

# **Teaching Portfolio**

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## Table of Contents

Teaching Philosophy	2
Teaching Experience and Professional Development	5
Evidence of Teaching Effectiveness	8
Course Offerings	11
Supplemental Materials	
Sample Syllabus 1: Intro to Political Science	12
Sample Syllabus 2: Intro to International Relations	19
Sample Syllabus 3: Peace Operations	26
Sample Assignment/Activity 1: Online Discussion Forum	31
Sample Assignment/Activity 2: Hypothesis Generation and Data Exploration	32
Sample Assignment/Activity 2: Foreign Policy Memo	34
Sample Assignment/Activity 2: Puzzles and Theory Building	36
Sample Assignment/Activity 4: Early Diagnostic Assessment	38

## **Teaching Philosophy**

There is more government corruption in American states where the largest city is not the state capital (e.g. New York City, Los Angeles, Miami). Why? This is a political puzzle without a clear answer. When I present students in my courses with puzzles such as this, I am not looking for one “right answer.” Using puzzles from both political science and other areas allows me to simultaneously show students that the political world is a complex, interconnected, and diverse place while equipping them with the tools to understand and deal with that complexity.

My teaching philosophy comes from a desire to address complexity head-on. The political world is full of multi-causal, messy relationships, in large part because human interaction is too. I believe that an accurate understanding of the political world starts with a recognition of its complexity as well as an appreciation of the misconceptions and biases that influence that understanding. My pedagogical approach helps students understand and confront complexity through the aforementioned puzzle-based approach to learning, flexible assessments with built-in options to encourage individual interests, and an iterative process of assessment and feedback that builds student confidence and skills in line with course learning objectives.

### **Understanding Complexity**

Whether they are majoring in political science or never take another course in the department, my students live in a political world. While the content of courses targeted at different audiences will change, my goal is always to leave students better prepared to understand and engage with political issues in the classroom and after they walk out the door.

The first step in dealing with complexity is recognizing that it exists, and I structure my courses to introduce a multitude of different viewpoints. As a class we consider research and claims from psychology, sociology, history, and other disciplines. We also discuss how different viewpoints, including our own, can color or distort information. Course learning objectives vary according to the content of a course, but my overall expectations for students have common themes. Students improve their ability to identify, analyze, and demonstrate understanding of political interactions in different issue areas with different political actors. Students also identify and evaluate the effects of perception and bias on learning. Finally, students work to improve their ability to communicate more clearly in writing and other formats.

### **Puzzling out Human Interaction**

Puzzles from political science and other areas can serve as means to engage with complex problems. These puzzles can both introduce students to the complexity that often underlies seemingly simple questions as well as show how theory-building in political science can apply to a range of real-world issues. Consider the corruption example. Students are asked, individually and in groups, to consider possible reasons for a link between capital location and corruption. Groups then present a possible mechanism to the class for feedback and discussion. After one or more plausible mechanisms are given, students consider what else we

would expect if our explanation is true, or what observable implications or evidence of our “theory” might exist.

By considering observable implications of theoretical ideas, we move fairly smoothly into a discussion of research design, data, and other issues related to “doing” political science. Political science research may not be the goal of every student in every class, but the process of creating and presenting a theoretical argument is valuable in any context. Working through this process also gives practice in evaluating the claims made in political discourse - a useful skill in a world full of media and politician soundbites but all too often lacking in context and background information.

I use this method to discuss puzzles that are clearly political as well as other puzzles. Why are wedding and prom dresses purchased but tuxedos rented? Why are authoritarian regimes as likely to sign human-rights treaties as democratic regimes? Why do grocery stores that play slower music sell more products? By moving beyond traditional political topics, students increase their general ability to tackle difficult questions and question every-day occurrences. This approach shows how political science asks (and seeks to answer) questions as well as how to assess the resultant claims. Puzzle-based learning teaches both the theory and practice of political science, and its approach to problem solving in diverse issue areas is found in many of teaching practices.

