

Pols 235: International Relations

Spring 2025, Tuesday and Thursday 1-2:15, LNGH 235

Dr. William O'Brochta (wobrochta@tlu.edu, 830-372-6566, LNGH 104)

Student Office Hours: Tuesday 8:15-9:15 and Wednesday 9-11

Syllabus Updated: January 18, 2025

OneDrive Link: <https://pols.tiny.us/235spring2025>

Course Description: How do governments analyze and assess intelligence? This course is an introduction to intelligence analysis with an emphasis on foreign policy decision-making. By simulating the intelligence analysis environment, we will learn brief writing and briefing skills as well as applications to public policy analysis. Our analysis will cover salient foreign and domestic policy crises of great interest to scholars of comparative politics and international relations including terrorism, diplomacy, migration, peacekeeping, and trade.

Prerequisites: Pols 231 strongly recommended.

Text: None.

Catalog Description: Relations between countries and politics across international boundaries. Topics include diplomacy, warfare, trade, migration, global environmental issues, international law and organizations and transnational social movements.

Student Learning Objectives:

At the completion of this course, students will be able to:

1. Describe the field of intelligence analysis and what intelligence analysts do.
2. Develop skills analyzing open-source material both individually and as a team.
3. Prepare for, demonstrate, and assess skills in brief writing, briefing, and presentation.
4. Apply intelligence analysis skills to write for different audiences including the public and different stakeholders.
5. Work collaboratively to develop individual and group expertise in an area of intelligence analysis.

Course Philosophy:

This course is designed to help you understand how to analyze problems in international relations from the perspective of a United States intelligence analyst. The course is built around an extended simulation of the U.S. State Department that requires you to work in desks to collect, process, and communicate emerging intelligence. Think of the course as what would happen if a course in statecraft combined with core international relations research and an introduction to the political science research process. This combination is designed to give you a good background in international relations and to provide a simulation of particular benefit to students interested in careers in government and foreign affairs.

I expect that we will all work to maintain a positive classroom environment. While we often use data and models to provide evidence, political scientists do not have definitive answers to any question. Thus, we will work to understand others' perspectives in a constructive and respectful

manner. During the course, we will be discussing topics that may be sensitive in nature for some students. Treat these topics with care and ground your comments in theories and methods from political science.

Assignments:

Assignment	Due Date	Points
Social Annotation	As indicated (most classes)	156
Class Engagement	Evaluated three times	100
Simulation Analysis	April 1	110
Brief Revisions	April 10	100
Reflective Journal	February 13, April 24	100
Overnight Report	One selected class	100
Research Proposal		
Research Question	January 30	34
Annotated Bibliography	February 18	50
Literature Review	March 18	100
Grand Strategy	April 29	150

Letter Grade Distribution:

A ≥ 895; B 795 – 894; C 695 – 794; D 600 – 694; F ≤ 599; Satisfactory ≥ 695

Class Format:

Students will be responsible for working the desk as part of a team in one of the following roles:

- Energy Resources
- Economic and Business Affairs
- Conflict and Stabilization Operations
- Global Criminal Justice
- Democracy, Human Rights, and Labor
- Cyberspace and Digital Policy
- Global Women’s Issues
- Educational and Cultural Affairs
- Population, Refugees, and Migration

There are two types of class sessions: discussions and briefs. On discussion days, we will not conduct the traditional briefing simulation. On brief days:

- Students who sign-up to do so will present a pre-prepared overnight report on the “brief topic” for the day. The overnight report is a written submission. You should practice so as to deliver an oral version of the overnight report.
- Following overnight report presentations, I will announce special briefing considerations, if any (i.e., who you are briefing). You will then work together with members of your desk to write a brief on the brief topic for the day and to prepare a briefing, including a briefing slide.

- Everyone will meet. Teams will begin briefing using the briefing slide. Students who signed-up to present the overnight report are responsible for asking questions, though all should contribute.
- In the remaining time, we will discuss the reading topic for the day.

Topics and Readings: Below is the schedule of reading and assignments for each class. I may change the course outline, but I will give you plenty of prior notice.¹

January 16: Introduction to the Course

- Goal: Introduction to the course. Select roles.
- Format: Discussion

January 21: Who are Analysts?

- Reading Due (annotations due): Both documents are in the same Perusall link.
 - BLUF Writing Format Handout
 - Shulsky, Abram, and Gary Schmitt. 2002. *Silent Warfare*. 3rd ed. Washington, D.C.: Potomac Books. Chapters 1 and 3.
- Format: Discussion
- Assignments Due: Beginning of semester survey. You must complete the beginning of semester survey in order to access the reading on Perusall. Select roles if you did not do so in class.

