

**IR5551: Survey of International Relations (W-E)**  
Term 2, 2017-2018: October 16 – December 17 3 Credit Hours  
Location: Osan Air Base, Education Center  
Meeting Times and Dates: 0900-1800 Nov. 4-5, Dec. 16-17

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**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 the scholastic discipline of International Relations; be able to discuss and analyze the fundamental issues involved in international security and international political economy; be familiar with the fundamentals of positivist research methodology in International Relations; and demonstrate the ability to write cogent, well-organized, essays at the graduate level.

**Required Texts**

- Karen Mingst and Jack L. Snyder, eds. Essential Readings in World Politics, 5th ed. (W.W. Norton & Co., 2013). ISBN: 9780393921960
- Karen A. Mingst and Ivan M. Arreguin-Toft, Essentials of International Relations, 6<sup>th</sup> ed. (W.W. Norton & Co., 2013). ISBN 9780393921953

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

**Nature of Graduate Work**

“Graduate level work differs appreciably from that of undergraduate programs. Graduate students will find that their programs are geared toward meeting certain criteria. The first of these criteria is that the graduate student should understand the ramifications of research as well as the manner in which it is conducted. Research, the context of graduate study, is conducted in a systematic, thorough, critical, interpretative, and analytical manner—free of preconceived notions and receptive to new ideas; such research attempts to collate and synthesize new patterns of meaning, discover new truths, and correct past errors. The second component of the graduate program requires that graduate students master their field of study. Such mastery would entail a thorough grasp of the subject matter, literature in the field, theory, and methodology related to the student’s field of interest. Finally, every graduate program must give students the opportunity to demonstrate research skills, knowledge of the field, and opportunity to contribute to the field of study. Thus, a person who wishes to do graduate level work must be prepared to pass examinations, both written and oral, to write coherent papers that reflect the results of research as defined above, and to participate in course projects” (2017-18 Troy University Graduate Catalog, p. 4).

## **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 Canvas, as this is a Web-Enhanced class.

### *A. Exams*

There will be two exams in this course. The midterm exam will count for 20% of the course grade. The final exam will count for 30% of the course grade. The midterm exam will be an open-book, take-home exam consisting of essay questions. The final exam will be a closed-book, in-class exam consisting of short answer and essay questions. Exams will include material covered in the readings, discussed in class, and posted on Canvas.

### *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 at the end of the syllabus. Papers are due NLT midnight on **November 5** and **December 3**; late papers will lose ten points per 24 hour period late. Papers should be turned in via Blackboard.

### *C. Reading Summaries*

Students will provide summaries of each week's readings from the Snyder and Mingst anthology and any assigned external articles by the last day of the week as listed below in the course schedule. Summaries of the text book (Mingst & Arreguin-Toft) are not required. For example, summaries for week 1 are due NLT Oct. 22; week 2 - due NLT Oct. 29. Together, the summaries will account for 15% 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 actively 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. Summaries should be turned in via Canvas.

### *D. Discussion Board Participation*

Departmental policy mandates use of discussion boards in Canvas. Accordingly, a series of questions will be posted in Canvas. Students must read all discussion boards and must respond to at least 4 different discussion questions over the course of the term. Some questions will require viewing of on-line videos first. Posts will account for 5% of the course grade.

### *E. Quizzes*

A series of short quizzes accounting for 10% of the course grade will be posted on Canvas. These will include an introductory syllabus quiz, with the remainder comprising weekly reading quizzes. The quizzes, other than the syllabus quiz, will have 5-minute time limits. Thus, while open book, students should not anticipate time to look up answers during the quizzes.

### *F. 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	

*Incomplete grades:* If a student is unable to complete all course grading requirements, the student may be eligible to request the assignment of an incomplete grade. An Incomplete grade is not automatically assigned by the instructor, but must be requested by the student and approved by the instructor. The decision to approve or reject a student's request for an incomplete grade is at the discretion of the instructor using the following criteria: Student submits a completed "Incomplete Grade Request" form prior to assignment of a course grade. Student's progress in the course is deemed satisfactory. Student is passing the course when the request is made. The circumstances that prevented the student's completion of course requirements are beyond the student's control and adequate documentation is provided. A student may request an incomplete by completing and submitting to the instructor an "Incomplete Grade Request" form. This form can be found at [www.troy.edu/graduateschool/forms.html](http://www.troy.edu/graduateschool/forms.html).

