Overview

The fundamental aim of this course is to equip the student with the conceptual tools necessary to understand the fundamental forces, processes, and actors at work in the international system. As such, this course will provide the student with a sufficient background to undertake upper-division international relations courses and, more importantly, to develop a broader understanding of international relations, in general. This course is not a current events course. Instead, we will focus upon the analysis and explanation of international relations. We will however, discuss events in the world today and use the background we develop in class to better understand what is happening.

Completion of the assigned readings before each class meeting is critical to your success in the course. Although you may be tempted to put off the reading until shortly before the exams, this will make it very difficult to do well on the exams and short-change you in your understanding of international relations. If you have questions about the material as the course progresses, do not hesitate to contact me. Simply, contact me via e-mail to make an appointment. I am also easily accessible via e-mail for questions.

Course Requirements

Examinations: There will be three in-term exams during the semester. The exams will be based upon the assigned course readings and class lectures. Each exam will also include 10-15 map questions in which students will be asked to identify countries on a map. Map questions for each exam will cover a different geographic region as described below. A free online atlas for the map questions is available at: http://education.nationalgeographic.com/education/mapping/outline-map/?ar_a=1.

The final exam is an optional, cumulative exam. Students who take the exam and have not missed any of the in-term exams will have their grades calculated based upon grading plan B. Students who choose not to take the final exam will have their final grade based upon grading plan A.

Students may miss 1 (and only 1) in-term exam for any reason. The final exam will count as the makeup exam for students who miss an in-term exam. Students do not need to provide an excuse in order to miss an exam and take the final exam as a makeup exam. No student, however, will be permitted under any circumstances to make up more than 1 in-term exam. Students who miss an exam will have their grade calculated according to grading plan A with the final exam grade substituted for the missed exam. Students missing a second exam who do not drop the class will receive a 0 for the second missed exam.

Do not be late for the exams! A late student will not be permitted to take the exam once the first student has completed the exam and left the room.

News Analysis Paper: In this assignment, students will choose a contemporary online news article (i.e.; not published before January 17, 2012) from a leading newspaper or news magazine that focuses upon an event in international relations. Students will write a 3-page double-spaced paper that analyzes the news article to answer the following questions (1) what actors were involved in the event?; (2) what was the cause of the event according to the author of the article?; (3) what are the consequences of the event?; (4) what makes this event meet the criteria of an international event? (5) in what ways does the event impact other actors beyond the key actors involved in the event? When submitting your paper, be sure to include a working link to the news article in your paper. This paper will be submitted electronically through Blackboard and is due by 5 pm on February 24th.
Global Issue Advocacy Paper: In November, the U.S. will hold a presidential election. At the same time, the international community faces a broad array of challenges in the international system. Students will write a 3 page paper in which they develop an original argument describing what they see as the most important challenge facing the global community. In this paper students must (1) describe the nature of the challenge; (2) describe why it is the most important global challenge; and (3) describe what makes this challenge difficult to solve. This paper will be submitted electronically through Blackboard and is due by 5 pm on April 20th.

Discussion Forum Participation: To facilitate class discussion of both course material and contemporary events in IR, we will make use of a discussion forum for our class on Blackboard. All students must participate in these discussions over the course of the semester. In order to receive full credit, each student must make at least 10 posts over the course of the semester. Both posts that respond to existing topics and those that begin new topics will count toward the 10-post requirement. Posts must be civil, respectful, and on topic. Posts that violate these standards will be deleted and will not count toward the 10-post requirement. Egregious or consistent violations of these forum rules will result in the student being banned from the forum and receiving no credit for discussion forum participation.

