Social and Behavioral Sciences
Texas A&M University

Core Curriculum Cover Sheet

Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): TAMU-Qatar, Liberal Arts

2. Course prefix and number: POLS 209

3. Texas Common Course Number: Click here to enter text.

4. Complete course title: Methods of Introduction to Political Science Research

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:

☐ Communication
☐ Mathematics
☐ Life and Physical Sciences
☐ Language, Philosophy and Culture

☐ Creative Arts
☐ American History
☐ Government/Political Science

☒ Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:

☐ Yes ☑ No

8. How frequently will the class be offered? 1-2 times per year

9. Number of class sections per semester: 1

10. Number of students per semester: 25

11. Historic annual enrollment for the last three years: n/a

This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. 

13. Submitted by:

Course Instructor

Date

Approvals:

14. Department Head

Date

15. College Dean/Designee

Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Foundational Component Area: Social and Behavioral Sciences

In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

POLS 209 is the fundamental introductory course in political science teaching students how to apply empirical and scientific methods for understanding politics. Students use modern methodological tools to explore political relationships among individuals, groups and institutions, and how politics and policies affect us all.

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Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

The goal of the course is to enable students to think scientifically about politics, governance, and policy. The requires creativity and inquiry in generating testable hypotheses and analysis and evaluation of data. The course teaches both scientific reasoning, and culminates in a research project by the student.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

This is a “W” course. One central focus of the course is developing students’ written communication skills. Oral presentations of research are also provided.

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Students learn theoretical and statistical skills to analyze problems and data.

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

Beyond training in the ethics of responsible scientific research, student research projects related to politics, policy and governance of necessity engage different cultures, civic responsibility, and different communities.
POLITICAL SCIENCE 209: INTRODUCTION TO POLITICAL SCIENCE RESEARCH METHODS – Writing Intensive Class Section

Section 908, TR 4:40 - 5:55 pm
Spring, 2009
ALLN 1016

Dr. Kim Hill
Office: Allen 2092
Hours: TR 3:30 - 4:30 PM or by appointment.
Phone: 845-8235
E-mail: e339kq@polisci.tamu.edu

COURSE DESCRIPTION

This course is an introduction to the fundamentals of scientific research in the discipline of political science. It is required of all political science majors. They are further required to take it early in their curricula so that they can employ the knowledge gained in this class in their more advanced political science courses. Enrollment is restricted to political science majors.

Science offers a particularly rigorous way to satisfy our curiosity about the natural world. Political science helps us answer such questions as why some Americans vote in elections and some do not, why nations go to war and under what conditions they do so, why members of Congress vote as they do on legislation—and a host of similar questions. Thus science provides a way to satisfy our curiosity about the political world just as it does about the physical world.

Science also has a particular logic, set of procedures, and terminology. Some of that logic, those procedures, and the terminology is shared by all sciences. But each scientific discipline creates some of its own standard procedures and terminology. Thus we must learn these “tools” so that we can use scientific methods appropriately and so that other political scientists can understand our work.

This course will focus to a considerable degree on the real-world political puzzles that engage the curiosity of political scientists. Thus we will discuss a number of the questions they are curious about and seek to answer. But we must also understand the nature of scientific research generally and the nature of social science research. Thus these will be topics considered in the course, as well. One of the common aims of science, besides simply satisfying our individual curiosity about the world is the creation of theory—which is a distinctive form of explanation for natural phenomena. Thus we will also discuss theory construction and theory testing, and how they are carried out in political science. Finally, we will consider the fundamental procedures and tools of scientific research, including ones that determine how we define our subject matter scientifically, how we pose research questions scientifically, and how we seek answers to those questions using the scientific method.

REQUIRED READINGS

There is one required text:

Janet Johnson and H.T. Reynolds, Political Science Research Methods, (CQ Press, sixth edition 2008). (referrecc to as "JR" in the reading assignments.)

There are also several readings on electronic reserve in the TAMU library. These readings are designated LR (library reserve) in the assignment list below. For instructions about how to access these readings, see the information at the end of this syllabus.
A few other readings are available, as noted below, from sites on the World Wide Web.

Finally, several readings in the syllabus from scholarly journals are available for downloading at www.jstor.org, from any TAMU computer and are so designated in the list below. For instructions about how to access these readings, see the information at the end of this syllabus.

