

POLISCI 2131/2231E

International Politics Syllabus 1.0

2016-17
Tuesday 1030H –1120H AND Thursday 0930H –1120H

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Office: Room 216 Ursuline Hall

Office Hours: Tuesday 1230–1330H AND Wednesday 1430–1530 OR BY APPOINTMENT

Please do not use OWL to e-mail me. OWL is reserved for my use to address the entire class. Messages sent by OWL will not be answered.

We have no eternal allies and we have no perpetual enemies. Our interests are eternal and perpetual and those interests it is our duty to follow.

Lord Palmerston, British Foreign Secretary (1784-1865)

Overview

This introductory course in international relations assesses Palmerston's belief that world affairs involves countries pursuing their national interests. Accordingly, the course considers the nature of the international political system and the conflicts that inevitably emerge in a setting of clashing state interests. The course will examine how different political actors define critical state interests, how "realism" is as often the product subjective reasoning as the result of objective calculation.

We will examine theories of international relations in the context of historical cases. The course also looks at new developments – economic arrangements, international organizations and law, and population growth – which put at risk conceptions of international politics that see only self-interested nation-states.

Goals

By the end of the course, you will be able to:

Materials

Joshua S. Goldstein, Jon C. Pevehouse, Sandra Whitworth, *International Relations*, Third Canadian Edition (3rd Edition) [Paperback].

Article-length readings will be posted online.

Milestones

September 16, 2016

Last day for late registration

Last day to add a full course, a first-term half course, a first-term full course, or a full-year half course on campus and Distance Studies.

March 7, 2017

Last day to drop a second-term half course, or a second-term full course without academic penalty

Notice

If necessary, this syllabus may be amended at the in-

- Recognize the role of contingency and context of studying international relations
- Demonstrate the ability to analyze political actors' choices through your own research
- Engage with and determine the applicability of various theories of international relations

Requirements

Classes will be held as scheduled unless I — or the college — notify you directly. Classroom attendance and participation are essential for success in the course. Students are expected to read assigned material before class and to come prepared to participate in classroom activities. The course texts should be brought to every class.

All assignments must be submitted on time during scheduled class hours. It is essential to communicate directly with your professor if you experience any challenges attending class or completing work.

structor's discretion after appropriate notice and discussion.

Any extension of assignment deadlines, provision for make-up assignments or any other exception to the policies described in this syllabus requested for reasons not explicitly addressed by university policy will be made only at the instructor's discretion.

Please note: late assignments will be penalized 3% *per day*. Hard copies of the assignments are due at the end of class. Assignments handed in after class will be considered late. You can, however, post your assignment to OWL after class, provided you do so the same day that it is due. Assignments that are handed in more than one week after the due date **will not be accepted** without documentation from an academic advisor.

Computers will not be permitted in this class without a medical reason. I am not being arbitrary. Research has proven that students using computers in class hinder their own learning.

More importantly, they also affect the ability of students around them to learn.

General criteria for writing

There are several factors by which any essay answer or analytical work is assessed by a reader. These are:

Essay Structure (thesis, paragraph usage etc.)

Essay Mechanics (word usage, grammar, etc.)

Recognizes Complexities and Contradictions

Recognizes Bias and Viewpoint

Frequent Reference to the Question

Proper Citations

Combines/Juxtaposes Evidence

Chronology and Context

Evaluation

Course Component	POLISCI 2131	POLISCI 2231E	Due Dates	Purpose
SHORT ESSAYS	30%	30%		
First Report on Readings (1500 words)	10%		Nov. 3	Assessing comprehension of material used in the course
First Foundation Paper: Historical (1500 words)		10%	Nov. 3	Assessing comprehension of material to be used in the research paper
Clausewitz Paper	10%	10%	Oct. 25	Assessing comprehension of material used in the course
Second Report on Readings (1500 words)	10%		Feb. 9	Assessing comprehension of material used in the course
Second Foundation Paper: Theoretical (1500 words)		10%	Feb. 9	Assessing comprehension of material to be used in the research paper
IN-CLASS WORK (20%)				
Responses to readings (Class contribution)	10%	10%	Ongoing	Informal notes, observations, and questions reflecting your engagement with the ideas presented in the readings and other classroom material
Mid-term Quiz	10%	10%	Feb. 14	Covers all material from the course to that date
IN-DEPTH ASSESSMENT				
Mid-term Exam	25%	15%	Dec. 1	Covers all material from the course to that date
Annotated Bibliography		10%	March 7	Guidelines to be provided
RESEARCH ESSAY		25%	April 6	Guidelines to be provided
FINAL EXAM	25%		TBA	Covers all material from the course over both terms

Techniques to use in each assignment

Expectations

Success in this course requires a great deal of thoughtful dedication. Good writing and strong analysis rarely emerge from the author's thoughts without patience and tremendous effort. In order to develop your skills, you will be expected to draft and to redraft your work. You must plan to attend **ALL** of our classes. [Tests and assignment sched-](#)

ules can be altered **ONLY** when a student has met with an academic advisor and can provide the appropriate documentation for academic accommodation. Failure to meet the minimum standards for an exercise as described will result in a zero.

