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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or program proposal.

**1. Course Proposals (check all that apply)**

New Course       Course Prefix Change       Course Deletion  
 Course Revision       Course Number and/or Title Change       Catalog Description Change

Current course prefix, number and full title: PLSC101 World Politics

Proposed course prefix, number and full title, if changing: \_\_\_\_\_

**2. Liberal Studies Course Designations, as appropriate**  
 This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship       Information Literacy       Oral Communication  
 Quantitative Reasoning       Scientific Literacy       Technological Literacy

**3. Other Designations, as appropriate**

Honors College Course       Other: (e.g. Women's Studies, Pan African)

**4. Program Proposals**

Catalog Description Change       Program Revision       Program Title Change       New Track  
 New Degree Program       New Minor Program       Liberal Studies Requirement Changes       Other

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Sarah Wheeler</i>	11/18/11
Department Chairperson(s)	<i>John F. Sutton</i>	11/18/11
College Curriculum Committee Chair	<i>[Signature]</i>	11/30/11
College Dean	<i>[Signature]</i>	4/17/12
Director of Liberal Studies (as needed)	<i>[Signature]</i>	
Director of Honors College (as needed)		
Provost (as needed)		
Additional signature (with title) as appropriate		
UWUCC Co-Chairs	<i>Gail Sechrist</i>	4/19/12

Received  
 APR 17 2012  
 Liberal Studies

Received  
 DEC 18 2011  
 Liberal Studies

## **PLSC 101 – World Politics: New Syllabus of Record**

### **Summary of Proposed Revisions**

- 1) Establishing a syllabus of record
- 2) Revising course objectives

### **Rationale:**

- 1) No previous formal syllabus of record could be found in the departmental archives; this establishes one.
- 2) Course objectives intentionally align with the new Liberal Studies curriculum objectives.

## Political Science 101 World Politics Syllabus of Record

<b>I. Catalog Description</b>	3 class hours
	0 lab hours
Prerequisites: None	3 credits (3c-0l-3cr)

"Analysis of contemporary (post-1945) state system and forces shaping the world in which we live. Student is given a framework within which to analyze contemporary international politics."

### **II. Course Outcomes and Assessment (Expected Undergraduate Student Learning Outcomes – EUSLO)**

#### **OBJECTIVE 1:**

Identify and describe the main historical foundations of the contemporary international system.

#### **Expected Student Learning Outcomes 1 and 2:**

Informed and empowered learners

#### **Rationale:**

Assignments will foster student understanding of the historical and geographic origins of the Westphalian state system, and its current emphasis on state actors, sovereignty, and territorial location, as well as its connection to nations.

#### **OBJECTIVE 2:**

Identify and describe the different forms of power and influence in contemporary international relations.

#### **Expected Student Learning Outcome 1 and 2**

Informed and empowered learners

#### **Rationale:**

Assignments will require students to analyze instances of bilateral and multilateral interactions of states and determine the types of power being used: coercive, remunerative, normative, and to understand the advantages and disadvantages of each type and their suitability to particular interactions.

#### **OBJECTIVE 3:**

Acquire knowledge of major states and regions outside of the United States.

#### **Expected Student Learning Outcome 1**

Informed learners

#### **Rationale:**

Assignments will focus on acquisition of knowledge of major nation-states, their geographic context, historical evolution, and social and cultural identities as they related to nationalism and foreign policy objectives.

**OBJECTIVE 4:**

Understand the different perspectives of Western/Global North countries and non-Western/Global South nations on issues of world politics, especially international political economy.

**Expected Student Learning Outcome 1 and 3**

Informed and Responsible learners

**Rationale:**

In-class discussions will require students to analyze post-World War II international political economic regimes, both from the perspective of wealthy states and from poorer and developing states' views, and to understand the differences, commonalities, and logical contradictions of each set of positions. In each analysis, the human impact of the perspective's approach, both long-term and short-term, is considered.

**OBJECTIVE 5:**

Analyze major issues in world politics from three of the major theoretical schools' perspectives.

**Expected Student Learning Outcomes 1 and 2**

Informed learners and empowered learners

**Rationale:**

Assignments will require students to demonstrate knowledge of three of the major schools of thought of international relations: Realism, Liberalism, Radicalism and Constructivism. For one major issue or issue area, students will analyze the relative importance of that issue in the perspective of that school, and that school's propositions of what causes international behavior in that issue.

