

Political Science – 1400

International Relations

M-W-F: 9a – 9:50a
Arts & Science Bldg. 104

Zack Bowersox
Professional Building 307
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(573) 882 - 0126
Office Hours: M, 10a – 12p

Course Description

As the title suggests, this course is your classic overview of the International Relations. Students should expect to learn about the major foundational theories of this academic field, and how political scientists apply, test, and interpret results regarding them. This class is based on and uses contemporary political science literature giving

Grading

Your grade in this class is the sum of

- 3 Tests worth a total of 60% of your grade.
- 5 essays, 2-3 pages apiece, worth 20% of your grade.
- Your attendance and participation worth a final 20% of your grade.

Your final letter grade for the class will be calculated by the following scale:

97 to 100 - A+
94 to 97 - A
90 to 93 - A-
87 to 89 - B+
84 to 87 - B
80 to 83 - B-
77 to 79 - C+
74 to 77 - C
70 to 73 - C-
67 to 69 - D+
64 to 67 - D
60 to 63 - D-
59 and below - F

University Policies

Attendance is mandatory, as in, you must come to class. While I do not count attendance in the final grade, it will be incumbent on you to collect any missed lecture notes. Tests and quizzes are *only* administered in class on the date assigned. Make-up tests and quizzes will only be allowed in the event of a *documented* medical or family emergency, or university sanctioned event. In the

case of the latter, student athletes, members of Marching Mizzou, or any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.

Academic honesty... don't cheat. Per the University's policy "[a]ny effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards breaches of the academic integrity rules as extremely serious matters. Sanctions for such a breach may include academic sanctions from the instructor, including failing the course for any violation, to disciplinary sanctions ranging from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, collaboration, or any other form of cheating, consult the course instructor."

(See:<http://provost.missouri.edu/faculty/syllabus-information.php>)

Classroom conduct: This class, and its students will be respectful of others. I welcome diverse opinions and invite you all to do the same. If for any reason you have questions or concerns regarding "the atmosphere in this class (including respect for diverse opinions) may contact the departmental chair or divisional director; the director of the Office of Students Rights and Responsibilities; the MU Equity Office, or equity@missouri.edu.

"University of Missouri System Executive Order No. 38 lays out principles regarding the sanctity of classroom discussions at the university. The policy is described fully in Section 200.015 of the Collected Rules and Regulations. In this class, students may make audio or video recordings of course activity unless specifically prohibited by the faculty member. However, the redistribution of audio or video recordings of statements or comments from the course to individuals who are not students in the course is prohibited without the express permission of the faculty member and of any students who are recorded. Students found to have violated this policy are subject to discipline in accordance with provisions of section 200.020 of the Collected Rules and Regulations of the University of Missouri pertaining to student conduct matters." (See: <http://provost.missouri.edu/faculty/syllabus-information.php>)

Disability services: "If you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, or if you need to make arrangements in case the building must be evacuated, please let me know as soon as possible. "If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please register with the Disability Center (<http://disabilitycenter.missouri.edu>), S5 Memorial Union, 573- 882-4696, and then notify me of your eligibility for reasonable accommodations. For other MU resources for persons with disabilities, click on 'Disability Resources' on the MU homepage."

Course Textbooks

There is one required textbook for this course and one required "e-reader" companion.

- Frieden, Lake, & Schultz (2013). *World Politics*, 2nd ed. Norton.
- University of Missouri E-reader

Both should be readily available at the University bookstore and assigned readings should be completed before class.

Class Outline

Section I: Theories, War & Peace

Week 1: Aug 24th, 26th, 28th

Mon – Syllabus Day

Wed – Introductory Lecture

Fri – Drezner (2010)

Readings: FLS Introduction; Drezner (2010) On blackboard

Summary: Introduction to the class, some general discussion regarding the study of international relations, and zombies.

Week 2: Aug 31st Sept 2nd, 4th

Mon – FLS Chapter 1

Wed – FLS Chapter1

Fri – E-reader#14

Readings: FLS Introduction (until page xxi); E-reader #14, David Lake's *Why 'isms' Are Evil*.

Summary: Lecture introducing the class to the terms and grand theories we will be referring to much of the semester. Discussion and reaction to Lake's *Isms* piece; Why do we continue to refer to these theories? How much can they really tell us? Are they still necessary?

Week 3: Sept 7th, 9th, 11th

Mon – **NO CLASS**

Wed – FLS Chapter 2

Fri – FLS Chapter 2

Readings: FLS Chapter 2

Summary: Lecture on the foundations of the language of contemporary political science: Interactions, institutions and actors. Who do political scientists expect to do what and why?