Foundation Papers

The two foundation papers will help you establish the specific historical context of your person(s) of interest as well as the relevance of specific theories to the study you propose. The purpose of this assignment is to give you some preliminary feedback on your planning and conception of your proposed research so that you can target areas for improvement from the outset. The minimum bibliography for each is two monographs and two articles.

The Annotated Bibliography

The annotated bibliography assignment is in support of your final research paper. As such, you are looking for at least two scholarly books (see below for discussion on monographs) and two scholarly articles that address your topic, either directly or indirectly. You do not need to provide an introductory or concluding paragraph for this assignment. It will consist instead of four brief paragraphs that describe and evaluate the source in question. Each paragraph is preceded by a works cited entry in either APA or MLA format. The entries that address your books may be slightly longer than those that address your articles, but approximately 150 words for each paragraph should be sufficient. There are no extra marks for writing more than this; in fact, brevity is a part of the challenge. It is essential that you format the APA or MLA entries properly. A handout will be provided. Feel free to consult these websites for more information:

<http://www.lib.uwo.ca/tutorials/annotatedbibliographies>

<http://olinuris.library.cornell.edu/ref/research/skill28.htm>

Responses to Readings

We will be reading an extensive selection of academic material for this course, at least 50 pages each week. I ask that you make a few informal notes and observations as you work through these. The point of these responses is to develop active reading skills and to ensure that you are getting the most out of the readings. When we meet in class I am looking for clear signs of engagement and some indication that you have read the material carefully. Think of this as an evaluation of your contribution to the success of the class, not merely that you participated. **Missing more than one class without a validated medical or personal reason will result in a zero for this portion of your mark.**

Mid-term Exam and Quiz

In order to assess your command of the essential concepts raised in the course, there will be a mid-term exam (multiple-choice questions as well as essay components) in the first term and a mid-term quiz (multiple-choice questions only) in the second term. Both will cover all the material raised by the course up to the exam or quiz.

Research Essay

You may choose any topic of interest to you, *subject to my approval for viability and resources*. Your research essay must be 2500 words ($\pm 10\%$) in length, not including the works cited. Much of the work that you will do in this course will be related to this essay, so be sure to choose a topic that holds your interest. *The deadline for consulting me about your research topic is October 4.*

You **MUST** include the following sources as part of your research:

- At least three book-length monographs*
- At least three articles from academic journals/ periodicals

Each draft of your research essay must include a complete bibliography that complies with the citation style that is acceptable to your home faculty, which may be either MLA or APA. (There are brief style guides available in *A Canadian Writer's Reference*.)

Refer to the rubric at the back of the syllabus to see how your research essays will be evaluated.

Please keep an electronic copy of your essay until you have received your final grade.

Civility Statement

Together as a class, we agree to encourage each other to participate during discussion by listening to all contributions without judgement and without interruption. *Any cell phones in the class should always be turned off.* We agree that students may use computers to work on course assignment only (as long as they do so quietly and respectfully) and that we may eat and drink during class. Above all, we agree to treat each other with respect.

Office Hours

I have scheduled two office hours per week, and I welcome you to stop by. Office hours can be a great place to discuss various aspects of the course: if you find you are particularly excited about a certain assignment, I can recommend directions for further reading, and if you are frustrated with a particular topic, I can listen and offer assistance. If my scheduled hours do not work for you, you are welcome to make an appointment. *If you are in trouble in the course, come and see me about it. Little problems that are readily resolved at first soon grow to be insurmountable difficulties.*

Email Policy

I am happy to communicate with students through email. I respond to emails that I receive during the week within 24 hours; emails received on weekends will not receive a response until the following Monday. I ask that email be

* From [Wikipedia](#): "Unlike a textbook, which surveys the state of knowledge in a field, the main purpose of a monograph is to present primary research and original scholarship. This research is presented at length, distinguishing a monograph from an article. For these reasons, publication of a monograph is commonly regarded as vital for career progression in many academic disciplines. Intended for other researchers and bought primarily by libraries, monographs are generally published as individual volumes in a short print run."

used to address specific concerns. For questions that require a detailed response, please come to my office hours.
Please note: *I do not release grades over email.*



Schedule (Topics are tentative and likely to change as the course unfolds.)

