

**San José State University
Department of Political Science**

**Pols 154-02: American Foreign Policy
Spring 2020**

Course and Contact Information

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| Instructor: | Sabrina Pinnell |
| Office Location: | Clark 404D |
| Telephone: | (408) 924-5343 |
| Email: | SLPinnell@gmail.com (preferred method of contact) |
| Office Hours: | M 3-4, W 9-10 and 3-4; additional hours by appointment ¹ |
| Class Days/Time: | M W 1:30-2:45 |
| Classroom: | DMH 149A |
| Prerequisites: | Pols 15 and Pols 4 strongly recommended |

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, on-line participation assignments, 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

From the SJSU Catalog: Consideration of the factors that shape American foreign policy making, including ideology, organization, as well as partisanship, interest groups, and public opinion. Issues considered include relations with the Middle East and Russia, and economic diplomacy.

1. Aside from scheduled meetings regarding the research paper, appointments for office hours will not be available Tuesdays or Thursdays this semester.

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 and Disciplinary Methods: Students should be able to formulate research questions, engage in systematic literature searches using primary and secondary sources, evaluate research studies, and critically analyze and interpret influential political texts. Students should be able to apply these techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) 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.
- 4) 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 Learning Outcomes (CLO)

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

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 on-line assignments, in-class discussions, exams and a research paper to be completed at the end of the class.

Required Texts/Readings

Textbook

There is one required textbook for the class: Glenn P. Hastedt's American Foreign Policy: Past Present, and Future, 11th edition (Rowman & Littlefield, 2018, ISBN: 9781442270053 paperback, 9781442270060 ebook). It is currently available in Spartan Bookstore. While earlier editions may be used for this class, be advised that examples will be different in the earlier

books, which could affect discussion in class. Other assigned readings will either be available on the Canvas website for the class under “Files,” or via links listed in the Schedule. See the Schedule for dates and locations of readings. *All readings listed in the Schedule are required readings.*

Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit, including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found at <http://www.sjsu.edu/senate/docs/S16-9A.pdf>. Since this is a four-unit course, you should expect to spend about nine hours a week working outside of class on class readings and other material, including your research papers. You will also be meeting with your instructor outside of class at least once this semester to discuss aspects of your research paper.

This course includes the following methods to evaluate student performance:

| | |
|-------------------------|------------------|
| Participation | |
| Online Assignments | 30 points |
| In-Class Discussions | 30 points |
| Presentation Attendance | 10 points |
| Exams 1-3 | 60 points x 3 |
| Research Paper | |
| Topic Outline | 20 points |
| Outline Meeting | 10 points |
| Rough Draft | 80 points |
| Rough Draft Meeting | 10 points |
| Poster Presentation | 40 points |
| Final Draft | <u>40 points</u> |
| | 450 points |

Participation (collectively, 15% of course grade): See the campus policy on attendance at <http://www.sjsu.edu/senate/docs/F15-12.pdf>. Participation in this class is measured three ways. First, there will be three assignments for you to complete and upload to Canvas under “Assignments,” one for each of the first three major sections of the class (see Schedule for dates). You must complete these and upload them by the due dates for them to be graded for credit. Each of these assignments is worth 10 points. There will also be an in-class discussion in each of these three sections; see the Schedule for dates. Questions for these discussions will be uploaded a week ahead for you to prepare. Students are expected to attend on the days of discussions and actively participate. Attendance will be taken on these days to verify who attended. Each of these discussions is also worth 10 points. Finally, there is an additional 10 points for attending and providing feedback during research presentations. Altogether, participation is worth 70 points of your course grade.

Exams 1-3 (collectively, 40% of course grade): There will be an exam at the end of each of the first three sections for the class (February 24th, March 23rd and April 29th). Exams in this class will be a choice of six out of seven short-answer questions, each to be completed in 3-4 sentences, no more than a paragraph. You may not answer a seventh for extra credit; the first six will be graded, no matter which six. Each question is worth a maximum of 10 points, with five points given for a legitimate attempt to answer the question, even if the answer is wrong. Each exam is therefore worth a total of 60 points, with the three exams adding up to 180 points of your course grade. There will be a study guide given out before each exam to help you prepare, but all exams are closed-book, closed-note.

