

SIGNATURE ROUTING LOG

General Information:

Proposal Type: Course Program Other


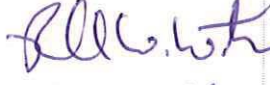



Proposal Name¹ (course prefix & number, pgm major & degree, etc.): PS 235 (change, add DL)

Proposal Contact Person Name: Clayton L. Thyne Phone: 2576958 Email: clayton.thyne@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Political Science, DUS	10/15/10	Ernest Yanarella / 7-2989 / ejyana@uky.edu	
Political science, DGS	10/15/10	Richard Waterman/7- 1118/rwate2@uky.edu	
Political science, Chair	10/15/10	Donald Gross / 7-8581 / POL146@uky.edu	
		/ /	
		/ /	
A&S Ed. Policy Cmte.	11/29/10	Joanna Badagliacco, Soc. Sci. / 7-4335 / jmb@uky.edu	
A&S Dean	11/29/10	Anna Bosch, Associate Dean / 7-6689 / bosch@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ²
Undergraduate Council	3/1/2011	Sharon Gill <small>Digitally signed by Sharon Gill DN: cn=Sharon Gill, ou=Undergraduate Education, ou=Undergraduate Council, email=sgill@uky.edu, c=US Date: 2011.03.02 15:21:15 -0500</small>	
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

*UCC
12/16/10*

Comments:

¹ Proposal name used here must match name entered on corresponding course or program form.

² Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.

- a. Submitted by the College of: Arts & Science Today's Date: 10/29/10
- b. Department/Division: Political Science
- c. Is there a change in "ownership" of the course? YES NO
 If YES, what college/department will offer the course instead? _____
- d. What type of change is being proposed? Major Minor¹ (place cursor here for minor change [OSC1] definition)
- e. Contact Person Name: Clayton Thyne Email: clayton.thyne@uky.edu Phone: 859-257-6958
- f. Requested Effective Date: Semester Following Approval OR Specific Term²: Summer 2011

2. Designation and Description of Proposed Course.

- a. Current Prefix and Number: PS235 Proposed Prefix & Number: PS235DL
- b. Full Title: World Politics Proposed Title: World Politics
- c. Current Transcript Title (if full title is more than 40 characters): see memo
 Proposed Transcript Title (if full title is more than 40 characters): _____
- d. Current Cross-listing: N/A OR Currently³ Cross-listed with (Prefix & Number): _____
 Proposed – ADD³ Cross-listing (Prefix & Number): _____
 Proposed – REMOVE^{3,4} Cross-listing (Prefix & Number): _____
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern type.
- | | | | | | |
|-----------|-----------------------------------|--|--|-------------------------------------|---------------------------------------|
| Current: | <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory ⁵ | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other – Please explain: _____ | | |
| Proposed: | <input type="checkbox"/> Lecture | <input type="checkbox"/> Laboratory | <input type="checkbox"/> Recitation | <input type="checkbox"/> Discussion | <input type="checkbox"/> Indep. Study |
| | <input type="checkbox"/> Clinical | <input type="checkbox"/> Colloquium | <input type="checkbox"/> Practicum | <input type="checkbox"/> Research | <input type="checkbox"/> Residency |
| | <input type="checkbox"/> Seminar | <input type="checkbox"/> Studio | <input type="checkbox"/> Other – Please explain: _____ | | |
- f. Current Grading System: Letter (A, B, C, etc.) Pass/Fail
 Proposed Grading System: Letter (A, B, C, etc.) Pass/Fail
- g. Current number of credit hours: _____ Proposed number of credit hours: _____

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

- h. **Currently, is this course repeatable for additional credit?** YES NO
Proposed to be repeatable for additional credit? YES NO
 If YES: *Maximum number of credit hours:* _____
 If YES: *Will this course allow multiple registrations during the same semester?* YES NO
- i. **Current Course Description for Bulletin:** _____
Proposed Course Description for Bulletin: _____
- j. **Current Prerequisites, if any:** _____
Proposed Prerequisites, if any: _____
- k. **Current Distance Learning(DL) Status:** N/A Already approved for DL* *Please Add*⁶ *Please Drop*
 *If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed changes do not affect DL delivery.
- l. **Current Supplementary Teaching Component, if any:** Community-Based Experience Service Learning Both
Proposed Supplementary Teaching Component: *Community-Based Experience* *Service Learning* *Both*
3. **Currently, is this course taught off campus?** YES NO
Proposed to be taught off campus? YES NO
4. **Are significant changes in content/teaching objectives of the course being proposed?** YES NO
 If YES, explain and offer brief rationale:

5. **Course Relationship to Program(s).**
- a. **Are there other depts and/or pgms that could be affected by the proposed change?** YES NO
 If YES, identify the depts. and/or pgms: _____
- b. **Will modifying this course result in a new requirement⁷ for ANY program?** YES NO
 If YES⁷, list the program(s) here: _____
6. **Information to be Placed on Syllabus.**
- a. Check box if **changed to 400G or 500.** If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: PS235	Date: 10/13/10
Instructor Name: Clayton L. Thyne	Instructor Email: clayton.thyne@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>This course conforms to University Senate Syllabus Guidelines and Distance Learning Considerations. Interaction with students will be multi-faceted. Students will be able to contact me via email with a guaranteed 24 hour response time M-F and a 48 hour response time Sat-Sun. I will also be available to chat via instant messenger or Skype during office hours (approximately 5hrs/week) and by appointment. I will also be available to meet face-to-face with students who can make it to campus. I will require personal communication as part of this course. All of my contact information will be available on blackboard, on the syllabus, and on my webpage. Regarding technical help, the syllabus clearly outlines the contact information for all personnel for support (e.g., TASC).</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>My course goals, materials, assessments, etc. will be identical to those for my traditional PS235 course. Lectures will be presented as online videos available via Blackboard. Feedback on written work will be available via blackboard (using a rubric) and I will communicate personally via skype or IM to simulate office time. Participation is more difficult, though this can be simulated by having blackboard mark the lectures as "reviewed" to assure that the students at least opened the assignment/lecture. While this doesn't guarantee that the student put forth the required effort, traditional classrooms also have many students who are not engaged and do not come prepared.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>Quizzes and exams will be given via Blackboard, which allows for random ordering of questions and answers. This helps assure that the students taking quizzes/exams first will not easily pass answers on to other students.</p>


Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>Quizzes/exams will be open book/notes to assure that everyone has the same opportunities to do well. Written work will be read closely for evidence of plagiarism and appropriate tools will be used to check for plagiarism where available (e.g., turnitin.com). Blackboard is password protected, so that provides some level of security.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No.</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students enrolled in this course will be UK students, which means that they'll have access to the university libraries and facilities (e.g., the writing center). My availability as an instructor will be the same as if I were teaching this in a traditional setting. The course introduction video and the syllabus will make students aware of all of the support they have via student services. Many of these support units, such as the library, provide excellent services online.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>My course is designed to force students to use appropriate learning resources. For instance, the library has set up a page specific to this course to aid the students in writing their research papers. I will also strongly urge students to take advantage of other resources (e.g., the writing center). The students will also be made aware of the library link for DL: http://www.uky.edu/Libraries/lib.php?lib_id=16</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>The only thing that students absolutely need for this course is a high-speed internet connection, which will allow them to read/view all course material and will allow them access to the library. This will also allow them access to Blackboard. I will inform the students about the required text prior to the beginning of the term. The students can then purchase the text at the bookstore or online.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>The students will have all technical information given in the syllabus. I will also make the students aware of these resources in my introductory video, which will be available on Blackboard.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.<input type="checkbox"/> The technological requirements for the course.<input type="checkbox"/> Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).<input type="checkbox"/> Procedure for resolving technical complaints.<input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.<input type="checkbox"/> Maximum timeframe for responding to student communications.<input type="checkbox"/> Language pertaining academic accommodations:<ul style="list-style-type: none">o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."<input type="checkbox"/> Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)<ul style="list-style-type: none">o Carla Cantagallo, DL Librariano Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)o Email: dllservice@email.uky.eduo DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&lilib_id=16
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Clayton Thyne</p> <p>Instructor Signature: </p>

University Senate Syllabi Guidelines

General Course Information

- Full and accurate title of the course.
- Departmental and college prefix.
- Course prefix, number and section number.
- Scheduled meeting day(s), time and place.

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name.
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor.
- Office phone number.
- Office address.
- UK email address.
- Times of regularly scheduled office hours and if prior appointment is required.

