

PLSC 102:

DEPARTMENT OF POLITICAL SCIENCE

LOYOLA UNIVERSITY CHICAGO

Spring 2022

Instructor Adam Hii

Course Schedule: M/W/F 1:40pm - 2:30pm

Course Location: Mundelein 520

Office Hours: M/W 11:30am – 12:30pm

Office: Coffey Hall 401

Email: ahii@luc.edu

Course Description and Objectives

How do we explain the failure of the Kyoto Protocol and now the latest attempt to combat climate change with the Paris Climate Accords? What causes some conflicts to escalate to war, while others achieve peaceful resolutions? What are the international ripple effects of the election of one leader in a country? These are just some of the questions that can be answered through the studies of international relations.

There are multiple theories that can be used to analyze and interpret international events. Additionally, there are numerous actors, both in terms of elected officials and nongovernmental actors, that attempt to shape and influence political outcomes and international affairs. This course will explore these theories and actors and apply the lessons learned to numerous political phenomena including war, international political economy, and human rights just to name a few.

Students who complete this course will:

- 1) Be exposed to various theories of international relations.
- 2) Learn what different actors can influence international relations.
- 3) Understand how these different power arrangements and theories can be used to understand political outcomes on numerous international relations issues.

Required Text

Mingst, Karen A., McKibben, Heather Elko, and Arreguin-Toft, Ivan M. 2019. *Essentials of International Relations*, Eighth Edition. New York: W. W. Norton and Company
ISBN: 978-0393643275

Many readings for the course will come directly from the Mingst, McKibben, and Arreguin-Toft textbook, and students are responsible for getting their own copy. All other readings will be made available on Sakai.

Course materials may not be shared with others outside of the class without my written permission.

Grades

Final grades for the course will be based on the following scale. I reserve the right to make adjustments to individual grades based on overall performance in the course and/or extenuating circumstances. There is no guarantee that additional extra credit opportunities will be made available.

Grade scale: A: 93 - 100 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: 60 - 66 F: 0 - 59

The proportion of each assignment as part of your overall grade is as follows:

- Attendance & Participation: 15% (60 points total)
- Response Memos: 20% (each memo is 5% each, 20 points per memo)
- Issue Paper: 20% (80 points total)
- Midterm Exam: 15% (60 points total)
- Second Exam: 15% (60 points total)
- Final Essay Questions: 15% (60 points total)

Each assignment's grade will be added to the Sakai gradebook within one week of the due date; Midterm and final grades will be reported in LOCUS. Midterm grades will be reported no later than the ninth week of the semester so that students with grades of C- or lower can make an informed decision of whether to withdraw from the class. The last day to withdraw with a W falls on the tenth week of the semester. Refer to the LUC academic calendar online (<http://www.luc.edu/academics/schedules>) for the exact day for specific dates.

Attendance & Participation

Students are expected to participate in activities and in-class discussions of the course material. Quality of participation can make up for a lack of frequency. The participation component will include discussion questions and comments submitted via Sakai by no later than 8am the morning of class to provide adequate time to incorporate them into the day's session.

Students will sign up for three different class periods to submit discussion questions/comments throughout the semester. These can be based on parts of the readings that were unclear, inspired further questions, or that students found particularly insightful and wanted to stress in the lecture/discussion. It is not enough to simply copy a portion of the reading you find thought provoking; you must also explain why or what questions arose from it.

The submission of discussion questions will constitute the 15% grade for participation in the course. In class participation and discussion is still encouraged and welcomed and will be evaluated as opportunities for extra credit in the course.

Response Memos

Each student will turn in four response memos throughout the semester. These should be

between 1-2 pages, double spaced 12pt Times New Roman font, and critically engage with the readings they have selected. Critical engagement means more than just a summary of the argument in the reading. A summary of the main point of the reading related to our topic for the day should be included but should constitute less than half of the memo length. Students need to also engage with the reading with a critical eye. Some questions to consider to help guide this: Are there points that you think the author may be missing in their analysis of the issue? Is there an argument made that you think should be expanded on and how? Is there an argument in the reading that you think does not adequately support the author's point and how would you alter it? These are just some ways you can critically engage with a reading.

Response Memos are due prior to the class period that the reading is assigned. Students are free to pick any reading that falls before the due date of the response memo and after the due date of the prior memo. In the calendar section of the syllabus there are four dates that are listed for Memos to be due. These are just the final times that each memo can be turned in. This is to ensure that students are not overloading themselves with work at the last week or two of class. What these dates mean in practice is that those are the final opportunities to turn in a memo for that particular time period, but students can do so on any class prior to that date. For instance, the first memo has a "due date" of February 7. That means students can do a memo on any of the readings prior to this date, but you still must turn in those memos prior to the class period of the assigned reading. So, for Memo 1, if you decide to pick a reading prior to February 7 for your response memo, such as January 26, then the memo would be due prior to that class period. The response memo deadlines are: February 7, February 28, March 30, and April 25