Date	Topic	Readings	Assignment Deadline
Week 1 September 8	Course Overview & Administration	Course outline Reading: Taiye Selasi, "Who Am I? Who Are You? When We Speak of Nationality, What Do We Mean?" (OWL) AND Reading: Benjamin Barbour, "Jihad vs. McWorld" (OWL)	
Week 2 September 13	Introduction to IR	Goldstein <i>et al.</i> , <i>International Relations</i> , 1-27	
Week 3 September 20	The BIG Picture	Reading: Tyler S. Moselle, "The Concept of World Order" (OWL) AND Reading: Robert O. Keohane, "Reciprocity in International Relations" (OWL)	
Week 4 September 27	Introduction (cont'd)	Goldstein, <i>International Relations</i> , 28-51	
Week 5 October 4	Approaches: Realism (RR) <i>Issue: What are the lessons from the Melian Dialogue?</i>	Goldstein, <i>International Relations</i> , Chapter two AND Reading: Thucydides, "Melian Dialogue" AND Bagby on Thucydides.pdf (OWL)	Please have a research topic in mind
Week 6 October 11	Games & International Relations	Jacob Olidort, "The Game Theory of Terrorism: How ISIS Radicalizes Others" (OWL)	
Week 7 October 18	Liberal & Critical Approaches	Goldstein, <i>International Relations</i> , Chapters. Three and four	

<p>Week 8 October 25</p> <p>No Class October 27</p>	<p>Foreign Policy Decision-Making</p> <p><i>Issue: Did the US act RATIONALLY in the Berlin crisis?</i></p>	<p>Goldstein, <i>International Relations</i>, Chapter Five (132-35)</p> <p>AND</p> <p>Reading: Kaplan, "JFK's First Strike Plan" (OWL)</p>	<p>Clausewitz Paper Due October 25</p>
<p>Week 9 November 1</p>	<p>The Theory of War You Will Need to Know</p>	<p>Clausewitz, Books One and Two: http://alpha.lib.uwo.ca/search~S20?/aClausewitz%2C+Carl+von%2C+1780-1831/aclausewitz+carl+von+1780+1831/1%2C1%2C25%2CB/frameset&FF=aclausewitz+carl+von+1780+1831&12%2C%2C25</p>	<p>First Report on Readings/ Foundation Paper Due November 3</p>
<p>Week 10 November 8</p>	<p>Decision-Making (cont'd)</p>	<p>Goldstein, <i>International Relations</i>, 142-59</p>	
<p>Week 11 November 15</p>	<p>International Conflict</p> <p><i>Issue: Is Thucydides' theory of war sound?</i></p>	<p>Goldstein, <i>International Relations</i>, Chapter Six</p> <p>AND</p> <p>Reading: Gilpin, "The Theory of Hegemonic War" (OWL)</p>	
<p>Week 12 November 22</p>	<p>Cases in Conflict</p> <p><i>Issue: The solution to the Israeli-Palestinian conflict?</i></p>	<p>Reading: Snow, <i>Cases in International Relations</i>, Chapter Four (OWL)</p> <p>AND</p> <p>Jabotinsky, "The Iron Wall"</p> <p>AND</p> <p>Leonard Stein, "The Jews in Palestine" (OWL)</p>	
<p>Week 13 November 29</p>	<p><i>Issue: Appeasement</i></p> <p>MID-TERM TEST December 1</p>	<p>Reading: Morrissey and Ramsay, "Giving a Lead in the Right Direction'..." (OWL)</p>	
<p>Week 14 December 7</p>	<p>TBA</p>	<p>TBA</p>	

Term Break

Week 15
January 5 **The Research Paper: Some Fundamentals**

Week 16
January 10 *Issue: India & Pakistan together?* **Reading: Snow, *Cases in International Relations*, Chapter 16 (OWL)**

Week 17
January 17 **Use of Force** Goldstein, *International Relations*, Chapter Seven

Week 18
January 24 **Force (cont'd)** **Reading: Brams and Kilgour, “Is Nuclear Deterrence Rational?” (OWL)**
AND
Reading: Ellsberg, “The Theory and Practice of Blackmail” (OWL)

Week 19
January 31 **International Organizations** Read Goldstein, *International Relations*, Chapter Eight
Stevenson, *Canada and Foreign Policy (1923)* (OWL)

