Introduction

As the world becomes “smaller” and arguably “flatter” through globalization, our understanding of international politics becomes more crucial. Unlike the past, it is no longer possible to understand political, economic, and even social phenomena in one country (including the United States) in complete isolation from broader international developments and trends. Accordingly, this course is about understanding the basic international context—and navigating the changing international contours—of global politics.

This course will not only tackle some of the most pressing international issues facing our country today, it will embed our understanding of contemporary global problems—from war and peace to economic stability and terrorism—in their appropriate theoretical foundations, by examining the basic dynamics of conflict and cooperation in the international system. By the end of the semester, it is hoped that students will not only better appreciate the complexity of contemporary international issues, but also gain a firm understanding of the wide variety of scholarly literatures of comparative politics and international relations within the discipline of political science.

Assignments and Grading

Grading will be based upon participation in class as well as three in-class examinations: two mid-term exams (the form of which will be announced later), as well as a final examination. All assignments will be graded on the following 100-point scale which can be used to translate your number grade into a letter grade. At the end of the semester, your final grade will be calculated by adding-up the grades on each assignment in proportion to the weights assigned to them below.

The grade breakdown is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>10%</td>
</tr>
<tr>
<td>First mid-term exam</td>
<td>25%</td>
</tr>
<tr>
<td>Second mid-term exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>35%</td>
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</tbody>
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Grading Scale:

- 100 —93%: A
- 92.9—90%: A-
- 89.9—87%: B+
- 86.9—83%: B
- 82.9—80%: B-
- 79.9—77%: C+
- Below 60%: F

Class Participation

Classroom attendance and involvement in discussions are critical components to this course. Of course, missing a class does not exempt you from the materials covered on that day. You may want to exchange e-mail addresses with some of your classmates to get notes and other materials you might have missed. Just showing up to class will not ensure that you receive a satisfactory class participation grade. You will be expected to come to class having read the assigned readings, and thought critically about
them. Ensuring that everyone is familiar with the arguments put forth in the various readings is the minimum condition for developing an effective classroom environment.

**Exams**

There will be three in-class examinations throughout the semester, on **Friday, February 11**, **Friday, March 25** and during the final exam period, **Wednesday, May 4** (10:45am — 1:15pm for PSC1200-003, 1:30pm — 4:00pm for PSC1200-004). The format will consist of a combination of objective questions (multiple choice and short essay), as well as broader analytical essay questions. Review sheets will **not** be provided, although prior to each exam, I will open a discussion thread on the Blackboard/WebCT site: [https://elearning.villanova.edu/webct](https://elearning.villanova.edu/webct). There, from the comfort of home or wherever you are, you can post questions that have arisen from your studies, which I will answer as quickly as possible, given my other responsibilities. You can also peruse the questions posed by your classmates.

The exams will be cumulative in that there will be a continuity of similar topics, concepts and perspectives throughout the class, but the focus of each exam will primarily concern the materials which immediately precede each exam. Classroom materials, as well as topics covered in the assigned readings—whether addressed directly in class or not—are all fair game for exam questions. The final exam will be slightly longer than the midterms, but will maintain a similar format.

**Make-Up Exams?**

Make-up exams will only be granted under extreme circumstances, resulting either from 1) genuine family emergencies, 2) travel associated with university obligations (academic or athletic), or 3) severe illness or injury. If you are traveling due to university obligations, you must inform me at least two weeks prior to the event. If you are genuinely ill or injured, you will need proper documentation from your physician. **These regulations will be rigorously enforced!!!**

**Questions on Exams**

Invariably throughout the semester, students have questions about the grade they received on a particular assignment or test that goes beyond the given comments on the essay itself. If you feel that you did not deserve the grade you received on a test assignment, I am certainly open to discussing the matter. However, I will insist upon the following:

1. **A 24-hour “cooling off” period.** Please do not approach me with questions about “why did I receive this grade” within 24-hours of having your assignment returned to you. This will allow you time to re-read the comments, and understand whatever shortcomings or other issues may be in question.

2. **Come to office hours.** I will not discuss individual grades during, immediately before, or after class. Questions about grades will only be considered in face-to-face discussions during office hours. In the end, it is exceedingly rare that a grade will be altered—but if you can persuade me that the evaluation was in error, I am not opposed to re-evaluating the grade. Of course, a re-visited grade may ultimately end-up being either higher or lower than the one originally received, as the quality of the response warrants.

**Grade Entitlement**

A recent UC Irvine study found that 1/3 of all students surveyed expected a course grade of “B” just for attending lectures, while 40 percent expected a “B” simply for completing the required readings. Moreover 2/3 of all students surveyed claimed that explaining to a professor that they “worked hard,” it should be factored into the calculation of a grade. This trend increasingly mistakes effort for quality of work. I strive to objectively assess the quality of assignments in this class against a uniform standard,
nothing more. Course grades should not be thought to be a reflection of either the amount of effort exerted or some sort of evaluation of the personal worth of the student.

