

## **DRAFT SYLLABUS**

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# **TROY STATE UNIVERSITY SURVEY OF INTERNATIONAL RELATIONS 5551 COURSE SYLLABUS March 15<sup>th</sup> -May23<sup>rd</sup> , 2004**

## **Instructor**

Dr. Robert Farkasch

## **Class Time and Location**

POL 5551 is an online interactive distance learning course available at the location of the student via the Internet. Students do not attend class or workshops on a Troy State University campus.

## **Course Description**

Note: While this course may appear to be too much work at first glance please keep in mind that unlike the medium of a physically bound seminar, an online medium requires that I explain the course outline in more detail so don't worry. My priority for this core MSIR course is to provide you with the best possible graduate introduction to the field without over burdening you with reading assignments that will detract from your engagement with the subject. I know achieving balance in terms of work load is a tall order but I will endeavor to help you understand the contentious world of international relations by exposing your understanding of the world to variety of viewpoints. I have successfully done this in the past without 'seminar burn-out' and I look forward to continuing what promises to be a rewarding experience for us all!

The purpose of this course is to provide you with a map to identify the main features of international relations. It is not a course about current events per se though an effort will be made to integrate contemporary events and issues as a way of understanding the world beyond our borders. Your

knowledge of the principle assumptions and debates that comprise the field will be facilitated through course themes which will cover issues of power, justice, order, morality, challenges to state sovereignty, ethno-nationalism, and globalization processes. The on-line lectures, readings and discussion board questions will be used to illustrate basic principles that are both historical and contemporary. The course intends to serve four principal goals: 1) to develop critical and creative capacities for understanding issues in international relations; 2) to introduce some of the basic concepts and approaches currently used in the study of international relations; 3) to foster skills in formulating, organizing, integrating, and articulating one's ideas; 4) to encourage an informed interest in our role in world affairs.

The course is organized into two parts. Part one serves as an introduction to the field and provides an outline to the various theories of international relations by considering the individual, societal and systemic levels of analysis in global politics. In reviewing 'the state of the IR field', you will be introduced to the various meanings of international relations 'theory' to facilitate your identification of the various approaches and the major debates which comprise the field. Readings from E.H. Carr's seminal text *The Twenty Year's Crisis* will outline the basic dichotomy between Realist and Utopian thought as a way of introducing you to the difficult, if not unrealizable, reconciliation between the dilemma of power and morality. Carr's critical fame rightly rests on his insistence that the study of IR must be grounded upon a non-sentimental account of the role of power and the consequent rivalry that occurs among international actors that are objectively and subjectively unequal. Any assessment of the prospects for world order must begin with some understanding of how the powerful historical forces of integration and disintegration are articulated today and how they shape modern political life. To this end, we will confront the theme of continuity and change as well as issues of war, international justice and morality through Thucydides' *Peloponnesian War*. The relevance of Thucydides for the study of international relations theory has been acknowledged by international relations theorists who described the text as the only classic of international relations and others who have commended Thucydides' for being the "first scientific student of international relations. These endorsements by renowned international relations scholars help confirm Thucydides' assertion that his is a work designed to last forever but just what his work is designed to teach posterity will be a matter that we will debate the discussion board. Former seminar participants have unanimously endorsed

the Thucydides text as one of the most thought provoking books they have encountered!

Part Two will tackle a series of issues that as a way of linking theory with current concerns. In the process, you will be introduced to some of the many sub-fields of international relations through:

- i) the feminist challenge to international security issues
- ii) the liberal advocacy of democratic peace theory
- iii) the various theoretical challenges to state sovereignty posed by globalization processes
- iv) the historical and contemporary forces that are shaping world order

Part of what informs the concerns of this course is the way in which particular theoretical norms shape expectations within IR about the 'appropriate questions' and the 'appropriate ways of answering those questions'. We ask also whether or not some of the newer interventions open up some space for different types of questions, and different types of answers for global issues.

