COURSE SYLLABUS

INR 4603
INTERNATIONAL RELATIONS THEORY

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Section:	0W59	**Office Location:**	Phillips Hall 311-D
Term:	Fall 2011	**Office Hours:**	M & W 10am – 1130am 230pm – 4pm
Course Location:	Online		
Course Time:	Online	**Office Telephone:**	407-823-2984
Credits:	3 Credit Hours	**Email:**	kurt.young@ucf.edu

COURSE DESCRIPTION

International Relations Theory is a comprehensive analysis of the theoretical approaches to international relations and the application of these ideas to contemporary global transformations, events and conflicts. As in the past, interpretations of contemporary global affairs frequently depend on sets of systematic theoretical assumptions that attempt to explain their origins, causes, meaning and future prospects. Historically, observers of international relations have sought to provide explanations for important global episodes such as the rise and expansion of capitalism, the motivations for the "triangular trade" in enslaved Africans, the causes of world wars and emergence of the Cold War. Likewise, today, theoreticians compete to accurately explain the nature of the post-Cold War world, the desirable role of the state, prospects for a terror-free world and the optimal path for meaningful development of "Third World" states in Africa, Asia and the Americas. The central aim of International Relations Theory is to explore the prevailing theories associated with such issues and engage in a very critical evaluation of those ideas in their practical application to contemporary events.

GENERAL OBJECTIVES

Relying on lectures by the professor, critical dialog, and student presentations, the course objective is that at the end of the semester students will have been provided with the ability to:

1. Identify the source, nature and purpose of theoretical and conceptual elements in international relations;
2. Grasp the prevailing traditional and contemporary theories of international relations;
3. Locate the important theoretical debates in international relations;
4. Critically assess the application of theories of international relations to historical and contemporary development; and
5. Identify the significant body of literature in international relations theory.

REQUIRED TEXTS

1. Introduction to International Relations: Theories and Approaches, by Robert Jackson and Georg Sørensen, 3rd Ed.
2. International Relations Theory, by Paul Viotti and Mark Kauppi, 5th Ed.
3. International Relations Theory and the Third World, by Stephanie G. Neuman, 1998.

ASSIGNMENT GRADE DISTRIBUTION

Course Discussions/Postings:	20 percent.
Research Proposal:	10 percent.
Photo Essay:	20 percent.
Mid-Term Examination:	20 percent.
Final Examination:	30 percent.
Total:	100 percent.

CLASS ASSIGNMENTS

Participation & Discussion Guidelines:

Students are expected to consistently participate in online discussions. In order to do so, it is critical that all readings be completed as scheduled. Students will be assigned to research groups/themes listed below. Please be prepared to engage group members while respecting the views and opinions of other students as outlined in the course protocols listed below.

In each curriculum Lesson, after completing the assigned reading, look for the discussion questions. Then, go to the Webcourses Discussions link, select the topic that corresponds to your assigned group, and answer the question(s) for each lesson in the thread that has been set up for that lesson. Students must adhere to the following discussion post protocols:

1. The deadline for discussion responses, as well as all other assignments and exams, will always be 10:00 pm (see course schedule in syllabus).
2. Once discussion groups have been unlocked and you have read the posting protocols, you will be able to begin posting answers and comments to the lesson questions.
3. You must post in a "timely" manner. Timely posting is defined simply as the posting of at least the initial answer(s) to question(s) on the **Wednesday** (by 10pm) before the Thursdays that lesson postings are due. **Remember, full discussion postings must be completed by 10pm Thursday**.
4. Make certain that you are posting answers and comments for questions in the appropriate thread (LESSON ONE, LESSON TWO, etc.). **Repeat**, do not start your own thread outside of the "LESSON" threads.
5. Once you have begun to post IN the lesson thread, you can create other subthreads IN the lesson thread if you like. **Note: Your posts will be deleted and will not be count if you do not follow these guidelines!**
6. There should be no new threads beyond the lesson threads I have created. This is to keep the posting clean and easy to navigate. You should only post items that relate to a question, debate, answer, etc. in the lessons. Others will be deleted. Post non-lesson related items elsewhere (main, help, notes, announcements, etc.).
7. Your responses should be at least 2-3 **complete** sentences long. The more specific you are the better.
8. *****Each student must post at least 1 initial answer and at least 1 reply to another student's answer for each question asked at the completion of the lesson (at least 2 substantive posts).*****
9. There must be reference to specific concepts, passages, quotes, imagery, characterization, etc., in the readings. You should verify this by citing that item (i.e. Rodney, p. 145). **This is very important!!!**
10. Get your postings in with enough time for others to respond. If you post late you will not be able to reply to other comments regarding your answers and arguments. Remember, post by Wednesday if at all possible.
11. Students are expected to post in their group. However, students can post in other groups after consulting with the professor.
12. Do not post answers without first doing the readings! First of all, it is intellectually dishonest to answer questions for readings you have not done. Second, it is not fair to those who have done the readings.

