

POLITICS 242, International Politics
September, 2008
David Yamanishi

Contact Information

Office hours: I am generally on campus from about 8:30am to 4:30pm Monday to Friday, and tend to be in my office most of the time between 9-11 and 1-3 when I'm not with you. Let me know if you'd like to talk and we can set up an appointment if you don't want to just take a stab at catching me in my office.

Office phone: 895-4300. A great way to figure out whether I'm there!

Email: dyamanishi@cornellcollege.edu. The best way to reach me.

Student mentor: Zari Zahra, zzahra10@cornellcollege.edu or 440.263.7655. Zari's usually up late, but please be reasonable about phone calls. Also please remember that she has the right to say no!

Consulting Librarian: Mikki Smith, 308 Cole Library, x4256, msmith@cornellcollege.edu.

Writing Studio: 125 Cole Library, hours: Monday-Thursday, 9am-5pm and 6-11pm; Friday, 9am-5pm; Sunday, 1-5pm and 6-11pm. I have discussed each assignment with Shawn Doyle in particular, but Shawn, Laura, and the student workers can all be helpful.

I'm here to help, as are Zari, Mikki, and the Writing Studio folks. Please take advantage of us.

There is a Moodle site for this class. You should use it to post your journal entries. I will also post copies of all handouts and online readings there, and Zari and I will pay attention to the questions forum if you use it.

Overview

International politics is the study of political relationships between states and political relationships that cross state borders between entities other than states. We shall examine why states engage in conflict with one another and what determines their success or failure in such conflict, as well as why states engage in cooperation with one another and what determines their success or failure in such cooperation. Additionally, we will discuss several issues that might require state cooperation: human rights, the rights of minority groups, the environment, development, and terrorism. In this linked class, we will focus especially on the question of Russia's role in world politics over the past century, including the recent and current issues of Russia's involvement with oil politics, nuclear weapons, Kosovo, European enlargement, and Chechnya.

Disabilities

If you have a disability registered with the college that will require special accommodations for the quizzes or other assignments, please let me know by Wednesday, September 3.

If you have a disability that is *not* registered with the college that will require special accommodations for any assignments, please register it (!) and then let me know by Wednesday, September 3.

Feedback

I am very interested in your suggestions for improvement of this syllabus and my teaching generally. Please email comments to me as you think of them or share them with me at my office.

Assessment

Participation in class	25%	
Journals	5%	daily by 7am
First quiz	5%	Monday, September 8
Second quiz	5%	Monday, September 15
Group presentation	15%	one of Monday-Friday, September 15-19
Problem statement paper	5%	Thursday, September 11, 4pm
Research paper	25%	Friday, September 19, 4pm
Research paper rewrite	5%	Wednesday, September 24, 12pm
Individual presentation	10%	one of Monday-Wednesday, September 22-24

While the particular things I'm looking for vary to some degree by assignment, in general an A on an assignment means that your work is outstanding in terms of:

- addressing the assigned question and avoiding digression,
- having a well-structured argument,
- expressing your argument clearly and effectively,
- making appropriate and properly cited use of material on the syllabus and other well-selected sources,
- and demonstrating thoughtful mastery of the course material and discussions.

Lower grades mean that you have not done all of these things or have done one or more of them less well than you could have. The order of items on the above list should not be taken to indicate their order of importance in determining your grade on an assignment, nor should you suppose that the items will carry equal weight on an assignment or invariant weight across assignments. Moreover, I expect your work to improve during the course and across courses.

To simplify communication about grades, I grade all assignments using the same marks that appear on your academic transcripts: letter grades. When I combine assignment grades to produce your course grade, I will do so using the same numbers that the college uses to determine your GPA (A = 4.0, A- = 3.7, B+ = 3.3, etc.). I will always round-up from the midpoint between grades (for example, a 3.85 rounds to an A, while a 3.84 does not). I may raise grades from what the raw numbers indicate in deserving cases, but I will never change the rank order of students' grades in the class in doing so.