**OBJECTIVE 6:**

Describe the role of non-state actors in international relations, such as sub-national groups, non-governmental organizations and international governmental organizations and their relationship to global citizenship.

**Expected Student Learning Outcome 1 and 3**

Informed and Responsible learners

**Rationale:**

Student assignments will demonstrate a knowledge of different non-state actors in international relations and their relative impact in agenda-setting, problem-creation and problem-solving. Students will demonstrate an understanding of the ethical and practical issues surrounding personal involvement in globally-oriented issues.

**III. Course Outline**

**Introduction (1 hour)**

**Issue Area 1: Power and Foreign Policy**

**Topic 1: Actors in World Politics (2 hours)**

**Case Study: The Treaty of Westphalia and the Thirty Years War**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about international actors?

**Case Study: The Treaty of Versailles and the Paris Peace Conference**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about international actors?

**Topic 2 National Power (3 hours)**

**Case Study: Rise of German Power 1864-1914**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about national power?

**Case Study: the Illusion of Italian Power, 1940**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about national power?

**Topic 3 Conflict in International Relations (3 hours)**

**Case Study: The Biggest War that Wasn't — the Cold War**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about international conflict?

**Case Study: The Devil's Hand: Yugoslavia**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about international conflict?

**Topic 4 Cooperation, Alliances and Diplomacy (3 hours)**

**Case Study: The British Dilemma of 1900**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about alliance behavior?

Case Study: US and China, 1969-1979

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about alliance behavior?

**Topic 5 Tools of Influence: Military Force and Foreign Aid (3 hours)**

Case Study: Vietnam War

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned military force in international relations?

Case Study: The Tanzania-Zambia Railway

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about foreign aid in international relations?

**Topic 6 Foreign Policy Decision Making (3 hours)**

Case Study: The Bay of Pigs

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about foreign policy decision making?

Case Study: Cuban Missile Crisis

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about foreign policy decision making?

**Midterm Examination: (1 hour)**

**Issue Area 2: International Political Economy**

**Topic 7 Imperialism (2 hours)**

Case Study: The Congo

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned imperialism?

Fiction reading: Joseph Conrad, *Heart of Darkness* (on-line: see course website).

**Topic 8 Trade (3 hours)**

Case Study: US-Japan Textile Negotiations

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned international trade?

**Topic 9 International Money and Business (2 hours)**

Case Study: Brazilian Debt Crisis

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned international banking and debt?

Case Study: The 1997 Asian Monetary Crisis

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned international banking and debt?

**Topic 10 North South Relations (3 hours)**

Case Study: OPEC Oil Cartel

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned commodity production?

Case Study: The New International Economic Order (NIEO)

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about alternative ways of organizing North-South relations?

**Topic 11 International Organizations (3 hours)**

Case Study: Universal Postal Union, International Telecommunications Union

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about international organizations?

**Issue Area 3: New International Issues**

**Topic 12 International Integration (3 hours)**

**Case Study: the European Community**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about international integration?

**Case Study: ASEAN**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about international integration?

**Topic 13 Environmental and Ecological Issues (3 hours)**

**Case Study: the Tropical Rainforest**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about environmental issues?

**Topic 14 International Terrorism (3 hours)**

**Case Study: Munich Olympic Massacre**

- What are the facts in the case?
- What is the geographic context of the case?
- What is the historical context of the case?
- Who are the major actors and how did they see the issues involved?
- What Broader Lessons can be learned about terrorism in international relations?

**Topic 15 The Study of International Relations (1 hour)**

**Final Exams: (2 hours)**

**IV. Evaluation Methods**

**30% – Case Discussion:** This class will be taught in an interactive manner using the case method, and students are expected and required to interact, discuss, and comment on the topics of the course. A number of students will be chosen at random at the beginning of each day for presentation. The quality of student comments will be evaluated, not simply quantity, though students whose attendance is irregular will find it difficult to get a good grade. For each week, students will be responsible for understanding one or two case studies, listed below. Students' names will be drawn at random and they must be prepared to speak on various aspects of that case. The selection will be "without replacement," i.e., students whose cards are drawn for one case study will not be liable for the next, guaranteeing that each student will have between two and three *opportunities* to speak during the semester. If a student misses that opportunity, however, the grade is a zero, and that counts as their opportunity. A student who is present but not prepared will receive a failing grade for their participation.