13. Finally, while you must be certain to follow the course protocols regarding civility, students are encouraged to challenge and critique each other's ideas.

PowerPoint Photo Essays:

Each student will submit individual Photo Essays in PowerPoint format that presents a case study that is directly connected to his or her assigned theme. This case study must explore and illustrate an international issue, debate, conflict or crisis using one of the theoretical frameworks of the course (listed below). Thus, along with writing an essay, students are required to illustrate the research project by incorporating images available online (or self-scanned images from magazines, newspapers, etc.). The specific topic in the assigned theme will be left to each student but must be cleared by the Professor (see proposal below). The theories and themes for the photo essays are as follows:

A. Realism
B. Liberalism
C. Constructivism
D. Feminism
E. Dependency
F. Postcolonialism

1. African Crises in World Affairs
    - Democratic Transition in Egypt
    - The United Nations & Conflict Resolution in the Sudan
    - NATO and the Libyan Uprising
    - The International Criminal Court (ICC) & President Omar al-Bashir
    - NATO and the Dispute in Cote d'Ivoire
    - Understanding Piracy in Somalia
    - The Genocide Question in Darfur
2. U.S. – China Post-Cold War Relations: Détente or Superpower Tensions?
    - Implications of a Chinese Superpower
    - China & the Human Rights Dilemma
    - China & the Global Economy
    - China & the Socialism – Capitalism Debate
    - China & the Korean Crisis
    - Chinese Interests in the Developing World – Sudan
    - Chinese Interests in the Developing World – Venezuela
3. The Impact of Globalization: Case Studies in the Global South
    - Structural Adjustment Programs in South Africa
    - Structural Adjustment Programs in Ghana
    - Washington Consensus & Venezuela
    - NAFTA, Mexico & the Zapatista Movement
    - Neo-liberalism & the Haitian Economy
    - The Free Trade Debate & Jamaica
    - The Free Trade Area of the Americas Debate
4. U.S. – Iran Relations: Diplomacy or Confrontation?
    - The 'Axis of Evil' as Foreign Policy Towards Iran
    - The Obama Administration & a New Iranian Foreign Policy
    - Iran & U.S. Interests in the "Middle East": Iran & the Palestinian Question
    - Iran & U.S. Interests in the "Middle East": Iran – Iraq Relations
    - Implications of a Nuclear Iran
    - Mossadeq, the Shah & Iranian Foreign Policy
    - Iran & the Military Option

5. U.S. – Pakistan Policy: Implications for U.S. Interests
   - Pakistan, Afghanistan & U.S. Regional Interests
   - India, Pakistan & U.S. Regional Interests
   - The U.S., Pakistan & the Taliban
   - The "War on Terror" and President Pervez Musharraf
   - The "War on Terror" and President Asif Ali Zardari
   - The Assassination of Benazir Bhutto: Implications for U.S. Interests
   - U.S. – Pakistan Relations: Contrasting Bush & Obama

6. Resolving the Israel – Palestinian Conflict: Prospects for Peace
   - The Palestinian State Debate
   - The Israeli Settlement Debate
   - Prospects for a Two-State Solution
   - Continuity & Change: Contrasting Bush & Obama
   - Israel, Iran & U.S. Influence
   - The Hezbollah Factor in Israel
   - Israel – Palestine & the War in Iraq

Again, note that, although the term "group" is used here, your Photo Essays will be <u>individual</u> projects.

