### I. General Education Review – Upper-division Writing Requirement

<table>
<thead>
<tr>
<th>Dept/Program Subject</th>
<th>Political Science</th>
<th>Course # (i.e. ANTH 455) or sequence</th>
<th>PSC 400</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course(s) Title</td>
<td>Advanced Writing in Political Science</td>
<td></td>
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</tr>
<tr>
<td>Description of the requirement if it is not a single course</td>
<td>Completion of PSC 400, 1 credit</td>
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</tr>
</tbody>
</table>

### II. Endorsement/Approvals

Complete the form and obtain signatures before submitting to Faculty Senate Office.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>James Lopach</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone / Email</td>
<td>x 2946; <a href="mailto:james.lopach@umontana.edu">james.lopach@umontana.edu</a></td>
<td></td>
<td>2/2/09</td>
</tr>
<tr>
<td>Program Chair</td>
<td>James Lopach</td>
<td></td>
<td>2/2/09</td>
</tr>
</tbody>
</table>

### III. Overview of the Course Purpose/Description

#### IV Learning Outcomes:

**Student learning outcomes:** Explain how each of the following learning outcomes will be achieved.

- **Identify and pursue more sophisticated questions for academic inquiry**
  - See attached, page 3.

- **Find, evaluate, analyze, and synthesize information effectively from diverse sources**
  - See attached, page 3. (see [http://www.lib.umt.edu/informationliteracy/](http://www.lib.umt.edu/informationliteracy/))

- **Manage multiple perspectives as appropriate**
  - See attached, page 3.

- **Recognize the purposes and needs of discipline-specific audiences and adopt the academic voice necessary for the chosen discipline**
  - See attached, page 3.

- **Use multiple drafts, revision, and editing in conducting inquiry and preparing written work**
  - See attached, page 3.

- **Follow the conventions of citation, documentation, and formal presentation appropriate to that discipline**
  - See attached, page 3.

- **Develop competence in information technology and digital literacy**
  - See attached, page 3.

### V. Writing Course Requirements Check list

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is enrollment capped at 25 students? If not, list maximum course enrollment. Explain how outcomes will be adequately met for this number of students. Justify the request for variance.</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>Are outcomes listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>Are detailed requirements for all written</td>
<td>☒</td>
<td>☐</td>
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<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
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<td>-------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td>assignments including criteria for evaluation in the course syllabus?</td>
<td>If not how and when will students be informed of written assignments?</td>
<td></td>
</tr>
<tr>
<td>Briefly explain how students are provided with tools and strategies for effective writing and editing in the major.</td>
<td>See attached, page 3.</td>
<td></td>
</tr>
<tr>
<td>Will written assignments include an opportunity for revision? If not, then explain how students will receive and use feedback to improve their writing ability.</td>
<td>☑ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Are expectations for Information Literacy listed in the course syllabus? If not, how will students be informed of course expectations?</td>
<td>☑ Yes ☐ No</td>
<td></td>
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</table>

**VI. Writing Assignments:** Please describe course assignments. Students should be required to individually compose at least 20 pages of writing for assessment. At least 50% of the course grade should be based on students’ performance on writing assignments. Clear expression, quality, and accuracy of content are considered an integral part of the grade on any writing assignment.

- **Formal Graded Assignments**
  
- **Informal Ungraded Assignments**

**VII. Syllabus:** Paste syllabus below or attach and send digital copy with form. The syllabus should clearly describe how the above criteria are satisfied. For assistance on syllabus preparation see: [http://teaching.berkeley.edu/bgd/syllabus.html](http://teaching.berkeley.edu/bgd/syllabus.html)

Paste syllabus here.

See three syllabi attached, for Modern Political Theory (PSC 453), pgs. 4-10; International Law and Organizations (PSC 433), pgs. 11-24; and Civil Rights Seminar (PSC 472), pgs. 25-26.
Purpose of the course. The Political Science Department implemented PSC 400, Advanced Writing in Political Science, several years ago to maximize opportunities for students to write about the content of their courses and for faculty to provide helpful feedback regarding student writing. Under the former general education requirement, PSC 400 served effectively as the department’s upper-division writing expectation.

Initial reasons for the course. Because of increases in the number of political science majors, the department imposed enrollment caps of no fewer than 40 on most upper-division courses. With these high enrollments, instructors began to require fewer and shorter writing assignments and spend less time working with students on writing. Consequently, students were learning less about recognizing and improving their writing deficiencies, and the faculty responded by creating PSC 400.

Design of the course. PSC 400 is a 1-credit course, repeatable to 3 credits, which is taken as a co-requisite along with any 300-level or 400-level Political Science course. The course instructor accepts a student seeking PSC 400 credit by signing the student’s “Course Add” form. The department established the rule that no instructor should admit more than 10 students to PSC 400 status in any semester. The PSC 400 writing assignment focuses on the content of the companion course. The instructor bases the letter grade for the 1-credit PSC 400 course entirely on the quality of the writing assignments that have been submitted, corrected, revised, and resubmitted.

