

# Course Syllabus

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**Course Prefix, Number, and Title:**

POLS-350-D01

**Credits:**

3

**University Name:**

Dakota State University

**Academic Term/Year:**

Fall 2019

**Last date to Drop and receive 100% refund:**

Thursday, September 5<sup>th</sup>

**Last date to Withdraw and earn a grade of 'W':**

Friday, November 8<sup>th</sup>

**Course Meeting Time and Location:**

MWF 10:00-10:50am TCB 111

**Instructor Information:****Name:**

Dr. Benjamin Young

**Office:**

SC 148D

**Phone Number(s):**

N/A

**Email Address:**

Ben.R.Young@dsu.edu

**Office Hours:**

MWF 11:15am-1:15pm, Tu/Th 12:30-1:30pm OR by appointment

**Approved Course Description:****Catalog Description:**

The modern world is full of various –isms. From populism to globalism and liberalism to authoritarianism, we will examine the complex governmental systems of today and the ways in which states deal with a host of contemporary issues, such as terrorism, the climate crisis, and domestic unrest. The goal of this course is to encourage students to develop theoretical tools for interpreting international relations (realism, liberalism, and Marxism) and expand our understanding of the contemporary international order.

## **Additional Course Information:**

None

## **Prerequisites:**

### **Course Prerequisite(s):**

None

### **Technology Skills:**

I believe handwritten notes help students learn the material better and remember important concepts from class. However, although not recommended, you may use a laptop or tablet for note taking only. Please do not go on the Internet during class. There can be absolutely no cell phone use during class unless authorized by the instructor.

## **Course Materials:**

### **Required Textbook(s):**

I understand the extraordinary costs of textbooks for college students. Therefore, I have decided to not have any required textbooks to be purchased for this class. Instead, throughout the semester, we will be reading journal articles, book chapters, and primary source materials that will be posted on the course webpage or linked on the syllabus below. Students are expected to read the required materials before each scheduled class.

### **Required Supplementary Materials:**

None

### **Optional Materials:**

None

## **Student Support:**

### **DSU Knowledge Base:**

The DSU Knowledge Base contains links and resources to help students by providing information about the following topics: User Accounts & Passwords, Academic Tools & Resources, Software & Apps Support, WiFi & Network Access, Campus Emergency Alert System, Campus Printing, IT Security & Safe Computing, and the Support Desk (which is there to help both on and off-campus students). The Knowledge Base can be accessed through the link below:

- [DSU Knowledge Base](#)

### **D2L Support for Students:**

The D2L Support for Students site is designed to provide DSU students a D2L support resource center that contains user guides, tutorials, and tips for using the D2L learning environment. The D2L Support for Students site can be accessed through the link below:

- [DSU D2L Support Resources for Students](#)

## **Course Delivery and Instructional Methods:**

Lecture

## **Classroom Policies:**

### **Attendance and Make-up Policy:**

Attendance at every class is required. If you miss a class due to an illness, accident, or death in the family, please let me know as soon as possible and provide a written excuse. If you miss more than 3 classes, you may fail the course.

### **Accessibility Statement:**

Dakota State University strives to ensure that physical resources, as well as information and communication technologies, are accessible to users in order to provide equal access to all. If you encounter any accessibility issues, you are encouraged to immediately contact the instructor of the course and Dakota State University's ADA Office, which will work to resolve the issue as quickly as possible.

DSU's ADA Office is located in the Learning Engagement Center and can be contacted by calling 605-256-5121 or emailing [dsu-ada@dsu.edu](mailto:dsu-ada@dsu.edu). Students seeking ADA accommodations (such as non-standard note taking or extended time and/or a quiet space taking exams and quizzes) can log into the DSU portal to access <https://portal.sdbor.edu/dsu-student/student-resources/disability-services/Pages/default.aspx/> for additional information and the link to the Disability Services Request Form. You will need to provide documentation of your disability and the ADA Coordinator must confirm the need before officially authorizing accommodations.

### **Academic Honesty Statement:**

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. Please be advised that, when the instructor suspects plagiarism, the Internet and other standard means of plagiarism detection will be used to resolve the instructor's concerns. The South Dakota Board of Regents Student Academic Misconduct Policy can be found here: [SDBOR Policy 2.33](#).

