“The element of truth which people are so ready to disavow, is that men are not gentle creatures who want to be loved, and who at the most can defend themselves if they are attacked; they are, on the contrary, creatures among whose instinctual endowments is to be reckoned a powerful share of aggressiveness.”
Sigmund Freud in Civilization and its Discontents

“Leadership is not the same as domination, and Washington's role in helping stabilize the world and underwrite its continued progress may be even more important now than ever. Americans and others may not notice the security and prosperity that the liberal order provides until they are gone—but by then, it may be too late.
Joseph S. Nye, Jr., Foreign Affairs, 2017

Professor Mike Nelson
mbnelson@monmouthcollege.edu
http://www.michaelnelson.info
Office CSB 332

Class Meetings
Tuesdays and Thursdays
9:30a – 10:45a
CSB 272

Office Hours:
M, Tu, W, and F, 1 – 2 pm
Th, 11a -12n
Or by appointment

The professor reserves the right to make changes to this syllabus.

I. OVERVIEW

Is the nature of world order changing? Does a rising China mean a falling United States? Does it mean war? Is Freud’s quote above right about human nature? Does an aggressive human nature lead us to war? Or does war occur because some types of states, perhaps fascist ones, are more prone to war? Or because of some greater general uncertainty underlying the anarchy of world order? Is world government the solution? Is it possible or even desirable? Can states cooperate to solve global environmental problems like climate change? This course addresses such questions in its survey of the field of international relations. The first part introduces three major theoretical traditions and their applications to world events over the last century. The bulk of the course will consist of study cycles that focus on several important issues in global politics, including humanitarian intervention, war and terrorism, the political economy of poverty and development and the global governance of climate change. Finally, the course considers current and future challenges in the practice and study of international relations.

II. COURSE OBJECTIVES

By the end of this course…

1. You will know more about important problems in world politics from the past, the present and the future and why they are directly relevant to our everyday lives.
2. You will understand and be able to evaluate several major theoretical approaches to world politics.
3. You will be able to think and argue critically about issues in international relations and convey your thoughts in written form. Not every one of you plan to continue in a career in international relations, but the same skills we stress in this class—critical thinking, analytical reading, and writing—will be important no matter what you do.

III. COURSE BOOKS

The following are REQUIRED:


**Moodle:** Other readings will be made available online via our course Moodle page.

IV. ASSIGNMENTS AND GRADING PLAN

**Course Workload**

<table>
<thead>
<tr>
<th>Item</th>
<th>Expected Average Time</th>
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<tbody>
<tr>
<td>Classroom activities</td>
<td>2.5 hours/week</td>
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<tr>
<td>Reading and class prep</td>
<td>5.5 hours/week</td>
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<tr>
<td>Presentation Prep</td>
<td>.5 hour/week</td>
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<tr>
<td>Exams</td>
<td>1.5 hour/week</td>
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<tr>
<td>Paper</td>
<td>2 hours/week</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>12 hours/week</strong></td>
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**Classroom Engagement: Participation and Attendance (10%)**

*Objective:* Students should demonstrate ability to engage in thoughtful discussions on topics related to the class.

This course requires not only attendance but also active participation. This entails doing the readings before class, thinking critically about them and the topics we are discussing. Active participation can significantly help your grade in the course, non-participation can significantly lower your grade, and non-attendance WILL significantly lower your grade.

- You must attend class. Think of it as if you are a pilot learning to fly. You have to put in a number of hours in the cockpit to qualify.
- You must be active in class. This can take a variety of forms, including: speaking in class, asking questions, emailing me questions, and coming to office hours.
- You can miss two classes without any serious consequence. If you miss more than 4 classes you may receive no participation credit. I reserve the right to fail you for the course if you have missed too much class.
- You must meet me at my office hours at least once.

**Note-taking Assignment (2%)**

You will be graded on your ability to take notes.

**Study Cycle Presentations (14%)**

Students will be divided into teams to create and facilitate an original debate, simulation or extended presentation on topics in international relations. Groups will meet with me at the beginning of the term to decide on topics that will complement the study cycles in the course. Group members should meet in advance to make sure that each group member presents a distinct insight about the reading without excessive repetition from the group as a whole. Engage your audience and, if you elect to employ a visual aid such as power point, use it to enhance the message you deliver rather than be the central focus of your presentation. Each member of the group should turn in a one-page overview of their contributions to the group presentation. Each student’s grade will be weighted such that half their points come from their individual performance and half from the overall assessment of the group’s performance.

**Due:** Varies
Research or Policy Paper (30%)
A grading rubric will be provided so that you will know how your paper will be evaluated. You will also get a chance to “grade” each other’s rough drafts in a peer-review session.

