class participation. No extra credit will be awarded—no exceptions. Your final grade is determined as follows:

5%	Participation	A = 90-100%
20%	Pop Quizzes	B = 80-89%
20%	Midterm Exam	C = 70-79%
25%	2030 Paper	D = 60-69%
30%	Final Exam	F ≤ 59%

REQUIRED READINGS:

- ✓ Snow, *Cases in International Relations*, 6th edition
- ✓ National Intelligence Council, *Global Trends 2030: Alternative Worlds*
- ✓ Additional readings may be distributed via MUOnline during the course of the semester. Furthermore, students should keep up-to-date on current events in world politics.

ATTENDANCE AND PARTICIPATION: Attendance is required in this class, and students are expected to have read and be ready to discuss all assigned readings prior to class. Students will also be graded based on their class participation—engaging in discussion of the readings and current political events, asking questions, and so forth. Once again, attendance is clearly important; if you aren't in class, you can't participate. If you feel that you are having trouble getting your voice heard in our discussions, please contact me as soon as possible and we will work together to get you more involved.

The participation grade will be determined as follows: 5 points will be awarded to students who attend class consistently and make valuable contributions to class discussion on a regular basis; 4 points will be awarded to students who attend class consistently and contribute to discussions occasionally; 3 points will be awarded to students who attend class consistently, but seldom participate in class discussions. Attendance grades of 2, 1, and 0 points are reserved for those students who fail to attend class regularly and therefore cannot participate meaningfully in class discussions.

ACADEMIC HONESTY: Students are expected to adhere to the University's policies concerning academic honesty (please see pages 70-72 of the 2014/2015 undergraduate catalog). Cheating or plagiarism on any exam, quiz, or assignment will not be tolerated and will be prosecuted to the fullest extent under University policies. **The penalty for cheating or plagiarism is a failing grade for the course.**

Cheating is defined by the University as "[a]ny action which if known to the instructor in the course of study would be prohibited" (Undergraduate Catalog, p. 70). This includes, but is not limited to, the use of any unauthorized materials or assistance during an academic exercise.

The University defines plagiarism as "[s]ubmitting as one's own work or creation any material or an idea wholly or in part created by another" (Undergraduate Catalog, p. 71). Furthermore, it is "the student's responsibility to clearly distinguish his/her own work from that created by others. This includes the proper use of quotation marks, paraphrase and the citation of the original source. Students are responsible for both intentional and unintentional acts of plagiarism" (p. 71).

PERSONAL ELECTRONIC DEVICES AND THE SIREN OF DOOM: Please silence and stow your cell phone prior to class. Texting and other inappropriate forms of cell phone usage during class time are strictly prohibited. If I see you playing around with your phone during class, I will activate the dreaded ***SIREN OF DOOM***. In order to achieve maximum public embarrassment, the ***SIREN OF DOOM*** will continue to sound until you have put your cell phone away. Furthermore, I will track how many times I have deployed the ***SIREN OF DOOM*** over the course of the semester. After five infractions, I will administer an unreasonably difficult on-the-spot pop quiz to the entire class. The ***SIREN OF DOOM*** tally will then reset and the process will begin anew.

Students are welcome to use a laptop or tablet to take notes, but I ask that you please refrain using class time to update your Facebook status, tweet, or watch BitTorrented episodes of *Game of Thrones*. If I catch you using your laptop or tablet for purposes unrelated to our class, I will not hesitate to activate the aforementioned ***SIREN OF DOOM***.

E-MAIL POLICY: Please check your Marshall e-mail account regularly. Articles, assignments, and other important announcements may be sent to your “@marshall.edu” e-mail address during the course of the semester. If you prefer to use a different e-mail service, please contact Computing Services for assistance with forwarding your Marshall e-mail to your preferred address.

MAKE-UP POLICY: There will be no make-up exams administered for students without a legitimate excused absence from the University (e.g. family emergency, illness, athletic commitment). Students who need to miss an exam should contact me prior to the scheduled exam period if at all possible.

LATE ASSIGNMENTS: All late assignments will be assessed a 10% penalty per day for the first three days after the missed deadline (including weekends). After three days, late assignments will no longer be accepted except in cases of a legitimate excused absence from the University.

INCLEMENT WEATHER POLICY: Students can review the policies for weather-related/emergency closings and delays at the University’s website. If a closing coincides with an exam or other due date, the relevant assignment will be postponed to the following class meeting.

STUDENTS WITH DISABILITIES: Students who require any special accommodations should contact the instructor at their earliest convenience. Please refer to the University’s website for more information on relevant policies (<http://www.marshall.edu/disabled>).

OTHER UNIVERSITY POLICIES: By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <http://www.marshall.edu/academic-affairs> and clicking on “Marshall University Policies.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802.

- ✓ Academic Dishonesty, Excused Absence Policy for Undergraduates, Computing Services Acceptable Use, Inclement Weather, Dead Week, Students with Disabilities, Academic Forgiveness, Academic Probation and Suspension, Academic Rights & Responsibilities of Students, Affirmative Action, Sexual Harassment.

MIDTERM AND FINAL EXAMS: Students will complete two in-class exams during the semester—a midterm and a comprehensive final exam. Additional details about the content and format of these exams will be provided as the exam dates approach.

POP QUIZZES: We will have six short pop quizzes over the course of the semester. These quizzes will cover the week's readings, as well as current events in global politics. Each quiz is worth 4% of your total grade, and your lowest quiz grade will be dropped. If you miss a quiz due to a University-excused absence, the following quiz will count for double credit. If you miss a quiz without an excused absence, it will be scored as a zero.

