

## **POL 453-2: Senior Seminar in International Relations**

**Spring 2009**

135 Cornell Hall

Tues./Thurs. 3:30 – 4:45 pm

**Professor:** Dr. Mike Gunter  
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### **REQUIRED TEXTS**

The following required texts and materials are available at the Rollins College Bookstore or the reserve desk at Olin Library:

Gaddis, John Lewis. *Surprise, Security, and the American Experience*. Cambridge: Harvard University Press, 2004.

Friedman, Thomas L. *Hot, Flat, and Crowded: Why We Need a Green Revolution – and How it Can Renew America*. New York: Farrar, Straus and Giroux, 2008.

Tessman, Brock F. *International Relations in Action: A World Politics Simulation*. Boulder: Lynne Rienner Publishers, 2007.

Williams, Phil, Donald Goldstein, and Jay Shafritz (eds.). *Classic Readings of International Relations*. Belmont, CA: Thomson Wadsworth, 2006 (3<sup>rd</sup> ed.).

Strunk, William Jr. and E.B. White. *The Elements of Style*. New York: Longman, 2000.

### **ADDITIONAL REQUIRED READING**

In addition to the above texts, this class requires you to stay abreast of global current events – both for our weekly class discussions and your individual discussion leader assignments. For reputable international reporting, I recommend the [International Herald Tribune](#) or international sections of national daily American newspapers such as [The New York Times](#), [The Washington Post](#), or [The Wall Street Journal](#). We will discuss major events as they relate to our course readings each week, thus making this part of your daily participation marks. This material will also be periodically incorporated into assignments and tests. In addition to the online versions noted above, the Olin Library and Cornell Campus Center hold daily paper copies of *The Wall Street Journal* and *The New York Times*, and Olin holds the Sunday edition of *The Washington Post*. A few other recommended national US papers you may wish to consult are [The Christian Science Monitor](#), [The Boston Globe](#), [The Chicago Tribune](#), [The Miami Herald](#), and [The Los Angeles Times](#). Outside the US, see the Trade Development Alliance of Seattle for a thorough list of English-language [international newspapers](#). And, as always, see me if you have questions about other potential sources.

### **COURSE OBJECTIVES**

This is the capstone course to your major study here at Rollins College, an attempt to synthesize four years

of coursework in international relations. As such we will examine a diverse landscape in the IR field, from international political economy and foreign policy to international security and international organization. Noting the grading distribution below, much of what we do in this class revolves around either critical analysis of theoretical readings or practical application of that theory in a simulation context. Our goal, then, is to link sound theoretical training in international relations with the opportunity to apply these ideas in a practical context during a semester-long simulation.

Additional written components to the course include a book review and de-briefing paper as well as two essay exams. Of all that you learn in college, writing is easily one of the most important. Regardless of your career goal, you will need to develop the skill of writing well. Writing also helps us learn. It focuses our thoughts by forcing us to organize and document them. With this in mind, you will read the age-old pamphlet by William Strunk and E.B. White, *The Elements of Style* during the first week of classes. Copies are available at the campus bookstore, and the work is also available online at: <http://www.bartleby.com/141/index.html>.

### **COURSE EXPECTATIONS**

Participation in class is expected and thus plays a key role in determining final grades. Material discussed in class will appear on exams as well as other assignments. A complete breakdown on my participation grading policy is attached.

Please be advised that, while the reading load is fairly consistent from week to week, there are a few exceptions. On average, as your Rollins College Catalogue warns, you should anticipate spending three hours outside of class for every hour spent in class.

Also all college students should be familiar with the term plagiarism. Any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words. The penalty for violating this standard is severe.

Finally, and most importantly, I think of a course as being a contract between teacher and student. My job is to do my best to help you learn. Your side of the agreement is to do your best to learn. Even when you are not the discussion leader, coming to class prepared (doing the reading *before* class *and* taking notes on that reading) goes a long way in this regard. You are also encouraged to not only ask questions in class but to take advantage of my office hours. To facilitate this every student will schedule a time to meet with me at least once over the course of the semester.

### **GRADING POLICY:**

Feel free to consult me about any of your work and grades during the semester, i.e. papers, participation, quizzes, exams, etc. Due to privacy concerns, however, grades will *not* be discussed electronically at any time during *or* after the semester. Per the Rollins College Catalogue, the grade report is based on the following definitions:

A is reserved for work that is *exceptional in quality and shows keen insight, understanding, and initiative.*

B is given for work that is *consistently superior and shows interest, effort, or originality.*

C is a respectable grade required for graduation; it reflects *consistent daily preparation and*

*satisfactory completion of all work* required.

D- is the *lowest passing grade*; it is below the average necessary to meet graduation requirements and ordinarily is not accepted for transfer by other institutions.

F is failing.

