

Political Science 170 Section 002

Introduction to World Politics

Spring Term 2009

MWF 4:00 pm- 5:50 pm

280 SWKT

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Office hours: 2:00 pm-4:00 pm Mondays (and/or by appointment)

First day of class: Wednesday 29 April 2009

Last day of class: Monday 15 June 2009

Syllabus:

Our goal, as BYU students and as citizens of particular countries and of the world, is strongly suggested by the following. Speaking to Moses, God wants the children of Israel to be different from other nations in the world, specifically “different” in the following way:

“ ... this is your wisdom and your understanding in the sight of the nations [of the earth], which shall hear [of our learning and compassion and] ... say, ‘Surely *this* [meaning BYU, and/or the Church and/or America] ... is a wise and understanding people”.

Deuteronomy 4: 6 (emphasis added)

A former British Prime Minister, Lord Palmerston, is reputedly once to have said of Great Britain:

**We have no permanent allies,
we have no permanent enemies,
we only have permanent interests.**

–attributed to Henry John Temple Viscount Lord Palmerston 1784-1865, Foreign Secretary and two-time Prime Minister under Queen Victoria. What he actually said was [concerning apparent British apathy regarding Polish struggles against Russian hegemony, which Palmerston did not believe that it met the threshold of justifiable war] **“He concluded with the famous peroration that Britain had no eternal allies and no perpetual enemies, only interest that were eternal and perpetual . . .”**--quoted in David Brown, *Palmerston and the Politics of Foreign Policy, 1846-1855* (Manchester: Manchester University Press, 2002), pp. 82-83.

And former US Secretary of State Madeline Albright has written on the importance of knowing the past:

**History never repeats itself exactly,
but we ignore its lessons at our peril.**

--Madeline Albright, "The Role of the United States in Central Europe", *Proceedings of the Academy of Political Science* 38(1): 71-84. The exact quote, found on page 72, is: "History is a strange teacher. It never repeats itself exactly, but you ignore its lessons at your peril". The bolded version above is the more common iteration.

Thus, the purpose of this course is to introduce students to the subdiscipline within political science of international politics, sometimes called international relations or world politics, so that we can become a wiser and a more understanding people. This subdiscipline complements other political science subdisciplines such as comparative government, international studies, and political theory in that it surveys world events for points of commonality and of divergence, and analyzes political theories (such as democracy, realism, liberalism, neorealism/neoliberalism, and civil society, to mention just a few) found in the academic study of international relations. It also relies heavily on political, social, economic and military history to help explain current manifestations and behaviors of political activity. Thus, in the modern, contemporary world of which we are a part, we are free to assume that the United States has no permanent allies, has no permanent enemies, but only has permanent interests, which we must learn from lessons of history or else pay a dear price for not learning them.

This class is also intended to provide students with a basic understanding of forces, dynamics and theories of the international politics such that:

- a). students may begin to understand and appreciate global events of which they are aware; and
- b). students become familiar with an intellectual foundation for advanced study in additional classes in international relations, world politics, ethics, development, international law, and political theory.

The best way to do well in this course is to **consistently and daily do the texts' and required readings** and to **memorize the significant concepts, phrases, "buzz words", dates, names of people and places, and events in the history of world politics**. Only by memorizing the specifics can they be used in intelligent political discourse.

Required texts for this class are:

1. Steven L Spiegel, Elizabeth G Matthews, Jennifer M Taw and Kristen P Williams, *World Politics in a New Era*, 4th ed., New York: Oxford University Press, 2009 [hereafter referred to as Spiegel].
2. John G Stoessinger, *Why Nations go to War*, 10th edition, Belmont, CA: Thomson/Wadsworth, 2007.
3. Amy Chua, *Day of Empire : How Hyperpowers Rise to Global Dominance--and Why They Fall*, New York: Doubleday, 2007.
4. Subscription to *The New York Times*.

Grades: There may be a slight grading curve in this class which will look (*roughly*) like this, which is a fairly normal distribution:

Approximately

The top 20% of the class will earn A's.