**COURSE REQUIREMENTS**

The bulk of your final grade in this course will be based on four papers for the class that will vary in their length, character, and difficulty. The grades on these separate papers will contribute the following percentages toward your final grade: First Paper – 10%, Second paper – 10%, Third Paper – 30%, Fourth Paper – 30%. Collectively, the grades on these papers will then be worth 80% of your final class grade. Papers turned in late without appropriate, written documentation of a University excused absence will be automatically penalized 5 points and then 3 points per each class day the paper is late. All of the papers will be graded, as appropriate to the assignment, on the substantive content, the quality of the writing, and the degree to which they reflect lecture material and information, as appropriate, from assigned readings.

In addition to the papers you will take a number of short in-class quizzes, either over the material you are assigned to read for a given class or on the material presented in the lecture on that day. (Class days on which I anticipate there will be quizzes are noted in the Schedule of Lecture and Discussion Topics below.) Further, we have several class sessions in the department computer lab, and attendance at these sessions will be graded as quiz grades. That is, if you are in attendance for any such session, you get a 100 for one quiz grade. If you do not attend, you get a zero. These quizzes will count equally toward the total quiz grade for the semester, which will itself account for 20% of your final grade.

If you miss a class and thus a quiz, you must have a valid university excused absence that is appropriately documented for the relevant class day to be able to take a make-up version of the quiz. Without a University-excused absence, you will earn a zero for the quiz. I will drop your lowest quiz grade, however, before calculating your final, overall quiz grade.

Participation in class discussion, especially when informed by thoughtful consideration of the relevant reading material, will be taken into account as a positive factor for students whose final course average based on the grades on the papers and the quizzes is on the margin between two letter grades.

What counts as a university excused absence?

The following reasons are considered excused by Texas A&M University (Section 7.1 from student rules http://student-rules.tamu.edu/rule7.htm):

1. Participation in an activity appearing on the university authorized activity list. You must notify your professor prior to the absence.
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5. Religious holy day.
6. Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
Students who miss graded work for excused absence have a very limited amount of time to notify the professor that the absence was excused and provide documentation. For specific information, go to: http://student-rules.tamu.edu/ and search for excused absence.

The command of the course material from the lectures and readings that you demonstrate in these papers is the most important determinant of your grades on them. **However, this a writing-intensive, or University-designated W course.** Thus the course is also intended to improve your ability to write various kinds of papers that are appropriate to this discipline, to learn how political science scholars and others who write professionally about politics do so most effectively, and to improve generally your writing skills as they might be of use in a range of professional settings. For the latter reasons your writing performance on these papers will be especially important. *Regardless of how well a paper addresses the substantive material for the assignment, it will not earn a passing grade unless your writing in the paper is also graded to be at a passing level.* But a principal goal of the class is to assist you in learning how to write well in your upper-division classes and after graduation. Therefore, I will provide extensive instruction in writing throughout the course. Further, I will give you considerable advice on outlines and drafts of the papers for the class. Some of the required reading for the class also addresses appropriate writing skills and the organization of written material for different kinds of writing objectives.

**COURSE POLICIES**

Regular class attendance is expected but not required, except of course I will be giving quiz grades for attendance at computer lab sessions. Most of our other class sessions will be lectures; a few will be entirely class discussion. I will always encourage questions and class participation, however, even during lectures. Further, the lectures and discussions provide the most important material in the class. Thus I cannot urge you too strongly to attend class without fail.

I also strongly encourage you to meet with me during my office hours or by appointment if you have questions about the course material, the papers or quizzes, or your progress in the course.

Students in this class may also be eligible for accommodation under the provisions of the Americans with Disabilities Act (ADA). The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, or call 845-1637.

The handouts used in this class are copyrighted. The handouts include but are not limited to the syllabus, literal handouts in class, and instructions for the class papers. Because these materials are copyrighted, you do not have the right to copy them unless I expressly grant permission for you to do so.

The Aggie Honor Code states, "An Aggie does not lie, cheat or steal, or tolerate those who do."
For more information and details on Honor Council Rules and Procedures refer to the website of the Aggie Honor System Office at http://www.tamu.edu/aggiehonor. Among other possible violations explained in Honor Council Rules and Procedures, academic misconduct that is prohibited includes cheating, as on an exam or quiz; fabrication of data or results or otherwise submitting fabricated materials for a grade; the falsification of research materials or findings; submitting the same work, as for grades in more than one class; and plagiarism, which is presenting another person's ideas, written words, or the like as your own work. If you have any concerns or questions about how these honor code rules apply to the work in this class, do not hesitate to discuss them with me.
SCHEDULE OF LECTURE AND DISCUSSION TOPICS

1/20  Introduction to the class.

