

**San José State University**  
**Department of Political**  
**Science**

**Pols 4, Sec 2: Introduction to International Relations,**  
**Fall 2017**

**Course and Contact Information**

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<b>Office Hours:</b>	Tue, Wed, & Thur @ 3-4 PM or by appointment
<b>Class Days/Time:</b>	Tues & Thur 12-13:15
<b>Classroom:</b>	DMH 161
<b>GE/SJSU Studies Category:</b>	D3

**Course Format**

This class is a mix of lecture, facilitated discussion, and other activities during class hours. There may be a Canvas page for the class, accessible by students registered for this class at <http://sjsu.instructure.com>. Please use your SJSUOne ID for login. If the professor can set up a Canvas page, he will use it to post reserve readings, checking your essays for source use, and as an archive for class handouts. If not, we will use another information management system. This syllabus is subject to change at the professor's discretion.

**Course Description**

This class is an introductory survey of major topics in international relations, including global, national, and individual causes of war and peace, international cooperation, north-south relations, and political economy. Theory of international relations will encompass the first part of the class, with concentration on specific issues in the second half. Students are not required to have any experience in international relations when taking this course, so we will begin with the basics and then apply them to real-world issues.

**Course Goals**

**Department of Political Science Learning Outcomes**

The Political Science Department has the following objectives for its students:

- 1) Breadth: Students should possess a broad knowledge of the theory and methods of the various branches of the discipline.
- 2) Application: Students should be able to apply a variety of techniques to identify, understand, and analyze domestic and international political issues and organizations.
- 3) Disciplinary methods: Students should be able to formulate research questions, engage in

systematic literature searches using primary and secondary sources, have competence systematic data gathering using library sources, government documents, and data available through electronic sources, should be able to evaluate research studies, and should be able to critically analyze and interpret influential political texts.

- 4) **Communication Skills:** Students should master basic competencies in oral and written communication skills and be able to apply these skills in the context of political science. This means communicating effectively about politics and/or public administration, public policy, and law.
- 5) **Citizenship:** Students should acquire an understanding of the role of the citizen in local, state, national, and global contexts and appreciate the importance of lifelong participation in political processes.

### **GE Learning Outcomes (GELO)**

This is a D3 (Social issues) course. Upon successful completion of this course, students will be able to apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels. Specifically, students will be able to:

1. place contemporary developments of international policy and social actions in cultural, historical, environmental, and spatial contexts;
2. identify the dynamics of ethnic, cultural, gender/sexual, age--based, class, regional, national, transnational, and global identities and the similarities, differences, linkages, and interactions between them;
3. evaluate social science information, draw on different points of view, and formulate applications appropriate to contemporary international policy and social actions;
4. apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels.

### **Course Learning Outcomes (CLO)**

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

1. Explain and use the paradigms/theories of realism, liberalism, constructivism and Marxism/radicalism to explain historical and contemporary international political behavior.
2. Name and describe the behavior of actors in international politics, including individuals, states and international organizations.
3. Provide information about major international political issues such as international political economy, the historical and contemporary nature of war, the rise of the issue of human rights and how it affected international politics, and global issues such as immigration, transnational environmental problems and transnational crime.

To achieve these objectives there is a writing requirement of at least 1500 words over the course of the semester in terms of exams and papers. The course will cover the first two requirements by considering historical and contemporary issues in international politics, studying first the theories of explanation of politics and actors in politics, writing a book/movie review, then testing for student knowledge in these areas over two exams. The course will cover the third and fourth requirements by having students analyze specific issues surrounding the causes of war and terrorism, the nature of human rights and its effects on politics, the international political economic system and transnational issues such as the environment, world health, and crime. Readings for this section will include articles from political science but also other research disciplines. To assess the writing requirement, students will write essays on these issues and must complete two out of three offered essay topics to fulfill this outcome. The writing over the course of this semester (book/movie review, essays and the final exam) will result in writing that totals at least 3000 words.

## Required Texts/Readings

### Textbook

There is one required textbook for the course, currently available in Spartan Bookstore:

Karen A. Mingst and Ivan M. Arreguin-Toft's Essentials of International Relations, 6<sup>th</sup> edition (NY: W. W. Norton, 2016; ISBN: 9780393921953).

