

**PS61: International Relations**  
**Mon/Wed 10:30-11:45**  
**Office Hours: Mon 1:30-2:45; W 12:45-2:15**  
**Office: Eaton 314**

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**Fall 2007**

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Course Webpage (see also info on last page of this syllabus):

<http://blackboard.tufts.edu>

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## OVERVIEW

This course is a survey of a wide range of topics in international relations. The material is *introductory* --no previous knowledge or coursework is assumed. During the semester, we will study the following topics:

### 1. INTRODUCTION TO THE STUDY OF INTERNATIONAL RELATIONS

- 1.1 Acquiring Knowledge and the Utility of Theory
- 1.2 I.R. Theories: the Schools of Thought
  - 1.2A: Liberal and NeoLiberal Theory
  - 1.2B: Realist and NeoRealist Theory (and other variants of neorealism)
  - 1.2C: Complex Interdependence (and Neoliberal Institutionalism)
  - 1.2D: Marxist and NeoMarxist Theory (Imperialism and NeoImperialism)
  - 1.2E: Constructivism, Controversies, and Catch-up

### 2. STATES AND NATIONS

- 2.1 The Problem Defined
- 2.2 The State-Economy-Military Cycle
- 2.3 States, Nations, and Nationalism

### 3. THE UNITED STATES IN WORLD AFFAIRS

- 3.1 The Debate About Unilateralism
- 3.2 Grand Strategy and the Problem of Terrorism
- 3.3 Looking Ahead: US Foreign Policy After 2008

### 4. VARIATIONS ON A REALIST THEME

- 4.1 Deterrence and Coercive Diplomacy
- 4.2 Power Transitions

### 5. VARIATIONS ON A LIBERAL THEME

- 5.1 The Global Political Economy: Inherited Institutions and Contemporary Challenges
- 5.2 (When) Is Humanitarian Intervention Justified?

## COURSE GOALS (PLEASE READ THIS VERY CAREFULLY)

We pursue two goals in this course. First, I think it crucial to gain a firm mastery of the most important *factual information* necessary to understand and analyze international relations (including current events). Thus, I place a great deal of emphasis on learning **important** historical events and --especially-- important definitions and concepts. *You need not memorize all of the names, dates and definitions that occur in reading and lecture.* However, you should pay close attention to terms and events that are emphasized (**bold**, *italicized*, or defined) in your reading, and you should pay close attention to events and concepts mentioned in class or listed on "Terms And

Definitions Provided In Lecture" (to be posted on Webpage/Course Documents). If a term is written on a lecture slide or on the board (or repeated), you can be fairly certain that you will see it on exams. Both exams will include short-answer questions covering definitions and other material from reading and lecture. Sample exam questions will be listed on the course Webpage (see: Assignments/Exam Material)

The second course goal is to foster **critical thinking**, by which I mean that you must learn to identify and **aggressively** analyze the major theoretical and political questions of international life (the basic concepts and arguments of different schools of thought; the problems of developing ("building") a stable political system; the puzzle of how to achieve cooperative outcomes in a world of territorial, sovereign states; the changing nature of power and its relation to policy; historical "lessons" of continuing relevance; why "cooperation" is so difficult; the nature of deterrence and the role of military force; the economic or political impact of free trade). There are very few "right" or "wrong" answers to these questions, but you should begin to learn major analytical approaches to them and begin to think through **your own** ideas.

***By far the most important intellectual requirement of sound critical analysis is to learn to confront arguments (from simple hunches to theories and hypotheses) with evidence on both sides of the issue. Arguments without evidence convince no one. See the writing and grading guidelines at the end of this syllabus.***