Week 20
February 7 **International Law** Read Goldstein, *International Relations*, Chapter Nine
Reading: Snow, *Cases in International Relations*, Chapter Three (OWL) **Second Report on Readings/Foundation Paper Due February 9**
Issue: Is the ICC a positive step? AND
Reading: Armstrong et al., *International Relations and International Law*, Chapter Four (OWL)

Week 20 February 14 **Mid-term Quiz February 14** **February 16: TBA**

Week 21
February 21

Reading Week

Week 22
February 28

Trade

Goldstein, *International Relations*, Chapter 10
AND
Reading: Snow, *Cases in International Relations*,
Chapter Nine (OWL)

Week 23
March 7

The Dark Arts: National Security
and Intelligence

Reading: David N. Gibbs, “Secrecy and International
Relations” (OWL)
AND
Reading 11; An assigned Chapter from Ernest R.
May (ed.), *Knowing One’s Enemies*. (OWL)

Annotated
Bibliography
Due March 7
(2231E only)

Week 24
March 14

Prosperity: Money & Business

Goldstein, *International Relations*, Chapter 11

Week 25
March 21

North-South

Goldstein, *International Relations*, Chapter 12

Week 26
March 28

International Development

Goldstein, *International Relations*, Chapter 13

Week 27
April 4

Environment

Goldstein, *International Relations*, Chapter 14

Research
Paper Due
April 6
(2231E only)

Week 28
April 8

Postscript & Future

Presentation: Future of IR?

Goldstein, *International Relations*, Chapter 15
AND
Reading 13: Haass, “Age of Nonpolarity” (OWL)

Rubric for Research Essays

	1	3	5	Your mark
Mechanics	Many errors in grammar and spelling.	Three errors in grammar and spelling.	Correct grammar and spelling throughout .	
Clarity and Organization	Required elements missing from the paper. Writing is unclear. No topic sentences.	All elements present in correct order. Ideas are unclear. Writing may be confusing at times. Some topic sentences may be missing.	All elements present in correct order. Topic sentences identify key points. Ideas are <i>clearly</i> stated and easy to follow.	
Methodology	Disconnected listing of events. Research techniques not described. No discussion of paper's thesis.	Actions are described, but little or no discussion of research techniques. Short, inadequate presentation of paper's thesis.	The actions and the research techniques used in the paper are clearly identified and justified, and the paper's thesis thoroughly discussed and supported.	
Academic Apparatus	No bibliography, no references.	Bibliography and references included, but improperly formatted or citations occasionally not provided when required.	Complete bibliography and references, properly formatted.	
Evidence	Supporting evidence for the author's argument not offered.	Supporting evidence identified only generally. Links between argument and supporting evidence not made explicitly .	Supporting evidence and connections to the argument are complete and related to the thesis as a whole.	
Analysis (x2)	Appropriateness of supporting evidence to argument is questionable.	Supporting evidence is correctly identified and used, but some important connections with the argument are omitted.	Supporting evidence is for the paper's argument used and <i>all</i> of the important connections are noted precisely and explicitly .	
Total				/35
				%

Other comments:

1. POLICY REGARDING MAKEUP EXAMS AND EXTENSIONS OF DEADLINES

When a student requests academic accommodation (e.g., extension of a deadline, a makeup exam) for work representing 10% or more of the student's overall grade in the course, it is the responsibility of the student to provide acceptable documentation to support a medical or compassionate claim. All such requests for academic accommodation **must** be made through an Academic Advisor and include supporting documentation. Academic accommodation for illness will be granted only if the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete her academic responsibilities. Minor ailments typically treated by over-the-counter medications will not normally be accommodated. Documentation shall be submitted as soon as possible to the student's Academic Advisor indicating the period of illness and when the student should be able to resume academic responsibilities. Students must submit their documentation along with a request for relief specifying the nature of the accommodation being requested no later than two business days after the date specified for resuming responsibilities. Appropriate academic accommodation will be determined by the Dean's Office in consultation with the student's instructor(s). Please note that personal commitments (e.g., vacation flight bookings, work schedule) which conflict with a scheduled test, exam or course requirement are **not** grounds for academic accommodation.

A UWO Student Medical Certificate (SMC) is **required** if a student is seeking academic accommodation on medical grounds. This documentation should be obtained at the time of the initial consultation with the physician/nurse practitioner or walk-in clinic. A SMC can be downloaded from: <http://www.westerncalendar.uwo.ca/2016/pg117.html>. The student must request documentation sufficient to demonstrate that her ability to meet academic responsibilities was seriously affected. Please note that under University Senate regulations documentation stating simply that the student "was seen for a medical reason" or "was ill" is **not** adequate to support a request for academic accommodation.