### **Specific Objectives**

Upon successful completion of POL 5551 the student should demonstrate an understanding of:

- 1) the variety and the salience of some of the major issues of international relations
- 2) the scholarly approaches to the field
- 3) the contested nature of international relations

### **Texts**

The following text is required for the course and is available at reasonable cost through the TSU Distance Learning Center and various online retailers like amazon and half.com.

1) Thucydides, *The Peloponnesian War*. (The Penguin edition translated by Rex Warner is recommended.)

All other readings are available through my Troy Web-Site:  
<http://spectrum.troyst.edu/~teemu/>

*The password to gain access will be provided on the course Blackboard site.*

## Course Requirements

1. Read the assigned lectures, text and supplemental articles.
2. Complete the thought piece, research paper and final examination and submit them via electronic mail by the assigned deadlines.
3. Interact with classmates via the course Discussion Board, to include answering questions posted by the instructor.

**Method of Instruction:** This is an asynchronous distance learning course taught via the Internet. Students are required to complete assigned readings and interact with their colleagues and the instructor via the class discussion boards. Our approach to the discussion board should be both mature and tolerant.

You will be posting your response to discussion questions posted by me each week. These questions are a response to the week's module and readings. Aim for two solid paragraphs per answer to the discussion board questions (longer posts test the limits of the software). The aim of the questions is twofold. First, they force you to fit the readings into your busy schedule. Second, and more importantly, they are designed to elicit critical reflection of some of the major themes of the readings amongst seminar participants. So, concentrate your energies on analysis of the readings rather than restatement of them. I'll redouble my efforts at making sure the questions themselves aim in that direction.

Please remember that asynchronous means that we do not meet at specific times and that students have flexibility as to how they approach the material and when.

## **Submitting Work:**

Submit all essay assignments and your final exam (as attachments) by e-mail to me at [teemu@comcast.net](mailto:teemu@comcast.net) Please include POL 5551 in the subject line. WordPerfect or Word97 is the preferred format. When submitting for papers and comments on discussion boards/e-mails please include the following information (in this order).

- i) Course number and title
- ii) First and last name
- iii) Subject

**It is very helpful for me if you include your name and electronic address on the cover page of your analytical essays.**

**E-mail Responses:** I check my electronic mail on a regular basis. Please allow at least 24 hours before re-sending messages. *Also, please use the course discussion board for all correspondence related to the course material, assignment clarifications, etc. This will prove more efficient and will increase the sense of a community of learning among the members of the class.* During the period when I am grading the major assignments, I may be somewhat slower in responses.

**Incomplete Work Policy:** Incomplete grades are assigned at the discretion of the instructor. Students should refer to the Graduate Bulletin for policies regarding the removal of incomplete grades. I will make reasonable accommodations for students called away for military duty. However, students who are deployed to the field or otherwise away from home on a non-emergency basis (that is, ample notice has been given to you in advance of said deployment) are expected to complete their work ahead of time or delay registration for graduate course work to less hectic periods. Students who anticipate problems should contact me as soon as said problem arises to work out details.

**Class Policies and Procedures:** Americans with Disabilities Act: Any student whose disabilities fall within the ADA must inform me at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

## **Grading, Key Dates and Assessments:**

### Evaluation

Discussion Board: 25%

Thought-piece: 20% *April 23<sup>rd</sup>*

Research paper: 25% *May 19<sup>th</sup>*

Non-Proctored Final: 30% *Administered Saturday December May 15<sup>th</sup> due May 16<sup>th</sup>. There is some flexibility for those with military schedules to write early or a few days later.*

### **Discussion Board: (25%)**

Based on the quality and quantity of responses. Please remember that you are required to:

- 1) Respond to all the discussion board question posted by the professor.
- 2) For each question respond to at least one of your colleagues' responses, either answering questions asked in the post, raising your own questions, or correcting perceived errors in the post.