**40% – Quizzes:** Each topic has an on-line quiz. These quizzes will consist of brief identifications of names, events, dates, and terms in the format of multiple choice, and will be based upon both the readings and the case studies. The lowest two quiz grades during the semester will be dropped, and the grade calculated upon the remaining quizzes. Participation will be calculated upon the basis of in-class and in some cases, on-line threaded discussion, and chat where appropriate. No makeup quizzes will be administered, regardless of the reason for missing the quiz.

**15% – Midterm:** at the end of the Power and Foreign Policy issue area of the course, there will be a midterm exam covering all course material to date.

**15% – Final Exam:** the final exam will be similar to the midterm exam, and cover material in the International Political Economy and New International Issues sections of the course. It is scheduled as per the normal university final exam schedule.

#### V. Grading Scale:

90-100%	= A
80-89%	= B
70-79%	= C
60-69%	= D
0-59%	= F

#### Distribution:

case discussions	30%
quizzes	40%
midterm	15%
<u>final exam</u>	<u>15%</u>
Total	100%

#### VI. Attendance Policy

Attendance is not mandatory. However, this course is taught in an interactive manner, and participation is essential to a good grade in the course. Students will be called upon at random and if you are absent, your participation grade will be penalized accordingly.

The lowest two competency quiz scores will be dropped from grade calculation. **No makeup quizzes or tests will be administered, and no incompletes or extensions will be granted.**

#### VI. Required Textbook and Supplemental Books/Readings

There are many suitable textbooks for introductory courses in world politics. Examples include:

Boyer, Mark A. and John T. Rourke. 2008. *International Politics on the World Stage*. New York: McGraw Hill

Goldstein, Joshua S. and Jon C. Pevehouse. 2010. *International Relations* New York: Longman.

Mingst, Karen A. and Ivan Arreguin-Toft. 2010. *Essentials of International Relations*. New York: W.W. Norton & Company.

The following are examples of supplemental readings:

*The New York Times*.

Mingst, Karen A. and Jack L. Snyder. 2010. *Essential Readings in World Politics*. New York: W.W. Norton & Company.

### **VIII. Special Resource Requirements**

**None.**

### **IX. Bibliography**

Below are listed some of the major resources students will wish to consult for reading beyond the text(s):

#### **Journals:**

*Current History*

*Foreign Affairs*.

*Foreign Policy*

*International Affairs*.

*International Organization*.

*International Security*.

*International Studies Quarterly*

*The Military Balance*.

*Orbis*.

*World Policy Journal*.

*World Politics*

#### **Books and Monographs:**

Allison, Graham T. *Essence of Decision: Explaining the Cuban Missile Crisis*. Boston: Little, Brown, 1971.

Dougherty, James E. and Robert L. Pfaltzgraff, Jr. *Contending Theories of International Relations: A Comprehensive Survey*. 2nd ed. New York: Harper and Row, 1981.

- Friedman, Julian R., Christopher Bladen, and Steven Rosen, eds. *Alliance in International Politics*. Boston: Allyn & Bacon, 1970.
- George, Alexander L. *Presidential Decisionmaking in Foreign Policy: The Effective Use of Information and Advice*. Boulder: Westview, 1980.
- George, Alexander L., and Richard Smoke. *Deterrence in American Foreign Policy: Theory and Practice*. New York: Columbia University Press, 1974.
- Gilpin, Robert. *The Political Economy of International Relations*. Princeton: Princeton University Press, 1987. Gilpin, Robert. *US Power and the Multinational Corporation: The Political Economy of Foreign Direct Investment*. New York: Basic Books, 1975.
- Halpern, Morton H. *Bureaucratic Politics and Foreign Policy*. Washington DC: Brookings, 1974.
- Huntington, Samuel P. *The Clash of Civilizations and the Remaking of the World Order*. New York: Simon & Schuster, 1997.
- Janis, Irving. *Victims of Groupthink: a Psychological Study of Foreign-Policy Decisions and Fiascoes*. Boston: Houghton-Mifflin, 1972.
- Jensen, Lloyd. *Explaining Foreign Policy*. Englewood Cliffs, NJ: Prentice-Hall, 1982.
- Jervis, Robert. "Hypotheses on Misperception." *World Politics* 20 (1968): 454-479.
- Jervis, Robert. *System Effects: Complexity in Political and Social Life*. Princeton: Princeton University Press, 1987.
- Kennedy, Paul. *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York: Random House, 1987.
- Keohane, Robert O. and Joseph S. Nye. *Power and Interdependence: World Politics in Transition*. Boston: Little, Brown, 1977.
- Mearsheimer, John J. *The Tragedy of Great Power Politics*. New York: W.W. Norton & Company, 2001.
- Morgenthau, Hans. *Politics Among Nations: the Struggle for Power and Peace*. 6th ed. New York: Knopf, 1985.
- Organski, A.F.K., and Jacek Kugler. *The War Ledger*. Chicago: University of Chicago Press, 1980.
- Russett, Bruce, and Harvey Starr. *World Politics: The Menu for Choice*. San Francisco: W. H. Freeman, 1981.
- Spero, Joan Edelman. *The Politics of International Economic Relations*. 3rd ed. New York: St. Martin's Press, 1985.
- Stoessinger, John. *Why Nations Go to War*. 4th ed. New York: St. Martin's Press, 1985.
- Waltz, Kenneth. *A Theory of International Relations*. Reading, MA: Addison-Wesley, 1979.
- Yergin, Daniel. *Shattered Peace: The Origins of the Cold War and the National Security State*. Boston: Houghton Mifflin, 1977.

