

**San José State University**  
**Department of Political Science**  
**Pols 154: U.S. Foreign Policy, Spring 2017**

**Course and Contact Information**

<b>Instructor:</b>	Sabrina Pinnell
<b>Office Location:</b>	Clark 404D
<b>Telephone:</b>	(408) 924-5343
<b>Email:</b>	<a href="mailto:SLPinnell@gmail.com">SLPinnell@gmail.com</a> (Preferred method of contact)
<b>Office Hours:</b>	M W 9-10, 4:30-5, and by appointment
<b>Class Days/Time:</b>	W 6:00-8:45
<b>Classroom:</b>	HGH 116
<b>Prerequisites:</b>	<b>Pols 1 and Pols 4 strongly recommended</b>

**Course Format**

This class is primarily lecture and in-class discussion. However, there is a Canvas page for the class that will be used for reserve materials, uploads of papers to check for course use and as an archive for course handouts. Students are expected to be able to access this page.

**Course Description**

This class examines the factors that shape American foreign policy decision-making: organization, administration, parties, groups and public opinion. We will consider conceptual elements of making policy, the various actors involved, and the methods used to carry out these policies. Relations among government branches and democratic responsibility in foreign policy making will be a consideration.

**Department of Political Science Learning Outcomes**

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Disciplinary methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, have competence in systematic data gathering using library sources, government

documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

- 4) **Communication Skills:** Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 5) **Citizenship:** Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

### **Course-Specific Learning Outcomes**

At the end of this class, students should be able to:

- 1) Describe various concepts that are vital to considering foreign policy problems in the U.S., including paradigms of international relations, the national interest, doctrines of specific U.S. presidents, and the perceived role of the U.S. in global politics;
- 2) Know the various actors involved in the U.S. foreign policy process, including the branches of government, political parties and groups, and public opinion;
- 3) Describe various methods used to implement foreign policy, including diplomacy, economic measures, foreign aid, intelligence gathering and military force;
- 4) Describe examples of current foreign policy problems, how the U.S. has taken action to address them, and the effect on the U.S. both domestically and on the world stage.

These objectives will be fulfilled through a combination of in-class discussion, exams and a research paper to be completed at the end of the class.

### **Required Texts/Readings**

#### **Textbook/Other Readings**

The required text for the class is Steven W. Hook's U.S. Foreign Policy: The Paradox of World Power, 5<sup>th</sup> ed. (CQ Press, 2017, ISBN: 9781506321585). It is available at Spartan Bookstore. In addition, readings may be assigned that are on the Canvas webpage for the class (look under "Files") or that have links embedded in this syllabus (see Schedule). *All readings for class are required readings.*

### **Course Requirements and Assignments**

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Given that this course is eligible for four units of credit but does not increase the number of hours spent in class for lecture or discussion, students taking this course should assume that they

will dedicate sufficient time outside of class for independent research and study to complete the research project for this course, including scheduled meetings outside of the class with the instructor as the project is being completed.

Students will be evaluated in the following ways for this course:

Participation	40 points
Exams (3 x 60)	180 points
Research Project	
Outline	40 points
Meetings (2 x 10)	20 points
First Draft	80 points
Presentation	40 points
Second Draft	<u>40 points</u>
	440 points

Participation: Students are expected to come to class with the readings done beforehand, in order to ask questions during lecture and participate in class discussions. While attendance is not the primary method of measuring participation, if students are not attending class, they will not be participating. Activities may be verified through writing at the start or end of the class session, or through spontaneous quizzes. Group activities, if they occur, may include some form of verification for student participation.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Exams: There will be three short-answer tests with a choice of six out of seven short-answer questions worth 10 points each for a total of 60 possible. Each answer should be answerable in 4-5 sentences, no more than a paragraph each. These tests will measure the knowledge of students in the three major sections of the class (Foundations, Internal Actors, Policy Domains and External Actors). A study guide will go out at least a week ahead of the exam to help you prepare. All exams are closed-book, closed-note and will take up the class period they are scheduled. See the Schedule for dates.