The next 35% of the class will earn B's.

The next 25% of the class will earn C's.

The next 5% of the class will earn D's.

The last 5% of the class will earn E's.

I reserve the right to make adjustments to this proposed grading curve.

Grades will be *considered* along these guidelines:

99-93 = A

92-86 = A-

85-79 = B+

78-72 = B

71-65 = B-

64-58 = C+

57-51 = C

50-44 = C-

43-38 = D

0-39 =E

Grading: There are 6 grading points in this class: the quizzes, the lessons-of-terrorism paper, the midterm exam, the briefing paper, and the final exam, as follows:

1. **Quizzes** 10%

6 short (5-8 minute) multiple choice, true/false, matching, map, fill-in-the blank, or crossword noncumulative quizzes, (taken *from the readings and from the lectures*) constitute 10% of the final grade. I will drop the lowest score, then average the 5 scores and take 10% of that for calculation in the final grade.

Dates for the quizzes are:

Quiz #1 Wednesday 6 May 2009; Quiz #2 Wednesday 13 May 2009; Quiz #3 Wednesday 20 May 2009; Quiz #4 Wednesday 27 May 2009; Quiz #5 Wednesday 3 June 2009; Quiz #6 Wednesday 10 June 2009.

And please note: there will be no “automatic make-up” quizzes. You must ask me if you can “make up” a quiz, and I will adjudicate each request on its own merits—some cases I will approve and some I will not. I reserve the right to change these quiz dates with one week's notice.

2. **Day of Empire paper** 10%; Yale law professor Amy Chua's eminently readable historical survey *Day of Empire : How Hyperpowers Rise to Global*

Dominance--and Why They Fall, (New York: Doubleday, 2007) is intended to do a couple of things:

1. Help remediate American college students' collective assumption that they live in the best/the worst/the most volatile/the most corrupt/the most important time in the world's history—what historians and anthropologists call “epochism” (meaning that a person's views their own “epoch” is the most significant of all time).
2. What you will encounter in Chua is a brief, though occasionally dense, survey of other times in our history when world politics was very, very complicated, when various “hyperpowers” dominated the world stage. But history alone is not Chua's purpose: she writes to argue that there is one particular “thing” “hyperpowers” need or must have in order to survive, and which her historical examples didn't have (or have enough of), for which lack they relinquished their stature as a world “hyperpower”. Chua asserts, quite correctly, that the United States is the world's sole “hyperpower” today, and therefore it needs to find and maximize the one thing previous “hyperpowers” ignored in order to prevail as a global “hyperpower”.

The assignment is to do the following:

- a). thoroughly read Chua and determine the one “thing” “hyperpowers” need to retain and/or enhance “hyperpower” status; and
- b). using abundant examples from her book, compose a 1000 word paper on why the “thing” in a) above is important (or not—feel free to argue with Chua, but be very clear in substantiating your argument(s)). **This paper is due before prayer in class on Wednesday 27 May 2009.** Chua is also eligible for testing on the midterm and/or the final exams.

3. Mid-term Exam: **Friday 22 May 2009, for the first hour of class time;** 20%.

4. **Briefing paper** 15%

The premise of this assignment is that on **Monday 17 June 2009** you will have to make a succinct briefing to a very busy senior government official or to a time-pressed corporate decision-maker who is interested in the recent history of a particular part of the world. In order for you to make a coherent and understandable briefing paper, you must consistently monitor events, much as officials at the State Department or at CIA or at a corporate intelligence unit would. To do this, you need to compile a minimum collection of 15 news stories (essentially, one per week) from one of the world's great newspapers and news sources, *The New York Times*. The reason I stipulate using *The New York Times* and only *The New York Times* is that it makes it fair for everyone if we all use the same news source (it seems unfair if someone were assigned Asia and selected all his/her articles from Pakistani newspapers, while someone else, also assigned Asia, selected their articles from the *Provo Daily Herald*. Thus, to keep everything on as level a playing field as possible, we will all use the same news source, namely, *The New York Times*).

