

**GENERAL EDUCATION ASSESSMENT AND REVIEW FORM**  
**CULTURAL AND INTERNATIONAL 5/17**

Please attach/ submit additional documents as needed to fully complete each section of the form.

**COURSE INFORMATION**

Department: **Political Science** Course Number: **PSCI 230X**  
Course Title: **Introduction to International Relations**  
Type of Request: \*New One-time Only **Renew** Change Remove  
Course offered: **Fall Spring** Intermittent Summer Winter Multiple sections  
\*If course does not exist in the catalog, an [e-curr](#) form is also required.

**JUSTIFICATION FOR COURSE LEVEL**

Normally general education courses do not have more than one pre-requisite, are at least 3 credits, and numbered in the 100-300 levels. If the course does not meet these conditions, please provide an explanation. If the course is offered at the 400-level, please explain how it is foundational within the requested perspective.

**Not applicable**

**ADDITIONAL INFORMATION (FOR OCHE DATABASE):**

In which [MUS Core Category](#), does this course fit? **Social Sciences/History**

Does the course include content regarding cultural heritage of American Indians? **No**

**II. ENDORSEMENT / APPROVALS**

\* Instructor: Prof. Karen Ruth Adams Signature Karen Ruth Adams Date 10-25-2019  
Phone / Email: 243-2717/karen.adams@umontana.edu  
Program Chair: Prof. Ramona Grey Signature \_\_\_\_\_ Date \_\_\_\_\_  
Dean: Dean Jenny McNulty Signature \_\_\_\_\_ Date \_\_\_\_\_

\*Form must be completed by the instructor who will be teaching the course. If the instructor of the course changes before the next review, the new instructor must be provided with a copy of the form prior to teaching the course.

**III. DESCRIPTION AND PURPOSE**

General Education courses must be introductory and foundational within the offering department or within the General Education Group. They must emphasize breadth, context, and connectedness; and relate course content to students' future lives: See [Preamble](#)

**This course is part of the standard political science curriculum in the United States, as documented by the American Political Science Association. PSCI 230X introduces the study and practice of international relations. It examines the way that states and other international actors interact in their pursuit of security and prosperity, as well as the theoretical tools scholars use to understand why states and other international actors interact as they do. With this practical and theoretical background, students learn to:**

- **understand the causes of international conflict and cooperation, including realist, liberal, and critical theories that focus on: human nature; national and international institutions and culture; the structure of the international-**

**political system (anarchy, polarity, and the security dilemma); and transnational conditions such as the technological environment, economic interdependence, and the global ecosystem.**

- **explain similarity and variety in the foreign policies of states worldwide.**
- **apply international-relations theories to explain international-political history and predict the important international issues of the coming decades.**
- **develop and support arguments about how and why individuals, states, and other international actors do, will, and should address important international and global issues.**

#### IV. CRITERIA

BRIEFLY EXPLAIN HOW THIS COURSE MEETS THE GROUP DESCRIPTION.

These courses foster an appreciation for diverse cultures, their histories and contemporary forms, and their positions in world spheres of power and change. This includes knowledge of diverse cultures in comparative and thematic frameworks. Knowledge gained through courses in the X perspective prepares students to cultivate ways of thinking that foster an understanding of the complexities of indigenous or international cultures and global issues, past and present.

**This course examines the causes, conduct, and future of international conflict and cooperation. It considers the effects of individual, national, international, and transnational factors (including politics, economics, military affairs, and culture) on the policies and interactions of a variety of historical and contemporary states and international organizations.**

#### V. STUDENT LEARNING GOALS

BRIEFLY EXPLAIN HOW THIS COURSE WILL MEET THE APPLICABLE LEARNING GOALS.

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.

**Throughout the course, lectures and readings explain similarity and variety in the foreign policies of states worldwide.**

2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.

**Lectures and readings introduce and test an array of international-relations theories explaining international conflict and cooperation, including realist, liberal, and critical theories that focus on: human nature; national and international institutions and culture; the structure of the international-political system (anarchy, polarity, and the security dilemma); and transnational conditions such as the technological environment, economic interdependence, and the global ecosystem.**

3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21<sup>st</sup> century.

**Lectures and readings include case studies of historical and contemporary international conflict and cooperation on military, economic, human rights, and environmental issues. Particular attention is given to the United Nations, the IMF and other Bretton Woods economic institutions, and environmental treaties such as the Paris Climate Accord. In the final exam, students write an essay applying international-relations theories to explain international-political history, predict the important international issues of the coming decades, and develop and support arguments about how and why individuals, states, and other international actors do, will, and should address important international and global issues.**

## VI. ASSESSMENT

### A. HOW ARE THE LEARNING GOALS FOR THE GENERAL EDUCATION GROUP MEASURED?

Describe how you will determine that students have met each of the General Education Learning Goals. This should include specific examples of assignments, rubrics or test questions that directly measure the **General Education** learning goals. (See [Example](#))

Please attach or provide a web link to relevant assessment materials.