### Other Readings

Other readings for this class are electronic. The professor will provide information about various required readings and how to access them. They will be accessible either as electronic books on the King Library webpage, via the Canvas page under "Files," or as links sent out by email. For the Canvas files, click on "Files," look for the "Reserves" tab and click on this, and you should see a list of files with individual excerpts/articles for you to access. You may read these sources online, or print for your individual use. If there are any accessibility issues with regards to these readings, please contact the instructor about the problem ASAP so we can resolve the issue.

All readings (text and additional) are required unless indicated in the Schedule. Please complete the reading per the assigned dates to ensure preparation for participation in lectures, class discussion, and for good performance on exams and papers.

## Course Requirements and Assignments

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Assessment for this course will consist of class discussion, two in-class exams, two out of three essays and an in-class final essay examination, valued as follows:

Discussion/Participation/Debate	25 points
Mid-Term Exam	60 points
Essays	2 x 60 points
Book/Film Review	25 points
Research Paper	60 points
<u>Final Exam</u>	<u>60 points</u>
Total	350 points

Discussion/Participation/Debate: Students will participate via discussion and other in-class activities over the course of the semester. While attendance is not the primary method of measuring participation, if students are not attending class, they will not be participating. Activities may be verified through writing at the start or end of the class session, or through spontaneous quizzes. Group activities, when they occur, may include some form of verification for student participation. Part of the grade for this item will involve student participation in a debate at the end of the course. For the debate students will form teams 8 teams of 5 students. The professor will pair opposing teams and assign a contemporary or historical international event. Teams will select two opposing theories to explain the cause of the event. Teams will conduct research and prepare to debate their assigned topic on their assigned date at the end of the course.

Mid-term Exams: There will be one short-answer test of 6 out of 7 questions each, totaling 60 points, offered mid-way in the term (see Schedule for dates of sections and the exams).

A study guide will be given out before each exam to help you prepare. Only bring writing instruments to the

exam; the professor will provide all other materials. The exams are closed-book and closed-note.

Students must plan to take the tests as scheduled in the syllabus. No tests will be given before the scheduled date for any reason. Make-ups will only be given for verifiable emergencies, and the time for the makeup will be set by the instructor within a week of the scheduled date.<sup>1</sup> If you miss an exam, you have one week to make it up; otherwise, it will be counted as a zero in the final grade calculation.

Essays: There are three essay topics listed in the Schedule, one at the end of each of the first three sub-sections under Section III. Students are required to select two of these topics and to complete an essay of 750-1000 words (approximately 3-4 pages double-spaced and with 1" margins in 12 point font) for each topic over the course of the semester. Please note that each essay must be completed by the deadline set for each in the Schedule; for example, Essay 1 accompanies the War section, and must be completed by October 26th for full credit or risk losing one letter grade a day (6 points). Students must complete two out of three essays, but it is their choice which ones to complete. My suggestion is to choose the topics and times that work best for you, but keep in mind that the end of the semester tends to be hectic, so doing Essay 1, and getting feedback to improve your performance on the next one, is a good option for success and less stress.

Important: You may not do a third essay for extra credit or to replace another essay grade. The two essays you write will be the ones you are graded upon.

See the Policy on Written Work below for details on turning in and completing essays in the class. There is also a longer explanation of the essay assignment, with expectations for content and writing, appended to this syllabus.

#### Book/Film Review:

The purpose of the Book/Film review is to allow the student to demonstrate competency in applying theoretical thinking to contemporary popular topics relating to international relations. The style, format, and length of a book review will follow the instructor guidelines for book reviews as outlined by the journal International Affairs at [https://academic.oup.com/ia/pages/Author\\_Guidelines](https://academic.oup.com/ia/pages/Author_Guidelines) & <https://academic.oup.com/DocumentLibrary/IAFFAI/House%20Style%20May%202016.pdf>

Students can find an excellent guideline for writing a film review at the following website: <http://cinemathequepress.com>.

