

International Relations
Albright College
POL 202

Location and Time: Rm. 103 MWF 9:00 AM- 9:50 AM

Credit Hours: 4 (1 unit)

Instructor: Dr. Jeremy R. Backstrom

Email: jbackstrom@albright.edu

Office Hours: MW 9:50 AM- 10:40 AM Rm. 225 Roessner Hall

Class Web: Moodle

Required Materials:

- Bova, Russell. 2015. *How the World Works: A Brief Survey of International Relations, 3rd edition*. Boston, MA: Pearson Education Inc.
- Bova, Russell. 2010. *Readings on How the World Works: Current Issues in International Relations*. Boston, MA: Pearson Education Inc.

Additional Reading Materials:

***Any additional reading materials will be available via pdf through the class website.

Technology Requirements:

- Internet access (free access available in campus computer labs)
- Basic use of a personal computer (word processing and internet research)
- Access to Moodle system

Software Requirements:

- Microsoft Office or Open Office (free alternative to MS Office)

Course Catalog Description:

This course provides an introduction to international relations by analyzing the foreign policy of states, the international system, and the role of non-state actors. The goal is to teach students how to understand the multifold activities that take place in the international arena.

Course Description:

The purpose of this course is to provide a general overview of the political science subfield of international relations and introduce the various areas of study within the subfield. While we will regularly discuss real world examples to illustrate important concepts in international relations, this course is not a current events course. This course concentrates on providing a broad introduction to international relations including the theoretical approaches to the study of international relations such as realism, liberalism, and constructivism as well as an overview of how international relations has evolved after several historical watershed events. Furthermore, this course concentrates on the significant areas of study within the international relations subfield such as foreign policy analysis, conflict studies, international law, international organizations, human rights, international political economy, and globalization.

Moreover, while the comprehension of the material is important, the course focuses heavily on the development of writing and critical thinking skills. Critical thinking skills and the improvement of writing skills can be beneficial for the student in their political science courses, courses in other disciplines, and their advancement in future endeavors outside of academia.

Course Objectives:

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

- Identify and interpret seminal theoretical methods for understanding international relations specifically realism, liberalism, and constructivism.
- Demonstrate an understanding of international relations using the three levels of analysis.
- Analyze the role of state and non-state actors in international relations.
- Evaluate and critique seminal literature regarding various topics within the subfield of international relations.
- Use political concepts noted in the textbook and the classroom to examine current real-world events.
- Improve your general critical thinking, research, and communication skills that can be applied to other courses and future endeavors.
- As a Foundations general education course, you will learn about approaches to knowledge in political science and international relations as academic disciplines within the social sciences.

Current Events:

As this is a course in political science, I encourage you as students to become more cognizant of the world and daily events that arise concerning international affairs and politics; foreign policy; conflict and political violence; international law; international organizations; human rights; international political economy; and international relations in general. Therefore, I want you to read the newspaper headlines (New York Times, Washington Post, BBC, Philadelphia Inquirer, etc.), watch the news on television, or read online news (local news or national news such as CNN, MSNBC, FoxNews, BBC, CSPAN). If you gain your information regarding politics and government from headlines for social media newsfeed/trending headlines, please ensure to follow up this headline in a major news resource. If time permits, we will devote time in each class to discussions concerning current events regarding these topics.

Communication and Email:

As indicated above, you can contact me via email at jbackstrom@albright.edu. Please ensure that you address the email with the course number (POL 202) and your last name in the “subject line” (Example: Backstrom- POL 202). I request that you use proper English in your emails so I can understand your question/issue and offer you an answer or resolution to the issue. Proper English does not include the abbreviated version of words as those you would use in a text message/instant message/tweet. I will respond to your email in a timely manner, typically within 24 hours on the weekdays and 48 hours on the weekends. Please be aware that while this is my general and intended practice for responding to your e-mails, it is subject to the changes and interruptions of life. If you do not hear from me within 48 hours do not assume I got your message and please follow up. Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

Additionally, I will be available during my office hours on Mondays and Wednesdays after our class from 9:50-10:40. If this does not meet your needs, if you need to meet with me at a different time, or if you need to meet with me for a longer period of time, please email me and schedule an appointment to meet with me.

Attendance Policy:

Regardless of course format, Albright College considers regular attendance, participation, and interaction with the instructor and other students to be essential components of successful learning in an Albright class. Courses are conducted for the benefit of students, and it is important that students attend regularly and participate in class activities, however attendance and participation are defined by the course instructor. The academic program takes priority over other obligations, whether sponsored by the college or not. The student is responsible for attending class and for work missed due to absence, and the faculty are not required to make special arrangement for student absences. The presence of a qualifying disability accommodation may allow some flexibility on attendance and due dates, but the essential academic integrity of course goals and student learning will be preserved. Good communication from the students to the faculty about any problems related to attendance and deadlines is crucial. See the Catalog for the full policy statement.

