

International Relations Analysis and Application

IR 309-03

MW 8:10-9:50 am

BUS 107

Spring 2009

Pre-requisites: [IR 104](#) and [IR 308](#)

(You will be dropped if you have not taken these courses)

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Course Description:

This course is designed for IR majors and minors to provide students with the analytical tools that the discipline of international relations offers. The course examines the relation between IR theory and IR practice, exploring the connection between academic knowledge and real world events. Attention is also given both to the historical and contemporary contexts within which certain case studies will be investigated. The course's central purpose is to provide students with essential conceptual and theoretical tools for understanding the underlying structure and the practice of international relations. By applying theoretical perspectives to real-world cases and events, students will examine the relationship between theory and data.

IR 309 is a core course for the International Relations major. It helps you apply theories taught in IR 308. For that reason, students must have completed IR 308 **BEFORE** taking this course. The course prepares students for IR 550, the culminating requirement for the IR major. Students who have not passed JEPET yet should take it during this semester

Course Readings (available in the SFSU bookstore and at amazon.com (prices listed below)):

Required

- 1) Keith L. Shimko (2005) *International Relations: Perspectives and Controversies*. Houghton Mifflin.
- 2) Laura Roselle and Sharon Spray (2008) *Research and Writing in International Relations*. Pearson/Longman.
- 3) James P. Davis (2007) *The Rowman & Littlefield Guide to Writing with Sources*. 3rd Edition. Rowman and Littlefield.
- 4) Diana Hacker (2008) *A Pocket Style Manual*. 5th Edition. Bedford/St. Martin's.

Strongly Recommended Text:

Robert Jackson and Georg Sorensen, *Introduction to International Relations: Theories and approaches*, 3rd Edition, NY: Oxford University Press, 2007

Booth, Wayne C., et al. *The Craft of Research*. 2nd or 3rd edition. Chicago: University of Chicago Press, 2003.

Course Assignments:

You will be evaluated on the basis of class participation, two in-class writing workshops, a debate presentation, a chronology of actions, and a research paper (20 pages). Here is the breakdown:

Class participation	10%
Peer Review	10%
Debate and Rebuttal	25%
Chronology of Actions	25%
Term paper	30%

Course Requirements:

Classroom Participation (10%): Class participation consists of on-time attendance, occasional in-class quizzes and writing assignments, group participation, and active classroom participation.

On-Time Attendance: Attendance is required for this course. Everyone begins class with **103%** participation and 5 points are lost each time you are LATE or ABSENT without prior notification. If you have 4 or more unexcused absences, you will not receive ANY credit for participation. During student debate presentations, absences count double, meaning that any unexcused absence on the day of a debate will drop your participation grade 10 points. Please email me in advance if you are sick (unless this is impossible) or have a valid excuse for missing class, and bring documentation to the next class. To reward those with perfect attendance, if you have perfect on-time attendance, you gain an **extra 3%** towards your **final grade**.

Active In-Class Participation:

In general, students should always come to class, take good notes, ask questions, and participate in discussions. To participate adequately, you need to have read the assigned materials listed. Each day, we will have lectures, interactions, group discussions and presentations. You will be graded on the quality and quantity of your contributions to the classroom environment. The following participation grades are defined below:

“A” - a student will attend **every** class and make **frequent contributions** that reflect an **excellent** understanding of the assigned materials, lectures, and ongoing discussion;

“B” - a student will attend class almost always (at the most 1 absence) and make **frequent contributions** that demonstrate a **good understanding** of the assigned materials, lectures, and ongoing discussion;

“C” - a student will have **excellent attendance** (no more than 2 absences, but **infrequently** or never contribute OR will **have acceptable absences** (no more than 1 absence) but make **good contributions**;

“D” - a student will have **poor attendance** (no more than 3 absences) and make **infrequent** and **ill-informed** contributions;

“F” - a student will have **poor attendance** (more than 4 absences) and will **never contribute** or will not contribute usefully to the discussion.

If you feel uncomfortable participating, speak to me **immediately**; we can find other ways for you to be involved, for instance, via e-mail, or in office-hour discussions. (I am also open to other ideas.) If you do not approach me early in the semester regarding your discomfort and you do not participate in class or in any other form, I will apply the above standards. If you neither participate nor attend class faithfully, you should not be surprised to receive 0 points for a participation grade (10% of your final grade).