Both the book review and film review should not exceed 500 words. Book and film titles must be approved by the professor before beginning. The following websites offer potential titles:

<http://www.imdb.com/list/ls031782705/>

<https://mubi.com/lists/must-watch-films-for-international-relations-students>

<http://foreignpolicy.com/2009/05/11/teaching-foreign-policy-with-film/>

Students will select a movie and review it through the lens of one of the theories discussed in class. A rubric for the review will be provided when the topic is selected by the students;

#### Research Paper:

The purpose of the research paper is to allow the student to demonstrate competency in formulating research questions, engaging in systematic literature searches using primary and secondary sources, systematically gather data using library sources, government documents, and data available through electronic sources, evaluate research studies, and to critically analyze and interpret influential political texts.

Students will develop a research question on the topic of an international action, and seek to explain that action through the lenses of the theories discussed in class. The paper will be no more than 1,500 words

(excluding citations), double spaced, Times New Roman 12 point font.

**Final Exam:** The final exam is scheduled for December 13, 2017 at 9:45 a.m. No final will be given out ahead of this date or time; please schedule your plans accordingly. Makeups will occur on the official makeup day (December 20) for students with a verifiable emergency, at a time to be set by the instructor after the student notifies him.

This test will be an in-class essay of 2-3 pages, on a topic chosen from a list of topic questions given in class before the exam. This exam is comprehensive for the class, although topics may definitely include the final transnational issues we discuss in class. I will give you a list of questions before the test, and then select two from the list for you to choose from on the day of the exam; you will select one of these to complete. While you will receive the questions ahead of time, this exam is still closed-book and closed-note. Please bring a large blank greenbook with you to the exam.

### **Grading Information**

This course is based upon a point system, with percentage of points earned on assignments and exams corresponding to the following grades: 97-100% is an A+, 93-96% is an A, 90-92% is an A-, 87-89% is a B+, 83-86% is a B, 80-82% is a B-, etc. Keep track of your points over the course of the semester as noted above, and you should have an idea how you stand in the class.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See [University Policy F13-1](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details. That said, please note that grades will not be posted on Canvas in this course; if you need information on class standing, please see me in office hours so we can access your scores and I can give you an accurate assessment of your progress.

### **Policy on Submitting Written Work in this Course**

In order to make sure all students complete their work under equal and fair conditions and to facilitate turnaround on grading, the following policy applies to submitting written work (essays written outside of class) for this course:

- 1) For full credit, students must submit each essay by the day designated in the syllabus, barring an emergency that is verifiable in writing. Other situations where a student may not be able to turn in an assignment on time require contacting the instructor before or on the date of submission to get an extension. Extensions will be granted at the instructor's discretion.
- 2) All written assignments must be submitted as hard copies on the day they are due to qualify for full credit. No assignments may be submitted via e-mail for any reason. Late hard copies of papers will lose the equivalent of one letter grade per day (if 60 points, then 6 points a day) late, barring an excused emergency or an extension granted by the instructor.
- 3) All essays must also be uploaded via the Canvas page under “Assignments” in order to qualify for credit, as this will check the paper for source use via Turnitin. If the paper is not submitted to the Canvas page, it is not considered “turned in.” Uploads are due by 11:59 p.m. on the due date for the paper. Late uploads are possible, but papers will not be graded until the upload occurs.<sup>2</sup>
- 4) If a student must turn in a hard copy late due to an emergency, the student should submit the work as soon as possible and provide the written verification of the emergency with the hard copy, to restore any lost grade points as well as have the work graded.
- 5) The last day for submission of any late work due to an emergency or extension is the last actual lecture day of the session (December 7th). It is also the last day that points can be corrected on

late work if an emergency is verified. After this point, the only work that will be accepted for grading from students is the final exam.

- 6) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.
- 7) While students may discuss paper topics and how to approach questions with each other, each student's paper must be their own work – collaboration is not permitted in this course.
- 8) Students are expected to use sources appropriately as well in writing, giving proper attribution where necessary. Failure to comply with either of these rules risks committing plagiarism.

Students at the college level are expected to submit written work that fits the grammatical, stylistic and citation expectations for college-level work in English. All written assignments in this course are therefore graded in two ways: both in terms of content (information in terms of logic, quality of evidence, etc.) and in terms of writing. If you are at all uncomfortable with writing at the college level, you need to take steps to rectify this. The instructor is willing to preview rough drafts of work in office hours before assignments are due to provide feedback. You may also want to see the instructor after assignments are handed back if comments indicate that there are specific errors in argument or writing.