You will have several opportunities to do this. First, there is Lecture: you *should not accept my lectures passively*; think about what I say --if you disagree or want clarification, **raise your hand**. I don't bite. Second, you will meet weekly in a small discussion section; this is a good opportunity to question, debate and explore topics critically and analytically. Third, you will write a brief (7 page) **critical essay** during the second half of the semester. Fourth, the class Webpage has a discussion forum where you can post news, notes, and arguments (Communication/Discussion). Finally, both examinations will have essay questions that require you to write about major issues discussed in the course. My grading guidelines for good critical thinking and writing are described at the end of this syllabus, and sample questions and grading standards will be listed on the Webpage (Assignments/Exam materials). The grading standards are also a **very good guide** to the way I want you to approach the task of learning to think critically and analytically. They are good guidelines for writing essay exams as well. These guidelines are crucial. **You should read them often.**

## WHAT THE COURSE IS NOT

This course is the basic, introductory class for students of *all majors* who are interested in international relations. As such, it is primarily an introduction to the fundamental concepts and theories of the field. Put briefly, the course is primarily an introduction to concepts, theoretical frameworks, and analytical thinking. Of course, we will **apply** these concepts and theories to substantive examples, but the course is not primarily a study of current events, American foreign policy, or the politics of specific regions or issues. These subjects are covered later in subsequent courses in international relations, history, comparative politics, and economics. This course is designed to provide you with the analytical tools to do well in those courses when you take them later.

## LECTURE AND SECTIONS

I hope that sections can begin the week of September 10<sup>th</sup>, but as you know from my e-mail, we have to organize one new section. Once that is done, you must register for a section; if you have not already done so, and you must do it through drop add. I'll provide up-to-date information in class.

Attendance in section is essential to successful performance in the course. Sections serve four functions. First, you have the opportunity to ask questions about the lectures and readings (I rarely review specific readings in lecture). Second, section is a good place to debate theory and politics; I may assign some readings or other homework specifically for debate and discussion in section, and in any case there is the assigned reading for that week. Your TA will evaluate the adequacy of your preparation and participation. Third, your section performance is worth 15 percent of your overall grade. Finally, when students' grades fall on the borderline at the end of the term, I consult

with teaching assistants about attendance, participation, and mastery of readings before deciding which way the grade will go. **I review every student's record with the teaching assistant before assigning final grades.**

I want to stress that sections are not "mini-lectures". I have instructed the TA's not to simply re-hash material that I have covered. Rather, the purpose of section is to raise questions about the course and to debate important issues, and we have designed the sections carefully to make them interesting and enjoyable. Often section will cover material that I do not even cover in lecture. Thus, section is an opportunity for **you** to articulate your questions, concerns and opinions and to consider the questions and views of others. Certainly this includes questions about the course material, but you should not expect the TA to raise them for you --come to section prepared to speak for yourself!

### **E-MAIL ETIQUETTE**

In a large class such as this, we can all become overwhelmed with clogged inboxes. I will try not to overburden you with e-mail news about the class or this or that change in our schedule. As for you, it is much better to ask questions in class or in section, and certainly I would love to see you in office hours. For all of these reasons, try to use e-mail only for urgent emergencies, but please do come in for a chat or --even better--raise a good question in class!

### **NO E-MAIL ATTACHMENT POLICY**

Most of you are probably aware that there are bad folks out there who steal your e-mail address and use it to mail virus attachments to unsuspecting nice people (like your professors). For that reason, *no assignment or other document for this class may be submitted by e-mail, whether by attachment or not.* I have instructed the TA's not to waive this rule. So, you must turn in assignments in person when they are due. Thanks a lot for understanding this caution.

**ASSIGNMENTS AND GRADES** ...my grading standards will be on Webpage under External Links...see also the concluding pages of this syllabus.