Issue Paper

Each student will pick an international relations event either that is ongoing or has occurred in the last 20 years. Ideas for potential events include, but are not limited to: international conflicts, creation of international organizations, international treaties, etc. The only limitation is that the event cannot be internal within one country and must involve the international community in some way. This does not mean it is something that the whole globe must be impacted by, but at the very least at least two or more countries. Within the paper, students should address the following points:

1. Briefly describe the international relations event you have picked. Include what the event is, as well as the scope of the event (for instance, if it is a treaty, does it cover just a few countries, a region, or the entire globe).
2. Explain the key decision makers that have impacted how this event came to pass (or if it is something in progress then those who are influencing decision making). Students should use their knowledge gained through the course to decide what level of analysis is most appropriate for identifying relevant decision makers (international – international organizations, states, etc. national – governmental institutions or individual – certain political leaders or other key stakeholders).
3. Pick two different international relations theories we have studied during the semester and analyze the event through those theories.

Throughout the semester students can submit paper topics and paper outlines prior to class on the dates listed in the syllabus. These deadlines are to ensure that students are making progress on the paper and planning ahead for success in this assignment. While the topic and

outline deadlines are optional, completion of them will result in extra credit on the paper. The extra credit opportunities for paper topic and outline can be turned in via email. The issue paper is to be turned in on Sakai on April 13, 2022 before the start of the class period. Late papers will be deducted 10% per 24 hours they are late. The paper is 3 to 5 pages long, double-spaced, 12 pt. Times New Roman font, not including works cited.

Papers must include both in-text citations as well as a works cited page with all of the citations used listed alphabetically at the end of the paper. The works cited page is not included in the page count of the assignment. Students are free to use either APA or MLA citation style but be consistent throughout the paper. Anytime factual information is presented in a paper, whether paraphrased or directly quoted, it should be followed by an in-text citation to show where this information is coming from. The following website can be a useful tool for students in formatting both in-text and works cited pages:

https://owl.purdue.edu/owl/research_and_citation/resources.html

NOTE: You are not allowed to pick the Russia-Ukraine conflict for this paper, as this is an example in the text that we will be using to illustrate how the third point of the paper prompt can be approached.

Midterm Exam

The midterm exam is worth 15% of students' grades. It will be a combination of multiple choice and short answer questions. Any material from the readings or class periods prior to the exam date may appear on the midterm exam. **Midterm exam date: March 4, 2022.**

Second Exam

The second exam is worth 15% of students' grades. This exam only covers material from the course after the midterm, in other words it is not cumulative. It will be a combination of multiple choice and short answer. **Second exam date: April 29, 2022.**

Exam Review Sessions

On the two dates listed as exam review (March 2 and April 27), the class session will be spent reviewing material for the upcoming exam. I will not be providing study guides – but you are welcomed and encouraged to bring questions either to class or submit them ahead of these sessions via email.

Final Essay Questions

In place of an in-class final exam, students will be given two cumulative focused essay questions to complete as a take home final. Each essay question will be worth 30 points for a total of 60 points. Students will be given both final essay questions earlier in the semester in order to help guide thinking about the material in the course. While these are take home essay questions, they should be the students' own work, and working with others is not permitted on this. These are designed to be a culmination of knowledge gained in the course, and as such outside research beyond the readings and class lectures is not required, and thus no citations are

needed for this assignment. These are due no later than Thursday, May 5 at 3:00pm, which is the end of the regularly scheduled final exam period for this course set by the university calendar. Students are welcome to complete this assignment any time after the questions have been announced and posted to Sakai. This assignment will be turned in on Sakai.

Communication, Office Hours, Question about Grades

Please direct all communication with me outside class via email, which can be found in the header of this syllabus. I do my best to reply to student emails as quickly as possible, but students should not necessarily expect me to reply immediately, especially regarding last-minute inquiries. For example, I may not be able to reply to questions about course material the morning of an exam or provide resources for an assignment the night before it is to be turned in.

Students are also welcome to come during my office hours listed at the top of the syllabus.

Technology Use

I will allow the use of computers, tablets, or other electronic devices during class for the purposes of taking notes.

Students with Disabilities

Loyola University provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with Student Accessibility Center (SAC), located in Sullivan Center, Suite 117. Students should provide me with an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with me individually in order to discuss their accommodations. All information will remain confidential. For more information or further assistance, please call (773) 508-3700 or visit <http://www.luc.edu/sswd>.

Academic Integrity

It is my expectation that this course is a community of integrity. This means that we not only follow Loyola's academic honesty criteria but make a promise to be honest and respectful to each other both inside and outside the classroom. Students are responsible for adhering to university policy on academic honesty and avoiding acts of plagiarism or cheating. Students can find more information about what constitutes plagiarism at the Writing Center's website: (<http://www.luc.edu/writing/studentresources/onlineresources>). Consult the College of Arts and Sciences' statement to learn more about college policy: (<http://www.luc.edu/cas/advising/academicintegritystatement>).

I reserve the right to exercise case-by-case discretion in assigning penalties for acts of academic dishonesty. Generally speaking, however, students should expect to receive a score of "0" on any assignment or exam where they are observed plagiarizing, cheating, or passing off someone else's ideas as their own. If more than one instance occurs during the semester, offending students should expect to fail my course. I report all acts of academic dishonesty to the Dean of College of Arts and Science's office.