### **Flexible Assessments and Personalizing Learning**

I often start with puzzles as a skill-building activity, but the use of complex problems in diverse settings also influences my assessment of student learning. I work to balance personal interests and learning styles while covering specific course content by using flexible assessments. Sometimes the flexibility comes in terms of content, such as students selecting a particular issue area or geographic region for a project or essay. For example, when I designed and taught Introduction to Politics with three short essays and one longer one, students selected which topic to use as the long essay according to personal interest in one topic over the others. In other cases, I ask students to consider the ramifications of an issue for people in their chosen field of study or future work. After talking about mobilizing popular support through media campaigns, for example, I have assigned discussion forum topics that ask students to explain how such campaigns would need to be adapted to address the concerns of individuals in their field or across different demographic or political groups. Many of these assignments also ask students to take their argument or analysis outside the original scope of the question, region, or issue area - a parallel to the observable implications of puzzles.

Building options into my assessments serves at least two purposes in regards to my overall goal of appreciating and dealing with complexity. First, it allows students to see how the tools they are learning apply to contexts beyond those covered in the main parts of the course. Second, exploring and explaining mechanisms of social interaction within or outside of politics gives students a chance to solidify what they have learned by applying it in other situations. Approaching a problem critically, unpacking and understanding its component parts, applying

appropriate analytical techniques, and responding to feedback are valuable skills in any context.

### **The Assessment-Feedback Loop**

I assess learning through frequent feedback on small assignments that present components of complex issues. Students have repeated opportunities to demonstrate understanding and application, receive guidance both from peers and the instructor, and use those skills and understanding in new contexts. This helps students to consolidate and retain the knowledge and skills they gain beyond the due date of an essay or exam.

As an example of feedback combined with skill reinforcement, some assignments are presented with “scaffolding”, or early guidance that is taken away piece by piece for later assignments. In a course with four assigned essays, the first essay requires students to meet with me individually prior to the due date to discuss an outline. For the second essay, I ask students to engage in a peer review session to consider similar points from the first meeting for each other’s outlines. There are no formal discussion requirements for the last essays, but my help is available and my expectations for analytical writing and clarity remain the same. Students practice running ideas through all steps of a process first with and later without consistent guidance from the instructor.

### **Complex, but Workable**

To return to the government corruption puzzle, one possible explanation of the link between corruption and capital location is that the local media focuses inordinate attention on the economic, sport, and lifestyle events in the largest city at the expense of scrutinizing politics in the capital. If this “theory” holds true, would this relationship hold true in different time periods? In different countries of the world or under different political regimes? I believe that the process of asking and answering such questions gives valuable insight into other issues beyond the scope of the original question, and that learning in political science should equip students to build those skills.

I want to help students approach political issues and claims with appropriate skepticism - the understanding that life is not as simple as we might think or want it to be, coupled with a confidence that our efforts can make things at least a little clearer. Political problems can be thought of as puzzles, but a desire to solve them won’t help much until you know how and where to start. Frequent assessment and feedback, given in a manner that allows student flexibility in choosing topics and approaches, provides students with confidence in pursuit of this goal.

## **Teaching Experience and Professional Development**

My teaching philosophy and my understanding of what makes for a productive and meaningful learning environment both stem from my experiences as a teacher at the University of Illinois and the training and research on teaching I have done as a graduate student. While a graduate student at the University of Illinois, I have served in the following classroom roles (political science department unless otherwise indicated):

- Independent Instructor
  - Introduction to Global Studies. LAS Global Studies. Spring 2019, Fall 2018.
  - Public Speaking. Communications. Fall 2017.
  - Introduction to International Relations. Fall 2016.
  - Peace Operations. LAS Global Studies. Fall 2015.
  - Introduction to Political Science. Summer 2015, Spring 2015.
  - Introduction to International Relations (online). Fall 2014.
  - Foundations of Political Science (online). Spring 2014.
- Teaching Assistant
  - Governing Globalization. Spring 2018.
  - Nuclear Weapons, Nuclear War, and Arms Control. Global Studies and Physics. Spring 2017.
  - Introduction to International Relations. Fall 2013.