As adults, you are expected to attend every class. **Attendance is required and roll will be taken at every class.** In addition, you are expected to be in the classroom on time. If you continue to have a problem with being on time. If you continue to have a problem with being on time, you will be listed as absent for the day. Excessive absences or tardiness will count against you for your final grade. Each late arrival (1-10 minutes) will count as a tardy. If you are tardy twice, this will count as an absence. If you arrive late by 10 minutes or more, you will be marked as absent. If you depart early, you will also be marked as absent unless you discuss the necessity for an early departure with me before we begin class.

You have a total of three absences that you may use at your discretion. **At the fourth absence and each subsequent absence, your overall grade for the course will be reduced by one letter grade.** Additionally, it is *your responsibility* to obtain the notes for the missed class from one of your fellow students.

Finally, as a student in this course, you are expected to come into each class having read the required readings and be prepared to participate in the discussion. My lectures complement the readings and it will benefit you to take notes from my lectures in addition to reading the required chapters.

Additional Policies:

Personal laptops or I-Pads may be used to take notes during the class; however, this is not an invitation to check your email, chat online, check the internet for topics outside of the classroom discussion; or any other activity that would disturb your attention and those around you from your class work. If caught engaging in one of these infractions, I will warn you only once. After this warning, you will not be allowed to use your laptop in the class.

Cell phones, I-Pods, or any other electronic communication device must be shut off or silenced during class. Similar to the policy regarding laptops, I will warn you only once. After this event, I will not tolerate any violation of this policy. You will be asked to leave the classroom for that day and be listed as absent for the class.

This is a course on international relations and each of us has our own personal thoughts and opinions on the matter. As your instructor, I strongly encourage scholarly debate and discussion in the classroom. However, you must be respectful of your fellow students and their opinions. I will not tolerate any outbursts or demeaning (hateful, racist, sexist, homophobic, transphobic, obscene, and/or etc.) attacks/comments against your fellow students regarding their opinions or observations. If this does occur, I will consider it as a disturbance to the learning experience of the classroom, instruct you to leave for that day, and you will be listed as absent. At the instructor's discretion, a student that violates these guidelines may be removed from the course and possibly the campus.

Assignments and Grading:

Exams: (3 exams worth 10% each. This section is worth 30% of your grade.)

There are three exams given during this course, covering the readings of the textbooks and lecture materials for the specific section. Furthermore, the exams are not cumulative and will only cover the information for the specific section of the course being tested. The exams will be closed book, closed notes multiple choice and short answer exams. **Students must provide their own materials for the exams.**

Map Quizzes: (5 quizzes on different regions of the world- This section is worth 10 % of your grade- 2% on each quiz)

Throughout the semester, there will be five quizzes that I will announce beforehand. Each quiz will cover countries within a particular section of the world. If you miss the class when a quiz is given, you will not be permitted to make up the quiz unless you provide some form of documented medical proof for the absence. Otherwise, you will receive a zero for the quiz. I will provide the schedule of dates for the map quizzes at a later time.

Fourth Hour of Quality Assignments: (4 assignments- This section is worth 20% of your grade- 5% on each assignment).

In accordance with Albright College's course credit system, this course incorporates the fourth hour of quality assignments into the grading system. As noted by Albright College, "... these activities are above and beyond the expected academic readings and examinations. All fourth hour course components 1) must be identified on the syllabus as "fourth hour" components and 2) must have some types of product (learning outcome) that can be assessed by the faculty member...". The following guidelines must be followed to fulfill the fourth hour of quality assignments for this course:

- 2-4 pages in length
- Must be typed/word processed
- Double spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors
- Only your name at the top of the paper
- Handed in on time at the beginning of class

- Submit the assignments through www.turnitin.com via the class website on Moodle as well as in hard copy (paper).

Assignment 1:

Conduct a qualitative study regarding a topic of interest related to international relations using social media. For this assignment, think of a puzzle or question regarding international relations and devise a series of 7-10 questions related to your puzzle. The questions can focus on any topic, issue, or country; however, they must concentrate on international relations. Additionally, it will likely benefit you and your analysis for the paper if the questions are connected in such a way to determine the feelings/opinions/etc. concerning a topic or issue. Then, post the questions on some medium of social media (Facebook, Twitter, Tumblr, or some other social media). If you or your respondents do not feel comfortable with posting this information publically on social media, you can alternatively create a poll on Survey Monkey or other polling/survey tool. In this manner, the individual's identity and specific responses can be kept anonymous. I highly suggest that you use Survey Monkey for your survey but you are free to use any social media resource to conduct your survey/poll.

