
INTRODUCTION TO WORLD POLITICS
POLS 2013: FALL 2011

Class Time: 8:30 – 9:20 MWF Location: CLB 203
Office Hours: 12:30 – 1:30 MWF Location: MSCS 309

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Course Description

In the field of Political Science, there are no fewer than six subfields: American Politics, Law and Legalism, Normative Theory, Methodology (Qualitative and Quantitative), International Relations, and Comparative Politics. Oklahoma State University offers no general course that gives broad brush strokes over these topics, only introductory courses in several of them. This course offers those brush strokes for the entire International Relations (IR) subfield.

The underlying theme for this year's course is 'explanations of events.' That is what IR offers: explanations of what has happened and theories through which we can better understand the world around us and our place in that world.

Primary Texts

The *required* book for this course:

Nau, Henry R. 2011. *Three Perspectives on International Relations: Power, Institutions, and Identities*, Third edition. Washington, DC: CQ Press. (ISBN: 978-1-604-26732-7)

The *optional* document is:

American Political Science Association. 2006. *Style Manual for Political Science*.
Washington, DC: American Political Science Association. (ISBN: 1-878-14733-1)

The required book is available from the bookstore and from Amazon.com. It will be used extensively in the class, so it would behoove you to get it. The Nau text will serve as our primary textbook.

The Style Manual is optional; the library may have copies of the current edition. In lieu of having you purchase the entire style manual, I have provided a link for you. This document provides examples of reference lists so that you format them *correctly* for this course. The link for you to access the Style Manual: <http://www.ipsonet.org/data/files/APSASyleManual2006.pdf>

Additional readings will be assigned as necessary and will be available by link on the class web site, in the electronic reserve section of the library's website, in the reserve section of the library, or through some other source (like JSTOR). Additional readings will be assigned as necessary and

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In addition to these sources, you are required to stay updated on events happening in the world. And, since this is an International Relations course, you will need to do so using non-US newspapers. The course website has a link (on the left) to a listing of international newspapers ("News Sources"). No newspaper is unbiased. Because of this, examining an event through the lens of more than one source will help you more fully understand the event and its implications.

Requirements

In addition to attending every class period, students are expected to deport themselves as professionals. This means that all readings, extensive though they may be at times, are read, digested, and questioned; questions about the materials are formulated; and extensions to the topics to be covered are considered.

There are two scheduled examinations. There is an extended simulation with a debriefing paper. There are a variety of minor assignments throughout the semester to encourage deeper thought on the topics covered in the text. Finally, there are several geography quizzes to encourage you to know the locations of states around the world.

In addition...

In addition to the above, you are expected to write as a professional. The grade you earn in the course will be based, in part, on the following unwritten rules, which are assumed by *all* courses at this level. First, all writing must follow the rules of Standard American English. Do *not* ignore the rules of the language. Additionally, all writing must follow academic style. This means there you can use neither *contractions* nor *colloquialisms*. Write exactly what you mean. Should your paper have too many errors, expect me to hand it back with a failing grade.

As words mean something, having both a denotation and a connotation, you must use definitions appropriate to the course, thus general-purpose references, such as dictionaries and encyclopedias are not appropriate.

Cite your information.

There is a class of information known as 'common knowledge.' Common knowledge¹ does not need to be cited to avoid plagiarism charges. However, be careful; common knowledge is often *wrong*, as it is often based on incomplete analyses of events, and is often 'common' from a non-Political Science standpoint. The rule of thumb is that if the item is important to your argument, you should cite it using *at least* two independent sources. This reduces bias in your information.

¹ What constitutes 'common knowledge'? If the person serving you that Big Mac knows the fact, it is 'common knowledge'.

Closely follow the directions provided.

If there is an ambiguity caused by the language, ask for clarification. If there is a vagueness in the requirements, that vagueness may be intentional; it allows you the latitude to explore the topic in your own direction.

It also allows me to test what *you* think is important.

Format your paper as described in the course's style sheet. There is a reason for the style sheet: it trains you to write in a specified format. It also emphasizes that different (sub-) disciplines have different prevailing styles. Failure to follow the style sheet will reduce in a lower grade.

If you make an assertion with which I do not agree (or which is controversial), you need to support it with unassailable logic and unassailable sources. Such sources do not include random people on the street, nor do they include politicians giving their own analysis of the event. Moreover, such sources do not include your parents or your dog or your sister's cousin's boyfriend. Such sources, however, *do include* academics who are scholars of the class material and who have published in appropriate academic journals. Such sources are peer-reviewed. Newspapers are inherently biased in their analyses of events. Non-peer-reviewed sources have had no one—except the author—edit (and approve) the piece. Sources from non-academic publishers do not have to pass the scrutiny of academic publishers.