January 23: Research Questions

- Reading Due (annotations due):
 - Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps” (Read this first if you have not read it before or need a refresher!).
 - Baglione, Lisa. 2015. *Writing a Research Paper in Political Science*. Thousand Oaks, CA: Sage. Chapter 2.
- Format: Discussion

January 28: Grand Strategy

- Reading Due (annotations due): Gold, Dana, and Stephen McGlinchey. 2022. “International Relations Theory.” In: McGlinchey, Stephen, ed. *International Relations*. London: Bloomsbury. 46-56 (Chapter 4).
- Format: Discussion

January 30: Skill: Brief Writing

- Reading Due (annotations due): Major, James. 2014. *Communicating with Intelligence*. 2nd ed. Lanham, MD: Rowman and Littlefield. Chapters 1 and 2.
- Format: Discussion
- Assignments Due: Research question

¹ I have made a conscious effort to represent gender and ethnic/regional diversity of scholarship in these readings.

February 4: Literature Search and Annotated Bibliography

- Reading Due (annotations due): Baglione, Lisa. 2015. *Writing a Research Paper in Political Science*. Thousand Oaks, CA: Sage. Chapter 3.
- Format: Discussion

February 6: War

- Reading Due (annotations due): Di Salvatore, Jessica. 2019. "Peacekeepers Against Criminal Violence --- Unintended Effects of Peacekeeping Operations?" *American Journal of Political Science* 63(4): 840-858.
- Format: Briefs
- Note: Class will be held on Zoom on this day. <https://zoom.us/my/wobrochta>

February 11: Terrorist Groups

- Reading Due (annotations due): Brown, Joseph. 2020. "Force of Words: The Role of Threats in Terrorism." *Terrorism and Political Violence* 32(7): 1527-1549.
- Format: Briefs

February 13: Skill: Briefing (Terrorist Groups continued)

- Reading Due (annotations due): None.
- Format: Briefs
- Assignments Due: First contract evaluation, reflective journal, optional mid-semester survey.

February 18: Literature Review

- Reading Due (annotations due): Baglione, Lisa. 2015. *Writing a Research Paper in Political Science*. Thousand Oaks, CA: Sage. Chapter 4.
- Format: Discussion
- Assignments Due: Annotated bibliography

February 20: Refugees

- Reading Due (annotations due): Fisk, Kerstin. 2019. "Camp Settlement and Communal Conflict in Sub-Saharan Africa." *Journal of Peace Research* 56(1): 58-72.
- Format: Briefs

February 25: Radicalization and Lone Wolves

- Reading Due (annotations due): O'Brochta, William, Margit Tavits, and Deniz Aksoy. 2022. "Western Political Rhetoric and Radicalization." *British Journal of Political Science* 52(1): 437-444.
- Format: Briefs

February 27: Skill: Types of Intelligence (Radicalization continued)

- Reading Due (annotations due): Shulsky, Abram, and Gary Schmitt. 2002. *Silent Warfare*. 3rd ed. Washington, D.C.: Potomac Books. Chapters 2 and 6.
- Format: Briefs

March 4: Skill: Slides (Radicalization continued)

- Reading Due: None
- Format: Briefs

March 6: Human Rights

- Reading Due (annotations due): Bakke, Kristin, Neil Mitchell, and Hannah Smidt. 2020. "When States Crack Down on Human Rights Defenders." *International Studies Quarterly* 64(1): 85-96.
- Format: Briefs

March 18: Full Day Simulation

- Reading Due: None
- Format: Discussion
- Assignments Due: Literature review

March 20: Simulation Continued

- Reading Due: None
- Format: Discussion
- Assignments Due: Second contract assessment

March 25: Trade and Oceans

- Reading Due (annotations due): Ryou-Ellison, Hayoun Jessie, and Aaron Gold. 2020. "Moral Hazard at Sea: How Alliances Actually Increase Low-Level Maritime Provocations Between Allies." *International Interactions* 46(1): 111-132.
- Format: Briefs

March 27: Skill: Writing for Different Audiences (Trade and Oceans continued)

- Reading Due: None.
- Format: Briefs

April 1: Simulation Analysis

- Reading Due: None
- Format: Discussion
- Assignments Due: Simulation analysis

April 3: Simulation Analysis Continued

- Reading Due: None
- Format: Discussion

April 8: Drug Trafficking

- Reading Due (annotations due): Blume, Laura. 2022. "Collusion, Co-Optation, or Evasion: The Politics of Drug Trafficking Violence in Central America." *Comparative Political Studies* 55(8).
- Format: Briefs

April 10: Brief Revisions

- Reading Due: None
- Format: Discussion
- Assignments Due: Brief revisions

April 15: Grand Strategy Workday

- Reading Due: None
- Format: Discussion

April 22: Torture

- Reading Due (annotations due): Hassner, Ron. 2023. "Persuasive and Unpersuasive Critiques of Torture." *Perspectives on Politics* 21(1): 160-173.
- Format: Briefs

April 24: Grand Strategy

- Reading Due: None
- Format: Discussion
- Assignments Due: Reflective journal, final contract assessment

April 29: Careers

- Reading Due: None
- Format: Discussion
- Assignments Due: Grand strategy

Final Exam (Tuesday, May 6 1:30PM): Final Simulation

- Reading Due: None
- Format: Discussion
- Note: We will complete the end-of-semester survey in class. Please complete before class time if you will not be in class.