Week 4: Sept 14th, 16th, 18th

Mon - FLS Chapter 3

Wed – FLS Chapter 3

Fri - E-Reader#3

Readings: FLS Chapter 3; E-Reader #3 Biddle, et al. *Civil War Intervention and the Problem of Iraq*.

Summary: Introduction to conflict. Why does war persist? How does a state end up fighting a war it ostensibly would rather avoid? Discussion regarding Biddle et al's piece regarding Iraq and intervention.

Week 5: Sept. 21st, 23rd, 25th

Mon – FLS Chapter 4

Wed – FLS Chapter 5

Fri – E-reader#15

Readings: FLS Chapter 4; E-Reader #15 Drury, et al. *Pretty Prudent or Rhetorically Responsive?*

Summary: Lecture regarding the domestic determinants of conflict and an introduction to the democratic peace theory. Are democracies more peaceful? Why do democracies not fight one another? As well as a lecture on alliances and international institutions, and their relation to conflict. We will discuss the Drury, Overby, and Ang article on domestic responses to various political messages.

Week 6: Sept 28th, 30th, Oct 2nd

Mon – FLS Chapter 6

Wed – FLS Chapter 6

Fri – E-Reader#9

Readings: FLS Chapter 6; E-Reader #9, BDM, et al. *An Institutional Explanation of the Democratic Peace*

Summary: Wrap up Section I with a lecture on civil violence and non-state actors. We will spend most of the last day of the week though discussing the democratic peace.

Section II: International Political Economy

Week 7: Oct. 5th, 7th, 9th

Mon – FLS Chapter 7

Wed – FLS Chapter 7

Fri – **TEST 1**

Readings: FLS Chapter 7.

Summary: A lecture regarding trade, why it's important, and why/when governments will and will not manipulate it. **TEST 1, FRIDAY OCTOBER 9TH**, usual class time, usual classroom. You will need bring a number 2 pencil.

Week 8: Oct. 12th, 14th, 16th

Mon – FLS Chapter 8

Wed – FLS Chapter 8

Fri – E-reader#4

Readings: FLS Chapter 8; E-Reader#4, Alt, et al. *The Political Economy of International Trade*

Summary: This week we will tackle financial relations, and why this boring sounding topic is actually pretty important. This week's e-reader also provides us with an insightful way of understanding trade, trade protectionism, and the behavior of states when it comes to protectionism.

Week 9: Oct. 19th, 21st, 23rd

Mon – FLS Chapter 9

Wed – FLS Chapter 9

Fri – E-reader#10

Readings: FLS Chapter 9; E-Reader#10, Drury & Peksen *Economic Sanctions and Political Repression*.

Summary: We'll delve into monetary relations and discuss things like currency, exchange rates, and (perhaps most interestingly) currency collapse. We will use the Drury and Peksen piece to lead us into a broader talk about sanctions in general.

Week 10: Oct. 26th, 28th, 30th

Mon – FLS Chapter 10

Wed – FLS Chapter 10

Fri – E-reader#5

Readings: FLS Chapter 10; E-Reader#5, Scott & Steele *Sponsoring Democracy*

Summary: The final week of Section II. This week will be largely devoted to discussing “development”; economic, industrial, academic, and political. Do states like the U.S. have a responsibility to see to it that others have the same opportunity to develop? Assisting us with that question will be the Scott and Steele piece about U.S. aid and developing democracy abroad.

Section III: Human Rights & International Law

Week 11: Nov. 2nd, 4th, 6th

Mon – FLS Chapter 11

Wed – Chapter 11

Fri – **TEST 2**

Readings: FLS Chapter 11

Summary: We will start our third section regarding human rights and international law. Do these even exist? And if so, who monitors and enforces them? **TEST 2, FRIDAY NOVEMBER 6TH**, same class time, same classroom. You will need bring a number 2 pencil.

Week 12: Nov 9th, 11th, 13th

Mon – Chapter 12

Wed – Chapter 12

Fri – Chapter 12

Readings: FLS Chapter 12

Summary: A fairly extensive lecture/discussion regarding human rights. What are they? Is freedom *from* torture more important than the freedom *to* speak? What improves rights? Ultimately, why do/should we care?

Week 13: Nov 16th, 18th, 20th

Mon – E-Reader#5

Wed – E-Reader#11

Fri – Special Pres.

Readings: E-Reader#11, Caprioli, *Primed for Violence*; E-Reader#12 Peterson & Graham *Shared Human Rights Norms & Military Conflict*.

Summary: We'll take a week to recover from the previous week's lessons and discuss rights in action, and the different effects poor/strong human rights performance has on a state's political/civil/cultural institutions. Friday I will present some more recent research on human rights.

