“It is the mark of an educated mind to be able to entertain a thought without accepting it.”
Aristotle

Purpose:
The post 9-11 world is constantly changing and our understanding of this continues to evolve. This course introduces tools that will help us grapple with the changing nature of international politics. This is not a course about current events, but about cause and effect in world affairs. We want to know what occurred, but also why. As such this course will focus on theories, or models, that help us link cause and effect. Various themes in international relations including the importance of the state, the causes of conflict, the role of economic factors, globalization, terrorism, and the struggle in the developing world will be considered in this course. Class led discussions on case studies will be used to apply the various theories and encourage class discussion throughout the semester. Hopefully you will find this class exciting, as you begin to apply theories to political events around the world!

Required Text:

Course Requirements:
Exam #1 25%
Exam #2 25%
Exam #3 25%
In Class Assignments 25%

Grading:
All assignments are due at the beginning of class. That means that if you are late to class, your assignment is counted late. If you know you are going to be absent due to a university excused event, notify your instructor in advance and you will be allowed to schedule a substitute assignment EARLY. Exceptions MAY be made with medical documentation, provided that you contact the instructor in advance.
If you think that an error has been made in calculating your grade, it is your responsibility to provide me with all of your work. To that end, it would be prudent to save anything that is handed back to you until you get your final grade report. You should also always make a copy of a paper/assignment prior to handing it in to me.

Reading:
In order to get the most out of this class you should read assigned materials before the classroom discussion on that topic. It is your job to keep up with the reading and come to class prepared to discuss the material. Reading critically requires you to plan to spend time reading as well as thinking analytically about what you are reading and how it fits in with the rest of the class. Critical reading often requires students to read material more than once. It may be helpful to take notes when reading the material and bring any questions to class. You are expected to come to class having read the material critically and prepared to discuss it.

As an incentive to read and outline the material, students may turn in a 1-2 page outline of any of up to 10 assigned readings (that includes any RDGS but does not include chapters in the main HTWW text) for ½ point each on your final grade. This means if you turn in all 10 outlines, you may earn up to 5 points on your final grade. In order to earn credit, you must turn these outlines in the first day that reading is listed on the syllabus, due at the beginning of class. (So in order to earn points for the first reading (Krasner), you must turn in that outline no later than August 29th before class starts). Each outline must be typed, double-space, Times New Roman 12 point font with one inch margins and include your name and the name of the reading at the top.

In Class Assignments:
Throughout the semester I will give in-class assignments over the assigned readings and lectures. These assignments may be announced or unannounced, and will presume that you have critically read all of the assigned material up to that point. They may consist of group or individual work or reading quizzes. There are no make-up assignments. You will not do well in this class if you do not come to class and do the assigned readings.

This course emphasizes theories of international politics and the application of those theories to real world events. We will make a concerted effort in this course to use names when referring to theories. You should always give credit to the person whose theory you are citing in class discussions, in assignments, on papers and on exams. Thus, for example, you should refer to “Huntington’s theory of Clash of Civilizations”, “Russett and O’Neal’s theory of the Kantian Triangle”, “Fukuyama’s Theory of the End of History”, ect. For every reading you should be able to identify the thesis and identify at 2-3 arguments/evidence the author uses to support the thesis.

Participation:
A large part of this course is discussion oriented. As such, participation in class discussions is strongly encouraged. As students, you will get the most out of this class if you engage in the discussions. Participation specifically refers to offering your view or opinion and actively talking about the assigned reading in class. I ask that you respect the diverse backgrounds and views of your fellow students, and employ common courtesies during class.
Attendance:
As this is an upper level class and we will cover a good deal of material every class period, missing even one class will likely reflect in your overall grade. It has been my experience that poor attendance will result in a poor grade in the class. You cannot participate if you are not in class. Poor attendance will be reflected directly in-class assignment grade and in your exam grade. Please be on time to class and plan to say, as entering a class late or leaving early is always disruptive. Such a disruption is unfair to the rest of the class, and will result in you being counted absent. Therefore it is your responsibility to allow time for such unforeseeable circumstances as traffic, ensure your alarm clock is in working order and be in your seat prior to the start of class.