Description of Assignments:

Social Annotation (156 points)

Completing and engaging with course material and other students is essential to your success in this course. We will be using Perusall (linked on Brightspace) for social annotation. The idea behind social annotation is that you can engage with other students in the course while reading the required content. This will help you to read in a more active and engaged way, to come to class more prepared for our discussions, and to generate ideas that you would like to raise in class. My motivation in asking you to do social annotations is to help you read efficiently. This is a skill that you *can* develop.

For each assigned reading where annotations are due, complete the following:

- Go to Brightspace and click on the link for an assigned reading. You must access Perusall through Brightspace for your annotations to be saved.

- Read the text. I recommend skimming through the entire text once, marking any points of confusion, and asking clarification or definition questions. These are not substantive annotations that count toward your grade, but they will help you read more effectively.
- Return to the text later and read it again. While doing so, **make at least five substantive annotations**. Examples of substantive and not substantive annotations follow.
- Reading and completing the annotations for a particular class period should take you no less than 1 hour and no more than 2 hours. If you find yourself spending more time on an assignment, refer back to the Hoover Green piece on reading effectively. Feel free to come talk to me if you are having any difficulty. This assignment is not meant to take up too much time.

How to write a substantive annotation:

1. Find a part of the reading that is interesting, surprising, or about which you would like to make an annotation.
2. Highlight the relevant text and leave an annotation or, if someone else has already highlighted the text, leave a comment responding to their annotation.
3. In your annotation, go beyond agreeing with or re-stating what the reading is saying. Discuss how you have thought about and processed the information you read. Make connections to concepts from your notes or that you learned in class. Discuss how the reading relates to you personally or to current events. Provide depth by writing at least three sentences per annotation.
4. Complete at least five substantive annotations, spread throughout the reading.

Non-exhaustive examples of substantive and not substantive annotations:

Notice that the substantive comments go far beyond a single sentence and focus on explaining and making connections.

	Not substantive	Substantive
Definition	This term means [description of term].	This term means [description of term]. By introducing this concept, the authors [describe why the concept is important]. In addition, we discussed this concept in class [describe how].
Upvote	[Student uses the green checkmark to upvote another student's comment]	[Upvote comment] This makes a lot of sense to me because [describe why]. But, I can also see how [introduce a different point of view].
Question	What are the impacts of [describe something]?	What are the impacts of [describe something]? I think that the impact is [describe impact] because [describe reason]. This is important because [describe why].
Agreement	I agree.	I agree because [describe why]. [Tell story about experience you have had related to the concept being discussed].
Example	This is true today.	This is true today because [describe specific instance]. I know people impacted by [describe topic and how people are impacted].

Clarification	What does this mean?	What does [describe phrase] mean? My interpretation is that it probably means [describe possible meaning], but I also found a source online [list source] that says [describe what the source says]. Clarifying this definition is important because [describe why].
Interesting	This is interesting. I had not thought about this before.	This resonated with me because I have had [describe some experience]. I also see [describe the topic] mentioned frequently in the news like in a recent story [describe story].

Submission and Evaluation: You should submit annotations for the indicated readings. **Your three lowest annotation grades will be dropped (this includes any annotations you do not turn in, so feel free to skip when you are busy).** Be sure to check your annotation grades frequently, as simply completing five annotations will not get you credit if those annotations are not substantive.

If you experience some problem completing annotations in Perusall, you can e-mail me your annotations by the time they are due.

I evaluate annotations in the following way:

- I will engage with you in Perusall by responding to questions and annotations.
- After annotations are due, I count the number of annotations you submitted to ensure you submitted at least five annotations. I then check to ensure that your annotations are substantive. This is not an exact science, which is why I drop your three lowest annotation grades. You will receive an evaluation of:
 - Complete (100%): Excellent annotations: at least five substantive annotations; material is engaged well.
 - Incomplete (0%): Unsatisfactory annotations: poor quality annotations (only short responses or not substantive responses) or fewer than five substantive annotations. Or no submission/submitted late.
 - Each individual annotation grade is only a small part of your overall course grade. Missing one annotation will not impact you much, but missing many will.

Class Engagement (100 points)

I hope that class time will be a productive space to discuss readings, work in groups to complete activities, teach your peers, and relate the course to your life experiences. Class engagement goes beyond simply showing up for class, though being in class is definitely an important component.

