

POL 271C: WORLD POLITICS
Fall 2008
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ABSTRACT

This course serves as an introduction to the substance and study of world politics. As such, it seeks to integrate international relations theory, levels of analysis, and history, in an effort to build a set of analytic tools with which students can continue to analyze world politics. Much of this course, therefore, will be devoted to developing frameworks for analysis. We will apply these frameworks to issues in world politics such as war, security, post-cold war politics, the war on terror, the relationship between the world's rich and poor nations, and economic integration and development. We will also focus on the development of writing, research, and speaking skills during the term.

BOOKS

Joshua Goldstein and Job Pevehouse, *International Relations* (NY: Pearson Longman, 8/ed, 2008/09 update)
John T. Rourke (ed.), *Taking Sides: Clashing Views on World Politics* (Boston: McGraw-Hill, exp. 13/ed, 2009.)

POL 271 AND THE MIAMI PLAN FOR LIBERAL EDUCATION

****THIS COURSE IS NO LONGER A MIAMI PLAN FOUNDATION (MPF) COURSE****

POL 271 is required for Diplomacy and Foreign Affairs majors, and may be taken as part of a Political Science major or minor. This course may also be taken as the required element of and first course in the "Comparative Analysis of Foreign Policy" Liberal Education Thematic Sequence. This course serves to establish the broad context and fundamental theoretical frameworks for this thematic sequence. Students learn to think about the international system as a social system with its own rules and patterns of interaction, guiding principles, and functional parts and players. Students also learn to analyze the world system using various contending theoretical frameworks both from dominant and nondominant societies and traditions. Further, students begin to consider the national and global problems that confront national leaders and the ways that states and other actors come to conflict because of these problems and sometimes learn to cooperate. The course may be taken, alternatively, as one of the elective elements of the first stage of the Thematic Sequence on "War: An Extension of Politics."

STUDENT RESPONSIBILITIES AND GRADING POLICIES

There will be three examinations, and comprehensive final exam, a number of pop quizzes, and a short analytic paper assignment. The exams will contain essay questions and questions that require short answers and/or IDs. The first three exams will be as "stand-alone" as possible; the final exam will be cumulative. We will have a number of pop quizzes on the reading assigned for that day AND that also may draw from the "WORLD" section of the New York Times (online). A rough draft of your papers is due on October 30 and will serve as a way for us to give you feedback for use in your final version, which is due November 20. The papers will be a piece of analysis of a global topic, approximately 6 pages in length. In addition to attendance and general participation, we will have multiple "debates" through the term that will focus on topics in the *Taking Sides* volume. Preparation for and performance in these debates also is part of one's participation grade.

Exam 1	15%
Exam 2	15%
Exam 3	15%
Final Exam	25%
Paper	15%
Attendance and Participation	10%
Pop Quizzes	5%

The debates will focus on the material in the *Taking Sides* book. Students will be divided into groups of three; in each group, one student will take the "yes" position, one will take the "no" position, and one will serve as a judge and questioner. One position will have 5 minutes to make the best case possible; followed by the other's 5 minutes. They will then be allowed to alternately ask each other questions for up to 10 minutes. The judge will then be allowed to ask questions for 5 minutes. Based on the evidence provided in the debate, the judge will determine which side is more persuasive. In preparing for the debate, all students should read both the "yes" and the "no," and then do outside research to bring the issue up to date so as to make a persuasive (and empirically accurate) current case. Part of this research is to also know the other side "inside and out." Trying to score debating points is fine in a debate, but the real emphasis here is on bringing theory and evidence to bear on these issues. The judge should especially focus on this. Students should prepare with notes (an outline or perhaps even a script), a list of questions you want to ask the "other wise", and list of outside sources. From time to time we may ask you to turn in a copy of your debate prep materials. The instructors will circulate around the room, monitoring the debates. We will spend the remainder of the class session by discussing the debates and the key issues that emerged in them. We'll arrange the full schedule for roles in each debate during the first week.

The paper (6 pages) will build on the debate prep and focus on a topic that emerges from the *Taking Sides* book; it will require a combination of summary, comparison, and application of the textbook. Pick one of the topics that is debated in *Taking Sides* (the choice of a global issue is not restricted to one of the topics we also use in class for our debates.) The papers should identify the issue; discuss the "best" points raised by both the "pro" and the "con" side in the debate about the issue; identify a political science concept or theory from the textbook that helps you make sense of the issue; and drawing on outside sources, show how that concept helps you analyze the issue.