Introductory lecture.
Explanation of course plan and policies.
Reading and discussion assignment for the class on 9/1.

1/22  Class Discussion of Voting Behavior, Past and Future, Among Young Americans

QUIZ on the readings for this discussion.
Be prepared to discuss, in light of the readings for this discussion, what the typical or average level of voting turnout is among young Americans, the possible causes for this typical level of voting, and possible ways it might be caused to rise or fall in the future.

First Paper assignment handed out.

Read: (1) “Down for the Count,” American Demographics vol 21, issue 11 (November, 1999), pages 46-47. [Access this paper by going to the home page of the Evans Library. Click on “E-Journals” in the dialogue box at the center of the page, enter the name of the magazine, American Demographics, and then follow the links to get to a copy of the article],
(2) “Young Voters and the 2004 Election.” Access this paper by searching in Google for the title, and then click on the link for “[pdf “Young Voters: Lessons from the 2004 Election.”

1/27  What is Science?


Lecture and discussion.

1/29  The Scientific Study of Political Phenomena: A Positive Perspective Based on the History of Science

Read:(1) Alan S. Zuckerman, “What We Mean When We Call Political Science a Science,” Chapter 6 of Doing Political Science (Westview, 1991). LR
(2) JR skim ch. 1, read pp. 27-49.

Lecture and discussion.

First Paper is due at the beginning of class.
The Political Behavior of Members of the Mass Public


QUIZ on Casper and Bass.
Class discussion of Casper and Bass: both for the substantive findings of this particular government report and the organization and writing style of such reports.

An Introduction to Statistical and Computational Methods for Political Science Research

Lecture and discussion: [creating data on a research problem, creating a computer-readable data set, simple data analysis, and univariate analysis]. Reading and discussion assignment for the next class.

More Statistical and Computational Methods

Meet in the department computer lab, Allen 2003.
A political puzzle for discussion and analysis: Did voter turnout in the 2004 presidential election follow conventional patterns?

Second Paper handed out.
Read for preparing the paper: Mark Twain, "Cooper's Prose Style," pp. 117-124 in Letters from the Earth, edited by Bernard DeVoto (Harper and Row, 1974.) LR

The Second Paper is due in three class sessions. You are encouraged to discuss a polished draft of your paper with me in person during my office hours or at another mutually agreed time. If you wish to have such a discussion, you are responsible for scheduling this meeting.

The Political Behavior of Members of the Political Elite and Observations about Individual Political Behavior Generally

Read: Jeffrey A. Segal and Albert D. Cover, "Ideological Values and the Votes of U.S. Supreme Court Judges," American Political Science Review 83(June, 1989), 557-566. (In www.jstor.org)

QUIZ on Segal and Cover.
Class discussion of Segal and Cover.

The Procedures of Scientific Research: Research Questions, Concepts, and Hypotheses

Read: JR, ch. 3.

Lecture and discussion.
QUIZ over lecture content (that is also addressed in the reading for today).

The Procedures of Scientific Research: Our QUIZ Hypotheses Assessed

**Second paper** due at the beginning of class. Concept definition and hypothesis construction revisited – in lecture and discussion.

2/24  The Logic of Hypothesis Testing

Re-read in light of our discussions in class: Kerlinger and Lee, "Problems and Hypotheses."

Lecture and discussion.

2/26  Causal Inference

Read: JR, read pages 122-126.

Lecture and discussion.

**Second paper** returned and discussed.

3/3  The Reliability and Validity of Measurement

Read: JR, pages 88-110.

**QUIZ**

Lecture and discussion.

3/5  More Statistical and Computational Methods

**Meet in the department computer lab, Allen Bldg. 2003.**


Lecture, discussion, and active lab work in calculating and interpreting descriptive statistics.

3/10  Theory Construction in Science and Political Science


Lecture and discussion.

3/12  Constructing Theory about Voter Turnout Among Young Americans


Lecture, discussion and conceptualization of the research question for the **Third Paper**. Discussion of appropriate written format for the paper.

