

POLITICS 242, International Politics
December, 2007
David Yamanishi

Contact Information

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Writing Studio: 125 Cole Library, hours: Monday-Thursday, 9am-5pm and 6-11pm; Friday, 9am-5pm; Sunday, 1-5pm and 6-11pm

Overview

International politics is the study of political relationships between states and political relationships that cross state borders between entities other than states. We shall examine why states engage in conflict with one another and what determines their success or failure in such conflict, as well as why states engage in cooperation with one another and what determines their success or failure in such cooperation. Additionally, we will discuss several issues that might require state cooperation: human rights, the rights of minority groups, the environment, development, and terrorism. We will focus especially on the questions of the origins of World War I and of Al Qaeda.

Disabilities

If you have a disability registered with the college that will require special accommodations for the quizzes or other assignments, please let me know by Wednesday, November 28.

Feedback

I am very interested in your suggestions for improvement of this syllabus and my teaching generally. Please email comments to me as you think of them or share them with me at my office.

Assessment

Participation in class	20%	
First quiz	5%	Friday, November 30
Diplomacy journal	10%	daily from Tuesday to Friday, December 4-7
Second quiz	10%	Friday, December 7
Third quiz	10%	Friday, December 14
Research paper	25%	Friday, December 14, 8pm (includes earlier proposal, annotated bibliography, outline, and conference)
Presentation	10%	Monday or Tuesday or Wednesday, December 17 or 18 or 19
Research paper rewrite	10%	Wednesday, December 19, 12pm

If you punctually attend every class, appear to me to be paying attention, and never make a contribution to our common discussion, you will receive a C for participation. To get a grade higher than a C for participation, you must participate orally in our common discussion. I assess participation more by thoughtfulness and attentiveness to the flow of the conversation than by quantity of oral communication. I do, however, expect you to contribute regularly.

I will hand out reading notes for each day's readings to give you an indication of what issues we will discuss at the next day's class. The quiz questions will be similar to the questions in the reading notes. I will hand out three to five questions a day in advance for each quiz, and choose which two you will answer randomly at the beginning of the quiz.

The Diplomacy journal, due at the beginning of class on Tuesday, Wednesday, Thursday, and Friday of the second week, has to do with our collective play of the board game Diplomacy on Monday, Tuesday, Wednesday, and Thursday of the second week of the class. I will ask you to describe each day's play and reflect upon what the game has taught you about international politics and, more specifically, the political situation leading into World War I. I will also add more specific questions based on each day's play and related issues.

The research paper due Friday, December 14, at 8pm should address an international incident, policy decision, or problem that has been addressed by scholars representing at least two conflicting perspectives. In your paper, you should explain how the competing scholars understand the phenomenon in question, explain how they offer evidence for the validity of their explanations, analyze their competing explanations to identify the roots of their disagreement, and offer an original analysis of your own to assess which approach offers the best explanation. You should deal both with their understanding of the nature and causes of the phenomenon that you address and their policy recommendations, if relevant. You should choose your topic and describe it to me in writing by the beginning of class on Monday, December 3. On Friday, December 7, I will meet with each of you to discuss your project; you should come prepared with an annotated bibliography of sources and a tentative outline of your paper. You will need to identify sources for this paper sufficient to make your

puzzle and the competing approaches to it clear and to provide factual and interpretive evidence to support your analysis of the competing approaches. The paper itself is due on Friday, December 14, at 8pm, by email. I will return your graded papers with comments on Monday, December 17. By Wednesday, December 19, at 12pm, you should email me your revised paper. Your grade on the rewrite component will be no lower than your grade on the original paper so long as you make a serious effort to address my comments; if you make merely cosmetic changes, your grade on the rewrite may be lower than the original grade. You should write a double-spaced, conventionally typeset paper long enough to answer the questions effectively with respect to your problem (probably at least 10-12 pages).

Your presentation will address your paper project. You should present your puzzle, the competing perspectives that have developed about it, and your analysis of their advantages and shortcomings in about 10 minutes. After each presentation, I will select another student or students in the class to serve as a discussant who will briefly summarize the presentation and ask one or more critical questions about it. I may ask you to serve as a discussant more than once. After the discussants speak, other students may ask questions and make comments. Your presentation grade will depend on your effectiveness in presenting your argument in a clear way to the class and your facility and thoughtfulness in answering questions about your work, as well as quality of your comments on other students' presentations.