- Length: 2500 words
- Research Prospectus Due: September 18
- Rough Draft Due: October 29
- Peer Review Due: November 6
- Final Draft Due: November 19 (Just before Thanksgiving)

Midterm Exam (14%)
The midterm exam will be a take-home 3-page paper on a question provided by the Professor.

Final Exam (30%)
There will be a final exam for the course. There will be a study guide. The purpose will be for you to synthesize what you have learned in the course. Note that the final is worth the same as the group presentations and less than the research paper.

Note on Late Assignments: Late assignments will be graded down 5 points for each day late, to a maximum of 50% credit deducted for the assignment. No matter how late an assignment is, it will always be worth submitting (you will always get up to at least half the credit of an on-time submission).

Coursework will be weighted as follows:

1. Classroom Engagement: 10
2. Note-taking: 2
3. Group Presentation: 14
4. Research Paper: 30
5. Midterm (Take Home): 14
6. Final Exam (In-Class): 30

12 + 44 + 44 = 100

The Grading Scale
I will be using the following grading scale in this course:

- 94-100 A
- 90-93 A-
- 87-89 B+
- 84-86 B
- 80-83 B-
- 77-79 C+
- 70-73 C
- 69/below D/F

V. COURSE SCHEDULE

Reading assignments are to be completed BEFORE the date they are listed. Please bring all assigned readings to class (paper or electronic).

Introduction

August 23: Logistics and Course Overview

What is IR and why do we care about it? What is this course all about and what do I have to do to get an A?

Course Activities: Introductions and Brief Lecture

August 28: Introduction to the Study of International Relations as a Social Science

What is a theory? What are the levels of analysis? What is power? What is the most powerful country in the world today?

Course Activities: Lecture and Discussion

Readings:

- HK. Introduction. “The Question of World Order”
Recommended:
- MS. Robert D. Putnam, “Diplomacy and Domestic Politics: The Logic of Two-Level Games”
- “Counterfactuals”, A Guide to Political Science

August 30: The Development of the International System.
What are states? And how did we get to where we are?

Readings:
- HK. Chapter 1. “Europe: The Pluralistic International Order.”
- “Writing a class research paper”, A Guide to Political Science
- “The Research Question”, A Guide to Political Science
- “Research Proposal or Prospectus”, A Guide to Political Science

Recommended:

Theoretical Perspectives

September 4: Classical Realism.
What is anarchy? What is the security dilemma? What is the balance of power?

Course Activities: Lecture and Discussion

Readings:
- MS. Thucydides, “Melian Dialogue,” from The Peloponnesian War
- MS. Thomas Hobbes, from Leviathan.

Highly Recommended:
- HK. Chapter 5. Section on “India” only. (Begins on page 192 in the Penguin paperback edition).

Recommended:

September 6: Liberalism and Idealism
Is world peace possible? What are the prospects for international cooperation?

Course Activities: Form study cycle groups; Assigned readings and news dates for blog.

Readings:
- MS. Doyle, Michael W. “Liberalism and World Politics.”
- MS. Immanuel Kant, from Perpetual Peace
- MS. Francis Fukuyama, “The End of History”

Recommended:
- HK. Chapter 7. “Acting for All Mankind”: The United States and Its Concept of Order.
September 11: Neoliberal Institutionalism and Neorealism.
MEET AT LIBRARY; How does our worldview shape our perception of whether international cooperation is possible?

Readings:

September 13: Continue Previous Day
More on Neoliberal Institutionalism and Neorealism

September 18: IR Schools of Thought: Constructivism

Do ideas matter?

Readings
- HK. Chapter 7. “Acting for All Mankind”: The United States and Its Concept of Order.”

September 20: More Schools of Thought

Reading:
- MS. V. I. Lenin, from *Imperialism, The Highest Stage of Capitalism*
- MS. J. Ann Tickner, “Man, the State, and War: Gendered Perspectives on National Security”

AND Read ONE of the following:
- MS. Fearon, James D. “Rationalist Explanations for War.”
- MS. Keren Yarhi-Milo, “In the Eye of the Beholder: How Leaders and Intelligence Communities Assess the Intentions of Adversaries”

Violent Relations

September 25: Deterrence and War

Readings:

Recommended:
- HK. Chapter 7. “Acting for All Mankind”: The United States and Its Concept of Order.