You may not rewrite assignments for additional credit or regrades in this course. At this level of academic work, you should be prepared to submit work that is ready for scrutiny in your first effort.

## **Classroom Protocol**

Student participation in this class is aided by regular and punctual attendance, with students prepared to talk and having read the material beforehand. While many of the sections in the Schedule cover multiple days, please keep in mind that putting off preparation for class may hurt your understanding and/or performance.

Minimizing disruption during class, to help your fellow students learn, is a concern in this class. If you are late, please enter quietly and find a seat. Leaving early is also fine if you clear it with the instructor first.

Please turn phones and any electronic features on devices not needed for taking notes off for the duration of class. Texting is strongly discouraged, both as a disruption and because it affects students' ability to absorb material.

While this is essentially an introductory theory and issues course in International Politics, we may be touching on some sensitive issues over the course of the semester – and it is not always clear what could be sensitive to other people, given our diverse backgrounds. For that reason, students should refrain from language, particularly generalizations or characterizations of individuals or groups based on race, religion, socioeconomic background, etc. This also applies to discussions in class: if you have problems with a student's points, challenge the points, not the student. If you are uncomfortable with a topic or how discussion has gone in class, you may want to contact me outside of class or in office hours.

Notes in class may be taken by hand or on electronic devices such as laptops. But while I may use Powerpoint slides and other audiovisual materials for notes in class, please note that these will not be uploaded to Canvas. It is the responsibility of students to take notes for their own use. If you are absent on a particular class day, you may get notes from a colleague or see me in office hours to go over what you missed.

## **University Policies**

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic

integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>". Please peruse these policies at the link, as they apply to issues such as accommodations for students with learning or other challenges, religious holidays, and what is considered cheating or plagiarism.

## Disclaimer

All information in this syllabus, including due dates for evaluation instruments such as exams or papers may be subject to change with fair notice by the instructor, the Department of Political Science or San Jose State University.

## Pols 4/Sec 2 Fall 2017 Course Schedule

### Course Schedule

Week	Dates	Topics, Readings, Assignments, Deadlines
1	8/24	<u>Course Introduction</u> , Mingst & Toft: <u>Essentials</u> , Ch.1,
2	8/29, 8/31	<u>Part I: Background and Theory</u> Mingst & Toft: <u>Essentials</u> , Ch. 2
3	9/5, 9/7	<u>Part I: Background and Theory</u> Readings: Mingst & Toft: <u>Essentials</u> , Ch. 3 Morgenthau - Politics Among Nations: The Struggle for Power and Peace < <a href="https://www.mtholyoke.edu/acad/intrel/morg6.htm">https://www.mtholyoke.edu/acad/intrel/morg6.htm</a> > Stephen M. Walt, "One World, Many Theories" <a href="http://www.jstor.org/stable/1149275?seq=1#page_scan_tab_contents">http://www.jstor.org/stable/1149275?seq=1#page_scan_tab_contents</a>
4	9/12, 9/14	<u>Part II: Actors and Their Effects on Politics</u> Mingst & Toft: <u>Essentials</u> , Chs, 4 & 5 Hobbes -The Leviathan <a href="https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf?sequence=1">https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/748/leviathan.pdf?sequence=1</a> Kant, "Perpetual Peace" <a href="https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm">https://www.mtholyoke.edu/acad/intrel/kant/kant1.htm</a> Doyle, "Liberalism and World Politics" <a href="http://www.jstor.org/stable/1960861">http://www.jstor.org/stable/1960861</a> Graham T. Allison "Conceptual Models and the Cuban Missile Crisis DOI: <a href="https://doi.org/10.1017/S000305540025853X">https://doi.org/10.1017/S000305540025853X</a>
5	9/19, 9/21	<u>Part II: Actors and Their Effects on Politics</u> Mingst & Toft: <u>Essentials (continued)</u> , Chs, 6 & 7 Alexander Wendt, Constructing International Politics, <a href="http://faculty.maxwell.syr.edu/hpschmitz/PSC124/PSC124Readings/WendtConstructivism.pdf">http://faculty.maxwell.syr.edu/hpschmitz/PSC124/PSC124Readings/WendtConstructivism.pdf</a>

