



International Power and Influence

COURSE SYLLABUS

12T1

Aug 13 - Oct 14, 2012

For course syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students, via e-mail or Blackboard announcement, when changes are made in the requirements and/or grading of the course.

INSTRUCTOR INFORMATION

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MEETING LOCATION, DATES & TIMES: This is a hybrid course that has the following classroom meetings and online activities:

Classroom Meetings: This course will meet at the Fayetteville Site (811 Stamper Rd) from 6:00pm-9:00 pm on Tuesdays. Students at other sites can attend class through video teleconferencing using Wimba Live Classroom. Please see Method of Instruction and the Schedule of Readings and Assignments for details on meeting dates and requirements.

Note: The instructor will travel to Fort Belvoir periodically to broadcast the class from those locations (specific dates TBA). On those occasions, students at those sites will be able to attend class in person and students in Fayetteville will attend class through Wimba.

Online Exercises: There will be about 90 minutes of video lectures online each week as well as online discussions and quizzes.

CONSULTATION HOURS: The instructor is available for consultation by phone or in person on Tuesdays and Thursdays from Noon-5pm at Troy's Stamper Road office in Fayetteville. Other times by appointment.

TEXTBOOK(S) AND/OR OTHER MATERIALS NEEDED

- O'Sullivan, Meghan. 2003. *Shrewd Sanctions: Statecraft and State Sponsors of Terrorism*. Brookings Inst. ISBN: 0815706014

- Seib, Philip, ed. 2009. *Toward a New Public Diplomacy: Redirecting U.S. Foreign Policy*. Palgrave Macmillan ISBN-10: 0230617441 ISBN-13: 978-0230617445

ADDITIONAL READING: Students will be referred to journal articles available in the JSTOR database on Troy Library's Remote Services site at <http://library.troy.edu/databases.html>. **New students will have not have (and do not need) access to this site until the first day of the term.**

CATALOG DESCRIPTION

A theoretical and empirical examination of how nations use political, military, and economic resources to influence the behavior of other nations. The course will consider the effectiveness of political communications, public relations, foreign aid, economic sanctions, threats of force, and limited uses of force. Special emphasis will be placed on the effects of foreign influences on domestic politics.

STUDENT LEARNING OUTCOMES

1. Explain major theories of international persuasion and coercion
2. Summarize the contributions of prominent authors in international persuasion and coercion
3. Criticize foreign policy alternatives concerning foreign compliance gaining
4. Recommend policies for attaining national objectives through persuasion and/or coercion.

COURSE REQUIREMENTS

- **Upon Enrollment:** Students must print out and read the syllabus, verify their email address in blackboard and post a Personal Intro on the discussion board.
- **Discussion Exercises:** There will be 5 discussion exercises in which students will write a short essay on an assigned topic and comment on at least 2 other student's essays. Each discussion will be graded on a 100 point scale and is worth 5% of the final grade.
- **Mid-Term Examination:** The midterm will consist of a long essay question. Students will have 90 minutes to write an answer. The exam will be open book and administered through Blackboard.
- **Term Paper:** Students will write a 9-12 page term paper critically analyzing the US's approach to achieving a foreign policy goal and recommending a strategy (or improvement in strategy) to better achieve it.

METHOD OF INSTRUCTION:

This course will be delivered using a hybrid-learning format with at least 51% of the course conducted in-class and the remaining 49% or less conducted online. This means that while 27 of the 45 contact hours of the course schedule will be in-class sessions; there are scheduled online meetings, exercises, and/or discussions comprising the remaining 21 hours. The overall breakdown is as follows:

Classroom Meetings:	27 hours
Video Lectures:	10 hours
Online Activities:	8 hours

A Blackboard site has been created to help manage class activities and to promote interaction among students. Access procedures will be provided at student orientation and are available online at

<http://troy.blackboard.com/> (see Entrance Competencies). Please see schedule of readings and assignments at the end of the syllabus for further detail.

WIMBA Voice eMail: Students will receive individual feedback on all graded assignments via a voice email. These messages will be sent to your TROY email account.

Video Lectures: Video lectures allow me to present content outside of class. Most videos are about 30 minutes in length and there is usually about 90 minutes of video per week. This course uses two types of video formats. Some are standard videos recorded in wmv format. Others are narrated Power Point presentations that are rendered in a Java readable format (.jar).