Students must take exams on the day they are scheduled, barring a verifiable emergency. Because these classes meet once a week, the first two exams will be held during the first 75 minutes of the lecture day they are scheduled; lecture will resume after the test period is over. If you are unable to take a test as scheduled for this reason, it is your responsibility to contact the instructor as soon as possible to arrange a make-up. You will be expected to provide written verification of your emergency at that time. Exams 1-2 must be made up within a week of the test date, or students will receive a zero for that part of the course grade. No exam will be given in advance for any reason.

Please note that Exam 3 on Policy Issues and External Actors will be held during the first 75 minutes of the final exam period on May 24<sup>th</sup>, starting at 5:15; you should be prepared to take

the exam at this time.<sup>1</sup> The format will be the same as for the previous two exams, with six out of seven short answers worth a total of 60 points. Missing this exam due to emergency will require an immediate makeup the next day (May 25<sup>th</sup>). You must contact the instructor immediately on the exam day if this occurs – to set the makeup time. Exam 3 will not be given before the scheduled date for any reason – please make arrangements accordingly.

**Research Project:** The major concluding project for the class is a combination of a research paper of 8-10 pages (2000-2500 words, excluding bibliography) and a presentation on a foreign policy issue of the student's choosing. You should see the information appended to the syllabus for the details and various stages of this project as well as the dates to complete each stage. As part of a four-unit course, this project will require students to do research outside of class as well as meet with the instructor outside of class in at least two separately-scheduled meetings, the first to discuss the topic the student wishes to consider, and then later to review the first draft after it is submitted. Each stage of this project is worth a separate number of points that will influence the course grade. Also, you will note that the second draft is worth half of the credit of the first draft, for a good reason: you are expected to show all the results of your research and writing in this first draft, and the second draft is meant to polish and clarify the first draft. Students should schedule activities to complete this project accordingly.

### **Grading Information**

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A+, 93-96% is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, 80-82% is a B-, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. That said, please note that grades will not be posted on Canvas in this course; if you need information on class standing, please see me in office hours so we can access your scores and I can give you an accurate assessment of your progress.

### **Policy on Submitting Written Work in this Course**

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (essays written outside of class) for this course:

- 1) For full credit, students must submit written assignments by the day designated in the syllabus, barring an emergency that is verifiable in writing. Other situations where a student may not be able to turn in an assignment on time require contacting the instructor

---

<sup>1</sup>. Per SJSU policy, there shall be an appropriate final examination or evaluation at the scheduled time in every course, unless the course is on the official List of Courses in which a final is optional.

before or on the date of submission to get an extension. Extensions will be granted at the instructor's discretion.

2) All written assignments must be submitted as hard copies on the day they are due to qualify for full credit. No assignments may be submitted via e-mail for any reason. Late hard copies of papers will lose the equivalent of one letter grade per day (if 80 points, then 8 points a day) late, barring an excused emergency or an extension granted by the instructor.

3) Both essay drafts must also be uploaded via the Canvas page under "Assignments" in order to qualify for credit, as this will allow checking of source use. If the paper is not submitted to the Canvas page, it is not considered "turned in." Uploads are due by 11:59 p.m. on the due date for the paper. Late uploads are possible, but papers will not be graded until the upload occurs.<sup>2</sup>

4) If a student must turn in a hard copy late due to an emergency, the student should submit the work as soon as possible and provide the written verification of the emergency with the hard copy, to restore any lost grade points as well as have the work graded.

5) The last day for submission of any late written work due to an emergency or extension is the last actual lecture day of the session (May 10<sup>th</sup>). It is also the last day that points can be corrected on late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is Exam 3.

6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. The instructor is willing to preview rough drafts of work in office hours before assignments are due to provide feedback. You may also want to see the instructor after assignments are handed back if comments indicate that there are specific errors in argument or writing.