		Graham T. Allison and Morton H. Halperin, “Bureaucratic Politics: A Paradigm and Some Policy Implications” < <a href="http://www.jstor.org/stable/2010559">http://www.jstor.org/stable/2010559</a> >
6	9/26, 9/28	<p><b>Liberal-Realist Case Study (Thucydides, The History of the Peloponnesian War, and the Melian Dialogue)</b></p> <p>Thucydides, The History of the Peloponnesian War, Book I, Chapters 1&amp; 2, &lt; <a href="http://www.documentacatholicaomnia.eu/03d/-460_-400,_Thucydites,_History_Of_The_Peloponnesian_War,_EN.pdf">http://www.documentacatholicaomnia.eu/03d/-460_-400,_Thucydites,_History_Of_The_Peloponnesian_War,_EN.pdf</a>&gt;</p> <p>The Melian Dialogue <a href="https://www.mtholyoke.edu/acad/intrel/melian.htm">https://www.mtholyoke.edu/acad/intrel/melian.htm</a></p> <p><b>Mid-Term Exam 2 (Background, Theory, &amp; Actors) – (9/28).</b></p>
7 & 8	10/3,10/5; & 10/10, 10/12;	<p><u>Part III: Major Issues</u></p> <p><u>A: War and Strife</u></p> <p>Mingst &amp; Toft: <u>Essentials</u>, Ch. 8</p> <p>Cook, Martin. “Ethical Issues in Targeting,” in <u>Targeting: The Challenges in Modern Warfare</u>, Ducheine, Paul L., Frans P.B. Osinga and Michael N. Schnitt, eds. Netherlands: T.M.C. Asser Press, 2016, 147-158 (electronic book: use King Library site to access). &lt; <a href="https://link.springer.com/chapter/10.1007/978-94-6265-072-5_7">https://link.springer.com/chapter/10.1007/978-94-6265-072-5_7</a>&gt;</p> <p>Mehdi, Hasan. “How Islamic is Islamic State?” <u>New Statesman</u>, 6-12 March 2015, 26-33 (on Canvas under “Files,” then “Reserves”). &lt; <a href="http://www.newstatesman.com/world-affairs/2015/03/mehdi-hasan-how-islamic-islamic-state">http://www.newstatesman.com/world-affairs/2015/03/mehdi-hasan-how-islamic-islamic-state</a>&gt;</p> <p><u>Paper Topic: Given the expansion of both WMD and drone use in contemporary warfare, is it possible to fight a “just war?” Use lecture and the class readings article to answer this question.</u></p> <p><b>Paper 1 due November 2nd in class as a hard copy and uploaded to Canvas under “Assignments”</b></p>