- 1. MIDTERM EXAMINATION (October 22 in class).** Part I of the exam will consist of definitions and short-answer questions. Part II of the exam consists of one essay question (you will have a choice, and you will see the questions in advance). This exam is worth a total of **30 points and 30 percent** of your grade. Sample exam questions from previous semesters will be posted on the Webpage: (Assignments/Exam Material).
- 2. CRITICAL ESSAY ASSIGNMENT, (due November 15<sup>th</sup> in class).** A detailed explanation of this assignment is on page 8. Here I would stress that the paper should be an original, aggressive analysis which relates your topic to the material covered ***in one of the headings on the first page of this syllabus.*** You must submit a brief summary (two paragraphs max) of your initial ideas for the proposed paper to your TA no later than October 1st. You must discuss the essay with your TA beforehand. The critical essay is worth **25 points and 25 percent** of your grade. **Warning: there are only 3 weeks between the midterm and the due date for this paper. You must plan ahead and begin work on the paper before the midterm.**
- 3. FINAL EXAMINATION, (Friday, December 14, 3:30-5:30 pm in our normal room).** The examination will include both short answer and essay questions (a repeat of the midterm). The final covers **ONLY** materials covered since the midterm (ie, it is **NOT** cumulative). It is worth **30 points and 30 percent** of your grade. [I will reward substantial improvement of final exam grades compared to the midterm.]

4. **SECTION** participation is worth **15 points and 15 percent** of your grade. The grade will be assigned by your TA and will be based on: regular attendance and the quality and originality of your preparation and participation. Quality and originality are determined by evidence that you have prepared and mastered the reading, lectures, and any additional homework and are willing to apply them energetically in discussion. In addition, the TA's (under my guidance) may ask you to prepare short assignments to improve section discussion. **Note:** section grades are not a gift; if you merely attend regularly, do not prepare, or do not show intellectual engagement, you will receive an "average" grade (about 10.5/15).

These four grades total 100 points. Your final letter grade will be based on your cumulative numerical score --by definition a percentage of 100. Cumulative grades will be based on the following scale, with appropriate allowances for pluses and minuses: 93-100 (A); 83-89 (B); 73-79 (C); 63-69 (D); 0-59 (F).

## READING

The following books are **required** and are available at the Tufts Bookstore.

**MD:** Michael Doyle, *Ways of War and Peace*, W. W. Norton, 1997.

**MB:** Michael Brown et al., *Theories of War and Peace*, MIT Press, 1998.

**EL:** there are a number of journal articles that must be retrieved from electronic journals or other web pages. These links are found on our Webpage under "External links/Assigned readings" --I've arranged them in the order we will use them. On the syllabus, they are marked as "**EL**".

**A note on EL readings:** In past semesters, students have assumed that I intend for you to read the article on screen because the article is available on-line. Many strained eyes resulted. So to avoid misunderstanding: I intend that you print it and read it like a book. Of course, you can save money on printing by teaming up and printing/reading together. But please do not treat an online reading as something casual. They essentially add up to a third required "book" for the course;.

The reading is relatively light, but keep in mind that I will be asking for additional preparation for section and that you must write a paper as well.

## SCHEDULE OF LECTURES AND READING

I rarely review individual readings in lecture, so you should read them on schedule and raise questions in lecture and section. Readings followed with a double asterisk (\*\*) are especially difficult and should be *read and re-read* with particular care. ***Topic 1. is by far the most important in the course --a late start will likely make it impossible to do well later in the course.***

### Sept 5                      INTRODUCTORY REMARKS

Sept 10 & 12

**1. INTRODUCTION TO THE STUDY OF INTERNATIONAL RELATIONS**

1.1 Acquiring Knowledge and the Utility of Theory

**EL**, Robert Jervis, “Hypotheses on Misperception”.

**EL**, Chaim Kaufman, “Threat Inflation and the Failure of the Marketplace of Ideas”.

*Study guide:* In lecture, I will argue that it is actually very difficult to perform the basic tasks that are needed to study IR: to *describe* facts accurately; to find *correlations* between one set of facts and another; and –the hardest—to *explain* a complex reality (let alone predict a future reality). Jervis is a nice starting point because he warns us that we –and government decision-makers—are likely to substitute our own “reality” for “knowledge” unless we are careful. The Kaufman article may seem a bit less directly relevant, but ask yourself this: how would improved “knowledge” –or at least more rigorous analysis—affect the debate about Iraq? Try and start aggressively: what do you think of the Kaufman article, given all that has transpired with the Iraq War?

