

IR5551: Survey of International Relations (W-E)

Term 1, 2014-2015: 11 August – 12 October 2014 3 Credit Hours

Location: Osan Air Base, Education Center

Meeting Times and Dates: 0900-1800 Aug. 23-24, Sep. 13-14

Instructor: Clifton W. Sherrill
Office Phone: DSN 634-5539
Office Hours: By appointment

Office: Kadena, Japan (Education Bldg. Rm. 120)
E-mail: csherrill@troy.edu
Website: <http://trop.troy.edu/csherrill>

Course Description

A survey of the discipline of International Relations (IR) introducing IR theory, power, national interests, instruments of foreign policy, international law and organizations, international political economy, comparative government, and research methodology.

Course Objectives

After taking this course, students should understand the major theories of, and concepts within, International Relations; be able to discuss and analyze the fundamental issues involved in international security and international economics; explain the role of international institutions in cooperation and conflict; and demonstrate the ability to write at the graduate level.

Required Texts

- Snyder, Jack L. and Karen Mingst, eds. Essential Readings in World Politics, 4th ed. (W.W. Norton & Co., 2010). ISBN: 9780393935349
- Mingst, Karen A. and Ivan M. Arreguin-Toft, Essentials of International Relations, 5th ed. (W.W. Norton & Co., 2010). ISBN 9780393935295

Additional assigned readings will be available electronically through TROY library databases.

Course Requirements

Students are expected to keep up with the readings and to participate in class discussion. Students should obtain a TROY e-mail account and check it regularly as this will be the means of providing notice of assignment changes, class cancellations, or other matters outside of class. Students should also ensure familiarity with Blackboard, as this is a Web-Enhanced class.

A. Exams

There will be two exams in this course. The midterm exam will count for 30% of the course grade. The final exam will count for 30% of the course grade. The midterm exam will be a closed-book exam taken in class; the final exam will be a take-home, open-book, exam consisting of short answers and essay questions. Exams will include material covered in the readings and material discussed in class.

B. Critical Thought Papers

There will be two critical thought papers that will each account for 10% of the course grade, for a total of 20% of the course grade. These papers will be short essays intended to demonstrate the student's comprehension of the concepts contained in the assignments, critical thinking skills, and analytical writing skills. The essays are not intended to be research papers. Detailed paper

instructions are provided below. Papers are due on **August 29** and **September 26** as noted in the course schedule below; late papers will lose ten points per 24 hour period late.

C. Reading Summaries

Students will provide summaries of each week's readings from the Snyder anthology and any assigned external articles by the last day of the week as listed below in the course schedule. (Summaries of the Mingst/Arreguin-Toft text are not necessary). For example, summaries for week 1 are due NLT **August 17, 2014**; summaries for week 2 are due NLT **August 24, 2014**. Together, the summaries will account for 20% of the course grade. Summaries should briefly identify the main concepts and arguments in each work assigned. The purpose of summaries is to have students process the readings and articulate the ideas in their own words, as well as to build a ready study resource for both this class and comprehensive exams.

I will use Blackboard to post comments on the readings on a weekly basis, including observations I have about specific readings and, on occasion, pertinent questions/observations students express in the reading summaries. Students will also be able to communicate with classmates via the Blackboard discussion board.

D. Attendance

Regular attendance is imperative for understanding the subject as well as for maximizing your chances to succeed on the exams. By university policy, TROY's coordinator must be notified of students who miss more than 25% of classes. Attendance will be taken in compliance with College policy.

Grading Policy

90 - 100 A	70 - 79 C	0 - 59 F
80 - 89 B	60 - 69 D	

Americans with Disabilities Act

Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that post-secondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link:

http://trojan.troy.edu/etroy/documents/Troy_University_ADA_Policies.pdf

Academic Honesty

By their enrollment, students are responsible for following the "Standards of Conduct" as they apply in the Troy University Pacific Region. It is the student's responsibility to be familiar with these guidelines and to comply therewith. Cheating or plagiarism will result in an F for the course, will be reported to appropriate officials, and may subject the student to further discipline from the University. The instructor uses on-line software to help detect plagiarism. Please note that no assignment prepared for or submitted in a different course may be used in this course without prior approval of the instructor.

Library Resources

Students can access online information resources through Troy Library Services home page at <http://trojan.troy.edu/library/> These resources include a variety of full text databases that provide complete article texts from thousands of journals, magazines and newspapers. Among the most helpful databases are JSTOR, Academic Search Complete, and Lexis-Nexis. Remote access is available via the student's Troy User ID and Password. Specific help for Global Campus students, including a dedicated librarian, is available at:

http://trojan.troy.edu/library/globalcampus/gc_librarian.html

Course Schedule

Week 1 (August 11-17) Course Introduction

- Mingst, Ch. 1-2
- Snyder, Ch. 1-2
- John Lewis Gaddis, "International Relations Theory and the End of the Cold War," International Security 17, no. 3 (Winter 1992-93): 5-58. (Available in JSTOR)
- King, Keohane & Verba, "The Science in Social Science," Ch. 1 in Designing Social Inquiry. Available at <<http://press.princeton.edu/chapters/s5458.pdf>>

Week 2 (August 18-24) Theories of International Relations

- Mingst, Ch. 3
- Snyder Ch. 3
- Joseph S. Nye, Jr., "Review: Neorealism and Neoliberalism," World Politics 40, no. 2 (January 1988): 235-51. (Available in JSTOR)

Saturday, August 23
Course Introduction
Overview of IR
Methodological Issues
Theories
Actors & Tools