The following matrix summarizes the relationship of the Student Learning Outcomes (SLOs) and the organization, content, and conduct of the course:

SLO	Module	Content	Strategy	Assessment
Explain and apply major theories of international coercion and sanctioning	Weeks 1-4	Assigned Readings, Lectures, and Videos (See Course Schedule)	Lectures, readings, in-class discussion, online discussion and interactive feedback will enable students to explain and apply major theories of international coercion and sanctioning.	Week 2 and 3 Discussion Exercises and Midterm
Explain and apply major theories of persuasion and public diplomacy	Weeks 5-7	Assigned Readings, Lectures, and Videos (See Course Schedule)	Lectures, readings, in-class discussion, online discussion and interactive feedback will enable students to explain and apply major theories of persuasion and public diplomacy.	Week 6 and 7 Discussion Exercises
Criticize foreign policy alternatives concerning foreign compliance gaining	Week 8	Assigned Readings, Lectures, and Videos (See Course Schedule)	Lectures, readings, in-class discussion, online discussion and interactive feedback will enable students to criticize foreign policy alternatives concerning foreign compliance gaining.	Week 8 Discussion Exercise
Recommend policies for attaining national objectives through persuasion and/or coercion	Week 9	All of above	Lectures, readings, in-class discussion, online discussion and interactive feedback will enable students to recommend policies for attaining national objectives through persuasion and/or coercion.	Term Paper

ENTRANCE COMPETENCIES: Students will be expected to be proficient in critical thinking and critical writing, formatting papers in APA style, the use of the internet, email, MS Word, MS PowerPoint, and in conducting research through the Troy University Remote Library.

Blackboard: Students will need to be able to log on to and use Blackboard on the first day of the term. Instruction on the use of Blackboard is given during Student Orientation and is available online at <http://troy.blackboard.com/>

COURSE TECHNOLOGY:

Email: All official University communications with TROY students, will be sent through the Trojan (TROY) e-mail address assigned to them. All official information, including but not limited to student billing, faculty-student communications, registration changes, and financial aid information, sent to students' assigned Trojan e-mail addresses will constitute official notice. The University accepts no responsibility for any forwarding of e-mail that students may choose to undertake from their official Trojan e-mail accounts. The University is only responsible for ensuring that official e-mail is sent out to those student e-mail accounts that are maintained by the University. All students are responsible for monitoring their Trojan e-mail accounts frequently. Students can access their e-mail by visiting www.troy.edu and selecting the Trojan E-Mail link.

Internet Access: Students will require access to BlackBoard and Trojan Web Express via the Troy University web site. If students do not have internet access, be advised that local and military libraries offer internet access.

Wimba Classroom meetings: Students do not need a webcam for the the WIMBA Classroom, however, they should have a microphone and speakers (or headset) connected to their computer for these sessions.

METHOD OF EVALUATION: Students' work will be evaluated by the assignment of grades and by substantive feedback.

ASSIGNMENT OF GRADES: Assignments will be weighted in the following manner:

Discussion Exercises:	25point (5 points each)
Midterm Exam:	35points
Term Paper:	40points

All grades will be posted in the student grade book in Blackboard and will be assigned according to the following or similar scale:

A	90 – 100%
B	80 – 89%
C	70 – 79%
D	60 – 69%
F	59% and below

Postings: I post grades in Blackboard, in the Grade book.
FA: "FA" indicates the student failed due to attendance. This grade will be given to any student who disappears from the course for three or more weeks. See the **Attendance** section of this syllabus for additional information.

Substantive Feedback: In addition to grades (and general comments to the class on the discussion board or on video), students will receive private, individual feedback on selected assignments via WIMBA email. All students will receive WIMBA comments on DL 3, the midterm, and the final paper. Students in need of help/improvement will receive additional comments as appropriate.

Blackboard Support Center

Black

board Online Support Center for Troy University provides Customer Care Technicians who are available to support you 24 hours a day/7 days a week.

Call 1-800-414-5756 for live assistance

If you are experiencing technical difficulties with your coursework or with features in Blackboard that are generating errors, please click the link below.

Blackboard Support Center: <http://www.troy.edu/bbhelp>

ATTENDANCE POLICY: Attendance is mandatory. No automatic cuts are authorized. Excessive absences will be reported to appropriate Veterans Administration and military officials. Arrangements for excused absences must be made PRIOR to the absence.