A Note on Classroom Discussion

In this course I hope to engage in productive, thought-provoking discussion. As such, students are encouraged to ask questions or provide their perspective throughout each class period. All students are expected to remain civil and respectful during these discussions. Discussion and disagreement of ideas is welcomed and encouraged, personal attacks on others will not be tolerated.

READINGS & ASSIGNMENTS

All readings and assignments are to be completed *before* the beginning of class on the day listed, unless otherwise noted. Read carefully and be ready to discuss the material. I reserve the right to make changes to the reading list and will inform students in advance of any changes. Readings from the textbook will be indicated with “From EIR”.

January 19 – Course Introduction

January 21 – Tools for Studying International Relations – Reading: Chapter 1 from EIR

January 24 – Historical Overview, Part 1 – Reading: Pages 19-42 from EIR

January 26 – Historical Overview, Part 2 – Reading: Pages 42-64 from EIR

January 28 – Idealism – Reading: Pages 67-73 from EIR and Wilson’s 14 Point Speech found here: https://avalon.law.yale.edu/20th_century/wilson14.asp

January 31 – Realism and Neorealism – Reading: Wohlforth “Realism”

February 2 – Constructivism – Hurd “Constructivism”

February 4 – Neoliberal Institutionalism – Reading: Stein “Neoliberal Institutionalism”

February 7 – Marxism and Critical Theory – Reading: Shapcott “Critical Theory” and Pages 92-96 from EIR

First Response Memo due no later than this date.

February 9 – Feminist Theory and Queer Theory – Reading: Whitworth “Feminism”

Issue Paper Topic due for extra credit.

February 11 – Putting Theory into Practice – Reading: Pages 98-104 from EIR.

This day will also be used for reviewing concepts from the various theoretical approaches we have read up until this point. Students are encouraged (but not required) to read the portions of Chapter 3 from EIR that we have not read up till this point and come with questions to class about any parts of the theories we have studied that are unclear.

February 14 – The role of Geography: Reading: Neff and Hii “A Geographic Preface”

February 16 – Strong State/Weak State Dynamics – Reading: Migdal “The Politics of Survival”

February 18 – Regime Type – Reading: Freedom in the World Report
<https://freedomhouse.org/report/freedom-world/2021/democracy-under-siege>

February 21 – Region and Culture – Reading: Voskopoulos “Western Europe and the Balkans”

February 23 – The Level of Analysis – Reading: Pages 110-146 from EIR

February 25 – Groupthink – Reading: Janis “Groupthink”

February 28 – Actors Influencing International Relations: Reading - Kelman “The Role of the Individual in International Relations: Some Conceptual and Methodological Considerations”

Second Response Memo due no later than this date.

March 2 – Midterm Exam Review

March 4 – Midterm Exam

March 7 – No Class, Spring Break.

March 9 - No Class, Spring Break.

March 11 - No Class, Spring Break.

March 14 – Types of Power – Reading: Pages 149-172 from EIR.

Issue Paper Outline due for extra credit.

March 16 – Causes of War – Reading: Pages 187-212 from EIR.

March 18 – Prevention of War – Reading: Pages 212-230 from EIR.

March 21 – Terrorism – Reading: Morgan, Adams and Hammond “Global Terrorism Index”

March 23 - Soft Power in Practice, The United States Peace Corps – No reading.

For this class come prepared with questions about the United States Peace Corps (either about the process of applying, what life is like as a Peace Corps Volunteer, or in relation to foreign policy). I will be discussing my time in the Peace Corps during this class.

March 25 – International Cooperation and Law – Reading: Pages 233-266 from EIR.

March 28 – International Political Economy – Reading: Pages 269-302 from EIR.

March 30 – Economic Challenges in the 21st Century – Reading: Pages 303-316 from EIR.

April 1 – Intergovernmental Organizations – Reading: Pages 319-340 from EIR.

Third Response Memo due no later than this date.

April 4 – Regional Organizations – Reading: Pages 340-353 from EIR.

April 6 – Nongovernmental Organizations – Reading: Pages 353-362 from EIR.

April 8 – Religion and Religious Organizations – Reading: Fox and Sandal “Toward Integrating Religion into International Relations”

April 11 – The Media and Social Media – Reading: Savrum and Miller “The Role of the Media in IR”

April 13 – Immigration and Refugee Status – Reading: Meyers “Theories of International Immigration Policy”

Issue Paper Due by the start of class.

April 15 – No Class, Easter Break.

April 18 – No Class, Easter Break.

April 20 – Human Rights – Reading: Pages 365-399 from EIR.

April 22 – The Environment and Climate Change – Reading: Pages 417-437 from EIR.

April 25 – Healthcare – Reading: Kates “PEPFAR and the US Global Health Initiative: Implications for the Global AIDS Response”

Final Response Memo due no later than this date.

April 27 – Second exam review session.

April 29 – Second Exam.

Final Essay Questions Due: Thursday, May 5th by 3:00pm.