Sept 17- Oct 17

**1.2 IR. THEORIES: THE SCHOOLS OF THOUGHT**

**(detailed  
schedule  
below)**

Reading/study notes to topic 1.2: One central theme of this topic is that major theories of international relations develop *in reaction to the major historical events that immediately precede them*. Thus, there are two keys to understanding the evolution of theories in IR:

- 1.) the historical events and processes that gave rise to these intellectual schools; and
- 2.) the analytical and substantive content of the theory or school itself.

The readings below treat both of these two themes, although the history is provided somewhat more in lecture and the theory somewhat more in readings. In lecture, I will pull these two strands together. You should complete the following readings in the order listed to gain the most from this combination of history and theory. The month to follow is the core of the study of IR. Master this, and you have got it.

Sept 7, 19 & 24

1.2A: Liberalism and Neoliberalism (and Neoliberal Institutionalism)

**MD:** *Ways of War and Peace*, 9-39; 205-300.

**MB:** *Theories of War and Peace*, Owen p. 137 (How Liberalism); Copeland p.464 (Economic Interdependence); Layne p. 176 (Kant or Cant); Mansfield/Snyder p.221 (Democratization).

**Note:** Some of the chapters in **MB** disagree with the Liberal argument; the task here is to identify the strands of disagreement as we move to....

- Sept 26 & Oct 1** 1.2B Realism and Neorealism (and other variants of neorealism)
- MD:** *Ways of War and Peace*, 41-204.  
**MB:** Mearsheimer p. 3 (Back to the Future); Van Evera p. 55 (Offense, Defense); Glaser p. 94 (Realists as Optimists).
- \*\* 2 paragraph summary of Critical Essay idea is due in class Oct 1<sup>st</sup>: will hand to TA \*\***
- Oct 3 & 9** 1.2C From Complex Interdependence to Neoliberal Institutionalism
- EL:** James Oliver, “The Balance of Power Heritage of Interdependence and Traditionalism”.  
**EL:** Robert Keohane, “The Demand for International Regimes”
- Oct 10** 1.2D Marxist/Leninist and NeoMarxist Thought (Imperialism and Neoimperialism)
- MD,** *Ways of War and Peace*, 315-382.
- Oct 15 & 17** 1.2E Schools of Thought: Constructivism, Controversies, Omissions, Review, and Catch-Up
- MD:** *Ways of War and Peace*, 301-314.  
**MB,** *Theories of War and Peace*, read all of the chapters pages 329-440 (debate among Mearsheimer, Keohane and Martin, the Kupchans, Ruggie, and Alexander Wendt).
- In lecture, I will treat Constructivism first, so read Wendt chapter first (p. 416); it is tough going terminologically, so I will try to clarify in lecture. Then read other chapters in order from pages 329-440.
- Oct 22** **Midterm Exam Parts I (short answer) and II (essay)**  
**Sample questions and other info will be at Webpage/Assignments**
- Oct 24** **2. NATIONS AND STATES**
- 2.1 The Problem Defined  
2.2 The State-Economy-Military Cycle  
2.3 States, Nations, and Nationalism
- MB,** *Theories of War and Peace*, Van Evera p. 257 (Hypotheses on Nationalism) and Lake/Rothchild p. 292 (Containing Fear).
- 3. THE UNITED STATES IN WORLD AFFAIRS**
- Oct 29** 3.1 The Debate About American Unilateralism

**EL:** Barry Posen, "Command of the Commons".  
**EL:** Bruce Jentleson, "America's Global Role after Bush"

**Oct 31** 3.2 What "Grand Strategy" for Countering "Terrorism"?

**EL:** Barry Posen, "The Struggle Against Terrorism".  
**EL:** Cronin, "Behind the Curve: Globalization and International Terrorism".  
**EL:** Pape "The Strategic Logic of Suicide Terrorism".  
**EL:** James Dobbins, "Who Lost Iraq?"

**Nov 5** 3.3 Looking Ahead: US Foreign Policy After 2008

I will be linking a number of **EL** articles from *Foreign Affairs* that lay out the foreign policy platforms of the candidates for President in 2008. The purpose will be not merely to peruse their ideas, but to test their ideas/platforms against the arguments that we discussed in 3.1 and 3.2. These articles will be announced in class and will be found in External Links/Assigned Readings when the time comes.