Regarding the actual structure of the Photo Essay, a good way to look at it is that you will submit a thoughtful and well-written essay that is illustrated with images that depict whatever perspective or hypothesis you are exploring. There should be some clear focus that you are trying to convey that determines the pictures you select and the paragraphs you write per each slide. The Photo Essay must include at least the following:

14. First slide = title slide with a cover photo and student information.
15. Second slide = introductory PARAGRAPH detailing focus of the photo essay. No photo needed. Slide text fonts should be either size 14 or 16.
16. Content slides = the main body of the essay including content paragraphs coupled with images that illustrate the point being expressed in the text. Minimum of 10 and a maximum of 25 content slides. Slide text fonts should be between size 14 and 18. Multiple pictures are allowed on one content slide but should not exceed 4 per slide. The source of the images should be pasted in the caption (no need to cite the sources).
17. Final four slides = a four (4) item annotated bibliography using ONLY scholarly and non-website sources including books and journal articles (1 source per slide). These sources must be cited in the content slides/body of the essay using any version of the Chicago style.
    a. No Internet encyclopedias (i.e. Wikipedia) will be accepted as scholarly sources.
    b. Use of course textbooks as sources is not allowed.
    c. Newspapers, magazines, news websites and blogs are not considered scholarly. Exceptions must be approved after consultation with the professor.
    d. Be sure to cite all your sources in the body of the photo essay.
    e. Sources must include at least 1 book and at least 1 journal article.
    f. Full text scholarly journal articles posted at online library databases are acceptable for your bibliography. Be sure to cite the source (journal or periodical) first, followed by the URL.
    g. Annotations should be at least 5 sentences long per each source. Text fonts for bibliography slides must be size 12.
18. Essay line space must be 1.5.

Research Proposal:

Prior to submitting the photo essay, students must submit a research project proposal in the appropriate assignment. The purpose of this is to outline in clear terms the specific focus of your photo essay. The research proposals

explain the specific topic that you will base your photo essay on. NOTE: The essay should NOT be the same as the theme but on a narrow topic in that theme. Proposals must be submitted using the following format:

I. Statement of the Problem Introduce the research by explaining the theory and issue/problem you are researching and why it is important. One 4-sentence paragraph.
II. Research Question In one sentence, translate the issue you outline above into the form of a question. The photo essay will then provide what may be answers to that question. One question.
III. Hypothesis Based on the preliminary research on your topic and using the theoretical framework, what do you think are the answers to your research question? In other words, what do you think the research will demonstrate? Be sure to explain how the theory helped you arrive at the hypothesis. Two sentences.
IV, Tentative Bibliography What are the significant scholarly sources that you have found that may contribute to the research? List 4 items. Properly cite only scholarly sources. No need to annotate here. Again, internet encyclopedias (i.e. Wikipedia), blogs, newspapers, magazines, online media sites and other non-scholarly sources are not acceptable.

Photo essays proposals must adhere to the following guidelines:

19. Proposal must be organized according to the categories provided in the chart above.
20. Proposal must be submitted in the assignment entitled "Research Proposals."
21. All proposal resubmittals must be returned within one week after initial grades.
22. No final project will be accepted without an approved proposal.
23. Proposal changes require approval from the professor and submittal of a new chart.
24. Final assignments that differ from the approved proposal are unacceptable and will not be graded.

There are no exceptions to these procedures and failure to follow them will result in an "F" for the assignment.

Useful Research Sites:
The following format should be used for annotations:

- http://www.wisc.edu/writing/Handbook/AnnBib_content.html

The following sites are useful examples of photo essays:

- http://www.cbc.ca/arts/photoessay/rexdale/index.html
- http://www.pbs.org/now/photo_essay20/1.html
- http://www.pbs.org/now/photo_essay20/1.html

The following sites are useful examples of citations:

- http://www.lib.usm.edu/research/guides/turabian.html
- http://www.wisc.edu/writing/Handbook/DocChicago.html
- http://honolulu.hawaii.edu/legacylib/mlahcc.html

Exams:

All exams will be completed in Webcourses. Exams will open on the assigned day in the "Assessments" link. Students are allowed two hours to complete the exam. Please note that answers will not be provided online and students must visit the professor to discuss scores. The Final will be cumulative. Please see Webcourses protocol below for technical difficulties during exams.