Meeting the learning outcomes and requirements for the upper-division writing expectation. Each faculty member will incorporate into PSC 400 the university’s learning outcomes for the upper-division writing expectation. The writing assignment(s) will result in the student 1) focusing on new and important concepts from the co-requisite course; 2) using writing to come to a critical understanding of those concepts; 3) using a writing format that is appropriate and acceptable in governmental, nonprofit, academic, and/or legal settings; 4) revising the initial written product pursuant to the instructor’s comments with respect to suitability of sources, appropriateness of documentation, accuracy of content, tightness of argument, and writing correctness; and 5) growing as a competent self-editor of grammar, diction, syntax, and cogency.

Regarding the requirements for the upper-division writing expectation, each Political Science professor will 1) supervise the writing of no more than ten PSC 400 students each semester; 2) place detailed learning expectations, writing instructions, bibliographic suggestions, documentation guidelines, and grading criteria for PSC 400 assignments in the syllabus of each co-requisite upper-division political science course; 3) require each student to compose a total of at least 20 pages of writing during the semester, part of which will receive critical feedback from the instructor and be available for revision and resubmission by the student; and 4) base 100% of the PSC 400 grade on student performance on writing assignments.
Modern Political Theory

Course Description:
This semester we will examine the following questions with regard to several political theorists.

1. What is "classical" about classical political thought? What is "modern" about modern political thought? Is there one, two, or more traditions of political thought?
2. What difficulties are involved in making a view of human nature the basis of a political theory?
3. Should political theory concern itself with establishing standards of human conduct?
4. Does labeling a political argument or theorist (say, "conservative," "liberal," or "radical") help us to understand it or him?

This course will be conducted as a seminar with some lecturing.

Course Objectives: upon successfully completing the course work, the student should be able to:

1. Recognize general differences between modern and classical theory regarding the purpose of political inquiry, the origins of the state, and nature of a "good life."

2. Identify and assess the various tests or criteria (such as relevance, significance, or ethical considerations) that can be use to establish the value of a theoretical argument or theorist.

3. Present and orally defend (and if necessary revise) a series of interpretive, analytical essays which examine a thinker's ideas about human nature, justice, social obligation, and political legitimacy.

4. Orally critique an essay in terms of its analytical clarity, accuracy in its interpretation of the readings, and the logic of its conclusion.

5. Develop a coherent position with regards to ethical idealism and political realism, elitism and democratic doctrine, individualism and communitarianism etc. The goal of the course work, overall, is to encourage students not only to learn about modern thinkers, but also to think theoretically about politics.
To achieve the above objectives—Course Grading:

This course will be taught as a seminar. Each student will submit and orally defend in class 3 critical essays (30% of course grade or 15pts each), not to exceed four double-spaced pages. The essays (see note for those taking this course to fulfill writing requirement) will be assigned weekly and are due no later than the class period before you are scheduled to orally defend it. (For topics, see below.) If you are absent the day we are scheduled to discuss your essay, you will not get credit for it.

In addition, each student will complete a take-home mid-term (25% of course grade or 25pts) and a take-home final (30% of course grade.) Each student will be graded on class attendance (5% or 5pts) and participation (10% of course grade or 10pts.) As Burke said, *it does not honor a writer …to read him without seeking to challenge him . . . or her.*

Cautionary note: if you are absent more than 3xs, three attendance points will be deducted for every absence thereafter. Excused absences require a medical note for illness, injury, family emergency, or letter from instructor for field trips, ASUM service, music/drama performances, intercollegiate athletics, military service. Instructor will also excuse absences for reasons of mandatory public service.

Students taking this course to fulfill writing the 400 requirements will be required to revise and expand all three of their essays into 6 pages each. Substantive and grammatical revisions will be expected. The writing grade will be based upon the following writing guidelines and expectations:

- Each critical, interpretive essay must provide a clear thesis (preferably at the end of the introductory paragraph), indicating the author’s main points with regard to the essay question.
- Each essay must support the thesis statement with specific references to the primary texts, providing footnotes for all quoted material and a bibliography at the end. Please use Chicago style.
- Students should pay close attention to their choice of words in summarizing and clarifying the substance of a political theory (i.e. the good state and a good state are not the same). They must demonstrate awareness of how words can clarify and/or obscure a theorist’s principles, illustrations, and, in general, the nature of their political inquiry.
- After the first essay draft is defended in class, it will be returned with editorial comments. Students are encouraged to talk with me about their essays before revising them.
- Student must include original essay draft with revised draft.
- Revised essay will be graded based upon: grammar, spelling, appropriate choice of words, transitions between paragraphs, use of quoted material to support their interpretation, accuracy in paraphrasing, logical organization of ideas and points, and clarity.
- Only one revision is allowed per essay. Proof read the final drafts for any grammatical, spelling, or typos before turning it in.
**Graduate Students**, in addition to completing the above assignments, will submit a 10-15 page research paper on one of the social contract theorists, Burke, Marx or neo-Marxists thinker which addresses a substantive theoretical topic in consultation with the professor. This paper will be of publishable quality, and will probe more deeply a theoretical issue related to modern thought than those of the undergraduate essays. The paper shall include an introduction that clearly identifies a question or issue and its significance in modern political theory, and will draw upon appropriate primary & secondary literature to support the paper’s thesis and analysis.