You may not rewrite assignments for additional credit or regrades in this course. The second draft of the research paper is graded independently of the first. At this level of academic work, you should be prepared to submit work that is ready for scrutiny in your first effort.

## **Collaboration and Source Use Policy**

The University has a clear policy on Academic Integrity, but I feel that some issues need to be made more explicit within the body of this syllabus.

The following actions on papers could be considered plagiarism:

- 1) Copying words or passages of text from an in-class (lecture, discussion, slides, text or assigned reading) source without proper quotation and citation;

---

<sup>2</sup> . I strongly suggest that you verify your uploads to Canvas when you do them, as Turnitin on Canvas does not always accept files, or evaluate them after accepting them. .docx files appear to be a major issue for Canvas.

- 2) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation;
- 3) Copying words or passages of text from sources outside of class (including electronic sources) without proper quotation and citation;
- 4) Using ideas, definitions or arguments from in-class sources, even if paraphrased or summarized, without proper citation.

Per the SJSU Academic Integrity Policy, you may not submit work done in another course, in whole or in part, for evaluation in this course without prior instructor approval. This includes your own writing for another course – that is actually a form of plagiarism as well as cheating.

You are not permitted to collaborate with other students on written work in this class unless expressly permitted by the instructor. If collaboration is permitted, it will be made clear in the requirements for the assignment; you should not assume you can do this.

Collaboration in preparing for exams such as sharing notes before exams and group study is encouraged, but keep in mind that there may be more than one answer to an exam question.

If there are issues with source use or possible cheating, it is the policy of SJSU for the instructor to have a face-to-face meeting with a student to clarify the issue and particulars before any decisions are made about possible sanctions. Serious infractions must be reported to the University per the Academic Integrity Policy for recording purposes, and possible administrative action.

To sum up – the University is serious about cheating and plagiarism, and so is your instructor. If you are concerned about how to cite and use sources, come to office hours, consult the Library sources on how to deal with these issues (<http://library.sjsu.edu/research-support/research>), or one of the writing centers for assistance.

### **Classroom Protocol**

Students are expected to come to class ready to participate. Asking questions regarding the reading material or class lecture is expected and encouraged. You are also expected to behave in a civil and respectful manner in discussion, particularly to your fellow students. There are many topics that we will discuss which may be considered controversial, and many students may have strong opinions about them from the outset. With that in mind, students should avoid any colloquial language, characterizations, remarks or outright slurs that pertain to groups in the abstract or to their fellow students in particular. Any remarks made in ways that attack a student's personality or physical characteristics that have nothing to do with his or her actual points in a discussion will not be tolerated. Students may be asked to leave if this occurs. If you want to challenge a particular point in the course of discussion, challenge the point – don't challenge the student.

Laptops may be used during class for the purpose of taking notes, but students are expected to stop typing and participate in discussions when they occur. Cell phones and pagers must be turned off for the duration of class. No texting is permitted during class for any reason. If a cell phone rings during class, the instructor reserves the right to answer it; if you are texting, the instructor reserves the right to ask you to leave the classroom.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

While lecture will involve the use of Powerpoint slides, these will not be uploaded to Canvas. If you miss a lecture day, you will need to get the notes from a colleague or see the instructor in office hours to cover what you missed.

### **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>. Please peruse these policies at the link, which cover academic integrity, religious holidays and recording information in class.

