



IRL6005: ADVANCED INTERNATIONAL RELATIONS

Alliant International University
Mexico City campus

Spring 2012, Full Semester (Jan. 24, 2012- May 15, 2012)

Class Times: Tuesday 18:00 to 21:00

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Grading: Letter

Units: 3

I. Rationale

Theories are and always were the main tools for explaining political reality at both national and international level. A simple description of reality is not enough for academic purposes, explanation is required. Theories are the tools that can be used to explain certain aspects of reality and are needed for the study of any discipline within the realm of social sciences. In other words theories describe and explain reality. As an advanced module, this course will explore in depth every aspect of theory, from the methodological stage to the final building, testing and validating process of any theory in the realm of social sciences. This course aims at placing international relations theories in a proper context, in order to lay the basis for a better understanding of the discipline of international relations and political sciences in general. The other specific aim of this course is to develop critical thinking skills of the participating students.

Students will be required to participate actively and regularly; to work on their own and in groups; to link theory, political behavior of main actors and possible policy options.

The International Relations major stresses a global and multicultural understanding of a complex and interconnected world through close study of historical, political, economic, legal and cultural forces. A degree in International Relations can provide students the knowledge and training important in the international business community, government, diplomacy and private and nongovernmental international organizations. It can also help prepare students for further graduate study in international relations, international law, political science, or policy studies.

Alliant's Mission Statement



Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Alliant is committed to excellence in four areas:

1. Education for Professional Practice

Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.

2. Scholarship

Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.

3. Multicultural and International Competence

Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries; by increasing the number of professionals working in underserved areas; and by understanding and responding to the needs of diverse communities.

4. Community Engagement

Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

II. Course Description, Purpose, Student Learning Outcomes and Assessment:

A. Course Description

Rather than attempting a survey and critique of existing methodologies and quantitative techniques for the empirical testing of abstract theory, the seminar will concentrate attention on those methods of theory construction participants select to employ in their own studies, and on the principles governing that research. It is assumed that all members of the seminar have already been adequately exposed to the central theoretical controversies and epistemological problems confronting the field, and that accordingly everyone is already



prepared to contribute to the refinement of existing theories and the solution of methodological and/or paradigmatic issues.

A theme for the seminar will be the problems of cumulation in the construction of theories about phenomena at the international level. Thus, to facilitate the above objectives, the course encompasses consideration of three major topics: (1) the state and evolving nature of the study of international relations as an expanding trans-disciplinary field of social science inquiry; (2) existent and emergent contending theories of international relations and foreign policy, and, (3) principles of theory construction and theory evaluation, including an assessment of the strengths and limitations of alternative research designs for theory building. In considering these topics, emphasis will be placed on defining and understanding the vocabulary employed in the efforts to theorize about international relations.

Although there will be some lecturing by the instructor, this course is envisioned as a seminar among professionally-oriented members of the scholarly community and, as such, most of the time will be spent in collaborative discussions among, and oral presentations by, seminar participants. All participants are expected to come to each session prepared and able to participate fully.

B. Purpose of the Course

Specifically, students will gain familiarity with the origins and development of international relations theory, a necessity to understand world order, and real-world problems in a globalized world.

C. Specific Learning Outcomes:

Upon successful completion of the course, students will be able to:

- 1) Develop social and political interaction skills for making a more positive impact on group cohesiveness and group processes

Assessment Methods: Class participation, discussions, group exercises.

- 2) Acquire a greater understanding of political issues related to the workings of states, international organizations and diplomatic relations, such as:
 - a. The interaction of national governments in the United Nations Security Council
 - b. The factors and themes involved in foreign policy decision-making process
 - c. The linkages between domestic, regional and international politics
 - d. The nature of military and diplomatic instruments used to guarantee global security and promote peace.

Assessment Methods: Class participation, group exercises, discussions, case studies, reading assignments, essay composition and final examinations.

- 3) Acquire a more advanced knowledge of mainstream theories in the study and analysis of international relations and political sciences in general.

Assessment Methods: Class participation, group exercises, discussions, case studies, reading assignments, essay composition and final examinations.

- 4) Recognize the sources of international, regional and sub-regional conflicts.

Assessment Methods: Class participation, group exercises, discussions, case studies, reading assignments, essay composition and final examinations.