Whenever possible, requests for academic accommodation should be initiated in advance of due dates, examination dates, etc. Students must follow up with their professors and Academic Advisor in a timely manner.

The full policy on requesting accommodation due to illness can be viewed at:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_illness.pdf

2. ACADEMIC CONCERNS

If you feel that you have a medical or personal problem that is interfering with your work, contact your instructor and Academic Advisor as soon as possible. Problems may then be documented and possible arrangements to assist you can be discussed at the time of occurrence rather than on a retroactive basis. Retroactive requests for academic accommodation on medical or compassionate grounds may not be considered.

If you think that you are too far behind to catch up or that your work load is not manageable, you should consult an Academic Advisor. If you consider reducing your workload by dropping one or more courses, this must be done by

the appropriate deadlines (refer to the Registrar's website, www.registrar.uwo.ca, for official dates). You should consult with the course instructor and the Academic Advisor who can help you consider alternatives to dropping one or more courses. *Note that dropping a course may affect OSAP eligibility and/or Entrance Scholarship eligibility.*

The Dean may refuse permission to write the final examination in a course if the student has failed to maintain satisfactory academic standing throughout the year or for too frequent absence from the class or laboratory (<http://www.westerncalendar.uwo.ca/2016/pg130.html>)

3. ABSENCES

Short Absences: If you miss a class due to a minor illness or other problems, check your course outline for information regarding attendance requirements and make sure you are not missing a test or assignment. Cover any readings and arrange to borrow notes from a classmate. Contact the course instructor if you have any questions.

Extended Absences: If you have an extended absence, you should contact the course instructor and an Academic Advisor. Your course instructor and Academic Advisor can discuss ways for you to catch up on missed work and arrange academic accommodations, if appropriate.

4. POLICY ON CHEATING & ACADEMIC MISCONDUCT

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:
<http://www.westerncalendar.uwo.ca/2016/pg113.html>

Students are responsible for understanding the nature of and avoiding the occurrence of plagiarism and other academic offences. Students are urged to read the section on Scholastic Offences in the Academic Calendar. Note that such offences include plagiarism, cheating on an examination, submitting false or fraudulent assignments or credentials, impersonating a candidate, or submitting for credit in any course without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course in the University or elsewhere. Students are advised to consult the section on Academic Misconduct in the Western Academic Calendar.

If you are in doubt about whether what you are doing is inappropriate or not, consult your instructor, the Student Services Centre, or the Registrar. A claim that “you didn't know it was wrong” is not accepted as an excuse.

The penalties for a student guilty of a scholastic offence (including plagiarism) include refusal of a passing grade in the assignment, refusal of a passing grade in the course, suspension from the University, and expulsion from the University.

Plagiarism:

Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offence (see Scholastic Offence Policy in the Western Academic Calendar).

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Computer-marked Tests/exams:

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating. Software currently in use to score computer-marked multiple-choice tests and exams performs a similarity review as part of standard exam analysis.

5. PROCEDURES FOR APPEALING ACADEMIC EVALUATIONS

All appeals of a grade must be directed first to the course instructor. If the student is not satisfied with the decision of the course instructor, a written appeal signed by the student must be sent to the Department Chair. If the response of the department is considered unsatisfactory to the student, she may then submit a signed, written appeal to the Office of the Dean. Only after receiving a final decision from the Dean may a student appeal to the Senate Review Board Academic. A Guide to Appeals is available from the Ombudsperson's Office, or you can consult an Academic Advisor. Students are advised to consult the section on Student Academic Appeals under Academic Rights and Responsibilities in the Western Academic Calendar (<http://www.westerncalendar.uwo.ca/2016/pg112.html>)

6. PREREQUISITES AND ANTIREQUISITES

Unless you have either the prerequisites for a course or written special permission from your Dean to enroll in it, you will be removed from the course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisite(s).

Similarly, you will also be deleted from a class list if you have previously taken an antirequisite course unless this has the approval of the Dean. These decisions may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course because you have taken an antirequisite course.

7. SUPPORT SERVICES

The Brescia University College Registrar's website, with a link to Academic Advisors, is at <http://brescia.uwo.ca/academics/registrar-services/>. The website for the Student Development Centre at Western is at <http://www.sdc.uwo.ca/>. Students who are in emotional/mental distress should refer to Mental Health @ Western http://uwo.ca/health/mental_wellbeing/ for information including a complete list of options about how to obtain help.

Portions of this document were taken from the Academic Calendar, the Handbook of Academic and Scholarship Policy and the Academic Handbook of Senate Regulations. This document is a summary of relevant regulations and does not supersede the academic policies and regulations of the Senate of the University of Western Ontario.