### **Disclaimer**

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

# Pols 154: Spring 2017

## Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	2/1-2/8	<p><u>Class Introduction; Images of the U.S. in Foreign Policy, Overview</u> Hook, Ch. 1</p> <p>Ignatius, David. "What Trump's Foreign Policy Will Look Like," <u>The Washington Post Online</u>, 11 November 2016 (<a href="https://www.washingtonpost.com/opinions/global-opinions/what-president-trumps-foreign-policy-will-look-like/2016/11/09/3ab88670-a632-11e6-ba59-a7d93165c6d4_story.html?utm_term=.d3939b0423f8">https://www.washingtonpost.com/opinions/global-opinions/what-president-trumps-foreign-policy-will-look-like/2016/11/09/3ab88670-a632-11e6-ba59-a7d93165c6d4_story.html?utm_term=.d3939b0423f8</a>) (on-line: click or paste link to access).</p> <p>Veziroglu, Sevasti-Eleni. "The United States and Rising Powers in a Post-Hegemonic World Order," <u>International Affairs</u> 89, 3 (2013): 635-651 (on Canvas)</p>
2-3	2/8-2/15	<p><u>Part I: Foundations and Goals of Foreign Policy</u></p> <p>A) <u>Essential Concepts</u> Hook, Ch. 3</p> <p>Table of Paradigms (on Canvas under "Files")</p>
3-5	2/15-2/22	<p>B) <u>Past Lessons and Continuing Problems</u> Hook, Chs. 2, 12</p> <p>Kavanaugh, Camino. "Cybersecurity, Sovereignty, and U.S. Foreign Policy," <u>American Foreign Policy Interests</u> 37 (2015): 100-112 (on Canvas).</p> <p>Mehdi, Hasan. "How Islamic is Islamic State?" <u>New Statesman</u>, 6-12 March 2015, 26-33 (on Canvas).</p> <p>Pearlstein, Deborah. "We're All Experts Now: A Security Case Against Security Detention," <u>Case Western Research Journal of International Law</u> 40, No. 577 (2009): 577-592 (on Canvas)</p> <p>Rumer, Eugene. "Russia -- A Different Kind of Threat," <u>Carnegie Endowment for International Peace Website</u>, 20 July 2015 (<a href="http://carnegieendowment.org/2015/07/20/russia-different-kind-of-threat/idml?mkt_tok=3RkMMJWWfF9wsRogugnPZKXonjHpfsX56OopWa">http://carnegieendowment.org/2015/07/20/russia-different-kind-of-threat/idml?mkt_tok=3RkMMJWWfF9wsRogugnPZKXonjHpfsX56OopWa</a>)</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p><a href="https://6g38431UFwdcjKPmjr1YYJT8t0aPyQAgobGp5I5FEIQ7XYTLB2t60MWA%3D%3D">6g38431UFwdcjKPmjr1YYJT8t0aPyQAgobGp5I5FEIQ7XYTLB2t60MWA%3D%3D</a> ) (On-line)</p> <p><b>Students will meet with instructor during week of 2/13-2/17 to discuss topics</b></p>
6	3/1	<b>Exam 1 (in class, first 75 minutes)</b>
6-7	3/1-3/8	<p><u>Part II: Internal Actors</u></p> <p>A) <u>The Presidency</u> Hook, Ch. 4</p> <p>McCrisken, Trevor. Justifying Sacrifice: Barack Obama and the Selling and Ending of the War in Afghanistan,” <u>International Affairs</u> 88, No. 5 (2012): 993-1007 (on Canvas).</p> <p><b>Topic Outlines for Research Project due on March 8<sup>th</sup> in class</b></p>
7-8	3/8-3/15	<p>B) <u>Congress and Executive-Legislative Interaction</u> Hook, Ch. 5</p> <p>Hildebrandt, Thomas, Courtney Hillebrecht, Peter M. Holm and Jon Pevehouse, “The Domestic Politics of Humanitarian Intervention: Public Opinion, Partisanship and Ideology,” <u>Foreign Policy Analysis</u> 9 (2013): 243-266 (on Canvas)</p>
7-10	3/22-4/5	<p>C) <u>Bureaucracy: Diplomacy, Intelligence and Defense</u> Hook, Ch. 7</p> <p>Barnett, Thomas P. M. “Think Again: The Pentagon,” <u>Foreign Policy</u>, March/April 2013, 77-81 (on Canvas)</p> <p>Hayden, Michael. “Beyond Snowden: An NSA Reality Check,” <u>World Affairs</u>, January/February 2014, 13-23 (on Canvas)</p> <p>Zegart, Amy B. “The Domestic Politics of Irrational Intelligence Oversight,” <u>Political Science Quarterly</u> 126, No. 1 (2011): 1-25 (on Canvas)</p>
	3/27-3/31	<b>Spring Break – NO CLASS</b>
10	4/12	<b>First Draft of Research Paper due in class and uploaded to Canvas</b>
11-12	4/12-4/19	<p><u>III: Policy Domains: Security and Political Economy</u> Hook, Chs. 10-11</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Bunn, Matthew and Anthony Weir. "Terrorist Nuclear Weapon Construction: How Difficult?" <u>Annals of the American Academy of Political and Social Science</u>, Vol. 607 (September 2006): 133-149 (on Canvas)</p> <p>Oppenheimer, Andy. "Ballistic Missile Defense: Action in the Face of Cuts," <u>Military Technology</u> (August 2013): 13-18 (on Canvas)</p> <p>Servetiaz, Elena. "A Sanctions Primer: What Happens to the Targeted?" <u>World Affairs</u>, July/August 2014, 82-89 (on Canvas)</p> <p><b>Students will meet with instructor during week of 4/17-4/21 to discuss first drafts of the paper</b></p>
	4/19	<b>Exam 2 (in class, first 75 minutes)</b>
12-14	4/26-5/3	<p><u>Part IV: External Actors</u></p> <p>A) <u>Public Opinion and Media</u> Hook, Chs. 7-8</p> <p>Andelman, David A. "The New Isolationism?" <u>The Saturday Evening Post</u>, July/August 2014, 34-36, 86 (on Canvas)</p>
	5/3	<b>Second Draft of Research Paper due in class and uploaded to Canvas</b>
14-15	5/3	<p>B) <u>Social Movements and NGOs</u> Hook, Ch. 9</p> <p>Concluding Remarks</p>
15	5/10	<p><b>Presentations (in class)</b> <b>Last Day to submit any work for grading apart from Exam 3</b></p>
Final Period	5/24	<b>Exam 3 (5:15-6:30 – please note time!)</b>