**Half of the instructions for the Third Paper** assignment will be handed out.

You are **required** to discuss a draft of the **Third Paper** with me in person at a mutually agreed time before 3:00 PM on the day before it is due. You are responsible for scheduling this meeting. A failure to
schedule this meeting will result in a grade penalty on the paper.


3/17 & 3/19 Spring Break

3/24 Research Design and Data Collection

Read: JR, read ch. 10.

Lecture and discussion. The second half of the instructions for Paper 3 are handed out.

3/26 A Re-Introduction to Statistical and Computational Methods – for Paper 3

Meet in the department computer lab, Allen 2003.
Read: JR read pages 426-439 and skim pages 439-462.

Lecture, discussion, and active statistical work on testing hypotheses with bivariate data in cross-tabular analyses.

3/31 Statistical Tests of Hypotheses with Ordinal Data – For Paper 3

Meet in the department computer lab, Allen 2003.
Individual research for the Third Paper – with me consulting as necessary.

4/2 Independent Computer Lab and Other Work on Paper 3

Hill out of town on University business.

4/7 Applied Research in Political Science and an Applied Research Topic for the Fourth Paper:

Re-read: The three readings assigned for our class on September 27, the article by Fetto, the research report by Patterson, and the news story in USA Today.

Lecture and discussion.

4/9 Testing Bivariate Hypotheses with Interval and Ratio Data

Meet in the department computer lab, Allen 2003.
Read: JR pages 477- 498.

Lecture and exposition of simple correlation and linear regression.

4/14 No regular class session – Consult with me individually, but by appointment, on the Third Paper
4/16  Testing Multivariate Hypotheses with Interval and Ratio Data – An Introduction

**Meet in the department computer lab, Allen 2003.**
**Third Paper due at the beginning of class.**

Read: JR pages 503-504 and 514-525.

Lecture and exposition of multiple regression.

4/21  Testing Multivariate Hypotheses for Paper 4 and Research Design and Data Collection, and Other Odds and Ends for the Fourth Paper

**Meet in the department computer lab, Allen 2003.**
**Third Paper due at the beginning of class.**

Lecture and discussion.
Paper Four assignment handed out.

Read for preparing the Fourth Paper: (1) George Orwell, "Politics and the English Language,” pp. 127-140 in *The Collected Essays, Journalism, and Letters of George Orwell*, volume IV (Harcourt, Brace & World, 1968), but accessible on the World Wide Web via: [http://scholar.google.com](http://scholar.google.com) where you should search on “George Orwell politics and the English language” and then open the link: [continued]

**Politics and the English Language (1946) - all 3 versions »**
G Orwell - Inside the - worldpolicy.org

and (2) JR, ch. 14, "The Research Report: An Annotated Example."

4/23  More Research on Paper Four

**Meet in the department computer lab, Allen 2003.**

4/28  More Statistical and Computational Methods and Concluding Thoughts about the Course

**Meet in the department computer lab, Allen 2003.**
Individual research for the Fourth Paper – with me consulting as necessary.

4/30  Research on Paper Four as Needed

**Meet in the department computer lab, Allen 2003.**
*Elective attendance* (e.g., no quiz grade) session to work on Paper Four.

Post-Class Meetings

You are encouraged to discuss a draft of the **Fourth Paper** with me in person at a mutually agreed time before **3:00 PM on the day before it is due. You** are responsible for scheduling such meetings. I expect to be available to consult with you individually on the **Fourth Paper** on some part of every business day until the day the paper is due. Appointments for in-person consultation can be made by telephone or email. Simple, direct questions can be answered by email.

5/5  **Fourth Paper** due to my office or my mailbox in the Department of Political Science by **5:00 PM**. If you
deliver the paper to the Department office and my mailbox there, have it “time-stamped” by the receptionist. You are also required to provide with the paper a mailing address (but not an envelope) to which I can send you the graded paper.

HOW TO ACCESS ELECTRONIC RESERVES FROM THE TAMU LIBRARY

1. Go to the home page of the TAMU library at http://library.tamu.edu/ and click on the link for Course Reserves on the left of the page.

2. On the next page that comes up, click on the link: http://library-reserves.tamu.edu

3. Then on the next page that comes up, click on the link: “Click here to log into Course Reserves using your NetID.” Follow the login steps after that, and by some point after doing so, you should be able to assess library reserves for all your classes.