**4. VARIATIONS ON A (NEO) REALIST THEME**

**Nov 7 & 14** 4.1 Deterrence and Coercion

**EL:** Stein, "Deterrence and Compellence in the Gulf"  
**EL:** Posen, "The War For Kosovo"  
These readings provide examples of failed cases of deterrence and coercive diplomacy. Read them carefully; I will develop a theory to explain them in lecture.

**Nov 19** 4.2 Power Transitions

**EL:** Christensen, "Posing Problems Without Quite Catching Up".  
F. K. Organski, *World Politics*, 1968, 338-376; on reserve and recommended only – not required.

**\*\*\* Critical Essays are due November 19 in class. \*\*\***

**5. VARIATIONS ON LIBERAL THEMES**

**Nov 26, 28 & Dec 3** 5.1 The Global Political Economy: Inherited Institutions and Contemporary Challenges

**MD:** *Ways of War and Peace*, chapter 12.  
**EL:** Nancy Birdsall, Dani Rodrik, and Arvind Subramanian, "How to Help Poor Countries."

**EL:** Dani Rodrik, "How To Save Globalization From Its Cheerleaders."  
**EL:** Dani Rodrik, "Goodbye Washington Consensus, Hello Washington Confusion?"

**Dec 5** 5.2 Is "Humanitarian Military Intervention" Justified? ( if so, when?)  
**MD:** *Ways of War and Peace*, chapter 11.  
**EL:** Scott Straus, "Darfur and the Genocide Debate"

Free for Catch- up or review session

**Dec 10**

**FINAL EXAMINATION: Friday , December 14, 3:30-5:30. Students with a valid reason for departing early may take an alternative examination on Wednesday, December 12, at 12 noon. Valid reasons for taking the exam early are very few; they include urgent international travel requirements and some family circumstances. The early exam may not take the exact format of the exam administered on December 14.**

**The exam may only be taken at these two times.**

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## CRITICAL ESSAY ASSIGNMENT

You are required to write a 6-7 page, double-spaced (maximum) critical essay worth 25 points and 25 percent of your grade. The assignment is described in detail on the following pages, but I want to emphasize that the paper should be an aggressive application of course materials to a topic of interest to you. **IT IS NOT A TRADITIONAL TERM PAPER OR RESEARCH PAPER.** Length is not the crucial part of the paper, and most of you should be able to write excellent essays without substantial additional research. A list of "frequently asked questions" about the assignment will be posted on the Webpage. Feel free to post more questions on Communications/Discussion.

### I. OPTIONS.

The purpose of the essays is to apply course materials (readings, lecture and section discussions) and your own informed ideas to a topic that you find interesting. The topic may be one that is covered in the course, or it may be one that you feel is neglected or ignored. The important thing to keep in mind is that your topic should be related to the themes that we cover in the course --as summarized on the first page of the syllabus. Thus, whatever your chosen topic, **you should ALWAYS read the course readings on your topic as your first step.** The following are listed only as suggested options for the assignment:

1. Application of Theoretical Material: This course covers a number of theoretical ideas in international relations (the relevance of history; the process of state-building; the nature of power balance and competition; grand strategy deterrence; theories of cooperation; global environment). You might want to employ or evaluate these theoretical ideas by applying one of them to a current or historical event that interests you. The possibilities are endless, but I can imagine papers that would: apply theories of deterrence or coercion to American policy in the Middle East (Iran?) or the "war on terror", the former Yugoslavia, or elsewhere; apply theories of state-building to the domestic situation in the "states" of Africa, Eastern Europe, Latin America, the Middle East or elsewhere; assess the ethical aspects of any topic covered in this course; or evaluate contemporary global environmental problems in light of theories of cooperation. Please remember: theory is designed to answer the question "why?" -- so papers in this category should do so as well.