- Plus/Minus Grades will be used based on the following:
  100-93 = A; 92-90 = A-; 89-87= B+; 86-83 = B; 82-80 = B-; 79-77= C+; 76-73= C; 72-70=C-; 69-67=D+; 66-63=D; 62-60=D-; 59< =F

**Required Texts:**
- Hobbes, *Leviathan*
- Locke, *Second Treatise On Government*
- Rousseau, *The Social Contract*
- Burke, *Reflections on the Revolution in France*
- J.S. Mill, *On Liberty*
- John Dewey, *Freedom & Culture*

**Course Schedule:**

- **8/27**  
  *Introduction to the Course*  
  *Political Theory: the Search for Standards, Rules and Laws*  

- **8/29**  
  *Thomas Hobbes's Natural Man*  
  Read: *Leviathan,* Part I

- **8/31**  
  *Hobbes & Social Contract Theory*  
  Read: *Leviathan,* Part II

- **Labor Day**  
  *No Class*

- **9/5**  
  *Leviathan: The Seat of Power*  
  Read: *Leviathan,* Part II

- **9/7-9/12**  
  Analysis & Discussion of Hobbes’ Theory  
  **Essays** (due **9/5**): Consider Hobbes’ analysis of human nature— is it brutish man or brutish conditions?
How does an emphasis on one or the other affect the theorist's vision of the predicament?

Or  **Essays (due 9/7)**: ‘It’s his clear-cut individualism that makes Hobbes’ philosophy the most revolutionary of his age.’

**Essays (due 9/10)**: Hobbes apparently believed that there is ‘no obligation on any man, which ariseth not from some act of his own; for all men equally, are by nature free.’ Discuss the implications of this ‘free will’ for Hobbes’ theory of government.

9/14- 9/19  **Hobbes’ Critics & His Constitutionalism**

**Essays (due 9/14)**: ‘Hobbes denied the independent existence of ethics.’

**Essays (due 9/14)**: “Hobbes is often defined as an absolutist, a description that is, at best, only partially true.”

Or  **Essays (due 9/17)** ‘Hobbes does not claim infallibility for Leviathan, but it is hard to see how Leviathan can endure unless its citizens believe that it will do right by them, a belief that must, if it is to be sustained, have some basis in fact.’ Discuss.

9/24  Locke: the State of Nature & Social Contract Revisited
Read: Locke, Chaps. 7-10; Locke, Chaps. 11-14.

9/26- 9/28  **Locke’s Liberalism & His Natural Right to Revolution**
Read: Locke, Chaps. 18-19;

**Essays (due 9/26)**: ‘Both Hobbes and Locke recognize laws of nature, but that doesn’t mean that they meant the same thing by them.”
Or  **Essays (due 9/26)**: ‘All the major assumptions that underlie modern democratic theory can be traced back to John Locke’s *Second Treatise of Government.*’

10/1  Continued Discussion of Locke

**Essays (due 9/28)**: "The natural rights-social contract theory provides a justification for anarchy but not a firm basis for government."
or

**Essays (due 9/28):** Can one defend constitutional government without resorting to 1) a state of nature argument? Or 2) a view of human nature? Or 3) a social contract theory?

10/3- Rousseau’s Social Contract Theory & General Will
10/5  Read: Rousseau, Book III

10/8- Rousseau’s General Will Reconsidered
10/10  Read: Book IV

**Essays (due 10/5):** "Man was born free, and he is everywhere in chains." What does Rousseau mean by this famous observation? What implications does it have for his social contract theory?

**Essays (due 10/5):** ‘Rousseau and Locke differed considerably over what makes a polity democratic, yet both may be right.’

******** Midterm Due ********

10/12- Rousseau’s Democratic Community
10/15  Read by 10/19 James Mill, *On Government* (FAC PAC) &
      Read by 10/24 J.S. Mill, *On Liberty*

**Essay (due 10/10):** “What Rousseau contributed to socialism was the general idea that all rights, including those of property, are rights within the community and not against it.”

Or

**Essays (due 10/10):** "If Rousseau is a democrat, so much the worst for democracy."

Or

**Essays (due 10/12):** “If freedom is so valuable, why should we not, if we could, force people to be free?”

10/17- Bentham & James Mill’s Utilitarianism
10/19  Read: James Mill, *On Government* (Library Reserve)

10/22- James Mill: Leadership of the Middle Rank cont.
10/24  John Stuart Mill & Liberty

10/26- John Stuart Mill’s Liberalism
Essays (due 10/24): "Mill's is not so much a defense of liberty, as a defense of politics."
Or

Essays (due 10/26): 'Mills political thought may be a plea for eccentricity, but it is eccentricity of a very predictable kind.'
Comment.

10/31  Edmund Burke's Conservatism

11/2-  Burke's Conservatism & Realism reconsidered

Essays (due 10/31): 'To Rousseau's cry that man is born free, the conservative counters, he is not born free, and there are seldom, if ever, enough chains.'

Essays (due 11/2): "The lesson, above all, to learn from Burke is this: we must start with the world as it is, not as we should like it to be."
Or

Essays (due 11/2): Why might some readers describe Burke as a 'political realist?' Would you characterize him as a realist? Why, why not?

Essays (due 11/5): "If every political theorist is in his heart of hearts a utopian, then Burke is that rare exception."

*** Veterans Day *** No Class*** ..........

11/14-  Marx & Engels Radicalism
11/16  Read: Marx-Engels Reader, 70-105; 133-135; 439-442;542-555; 725-729.