1. Demonstrate an understanding of the diverse ways humans structure their social, political, and cultural lives.

#### In-class multiple choice exam questions:

1. States differ from nations in that states are primarily

- A. Political, not cultural, entities.
- B. Geographic, not political, entities.
- C. Cultural, not geographic, entities.
- D. None of the above.

2. About how many states currently have nuclear weapons?

- A. Between 21 and 50
- B. More than 50.
- C. Between 6 and 20
- D. 5

3. Of the following developed states, which give more than 1% of their GDP in foreign aid?

- A. the United States
- B. France
- C. Norway
- D. Japan

4. A socialist development strategy would emphasize

- A. Protection of infant industries to ensure high wages and high tax revenues for social programs
- B. Fair trade over free trade
- C. State regulation of the economy to protect workers from exploitation and international competition
- D. A and C
- E. All of the above

#### Multiple choice questions on Political Science Assessment Test (pre-test of freshmen and post-test of seniors):

\_\_\_\_\_ 4. The League of Nations failed because one of the following states did not become a member: a) Soviet Union, b) United States, c) Japan, d) France.

\_\_\_\_\_ 8. The state strategy that involves avoiding trading and attempting to produce itself everything it needs is: a) economic nationalism, b) protectionism, c) mutual dependence, d) autarky.

\_\_\_\_\_ 9. Countries in the Global South are characterized by which one of the following: a) dominantly Christian, b) possess significant natural resources, c) have cultures impacted by imperialism, d) continue to be tribal societies.

2. Interpret human activities, ideas, and institutions with reference to diverse cultural, historical and geo-political perspectives and physical environments.

#### In-class multiple choice exam questions:

1. Theories at the \_\_\_\_\_ level of analysis explain international politics with reference to the political, economic, and other attributes of particular states.

- A. individual
- B. state
- C. international
- D. global

2. \_\_\_\_\_ argue that perpetual peace is coming into being through evolutionary change.

- A. Realists

- B. Liberals
- C. Critical theorists
- D. All of the above.

3. Constructivist arguments about international cooperation focus on:

- A. Individual beliefs
- B. State ideologies
- C. Whether the international system has cooperative or conflictive international norms.
- D. All of the above

4. Which of the following is a liberal critique of realism?

- A. If great powers are democracies, other democracies will not feel a need to balance their power
- B. Human nature is good, not evil.
- C. International institutions reduce conflict among states
- D. None of the above.
- E. All of the above.

5. Which of the following facts about the conflict between India and Pakistan suggests the conflict may be caused by the security dilemma?

- A. India developed nuclear weapons to deter attacks from China, but this scared Pakistan.
- B. Historically, the conflict has been calmest when each country's economy is doing well.
- C. India is largely Hindu, while Pakistan is Muslim.
- D. None of the above.

**Paper and exam essays:** in the required paper, students apply and test realist, liberal, and critical international-relations theories to evaluate the causes of a current international conflict between two states. In the midterm and final, they write essays explaining the history of international military, economic, and environmental conflict and cooperation and making predictions for the future. These essays must reference realist, liberal, and critical theories that focus on: human nature; national and international institutions and culture; the structure of the international-political system (anarchy, polarity, and the security dilemma); and transnational conditions such as the technological environment, economic interdependence, and the global ecosystem.

**Multiple choice questions on Political Science Assessment Test (pre-test of freshmen and post-test of seniors):**

- \_\_\_\_\_ 1. During the Cold War, the structure of world politics was which of the following kinds of systems: a) bipolar, b) multipolar, c) unipolar, tripolar.
- \_\_\_\_\_ 2. The one item from the following list that is not a tangible power resource: a) state's total GDP, b) size of the state's military, c) strength of the state's scientific base, d) geography of the state.
- \_\_\_\_\_ 3. According to realist theory, the most important feature of international relations is which of the following: a) international law, b) morality, c) cooperative international relationships, d) power.

3. Recognize the complexities of inter-cultural and international communications and collaborative endeavors, and relate this to the complex challenges of the 21<sup>st</sup> century.

**In-class multiple choice exam questions:**

- 1. The \_\_\_\_\_ model of foreign-policy explains sub-optimal foreign policies with reference to competition among government agencies.
  - A. Bureaucratic politics
  - B. Cognitive bias
  - C. Affective bias
  - D. Organizational process
- 2. \_\_\_\_\_ is the tendency for groups to reach decisions without accurately assessing their consequences, since individual members tend to go along with ideas they think the others support.
  - A. Satisficing
  - B. Reverse psychology
  - C. Groupthink
  - D. Bureaucratic politics

3. How does international law differ from national law?
  - A. International law applies to all actors whether they are powerful or weak.
  - B. International law applies to all actors whether or not they agree to be bound by it.
  - C. International law derives from tradition and international agreements rather than legislative action.
  - D. None of the above.
  