a). The world, for this assignment, will be divided alphabetically by the first letter of your surname, except in the rare instances where someone is assigned their “home” region:

A-D will cover Asia, by which we mean all of Iran north along eastern shore of Caspian Sea to northern border of Kazakhstan east to Pacific Ocean, including Mongolia, China, North Korea, Japan, south to Australia and New Zealand, west to, but not including, Madagascar;

E-I will cover Middle East and north Africa, by which we mean all along southern border of Senegal, southern border of Mali, southern border of Niger, southern border of Chad, southern border of Sudan, southern border of Ethiopia, south to the south-western border of Somalia, to the Arabian Sea, all of the Arabian Peninsula, to the eastern Iraq/Iran border, west along the southern shore of the Mediterranean Sea (including Cyprus, Syria and Israel) but ***not*** Turkey;

J-N will cover the Western Hemisphere by which we mean from North to South Poles but ***not***, which is to say, ***excluding***, the USA and all its territories.

O-U will cover sub-Saharan Africa, by which we mean south of the line mentioned above (essentially south of the Sahara);

V-Z will cover Europe/Russia, by which we mean all of Turkey, along the western shore of the Caspian Sea, all of Russia (including the contested region of Chechnya) and the independent states of Azerbaijan, and Georgia, east to the Bering Strait, west to the Azores and north from the Mediterranean to the North Pole, and north west to Greenland (which is actually a Danish colony), and Iceland.

b). Print a minimum of 15 (no maximum) significant political, social or public policy articles from *The New York Times* important to whomever you have chosen to read your briefing paper. **Each must be dated and the page number must be written on each article—half-point deduction for each missing dates and page numbers.** Political articles cover domestic or foreign policy or war topics, international trade, intelligence, diplomacy, etc. Social or public policy articles cover things like education policy, human rights, health and welfare policies, the environment, the economy, things related to women’s issues, taxation or governmental finance, etc.

c.) Write a minimum and maximum 2 ***full*** pages briefing paper and mention the risks, events, policies, personalities, issues, concerns, wars, plagues, famines, floods, etc., from the articles you have collected. **You must attach the 15 articles (or as many as you have) to the briefing paper you write.** Your briefing paper could be arranged by country, alphabetically. Do not focus on only one country; but by the same token not every country in your assigned region needs to be

mentioned. **Mention the major players.** More details about this assignment closer to when it is due.

d). Each entry in the briefing paper must have a footnote to one or more of the printed articles which you will attach to your briefing paper. **There must be a citation page at the end.**

e). The briefing paper will have a cover sheet (no special covers or binders, please) with your name, the date, and **you must identify who your intended audience or reader is at the top of page 2 (page 1 is the cover sheet).**

f). **The briefing paper will be due before prayer on Monday 15 June 2009.**

g). **No late papers will be accepted**, for any reason. Mail it in, Fed Ex it, have a friend, fiancé(e), or complete stranger hand it in or deliver it to my office, but it must be in anytime before prayer on Monday 15 June 2009, and only on that day.

h). Highest grades will be awarded for:

- 1). Comprehensive coverage;
- 2). Concision of writing;
- 3). Meeting the required minimum and not exceeding the required maximum; and
- 4). Conforming to expected standards.

i). I will deduct 1 point for **each instance** of the following egregious academic errors:

- 1). Not capitalizing the “f” in French, or the “g” in German, or the “r” in Russian, ***etc.*** **All national pronouns must be capitalized–this applies to all written work, including exams.**
- 2). The use of any email and/or text messaging slang words or shorthand, such as “w/” for “with”, or “w/o” for “without”, or “b/c” for “because”, ***etc.*** **This also applies to all written work, including exams.**

j). I will also deduct five points for each article fewer than 15 from the FT.com.