2. Policy arguments: You may feel strongly about a certain foreign policy of the United States or some other country. You could write an essay that argues, pro and con, why this policy should or should not be adopted (or discarded). Of course, good papers here will utilize course materials to support their arguments. Unsupported rhetoric is not acceptable. (Example: “The US *should do the following* in Darfur, because....”)
3. Evaluation of Outside Reading: You may want to learn more about some topic covered (or neglected) in this course. In consultation with me or your TA, choose a *major* article or book about the subject of interest and write an evaluation using course materials to buttress your views in either direction. Your evaluation should include a summary (brief!) of the author's argument; a comparison to class readings on the same subject; your evaluation of the author's logic and/or evidence; and your conclusions concerning the accuracy, relevance and importance of the reading/topic in comparison to our course materials on the same general topic.
4. Evaluation of Public Events on Campus or in the Community: We are lucky to have a steady flow of guests on campus (and in Boston) speaking on international affairs. You might choose to attend several of these lectures (seminars, demonstrations) and evaluate the presentation in your essay. Such an essay would include: a summary (brief!) of the speaker's arguments; an evaluation of the logic and evidence presented; and your conclusions concerning the accuracy, relevance and importance of the speaker --both in general and in comparison to course materials on the same topic.
5. Section Debates: Section discussions often lead to active debate of course issues or current events. These debates in section provide excellent occasions for your critical essays, both because section discussion is stimulating and because you are investing time in your preparation --why not write it up for the paper? These papers might well take one of the above formats (outside reading, policy argument), but you could also do an overall evaluation/analysis of how arguments and debate were handled in section and how they affected your own opinions on the issues. You might even "interview" others in the course --reporter style-- to further understand (or criticize) their logic or arguments. I favor this option because I think it is important to evaluate how your ideas change as a result of debate and discussion with others.

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## I. STYLE CONSIDERATIONS

\*Any consistent bibliographic style is OK (footnotes and bibliography; or brief reference and bibliography). Follow bibliographic style of Doyle if in doubt.

\*WWW sources must be cited in full (author, title, date, publisher, and complete URL).

\*7 pages maximum, using CG Times or Times Roman 12.

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## A GUIDE TO CRITICAL THINKING, READING, AND WRITING (AND GRADING STANDARDS)

As noted above, critical thinking --and writing-- are one of the two learning objectives in this class. As you prepare for class discussion and debate, **and especially as you prepare for writing the critical essay and essay examination questions**, you should study the following guidelines for good critical thinking and writing. *By the way, they are also good guides for reading: apply these standards to your authors, and you will have a lot to think and say about their work.*

1. **Organize!** Introduce and summarize your focus (purpose, argument, question) early and clearly. The best writing begin with the phrase "The purpose of this paper is..." A tip very often neglected: **use sub-sections and sub-titles to organize**. In thinking about the purpose of your paper, go back to the very first lecture on "acquiring knowledge". Is your paper descriptive? Explanatory? Normative? Make your purpose clear.
2. **Define!** Define major terms, even if they have been defined in reading or in lecture. Your meaning may differ, and the reader must know this. Failure to follow this rule has been the most frequent weakness of arguments and essays in this class.
3. **Elaborate and Document!** Avoid unsupported generalization. Elaborate using FREQUENT EXAMPLES from course materials to support ideas and arguments. The two most useful words in this course are "For example..." Also, well-developed examples are generally better than very brief ones. Feel free to use brief citations to course materials (for example, Eichenberg lecture, 10/25, or Doyle, p. 721). Do not hesitate to use the ideas of others (from lecture, reading or section discussion), but **make sure that you cite the source of your ideas**. In this course, the standards for documenting the ideas of others (including books and articles) is the University pamphlet entitled *Academic Integrity at Tufts*". Make sure you have a copy. In addition, on the last page of this syllabus I have reproduced examples to illustrate practices that are unacceptable in this class.
4. **Be Original!** Be aggressive. Attempt comparisons, criticisms, praise or conclusions that relate to the course. If you evaluate an article, try to think of important ideas that the author neglects (or accepts where you wouldn't). If you are making a policy argument, be sure that you have supported your position using material learned in class and to entertain the possibility that there are opposing views to your position. In this class, "courageous" conclusions are encouraged if you can support them using course materials. Also, feel free to point to conclusions that are difficult to substantiate but which you think deserve additional attention and consideration.
5. **Balance!** By far the **most common weakness** of past papers and essay exams has been to concentrate too much on description and review of others' ideas to the exclusion of your own criticisms and conclusions and your ideas as to how the topic compares to the material covered in the course. Keep your summaries of articles, documentaries or whatever to a brief minimum and move aggressively to YOUR OWN comments, criticisms and conclusions. It follows that papers that are largely historical review are highly undesirable. (In essay EXAMS, you should also balance your treatment of each part of the question --most essay questions contain multiple "sub-questions".)