4. The level at which the earth can support industrialization and population growth is referred to as
  - A. its carrying capacity
  - B. the greenhouse level
  - C. sustainable support
  - D. None of the above
  
5. The ability of the Kyoto Protocol to address the problem of \_\_\_\_\_ was weakened by \_\_\_\_\_.
  - A. global warming, a dramatic increase in fossil fuel use in Europe
  - B. global warming, the non-participation of the US
  - C. the ozone layer, the unwillingness of China to sign on
  - D. the ozone layer, scientific uncertainty about what causes ozone holes to develop

**Final exam essay:** students write an essay identifying three important security, economic, human rights, and/or environmental issues, explaining why they are important, and prescribing particular policies for states to adopt.

**Multiple choice questions on Political Science Assessment Test** (pre-test of freshmen and post-test of seniors):

- \_\_\_\_\_ 5. The post-World War II event that brought the United States and the Soviet Union closest to nuclear war: a) Korean War, b) building the Berlin Wall, c) U.S. involvement in Vietnam, d) Cuban Missile Crisis.
- \_\_\_\_\_ 6. The United Nations body that has primary responsibility for international peace and security: a) Bureau of International Peace and Security, b) Secretariat, c) General Assembly, d) Security Council.
- \_\_\_\_\_ 7. The term that means one government asking a second government to arrest a suspect and hand the suspect over for trial: a) arbitration, b) extradition, c) jurisdiction, d) extraterritorial seizure.
- \_\_\_\_\_ 10. The most important cause of the extinction of species is: a) over hunting, b) introduction of non-native species, c) over fishing, d) loss of habitat.

**General Education Assessment Report (Items B-D)** If this information is not yet available, Items VI. B- D must be completed within one year of this course review (re-submit the entire form with these sections completed).

#### B. ACHIEVEMENT TARGETS

Describe the desirable level of performance for your students, and the percentage of students you expected to achieve this:

**Multiple choice questions:** more than half (at least 51%) of students should be able to correctly answer each multiple choice question. Since none of the questions are binary (e.g., true-false), this is a reasonably high standard.

**Paper and Exam Essay questions:** the majority of students should be able to develop a thoughtful and well-supported argument that clearly and directly answers the question. Indicator: the average paper/essay grade should be at least 75%, based on the following rubric:

- |       |  |
|-------|--|
| 100   | <b>Superb.</b> Develops an extremely well-written, clear, and convincing argument that answers the question and substantiates the answer with facts and other information from readings.   |
| 90-99 | <b>Excellent.</b> Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings. Omissions or inaccuracies are few and detract little from the overall quality of the argument.  |
| 80-89 | <b>Good.</b> The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or has few and/or insubstantial references to readings. |

- 70-79 **Marginal.** The answer has numerous shortcomings in organization, clarity, accuracy, or support -- OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND has few and/or insubstantial references to readings.
- 60-69 **Unacceptable.** The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading.

C. ASSESSMENT FINDINGS

**What were the results/findings, and what is your interpretation/analysis of the data?** (Please be detailed, using specific numbers/percentages when possible. Qualitative discussion of themes provided in student feedback may also be reported. Be sure to use data that connects to the specific Learning Goals (do not rely on overall course grades). The most useful data indicates where students' performance was stronger and where it was weaker. Feel free to attach charts/tables if desired.)

**In-class multiple choice exam questions:**

**Note:** exam questions are rotated. Results are from Spring 2019.

Objective & Question Number (see above)	Percentage correct (Midterm Spring 2019; n = 36)	Percentage correct (Final Spring 2019; n = 37)	Meets Achievement Target
1.1	64%		yes
1.3		32%	
1.4		49%	
2.1	78%		yes
2.2	72%		yes
2.3	56%		yes
3.2	92%		yes
3.4		70%	yes
3.5		59%	yes

**Interpretation:** students met the achievement targets for 7 of 9 in-class multiple choice questions.

The two highest scores were for fairly obvious questions about psychological factors affecting foreign policy making (3.2; 92%) and theoretical levels of analysis (2.1, 78%).

One of the two questions on which students did not meet the target (1.4, 49%) was within 2 percentage points of the target. Since the correct answer was "all of the above," many students who knew part of the answer are not counted in the percentage correct.

The lowest scoring question, on US foreign aid contributions compared to other states (1.3, 32%), was quite far below the 51% target. Even so, this result demonstrates some learning. On public opinion surveys of the general US population, about 10% correctly answer questions about US foreign aid. We will continue to highlight this important fact.

