1 Class Information

⇒ **Professor:** Nicholas P. Nicoletti
⇒ **Office:** 229 Webster Hall
⇒ **Phone:** (417) 625-9572
⇒ **Email:** nicoletti-n@mssu.edu
⇒ **Class Time:** Tuesday and Thursday: 1:00 — 2:15 PM
⇒ **Room:** 204 Webster Hall
⇒ **Office Hours:** Monday 12:00 — 3:00 PM; Tuesday 2:30 — 4:30 PM; Wednesday 12:00 — 3:00 PM; and Thursday 2:30 — 4:30 PM

2 Course Description

This course is designed to introduce students to present-day relations and problems among the states of the world and the major factors which underline and influence these relations. International relations explore the contemporary and historical aspects of international relations; it will also examine nationalism, imperialism, power diplomacy, and ideological conflict. The course and your textbook by Frieden, Lake and Schultz (2013), are centered around the core concepts of interests, interactions, and institutions. We will examine the actors of international politics and their interests. We will look at the nature of actors’ interactions, what strategies they can be expected to pursue, which choices are likely to bring about conflict, and which choices may lead to cooperation. The course will also explore the impact of international institutions on interactions among actors. We will explore whether institutions impede or facilitate conflict and how institutions may favor different actors and their interests. Throughout the course we will examine the major theories of international politics and how they can be understood as a different set of assumptions about interests, interactions, and institutions. The major theories include Realism, Liberalism, Constructivism, and the many variants of these major research programs. Course material will be drawn from the required text book as well as various scholarly journal articles which will focus on International Relations Theory.

3 Objectives

1. Hone writing, speaking, and critical thinking skills.

If you leave a voicemail, please leave your name, what class you are in, a description of the problem/question, and slowly leave a number where I may reach you.
2. Compare and contrast state and international institutions and interactions.
3. Identify relationships among states, international political organizations, non-governmental organizations, regional associations, and international business institutions.
4. Understand the scientific method, specifically the importance of theory and hypothesis testing.
5. Demonstrate the ability to draw on history and the social sciences to evaluate contemporary problems in the international environment.

4 Course Expectations

I expect that ALL students will come to class each week having read the material assigned for that day. Readings are due on the day they are listed in the syllabus AND you are required to bring the readings with you to class that day. Some of the readings are theoretically and analytically rigorous. Simply put, many of them are difficult and will require students to do more than skim through the pages. Students are expected to go beyond the memorization of core concepts and vocabulary words; you will be expected to apply these concepts throughout the class.

Taking attendance is required by university policy and by US federal government regulations. Attendance will be taken regularly at the start of class. However attendance is not enough to earn credit. I expect that students participate in class. Participation is worth 10% of your final grade and simple attendance is not good enough. You are required to answer and/or ask questions during this class. If you are someone that does not like to talk during class, you may want to reconsider your enrollment. If you do not participate you will not be able to earn a major portion of your grade.

Late arrivals are also annoying and disturb the class. However, I would rather a student arrive late than not come to class at all. Late students will be taking a chance. This class will include pop quizzes that I call D.I.R.T. quizzes, which stands for “Did I Read Today”. D.I.R.T quizzes are given at the very beginning of class. If you are too late to take the quiz you automatically lose the quiz points for that day, no exceptions. Thus, there are consequences for being late. Please give the class and I the courtesy of refraining from perpetual late arrivals.

Unexcused absences on exam day will result in a forfeiture of all points for that exam. Make-ups can be scheduled only for students who pre-excuse their absences (that means before the exam, not after). An absence is only excused if supported by documentation either from University personnel, your physician, or other official source. There are absolutely no make-ups for pop quizzes; if you miss class on a day that I give a quiz, you will lose the quiz points for that day — NO EXCEPTIONS.

This course requires students to complete a Past/Current Event Analysis research assignment, which is a structured research paper. The assignment is due the final day of class which is December 5, 2013. The Past/Current Event Analysis assignment is a 6 page
research paper regarding a past or current event in international relations (war, trade deals, crises, etc.). Students will choose an event and analyze the issue using theories and concepts learned during the entire length of the course. The assignment will include a 5 minute presentation of the student’s results. See below for the full assignment.

