

Colonnade Program Course Proposal: Explorations Category

1. What course does the department plan to offer in Explorations? Which subcategory are you proposing for this course? (Arts and Humanities; Social and Behavioral Sciences; Natural and Physical Sciences)

PS250: International Politics: Social and Behavioral Science, Subcategory B

2. How will this course meet the specific learning objectives of the appropriate subcategory. Please address **all** of the learning outcomes listed for the appropriate subcategory.

Learning Objective 1: Demonstrate knowledge of at least one area of the social and behavioral sciences.

This course uses theories, concepts and tools of the social and behavioral sciences to examine the relationship between states, international organizations, norms, regimes and individuals in the international system. In PS250, students examine the development and operation of the international political and economic systems. Key processes such as diplomacy, war, terrorism, conflict, trade, foreign investment and environmental regulation are studied through competing theories and different levels of analysis. Students also examine the consequences of these processes, such as levels of economic development, comparative power and influence in the international system, relative security and human rights. Key concepts, such as power, national security, sovereignty and development will be introduced.

Learning Objective 2: Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.

The objectives of this course are to provide students with an understanding of the characteristics of the international system and recent trends and transformations within it. Students will examine key historical and contemporary issues that affect the quality of life for each student in the classroom and each individual in the world. These issues include the causes and consequences of war, the threat of terrorism, the promotion and protection of human rights, the causes and consequences of poverty and underdevelopment, and the impact of globalization on the environment, local culture and standard of living across the globe. Students will evaluate the impact of decisions taken by governments, by private actors and themselves for the promotion of international stability and equality. They will also examine the progress and challenges of forms of international cooperation through institutions, norms and law.

Learning Objective 3: Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways its shapes human experience.

PS250 examines the relationship between actors in the international system. It examines concepts such as nationalism and religious, cultural and ethnic diversity on the political, economic and social processes within the system. For example, students will examine the relationship between nationalism and conflict, the challenges of diversity for the establishment of norms to protect human rights and the significance of religion, culture and level of economic development on attitudes toward the distribution of power and influence in the international system.

Learning Objective 4: Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.

The study of international relations matters. It matters because the issues that dominate world politics, the level of people's security, their place within the international economic system, the extent to which their human rights are protected and the quality of the environment in which they live are important practically, ethically and politically. Students must be made aware of the fact that decisions taken by a particular state are not made in a vacuum as these decisions taken will affect other states in the international system. PS250 requires students to examine the consequences of decisions taken within their own country on the rest of the world and the impact of external decision on their own quality of life.

Learning Objective 5: Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.

This course introduces students to key concepts such as "power," "the state," "war," "diplomacy," "globalization," "interdependence," and human rights. Students identify and examine the components and meanings of such terms so that they can utilize them in their evaluation of the functioning of the international system and the comparative foreign policy of actors within it.

3. Syllabus statement of learning outcomes for course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

Students will be able to

- Students will demonstrate knowledge of the dynamics of the international political and economic system and an understanding of the causes of changes and mechanisms to manage change.
- Students will acquire knowledge and methods needed for critical assessment of international processes, conditions, norms and institutions.
- Students will develop an understanding of modern state system and diverse regions, cultures and countries and demonstrate the ability to perceive events from more than one cultural viewpoint.

4. Brief description of how the department will assess the course for these learning objectives.

The Department of Political Science will establish an assessment committee to evaluate the effectiveness of pS250 in meeting the stated learning objectives. Each academic year, the committee will collect a random selection of research papers and examinations with all identifying student information removed. The committee will assess these samples following the course outcomes:

- 4 = outstanding (far exceeds expectations)
- 3 = good (exceeds expectations)
- 2 = average (meets basic expectations)
- 1 = poor (does not meet basic expectations)

The committee's targets are:

- 70% of the work will score 2 or higher.
- 30% of the work will score 3 or higher.

5. How many sections of this course will your department offer each semester?

2-3

6. Please attach sample syllabus for the course.

Please send your proposal to: robert.dietle@wku.edu

PS: 250 International Politics

Dr. Timothy S. Rich
timothy.rich@wku.edu
Office: GH 311

Sec 003: 10:20-11:15 MWF
Classroom: GH 339

Required Text:

Goldstein, Joshua S. and Jon Pevehouse. International Relations. 10th ed. Longman, 2012-2013 Update. ISBN-10: 0-205-05957-0 (Hereafter *IR*). While other editions may work for you, I strongly encourage the newer edition. Other articles and materials will be posted on Blackboard and/or available elsewhere online.

The companion web site is at http://wps.pearsonlongman.com/long_goldstein_ir_10_cw/ This site will help you by providing typical test questions and background data sources.

