

POL 453: Senior Seminar in International Relations
Fall 2017 – 167 Cornell Hall
Tues./Thurs. 9:30 to 10:45 am – **REVISED due to Hurricane IRMA**

Professor: Dr. Mike Gunter
Office: 146/214 Cornell Hall
Office Hours: M/T/W/R 2:15 to 3 pm & By Appointment
Phone: 407-646-2263
Email: mgunter@rollins.edu
Web address: <http://myweb.rollins.edu/mgunter/>

COURSE OVERVIEW & OBJECTIVES

This is the capstone course for graduating seniors in international relations. We will examine a diverse landscape in the IR field, from international political economy and foreign policy to international security and international organization. Within these subfields, our goal is to critically explore a series of seminal readings in the discipline and then apply this theoretical training in the practical context of a semester-long simulation.

More specifically by the end of this seminar students will be able to:

1. Discuss the roles of major actors in international relations.
2. Identify major global issues and trends as well as explain the controversies, dilemmas, and trade-offs associated with these phenomena.
3. Explain interactions among political, economic, environmental, and cultural events at the global level.

REQUIRED TEXTS & READINGS

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

Beeson, Mark and Nick Bisley (eds.). *Issues in 21st Century World Politics*. 3rd ed. London: Palgrave, 2017.

Haass, Richard. *A World in Disarray: American Foreign Policy and the Crisis of the Old Order*. Penguin Press, 2017.

Mingst, Karen and Jack Snyder. *Essential Readings in World Politics*. New York: W.W. Norton & Company, 2013.

Tessman, Brock F. *International Relations in Action: A World Politics Simulation*. Boulder: Lynne Rienner Publishers, 2006.

Strunk, William Jr. (and E.B. White). [*The Elements of Style*](#). New York: Tribeca Books, 2012.

ADDITIONAL REQUIRED READING

In addition to the above texts, this class requires you to stay abreast of global current events – both for our weekly class discussions and your individual discussion leader assignments. For reputable international reporting, I recommend the [*International Herald Tribune*](#) or international sections of

national daily American newspapers such as [*The New York Times*](#), [*The Washington Post*](#), or [*The Wall Street Journal*](#). We will discuss major events as they relate to our course readings each week, thus making this part of your daily participation marks. This material will also be periodically incorporated into assignments and tests. In addition to the online versions noted above, the Olin Library and Cornell Campus Center hold daily paper copies of *The Wall Street Journal* and *The New York Times*, and Olin holds the Sunday edition of [*The Washington Post*](#). A few other recommended national US papers you may wish to consult are [*The Christian Science Monitor*](#), [*The Boston Globe*](#), [*The Chicago Tribune*](#), [*The Miami Herald*](#), and [*The Los Angeles Times*](#). See World-Newspapers.com for links to English-language newspapers and magazines around the globe. Non-traditional sources *can* also be a good source of news. Along these lines, some blogs of note for our purposes are the [Council on Foreign Relations](#), *The Economist's* [Free Exchange](#), *Financial Times's* [The World](#), Foreign Policy Association's [Global Affairs Blog Network](#), *Foreign Policy's* [Passport](#), and PBS's [Wide Angle Blog](#). Finally, as always, see me if you have questions about other sources.

COURSE EXPECTATIONS

As a senior seminar, this course carries increased responsibilities for you, likely more than the traditional course with which you are most familiar. The majority of our class time will be discussions and activities led by you and your fellow students as outlined later in this syllabus. My role will be that of the facilitator or co-participant in those discussions, rather than as a traditional lecturer.

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

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

Please be advised that, while the reading load is fairly consistent from week to week, there are a few exceptions. On average, as your Rollins College Catalogue warns, anticipate spending nearly three hours outside of class for every hour spent in class. Also, all college students should be familiar with the term plagiarism. Any work that borrows wording, ideas, or even organization from another source without appropriate acknowledgment is defined as plagiarism. A general rule of thumb is to cite any phrase that is not common knowledge and longer than four words. The penalty for violating this standard is severe.