In addition to the series of questions you are posting on social media or a poll, you will need to collect some information on the respondents in order to understand how they may/may not influence your overall puzzle/question. The specific data collected on the respondents is entirely up to you. For example, if you wish to determine whether gender influences the support for the use of the United Nations peacekeepers in a combative role in South Sudan, you must ask the respondent what their gender is. If age is more relative to your study, you may need to include a section of questions where the respondent can list their age (or range of ages i.e., 18-21, 22-28, 29-35, 36-43 etc.) Please only collect demographic information necessary for your analysis.

Once you have collected enough data regarding the series of questions and information concerning the respondents, you need to write an analysis of your data collection project. You should include the questions you asked the respondents and why you chose the particular questions, the overall findings of the responses to the questions, and what conclusions you gained from this analysis. Moreover, you need to acknowledge and discuss the shortcomings of your study and how it could be improved. This may include the lack of random sampling, if your questions may lead the respondent(s) to answer in a particular manner, the need for a larger number of respondent(s), the lack of representative sampling, etc. At a later period, I will provide more information on the methodological issues you may face in this assignment in order for you to discuss them in the conclusion. I will also provide a sample paper regarding a survey I conducted in a previous class, which you may use this as an example for devising your paper. **This assignment is due on February 13, 2017.**

Assignment 2:

Compare the United States or a Western European country with another country in the world. Your second country should be selected from the following regions: Asia, Eastern Europe, Africa, the Middle East, Oceania, Central America, or South America. Write a brief analysis comparing the United States (or a Western European country) and one other country. The selection of the countries is your choice.

Ensure you concentrate on the similarities and differences between the two countries for at least **five** concepts or issues in international relations: military spending and expenditures, involvement in interstate wars, involvement in intrastate wars; the issue of terrorism: does it affect this country and how the government responds to it; nuclear warfare capability; involvement in international organizations; involvement in regional security organizations; role of the country in the United Nations; involvement in international economic organizations; involvement in regional economic organizations; current human rights record and legacy of human rights; involvement in global economy (trade); reliance on international foreign aid (IMF and World Bank); historical legacy; how domestic politics and government influences international relations at the state level specifically the type of government: democracy or authoritarian government, if authoritarian government- what type: personal, military, single party, monarchy, or theocracy; and how domestic politics and government influences international relations at the individual level specifically the leader(s) of a country.

At a later point in the semester, I will provide a list of resources where you can find the necessary information for this assignment. When writing this assignment, you should structure the paper thematically by the selected concepts in international relations rather than splitting the paper by country. Please ensure that you analyze and compare the concepts between the countries instead of merely listing the information you acquired regarding the concept. **This assignment is due on March 6, 2017.**

Assignment 3: Although this is not a course on American politics, this is a course on International Relations and the United States plays a significant role in international affairs. Interestingly, this course coincides with the inauguration and first few months of the Donald J. Trump presidency. You are now assigned as a foreign policy advisor for President Trump and he wants your analysis and assessment on a current international event.

Write a short paper on a current event regarding international affairs. Examples would include: the Syrian civil war, Russia, China and Taiwan, the conflict in Yemen, terrorism in general, the Islamic State, conflict in Afghanistan, North Korea, India and Pakistan, Israel and Palestine, various conflicts in Africa, involvement in the United Nations, multilateral vs. unilateral responses to international conflicts, etc. (If you question whether your topic of interest fits the assignment, please contact me as soon as possible.) Ensure to provide the following: a brief summary of the event; three options on how President Trump could respond to this event; which course of action you suggest that he takes and why; and why he should not proceed with the other two options.

Ensure that you do not merely write an account of the event but rather analyze the event and the possible options to respond to it. There are no incorrect assessments- I just want you to analyze and critique the options on how to respond to the international event. Finally, please note that any preconceived notions of how President Trump feels about this issue is not a concern. You may note that an option parallels his previous or current stance on the issue; however, you do not have to select and promote the option that he previously endorsed. **This assignment is due on March 27, 2017.**

Assignment 4: Watch a film from the list below and analyze the film in relation to the study of International Relations. Ensure that you relate back to topics of interest that we covered (or will cover) in the course including but not limited to realism, liberalism, constructivism, foreign policy,

war and conflict (causes of, morality of, nuclear war etc.), terrorism and political violence, international law, international organizations (UN, regional organizations, NGOs, IGOs), human rights, economic issues, international trade, climate change, global health, and/or globalization.