- 5) Gain experience in presenting information to a wide and not always friendly audience by:

- a. choosing the appropriate language,
- b. understanding the dynamics of publicly expressing themselves both verbally and in writing,
- c. importance of body language,
- d. tone manner, active versus passive listening,
- e. gaining acceptance for ideas,
- f. self-control techniques and effective face-to-face interaction with others.

Assessment Methods: Class participation, group exercises, engagement in group discussions, oral presentations.

- 6) Develop an understanding of the required research skills, critical thinking, and writing skills based on:

- a. the rational and logical construction of theory-building,
- b. methodology,
- c. gathering primary and secondary research data,
- d. formatting a written formal style in papers or research essays.

Assessment Methods: Class participation and discussions; reading assignments and general academic papers such as, books and journal articles; compose written assignment.

D. Instructional Strategy

The format of the classes for this course will be divided in three stages:

Stage 1) lecture given by the teacher;

Stage 2) one oral presentation (**15-20 minutes long**) given every week by a different student;

Stage 3) seminars and discussion to be attended weekly by all students, but will also include: videos, PowerPoint presentations and the use of internet in order to gather academic relevant material for research and referencing the student's work.

E. Description of Course Requirements and Assessment Methods



There are no grading curves in this course. The grading system is criterion-referenced in measuring student performance for grades in the course. Subjective performance is measured by attendance, punctuality, participation, and the willingness to assume leadership roles in course activities, e.g., discussions, etc.

Course Requirements	Notes	Evaluation Weights	Percent Grade
Seminars	In Class	50 points	25%
Oral Presentations	In class	50 points	25%
Essay	Take Home	100 points	50%
Total:		200 points	100%

Points	Percentage	Letter Grade	Decimal Grade
190-200	95-100%	A	4.0
184	90-94%	A-	3.7
174	87-89%	B+	3.3
170	84-86%	B	3.0
164	80-83%	B-	2.7
154	77-79%	C+	2.3
150	74-76%	C	2.0
144	70-73%	C-	1.7
134	67-69%	D+	1.3
130	64-66%	D	1.0
124	60-63%	D-	0.7
123 or below	59% and below	F	0.0

* Note that 60% (124 points) is the lowest possible passing grade. Cumulative points below 60% will result in the letter grade of "F".

Oral Presentation (50 possible points, 25% of final grade)

There will be one or more oral presentations, (15 to 20 minutes long) in class, consisting of a critique or summary of a weekly topic developed by each student.

Scoring Table for Oral Presentation	Points Possible %	Points
Poise and Confidence	1%	5
Knowledge and Preparedness of Material	20%	30
Engagement of Participation	3%	10
Mode and Effectiveness of Delivery	1%	5
Total	25%	50



Presentations, once scheduled and committed, will not be rescheduled without teacher authorization and will be graded as 0 Points, if not completed. All presentations should have copies of summaries to all of the class at the time of the presentation, in order to achieve the highest result. Students are invited to use all the means available to them, to deliver the presentation; these include: Power Point presentation, lecture style presentation, use of videos, acetates, photocopies and any other mean they may think useful for a good final outcome.

Students can review the List of Topics that must be used for their oral presentations. Students scheduling presentations after the initial scheduled time must accept the earliest and/or remaining available dates.

Seminars (25 possible points 12.5% of final grade)

During seminars all students should participate. Students are expected to give contributions, ask questions to the student presenting the oral presentation for that week and engage in discussion with other students expressing their opinions with references to the assigned reading. Students who will show knowledge of extra sources of information, besides those suggested in the handout as basic reading for that week, will be awarded extra points.

Written Essay: 2500 to 4000 words length (50 possible points, 25% of final grade)

The Essay shall be an assignment culminating in a formal style written report and must have its premises, hypotheses, methodologies, and formats approved by the course instructor. The three primary criteria for the selection of topics should be:

- (1) passion and meaningful to the student,
- (2) practical utility, and
- (3) the overall widespread benefits that are gained from researching the project.

Essay titles can be chosen among a list of titles given to the students by the teacher on the first day of class with the course handout. No Essay, whose title is not included in the course list, will be accepted without having their topics and outlines approved. Please note that Essay topics and Oral Presentation topics may be the same or different. Students are responsible for making their own decisions on structuring these assignment criteria.

Reports not submitted on the due date, without mitigating circumstances delay approved by the teacher, will be discounted 10% for being late. Essays submitted after the final class will not be accepted and will receive a "0" or "F" as a grade for it.