Course Description

- Reasonably detailed overview of the course.
- Student learning outcomes.
- Course goals/objectives.
- Required materials (textbook, lab materials, etc.).
- Outline of the content, which must conform to the Bulletin description.
- Summary description of the components that contribute to the determination of course grade.
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s).
- Final examination information: date, time, duration and location.
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for *undergraduate* students.
- N/A For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for *graduate* students. (~~Graduate students cannot receive a "D" grade.~~)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.).
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus.
- Policy on academic accommodations due to disability. Standard language is below:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Course Policies

- Attendance. - in Earning Grades section
- Excused absences.
- corrected Make-up opportunities. (1 wk to make up SE 5.2.4.2 lot 48 hrs)
- Verification of absences.
- Submission of assignments.
- Academic integrity, cheating & plagiarism.
- Classroom behavior, decorum and civility.
- N/A Professional preparations.
- N/A Group work & student collaboration.

PS 235: World Politics
Department of Political Science
College of Arts and Sciences
University of Kentucky
Summer 2011

Instructor: Dr. Clayton Thyne
Office: 1651 Patterson Office Tower
Email: clayton.thyne@uky.edu
Phone: 859-257-6958 (office), 859-396-6871 (cell)
Office hours: The fastest way to contact your instructor is usually via email. Email is checked regularly during the day (M-F). Emails received before 5pm on a weekday will be responded to on that day. Emails received after 5pm will be responded to by 9am the following morning. Emails received after 5pm on Friday and during the weekend will be responded to within 24 hours. For face-to-face, skype, or telephone meetings, email the instructor to set up a meeting time.

Class Time and Location:

ONLINE: go to: MyUK. To do this, start at www.uky.edu. Click on “Link Blue” (top/right). Click on “myUK” (middle/left). Log into Blackboard using your LINK BLUE username and password.

Course Description

The purpose of this course is to provide a survey of the central questions of international politics and to provide an introduction to contemporary international problems. The goals of this course are threefold: 1) to introduce students to the background and characteristics of world politics, 2) to explore the multitude of tools and explanations used by scholars in order to understand world politics, and 3) to encourage students to begin to try their own hand at making sense out of a complex and interesting subject. This course has two main foci.

Course Focus #1: Theories in International Relations

The first focus, which will be the primary topic of the lectures sessions, is to introduce you to the subject of International Relations. The readings for this focus will come from the Goldstein and Pevehouse book. More specifically, the first focus is geared towards the following learning objective:

Learning Objective 1: The students will demonstrate knowledge of the theories associated with international relations.

Course Focus #2: International Relations and Scientific Inquiry

The second focus is meant to improve your understanding of how the modes of scholarly inquiry in international relations have led to the development of the discipline’s shared bodies of

knowledge and the interplay between international relations and its broader social context. We will explore a variety of approaches to research questions pursued by international relations scholars, which should help prepare you to critically evaluate a variety of social situations that you will confront in your everyday lives. This focus will culminate in the generation of an original research paper. More specifically, the second focus is geared towards the following learning objectives:

Learning Objective 2: The students will demonstrate an understanding of methods and ethics of inquiry that lead to knowledge in international relations.

Learning Objective 3: The students will demonstrate an ability to identify and use appropriate information resources to substantiate evidence-based claims in international relations.

Learning Objective 4: The students will demonstrate knowledge of how the study of international relations influences society.

Learning Objective 5: The students will demonstrate an ability to identify a well-formulated question pertinent to international relations and to employ the discipline's conceptual and methodological approaches in identifying reasonable research strategies that could speak to the question.

Earning Grades

You will be graded in two ways. The first is a set of quizzes over the assigned readings and online lectures, which come primarily from the Goldstein & Pevehouse book. The purpose of these quizzes is to make sure that you are keeping up with the readings and learning the material. They are meant to be easy for those who are putting in the required time and effort. More specifically, the assessments for Learning Outcome 1 will be 8 quizzes, each of which follow the 8 lectures covered in the course. See the course schedule below for specific dates/times.

The assessments for Learning Objectives 2-5 come from the various stages of your culminating assignment. This assignment will be due in various stages as outlined in the course schedule. These assignments will require you to (1) develop an introduction to your research paper, (2) develop a literature review, (3) develop an original theory and hypotheses, and (4) present a research design, indicating how to test your hypothesis. Additional information about these assignments is available on Blackboard.