5. Lessons of History (LOH) Quizzes: 15%. “National security” is THE big issue in world politics, and armed conflicts matter very much. Stoessinger covers 10 important wars of the 20th century, and while no two historical examples exactly duplicate each other, we, as former Secretary of State Madeline Albright correctly asserts, ignore history’s lessons at our collective and national perils. We will have 5 quizzes on those 10 wars. These will be held similarly to the 11 other quizzes, which is to say, 5-8 minutes at the beginning of class, and each quiz will be based on 2 sequential chapters in Stoessinger. These quizzes will be on Mondays as follows:

LOH Quiz #1 Friday 8 May 2009; LOH quiz #2 Friday 15 May 2009; LOH Quiz #3 Friday 29 May 2009; LOH Quiz #4 Friday 5 June 2009; and LOH Quiz #5 Friday 12 June 2009.

6. Final Exam: Wednesday 17 June 2009, 3:00 pm to 5:00 pm, in the classroom, 30%. **The Final Exam is worth more than the Mid-term Exam because it is comprehensive and/or you have 2 hours for the exam instead of just one.**

Exams: A few more details about the exams will be shared as we get closer to them, but the final will be comprehensive. The mid-term exam will be held in the class during class time.

To reiterate:

Mid-term Exam: **Friday 22 May 2009 in the classroom for the first hour of class time.**

Final Exam: **Wednesday 17 June 2009, 3:00 pm to 5:00 pm, in the classroom. This will be a cumulative exam.**

Please note: Students whose first language is not English will be permitted to bring a language dictionary to the quizzes and both the Mid-term and Final Exams.

Proposed schedule of classes and Spiegel (et al) readings (a rough, noncontractual outline):

Week 1 Syllabus, Intro to world politics, chapters 1 (World Politics: Complexity and Competing Processes) and 2 (Theory and World Politics);

Week 2 Chapter 3 (World Politics and Economics, 1648-1945).

Week 3 Chapter 4 (World Politics and Economics: The Cold War).

Week 4 Chapter 5 (Imperialism and its Victims).

Week 5 Chapter 6 (Globalization and Fragmentation in a new World Order: 1991-Present).

Week 6 Chapter 7 (Security Theory and Practice).

Mid-term Exam: Friday 22 May 2009, in the classroom for the first hour.

Week 7 Chapter 8 (Contemporary Security Issues).

Week 8 Chapter 13 (Global Governance: International Law and Organizations)

Week 9 Chapter 13 continued

Week 10 Chapter 9 (World Politics: Trade and Investment).

Week 11 Chapter 10 (World Politics: Development).

Week 12 Chapter 12 (Resource Issues).

Week 13 Chapter 14 (World Politics in Context)

Final Exam: Wednesday 17 June 2009, 3:00 pm to 5:00 pm, in the classroom.

Please note: the lectures do not exactly replicate the weekly reading schedule, meaning that things will be mentioned in lecture that are not in the texts but which augment and substantiate the readings and are equally eligible for testing on the quizzes and/or either exam.

*Important dates:**Wednesday 29 April 2009—First class**Wednesday 6 May--Quiz #1**Friday 8 May—LOH Quiz #1**Wednesday 13 May--Quiz #2**Friday 15 May—LOH Quiz #2**Wednesday 20 May —Quiz #3****Friday 22 May—Mid-term Exam****Wednesday 27 May—Chua Paper due**Wednesday 27 May—Quiz #4**Friday 29 May—LOH Quiz #3**Wednesday 3 June—Quiz #5**Friday 5 June—LOH Quiz #4**Wednesday 10 June—Quiz #6**Friday 12 June—LOH Quiz #5**Monday 15 June—Briefing paper due**Many 15 June—last class****Wednesday 17 June—Final Exam***

For your information, all professors are prohibited by University regulation from giving *any exam* earlier than scheduled—please do not schedule weddings, plane flights, job interviews, etc., until after the exam as there will be **NO** exceptions to University policy. Final exams and briefing papers will be kept in my office until noon 1 July 2009. If you wish to obtain your final exam you must provide *a self-addressed 9" x 12" stamped envelope*.

