

San José State University
Department of Political Science
POLS 4, Sec 2: Introduction to International Relations
Fall 2018

Course and Contact Information

Professor:	Dr. Leonard L. Lira
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Office Hours:	Tue & Thur @ 3:30 – 4:30 PM, Online WED by Zoom (https://sjsu.zoom.us/j/699863908) @ 1:30 to 2:30 PM, or by appointment
Class Days/Time:	Aug 21 – Dec 6; Tues & Thur 1:30 PM -2:45 PM
Classroom:	DMH 149A
GE/SJSU Studies Category:	D3

Course Description

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. GE Area: D3

This class is an introductory survey of major topics in international relations. These include history, theories, actors, and topics surrounding the global, national, and individual causes of war and peace, international cooperation, north-south relations, political economy, human rights, and transnational issues. The tools 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. We will begin with the basics and then apply them to real-world issues.

Course Format

The delivery of this course is a mix of lecture, facilitated discussion, student in-class group work, and other activities during class hours. There is 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. I use CANVAS to post notifications, assignments, reading requirements, and email notifications, checking your essays for source use, an archive for class handouts and student assignments. All assignments, quizzes, and exams, will be issue, and completed, and turned in on CANVAS. NO ASSIGNMENT WILL BE TAKEN IN HARD COPY FORMAT OR BY EMAIL.

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 7 Essentials of International Relations, 7th edition (NY: W. W. Norton, 2016; ISBN: 978-0-393-28340-2 (pbk); 9780393616712 (ebook)).

Other Readings

Other readings for this class are electronic. They will be accessible either as electronic books on the King Library webpage, via the Canvas page under "Files," or as links as listed in the schedule below. For the Canvas files, click on "Files," look for the "Readings" tab and click on this, and you should see a list of files with individual excerpts/articles for you to access. 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 prior the assigned dates to ensure preparation for participation in lectures, class discussion, group work and for good performance on exams and papers.

Library Liaison

The library liaison for Political Science is available to answer questions and provide one-on-one help learning using the library for research.

His name and contact info is: Paul Kauppila
Librarian (Political Science Liaison)
(408) 808-2042
Paul.Kauppila@sjsu.edu

Course Goals

SJSU GE Learning Outcomes (GELO) (*Outcome assessed this semester)

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 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 social issues;
4. apply multidisciplinary material to a topic relevant to policy and social action at the local, national, and/or international levels; and
- 5. identify and analyze the social dimension of society as a context for human life, the processes of social change and social continuity, the role of human agency in these social processes, and the forces that engender social cohesion and fragmentation.***

Department of Political Science Program Learning Outcomes (PLO)

This course supports students' ability to demonstrate achievement upon the Political Science Program Learning Outcome upon graduation. 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.

POLS 4 Course Learning Outcomes (CLO)

Upon successful completion of this course, students will meet the SJSU GELO D3 goals and Department of Political Science Program goals by being able to:

CLO 1: demonstrate knowledge of major theoretical approaches to the study international relations and their use in explaining historical and contemporary international political behavior;

CLO 2: identify and explain the role of different actors in international politics, including individuals, states and international organizations;

CLO 3: demonstrate knowledge of major international political issues such as international political economy, causes of war, human rights, and global issues such as terrorism and global environmental problems;

CLO 4: conduct original research, critically analyze the literature, and propose original solutions to contemporary problems in international relations; and

CLO 5: discuss and debate major international relations issues in a collaborative manner..

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. The fifth requirement will be met by in class contribution to learning and participation and the end of course group debate. 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 no more than 3000 words.

Course Requirements and Assignments

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. 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>. Below are the course assignment used to assess student performance.

Discussion/Participation: 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 and iClicker participation events. 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.

Mid-term Exam: The mid-term exam will consist of an in-class, type-written exam that students will submit online. The purpose of the exam is to assess students' grasp of the basic international relations theories prior to their ability to use the theories to critically assess international political events. The exam will be made available the day of the exam. The in class portion of the exam is closed book and closed notes, students may not rely on other students for answers. It will be composed of a True/False, Multiple Choice. There will be a take-home essay question will require a written answer of no more than 500 words.

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. 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. A laptop or tablet capable of completing the exam is required. You can check one out from the library if needed.

Essays: There are four essay topics corresponding with Part III major topics as listed on the schedule. Students are required to select one 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 their chosen topic over the course of the semester. Please note that the essay must be completed by the deadline set for each in the Schedule.

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. Essays will be submitted on line in Canvas.