**Paper and exam essays:**

**Spring 2019:**

<b>Instrument</b>	<b>High</b>	<b>Low (other than 0 for not submitted)</b>	<b>Average</b>	<b>Meets Achievement Target</b>
<b>Paper</b>	<b>99%</b>	<b>66%</b>	<b>87%</b>	<b>yes</b>
<b>Midterm Essay</b>	<b>100%</b>	<b>40%</b>	<b>88%</b>	<b>yes</b>
<b>Final Exam Essay</b>	<b>100%</b>	<b>57%</b>	<b>87%</b>	<b>yes</b>

**Interpretation:** students met the achievement targets for all three written assignments. In fact, on each assignment they exceeded the target by more than 10 percentage points. In addition, the lowest score on the final essay was 17 percentage points higher than the lowest score on the midterm essay, suggesting increased understanding of course material and standards.

**Multiple choice questions on Political Science Assessment Test (pre-test of freshmen and post-test of seniors):**

**Most recent results of the International Relations section of the Political Science Knowledge Test (10 questions):**

	<b>First Semester Freshmen N = 9 Fall 2014</b>	<b>Graduating Seniors N = 7 (18% of graduates) Spring 2016</b>	<b>Difference</b>
<b>International Relations</b>	<b>41%</b>	<b>81%</b>	<b>+40</b>

**Interpretation:** These results suggest considerable improvement in student knowledge in the international relations subfield, an area with little coverage in standard high school curricula. The freshmen who took the test were enrolled in PSCI 210/Intro to American Government and PSCI 230/International Relations and took the test in late November 2014, after almost a whole semester in the course. To get a more accurate sense of entering students' knowledge, in future we will have freshmen take the test earlier in their first year at UM. The Department will also try to have more freshmen and more seniors take the test.

**D. ASSESSMENT FEEDBACK**

Given your students' performance the last time the course was offered, how will you modify the course to enhance learning? You can also address how the course could be improved, and what changes in the course content or pedagogy you plan to make, based upon on the findings. Please include a timeframe for the changes.

**We are gratified by student performance in PSCI 230X/Introduction to International Relations. As shown above, on 12 in-class assessments during Spring 2019 (9 multiple choice + 3 paper/essay), students met all but 2 of the achievement targets. Pre- and post-test assessments of graduating PSCI majors also demonstrate considerable learning. Thus in modifying the course we will focus on keeping it up to date. Our goal is to introduce students to the most important challenges and the most useful and diverse theories and perspectives in global cultural and international relations.**

**VIII. SYLLABUS**

Please submit syllabus in a separate file with the completed and signed form to the Faculty Senate Office, UH 221. The learning goals for the Cultural and International must be included on the syllabus. An electronic copy of the original form is acceptable.

## **Introduction to International Relations**

### **Course Description and Learning Goals**

This course introduces the study and practice of international relations. It examines the way that states and other international actors interact in their pursuit of security and prosperity, as well as the theoretical tools scholars use to understand why states and other international actors interact as they do. With this practical and theoretical background, you will be able to:

- understand the causes of international conflict and cooperation, including realist, liberal, and critical theories that focus on: human nature; national and international institutions and culture; the structure of the international-political system (anarchy, polarity, and the security dilemma); and transnational conditions such as the technological environment, economic interdependence, and the global ecosystem.
- explain similarity and variety in the foreign policies of states worldwide.
- apply international-relations theories to explain international-political history and predict the important international issues of the coming decades.
- develop and support arguments about how and why individuals, states, and other international actors do, will, and should address important international and global issues.

### **General Education X and Political Science Major Requirements**

To receive credit for the Gen Ed Cultural and International Perspectives (X) requirement and the PSCI major Intro to IR major requirement, you must take the course for a traditional letter grade and receive a C- or better.

### **Teaching Assistants**

The teaching assistants for this course are two PSCI graduate (M.A.) students. They will hold regular office hours and several review sessions to help you understand the material and prepare for the paper and exams.

TA:

Office Hours:

Location:

Email:

### **Required Readings**

There are about 50 pages of required reading per week. The reading consists of one book, articles posted on the Moodle website, and international news in the *New York Times*. The book is:

- Jon C. Pevehouse and Joshua S. Goldstein, *International Relations Brief*, 7th Edition (New York: Pearson, 2017) ISBN-13: 9780134406350. An e-version of this book is available for rent (\$28) and purchase (\$76) at the UM Bookstore.<sup>1</sup>

In addition to reading the book and articles as noted on the schedule below, you are required to keep up with and develop an in-depth understanding of current international-relations actors, events, issues, and problems by reading the *New York Times* (<http://www.nytimes.com>) on a daily (Monday - Friday) basis. In class and on the Moodle website, I will explain which of the *New York Times* (NYT) sections and stories you should read.

For other ways to keep up with current events, please see the Moodle website page for the course. I encourage you to consult these and other additional sources, but they will not substitute for the *New York Times*. Because it offers the broadest range and greatest depth of international news and opinion, current event discussions and exam questions will be based on the *New York Times*.