Sunday, August 24
Actors and Tools
International Institutions
International Law
Introduction to Conflict

Week 3 (August 25-31) The System, The State, and The Individual

Paper #1 Due August 29

- Mingst, Ch. 4-6
- Snyder, Ch. 4-6

Week 4 (September 1-7) Diplomacy and International Law

- Mingst, Ch. 7
- Snyder, Ch. 7
- Jon Kyl, Douglas Feith, and John Fonte, "The War of Law," Foreign Affairs 92, no. 4 (July/Aug 2013): 115-125. (Available in Academic One Source)
- Harold Koh and Michael Doyle, "The Case for International Law," Foreign Affairs 92, no. 6 (Nov/Dec 2013): 162-165. (Available in Academic One Source)

Week 5 (September 8-14) Conflict (Part I)

- Mingst, Ch. 8
- Snyder, Ch. 8 (pp. 320-392)

Saturday, September 13
MIDTERM EXAM
Military Force
Weapons of Mass Destruction
Terrorism & COIN
Future Conflict

Sunday, September 14
Intl. Political Economy
Trade
Finance
Development
Globalization
Environmental Issues

Week 6 (September 15-21)

- Snyder, Ch. 8 (pp. 392-483)
- Stephen Brooks, G. John Ikenberry, and William Wohlforth, "Don't Come Home, America: The Case against Retrenchment," International Security 37, no. 3 (Winter 2012/13): 7-51. (Available in Academic One Source)

Week 7 (September 22-28) International Political Economy

Paper #2 Due – September 26

- Mingst, Ch. 9
- Snyder, Ch. 9
- Helen V. Milner, "The Political Economy of International Trade," Annual Review of Political Science (1999): 91-114. (Available in JSTOR)

Week 8 (September 29 – October 5) Transnational Issues

- Mingst, Ch. 10
- Snyder, Ch. 10
- Marc A. Levy, "Is the Environment a National Security Issue?" International Security 20, no. 2 (Autumn 1995): 35-62. (Available in JSTOR)

Week 9 (October 6-12) FINAL EXAM

Final exam will be provided on October 9, 2014; **due NLT 1900 on October 12, 2014.**

Note: The above schedule, readings and procedures in this course are subject to change.

Critical Thought Paper Instructions

Pursuant to the syllabus, there will be two critical thought papers that will each account for 10% of the course grade, for a total of 20% of the course grade. These papers will be essays intended to demonstrate the student's comprehension of the concepts contained in the reading assignments, critical thinking skills, and analytical writing skills. The essays are **not** intended to be research papers. However, papers should be careful to cite as appropriate if using ideas from reading assignments or other works.

Writing well is among the most important skills you can possess in your professional career. In many cases, you will find you are judged based on written documentation that you present. The quality of your writing will often serve, fairly or not, as an indicator of your intelligence. Poor grammar, misspelled words, confused syntax, and incoherent organization will reflect poorly upon you. Thus, it is imperative when undertaking a writing assignment to have a basic plan (an outline), to pay attention to detail, and to proofread the final product carefully.

A key goal in writing is to communicate with clarity and precision. Often, simpler is better. As Strunk and White advise, "omit unnecessary words."¹ Never use words that you are not certain you can define. Avoid cluttering up sentences with numerous clauses. Even if grammatically correct, a sentence that requires multiple readings is poorly drafted. Include an introduction explaining what your essay is about and how it is organized (provide a road map to your essay). Use paragraphs in a logical fashion (paragraphs are structured by idea, not length). Conclude with a brief summary, recapping your main point(s). Do not use the conclusion to introduce new ideas.

When you have finished your essay, review it through the eyes of potential critics. In other words, look for ambiguities or weaknesses that are open to misunderstanding and attack. If you were tasked with arguing a contrasting position to that in your paper, what sections would you attack?

Students will be assigned topics as listed below for each of the essays. Upon careful consideration of the topic, students should draft well-thought-out, well-structured, well-proofread essays that directly address the specified issues. Papers are expected to be between 4-5 pages with a maximum length of 6 pages, exclusive of title page.

Format: The paper must be typed, double-spaced, in black twelve-point Times New Roman font, with one inch margins. Do not place additional space between paragraphs. Necessary citations may follow either the Turabian or the APA system. A references list should be included as appropriate.

Grading: Papers will be graded on demonstrated understanding of the issues, coherence of argument, and attention to detail. Poor spelling, grammar, punctuation or style will negatively affect the grade. Plagiarism will result in an F.

¹ William Strunk Jr. and E.B. White, The Elements of Style, 4th ed. (Needham Heights, MA: Allyn and Bacon, 2000), 23.

Papers are due as noted below; late papers will lose ten points per 24 hour period late.

Paper 1: Due August 29, 2014

There are clear consistencies in the Thucydides-Kennan-Morgenthau line of thinking as well as the line of Kant-Wilson-Doyle. Briefly explain these fundamental links in approximately one page, then, in the remainder of the essay, assess which school of thought seems to better explain global politics with reference to the Arab Spring (to date). Note this is not asking you to explain the Arab Spring; rather, it is asking you to explain the global political reaction to the Arab Spring.

Paper #2 is due September 26, 2014

The University of California archives videos of its Conversations with History Project at <http://conversations.berkeley.edu/topics>. Most of the videos are approximately one hour long. For this paper, you are to view the interview of Gideon Rose on “How Wars End,” then write an essay evaluating Rose’s basic argument. In which theoretical tradition would you place Rose? Why?