I expect that the following classroom norms will be followed in my class. Please refrain from listening to mp3 players/all music devices, texting, instant messaging, Facebooking, Tweeting, or typing assignments for other courses during this class. Cell Phones should remain off at the start of class. Laptop computers are a privilege and may be used for note taking or reading digital copies of the textbook; this privilege may be revoked at my discretion at any time. Disruptive behavior will not be tolerated. Students are expected to be respectful of their peers and various points of view. Discussion is encouraged but rude responses will not be tolerated. Finally, please refrain from holding private conversations with your peers during class; this behavior is distracting to other students and the overall classroom environment. If I become aware that you are violating any of these norms, you will be asked to leave the classroom.

Multiple students often have the same question regarding course material or administrative issues. All relevant information about the course should be contained in this syllabus. Thus, students should always consult the syllabus first when they have a general / administrative question. In the event that the answer to your question is not in the syllabus, I have setup a Discussion Forum, under the “Discussion Board” tab in Blackboard, where students can anonymously post a question about administrative issues or course material. Utilizing this mechanism allows all students to gain access to the answers to frequently asked questions. Hence, always check the discussion forum for the answer to your question (after you have consulted the syllabus). If the answer to your question is not in the discussion forum, create a new post and I will answer your question. Of course, students are free to email me or stop by my office hours with any questions; I understand that some questions / issues must be resolved outside of the discussion forum.

No form of video/audio recording or photography will be permitted in my class without permission. I reserve the right a request copies of any recordings in any form taken in my class.

I expect a lot from students in my class, so you ought to expect something from me. You can expect me to come to class prepared, enthusiastic, and open to questions at any time. You can expect me to always be available during my office hours and to answer emails within a 24 hour window. If you are struggling with the material do not hesitate to see me! I take my teaching responsibility seriously and I strive to be the best possible professor I can be. I will often ask for your feedback during the course and I take your input seriously.
4.0.1 Proper Email Etiquette

This is the format I expect all emails to be sent in:

To: nicoletti-n@mssu.edu  
From: Your Email Address Here  
Subject: Always Include a Subject Line

Dear Professor Nicoletti,

Your message should be written here using complete sentences.

Thank you (Or Other Valediction),  
Jane/John Doe Student

5 Grading

∗ D.I.R.T. Quizzes on the Readings Due that Day: 15%  
∗ Midterm Exam: 25%  
∗ Final Exam: 25%  
∗ Final Research Paper: 20%  
∗ Final Presentation: 5%  
∗ Participation: 10%

Each exam consists of three sections: (1) Multiple Choice, (2) Short Answer, (3) Short Essay. The exams are not cumulative. The quizzes are in the “pop” form, so it is in your interest to read the material prior to coming to class. See below for more information on the Policy Decision Memo and Participation.

6 Grading Distribution

√ A = 94 and Above  
√ A- = 90 - 93  
√ B+ = 87 - 89  
√ B = 84 - 86  
√ B- = 80 - 83  
√ C+ = 76 - 79  
√ C = 70 - 75  
√ D = 60 - 69  
√ F = 0 - 59
7 Required Texts


- The remaining readings are a mixture of scholarly articles and book chapters which will be posted on Blackboard. A “†” indicates that the reading is posted on Blackboard. A “∀” indicates that the reading is in the physical Course Reserve in the MSSU libraries.

- The References section of this syllabus provides a list of readings for this class in the American Political Science Association (APSA) citation style.

8 Academic Honesty

Cheating and plagiarism (using someone else’s work or ideas without proper citation) will not be tolerated. Cheating and/or plagiarism is a serious offense and can have severe consequences. Cell phones, PDAs, tablets, laptops, digital cameras or electronic devices of any kind (calculators can be utilized if necessary) are banned from all tests and quizzes. Students using electronic devices during tests and quizzes will fail the assignment. If you are taking a quiz or test and found using an electronic device, I will be forced to take your assignment away and you will receive a zero. Of course there are other ways to cheat and all of them will result in the same consequence, complete failure of the assignment. The MSSU’s policy on Academic Integrity and the plagiarism judicial process is as follows:

Missouri Southern State University is committed to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Academic work is evaluated on the assumption that the work presented is the student’s own, unless designated otherwise. Submitting work that is not one’s own is unacceptable and is considered a serious violation of University policy. Cheating is a serious offense that invalidates the purpose of a university education. Any student who takes credit for the work of another person, offers or accepts assistance beyond that allowed by an instructor, or uses unauthorized sources for a test or assignment is cheating. Students must be conscious of their responsibilities as scholars, to learn to discern what is included in plagiarism as well as in other breaches of the Student Handbook, and must know and practice the specifications for citations in scholarly work. When dealing with cases of academic dishonesty, the course instructor may choose to use the campus judicial system; this includes filing an incident report with the Dean of Students, who may act on the report by issuing a written warning or by recommending disciplinary probation, suspension or expulsion. Penalties for academic dishonesty may include a failing grade on the assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate.
9 Special Needs

Any student who requires accommodations to complete the requirements and expectations of this course because of a disability is invited to make his or her needs known to the instructor and to the Student Disability Services Offices, Hearnes Hall Room 301 (417-659-3725). Students with special needs should bring their requirements to my attention in the first week of classes. I will make every effort to assist students with special needs. Students dealing with stress-related or other medical issues should visit the Willcoxon Health Center, Billingsly Room 242.