### **Course Requirements**

You are expected to attend class regularly and complete all of the assigned reading, including the previous day's *New York Times*, before each class. Your grade in the class will be determined as follows:

10% attendance and participation

25% research paper (due at the beginning of class on Tuesday, February 19)

30% midterm (Thursday, March 7, in class)

35% final (Tuesday, April 30 from 1:10-3:10 in our regular classroom)

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<sup>1</sup> If you would like to purchase a hard copy of the book, Amazon and other sellers may have used copies. To save money, it's OK to purchase other editions. The best alternative is the Brief 6th (2013-2014, ISBN 978-0205971435). It would also be fine to use the full-length 10<sup>th</sup> (2013-2014, ISBN 978-0205971367) or 11<sup>th</sup> editions (2017, 978-0134404769). In the other editions, use headings as a guide. The examples may be less current; you can get up to date by reading the *NYT*. I will also place a hard copy of the Brief 6th edition on 2-hour reserve at Mansfield Library.

Attendance and participation will be graded about 15 times (once a week) over the semester, based on your attendance and participation in individual and group exercises during class.

In the research paper, you will analyze a current international conflict in terms of the various levels of analysis and theories of international relations discussed in class. Papers must be typewritten, double-spaced, and between 3-5 pages. They must cite at least three articles from the NYT or other approved newspaper or magazine sources. Papers will be graded on the extent to which they fulfill the assignment and the accuracy, clarity, and thoughtfulness with which they are written. A detailed paper assignment will be distributed in class.

The midterm and final exams will test your understanding of and ability to analyze material from the book and readings, lectures, and *New York Times*. They will consist of multiple choice questions, short answers, and essay questions. Be prepared to recall what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

### **Extra Credit**

You can earn up to 10 extra credit points towards your overall grade in the class by attending and writing about certain pre-approved international events and/or by preparing, practicing, and presenting a 5-minute presentation on an IR topic that interests you. For information, see the Moodle website.

### **Grades**

The plus/minus grading system will be used. Grades may be curved, but the following distribution is the lowest I will use (*i.e.*, if you earn 93% of all possible points you are assured of an A in the course):

93-100	A	83-86	B	73-76	C	63-66	D
90-92	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+	0-59	F

### **Academic Honesty**

Students must practice academic honesty and should be familiar with the Student Conduct Code. The Code is available at on the [Dean of Students website](#). Students who engage in academic misconduct such as plagiarism (representing another person's work as their own) will receive a 0 for the assignment in question and may be subject to a disciplinary sanction by the university.

### **Make-Up Policy**

I will schedule make-up exams and accept late papers only for students directly involved in serious, documented emergencies. If you find yourself in the midst of an emergency, you must notify me as soon as possible (in advance of

the due-date if possible) that you will be unable to attend the scheduled exam or submit the paper on time. To do so, send me an email explaining the circumstances of your emergency and giving me a way to contact you. I reserve the right to deny requests and require makeup work substantially different from the original assignment. Make-up work for missed attendance and participation points will not be provided. Instead you can use extra credit points (see above).

Because I accept make-up work only in the event of serious, documented emergencies, if you miss an exam or fail to submit a paper for any other reason you will receive a 0 for the assignment. This will put you at risk of failing the course.

### **Drop Policy, Grading Options, and Incompletes**

The 15<sup>th</sup> day of the semester is the last day to drop the class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after that, you must provide documentation of an emergency or other serious situation in which you are directly involved that has made it impossible for you to complete the course. For UM's policy on incompletes, please see UM's [Academic Policies and Procedures](#).

### **Disabilities**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance and if you have not already registered with Disability Services, please go to Disability Services in Lommasson Center 154 (406-243-2243). I will work with you and Disability Services to provide a reasonable modification. "Reasonable" means the University permits no fundamental alterations of academic standards or retroactive modifications. Students with disabilities should apprise me of their needs well before the due date of an assignment on which they wish to be accommodated.

### **Course Communications**

Throughout the course, I will communicate with you by email and by posting announcements and other materials on the Moodle website, which you can access via the UM homepage. I will also email you from time to time. To ensure that you receive my emails, you should either check your UM email account on a regular basis or have your UM email forwarded to an account you do check regularly.