**Important:** Please remember to direct any questions on material or course procedures to the message boards, so that all can benefit. I expect all students to read all posts to the message board—especially the ones on procedure, as questions asked and answered will almost certainly be of use to multiple students. is based on attendance, general performance and preparation for class discussions. As is evident by the weight assigned to participation in evaluation (25%), participation is very important to your success in this class. Participation facilitates interesting and useful class discussions. In the end, you will have learned more in this class as a participant than if you had just been an observer. Presenting your responses to questions and to your colleague's responses provides you with an opportunity to demonstrate your knowledge and critical abilities. It also gives me the ability to evaluate your participation in the fairest way possible, by holding every student responsible for the quality and quantity of their responses. If you are having trouble preparing answers or reading the material, you should meet with me so that we can work together on ways to help you do the best that you can in this course. It would help both you and me immensely if you let me know if you are feeling lost in the material. We can then work on ways to address these concerns together.

## **The ‘thought piece’ (20%) Due: April 23<sup>rd</sup>**

The thought piece is intended to encourage creative and critical thinking. It will be based on **ONE** of the following questions and should be no longer than ten (double-spaced) pages with one inch margins and 12 inch font. The essay is *Due April 23<sup>rd</sup>*. **No outside sources required -see appendix for general paper guidelines.**

1) Of all the leaders and representatives you’ve been introduced to in the passages from the Peloponnesian War, who do you believe to be the most capable in understanding and reacting to the uncertainty of war? Why this particular leader and not others?

2) The public spiritedness of Athens in the wake of their defeat of Persia gives way to an Athenian sense of empire as their destiny. They come to seek greatness in the eyes of their principal Greek competitor (Sparta) and allies and enemies alike. This aim eventually generates domestic cultural and moral corruption and a foreign policy of self-interested over-reaching. Are there any parallels or lessons here for the US in the wake of the Cold War and September 11<sup>th</sup> ?

3) Thucydides often presents the subjective context of the war through contrary speeches which make it appear that there is a measure of truth on both sides. In what ways do the speeches of the Athenian demos shift over time? How do these shifts relate to changes in Athenian culture, morality, and their dealings with other states? What does this tell us about the role of reason, language and communication in domestic and international political deliberations?

## **The research paper (25 %) Due: May 19<sup>th</sup>**

The research paper will address topics listed in the appendix. The paper must be between 12-15 pages in length, double-spaced with one inch margins and 12 inch font, and present an analytic or interpretative argument supported by an accepted style of referencing. To be fair to those students who submit promptly, extensions will not be granted unless accompanied by an extraordinary circumstance. Late papers will be accepted but assessed a

penalty of one whole letter grade per week. **Due May 19<sup>th</sup>. See appendix for guidelines.**

Final Exam: (30%). ***Non-Proctored Take Home Exam : Administered Saturday May 15<sup>th</sup> due Sunday May 16<sup>th</sup>. There is some flexibility for those with military schedules to write early or a few days later.***

Good answers will require the use of the course texts and readings, additional readings, and current events. Part of the learning objective for this exam is to demonstrate the ability to integrate large amounts of information into a concise, coherent essay. Be sure to answer all parts of the question.

I will send your grades in an e-mail to you rather than employing the rather cumbersome interface provided by Blackboard.

**Learning Resources:** TSU Library Remote Services are accessible at <http://tsulib.troyst.edu>. Assistance with library instruction is through the Public Service Librarians by discipline, which in this case would be international relations or political science.

**Student Support:** Distance Learning staff are identified at <http://www.tsulearn.net>. Assistance is available to students who experience difficulties using technology at <http://spectrum.troyst.edu/~distance/help>. Students who are proficient with the Internet but are having specific problems with the online course materials (e.g., finding a broken link on the page) should contact me directly at [teemu@comcast.net](mailto:teemu@comcast.net)

## **COURSE OUTLINE**

### **Part I:**

#### **What is a “Theory” of International Relations and What Should We Expect It to Do?**

Stanley Hoffmann, “Clash of Globalizations” *Foreign Affairs* (Jul/Aug 2002).