11/19  Marxism Reconsidered: Slack Day?

******* Thanksgiving Break ******* *

11/26-  Marx, Engels & Modernity
12/7   Read by 12/3 Dewey, Freedom & Culture
Essays (due 11/19): Marxism is only comprehensible as a critique of Liberalism. Comment
Or
Essays (due 11/19): The validity of Marxism as a political doctrine stands or falls on its assertion that the proletariat is the historical force which will bring about socialism.

Essays (due 11/26): What are the ‘modern’ ideas/ideals in Marxist theory?
Or

Essays (due 11/28): “It is only because of the belief in the inevitability of progress that Marx thought it possible to dispense with ethical considerations.”

12/3 John Dewey & Pragmatic Liberalism
12/5- Analysis of Dewey
12/7 Essays (due 12/3): “Earlier liberalism regarded the separate and often competing economic action of individuals as the means to social well-being as the end. We must reserve (this) perspective...” What does Dewey mean by this?

Essays (due 12/3): Dewey’s pragmatism is politically liberating, but philosophically provides no solution moral skepticism. Pragmatism, its critics claim, provides no signposts in the search for moral values. Discuss

******* Final due Monday *******
International Law and Organizations

Course Description and Objectives
This course examines and evaluates conceptions of order, governance, law, organization, and right in the contemporary international system. In particular, it explores the possibility that a "new world order" of diminishing conflict and increasing cooperation is emerging as international law, international norms, intergovernmental organizations (IGOs), and non-governmental organizations (NGOs) become more prevalent. In addition, the course provides students with an opportunity to explore the opportunities and challenges of working through international law and organizations to address issues of interest to them.

The course has five parts. In Part I, students will define three issues of interest to them. In Part II, we will explore the history and challenges of global governance, and students will write about the historical development and current status of their issues. In Part III, we will examine realist, liberal, critical, and organizational theories about order and governance in the international system, in particular the role and effectiveness of international laws, norms, regimes, and organizations. In this part of the class, students will select one of the issues to address in the remainder of the semester. Students will then develop hypotheses about how international law and organizations are likely to address this issue.

In Part IV, we will discuss the sources and subjects of international law, as well as the relationship between international and domestic law. Here, students will research and write about how, why, and how effectively one international law or court has addressed their issue. In Parts V-VIII, we will explore legal and organizational challenges and opportunities in four issue areas: security, human rights, economics, and the environment. Here, students will write about how, why, and how effectively two international organizations (one IGO and one NGO) have addressed the issue.

At the end of the semester, each student will combine his/her semester-long analyses into one 15-20 page analytical paper that explains why the issue is important, how the issue has changed over time, and how, why, and how effectively the issue has been addressed in international law and by international organizations. Students will discuss how the issue is likely to be and should be addressed in the future, comparing and contrasting their arguments to other scholars. Finally, students will explain what contribution they would like to make in this area and whether, how, and why they would work through international law, IGOs, or NGOs.

Each student will make one 10-minute presentation to the class, summarizing his/her research. In most cases, these presentations will involve collaboration with other students. The course will also feature several presentations by professionals working in international law and organization.

By the end of the semester, you will be able to articulate and defend your own conception of the nature, effectiveness, and future of international governance. You should also have a good understanding of career opportunities and challenges in international law and organizations.

Prerequisites
To enroll in this course, you must be at least a junior, and you must have taken PSC 130 (Introduction to International Relations).
Texts
To do well in this class, you must complete all of the assigned reading before each lecture. On average, there are 50 pages of required reading per class, plus the required current events reading described below and the reading you will need to do to write your research papers. The readings are from the following texts. The first two are available for purchase at the bookstore.

- Selected articles available online, denoted by a plus sign (+).

Keeping Up With Current Events
You are required to keep up with current events related to international issues and governance by reading the *New York Times* ([http://www.nyt.com](http://www.nyt.com)) on a daily basis. For details on the sections and articles I expect you to read, see the Course Materials section of the Blackboard website.

There are many ways to supplement your reading of these newspapers:

- Reading other national newspapers such as the *Washington Post*, *Los Angeles Times* and *Wall Street Journal*, as well as international papers such as the *London Times*, *Guardian*, and *Le Monde*, compilations of international news such as WorldPress.org and UN News Centre.

- Reading news magazines such as *The Economist*, *Time*, *Newsweek*, and *US News & World Report*.

- Listening to National Public Radio programs such as “Morning Edition,” “BBC World Service,” and “All Things Considered” on KUFM 89.1 (for schedule, go to [http://www.mtpr.net/](http://www.mtpr.net/)).


Whenever possible I encourage you to consult these and other additional sources. Note, however, that they will not substitute for daily reading of the *New York Times*, which is the best single source for in-depth international coverage and a wide range of opinion and is therefore the source upon which current events quizzes and class discussions will be based.
Assignments and Grading
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. To encourage you to do so, I will give several quizzes and short assignments. These will constitute 10% of your grade in the course.

The remainder of your grade will be based on papers (60%) and a final exam (30%). Detailed paper and presentation assignments will be distributed in class. The final exam will test your understanding of and ability to analyze material from the readings, newspapers, lectures, and presentations. It will include multiple choice, short answer, and essay questions. Be prepared to recall what you have learned and to write clear, thoughtful, and well-supported answers to challenging questions.