## EXAMPLES OF STRONG AND WEAK CRITICAL THINKING AND WRITING

**STRONG:** Arguments and writing that...

Have a clear purpose and organizational structure (use subtitles);  
Challenge lecture, readings, or government policies;  
Analyze an event theoretically or philosophically;  
 Aggressively compare, contrast, and critique material;  
 Elaborate using supporting examples and evidence;  
 Documents using clear, consistent bibliographic style;

**WEAK :** Arguments and writing that...

Contain no statement of purpose or focus;  
 Contain no organizing structure (such as sub-sections)  
 Contain only detailed historical/chronological reviews;  
 Describe single events in great detail;

Offer polemic or generalization without supporting evidence;  
Fails to cite sources or has no consistent bibliographic style;

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### **DISHONESTY IS.....**

In this course, the following are unacceptable and will result in a failing grade on an assignment, for the entire course, or in a recommendation to the Dean for more severe penalties, including probation or suspension. I regret that all have happened in this class in recent semesters.

Please see me personally if you do not understand these examples.

1. Buying papers
2. Borrowing papers
3. Lending papers
4. Use of one paper in two classes without informing the instructors
5. Plagiarism, either by quoting directly without citation or paraphrasing without citation. Changing the wording of a source is **still plagiarism**. This is true even if an author is cited elsewhere.
6. Use of any material during exams not authorized by the Professor.
7. Use of any WWW material that is not cited; see above for proper style.
8. Buying or selling of lecture notes, exams, papers, or any other assigned material for this for this class. Lecture material in this class is copyrighted (© Eichenberg 2007). However, I do heartily encourage you to share your notes and ideas with your colleagues in this class.

The policy of the Political Science department with respect to academic honesty is here:

<http://ase.tufts.edu/polsci/resources/handbook/ethics.asp>

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### **CLASS WEBPAGE INFORMATION:**

<http://blackboard.tufts.edu/>

#### Disclaimer:

The Webpage serves as a convenient supplement to the standard class materials, but the key word is supplement: it is not meant as a substitute. Power Point slides from lecture may be available, but keep in mind that I add new material to lectures every year, and I cannot guarantee that time will permit revising slides on the quick. (on Webpage, see Course Materials/Lecture ). In the past, posted lectures have been much more detailed, but I am revising them all every semester. Thus, it is crucial that you take accurate notes in lecture. In short: **your own note-taking is the definitive source.**

In addition, announcements, new definitions, and the like often come up on the spur of the moment, so I cannot guarantee that time will allow posting them immediately. Keep in mind also that material from previous semesters may mention readings or terms that are no longer required, so you can comfortably ignore them.

#### Using the Webpage:

1. **If you are already registered for the class:**

- ✓ Go the Web address listed above
- ✓ Follow the instructions for logging in and finding your PS 61 page

2. **If you add the class:** be patient! A userID will be created for you fairly soon. In the meantime, follow the instructions for "guests"
3. **Important for all:** You are responsible for making sure that your Tufts e-mail account is working. If it is not, you will not get any messages that I send to the class. However, you may change the address to which I send e-mail by going to Tools/"Personal Information" on the course webpage and then choosing "edit information".