Stephen M. Walt, “International Relations: One World, Many Theories” *Foreign Policy* (Spring 1998)

Stanley Hoffman, “An American Social Science” *Daedalus* (1977).

Martin Wight, "Why is There No International Theory?", in Herbert Butterfield and Martin Wight, eds., *Diplomatic Investigations*.

Lecture Notes outlining the various approaches to international relations.

### **Thucydides, I: The Causes of the War**

*Please refer to the posted questions to help you reflect on the text.*

Thucydides, *The Peloponnesian War*, Especially Books I and II. (The Penguin edition translated by Rex Warner is recommended.)

### **Thucydides, II: The Problem of Justice and Power**

Thucydides, *The Peloponnesian War*, Bks. III, IV, V, VI

### **E. H. Carr**

E.H . Carr, Chapters from *The Twenty Year's Crisis*, revised edition.

### **Part II:**

#### **Where are "we" going and what will the world be like?**

Francis Fukuyama, "The End of History?" *The National Interest* (1989).

Benjamin Barber, "Jihad vs. McWorld," *The Atlantic Monthly*, (1992).

Samuel Huntington, "The Clash of Civilizations?", *Foreign Affairs* (1993).

Robert Kaplan, "The Coming Anarchy," *The Atlantic Monthly* (1994).

#### **Managing the Empire**

Robert Kaplan, "Supremacy by Stealth," *The Atlantic Monthly* (2003).

#### **Feminism and IR**

Carol Cohn, "Slick'ems, Glick'ems, Christmas Trees, and Cookie Cutters: Nuclear Language and How We Learned to Pat the Bomb," *Bulletin of the Atomic Scientists* (1987).

J. Ann Tickner, "You Just Don't Understand: Troubled Engagements between Feminists and IR Theorists" *International Studies Quarterly* (1997).

#### **Globalization: Market Process and the Territorial State**

Krasner, Stephen (2001). "Sovereignty," *Foreign Policy*, Jan/Feb, pp. 20-29.

Robert Kaplan and Robert Wright, "Mr. Order meets Mr. Chaos" *Foreign Policy* (May/June 2001).

Robert Kaplan and Thomas Friedman, "States of Discord" *Foreign Policy* (March/April 2002).

Attali, Jaques (1997). "The Crash of Western Civilization: The Limits of the Market and Democracy," *Foreign Policy*, Summer, pp.54-64.

Lecture notes outlining the ways in which international relations theory has approached the topic of globalization.

### **Democratic Peace Theory**

Raymond Cohen, "Pacific Unions: A Reappraisal of the Theory that 'Democracies do not go to war with each other'" *Review of International Studies* (1994).

Edward D. Mansfield and Jack Snyder "Democratization and the Danger of War" *International Security* (1995).

## APPENDIX

### **Pol 5551 Survey of International Relations Guidelines**

#### Term Paper Guidelines:

In a paper of approximately 15 pages (typed, double-spaced, twelve point font), discuss a significant issue or controversy in post-Cold War world politics and apply at least two of the theories (i.e. liberalism, realism, feminism, critical theory) we have covered in the class. Explain (1) the key concepts and basic logic of each theory, (2) how each theory would explain the issue, and (3) the nature of the guidance (if any) each theory offers for dealing with the issue. Finally, (4) evaluate the utility of the theories in explaining and addressing the issue. Is one theory preferable? What are their respective strengths and weaknesses?

Suggested topics:

Ethnic conflict

Weapons proliferation

Humanitarian intervention

The democratic peace

Terrorism

Environmental conflict

Global inequality

## **Term Paper Policies: Sources, Citations, and Lateness**

### **1) Plagiarism:**

Above all, **do not plagiarize.**

“Plagiarism may be defined as the use of another's ideas or words without acknowledgment. Examples of plagiarism may include: failing to use quotation marks when quoting from a source; failing to document distinctive ideas from a source; and fabricating or inventing sources.”