Your grade will be calculated based on the following:

Quizzes 1-8: 40% of course grade (each quiz is worth 5% of your course grade). Quizzes will be taken online via BlackBoard. Questions will be multiple choice and/or true/false.

Culminating Assignment, Part 1: 15% of total grade
Culminating Assignment, Part 2: 15% of total grade
Culminating Assignment, Part 3: 15% of total grade
Culminating Assignment, Part 4: 15% of total grade

All assignments must be submitted online. Assignments sent via e-mail will not be accepted/graded. If you have problems submitting an assignment, it is your responsibility to let your instructor know. Written assignments **MUST** be submitted as Microsoft Word files unless otherwise noted. All filenames should use only alpha-numeric characters (a-z, 0-9) before the file extension (example .doc or .docx). Example: SamAdamsEssay2.doc . Blackboard does not accept file names with characters like !@#%\$.

Final course grades will be based on the following scale:

A = 90-100%

B = 80-89%

C = 70-79%

D = 60-69%

E = below 60%

All grades will be posted in the BlackBoard grade book: You can review your scores by going to MY GRADES in BlackBoard.

Note: In order to receive a passing grade in this course, all course work must be completed.

Appeals: A student wishing to appeal any grade given in this class must make their request in writing prior to meeting with the instructors. The written appeal must be typed and clearly state the reason(s) the student feels the grade they received is incorrect. Appeals that just ask for more points will not be considered by the instructors. The instructor reserves the right to re-grade the entire quiz or assignment once an appeal is made, this may result in an increase or decrease in the score a student receives.

Midterm: All undergraduate students will receive a mid-term grade evaluation for this course around July 7th. This evaluation will be based upon the work assigned prior to this date.

Unresolved Academic Issues: Consult the University of Kentucky *Student Rights and Responsibilities* regarding the steps for addressing unresolved academic issues.

Last day to withdraw from the course: Check the UK registrar page to find the last day to withdraw from the University or reduce course load. Students can withdraw or reduce course load after this date only for “urgent non- academic reasons.”

Missed Quizzes and Assignments: Make-up quizzes (for missed quizzes) will only be given for documented excused absences as defined by the University (Senate Rule V.2.4.2) and are scheduled as needed. A missed quiz/assignment will result in a score of zero for that quiz/assignment, unless an acceptable written excuse is presented within 48 hours of the missed quiz/assignment. The threshold for receiving a make-up is very high. Check the Information on Examinations in the ASSIGNMENTS AND EXAMS section of Blackboard to confirm the topics covered on each examination.

Online Quiz and Assignment Information: The online quizzes/assignments will be submitted electronically through Blackboard and must be submitted by the stated deadline. Once you access each quiz, you have 60 minutes in which to complete and submit it. If you go over the time you will not be able to submit it and will receive an automatic score of zero for that quiz. It is your responsibility to watch the time and submit the quiz in time. Online quizzes are open book. You may use your readings or any other notes when taking a quiz. Your grade for the online quizzes will be available immediately on BlackBoard following completion of the quiz.

The mini-project assignments will be available at the beginning of the term. Completion of the assignments will require the submission of a Word document via Blackboard. Failure to submit the document by the due date/time will result in a zero for the assignment. Your grade for the mini-project assignment will be available within 7 calendar days following the due date.

Problems with If you encounter problems when taking an exam: If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Plagiarism and Cheating

Students are advised to retain all notes and drafts for all work until after they receive their final grade. Students should also be aware that the instructor takes matters of plagiarism and cheating very seriously and is prone to imposing the most severe penalty allowed by university rules, which includes, but is not limited to, issuing an automatic grade of 0.0 for the entire course. All assignments, projects, and exercises completed by students for this class should be the product of the personal efforts of the individual(s) whose name(s) appear on the corresponding assignment. Misrepresenting others' work as one's own in the form of cheating or plagiarism is unethical and will lead to those penalties outlined in the [University Senate Rules](#) (6.3.1 & 6.3.2). The [Ombud](#) site also has information on plagiarism.

Student Conduct:

Students are expected to maintain decorum that includes respect for other students and the professor, to regularly log in to the course, and to display an attitude that seeks to take full advantage of the educational opportunity. All students are expected to be prepared to work and actively participate in class activities.