Recommended Essay Topics are listed below. Students may develop an essay topic on their own, **but only with my approval.**

War & Strife Paper Topics:

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.

or

In December 2017, the Trump Administration published the US's latest National Security Strategy. The administration described the document as a return to "principled realism". Based on class text,

readings, and discussion, evaluate how this document is, or is not an example of realism. Use real world examples to demonstrate your point and how this strategy will impact the US's foreign policy.

Political Economy:

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.

or

In what ways did Nationalism and Marxism offer persuasive theoretical alternatives to Liberalism in the 19th or 20th centuries?

Human Rights:

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.

or

Evaluate the Trump Administration's "Zero-Tolerance" policy on undocumented immigration to the US from the perspective of state rights versus the rights of individuals. Which takes precedence, which should, and what does this mean for the concept of universal human rights?

Transnational Issues:

Topic 1: Wildfires are the norm of for the summers in California, while numerous super hurricanes are starting to be the norm for the gulf and east coast. Additionally, the Arctic ice is melting causing a rise in sea levels and unprecedented coastal city flooding. Using the IR theories, we discussed in classes, which best explains how nation-states will react to the problem of global warming. Provide examples from specific nations that you pick.

or

Topic 2: Given the recent examples of the Ebola and HIV pandemics, pick one level of analysis, to describe how international actors dealt with those problems, and will deal with future global health issues.

Or

Topic 3: Analyze the issue of human trafficking, narcotrafficking, or cybercrime through a particular theoretical perspective, for example, through a realist, liberal, or radical interpretation. Describe the issue and discuss whether change is possible or even desirable. If you choose to discuss the issue through the realism approach, you want to discuss the roll of the individual as a selfish, power-seeking entity functioning within a state that acts as one voice, and how they seek to fulfill national interest. A liberalist perspective should stick to the premise that people are basically good and moral, and that we develop institutions to bring out the best in people in order to deal with society's problems. You may also analyze the issue through a mixture of different theoretical perspectives.

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/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>.

The book review/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 or book 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.

*All essay assignments will be cited and referenced using the APA format. The link below provides access to the Citing and Writing Help webpage from the MLK library:

<https://libguides.sjsu.edu/writeandcite>

Debate Participation: Students will form teams 8 teams of 5-6 students. The professor will pair opposing teams and students will select a contemporary or historical international event to debate using theories discussed in class. Once teams select an event, paired 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. The purpose of the debate is to allow the students to demonstrate competency in formulating critical and reasoned responses to global events, 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 international events and verbally defend an explanation of the event through the use of one of the theories discussed in class.

Final Exam: The final exam is scheduled for December 13, 2018 at 12:15 PM. 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 19) for students with a verifiable emergency, at a time I will set after the student notifies me.

This test will be issued in-class, Students are required to write an essay of 2-3 pages, on a topic chosen from a list of topic questions given in class before the exam (no more than a 1000 words). This exam is comprehensive for the class, although topics will be based off the final four major issue topics. I will give you a list of questions before the test, and then select one from the list for you to choose from on the day of the exam. Students may use books, notes, or other sources to provide their answers. They may not use other classmates as a resource. Students will be expected to adhere to collegiate level plagiarism rules and norms. Exams will be submitted online before the end of the Final exam time limit. A laptop or tablet capable of completing the exam is required. You can check one out from the library if needed.

Assessment for this course will consist of in class contribution to learning (participation in discussion & group work), two in-class exams (a Mid-term and Final), and two essays (one topical, of the student's choosing, one a book/film review) valued as follows:

<u>Assignment</u>	<u>Percentage</u>	<u>Due Date</u>
Contribution to Learning	15 percent	See Canvas Assignments
Mid-Term Exam	20 percent	20 September
Book/Film Review & Essay	30 percent	20 Nov & 6 Dec
Group Debate	15 percent	27 Nov – 6 Dec
Final Exam	20 percent	13 Dec
Total	100 percent	

Mapping Assessments to CLOs, PLOs, and GELOs			
Assessment	Course Learning Outcomes	Program Learning Outcomes	General Learning Outcomes
Contribution to Learning	1- 5	1-5	1-5
Midterm Exam	1 & 2	1	1 & 2
Essay & Book/Film Review	3 & 4	3 & 4	3, 4, & 5
Group Debate	4 & 5	2 -5	4, 5
Final Exam	1 - 4	1-4	1-5

Grading Policy

All assignments are graded based upon a percentage system, which can be converted to letter grades. The percentage to letter grade scale is the following grades: 97-100% is an A+, 94-96.9% is an A, 90-93.9% is an A-, 87-89.9% is a B+, 83-86.9% is a B, 80-82.9% is a B-, 77-79.9% is a C+, 73-76.9% is a C, 70-73.9% is a C-, 67% - 69.9% is a D+, 63% - 66.9% is a D, 60% - 62.9% is a D-, below 60% is an F. The same letter grade distribution applies to the final course grade as it does for each assignment. You will have an idea how you stand in the class as your scores for your graded assignments will be posted on CANVAS.