Peer Writing Workshops: You will have several opportunities throughout the semester to work in teams on writing and revising skills. You will be responsible for reading peer papers and providing comments on written

work. This will help you and your peers improve your paper. We will be conducting 2 formal writing workshops in this class. Failure to turn in your paper draft on the day it is due for the writing workshop will lower your final paper grade by 5%. Failure to provide written comments and peer review for your peer review paper on the day of the writing workshop will lower your final grade by 5% as part of the peer review portion of your grade.

Computers and Cell Phones: Computers may be used for note-taking **with special permission**. If you have not requested special permission from me in writing via email, **you may not use your computer during class time**. I circulate throughout the classroom and if I see a computer screen with anything on it other than notes (i.e. Word), your permission to use the computer will be revoked. Please refrain from ‘texting’ while in class. I will consider any ‘texting’ ‘unprofessional’ and disrespectful to our learning environment. We are inundated with media and the classroom is in many ways a ‘throwback’ to an earlier era where learning and engagement with ideas are exchanged in person and stimulated by the responses and comments from others. This time is crucial for intellectual development and is a ‘safe space’ apart from outside interference (i.e. myspace, IM, texts from friends, etc.). Please respect the classroom space and plan on contacting the outside world after the class period is over.

Research Project: Debate, Chronology of Actions and Paper

Students will be assigned one side of a debate topic during the second week of class. This topic will serve as your starting point for your research topic. For the debate, it will be your position which you must defend with evidence, for your chronology, it will serve as your topic and starting point that you will then deepen as you find out information about your topic and refine it through your chronologies. For your research paper, you will narrow this topic and form a theoretically informed research question to write a 20 page research paper. You do not have to defend the assigned conclusion in your research paper.

Debate and Rebuttal (25%):

You will be assigned a debate topic early in the semester. You will be presenting a particular conclusion and defending it with evidence during a debate with another student. The debate presentation will be 10-12 min powerpoint presentation where you will present your inference tables as well as background information on your topic and evidence from your action chronologies. All citations in the presentation should be footnotes readable at the bottom of the slide. Power Point does not have a good footnote facility. Just write in the footnotes at the bottom of the slide. The slides should give an outline of the presentation and appropriate data graphics. **You will have 6-8 min during the next class period to rebut your opponent’s argument with evidence** in the form of powerpoint slides. One may refute inferences conveyed by the opponent whether they were put in inference tables or not. Please do not present alternative theories in the rebuttal, only data.

The presentation must contain at least four explicit inferences supported by theory quotes, each set out in a table as below. These inferences are the components of your main argument to support your assigned conclusion. For example, if your conclusion is Latin America will pursue capitalist policies, then one of your major premises might be as listed below:

Conclusion	Major premise	Theory quote meaning the same as the major premise	Minor premise
Latin America will pursue capitalist policies	If a political system seeks economic success, it will pursue capitalist policies	“Today there is only free-market vanilla and North Korea. . . . If you want higher standards of living in a world without walls, the free market is the only ideological alternative left.” (Friedman 1999:102)	Latin American political systems seek economic success (Demmers et. al. 2001)

The sources for the theory quote and the minor premise must be separate for each table.

If your opponent does not deliver a presentation, and thus you are not able to deliver a rebuttal, add 1250 words to your paper.

Chronology of Actions Assignment (25%):

The purpose of this assignment is to teach students to record international actions in a regular way from news stories and other information sources. You will be using this approach to analyze your debate topic more narrowly and to construct data for your paper and your debate. International actions are efforts to get someone to do something. They are also responses to previous efforts by others to get the actor to do something. International actions are perceived by other actors, and they draw certain inferences from the actions. Actions are also understood by the actors as similar to preceding actions. Actors consider earlier actions as precedents for their new actions. They also consider past events when deciding on action. The goal in this class is to record actions in the simplest format that allows for rich descriptions of the social processes those actions entail.

This assignment is designed to teach students how to build and analyze databases of international actions arranged in chronological order. This is one way to collect data in international relations. Action chronologies constructed this way can have practical value in business, government, and non-profits. These chronologies can also have value in academic research and can give insight into case studies and theoretical questions.

Information for these chronologies should be derived from a variety of sources. Lexis-Nexis is the most useful and convenient way to search for these sources. Other databases should also be used. Sources should be diverse in their political orientation, national origin, and if possible, language.