In writing this assignment, ensure that you provide a brief summary of the film. With this in mind, please ensure that you do not merely provide a summary of the film. You should probably only devote 2-3 paragraphs of providing a summary of the film. In addition, please be sure to respond to the following questions: How does the film speak to international relations, government, and politics? How does the film relate to the course readings? What type of theories identified in this course can you identify in this film (realism, liberalism, constructivism, Marxism, feminist)? Does the presentation of these concepts in the film parallel your understanding of the concept from the information learned in this course? **This assignment is due April 17, 2017.**

- *Apocalypse Now (1979) - I have a copy of this film if you wish to borrow it.
- *Argo (2012)
- *The Battle of Algiers (1966)
- *Black Hawk Down (2001) - I have a copy of this film if you wish to borrow it.
- *The Constant Gardener (2005)
- *Dr. Strangelove or: How I Learned to Stop Worrying and Love the Bomb (1964)
- *E-Team (2014)- Netflix
- *The Fog of War (2003)- <https://freedocumentaries.org/documentary/the-fog-of-war#watch-film>
- *Ghosts of Rwanda (2004)- <https://freedocumentaries.org/documentary/ghosts-of-rwanda-pbs-frontline-season-22-episode-6>
- *Hotel Rwanda (2004)
- *The Hurt Locker (2008) - I have a copy of this film if you wish to borrow it.
- *The Islamic State (2016)- Vice News <https://news.vice.com/video/the-islamic-state-full-length>
- *The Manchurian Candidate (1962 or 2004)
- *Platoon (1986) - I have a copy of this film if you wish to borrow it.
- *Restrepo (2010) - I have a copy of this film if you wish to borrow it.
- *Romero (1989)
- *The Siege (1998)- I have a copy of this film if you wish to borrow it.
- *The Square (2013)- Netflix or <https://www.youtube.com/watch?v=VuO3OvMJ2Gw>
- *Star Wars films specifically Star Wars II: Attack of the Clones or Star Wars IV: A New Hope- I have a copy of these films if you wish to borrow them.
- *The Sum of All Fears (2002)
- *Syriana (2005) - I have a copy of this film if you wish to borrow it.
- *This is What Winning Looks Like (2016)- Vice News <http://www.vice.com/video/this-is-what-winning-looks-like-full-length>
- *Triumph of Evil (1995) <https://www.youtube.com/watch?v=O8lCLJKRVoc>
- *The Year of Living Dangerously (1982) - I have a copy of this film if you wish to borrow it.
- *Zero Dark Thirty (2012) - I have a copy of this film if you wish to borrow it.

*****NOTE 1:** Please be aware that some of the films contain graphic language and/or graphic violence. If you do not feel comfortable with watching this film, please feel free to select another film that matches your comfort level.

*****NOTE 2:** If you discover another film that will fit the requirements of this assignment, please contact me and we will discuss the merits of the film for the project.

Final Paper: 20% of your grade

The Cuban Missile Crisis has been heralded as a showcase of how American foreign policy is conducted and how presidents choose a particular solution when faced with a foreign policy crisis. President John F. Kennedy was tasked with an incredibly difficult decision on how to proceed when confronted with the installation of nuclear weapons in Cuba by the Soviet Union. During the meetings with the Executive Committee of the National Security Council (EXCOMM), Kennedy was presented with several options on how to react to the Soviet challenge and many of the EXCOMM members advocated opposing options. Numerous articles and books as well as the film, *Thirteen Days*, provides an overview of the historical event.

For your final paper, you are a special advisor for President Kennedy and you are assigned to analyze and critique the various options presented for his response to the Cuban Missile Crisis. Ensure that you provide a summary of the Cuban Missile Crisis itself including an overview of the state of Cold War relations prior to and during the period of the event (After all, the Bay of Pigs in 1961 certainly had a significant impact on decision making during the Cuban Missile Crisis). Moreover, you should discuss each option that was offered to President Kennedy and the strengths, weaknesses, and possible repercussions of the options. Finally, you need to provide your opinion on how President Kennedy should proceed. This is an opportunity for a revisionist political history and critique. What option would you advocate for President Kennedy, with the political environment and the prior history of the rivalry between the Soviet Union and the United States? (NOTE: Your option does not have to be one of the options given to President Kennedy) Why would you select this option and not the others? What are the possible positive developments of this option? What are the possible negative repercussions of this option? What do you estimate will be the response of Soviet Premier Vladimir Khrushchev? Cuban President Fidel Castro? What will be the final outcome of the event? Throughout your paper, ensure that you discuss how the various concepts of international relations are related (example: levels of foreign policy analysis, realism, liberalism, constructivism, war and conflict, diplomacy, etc.). Please provide a rationale for all decisions and suggestions you offer to President Kennedy.