Grading Breakdown (out of 1000 points for the class):

Exams (3 total, 200 points each): 600 points
Quizzes (8 total, 10 points each): 80 points
Scenario Exercises (4 total, 25 points each): 100 points
Paper (1): 200 points
Participation: 20 points

All assignments are due prior to the start of class. All late assignments will be deducted 10% for each 24-hour period (including weekends) from the time due.

While extra credit may be offered periodically during the semester at the professor's discretion (and will be announced in class or via email), a student is only eligible for extra credit if he or she has no missing assignments. In other words, extra credit will not take the place of a missing assignment.

Grading Scale:

A = 900 or higher; B = 800 to 899; C = 700 to 799; D = 600 to 699; F = 599 and lower

All assignments are due prior to the start of class. All late assignments will be deducted 10% for each 24-hour period (including weekends) from the time due.

Exams: Exams comprise **60%** of your grade (**600 points**) will be a combination of multiple choice and short answer questions from both the readings and lecture.

Quizzes: Quizzes comprise of **8%** of your grade (**80 points**). Quizzes may come in two formats, as pop quizzes in class and as timed online quizzes administered through Blackboard. Quizzes will cover material both from the readings and lecture.

Scenarios: Scenarios comprise **10%** of your grade (**100 points**). Four times during the semester, we will spend the class period informally debating a particular scenario tied to the previous lectures and readings. For these days there will be no assigned readings, but students are expected to prepare a 1-2 page (double-spaced) response to the scenario questions posted on Blackboard. These short papers require no citations and will be considered participation on these days. As these papers and participation on the scenario days are linked, an unexcused absence on scenario days will result in zero credit for the scenario exercise, including the paper.

Paper assignment: The paper assignment comprises **20%** of your grade (**200 points**). For your paper, you will focus on one issue related to US foreign policy (or, for those not from the US, their own country's foreign policy) that you would like to see changed. You must be specific in what this issue is, whether dealing with a specific country or region or a thematic issue (e.g. terrorism, nuclear proliferation). As such, you must within the first page make the case for why this issue is important and why policy change is necessary. In making your case, you must identify how your proposal fits within the broad theories of international relations (e.g. is it in line with realist, liberalist, or constructivist theories?). Secondly, you must identify the potential ramifications of enacting your proposal. In other words, how will other countries or international actors respond? Who would likely support your policy and who would likely oppose it? Your proposed change need not be a complete overhaul of a current policy, but you must argue for changing the status quo (e.g. no arguing of "staying the course"). The final paper will be 5-6 pages, double-spaced and must include at minimum six credible scholarly or news sources. If directing policy change regarding a particular country, at least one source must come from that country (e.g. English language news websites). To aid in this paper, it is highly recommended that you have your paper topic approved by Week 10. The paper is due Week 13 on Monday April 15th, not at the end of the semester.

Class participation: Finally, **class participation** accounts for **2%** of your final grade (**20 points**). This course requires your participation and interaction. Class attendance is critical for success, both for participation but also since we often discuss materials beyond the readings. That said, I do not take attendance as a graded component, but in accordance to WKU reporting requirements. Students are adults and as such must realize actions have ramifications and prioritize accordingly. All students are expected come to class prepared to discuss the required readings. Students should participate actively in discussions, and may be called on at any time to answer questions or raise questions. If you must miss a class, it is your responsibility to contact me for any class handouts or assignments you may have missed. You are also responsible for getting any missed notes from another student. If you wish to discuss the material you missed, you are welcome to come to my office hours or set up an appointment.

Deadlines:

You are expected to have completed the readings before each class period. Deadlines for all assignments are listed on your syllabus. Please have your work ready to turn in at the beginning of class the day it is due or it will be considered late. All late assignments will be docked 10%

per day. If you run into a problem, please talk to me in advance and I may grant an extension at my discretion. Please bring all readings to class on the assigned day as this facilitates discussion

Disability Services:

In compliance with university policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact Student Disability Services in Downing University Center, A-200. The phone number is 270-745-5004. Please DO NOT request accommodations directly from the professor without a letter of accommodation from Student Disability Services.

Academic Honesty and Integrity:

I expect all students to abide by the rules and regulations set forth in the Western Kentucky University Student Handbook with regards to all forms of academic misconduct (cheating, plagiarism, etc.). I take academic integrity seriously and violating these standards will result in an “F” in this course without exceptions. That means if you cheat, plagiarize, engage in any sort of academic dishonesty including failure to cite sources appropriately on any portion of the course and are caught—you will automatically receive an “F” for that assignment and I reserve the right to assign a 0 for the entire course. If you have any questions about what does and does not constitute academic misconduct, please speak with me.

Student work may be checked by plagiarism detection software.

If you have any doubts as to when you should cite, click on the links below. You can also go to the Writing Center for guidance.

Similarly I do not accept materials from online dictionaries or encyclopedias such as Wikipedia as a source for citation.