September 27: The Cold War

Readings
- MS. George F. Kennan (“X”), “The Sources of Soviet Conduct”
October 2: Weapons of Mass Destruction

Readings
- MS. Waltz, Kenneth N. “Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability”

Recommended

October 4: Terrorism

Readings

Recommended:
- Internet. BBC Country Profiles on Afghanistan, Iraq, Israel and Iran: [http://news.bbc.co.uk/2/hi/country_profiles/default.stm](http://news.bbc.co.uk/2/hi/country_profiles/default.stm)

October 9: Security and the Middle East

_read-Home Midterm Handed Out._

Readings:
- HK. Chapter 4. “The United States and Iran: Approaches to Order”.

FALL BREAK, October 11 - 15

October 16: Security and Asia

_read-Home Midterm DUE._

Readings:

Highly Recommended:
- Review the “Research” portions of *A Guide to Political Science*

Recommended:
- MS. Thomas J. Christensen, from *The China Challenge: Shaping the Choices of a Rising Power*
- MS. Valerie M. Hudson and Andrea M. Den Boer, “Missing Women and Bare Branches: Gender Balance and Conflict”

October 18: Future of Violence: CyberWar and Space

Readings:
- MS. Jon R. Lindsay, “The Impact of China on Cybersecurity”
- HK. Chapter 9. Technology, Equilibrium, and Human Consciousness.”
- Moodle. Segal, Adam. Excerpts from *The Hacked World Order*.
Recommended:
- Collection of News Stories on the Space Race to Mars.

October 23: War and World Order
Course Activities: Lecture

Readings:
- HK. Conclusion. “World Order in Our Time?”

Recommended
- Review HK. Chapters 7 and 8.
- MS. G. John Ikenberry, from Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order

Ethics and Humanitarian Intervention
What do realists think about the role of morality in international affairs? How does a communitarian perspective differ from a morality of states perspective? Why do some cosmopolitans think we are responsible if someone dies of starvation someplace in Africa? Should other states intervene in the civil affairs of others? Why do states intervene in the civil affairs of others? Because of ethical concerns? Because of national interests? Or?

October 25: Ethics and Humanitarian Intervention: theory
Course Activities: Lecture

Readings:
- MS. Martha Finnemore, from The Purpose of Intervention: Changing Beliefs About the Use of Force.

Recommended:

Monday, OCTOBER 29 at 5 pm
📚 PAPER ROUGH DRAFT DUE

October 30: Ethics and Humanitarian Intervention:
Course Activities: Lecture

Readings:
- MS. Power, Samantha. “Bystanders to genocide: why the United States let the Rwandan tragedy happen.”

Recommended:

November 1: Ethics and Humanitarian Intervention
Course Activities: Study Cycle Group Activity

Readings:
- MS. Laurie Garrett, “Ebola’s Lessons”
Global Governance

November 6: Global Governance

📚 PEER REVIEW OF ROUGH DRAFT DUE

Course Activities: Lecture

Readings:
- MS. Keohane, Robert O. “From After Hegemony: Cooperation and Discord in the World Political Economy.“
- MS. Mearsheimer, John J. “The False Promise of International Institutions.”
- MS. Margaret E. Keck and Kathryn Sikkink, “Transnational Advocacy Networks in International Politics”

Recommended:

Wealth and Relations

November 8: Introduction to International Political Economy

Course Activities: Lecture

Readings:
- MS. Ronald Rogowski, “Political Cleavages and Changing Exposure to Trade”


Course Activities: Study Cycle Presentation; Lecture

Readings:
- MS. Jeffry Frieden, “The Governance of International Finance”

November 15: Poverty, Inequality and Development

Readings:

Monday, November 19 at 5 pm:

📚 PAPER ROUGH DRAFT DUE

November 20: Poverty, Inequality and Development

Course Activities: Lecture and Study Cycle Presentation

Readings:
- Moss, Todd. “Chapter 8. The International Aid System.”
- William Easterly “The Aid Debate is Over” December 26, 2013
- Jeffrey Sachs “The Case for Aid” Foreign Policy January 21, 2014
The Environment & Human Rights

November 27: The Environment
Course Activities: Study Cycle Presentation & Lecture

Readings:


November 29: Human Rights
Course Activities: Study Cycle Group Presentation, Lecture

Readings:

- MS. Beth A. Simmons, from Mobilizing for Human Rights

Recommended:


Conclusion

December 4: Course Synthesis and Review

Readings:

- **Review:**
  - HK. Conclusion. “World Order in Our Time?”
  - MS. G. John Ikenberry, from *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order*
  - TBD

FINAL EXAM: Friday, December 7 at 3 pm

Final Exam
The professor reserves the right to make changes to this syllabus.

Students have the right to ask the professor for exceptions, but the professor has the right of refusal.

