Syllabus: Fall 2015 POLS 4460 (Intl Affairs Capstone Seminar)

Instructor Information

POLS 4460 International Affairs Capstone

MWF 1:15 – 2:05; Young Hall 214
Dr. Jonathan S. Miner
Office: Hansford Hall 331
Phone: (706) 867-2578
Email: jonathan.miner@ung.edu
Office Hours: MWF 10:00-12:00 noon and by appointment

If you need this document in another format, please email Andrew Eade at Andrew.eade@ung.edu 706-864-1628.

Course Description

Undergraduate Bulletin Course Description

This course is a culminating experience whose goal is to link together previous coursework in International Affairs, study abroad, theses and internship experiences. This course will focus on experiential learning and reintegrate those experiences back to their theoretical basis.

Course Purpose/Course Structure

This course offers a unique opportunity to bring together the different regional concentrations of the IA major, and to share the stores of knowledge each student has acquired in their time at North Georgia.

The instructor will introduce new material on the making of US Foreign Policy, enabling students to collectively examine its production, dissemination, and effectiveness in each of the four areas of concentration in the IA major: East Asia, Europe, Latin America, and the Middle East.

Assigned "regional teams" are responsible for explaining the intricacies of their concentration area to the class and UNG community at large in book reviews, oral presentations, online discussions, and public presentations.

Also, because so many of you desire to attend either law school or graduate school upon graduation or in the future, it will be structured as a graduate-level seminar, demanding a great deal of time, energy, and effort. This course is discussion-driven and debate-centered, so it is imperative that you are prepared for each and every class period.
We will be addressing, pondering, and deconstructing the basic questions, teachings, and paradigms of the discipline of international affairs in addition to reading relevant historical and contemporary works in the field. The course is both writing and oral intensive so you will be expected to produce high-quality assignments, including six detailed book reviews, detailed group presentations, and a campus-wide service-learning project.

Learning Objectives:

1) To integrate, debate, and discuss the important questions and components of the discipline of international affairs
2) To establish some “common ground” across the various regional concentrations in international affairs
3) To be able to produce quality analytical work in nearly graduate-level book reviews
4) To be able to debate, discuss, analyze, and critique historical and contemporary political issues in both oral and written form.
5) To become more proficient at giving oral presentations.
6) To disseminate information regarding international affairs to the North Georgia campus and community at large.
7) To become more information literate.
8) To respect differing opinions and points-of-view.

Course Readings


All books are available at campus bookstores and online. Each of these is significantly cheaper used and I recommend you order them in advance. Online and e-books may also be available.

Requirements and grading scale

- **Book reviews** – 3x100 points each, 300 total (37.5%) – late submissions not allowed without prior permission from instructor.
- **Book Presentation (individually graded)** – 100 points (12.5%)
- **D2L book discussions** – 3x50 points each; 150 total (18.75%) – posting for book discussions is allowed only after book review is submitted
- **Service Learning project (shared grade)** – 150 points (18.75%)
• Final take-home exam: USFP and your region of concentration – 100 points (12.5%)

Total points = 800

Assignment Submission Policy

If you miss a test, assignment or paper there may be an opportunity for a make-up as long as you contact me with a valid and substantiated excuse within 48 hours of the exam. You must have a valid reason why you missed the test and be able to strongly support your position. If you are sick go to the University Health Center or your personal doctor and get checked out, and obtain documentation with the dates and times you were unable to attend school. You must have full and verifiable documentation in order to qualify for a make-up. Be aware that make ups are given at the sole discretion of the instructor, Dr. Miner. Any test make-up will be in the form that the instructor chooses, normally all essay, and will be far more difficult than the original. Make up exams are a far more likely possibility if you contact me in advance. After the exam, paper, or assignment is due your chances of a makeup drop dramatically.