As you continue in the discipline, you will discover that certain sources will be better than others. This is a function of the journal editors and the peer-review process. Certain journals, such as *Journal of Politics*, *American Political Science Review*, and *International Organizations*, are of higher quality because the editors require a higher level of scholarship than do such journals as *Journal of Humanities and Social Science*, *Politics and Policy*, and *The American Journal of International Law*. With respect to university publishers, higher quality research is published by higher quality universities. Thus, a piece from Oxford University Press carries more weight than a piece from Podunk University Press.

In general, I will require neither an upper bound nor a lower bound to assignment length. The general rule is to write everything you think you need to write and nothing more. Writing more is not necessarily a good thing, nor is writing less. Consider this a test as well. Your writing tells me what *you* think is important, which is something I grade. Avoid unnecessary words—especially adverbs and adjectives. Do not use metaphors. Do not use colloquialisms. Do not use contractions. Every word in the English language has a reason for existing and has a definite meaning, which includes not only its denotation but its connotation. Think about what you write and the words you choose. Words have power in that they represent meaning to people.

I can only grade what I read.

Realize that there is a difference between *ade*, *aid*, and *aide*; *your*, *yore*, and *you're*; *to*, *too*, and *two*; *its* and *it's*; *apart* and *a part*; *number* and *amount*, *less* and *fewer*, and *British* and *English*. Get a dictionary of the English language and become best friends with it. Fall in love both with Chicago and with Strunk and White.

For those instances where I do require either an upper bound or a lower bound for assignment length, I am doing so to either force you to stretch and deepen or to edit and prioritize. The bottom line is that you need to trust me as a teacher—I do know what I am doing... at least in the classroom.

Class Policies and Expectations

Taking Notes

Note taking is an essential part of any college course. Not only does the physical act of taking notes reinforce the material in question (it is not merely read and heard, but physically reproduced), it creates a record essential to preparation for examinations. If you are forced to miss class, you are responsible for the information covered that class. Make friends in the class; they will be there for you if you miss a day.

Attendance

Attendance will be checked at the beginning of class. Tardiness counts as absence. If you do not sign in, you will be counted absent. Since participation is a component of your grade, it is very important that you show up for class on time and participate fully. Participation indicates that you have read the assignment, applied it, have grappled with some of the more obvious themes, *and are an active part of the class*. I strongly urge you to come to class with questions on the readings. If, by the end of September, I cannot connect your face and name, you have a problem.

This is *your* class, not mine. I already know the material. Your job is to learn, not to get any specific grade. In all reality, your grade does not necessarily reflect knowledge gained; it reflects how well you meet the course expectations. When you leave this course, the only thing that really matters is how much you have learned.

Late Assignments

If an assignment is late, there will be an immediate 50% deduction for the first 7 calendar days and 100% thereafter. Assignments are officially due at the beginning of the class period. You may email your assignments to me, but it will cost you two things: in-depth feedback from me, and 10% of the total value of the assignment. If you hand in a hard copy, make sure it is stapled (**no paperclips**).

Preparation and Participation

This is college course. You are expected to have not only done the homework and all of the readings, but you are to have thought about the readings and implications. Many classes will revolve around a lecture, many around discussions brought up by you from the readings or from current events, and many around current events that raise interesting questions with respect to the course topic, writ large.

If we do not cover the readings during a class, you are still responsible for them.

Your participation grade is a combination of both attendance and activity during class. Attending class on time increases your attendance grade. Your participation grade is directly related to how much you participate in class. If, by the end of the semester, I do not know you, expect nothing greater than zero.

Conduct

At all times, all students are expected to be attentive, to take part in class discussions, and above all else to be courteous and sensitive towards their fellow students. We may deal with emotionally charged subject material with in this course (ethical, religious, political, etc.); such material requires maturity and openness to views which may conflict with one's own. This does not mean that you have to agree with anyone else. It does mean that you must understand their position, their arguments, and their assumptions about life.

This does not mean that any and every view is equally correct. Sometimes, you *will* be wrong.

Writing

Your grade depends upon how well you write. All assignments need to follow the style sheet for this class. All writings reflect you and your ability (thus, plagiarism is strongly punished). Make sure *you* are satisfied with your finished product. If you hand in hard copies, I will mark them up. This is good, for it gives you feedback with respect to your writing style.