For this assignment, write a seven—ten page paper on this topic. I will upload a rubric for the assignment as well as more details regarding this project to Moodle. Additionally, I will upload a list of resources you may wish to consult in providing information regarding the Cuban Missile Crisis. I only ask that the resources used for this assignment are scholarly resources. As required for all of your assignments, the paper should be well-written and demonstrate your research and critical thinking skills. If you desire feedback on the content or your writing, I am happy to provide feedback prior to April 28, 2017. The final paper needs to be turned in through www.turnitin.com via Moodle as well as in hardcopy form. **The final paper is due May 1, 2017.**

Participation: 15% of your grade

The course is designed to provide you with an introduction to the subfield of international relations and the various topics of study within the subfield. Moreover, we will read and critique various seminal works concentrating on these topics. Remember you are a scholar, not a student.

You are expected to complete the assigned readings prior to the designated date in accordance to the course calendar. In addition, this course will include days that the course will

resemble a seminar in which the instructor and the students will interact and discuss the assigned readings. Therefore, it is imperative for you to complete the assigned readings and be prepared to discuss the concepts and arguments during the following class. Furthermore, in order to prepare for the discussion, you should be able to identify the author's arguments concerning the respective topic but also identify possible flaws/shortcomings of the arguments or questions concerning the theory presented.

Please note that if I observe that the discussion continues to linger without participation, if I am solely leading the discussion, or if there are only a few students participating, I will devise a weekly quiz that will allow me to determine whether you completed the assigned readings and if you understand the theories presented. If this situation arises, you will not be permitted to use the assigned readings or your notes from the readings to take the quizzes. Finally, if you miss the weekly quiz, there are no quiz make-ups.

Weekly Thought Papers: 5% of your grade

At the beginning of each class week (Monday), you are expected to write a thought paper regarding the assigned readings for the week or a particular discussion we had in the classroom during the week prior **ON THE WEEKS YOU DO NOT HAVE A FOURTH HOUR OF QUALITY ASSIGNMENT DUE DATE.** You can offer your thoughts, feelings, opinions, etc. regarding a particular topic that you found interesting, highly significant, or controversial. With a class this size and highly divisive topics such as politics and government, war and political violence, and other topics, we may not have the opportunity to address all viewpoints, opinions, or arguments. Therefore, this allows you to express your feelings, thoughts, opinions, and arguments with me specifically and I can engage in dialogue with you concerning this. This is a method of continuing our classroom discussions outside of the actual classroom. The thought papers are not intended to be conducted in an academic research format and you do not need to include formal citations but rather reference the article(s) or book chapter if you discuss it. Moreover, please do not merely regurgitate the information provided in a lecture or reading. I know what the articles and book chapter argue... I want your criticism, praise, thoughts, feelings, and opinions regarding the readings or a discussion in class. You will receive the full 5% if you abide by the following formatting guidelines:

- 1 ½-2 pages in length
- Only your name at the top of the paper
- Must be typed/word processed
- Double spaced
- Times New Roman Script
- 1 inch margins
- No grammatical errors
- The thought paper must explicitly address either: 1) an aspect/article of this week's reading or 2) a discussion we had in class.
- Handed in on time (Monday at the beginning of class)
- Hard copy (paper)

Grading Rubric:

A: 90-100%

B: 80-89%

C: 70-79%

D: 60-69%

F: 59% and below

Late Work Policy:

All assignments for this course are expected on or before the deadline as indicated on the assignment. As a reasonable person, I understand that uncontrollable personal circumstances may arise. Thus, I am willing to work with you through such issues should they arise and you must submit a late assignment. **If you need to submit a late assignment, you must contact me in advance of the deadline for my approval and for arrangements to be made concerning the assignment.** Written documentation will be required in order to confirm your request to submit a late assignment.

Late homework assignments will be heavily penalized unless there are extenuating circumstances. There is a 10 point penalty per day for late homework assignments. This includes weekends and holidays. If the assignment has not been submitted within 5 days, you will receive a "0" for the homework assignment.

Tentative Reading and Course Outline:

***Bova textbook= (B)

***Bova readings textbook= (BR)

*****NOTE:** Due dates for thought papers and assignments are listed in **Bold** while important dates for Albright College related academic issues are listed in *Italics*.

Week 1:

Jan. 23: Introduction to the course and discussion of the syllabus

Jan. 25: How to Think about World Politics: Chap. 1- (B)

Jan. 27: How to Think about World Politics: Chap. 1- (B)

Jan. 27: *Last day to add or change courses*

Week 2:

Jan. 30: How to Think about World Politics: Chap. 1- (B)

Jan. 30: Thought Paper Due

Feb. 1: How to Think about World Politics: Chap. 1- (BR)

*** Mearsheimer- *The Tragedy of Great Power Politics*

*** Russett and Oneal- *International Systems: Vicious Circles and Virtuous Circles*

*** Wendt- *Constructing International Politics*

*** Tickner- *Searching for the Princess?*

Feb. 3: Historical Perspectives: Chap. 2- (B)
Feb. 3: *Last day to drop a course without a "W" for the grade*