The assignments, deadlines, and grading are as follows:

<table>
<thead>
<tr>
<th>Weight</th>
<th>Due</th>
<th>Length</th>
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<tbody>
<tr>
<td>Three issues &amp; why they matter</td>
<td>1/29</td>
<td>1-2 pg</td>
</tr>
<tr>
<td>Historical development/current status of three issues</td>
<td>2/10</td>
<td>2-3</td>
</tr>
<tr>
<td>Theoretical analysis</td>
<td>3/10</td>
<td>5</td>
</tr>
<tr>
<td>One issue as treated by an intl law or court</td>
<td>3/26</td>
<td>3-4</td>
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<tr>
<td>Same issue as treated by an IGO</td>
<td>4/14</td>
<td>3-4</td>
</tr>
<tr>
<td>Same issue as treated by an NGO</td>
<td>4/23</td>
<td>3-4</td>
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<tr>
<td>Revised and synthesized research paper</td>
<td>5/5</td>
<td>15-20</td>
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<td>Final exam</td>
<td>5/11</td>
<td>3-5</td>
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<tr>
<td>Quizzes, participation, &amp; paper presentation</td>
<td>10</td>
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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
- 90-92 A-
- 87-89 B+
- 83-86 B
- 80-82 B-
- 73-76 C
- 70-72 C-
- 67-69 D+
- 63-66 D
- 60-62 D-
- 0-59 F

For UM’s policy on incompletes, please see the Course Catalog, [http://www.umt.edu/catalog/academic/policy.htm](http://www.umt.edu/catalog/academic/policy.htm)

**Academic Honesty**
Students must practice academic honesty and should be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/sa/VPSA/index.cfm/page/1321](http://www.umt.edu/sa/VPSA/index.cfm/page/1321).

Academic misconduct is subject to an academic penalty by the professor and/or a disciplinary sanction by the university.
**Make-Up Policy**

Make-up quizzes and exams will be scheduled only for students directly involved in extreme, documented emergencies. Late papers will be accepted only in these conditions, as well. If you find yourself in the midst of an emergency, you must notify me as soon as possible (in advance of the exam or due-date if possible) that you will be unable to attend the scheduled exam or submit the work on time. To do so, call me or 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.

Note: Because I accept make-up work only in the event of extreme, 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**

February 13 is the last day to drop this class or change the grading option without my signature on an override form. If you wish to drop or change the grading option after February 13, 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.

**Disabilities**

Students with disabilities should apprise me of their needs by presenting me with a current letter from Disability Services at least two weeks before the paper or exam on which they wish to be accommodated.

**Course Communications**

Throughout the course, I will post announcements and materials on the Blackboard website, which you can access here [http://umonline.umt.edu/blackboard/Default.aspx](http://umonline.umt.edu/blackboard/Default.aspx)

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.

**PSC 400**

Requirements for using this class to complete your PSC 400 writing requirement are as follows:

1. You must have finished your 300-level writing requirement and passed UM’s writing proficiency test before enrolling in PSC 400.
2. You must obtain the paperwork from the PSC department secretary, Karen Boice, and submit it for my signature by February 13.
3. When submitting your revised long paper (due 5/15), you must submit a copy of your previous version, with my grading comments.
4. Your grade for PSC 400 will be the average of the grades you receive on the first and final versions of the 15-20 page research paper.

**Graduate Students**

Requirements for graduate credit in this course are as follows:

1. Your papers must be twice the length and have twice as many total and scholarly sources as required for undergraduate credit. The greater length of the paper will be achieved by either carrying out more detailed analyses or by covering more issues, theories, laws, and/or organizations.
2. You are expected to help undergraduates in your areas of expertise plan their papers and develop and coordinate their presentations.
3. You may be asked to make additional presentations.

**Preparing for Class**

Reading the assigned books and articles is necessary, but insufficient, to prepare for class. You must also analyze and synthesize the material and reflect on the questions it has raised for you. Thus, before each class, record your answers to the following questions. Bring both your notes and the readings to class.

A. **Analysis of Particular Readings**
- What is the central question or problem addressed by the author, and what is his or her answer or argument?
- What is the logic of this answer or argument? Does it make sense? Is it plausible?
  Into what school/s of thought does it fall?
- What evidence does the author use to support his or her argument? Is the evidence primarily quantitative (numerical) or qualitative (discussion of one or several historical cases)? Does the evidence support the argument? Is it convincing?
  Are you aware of other evidence that would support or weaken the argument?
- What is your overall position on this argument, and why?

B. **Synthesis of the Readings**
- What are the overarching themes developed in this set of readings?
- To what extent, and how, do the readings complement or compete with one another?
- Which of these readings do you find most and least interesting and convincing, and why?
- How do these themes and readings speak to those in other sections of the course?
- How do these themes and readings relate to current events?

C. **Reflection on Questions and Insights Raised by the Readings**
- What questions (theoretical, methodological, empirical, etc.) have these readings raised for you?
- What insights (about theory, methodology, history, current events, etc.) have you had in reading, analyzing, and synthesizing these selections? How did you arrive at these insights? What theoretical and/or policy implications do they have? Is this something you might want to pursue in future work? If not, why not? If so, how?

