

POLITICS 242, International Politics
May, 2008
David Yamanishi

Contact Information

Office hours: I am generally on campus from about 7:30am to 4:30pm Monday to Friday, and tend to be in my office most of the time between 9-11 and 1-3 when I'm not with you. Let me know if you'd like to talk and we can set up an appointment if you don't want to just take a stab at catching me in my office.

Office phone: 895-4300. A great way to figure out whether I'm there!

Email: dyamanishi@cornellcollege.edu. The best way to reach me.

Consulting Librarian: Tonnie Flannery, 308 Cole Library, x4256, tflannery@cornellcollege.edu.

Writing Studio: 125 Cole Library, hours: Monday-Thursday, 9am-5pm and 6-11pm; Friday, 9am-5pm; Sunday, 1-5pm and 6-11pm. I have discussed each assignment with Nicole Jackson in particular, but Nicole, Mariah, and the student workers can all be helpful.

I'm here to help, as are Tonnie and the Writing Studio folks. Please take advantage of us.

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 breakdown of international cooperation during the interwar period of 1919-1939 and of the risks posed by international sub-state actors such as 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, May 7.

If you have a disability that is *not* registered with the college that will require special accommodations for any assignments, please register it (!) and then let me know by Wednesday, May 7.

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%	
Journals	10%	daily by 7am
First quiz	5%	Monday, May 12
Second quiz	10%	Friday, May 16
Third quiz	10%	Thursday, May 22
Problem statement paper	10%	Saturday, May 10, 4pm
Research paper	20%	Friday, May 23, 4pm
Research paper rewrite	5%	Wednesday, May 28, 12pm
Presentation	10%	Monday or Tuesday or Wednesday, May 26 or 27 or 28

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 sources,
- 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.

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.

Instructions for Assignments

Participation: 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.

Journals: Each day of the course that we have readings (that is to say: days 2-14), you should submit a journal entry by 7am via email. Please put the text of your journal entry into the message; please do not use an attachment. You might consider one or more of the reading note questions that I've distributed, or reflect upon how the readings for the day relate to earlier material and/or current events in the news. Feel free to offer your personal reactions to each piece, but I do want you to offer some interpretation or analysis of some kind in each journal entry. Your entries should not exceed 250 words per day. On the days that we play the diplomacy simulation, I will ask you to write an additional journal entry related to the game for the following day. Those answers should also not exceed 250 words per day, for a total of no more than 500 words on the relevant days. Journals will be graded according to (thoughtful) completion. That is to say: if you finish all of them and take them reasonably seriously, you will receive an A for the journal component of the course grade. You may skip two of the sixteen (twelve for the readings, four for the simulation) journal entries of your choice at no penalty, or complete all of them for a bit of extra credit.

Quizzes: 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 may hand out quiz questions in advance, if doing so doesn't appear to damage participation by reducing the incentive to do the readings.

Problem statement: Your problem statement will precede your research paper to indicate what puzzle you will address in your larger project and how you will go about addressing it. You should address an international incident, policy decision, or problem that has been or could be addressed by scholars representing at least two conflicting perspectives (such as realism, institutionalism, constructivism, and feminism, all of which we will consider during the first week, or other perspectives that we will not address directly). The problem statement due by 4pm on Saturday, May 10, should make the facts of your puzzle clear, avoiding interpretive inferences for now. I will grade this assignment according to three principal criteria: the quality of your statement of your central puzzle, the quality of the selection and presentation of facts that you offer to make the context of your puzzle clear, and the coherence with which you establish a clear thesis and make each part of your paper make sense in terms of that thesis. We will select problems in class on Wednesday, May 7, so as to avoid duplication. You should write your problem statement as a coherent paper, not a set of bullet points. Please submit your problem statement by email in a Word or RTF attachment. Your problem statement should not exceed 1000 well-chosen words.

Research paper: The research paper due Friday, May 23, at 4pm, should present your puzzle (building upon the problem statement paper), explain how competing scholars understand the phenomenon in question and/or how the phenomenon in question could be understood by scholars using the different perspectives that we've studied, and analyze the competing explanations to identify the roots of disagreement and to assess why one or more perspectives are right and the other(s) wrong. I will grade the research paper according to three principal criteria: the quality of your discussion of how your problem has been and/or might be explained by scholars from different perspectives, the quality of your analysis of what fundamentally unites and distinguishes the competing perspectives that you address, and the coherence with which you establish a clear thesis and make each part of your paper make sense in terms of that thesis (including improvements in the material drawn from your problem statement paper). Your research paper, including any of the problem statement recycled in it, should not exceed 3000 well-chosen words.

