

Political Science 170

Fall 2008; MWF 3:00-3:50; B190 JFSB

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## INTRODUCTION TO INTERNATIONAL RELATIONS

### Course Objectives

- To become familiar with the basic concepts employed in international relations theory.
- To be cognizant of the geography of nations, and thereby the significance of geopolitics.
- To gain an appreciation of the evolution of inter-state relations since the end of the Second World War, and of the resultant perspectives of various nations today.
- To develop an understanding of international issues of concern to the world today, with special emphasis on the issues of 1) regional conflict, and 2) global poverty as examples of physical and structural violence.
- To investigate the numerous underlying causes of physical and structural violence among peoples, and to develop a basic analytical framework for understanding those phenomena.
- To begin to form one's own opinions about specific U.S. policies towards happenings in the world today, and to learn to adequately defend those opinions.

The Department of Political Science has developed a list of objectives for the departmental curriculum; these may be found at <http://fhss.byu.edu/polsci/assessment/Default.aspx>. The university's learning objectives may be found at [www.learningoutcomes.byu.edu](http://www.learningoutcomes.byu.edu).

### Required Texts and Materials

**Required:** Weekday subscription to the *New York Times* (please go to [nytimes.com/student](http://nytimes.com/student))  
Custom textbook, *International Relations, Third Edition* (**NOTE: This is a custom text and the bookstore will NOT buy it back from you!**)  
*Why Nations Go to War* by J. Stoessinger, latest edition  
*Hammond's Odyssey Atlas of the World*, latest edition  
*Student Atlas of World Politics*, latest edition

**Highly Recommended:** *The World Since 1945* (McWilliams and Piotrowski)

**Also, there may be some required readings on reserve in the HBL; I will let you know if there are.**



## Grading

Three Exams	22% each=66%
Policy Position Paper (7 pages)	34%

**Tests** are objective and will include map identification exercises. Current events from the NYT that we discuss in class, as well as all assigned reading (even if not specifically discussed in class), are all fair game on the tests. The final exam is *not* cumulative. No late tests will be given -- do not allow your parents to buy you an airline ticket that will cause you to miss the final! **Policy position papers** will be a minimum of 7 double-spaced typed pages in length, not including end notes/bibliography. There will be a penalty for papers turned in late. Hudson's Law of Mercy applies to the first test only: if you get 20 points higher on the final than the first in-term exam, that first in-term will count 17% and your final will count 27% of your grade. You cannot get mercy on both of the in-terms, just the first exam. The Law of Mercy does not apply to the paper.

There will be a few **extra credit** film-viewing/lecture-attending opportunities. Films are each worth 2 extra credit points and lectures that I approve for extra credit are each worth 1 extra credit point. The maximum number of points you can accumulate is 8. A full 8 extra credit points will add 2 points to your final course average. If you cannot attend the films or attend the lectures, we cannot schedule alternatives. Our view is that extra credit is not a right.

## Tentative Course Schedule

Note: Subject to change. Always bring your two atlases and your NYT to class. Do assigned readings before class, and read your NYT every day before class.

### **PART I: The Background of International Relations: History, Concepts, Perspectives and Geography of World Politics**

**Weeks One, Two, and Three:** Basic Concepts and Geography (approx. Sept 3-19)

**Read:** In custom textbook, all of Section I

(If you are weak in post-World War II history, please commence looking through *The World Since 1945* to obtain a stronger foundation than class lectures alone can provide.)

**Weeks Four and Five:** The American Perspective and the Perspective of America's Principal Partners (approx. Sept 22- October 3)

**READ:** In custom textbook, Parts V and VI

(If you are weak in post-World War II history, continue looking through and finish *The World Since 1945* to obtain a stronger foundation than class lectures alone can provide.)