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

GRADING POLICY:

Feel free to consult me about any of your work and grades during the semester, i.e. papers, participation, quizzes, exams, etc. Due to privacy concerns, however, grades will *not* be discussed

electronically at any time during *or* after the semester. Per the Rollins College Catalogue, the grade report is based on the following definitions:

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

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

C is a respectable grade required for graduation; it reflects *consistent daily preparation and satisfactory completion of all work* required.

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

F is failing.

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

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

Unless another due date is announced in class, you are responsible for turning in assignments on time, before class starts. This responsibility comes in two parts. For one, you must turn in a hard copy of your paper to me. For another, you must submit an electronic copy to www.turnitin.com. Our class ID is "8024812" and the class password is "honor." Let me know if you need any help with this and be sure to complete this requirement if you wish to receive credit for your paper. Failure to complete each of these steps, the paper and electronic, by the assigned due date will result in a grade of zero for that assignment. After class begins, assignments will be considered late so do not skip class just to finish an assignment. Late assignments will be accepted until 4 p.m. that day with one letter grade penalty – including both the hard copy and electronic submissions. Make-up tests are not given, except under extenuating circumstances, i.e. illness, death in the family, religious holiday – with notification *prior to the exam or assignment due date*. Do this either by email or phone.

GRADING DISTRIBUTION:

5%	Discussion Leader Report #1
5%	Discussion Leader Report #2
5%	Discussion Leader Report #3
5%	Research Paper Proposal & Bibliography
5%	Research Paper Draft Presentation
10%	Research Paper
20%	Midterm
20%	Comprehensive Final Exam
25%	Daily Participation

COURSE SCHEDULE

Week 1: Aug.29/31

Introduction

Woodrow Wilson's "The Fourteen Points"
Thucydides' "Melian Dialogue"

Simulation Introduction

Tessman 1-6
Strunk & White (first half)

Week 2: Sept. 5/7

Rising Powers and Ways of War

1A: Beeson & Bisley 1
2A: Beeson & Bisley 2

Alliance Politics Simulation

Tessman 7
Strunk & White (second half)
Initial research question proposals due in class (75-word max)

Week 3: Sept. 12/14 – ***CLASSES CANCELLED WEEK #3 DUE TO HURRICANE IRMA***

Week 4: Sept. 19/21

Non-traditional Security & Terrorism

3A: Beeson & Bisley 3
4A: Beeson & Bisley 4

Global Peace Film [Festival](#) (Sept. 19-24) – pick a film to see and come prepared to discuss Sept. 26

Territorial Disputes Simulation

Tessman 8

Week 5: Sept. 26/28

International Organizations

1B: Beeson & Bisley 5

Wednesday afternoon and evening Winter Park Institute hosts Pulitzer Prize-winner [Jon Meacham](#)

The Art of Leadership: Lessons from the American Presidency

4 pm Suntrust Auditorium (students only)

7:30 pm Knowles Memorial Chapel (public at large, reservation required)

Nuclear Proliferation Simulation

Tessman 9

Dmitry Adamsky, "[Why Israel should learn to stop worrying and love the bomb](#)," *Foreign Affairs*, March 2012

Research Paper Draft proposals (300-word) with preliminary bibliographies due in class

Week 6: Oct. 3/5

Globalization & Regionalism

2B: Beeson & Bisley 6

3B: Beeson & Bisley 7

Library Research/Presentation Prep Day (professor site visit at American University in DC)

Week 7: Oct. 10/12*Midterm**Tuesday Night* [Lauren Bush](#) talk with [Winter Park Institute](#)

“How to FEED the World, One Bag at a Time,” 7:30 pm @ Tiedtke Concert Hall

Ethnic Conflict Simulation

Tessman 10

Week 8: Oct. 17/19*Fall Break*

Free Trade vs. Protectionism

Tessman 11

Natural Resources Politics Simulation

Tessman 12

Week 9: Oct. 24/26

International Law & Nationalism

4B: Beeson & Bisley 8

1C: Beeson & Bisley 9

Currency Crisis Simulation

Tessman 13

Week 10: Oct. 31/Nov. 2*Research Paper PowerPoint Presentations* (10 to 15 minutes each)