For example, one paper might start with the issue of "preemptive war" that is debated in the *Taking Sides* book (issue 12). After talking about the best points from the "pro" and "con" side, one might draw on the concept of "just war" from the textbook (pp. 262-263) and try to apply it to preemptive uses of force. Having defined the issue and the concept of just war, an outstanding paper will then proceed to apply the concept of "just war" doctrine to past uses of preemptive force, drawing on several academic and news sources, showing how this analytical concept helps us understand the issues at stake perhaps better than a simple debate format can. Papers must be fully cited; all rules of academic honesty apply. Papers should be approximately 6 pages in length (typed, double-spaced, one inch margins, no larger than 12 point font),

and include: a cover page with your name on it; a title; a bibliography (neither of which count for or against your page requirement!); and they should be stapled together.

Papers will be submitted via BlackBoard through the Turnitin anti-plagiarism software. Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Students' presence in class and ability to begin a dialogue about issues in the course is expected. Students will be called upon to begin or extend our discussion. There are no extra credit assignments; late papers will not be accepted; there will be no make-up exams or assignments except under extraordinary circumstances, of which the professor should be informed ahead of time. I use a standard 10 point grade scale with +/- . The university rules stipulate that no student shall be required to take more than three (3) final exams on any given day. If a student has four (4) exams on the same day, the professor may move an exam to a later time. The exam may be moved to an earlier time only with the permission of the professor and the Dean of the College of Arts and Sciences. For students with four or more exams in one day, the department whose course is nearest the **beginning** of the alphabet needs to make the adjustment, according to university rules. Students who require special accommodations should consult with the Rinella Learning Assistance Center so we can best meet your needs; directions from the Center about necessary accommodations must be presented during the first two weeks of the semester.

ACADEMIC HONESTY AND ATTENDANCE

Students in the class are governed by the university rules pertaining to academic misconduct and class attendance (see Parts V and VII, Undergraduate Academic Regulations, *The Student Handbook*). Students are expected to attend all class sessions consistent with university rules there will be no penalty for missing absences on religious holidays (please notify me in the first two weeks of the term if you will miss a class for religious observance). According to *The Student Handbook*, a student may withdraw from a full-semester course through the ninth calendar week of the semester. After the end of the ninth week a student may not withdraw from a course unless a petition is approved by the Interdivisional Committee of Advisers. These and all other university rules are hereby incorporated by reference.

CLASS ENVIRONMENT

The professor is committed to the department's policy of supporting the learning of all students, irrespective of gender, ethnicity, race, age, religion, handicapping condition, or sexual preference. Students should be able to expect that their learning environments are free from any form of prejudice. If prejudicial behavior occurs, you should talk to me and identify the specific offense or disparaging behavior. If you are not content with the resolution of your complaint you are encouraged to consult with the Department Chair. The university exists for learning and the free and open pursuit of ideas. Anything that impedes this mission is antithetical to the role of a university and will not be tolerated.

TENTATIVE SCHEDULE

<i>TUESDAY</i>	<i>THURSDAY</i>
AUG 26 The International System. IR 1	AUG 28 The International System. IR 1
SEPT 2 Power and World Politics. IR 2	SEPT 4 TS 3 and debates
SEPT 9 Alternatives to Power. IR 3	SEPT 11 (9/15 = last day to drop with no grade) Foreign Policy. IR 4. TS 8 and debates
SEPT 16 Foreign Policy. IR 4	SEPT 18 Exam 1
SEPT 23 Conflict and World Politics. IR 5	SEPT 25 IR 5. TS 14 and debates
SEPT 30 Military Force. IR 6	OCT 2 Military Force. IR 6. TS 12 and debates
OCT 7 International Order. IR 7	OCT 9 TS 16 and debates
OCT 14 IR 7. TS 17 and debates	OCT 16 Exam 2
OCT 21 International Political Economy. IR 8	OCT 24 IR 8. TS 1 and debates
OCT 28 International Political Economy. IR 9	OCT 30 (10/31 = last day to drop with a W) IR 9. TS 9 and debates. Rough draft of paper due.
NOV 4 Global Integration? IR 10	NOV 6 IR 10. TS 11 and debates
NOV 11 Exam 3	NOV 13 Transnational Issues. IR 11
NOV 18 Transnational Issues. TS 19 and debates	NOV 20 North-South Relations. IR 12 Papers due.
NOV 25 North-South. TS 2 and debates.	NOV 27 Thanksgiving; no class
DEC 2 International Development. IR 13	DEC 4 International Development. TS 10 and debates
DEC 9 Back to Conflict? TS 4 AND 5; 2 debates.	DEC 11 Looking Forward (or backward?). IR 14

Final Examination: Friday, December 19, 2008 @ 7:30 AM