GRADING

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Course Rules
1. I take academic honesty very seriously. Students caught plagiarizing or cheating will receive an F in the course and will be referred to the proper university authorities.
2. Students may not turn in papers assigned or submitted to another class. Doing so without my prior permission will result in an “F” on the assignment.
3. I do not give extra credit or other compensatory assignments. Please do not ask.
4. Course information will be disseminated through the class webpage (learn.unt.edu). You are responsible for checking the class webpage on a regular basis for class updates, information, and announcements.
4. This syllabus is not a contract; I reserve the right to alter both dates and assignments
5. Late assignments will only be accepted under extraordinary circumstances, with prior approval, and with appropriate documentation.
6. Students are expected to arrive at each class meeting with the readings for that class completed and prepared to discuss them.
7. I am available to answer questions about the course during my office hours, via e-mail, or by appointment. If you have a question about the course, do not hesitate to ask me. I get paid to study and talk about international relations, a topic that interests me greatly. I am more than happy to do so with you.

Readings
Assigned readings for the course are located in four sources as described below:
GOLDSTEIN – Joshua Goldstein and Jon Pevehouse, *International Relations, 10th edition*
BLACKBOARD – Papers available for download on the class webpage learn.unt.edu
WEB – Papers available online through link on the class webpage
Course Schedule

January 17 – Introduction
January 19 & 24 – Theorizing about International Relations & Levels of Analysis in International Relations
  - GOLDSTEIN, Chapter 1

January 26 & 31 - Actors in International Relations – The State System

February 2 & 7 - Actors in International Relations – Challengers to the State
  - GOLDSTEIN, Chapter 6, pages 192-209
  - Samuel P. Huntington, "The Clash of Civilizations?" Foreign Affairs, vol.72 no.3 (Summer 1993), pp. 22-49. (Blackboard)

February 9 & 14 – Actors in International Relations – Decision-Making & Foreign Policy
  - GOLDSTEIN, Chapter 4

  *** February 16 – Exam 1 (Map Questions: North & South America)***

February 21 & 23 – Theories of International Relations – Power, Realism, & Neorealism
  - GOLDSTEIN, Chapter 2
  - Thucydides, History of the Peloponnesian War, pp. 84-90 (Web)

  *** February 24, 5pm – News Analysis Paper Due ***

February 28 & March 1 – Theories of International Relations – Alternatives to Realism: Liberalism, Feminism, & Postmodernism
  - GOLDSTEIN, Chapter 3

March 6 & 8 – International Conflict
  - GOLDSTEIN, Chapter 5

March 13 – Weapons of Mass Destruction
  - Goldstein, Chapter 6, pages 209-229

  *** March 15 – Exam 2 (Map Questions: Europe & Africa)***

March 20 & 22 – Spring Break
March 27 & 29 – Simulation Week
  - Readings to be assigned
Students must attend on the Tuesday or Thursday class to which they are assigned

April 3 & 5 – Moving Beyond Anarchy: International Institutions & Cooperation in the International System
  - GOLDSTEIN, Chapter 7, Chapter 10, pp. 354-369

April 10 & 12 – International Trade
  - GOLDSTEIN, Chapter 8 & 9

April 17 & 19 – Economic Development & Underdevelopment
  - GOLDSTEIN, Chapters 12 & 13

  *** April 20, 5pm – Global Issue Advocacy Paper Due ***
April 24 & 26 – The Environment and International Relations

- Goldstein, Chapter 11

*** May 1 – Exam 3 (Map Questions: Asia & Oceania) ***

May 3 – Course Review & Wrap-up

*** Final Exam Tuesday, May 8th 10:30 AM – 12:30 PM ***

Academic Integrity
The Political Science Department adheres to and enforces UNT’s policy on academic integrity (cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty and sabotage). Students in this class should review the policy (UNT Policy Manual Section 18.1.16), which may be located at http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf. Violations of academic integrity in this course will be addressed in compliance with the penalties and procedures laid out in this policy.

Statement of ADA Compliance
The Political Science Department cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request on or before the sixth class day (beginning by the second week of classes.)

Religious Holidays
In accordance with UNT Policy 15.2.5, students will be excused from class or other activities for the observance of religious holidays, for religions whose places of worship are exempt from property tax under Section 11.20 of the Tax Code. The student is encouraged to notify the instructor as soon as possible regarding the absence.

Course Evaluations
The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.