10 Participation

Attendance is an important part of the college learning experience. I expect students to come to class prepared (having done the readings and assignments) and ready to participate in the form of answering and asking questions. While I will not take formal attendance, I will be keeping track of average participation rates. Participation is worth approximately 10% of your grade.

I track participation using a self-report system, which is also how I track attendance. Each class, students will tear a single sheet of paper in half. The first half will be used to take the D.I.R.T. quiz for that day. The second sheet of paper will be used to track your participation and attendance. For each class, students will write their name, date, and the title “participation” on a half sheet of paper. Each time a student participates (answers a question, asks a question, makes a comment, etc.) they will use the sheet of paper to log their contributions. I will keep track of all the logs and report participation grades at the middle and end of the end.

11 Course Schedule

Course Schedule:

Week 1: August 19 — 23, 2013

⇒ Tuesday, August 20: Course Introduction
   * Course Introduction and Administrative Review.
   * Acquire Textbook.

⇒ Thursday, August 22: International Relations Theory and the Scientific Methods
   * Frieden, Lake and Schultz (FLS) Introduction (xix — xxxii).

2From here on the textbook will be referred to as FLS.
Week 2: August 26 — 30, 2013
⇒ Tuesday, August 27: Historical Foundations (A Brief History)

⇒ Thursday, August 29: The Cold War to the Present

Week 3: September 2 — 6, 2013
⇒ Tuesday, September 3: The Building Blocks of International Relations
   ⋆ FLS, Chapter 2: Understanding Interests, Interactions, and Institutions, pp. 38-61.

⇒ Thursday, September 5: An Introduction to Game Theory
   ⋆ FLS, Chapter 2: Understanding Interests, Interactions, and Institutions, pp. 62-79.
   ⋆ PAST/CURRENT EVENT ANALYSIS TOPIC PROPOSAL DUE.

Week 4: September 9 — 13, 2013
⇒ Tuesday, September 10: The False Promise of Institutional Theory?
     International Security 19 (3): 5-49.†

⇒ Thursday, September 12: The Institutionalist Rebuttal

Week 5: September 16 — 20, 2013
⇒ Tuesday, September 17: War and Conflict
   ⋆ FLS, Chapter 3: Why Are There Wars, pp. 80-105.

⇒ Wednesday, September 19: Commitment Problems
   ⋆ FLS, Chapter 3: Why Are There Wars, pp. 105-123.

Week 6: September 23 — 27, 2013
⇒ Tuesday, September 24: Domestic Politics and War
   ⋆ FLS, Chapter 4: Domestic Politics and War, pp. 124-142.
⇒ Thursday, September 26: The Democratic Peace
  * FLS, Chapter 4: Domestic Politics and War, pp. 142-167.

**Week 7: September 30 — October 4, 2013**

⇒ Tuesday, October 1: Midterm Exam
  * MIDTERM EXAM.

⇒ Thursday, October 3: Institutions and War
  * FLS, Chapter 5: International Institutions and War, pp. 168-188.

**Week 8: October 7 — 11, 2013:**

⇒ Tuesday, October 8: Collective Security and Collective Action Problems
  * FLS, Chapter 5: International Institutions and War, pp. 188-213.

⇒ Thursday, October 10: Civil War

**Week 9: October 14 — 18, 2013:**

⇒ Tuesday, October 15: Fall Break, No Class
  * Fall Break, NO CLASS.

⇒ Thursday, October 17: Terrorism
  * FLS, Chapter 6: Violence By Non-State Actors: Civil War and Terrorism, pp. 242-263.

**Week 10: October 21 — 25, 2013:**

⇒ Tuesday, October 22: International Trade
  * FLS, Chapter 7: international Trade, pp. 263-287.