Grading is based upon percentages that equate to the standard +/- system below:

A = 93 % and above	A- = 90-92	B+ = 87-89
B = 83-86	B- = 80-82	C+ = 77-79
C = 73-76	C- = 70-72	D+ = 67-69
D = 63-66	D- = 60-62	F < 60

Unless another due date is announced in class, you are responsible for turning in assignments on time, before class starts. This responsibility comes in two parts. For one, you must turn in a hard copy of your paper to me. For another, you must submit an electronic copy to [www.turnitin.com](http://www.turnitin.com). Our class ID is “2146101” and the class password is “honor.” Let me know if you need any help with this but do be sure to complete this requirement if you wish to receive credit for your paper. Failure to complete both steps, the paper and electronic, by the assigned due date will result in a grade of zero for that assignment. After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 5 p.m. that day with one letter grade penalty – including both the hard copy and electronic submissions. After 5 p.m. on the due date, late papers will not be accepted. Make-up tests are not given, except under extenuating circumstances, i.e. illness, death in the family, religious holiday. In these cases the professor *must be informed prior to the exam or assignment due date*. Do this either by email or telephone.

### **GRADING DISTRIBUTION:**

5%	Simulation Debriefing Paper
10%	Friedman Book Review
15%	World Politics Simulation (12 sessions plus peer evaluation)
15%	Daily Participation
15%	Discussion Leader (3 sessions at 5% each)
20%	Midterm Exam
20%	Final Exam

### **COURSE SCHEDULE**

#### **Part I Theories & Traditions**

#### **Week 1: Jan. 13/15**

Introduction

Williams et al 3

Strunk & White (all)

Liberal Theories

Williams et al 1, 2, 4, 5

Tessman 1-6

**Week 2: Jan. 20/22**

Realist and Neo-realist Theories

Williams et al 6, 7, 8, 9

Gaddis 1

Alliance Politics Simulation

Tessman 7

Gaddis 2

**Week 3: Jan. 27/29**

Roots of IPE &amp; American Primacy

Williams et al 10-12 + 62, 63

Gaddis 3

Territorial Disputes Simulation

Williams et al 64

Tessman 8

**Part II****The Structure of the International System****Week 4: Feb. 3/5**

Structure of the IR System

Williams et al 13-17

Gaddis 4

*Global Connections Tuesday Night Lecture at Suntrust Auditorium w/Dr. Michael Gunter Sr., 7 pm**“The Kurds Ascending: The Evolving Solution to the Kurdish Problem in Iraq and Turkey”*

Nuclear Proliferation Simulation

Tessman 9

Gaddis 5

**Part III****The Actors in International Politics****Week 5: Feb. 10/12**

States, Institutions, &amp; Non-state Actors

Williams et al 18-23 (excluding 21)

Friedman 1

*No class on Feb. 12<sup>th</sup>*

Friedman 2

**Part IV****Anarchy & Society in the International System****Week 6: Feb. 17/19**

Power &amp; Anarchy

Williams et al 24-30 (excluding 24 & 26)  
 Friedman 3

Ethnic Conflict Simulation  
 Tessman 10  
 Friedman 4

**Week 7: Feb. 24/26**

Cooperation & International Security  
 Williams et al 31-34  
 Friedman 5

Free Trade vs. Protectionism Simulation  
 Tessman 11  
 Friedman 6

**Week 8: March 3/5**

*Midterm*

Natural Resources Politics Simulation  
 Tessman 12  
 Friedman 7

**Week 9: Spring Break!**

**Week 10: March 17/19**

Debating Rival Theories  
 Williams et al 35-39  
 Friedman 8

Currency Crisis Simulation  
 Tessman 13  
 Friedman 9

**Part V  
 Deterrence, Crisis, & War**

**Week 11: March 24/26**

Nature and Origins of War  
 Williams et al 45-48  
 Friedman 10

Foreign Aid Simulation  
 Tessman 14  
 Friedman 11

**Week 12: March 31/April 2**

Nuclear Deterrence and Coercion

Williams et al 40-44

Friedman 12

Global Security Organizations Simulation

Tessman 15

Friedman 13

**Part VI  
Contemporary Issues & Debates****Week 13: April 7/9**

Globalization and Governance

Williams et al 49-53

Friedman 14

International Criminal Courts Simulation

Tessman 16

Friedman 15

**Week 14: April 14/16**

Terrorism

Williams et al 54-58

Friedman 16

Collective Action Problems Simulation

Tessman 17

Friedman 17

**Week 15: April 21/23**

Sovereignty and Pre-emption

Williams et al 59-62

Environmental Challenges Simulation

Tessman 18

*Friedman Book Review due in class***Week 16: April 28**

Senior Seminar IR Assessment Test

Semester Review

*Simulation De-briefing & Peer Reviews due in class***Final Exam: Thursday, April 30<sup>th</sup> at 2 p.m.**

\* Please note changes in this schedule may be necessary as we progress through the semester. Any such changes will be announced in class. Also check for periodic updates on the course website, particularly the online version of the syllabus.