2030 PAPER: Drawing on the *Global Trends 2030* text, you will write a paper (approximately 6-8 pages long) that identifies what you believe will be the most significant issue facing the international community in the year 2030. Your paper should: 1) identify the issue under consideration; 2) evaluate how it affects the international community today, and why you believe it will grow more significant in the years ahead; 3) assess the successes and failures of current efforts to address this issue; and 4) propose a potential policy solution, mindful of the costs and benefits of implementation.

The intent behind the 2030 paper is to encourage you to make connections between course concepts and the “real world” of global politics. In addition, the assignment provides an introduction to conducting research in the field of Political Science/International Relations. Finally, it challenges you to devise creative solutions to the problems that define global politics in the twenty-first century. To this end, the “Global Issues Report” assesses the following Critical Thinking learning outcomes: Integrative Thinking, Intercultural Thinking, Ethical and Civic Thinking, Creative Thinking, and Information Literacy.

Your paper should cite at least six sources. Please choose these sources wisely. Academic sources (journals and books published by University presses) are considered the “gold standard.” Other good sources include major newspapers (e.g. *New York Times*, *Washington Post*) and reports compiled by international organizations (e.g. the United Nations or World Bank). Do NOT cite online encyclopedias or other sources of dubious quality. As a rule of thumb, a good bibliography does not consist of the first ten links that happen to pop up in a Google search.

Please consider the following guidelines while completing your writing assignments:

- No e-mail submissions will be accepted.
- Please staple your papers and *do not* enclose them in report covers.
- Be sure to include a brief introduction that states the purpose of your paper, as well as a concise conclusion that sums up what you have written.
- Always cite your sources! For this class, I request that you use the American Political Science Association style guidelines (uploaded to MUOnline). In turn, be sure to make it clear where you found any “outside” information in your essay. This includes not only citing direct quotations, **but also any paraphrased material or statistics**. As a rule of thumb, any information those you decide to include in the paper and didn't know before you began working on the project merits a citation. Also, include a “works cited” page at the end of your essays and exams. Failure to properly cite your sources constitutes **PLAGIARISM**.
- Proofread your essays! Most grammatical and typographical errors can be easily caught with a simple read-through before a paper is submitted.

- Papers should conform to the suggested lengths provided above (title pages and works cited pages do not count toward the suggested length). Papers should be double-spaced with 1" margins and typed using the standard 12-point Times/Times New Roman font (or the Macintosh equivalent). Please include page numbers in the upper right-hand corner of your pages.

I will provide more details on the format of the report as the semester progresses.

COURSE SCHEDULE:

Week of August 25: What is International Relations?

Week of September 1: Sovereignty

- Snow, Chapter 1

Week of September 8: Old and New Wars

- Snow, Chapter 5

Week of September 15: "Irresolvable" Conflicts

- Snow, Chapter 4

Week of September 22: Nuclear Proliferation

- Snow, Chapter 6

Week of September 29: Global Terrorism

- Snow, Chapter 16

Week of October 6: Pivotal States

- Snow, Chapter 7

MIDTERM EXAM Thursday, October 9

Week of October 13: Free Trade

- Snow, Chapter 9

Week of October 20: Globalization and Development

- Snow, Chapter 12

Week of October 27: Rising Economic Powers

- Snow, Chapter 11

Week of November 3: The Global Environment

- Snow, Chapter 13

Week of November 10: The Future of International Relations

- *Global Trends 2030*, i-xiv and 1-72

Week of November 17: The Future of International Relations

- *Global Trends 2030*, 73-140

Week of November 24: Thanksgiving Break!

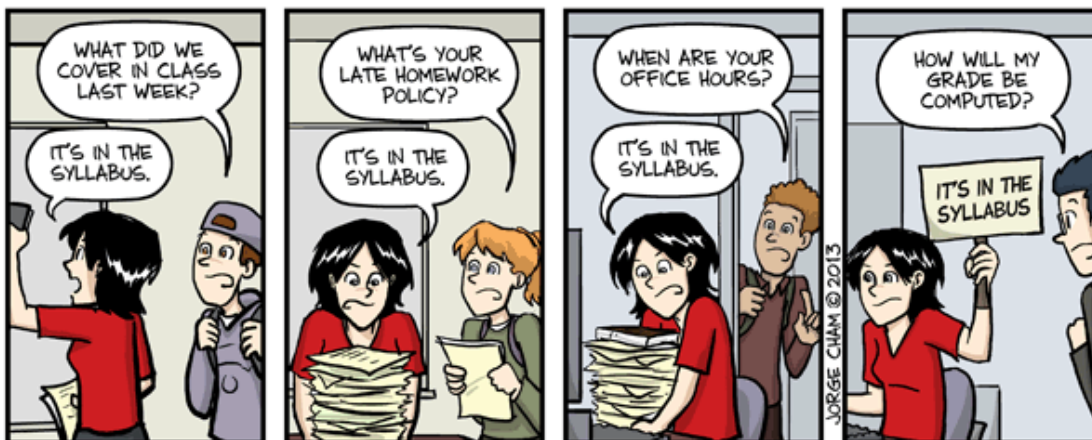
2030 PAPER DUE
Tuesday, December 2

Week of December 1: International Migration

- Snow, Chapter 14

FINAL EXAM
Thursday, December 11 (12:45-2:45)

Please note that all assignments are tentative. Readings, papers, and exams may be removed, added, or moved to a different day based on our progress in the semester.



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