### **Study Tips**

To do well in this course, you need to do more than attend class. You need to do the readings and think about what the lectures and readings are arguing, determine how they relate to one another, and practice applying the concepts and theories to understand international history and current events. Here are my tips for doing so:

1. *Read, think about, and make notes on the assigned reading (including the previous day's NYT) before class.*

- a. Set aside time to read. Set a timer for 40 minutes, and follow the steps below. When the timer goes off, get up and take a 10-20 minute break to move around and drink some water or have a snack or meal. This on-off pace helps you focus and integrate the material.
- b. Begin with the first reading listed on the syllabus. Start an Author Reading page in your notebook (real or virtual) with the author's name, reading title, and date at the top. As you read, highlight or underline in the text, and write your comments or questions in the margins or the reading or in your notebook. When you're done reading, make a list in your notebook of the author's central questions, concepts, arguments, and evidence. If you were to draw their argument, what would it look like? (Drawing helps you remember things.) Also note your most important questions and comments about the reading. Do this for each of the day's readings.
- c. After doing all of the day's readings, start a Day's Reading Summary page in your notebook to compare and contrast the readings. For example:
  - i. Are the authors answering the same or different questions?
  - ii. Do the authors define key terms (for example, state, power, security) the same way?
  - iii. Are they arguing from the same or different levels of analysis? Do they espouse similar or different theoretical perspectives? How can you tell?
  - iv. To which historical examples or current events do the authors refer?
  - v. Which of the readings is most helpful? Most interesting? Most persuasive? Why?
- d. Read the day's NYT (international relations articles in the World, US, Business, and Opinion sections). On the summary page of your notebook, make notes about current events and articles that relate to the questions, concepts, arguments, and evidence of these readings. What questions do you have about these events?
- e. Bring your notebook and questions to class

## 2. *Attend class and take notes.*

- a. Print or download the lecture notes and key terms from the Moodle website, and bring them to class.
- b. Start a new page in your notebook for the day's Lecture Notes. Put the day and topic at the top. During class, take notes. Use the lecture outlines to help you organize them. The outlines list topics in the order they will be discussed. By taking detailed notes about the discussion in your own words, you will learn and remember the material. Pay particular attention to the lecture's central questions, key terms, argument (level of analysis and theory), and evidence. Also make notes about your questions and reactions.
- c. Ask questions and participate in discussions.

## 3. *Review your lecture notes, compile a topic summary, and practice using the material.*

- a. Review your lecture notes. Underline or highlight the key points, and note any additional comments or questions you have.
- b. Make a new page for your Topic Summary & Practice. On this page, make a list about how the readings and lectures fit together. For example:
  - i. Did the lecture directly or indirectly answer questions you had about the readings?
  - ii. Did lecture or discussion directly or indirectly clarify current events?
  - iii. What new questions did class raise? Can you use the readings and NYT to answer them?
  - iv. Overall, what are the key questions, terms, theoretical approaches, historical facts, and current events in this section of the class?
- c. Finally, practice using the concepts and developing your own arguments:
  - i. Quiz yourself on the key terms (see 4a below).
  - ii. Write an essay answering one of the Critical Reading Questions at the end of the P&G chapter (see 4b below)
  - iii. Make a note of any questions or comments you would like to discuss in class, office hours, or review sessions.

4. *Prepare for the midterm and final by practicing short answer and essay questions.*

- a. Short answer questions will ask you to define and give an example of a term, define and explain the significance of a term, compare and contrast two terms, or something of that nature. 1-2 paragraphs should suffice. You will have about 10 minutes per question. I've posted key term lists on Moodle. Some will appear in multiple choice questions; others will be short answer questions.
- b. The essay question will ask you to write an essay (with a paragraph for your introduction and thesis statement, several paragraphs for your argument and evidence, and a paragraph for your conclusion) in which you analyze an international political issue and compare and contrast your argument to the arguments of other scholars. You will have about 30 minutes per essay. Practice by answering the Critical Reading Questions and Policy Perspectives questions in P&G.

**Essay Grading**

- 100 Superb. Develops an extremely well-written, clear, and convincing argument that answers the question and substantiates the answer with facts and other information from readings.
- 90-99 Excellent. Develops a generally well-written, clear, and convincing argument that answers the question and refers well to readings. Omissions or inaccuracies are few and detract little from the overall quality of the argument.

- 80-89 Good. The argument is generally good and answers the question, but the answer is disorganized, unclear, inaccurate, or unsupported in several important respects -- OR -- The argument is well-written, clear, and convincing but doesn't fully answer the question or has few and/or insubstantial references to readings.
- 70-79 Marginal. The answer has numerous shortcomings in organization, clarity, accuracy, or support -- OR -- The argument is fairly well-written, more or less clear, and somewhat convincingly but doesn't really answer the question AND has few and/or insubstantial references to readings.
- 60-69 Unacceptable. The answer is very vague, completely wrong, has nothing to do with the question, and/or provides no evidence of reading.

## Course Outline and Schedule

Readings marked "P&G" are in the book by Pevehouse and Goldstein. *Page numbers refer to the 7<sup>th</sup> (2017) Brief Edition.* Page numbers in other editions are slightly different; use chapter and section names as a guide.

Readings marked with an asterisk (\*) are on the Moodle website. If you have trouble accessing them, go to the UM library homepage (<http://www.lib.umt.edu/>), click on "Journal Titles," type in the name of the newspaper or journal, select the electronic index that contains the issue in which the article appeared, and search for the article using the title and/or author's name.