Readings

Unless otherwise noted, the readings can be accessed from the course Blackboard page or in the course textbook. Readings not on Blackboard have links that you can access within the individual models on Blackboard.

Required Readings

You are required to purchase the following book. You will also be required to complete readings that are available on Blackboard.

Goldstein, Joshua S., and Jon C. Pevehouse (2011). *International Relations*, 9th edition. Longman.

Books may be purchased from the following stores.

- Kennedy Bookstore, 405 S. Limestone, (859) 252-0331 or go to the website: <http://www.kennedys.com>
- Wildcat Text Books, 563 S. Limestone, (859) 225-7771 or go to the website: <http://www.wildcattext.com>
- UK Bookstore 106 Student Center Annex, (859) 257-6304 or go to the website: <http://www.uk.bkstr.com>

You can also purchase textbooks through any of the Internet bookstores, but you will need to rush shipping for them because **you will need to begin reading the first day** of the 8 week session.

Disabilities/ Medical Conditions

If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/index.html>. The center will require current disability documentation. When accommodations are approved, the Center will provide you with a Letter of Accommodation which details the recommended accommodations. In order to receive accommodations in this course, you must provide the instructor with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754). Contact the DRC Director Jake Karnes 859.257.2754 or jkarnes@email.uky.edu.

Blackboard

This course utilizes Blackboard for both the lecture and recitation sessions. You are expected to check Blackboard regularly for all information pertaining to this course. Below you'll find information in regards to minimum technology requirements that you will need to access and use Blackboard. It is your responsibility to obtain these requirements.

Technology

Minimum Technology Requirements:

Complete the following steps to make sure your computer is correctly configured and the necessary software is installed. **Note: You will not be able to access course material if you fail to complete these steps.**

1. Go to this site to check the **minimum hardware, software and browser requirements:**<http://wiki.uky.edu/blackboard/Wiki%20Pages/Bb9%20Hardware%20and%20Software%20Requirements.aspx>
2. Internet Explorer is NOT recommended for Blackboard. **Firefox is the recommended Internet browser for the course.** Go to <https://download.uky.edu/> to download a free

version of Firefox. Log in with your **LINK BLUE** id and password and search for **Firefox**.

3. Go to <http://java.com> and click on the **Free Java Download** button. Run the installer to get the latest version.

4. You will also need **Flash, Adobe Acrobat Reader and QuickTime** movie player. Go to <http://wiki.uky.edu/blackboard/Wiki%20Pages/Browser%20Check.aspx> then click **BbGO!** If you do not have these installed, you can download them from this site.

5. To download **Windows Media Player**, click this link:
<http://www.microsoft.com/windows/windowsmedia/player/10/default.aspx>

6. Students and faculty can download **Microsoft Office Suite** (including Word and PowerPoint) from this site: <https://download.uky.edu/>.

If you experience technical difficulties contact the Customer Service Center at 859-218-HELP (4357) or by e-mail at helpdesk@uky.edu. Please also inform the course instructor when you are having technical difficulties.

Bb 101 for First-Time Online Students

This is a brief introduction for students using Blackboard for the first time.

- Go to <http://elearning.uky.edu> and log in with your **Link Blue ID**.
- Click on the Courses link near the top left of the page (to the right of My Bb and under the Library tab).
- In the Course Search line, type **Bb9-101** (exactly as you see it there, including the hyphen).

Find the Course ID (first column) **Bb9-101-OnLine-Stu**, and click the down arrow next to the Course ID. Click **Enroll** then **Submit**.

The **Teaching and Academic Support Center** (TASC) website (<http://www.uky.edu/TASC/>) offers additional information and resources that can promote a successful “online course” learning experience. They may also be reached at 859-257-8272.

Distance Learning Library Services:

As a Distance Learning student you have access to the Distance Learning Library services at <http://www.uky.edu/Libraries/DLLS>. This service can provide you access to UK’s circulating collections and can deliver to you manuscripts or books from UKs library or other libraries. The DL Librarian may be reached at 859-257-0500, ext 2171, or 800-828-0439 (option #6) or by mail at dlservice@email.uky.edu. For an interlibrary loan visit: http://www.uky.edu/Libraries/linpage.php?lweb_id=253&llib_id=16

PLEASE NOTE: Your instructors are trained in international relations – not computer science. Please use the resources above if you are having any technological problems.