9 & 10, & 10/24, 10/26	10/17, 10/19; & 10/24, 10/26	<p><b>B: International Political Economy</b></p> <p>Mingst &amp; Toft: <u>Essentials</u>, Ch. 9</p> <p>Gilpin, R., &amp; Gilpin, J. (1987). "CHAPTER TWO Three Ideologies of Political Economy (pp. 25-64) <i>The Political Economy of International Relations</i>. Princeton University Press. Retrieved from <a href="http://www.jstor.org/stable/j.ctt19wcct3">http://www.jstor.org/stable/j.ctt19wcct3</a></p> <p>Paul, Joel R., The Cost of Free Trade (February 8, 2016). 22 Brown J. World Affairs 343 (2015); UC Hastings Research Paper No. 162. Available at SSRN: <a href="https://ssrn.com/abstract=2729535">https://ssrn.com/abstract=2729535</a> (on Canvas under "Files," then "Reserves").</p> <p>"Why Trade is Good for You," <u>The Economist</u> 1 October 1998 (<a href="http://www.economist.com/node/605144">http://www.economist.com/node/605144</a>) (on-line: use link to access).</p> <p><u>Paper Topic: Under trade liberalization, which actors are most likely to benefit? Which actors are most likely to not benefit? Use lecture, the text and Brown to answer this question.</u></p> <p><b>Paper 2 due November 9th in class as a hard copy and uploaded to Canvas under "Assignments"</b></p>
11 & 12	10/31, 11/2  11/7, 11/9	<p><b>B: Human Rights</b></p> <p>Mingst &amp; Toft: <u>Essentials</u>, Ch. 10</p> <p>Video, A Problem from Hell: Samantha Power, Samantha Power Talks about Genocide, <a href="https://youtu.be/nzxyF1bDWGU">https://youtu.be/nzxyF1bDWGU</a></p> <p>Optional Book, Power, S. (2007). <i>A Problem from Hell: America and the Age of Genocide</i>. Harper Perennial.</p> <p>Evan Osnos, In the Land of the Possible: <i>Samantha Power has the President's ear. To what end? The New Yorker</i>, <a href="http://www.newyorker.com/magazine/2014/12/22/land-possible">http://www.newyorker.com/magazine/2014/12/22/land-possible</a></p> <p>Lülf, Charlotte. "Non-Refoulement in International Refugee Law, Human Rights Law and Asylum Laws," in <u>From Cold War to Cyber War: The Evolution of the International Law of Peace and War Over the Last 25 Years</u>, Heintze, Hans-Joachim and Pierre Thielbörger, eds. New York: Springer International Printing, 2016, 167-186 (electronic book: use King Library webpage to access).</p> <p>Norman, Richard. "War, Humanitarian Intervention and Human Rights," in <u>The Ethics of War: Shared Problems in Different Traditions</u>, Richard Sorabji and David Rodin, eds. Burlington, VT: Ashgate, 2006, 191-207 (on Canvas under "Files," then "Reserves").</p>

		<p><u>Paper Topic: Given the status of international law on the issue of non-refoulement of refugees, when and how can states reject accepting refugees? Does this situation in law reflect the need to protect human rights, state sovereignty, or both? Give your opinion, using lecture and the readings.</u></p> <p><b>Paper 3 due November 16<sup>th</sup> in class as a hard copy and uploaded to Canvas under “Assignments”</b></p>
13, 14, & 15	11/14, 11/16; & 11/21, 11/23;	<p><u>D: Transnational Issues</u></p> <p>Mingst &amp; Toft: <u>Essentials</u>, Ch. 11</p> <p>Kevin Bales, <i>Disposable People: New Slavery in the Global Economy</i>, (Berkeley, CA: University of California Press, 2004)  <a href="http://www.jstor.org/stable/10.1525/j.ctt1pp4n3">http://www.jstor.org/stable/10.1525/j.ctt1pp4n3</a></p> <p>Or</p> <p>Kara, S. (2009). <i>Sex Trafficking: Inside the Business of Modern Slavery</i>. Columbia University Press. Retrieved from  <a href="http://www.jstor.org/stable/10.7312/kara13960">http://www.jstor.org/stable/10.7312/kara13960</a></p> <p>Or</p> <p>Bales, K., &amp; Soodalter, R. (2009). <i>The Slave Next Door: Human Trafficking and Slavery in America Today</i>. BERKELEY; LOS ANGELES; LONDON: University of California Press. Retrieved from  <a href="http://www.jstor.org/stable/10.1525/j.ctt1pppv5">http://www.jstor.org/stable/10.1525/j.ctt1pppv5</a></p> <p><b><u>NO CLASS 11/21 or 11/23-THANKSGIVING HOLIDAY BREAK</u></b></p>
15 & 16	11/29, 11/30 & 12/5, 12/7	<p><b>The Great Debate Series</b></p> <p><b>Final Exam Questions go out on December 7<sup>th</sup></b></p> <p><b>Final day to submit any work apart from the Final Exam – December 7<sup>th</sup></b></p> <p><b>Research Paper is Due at Midnight DEC 7<sup>th</sup>.</b></p>
Final Exam	12/13	9:45 a.m.-12:00 p.m. (please note time!)