You play a critical part in maintaining an inclusive classroom climate. You must participate both during class and during the work we do outside of class (annotations, projects, et. cetera); if you feel uncomfortable participating, please reach out to me so we can figure out a way for you to be engaged.

Evaluation: You will provide a self-assessment of your class engagement at three points during the semester. At the final point, you will assign yourself a grade for class engagement.

1. I consistently ask questions and participate in class by (several sentences).
2. I have improved my class engagement thus far by (several sentences).
3. I plan to improve my class engagement by (several sentences).
4. What grade from A to F would you assign yourself for engagement in this course? Why?

Simulation Analysis (110 points)

On two days during class, we will work through a simulation where you will practice intelligence analysis to attempt to address a national security crisis. After the simulation, we will have two class periods to debrief the simulation. To prepare for the debrief class, you will prepare both a written analysis and a slide briefing describing how you conducted yourself in the simulation, whether the team analyzed intelligence effectively during the simulation, and lessons learned for future simulations. Think about the simulation analysis as an after-action report that you would give to prepare everyone to better respond to the next national security crisis.

Evaluation: You will prepare two written products: a slide deck and a written analysis that accompanies the slide deck. You are responsible for investigating effective ways to conduct a briefing using slides and to incorporate what you learned into those slides (probably don't make the world's worst slide presentation: <https://www.carolyneholmes.com/the-worlds-worst-powerpoint>). Your audience for the slide deck and the written analysis is fellow intelligence analysts.

For the slide deck, prepare a set of slides that can be presented in 5 minutes. The slides should be professional, give answers to the points above, and use effective charts, graphics, or bullets.

Accompanying the slide deck, you will prepare a written analysis. The written analysis should closely follow the outline of the slide deck, and it should provide justification for the points made in the slide deck. In other words, if you have a bullet in the slide deck that says, "bring cats to pet," then you need to justify in the written analysis why bringing cats to the next simulation is critically important and how it will improve the response to the next crisis. You should use sources and specific references to the simulation in your written analysis as needed to justify your points. I would imagine that your written analysis will be at least 1,000 words in length, but it can be longer if needed.

To be clear, the written analysis is not a script for your 5 minute presentation. You should practice your 5 minute presentation so you will be ready to present during the simulation analysis debrief days in class.

Evaluation: Submit your slide deck and written analysis to Brightspace. You will evaluate your simulation analysis during the third self-assessment with these questions:

1. Reviewing the syllabus criteria for the slide deck portion of this assignment, describe how you have met the criteria.
2. Describe how you practiced your slide deck presentation to maximize its effectiveness.
3. Reviewing the syllabus criteria for the written analysis portion of this assignment, describe how you have met the criteria.

4. Weighting all three sections roughly equally, what overall grade from A to F would you assign for your work? Why?

Brief Revisions (100 points)

You will write briefs during our in-class simulation sessions. Additionally, some briefs in class will ask you to revise your work to improve your brief writing. Toward the end of the semester, we will spend several class sessions discussing your briefs and talking about ways to improve them.

To prepare for these class sessions, you should do the following:

1. Choose two briefs, one that your desk wrote and one written by another desk. The briefs can be from any class during the semester. Include the original text of the two briefs.
2. Define criteria that you think make for an excellent brief. Come up with at least six criteria. Describe how you can evaluate each criterion (several sentences for each). Justify the importance of each criterion by citing examples and sections from class readings and by conducting your own research and citing what you learn from outside sources. Each criterion should be justified using at least two citations, and you should include a minimum of six sources. Include a reference list in APSA style to accompany your in-text citations.
3. Complete a peer review of both briefs. To do so, write at least a 500-word evaluation of each brief using your six criteria.
4. Choose one of the two briefs. For that brief, revise the brief to improve it based on the peer evaluation you completed. Highlight the revisions you made to the brief in red text. Include the revised brief and a 250-word explanation of how you decided to make the changes that you did.
5. For the other brief, completely re-think and re-write it. The brief should be on the same topic, but you cannot use the text or sources in the existing brief for your re-written brief. Include the re-written brief and a 250-word explanation of how you improved the brief through your revision.

Evaluation: Submit one file with all the above information to Brightspace by the deadline. You will complete the self-assessment questions on the third self-assessment:

1. My criteria are well-researched and cited and are adequately explained.
2. My peer reviews directly engage with the criteria I established and would be useful if revising the briefs.
3. My revised brief and explanation are clear improvements over the original brief and successfully meet all of the criteria that I established.
4. My re-written brief and explanation are complete re-writes and re-thinking of the original brief and demonstrate the best characteristics in brief writing.
5. If you were to evaluate all the components listed above on a grading scale from A to F based on how well they fulfill the above listed criteria, what grade would you assign and why?

Reflective Journals (100 points)

I often ask students to take “class notes” in my courses. These reflective journals are different from class notes. Here, you should document your reflections on brief preparation and delivery during the simulation, describe the things you have learned, and describe how you are going to apply them to your future performance in the course and to your research proposal (during discussion classes).