Effort Expected

Beyond the textbook, all course materials are on-line and it is your responsibility to access material in a timely manner. To help keep you on track I have provided a lecture schedule that you should follow. The lecture schedule is posted on BlackBoard in the COURSE INFORMATION section of Blackboard. You are expected to spend a MINIMUM of 5-10 hours on-line interacting with the course material.

Getting Started: Log into your Blackboard (Bb) account

- 1) Access the course syllabus: The course syllabus can be viewed by clicking on the red COURSE INFORMATION button and then clicking on SYLLABUS. I would recommend you print out a copy of the syllabus for future reference. Make a note of all deadlines.
- 2) You should check that the e-mail address listed for you is your current e-mail address (it does not have to be a UK address just the e-mail that you regularly use). If it is not your regular e-mail address, then change it to your current address (except for HOTMAIL accounts which sometimes aren't compatible with Bb) and click submit. This is the address that I will use to communicate with you. (go to TOOLS to change your e-mail address)
- 3) This is a 3 credit hour course taught exclusively through the web. All course materials are on-line and it is YOUR responsibility to access material in a timely manner. This is a difficult course and it is imperative that you stay up-to-date with the lecture material. Do not procrastinate and leave material to the last minute. Take some time to familiarize yourself with navigating through the course material. As you work through the course materials you should take notes the same way you would for a "regular" lecture course.
- 4) Please be aware that some files that you will be downloading are fairly large and may take a while (several minutes) to download especially if you are accessing the course material using a modem or a slow broadband connection.
- 5) Given that all course material is delivered through the Internet, occasional problems may arise with accessing course material. If you have problems accessing course material, or if web links appear to be not functioning, please contact me and I will get the problem rectified as quickly as possible.

Course Schedule

Week	Chapter/Assignment	Readings/Lectures	Assessment
0 (06/09-06/11)	Course Introduction	Review Materials; watch “Course introduction” lecture	None
1 (06/13-06/15)	The Globalization of International Relations	G&P Ch. 1, Ch. 1 lecture	Quiz 1 due on 06/15 by 11pm
1.5 (06/16-06/18)	Realist Theories	G&P Ch. 2, Ch. 2 lecture	Quiz 2 due on 06/18 by 11pm
2 (06/20-06/22)	Liberal Theories	G&P Ch. 3, Ch. 3 lecture	Quiz 3 due on 06/22 by 11pm
2.5 (06/23-06/25)	Various topics related to International Conflict	G&P Ch. 4, 5, 6 or 7 and relevant lecture (your choice – choose 1 only)	Quiz 4, 5, 6 or 7 (your choice – choose 1 only) due on 06/25 by 11pm
3 (06/27-06/29)	International Trade	G&P Ch. 8, Ch. 8 lecture	Quiz 8 due on 06/29 by 11pm
3.5 (06/30-07/02)	Global Finance and Business	G&P Ch. 9, Ch. 9 lecture	Quiz 9 due on 07/02 by 11pm
4 (07/04-07/06)	Various topics related to IPE	G&P Ch. 10, 11, 12 or 13 and relevant lecture (your choice – choose 1 only)	Quiz 10, 11, 12 or 13 (your choice – choose 1 only) due on 07/06 by 11pm
4.5 (07/07-07/09)	Various topics related to IPE	G&P Ch. 10, 11, 12 or 13 and relevant lecture (your choice – choose 1 only; must not be the same choice as in week 4)	Quiz 10, 11, 12 or 13 (your choice – choose 1 only; must not be the same choice as in week 6.5) due on 07/09 by 11pm
5 (07/11-07/16)	Research Project: Introduction	Read ‘faculty example’ and ‘student example’; watch “How to write an introduction” lecture	Research Project: Introduction due on 07/16 by 11pm
6 (07/18-07/23)	Research Project: Literature Review	Read ‘faculty example’ and ‘student example’; watch “How to write a literature review” lecture	Research Project: Revised introduction + Literature review due on 07/23 by 11pm
7 (07/25-07/30)	Research Project: Theory and Hypothesis	Read ‘faculty example’ and ‘student example’; watch “How to write a theory” lecture	Research Project: Revised introduction + Revised literature review + Theory and hypothesis due on 07/30 by 11pm
8 (08/01-08/04)	Research Project: Empirical Design	Read ‘faculty example’ and ‘student example’; watch “How to design empirical tests” lecture	Research Project: Revised introduction + Revised literature review + Revised theory and hypothesis + Empirical design due on 08/04 by 11pm