Foreign Aid Simulation

Tessman 14

Week 11: Nov. 7/9

Climate Change

2C: Beeson & Bisley 10

Global Security Organizations Simulation

Tessman 15

Week 12: Nov. 14/16

Global Financial Crisis & Gender

3C: Beeson & Bisley 11

4C: Beeson & Bisley 12

International Criminal Courts Simulation

Tessman 16

Week 13: Nov. 21

Rollins IR Assessment Test

*Final Research Papers due**Thanksgiving Break***Week 14: Nov. 28/30**

Inequality & Refugees

1D: Beeson & Bisley 13

2D: Beeson & Bisley 14

Collective Action Problems Simulation

Tessman 17

Week 15: Dec. 5/7

Social Movements & Democracy

3D: Beeson & Bisley 15

4D: Beeson & Bisley 16

Environmental Challenges Simulation

Tessman 18

Week 16: Final Exam: Dec. 12th at 2 pm

* Please note that changes in this schedule, as announced in class, may be necessary as we progress through the semester.

Credit Hour Statement

This course is a four-credit-hour course that meets three hours per week. The value of four credit hours results, in part, from work expected of enrolled students both inside and outside the classroom. Rollins faculty require that students average at least 2.5 hours of outside work for every hour of scheduled class time. In this course, the additional outside-of-class expectations involve research requirements and experiential education connected to our ongoing in-class simulation of Politica.

POLITICAL SCIENCE DEPARTMENT STATEMENT OF STUDENT RESPONSIBILITY

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

THE ACADEMIC HONOR CODE

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement:

“On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.”

Material submitted electronically should contain the pledge; submission implies signing the pledge.

DOCUMENTATION & PLAGIARISM

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

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

- Source: *Harbrace College Handbook*, p. 407

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

Accessibility Services Statement

Rollins College is committed to equal access and inclusion for all students, faculty and staff. The Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 create a foundation of legal obligations to provide an accessible educational environment that does not discriminate against persons with disabilities. It is the spirit of these laws which guides the college toward expanding access in all courses and programs, utilizing innovative instructional design, and identifying and removing barriers whenever possible. If you are a person with a disability and anticipate needing any type of academic accommodations in order to fully participate in your classes, please contact the Disability Services Office, located in the Mills Memorial Building, Room 217, as soon as possible. You are encouraged to schedule a Welcome Meeting by filling out the “First Time Users” form on the website: <http://www.rollins.edu/disability-services/> and/or reach out by phone or email: 407-975-6463 or Access@Rollins.edu.

All test-taking accommodations requested for this course must first be approved through the Disability Services Office (DSO) and scheduled online at least 72 hours before the exam. Official accommodation letters must be received by and discussed with the faculty in advance. There will be no exceptions given unless previously approved by the DSO with documentation of the emergency situation. We highly recommend making all testing accommodations at the beginning of the semester. DSO staff are available to assist with this process.

Title IX Statement

Rollins College is committed to making its campus a safe place for students. If you tell any of your faculty about sexual misconduct involving members of the campus community, your professors are required to report this information to the Title IX Coordinator. Your faculty member can help connect you with the Coordinator, Oriana Jiménez (TitleIX@rollins.edu or 407-691-1773). She will provide you with information, resources and support. If you would prefer to speak to someone on campus confidentially, please call the Wellness Center at 407-628-6340. They are not required to report any information you share with the Office of Title IX.

Sexual misconduct includes sexual harassment, stalking, intimate partner violence (such as dating or domestic abuse), sexual assault, and any discrimination based on your sex, gender, gender identity, gender expression or sexual orientation that creates a hostile environment. For information, visit <http://www.rollins.edu/titleix/>.