As a side note, there is a fundamental difference between speaking extemporaneously and writing. Writing allows you to edit your words until they truly reflect your intentions. Speaking extemporaneously does not offer such luxuries. Sometimes, you will say things in class that make no sense. (If you do that enough, you might get your own TV show.) The worst thing that I will do in that case is tell you that you are wrong. The world will not end. Flood waters will not rise. Locusts will not cover the Earth. Speaking in class trains you to think on your feet. However, your grades will come from what you write; it gives a much richer indication of your ability and your knowledge.

A brief word on the use of Internet sources: The Internet holds a lot of information; that information may be reliable or unreliable. Unlike academic material, the material on the Internet is not necessarily edited nor is its validity verified. It is always the job of the student and the researcher to check the validity and veracity of his or her sources. In the case of the Internet you should exercise extreme caution and discretion before using that information you find there into your own work. As with all sources, you must document the source of any information you cite.

Athletics and other University-Sanctioned Clubs

Notify me as soon as reasonable if a conflict exists between an event and a class requirement. If notice is not made in a timely manner, no adjustments will be made. The calendars already exist; such notice should be forthcoming within the first week of class. Regardless, I will *not* accept last-minute notification.

Making-up the Quizzes

If you miss a scheduled quiz because of an emergency, you must speak to me on the day of return to arrange for a time and place to take the make-up test. If you fail to do this, you will receive a zero for the quiz. The make-up quiz may be different than the original, not only in actual content, but also in terms of format. If your absence is pre-planned, you must make arrangements to take the test *before* you leave. Failure to do so will also result in a zero.

The OSU Honor Code: Cheating, Plagiarism, & Academic Dishonesty

Violations of the Honor Code will result in a range of actions up to, and including, failure in the course and dismissal from the college. The OSU statement on academic integrity states, in part:

Oklahoma State University is committed to the maintenance of the highest standards of integrity and ethical conduct of its members. This level of ethical behavior and integrity will be maintained in this course. Participating in a behavior that violates academic integrity (e.g., unauthorized collaboration, plagiarism, multiple submissions, cheating on examinations, fabricating information, helping another person cheat, unauthorized advance access to examinations, altering or destroying the work of others, and fraudulently altering academic records) will result in your being sanctioned. Violations may subject you to disciplinary action including the following: receiving a failing grade on an assignment, examination or course, receiving a notation of a violation of academic integrity on your transcript (F!), and being suspended from the University. You have the right to appeal the charge. Contact the Office of Academic Affairs, 101 Whitehurst, 405-744-5627.

Another view: What is plagiarism?

Plagiarism is both theft and cheating. It is using the intellectual property (words and/or ideas) or the product of someone else without giving proper credit. This includes (but is not limited to) not citing a quotation, not citing the underlying source of a paraphrase, and not placing quotation marks around a quotation. Such undocumented use of other's words or ideas in any medium of communication (unless such information is recognized as common knowledge) is an extremely serious offense and subject to disciplinary action.

Failure to cite sources of information is serious. Do not do it. In my nine years teaching college-level students, I have failed 15 for minor instances of plagiarism and have removed six from the university—all seniors. One of whom lost a position at a lobbying firm in DC because of this.

Grades

Grades will be posted to the D2L website at intervals throughout the semester. Just so that you know, the percent grade provided by D2L is (in theory) a ratio of the points you have already earned divided by the total number of points available in the course. It is not a measure of your current points relative to the current points available.

Letter grades are defined as follows:

- A **Excellent:** denotes outstanding achievement and an *unusual degree of intellectual initiative*. It is the highest grade awarded.
- B **Good:** denotes work which *surpasses the objectives for the course*. It is a mark of distinction.
- C **Satisfactory:** denotes work which *achieves the objectives for the course*. It is the lowest grade given for an acceptable performance.
- D **Unsatisfactory:** denotes work of inferior quality compared to the objectives for the course. It is the lowest passing grade and a mark of inadequate performance.
- F **Failure:** denotes inadequate work below the minimal standards of competence required to pass the course. A course with this grade does not satisfy prerequisite or degree requirements.

Your final letter grade will be based on the following percentage scale:

| | | |
|------------------|-----------|---|
| 675 – 750 points | 90 – 100% | A |
| 600 – 675 | 80 – 90% | B |
| 525 – 600 | 70 – 80% | C |
| 450 – 525 | 60 – 70% | D |

I do not round. I do not change the grades at the end of the semester—either to your benefit or to your detriment. If you earn 524 points, you will receive a D. If you earn 525 points, you will receive a C.