Note to UG Council:

Most of the information in regards to meeting the GenEd requirements will not be part of the syllabus. The research project will be presented in 4 modules (weeks 5-8) in the course schedule. I suspect that you'll want more information about how I intend on teaching this part of the course, so I've pasted the relevant hand-outs below. The 'teaching' part of this will include narrated powerpoint lectures and explanations of how I've graded assignments from previous students (w/ names redacted, of course). I'm not sure how I can show you these lectures in this format, so hopefully what I've pasted below will be sufficient. I have a plethora of additional information from my Spring and Fall 2010 PS235 courses that I could provide if necessary.

-Clayton

**Approved for INTELLECTUAL INQUIRY -
SOCIAL SCIENCES**

**CULMINATING ASSIGNMENT PART 1:
DEVELOP A RESEARCH QUESTION**

Overview:

The purpose of this assignment is to develop a research question for your culminating assignment. We've discussed how to develop a research question in a general sense, and you've see examples of published research questions from UK faculty. Now you need to develop a research question. You'll be working with this topic for the rest of the term, so choose wisely. I strongly recommend that you begin by reviewing "Step 1: Choosing a Topic to Research" from "Culminating Assignment Handout 1."

Directions:

Develop a research question. In developing the question, you should briefly explain why this is an interesting research question for both policy and academia. You should also draw upon at least 2 academic articles to situate your question in previous literature. The articles we reviewed in Unit 1, Section 2 provide excellent examples of how this assignment should be constructed.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1.5	2
Part 2	6	2	3
Part 3	4	3	4
Part 4	1	2	4

**CULMINATING ASSIGNMENT PART 2:
DEVELOP A LITERATURE REVIEW**

Overview:

The purpose of this assignment is to develop a literature review for your culminating assignment. We read the Knopf article to give you a good background on developing a literature review, and you've seen several examples of how scholars in the PSCI department have developed literature reviews for their most recent publications. For this assignment, you are asked to write a literature review for your culminating assignment. This should flow seamlessly from your previous assignment (writing a research question), as it does for the examples from UK faculty.

Directions:

Begin by revising the earlier parts of the culminating assignment (question) based on my comments. Next, develop a literature review. The review should flow seamlessly from your previous assignment (writing a research question), as it does for the examples from UK faculty. The Knopf article explains "three contexts for literature reviews" (page 127). Your literature review should be geared towards the second context he explains (a preliminary step in a larger research project). Among the examples of faculty research, Wallace's "Background" section (pages 225-226) is probably the best example of what you should be trying to achieve with this assignment.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1.5	2
Part 2	6	2	3
Part 3	4	3	4
Part 4	1	2	4

**CULMINATING ASSIGNMENT PART 3:
DEVELOP A THEORETICAL ARGUMENT**

Overview:

The purpose of this assignment is to develop a theoretical argument for your culminating assignment. You've seen several examples of how scholars in the PSCI department have developed theories in their most recent publications. You've also read summaries of the major approaches to studying international conflict. The purpose of this project is to develop your own theory, which will provide a potential solution to your research question.

Directions:

Begin by revising the earlier parts of the culminating assignment (question and literature review) based on my comments.

Next, develop a theory. The theory you develop should transition nicely from the earlier sections of this project, including the research question and the literature review. The paper you submit for this assignment will include the research question, the literature review, and the theory. Your theory should include at least 4 academic sources (from either journals or books).

The theory should be original, which means that you are providing an explanation that is not found elsewhere in the literature. You should, however, draw on similar arguments or examples to develop your argument. You should identify explicit and testable hypotheses from your theory. The approaches taken by the UK scholars that we read provide excellent examples of how to do this. Thyne and Moreno's section entitled "Elite Interests in Democratic States across Latin America" is a particularly good example of how to develop a theory.

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1.5	2
Part 2	6	2	3
Part 3	4	3	4
Part 4	1	2	4

**CULMINATING ASSIGNMENT PART 4:
DEVELOP A RESEARCH DESIGN**

Overview:

The purpose of this assignment is to develop an empirical test of the hypothesis (or hypotheses) developed in your theoretical argument. This is the next step in your culminating assignment. You've seen two good examples of how scholars in the PSCI department have developed and presented their empirical analyses. You've also seen some examples of how you could produce empirical tests of your hypothesis using Excel. Now it is your turn to plan how you would conduct tests of your hypothesis.