Other Important Policies:
Assignments are always due at the beginning of class and are considered late if you are late to class. Late assignments will be penalized by one letter grade per day.

Anyone having problems in this course is strongly encouraged to contact the instructor as early as possible. I will be happy to meet you and help you in anyway possible. I may be able to help you study more effectively or recommend other assistance. Remember – I want you to do well in this course.

The Family Rights and Privacy Act of 1974 restricts release of certain student information, such as grades. In accordance with the law, I will not be able to give grades out over the phone or e-mail. Please – DO NOT ASK.

This syllabus should be seen as a rough guide of the coming semester. I reserve the right to make changes to this syllabus throughout the semester.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

Academic Integrity (A-9.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism as well as the appeal process.
Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- falsification or invention of any information, including citations, on an assignment; and/or,
- helping or attempting to help another in an act of cheating or plagiarism.
Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Course Description (per SFA Bulletin):
Forces and forms of international politics. Restraints on the struggle for power, balance of power, morality, law. Problems of world stability, peaceful change, international interdependence, global governance, structure and dilemmas of the international political economy, nature and influence of non-state and transnational actors.

General Education Core Curriculum Objectives/Outcomes:
No specific general education objectives or outcomes are addressed in this course.

Student Learning Outcomes:
By the end of this course, students will be able to:
Understand the main theories and apply them to real world events
Explain the diverse aspects of power
Identify the causes of conflict
Analyze the difficulties in obtaining international human rights, environment, and terrorism laws
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 29th</td>
<td>Introduction</td>
<td>HTWW Ch 1(to page 7)</td>
</tr>
<tr>
<td>Sept 3rd</td>
<td>Sovereignty; Power</td>
<td>RDGS Ch 8: Krasner</td>
</tr>
<tr>
<td></td>
<td>Concepts: Paradigm, levels of analysis, positivism, ideal types, state, nation, sovereignty, national interest, hard power, soft power</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class assignment: Power</td>
<td></td>
</tr>
<tr>
<td>Sept 5th</td>
<td>Theories of IR: Realism &amp; Liberalism</td>
<td>HTWW Ch 1(page 7 to 24)</td>
</tr>
<tr>
<td></td>
<td>RDGS Ch 1: Mearsheimer, Russett/ONeal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Concepts: What is a paradigm, human nature realism, structural realism, anarchy, security dilemma, Clausewitz argument, Balance of power, Mearsheimer's thesis, Liberal institutionalism, liberal commercialism, liberal internationalism, democratic peace, virtuous v. vicious cycles, Russett and Oneals' Kantian Triangle</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class assignment: Realism v. Liberalism</td>
<td></td>
</tr>
<tr>
<td>Sept 10th</td>
<td>Other Theories of IR</td>
<td>HTWW Ch 1(finish)</td>
</tr>
<tr>
<td></td>
<td>Concepts: constructivism, transnational advocacy networks, feminism, neo-Marxism</td>
<td></td>
</tr>
<tr>
<td>Sept 12th</td>
<td>The State and IR History</td>
<td>HTWW Ch 2</td>
</tr>
<tr>
<td></td>
<td>Concepts: State, nation, Peace of Westphalia, pre-Westphalian political units, concert model, balance of power, collective security</td>
<td></td>
</tr>
<tr>
<td>Sept 17th</td>
<td>The State and IR History</td>
<td>RDGS Ch 2: Schroeder</td>
</tr>
<tr>
<td></td>
<td>Concepts: bipolarity, Cold War, proxy wars, Vietnam syndrome, detente unipolarity v. multipolarity, preemptive war, Schroeder’s thesis</td>
<td></td>
</tr>
<tr>
<td>Sept 19th</td>
<td>Foreign Policy and Level of Analysis</td>
<td>HTWW Ch 3 (to p. 91)</td>
</tr>
<tr>
<td></td>
<td>Concepts: levels of analysis, first image/individual, second image/state, third image/system, unitary actor, satisficing, misperceptions, group think</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In class assignment: levels of analysis</td>
<td></td>
</tr>
<tr>
<td>Sept 24th</td>
<td>Foreign Policy</td>
<td>HTWW Ch 3(finish)</td>
</tr>
<tr>
<td></td>
<td>RDGS Ch 3: Mearsheimer, et. al. (w/responses)</td>
<td></td>
</tr>
<tr>
<td>September 26th</td>
<td>Exam #1</td>
<td></td>
</tr>
</tbody>
</table>
Oct 1st  Causes of Conflict  
HTWW Ch 4  
RDGS Ch 9: Huntington  
Concepts: interstate war, intrastate war, extra-state war, militarized interstate dispute, virtual war, total war, individual level explanations of conflict, state level explanations, democratic peace, Huntington’s third wave, Fukuyama’s end of history  

