

INT 499: SENIOR SEMINAR

Term: Fall 2014

Instructor: Dr. Jess Morrissette

Office Hours: MW 9-11, Th 12:30-1:30

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Meetings: TR 9:30-10:45

Location: Smith Hall 435

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COURSE DESCRIPTION: A capstone experience for International Affairs majors, intended to provide an integrated perspective on the field through the application of interdisciplinary theories, methods, and practices to global issues (3 credit hours).

STUDENT LEARNING OUTCOMES:

By the end of the semester, students should be able to...	How we will practice this outcome	How we will assess this outcome
<i>Construct original arguments about global phenomena, integrating appropriate knowledge, theory, practices, methodologies, and techniques.</i>	Lectures, discussions, in-class activities	Term paper
<i>Analyze scholarly works in the field, critiquing the arguments presented and deconstructing the rhetorical techniques employed in making those arguments.</i>	Lectures, discussions, in-class activities	Essays
<i>Identify and potentially pursue employment opportunities in the field of International Affairs.</i>	Lectures, discussions, in-class activities	Career Portfolio

REQUIREMENTS AND GRADING POLICY: Your course grade will be based on three essays, a career portfolio, a term paper, and participation. Failure to complete any component of the course will result in a failing grade for the semester, regardless of the missing assignment's point value. There will be no extra credit offered for this course—no exceptions. Your final grade is determined as follows:

10%	Participation	A =	90%-100%
20%	Essays (10% each)	B =	80%-89%
15%	Dispatches from the <i>Monkey Cage</i> (5% each)	C =	70%-79%
10%	Career Portfolio	D =	60%-69%
45%	Term Paper	F ≤	59%

REQUIRED READINGS:

- Booth, Colomb, and Williams, *The Craft of Research* (3rd edition)
- Bueno de Mequita and Smith, *Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics*
- McDermott, *Presidential Leadership, Illness, and Decision Making*
- Roselle and Spray, *Research and Writing in International Relations* (2nd edition)
- Segal and Kocher, *International Jobs: Where They Are, How To Get Them* (6th edition)
- Various authors, *The Monkey Cage*, <http://www.washingtonpost.com/blogs/monkey-cage/>

RECOMMENDED READING:

- Graff and Birkenstein, *They Say/I Say: The Moves That Matter in Academic Writing* (3rd edition)

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: 10 points will be awarded to students who attend class consistently and make valuable contributions to class discussion on a regular basis; 8 points will be awarded to students who attend class consistently and contribute to discussions occasionally; 6 points will be awarded to students who attend class consistently, but seldom participate in class discussions. Attendance grades below 5 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: Late assignments submitted without a University excuse will be assessed a 10% penalty per day (including weekends), up to a maximum penalty of 50% after five days.

INCLEMENT WEATHER POLICY: Students can review the policies for weather-related closings and delays at the University’s website. If a closing coincides with an exam date or other deadline, 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>).

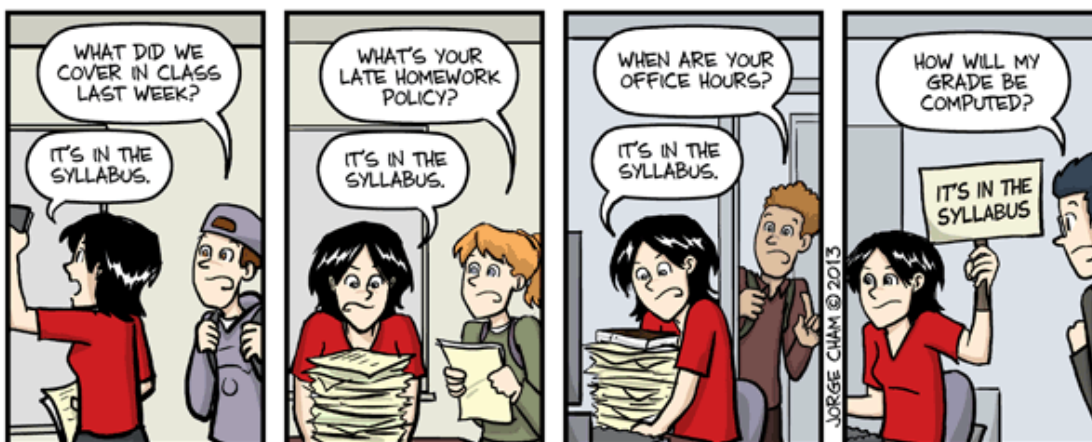
ASSIGNMENTS:

- **Essays:** Students will write two short essays (approximately 5 pages) in response to the following texts: Bueno de Mesquita and Smith’s *The Dictator’s Handbook* and McDermott’s *Presidential Leadership, Illness, and Decision Making*. These essays should **NOT** simply summarize the book under consideration. Instead, the essays should focus on: 1) identifying what question or questions the author is asking; 2) discussing what makes it an “interesting” question; 3) outlining what steps the author takes to answer the question; 4) highlighting what kinds of evidence the author cites to support his or her argument; and 5) considering the book’s contribution to the field of International Affairs.
- **Career Portfolio:** Students will compile a career portfolio that includes the following items: 1) a cover letter identifying what kind of position the student is seeking and how his or her skillset would qualify him or her for that position; 2) an up-to-date résumé; 3) one letter of recommendation; and 4) a writing sample. Assemble these materials in a three-ring binder with sheet protectors prior to submission.
- **Dispatches from the *Monkey Cage*:** Throughout the semester, students will follow the *Monkey Cage* blog published by the Washington Post (<http://www.washingtonpost.com/blogs/monkey-cage/>). The site features current research in the fields of political science and international affairs, often in its early stages. Students will write three short responses (approximately 2 pages each) to entries they have read at the *Monkey Cage*. These responses should: 1) identify the question posed by the entry; 2) reflect on why it is an interesting or otherwise significant question; and 3) discuss the theories, methodologies, and/or evidence the author uses to answer his or her question. Please note that you should only write about entries dealing with **international** topics; avoid discussions of domestic politics in the US.

- **Term Paper:** Students will complete a senior-level term paper this semester based on original research (approximately 15 pages long).
 - **Choosing a Topic:** Students are welcome to choose any topic related to the field of International Affairs. Timely, contemporary studies are preferred, but historical topics are also acceptable.
 - **Sources:** Your paper must cite, at a minimum, fifteen scholarly sources (i.e. books published by university presses and journals).
 - **Citations:** As always, you must cite your sources! That includes not only citing direct quotations, but also any paraphrased material or statistics. Also, be certain to include a bibliography or “works cited” page at the end of your essay. For the purposes of this class, I request that you use the American Political Science Association (APSA) style guidelines (available on MUOnline).
 - **Organization:** To ensure logical structure and theoretical rigor, please consider the following outline when constructing your paper. This outline is not set in stone; different projects often necessitate different organizations schemes. That said, it’s probably not a good idea to omit one of these sections altogether.
 - Part 1: Introduction (approximately 15% of total paper length)
 - The first section of your paper should identify your topic and establish how you will go about analyzing it. In turn, Part 1 should include the following elements:
 - The puzzle: This is the “hook” that makes your research compelling. If there’s no puzzle, why do the research in the first place? Some examples of an appropriate puzzle: a divergence between two or more cases when you might expect convergence (or vice versa); a fundamental discrepancy between theory and practice; contested theories; inconsistent empirical findings across studies; etc.
 - The research question: The puzzle should give rise to a specific research question. What are you trying to explain in your research? Be sure to clearly state the objective of your research in the form of a question!
 - The argument/hypothesis: What do you suspect is the answer to your research question? In other words, what do you plan to argue in your paper? Be sure to state at least one central argument or hypothesis in your paper (using phrasing such as “I argue that...” or “I hypothesize that...”) and briefly discuss the logic or theoretical perspective that led you to arrive at this position.
 - Part 2: Literature Review (approximately 25% of total paper length)
 - What have other scholars written about your topic? What bodies of theoretical work are relevant to your research question? For instance, if you’re applying a certain psychological decision-making theory to understand Russian foreign policy under Vladimir Putin, what kinds of articles have been written in the past applying this or other psychological theories to foreign policy? What other arguments have scholars advanced to explain Putin’s decision-making process? What are the findings of this body of literature? Are there any discrepancies? Ongoing debates? How does your research project fit into the broader scope of the literature? After all, if another scholar has already adequately resolved your research question, why go through with your own research? A successful literature review will go beyond simply citing a list of articles and books and

instead takes steps toward analyzing, synthesizing, and critiquing major trends in the literature.