You should take some notes during class, but you will need to add reflections after class, as the reflective portion is the main objective of these reflective journals. Each class session should have a header with the date, and there should be an entry for each class session. If you miss a day of class, be sure to speak with a friend in the class so that you can write relevant reflections for that class period. You are free to collaborate with other students as long as you write the entirety of your reflective journal yourself. Copying from other students without appropriate attribution is plagiarism.

For simulation/briefing class periods, focus your reflections on how the brief writing and presentation process went with your desk, comments on the briefs written and presented by other desks, and your short- and long-term strategy for improving your desk’s future performance.

For discussion class periods, focus your reflections on how the topics discussed relate to your research proposal or your participation in the simulation. You can include notes from your work on your own research proposal, if appropriate.

Evaluation: Write either in a physical notebook or in a computer file. Twice during the semester, you will be asked to submit your reflective journal with entries for the first submission from the beginning of the course through the day before the submission is due and for the second submission from the day the first submission is due to the day before the second submission is due. Those dates are marked on the topics and readings. Your journal should be submitted to Brightspace before class.

You will conduct a self-assessment which will include the following questions about your reflections.

1. My reflective journal is organized. Each class day is labeled with a heading, and I have used a consistent system to organize my journal.
2. My reflective journal is reflective. It describes my reactions and thoughts about the desk simulation and provides connections between discussion meetings and the research proposal and/or our desk simulation. Each entry in the journal is 200+ words and contains sufficient detail such that I can meaningfully remember my reactions to a given class period by referring to my journal.
3. My reflective journal is my own work. Copying from other students without appropriate attribution is considered plagiarism.
4. If you were to evaluate your reflective journal on a grading scale from A to F based on the “reflective” and “sufficiently detailed” criteria, what grade would you assign and why?

Overnight Report (100 points)

You will write and present an overnight report at one point during the semester. Students will sign-up for the day to write and present the overnight report at the beginning of the semester, and you are responsible for being ready to go on the appointed day.

An overnight report is a made-up term that represents intelligence just received “overnight” about a topic. Desk analysts work in shifts and write intelligence reports that they pass along at the end of their shifts. In this course, we are operating as the desk day shifts, as we can write briefs and deliver briefings to senior leaders. Your job in the overnight report is to provide us with a crash course in the intelligence that has just come in about the brief topic.

Your overnight report must be about the brief topic for your class session (see the list of brief topics on the topics and readings). It can, but does not need to, relate to your desk. To prepare your overnight report, start by searching at least the following open sources for intelligence related to the brief topic published no earlier than January 2025: social media (whatever accounts you have, YouTube and Reddit at a minimum), newspapers (*New York Times*, *Washington Post*, at least a few foreign newspapers), news websites (AP, BBC, at least a few foreign news websites), and Google (for newspapers, scholarly reports, et. cetera). Then, list and describe the content of each source. Next, synthesize the intelligence to discuss major issues related to the brief topic. In your synthesis, focus on the threat to the United States and allies, do not simply provide a summary of current events. Finally, order the major issues in terms of importance and provide a list of questions that each desk might ask about the topic.

Overnight report written components:

- Provide a list of at least 6 pieces of intelligence (all from different sources published no earlier than January 2025) related to your brief topic with the link to each source and a few sentence description of each source.
- Provide a 750-word synthesis of intelligence focusing on the threat to the United States and allies. Use proper brief writing strategies.
- List major issues you identified in order of importance with justification. List each desk in the simulation and provide questions about the topic that you think each desk might ask.

Overnight report presentation:

Prepare a 2-minute briefing for the class describing the contents of your overnight report. You must use effective briefing techniques, meaning that you cannot read off of a script. Slides are not necessary, but you can provide a handout or write on the board if you so choose. Practice your briefing in advance to make sure that it is effective.

Evaluation: Submit your overnight report to Brightspace by class time on the day and time you signed up to present. You will complete the overnight report self-assessment on the self-assessment immediately after you complete your overnight report. The self-assessment will include the questions listed below.

1. My overnight report narrative is complete and describes current and relevant intelligence from a variety of sources related to the brief topic, including the specific components listed in the syllabus.

2. My overnight report narrative clearly engages with the class topic for the day and describes this connection explicitly.
3. I have repeatedly practiced my overnight report presentation so that it is two-minutes and that it sounds professional and is polished.
4. If you were to evaluate your overnight report narrative and presentation on a grading scale from A to F based on how well they fulfill the above listed criteria, what grade would you assign and why?

Research Proposal (334 points)

We are working as applied political scientists in this course, and applied political scientists use research as a way to inform their community and public engagement. Our goal is to gain exposure to each part of the political science research process and to practice these components by developing a research proposal. The research proposal will provide you with the opportunity to work collaboratively with others in the class to learn more about what career political scientists do and to develop skills that transfer to different careers. This research proposal will give you an introduction to the extensive research article writing process.