Through all of these experiences, I believe that my teaching has improved most rapidly when I engage directly with students and work to design and implement course materials in a way that is most useful to them.

I want to improve my teaching beyond repeated classroom practice, however, so as part of my professional training while at the University of Illinois I have sought further training and certification from the resources of the university's Center for Innovation in Teaching and Learning (CITL). In addition to the two certificate programs I have completed during my time here, I also now work as a graduate affiliate at the CITL, helping other students work through the same process as well as providing resources and workshops for instructors across campus.

In order to receive the Graduate Teacher Certificate I responded to observation and analysis of my teaching from CITL associates, collected student feedback on my teaching throughout the semester and responded to suggestions and concerns, participated in workshops on a variety of teaching topics, and attended additional training sessions from both the university and my department.

I also earned the Teacher Scholar Certificate, which focuses on using interdisciplinary research on teaching and learning to improve teacher performance. For this certificate I investigated research on teaching both within political science and in other fields, created my own classroom assessments and discussed them with a focus group of colleagues, and developed and refined my own teaching philosophy. As part of the certification process I also led workshops on teaching for a university-wide training program for incoming graduate teaching

assistants. The Teacher Scholar Certificate is available to both graduate students and faculty, and in 2016 the University of Illinois awarded only 13 such certificates campus-wide, out of 9,762 graduate students.

In the course of earning these two certificates, I participated in a number of workshops and two in-depth reading groups to learn and apply new methods and approaches for teaching:

- Workshops
  - Building Rapport with Students
  - Facilitating Discussion and Classroom Participation
  - Using Course Evaluations and Early-Informal Feedback
  - Building an Intriguing Course
  - Course Policies and Syllabus Design
  - Providing Feedback on Written Work
  - Exploring Classroom Assessment Techniques
  - Backwards Course Design
  - Teaching as a Graduate Student
  - Active Learning Techniques and Simulations
- Reading Groups
  - *What the Best College Teachers Do* by Ken Bain
  - *How Learning Works* by Ambrose et al.

Participation in the workshops and reading groups was both informative and practical, as I have incorporated many of the principles and strategies into my course design and teaching. As I work to implement principles of backwards course design, I use my fundamental learning objectives to drive what material I cover, how I diversify my teaching style and methods to reach students with different learning styles, and how I assess my students' progress. For example, after learning about the value of incremental, small-scale assessments that allow students to develop skills while responding to frequent feedback, I changed the course assignments in my Introduction to Political Science. This also came from feedback I received and implemented early in the course from students directly as I collected informal early feedback in anonymous, written form. I moved away from a few large assignments to a design using multiple shorter essay assignments as well as weekly discussion forum assignments using course management software. Students had more opportunities to practice analyzing and evaluating political claims with lower stakes in terms of points and expectations, and their ability to do so improved with the more frequent feedback from me and their classroom peers.

As a graduate affiliate working with the CITL, I have organized and led reading groups for graduate students seeking to improve their teaching, facilitated microteaching and other aspects of the biannual Grad Academy for incoming graduate students with teaching appointments, and led the following workshops:

- Workshops
  - Effective Discussions

- Collecting and Using Student Feedback
- Lesson Prep Through Backwards Course Design
- Using Classroom Assessment Techniques (CATs) to Gauge Learning
- Fostering Student Motivation
- Providing Meaningful Feedback on Student Work

I have included three sample syllabi and five sample course activities in the supplemental section of this portfolio. I include these materials to demonstrate my commitment to improving my teaching and welcome your helpful feedback. I design my courses and the assessments within them with learning objectives in mind, and I am constantly working to find better ways to match those objectives with the material and tasks I present to students.