The Department of Political Science, like all other departments at BYU, has distilled “learning outcomes” and measures by which these can be determined, as outlined below:

Expected Learning Outcomes

We have distilled the following expected learning outcomes from our mission statement and organized them under the four "Aims of a BYU Education." Successful graduates of the political science major will:

1. be spiritually strengthened. In particular, they will

- possess a command of sacred texts and doctrines gained by completing the University's religion course requirements
- be able to articulate principles of faith in political analysis

2. be intellectually enlarged. In particular, they will

- demonstrate a familiarity with each of the four major subfields of political science: American politics, comparative politics, international relations, and political philosophy

- possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought
- use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions
- write professional grade research papers on political science questions
- communicate effectively by presenting ideas in a high quality oral presentation
- think critically, analytically, and synthetically

3. have stronger character. In particular they will:

bring honesty and integrity to daily life, public affairs, and professional activities
properly cite sources using a recognized citation style

4. have a lifelong desire to learn and to serve. In particular they will:

participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought
want to serve the communities and organizations to which they belong

Not every one of these goals can be easily measured with direct assessment techniques.

Nevertheless, our list of goals is inclusive because we believe that goals should not be chosen or given priority because a certain goal is easily measurable in contrast to a different, perhaps more appropriate goal, that is more difficult to measure.

Evidence of Learning

Direct Measures

"Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements" The number of majors who complete the University core religion requirements.

"Be able to articulate principles of faith in political analysis" No direct measure available

"Demonstrate a familiarity with each of the four major subfields of political science, American politics, comparative politics, international relations, and political philosophy" and "Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought" Scores on the senior exam for political science, comparing BYU student scores against scores of comparable seniors at universities across the nation. Improvement in these exam scores comparing 1st year BYU students with graduating seniors.

"Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions" Improvement on the quantitative exam given before and after the Department's methodological sequence of courses. Student participation in publishing and conferences.

"Write professional grade research papers on political science questions" Evaluations of selected capstone papers using nationally normed writing evaluation software. Improvement in writing from first year papers to capstone papers using nationally normed writing evaluation software. Student participation in publishing and conferences.

"Communicate effectively by presenting ideas in a high quality oral presentation" The number completing the oral presentation requirement in capstone courses. Student participation in conference and thesis defenses.

"Think critically, analytically, and synthetically" Student performance on the Law School Admissions Test. Comparative data on student admissions to professional and academic graduate degree programs

"Bring honesty and integrity to daily life, public affairs, and professional activities" No direct measure available

"Properly cite sources using a recognized citation style" The number of majors who complete the Political Science 200 writing course.

"Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought" Scores on the senior exam for political science, comparing BYU student scores against scores of comparable seniors at universities across the nation. Improvement in these exam scores comparing 1st year BYU students with graduating seniors.

"Want to serve the communities and organizations to which they belong" Membership in discipline related service organizations.

Indirect Measures

"Possess a command of sacred texts and doctrines gained by completing the University's religion course requirements" Department teaching evaluation scores on religious components of classroom instruction. Senior and alumni surveys on the religious components of classroom instruction.

"Be able to articulate principles of faith in political analysis" Department teaching evaluation scores on religious components of classroom instruction. Senior and alumni surveys on the religious components of classroom instruction.

"Demonstrate a familiarity with each of the four major subfields of political science, American politics, comparative politics, international relations, and political philosophy" and "Possess a factual and theoretical knowledge of countries, political processes, political theories, and political thought" Senior and alumni surveys on the political science knowledge learned in the major. Faculty evaluation through the annual stewardship process of the quality of course syllabi used in Department courses.

"Use appropriate methods of analysis and research, including qualitative and quantitative methods, historical comparison, and textual interpretation to answer political questions" Student performance on the Law School Admissions Test. Comparative data on student admissions to professional and academic graduate degree programs. Senior and alumni surveys on methodological education in the major. Feedback from alumni through the national advisory council.