You are responsible for tracking your grades and ensuring that what I have posted is correct. If you disagree with a posted value, you have 14 days from the date I hand back the assignment to contest the grade. Beyond that point, no adjustments will be made. The exception for this rule is the final examination. The grade for the final examination will be made available at least 48 hours prior to when I post your final grades. You have those 48 hours to contest your final examination grade.

Evaluation

Your grade is calculated using the following point values for the following grade entities:

| | | | |
|-----------------------------------|----------------|-----|-------|
| <i>Foreign Event Analyses:</i> | | | [50] |
| Foreign Event Analysis 1: | September 9 | 5 | _____ |
| Foreign Event Analysis 2: | September 16 | 5 | _____ |
| Foreign Event Analysis 3: | September 23 | 5 | _____ |
| Foreign Event Analysis 4: | September 30 | 5 | _____ |
| Foreign Event Analysis 5: | October 12 | 5 | _____ |
| Foreign Event Analysis 6: | October 21 | 5 | _____ |
| Foreign Event Analysis 7: | October 28 | 5 | _____ |
| Foreign Event Analysis 8: | November 4 | 5 | _____ |
| Foreign Event Analysis 9: | November 11 | 5 | _____ |
| Foreign Event Analysis X: | November 18 | 5 | _____ |
| Foreign Event Analysis E: | December 2 | 5 | _____ |
| <i>Miscellaneous Assignments:</i> | | | [100] |
| A1: Political Leanings | August 26 | 10 | _____ |
| A2: テスノート (Desu Nōto) | August 31 | 20 | _____ |
| A3: Course Essay | October 31 | 50 | _____ |
| A4: Course Essay Evaluations | November 7 | 20 | _____ |
| <i>Tunawars:</i> | | | [200] |
| Annual Reports: | Oct 10 – Dec 5 | 50 | _____ |
| Journal: | December 5 | 50 | _____ |
| Success: | December 5 | 50 | _____ |
| Debriefing Paper: | December 9 | 50 | _____ |
| <i>Quizzes and Examinations:</i> | | | [300] |
| Map Quiz 1: South America | September 2 | 10 | _____ |
| Map Quiz 2: Western Europe | September 12 | 10 | _____ |
| Map Quiz 3: Eastern Europe | September 19 | 10 | _____ |
| Map Quiz 4: Sub-Saharan Africa | October 10 | 10 | _____ |
| Map Quiz 5: MENA | October 19 | 10 | _____ |
| Map Quiz 6: South Asia | November 2 | 10 | _____ |
| Map Quiz 7: Southeast Asia | November 16 | 10 | _____ |
| Map Quiz 8: The World | December 7 | 30 | _____ |
| First Examination: | October 7 | 100 | _____ |
| Second Examination: | December 16 | 100 | _____ |
| <i>Participation:</i> | | | [100] |
| Attendance | December 9 | 50 | _____ |
| Activity in class: | December 9 | 50 | _____ |

Brief Course Outline

1. What is International Relations?
 - a. Games in International Relations
2. Levels of Analysis
3. Three Perspectives on International Relations
4. Explanations of Historical Events
 - a. The Thirty-Year's War
 - b. The Treaty of Westphalia
 - c. The Council of Europe
 - d. The Great War
 - e. The League of Nations
 - f. The Atlantic Charter
 - g. World War II
 - h. The United Nations Charter
 - i. The Cold War
 - j. 11/9 – 9/11 and beyond
5. Globalization
 - a. Definitions of Globalization
 - b. Causes of Globalization
 - c. Trade and Investment
 - d. Development
 - e. Foreign Aid
6. Conflict
 - a. Ethnic
 - b. Religious
 - c. Nationalist
 - d. Structuralist
7. Environmentalism
 - a. Human Ecology
 - b. Resource Scarcity
 - c. Global Climate Change
 - d. Population Stress
8. Global Governance
 - a. State vs. Sovereignty
 - b. The UN, EU, ICC, and ICJ
9. The Democratic Peace Thesis

End Matter

Changes and Supremacy

I reserve the right to alter anything on this document. Should it become necessary to change the syllabus, an announcement in class will be made that the new syllabus is posted on the class web site. In the event of a discrepancy between this printed syllabus and the website's syllabus, the website will take precedence.

Class Website

All classroom documents can be found at the classroom website. This website will also contain supplemental documents. Anything posted to the website will be assumed read by every member of the class. Its address is <http://courses.kvasaheim.com/pols2013/>.