Sources must be peer reviewed political science journal articles or books. If --- and only if --- you have already passed POLS/SOCI 433, you may choose to write your research question about some form of international law or international social policy. In those cases only, you can read and use law reviews, policy reports, and/or court cases to form your annotated bibliography and literature review. Should you meet the qualifications and wish to do this, you must let me know in your research question submission.

Research Question (34 points)

Your research proposal will address a research question: a problem that you feel needs to be addressed or a puzzle you have discovered. You will use this research question to write all the other components of your research proposal, though it is perfectly okay if your question shifts slightly as the course progresses. Your research question and proposal must be different from any research questions you have used in previous courses.

For this assignment, write a *one sentence* research question followed by a 250-word description of your question. In the description, include why you think the question is interesting and how the question relates to contemporary issues in comparative politics. Since this is a course on international relations, your research question should be applicable and of interest to scholars of international relations.

Evaluation: Your research question and paragraph description will be evaluated based on the following rubric.

Research Question Grading Rubric

34 points	Outstanding	Proficient	Needs Improvement
-----------	-------------	------------	-------------------

Research Question			
Is concise	2	1	0
Presents a puzzle/addresses a debate in the field or in public policy	5 4	3 2	1 0
Sets up a project that is falsifiable, not descriptive	5 4	3 2	1 0
Can plausibly be tested empirically	2	1	0
Description			
States why the question is relevant and important (at least 4 sentences)	10 8	6 4	2 0
Describes how the question fits into contemporary political discourse	10 8	6 4	2 0

Annotated Bibliography (50 points)

An annotated bibliography summarizes sources and helps prepare you to write a literature review. For this assignment, created an annotated bibliography by collecting at least ten scholarly sources that you cite in APSA format with at least a one paragraph explanation of how each source addresses your research question. **Annotated bibliographies with fewer than ten scholarly sources and paragraph explanations will receive a 0.**

Evaluation: Your annotated bibliography will be evaluated based on the below rubric.

Annotated Bibliography Grading Rubric

50 points	Outstanding	Proficient	Needs Improvement
Source Selection			
Uses APSA citation style	10 8	6 4	2 0
Cites at least ten sources	4	2	0
Includes a range of publication years	2		0
Sources are canonical and/or closely related to the research question (only journal articles or academic books are cited, no websites or news stories)	5 4	3 2	1 0
Sources are grouped into “schools” depending on the theoretical arguments and empirical findings	5 4	3 2	1 0
Each school has a meaningful name	4	2	0
There are several sources for each school	4	2	0
Descriptions			
Each source is summarized in several sentences	5 4	3 2	1 0
Each source contains an explanation of why you chose to cite that source and why it is relevant for your RQ	6 5	4 3	2 0
Each source has a description of how you plan to use the work in your article in several sentences	5 4	3 2	1 0

Literature Review (100 points)

A literature review focuses readers' attention on research that directly attempts to answer your research question. Your annotated bibliography summarizes sources; the literature review uses sources to describe why your research question is interesting and worth investigating. Construct a minimum 1,500 word literature review that contextualizes your research question within existing literature. **Literature reviews of fewer than 1,500 words, not including references, will receive a 0.**

Evaluation: Your literature review will be evaluated based on the below rubric.

Literature Review Grading Rubric

100 points	Outstanding	Proficient	Needs Improvement
Has an appropriate title	4	2	0
Begins with an introduction summarizing the "schools" and distinguishing your research question from them	5 4	3 2	1 0
Does not summarize cited work	10 8	6 4	2 0
Only includes relevant sources for identifying a theoretical gap in the literature and building your theoretical argument	10 8	6 4	2 0
Each paragraph is directly related toward contextualizing and describing the importance of your research question	10 8	6 4	2 0
Effectively groups sources with each school and talks about common themes among sources	10 8	6 4	2 0
Uses the "funnel" format with each school to discuss common themes within the school first	10 8	6 4	2 0
Your research question is clear and clearly differentiated from prior work	10 8	6 4	2 0
Structure is easy to read with no block paragraphs	4	2	0
No direct quotations are used	10 8	6 4	2 0
Ends with a conclusion discussing how your research question builds on the literature	5 4	3 2	1 0
Reference list in APSA citation style	10	5	0
Includes a word count (including only the literature review, not references) at the top of the first page of the paper	2		0

Grand Strategy Paper (150 points)

The next step in the research article writing process is writing a theoretical argument, which provides justification for your hypothesis. For now, you will investigate the feasibility of your

hypothesis in U.S. foreign policy by developing what is called a grand strategy paper --- overarching guidance on how policymakers should act assuming your hypothesis is supported.