## Pols 154 – Pinnell

### Research Project

The culminating task for this class is a combination of a research paper of 8-10 pages (2000-2500 words in 12 point font with 1” margins and page numbers, not counting bibliography) plus a presentation to the class, on a topic of the student’s choosing in American foreign policy. Because of the four-unit nature of this class, students will be expected to dedicate time outside the class for formulation of their topic, do the necessary background research to inform their paper, compose the paper in an initial draft for review, and then turn in a revised draft. Students will also be expected to meet with the instructor outside of class at least two scheduled times to review progress on their papers.

This project will take place in various stages, outlined below.

#### Topic Formulation/Outline (40 points of the total project grade)

Students must choose a topic that deals with a current policy issue in American foreign policy, create a topic question and then draft an outline that shows how they will answer the question. To get you started, possible topics could be in any one of the general areas:

- a. The policy approach followed by the U.S. with regards to a particular issue in transnational or international politics, such as solutions to environmental problems, human rights, fighting of wars, trade, etc. You will have to pick a specific issue to focus upon – the U.S. human rights record is clearly too broad for an 8-10 page paper, but amnesty for refugees may not be.
- b. The current state of relations between the U.S. and a particular country, taking into account diplomatic relations, issues the two countries have cooperated on (or clashed over), and the willingness of the leaders of these countries to work together. Please note: This is not a good area of topics for students who have not taken introductory Pols classes to work on, given the need for knowledge about IR and possibly comparative politics to complete it. Please choose another area if that is the case.
- c. How U.S. foreign policy actors have changed since 2000 in conducting U.S. foreign policy -- this could include changes in Congress’ influence over policymaking, changes within important agencies such as the Departments of Defense or State, or changes within the policymaking leadership in the White House. Please note: if you are going to pursue a topic that includes Donald Trump and/or his policymaking advisers, the amount of information currently available could be considerably limited to inform your paper.