**Class Format and Participation**

In class, you should take notes on the lectures and discussions, noting in particular your questions and insights. At some point in each class, we will have a discussion. Your active, informed, and respectful participation in the discussion will contribute to your participation grade.

After class, take a few minutes to jot down your overall impressions of the session and the questions it has raised for you. Together, your lecture and reading notes will provide you with leads to follow in writing your papers and in preparing for the final exam.

**Paper and 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 (+) are available online.  All other readings are either in the books by Karns and Mingst (K&M) or the book by Bederman.

Links to the online readings (+) are available on the Blackboard webpage.  If you have trouble accessing them, go to the U of M library homepage (http://www.lib.umt.edu/), click on “Journals,” 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.

Once you have accessed an electronic article or reserve, I recommend printing it out immediately or downloading it to a diskette or emailing it to yourself to print later.  By printing it out, you can highlight and make notes on the text.  To avoid computer problems later in the semester, I suggest accessing and printing all online articles during the first several weeks of class.  To minimize the number of pages you have to print, print two pages per page and/or double-sided (duplex).

Part I:  Introduction

Introduction to the Course (1/27)
Discussion of syllabus and course requirements
Brainstorming of issues
Discussion of assignment for next time

After class:
1.  Review the research paper process on p. 1 of the syllabus
2.  Assignment:  Write a 1-2 page essay explaining which three issues you will explore this semester and why they matter to you.  The paper should have an introduction with thesis statement, several paragraphs developing your argument, and a conclusion.  This is due at the beginning of class on 1/29.

3.  Start reading your UM email regularly or go into Cyberbear and have your email forwarded to another address.
4. Access Blackboard and look around. Introduce yourself on the discussion board.


6. Start looking for the IGO, the NGO, and international law or court you will discuss in your papers. Skim the tables of contents of K&M and Bederman for ideas, and peruse the following sites:
   - UM Subject Guide for UN and Other International Resources, [http://www.lib.umt.edu/research/guide/gov_un.htm](http://www.lib.umt.edu/research/guide/gov_un.htm) (focus on the listings for the UN, IGOs, and NGOs).
   - Emory University, IO-NGO Research/Subject Guide, [http://web.library.emory.edu/subjects/sossci/polsci/igongo.html](http://web.library.emory.edu/subjects/sossci/polsci/igongo.html)
   - Pittsburgh School of Law Subject Guide for International and Comparative Law, [http://jurist.law.pitt.edu/sg_il.htm](http://jurist.law.pitt.edu/sg_il.htm)

Part II: The History of Global Governance

A. From Ancient Empires to the League of Nations (1/29; 86 pp.)
   ***ISSUE PAPER DUE at the beginning of class***
   + Woodrow Wilson, "The World Must Be Made Safe for Democracy" (Address to Congress Asking for Declaration of War, April 2, 1917) and Woodrow Wilson, "Fourteen Points" (Address to Congress, January 8, 1918) available at the World War I Document Archive, [http://www.lib.byu.edu/~rdh/wwi/](http://www.lib.byu.edu/~rdh/wwi/) (select year, then scroll down to dates) (9 pp).

B. The United Nations and the Cold War (2/3; 76 pp.)

C. Contemporary Issues in Global Governance (2/5, 56 pp)

Part III: Contending Visions of the International System and Prospects for Global Governance

A. Realist Visions: Anarchy, Unipolarity, Self-Help, and Relative Gains (2/10-2/12; 82 pp.)
**HISTORICAL ANALYSIS PAPER DUE at the beginning of class on 2/10.**

Assignment: Write a 2-3 page essay summarizing the important historical developments and current facts related to your issue, and explain why these were/are so important. The paper should have an introduction with thesis statement, several paragraphs developing your argument, and a conclusion.


B. Liberal Visions I: International Law and Collective Security (2/17; 26 pp)

C. Liberal Visions II: Democratic Peace, Interdependence, Non-State Actors, and Global Governance -- or at least Enlightened Hegemony (2/19; 54 pp)
E. Critical Visions II: Feminist Theory (2/26; 33 pp)

F. Critical Visions III: Constructivism (3/3; 58 pp.)

G. Organization Theory (3/5; 31 pp.)

Part IV: Using Theory to Analyze Practice: Global Governance and International Organizations
A. Review and Synthesis of Theory and History of Global Governance (3/10)

***THEORETICAL ANALYSIS OF ISSUES DUE***

Assignment: Bring your responses to the following questions, plus two copies of your edited papers to class.

1. Review your essay on the three issues that interest you. In one page, explain which theories your essay reflects. Consider both the issues you chose to address and your explanation of why they matter. How would the other theories look at the importance of these issues? At
this point, with which do you agree more? Revise your essay accordingly.

2. Review your essay on the historical development and current status of your issues. In one page, explain which theories your essay reflects. Consider both the historical developments and current facts upon which you focused, and your explanation of why these were/are so important. How would the other theories look at the historical development of your issues? At this point, with which do you agree more? Revise your essay accordingly.

3. Select the one issue (of the three you’ve been working on) that interest you most. In two pages, list hypotheses from each theory about whether, how, why, and how effectively the issue has been addressed in international law, IGOs, and NGOs. Next to each hypothesis, explain why the theory would generate this hypothesis.