Plagiarism and Academic Integrity

Cheating, plagiarism, fabrication, assisting dishonesty and other breaches of the University Policy on Academic Integrity, as outlined in the Enchiridion (http://www.villanova.edu/vpaa/office/studentservices/policies/integrity), are serious business. Not only are such activities contrary to your entire purpose in attending college and official university policy, but are also a personal affront to me as an instructor and competent human being. So, consider this your prior warning: if blatant breaches of academic integrity are discovered, I will prosecute them to the fullest extent.

To both deter and uncover instances of plagiarism, all written assignments must be submitted through the SafeAssign program through the course website on WebCT.

Fortunately, when it comes to plagiarism, the Villanova Writing Center has a handy guide to effective citation and how to avoid plagiarism (http://www.villanova.edu/artsci/vele/writingcenter/guide/citing.htm). I suggest looking it over. If you have additional citation, formatting, or any other questions throughout the semester, please feel free to discuss them with me so that we might clarify any ambiguities and prevent ethical problems before they develop.

The Penalties for Infractions of Academic Integrity are steep, and you should be aware of them: at a minimum, you will flunk the assignment or test, and likely, the entire class. Moreover, an official report of the transgression will be made to the Dean of the College of Liberal Arts and Sciences, and the Board of Academic Integrity, and you will be required to complete a program on academic ethics. If a student is twice found responsible for such transgressions of academic integrity, the Dean may expel or suspend you from the University. So, long story short: don’t waste my time, don’t waste your time—just don’t do it. Again, please feel free to contact me with any questions you may have on this issue so that they can be easily resolved before the assignments are completed!

Late Assignments

Written assignments turned-in after the due date and time indicated will be penalized one full letter grade (ten points) for each full day that it is late. Therefore, an otherwise “100” quality paper turned-in one day late would become at best a “90” two days late would become at best an “80,” and so forth, all the way down to zero. As all of the deadlines are clearly articulated here in the syllabus from day one so they should come as no surprise, no extensions will be granted, based in part on the same premise as the policy on extra credit (see below).

Extra Credit?

No. Let me clarify that: if there comes a situation where extra credit would be appropriate, it would be offered on an equal-opportunity basis to all students, and that would be exceptionally rare. Individual extra-credit opportunities distort the baseline of evaluating every student by the same standard. This is to say, please do not approach me at the end of the semester asking for some extra-credit opportunity to make-up for a poor performance on an earlier assignment. Such requests are based on two implicit assumptions: 1) that the student in question wishes to be held to a different (lower) standard than the rest of the class, and 2) that the professor is willing to bend the rules and sacrifice objective standards of evaluation. As a result, I tend to find such requests to be rather off-putting, even though that was surely not the student’s intent, which is why I feel compelled to spell-out the justifications for this policy here.
Online Lectures and Materials?

No. Let me clarify that: lecture notes or slides will not be posted online, so please do not ask for them to be. Similarly, review sheets are not used in this class. It is not my duty to provide notes to you: I cannot do the learning for you. I suggest that you exchange your e-mail and contact information with the people seated next to you (or other friends in the class) to obtain notes if you happen to miss class on a given day. This interpersonal contact may stimulate the development of study groups, and has generally been the way courses have been conducted since time immemorial.

Why not? Here are my reasons, in order of ascending importance: 1) Technical issues: the huge file size precludes uploading. 2) Legal issues: effectively “publishing” lectures online violates the “fair use” doctrine of intellectual property rights protections, by which we may utilize many of the copyright-protected images and other lecture materials. 3) Negative effects on attendance and grades: pedagogical studies have shown that online materials, notes, and review sheets lead not only to dramatic drops in attendance, but also grades. Students tend to become overly-reliant on the printed word, which is often just a stepping-off point for a more important discussion (which in turn is missed if all you focus on is the content written on the power-point slides). These studies demonstrate that students become passive observers rather than active participants in learning, leading to worse correspondingly worse grades. 4) Finally, there is the more existential aspect: if the entire learning experience boils-down to an instructor writing outlines and students reading them, what is the point? What is my raison-d’être at this university: professor, or outline-writer? For that matter, what is yours: student, or outline-consumer? To that end, why not just get an online degree? The answer to all of these questions is in the mix: the traditional dynamic of classroom lectures, discussions, and the exchange between instructors and students that is the hallmark of the university learning experience, which prepares you to become a well-rounded and competent individual, and ultimately prepares you for life outside of academia, where very little is scripted in advance, and available on-demand.

All of these elements are damaged, rather than helped, by posting lectures, notes, slides, and other review materials online. We heartily suggest that, in lieu of such aids, that you take responsibility for your own education. Come to class. Ask questions while you’re there. Raise questions during the office hours. Use e-mail. Post questions on the online review website. Create your own study groups. It is my responsibility to teach, it is your responsibility to learn; and while I will do my best to help you in that endeavor, you likewise have an important role to play.