Oct 3rd-8th  Systemic Causes of Conflict  
RDGS Ch 4: Jervis  
Concepts: security community, long peace, balance of power, Jervis’s thesis  

Oct 10th-15th  Deterrence and Dr. Strangelove  
Concepts: deterrence, MAD, second strike, stability/instability paradox, NUTS, SDI, How does Dr. Strangelove illustrate the theory of deterrence?  

Oct 15th  In class assignment: Dr. Strangelove and Deterrence  

Oct 17th  Terrorism  
RDGS Ch 4: Mueller  
Concepts: terrorism, Mueller’s thesis (terrorphobia), true believer v. reluctant terrorist v. complacent opponent, state sponsored terrorism  

Oct 22nd  Peace  
HTWW: p 104-108; 116-121  
Concepts: pacifism, just war doctrine, Jus ad bellum, Jus in bello, humanitarian intervention  

October 24th  Exam #2
Oct 29th  Institutions/Regimes
Mearsheimer, Keohane & Martin
Concepts: regimes/institutions, community of liberal states

Oct 31st  International Law
HTWW Ch 5: - p. 145
RDGS CH 5: Slaughter
Concepts: functioning legal order, law-making, treaties, reservations, customs, law adjudication, ICJ/World Court, law enforcement, reprisals

In Class Assignment

Nov 5th  IGOs
HTWW Ch 5: 145-end
Concepts: the UN, unanimity principle, Chapter VII authority, peacekeeping, blue helmets, peacemaking, IOs

Nov 7th  Human Rights & NGOs
HTWW Ch 6
Harrelson-Stephens and Callaway
Concepts: human rights, cultural relativism vs. universalism, Asian values, security rights, subsistence rights, Human Rights Council, humanitarian intervention, universal jurisdiction, smart sanctions, ICC

Nov 12th – 14th Globalization
HTWW Ch 7
RDGS Ch 7: Bergsten
Concepts: mercantilism, tariff, NTB, beggar thy neighbor, autarky, liberal commercialism, comparative advantage, positive sum game, Bretton Woods, GATT, WTO, IMF, Balance of payments, structural adjustment programs, Neo-Marxism, imperialism, dependency theory, primary products, off shoring, outsourcing

Nov 19th – 21st off for Thanksgiving week

Nov 26th  The Environment
HTWW Ch 8
Concepts: global warming, public good, free rider problem, tragedy of the commons, Montreal Protocol, Kyoto Protocol, emission trading, Malthusian

Nov 28th  The Politics of Oil
Friedman “Petropolitics” WCT
Concepts: OPEC, peak oil, Friedman’s first law of Petropolitics, petrodollars

Dec 3rd – 5th The Future
HTWW Ch 9
RDGS Ch 9: Freidman, Hunt

Final Exam Monday December 10th 1:00 – 3:00 in the regular classroom