## POLITICAL SCIENCE DEPARTMENT STATEMENT OF STUDENT RESPONSIBILITY

The Political Science Department of Rollins College is committed to the principle of active learning. For us, this means that learning cannot take place without students' active involvement in, commitment to, and responsibility for, their own education. Hence it is important that students conduct themselves in ways that indicate respect for the learning community and the learning process. While it is difficult to specify precisely what this means in all cases, at the very least it entails coming to class on time and being prepared to remain in one's seat for the duration of the class period. Respect for the learning community and the learning process would normally exclude persistent lateness, leaving the classroom during class time, and/or falling asleep in class. We also ask that you turn off all mobile phones while in the classroom. Finally, we consider being habitually unprepared for class to be a violation of the learning community and a form of academic dishonesty.

### DOCUMENTATION

Here are a few simple rules about quotations, paraphrases, and plagiarism. Learn them and practice them.

1. "When you copy the words of another, put those words inside quotation marks, and acknowledge the source with a footnote."
2. "When you paraphrase another's words, use your own words and your own sentence structure, and be sure to use a footnote giving the source of the idea."
3. "A plagiarist often merely changes a few words or simply rearranges the words in the source."

Source: *Harbrace College Handbook*, p. 407

**Plagiarized work will result at the very least in a grade of "0" on the paper assignment, and such an event will be reported to the Dean of the College, as per our college policies.**

## Participation Grades

Strong daily participation is critical to the success of this course. This is the reason participation counts as such a significant percentage of your final grade. Emphasizing participation in this course also demonstrates the extent to which classroom time should build on our readings. And it reflects my belief that you will learn from one another in this class, just as you will learn from me.

To receive a good participation grade one must come to class well prepared, completing all readings and assignments before our meeting time. You may find it helpful to make a rough outline of the day's readings and/or jot down an intriguing question or two that arose from the readings.

Each day I will assign a possible 10 points for your participation. Be aware that quality counts more than quantity in this calculation. You do not need to dominate the conversation. In fact doing so will detract from your grade (don't worry I will let you know before this happens). Students earn points in the following manner:

- 5 points for attending class
- 1 more point for being on time
- And 1-4 more points for quality of participation
  - A level participation gets 3 or 4 points
  - B level gets 2 points
  - C level gets 1 point

Finally, let me outline the absence policy for this course. If you must miss class for some reason, i.e. illness, athletic competition, job interview, please let me know in advance. That means *before* class starts. As long as you meet this requirement you are allowed two such excused absences.

## **Discussion Leader Assignment**

Typically, each Tuesday of the week, our readings will focus on Phil Williams et al's collection of *Classic Readings in International Relations*. While you will read literally all but four of the selections in this text, only three of these readings will require additional work on your part. In these three assigned readings you will serve as the discussion leader for those excerpts. These individual assignments will be made the first day of class.

Your time allotment for presentation of each piece is 10-15 minutes, unless otherwise noted. Please note that grades will be determined according to your ability to perform the following discussion leader responsibilities:

- Introduce the work, noting both historical and theoretical context
- Outline the author's theoretical argument and support it with specific examples
- Solicit critical discussion amongst your peers, i.e. through the preparation of engaging questions that push further exploration of the work and connect to other aspects of the course
- Connect the piece to our contemporary world, specifically a relevant current event
- Submission of your presentation outline to the class folder (POL 453-2) on the R-Drive the day of your presentation for class exam preparation purposes...and a hard copy to the professor before class. This file must be named first with the chapter number, abbreviate title, and your name, i.e. "3-Wilson's Points-Gunter" for our first day of class

Finally, be sure to bring in 2 copies of a typed outline of your discussion notes (one for yourself, one for me) the day you lead a discussion piece. These notes should be one-page, single spaced and need to have the following components:

- your name, reading selection number, and date of presentation
- the author's name and article title
- synopsis of the argument
- brief bio on the author and historical context of this particular writing
- list of five well constructed analytical questions that stir up class discussion

As always please feel free to consult me in preparing this assignment, particularly if you would like to bounce potential critical discussion questions off of me.

## **Simulation Assignment**

Twelve Thursdays during the course of the semester our class will focus upon an ongoing simulation from Brock Tessman's *International Relations in Action*. Students will be divided into 8 teams with 2-3 members each the first day of class (i.e. 4 teams of 3 and 4 teams of 2, unless our class size changes). Tessman's Part I and II provide further explanation here. Part III will serve as the basis for the twelve simulation scenarios, ranging from alliance politics and territorial disputes to collective action problems and environmental challenges.

At the end of each simulation, ten minutes before class is over, your group will take five of the last ten minutes to address an assigned question based on what transpired in that simulation. At the end of the semester a 750-word simulation debriefing paper as well as 250-word peer analysis will be due.

## Discussion Leader Evaluation Form

*A score of 15 per category denotes average performance.  
Higher marks must be earned by above average and exceptional work.*

*Name:*

*Article # and Title:*

*Presenter area of emphasis:*

*Date:*

### **Content**

- |  |      |
|--|------|
| 1. Introduction of work and historical context                                     | / 20 |
| 2. Command of theoretical relevance, including conceptual orientation and cohesion | / 20 |
| 3. Critical analysis of excerpt utilizing examples                                 | / 20 |
| 4. Connection to contemporary world event  | / 20 |
| 5. Quality of discussion questions - Presentation effectiveness                    | / 20 |

**Total Score**