Electronics Policy
Students are not allowed to use phones during class. Students may use laptops, tablets, and similar devices for class purposes (e.g., accessing readings, taking notes) only.

Academic Integrity
Plagiarism and Cheating. Plagiarism and cheating will not be tolerated. I feel especially strong about this when it comes to student writing. Please remember that the consequences for any kind of cheating can result in an "F" for the class and possibly other actions by the university.

At Monmouth College we view academic dishonesty as a threat to the integrity and intellectual mission of our institution. Any breach of the academic honesty policy – either intentionally or unintentionally – will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the college. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined in the Scots Guide (http://department.monm.edu/stuserv/student-handbook/academic.htm) and to the specific guidelines for each course, as elaborated on the professor's syllabus.

"Cheating means getting unauthorized help on an assignment, quiz, or examination. (1) You must not receive from any other student or give to any other student any information, answers, or help during an exam. (2) You must not use unauthorized sources for answers during an exam. You must not take notes or books to the exam when such aids are forbidden, and you must not refer to any book or notes while you are taking the exam unless the instructor indicates it is "open book" exam. (3) You must not obtain exam questions illegally before an exam or tamper with an exam after it has been corrected.

"Plagiarism means submitting work as your own that is someone else's. For example, copying material from a book or other source without acknowledging that the words or ideas are someone else's and not your own is plagiarism. If you copy an author's words exactly, treat the passage as a direct quotation and supply the appropriate citation. If you use someone else's ideas, even if you paraphrase the wording, appropriate credit should be given. You have committed plagiarism if you purchase a term paper or submit a paper as your own that you did not write."

Diversity in discussion

Throughout the course of the semester, we will be addressing a variety of issues on which people will have strong and diverse opinions. It is critical that we respect one another's thoughts, and address our comments at the ideas, not the person. Our section is not a forum for demeaning or threatening language.

Teaching & Learning Center:
The Teaching and Learning Center offers FREE resources to assist Monmouth College students with their academic success. Programs include Supplemental Instruction for difficult classes, Drop-In and appointment tutoring, and individual Academic Coaching. The TLC is here to help students excel academically. TLC services are not just for struggling students, but can assist all students to get better grades, practice stronger study skills, and manage time.

Make an appointment with Kam Williams, Director of Academic Support Programs and Student Disability Services, at the TLC on the 2nd floor of Poling Hall. The Department phone number is 457-2257, or contact the department online at http://ou.monmouthcollege.edu/academics/teaching-learning-center/. We can also be reached via email at: tlc@monmouthcollege.edu. Like the TLC on Facebook: https://www.facebook.com/pages/Monmouth-College-Teaching-and-Learning-Center/203117166403210?ref=aymt_homepage_panel

Disability Support Services:
If you have a disability or had academic accommodations in high school or another college, you may be eligible for academic accommodations at Monmouth College under the Americans with Disabilities Act (ADA). Monmouth College is committed to equal educational access.

Students with disabilities can apply for accommodations at the Teaching and Learning Center (TLC). The TLC is located on the 2nd floor of Poling Hall. For more information, call 309-457-2257 or connect online at http://ou.monmouthcollege.edu/life/disability-services/default.aspx

College Counseling Services
Monmouth College Counseling Services assists students in addressing personal, social, career, and study problems that can interfere with your academic progress and success. All services are free and can include individual and group counseling, crisis consultations, and wellness groups. The Counseling Center is in the lower level of Poling Hall, and you can schedule an appointment there, by calling Student Affairs at x2114, or by email hfisher@monmouthcollege.edu or cbeadles@monmouthcollege.edu. The website is: http://www.monmouthcollege.edu/life/residence-life/counseling-services In an emergency, please immediately call 911 and campus security at 309-337-5708.
VII. RESEARCH/POLICY PAPER ACTIVITY

Worth 30% of total grade.

Research Prospectus (2%)
- Due September 18 at the beginning of class
- Length: 250 words minimum
- Guidelines:
  - In your prospectus, you must do the following things:
    1. State the main research or policy question you plan to answer. (The question must be the first sentence of your prospectus or the title.)
    2. Briefly explain why it is important.
    3. Briefly summarize possible alternative answers to the question.
    4. List at least 4 sources that you plan to use from outside of class.
    5. Turn it in using Moodle.

Rough Draft (2%)
- Due Monday October 29 at 5 pm
- Rough draft should be approximately 75% of a complete draft, in terms of length and quality.
- You will share ONE copy with a peer for peer editing.
- AND, SUBMIT TO TURNITIN.COM

Peer Review (1%)
- Due November 6 at the beginning of class.
- Use the Rubric (Available on Moodle)
- Provide TWO copies of the Rubric. One for the professor, one for the student whose paper you reviewed.