During class periods we will examine the incomplete chronologies of students. During certain class periods, you will be asked to bring your chronologies to class and/or to submit them for review. **Your final chronology grade will be reduced by 5% for each time you fail to submit your chronology by the deadline.**

The written assignment will be for students to create a chronology of 50 or more actions, and to analyze this chronology as part of the final research paper. Each action should be defined by the features in the table below.

Paraphrase of news report	Date, actor, and action ¹	Demand (implicit or explicit)	Precipitating Past Action/Event	Your Notes/quotes

The feature columns are of three kinds. The first column is the paraphrase of the news report. This is a basic summary of the main point of the article. The 2nd column asks that you choose to focus on one actor in the article and isolate the action described in the article by the actor you have chosen. This column should give the date of the action, and state the actor and the action. The 3rd column records the explicit or implicit demand that the action makes of others. What is the purpose of the action? What is it trying to get others to do? The 4th column deduces what the impetus was for this action. What was the past event or past action that propelled the actor to act? The final column should consist of notes/quotes and other info that will be useful for you in writing your final research paper.

The dates mark the beginning and end of the action. Those timings can be somewhat arbitrary. The idea is to treat an action as an experiment by the actor. The experiment ends when consequences of the experiment become known to the actor and s/he revises the knowledge base that led to the experiment. Try hard to restrict the duration of an action to less than one week.

¹ Newspaper source in APA style. (see our book, Hacker, p. 175)

The basic features are five. An **actor** is the smallest group of persons or organization which has authority over an **action** and over materials used in it. For example, when Russian pilots bomb Grozny, the actor is the Russian government, not the pilots, the air force, or the Slavic world. When the US Senate rejects the CTBT, the actor is Senate Republicans.

An example is:

Date, <i>paper</i> , and Paraphrase of news report	Date (of action), <i>actor</i> , and action	Demand (implicit or explicit)	Precipitating Past Action/Event	Your Notes/quotes
9/13/01, <i>The Hindu</i> , Al-Qaeda denies involvement with 9/11 attacks	9/12/01: <i>Osama bin Laden</i> phones the newspaper Ausaf, denies hand in 9/11 attacks, praises attackers ²	<i>Muslims</i> recognize attacks as truly Islamic.	Osama praise for USS Cole, East Africa, and Khobar Towers attacks	“quote of what he said” or other important points

The action description should be as physical as possible, without using emotional, moral, or dramatic terms. Avoid formulations like “terrorism” or “Jihad” in the box for date, actor, and action. The point is not to avoid moral judgment but to start with a consensual and factual basis for moral judgments. The goals for this box are accuracy of the event from the description, and credibility to politically diverse readers.

A social action is an attempt to get someone to do something. So we record who is being induced to do what – the **target and the demand**. It is important to recognize in the example above that Osama bin Laden is making a demand upon the world’s Muslims, and not directly upon the US.

A **precipitating past event/action** is a previous action that the actor considers caused the current action. For Osama, his reputation and following grew after each of the string of attacks he praised. So he would have recognized the praising, and possibly the organizing, of attacks as beneficial to his cause. There may also be a negative precedent, a previous action the actor views as an example to be avoided.

We will be working with these chronologies in class regularly and you will have multiple deadlines to help you reach the 50 action goal.

Chronology Drafts Due: 2/23 and 3/18 (failure to turn in drafts on deadline reduces your grade by 5%)

Chronology Due Date: May 6th

Research Paper (30%):

Students are required to write a 5000-word (about 20 pages, double-spaced, 12 point) paper on their debate topic. You will not be defending your assigned position, but instead will be posing a research question and theoretically informed puzzle on one aspect of your debate topic.

The paper should have a clear and decisive central idea, and the whole paper must be devoted to supporting that idea. It should cite in APA style (see our book) at least 20 different sources, including 5 scholarly books (*not* edited volumes with contributions from several authors) and 5 scholarly articles or chapters in edited volumes. Avoid having more than three consecutive citations from the same source. If your length requirement is longer, your source requirements grow proportionately. The paper should bring to bear evidence not widely known **and**

² The Hindu, 13 September 2001.

relevant scholarly theory. Students should find a theory, or a coherent combination of theories, that when combined with other information lend support to the argument.