Course schedule (may be modified for teaching purposes)

Week of 8/17 – Introductory USFP-making; actors, theory

Week of 8/24 -- The President in USFP

Week of 8/31 – The NSC/State Department in USFP

Week of 9/7 – Presentation 1: Pollack (Weds/Fri); class book review due Wednesday; D2L class discussion due Monday 9/14

September 7, Monday – NO CLASS LABOR DAY HOLIDAY

Week of 9/14 – Pollack class discussion due Monday 9/14; Iran nuclear deal…is it a good one? Reading/discussion Weds/Friday online

Week of 9/21 – Intelligence community in USFP

Week of 9/28 – The Military in USFP

Week of 10/5 – Presentation 2: Stent (Weds/Fri); class book review due Weds; D2L class discussion due Monday 10/12

Week of 10/12 – Stent class discussion due Monday 10/12; Congress in USFP Weds/Friday: Russia case study
Week of 10/19 – The Media and Mass Public in USFP

Week of 10/26 – American values and USFP

Week of 11/2 – Presentation 3: Shambaugh (Mon/Wed); class book review due Monday; D2L class discussion due Friday

Week of 11/9 – The Economy and USFP

Week of 11/16 – Theoretical applications in USFP

Week of 11/23 NO CLASS FALL BREAK

Week of 11/30 – Service Learning Projects, and Review for final exam

Monday, December 7th take-home final exam due at 12:40pm

UNG Course Policies

http://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php

Regional Teams; Book Presentation Assignments

Regional Teams
Asia: Hebert, Perkins, Styles
Eastern Europe: Annis, Chastain, Vanlandingham
Western Europe: Fortner, Washington
Latin America: Yanez
Middle East: Brock, Moore

TURNITIN info: password Miner; class id 10296122

Book Presentation Assignments:
Pollack: Brock, Moore, Yanez
Shambaugh: Fortner, Hebert, Perkins, Styles
Stent: Annis, Chastain, Vanlandingham, Washington

Book Reviews

Three (3) Book Reviews, 12-15 pages double-spaced pages per review. These are formal book reviews, not analysis or opinion papers. Use these guidelines in your review (Scott, Gregory M., and Stephen M. Garrison. 2002. The Political Science Student Writer's Manual, 4th edition, chapter
Successful book reviews answer three questions:

1. What did the writer of the book try to communicate?
2. How clearly and convincingly did she or he get this message across?
3. Was the message worth reading?

Your review should generally contain four basic elements (although not always in this order):

1. Enticement (Let the reader know that you can quickly and clearly come to the point so she knows her time and efforts in reading the review will not be wasted)
2. Examination (Allow the reader to join you in examining the book. Just what is this book about?)
3. Elucidation (Clarify the book's value and contribution to international affairs by defining [1] what the author is attempting to do and [2] how the author's work fits within current similar efforts in international affairs)
4. Evaluation (To what extent has the author succeeded in accomplishing her objectives?)

Each review must utilize Times New Roman, Arial, or Calibri, 12-point font, standard margins, and page numbers. Reviews can be written in first or third person. Papers must be submitted to the Assignment Dropbox in D2L; I do not want paper copies. I will only accept papers in this format.

Papers must conform to APA format. Outside sources are not required but may be used where appropriate.

Group Book Presentations

You will be placed in groups at the beginning of the semester. Each group is responsible for “teaching” and introducing one (1) of the assigned books for the semester using two consecutive 50 minute class periods.

Each group must offer a comprehensive overview and analysis of the book via power point, in addition to spurring and facilitating class discussion in some form.

Groups must demonstrate familiarity with the material and must offer a rehearsed, concise, polished presentation and springboard into discussion
of the book. Dress for the presentations is professional. See course schedule for presentation dates.