All forms of academic dishonesty will result in << insert class specific Academic dishonesty standards here >>

## **Communication and Feedback:**

### **Preferred Email Contact Method:**

Ben.R.Young@dsu.edu

### **Email Response Time:**

Maximum of 48 hours on days when class is in session

### **Feedback on Assignments:**

### **Requirements for Course Interaction:**

## **Student Learning Outcomes:**

- Students will understand the tools used by political scientists in their field of study and how such tools carry over to various disciplines and careers
- Students will develop critical thinking skills that enable them to evaluate international relations
- Students will learn about U.S foreign policy & foreign cultures, societies, and histories.

- Students will analyze texts and theories that form the basis of the global liberal order and the influence of such ideas on international relations.

## Evaluation Procedures:

### Assessments:

#### Final Examination:

Monday, December 16<sup>th</sup> from 10:30-12:30

#### Performance Standards and Grading Policy:

Students' performance is evaluated on the basis of the following:

**Class Participation/Attendance:** 10% (includes group work, in-class activities, and occasional homework)

\* For online students: you must complete a weekly reading response paper (2-3 pages double spaced, 12 font, Times New Roman) that is due by Friday at 5pm and this counts as your participation/attendance grade. This begins the second week of class. You must summarize the week's readings, explain the significance, and how it connects to previous course readings. You should also talk briefly about anything in the world news that corresponds with the relevant readings. You must cite your sources using footnotes.

**Research Paper:** 40% (You will complete a 15-20 page research paper based on a contemporary IR topic of your choosing. A list of possible topics are included on the last page of the syllabus. A draft will be required prior to the deadline and counts for 10% of this grade. Footnotes are required and a robust primary source base [not online blogs or all website sources] is expected.)

**Final Cumulative Exam-** 20%

**Pop Quizzes based on Readings:** 10% (These will be given on occasion with no advanced notification to the students)

\*Online students will also be given pop quizzes. These will be emailed on the class day to the online students and must be emailed back to the professor by 9pm that same day. If they are returned late, the grade will be a zero. No exceptions. Since you will have the readings in front of you, I expect very high quality answers from the online students.

**Weekly Online Discussion Forum:**  $10 \times 2 = 20\%$  (For 10 specified weeks, you are required to respond on a weekly basis to 2 questions on an online Google Drive document. This is due every Friday by 5pm. The best answers will be ones that engage with other students' responses and not merely answer the question. Each response - two are required each week - should be three to five sentences and counts as one point on your final grade. There will be no makeups for this.)

## **Student Verification Statement and Proctoring Policy:**

Federal law requires that universities verify the identity of students when course materials and/or course assessment activities are conducted either partially or entirely online. A student's Desire2Learn (D2L) login and password are intended to provide the student with secure access to course materials and are also intended to help the university meet this federal mandate. Some DSU Faculty also require the use of a proctor for exams in distance-delivered (Internet) courses and this requirement provides a second level of student identity verification. Students are responsible for any proctoring fees, if applicable. Finally, an instructor who uses web conferencing technology may require students to use a webcam during exams, as another means of student identity verification through voice and visual recognition.

## **Tentative Course Outline and Schedule:**

### **Week 1- IR Theory Intro**

Mon, Aug. 26 – Introductions and syllabus

Wed, Aug. 28- Discussion of course themes: What is realism? Liberalism? Marxism?

Homework due for this day: Read Stephen M. Walt, "International Relations: One World, Many Theories," *Foreign Policy*, No. 110 (Spring, 1998). Posted on course website.

AND Read Jack L. Snyder, "One World, Rival Theories," *Foreign Policy*, No. 145 (Nov. - Dec., 2004), 52-62. Posted on course website.

Fri, Aug. 30 - World Map Quiz and Realism in International Relations

Homework due for this day: Study for World Map Quiz and Read John Mearsheimer, "Anarchy and the struggle for power," *The tragedy of great power politics*, 29-54. Posted on course website.

