

POLITICS 242, International Politics
December, 2009
David Yamanishi

Contact Information

Office hours: I am generally on campus from about 8:30am 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. If you don't want to just take a stab at catching me in my office, let me know when you'd like to talk and we can set up an appointment. I strongly encourage you to visit me at least once this block in addition to the required paper visit, and as often as you deem helpful and/or entertaining.

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: Greg Cotton, Cole 315, 895-4454, g cotton@cornellcollege.edu. Greg can help you find resources for your paper, both in print and electronically.

Writing Studio: Cole 125, 895-4462. Hours: Monday-Thursday, 8am-11pm; Friday, 8am-5pm; Sunday, 1-11pm. I have discussed each assignment with Shawn Doyle in particular, but Shawn, Laura, and the student consultants can all be help you learn to structure your paper and your writing effectively. The writing consultants can also offer advice on brainstorming, general organization, and study habits as they relate to written work.

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

There is a Moodle site for this class that you can get to by logging in with your Cornell email account and password at <http://moodle.cornellcollege.edu>. I will post copies of all handouts and online readings there.

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. In this class, we will focus especially on two case studies: the historical question of the origins of World War I and the modern question of the origins of Al Qaeda and what the world community can and should do about it.

Disabilities

If you have a disability registered with the college that will require special accommodations for the tests or other assignments, please let me know by Wednesday, November 25.

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, November 25.

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	5%	daily by 7am (when there are new readings/simulations)
First test	6%	Wednesday, December 2
Second test	10%	Wednesday, December 9
Third test	14%	Wednesday, December 16
Group presentation	5%	one of Thursday-Tuesday, December 10-11 or 14-15
Paper proposal	2%	Tuesday, December 1, 9am
Paper breakdown	3%	Sunday, December 6, 12pm
Paper	16%	Saturday, December 12, 12pm
Paper rewrite	9%	Friday, December 18, 9am
Individual presentation	10%	one of Wednesday-Friday, December 16-18

While the particular things I'm looking for vary to some degree by assignment, in general an A on a written or oral 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 than you could have. 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 other than participation 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 engaged in the class*, 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. Office visits help your participation grade, but are not a substitute for class attendance and participation. The required meeting regarding your individual project counts as a class session, not an office visit.

Journals: Each day of the course that we have readings or group presentations you should submit a journal entry by 7am via email (plain text, no attachment, please). For journal entries that address readings, 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. Journal entries written during the week of group presentations should address the day's non-group-presentation reading(s), though you should also feel free to offer thoughts on the previous day's group presentation. 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 entries should also not exceed 250 words per day. 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 one journal entry at no penalty, or complete all of them for a bit of extra credit.

Tests: 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 test questions will be similar to the more interpretive questions in the reading notes. I may hand out test questions in advance, if doing so doesn't appear to damage participation by reducing the incentive to do the readings. Tests will generally address recent readings, but some questions may reach back to earlier material.

Group presentation: We will break up the class into groups to offer presentations during the third week. Each of these presentations will address an article related to international terrorism alongside our Lawrence Wright's book on Al Qaeda. Each presentation should explain the central arguments of the article and their supporting reasoning, causal mechanisms, and evidence. Each presentation should also make the larger context and development of the problem clear by making connections between the specific article and the Wright and other readings on terrorism as well as our more general study of international relations and international terrorism. Each member of each group must offer a significant part of the oral presentation. Each group's prepared presentation should be about half an hour long and participants should be prepared to lead a discussion on the material for another half an hour (or presentations and discussion may be interleaved subject to the same aggregate time split). Your grade will depend partly on the group's performance and partly on your individual performance. I will base the group's collective grade upon the thoughtfulness of the group's division of labor and the integration of the parts of the presentation. I will base your individual grade upon your effectiveness in presenting your part of your group's argument in a clear way to the class and your facility and thoughtfulness in answering questions and leading discussion about your part of the group's work. I will meet with each group the day before its presentation to offer advice on the group's plan. You should have your division of labor worked out in advance of that meeting, along with your slides, outlines, or other visual aids.