Week 3:

Feb. 6: Historical Perspectives: Chap. 2- (B)
Feb. 6: Thought Paper Due

Feb. 8: Historical Perspectives: Chap. 2- (B)

Feb. 10: Historical Perspectives: Chap. 2- (BR)
*** Schroeder- *Historical Reality vs. Neo-Realist Theory*
*** Record- *The Use and Abuse of History: Munich, Vietnam, and Iraq*

Week 4:

Feb. 13: Levels of Analysis: Chap. 3- (B)
Feb. 13: Assignment 1 for the 4th hour of quality due. (No Thought paper)

Feb. 15: Levels of Analysis: Chap. 3- (B)

Feb. 17: Levels of Analysis: Chap. 3- (B)

Week 5:

Feb. 20: Levels of Analysis: Chap. 3- (BR)
*** Sagan- *The Causes of Nuclear Proliferation*
*** Mearsheimer and Walt- *The War over Israel's Influence*
*** Mueller- *The Iraq Syndrome*
*** Yetiv- *The Iraq War of 2003*
Feb. 20: Thought Paper Due

Feb. 22: Wrap up Section 1 and Review for Exam #1

Feb. 24: Exam #1

Week 6:

Feb. 27: War and Violence in World Politics: Chap. 4- (B)
Feb. 27: Thought Paper Due

Mar. 1: War and Violence in World Politics: Chap. 4- (B)

Mar. 3: War and Violence in World Politics: Chap. 4- (B)

Week 7:

Mar. 6: War and Violence in World Politics: Chap. 4- (BR)
*** Jervis- *Theories of War in an Era of Leading-Power Peace*
*** Ferguson- *The Next War of the World*

*** Rosen- *After Proliferation: What to Do if More States Go Nuclear*

*** Mueller- *Terrorphobia: Our False Sense of Insecurity*

Mar. 6: Assignment 2 for the 4th hour of quality due. (No Thought paper)

Mar. 8: International Law and Organization: Chap. 5- (B)

Mar. 10: *No Class- Spring Break*

Week 8:

Mar. 13: *No Class- Spring Break*

Mar. 15: *No Class- Spring Break*

Mar. 17: *No Class- Spring Break*

Week 9:

Mar. 20: International Law and Organization: Chap. 5- (B)

Mar. 20: Thought Paper Due

Mar. 22: International Law and Organization: Chap. 5- (B)

Mar. 24: International Law and Organization: Chap. 5- (BR)

*** Keohane- *International Institutions: Can Interdependence Work?*

*** Slaughter- *Leading Through Law*

*** Glennon- *Why the Security Council Failed*

*** Weiss- *The Illusion of U.N. Security Council Reform*

Week 10:

Mar. 27: Human Rights Revolution: Chap. 6- (B)

Mar. 27: Assignment 3 for the 4th hour of quality due. (No Thought paper)

Mar. 29: Human Rights Revolution: Chap. 6- (B)

Mar. 31: Human Rights Revolution: Chap. 6- (B)

Week 11:

Apr. 3: The Human Rights Revolution: Chap. 6- (B)

*** Sikkink- *Transnational Politics, International Relations Theory, and Human Rights*

*** Mertus- *Raising Expectations? Civil Society's Influence on Human Rights and U.S. Foreign Policy*

*** Hathaway- *Making Human Rights Treaties Work: Global Legal Information and Human Rights in the 21st Century*

*** Kurth- *Humanitarian Intervention after Iraq: Legal Ideals and Military Realities*

Apr. 3: Thought Paper Due

Apr. 5: Wrap up Section 2 and Review for Exam #2

Apr. 7: Exam #2
Apr. 7: *Last Day to Withdraw with “W” grade.*

Week 12:

Apr. 10: Economic Globalization: Chap. 7- (B)
Apr. 10: Thought Paper Due

Apr. 12: Economic Globalization: Chap. 7- (B)

Apr. 14: *Good Friday- No Class*

Week 13:

Apr. 17: Economic Globalization: Chap. 7- (B)
Apr. 17: Assignment 4 for the 4th hour of quality due. (No Thought paper)
Apr. 17: *Last Day to Withdraw with “W” or “WF” at Instructor’s Discretion*

Apr. 19: Economic Globalization: Chap. 7- (BR)

*** Fallows- *How the World Works*

*** Drezner- *Trade Talk*

*** Bergsten- *Meeting the China Challenge*

*** Rodrik- *Trading in Illusions*

*** Ferguson- *Sinking Globalization*

Apr. 21: Transnational Challenges: Chap. 8- (B)

Week 14:

Apr. 24: Transnational Challenges: Chap. 8- (B)
Apr. 24: No Thought Paper Due: Work on your Final Paper.