HOW TO ACCESS READINGS IN JSTOR

1. Go to the JSTOR homepage at www.jstor.org from any TAMU computer and click on the Search option. Then click on Advanced Search on the next page that appears.

2. On the next page that appears list the author of the article you are seeking, e.g. Segal, Jeffrey A., in the “All of these words” line. Then “check” the boxes for Author and Articles. Then “check” the box associated with Political Science journals from the list of scholarly disciplines that follows. Then click on Search.

3. Scroll through the list of publications by the author you have selected until you come to the article you are seeking. Click on the highlighted title of the article and it will open as a PDF file.

4. Click on the Print option at the top of the page. Then click on Proceed with Printing on the next page that appears. The article will open in a new window (usually this takes a few moments to open). Click on the print icon to print the article.

5. Close out of JSTOR.

pols209-09a\POLS 209 Syllabus Spring 2009.wpd
Texas A&M University
Core Curriculum Cover Sheet
Initial Request for a course to be considered for the Fall 2014 Core Curriculum

1. This request is submitted by (department name): TAMU-Qatar, Liberal Arts

2. Course prefix and number: POLS 231

3. Texas Common Course Number: 

4. Complete course title: Introduction to World Politics

5. Semester credit hours: 3

6. This request is for consideration in the following Foundational Component Area:
   - [ ] Communication
   - [ ] Mathematics
   - [ ] Life and Physical Sciences
   - [x] Language, Philosophy and Culture
   - [ ] Creative Arts
   - [ ] American History
   - [ ] Government/Political Science
   - [x] Social and Behavioral Sciences

7. This course should also be considered for International and Cultural Diversity (ICD) designation:
   - [x] Yes
   - [ ] No

8. How frequently will the class be offered?: 1-2 times per year

9. Number of class sections per semester: 1

10. Number of students per semester: 25

11. Historic annual enrollment for the last three years: n/a

   This completed form must be attached to a course syllabus that sufficiently and specifically details the appropriate core objectives through multiple lectures, outside activities, assignments, etc. Representative from department submitting request should be in attendance when considered by the Core Curriculum Council.

12. 

13. Submitted by:

   Course Instructor
   
   Approvals:
   
   Date

14. Department Head

   Date

15. College Dean/Designee

   Date

For additional information regarding core curriculum, visit the Texas Higher Education Coordinating Board website at www.thecb.state.tx.us/corecurriculum2014

See form instructions for submission/approval process.
In the box below, describe how this course meets the Foundational Component Area description for Social and Behavioral Sciences. Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.

The proposed course must contain all elements of the Foundational Component Area. How does the proposed course specifically address the Foundational Component Area definition above?

As an introductory course to international relations in political science, POLS 231 addresses each of these issues. This course provides an overview and initial presentation of data-gathering and statistical analysis of international political processes, including introduction to the Correlates of War (COW) dataset. Focusing on interactions between different cultures and countries – and examining these interactions from the individual, institutional, and global level – while expanding on the historical connections between them, POLS 231 addresses each point.

Core Objectives

Describe how the proposed course develops the required core objectives below by indicating how each learning objective will be addressed, what specific strategies will be used for each objective and how student learning of each objective will be evaluated.

The proposed course is required to contain each element of the Core Objective.

Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information):

POLS 231 requires an analysis of major international relations theories, using a variety of sources of information (primary texts, secondary texts, statistical analyses, organizational and legal texts). The requirement to use these various types of information encourages student inquiry, as well as leading to creative and unique responses to the challenges presented.

Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication):

The requirements of paper assignments and discussion serve these functions: a main element in these assignments is for students to learn better means of communicating their ideas succinctly, logically, and clearly. The discussion requirement additionally encourages students to learn means of presenting their ideas orally, while also learning strategies to present ideas and information when “thinking on one’s feet.”

Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions):

Within the papers specifically and the course generally, a major focus will be in the means by which to investigate empirically the relations between states. This will include introduction of major datasets (COW, MIDI, POLITY), examination of major empirical models in the field (the expected utility model, Waltz’s structural realism, and others), and explication of statistical regression research within the field itself.
Texas A&M University

Core Curriculum

Initial Request for a Course Addition to the Fall 2014 Core Curriculum

Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities):

As this course is based on international interactions, intercultural competence plays a significant role. Examination of the diversity of regional, national, and global communities, norms, and expectations, plays an ongoing role in each of the subtopics of the course (such as war, economics, globalization, and others). The nature of the issues involved—international conflict, social justice across borders, and others—also provides students with guidance on views and expectations of civic responsibility as global citizens.