Week 14: THANKSGIVING 23rd – 27th: No Class.

Week 15: Nov 30th, Dec 2nd, 4th

Mon – FLS Chapter 13

Wed – FLS Chapter 13

Fri – E-Reader#6

Readings: FLS Chapter 13; E-Reader#6, Peterson, *Whalers, Cetologists, and Environmentalists...*

Summary: A week exploring international environmental policy (or lack thereof).

Week 16: Dec 7th, 9th, Reading Day = 12/11

Mon – FLS Chapter 14

Wed – E-Reader#13

Fri – **NO CLASS**

Readings: FLS Chapter 14; E-Reader #13, Simmons, *International Studies in the Global Information Age*.

Summary: Last week EVER. A light lecture and discussion on the future of international relations studies. We'll try and save some time for final review.

Finals Week: Dec 14th – 18th

FINAL EXAM: MONDAY, DECEMBER 14TH, 10a – 12p

Will need bring a number 2 pencil.



Evaluation of Instruction and Course

University of Missouri



Complete this COVER SHEET and place on top of each group of evaluations.

Department: Political Science
Contact Person: Anissa Cox Phone: 882-2843
Instructor Name: Bowersox
Course Name: International Relations

DIRECTIONS:

1. Use a #2 black lead pencil.
2. Write the correct number in the box and fill in the corresponding bubble below.
3. Darken the bubbles completely.
4. Erase ANY stray marks.
5. Erase completely or use correction tape (NOT a liquid) to make any corrections.

REQUIRED INFORMATION:

This information must be correct. Reports cannot be generated from the accompanying evaluation sheets unless all columns are filled in and the information is current and accurate.

— 8 digits

This is the employee ID number of the instructor of this class. If ID number has leading 0s, these zeros **must** be entered so that all columns have a number. For student instructors, use their student ID number.

Reminder: To avoid errors, confirm that the instructor is listed correctly in PeopleSoft before submitting evaluation forms.

— 5 digits

This number is in the Current Class Offerings (Schedule of Classes), column heading "Class #." Each class session (e.g., lecture, lab, discussion) will have a unique number. This number will be different each semester.

The semester the class was taught. The year will automatically be added.

1 4 1 4 5 4 2 6 6 7 6 5 3





Evaluation of Instruction and Course

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Evaluation of Instruction and Course

University of Missouri

Group Report for: Bowersox,Zachary Hume; Course: INTERNATIONAL RELATIONS

Course: POL_SC 1400 Section: 06 Semester: FS2015 Class Number: 67653

Respondents: 18

Standard Form Report							
Choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree		Percent of Responses					
Course Content and Structure	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
The syllabus clearly explained the course objectives, requirements, and grading system.	83%	17%	0%	0%	0%	18	4.83
Course content was relevant and useful (e.g., readings, online media, classwork, assignments).	78%	22%	0%	0%	0%	18	4.78
Resources (e.g., articles, literature, textbooks, class notes, online resources) were easy to access.	56%	33%	6%	6%	0%	18	4.39
This course challenged me.	39%	44%	17%	0%	0%	18	4.22
Teaching Delivery	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
This instructor was consistently well-prepared.	78%	22%	0%	0%	0%	18	4.78
This instructor was audible and clear.	89%	11%	0%	0%	0%	18	4.89
This instructor was knowledgeable and enthusiastic about the topic.	83%	11%	6%	0%	0%	18	4.78
This instructor effectively used examples/illustrations to promote learning.	78%	11%	11%	0%	0%	18	4.67
This instructor fostered questions and/or class participation.	61%	33%	6%	0%	0%	18	4.56
This instructor clearly explained important information/ideas/concepts.	72%	22%	6%	0%	0%	18	4.67
This instructor effectively used teaching methods appropriate to this class (e.g., critiques, discussion, demonstrations, group work).	72%	17%	6%	6%	0%	18	4.56
Learning Environment	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
This instructor responded appropriately to questions and comments.	89%	11%	0%	0%	0%	18	4.89
This instructor stimulated student thinking and learning.	72%	22%	6%	0%	0%	18	4.67
This instructor promoted an atmosphere of mutual respect regarding diversity in student demographics and viewpoints, such as race, gender, or politics.	88%	6%	6%	0%	0%	17	4.82
This instructor was approachable and available for extra help.	78%	22%	0%	0%	0%	18	4.78
This instructor used class time effectively.	72%	28%	0%	0%	0%	18	4.72
This instructor helped students to be independent learners, responsible for their own learning.	67%	22%	11%	0%	0%	18	4.56
Assessment	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
I was well-informed about my performance during this course.	33%	67%	0%	0%	0%	18	4.33
Assignments/projects/exams were graded fairly based on clearly communicated criteria.	72%	28%	0%	0%	0%	18	4.72
This instructor provided feedback that helped me improve my skills in this subject area.	61%	33%	6%	0%	0%	18	4.56