Apr. 26: Transnational Actors and Issues: Chap. 8- (BR)

*** Matthews- *Power Shift*

*** Krasner- *Sovereignty*

*** Victor- *What Resource Wars?*

*** Fallows- *The Connection Has Been Reset*

Apr. 28: Global Futures: Chap. 9- (B)

Week 15:

May 1: Global Futures: Chap. 9- (B)
May 1: Final Paper Due

May 3: Global Futures: Chap. 9- (BR)

*** Kagan- *History’s Back: Ambitious Autocracies, Hesitant Democracies*

*** Friedman- *The Dell Theory of Conflict Prevention*

*** Huntington- *The Clash of Civilizations*

*** Mahbubani- *The Case Against the West: America and Europe in the Asian Century*
*** Hunt- *Let Women Rule*

May 5: Wrap up for section 3/Exam #3 review/Course Wrap up

Week 16:

May 8: *Classes end*

May 8- May 16: *Final Exams*

Outline of the Course:

Section 1

- ❖ How to Think about World Politics: Realism and its Critics
- ❖ Historical Perspectives: Continuity and Change in World Politics
- ❖ Levels of Analysis

Section 2

- ❖ War and Violence in World Politics: The Realist's World
- ❖ International Law and Organization: The Promise of Liberal Institutionalism
- ❖ The Human Rights Revolution: The Construction of International Norms

Section 3

- ❖ Economic Globalization: The Consequences of Liberal Commercialism
- ❖ Transnational Challenges: The State System under Stress
- ❖ Global Futures: Competing Visions of the Twenty-First Century

*****The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course.**

Institutional Policies:

***Family Educational Rights and Privacy Act (FERPA)**

FERPA is a federal law that protects your privacy by limiting access to your educational and personal records. Educational and personal information cannot be distributed or discussed with your parents or legal guardians or anyone else without a legitimate education interest without your written permission. Educational and personal information includes your social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. Additional information and FERPA waivers (waiver of release of information forms) are available from the registrar or the Office of Student Affairs.

Finally, please note I do not discuss grades electronically. If you wish to discuss your grades, you will need to come to my office during my office hours or by appointment.

***Classroom Recording Policy:**

The audio or visual recording of class lectures, discussion, simulations, and other course-related activity by either students or instructors is governed by the College's class recording policy, available in the Catalog. Albright's policy on class recording balances the needs of students with disabilities, the intellectual property concerns of its instructors, and the privacy of its students. Any audio or visual recording made by a student during a class, regardless of the recording device, requires the instructor's prior written consent and the student's signed agreement with the terms of the College's policy. Prior to a student recording of any class activity, the student and the instructor must sign a recording agreement and file it with the Office of Disability Services (if the recording is an approved disability accommodation) or with the Academic Dean's office (if not an accommodation). Violations of this Class Recording Policy may be directed through academic dishonesty procedures or the Office of Community Standards, and could involve civil or criminal violations.

***Posting of Grades:**

Grades are often posted in more than one location: on Self Service, on Moodle, by code on a class' own website, etc. However, please note that grades posted on Self Service are from the College's information system and therefore, are considered your 'official' grades. Students are responsible for knowing their grades and academic status.

***Overall Statement on Academic Support for Traditional Undergraduates:**

Students have academic support resources available to them at no charge. The Academic Learning Center offers course-specific tutoring, academic skills workshops, hands on learning strategies instruction, and academic counseling to supplement faculty advisement. The Writing Center offers tutoring to assist with writing and reading support for any class. The Disability Services office provides impairment-related accommodations consistent with the ADA and its amendments. All three offices are in the administration building. For help or further information, contact the ALC at academiclearningcenter@albright.edu or (610) 921-7662 or; the WC at writingcenter@albright.edu or (610) 921-7540; and the Disability Services office at disabilityservices@albright.edu or (610) 929-6639.

***Academic Learning Center Statement:**

The ALC offers various resources to assist Albright students with their academic success. Students have academic support resources available to them at no charge. The Academic Learning Center, in the Administration Building, offers course-specific tutoring, academic skills workshops, hands on learning, strategies instruction, and academic counseling, which includes one-on-one consultations on study skills, time management, note-taking, and learning strategies to supplement faculty advisement. The ALC is located in the Administration Building and can be reached at (610) 921-7662 and academiclearningcenter@albright.edu.