Exams in this class will not be given in advance for any reason. If you miss an exam the day it is scheduled, you have a week's time to make it up, providing you have a verified emergency. If this occurs, you need to contact the instructor ASAP to arrange a makeup outside of office hours.

Research Paper (collectively, 45% of course grade): All students in this class must complete a research paper as part of the course, given the four-unit requirement. This paper will be completed in stages as outlined below; you should also see the handout appended to this syllabus for more details.

Topic Outline: Students must decide on a topic for their paper that deals with American foreign policy: you may choose either a particular issue, the state of relations between the U.S. and a particular country, or to focus on how a particular set of U.S. foreign policy actors have changed in the last 20 years. You will need to submit a hard copy of your topic question, an outline of major points that answer the question, and a list of sources you will use by March 2nd. Students will meet with the instructor the following week to discuss their topics. The outline is worth 20 points, the meeting 10 points of your course grade.

Rough Draft: The largest share of the research paper grade is actually for the rough draft, which will be approximately 8-10 pages (2000-2500 words) and must be completed and submitted both as a hard copy and uploaded to Canvas under "Assignments" by April 13th. This draft should answer all required points in the paper as outlined in the handout appended to this syllabus, using the topic question and sources chosen by the student. Note that this paper should be the actual research paper, covering all of the requirements and the research should be complete; the final draft is meant to reflect mostly writing revisions. It is for this reason that the rough draft is worth 80 points. Students will meet with the instructor the week of April 20th to go over their rough drafts, with the meeting worth an additional 10 points.

Final Draft: This revised draft is due as a hard copy and an upload to Canvas by May 6th. After meeting with the instructor the week of April 20th, you should have sufficient time to make the required revisions to the paper. This draft is worth 40 points and will be graded separately from the rough draft, although whether or not you implemented the required revisions may be taken into account in the grading.

Poster Presentation: The last part of the research paper is a poster presentation that you will do in a group session during class May 4, May 6th, May 11th or the final date of May 18th. Students will present their posters in groups of eight, with a short set of oral remarks. Other students are expected to attend each of these presentation days to view the posters and give feedback. Your presentation is worth a final 40 points of your course grade.

Grading Policy

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 plus, 93-96% is an A, 90-92% is an A minus, 87-89% is a B plus, 83-86% is a B, 80-82% is a B minus, 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) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

Extra Credit Policy

Note that per Academic Senate policy (<http://www.sjsu.edu/senate/docs/S09-7.pdf>), any extra credit opportunities must be extended to all students in the class; this means that individual appeals for extra credit may not be considered apart from the entire class. If any extra credit is assigned for the course, it will be available to all students to complete.

There is one extra credit assignment currently available in this class: you may complete the plagiarism module on the King Library website (<https://libguides.sjsu.edu/plagiarism>) and present a hard copy of your exam results with your Topic Outline on March 2nd. If you submit results of at least 11/12 questions or better, this is worth an additional 10 points above your course points.²

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 (the various parts of the research project) for this course:

- 1) Students must submit their work by the day designated in the syllabus, barring an emergency that is verifiable in writing.
- 2) The topic outline, rough draft and final draft 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 in place of the hard copy. Late hard copies of papers will lose the equivalent of one letter grade per day (if 80 points, then eight points a day) late, barring an excused emergency.
- 3) The rough draft and final draft must also be uploaded via the Canvas page under “Assignments” in order to qualify for credit, as this will check the paper for source use

2 . If you did this in a different class, you may submit a copy of those results.

via Turnitin. 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.³

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) After the last day of lecture (May 11th), the only part of your project that will be accepted for grading is the final draft.

6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final. While the instructor may ask you to rewrite parts of your rough draft of the project to improve them, this will not change the grade for that stage of the project. At this level of academic work, you should be prepared to submit work that is ready for scrutiny in your first effort.

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, and you will definitely get feedback in the scheduled meetings.

