TROY UNIVERSITY
MASTER OF SCIENCE IN INTERNATIONAL RELATIONS DEGREE PROGRAM

IR 6652
THEORY AND IDEOLOGY IN INTERNATIONAL RELATIONS

PROFESSOR INFORMATION

(Insert name, mailing address, phone [optional], FAX [optional], and e-mail address, website URL [optional])

(Insert brief bio)
SAMPLE:
Dr. James F. Rinehart is a Professor and Chair of the Department of Political Science at Troy University. In addition, he serves as Director of the Master of Science in International Relations degree program.

From 1995 to 2001, Dr. Rinehart taught in the Graduate Program in International Relations at the United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS), Ft. Bragg, North Carolina. He also served as its Academic Director.

Dr. Rinehart received his Ph.D. in International Relations from the Maxwell School of Citizenship and Public Affairs at Syracuse University. He is the author of two books: Revolution and the Millennium: China, Mexico, and Iran (Westport, CT: Praeger, 1997) and Apocalyptic Faith and Political Violence: Prophets of Terror (New York: Palgrave Macmillan, 2006), as well as numerous articles and academic papers on the subjects of religion and international politics, revolution, terrorism, American foreign policy, and international law & conflict management. He holds a B.A. in Economics from the University of Florida.

He is a member of the International Studies Association (ISA). He currently serves as Treasurer of ISA/South and is a member of its Executive Council.

TEXTBOOKS AND/OR OTHER MATERIALS NEEDED

Textbooks & Other Materials:
(list all texts required for the course including ISBN)
(Optional): In addition to these required texts, there will be a few class “handouts” in the form of case studies. Each of these will be available via the Internet. Students should have their textbook from the first week of class. Not having your textbook will not be an acceptable excuse for late work.

COURSE CATALOG DESCRIPTION:

IR 6652 Theory and Ideology in International Relations (3)
An examination of historical and contemporary theories in international relations; the role of political, economic, ethnic, religious and other belief systems or philosophical approaches within the global system.

COURSE OVERVIEW

Despite the dynamic nature of International Relations, major political philosophers and analysts of the past have something to tell us about how things are today. As a result we utilize a number of readings that are designed to familiarize the candidate with numerous perspectives often developed in response to specific episodic events. In addition, there is a need to go beyond the arena of an historical episode in which the minor texts, and context, can be brought into focus and fulfill the need for an understanding of political ideas in the broader realm. readings are selected to enable students to satisfy both of these needs and thus, better understand a subject that is both complex and comprehensive in scope.

For graduate students of international politics, the study of theory provides a means of forcing confrontation with normative issues that are often otherwise hidden by the events or policies themselves. In addition, the analysis of ideas within both time and space provides a disciplined foundation for the appraisal of ideologies and actions. Historical and contemporary theories in international relations: the role of political, economic, ethnic, religious and other belief systems or philosophical approaches of sufficient coherence, to be termed ideologies, within the global system are evaluated. Each student will become familiar with the major theoretical approaches to international relations and learn to apply international relations theories and methods to past and contemporary issues and events.
STUDENT LEARNING OBJECTIVES

- Explain major theories of IR
- Summarize the contributions of prominent authors in IR.
- Compare and contrast differing explanations of international events.
- Criticize theoretical explanations of international events.

COURSE OUTLINE

(PROVIDE AN OUTLINE OF THE COURSE TOPICS)

STUDENT EVALUATION AND ASSESSMENT

(PROVIDE A DETAILED EXPLANATION OF HOW STUDENTS WILL BE EVALUATED AND THEIR ASSIGNED WORK ASSESSED)

SAMPLE:
The principal tool of assessment for the course will be the demonstrated ability of the student to master, synthesize and articulate (in written form) various perspectives of International Relations. To that end, there will be three analytical essays. Your grade in IR 6652 will be determined by the quality of preparation of these written assignments. Each of the essays will count as 1/3 of your course grade.

Each of the three analytical essays should be 7-10 double-spaced electronically produced or typewritten pages. Please do not exceed the 10-page limit, exclusive of references and bibliography. That means you cannot write the definitive response to the topic, nor can you include everything you can think of concerning it. You must make choices about the topics, examples, and conclusions to include. In the end those are quite personal choices: “What do I feel is most significant?” The page limit forces you to confront decisions of significance in a way that a 50-page limit does not. One can always find ways to fill 50 pages (yes, it’s true!), but it is difficult to write a short essay. Depending on how you work, you may want to write a much longer first draft (12-15 pages, for example) and then pare it down by excluding what seems to be tangential or repetitive. Some may prefer to first arrive at a few key points and then build a supporting case for them. In either method a tight, well-constructed outline can be of significant value. These tactical decisions will differ, depending upon your preferences.

You should understand that there is no single “right answer” to these assignments. As the readings will demonstrate, the subject matter of the course is the source of sharp disagreements among scholars. There are few reigning orthodoxies, and even where they exist, heretics chip away from all sides. Thus, these are not puzzles, for which there is only a single determinate solution. Do not feel compelled to restate the
author’s views or my own. This is contentious material. By the same token, although
there are no absolutely right or wrong answers, some essays will be better than others.

What criteria of excellence do I have in mind? First, they should be written with
clarity and precision. Literary elegance is not required -- lucid, grammatical English
is; a poorly written paper will been downgraded substantially, regardless of its
content.