"Write professional grade research papers on political science questions" Feedback from students and alumni on writing in the major through surveys, the national advisory council, and informal professor-student discussions. Number of courses that meet the Department minimum standards for writing in a course.

"Communicate effectively by presenting ideas in a high quality oral presentation" Feedback from students and alumni on presentation skills through surveys and the national advisory council.

"Think critically, analytically, and synthetically" Feedback from students and alumni on thinking skills through surveys, the national advisory council, and informal professor-student discussions.

"Bring honesty and integrity to daily life, public affairs, and professional activities" Student and alumni responses to survey questions on honesty and integrity.

"Properly cite sources using a recognized citation style" Number of faculty who require a recognized citation style in writing for their courses.

"Participate effectively in political processes by having an appropriate knowledge of international and national politics and political thought" Senior and alumni surveys on the political science knowledge learned in the major. Faculty evaluation through the annual stewardship process of the quality of course syllabi used in Department courses.

"Want to serve the communities and organizations to which they belong" Senior and alumni survey responses on attitudes towards service. You may also find this at https://learningoutcomes.byu.edu/wiki/index.php/Political_Science_BA .

Academic dishonesty in any form, including cheating on quizzes or exams and/or intentional plagiarism, is considered a serious violation of the Honor Code. Any instance of academic dishonesty in this class will be penalized with a summary failing grade and a referral to the Honor Code Office (HCO). See <http://www.byu.edu/honorcode> for specific examples of fabrication, falsification, cheating, intentional and inadvertent plagiarism. It is always a struggle to balance encouragement, compassion and support for students in their intellectual and career pursuits with the necessary rigorous evaluation of their work and intellectual honesty. As a professor, I always feel the pressure to grant inflate grades and often students seek exceptions to the stated grading policy on the grounds that they need a high grade to graduate, or to continue a scholarship, or for admission into graduate or law school. I strive mightily to be fair, but at the same time I am firmly committed to rigorous educational and intellectual standards. **Your final grade in this class is based upon your academic performance according to the grades stipulated in this syllabus.**

Title IX of the Education Amendments Act 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; or contact the Equal Employment Office at 422-5895 or visit D-282 ASB, or call 367-5689 (24-hours); or contact the HCO at 422-2847.

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 University Accessibility Center (formerly the Services for Students with Disabilities Office) at 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 UAC 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.

Disclosure of political affiliation: I am a registered Utah voter, commonly called elsewhere in America an “independent” but in Utah designated as “unaffiliated”, which means I am neither Republican nor Democrat. On certain issues I am liberal and on other certain issues I am conservative. My purpose as a political science instructor is to help you *decide for yourself* the reasons for choosing whichever political or social philosophy you choose. I do not expect nor demand that you to see things my way or a particular way, nor am I interested in “converting” “liberals” into “conservatives” or “conservatives” into “liberals”. By asking questions—many questions, and sometimes tough questions—I would like to provoke you into thinking seriously about important issues and concepts, so that you can *decide for yourself* which worldview you will have. You should not adopt a political or social worldview just because a college professor has one, or because your father or religious leader has one; you should choose a worldview for your own reasons, and if it is the same as a professor’s, or father’s, or religious leader’s, that’s okay, but if it isn’t, that’s okay, too. The important thing is that you *figure it out for yourself*, and not blindly accept what others tell you. In this class, at the very least, you are permitted to ask all sorts of questions and view issues from a variety of perspectives and angles (some you might not have thought of before), as a process of *making up your own mind*. If you have any concerns about me “foisting” my worldview on any student, please see me.

There is no provision in this class for extra credit work by any student.

As a courtesy to your fellow classmates, please turn off all cell phones while in class and/or in exam situations.

If at any time you have a problem with the class--the lectures, the quizzes, the exams, the grades, anything--please, *please* make an appointment to see me and we will discuss it.

Informally, I will operate on the “ten-minute rule”, which is, if I haven’t shown up for class by 4:10 pm you can assume I am not coming and class is canceled that day.