4. In one page, explain which IGO, NGO, and international law or court you will be examining in your paper. Explain why you have chosen these entities and what you expect to find about whether, how, why, and how effectively they have addressed your issue.

B. Analyzing IGOs and NGOs (3/12; 61 pp.)

Part V: International Law in Theory and Practice
A. Sources of International Law (3/17; 46 pp.)

B. Subjects of International Law (3/19; 42 pp.)

C. International and Domestic Law; Being an International Lawyer (3/24; 71 pp.)

D. Analyzing International Law (3/26; 54 pp.)
*** LAW PAPER DUE TODAY***
Part VII: Security Issues

A. Causes of and Alternatives to War: Territory, Peaceful Settlement of Disputes, Collective Security, and Peacekeeping (4/7-4/9; 178 pp.)


K&M, pp. 277-354 (77 pp).

Review Charter of the United Nations, Chapters V-VIII.


Presentations (4/9):

Margo Young, League of Nations/Palestinian Mandate
Trevor Hunter, International Court of Justice/permanent settlement of contentious cases
Zach Knoch, World Organization of Scouting/Gifts for Peace

B. The Conduct of War; Arms Control and Disarmament 4/14; 25+ pp)

***IGO PAPER due today***

Bederman, Chapter 20, “Laws of War” (7 pp).


+Browse the website for the Stockholm International Peace Research Institute at http://www.sipri.org/contents/expcon/, paying special attention to the section on non-proliferation and export controls.
Part VIII: Human Rights Issues

A. Human Rights Agreements and Advocates (4/16; 67+ pp)
   Bederman, Chapter 9, “Human Rights” (17 pp).
   Harry Kreisler, “Pierre Sané Interview,” (about Amnesty International),
   Conversations with History (Institute of International Studies, UC Berkeley, October 12, 1998) available at
   http://globetrotter.berkeley.edu/conversations/Sane/sane-con0.html
   Harry Kreisler, “Sadako Ogata Interview,” (UN High Commissioner for Refugees),
   Conversations with History (Institute of International Studies, UC Berkeley, March 17, 1999) available at
   http://globetrotter.berkeley.edu/UN/Ogata2/ogata99-con0.html

Presentations
   Neel Despande, Reporters without Borders/press freedom
   Jennifer Donohue, UNICEF/Working Group on Girls
   Rikki Gregory, UNIFEM/Millennium Goals
   Ashley Zuelke, European Council on Refugees

B. War Crimes (4/21; 38+ pp.)
   Bederman, “Duties of Persons under International Law,” pp. 73-77 (3 pp)
   http://www.icrc.org/web/eng/siteeng0.nsf/iwpList454/593709C3D0B1296DC1256F430044235D (5 pp).
   +International Committee of the Red Cross, “ICRC reactions to the Schlesinger Panel Report,” August 9, 2004,
   http://www.icrc.org/web/eng/siteeng0.nsf/iwpList454/575E02112A2CA3DA C1256F09004B16F7 (4 pp).
   +Henry Kissinger, "The Pitfalls of Universal Jurisdiction," Foreign Affairs (July/August 2001), available at
   http://www.foreignaffairs.org/20010901faresponse5577/kenneth-roth/the-case-for-universal-jurisdiction.html
   http://globetrotter.berkeley.edu/people/Goldstone/gold-con0.html
Presentations:
Alex Prain, ICC/causes of US non-ratification
Emma Young, ICC/effects of US non-ratification
Jamison Hutchins, Human Rights Watch/effects of criticisms of US War on Terror

C. International Human Rights in Domestic Courts (4/23, 53 pp)

**NGO PAPER due today**

Review Bederman, Chapters 14-17.

Guest Speaker
Professor David Aronofsky, UM Law School. Professor Aronofsky is UM’s Legal Counsel and teaches courses on international law at the Law School. For many years, he practiced international law in Washington, D.C. He has particular expertise in Latin America and human rights.

Part IX: Economic Issues

A. International Trade and Finance (4/28; 121 pp.)
Bederman, Chapter 13, “International Economic Law” (7 pp).
+ Browse the website for the Organisation for Economic Co-Operation and Development (OECD), [http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1,00.html](http://www.oecd.org/home/0,2987,en_2649_201185_1_1_1_1,00.html)

Presentation:
Aimona Tashieva, World Trade Organization/post-Soviet countries

Guest Speaker:
Joanna H. Shelton. Ms. Shelton was Deputy Secretary General of the OECD from 1995-1999. From 1992-1994, she was Deputy Assistant Secretary for Trade Policy and Programs at the U.S. Department of State, where she participated in negotiations establishing the WTO and implementing NAFTA.
B. Development Law and Organizations (4/30)
   Review readings from yesterday.
   + UN General Assembly Declaration for the Establishment of a New International
     documents.net/s6r3201.htm
   + Browse the site for the UN Millennium Development Goals,
     http://www.un.org/millenniumgoals/
   Additional readings will be announced in class.