### **Week 2: Liberalism and Marxism**

#### **Weekly Online Discussion Forum Begins**

Mon, Sept. 2 – Labor Day. No class

Wed, Sep. 4- Liberalism in International Relations

Homework: Read Michael Doyle, "Kant, Liberal Legacies, and Foreign Affairs," *Philosophy and Public Affairs* (Summer 1983), 205-232.

AND watch "Theory in Action: Liberalism,"

<https://www.youtube.com/watch?v=tZbDMUaqwE8>

Fri., Sep. 6- Constructivism & Marxism in IR

Homework: read John Cassidy, "The Return of Karl Marx," *The New Yorker* (20 October 1997), 248-259. Posted on course website

AND read Peter Hudis, "Marx in the Mirror of Globalization," Posted on course website

AND read "Why Marxism Is on the Rise Again," *The Guardian*

<https://www.theguardian.com/world/2012/jul/04/the-return-of-marxism>

### **Week 3: Authoritarianism & Democracy in East Asia**

Mon, Sep. 9- Resilient Communisms in China and North Korea

Read Julia Lovell, "Maoism marches on: the revolutionary idea that still shapes the world," *The Guardian* <https://www.theguardian.com/books/2019/mar/16/onward-march-maoism-julia-lovell>

AND Read Yuhua Wang, "Coercive capacity and the durability of the Chinese communist state," *Communist and Post-Communist Studies* Volume 47, Issue 1 (March 2014), 13-25. Posted on course website.

AND read B.C Koh, "North Korea and Its Quest for Autonomy," *Pacific Affairs* vol. 38, no. 3/4 (1965), 294-306. Posted on course website

Wed, Sep. 11- Liberal Democracy in South Korea

Read Eunjung Choi and Jongseok Woo, "Confucian Legacies and the Meaning of Democracy in South Korea: A Cultural Interpretation," *Korea Observer* 49, no. 3 (Autumn, 2018), 493-515. Posted on course website.

AND watch "South Korea celebrates 30 years of democracy"  
<https://www.youtube.com/watch?v=cRh7tVpzf44>

Fri, Sep. 13- Democracy and Pacifism in Japan and Taiwan

Read Joseph Wong, "Deepening Democracy in Taiwan," *Pacific Affairs*, Vol. 76, No. 2 (Summer, 2003), 235-256. Posted on course website.

AND watch "Japan's Pacifist Constitution Explained,"  
<https://www.youtube.com/watch?v=imdPL3EtIq4>

#### **Week 4- The Russian State**

Mon., Sept. 16- Soviet History & Russian Influence in the former Soviet Empire

Read John Lewis Gaddis, "The Long Peace," *International Security* 10/4 (1986), 99-142. Posted on course website.

AND read Toru Nagashima, "Russia's Passportization Policy toward Unrecognized Republics," *Problems of Post-Communism* (2017), 1-15. Posted on course website.

Wed., Sep. 18- Soviet & now Russian Influence in Africa

Read "Did the Russian Revolution Matter in Africa (Part II)," *African Review of Political Economy*,"  
<http://roape.net/2018/10/10/did-the-russian-revolution-matter-for-africa-part-ii/>

AND read *New York Times* "Russia's Military Mission Creep Advances to a New Front: Africa,"  
<https://www.nytimes.com/2019/03/31/world/africa/russia-military-africa.html>

AND read *The Conversation* "How Russia is growing its strategic influence in Africa"  
<https://theconversation.com/how-russia-is-growing-its-strategic-influence-in-africa-110930>

Fri., Sep. 20- Contemporary Russian Authoritarianism & Putin-ism

Read Douglas A. Borer and Jason J. Morrissette, "Russian Authoritarian Pluralism: a Local and Global Trend?," *Cambridge Review of International Affairs*, Volume 19, Number 4 (December 2006), 571-588. Posted on course website

AND watch "Pride, patriotism and how Putin helped redefine what it means to be a 'true Russian'"  
<https://www.youtube.com/watch?v=bltwqPQVnBs>

#### **Week 5- The Balkans and Slavic Nationalism**

Mon., Sep. 23- Communist Yugoslavia and Titoism

Read SD Bosnitch, "The Conversion from Stalinism to 'Titoism': Its Impact on the Yugoslav Communist Militants," *Journal of Conflict Studies* (1983). Posted on course website