⇒ Wednesday, October 24: Political Economy of Trade
  * FLS, Chapter 7: international Trade, pp. 287-311.
Week 11: October 28 — November 1, 2013:
⇒ Tuesday, October 29: The Wealth and Poverty of Nations

⇒ Thursday, October 31: Development Policy

Week 12: November 4 — 8, 2013:
⇒ Tuesday, November 5: International Law and Norms
  * FLS, Chapter 11: International Law and Norms, pp. 419-434.

⇒ Thursday, November 7: International Norms

Week 13: November 11 — 15, 2013:
⇒ Tuesday, November 12: Global Environment
  * FLS, Chapter 12: The Global Environment, pp. 491-517.

⇒ Thursday, November 14: Institutions and the Environment
  * FLS, Chapter 12: The Global Environment, pp. 517-533.

Week 14: November 18 — 22, 2013:
⇒ Tuesday, November 19: Future of World Politics
  * FLS, Chapter 14: The Future of International Politics, pp. 534-557.

⇒ Thursday, November 21: Globalization: An Unstoppable Force?
  * FLS, Chapter 14: The Future of International Politics, pp. 557-579.

Week 15: November 25 — 29, 2013:
⇒ Tuesday, November 26: Catch Up Day
  * Catch Up Day
Thursday, November 28: Dismissal for Thanksgiving Holiday, NO CLASS  
* Dismissal for Thanksgiving Holiday, NO CLASS.

Week 16: December 2 — 6, 2013

⇒ Tuesday, December 3: Student Presentations  
* Day 1: 5 Minute Student Presentations.

⇒ Thursday, December 5: Student Presentations  
* Day 2: 5 Minute Student Presentations.  
* EVENT ANALYSIS DUE.

Week 17: December 9 — 13, 2013

⇒ Final Exam Week  
* FINAL EXAMINATION FRIDAY, DECEMBER 12, 2013, 1:00 - 3:00 PM.

12 Past/Current Event Analysis

12.1 Overview of Assignment
Students will explain a historical or current event in international relations (IR) using the course concepts, models, and theories. Choose an event you wish to explain. Why did this event come about? Why did it unfold as it did? Answer these questions using IR concepts, models, and theories. Make a theoretically informed argument about the most powerful influences on state (and other actors, as relevant) behavior during this event. This argument must answer these questions: (1) Why did this event come about? (2) Why did it unfold as it did? (3) What forces explain the behavior of the actors involved?

12.2 Research Paper Outline
The goal is to write a no more than five-page analysis. The analysis should explain:

- (1) **Why did this event come about?** Explain the event you are going to analyze and how it unfolded over time after it began. (About 1 page)
- (2) **Which theory, theories, or concepts explain this event best?** This is the most important part of the assignment. You must analyze why the event occurred and unfolded the way that it did. What were the primary causal mechanisms? What forces were influencing the actors involved? What are the competing explanations? Why is your theoretical explanation better? This is a diagnostic paper, not a prescriptive
paper. The diagnostic tools are the theories we covered in class. Spend some time in your paper developing the logic of your argument. Spend the most time providing evidence for your argument. Think hard about what kind of evidence will best support your argument. Spend some time discussing the most prominent contending explanations and explain why yours is the most persuasive. (About 3 pages)

- (3) **What were/are the consequences of the event on the IR environment?** Did the event end? Is the event still going on? What were/are the consequences of the event? How the outcome impacts IR in the future? (About 1 page)

Students must hand in a proposal for the topic of their choice on September 5, 2013 for approval. The proposal should include: (1) The choice of past/current event for analysis; (2) A brief 3-4 sentence overview of the event; and (3) At least 2 potential sources, 1 of which must be a scholarly peer reviewed article. The entire proposal should be no more than a single page. The Past/Current Event Analysis is due on December 5, 2013 at the start of class. Late papers will not be accepted and all points will be forfeited.

### 12.2.1 Potential Event Examples

Below is a list of a few events you might choose. However it is strongly encouraged you choose a topic that interests you, and you do not need to select a topic on the list, these are simply suggestions. Each student **MUST** choose a different event. This will allow us to avoid duplicate presentations later in the class.