Final Draft (25%)
- Due November 19 at 5 pm
- Length: 2500 - 3000 words, not including bibliography
- Formatting:
  - Double-spaced,
  - 12-pt font
  - 1-in. margins
  - Page numbers
  - Headings for all major sections
- Criteria used to judge the content include the following:
  - A clearly stated research question.
  - Clearly statement of the significance/importance of the question
  - Insight, originality, creativity
  - Especially, if a research paper:
    - Consideration of rival arguments and/or hypotheses
    - Clear statement about case selection and/or sampling
    - The strength of the argument and the effort to support it (internal validity)
    - Comment on the generalizability of the argument (external validity)
  - Especially, if a policy paper:
    - Clear criteria
    - Clear discussion of policy choices
    - Clear application of criteria to policy choices
- Other criteria used to assess paper include:
  - Structure and organization
  - Writing style, spelling, and grammar
- Citation Guidelines:
  - Use at least 6 outside sources, including:
    - At least 1 book
    - At least 2 academic articles
    - At least 1 primary source (such as government documents)
  - Use at least 1 source from class readings.
Can also include
- Newspapers (especially, major papers such as the New York Times, Washington Post, and Wall Street Journal and mainstream local papers such as the Daily Review Atlas)
- Magazines (especially, major magazines such as Newsweek or The Economist)

Have a separate bibliography (Does not count as part of your word count.)
- Alphabetical and formatted properly!

DO NOT use these sources:
- Wikipedia
- Web content which is not from one of the suggested published sources listed above

How to cite your sources
- Use the guidelines from the Chicago Manual of Style. In the Moodle version of these directions I have links to a sample paper on the very useful Purdue Owl website: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17thEdition/cmos_author_date_sample_paper.html
- This citation format (with some variations) is the most common format that Political Scientists use.
VIII. STUDY CYCLE PRESENTATIONS

Worth 15% of total grade

Students will be divided into groups to create and facilitate an original debate, simulation or extended presentation on topics in international relations. Groups will meet with me at the beginning of the term to decide on topics that will complement the study cycles in the course. Group members should meet in advance to make sure that each group member presents a distinct insight about the reading without excessive repetition from the group as a whole. Engage your audience and, if you elect to employ a visual aid such as power point, use it to enhance the message you deliver rather than be the central focus of your presentation. In the past, students have run simulations of United Nations meetings and interactive learning games.

Guidelines

- Each group has a MAXIMUM of 30 minutes for the presentation, unless otherwise specified by the professor.
- No reading summaries
- It is highly recommended that you plan an activity that requires the participation of your classmates
- Remember to meet with me (the professor) ahead of time
- Everyone must speak during the presentation/activity.

Also…

- Individually, you must turn in a 1 -paragraph (minimum) reaction to the presentation that does the following:
  - assess own contribution
  - assess the contributions of other group members
  - cites sources consulted in creating the presentation
  - due one week after the presentation

Individual Roles

I suggest you each adopt specific roles in your groups, such as the following:

Administrator
- Responsible for organizing group meetings outside of class
- Responsible for taking notes whenever the group meets and distributing those notes to others in the group.
- Acts as spokesperson for the group: should be able to summarize the group’s progress and findings to the instructor and others

Editor
- Responsible for editing the content
- Makes certain the project meets the course standards plus any extras stipulated by the group, including punctuality and completeness

Presentation Leader
- Act as timekeeper during the presentation

Theorist
- Leads group in identifying any relevant theoretical frameworks
- Leads group in identifying and clarifying argument
- Ensures that the entire project employs the theoretical framework and argument

Researcher
- Leads group in identifying appropriate cases for research and the logic of their selection
- Plays lead role in identifying data useful for the project
- Double-checks data, bibliographic sources, and graphics for accuracy and neatness

Ideas

Ideas for class presentations/activities are available on Moodle.

Grading rubric

- 7.5 out of 15 points for your personal role
  - Individual Speaking; Confidence & Enthusiasm; Eye Contract & Body Language; Contribution to Content
- 7.5 out of 15 points for the overall assessment of the group presentation
  - Content Quality; Reasoning; Use of Visual Aids (optional); Organization

Group Topics

- Violence: Nuclear Weapons, Terrorism
- Ethics and IR: Humanitarian Intervention
- The Global Economy
- Poverty and Development
- The Environment
- Human Rights
I strongly encourage you to identify others in this class you can call if you miss a section or want to study together. That is the purpose of the space below:

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