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. However, that right is subject to students turning their assignments in per the schedule listed below. Failure submit work on time will result in delayed grading and notification of scoring.

Final grades are due from faculty to the SJSU Registrar’s grade roster by 1 January 2019 and will be made viewable for academic standing to students on 9 January. However, I should have the course final grades submitted no later than 21 December 2018, if all students submit all assignments on time. If you submit your work on time, and you complete the SOTE/SOLATE end of course evaluations, you will be able to view your grade on the SJSU Registrar Grade Roster via [MySJSU\(HTML\)](#) on 22 December.

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 (contribution to learning assignments or essays written outside of class) for this course:

- 1) For full credit, students must submit each assignment/essay by the day designated in the syllabus, barring an emergency that is verifiable in writing. Routine medical or dental appointments are not considered emergencies and should be schedule outside of class meeting times. 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 may be granted on a case by case basis at my discretion. The decision to grant an extension will be based on the severity of the reason for the request such as medical emergencies or death of a next of kin family member (defined as a parent or sibling, or member of the family who had primary responsibility in raising you).
- 2) All written assignments must be submitted on via the Canvas page under “Assignments” the day they are due to qualify for full credit. No assignments may be submitted via e-mail for any reason. Late papers will lose the equivalent of one letter grade per day late, barring an excused emergency or an extension granted by the instructor.

- 3) If an extension is granted, I will determine a new due date, based on the circumstances of the request.
- 3) All essay and book/film review assignments 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 written assignment 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.
- 4) The last possible day for submission of any work due to an emergency or extension is midnight on the last actual lecture day of the session (December 6th). 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.
- 5) Barring adjustments to grade points on late work because of an emergency, all grades on written work are final.
- 6) 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.
- 7) 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. I am willing to preview rough drafts of work in office hours before assignments are due to provide feedback, but only after you have your work reviewed by the one of the SJSU writing resources (information at HTML: <http://www.sjsu.edu/polisci/UndergraduateStudents/WritingAssistanceResources/index.html>). 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 submission.**

Classroom Protocol

Per University Policy F15-12, students are expected to attend all meetings for the courses in which they are enrolled as they are responsible for material discussed therein, and active participation is essential to ensure maximum learning benefit to all class members. For this course, attendance is fundamental to achieving course objectives; for example, students will be required to interact with others in the class. 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 lessons 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. Texting is not allowed as it presents a disruption and because it affects students’ ability to absorb material. Electronic devices are only acceptable to enhance student participation in class. You will often work in group settings, where you must rely on an electronic device (e.g. laptop or tablet), for research and developing answers to class questions and discussion points. You may also use the device to take notes. However, be advised that some research indicates that better learning occurs by taking handwritten notes.

While this course 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.

In your profiles, I will ask how to address you. Please let me know. I will work to remember each or your names and learn your backgrounds. To maintain a collegial but professional decorum in the classroom, please address me by my academic title, either Dr. Lira, or Professor Lira.

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.

Workload and Credit Hour Requirements

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Disclaimer

Information in this syllabus can be changed with fair notice. Any changes will be announced in class and/or via announcements through Canvas (<http://www.sjsu.edu/at/ec/canvas/>). It is your responsibility to sign into Canvas regularly and check for any important announcements and updates.