## Essays – Format and Details

### Format and Content for Essays

In the second half of the class, students will work with specific issues in international politics such as war, human rights, and international political economy. At the end of each of these issue sections is a paper topic that concentrates on a facet of the issue. As part of the writing requirement and GE requirements for the course, students must select two of these three paper topics and write an essay of approximately 3-4 pages each (750-1000 words, excluding the bibliography) answering each topic question. Essays should be typewritten, double-spaced and in 12 point font with 1" margins and page numbers. There is a scheduled deadline for each of these topics; you may complete the essay for that topic any time before the due date, but after the due date, an essay on that topic will not qualify for full credit in grading.<sup>1</sup> All essays must be submitted in hard copy form at the start of class and to the Canvas page online by 11:59 p.m. on the due date.<sup>2</sup> No essays may be e-mailed to the instructor for credit. Each essay is worth 60 points.

The topic question for each essay requires both a show of knowledge on the part of the student as well as taking a particular position on an issue. You should plan to make an argument that answers the question, using what you have learned in the class via lecture and the readings. Part of the essay grade depends upon use of class materials in your answers; you are not required to do outside research for these essays, although you may do so for additional information. An essay that does not use class materials at all (lecture, text or articles/excerpts) may face a grade deduction. However, mere “information dumping,” where you give information from a source but do not use it in a way that shows understanding, will receive a lower grade than an essay that has less information but clearly shows that the writer can understand and apply knowledge.

All materials used in your essay, including lecture or discussion notes, are considered sources of material, and must be cited when used as quotes or sources of information.

All essays will receive grades based upon a point system, with 60 points total possible. 40 of these points will be for content:

- Answering all parts of a question;
- Making an argument when your opinion is required;
- Showing an understanding of the concepts needed to answer the question;
- Use of class materials to inform your answers.

Twenty points of the essay will be for grammar and citations, as outlined below.

### Grammar and Citations in Essays

To fulfill the writing requirements of this course, students are expected to perform written work and be evaluated on their ability to write. This means that part of your essay grade will depend upon grammar and citations as well as content. You will have two essays this semester, which gives you a chance to improve your writing over time and become comfortable with habits such as citation that will help you in later courses.

Essays that show a minimum of grammatical errors and good use of citations when class materials are used will receive twenty points. Common grammar errors that could receive deductions include:

- Spelling (do not just rely on spell check, as an incorrect word can still be correctly spelled);
- Verb tense and agreement;

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<sup>1</sup> My suggestion is to wait until we get into the sections in class and discuss the background of the topics before you write. The due date for each paper should be a week after we finish the section in class.

<sup>2</sup> Uploads are for source checking purposes only. They are not substitutes for hard copies of the paper, nor do they “stop the clock” on paper deadlines. Please turn in the paper in class.

- Word choice;
- Run-on or fragment sentences;
- Run-on paragraphs (multiple topics in a paragraph).

Citations must also be given for any ideas or information that is not your own. I recommend either the APA or Chicago/Turabian styles for citation in this class, although MLA or other methods may be used. Citations can either be as footnotes or as endnotes, although you may prefer in-text. Examples:

- For information from lecture: In-text would be (Pinnell, Lecture, Date).
- For the textbook: In-text would be (Mingst and Arreguin-Toft 2016, Page #).
- For other class sources: In-text would be (Author(s), Date, Page #).

There are writing manuals online that can help with citation formats; see the King Library website (<http://libguides.sjsu.edu/writeandcite>).

Direct quotes as well as paraphrased information must be cited in your work. Quotes that are more than one sentence should be indented as a block, single-spaced and cited. Failure to properly cite will result in a grade deduction. If you are confused over whether to cite or not, the safest course is to do so. If you are concerned about when and where to cite, I suggest either seeing me in office hours or taking the Plagiarism tutorial through the King Library site (<http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>).

One last point on citations: a common error students make, which would be reflected in the content portion of an essay, is to fill an essay with quoted information. This is a problem for two reasons. First, it shows that a student is good at locating information, but that she may not understand it. Second, a good writer should be able to rephrase or paraphrase information and present it in an essay. Unless the exact language of the quote is important, you should not just quote. Essays that show this problem will receive a lower grade.

Turnitin (via Canvas) will be used in this course primarily to evaluate your ability to utilize sources well and cite properly. However, if there are clear similarities between your essay and that of other students that indicates collaboration and/or lack of original writing, the instructor will grade accordingly and may consider possible academic penalties. There is a clear difference between blatant and inadvertent plagiarism, but ignorance of the rules of citation is ultimately no excuse. Please familiarize yourself with proper source use.