Instructions for Assignments

Participation: If you punctually attend every class, *appear to me to be paying attention*, and never make a contribution to our common discussion, you will receive a C for participation. To get a grade higher than a C for participation, you must participate orally in our common discussion. I assess participation more by thoughtfulness and attentiveness to the flow of the conversation than by quantity of oral communication. I do, however, expect you to contribute regularly. Office visits help your participation grade, but are not a substitute for class attendance and participation. The required meeting regarding your individual project counts as a class session, not an office visit.

Journals: Each day of the course that we have readings or group presentations (that is to say, days 2-15), you should submit a journal entry by 7am via Moodle. For journal entries that address readings, you might consider one or more of the reading note questions that I've distributed, or reflect upon how the readings for the day relate to earlier material and/or current events in the news. For journal entries that address group presentations, you might consider one or more of the questions offered by the group and/or relate the group's presentation to other course material and/or current events in the news. Feel free to offer your personal reactions to each piece, but I do want you to offer some interpretation or analysis of some kind in each journal entry. Your entries should not exceed 250 words per day. On the days that we play the diplomacy simulation, I will ask you to write an additional journal entry related to the game for the following day. Those answers should also not exceed 250 words per day, for a total of no more than 500 words on the relevant days. Journals will be graded according to (thoughtful) completion. That is to say: if you finish all of them and take them reasonably seriously, you will receive an A for the journal component of the course grade. You may skip two of the eighteen (nine for readings, five for group presentations, four for the simulation) journal entries of your choice at no penalty, or complete all of them for a bit of extra credit.

Quizzes: I will hand out reading notes for each day's readings to give you an indication of what issues we will discuss at the next day's class. The quiz questions will be similar to the questions in the reading notes. I may hand out quiz questions in advance, if doing so doesn't appear to damage participation by reducing the incentive to do the readings.

Group presentation: We will break up the class into groups to offer presentations during the third week. Each of these presentations will center around a specific problem and centrally

address one book. But each presentation should also make the larger context and development of the problem clear by making connections between the specific problem and our more general study of international relations and Russian foreign policy during the first two weeks, as well as bringing the book's material up to date by looking at critical reactions to it along with newer developments related to the problem through journalistic sources and scholarly reactions to events. Each member of each group must offer a significant part of the oral presentation. Each group's presentation should be about an hour long and participants should be prepared to lead a discussion on the material for another hour (or presentations and discussion may be interleaved subject to the same aggregate time split). Your grade will depend partly on the group's performance and partly on your individual performance. I will base the group's collective grade upon the thoughtfulness of the group's division of labor and the integration of the parts of the presentation. I will base your individual grade upon your effectiveness in presenting your part of your group's argument in a clear way to the class and your facility and thoughtfulness in answering questions and leading discussion about your part of the group's work. Each group should assign some additional reading (not to exceed 50 pages) to help the class prepare for its presentation. This could consist of extracts from the central book or other journalistic and/or scholarly coverage of the issue to be addressed. This reading must be designated two class days in advance so that I will have to scan the material for placement on the class's Moodle site.

Problem statement: Your problem statement will precede your research paper to indicate what puzzle you will address in your larger project and how you will go about addressing it. You should address an international incident, policy decision, or problem that has been or could be addressed by scholars representing at least two conflicting perspectives (such as realism, institutionalism, constructivism, and feminism, all of which we will consider during the first week, or other perspectives that we will not address directly). The problem statement should make the facts of your puzzle clear, avoiding interpretive inferences for now. I will grade this assignment according to three principal criteria: the quality of your statement of your central puzzle, the quality of the selection and presentation of facts that you offer to make the context of your puzzle clear, and the coherence with which you establish a clear thesis and make each part of your paper make sense in terms of that thesis. We will select problems in class so as to avoid duplication. You should write your problem statement as a coherent paper, not a set of bullet points. Please submit your problem statement by email in a Word or RTF attachment. Your problem statement should not exceed 750 well-chosen words.