Every attempt will be made to accommodate students who have scheduling conflicts beyond their control. However, students without excused absences who fail to attend classroom or online classroom meetings, or who fail to view online lectures or listen to scheduled podcasts, are subject to a grade penalty or failure at the discretion of the instructor.

MAKE-UP WORK POLICY: All classes missed must be made up, regardless of whether the absences were excused or unexcused. Make-up assignments will be given by the instructor on an individual basis.

STANDARD UNIVERSITY POLICIES:

INCOMPLETES: A grade of "I" is not automatically assigned, but rather must be requested by the student by submitting to the instructor the Petition for and Work to Remove an Incomplete Grade form. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences, with the exception that the student will make up the work by repeating all or part of the class in some subsequent term. No "Incomplete" may exceed nine weeks from the date it is assigned. Failure to clear the incomplete within the specified time period will result in the assignment of a grade of "F" for the course.

AMERICANS WITH DISABILITIES ACT (ADA): Troy University supports Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, which insure that

postsecondary students with disabilities have equal access to all academic programs, physical access to all buildings, facilities and events, and are not discriminated against on the basis of disability. Eligible students, with appropriate documentation, will be provided equal opportunity to demonstrate their academic skills and potential through the provision of academic adaptations and reasonable accommodations. Further information, including appropriate contact information, can be found at the following link: <http://www.troy.edu/humanresources/ADAPolicy2003.htm>

Students who have or may be dealing with a disability or learning difficulty should speak with the Office of Student Services, 757-274-0511 as soon as possible in order to ensure eligibility under the ADA.

CELL PHONE AND OTHER ELECTRONIC DEVICE STATEMENT, SHOWN BELOW:

Use of any electronic device by students in the instructional environment is prohibited unless explicitly approved on a case-by-case basis by the instructor of record or by the Office of Disability Services in collaboration with the instructor. Cellular phones, pagers, and other communication devices may be used for emergencies, however, but sending or receiving non-emergency messages is forbidden by the University. Particularly, use of a communication device to violate the Troy University "Standards of Conduct" will result in appropriate disciplinary action (See the Oracle.).

In order to receive emergency messages from the University or family members, the call receipt indicator on devices must be in the vibration mode or other unobtrusive mode of indication. Students receiving calls that they believe to be emergency calls must answer quietly without disturbing the teaching environment. If the call is an emergency, they must move unobtrusively and quietly from the instructional area and notify the instructor as soon as reasonably possible. Students who are expecting an emergency call should inform the instructor before the start of the instructional period.

STUDENT ORIENTATION AND COURSE PRE-REQUISITE SKILL REQUIREMENTS:

1. New students are required to complete an "in person" orientation with a site representative prior to enrolling. The "on-line" orientation session found at <http://ar.troy.edu/studentorientation/index.html> is the next step in the Troy University –Atlantic Region orientation process. It reinforces the discussions with the site representative and provides new students with all of the essential information to succeed in graduate education.
2. All students should ensure that they have developed certain pre-requisite skills prior to beginning courses. These skills include demonstrating writing proficiency in term papers, preparing PowerPoint slides for class presentations, using SPSS and Excel for statistical analysis, and conducting academic research through the Troy University library system. The links at the bottom of the Atlantic Region New Student Orientation page contain tutorials in each of these skills areas that will assist students in developing the skills required for graduate course work.

STANDARDS OF CONDUCT:

By their enrollment, students are responsible for following the "Standards of Conduct" as they apply in the Troy University Atlantic Region. Students may be disciplined up to and including suspension and expulsion for the commission of offenses in described on page 22 of the 2007-2008 Graduate Catalog. As a reminder to graduate students, the "Standards of Conduct" regards dishonesty as an offense, which includes cheating and plagiarism. Students should carefully study the definitions of cheating and plagiarism:

1. Cheating includes:

a) Copying, or relying upon, another student's answers or submitting another student's work as one's own or submitting as new work assignments previously completed for another class, while completing any class assignment, study group assignment, or during in-class or take-home examinations.

b) Providing one's own answers to another student while completing any class assignment, study group assignment (except where approved by the instructor due to the nature of the assignment itself), or during in-class or take-home examinations.

c) Using notes, books, or any other unauthorized aids during an examination; or holding an unauthorized discussion of answers during in-class examinations.