Your question could be either *descriptive* (“What is the current nature of relations between the U.S. and Russia?”) or *prescriptive* in nature (“Should the U.S. continue to hold to its commitments in the Paris Climate Change Agreement?”). If you wish to go outside these general areas to propose a topic, this is possible; but all topics will have to be cleared in a meeting with the instructor during an in-person meeting during the fourth week of classes (February 13-17). You need to start thinking about what you want to do ASAP.

This section of the project will be completed with a topic outline of approximately 2-4 pages due on March 8th. You need to give your question and a thesis statement that tries to

answer it, but also give some preliminary answers to the following questions over the course of the paper:

1. The background of the question: if an issue, a brief introduction to the issue and its importance; if relations, then a brief history of the relations between the U.S. and the other country; if a community question, an overview of the actors you will be examining.
2. An assessment of the current state of the issue, the relationship, or the status of the actors;
3. A prospective view on how the issue approach could change, the relations could change, or how the community could change in future. If your topic question is a prescriptive one (“The U.S. *should*...”), you need to anticipate possible challenges to your position and be prepared to answer them.

You will need to address points 1-3 in the paper in greater detail as you research your topic and do the initial draft. But for the outline, a brief preliminary answer to all of these points plus a preliminary list of sources will be sufficient for this stage of the project.<sup>3</sup> You will receive written comments at this stage of the project to help you move forward, although you may want to meet with the instructor to discuss them in office hours.

Finally, you will need to give a preliminary bibliography of at least five peer-reviewed sources you are considering using in your paper, along with any others you intend to use at that time. “Peer reviewed” in this case may include texts, periodicals, research journals, and on-line encyclopedias that cannot be edited by the public. (Wikipedia and blogs do not count. See the instructor if you need clarification on what sources qualify.)

### First Paper Draft (80 points of the total project grade, due on April 12th)

Students are expected to complete an initial draft of their project paper and to turn it in both in class on April 26<sup>th</sup> and upload it to Canvas by 11:59 p.m. that evening for a source check. In order to expedite turnaround on these papers, drafts will lose a full letter grade (eight points) for each day they are late, including weekend days barring an extension.

Your paper should have a clear thesis answering the topic question you set at the start of the project, information to answer the three areas listed above (1-3), and sufficient information to support your conclusions in the paper. You should assume that a reader may not have more than basic information on the issue/country relations/actors you are covering in this paper, so some explanation may be needed.

Although this paper is the initial draft, it is worth more than the final draft for a very good reason – this is the paper you would normally turn in at the end of the class in any other course. The second draft is meant for relatively minor revisions such as writing errors and clarifications of points; omissions of major required parts of the paper from the first draft to include in the second will hurt your course grade, compared to covering all of the material completely the first time.

Students will meet with the instructor outside of class during the week of April 17-21 to review their first effort and discuss possible changes for the second draft.

---

<sup>3</sup> . You may change your answers to these parts of the paper later; doing this as a preliminary outline shows progress, not the final product.

### Second Paper Draft (40 points of the total project grade, due on May 3rd)

The second draft of the paper will be due in class as a hard copy and uploaded to Canvas on May 3<sup>rd</sup>. This draft should take into account the preliminary comments and reflect changes after reviewing them and consulting with the instructor. Unless directed to do so by the instructor, there should be no major changes in the structure of the paper at this stage – hence, the lower grade points for this part of the project.

### Presentation (40 points of the total project grade, to be completed in class during the last class lecture day on May 10th)

Students will present their paper findings in a 4-5 minute oral presentation to the class, summarizing the major points of their paper, including areas 1-3 listed above. Audio visual materials such as Powerpoint slides or a handout of points should be included to help students follow the presenter's remarks. The schedule of presenters will be set after the topics are turned in in March, but students should plan on being present the entire time of the presentations (6-8:45) to help in evaluating fellow students' presentations and to ask questions. This will be the only date allowed for presentations, so students need to schedule accordingly.<sup>4</sup>

### Paper Requirements: Content and Writing

Papers (first and second drafts) will be graded with 75% of the points for content, 25% of the points for writing and citations. Content will depend on how well you make an argument that answers the topic, covers the required sections and uses your selected research materials. Lack of/misuse of sources may count as a deduction for content. A factor to keep in mind as you write this paper is that while you are making an argument, you are also speaking to readers who may never have heard of the topic before; you need to weigh the amount of basic information to include as well as your argument. Try to keep basic information on the issue, countries or actors to four pages and conserve the rest for the other sections.