Research paper: The research paper should present your puzzle (building upon the problem statement paper), explain how competing scholars understand the phenomenon in question and/or how the phenomenon in question could be understood by scholars using the different perspectives that we've studied, and analyze the competing explanations to identify the roots of disagreement and to assess why one or more perspectives are right and the other(s) wrong. I will grade the research paper according to three principal criteria: the quality of your discussion of how your problem has been and/or might be explained by scholars from different perspectives, the quality of your analysis of what fundamentally unites and distinguishes the competing perspectives that you address, and the coherence with which you establish a clear

thesis and make each part of your paper make sense in terms of that thesis (including improvements in the material drawn from your problem statement paper). Your research paper, including any of the problem statement recycled in it, should not exceed 2500 well-chosen words. Prior to the paper's due date, I have set up one required meeting for you to discuss your project with me, but you should of course feel free to meet with me (or email me) more often than that if you feel that it will be helpful to you.

Research paper rewrite: I will return your graded papers with comments as quickly as possible, so that you may improve your paper according to my suggestions (and perhaps your own further reflection upon it). Your grade on the rewrite will be no lower than your grade on the original paper so long as you make a serious effort to address my comments; if you make merely cosmetic changes, your grade on the rewrite may be lower than the original grade.

Individual presentation: Your presentation will address your paper project. You should present your puzzle, the competing perspectives that you have developed about it, and your analysis of their advantages and shortcomings in about 10 minutes. After each presentation, I will select another student (or students) in the class to serve as a discussant who will briefly summarize the presentation and ask one or more critical questions about it. I may ask you to serve as a discussant more than once. After the discussant(s) speaks, other students may ask questions and make comments (which will count as ordinary class participation, not part of the presentation grade). Your presentation grade will depend on your effectiveness in presenting your argument in a clear way to the class and your facility and thoughtfulness in answering questions about your work, as well as quality of your formal discussion of another student's presentation.

Attendance and Lateness Policy

To avoid a penalty on your participation grade for missing class, you must ask the campus clinic (in a health emergency) or the dean of students or other relevant campus official (in other types of emergencies) to send me an excuse on your behalf. You may miss no more than one class without providing a documented excuse.

I will lower the grade on work submitted late by one grade per twelve hours late (thus, a paper that would have earned an A will receive an A- if three hours late, a B+ if eighteen hours late). Work submitted late *that meets the minimum expectations of the assignment* will receive at least a D regardless of lateness, so you should submit all assignments even if you are extremely late. I will not accept any work after 5pm on the last day of the block.

Except in cases of documented disability or emergency, I will not, on grounds of fairness, offer an extension to one student without offering it to everybody, and given the tightness of the block plan schedule, I simply can't afford to do that. Please do not experiment with my generosity.

To drop on the 15th day, you *must* complete every assignment due by the end of the 14th day of class and meet the attendance condition noted above (that is to say, you must miss no more than one class without a documented excuse). In other words, if you are likely to sleep through class on more than one occasion, you should drop now, because you will not be able to do so later. Because this is a linked class, I will be very hesitant to permit you to drop, as it will create vacancies in the sequel.

Books to Buy

The following two books are available at the bookstore in the Commons and are required for all students in the class.

Joseph Nye, Jr., *Understanding International Conflicts: An Introduction to Theory and History* (6th edition), Pearson Longman, 2007. ISBN 0-321-39395-3.

Robert H. Donaldson and Joseph L. Noguee, *The Foreign Policy of Russia: Changing Systems, Enduring Interests* (3rd edition), ME Sharpe, 2005. ISBN 0-7656-1568-1.

Additionally, you will need to buy *one* of the following books depending on which presentation group you join. These are also available at the bookstore in the Commons.

Roy Allison, Margot Light, and Stephen White, *Putin's Russia and the Enlarged Europe*, Blackwell, 2006. ISBN 1-4051-2647-7.

Marshall I. Goldman, *Petrostate: Putin, Power, and the New Russia*, Oxford, 2008. ISBN 0-19-534073-0.

John Norris, *Collision Course: NATO, Russia, and Kosovo*, Praeger, 2005. ISBN 0-275-98753-1.

Richard Rhodes, *Arsenals of Folly: The Making of the Nuclear Arms Race*, Knopf, 2007. ISBN 0-375-41413-8.

Daniel V. Trenin and Aleksei V. Malashenko, *Russia's Restless Frontier: The Chechnya Factor in Post-Soviet Russia*, Carnegie Endowment for International Peace, 2004. ISBN 0-87003-203-8.