Paper, generally: You should choose an international incident, policy decision, or problem that has been (or could be) addressed by scholars representing at least two conflicting perspectives. These might include realism, institutionalism, constructivism, or feminism, all of which we will consider during the first several days of the class, or other perspectives that we will not address directly. You might also compare competing perspectives within the realist (or liberal, etc.) school. For topic ideas, you might look at the “further reading” suggestions in Nye’s book, check out what’s going on in the news lately, or use library resources to identify issues of interest. Your topic may be historical or current. The paper will fall into four graded stages: proposal, breakdown, the paper itself, and a rewrite. I will also meet with each of you about your papers after I grade your breakdowns. You should of course feel free to meet with me (or email me) more often than that if you feel that it will be helpful to you. In identifying sources for your paper, you should identify scholarly work and be sure to look for responses to each piece that you identify in order to develop an overall understanding of the literature on your topic. On the first Wednesday, we will allocate problems in class so as to avoid duplication; please bring a few choices of topic.

Paper proposal: Your proposal should indicate what puzzle you plan to address in your paper and lay out the facts that you mean to explain. The proposal not draw conclusions. 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 proposal make sense in terms of that thesis. You should write your proposal as a coherent essay, not a set of bullet points. Please submit your proposal by email in a Word or RTF attachment. Your proposal should not exceed 500 well-chosen words.

Paper breakdown: Your paper breakdown should offer an outline of the structure of your paper and the logic of your argument, and an annotated bibliography of sources. You should shun bullet points in favor of brief explanations of the division of your paper and argument into sections and of the purpose of each section. Your source annotations should briefly explain the nature of each source and the role it will play in your paper. I will grade your breakdown according to three principal criteria: the quality of your justification for dividing the sections of your paper and argument as you have, the quality of your explanations of the purpose of each section and part of your argument, and the quality of your selection and description of sources. Please submit your breakdown by email in a Word or RTF attachment. Your breakdown should not exceed 1200 well-chosen words.

Paper: The paper should present your puzzle (building upon the proposal), 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, analyze the competing explanations to identify the roots of their disagreement, and 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 your own effort to build upon the competing perspectives, and the coherence with which you establish a clear argument and make each part of your paper make sense in terms of that thesis. Please submit your paper by email in a Word or RTF attachment. Your paper should not exceed 2500 well-chosen words.

Paper rewrite: I will return your graded papers with comments as quickly as possible, so that you may improve your paper according to my suggestions (and perhaps your own further reflection upon it). Your

grade on the rewrite 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. Please submit your breakdown by email in a Word or RTF attachment. Your rewrite should not exceed 2500 well-chosen words.

Individual presentation: Your presentation should address your paper project. You should present your puzzle, the competing perspectives that you have found or 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 each of you to serve as a discussant more than once. After the discussant(s) speaks, other students may ask questions and make comments (which will count as ordinary class participation, not part of the presentation grade). 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, however, accept any work after 12pm on the last day 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 calendar, 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 now, because you will not be able to do so later.

* The clinic has asked students who believe they have swine flu not to come to the clinic for evaluation. Please do inform both the clinic and me if you miss a class for this reason. You may not delay a test or written assignment without advance notice!

Books to Buy

The following three books are available at the bookstore in the Commons and are required for all students in the class.

Joseph Nye, Jr., *Understanding International Conflicts: An Introduction to Theory and History* (7th edition), Pearson Longman, 2009. ISBN 0-205-65887-3.

Gordon Martel, *Origins of the First World War* (revised 3rd edition), Pearson Longman, 2008. ISBN 978-1-4058-7431-1.

Lawrence Wright, *The Looming Tower: Al-Qaeda and the Road to 9/11*, Vintage, 2006. ISBN 978-1-4000-3084-2.