**\*\*First In-term test held approximately Wednesday, October 8<sup>th</sup> in the Testing Center**

**Weeks Six and Seven:** The Russian and Chinese Perspectives (approx. Oct 6-17)

**READ:** In custom textbook, Parts IV and VII

### **PART II: Exploring World Conflict through Perceptions and Values**

**Weeks Eight, Nine, and Ten:** Background Theory and Perceptions as Applied to Selected Conflicts (approx. Oct 20- Nov 7)

**READ:** In custom textbook, Section III; Stoessinger book, chaps. 1, 4, 6, 7, 10, and Epilogue

**\*\*Second In-term test held approximately Monday, November 10<sup>th</sup> in the Testing Center**

**Weeks Eleven and Twelve:** America and Foreign Intervention (approx. Nov 10-19)

**READ:** Stoessinger book chaps. 5, 8, 9

### **PART III: Structural Violence and the Developing World**

**Week Thirteen:** The Perspective of the Developing Nations (approx. Nov 21-24)

**READ:** In custom textbook, Section IV A-D

**Weeks Fourteen and Fifteen:** Poverty and Other Issues in the Developing World (approx. Dec 1-10)

**READ:** In custom textbook, Section IV E.

**Final Exam: Friday, 19 December, 11 AM-2PM. This is the last day of final exams – do not try to take the final exam; you will have to take an incomplete for the course instead. Please tell your parents now that you need to be in Provo until after this final exam!**

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## Policy Position Paper Assignment Instructions

### **Overview**

You will write a policy position paper that will count for 34% of your grade in this course. You will have the topic approved by an office TA (15 point penalty for failure to do so), a draft approved by a writing TA (25 point penalty for failure to gain that approval), and then you will turn in a final version for me to grade. These penalty points are deducted from the 100 points possible on the paper (points are not added, only deducted.) Since there are so many of you, the papers will be turned in in groups of 25 or so. The TAs will post on Blackboard the due dates for each student. You MUST log on to Blackboard to find out which group you are in your group's deadlines!

### **Purpose**

The purpose of this assignment is for you to develop the skill of evaluating U.S. foreign policy, which will in turn cause you to refine your own opinions and learn to justify those. In this assignment, you will choose a fairly narrow facet of U.S. foreign policy to evaluate. For example, evaluating U.S. policy towards Russia would take 100 pages, so you must narrow your statement down to a very specific aspect, such as U.S. policy toward Russia's involvement in Chechnya. Then you must decide whether the policy is good or bad, and explain your reasoning. In addition to insightful reasoning, some mustering of factual evidence and/or authoritative opinions of experts will be necessary to support your position. Five sources minimum should be consulted.

### **Writing Process for This Course:**

#### **1. Preliminary Work:**

- (a) Find out what group you are in, and what your deadlines are for office TA conference, rough draft to writing TA, writing TA conference, final draft due to professor. You find this out on Blackboard.
- (b) Choose a policy issue to study. Do preliminary research.

#### **2. Topic Approval:**

- (a) Write your 3 page outline. Include the following 4 sections:
  - (i) the policy issue you wish to discuss
  - (ii) current U.S. policy on that issue
  - (iii) discussion of current policy's strengths and weaknesses
  - (iv) your recommendation to the president
- (b) Sign up for an office TA meeting when it is your turn (see Blackboard).
- (c) Attend that meeting and bring your 3 page outline.

*\*\*\*Paper topics must be discussed with the office TA before you write! Meet with your TA during the week assigned to your group. The TA will offer you helpful advice and check off that you have seen him/her. If your name is not on the check-off list as having visited with the TA, 15 points will be deducted from your final paper grade. If you do not bring your outline to the meeting, 10 points will be deducted. If your outline does not include each of the 4 sections, the TA will take off between 1-10 points depending on your level of completion.*

#### **3. Research and Drafting: With the feedback you received, continue researching and revising. Create a full 7 page rough draft.**

#### **4. Revision and Meeting with Writing TAs:**

- (a) Turn in your rough draft to the writing TAs on your group's due date (see Blackboard). Be sure that you sign up for a conference with the writing TAs at this time.
- (b) Meet with the writing TA and go over your draft.
- (c) Revise paper as necessary.