Second, the logic of the argument should be sound. All steps of your reasoning
should be presented so that your conclusions flow from clearly stated premises.
Make sure that in the process of making your argument, you do not contradict
yourself.

Finally, marshal evidence in support of your position. The major evidentiary
resources that you have are the course readings. These readings should be referred to
in detail to buttress the positions you take. Provide appropriate citations for all direct
quotations and close paraphrases. Try to limit direct quotations to a modest number,
limited to those circumstances where the author expresses himself in a particularly
vivid way. Avoid a paper that is simply a string of quotations from other’s work.
These exercises are meant to give you an opportunity to express your considered and
defensible views.

The primary sources for the papers should be the course readings. Nonetheless, outside
sources may be used, as long as they are not employed as substitutes for course materials.

A NOTE ABOUT PLAGIARISM: PLAGIARISM IS THE FRAUDULENT
PROCESS OF OFFERING AS ONE’S OWN WORK THE WRITINGS AND/OR
IDEAS OF OTHERS. THIS INCLUDES MATERIALS THAT YOU GATHER
FROM SOURCES ON THE INTERNET. SUCH PROCESSES WILL NOT BE
TOLERATED. IT’S JUST NOT THE PROFESSIONAL THING TO DO.

REFERENCE ALL QUOTATIONS AND THOUGHTS THAT ARE NOT YOUR
OWN. Use either the American Psychological Association’s Publication Manual or
Turabian’s Manual for Writers of Term Papers, Theses, and Dissertations for referencing
and typing guidelines.

SUBMITTING WORK

SAMPLE: Your papers should be written in Standard English using a 12-pitch format, 1-
inch margins, and double spacing in WORD document format. Please do not send them
in the body of the e-mail itself but, rather, as a WORD document attachment. You can
use any font you choose (although, I prefer Times New Roman). Submit all
correspondence and assignments (as attachments) by email to the professor. Please
include IR 6652 in the subject line. When submitting your papers please include the
following information (in this order) Course number and title, first and last name, and
subject.
MAKE-UP WORK POLICY

SAMPLE: Missing any part of this schedule may prevent completion of the course. If you foresee difficulty of any type (i.e., an illness, employment change, etc.) which may prevent completion of this course, notify the instructor as soon as possible. Failure to do so will result in failure for an assignment and/or failure of the course. See “Attendance,” above.

If I have not heard from you by the deadline dates for assignments, no make-up work will be allowed (unless extraordinary circumstances existed, such as hospitalization). Requests for extensions must be made in advance and accompanied by appropriate written documentation if the excuse is acceptable to the instructor. "Computer problems" are not an acceptable excuse.

INCOMPLETE GRADE POLICY

Missing any part of the Course Schedule may prevent completion of the course. If circumstances will prevent the student from completing the course by the end of the term, the student should complete a request for an incomplete grade.

Note: A grade of incomplete or “INC” is not automatically assigned to students, but rather must be requested by the student by submitting a Petition for and Work to Remove an Incomplete Grade Form. Requests for an incomplete grade must be made on or before the date of the final assignment or test of the term. A grade of “INC” does not replace an “F” and will not be awarded for excessive absences. An “INC” will only be awarded to student presenting a valid case for the inability to complete coursework by the conclusion of the term. It is ultimately the instructor’s decision to grant or deny a request for an incomplete grade, subject to the policy rules below.

Policy/Rules for granting an Incomplete (INC)

- An incomplete cannot be issued without a request from the student.
- To qualify for an incomplete, the student must:
  a. Have completed over 50% of the course material and have a documented reason for requesting the incomplete. (50% means all assignments/exams up to and including the mid-term point, test, and/or assignments.)
  b. Be passing the course at the time of their request.

If both of the above criteria are not met an incomplete cannot be granted.

- An INC is not a substitute for an F. If a student has earned an “F” by not submitting all the work or by receiving an overall F average, then the F stands.

AMERICANS WITH DISABILITY ACT (ADA)
Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: http://www.troy.edu/humanresources/ADAPolicy2003.htm.

HONESTY AND PLAGIARISM

The awarding of a university degree attests that an individual has demonstrated mastery of a significant body of knowledge and skills of substantive value to society. Any type of dishonesty in securing those credentials therefore invites serious sanctions, up to and including suspension and expulsion (see Standard of Conduct in each TROY Catalog). Examples of dishonesty include actual or attempted cheating, plagiarism*, or knowingly furnishing false information to any university employee.

*Plagiarism is defined as submitting anything for credit in one course that has already been submitted for credit in another course, or copying any part of someone else’s intellectual work – their ideas and/or words – published or unpublished, including that of other students, and portraying it as one’s own. Proper quoting, using strict APA formatting, is required, as described by the instructor.

This university employs plagiarism-detection software, through which all written student assignments are processed for comparison with material published in traditional sources (books, journals, magazines), on the Internet (to include essays for sale), and papers turned in by students in the same and other classes in this and all previous terms. The penalty for plagiarism may range from zero credit on the assignment, to zero in the course, to expulsion from the university with appropriate notation in the student’s permanent file. Such a decision is at the discretion of the professor.

LIBRARY SUPPORT

The Libraries of Troy University provide access to materials and services that support the academic programs. The address of the Library Web site is https://library.troy.edu. This site provides access to the resources of all Campus and Regional Libraries, as well as to resources such as the Library’s Catalog and Databases. Additionally, the Library can also be accessed by choosing the “Library” link from the University’s home page, www.troy.edu, or through the eLibrary tab within Blackboard.