Plagiarism will be dealt with harshly. The punishment may include sanctions ranging from a failing grade on the assignment to possible expulsion from the university. So: Provide citations to quotes and to any ideas that you use that are not your own. Any information that is not common knowledge and is taken from an outside source should be cited.

### **2) Citations:**

Use a standard citation system. (The MLA, Chicago, or American Psychological Association style manuals are all acceptable guides. Just be consistent. If you need to cite information obtained online, give the URL of the web site.)

### **3) Lateness policy:**

Unexcused late papers will be accepted but assessed a penalty of 5% per day.

The paper is worth 30% of your course grade. **Spelling and grammar matter**, as does the clarity and organization of your writing. The paper **must have a title page and a bibliography**. All pages except the title page must be numbered. The title and bibliography do not count toward the page limit.

## **Grading Criteria for Think Pieces and Exam Essays:**

### *GRADING CRITERIA:*

- 1. Is the question answered?*
- 2. Is there a personal argument presented in the first 10 lines and defended throughout the essay?*
- 3. Clarity, Organization, Structure (good outline, good transitions)*

#### *4. Integration of class material, facts, and readings to back up the argument*

##### ***TYPICAL PITFALLS OBSERVED IN PAST CLASSES:***

A large number of papers tended not to present a personal causal argument in response to a clearly identified question. The argument should be clearly stated within the first 2 paragraphs of the introduction, on page 1. It should be engaging and original (personal). It should present an explanation to a puzzling question.

- The introduction of many papers did not fulfill the stated requirements. Within one page, a strong introduction should introduce the question up-front, present the argument, and give a roadmap for the paper.
- Many papers were written in a descriptive way, going through a historical analysis of key phenomena. Rather, political science papers should be argumentative and clearly organized. It is important to fight against alternative explanations and to defend your position in forceful ways. Each of the clearly indicated 3 or 4 sections should be there to back up the argument. After presenting facts and evidence, it is important to extract concluding statements, stating what the facts show and how they prove your point.
- Many papers did not integrate enough political processes and did not extract larger political lessons.

***GRADING SCALE:*** Please remember that your final grade will adhere to Troy State guidelines which award whole grades.

##### **(A- to A+)**

*This grade is reserved for exceptional papers. An exceptional paper must demonstrate strong evidence of original thinking around a clearly articulated thesis; the paper should have a good structure and be well organized; the paper should demonstrate a capacity to analyze and synthesize; it should also demonstrate superior grasp of the subject matter with sound critical evaluations; evidence of extensive knowledge base is expected; clear and effective writing style and appropriate referencing format are also expected.*

##### **(B- to B+)**

*Grades in this range are given for competent papers. A competent paper will have a clear if not original thesis statement and develop the thesis with sound*

argumentation; a reasonably coherent structure and organization of the material is expected; the paper will show evidence of a good grasp of subject matter; some evidence of critical capacity and analytic ability is expected as well as a reasonable understanding of relevant issues; although a substantial research effort may not have been made, there should be evidence of familiarity with the most relevant literature.

**(D to C+)**

*An adequate paper will be awarded a grade in this range.* Such a paper lacks or does not develop a coherent or clear thesis statement, but some effort is made to structure the paper around an argument; nevertheless, there is little attempt to develop or sustain a coherent argument *throughout* the paper; the paper should demonstrate an understanding of the subject matter; it should also show an ability to develop solutions to simple problems in the material; normally, a paper in this range will reflect acceptable but uninspired work; it will not be seriously faulty but will lack style and vigour (especially in argumentation).

**(F)**

*Inadequate paper.* This grade is reserved for papers with little or no evidence of understanding of the subject matter; no thesis statement is made; there are weaknesses in critical and analytic skills; major errors are made in discussions of the subject matter; the literature used is limited or irrelevant; or the subject is not on list of paper topics or has not received prior approval by the instructor.