***Writing Center Statement for Regular/Day Courses:**

You are encouraged to visit the Writing Center early and often throughout the semester to help build a strong foundation for writing in this course and in all of your courses. The center's peer tutors and director will work with you at any stage of the writing process, from developing and organizing ideas to revising and editing drafts. Rather than editing your work for you, writing tutors will actively engage you in meaningful conversations about your writing and help you learn new strategies. Tutors are also available to discuss and practice approaches to managing the college

reading workload and reading more effectively. The center is located on the first floor of the Administration Building and can be reached at writingcenter@albright.edu or (610) 921-7540. Appointments are strongly recommended to ensure availability. You can view the current schedule and make an appointment through the online appointment system at <http://alb.mywconline.com> or visit the Center in person for assistance.

***ADAA Statement on Services for Students with Disabilities:**

Consistent with the ADAAA and section 504 of the Rehabilitation Act, Albright College welcomes students with disabilities into the college's educational programs. If you need impairment-related academic adjustments in this course, please contact Yuriko Beaman, Director of Disability Services, by email at ybeaman@albright.edu, by phone at (610) 929-6639, or in her office, on the first floor of the Administration Building. Students who use accommodations should meet with course instructors privately and in a timely manner to discuss their Academic Accommodation Letter (AAL). *Please note that IEPs and 504 plans do not apply to college level courses.*

***Withdrawal:**

With the adviser's approval, a student may withdraw from a course at any time throughout the semester after the drop period. Withdrawal without penalty is allowed up to one week after mid-term grades are issued. The designation in this case is W (Withdrawn) and is so noted on the student's record. Withdrawal from a course in the period after the above date and three weeks prior to the beginning of final examinations will result in the student's receiving a W or a WF (Withdrawn Failing) at the discretion of the instructor.

Any student withdrawing from a course in the last three weeks of a semester automatically receives a WF, except for reasons of illness or other dire circumstances as determined by the provost. The grade of WF is counted as an F in computing the student's cumulative average. Grades of F are recorded for courses from which there has been no official withdrawal. Official withdrawal requires that a withdrawal form be submitted to the Registrar's Office. Financial aid recipients should consult with the Financial Aid Office when considering course withdrawal.

***Harassment Policy:**

As a place of work and learning for staff, faculty, students, and their guests, Albright College nurtures respect for the individual within a communal environment, one that encourages each of its members to develop his or her full potential.

To preserve this environment, the College will not tolerate harassment of any kind. Harassment is defined as verbal or physical conduct which has the intent or effect of interfering with an individual's or group's educational and/or work performance at Albright, or conduct that creates an intimidating, hostile, or offensive educational and work environment on- or off-campus. Such behavior undermines the atmosphere of trust essential to the academic enterprise and represents a failure of professional ethics. Harassment on the basis of race, color, sex, religion, national origin, sexual orientation, or disability includes harassment of an individual in terms of stereotyped group characteristics. In addition to violating the rights of an individual, harassment is inconsistent with the policies and interests of the College, including the preservation of academic freedom, an element at the core of the College's mission. The complete text of the Sexual Harassment Policy is found in The Compass.

Any member of the Albright community who believes that he or she has been harassed is encouraged to raise the issue with the affirmative action officer in the Human Resources Office, the dean of students, the provost, or the president.

***Academic Dishonesty Policy:**

As noted in the College Catalogue, “Academic integrity is part of the foundation of an academic community. Any violation of the highest standards of academic honesty threatens the trust upon which an academic community is built and is conduct that violates its fundamental principles.” The Catalogue notes that violations of academic integrity include but are not limited to the following:

. . . taking another person's work and presenting it as one's own. This can result from copying another student's paper, display on a terminal or an exam; using data or information stored in a computer system without explicit authorization or acknowledgement of the author; presenting someone else's ideas or words as one's own in a homework assignment or research paper; and so on.

Plagiarism is a distinct form of academic dishonesty in which a person uses the words or ideas of another without proper acknowledgment

. . . using unauthorized material or devices on examinations or in preparing for examinations; unauthorized collaboration with others; using information stored in a computer system without explicit authorization and acknowledgement of the author; claiming participation in an academic requirement in which one did not participate; submitting the same work more than once for credit (without express permission); falsifying or fabricating data or sources; denying access to information or materials to other students; sabotaging another student's academic work; enabling others to be academically dishonest, whether one benefits or not; failing to acknowledge assistance from others and its specific results; allowing someone else to do work that one claims as one's own; and knowingly violating the ethical code of a profession for which one is preparing. Theft and/or damaging of books, periodicals, and other instructional materials (including laboratory equipment) shall be deemed acts of academic dishonesty.

Students are responsible for understanding the acts that are considered academic dishonesty as well as the penalties for violations. The full policy can be found at www.albright.edu/catalog/academicpolicies.html.

***General Statement:**

The instructor reserves the right to modify any course requirements and calendar due dates as necessary to manage and conduct this course. Students are responsible for contacting the instructor and seeking clarification of any requirement that is not understood.