Living in the Computer Age

Computers are great. Ever more, computers are an integral part of the learning experience. Much of the readings are available online, you’ll probably do a great deal of research online, and write a paper or two on your computer. But as we all know, networks and computers are not always reliable – computers crash, networks fail, printers jam and run out of ink – these are the realities, and we must all confront them. Experience has shown that computers disproportionately tend to crash the night before an exam or assignment is due. As a competent adult, it is up to you to take responsibility and plan ahead for such eventualities. Back-up your files to the web or an external drive. As an excuse for not being able to access online materials or being able to complete an assignment on time, “my computer crashed” will not garner much sympathy.

Accessibility

Generally speaking, I am a fairly easy person to get in contact with. I encourage you to e-mail either me with questions, clarifications, and concerns as they appear throughout the semester, and I es-
especially encourage you to come speak with me face-to-face during my office hours, or by appointment: nothing beats old fashioned interpersonal interaction. Additionally, preceding the exams, I will open-up a discussion tab on the Compass website for review where you can feel free to post questions and build upon the concerns of others. For questions asked of me personally on the review thread, I will try to answer them as quickly as possible, given my other duties and obligations. However, there are limits to my accessibility, especially outside of normal daytime business hours. A lack of preparedness on your part does not necessitate a crisis on mine – which is to say to not expect me to reply immediately to panicked, excuse-riddled e-mails the night before an exam or assignment due date.

Course Website

This syllabus, along with relevant class announcements, reading assignments, and other information will be available on the Blackboard/WebCT course site: https://elearning.villanova.edu/webct.

Readings

The following books are available for purchase at the Villanova University Shop, as well as through online retailers. Just be aware that ordering books online may be a great way to save money, but that must be balanced by the risk that the books may not arrive in a timely manner, which may in turn put you behind in your studies.


   -The 2009 (paperback) edition has a new preface which is part of the assigned reading. For those that have a 2008 (hardback) edition that does not have the new preface, I will post the preface on the WebCT site.

Additionally, there are a large number of additional required readings (articles and book chapters) that will be posted electronically through the course site on Blackboard/WebCT (https://elearning.villanova.edu/webct). These readings should be read before the appropriate class session, and should be considered fair game for examination purposes. Additional recommended readings will also be posted online for those with an interest in additional reading for a more nuanced understanding of the various topics and themes discussed throughout the semester.

Semester Topics and Reading Schedule:

○ = Required reading from books |Goldstein & Pevehouse or Zakaria|
● = Required reading from course WebCT site.

Part One: Nuts and Bolts of the Study of International Relations

Week 1: Introduction and Concepts

Monday, January 10
Wednesday, January 12
Friday, January 14

Week 2: Realist Theories and Power Politics

Monday, January 17 – No Class! Happy Martin Luther King Day!
Wednesday, January 19
Friday, January 21


Week 3: Liberalism New and Old

Monday, January 24
Wednesday, January 26 – Class Cancelled! (CSIS)
Friday, January 28


Week 4: Constructivism and Social Theories

Monday, January 31
Wednesday, February 2  (Happy Groundhog Day!)
Friday, February 4


Week 5: IR Theory and Foreign Policy

Monday, February 7
Wednesday, February 9
Friday, February 11 – Midterm #1 in Class (yes, the following readings will be included.)


Midterm #1 in Class: Friday February 11

Part Two: Lawyers, Guns and Money

Week 6: International Security

Monday, February 14
Wednesday, February 16
Friday, February 18


Week 7: Terrorism and Security in the 21st Century

Monday, February 21
Wednesday, February 23
Friday, February 25


Week 8: Semester Recess – No Class!

Monday, February 28 – No Class!
Wednesday, March 2 – No Class!
Friday, March 4 – No Class!
Week 9: International Political Economy & Globalization
Monday, March 7
Wednesday, March 9
Friday, March 11

Week 10: International Organizations
Monday, March 14
Wednesday, March 16
Friday, March 18

Week 11: International Law
Monday, March 21
Wednesday, March 23
Friday, March 25 – Midterm #2 in Class (yes, the following readings will be included.)

Midterm #2 in Class: Friday, March 25
Part Three: Future Challenges

Week 12: Global Development (with Particular Emphasis on India and China)

Monday, March 28
Wednesday, March 30
Friday, April 1


Week 13: Globalization, Democracy and Human Rights

Monday, April 4
Wednesday, April 6
Friday, April 8


Week 14: The Global Environment

Monday, April 11
Wednesday, April 13
Friday, April 15


Week 15: A New Role for the US in a “Post-American World”?

Monday, April 18
Wednesday, April 20
Friday, April 22 – No Class, Easter Recess


Week 16: Concluding Thoughts, Looking Forward

Monday, April 25 – No Class, Easter Recess
Tuesday, April 26
Wednesday, April 27


Final Exam: PSC1200-003: Wednesday, May 4: 10:45am – 1:15pm, Falvey Hall, Room VR3
PSC1200-004: Wednesday, May 4: 1:30pm – 4:00pm, Falvey Hall, Room VR3