The Essay (formal style), must contain: a Bibliography following academic standard format such as, Harvard reference style, end note or footnotes. The reference style must be coherent all throughout the Essay. It also should contain Appendices, if any. No less than five secondary references are required. At least 3 out of 5 references must be from current (since 1990) sources.



Students are encouraged to submit drafts of their reports for consultation although it is not a course requirement. It is advisable to note that reports using “Internet Sources,” newspapers, magazines, documents, journals, and books, realize that some are credible, some are not, so these references should not dominate the number of sources used as evidence in the report. Investigate the credibility of the sources before relying on them! The use of more than five total sources will not necessarily add to your grade; but using less than five sources will detract from your grade. Only word-processed or typewritten, double-spaced reports will be accepted.

Formal Style Research Reports may refer to any of the following references for format, structure, grammar, content, and style: APA; MLA; CBE; Chicago Manual of Style; and Turabian. Further references are available by website for OWL Publishing at Purdue University. The website address for accessing the research report link at Owl Publishing is: <http://owl.english.purdue.edu/workshops/hypertext/reportW/introduction.html> under: “Writing Lab” – “Workshops and Presentations” – “Research Reports” – “Understanding the Sections of Your Report.” General Format Structure of the Research Report. Please, consult also our website at the following address: <http://www.alliantmexico.com/MGSM.html>.

For specific information regarding pagination protocol, students are advised to consult any of the aforementioned sources, as they will vary upon which of the sources the student has chosen to use for writing their research reports.

Here below the student can find an explanation of how a research essay should be structured:

Introduction

In the introduction the student should explain the topic is going to research, giving a brief introduction for the reader to understand. She/he should also describe which methodology is going to follow or use and what she/he expects to find out from his research effort.

Body

In the body the student should develop the argument and expose the findings of his research, illustrating all the data analysis, if any. A good logic development should be formed by 3 to 5 points which are explained and organized in a coherent and clear manner. The style should be kept sober and clear, avoiding redundancies in exposing the argument and obvious statements.

Conclusion

The conclusion should be the final part of the Essay, where the student sums up the arguments developed during the research, and, where she/he finally gives the answer to the original question, if any.

Bibliography or Works Cited (alphabetical order), and Appendices (optional), e.g., glossary, indices, maps, photographs, correspondence, etc.



Bibliography or Works Cited must be constructed in alphabetical order and must be in one of the academic format. Students should keep in mind that the prevailing and most reader friendly referencing style in Political Science is the Harvard format.

This reference style includes the reference to the book used in the text of the essay, as follow (e.g.):

S. Jackson reports: “.....” (**Jackson, 2001:35**).

Where first in order is the name of the author, second is the date of the publication and finally the page number. Students must remember that all quotations must be reported and highlighted between “quotation marks”; failure to do so may incur the student in plagiarism procedures.

Example of Harvard bibliography format to be written at the end of the essay:

Jackson, S. (2001), The Globalization of World Politics, Cambridge University Press, Cambridge, UK.

III. Course Readings and Materials

Core text

Please remember that the books listed below contain only the basic notions for this class. Alliant library has a discrete amount of journals and books on the subject, students are invited to visit the library. Additional material up to date will be given in classroom. Students proactive in the research of recent material on the week topic will be rewarded with extra points.

Burchill, S. *et al*, (2005), Theories of International Relations, 3rd edition, Palgrave MacMillan, New York, USA. [ISBN-10: 1403948666]

De Sousa Santos, B. (ed.), (2008), Another Knowledge Is Possible: Beyond Northern Epistemologies, Verso, USA. [ISBN-10: 1844672565]

Homework assignments, class readings, or articles may be assigned at the discretion of the instructor. Students should also make use of Alliant’s library and electronic library, in order to get hold of journals articles and other relevant sources to the topic discussed each week.