   Presentations:
   Aya Arai, New International Economic Order
   Meghan Chambers, Food and Agricultural Organization
   Kevin Hagan, Gates Foundation/"One" campaign in Africa
   Roxanne Sullivan, New African Partnership for African Development

Part IX: Environmental Issues (5/5; 56 pp.)
***REVISED AND SYNTHESIZED PAPER due today***
Bederman, Chapter 12, “International Environmental Law” (10 pp).
K&M, Chapter 11, “Protecting the Environment” (36 pp).
+Browse the website for the Convention on International Trade in Endangered Species of
   Wild Flora and Fauna (CITES), http://www.cites.org/

   Presentations:
   John Rohrback, Migratory Bird Treaty
   Annie Studer, UNEP Global Environmental Facility

   Guest Speaker
   Bob Anderson, US Department of Justice Environmental and Natural Resources
   Division. Mr. Anderson is a trial attorney who specializes in prosecuting cases
   related to international trade in endangered species. From 1996-1997, he worked
   with the UN in Geneva Enforcement Officer for the Convention on International
   Trade in Endangered Species of Wild Fauna and Flora.

Part XI: Conclusions (5/7; 21+ pp.)

**FINAL EXAMINATION** -- Monday, May 11 from 1:10-3:10 pm in our regular
   classroom

**If you are taking PSC 400, your revised paper is due by noon on May 15.**
Course overview. This course deals intensively with civil rights and civil liberties, the limitations that the American people have placed on their government. In general civil rights, located in the Bill or Rights and Fourteenth Amendment, are traditional expectations about fair governmental procedure. Examples are due process, equal protection, impartial juries, and reasonable searches. Civil liberties are fundamental freedoms found in the First Amendment, such as speech, press, religion, assembly, and personal autonomy. Courts have the special role of protecting these rights and liberties against unjustified regulation by political majorities.

Instructor. James Lopach, LA 350, 243-2946, james.lopach@umontana.edu

Text. Mason and Stephenson, American Constitutional Law, 14th edition (Pearson/Prentice Hall, 2005)

Class format. Students will complete reading assignments (approximately 20 pages) prior to each meeting. In class, the instructor will 1) call upon students to present their understanding of Supreme Court decisions and 2) lead discussion concerning the significance of the cases and related contemporary issues. At appropriate times during the semester, each student will present a summary of research completed on a recent U.S. Supreme Court case selected in consultation with the instructor.

Examinations. There will be two examinations. The midterm, scheduled for March 15, will use short-essay questions. The final, a 30-minute oral examination, will cover course material since the midterm and be scheduled at convenient times during finals week.

Grading. Each of the examinations can earn a maximum of 40 points, and class participation can earn 20 points. Course grades will be determined as follows: A = 94-100; A- = 90-93; 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 = 59 and below. For the credit/no-credit grading option, a grade of D- and above will count as “credit.” A letter grade of C- is needed to apply the course to the Political Science major or minor.

Graduate increment. Graduate students need to consult with the instructor about a variety of research and writing options that will fulfill the University’s graduate-increment requirement.

PSC 400, Advanced Writing in Political Science. This writing assignment, which fulfills the department’s upper-division writing expectation, expands on the student’s research for the required PSC 472 oral report. The research paper will focus, therefore, on a student-selected recent U.S. Supreme Court case on civil rights or civil liberties. The student will meet periodically with the instructor regarding choosing the case, locating source materials, and organizing and writing the paper. The text of the paper will follow the outline set out below and will be double spaced, 15 pages in length, and turned in by April 30. A draft of the first three sections (7 pages), due on March 3, will be graded, revised, and resubmitted. Grading criteria will be accuracy of content, coherence of argument, and correctness of writing (grammar, diction, syntax). The student must work from the full report of the case (found in U.S. Reports, Supreme Court Reporter, Lawyer’s Edition, or at www.findlaw.com), the full report of precedent cases,
and scholarly discussions found in appropriate law-related books, reviews, journals, and
treatises. Documentation is required and may use parenthetical text notes (see instructor)
or footnotes or endnotes following *The Chicago Manual of Style*.

**Required Paper Outline**

1. Give an introduction to the paper, which must include an overview and the
   importance of the principal case, the sources to be used, and a summary of
   preliminary findings and conclusions (1 page).

2. Discuss the most important precedent cases or lines of cases, summarizing the
   facts and holding of each (2 pages).

3. Discuss the principal case in detail, including the following (4 pages):
   a. facts of the case
   b. identity of the litigants and basis of the plaintiff’s standing; how the
      constitutional question was framed and raised
   c. course of lower-court litigation; how the case reached the Supreme Court
   d. principal constitutional arguments of opposing lawyers
   e. question(s) before the Supreme Court
   f. decision of the Supreme Court
   g. summary of reasoning in majority, concurring, and dissenting opinions

4. Present the legal and policy importance of the case (4 pages):
   a. legal problems resolved by the decision
   b. legal problems left unresolved or created by the decision
   c. policy implications of the decision for the nation, i.e., which elements of
      our society were benefited and which were disadvantaged (4 pages)

5. Analyze the political environment of the decision (4 pages):
   a. public attitudes and social forces concerning the issue of the case and an
      assessment of their relationship to the decision
   b. Supreme Court’s activism and restraint: the justices’ eagerness to reach or
      to avoid the merits and policy issues
   c. Justices’ voting behavior; possible influence of their backgrounds,
      ideology, judicial philosophy, voting blocs

6. Conclude the paper with a bibliography arranged into three sections, with each
   section arranged alphabetically: cases, books, and articles