Wed, Sep. 25- Genocide and War in the Balkans

Read Nicholas J. Miller, "Nationalism and Policymaking in the Balkans," *Georgetown Journal of International Affairs* (Summer 2006). Posted on course website

AND watch "Ethnic Cleansing of Bosnian Muslims —explained,"  
<https://www.youtube.com/watch?v=gMuk3t3NoTU>

Fri, Sep. 27- Resurgence of Pan-Slavism and Serbian-Russian Relations

Homework: Read *Foreign Policy* "There's One Country in Europe Where Putin Is a Rock Star,"

<https://foreignpolicy.com/2019/01/25/theres-one-country-in-europe-where-putin-is-a-rock-star-russia-serbia-vucic-belgrade-kosovo/>

AND watch "Serbian War Veterans Operating in Crimea: Russian Roulette in Ukraine,"

<https://www.youtube.com/watch?v=pFILN9E2kcY>

### **Week 6- Neo-Colonialism, Wars, and Development in Africa**

Mon, Sep. 30- Why is Africa Still Poor?

Read entire *Africa In Fact* "If Africa is so rich, why is it so poor?". Posted on course website

AND watch "Why Development in Africa Is So Difficult,"  
<https://www.youtube.com/watch?v=lpbyDlplStc>

Wed, Oct. 2- China in Africa

Read Tukumbi Lumumba-Kasongo, "China-Africa Relations: A Neo-Imperialism or a Neo-Colonialism? A Reflection," *African and Asian studies* Vol. 10, No. 2-3 (2011), 234-266. Posted on course website.

Fri. Oct. 4- Civil War & Genocides in Africa: Liberia, Rwanda, and Darfur

Read Philip Roessler, "The Enemy Within: Personal Rule, Coups and Civil War in Africa," *World Politics* (2011). Posted on course website.

AND watch "How could the Rwandan genocide happen? - BBC Africa,"

<https://www.youtube.com/watch?v=SVnOGsJY5RQ>

### **Week 7- Climate Change and IR**

Mon, Oct. 7- The Climate Crisis and IR

Read Josh Busby, "Climate Change as Anarchy: The Need for A New Structural Theory of IR,"

<https://duckofminerva.com/2019/04/climate-change-as-anarchy-the-need-for-a-new-structural-theory-of-ir.html>

AND read Ken Sofer, "The Realist Case for Climate Change Cooperation,"

<https://www.americanprogress.org/issues/security/news/2015/11/30/126356/the-realist-case-for-climate-change-cooperation/>

Wed. Oct. 9- Climate Change Documentary in class

[https://www.youtube.com/watch?v=cl4Uv9\\_7KJE](https://www.youtube.com/watch?v=cl4Uv9_7KJE)

No reading

Fri, Oct. 11-**START DISCUSSING RESEARCH PAPERS IN CLASS** Does China care about air pollution?

Read CSIS "Is air quality in China a social problem?"

<https://chinapower.csis.org/air-quality/#9da8a14f-b5ce-cl>

### **Week 8- Latin America and the Caribbean**

## No online discussion forum this week

Mon., Oct. 14- Native American Day. No Classes

Wed. Oct. 16- The Cuban Revolution and Cuba-Venezuela Ties

Read Kevin Ginter, "Truth and Mirage: The Cuba-Venezuela Security and Intelligence Alliance," *International Journal of Intelligence and CounterIntelligence*, vol. 26, no. 2 (2013), 215-240. Posted on course website.

AND

Read "With Spies and Other Operatives, a Nation Looms Over Venezuela's Crisis: Cuba," *New York Times* (January 26, 2019), <https://www.nytimes.com/2019/01/26/world/americas/venezuela-cuba-oil.html>

Fri., Oct. 18- Marxist Guerillas & Non-State Actors in Latin America

Read Scott Englund and Michael Stoh, "Violent Political Movements: Comparing the Shining Path to the Islamic State," *Perspectives on Terrorism* (2016),

<http://www.terrorismanalysts.com/pt/index.php/pot/article/view/524/html>

And watch "Farc guerrillas: last days of blood in Colombia,"