### **Web-Enhanced Classes**

A 3 credit course requires 45 contact hours. Class meetings cover 36 of these hours, so 9 additional hours must be accounted for via Canvas. To meet this 9 hours, this course includes the following: Viewing of 3 one-hour videos (3 hours); discussion board posts and quizzes (4 hours), and review of instructor slides/lectures posted on Canvas (2 hours).

### **Troy University Deadlines**

Students can find the Troy Online calendar at <http://trojan.troy.edu/online/academiccalendar.html> listing key dates for the term, including refund deadlines, payment dates, and Comp Exam dates. Note the last day to drop classes in Term 2 is Nov. 24, 2017.

### **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](http://trojan.troy.edu/etroy/documents/Troy_University_ADA_Policies.pdf)

### **Cell Phone and Other Electronic Devices**

Use of any electronic device (cell phone, tablet, laptop, etc.) by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cell phones and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages during a class meeting is forbidden by the University. Use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See pp. 42-52 of the Oracle.) In order to receive emergency messages from the University or

family members, devices must be in a vibration, or other unobtrusive mode. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period. The instructor in this class has opted to permit use of tablets and/or laptops in class.

### **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.

Plagiarism is the use of another person’s words or ideas without proper attribution; whether intentional or not, representing another person’s words or ideas as one’s own constitutes plagiarism. Plagiarism is an ethical offense violating Troy’s Standards of Conduct and Troy’s Academic Code. All MSIR students are expected to understand the concept of plagiarism as well as the rules of proper citation. If a student has any doubt about proper attribution, it is the responsibility of the student to seek clarification from the instructor. Students deemed by the instructor to have engaged in intentional plagiarism in this course shall receive an automatic F in the class and are subject to additional discipline up to and including expulsion from the program. Students deemed by the instructor to have engaged in unintentional plagiarism are subject to disciplinary action to be determined by the instructor in accordance with the severity of the offense. 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](http://trojan.troy.edu/library/globalcampus/gc_librarian.html)

## Course Schedule

### *Week 1: Course Introduction*

- Mingst, Ch. 1-2
- Snyder, Ch. 1-2
- 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: Theories of International Relations*

- Mingst, Ch. 3
- Snyder Ch. 3

### *Week 3: The System, The State, and The Individual*

- Mingst, Ch. 4-6
- Snyder, Ch. 4-6
- **CRITICAL THOUGHT ESSAY #1 DUE NOV. 5**

#### Saturday, Nov. 4

Course Introduction  
Overview of IR  
Methodological Issues  
Theories  
Actors & Tools

#### Sunday, Nov. 5

International Institutions  
International Law  
Introduction to Conflict  
Military Force

### *Week 4: 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: Midterm Exam & Conflict (Part I)*

- **MIDTERM EXAM DUE NOV. 19**
- Mingst, Ch. 8
- Snyder, Ch. 8 (through Fearon)

### *Week 6: Conflict (Part II)*

- Snyder, Ch. 8 (remaining)

- 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: International Political Economy*

- 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)
- **CRITICAL THOUGHT ESSAY #2 DUE DEC. 3**

*Week 8: Transnational Issues*

- Mingst, Ch. 10-11
- Snyder, Ch. 10-11
- Marc A. Levy, “Is the Environment a National Security Issue?” International Security 20, no. 2 (Autumn 1995): 35-62. (Available in JSTOR)

*Week 9: Wrap Up and FINAL EXAM*

Saturday, Dec. 16

Weapons of Mass Destruction  
Terrorism & COIN  
Intl. Political Economy  
Trade & Finance

Sunday, Dec. 17

Development  
Globalization  
Environment  
Final Exam

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."<sup>1</sup> 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.

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<sup>1</sup> William Strunk Jr. and E.B. White, The Elements of Style, 4<sup>th</sup> 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 November 5

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 American foreign policy with reference to the Arab Spring (to date).

*\*\*\*\*\* Please note: the paper is NOT asking you to explain the cause of the Arab Spring. \*\*\*\*\**

Paper #2: Due December 3

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?