### I. International Politics: The Basics (1/10-1/15; about 53 pp.)

To do after class on 1/10 and before class on 1/15:

- Read pp. 1-4 of the syllabus, and skim the topic list on pp. 5+.
- Log into the Moodle website and look around.
- Do the following readings, using the reading and note-taking tips above. As you read about countries, find them on the world map (P&G, pp. xx-xxi):
  - In P&G,
    - "Preface," (p. xi)
    - "To the Student" (p. xviii)
    - "The Globalization of IR" (pp. 1-36)
  - \*Erik Ringmar, "The Making of the Modern World," in Stephen McGlinchey, ed., *International Relations* (Bristol, UK: E-International Relations, 2017), pp. 8-19.
  - Go to the NYT website and skim the headlines on the World, US, Business, and Opinion pages, looking for articles related to international relations (see instructions on "Keeping Up with Current Events" on the Moodle website).

### II. Theoretical Perspectives on International Politics

## **A. Realism (1/17-22; 45 pp.)**

P&G, Chapter 2, “Realist Theories,” pp. 37-66.

\*Benjamin Schwartz and Christopher Layne, “A New Grand Strategy,” *Atlantic*, January 2002 (7 pp).

\*Graham Allison, “The Thucydides Trap: Are the US and China Headed for War?,” *Atlantic*, 24 September 2015 (9 pp).

## **B. Idealism**

### **1. Liberalism (1/24-29; 27 pp.)**

P&G, Chapter 3, “Liberal Traditions,” pp. 67-76 only.

\*Thomas L. Friedman, “It’s a Flat World, After All,” *New York Times* (magazine), April 3, 2005 (6 pp).

\*Kofi A. Annan, “Strategies for World Peace: The View of the UN Secretary-General,” *Futurist*, May-June 2002 (4 pp).

\*G. John Ikenberry, “The Illusion of Geopolitics,” *Foreign Affairs*, May/June 2014 (8 pp).

*Review Session #1 – See Moodle for details*

### **2. Critical/Revolutionary Theories**

#### **a. Marxism and Dependency Theory (1/31; 28 pp)**

P&G, “Marxism,” pp. 96-99 and “Theories of Accumulation” and “Imperialism,” pp. 291-299.

\*John Bellamy Foster, “The New Age of Imperialism,” *Monthly Review* 55:3 (July-August 2003), (17 pp).

#### **b. Feminism, Constructivism, and Peace Studies (2/5; 28 pp.)**

P&G, “Constructivism” and “Post-Modernism,” pp. 92-96, “Peace Studies,” pp. 99-101, and “Gender Theories,” pp. 102-111.

\*Kavita Ramdas, “Feminists and Fundamentalists,” *Current History*, March 2006, pp. 99-104 (6 pp).

\*Wendell Bell, “Humanity’s Common Values,” *The Futurist*, September-October 2004 (7 pp).

## **III. Foreign Policy (2/7-12; 37 pp)**

P&G, “Domestic Influences” and “Making Foreign Policy,” pp. 77-92.

- \*Michael R. Gordon, "The Strategy to Secure Iraq Did Not Foresee a 2nd War," *New York Times*, October 19, 2004 (6 pp).
- \*World Public Opinion.org, "U.S. Public Rejects Using Military Force to Promote Democracy," September 29, 2005 (2 pp).
- \*"Donald Trump's Inaugural Speech, Annotated," *New York Times*, 20 January 2017 (6 pp).
- \*Jessica T. Mathews, "What Trump Is Throwing Out the Window," *New York Review of Books*, 9 February 2017 (8 pp).

*Review Session #2 – See Moodle for details*

#### **IV. International Security**

##### **A. The Causes and Resolution of International Conflict (2/14-19; 57 pp.)**

**\*\*\*PAPER DUE at the beginning of class on Tuesday, February 19\*\*\***

P&G, Chapter 4, "The Wars of the World," "Conflicts of Ideas," and "Conflicts of Interest," pp. 115-147 only.

P&G, review Chapter 1 sections on "The Cold War" and The Post-Cold War Era."

\*Henry Munson, "Lifting the Veil: Understanding the Roots of Islamic Militancy," *Harvard International Review*, Winter 2004 (4 pp.).

\* Robert Malley, "10 Conflicts to Watch in 2019," *Foreign Policy*, 28 Dec 2018 (25 pp).

##### **B. The Use of Force in International Conflicts**

###### **1. Decisions States Must Make About Military Force (2/21; 31 pp.)**

P&G, "Conventional Military Forces," "Terrorism," "Weapons of Mass Destruction," and "States and Militaries," pp. 147-173.

\*Lawrence J. Korb "Washington Gasps Over Trump's Tiny Pentagon Cut," *The American Conservative*, December 6, 2018 (3 pp).

###### **2. Nuclear Weapons (2/26; 27 pp.)**

\*Bill Keller, "Nuclear Nightmares," *New York Times*, 26 May 2002 (10 pp.).