Travel Policy

Students are expected to attend class sessions when scheduled, to participate in discussions, complete assignments and take exams as scheduled in the syllabus. For this course, if you know that you will be absent due to athletic or other campus activities, it is your responsibility to clear any extensions or excusals with the instructor ahead of the due date.⁴ Travel for other reasons, barring emergencies, may not be accepted as reasons for extensions or excusals for late work or makeup exams; any exceptions require instructor approval. If you have an emergency that makes it impossible to take an exam or complete an assignment, contact the instructor ASAP to discuss options to complete your work. As noted above, exams will not be given in advance for any reason, and you must present your poster on the date set for you to present.

3 . 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. .pdf files appear to work best.

4. Ideally, athletes should present a schedule of away events that may affect the class and send the instructor an e-mail alerting her before each event to make sure that absences are excused.

Classroom Protocol

A course regarding foreign policy, particularly at this time, can be a hotbed of strong viewpoints. We will be discussing relations between branches in American government, the U.S. national interest in policy, relations between the U.S. and other countries, immigration, citizenship and other “hot button” issues throughout this semester. It is not unusual that arguments may result from these issues.

Students are expected to come prepared to class discussions and conduct themselves in a civil and respectful manner, particularly to their fellow students. 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.

Recordings of lectures for personal use outside of class is permitted, provided the instructor is consulted and approves such recording. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. If you feel you may need to do this, please contact Dr. Pinnell and clear this with her at the start of the course.

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;
- 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 sources outside of class, 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. Your paper should reflect a topic you have not done before. If you use work done in another course, you risk a significantly lower grade on the project and possibly other academic penalties, given that you are not putting in the labor that a student doing an entirely new project is.

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 specifics of the situation 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.

Final Exam Policy

Per University Policy S17-1, all classes must have a culminating activity that finishes the class; if a sit-down final, it must be held during the scheduled date and time for the class. While we are not having an exam, the last set of poster presentations for the class will be on May 18th from 12:15-2:30 in DMH 149A. You should plan on attending at this time unless you have a verifiable emergency; if you know that you have three or more finals on the 18th, you should not present that day. Please see the relevant policy at <http://www.sjsu.edu/senate/docs/S17-1.pdf> for more information on the final exam policy.