Reading and Assignment Schedule

Readings other than Nye, Martel, and Wright may be found on the Moodle site for the class. I will offer reading notes for your consideration alongside each set of readings.

You should also keep up with the international news during this class. I recommend the New York Times's "World News" section online at <http://nytimes.com/international/>, the Economist's "World Politics" section online at <http://www.economist.com/world/>, and the BBC at <http://news.bbc.co.uk/>.

For longer term coverage of international politics, the journals *Foreign Policy* and *Foreign Affairs* offer excellent semi-academic (some articles by politicians, some by scholars) coverage of US foreign policy, but at a bimonthly pace of publication, won't help much on the block plan. Good academic journals on international politics include, at a minimum, *International Organization*, *International Security*, *International Studies Quarterly*, the *Journal of Conflict Resolution*, and *World Politics*. More general political science journals such as the *American Political Science Review* and the *American Journal of Political Science*, often feature excellent articles on international politics.

Monday, November 23	9am	Introductions, syllabus, and administrivia
	10am	Visit from Ambassador Ron McMullen
	3:15pm	<i>Recommended: Immigration Panel sponsored by the Organization for Latino Awareness, Hedges</i>
Tuesday, November 24	9am	Nye, Chapters 1-2 Thucydides Mearsheimer
Wednesday, November 25	9am	Bring ideas for paper Nye, Chapters 3-4 Fukuyama
Monday, November 30	1pm	Nye, Chapters 5-6 Wendt Tickner

Tuesday, December 1	<p>9am Paper proposal due Nye, Chapters 7-9 Huntington</p> <p>1pm Visit from Ambassador Asher Naim</p> <p><i>3:30pm Recommended: Public Address by Israeli Ambassador Asher Naim, "Ethiopian Jews Then and Now: From Operation Solomon 1991 to Israel 2009," location tba</i></p>
Wednesday, December 2	<p>9am First test</p> <p>1pm Diplomacy simulation</p>
Thursday, December 3	<p>9am Martel, Introduction Keegan</p> <p><i>11am Recommended: Humanities & Arts Interest Group presentation, Hedges</i></p> <p>1pm Diplomacy simulation</p>
Friday, December 4	<p>9am Martel, Analysis and Assessment</p> <p>1pm Diplomacy simulation</p>
Sunday, December 6	<p>12pm Paper breakdown due</p>
Monday, December 7	<p>9am Joll, "Imperial rivalries" Joll, "The primacy of domestic politics" Stoessinger</p> <p><i>11am Recommended: "It's about Time: A Sex-Neutral Theory of Reproductive Decision-Making," Patty Gowaty, West 100</i></p> <p>pm Paper appointments</p> <p><i>7pm Recommended: An Exploration of Latina/o Racial Identity, Jorge Zeballos, Hedges</i></p>
Tuesday, December 8	<p>9am Joll, "The mood of 1914" Van Evera</p> <p><i>11am Recommended: Science Interest Group presentation by Andy McCollum, West 100</i></p> <p>pm Paper appointments</p>

	4pm	<i>Recommended: "Time and Chance Explain Traits Darwin Refused to Consider," Patty Gowaty, West 100</i>
Wednesday, December 9	9am	Second test
Thursday, December 10	9am	Wright, Prologue-Chapter 5 Crenshaw Post (for group presentation)
	7pm	<i>Recommended: Tim Wise on racism, King Chapel</i>
Friday, December 11	9am	Wright, Chapters 6-10 Merari (for group presentation)
Saturday, December 12	12pm	Paper due
Monday, December 14	9am	Wright, Chapters 11-16 Byman (for group presentation)
Tuesday, December 15	9am	Wright, Chapters 17-20 Bin Laden, "Speech to the American People" Pape (for group presentation)
	1pm	Third test
Wednesday, December 16	9am	Presentations
	1pm	Presentations
Thursday, December 17	9am	Presentations
	1pm	Presentations
Friday, December 18	9am	Paper rewrite due Presentations

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.