

POLS 4 Syllabus Spr 12

San José State University Department of Political Science

POLS 4: Introduction to International Relations

Spring 2012

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Office Hours:	Monday/Wednesday 3-4.30 pm, Tuesday 9.30-10.30 am
Class Days/Time:	Monday and Wednesday 7.30 am to 8:45 am
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Course description and objectives

This course is an introductory survey of major topics in international relations, including global, national and individual causes of war and peace, international cooperation, north-south relations and political economy.

This is a General Education course, with a Learning Objective specifying that at its conclusion “students shall be able to identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in these social processes, and the forces that engender social cohesion and fragmentation.” The course is organized around the concept of ‘anarchy’ in international relations—an enduring concept that is also subject to social manipulation. We will study the causes and consequences of anarchy and efforts at mitigation by humans across time, with special attention to social processes designed to maximize cohesion. We will analyze both global security and international political economy. One week of class time has been set aside so that students can propose countries and/or issues that do not appear on this syllabus.

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Course organization

This is a seminar-style class, therefore students are expected to complete the readings prior to class, to attend class regularly, and to participate in class discussions.

1. *Readings and website*

There is no textbook for this class, and readings have been chosen from a variety of sources to fulfill the course objectives. Please note that in some cases you are NOT required to read all of the pages in the PDF document that has been posted online. The precise page numbers that you are responsible for are indicated in the syllabus. This is a reading-intensive class but we will discuss techniques to skim the texts and retain information that you need.

The class will rely heavily on Desire2Learn, the course management software, where all readings will be posted and can be downloaded by registered students. Students should be aware that announcements, assignments and general information (including possible modifications to the syllabus) may be posted on the course website on a daily basis. Announcements may also be made in class. For those who are interested, a reader is available for purchase—details will be provided on D2L.

2. *Evaluation*

Evaluation is based on Bloom's taxonomy of cognitive skills. To ensure adequate *knowledge* of key dates and places in world affairs, I have put together a Primer that deals with major events and concepts that you will need to know to understand the rest of the course. The Prelim which will be **given at the second class meeting**, will have questions from the Primer and map marking as well as a few questions **drawn from this syllabus/greensheet**.

The first take home exam tests your *comprehension* of different approaches to International Relations and requires you to *apply* them to scenarios. The second take home exam requires you to *synthesize and evaluate* different approaches. You will be given a scenario, and you must choose the best strategy to make your country strong and bring about long-lasting peace. The final exam will ask you to define and explain key concepts. A list of concepts from which the exam questions will be drawn will be circulated in advance.

There will be continuous evaluation through unannounced in-class quizzes designed to test your knowledge of the readings. Quiz questions will be multiple choice or short answer. There will be five quizzes each worth 5 points, with your four best grades being counted. Therefore, there are no make-ups. The quiz will be based only on the assigned readings for that class and will be given out in the first or last ten minutes of class. To guide you through the readings, some of which are long and dense, I will post around 5 questions on the website before each class. If I give a pop quiz, I will draw from these 'prep questions.'

Participation – speaking up during class discussion and active listening – counts for 10%. I will give out a midterm participation grade before Spring Break. Please refer to the rubric on the course website under Syllabus to see how participation is graded.

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Skills	Assignment	Points	Due date
Reading and preparedness	Pop quizzes	20 (4 best of 5)	5/semester with no prior notice
Comprehension	1 st take home	15	February 29
Synthesis and evaluation	2 nd take home	15	April 16
Knowledge of key facts	Prelim (Exam)	20	February 1
Knowledge of key concepts	Final (Exam)	20	TBA

Final letter grades are based on this scale

A plus	95-100
A only	90-94
A minus	85-89
B plus	80-84
B only	75-79
B minus	70-74
C plus	65-69
C only	60-64
C minus	55-59

3. Classroom Protocol

Please see the document, "Student Responsibilities and Course Policies," posted on the course website.

4. Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the [current academic calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at http://www.sjsu.edu/academic_programs/calendars/academic_calendar/

The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at <http://www.sjsu.edu/advising/>

University Policies

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University's Academic Integrity policy](http://www.sjsu.edu/senate/S07-2.htm), located at <http://www.sjsu.edu/senate/S07-2.htm>, requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student

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Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sa.sjsu.edu/judicial_affairs/index.html) is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

Writing

Students of political science should develop the ability to write in clear, grammatical English. Spelling and grammar count! Students must take care that appropriate citations are used. Direct quotations must be so indicated with quotation marks and a specific reference to the page in the source from which it was taken. Ideas from others must also be referenced although quotations marks are inappropriate. Failure to cite your sources constitutes academic misconduct which carries with it serious sanctions. A tutorial on citations is available at http://www.sjlibrary.org/services/literacy/info_comp/citing.htm

The SJSU Writing Center (Room 126 in Clark Hall) is staffed by professional [instructors](#) and upper-division or graduate-level writing specialists from each of the [seven SJSU colleges](#).