The paper should have the following organization:

- 1) Cover page
- 2) Introductory paragraph stating your research question and briefly explaining the paper topic/question, the main argument, how your question/topic is grounded in a specific theoretical approach and your specific data (cases/events).
- 3) A literature review of your theoretical perspective. This can be the same theory you used in your four inference tables for your debate. In this section, you discuss the theoretical debate on your topic and choose one perspective to support your argument.
- 4) Empirical case study or case studies based on the chronology. Case studies provide evidence that supports the arguments you make. You will be using your primary sources from your chronology and analyzing the case through your theoretical lens.
- 5) Conclusion that wraps up the paper and addresses the findings of your research, how those findings relate to the main question posed as well as any unanswered or new questions that are uncovered.
- 6) Works cited or bibliography in APA style

Workshop Deadlines (Missed deadlines/non-participation in each workshop reduces final paper grade by 10 points):

- | | | |
|--|-----------------------|-----------|
| 1. Research Question/Theoretical Puzzle/Literature Review | (6-8 pages) | Due: 3/9 |
| | Peer Review Workshop: | Due: 3/11 |
| 2. Introduction/literature review/evidence (cases/data)/analysis | (10-12 pages) | Due: 4/15 |
| | Peer Review Workshop: | Due: 4/20 |
| 3. Final Paper (20 pages) | | Due: 5/18 |

Course Policies

Late Work

Late work is highly discouraged. To encourage students to turn in work on time and to fairly reward students who do, the penalty for late work is severe. All late work will be penalized one full grade (e.g., B to C) for every day 24 hours it is late starting with the time it is due. Exams will be held in-class and no make-up exams will be offered unless there is a legitimate excuse (see Deadline policy below).

In-Class Presentations

In-class presentations must be conducted on the assigned day. In the case of a verified illness or family emergency, the instructor must be contacted 24 hours in advance and written verification must be presented. No make-up debates will be allowed without prior permission.

Deadlines

Students are expected to meet deadlines at the times scheduled in the syllabus. However, in certain cases extensions are permitted in the case of verified illness, family emergency, or a legitimate conflict with recognized SFSU activities. It is the responsibility of the student to notify faculty members of such circumstances as far in advance as possible. All deadline extensions are offered only at the discretion of the instructor.

Incompletes

Incomplete coursework is a major inconvenience for students and instructors. I expect you to do everything in your power to avoid this situation. Legitimate excuses include verified illnesses and family emergencies. No incompletes will be given unless you have a prior written agreement with the instructor.

Grade Disputes

I will try my best to give adequate explanation for the grades I assign. However, if you wish to dispute the grade assigned to a paper or a question on an exam, you must do so **IN WRITING** within 24 hours after the exam or paper has been returned. You must include a specific rationale for your dispute with the given grade and be clear about my explanation for the grades given.

Return of Coursework

I will make my best effort to return materials to you in a prompt fashion. Final papers will be kept through the fourth week of the next semester. If you would like to pick up your work or review your final paper, stop by during posted spring office hours, or contact me to make other arrangements.

Students with Disabilities

This syllabus is available in alternative formats upon request. It is our policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact me as soon as possible to discuss their individual needs for accommodations. Additionally, students should contact the SFSU Disability Programs and Resource Center in Student Services Building 110 for more information on accommodation and assistance.

Academic Integrity

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in SFSU courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own, can result in disciplinary action. Scholastic dishonesty is defined as follows:

Scholastic Dishonesty: Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a college academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Grades

Grades will be assigned based on a 100 point scale. On each assignment you will receive points based on instructor evaluation. The final grades for the course will adhere to the following 100 point scale:

A	100-94
A-	93-90
B+	89-87
B	86-84
B-	83-80
C+	79-77
C	76-74
C-	73-70
D+	69-67
D	66-60

Occasionally there will be spontaneous opportunities for extra credit based on instructor discretion.

Course Calendar

Readings listed on the stated date should be COMPLETED by that date.

*indicates material available on course website.

Week 1

Jan. 26 **Course introduction and overview**

Jan. 28 **Global Issues and Research in IR**

Read: Shimko, Intro, pp. 1-7
Roselle and Spray, Part 1 and Ch. 1, pp. 1-16

Week 2

Feb. 2 **Review of Theory**

Read: Shimko, Ch. 2, pp. 47-71

Feb. 4 **Theoretical Debates applied to World Issues: Unipolar moment?**

Read: * Charles Krauthammer (1990/1991) The Unipolar Moment, Foreign Affairs
*Michael Mastanduno (1997) Preserving the Unipolar Moment: Realist Theories and U.S. Grand Strategy after the Cold War, International Security
* Mark S. Sheetz and Michael Mastanduno (1997/1998) Debating the Unipolar Moment, International Security
* Christopher Layne (1993) The Unipolar Illusion: Why New Great Powers Will Rise, International Security

Debate Topics Chosen/Assigned Today!