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Teaching Effectiveness	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean
This instructor taught effectively considering both the possibilities and limitations of the subject matter and the course (including class size and facilities).	72%	28%	0%	0%	0%	18	4.72
Feedback for Other Students (IDK = I Don't Know)	% Yes	% No	% IDK			# Rsp	
Would you recommend this class to other students regarding...?							
CLASS CONTENT	89%	11%	0%			18	
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	100%	0%	0%			18	
POSITIVE LEARNING ENVIRONMENT	100%	0%	0%			18	
INSTRUCTOR'S TEACHING SKILL/STYLE	94%	0%	6%			18	
FAIRNESS OF GRADING	100%	0%	0%			18	

Student Information (NA = Not Applicable, NR = No Response)															
Course		Expected Grade		Gender		Class Year		Classes attend		Extent use online		Outside hours per week		Complete work	
Requireme	50%	A	39%	Male	61%	Freshman	28%	0-25	0%	None	67%	0-3	11%	0-25	11%
Elective	39%	B	56%	Female	33%	Sophomore	39%	26-50	6%	Little	33%	4-7	6%	26-50	11%
Other	6%	C	6%	Transgend	0%	Junior	28%	51-75	11%	Some	0%	8-11	22%	51-75	11%
NR	6%	D	0%	Prefer no	6%	Senior	6%	76-90	22%	Moderate	0%	12-15	44%	76-90	39%
		F	0%			Graduate	0%	91-100	61%	Large	0%	> 15	6%	91-100	28%
		S	0%			Other	0%	NA	0%	NA	0%	NA	11%	NA	0%
		U	0%			NR	0%	NR	0%	NR	0%	NR	0%	NR	0%
		None	0%												
		NR	0%												

Grade A & B = The mean score of students who reported an expected grade of A or B.

Construct Means (21 Questions)									
Content/Struct		Teaching		Environment		Assessment		Effectiveness	
Mean	4.56	Mean	4.70	Mean	4.74	Mean	4.54	Mean	4.72
Grade A & B	4.59	Grade A & B	4.75	Grade A & B	4.76	Grade A & B	4.57	Grade A & B	4.76

COMPOSITE SCORE of the 21 Construct Questions									
Mean	4.66								
Grade A & B	4.70								

Construct Means and Composite Score are calculated based on the number of respondents for each question in order to apply less weight to questions not applicable to a class.



Evaluation of Instruction and Course

University of Missouri

Group Report for: Bowersox, Zachary Hume; Course: INTERNATIONAL RELATIONS

Course: POL_SC 1400 Section: 06 Semester: FS2015 Class Number: 67653

Section VI: Your Comments Are Valued

What aspects of the teaching or content of this course were especially good?

Bowersox was excellent at relating content to current events.

VERY KNOWLEDGEABLE INSTRUCTOR, AND VERY GOOD AT ANSWERING RELATED QUESTIONS.

Some of the readings were especially good.

Instructor was well-informed & able to provide examples of the terms and theories we learned.



Evaluation of Instruction and Course

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The Instructor was pretty top notch.

Fair grading, good enthusiastic teaching.

Personable teacher + approachable.
Comfortable learning environment

-Teacher understood the subject very well and was able to always answer any questions students had.

Very comfortable and educated on subject matter; presented it in a way that was not intimidating and encouraged thought.



Evaluation of Instruction and Course

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The entire class was superb - Zach was an excellent instructor, and I enjoyed the content.

His enthusiasm for the course

Covered students concerns/questions in depth.
kept class interesting.

He speaks ~~is~~ very clearly and makes the material easy to understand. I enjoyed this class.

The instructor was very knowledgeable about the material which helped me learn.



Evaluation of Instruction and Course

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What changes could be made to improve the teaching or the content of this course?

HAVING TO BUY ACCESS TO THE E-READER IS SILLY. THE COST OF ATTENDANCE IS HIGH ENOUGH WITHOUT THIS.

I wish the powerpoints were a little easier to study along with.

The eReader was extremely useless. I did not bother purchasing it and still managed to find the reading through STOR, etc. Very much a rip-off.

N/A

Possibly a few quizzes between exams. I feel like I would retain info better.



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- Have the online reading on a better format than
what it is on now.

N/A .

Nothing .

nothing

none



Evaluation of Instruction and Course

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Add more homework for grade boosters.