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Writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. It is your responsibility to arrange a time to meet with the instructors. Consult with your professor in advance to determine whether you need assistance with your writing. Their website is <http://www.sjsu.edu/writingcenter>

Arguably the best way to improve your own writing is to read quality material on a regular basis. To that end, students are encouraged to read articles from scholarly sources and quality newspapers such as *The Wall Street Journal*, *The Financial Times*, *The New York Times*. These publications also contain articles of direct relevance to our class.

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required.

Full citations in alphabetical order (Chicago 15th B)

- Allison, Graham. 1969. Conceptual Models and the Cuban Missile Crisis. *American Political Science Review* 63 (3):689-718.
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- Crowley, Meredith A. 2003. An Introduction to the WTO and GATT. *Economic Perspectives: A Review from the Federal Reserve Bank of Chicago* 4Q:42-57.
- Dawkins, Richard. 2006. *The selfish gene*. 30th anniversary ed. Oxford: Oxford University Press.
- deSombre, Elizabeth. 1999. Tuna Fishing and Common Pool Resources. In *Anarchy and the environment: the international relations of common pool resources*, edited by J. S. Barkin and G. E. Shambaugh. Albany, NY: SUNY Press.
- Ferguson, Niall. 2004. *Colossus : the price of America's empire*. New York: Penguin Press.
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- Tan, Kah Chye. 2011. *Trade integration, the key to Asia's future*. IntellAsia.net, June 7 2011 [cited July 20 2011]. Available from <http://www.intellasia.net/news/articles/finance/111296271.shtml>.
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- Waltz, Kenneth. 2003. The Anarchic Structure of World Politics. In *International Politics: Enduring Concepts and Contemporary Issues*, edited by R. Art and R. Jervis. New York: Longman.
- Wendt, Alexander. 2003. Anarchy is What States Make of It. In *International Politics: Enduring Concepts and Contemporary Issues*, edited by R. Art and R. Jervis. New York: Longman.
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<u>date</u>	<u>topic</u>	<u>readings</u>
30-Jan	Intro	Zimbardo
1-Feb	Prelim	-
6-Feb	Roots of anarchy	Morgenthau 7-15, Waltz 47-66
8-Feb	Game	In class activity
13-Feb	Cooperation under anarchy (CUA)	Dawkins 202-19, Nowak 270-73
15-Feb	Security dilemma and CUA	Jervis 167-87
20-Feb	Global commons and CUA	DeSombre 51-67 (skim pages 54-58), Jolly & Broder

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22-Feb	Structure of the global economy	Frieden 460-71
27-Feb	Economy and CUA	Crowley 42-54, Tan
29-Feb	Domestic politics and foreign policy (1)	In class activity
5-Mar	Domestic politics and foreign policy (2)	Kennedy 23-46, Allison 689-90
7-Mar	Domestic politics and foreign policy (3)	Owen 87-108
12-Mar	Revisoning anarchy: victory	Fukuyama (1989) 1-15, Fukuyama (2006)
14-Mar	Revisoning anarchy: constructivism	Wendt 73-79
19-Mar	Revisoning anarchy: empire	Ferguson 170-99
21-Mar	Summing up theories	Walt 29-32 and 34-42
2-Apr	Comparing theories: nukes	Sagan, Waltz and Betts 135-46
4-Apr	Comparing theories: terrorism	Kershaw
9-Apr	Terrorism	Fukuyama (2002) 27-35, Waltz (2002) 348-53
11-Apr	CANCELED	
16-Apr	Ethnic conflict (1)	Hoffmann 123-37
18-Apr	Ethnic conflict (2)	Kaufmann 136-51
23-Apr	Ethnic conflict (3)	Chua 170-75, 259-73, Mueller 42-58
25-Apr	Civilizations: global	Huntington 22-49
30-Apr	Civilizations at home	Huntington (2004) 31-45
2-May	Student choice	
7-May	Student choice	
9-May	Student choice	
14-May	Summing up/ review for final	

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