Reading and Assignment Schedule

Readings other than Nye and Donaldson & Noguee may be found on the Moodle site for the class. I will offer reading notes for your consideration alongside each set of readings. Note that during the second week I have explicitly reserved the right to add "selected sources" to flesh out our readings with information on current (and historical) events from journalistic and scholarly sources. Events in the Caucasus are developing rapidly, for example, and I would like

us to be able to focus upon whatever's happening two weeks from now without being bound to particular sources that may not by then remain appropriate. Similarly, each presentation group may add readings to the third week.

Friday, August 29	1:15p	Introductions and administrivia
Monday, September 1	10am	Politics Information Literacy test (Cole Library, room 212)
	1p	Mearsheimer, "Why We May Soon Miss the Cold War" (excerpted, 16 pages) Fukuyama, "The End of History" (excerpted, 12 pages) Huntington, "The Clash of Civilizations" (excerpted, 18 pages)
Tuesday, September 2	9am	Nye, Chapters 1-3 (86 pages) Morgenthau, "Six Principles of Political Realism" (8 pages) Thucydides, "The Melian Dialogue" (excerpted, 5 pages)
	1pm	Diplomacy simulation
Wednesday, September 3	9am	Nye, Chapters 4-5 (70 pages) Kant, "Perpetual Peace" (excerpted, 7 pages) Doyle, "Liberalism and World Politics" (excerpted, 15 pages)
	1pm	Diplomacy simulation
Thursday, September 4	9am	Nye, Chapters 6-7 (76 pages) Wendt, "Anarchy Is What States Make of It" (excerpted, 21 pages)
	1pm	Diplomacy simulation
Friday, September 5	9am	Nye, Chapters 8-9 (53 pages) Tickner, "A Critique of Morgenthau's Principles of Political Realism" (excerpted, 13 pages) Tickner, "Man, the State, and War" (excerpted, 13 pages)
	11am	Library searching session
	1pm	Diplomacy simulation
Monday, September 8	9am	Quiz on first week's readings

	1pm	Riasanovsky, "A Geographical Note" (excerpted, 5 pages) Thompson, "The Russian Land" and "The Peoples of Russia" (excerpted, 8 pages) Donaldson & Nogee, Chapters 1-2 (34 pages) Selected sources to be announced
Tuesday, September 9	9am	Donaldson & Nogee, Chapters 3-4 (83 pages) Selected sources to be announced
	1pm	Writing consultant Shawn Doyle on the problem statement paper
Wednesday, September 10	9am	Donaldson & Nogee, Chapter 5 (59 pages) Selected sources to be announced
	1pm	Meet with Mikki Smith in presentation groups for Searching (Cole Library 108)
Thursday, September 11	9am	Donaldson & Nogee, Chapters 6-7 (102 pages) Selected sources to be announced
	4pm	Problem statement paper due by email
Friday, September 12	9am	Donaldson & Nogee, Chapters 8-9 (97 pages) Selected sources to be announced
Sunday, September 14	12pm	Meet regarding first group presentation
Monday, September 15	9am	Quiz on second week's readings
	12pm	Meet regarding second group presentation
	1pm	First group presentation Selected sources to be announced
Tuesday, September 16	9am	Second group presentation Selected sources to be announced
	12pm	Meet regarding third group presentation
	1pm	Writing consultant Shawn Doyle on the research paper
	2pm—	Meet regarding your individual project

Wednesday, September 17	9am	Third group presentation Selected sources to be announced
	12pm	Meet regarding fourth group presentation
	1pm—	Meet regarding your individual project
Thursday, September 18	9am	Fourth group presentation Selected sources to be announced
	12pm	Meet regarding fifth group presentation
Friday, September 19	9am	Fifth group presentation Selected sources to be announced
	4pm	Research paper due by email
Monday, September 22	9am	Individual presentations
	1pm	Individual presentations
Tuesday, September 23	9am	Individual presentations
	1pm	Individual presentations
Wednesday, September 24	9am	Individual presentations, evaluations, farewell

Honesty in Academic Work (from the Compass)

The College considers Cornell students to be responsible persons whose maturity will develop in a community that encourages free inquiry. The College expects the highest degree of personal integrity in all relationships. Any form of dishonesty is a violation of this spirit and of College rules.