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: Course Schedule

Course Schedule

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|----------|--|
| 1 | 1/27 | <u>Course Introduction</u> Hastedt, Ch. 14 (348-354) |
| 1-2 | 1/29-2/5 | <u>Part I: Concepts and Background</u> <u>Topic 1: International Relations Concepts</u> Hastedt, Ch. 2 Arif, Muhammad. "How Threat Assessment Could Become Self-Fulfilling Prophecy: The Case of U.S.-China Relations." <i>Global: Jurnal Politik International</i> 18, no. 2 (2016): 130-140. (On Canvas.) |
| 2-4 | 2/5-2/19 | <u>Topic 2: American Foreign Policy Concepts; Areas and Players of Concern</u> Hastedt, Chs. 1, 3-4 Gurganus, Julia and Eugene Rumer. (2019). "Russia's Global Ambitions in Perspective." The Return of Global Russia Series, Carnegie Endowment for Peace, 20 February 2019 https://carnegieendowment.org/publications/78067?utm_source=rss&utm_medium=rss , accessed 14 January 2020. (On-line: Use link to access.) Krieg, Andreas. "Trump and the Middle East: 'Barking Dogs Seldom Bite.'" <i>Insight Turkey</i> 19, no. 3 (2017): 139-158. (On Canvas.) Maher, Richard. "Bipolarity and the Future of U.S.-China Relations." <i>Political Science Quarterly</i> 133, no. 3 (2018): 497-524. On-Line Participation Assignment due February 10th on Canvas In-Class Discussion on February 17th |
| 5 | 2/24 | Exam 1 – In Class |
| 5-6 | 2/26-3/2 | <u>Part II: Actors in American Foreign Policy</u> <u>Topic 3: Legislative Branch</u> Hastedt, Ch. 6 Durney, Jessica (2017). "Defining the Paris Agreement: A Study in Executive Power and Political Commitments," <i>Carbon & Climate Law Review</i> , 11, no. 3 (2017): 234-242. (On Canvas.) |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------|-----------------|---|
| 6 | 3/2 | Topic Outline Due in Class (Hard Copy only) |
| 6-7 | 3/4-3/9 | <p><u>Topic 4: President and Inner Bureaucracy</u> Hastedt, Ch. 7</p> <p>Chacon, Jennifer M. 2017. “Immigration and the Bully Pulpit,” <i>Harvard Law Review Forum</i> 130, no. 7 (May 2017): 243-268. (On Canvas.)</p> <p>Norris, Pippa and Ronald Inglehart. “Varieties of Populism,” in <i>Cultural Backlash: Trump, Brexit and Authoritarian Populism</i>. Cambridge, UK: Cambridge University Press, 2019, 65-84. (Cambridge Core. Link: https://doi-org.libaccess.sjlibrary.org/10.1017/9781108595841)</p> <p>Schneider, Andrea Kupfer. “Negotiating from the Bully Pulpit: Teaching Trump, Tactics and Turmoil.” <i>Negotiation Journal</i> (2019): 215-218. (On Canvas.)</p> <p>On-Line Participation Assignment due March 9th on Canvas</p> |
| 7-8 | 3/9-3/16 | <p><u>Topic 5: Outer Bureaucracy</u> Hastedt, Chs. 8-9</p> <p>Drezner, Daniel. “Present at the Destruction: The Trump Administration and Foreign Policy Bureaucracy.” <i>The Journal of Politics</i> 81, no. 2 (2019): 723-730. (On Canvas.)</p> |
| | 3/9-3/13 | Meetings with Instructor to Discuss Topics |
| 8 | 3/16-3/18 | <p><u>Topic 6: The Public</u> Hastedt, Ch. 5</p> <p>Baum, Matthew A. and Philip B. K. Potter. “Media, Public Opinion and Foreign Policy in the Age of Social Media.” <i>The Journal of Politics</i> 81, No. 2 (2019): 747-756. (On Canvas.)</p> <p>In-Class Discussion on March 16th</p> |
| 9 | 3/23 | Exam 2 – In Class |
| 9,11 | 3/25-4/8 | <p><u>Part III: Instruments of American Foreign Policy</u> <u>Topic 6: Diplomacy</u> Hastedt, Ch. 10</p> |

| Week | Date | Topics, Readings, Assignments, Deadlines |
|------------|------------------|---|
| | | On-Line Participation Assignment due April 8th on Canvas |
| 10 | 3/30-4/3 | SPRING BREAK – No Class |
| 12 | 4/13-4/15 | <p><u>Topic 7: Economic Instruments</u> Hastedt, Ch. 11</p> <p>Selby, Jan. (2019) “The Trump Presidency, Climate Change, and the Prospect of a Disorderly Energy Transition.” <i>Review of International Studies</i> 45, no.3 (2019): 471-490. (On Canvas.)</p> |
| 12 | 4/13 | Rough Draft Due in Class as a Hard Copy and uploaded to Canvas |
| 13 | 4/20-4/27 | <p><u>Topic 8: Military Policy</u> Hastedt, Chs. 12-13</p> <p>U.S. Department of Defense. Summary of The 2018 National Defense Strategy of the United States of America. Washington, DC, 2018 (https://dod.defense.gov/Portals/1/Documents/pubs/2018-National-Defense-Strategy-Summary.pdf), accessed 14 January 2020. (On Canvas.)</p> <p>Fontaine, Richard. “What Intervention is Good For,” <i>Foreign Affairs</i> (Nov/Dec 2019): 84-98. (On Canvas).</p> <p>In-Class Discussion on April 22nd</p> |
| | 4/20-4/24 | Meetings with Instructor to Discuss Rough Drafts |
| 13 | 4/29 | Exam 3 – In Class |
| 14-15 | 5/4-5/11 | <u>Part IV: Research Poster Presentations</u> (All students must attend, even if not presenting) |
| 14 | 5/6 | Final Draft Due in Class as a Hard Copy and uploaded to Canvas |
| Final Exam | 5/18 | Final Day of Poster Presentations DMH 149A, 12:15-2:30 |

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 (20 points of the total project grade, due March 2nd)

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 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. resume its commitments in the Paris Climate Change Agreement?”). If you wish to go outside these general areas to propose a topic, this is possible. You need to start thinking about what you want to do ASAP; if you are stuck on choosing a topic, see the instructor in office hours..