BOOK PRESENTATION GRADING RUBRIC

POLS 4460—SENIOR SEMINAR IN INTERNATIONAL AFFAIRS

GROUP MEMBERS:

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
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<tbody>
<tr>
<td>Content of presentation</td>
<td>60</td>
</tr>
<tr>
<td>• Quality and accuracy of information</td>
<td></td>
</tr>
<tr>
<td>• Flow</td>
<td></td>
</tr>
<tr>
<td>• Overall argument (persuasive, consistent)</td>
<td></td>
</tr>
<tr>
<td>• Engagement of class</td>
<td></td>
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<tr>
<td>• Generation of discussion</td>
<td></td>
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<tr>
<td>• Quality, accuracy, and aesthetics of Powerpoint/handouts/aids</td>
<td></td>
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<tr>
<td>• Oral delivery</td>
<td></td>
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<td>• Entertainment of class</td>
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Comments:

Teamwork and Peer Review

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<tr>
<td>• Investment and involvement of all members</td>
<td>30</td>
</tr>
<tr>
<td>• Transitions from section-to-section</td>
<td></td>
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<tr>
<td>• Consistency of message</td>
<td></td>
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<tr>
<td>• Rehearsed delivery</td>
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Comments:

Miscellaneous Factors

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<tbody>
<tr>
<td>• Professional dress</td>
<td>10</td>
</tr>
<tr>
<td>• Appropriate length of presentation</td>
<td></td>
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</tbody>
</table>

Comments:

Presentation Grade (out of 100)
Discussion Board Assignment and Rubric

After each team presentation/discussion, each presenter must develop, pose, post, and moderate one discussion question on the D2L discussion for the next class session. All presentation/discussions begin on Wednesday after class, questions must be posted by midnight that night, and D2L discussion posts must be made by class time on Friday.

Each presenting student must post a different thread on the D2L discussion by midnight on the Wednesday of their presentation week. Each student is responsible for moderating continuing discussion regarding those questions during the Friday class period.

Each non-presenting student must 1) post twice only, 2) post to two different discussion questions, and 3) post by class time Friday.

Do not merely reiterate your arguments or another student's arguments; each post must add to discussion.

Students whom do not submit a book review are not allowed to participate in the online discussion.

The faculty role is as an observer and facilitator. I will be reading all messages and I will participate in the discussion as appropriate.

Discussion boards are open only during the two day period following each Monday book discussion. Students cannot work ahead on discussion, nor can they post retroactively. Exceptions to these rules will only be granted to the class as a whole; students will not be granted individual extensions to post. Make-ups will not be allowed for missed discussions unless prior arrangements are made.

Evaluation of Assignment:

- Each set of postings will be evaluated generally on the following: 1) overall quality, and 2) the degree they promotes course learning through class discussion.
- Postings should be concise, intentional and present your ideas clearly and coherently. Remember, this is the discussion component of an in-class course we are trying to create online.
- You must cite your sources each time you post. For example, at the end of a post on the Jeffersonian variant of USFP in the Mead text, you would note that source as (Mead, 175). Your citations must be specific and anything you quote or paraphrase must be cited.
- Posting “I agree” or extemporaneous and random thoughts will receive no points and directly affect your discussion board evaluation. Profanity or inappropriate comments will result in an automatic zero for the discussion board.
- Make sure you read and understand the rubric. Please ask questions.
I do not expect you to immediately understand what constitutes an excellent posting, but you must put forth your best effort and adjust quickly.

Each set of discussion posts is graded according to the following rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Interpretation</th>
<th>Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Excellent (A)</td>
<td>The posting is 1) original, 2) relevant, 3) accurately cited, teaches us something new, and is well written. Four point postings add substantial teaching presence to the course, and stimulate additional thought about the issue under discussion.</td>
</tr>
<tr>
<td>3</td>
<td>Above Average (B)</td>
<td>The posting lacks at least one of the above qualities, but is above average in quality. A three point posting makes a significant contribution to our understanding of the issue being discussed.</td>
</tr>
<tr>
<td>2</td>
<td>Average (C)</td>
<td>The posting lacks two or three of the required qualities. Postings which are based upon personal opinion or personal experience often fall within this category.</td>
</tr>
<tr>
<td>1</td>
<td>Minimal (D)</td>
<td>The posting presents little or no new information. However, one point postings may provide important social presence and contribute to a collegial atmosphere.</td>
</tr>
<tr>
<td>0</td>
<td>Unacceptable</td>
<td>The posting adds no value to the discussion.</td>
</tr>
</tbody>
</table>

Service Learning Project

An outside service project is required for this course. As a main in-class goal for the senior seminar is to pull together disparate themes and regions of the world in better understanding of IA, you will serve your community by exposing the public to a few of these themes and issues of international affairs.