To simplify communication about grades, I grade all assignments using the same marks that appear on your academic transcripts: letter grades. When I combine assignment grades to produce your course grade, I will do so using the same numbers that the college uses to determine your GPA (A = 4.0, A- = 3.7, B+ = 3.3, etc.). I will always round-up from the midpoint between grades (for example, a 3.85 rounds to an A, while a 3.84 does not). I may raise grades from what the raw numbers indicate in deserving cases, but I will never change the rank order of students' grades in the class in doing so.

While the particular things I'm looking for vary to some degree by assignment, in general an A on an assignment means that your work is outstanding in terms of:

- addressing the assigned question and avoiding digression,
- having a well-structured argument,
- expressing your argument clearly and effectively,
- making appropriate and properly cited use of material on the syllabus and other well-selected references,
- and demonstrating thoughtful mastery of the course material and discussions.

Lower grades mean that you have not done all of these things or have done one or more of them less well. The order of items on the above list should not be taken to indicate their order of importance in determining your grade on an assignment, nor should you suppose that the items will carry equal weight on an assignment or invariant weight across assignments. Moreover, I expect your work to improve during the course and across courses.

Attendance and Lateness Policy

To avoid a penalty on your participation grade for missing class, you must ask the campus clinic (in a health emergency) or the dean of students or other relevant campus official (in other types of emergencies) to send me an excuse on your behalf. Missing more than one class without a documented excuse will result in a zero for class participation.

I will lower the grade on work submitted late by one letter grade per two hours late (thus, a paper that would have earned an A will receive an A- if one minute late, an F if 20 hours and one minute late). Except in cases of documented disability or emergency, I will not, on grounds of fairness, offer an extension to one student without offering it to everybody, and given the tightness of the block plan schedule, I simply can't afford to do that. Please do not experiment with my generosity.

Books to Buy

The following books are available at the bookstore in the Commons.

Joseph Nye, Jr., *Understanding International Conflicts: An Introduction to Theory and History*, Pearson Longman, 2007. ISBN 0-321-39395-3.

Barbara Tuchman, *The Guns of August*, Ballantine, 1994. ISBN 0-345-38623-6.

Lawrence Wright, *The Looming Tower: Al Qaeda and the Road to 9/11*, Vintage, 2007. ISBN 0-400-03084-2.

I will post the other required readings on Moodle.

Recommended Reading

Each week I will hand out a summary of the week's news and a selection of articles pertinent to international politics (generally, but not always, from *The Economist*). This is recommended, not required, reading, but I may refer to it during our discussion.

I will also occasionally hand out a short list of recommended reading in case you wish to continue reading on the subjects that we address.

Reading and Assignment Schedule

Readings other than Nye, Tuchman, and Wright may be found on the Moodle site for the class.

Monday, November 26	9am:	<i>Introductions, Overview</i>
	10am:	Information Literacy Quiz (for those new to Politics classes)
Tuesday, November 27	9am:	<i>Basics</i>
		Fukuyama, "The End of History?"
		Mearsheimer, "Why We Will Soon Miss the Cold War"
		Huntington, "The Clash of Civilizations?"
Wednesday, November 28	9am:	Nye, Chapters 1-2
		Thucydides, "The Melian Dialogue"
	1pm:	Finding Sources in International Politics (with Tonnie Flannery) (Humanities Lab, College Hall)
Thursday, November 29	9am:	Nye, Chapters 3-5
		Morgenthau, "Six Principles of Political Realism"
		Doyle, "Liberalism and World Politics"
Friday, November 30	9am:	Nye, Chapters 6-8
		Wendt, "Anarchy Is What States Make of It"
		Tickner, "Man, the State, and War"
		Diplomacy rules and map
	1pm:	<i>First quiz</i>
Monday, December 3	9am:	<i>Paper proposal due</i>
		<i>Case Study: World War I</i>
		Tuchman, Chapters 1-5
		Keegan, <i>The First World War</i> , Chapter 3
		Tuchman, Chapters 6-9
	12:30pm:	Diplomacy session
Tuesday, December 4	9am:	<i>First Diplomacy journal entry due</i>
		Tuchman, Chapters 10-13