*\*\*\*Your full, 7 page rough draft (7 pages is at least 6.5 pages) of your paper is due to the writing TAs at the time assigned to your group. The TA will look it over and conference with you on improvement, looking*

*specifically at your argument's structure, your grammar, syntax, and spelling. You will then turn in the final draft of your paper on the date assigned to your group. If you do not turn in your rough draft to the TA or meet with him/her, 25 points will be deducted from your final paper grade. There are also intermediate penalties for incomplete or late drafts, etc. NO emailed drafts will be accepted!*

5. Turn in your final, gorgeous draft to the professor when it is time for you to do so (see Blackboard).

### **Format**

- Length: Minimum seven (7) pages in length, not counting title page, endnotes, or bibliography. You must have a bibliography, regardless of whether you used footnotes or endnotes. You may exceed the minimum page length. Your audience is the President of the United States. (Please don't say things like, "Now, George, this is what I think you should do." Your paper should have a professional tone.)
- Citation Style: I will accept any generally used style, such as Turabian, Chicago, MLA, APA, etc. Papers not using proper style will be penalized. For in-text citations, I would like to see the author's name and the year at least: also a page number if you are citing a direct quote. Points will be taken off if you do not do this.
- Deadlines: All of your paper-related deadlines will be on Blackboard. Late papers will be penalized. There are other penalties for late or incomplete drafts, etc.
- Plagiarism will not be tolerated. Plagiarism includes using statements made by or figures given by others without giving due credit to these others at the point where you make use of their information. Simply listing these sources in your bibliography does not suffice.
- EVEN IF THE TAS LIKED YOUR PAPER, THAT DOES NOT GUARANTEE ANY PARTICULAR GRADE. YOUR PROFESSOR GRADES THE PAPER, AND SHE KNOWS A LOT MORE THAN THE TAS.

### **Grading Criteria**

- Assignment instructions followed
- Coherence
- Quality of reasoning
- Quality and extent of research for evidence-- FIVE sources minimum!
- Specificity and policy relevance
- Language, spelling, and style in good order
- FEASIBILITY, in both a physical and a political sense. Please don't write that we need to leave the UN or that we need to open our borders to anyone who wishes to emigrate to the U.S. or that we should legalize drugs; at this point in time those things just aren't going to happen (no political feasibility). Please don't write that we need to invade North Korea or Iran and take those nukes out, because at this point in time, that just isn't going to happen (no physical feasibility).
- Beware of my PET PEEVES: There are usually two sides to every international conflict; I really dislike papers that are very biased toward one side or the other. For example, please don't tell me that the Palestinians are butchers and the Israelis are saints; and don't tell me that the Israelis are butchers and the Palestinians are saints. And if you want to apportion blame, you'd better be using an unbiased history of whatever conflict you examine; there are plenty of self-serving

histories on the internet. Surely by this time you understand that not everything on the internet is true. Extremely biased or naïve papers will be penalized.

### **Selected Resources**

**Professor Hudson's Links:** Go to <http://www.geocities.com/vmrhudson/fplinks.html>. This website contains quite a number of internet resources that might be helpful to you. If you find any good URLs that aren't on the list, let me know so I can add them! Or if some of my URLs no longer work, let me know that, too!

**The Writing Center:** The Writing Center is located at 4026 JKB. (There is also an FHSS Writing Lab located at 1051 JFSB (<http://fhsswriting.byu.edu> ).) They will help you formulate arguments, work out the bugs in a draft, and help you in other ways in a 30 minute appointment with one of their Writing Tutors. You can sign up for a tutorial, take a mini-class, get help on your composition, or look at their online instruction sheets (e.g., on Turabian style). They also have their handouts online (<http://english2.byu.edu/WritingCenter>). The services of the Writing Center are especially helpful for foreign students who struggle with English.

**The International Relations Librarian:** Brian Champion is that librarian (2-5862; 1225 HBLL). In addition to providing one-on-one help, he can alert you to classes taught in the library about various indices and search engines.