Please be aware that instructors should be prepared to submit samples/examples of student work as part of the future course recertification process.
Texas A&M University - SAMPLE SYLLABUS
POLITICAL SCIENCE 231 – Fall 2013
INTRODUCTION TO WORLD POLITICS

Phillip W. Gray
4423-0645
Office: 328F Texas A&M Engineering Building

Class: S/T/H 9:00-9:50, Rm 116
Office Hours: T/H 10:00-12:30; by appointment
email: phillip.gray@qatar.tamu.edu

Course Description and Objectives
How do states act? What are the causes of war and peace at the international level? What are the interactions among regime types, NGOs, economic systems, military systems, and the like in the international arena? This class aims to address these and sundry other questions. The main aims of this course are the following: to imbue the student with a foundation in the systems, dynamics, processes, and theories in international relations; and to enhance the student’s analytical skills regarding past, current, and future international events and decisions. In order to bring these things about, this course will introduce students to the major theories, facts, concepts, and methods of the study of international relations as they have come about in the twentieth and early twenty-first centuries. Students will also develop their critical thinking, reading, and writing skills in this course.

Prerequisites:
POLS 206 or POLS 207

Core Objectives for the Social and Behavioral Sciences Component Area:
1. Critical Thinking (to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information)
2. Communication (to include effective development, interpretation and expression of ideas through written, oral and visual communication)
3. Empirical and Quantitative Skills (to include the manipulation and analysis of numerical data on observable facts resulting in informed conclusions)
4. Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities)

Student Learning Outcomes:
Over this course, students will:
1. augment their skills in examining and analyzing intricate theories and data on issues of politics
2. enhance their abilities in conveying their ideas in texts and speaking.
3. develop their knowledge and capacities in understanding and using social science data-sets.
4. apply their understanding of international interactions to their own experiences of national and cultural boundary-crossing.
Required Reading

Should the discussion of these topics require other texts, these will be provided by the professor, by electronic reserve at the library, through the course’s E-campus page.

Grading Assessment:
- Midterm Examination 25%
- Final Examination 25%
- First Paper Assignment 20%
- Second Paper Assignment 25%
- Class Discussion 5%

Grading Scale:
A = 90 – 100
B = 80 – 89
C = 70 – 79
D = 60 – 69
F = 59 and below.

Assignments:

Exams
There will be two exams in this course – a midterm (25% of final grade) and a (non-cumulative) final exam (25% of final grade). The format of these exams will consist of short-answer questions and essay questions. The midterm will cover material from the beginning of the semester until the date of the midterm, and the final exam will cover all material from the lecture after the midterm until the end of the semester, although it will assume knowledge of the previous information. Make-ups for exams will only be given if the student has a university excused absence and follow university guidelines. It is the student’s responsibility to confer with the instructor to arrange a day for the make-up examination.

Papers
A major aim for the papers is to demonstrate your ability to use critically and analytically the concepts and theories covered in class, either in a theoretical argument or focusing on a more particular case or event. It is **not** meant to be an exercise in summary, and it is **not** meant to be a mere exposition of one’s opinions. Rather, the two should demonstrate your ability to make and
support an argument, both in itself and against possible objections, using the theories, concepts, and ideas presented through the texts and lectures.

Each paper must be at least 10-12 pages in length (not including cover page and bibliography), using Times New Roman font at 12 point size. The papers should be double-spaced. The page margins should be 1 inch on the top and bottom, 1.25 inches on the left and right sides. You must cite at least 10 sources from reputable (especially academic) sources. These would include academic journals, books from university presses, government documents, and others. The term paper should use the APSA citation system, as described in the Style Manual for Political Science. The term paper should have page numbers. The cover page should have your name, the title of the paper, and the course number.

First Paper Assignment (20% of final grade):
Using the Essential Readings discussed in class as a starting-point, the paper should argue which of the theories of international relations is the most accurate, compared to the others. The paper should focus on one particular area of international relations (economics, international conflict, international organizations, etc.) as the “test case” for illustrating which of the theories is the most sound, compared to the others.