Recording Device Use

In order to protect the integrity of the classroom experience, the use of recording devices is limited to either the expressed permission of the faculty member or with proper documentation from the Office of Accessibility Services. Information about accommodations through Accessibility Services can be found at <http://www.rollins.edu/accessibility-services/>. Recording without the proper authorization is considered a violation of the Rollins Code of Community Standards.

Participation Grades

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

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

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

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

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

Discussion Leader Assignment

Typically, each Tuesday of the week our course readings will focus on readings in international relations. While everyone reads each of the selections, each of you will direct discussion on at least *three* of these readings. These individual assignments will be made the first week of class.

Your time allotment for presentation of each piece, including the discussion you generate, is 30 minutes. Please note that grades will be determined according to your ability to perform the following discussion leader responsibilities:

- Introduce the work, noting both historical and theoretical context.
- Outline the author's theoretical argument and support it with specific examples.
- Solicit critical discussion amongst your peers, i.e. through the preparation of at least two engaging questions that push further exploration of the work and connect to other aspects of the course.
- Connect the piece to our contemporary world, specifically a relevant current event.
- Email an outline of your presentation to the rest of the class (course email list is available through Foxlink) **before** class begins (*so that others may access it during class as well as for midterm/final exam preparation purposes*). To receive full credit, this must be a word attached file, named in this order:

1. chapter number from text, then -
2. abbreviated title, then -

3. your last name

For example “3-Wilson’s Points-Gunter” for our first day of class.

Finally, be sure to bring in two typed copies of the above outline/discussion notes (one for yourself, one for me) the day you lead a discussion piece. These notes should be 1-2 pages, single-spaced. As always, feel free to consult me in preparing this assignment, particularly if you would like to bounce ideas off me for discussion questions.

Simulation Assignment

Twelve days, typically Thursdays, during the semester our class will focus upon an ongoing simulation from Brock Tessman’s *International Relations in Action*. Students will be divided into up to eight teams the first day of class. Tessman’s Part I and II provide further explanation here. Part III will serve as the basis for the twelve simulation scenarios, ranging from alliance politics and territorial disputes to collective action problems and environmental challenges. Students will communicate periodically outside of class to develop strategy on this simulation, but class time is also reserved for implementing these strategies.

At the end of each simulation, we hope to take a few minutes to discuss a set of questions uploaded online based on what transpired in our simulation that day. You are encouraged to develop a philosophy in planning your role for the simulation from the outset and then periodically assess how that evolves over the course of the semester. Be sure to critique your approach, acknowledging contributions of relevant authors whenever appropriate.

Research Paper

This is a semester-long assignment with your initial research question due during the second week of classes as noted earlier in this syllabus and a more formal proposal with preliminary bibliography due during week five. During week ten, a 15-minute presentation of your draft will be made before your fellow students in class with the final version of your research paper submitted towards the end of the semester. In its final form, this is a 15-page, double-spaced assignment that you will submit in both paper and electronic form. The paper version goes to me in class, and the electronic version to www.turnitin.com with details for registration noted earlier in this syllabus. Specific components to this include:

1. An explicitly defined research question
2. Discussion of the significance of your question
3. Organized review of existing literature addressing this question
4. Explanation of the method you propose to answer your question
5. Brief discussion on the expected outcomes of this research

Discussion Leader Evaluation Form

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

Student fills out first top four lines below:

Name:

Article # and Title:

Presenter area of emphasis:

Date:

Content

1. Introduction of work and historical context

/20

2. Command of theoretical relevance, including conceptual orientation and cohesion

/20

3. Critical analysis of excerpt utilizing examples

/20

4. Connection to contemporary world event

/20

5. Quality of discussion questions - Presentation effectiveness

/20

Total Score

Discussion Leader Evaluation Form

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

Student fills out first top four lines below:

Name:

Article # and Title:

Presenter area of emphasis:

Date:

Content

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

Total Score

Discussion Leader Evaluation Form

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

Student fills out first top four lines below:

Name:

Article # and Title:

Presenter area of emphasis:

Date:

Content

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

Total Score