\*Kenneth Waltz, "Peace, Stability, and Nuclear Weapons," IGCC Policy Paper, 1995 (14 pp.).

\*Barry Posen, "The Price of War with North Korea," *New York Times*, 6 December 2017 (3 p).

## **C. Alternatives to International Conflict**

### **1. International Organizations and Law (2/28-3/5; 50 pp.)**

P&G, Chapter 6, “Globalization and Integration,” “The United Nations,” “International Law,” and “Human Rights,” pp. 223-243 and 258-277.

\*Gérard Prunier, “The Politics of Death in Darfur,” *Current History*, May 2006 (8 pp).

\*Steven R. Ratner, “Is International Law Just?” OUPblog, 15 December 2014 (2 pp).

*Review Session #3 – See Moodle for details*

**\*\*\* MIDTERM EXAMINATION in class on Thursday, March 7 \*\*\***

## **V. International Political Economy**

### **A. International Trade (3/12-14; 31 pp.)**

P&G, Chapter 5, “Theories of Trade,” “Trade Regimes,” and “Economic Globalization,” pp. 174-200 only.

\*Stephen Castle and Mark Landler, “After 7 Years, Talks Collapse on World Trade,” *New York Times*, July 30, 2008 (3 pp).

\*Financial Times, “The Doha Round Finally Dies a Merciful Death,” [op-ed], 21 Dec 2015 (2 pp)

\*Shawn Donnan, “US says China WTO membership was a mistake,” 19 January 2018 (3 pp).

### **B. International Finance (3/19-21; 26 pp.)**

P&G, “Globalization, Financial Markets, and the Currency System,” “State Financial Positions,” and “Multinational Business,” pp. 200-221.

\*Steven Pearlstein, “With Bubbles Popping Worldwide, No Wonder the Economy’s Gone Flat,” *Washington Post*, October 7, 2008 (2 pp).

\*Martin Wolf, “Why agreeing a new Bretton Woods is vital -- and so hard,” *Financial Times*, December 16, 2008 (2 pp).

\*Floyd Norris, “The Upside to Resisting Globalization,” *New York Times*, 6 Feb 2009 (1 p).

*-- Spring Break (3/25-29)—*

### **C. International Integration (4/2-4; 27 pp.)**

P&G, "The European Union," pp. 243-257.

\*Pankaj Ghemawat, "Why the World Isn't Flat," *Foreign Policy*, March/April 2007, pp. 54-60 (6 pp).

\*Martin Wolf, "Brexit will reconfigure the UK economy," *Financial Times*, 24 June 2016 (3 pp).

\*George Soros, "These times are not business as usual. Wishing you the best in a troubled world," *Business Insider*, 24 January 2017 (4 pp).

\*Shannon Togawa Mercer, "No, Europe Isn't Ambushing NATO," *Foreign Policy*, 3 January 2018.

*Review Session #4 – See Moodle for details*

## **VI. International Cooperation on the Environment (4/9-11; 53 pp.)**

P&G, Chapter 8, "Interdependence and the Environment," "Managing the Environment," "Natural Resources," and "Population," pp. 331-360.

\*Colin N. Waters, et al., "The Anthropocene is functionally and stratigraphically distinct from the Holocene," *Science*, Vol. 351, No. 6269 (8 January 2016) (9 pp).

\*Thomas Homer-Dixon, "On the Threshold: Environmental Changes as Causes of Acute Conflict," *International Security* 16:2 (Fall 1991), excerpt (9 pp.).

\*Bill McKibben, "A Deeper Shade of Green," *National Geographic*, August 2006 (4 pp).

## **VII. Development and North-South Relations (4/16-18; 47 pp.)**

P&G, Chapter 7, "North-South Relations," pp. 278-327 (skim pp. 291-299, which you read before).

\*Rick Rowden, "Africa's Boom Is Over," *Foreign Policy*, 31 December 2015 (6 pp).

## **VIII. The Future of International Politics; extra credit presentations (4/23-25; 36 pp.)**

### Day 1 – conclusions and careers

P&G, "The Power of Information" and "Conclusion," pp. 360-373.

P&G, "Careers in International Relations," pp. 374-377 (p. xvi in the 6<sup>th</sup> edition).

Economist, "New Scramble for Africa"

### Day 2 – extra credit presentations

\*"Global Challenges in 2030," essays by Ruggie and Drezner (4 pp).

\*Fareed Zakaria, "Rise of the Rest," *Newsweek*, May 12, 2008 (6 pp).

\*Kishore Mahbubani, "The Case Against the West," *Foreign Affairs*, May/June 2008 (10 pp).

*Review Session #5 – See Moodle for details*

***\*\*\*FINAL EXAMINATION, Tuesday, April 30 from 1:10-3:10 in our regular classroom\*\*\****