- American Revolution
- Spanish-American War 1898
- Russo-Japanese War 1904
- Austria-Hungary’s Annexation of Bosnia-Herzegovina in 1908
- World War I
- World War II
- Yalta Conference and Post WWII international structure
- First Arab-Israeli Wars 1948
- Chinese Civil War 1927-1950 and its outcome
- Korean War 1950
- Algerian War of Independence 1954
- Vietnam War 1965 (ground forces introduced)
- The Treaty of Rome and the beginning of the European Community (EC) and any other treaty or evolution of the European Union
- Cuban Missile Crisis 1962
- Indo-Pakistan War 1971
- Nixon’s Visit to China 1972
- Yom Kippur War 1973
- Soviet-Afghan War 1979
- Iranian Revolution and Iranian Hostage Crisis 1979
- Iran-Iraq War 1980
• Iraq Invasion of Kuwait 1990 and the Persian Gulf War 1992
• European Union Established Common Market 1993
• Battle of Mogadishu in Somalia 1993
• Rwandan Genocide 1994
• Bosnian Conflict (Dayton Accords) 1992-1995
• NATO bombing campaign against Serbia for occupation of Kosovo
• USS Cole Attack 2000
• Hainan Island Incident 2001
• September 11, 2001 World Trade Center Attack
• War in Afghanistan 2001
• The Iraq War 2003
• Recent North Korean Nuclear Weapon Test 2013 (Also past events such as Six Party Talks)
• U.S. Policy of “Reset” with Russia 2009
• Egyptian Revolution 2011 and other Arab Spring Uprisings
• Syrian Civil War 2011 (ongoing)

12.2.2 Citations

You will need to do some independent research as none of our readings provide enough data to make a convincing argument that answers the above questions.

All direct quotes, paraphrased text, and ideas must be cited in your paper. As a general rule, if you got an idea from somewhere, you should cite the source. I have given you several examples of the American Political Science Association Citation Style in this syllabus. The References section gives examples of how to cite books and journal articles. The Course Description section gives examples of how to do use “in-text” citations. You may also use footnotes or endnotes, but your paper must follow a professional citation style (APSA, APA, MLA, Chicago, etc.). Instructions on how to use these styles can be found at the University Library web-site at: http://www.mssu.edu/library/citing-sources.php or here at http://dept.lamar.edu/polisci/DRURY/drury.html.

Your paper should cite approximately 7 different sources. You must have at least 3 citations from a peer-reviewed academic journal article. Academic peer-reviewed journal articles can be found using the MSSU Library databases. One of the best databases for peer-reviewed journal articles in political science (and the social sciences in general) is JSTOR. JSTOR is an online database of academic journal articles and you have access to this resource for free via the MSSU online library. Another great research tool, also available for free via the MSSU library, is CQ Researcher. CQ Researcher provides reports on current event issues written by experts. The best student papers will utilize sources from both of these databases. Another good source is Google Scholar, but it will not replace the in-depth search of JSTOR for peer-reviewed journal articles. These articles should be used to expand on your theoretical argument.
Other sources can include relevant newspaper articles and books. **Wikipedia is not an OK citation, DO NOT CITE Wiki in you bibliography!** Moreover, do not use information from Wikipedia and fail to cite it. Citing a Wiki will result in loss of points on this assignment. Wikipedia is an OK place to look for ideas, but you should follow up with original sources.

### 12.2.3 Paper Format

All papers must follow these strict formatting guidelines. Your grade will be impacted if you do not follow these standards.

- ✓ No more than 5 double spaced pages of text (not including your endnotes or reference sheet).
- ✓ Times New Roman, 12 Point Font.
- ✓ 1 inch margins top and bottom.
- ✓ 1 inch margins left and right.
- ✓ Minimal grammatical and spelling errors (no internet/texting slang please).
- ✓ The paper is segmented into the appropriate sections (i.e. (1) Why did this event come about? (2) Which theory, theories, or concepts explain this event best? (3) What were/are the consequences of the event on the IR environment?)

The last bullet is important. I want the paper to be broken up into each question/section listed above, just like this syllabus is broken-up into sections. You can choose to name the sections anything you want, but each section must answer the question assigned above. In addition, all papers should be edited for appropriate spelling and grammar. Formatting, grammar, and spelling count toward your grade.

### 12.2.4 Student Presentations

Each student is required to give a 5 minute presentation on their event analysis. Good presentations will include some type of visual aid, such as a PowerPoint presentation or class handout. 5 Presentations should follow the same topic sections as the paper and demonstrate the results of the student’s analysis. Sticking with a short 5 minute presentation will allow for questions from the audience for each student. Time limits for the presentation will be strictly enforced and students going over time limit will have to stop where they are in their presentation, regardless of whether or not they finished.

### References


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5 Note: Visual aids should not be large blocks of text on a slide or page. Visual aids should enhance the presentation in ways that will help the audience understand your points, not overwhelm them with too much information. Stick to about 2 or three short sentences to each slide.