Let me be clear. I do not expect you to test your hypothesis. As scholars, we spend literally months or years developing robust tests of our hypotheses. Here, I expect to see evidence that you grasp the main concepts behind empirical research, and you could competently complete an empirical test if given sufficient time.

Directions:

Begin by revising the earlier parts of the culminating assignment (question, literature review and theory) based on my comments.

Second, describe your research design. This should include the elements we read about in Frankfort-Nachmias and Nachmias, including a discussion of your (1) unit of analysis, (2) dependent variable, and (3) independent variable(s). You are not expected to include control variables in your tests, though you might want to discuss a couple of control variables that might be relevant for future research. As you discuss your research design, be sure to explain how the variables match up with the concepts from your theory. For example, if your theory predicts that high levels of state wealth should make coups less likely, you need to briefly explain why your variable (e.g., GDP/capita) is a good indicator of the theoretical concept (e.g., state wealth).

Third, explain how you would conduct the empirical tests. Would you take a qualitative or quantitative approach? Why? What benefits and drawbacks come with each? What type of data would you use, and where might you be able to find the data?

Technical Requirements

All parts of the cumulative assignment should be double-spaced, 12pt font, Times New Roman, 1 inch margins. See below for guidelines specific to each part.

	Min. # of academic sources	Minimum page length	Maximum page length
Part 1	2	1.5	2
Part 2	6	2	3
Part 3	4	3	4

Part 4	1	2	4
--------	---	---	---

Name _____

PS 235: World Politics

Grading rubric

**CULMINATING ASSIGNMENT PART 1:
DEVELOP A RESEARCH QUESTION**

Criteria	Score (1-5)
Did the student develop a research topic that is sufficiently narrow for an article-length research project?	
Did the student draw upon at least 3 appropriate sources in formulating the research question?	
Did the student adequately justify the importance of this question for both policy and academia?	
Did the assignment meet the technical requirements (length, font, writing style)?	
Does the assignment represent undergraduate-level work?	

Name _____

PS 235: World Politics

Grading rubric

**CULMINATING ASSIGNMENT PART 2:
DEVELOP A LITERATURE REVIEW**

Criteria	Score (1-5)
Did the student adequately revise the previous assignment (research question) based on your feedback?	
Does the literature review flow seamlessly from the research question (i.e., is the project culminating into something coherent)?	
Does the literature review do a good job in reviewing the relevant work for the chosen topic? Are the most relevant pieces covered?	
Is the literature review organized properly? Does it simply introduce a 'laundry list' of work (bad), or is it organized thematically (good)?	
Did the assignment meet the technical requirements (length, font, writing style)?	
Does the assignment represent undergraduate-level work?	

Name _____

PS 235: World Politics

Grading rubric

**CULMINATING ASSIGNMENT PART 3:
DEVELOP A THEORETICAL ARGUMENT**

Criteria	Score (1-5)
Did the student adequately revise the previous assignment (research question and literature review) based on your feedback?	
Does the theory flow seamlessly from the research question and literature review (i.e., is the project culminating into something coherent)?	
Does the theory draw upon relevant work to justify the argument?	
Does the theory use relevant examples to justify the argument?	
Does the theory produce at least 1 testable hypothesis?	
Did the assignment meet the technical requirements (length, font, writing style)?	
Does this assignment represent undergraduate-level work?	

Name _____

PS 235: World Politics

Grading rubric

**CULMINATING ASSIGNMENT PART 4:
DEVELOP EMPIRICAL TESTS OF HYPOTHESES**

Criteria	Score (1-5)
Did the student adequately revise the previous assignment (research question, literature review, and theory) based on your feedback?	
Did the student discuss the unit of analysis?	
Did the student identify the dependent variable and explain why this measure captures his/her theoretical concept?	
Did the student identify the independent variable and explain why this measure captures his/her theoretical concept?	
Did the student make a clear link between his/her empirical test and the theory/hypotheses presented in the previous section?	
Did the assignment meet the technical requirements (length, font, writing style)?	
Does this assignment represent undergraduate-level work?	