<https://www.youtube.com/watch?v=mZqdEG7fYaE>

## Week 9- Origins of U.S Foreign Policy

Mon., Oct. 21- Jacksonianism and the Frontier Thesis

Homework due today: Read Josh Busby, "A Jacksonian Moment in U.S. Foreign Policy. Will it Last?" (April 6th, 2018), <https://duckofminerva.com/2018/04/a-jacksonian-moment-in-u-s-foreign-policy-will-it-last.html>

Wed., Oct. 23- The Vietnam War and Cold War America

Read Stephen Krasner, "Are Bureaucracies Important? Or, Allison Wonderland" *Foreign Policy* (1972), 159-178. Posted on course website. If you are still reading the syllabus at this point in the semester, please email me a picture of the Cookie Monster by the beginning of today's class & I'll add one point to your final exam grade.

Fri., Oct. 25- Human Rights, Winning the Cold War, and Hegemony

Read Samuel P. Huntington, "The Clash of Civilizations?" *Foreign Affairs* 72/3 (Summer 1993), 22-49.

Posted on course website. AND read President Jimmy Carter's 1977 Address at Commencement Exercises at the University of Notre Dame, <https://www.presidency.ucsb.edu/documents/address-commencement-exercises-the-university-notre-dame#axzz1XkJgCgHM>

AND watch "Fall of The Soviet Union Explained In 5 Minutes,"

[https://www.youtube.com/watch?v=M16RMXZDG\\_g](https://www.youtube.com/watch?v=M16RMXZDG_g)

## Week 10- The War on Terror

Mon. Oct 28- The 9/11 Turning Point

Read Charles Krauthammer, "The Unipolar Moment Revisited," *The National Interest* (2002), 5-18. Posted on course website

AND read John Mueller and Mark G. Stewart, "The Terrorism Delusion: America's Overwrought Response to September 11," *International Security* Vol. 37, No. 1 (Summer 2012), 81-110. Posted on course website

Wed., Oct. 30- Trump and the Middle East



Read Marc Lynch, "Belligerent Minimalism: The Trump Administration and the Middle East," *The Washington Quarterly* vol. 39, no. 4 (2016), 127-144. Posted on Course Website  
AND watch "Donald Trump outlines his views on the Middle East,"  
<https://www.youtube.com/watch?v=0SixInmO7u0>

Fri, Nov. 1- Drones and U.S Cyber War

Read Emma Schroeder, "Is America Really Ready for CyberWar?" *The National Interest* (May 23, 2017),  
<https://nationalinterest.org/blog/the-buzz/america-really-ready-cyber-war-20804>  
And watch "America's Ex-Drone Pilot,"  
[https://www.youtube.com/watch?v=Y\\_Lt88KXzIQ](https://www.youtube.com/watch?v=Y_Lt88KXzIQ)

### **Week 11- NATO and Humanitarianism**

Mon., Nov. 4- UN & NATO

James M. Goldgeier, "NATO expansion: The anatomy of a decision," *Washington Quarterly*, vol. 21, no. 1 (1998), 83-102. Posted on Course Website  
AND watch "Andrew Young: Why is the UN important today?,"  
<https://www.youtube.com/watch?v=gx4t5vFgkDU>

Wed., Nov. 6- U.S Humanitarianism: Benevolent or Empire-building?

Read Jon Western, "Sources of Humanitarian Intervention: Beliefs, Information, and Advocacy in the U.S. Decisions on Somalia and Bosnia," *International Security* Vol. 26, No. 4 (Spring 2002), 112–142. Posted on Course Website  
AND watch "'How to Hide an Empire': Daniel Immerwahr on the History of the Greater United States,"  
<https://www.youtube.com/watch?v=RvIUGYvLg0s>

Fri., Nov. 8- **IN-CLASS RESEARCH PAPER WORKSHOP**

Come to class with a topic and 200 word abstract, that outlines your argument, sources, and framework.