Pols 4/Sec 2 Fall 2018 Course Schedule

Week	Dates	Date, Topics, Readings, Assignments, Deadlines
1	8/21 8/23	<p><u>Meeting: 1</u> <u>Topic:</u> Course Introduction, <u>Reading:</u> Syllabus <u>Assignment:</u> Syllabus Quiz</p> <p>Part Ia: Background and Theory-History <u>Meeting: 2</u> <u>Topic:</u> Approaches to International Relations & Historical Context <u>Readings:</u> Mingst & Toft: Essentials, Chapters. 1 & 2 <u>Assignments & Deadlines:</u> Complete Registration for iClicker.</p>
2	8/28 8/30	<p>Part Ib: Background and Theory- Contending Perspectives <u>Meeting: 3</u> <u>Topic:</u> Liberalism & Realism <u>Readings:</u> Mingst & Toft: <u>Essentials</u>, Ch. 3; Stephen M. Walt, “One World, Many Theories” http://www.jstor.org/stable/1149275?seq=1#page_scan_tab_contents; Doyle, “Liberalism and World Politics” http://www.jstor.org/stable/1960861 <u>Assignments & Deadlines:</u></p> <p><u>Meeting: 4</u> <u>Topic:</u> Constructivism & Radical Perspectives and other Theories <u>Readings:</u> Alexander Wendt, Constructing International Politics, http://faculty.maxwell.syr.edu/hpschmitz/PSC124/PSC124Readings/WendtConstructivism.pdf <u>Assignments & Deadlines:</u> 8/31 – last day to drop a course without a “W”</p>
3	9/4 9/6	<p>Part IIa: Actors and Their Effects on Politics <u>Meeting: 5</u> <u>Topic:</u> The International System <u>Readings:</u> Mingst & Toft: <u>Essentials</u>, Ch, 4; Graham T. Allison “Conceptual Models and the Cuban Missile Crisis DOI: https://doi.org/10.1017/S000305540025853X <u>Assignments & Deadlines:</u> TBD</p> <p><u>Meeting: 6</u> <u>Topic:</u> The State <u>Readings:</u> Mingst & Toft: <u>Essentials</u>, Ch. 5; Graham T. Allison and Morton H. Halperin, “Bureaucratic Politics: A Paradigm and Some Policy Implications” < http://www.jstor.org/stable/2010559> <u>Assignments & Deadlines:</u> TBD</p>
4	9/11	<p>Part IIb: Actors and Their Effects on Politics <u>Meeting: 7</u> <u>Topic:</u> The Individual <u>Reading:</u> Mingst & Toft: <u>Essentials (continued)</u>, Ch. 6 <u>Assignments & Deadlines:</u> TBD</p>

Week	Dates	Date, Topics, Readings, Assignments, Deadlines
	9/13	<p><u>Meeting</u>: 8 <u>Topic</u>: IGOs, International Law, & NGOs <u>Reading</u>: Mingst & Toft: <u>Essentials</u> (continued), Ch. 7 <u>Assignment</u>: Before Next class watch the Melian Dialogue https://www.mtholyoke.edu/acad/intrel/melian.htm</p>
5	9/18 9/20	<p><u>Meeting</u>: 9 <u>Topic</u>: Liberalism versus Realism <u>Reading</u>: Thucydides, The History of the Peloponnesian War, Book I, Chapters 1 (pages 6-27) & 2 (pages 28-63), HTML < https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA51438882240002901&context=L&vid=01CAL5_SJO&search_scope=EVERYTHING&tab=everything&lang=en_US> <u>Assignments & Deadlines</u>: Group Case Study (Thucydides, The History of the Peloponnesian War, and the Melian Dialogue); Library Plagiarism Tutorial Due</p> <p><u>Meeting</u>: 10 <u>Topic/Assignment</u>: Mid-Term Exam (Background, Theory, & Actors) – (Take home portion due 9/25).</p> <p><u>Assignments & Deadlines</u>: Last day to add a class; Student Profiles due. Chosen Book or Movie title for review submitted to Professor on Canvas.</p>
6 & 7	9/25, 9/27; & 10/02, 10/04 10/4 is a group work day	<p>Part IIIa: Major Issues</p> <p><u>Meetings</u> 11-14</p> <p><u>Topic</u>: War and Strife <u>Readings</u>: Mingst & Toft: <u>Essentials</u>, Ch. 8 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). < https://link.springer.com/chapter/10.1007/978-94-6265-072-5_7></p> <p><u>Assignments & Deadlines</u>: Mid-Term Take home Essay exam due. Video Case Study on War; Group assignment; Discussion on IR and War;</p>