IV. Policies and Procedures:

Behavioral Expectations/Attendance

1. Policies Related To Class Attendance, Lateness, Missed Exams or Assignments

The University expects regular class attendance by all students. Each student is responsible for all academic work missed during absences. When an absence is necessary, students should contact the instructor as courtesy and to check for assignments. See the University

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Catalogue for the complete policy on attendance. Attendance criteria for this class are: **80% of the total. Excessive absences, arriving late, and leaving early are unacceptable.**

Every absence, late arrival, and early departure from class without reasonable cause will adversely affect the final grade. Classes will vary in their analyses of the readings having material presented by students and/or the instructor for lectures and group participation, e.g. videos, overhead transparencies, PowerPoint, etc. For that reason, attendance is extremely important and strongly recommended, given the following points:

- Periodically throughout the course, selected classes will frequently be designated and used as “Writing Labs” presenting students with opportunities to ask questions, receive consultation on assignments and discussions, and edit drafts of their term project research reports. Please check with student services for the dates of the writing labs.

2. Information on Participation/types of participation required by the course

Readings and participation are the central elements in the course. The assignments provide details for class discussions, small and large work groups; and will vary on each assigned topic. This is an interactive course and students are expected to read the assigned material prior to class. The amount and quality of participation in activities and discussions will be reflected in the students’ final grades. It is the student’s responsibility to identify and complete any work missed in the course.

3. Responsibility to Keep Copies

Remember – it is good practice to keep copies of ALL major assignments/papers you turn in. On rare occasions, work may be lost because of computer failure or other mishaps.

4. Respectful Speech and Actions

Alliant International University, by mission and practice, is committed to fair and respectful consideration of all members of our community, and the greater communities surrounding us. All members of the University must treat one another as they would wish to be treated themselves, with dignity and concern. As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics (e.g., from the APA for psychology students) and the Academic Code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

5. Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student’s conduct is expected to be in accordance with the standards of the University. ***The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.*** The University reserves the right to use plagiarism detection software.

Policy Regarding Plagiarism

Plagiarism is citing, quoting, or paraphrasing the works of others without proper textual and bibliographic citations. It is the responsibility of students to understand the rules of proper use of the intellectual production of others, and the forms of proper



citation in academic works. For example, students must not copy and paste written sources from the internet, and present these sources as their own work. Plagiarism constitutes a violation of university ethics rules.

Documented cases of plagiarism will have the following consequences: in the first instances the student may fail the written assignment that was plagiarized or the course, at the discretion of the class instructor. In the first instance of plagiarism the Program Director will create a file with a copy of the plagiarized work.

In the second instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider suspension from the university for one semester.

In the third instance the student may be called before the Student Evaluation and Review Committee (SERC) that may consider dismissal from the university.

If the student has any questions regarding the use of citations in papers or plagiarism, please ask the instructor or the Program Director.

6. Disability Accommodations Request

If you need disability-related accommodations in this class, please see me privately. All accommodations must be requested in a timely manner (at least 2 weeks ahead of time) with a letter of support for Alliant's Office of Disability Services. If you have questions about accommodations, please contact the Office of Disability Services.

7. Policy on Course Requirements During Religious Holidays

Alliant International University does not officially observe any religious holidays. However, in keeping with the institution's commitment to issues of cultural diversity as well as humanitarian considerations, faculty are encouraged to appreciate students' religious observances by not penalizing them when they are absent from classes on holy days. Alliant International University faculty will be sensitive to these matters. Students should be similarly respectful of faculty members' right to observe religious days.

8. Resources for Obtaining Tutoring or Other Student Support Services

Tutors are available to help students with course-based or exam-based needs. Contact the Academic Success Center for information on obtaining tutoring – or other student support services.

9. Problem Solving Resources

If problems arise with faculty, other students, staff, or student support services, students should use the University Problem Solving Procedures located on the web at http://www.alliant.edu/academic/studentproblemsolving/Student_Grievance_Policy.pdf or contact the University Ombudsperson at rkunard@alliant.edu.

ALLIANT INTERNATIONAL UNIVERSITY CALENDAR—MEXICO CITY CAMPUS SPRING SEMESTER 2012

Jan. 17 -20 Tuesday – Friday
New student orientation/Attendance is mandatory for new students

Jan. 23 Monday
Instruction begins for Spring Semester [full-term (16-week) and Session 1 (8-week) courses]

Feb. 6 Monday
Add/Drop Deadline for Spring Semester full-term courses. Last day to add or drop a full-term course without late fee. Last day to drop a full-term course for 100% refund

Monday, February 6-- Constitution Day Holiday—NO CLASSES



Feb. 17 Friday

Last day to withdraw from Spring Semester Session 1 courses in good standing

Mar. 8 Thursday

Annual Student Leadership Conference

Mar. 16 Friday

Last day to withdraw from Spring Semester full-term courses in good standing

Mar. 18 Sunday

Last day of Spring Session 1 courses

Mar. 19 Monday

Instruction begins for Spring Semester Session 2 (8-week) courses

Monday, March 19-- Benito Juárez Holiday—NO CLASSES

Mar. 30 Friday

Spring Semester Session 1 grades due to Registrar's Office

Apr. 2 – 8 Monday – Sunday

Spring Break. Classes do not meet

Apr. 20 Friday

Last day to withdraw from Spring Semester Session 2 courses in good standing. Spring Semester Session 1 grades available on-line.