Research paper rewrite: I will return your graded papers with comments on Monday, May 26. By Wednesday, May 28, at 12pm, you should email me your revised research 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.

Presentation: Your presentation will address your paper project. You should present your puzzle, the competing perspectives that you 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 formal discussion of another student's presentation.

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. You may miss no more than one class without providing a documented excuse.

I will lower the grade on work submitted late by one grade per twelve hours late (thus, a paper that would have earned an A will receive an A- if three hours late, a B+ if eighteen hours late). Work submitted late *that meets the minimum expectations of the assignment* will receive at least a D regardless of lateness, so you should submit all assignments even if you are extremely late. I will not accept any work after 5pm on the fourth Friday of the block.

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.

To drop on the 15th day, you *must* complete every assignment due by the end of the 14th day of class and meet the attendance condition noted above (that is to say, you must miss no more than one class without a documented excuse). In other words, if you are likely to sleep through class on more than one occasion, you should drop during the first three days, because you will not be able to do so later.

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* (6th edition), Pearson Longman, 2007. ISBN 0-321-39395-3.

E.H. Carr, *The Twenty Years' Crisis, 1919-1939: An Introduction to the Study of International Relations*, Palgrave Macmillan, 2001. ISBN 0-333-96377-6.

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

Reading and Assignment Schedule

Readings other than Nye, Carr's *Twenty Years' Crisis*, and Wright may be found on the Moodle site for the class.

Monday, May 5	9am	Introductions and Administrivia
Tuesday, May 6	9am	Mearsheimer, "Why We May Soon Miss the Cold War" (excerpted, 16 pages) Huntington, "The Clash of Civilizations" (excerpted, 18 pages) Thucydides, "The Melian Dialogue" (excerpted, 5 pages) Nye, Chapter 1 (32 pages)
Wednesday, May 7	9am	Nye, Chapters 2-4 (81 pages) Fukuyama, "The End of History" (excerpted, 12 pages)

Thursday, May 8	9am	Nye, Chapters 5-6 (88 pages) Wendt, "Anarchy Is What States Make of It" (excerpted, 21 pages)
	1pm	Writing Consultant Nicole Jackson on the problem statement paper
Friday, May 9	9am	Nye, Chapters 7-9 (82 pages) Tickner, "Man, the State, and War" (excerpted, 13 pages)
Saturday, May 10	4pm	Problem statement paper due by email
Monday, May 12	9am	Carr, <i>International Relations between the Two World Wars</i> (267 pages, SKIM FOR BACKGROUND)
	1pm	Quiz on First Week's Readings
Tuesday, May 13	9am	Carr, <i>Twenty Years' Crisis</i> , Chapters 1-6 (83 pages)
	1pm	Diplomacy simulation
Wednesday, May 14	9am	Carr, <i>Twenty Years' Crisis</i> , Chapters 7-9 (65 pages)
	1pm	Diplomacy simulation
Thursday, May 15	9am	Carr, <i>Twenty Years' Crisis</i> , Chapters 10-14 (59 pages)
	1pm	Diplomacy simulation
Friday, May 16	9am	Diplomacy simulation
	1pm	Quiz on Second Week's Readings
Monday, May 19	9am	Wright, Prologue-Chapter 4 (110 pages) bin Laden, "Speech to the American People" (excerpted, 5 pages)
Tuesday, May 20	9am	Wright, Chapters 5-9 (99 pages) Crenshaw, "The Causes of Terrorism" (23 pages)
	1pm	Writing Consultant Nicole Jackson on the research paper
Wednesday, May 21	9am	Wright, Chapters 10-16 (112 pages) Pape, "The Strategic Logic of Suicide Terrorism" (21 pages)

Thursday, May 22 9am Wright, Chapters 17-20 (97 pages)
 1pm Quiz on Third Week's Readings

Friday, May 23 4pm Research paper due by email

Monday, May 26 9am Presentations
 1pm Presentations

Tuesday, May 27 9am Presentations
 1pm Presentations

Wednesday, May 28 9am Presentations, evaluations
 12pm Research paper rewrite due by email

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.