Each "regional team" must therefore develop, organize and execute an IA seminar/event for the NG student body and community at large. This can be 1) an outside speaker and follow-up discussion, 2) a movie showing
and follow-up discussion, or 3) another event which you devise and I approve

Your goal should be to 1) expose the public to a bit of the politics, culture, cinema, history etc. of your region of concentration, and 2) to impart some of the knowledge you have gained through your participation in the International Affairs major at North Georgia.

**SERVICE LEARNING GRADING RUBRIC**

**POLS 4460—SENIOR SEMINAR IN INTERNATIONAL AFFAIRS**

**GROUP MEMBERS:**

<table>
<thead>
<tr>
<th>Section</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre and post-event summaries</td>
<td>50</td>
</tr>
<tr>
<td>• Evaluation of event potential/effectiveness</td>
<td></td>
</tr>
<tr>
<td>• Quality of writing/conveyance of intent/outcome</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Event presentation/discussion</td>
<td>50</td>
</tr>
<tr>
<td>• Quality of event, dissemination of information</td>
<td></td>
</tr>
<tr>
<td>• Engagement/entertainment of audience</td>
<td>50</td>
</tr>
<tr>
<td>• Generation of discussion</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
</tr>
<tr>
<td>Teamwork and Peer-Review</td>
<td>50</td>
</tr>
<tr>
<td>• Investment and involvement of all members</td>
<td></td>
</tr>
<tr>
<td>• Planning, teamwork and participation</td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Service Learning Grade (out of 150)</th>
<th></th>
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</table>
Collaborative Work Skills : Group Project Peer Review Form

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.</td>
<td>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!</td>
<td>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.</td>
<td>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.</td>
</tr>
<tr>
<td>Time-management</td>
<td>Routinely uses time well throughout the project to ensure things get done on time. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Usually uses time well throughout the project, but may have procrastinated on one thing. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Tends to procrastinate, but always gets things done by the deadlines. Group does not have to adjust deadlines or work responsibilities because of this person's procrastination.</td>
<td>Rarely gets things done by the deadlines AND group has to adjust deadlines or work responsibilities because of this person's inadequate time management.</td>
</tr>
<tr>
<td>Preparedness</td>
<td>Brings needed materials to class and is always ready to work.</td>
<td>Almost always brings needed materials to class and is ready to work.</td>
<td>Almost always brings needed materials but sometimes needs to settle down and get to work.</td>
<td>Often forgets needed materials or is rarely ready to get to work.</td>
</tr>
<tr>
<td>Attitude</td>
<td>Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).</td>
<td>Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).</td>
<td>Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).</td>
<td>Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).</td>
</tr>
<tr>
<td>Working with Others</td>
<td>Almost always listens to, shares with, and supports the efforts of others.</td>
<td>Usually listens to, shares with, and supports the efforts of others.</td>
<td>Often listens to, shares with, and supports the efforts of others, but sometimes is</td>
<td>Rarely listens to, shares with, and supports the efforts of others.</td>
</tr>
<tr>
<td>Quality of Work</td>
<td>Provides work of the highest quality.</td>
<td>Provides high quality work.</td>
<td>Provides work that occasionally needs to be checked/redone by other group members to ensure quality.</td>
<td>Provides work that usually needs to be checked/redone by others to ensure quality.</td>
</tr>
</tbody>
</table>