**Your Beloved TAs:** Your beloved TAs will be glad to discuss your paper at any time, and offer helpful suggestions.

### **Examples of Possible Broad Topics (most of which you must narrow first):**

1. Should the U.S. join the Rome Treaty on an international criminal court?
2. Should the U.S. participate more fully in mandatory environmental quotas and deadlines?
3. What could the U.S. do to ameliorate the genocide in the Sudan?
4. Should the U.S. support further expansion of NATO? Should Russia be invited to join NATO?
5. How should the U.S. deter chemical or biological weapons attacks?
6. How should the US respond to the skyrocketing price of oil?
7. Should U.S.-Cuban relations be improved?
8. How should the U.S. manage post-war Iraq?
9. How should the US respond to ever-increasing prices for food?
10. Should the U.S. continue to support the International Monetary Fund's approach to economic crisis in the Less Developed Countries?
11. Is the non-proliferation regime dead, given developments in Iran? Is there a feasible overhaul that would breathe new life into it?
12. Should the U.S. support the proposed reorganization of the UN Security Council?
13. Should the U.S. encourage the Japanese to scrap their Peace Constitution and re-arm?
14. Should the U.S. support debt cancellation for Less Developed Countries?
15. Should NAFTA be expanded to include more nations in Latin America (FTAA)? Was CAFTA a good idea?
16. Do you support a U.S. NMD (National Missile Defense) system?
17. Is peacekeeping in \_\_\_\_\_ (you name the country) a good thing?
18. What should be done to help Colombia with its insurgency and drug production problems?
19. How should the U.S. approach the problem of terrorism, for example, Al-Qaeda?
20. What can the US do to facilitate peace between the Israelis and the Palestinians?
21. The U.S. cannot intervene everywhere; what guidelines could be envisioned that would help the U.S. in its decisions about where to intervene? You must refer to specific cases.

22. Pick a country and a problem in Africa: what should the U.S. do?  
ETC.: There are countless topics that you could choose from!

## UNIVERSITY STATEMENTS ON PLAGIARISM, DISCRIMINATION, AND ACCESS

### Plagiarism:

While all students sign the honor code, there are still specific skills most students need to master over time in order to correctly cite sources, especially in this new age of the internet; as well as deal with the stress and strain of college life without resorting to cheating. Please know that as your professor I will notice instances of cheating on exams or plagiarizing on papers. See <http://www.byu.edu/honorcode> for specific examples of intentional, inadvertent plagiarism, and fabrication, falsification.

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

The substitution of another person's work for the student's own or the inclusion of another person's work without adequate acknowledgment (whether done intentionally or not) is known as plagiarism. It is a violation of academic, ethical, and legal standards and can result in a failing grade not only for the paper but also for the course in which the paper is written. In extreme cases, it can justify expulsion from the University. Because of the seriousness of the possible consequences, students who wonder if their papers are within these guidelines should visit the Writing Lab or consult a faculty member who specializes in the teaching of writing or who specializes in the subject discussed in the paper. Useful books to consult on the topic include the current Harbrace College Handbook, the MLA Handbook, and James D. Lester's Writing Research Papers.

### Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

### Access:

Brigham Young University is committed to providing a working and learning atmosphere which reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the SSD office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. You should contact the Equal Employment Office at 422-5895, D-282 ASB.

FALL 2008

Circle:

MALE            FEMALE

AGE \_\_\_\_\_

STATE/COUNTRY IN WHICH YOU RECEIVED YOUR HIGH SCHOOL EDUCATION:

\_\_\_\_\_

Please answer the following five questions :

1. Who is the president of Russia?

2. Who is the secretary-general of the United Nations?

3. Who is Mohamed Yunus, and what award did he recently receive?

4. What territory was returned to China in July 1997? (For you advanced types, what about July 1999?)

5. What countries are in NAFTA?

6. Who is the U.S. Secretary of State?