COURSE POLICIES & PROTOCOLS

Regarding technical difficulties, missed/late assignments & make-up examinations:

25. ***Students citing technical difficulties with Webcourses as responsible for a missed or incomplete assignment, exam or posting deadline must record and provide the following information immediately:***
    a. The name of the technical support staff person you consulted for help;
    b. The day and time you called for help;
    c. The instruction(s) they provided you; and
    d. The outcome after your attempts to correct the problem(s).
26. Students who miss an assignment as a result of an excused reason must submit the assignment upon return to coursework.
27. Excuses for medical reasons must be accompanied by a doctor's (or health professional's) signed statement on their business letterhead.
28. Students who miss an exam as a result of an excused absence must consult the professor upon return to coursework in order to schedule a make-up exam (within one week).
29. Students who miss an assignment for any unexcused reason will have three (3) days after the due date to submit it. Please note that the assignment grade will be dropped one letter for each day. No assignments will be accepted after the third day.
30. Students who miss the mid-term or the final examination for any unexcused reason will not be allowed a make-up.

Regarding student conduct:

31. Students caught cheating or found guilty of plagiarism will be automatically issued a grade of "F" for the course and pursued under any applicable university-level sanctions. Please note the following definitions of plagiarism:
    - Using another student's work, meaning anything from borrowing one phrase to copying an entire paper.
    - Submitting a paper or report (or any portion of such a paper) purchased from a commercial source.
    - Borrowing the exact words of another writer without acknowledging the debt by quotation mark and either a citation or an overt, explicit reference to the source in the body of your essay.
    - Borrowing the ideas of another writer by paraphrasing or rewording without acknowledging the source.

Please consult the University of Central Florida's "Golden Rule" policy. http://www.goldenrule.sdes.ucf.edu/

Additional Policies & Protocols:

33. Please remember to send all course related emails to Webcourses Course Mail and not GroupWise. Your GroupWise emails regarding course concerns and questions will not be answered.
34. Patience is necessity in online courses. Please expect replies to your emails within 48 hours. Do not expect replies to emails over the weekend and holidays.
35. Students with disabilities and requiring alternative arrangements must register with Student Disability Services, Student Resource Center Room 132, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116. Students should then inform the instructor and provide any relevant documents.
36. Copyright notice: I have taken steps to ensure that all course material, including this syllabus and the lectures associated with this class, are protected by copyright law as my own original expression. Students are authorized to take notes in class and thus create their own "derivative work" from my lecture, but this authorization extends

only to your personal use. Reproduction, distribution, or publication (on-line or otherwise) of transcribed or taped versions of my lecture or course material is not permitted without my express written consent.

37. The professor reserves the right to alter the syllabus as needed. Students will be notified accordingly.

All students opting to remain in this class demonstrate an agreement with the policies outlined above.

COURSE OUTLINE

WEEK	TOPIC	REQUIRED READINGS & ASSIGNMENTS	DEADLINES
8-22	**Introduction** Research Assignments Introducing International Relations Theory	Jackson & Sørensen, Chapter 2 Viotti & Kauppi, Chapter 1 Neuman, Ch 1	Initial post by: 8-25 Final post by: 8-26
8-29	**Realism**	Jackson & Sørensen, Chapter 3 Viotti & Kauppi, Chapter 2 Neuman, Ch 2	Initial post by: 9-7 Final post by: 9-8
9-12	**Liberalism** Research Proposals Due 9-24	Jackson & Sørensen, Chapter 4 Viotti & Kauppi, Chapter 3	Initial post by: 9-21 Final post by: 9-22
9-26	**Dependency**	Jackson & Sørensen, Chapter 7 Viotti & Kauppi, Chapter 4	Initial post by: 10-5 Final post by: 10-6
10-10	**Postcolonialism** Mid Term Examination: 10-22	Jackson & Sørensen, Chapter 8 Viotti & Kauppi, Chapter 3 Neuman, Ch 3	Initial post by: 10-19 Final post by: 10-20
10-24	**Constructivism**	Jackson & Sørensen, Chapter 6 Viotti & Kauppi, Chapter 6 Neuman, Ch 6	Initial post by: 11-2 Final post by: 11-3
11-7	**Feminism**	Jackson & Sørensen, Chapter 8 Viotti & Kauppi, Chapter 8	Initial post by: 11-16 Final post by: 11-17
11-21	Concluding Discussions PowerPoint Photo Essays Due 12-2	TBA	
	Final Examination:	TBA	