2. Plagiarism is submitting a paper, other required student course requirement in which the language, ideas, or thoughts are identical to published or unpublished material from another source, including material found on the Internet, without correctly giving credit to that source. A good rule of thumb for correctly crediting a source is found in the citation below:

"Quotation marks should be used to indicate the exact words of another. Summarizing a passage or rearranging the order of a sentence and changing some of the words is paraphrasing. Each time a source is paraphrased a credit for the source needs to be included in the text. ... The key element of this principle is that an author does not present the work of another as if it were his or her own work. This can extend to ideas as well as written words." (*Publication Manual of the American Psychological Association*, 2001, p.349)

While computers and the Internet allow students to cut and paste work from other material, new software is making it easier for universities detect plagiarism. Instructors may screen electronic versions of student assignments using the detection software. To avoid the pitfalls of plagiarism, students are strongly encouraged to review information on it available through Troy University Writing Center resources (<http://troy.troy.edu/writingcenter/index.html>)

COURSE SCHEDULE

Week 1 (Aug 13-19): Intro to International Power and Influence

Read: (Available through JSTOR at <http://library.troy.edu/databases.html>)

- Holsti, K.J. 1964 "The Concept of Power in International Relations." *Background*. 7(4, Feb): 179-194 and,
- Baldwin, David. 1971. "The Power of Positive Sanctions." *World Politics*. 24(1, Oct.): 19-38
- Nye, Joseph Jr. 1990. "Soft Power." *Foreign Policy*. 80(Autumn): 153-171

View: Welcome video and Video Lectures in Lecture Section

Do: "Introduce Yourself" on the Discussion Board

Week 2 (Aug 20-26): "Old School" Coercion

Read: (Available through JSTOR at <http://library.troy.edu/databases.html>)

- Mandel, Robert. 1986. "The Effectiveness of Gunboat Diplomacy." *International Studies Quarterly*. 30(1, Mar.):59-76

- Jentleson, Bruce W. 1991. "The Reagan Administration and Coercive Diplomacy: Restraining More Than Remaking Governments." *Political Science Quarterly*. 106 (1, Spring):57-82.
- Pape Robert A., Jr. 1990 "Coercive Air Power in the Vietnam War." *International Security*. 15 (2, Autumn):103-146
- Byman, Daniel L., and Matthew C. Waxman. 2000. "Kosovo and the Great Air Power Debate." *International Security*. 24(4, Spring): 5-38

View: Video Lectures in Week 2 folder in Lecture Section

Do: Week 2 Discussion Exercise on the Discussion Board

Week 3 (Aug 26- Sep 2): Sanctions

Read: O'Sullivan, Chapters 1, 2, Drury, A. Cooper. 2001. "Sanctions as Coercive Diplomacy: The U. S. President's Decision to Initiate Economic Sanctions." *Political Research Quarterly*. 54(3, Sep.): 485-508.

View: Video Lectures in Week 3 folder in Lecture Section

Do: Week 3 Discussion Exercise 3 on the Discussion Board

Week 4 (Sep 3-9): More Sanctions

Read:

- O'Sullivan chapters 7 (Pick one of 3, 4, 5, or 6)
- Hayes, Dissertation excerpts in Week 4 folder in Lecture Section

View: Video Lectures in Week 4 folder in Lecture Section

Do: Week 4 Discussion Exercise on the Discussion Board

Week 5 (Sep 10-16): Public Diplomacy: Overview

Read:

- Seib, Part I
- Leonard, Mark. 2002. "Diplomacy by Other Means." *Foreign Policy*. 132. (Sep.- Oct.): 48-56.

View: Video Lectures in Week 5 folder in Lecture Section

Do: **Midterm on Blackboard in Exams Quizzes Section between Sep 8th to 16th**

Week 6 (Sep 17-23): Public Diplomacy: Techniques

Read: Seib, Part III, Chapters 7-9

- Hayes, "Winning Hearts and Minds: How's that Supposed to Work?" in Week 6 folder of Lectures Section

View: Video Lecture in Week 6 folder in Lecture Section

Week 7 (Sep 24-30): Public Diplomacy: The Way Forward

Read: Seib Part III, Chapters 10-12

View: Video Lecture in Week 6 folder in Lecture Section

Do: Week 7 Discussion Exercise

Week 8 (Oct 1-7): Engaging Foreign Audiences: Your Turn

Read: Seib Part II

Do: Week 8 Discussion Exercise on the Discussion Board

Week 9 (Oct 8-14): Term paper due Oct 14th. Post on the Discussion Board.