How to Communicate with your Professor:

Communication should be done first and foremost before or after class or during office hours. If it is a general question, it should be asked in class so that others can benefit from the information as well. Do not hesitate to ask questions. Questions can also be posted in the Discussions forums on Blackboard, thus others can respond if they know the answer as well. If you do email me, follow these standards:

1. Include the class title (e.g. PS250) and a substantive heading (e.g. question about nuclear weapons). Emails without a subject title or which do not follow this format (e.g. a title of “Hey”) will not be answered.
2. Use a salutation such as “Dr. Rich”. Again, using “hey” or other informal variations will likely lead to me ignoring your email.
3. I expect emails to be coherently written, which means punctuation, capitalization, and a signature. Signing your email is especially important if you are not using your WKU email account. For example, I will not spend time trying to guess which student is partyallnight@gmail.com nor am I likely to respond if no signature is included.
4. If your email is about a question that is clearly answered in the syllabus (e.g. “What are the readings for the next class?”), I am unlikely to respond.

5. I generally respond within 24 hours, but I seldom respond after 10pm. Thus if emailing about an assignment, test, etc. due the next day, I strongly recommend that you plan ahead accordingly.

Schedule of Classes and Readings

You are expected to have completed the readings before each class period.

Week 1

Jan. 23 Class Introduction

No Readings

Jan. 25 Levels of Analysis

IR Chapter 1: pp. 3-26

Week 2

Jan. 28 The Evolving International System

IR Chapter 1: pp. 26-38

China Daily. June 5, 2006. "Genghis Khan Started Globalization."

http://english.peopledaily.com.cn/200606/05/eng20060605_271105.html

Jan. 30 Realism

IR Chapter 2: pp. 43-63

Feb. 1 Alliances and Divisions in Realism

IR Chapter 2: pp. 63-79

Week 3

Feb. 4 Liberalism

IR Chapter 3: pp. 85-96

Andrew Moravcsik. 2008. "The New Liberalism". In Christian Reus-Smit and Duncan Snidal. *The Oxford Handbook of International Relations* 234-251 (read 234-240, skim 240-246).

Feb. 6 Constructivism

IR Chapter 3: pp. 96-102

Gary Olson. 2005. "Scapegoating Human Nature." ZNet.

<http://www.zcommunications.org/scapegoating-human-nature-by-gary-olson>

Brian R. Sala, John T. Scott and James F. Spriggs. 2007. "The Cold War on Ice: Constructivism and the Politics of Olympic Figure Skating Judging." *Perspectives on Politics* 5(1): 17-29 (focus on the introduction, and the sections labeled "Predictions", "Results" and "Discussion")

Feb. 8 Other IR Theoretical Approaches

IR Chapter 3: pp. 103-122

Week 4

Feb. 11 Democratic Peace Theory

Immanuel Kant. 1795. "Perpetual Peace: A Philosophical Sketch".

<http://www.constitution.org/kant/perpeace.htm>

Zeev Maoz and Bruce Russett. 1993. "Normative and Structural Causes of Democratic Peace, 1946-1986." *American Political Science Review* 87(3): 624-638 (skim 628-636, focus on the intro and conclusion)

Thomas Schwartz and Kiron K. Skinner. 1999. "The Myth of Democratic Pacifism." *Hoover Digest* 2. <http://www.hoover.org/publications/hoover-digest/article/7214>

Feb. 13 States and Diplomatic Recognition

Larry Luxner. 2011. "Push for Diplomatic Recognition Creates Tricky Precedents, Strange Bedfellows." *The Washington Diplomat*.

http://www.washdiplomat.com/index.php?option=com_content&view=article&id=6921:push-for-diplomatic-recognition-creates-tricky-precedents-strange-bedfellows&catid=1065:february-2011&Itemid=468

Stephen D. Krasner 2009. "Who Gets a State and Why?" *Foreign Affairs*. Reprinted at Defining Ideas. <http://www.hoover.org/publications/defining-ideas/article/5551>

US Department of State-Office of the Historian. "Preventing Diplomatic Recognition of the Confederacy, 1861-1865." <http://history.state.gov/milestones/1861-1865/Confederacy>

Marc Herman. 2012. "10 Steps to a Breakaway State: A Secessionist's Guide." *Pacific Standard*. <http://www.psmag.com/politics/a-secessionists-guide-10-tips-for-making-a-breakaway-state-49983/>

Feb. 15 Foreign Policy Making and Influences

IR Chapter 4: pp. 127-147

Week 5

Feb. 18 Scenario # 1

No Assigned Readings

Feb. 20 The Cuban Missile Crisis

Michael Dobbs. 2008. "Why We Should Still Study the Cuban Missile Crisis." US Institute of Peace Special Report.

Feb. 22 **TEST #1**

Week 6

Feb. 25 US-China Relations

John J. Mearsheimer. 2010. "The Gathering Storm: China's Challenge to US Power in Asia." *The Chinese Journal of International Politics* 3:381-396 (read 381-387, 389-393).