### **Week 12- U.S-China Competition**

**Last week of online discussion forum**

Mon, Nov. 11- Veterans Day. No class

Wed, Nov. 13- Thucydides Trap & U.S-China Competition

Graham Allison, "The Thucydides Trap," *Foreign Policy*, June 9th, 2017. Posted on Course Website AND  
Read Lam Pang Er, "China, the United States, Alliances, and War: Avoiding the Thucydides Trap?," *Asian Affairs: An American Review*, vol. 43 (2016), 36–46. Posted on Course Website  
AND watch "Is war between China and the US inevitable? | Graham Allison,"  
<https://www.youtube.com/watch?v=XewnyUJgyA4>

Fri, Nov. 15- **Research Paper Draft Due! (should be 10-12 pages w/ footnotes)**

Trumpism, Trade Wars, and China's Ethnic Genocide in Xinjiang

Read "How China Turned a City into a Prison," *New York Times*

<https://www.nytimes.com/interactive/2019/04/04/world/asia/xinjiang-china-surveillance-prison.html>

And watch "China's hidden camps - BBC News,"

<https://www.youtube.com/watch?v=qmvyjwLxC5I>

### **Week 13- U.S Nuclear Weapons**

Mon, Nov. 18- U.S Nukes

John Mueller, "The Essential Irrelevance of Nuclear Weapons," *International Security* Vol. 13 (Fall 1988),  
Posted on course website

AND read *War on the Rocks* "THE PRESIDENT AND NUCLEAR WEAPONS OR: HOW I LEARNED TO STOP WORRYING AND LOVE TRUMP HAVING THE BOMB,"

<https://warontherocks.com/2017/09/the-president-and-nuclear-weapons-or-how-i-learned-to-stop-worrying-and-love-trump-having-the-bomb/>

Wed, Nov. 20: Why U.S worries about North Korea having nukes?

Read "Why Does North Korea Want Nukes?,"

<https://www.heritage.org/insider/summer-2018-insider/why-does-north-korea-want-nukes>

And watch "This American scientist has seen North Korea's nuclear program up close"

<https://www.youtube.com/watch?v=qLyVtPaz71M>

Fri., Nov. 22- One on one meetings to discuss research paper drafts; No class

\* Online students are required to do this via Skype or in person as well

#### **Week 14- Turkey week**

Mon, Nov. 25- One on one meetings to discuss research paper drafts; No class

\* Online students are required to do this via Skype or in person as well

Wed, Nov. 27- No class. Thanksgiving break

Fri, Nov. 29- No class. Thanksgiving break.

#### **Week 15- U.S Domestic Terrorists and the Future of U.S Foreign Policy**

Mon, Dec. 2, April 3- **FINAL RESEARCH PAPER DUE! NO EXTENSIONS**

The Alt Right and U.S white nationalism

Read Alt Right: A Primer about the New White Supremacy

<https://www.adl.org/resources/backgrounders/alt-right-a-primer-about-the-new-white-supremacy>

Wed, Dec. 4- Watch VICE documentary on Charlottesville

<https://www.youtube.com/watch?v=P54sPONlugg>

No homework

Fri, Dec. 6- The Climate Breakdown & Post-Trump U.S Foreign Policy

Read "Climate Control Should Be Important Component of U.S. Foreign Policy,"

<https://www.cfr.org/interview/climate-control-should-be-important-component-us-foreign-policy>

AND read "The Battle for the Future of U.S. Foreign Policy Has Begun,"

<https://nationalinterest.org/blog/skeptics/battle-future-us-foreign-policy-has-begun-46862>

Week 16-

Mon, Dec. 9- Final Exam Review

Wed., Dec. 11- No class.

Final Exams begin

Possible topics for Research Paper:

- China's Foreign Policy under Xi Jinping
- Ethnic Cleansing in Xinjiang & (the lack of) international outcry
- Land reform in South Africa
- The rise and collapse of the Islamic State Caliphate
- NATO
- U.S-UK "Special" Relationship
- U.S-China Trade War
- North Korea's Nuclear Program
- Russia's War in Crimea
- Huawei and China's Global IT Networks
- The FARC in Colombia
- Reform in Socialist Cuba
- Disaster in Venezuela
- Who won the Cold War?
- The Rise of Populism in the West
- U.S-South Korea Relations/U.S-Japan Relations
- Trump's Foreign Policy

**Freedom in Learning Statement:**

Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. It has always been the policy of Dakota State University to allow students to appeal the decisions of faculty, administrative, and staff members and the decisions of institutional committees. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.