Week	Dates	Date, Topics, Readings, Assignments, Deadlines
8 & 9	<p>10/09, 10/11; & 10/16</p> <p>10/18 is a group work day</p>	<p>Part IIIb: Major Issues <u>Meetings 15-18</u> <u>Topic:</u> B- International Political Economy <u>Readings:</u> Mingst & Toft: <u>Essentials</u>, Ch. 9 Gilpin, R., & 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 http://www.jstor.org/stable/j.ctt19wcct3 Paul, Joel R., The Cost of Free Trade (February 8, 2016). 22 <i>Brown J. World Affairs</i> 343 (2015); UC Hastings Research Paper No. 162. Available at SSRN: https://ssrn.com/abstract=2729535 (on Canvas under "Files," then "Reserves"). "Why Trade is Good for You," <i>The Economist</i> 1 October 1998 (http://www.economist.com/node/605144) (on-line: use link to access). <u>Assignments & Deadlines:</u> Video Case Study on War; Group assignment; Discussion on IR and the International Political Economy Chosen Essay Topic Submitted to Professor on Canvas</p>
10 & 11	<p>10/23, 10/25, & 10/30</p> <p>11/1 – Is a group work day</p>	<p>Part IIIc: Major Issues <u>Meetings 19-22</u> <u>Topic Human Rights:</u> <u>Mingst & Toft: Essentials</u>, Ch. 10 Video, A Problem from Hell: Samantha Power, Samantha Power Talks about Genocide, https://youtu.be/nzxyFIbDWGU Book Optional, Power, S. (2007). <i>A Problem from Hell: America and the Age of Genocide</i>. Harper Perennial. Evan Osnos, In the Land of the Possible: <i>Samantha Power has the President's ear. To what end?</i> <i>The New Yorker</i>, http://www.newyorker.com/magazine/2014/12/22/land-possible Lülf, Charlotte. "Non-Refoulement in International Refugee Law, Human Rights Law and Asylum Laws," in <i>From Cold War to Cyber War: The Evolution of the International Law of Peace and War Over the Last 25 Years</i>, Heintze, Hans-Joachim and Pierre Thielbörger, eds. New York: Springer International Printing, 2016, 167-186 (on Canvas under "Files," then "Reserves"). Norman, Richard. "War, Humanitarian Intervention and Human Rights," in <i>The Ethics of War: Shared Problems in Different Traditions</i>, Richard Sorabji and David Rodin, eds. Burlington, VT: Ashgate, 2006, 191-207 (electronic book: use King Library webpage to access - https://sjsu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01CAL5_ALMA51438748080002901&context=L&vid=01CAL5_SJO&search_scope=EVERYTHING&tab=everything&lan</p>

Week	Dates	Date, Topics, Readings, Assignments, Deadlines
		<p>g=en_US).</p> <p><u>Assignments & Deadlines:</u> Video Case Study on War; Group assignment; Discussion on IR and Human Rights</p>
12 & 13	<p>11/6, 11/8; & 11/13,</p> <p>11/15- is a group work day</p>	<p>Part IIIId: Major Issues</p> <p><u>Meetings 23-26</u></p> <p><u>Topic:</u> Transnational Issues</p> <p><u>Readings:</u> Mingst & 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)</p> <p>http://www.jstor.org/stable/10.1525/j.ctt1pp4n3</p> <p>Or</p> <p>Kara, S. (2009). <i>Sex Trafficking: Inside the Business of Modern Slavery</i>. Columbia University Press. Retrieved from http://www.jstor.org/stable/10.7312/kara13960</p> <p>Or</p> <p>Bales, K., & 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 http://www.jstor.org/stable/10.1525/j.ctt1pppv5</p> <p><u>Assignments & Deadlines:</u> TBD</p>
14	11/20, 11/22;	<p><u>Topic:</u> Course Summary and Final Group Debate preparation</p> <p><u>Deadline:</u> Book/Film Review is Due at Midnight NOV 20th.</p> <p><u>NO CLASS 11/22 - THANKSGIVING HOLIDAY BREAK</u></p>

Week	Dates	Date, Topics, Readings, Assignments, Deadlines
15 & 16	11/27, 11/29 & 12/4, 12/6	<p>The Great Debate Series (Group 1: 11/27; Group 2: 11/29; Group 3: 12/4; Group 4: 12/6) Meetings 27-30 <u>Assignments & Deadlines:</u> Final Exam Question Pool goes out on December 6th. Essay due Midnight 12/6. Final day to submit any work apart from the Final Exam – midnight of December 6th</p>
Final Exam	12/13	<p>12:15 – 2:30 p.m. (please note time!) See link below for updates. HTML< http://info.sjsu.edu/static/catalog/final-exam-schedule-fall.html></p>

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. The four essay topics deal with a facet of each of these issues. As part of the writing requirement and GE requirements for the course, students must select one of these four 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. All essays must be submitted to the Canvas page online by 11:59 p.m. on the due date. Essays may be e-mailed to the instructor for credit. Each essay is worth 60 points.

The topic question for each essay requires the student to demonstrate both knowledge 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 percentage system, with 100 percentage total possible.

The essay will be graded for content:

- Answering all parts of a question;
- Making an argument when your opinion is required, or a well written thesis;
- 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.

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;
- 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 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 (Lira, 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. Take the plagiarism quiz as assigned in CANVAS.

FILE SUBMISSION on Canvas.

To avoid any potential perception of preference or bias, I grade papers anonymously. Submit your files in Word (docx) or Acrobat (pdf) format and saved with your student ID in the file name. If you use a cover sheet (which is not necessary) or a header, do not use your name, use your Student ID.