Apr. 23 Monday

Registration for Summer Term and Fall Semester begins

Tuesday MAY 1—HOLIDAY—NO CLASSES

May 7 Monday

Last day to register for Summer Term without paying a late fee

May 13 Sunday

Last day of Spring Semester full-term courses

Tuesday MAY 15—HOLIDAY—MEXICO CAMPUS CLOSED

May 14-20 Monday – Sunday

Final Examinations; make up classes (in case of holidays, etc.); semester-end activities

May 20 Sunday

Last day of Spring Semester Session 2 courses

May 25 Friday

Spring Semester full-term grades due to Registrar's Office

June 1 Friday

Spring Semester Session 2 grades due to Registrar's Office

June 8 Friday

Spring Semester grades available on-line COMMENCEMENT CEREMONIES--TBA

V.Course Schedule: (36 hours)

Date	Topic/Activity	Readings
January 24	Introduction to syllabus and research requirements; writing essay; scheduling of oral presentations.	None
January 31	Approach to the Study of IR Theories	Burchill Chap.1 + Selected Readings
February 07	Realism	Burchill Chap. 2 + Selected Readings
February 14	Liberalism.	Burchill Chap.3 + Selected Readings
February 21	Neo Realism & Neo Liberalism	Selected Readings
February 28	The English School	Burchill Chap. 4+ Selected Readings
March 06	The three IR debates: Beyond The Behavioral Revolution in Social Sciences	Selected Readings
March 13	Marxism	Burchill Chap. 5+ Selected Readings
March 20	Critical Theory	Burchill Chap.6 + Selected Readings
March 27	Postmodernism	Burchill Chap. 7+ Selected Readings
April 10	Constructivism	Burchill Chap. 8 + Selected Readings
May 08	Feminism. (Essay Deadline)	Burchill Chap. 9 + Selected Readings
May 15	Green Politics	Burchill Chap. 10 + Selected Readings

The following is the general structure and content of the course. Students should remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet student, faculty, or other needs. We may spend more time on some topics as needed, and conversely, may move more quickly over other topics. Because the subject matter in the oral presentations and/or videos and films may be similar at times with the information that is introduced in the course core text book, the reading schedule may be adjusted or even eliminated to avoid duplication in the presentation of the course's learning materials



Appendix: Alliant Mission, Values, Professional Practices and Competencies

A. Alliant Mission

Description: Alliant's mission is:

Alliant International University prepares students for professional careers of service and leadership, and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world.

Purpose: The purpose of this anchor is to ensure that the Program fits within the University and School mission and vision.

B. Alliant Core Values

Description: The Alliant Core Values are Integrity, Intellectual Advancement, Diversity, Social Responsibility, Innovation, Stewardship, Partnership and Collaboration.

Purpose: The purpose of this anchor is to ensure that Alliant's Programs are planning and operating in accordance with Alliant's Core Values.

C. Alliant Professional Practice University Components of Excellence from the Mission

Description: The four components of a professional practice university explained in Alliant's mission are:

- Education for Professional Practice
- Scholarship
- Multicultural and International Competence
- Community Engagement

Purpose: The purpose of this anchor is to ensure that the 4 components of Alliant as a professional practice university are incorporated into the Programs.

D. Professional Practice Competencies

Description: The Alliant Professional Practice Competencies (A-IMPACT) are:

- A discipline-specific body of knowledge and research/scholarship
- Insight into the context of practice
- Multicultural/International competence
- Professional literacies
- Application of knowledge and research in new ways
- Conduct, judgment, dispositions and ethics
- Team-based and multidisciplinary approaches

Purpose: The purpose of this anchor is to ensure that the competencies are part of all Alliant's Programs (at an appropriate level) and thus become a hallmark of an Alliant Program.