<http://mearsheimer.uchicago.edu/pdfs/A0056.pdf>

David Axe. October 23, 2012. "A Giant Leap Forward." *Pacific Standard*.

<http://www.psmag.com/culture/a-giant-leap-forward-48493/>

Feb. 27 Types of Wars

IR Chapter 5: pp. 153-160

Scott Sigmund Gartner and Marissa Edson Myers. 1995. "Body Counts and 'Success' in the Vietnam and Korean Wars." *Journal of Interdisciplinary History* 25(3): 377-395 (focus on 377-388; 394-395)

March 1 Conflict of Ideas vs. Conflict of Interests

IR Chapter 5: pp. 160-188

Week 7

March 4 Conventional Warfare

IR Chapter 6: pp. 193-204; 222-226

March 6 Terrorism

IR Chapter 6: pp. 204-209

Jessica Stern. 2003. "The Protean Enemy" *Foreign Affairs* 82(4): 27-40.

March 8 WMDs

IR Chapter 6: pp. 209-222

Mary H. Cooper. April 2004. "Nuclear Proliferation and Terrorism: Can "Rogue" States Acquire Nuclear Weapons? *CQ Researcher* 14(13): pp. 302, 305, and "Fall of a Nuclear Black Marketer" section on pp. 308-309 https://iaea.org/NewsCenter/Focus/cqr_proliferation.pdf

Week 8

March 11-15 SPRING BREAK

Week 9

March 18 Scenario # 2

No Assigned Readings

March 20 International Organizations

IR Chapter 7: pp. 233-254

March 23 International Law

IR Chapter 7: pp. 254-264

Chris Moraitis. 2004. "Sources of International Law –The Place of Treaties." Australian Government. Department of Foreign Affairs and Trade.

http://www.dfat.gov.au/treaties/workshops/treaties_global/moraitis.html

Week 10

March 25 Human Rights

IR Chapter 7: pp. 264-276

United Declaration of Human Rights.

http://www.un.org/events/humanrights/2007/hrphotos/declaration%20_eng.pdf

Samantha Power. 2001. "Bystanders to Genocide." *The Atlantic*. Available at:

<https://www.mtholyoke.edu/acad/intrel/power.htm>

March 27 International Political Economy

Helen V. Milner. 1998. "International Political Economy: Beyond Hegemonic Stability."

Foreign Policy 110: 112-124.

March 29 Trade

IR Chapter 8

Week 11

April 1 **TEST # 2**

April 3 Scenario #3

No Assigned Readings

April 5 Currency and International Finance

IR Chapter 9

Week 12

April 8 International Integration

IR Chapter 10: pp. 355-370

April 10 **MPSA CONFERENCE –NO CLASS**

April 12 **MPSA CONFERENCE –NO CLASS**

Week 13

April 15 International Integration

IR Chapter 10: pp. 370-381

Rawi Abdelal and Adam Segal. 2007. "Has Globalization Passed Its Peak?" *Foreign Affairs*

Megan Neff. June 29, 2009. "New Technologies Strengthening Africa's Economy." US

Department of State, Bureau of International Information Programs.

<http://iipdigital.usembassy.gov/st/english/article/2009/06/20090629133115emffen0.5730249.htm>

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Paper is Due

April 17 East Asian Integration

Scott L Kastner. 2011. "Does Economic Integration Augur Peace in East Asia?" *Current History* 223-228.

Avery Goldstein and Edward D. Mansfield. 2011. "Peace & Prosperity in East Asia: When Fighting Ends." *Global Asia* 6(2): 9-15.

April 19 The Environment and Natural Resources

IR Chapter 11: pp. 387-409

Michael Klare. June 26, 2011. "The New Thirty Years' War: Winners and Losers in the Great Global Energy Struggle to Come." The Huffington Post.

http://www.huffingtonpost.com/michael-t-klare/the-new-thirty-years-war_b_885036.html

Week 14

April 22 Population Issues

IR Chapter 11: pp. 409-418

Macer Hall. September 1, 2010. "Colonel Gaddafi's £4bn Migrant Demand." *The Express*.

<http://www.express.co.uk/posts/view/196801/Colonel-Gaddafi-s-4bn-migrant-demand->

Isobel Coleman. 2010. "The Global Glass Ceiling." *Foreign Affairs* 89(3).

April 24 Scenario # 4

No Assigned Readings

April 26 Global South and Imperialism

IR Chapter 12

Week 15

April 29 Methods of Development

IR Chapter 13: pp. 461-483

May 1 Foreign Aid vs. Investment

IR Chapter 13: pp. 483-493

May 3 The Future of International Relations

IR Chapter 14

Final:

10:30am-12:30pm Tuesday May 7