Essays should show a minimum of grammatical errors and good use of citations when class materials are used. Common grammar errors that could receive deductions include:

- Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);
- Verb tense and agreement;
- Word choice;
- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

Any material that is in words not your own must have proper quotation and citation. Direct quotes as well as paraphrased information must be cited in your work. Quotes that are more than two sentences should be indented as a block, single-spaced and cited. Failure to properly cite will result in deductions up to half of the writing points for the draft. If you are confused over whether to cite or not, the safest course is to do so. If you are concerned about when and where to cite, I suggest either seeing me in office hours or taking the Plagiarism tutorial through the King Library site (<http://libguides.sjsu.edu/plagiarism>). Citations must also be given for any ideas or information that is not your own. Citations can either be as footnotes or as endnotes, although you may prefer in-text. Either APA or

---

<sup>4</sup> . If you are unable to attend due to an emergency, you need to contact the instructor as soon as possible with written verification of the emergency. There will be no early presentations for travel or other reasons.

Chicago/Turabian are established citation styles for political science, but MLA can also be used. Lecture must be cited along with any electronic or print sources.<sup>5</sup>

There are writing manuals online that can help with citation formats; see the King Library website under “Research” for information on citations and source use. Whatever form of citations you use, you are expected to append a bibliography with full citations of the sources used in your essay. A lack of proper citations means a deduction from the writing portion of your grade and possibly the content portion as well, as facts cannot be checked.

One last point on citations: a common error students make, which would be reflected in the content portion of an essay, is to fill an essay with quoted information. This is a problem for two reasons. First, it shows that a student is good at locating information, but that she may not understand it. Second, a good writer should be able to rephrase or paraphrase information and present it in an essay. Unless the exact language of the quote is important, you should not just quote. Essays that show this problem will receive a lower grade.

Turnitin on Canvas will be used in this course primarily to evaluate your ability to utilize sources well and cite properly. However, if there are clear similarities between your essay and that of other sources/students that indicates collaboration and/or lack of original writing, the instructor will grade accordingly and may consider possible academic penalties.<sup>6</sup> There is a clear difference between blatant and inadvertent plagiarism, but ignorance of the rules of citation is ultimately no excuse. Please familiarize yourself with proper source use.

#### Suggestions on Completing this Project

- Don’t hesitate to start working on this project, and move on to the next stage of the project after you’ve completed the requirements for the last one.
- Use office hours and your scheduled meetings with the instructor to work on research and writing concerns you have over the course of the semester. The instructor will not preview drafts on-line, but is willing to consider them in office hours.
- Plan on looking at a wide variety of information for this project. Electronic sources of information not peer-reviewed may not be reliable, as information in major newspapers and research journals is. Background information may require you to hit the library for texts. We may have a meeting in the Library to consult the department’s library liaison on researching sources.
- Make sure to schedule and keep your meetings with the instructor outside of class, as these are worth a separate amount of points in your course grade (20 points), and as they are intended to help with completing the project. Meetings can only be made up in emergencies, and when the instructor and the student can both reschedule.
- Plan on having the paper completed in full for the first draft.
- Make sure you know when you are presenting on May 10<sup>th</sup>, but also plan to attend the entire class that day to help with the process.

---

<sup>5</sup> . APA requires lecture cited within the body of the paper. Chicago and MLA may also require citations in the bibliography.

<sup>6</sup> . Re-use of papers or writing from other papers that you wrote may also be considered a form of plagiarism or cheating. Your work for this class must be original.