Wohlforth, "The Perception of Power: Russia in the Pre-1914 Balance"

12:30pm: Diplomacy session

Wednesday, December 5

9am: *Second Diplomacy journal entry due*

Tuchman, Chapters 14-19

Joll and Martin, *The Origins of the First World War (3rd Ed.)*,
Chapters 5 and 7

12:30pm: Diplomacy session

Thursday, December 6

9am: *Third Diplomacy journal entry due*

Tuchman, Chapters 20-23

Stoessinger, *Why Nations Go to War*, Chapter 1

12:30pm: Diplomacy session

Friday, December 7

various: *Annotated bibliography and outline due*

Appointments to discuss papers

1pm: *Second quiz*

Monday, December 10

9am: **Case Study: Al Qaeda**

Wright, Prologue-Chapter 5

Crenshaw, "The Causes of Terrorism"

1pm: Visit from Michael Boock

2pm: Structuring Your Paper (with Nicole Jackson)

Tuesday, December 11

9am: Wright, Chapters 6-10

Pape, "The Strategic Logic of Suicide Terrorism"

Wednesday, December 12

9am: Wright, Chapters 11-15

Juergensmeyer, "The New Religious State"

Thursday, December 13

9am: Wright, Chapters 16-20

Rotberg, "The New Nature of Nation-State Failure"

Friday, December 14	9am:	Nye, Chapter 9
	1pm:	<i>Third quiz</i>
	8pm:	<i>Research paper due</i>
Monday, December 17	9am:	<i>Paper presentations</i>
	1pm:	<i>Paper presentations</i>
Tuesday, December 18	9am:	<i>Paper presentations</i>
	1pm:	<i>Paper presentations</i>
Wednesday, December 19	9am:	<i>Paper presentations</i>
		<i>Course evaluations</i>
	12pm:	<i>Paper rewrites due</i>

Honesty in Academic Work (from the *Compass*)

The College considers Cornell students to be responsible persons whose maturity will develop in a community that encourages free inquiry. The College expects the highest degree of personal integrity in all relationships. Any form of dishonesty is a violation of this spirit and of College rules.

A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.

Dishonesty in academic work includes both cheating and plagiarism.

Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the evaluator of an examination, paper, or project.

Plagiarism is the act of taking the work of another and presenting it as one's own, without acknowledgement of the original source.

There is not one set of rules for the acknowledgement of sources that is appropriate across all disciplines. For this reason, students are always encouraged to consult their professors and

guidelines included in their syllabi. However, in general the appropriate acknowledgement of sources involves meeting the following requirements:

Quotations and Paraphrasing. All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author - even two or three words - must be placed in quotation marks and cited. If an existing idea is used but paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources.

Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

Ideas and Data. All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid.

Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved.

All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the Teaching and Learning Center for specific instructions on properly providing citations for sources.

Procedures for Dealing with Dishonesty in Academic Work (from the *Compass*)

If an instructor judges that a student has violated the College's policies on academic honesty, the student may be charged with academic dishonesty and assigned an F either for the

particular examination, paper, report, or project, or for the course. The instructor shall notify the student in writing of the charge and the penalty and shall include a statement of the circumstances which precipitated the action. A copy of the instructor's letter along with a copy of the paper shall be sent to the Registrar. The Registrar shall then advise the student in writing of the right to appeal. Within ten (10) days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he or she appoint an ad hoc committee consisting of three (3) faculty members, one of whom may be nominated by the student. The recommendation of this committee is advisory only and is not binding upon the instructor.

All material and information relative to the charge of academic dishonesty shall be kept by the Registrar in a special file during the period in which the student is enrolled at Cornell College, serving only as a statement of record if the student is charged a second time with academic dishonesty. In the case of an appeal after the first offense, the file shall be destroyed if the committee finds the student not guilty and the instructor concurs; otherwise, the recommendation of the committee shall be inserted into the special file. If there are no further charges, the file will be destroyed at the time of the student's graduation from Cornell.

Should a subsequent charge of academic dishonesty be brought against a student, the Registrar shall notify the Dean of the College who shall convene a committee consisting of the Dean of the College, the Dean of Students, and the Chair of the Academic Standing Committee, who shall determine the status of the student. The normal penalty for a second offense is indefinite suspension from the College.