This section of the project will be completed with a topic outline of approximately 2-4 pages due in class in hard copy form on March 2nd. 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

For the outline, a brief preliminary answer to each of these sections, either in outline points or as paragraphs, will be sufficient for the assignment. You will also need to give a preliminary bibliography that includes at least five peer-reviewed sources you are considering using in your paper, along with any others you intend to use at that time.⁵ “Peer reviewed” in this case may include texts, periodicals, research journals, and on-line encyclopedias that cannot be edited by the public. You may not count class materials towards the five required sources. Wikipedia and blogs do not count as peer-reviewed sources. See the instructor if you need clarification on what sources qualify.

The instructor will review students’ outlines and meet with them individually during the week of March 9-13 to discuss them and return comments. There will be meeting times in office hours as well as additional time scheduled for meetings that week. These meetings are required to get your outlines back and are worth an additional 10 points of your course grade. Note that once you have met with the instructor and received your topic outline back, you are committed to your topic; you may not change it later.⁶

Rough Draft (80 points of the total project grade, due on April 13th)

Students are expected to complete an initial draft of their project paper and to turn it in both in class on April 13th 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 a different course. The second draft is meant for relatively minor revisions such as correcting writing errors and clarifications of points; omissions of major required parts of the paper from the first draft to include in the second may hurt your course grade, compared to covering all of the material completely the first time.

5. Points will be deducted for not having the requisite number or type of sources.

6. You may change the answers to Part 1-3, of course, as you get further into your research.

Students will meet with the instructor outside of class during the week of April 20-24 to review their first effort and discuss possible changes for the second draft. There will be definite meeting times for students during this week, and students must meet to get their drafts back as well as earn 10 points of the course grade for these meetings.

Final Draft (40 points of the total project grade, due on May 6th)

The second draft of the paper will be due in class as a hard copy and uploaded to Canvas on May 6th. 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.

Poster Presentation (40 points of the total project grade, to be completed during the last three weeks of class)

Students will present their paper findings in a poster presentation during the class sessions of May 4-11 or May 18th (the Final day). Given the large number of students in the class, poster presentations will be done by various members of the class on the above dates, with eight students per class except for the final period, when there will be two sessions and a break in between. The schedule for presentations will be set when we return from Spring Break; if you have obstacles to presenting on a specific day, you will need to note this when we create the schedule. Once you are committed to a day, you should plan on being ready to present that day. Students must attend presentations on days they are not presenting to give feedback on other students' work. Your individual presentation/paper will be worth 40 points, with an additional 10 points for attending all of the other sessions.⁷

Your presentation grade will be split between a poster and a 3-4 minute oral summary of the findings of your paper to the instructor; your fellow students will also get to review your posters and ask questions about your findings, to help determine your presentation grade.

Posters should be on heavy paper (cardstock or heavier) or posterboard; 22" x 28" is a good size for this project, although slightly larger or smaller may also work. Your visual elements should include a clear statement of your topic question and then an outline of the points from 1-3 in the paper. You may include a timeline for history if it will be useful. You should also consider adding visual elements such as pictures/tables/graphs you feel will help illustrate your points and make the presentation more interesting.

If you have never done a poster before, I recommend the NCSU website on poster presentations (<https://www.ncsu.edu/project/posters/index.html>) to give you ideas about font, layout, use of visual elements and other advice. We will discuss format in class as well as the presentation time approaches.

Paper Requirements: Content and Writing

Papers (rough and final 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

7. If you are unable to attend any of the presentation days 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.

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. Citations must also be given for any ideas or information that is not your own, even if not a quote. 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 can either be as footnotes or as endnotes, although you may prefer in-text. Either APA or 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.⁸

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.⁹ There is a clear

8 . APA requires lecture cited within the body of the paper. Chicago and MLA may also require citations in the bibliography.

9 . 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.

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.
- 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. If you miss a meeting, you may only make it up in office hours after the meeting week.
- Plan on having the paper completed in full for the first draft.
- Make sure you know when you are giving your poster presentation, and to attend all other poster sessions.