- Part 3: Evidence (approximately 50% of total paper length)
 - Find and present the evidence necessary to test your hypothesis. Evidence may take the form of case studies, a historical comparison, statistical data, quantitative analysis, etc. This may sound somewhat obvious, but make sure that the evidence you present relates directly to your hypothesis. Any information that neither serves to support or refute your hypothesis is ultimately extraneous.
- Part 4: Conclusion (approximately 10% of total paper length).
 - Use your conclusion to “wrap up” the analysis. Based on the evidence, are you accepting or rejecting your hypothesis? Do you feel that you have adequately ruled out any alternative hypotheses? Why or why not? What are the limitations of your study? Why should anyone care about your findings? What are the theoretical and/or policy implications? What new questions arise as a result of your research? What avenues should future research pursue?
- **Deadlines**
 - October 9: Topics due.
 - November 4: Introduction and literature review rough draft due.
 - November 20: Complete rough draft due.
 - December 9: Final draft due (by noon).
- **The Next Step:** What good is a term paper it’s only read by an audience of one? In addition to submitting your final draft to me on December 9, students are required to submit their papers for review at E-International Relations, an online journal that publishes outstanding student research. Detailed content and formatting guidelines for submitting student research to E-IR are available here: <http://www.e-ir.info/write/essays-writing-guide/>. Please follow these same guidelines when preparing your paper for in-class submission (i.e. there’s no need to prepare two different versions of your research paper).



IT'S IN THE SYLLABUS

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COURSE SCHEDULE:

Week of August 25: The Dictator's Handbook

- Bueno de Mesquita and Smith, Chapters 1-5

Week of September 1: The Dictator's Handbook

- Bueno de Mesquita and Smith, Chapters 6-10

Week of September 8: Careers in International Affairs

- Segal and Kocher, Chapters 1-6

DICTATOR'S HANDBOOK ESSAY DUE
Thursday, September 11

Week of September 15: Careers in International Affairs

- Segal and Kocher, Chapters 7-11

Week of September 22: Choosing a Research Topic and Framing Your Research Question

- Booth, Colomb, and Williams, Chapters 1-4
- Roselle and Spray, Chapter 1
- Baglione, "Getting Started: Finding a Research Question" (online)
- Konnikova, "The Scientific Method of Mind" (online)

FIRST DISPATCH FROM THE MONKEY CAGE DUE
(Covering entries made between August 25 and September 22)
Tuesday, September 23

Week of September 29: Presidential Leadership and Illness

- McDermott, Chapters 1-4

CAREER PORTFOLIO DUE
Tuesday, October 7

Week of October 6: Presidential Leadership and Illness

- McDermott, Chapters 5-8 and Appendix

TERM PAPER TOPICS DUE
Thursday, October 9

PRESIDENTIAL LEADERSHIP ESSAY DUE
Thursday, October 14

Week of October 13: Establishing the Argument

- Booth, Colomb, and Williams, Chapters 7 and 8
- Roselle and Spray, Chapter 3

- Baglione, “Effectively Distilling Your Argument: The Thesis, Model, and Hypothesis” (online)

SECOND DISPATCH FROM THE MONKEY CAGE DUE
(Covering entries made between September 23 and October 20)
Tuesday, October 21

Week of October 20: Writing a Literature Review

- Booth, Colomb, and Williams, Chapters 5 and 6
- Roselle and Spray, Chapter 2
- Knopf, “Doing a Literature Review” (online)

Week of October 27: Research Design

- Roselle and Spray, Chapter 4
- Baglione, “Making Your Plan and Protecting Yourself from Criticism: The Research Design” (online)
- (Graff and Birkenstein, Introduction and Chapters 1-3)

INTRODUCTION AND LITERATURE REVIEW ROUGH DRAFT DUE
Tuesday, November 4

Week of November 3: Making Good Arguments

- Booth, Colomb, and Williams, Chapters 9-10
- (Graff and Birkenstein, Introduction and Chapters 1-3)

Week of November 10: Supporting Your Arguments

- Booth, Colomb, and Williams, Chapter 11
- Roselle and Spray, Chapters 5-9 (as needed)
- (Graff and Birkenstein, Chapters 4-7)

THIRD DISPATCH FROM THE MONKEY CAGE DUE
(Covering entries made between October 21 and November 12)
Thursday, November 13

Week of November 17: Organizing and Writing Your Paper

- Booth, Colomb, and Williams, Chapters 12-15
- Roselle and Spray, Chapters 10-12
- (Graff and Birkenstein, Chapters 8-11)

TERM PAPER ROUGH DRAFT DUE
Thursday, November 20

Week of November 24: Thanksgiving Break!

Week of December 1: One-on-One Meetings

- Booth, Colomb, and Williams, Chapters 16 and 17
- (Graff and Birkenstein, Chapters 12-14 and 17)

TERM PAPER FINAL DRAFT DUE
Tuesday, December 9 (by noon)

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.