**Sample Assignment for Liberal Studies Course:**

**On-line discussion of international integration.**

**Assignment Instructions:**

Students will make **one data-based statement about international integration** on the course website's discussion forum. This should be roughly one paragraph long, plus citation of sources. You may argue that the world is becoming a more integrated place, or you may argue against that idea, but you must provide data for the position you take.

*Example of a good response:* "International integration is expanding rapidly because of the availability of Internet access, which gives access to information around the world. Coupled with free web translation services, this gives the potential for knowledge and information across a far broader range of sources than was previously possible. According to the UNDP Human Development Index in 2010, between 1990 and 2008, Internet access has risen in all countries listed. To be sure, the advance was greatest in advanced industrial countries, and rates of use remain relatively low in the poorest countries, but all have seen their access to global information rise during that period of time. In China alone, over 22% of people now have Internet access out of a population of 1.3 billion, roughly double the number in only 2006." [based on data, gives a reason why the selected data (Internet use) represents an indicator of international integration, cites a specific data point and a time reference.]

*Example of a poor response:* "International integration isn't really increasing, 'cause for all of the talk I hear about globalization, I don't see anything changing in my life, and unemployment is going up." [No data, personal reference only, no citation.]

Sources: Students are not limited to these sources; you may do additional research, but all research must be properly cited. Central Intelligence Agency, World Factbook. A standard reference work online, this contains basic information about a variety of countries. The "Guide to Country Comparisons" is a good place to start.

United Nations Human Development Programme, Human Development Report: International Human Development Indicators (2010). This is an index page to a variety of time-series statistics, some of which may or may not be relevant to international integration. The statistics go back to 1970 for over 190 countries in the world.

World Bank, "Data". Similar to the UNDP, this has even more indicators, and links to an even more sophisticated data engine to build data series for countries.

**Grading Rubric:**

Skill/Outcome	Good	Fair	Unacceptable
Clarity of Statement	Clear focus on more than one aspect of integration	Clear focus on one aspect of integration	Focus on integration is vague
Use of Data	More than one datum is specifically cited in support of the statement and clearly relates to it	One datum is specifically cited in support of the statement and relates to it	No data are cited, or the data do not relate to the statement made
Citation of Sources	Source(s) are fully cited using an established citation system	Source(s) are cited, but not using a full, established system	Sources are not cited

**PLSC101: Liberal Studies Approval Questions**

1. The instructors who teach the course on a regular basis meet annually to discuss course topics and assignments to basic equivalency. In addition, the department is developing a standard evaluation instrument for international studies which will be based upon common topics in different instructors' PLSC101 courses.
2. The core of the course focuses on the relationship of wealthy, powerful states and poorer, weaker countries which are typically non-Western. Topics such as Conflict, North-South Relations, Trade, International Organizations, Imperialism, Terrorism, among others directly relate to non-Western perspectives, and perspectives of women in North-South Relations, Trade, Environment, and the Study of International Relations, among others.
3. Instructors use a variety of non-text sources, including *The New York Times*, primary documents from the United Nations (International Organizations topic), European Union, ASEAN (International Integration topic), and works of fiction such as Joseph Conrad's novella *Heart of Darkness* (Imperialism Topic). These are typically linked or posted on course websites. In addition, a data-analysis exercise based upon online international data sources is used.
4. The department does not have a separate World Politics course for majors only, and unlike American Politics where some introductory material can be assumed from High School Civics, World Politics does not assume previous instruction in the discipline.