Your grand strategy paper will have several components. First, you will include a cover page called a change sheet that lists the changes you made to your literature review since you last submitted it. Take as much or as little space for this change sheet as you need to provide a detailed description of the changes you made. You should then include a revised literature review (but not the annotated bibliography).

Next, you will write a hypothesis based on your research question. Then, you should choose two theories from the “established theories” chapters in the McGlinchey, Walters, and Scheinflug book (<https://www.e-ir.info/publication/international-relations-theory/>).

For each theory: start by describing how likely your hypothesis is to be supported in the context of the theory. Use in-text citations to cite specific examples and text from the book to explain how the theory relates to your hypothesis. Include at least two additional political science journal article sources that support your application of the theory to your hypothesis. Then, describe how each desk in our simulation would respond if your hypothesis was supported and the U.S. was operating based on that theory. Base your answers about desk responses on specific examples from the briefs and briefings that the desks have developed during the semester. Repeat for the second theory.

Finally, develop your grand strategy plan for how U.S. policymakers should maximize U.S. influence should your hypothesis be supported. The grand strategy plan should be written in a way that is easy for policymakers to read and understand. There must be a section in the grand strategy plan that describes which of your two theories current U.S. policymakers align more closely with. Create this section by citing specific speeches or statements from current politicians or bureaucrats on foreign policy that back up your choice of theory. The remainder of the grand strategy plan should discuss what these policymakers should do to address your hypothesis given their own beliefs about foreign policy.

The entire paper should end with a references list in APSA format covering all references cited in the literature review and the grand strategy. **The grand strategy paper (not including the change sheet, literature review, or references) must be more than 2,000 words or the assignment will receive a 0.**

Sketched example: If countries are both democracies, then they are less likely to fight a war with one another. Theories: realism and liberalism. Under realism this might be the case because democracies have relatively weaker militaries and are equally matched in power. Were the hypothesis supported, the Economic and Business Affairs desk would work to develop economic relationships that lead to better military technology. If U.S. policymakers are realists, then the grand strategy would be to engage in democracy promotion and regime change abroad to ensure fewer wars.

Evaluation: Your grand strategy paper will be evaluated based on the below rubric.

Grand Strategy Paper Grading Rubric

150 points	Outstanding	Proficient	Needs Improvement
Change sheet is detailed	10	5	0
Revisions to Literature Review	10 8	6 4	2 0
Grand Strategy Introduction			
Lists an “if/then” hypothesis that follows from the research question	5 4	3 2	1 0
Hypothesis is falsifiable	5 4	3 2	1 0
Theory 1			
Describes how likely your hypothesis is to be supported in the context of this theory (2+ paragraphs).	10 8	6 4	2 0
Description uses citations from the book and at least two additional articles.	10 8	3 2	1 0
List each desk and describe how the desk would respond (at least a paragraph per desk).	10 8	6 4	2 0
Description cites specific examples from the briefs and briefings.	5 4	3 2	1 0
Theory 2			
Describes how likely your hypothesis is to be supported in the context of this theory (2+ paragraphs).	10 8	6 4	2 0
Description uses citations from the book and at least two additional articles.	10 8	3 2	1 0
List each desk and describe how the desk would respond (at least a paragraph per desk).	10 8	6 4	2 0
Description cites specific examples from the briefs and briefings.	5 4	3 2	1 0
Grand Strategy Plan			
Written in a way that is easy for policymakers to understand (simple sentences, headers, use of whitespace).	8 6	4 2	0
Describes which of the two theories you chose current U.S. policymakers align with (2+ paragraphs).	10 8	6 4	2 0
Cites evidence from current politicians or bureaucrats to support your choice (speeches, newspaper articles, statements, or other evidence).	10 8	6 4	2 0
Discusses what policymakers should do to address your hypothesis, given their beliefs about foreign policy (2+ paragraphs).	10 8	6 4	2 0
Reference list in APSA citation style	10	5	0

Includes a word count (not including references list, change sheet, or literature review) at the top of the first page of the paper	2		0
---	---	--	---

Course Policies:

- General:
 - You agree to the provisions in the Common Syllabus, available on Brightspace.
 - All assignments are to be turned in on Brightspace and are due at class time on the date indicated unless otherwise noted.
 - You are responsible for ensuring that your assignments submit to Brightspace successfully and that the file you submitted can be displayed. All file submissions except the class notes must be in Microsoft Word (.doc or .docx) or PDF format. Files in other formats cannot be read by Brightspace.
 - Should you have an accommodation, please meet with me during the first two weeks of classes, either during office hours or by appointment, to discuss.
- Plagiarism:
 - Citations must be in American Political Science Association (APSA) style. Use of this style is important, as it governs the writing of professional political science. The APSA style manual is posted on Brightspace.
 - Book format: Grace, Philip. 2016. *Affectionate Authorities: Fathers and Fatherly Roles in Late Medieval Basel*. London: Routledge.
 - Journal article format: Walsh, Germaine Paulo. 2002. "Is Jane Austin Politically Correct? Interpreting Mansfield Park." *Perspectives on Political Science* 31(1): 15-26.
 - In-text citation format: Professors at TLU are doing interesting research (Grace 2016; Walsh 2002).
 - Plagiarism, including inappropriate attribution, is an Academic Honesty Violation and is grounds for failure from the course.
 - Always cite your sources. If you are unsure if you are paraphrasing, rewrite to use either a direct quotation or paraphrase differently. Feel free to talk to me if you are unsure whether or how to cite a source.
 - You can use the Turnitin draft coach on Word Online to run a Turnitin report.
 - Wikipedia is not an appropriate academic source.
 - Artificial intelligence tools will be of little help in this course. Only tools that assist with brainstorming concepts or basic spelling and grammar are allowed in this course. If you use one of these tools, you must cite it. All work must be wholly your own, and sentences must be constructed without assistance. All other uses are Academic Honesty Violations.
- Student Office Hours:
 - Student office hours are a time for you to come by to speak with me without an appointment. Please come by to see me early in the semester. I am happy to discuss your progress in the course, political science topics, and potential career paths. These student office hours are for you; please do not feel like you are

imposing by stopping by. If you want to come by but don't know what to ask, ask me about my favorite place to travel to!

- Technology:
 - We will use technology in class. As a result, you are expected to bring a laptop, tablet, or smartphone to each of our class sessions (laptop or tablet preferred). If you will not have regular access to one of these devices, you can borrow a laptop from the library, use a classmate's laptop, or speak with me and we will work out an alternative approach.
 - You are expected to use your devices for class purposes only. Using your device in other ways is distracting to other students, and I reserve the right to deduct up to 10% of your final grade or to drop you from the class in serious cases.
 - Taking photos, recording audio/video of class, or distributing any class materials is not permitted.
- Attendance:
 - I understand that there are reasons that you may need to be absent from class. I expect that you will be responsible and attend class as much as possible. Accordingly, **you do not need to let me know when you will be absent** unless it is a university sponsored absence. If you are absent, it is your responsibility to learn what we did from someone else in class, to review all material on Brightspace, and to come speak with me during student office hours if you have questions.
 - Attending class is the biggest key to success in this course. **It is best to limit absences to 3 or fewer during the semester. 6 or more absences result in automatic failure from the course.**
- Late Work:
 - All assignments in this course are most relevant to you and to the rest of the students if they are turned in the day that they are due. As such, assignments will only be accepted late if prior arrangements for an extension have been made.
 - Extensions will only be given in extraordinary circumstances. Feel free to speak with me if numerous assignments are due around the same time; we can develop a plan together to help you complete everything on time. To request an extension, you must e-mail me at least 48 hours before the assignment is due with the reasons behind your request. We can then work together to figure out how you can turn the assignment in on time or make alternate arrangements in extraordinary circumstances.
- Grading:
 - Everyone can succeed in this course, and it is my goal to help you do so! Coming to class prepared, completing assignments on time, working hard, and doing your best are the biggest tickets to doing well.
 - Grades will only be changed if I made an arithmetic error or mistake. If you feel that this happened to you, please send me an e-mail no later than three days after the assignment is returned detailing the error.
 - If you are concerned about a grade you receive, please discuss it with me. I am happy to discuss how you can improve in future work.

- I do not give incomplete grades unless there is a documented medical crisis or documented emergency late in the semester and you have communicated about this to me when the incident occurs.
- Failing to complete a self-assessment results in a zero for the assignments graded on the self-assessment.
- **Checking Your Grade:**
 - You can always check your grade in the course by looking at the Grades tab. Be sure to view all rubric feedback on graded items.
 - The course grade reflects the points you have earned thus far in the course (starting at 0 points). You can calculate your estimated final grade using the grade estimator spreadsheet on Brightspace.
- **Contacting Me:**
 - E-mail is the best way to contact me outside of student office hours. Please do not use Brightspace Messages, as I am unlikely to see your message promptly. You can call my office phone, but my e-mail response time is likely to be quicker.
 - I will respond to your e-mails promptly. In general, you can expect a response within 24 hours and that e-mails will be answered between 9AM and 5PM, Monday through Friday. While I understand students work outside of these hours, please plan ahead to give me time to respond.
 - Be sure to check the syllabus before e-mailing; questions answered in the syllabus will not be answered via e-mail.
 - Often, e-mail is best used to set-up an individual meeting. It is easier for us to understand each other in a meeting rather than via lengthy e-mail exchanges.
 - Please treat e-mails as professional correspondence. E-mails may only come from your tlu.edu e-mail address and should include a salutation (e.g., Dear Dr. O'Brochta), a clear message, and a signature with your name and the class you are enrolled in.