A student is expected to explicitly acknowledge ideas, claims, observations, or data of others, unless generally known. When a piece of work is submitted for credit, a student is asserting that the submission is her or his work unless there is a citation of a specific source. If there is no appropriate acknowledgement of sources, whether intended or not, this may constitute a violation of the College's requirement for honesty in academic work and may be treated as a case of academic dishonesty.

Dishonesty in academic work includes both cheating and plagiarism.

Cheating refers to the use of unauthorized sources of information on examinations or any attempt by students to deceive the evaluator of an examination, paper, or project.

Plagiarism is the act of taking the work of another and presenting it as one's own, without acknowledgement of the original source.

There is not one set of rules for the acknowledgement of sources that is appropriate across all disciplines. For this reason, students are always encouraged to consult their professors and guidelines included in their syllabi. However, in general the appropriate acknowledgement of sources involves meeting the following requirements:

Quotations and Paraphrasing. All direct quotations, even if mingled with original words and ideas, must be placed within quotation marks and accompanied by a specific citation for the source of the quotation. Unless the information is generally known, all phrases that are not original to the author - even two or three words - must be placed in quotation marks and cited. If an existing idea is used but paraphrased or summarized, both the original author's words and sentence structure must be changed and a specific citation for the source must still be made. It is always the responsibility of the student to provide precise sources for all ideas, information, or data he or she has borrowed or adapted. Simply listing sources in a bibliography is not sufficient. Students who use information from the World Wide Web are expected to follow these same guidelines for the citation of sources.

Failure to cite sources properly constitutes academic dishonesty, whether the omission is intentional or not.

Ideas and Data. All students are required to acknowledge the ideas of others. Every student is expected to do her or his own work in the completion of an assignment or an examination unless either (a) the sources for these ideas are explicitly cited, or (b) the instructor explicitly allows such collaboration. In addition, a person giving unauthorized assistance to another on an examination is just as guilty of cheating as the person who accepts or solicits such aid.

Submitting revisions of academic work previously submitted, either in the current course or in previous courses, qualifies as academic dishonesty unless the student obtains the explicit permission of all of the instructors involved.

All data sources must be cited accurately. It is dishonest to fabricate or alter research data included in laboratory reports, projects, or other assignments.

A safe guide is to provide a full citation for every source consulted. Sources may include, but are not limited to, published books, articles, reviews, Internet sites, archival material, visual images, oral presentations, or personal correspondence. In addition, students should always keep previous drafts of their work in order to provide documentation of their original work. Finally, due to disciplinary differences, students should consult their professor, a librarian, and/or the

Teaching and Learning Center for specific instructions on properly providing citations for sources.

Procedures for Dealing with Dishonesty in Academic Work (from the Compass)

If an instructor judges that a student has violated the College's policies on academic honesty, the student may be charged with academic dishonesty and assigned an F either for the particular examination, paper, report, or project, or for the course. The instructor shall notify the student in writing of the charge and the penalty and shall include a statement of the circumstances which precipitated the action. A copy of the instructor's letter along with a copy of the paper shall be sent to the Registrar. The Registrar shall then advise the student in writing of the right to appeal. Within ten (10) days of notification, the student may appeal the charge and/or the penalty by submitting a letter to the Dean of the College requesting that he or she appoint an ad hoc committee consisting of three (3) faculty members, one of whom may be nominated by the student. The recommendation of this committee is advisory only and is not binding upon the instructor.

All material and information relative to the charge of academic dishonesty shall be kept by the Registrar in a special file during the period in which the student is enrolled at Cornell College, serving only as a statement of record if the student is charged a second time with academic dishonesty. In the case of an appeal after the first offense, the file shall be destroyed if the committee finds the student not guilty and the instructor concurs; otherwise, the recommendation of the committee shall be inserted into the special file. If there are no further charges, the file will be destroyed at the time of the student's graduation from Cornell.

Should a subsequent charge of academic dishonesty be brought against a student, the Registrar shall notify the Dean of the College who shall convene a committee consisting of the Dean of the College, the Dean of Students, and the Chair of the Academic Standing Committee, who shall determine the status of the student. The normal penalty for a second offense is indefinite suspension from the College.