Week 3

Feb. 9 **Theoretical Debates, Cont.
Power Politics and Democratic Peace?**

Read: Roselle and Spray, Part II pp. 73-119 (Emphasize your issue area)
Shimko, Ch. 3 Power Politics, pp. 75-101 and Ch. 4 War and Democracy pp. 102-129

Feb. 11 **Library Workshop: Researching IR Topics
You may bring your own laptop computer to this session.
Meet at 210 Burke Hall on time at 8:10am**

Read: Visit <http://www.library.sfsu.edu/research/guides/guides.html>
Read <http://www.library.sfsu.edu/research/guides/ir-scholarly-journals.html>
Read <http://www.library.sfsu.edu/research/guides/foreign-country-info.html>
Read: *Plagiarism Avoided: Taking Responsibility For Your Work, a helpful publication from Univ. of British Columbia. Find it at:
http://www.arts.ubc.ca/Plagiarism_Avoided.373.0.html.

Week 4

No class this week – I will be presenting at the International Studies Association Annual Conference in New York.

www.isanet.org

Week 5

Feb. 23

Arguments and Evidence: Narrowing Topics and Finding Data

Read: Roselle and Spray, Ch. 3 Project Definition, pp. 35-51

*Selections from Booth, *Craft of Research* (Recommended Text)

*Ch. 7 “Making Good Arguments”, Ch. 8 “Claims”, Ch. 9 “Reasons and Evidence”, Ch. 10 “Acknowledgements and Responses”

Due: Chronologies--10 total actions with all columns filled in

Feb. 25

From Data to Research Question: Nuclear Proliferation?

Read: Roselle and Spray, Ch. 2

Hacker, “Research”, pp. 92-102

Shimko, Ch. 11 Nuclear Proliferation, pp. 291-317

*Tannenwald, *Nuclear Weapons Taboo*

Week 6

Mar. 3

Research Paper and Design

Read: Roselle and Spray, Ch. 4

Mar. 4

Literature Review: Questions/Samples

Read: Roselle and Spray, *Writing Resources*, pp. 121-147

Davis, *Writing with Sources*, whole book

Hacker, “APA Papers” pp. 156-195

Week 7

Mar. 9

Literature Review as a Debate: Globalization

Read: Shimko, Ch. 8 Globalization and Sovereignty

Due: Draft I: Research Question/Theoretical Literature Review (6-8 pages)

Mar. 11

Writing Workshop I and Peer Review

Due: In-class peer review of 1st draft

Week 8

Mar. 16

Great Debates Cont,

Read: Shimko, Ch. 6 Free Trade, pp. 157-184 and Ch. 7 The IMF... pp. 185-211

Mar. 18 Actions and Events – Progress on Chronologies...

Due: Chronologies—Should have 25 actions completed

Week 9
Spring Break!!

Week 10
International Conflict and Balance of Power Debates
Mar. 30 **Class Debates Begin**

Read: TBA

Apr. 1 Class Debates cont.

Read: TBA

Week 11 **International Conflict, Cont.**
Apr. 6 Class Debates cont.

Apr. 8 Debates...

Week 12 **Foreign Policy Debates**
Apr. 13 Class Debates

Apr. 15 Class Debates

Due: Draft II: Introduction/literature review/evidence (cases/data)/analysis (10-12 pages)

Week 13 **Foreign Policy, Cont.**
Apr. 20 Workshop II: Peer Review of Draft II

Apr. 22 Debates

Week 14 **International Cooperation, Institutions, Law Debates**
Apr. 27 Class Debates

Apr. 29 Class Debates

Week 15 **International Cooperation, Cont.**
May 4 Class Debates

May 6 Class Debates

Due: Chronologies! 50 Entries Due Today!

Week 16 **International Political Econ, Globalization, Development Debates.**
May 11 Class Debates

May 13 Class Debates

Last Class
Class Potluck

May 18

Final Papers Due