Second Paper Assignment (25% of final grade):
Students will turn in a list of three specific topics within international relations for their second paper topic on the day of the midterm examination. The instructor will return the topics, indicating which are acceptable/workable, with the students completing the paper over the rest of the semester.

Discussion:
Students are expected to interact and contribute to the discussions within the course. At points during the semester, students may be required to provide “talking points” before the class sessions to facilitate discussion. Discussion contribution will be 5% of your final semester grade.

Aggie Honor Code  “An Aggie does not lie, cheat, or steal or tolerate those who do”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

*Note: We follow a zero-tolerance policy for violations of the Aggie honor code. If a student is found in violation of the honor code in any manner the instructors will award an “F*” for the whole course and report the case to the honor council. Remember if you are not sure ask the instructors, ignorance of the code is not an excuse. Asking an unauthorized person (not pre-approved by the instructors) to write or improve your written assignments is also a serious violation of the honor code.
Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Eric Wilson, Director Student Affairs.

Course Schedule: Reading Topics and Assignments
POLS 231-501 – Introduction to World Politics
Fall 2013

[Note – Assignments are listed on the days when they are supposed to be read]

August 25 (S): Introduction to Class
Assignment: none.

August 27 (T): General Introduction to International Relations

August 29 (H): A Summary History of the Nation-State
Assignment: read Mingst 2004: 18-54.

September 1 (S): A Summary History of the Nation-State (cont’d)
Assignment: Mingst 2004: 18-54. Prepare to discuss first paper assignment.

September 3 (T): The Theories of International Relations - Realism
Assignment: Mingst 2004: 55-82.

September 5 (H): The Theories of International Relations - Liberalism
Assignment: Mingst 2004: 55-82.

September 8 (S): The Theories of International Relations - Radicalism
Assignment: Mingst 2004: 55-82.

September 10 (T): The Theories of International Relations - Constructivism
Assignment: Mingst 2004: 55-82.

September 12 (H): The Theories of International Relations (cont’d)

September 15 (S): The Theories of International Relations (cont’d)
Assignment: read Mingst & Snyder 2004: 49-93.

September 17 (T): The Theories of International Relations (cont’d)
Assignment: prepare for discussion.

September 19 (H): Methodologies in International Relations
Assignment: none.

September 22 (S): The International System

September 24 (T): The International System (cont’d)
Assignment: read Mingst & Snyder 2004: 120-141.

September 26 (H): The State and International Relations

September 29 (S): The State and International Relations (cont’d)

October 1 (T): The Individual and International Relations

October 3 (H): The Individual and International Relations (cont’d)

October 6 (S): Review for Midterm
Assignment: none.

October 8 (T): Midterm Exam
Assignment: attend. Bring your list of three topics for second paper assignment.

October 10 (H): IO’s, NGO’s, and International Law
Assignment: read Mingst 2004: 159-195. FIRST PAPER ASSIGNMENT DUE.

October 13 (S): Eid Al-Adha – NO CLASS
October 15 (T): Eid Al-Adha – NO CLASS
October 17 (H): Eid Al-Adha – NO CLASS

October 20 (S): IO’s NGO’s, and International Law (cont’d)

October 22 (T): IO’s NGO’s, and International Law (cont’d)

October 24 (H): War

October 27 (S): War (cont’d)

October 29 (T): War (cont’d)

October 31 (H): War (cont’d)

November 3 (S): War (cont’d)
Assignment: prepare for discussion.

November 5 (T): International Political Economy (IPE)

November 7 (H): International Political Economy (IPE) (cont’d)

November 10 (S): International Political Economy (IPE) (cont’d)

November 12 (T): History of Technological Development and Globalization
Assignment: reading materials available on E-Campus.

November 14 (H): History of Technological Development and Globalization (cont’d)
Assignment: prepare for discussion.

November 17 (S): Globalization

November 19 (T): Globalization (cont’d)

November 21 (H): Globalization (cont’d)

November 24 (S): Globalization (cont’d)
Assignment: prepare for discussion.

November 26 (T): Globalization and International Conflict: the Middle East
Assignment: prepare for discussion.
November 28 (H): Globalization and International Conflict: the Far East
  Assignment: prepare for discussion.
December 1 (S): Concluding Thoughts
  Assignment: prepare for discussion.  SECOND PAPER ASSIGNMENT DUE.
December 3 (T): Review for Final Examination
  Assignment: none.
December 5 (H): Final Examination
  Assignment: attend.