## Evidence of Teaching Effectiveness

### *Longitudinal Analysis*

The University of Illinois collects and records student evaluations and feedback for all courses. Departments and instructors have some latitude in determining the questions presented to students, but the Center for Innovation in Teaching and Learning (CITL) collects and provides a longitudinal record of teacher performance on two response items that are standard on all evaluations. The first asks students to evaluate the overall teaching effectiveness of the instructor on a one to five scale from poor to excellent. The second item uses the same scale to ask for student evaluations of overall course quality. These measures can vary both within a course and across semesters, but they provide a good starting point to consider improvements in teaching. I also study the additional response items and open-ended prompt responses carefully to determine how I can design and teach courses more effectively in the future. End-of-semester evaluations are one way to review teaching and learning, but I also engage in early-semester informal feedback as well as having my teaching observed by and discussed with other graduate students, faculty, and members of the CITL.

The table below presents my CITL longitudinal records for all student evaluations during my graduate career at the University of Illinois. As a reminder, students rank both instructor and course quality on a one to five (poor to excellent) scale.

<u>Term</u>	<u>Course Number and Name</u>	<u>Instructor Effectiveness (mean)</u>	<u>Course Quality (mean)</u>	<u>Role</u>
<b>Fall 2013</b>	<b>PS 280: Introduction to International Relations</b>	<b>4.5</b>	<b>4.6</b>	<b>Teaching Assistant</b>
<b>Fall 2013</b>	<b>PS 280: Introduction to International Relations</b>	<b>4.7</b>	<b>4.7</b>	<b>Teaching Assistant</b>
<b>Fall 2013</b>	<b>PS 280: Introduction to International Relations</b>	<b>4.8</b>	<b>4.6</b>	<b>Teaching Assistant</b>
Spring 2014	PS 200: Foundations of Political Science (online)	3.6	3.3	Facilitating Instructor
Fall 2014	PS 280: Introduction to International Relations (online)	4.1	4.0	Facilitating Instructor
<b>Spring 2015</b>	<b>PS 100: Introduction to Political Science</b>	<b>4.6</b>	<b>4.9</b>	<b>Independent Instructor</b>

Summer 2015	PS 100: Introduction to Political Science <sup>1</sup>	5.0	5.0	Independent Instructor
<b>Fall 2015</b>	<b>GLBL 296: Peace Operations</b>	<b>4.4</b>	<b>4.4</b>	<b>Independent Instructor</b>
<b>Fall 2016</b>	<b>PS 280: Introduction to International Relations</b>	<b>4.9</b>	<b>4.7</b>	<b>Independent Instructor</b>
<b>Spring 2017</b>	<b>PHYS 280: Nuclear Weapons, Nuclear War, and Arms Control</b>	<b>4.8</b>	<b>3.8</b>	<b>Teaching Assistant</b>
<b>Fall 2017</b>	<b>CMN 101: Public Speaking</b>	<b>4.8</b>	<b>4.4</b>	<b>Independent Instructor</b>
<b>Fall 2017</b>	<b>CMN 101: Public Speaking</b>	<b>4.7</b>	<b>4.2</b>	<b>Independent Instructor</b>
<b>Spring 2017</b>	<b>PS 282: Governing Globalization</b>	<b>4.6</b>	<b>4.4</b>	<b>Teaching Assistant</b>
<b>Spring 2017</b>	<b>PS 282: Governing Globalization</b>	<b>5.0</b>	<b>4.8</b>	<b>Teaching Assistant</b>

The bolded rows indicate course sections in which my average evaluation scores were high enough to result in my recognition as a “Teacher Ranked as Excellent”. This is a campus-wide distinction granted to the top ten percent of instructors based on these two feedback items.

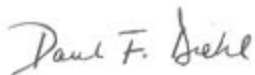
### *Student Quotations*

For me, the most valuable part of feedback forms are the open-ended responses in which students can discuss aspects of the course that were more or less beneficial and offer suggestions for improving future courses. The following student quotations were selected by my advisor, Paul Diehl, as representative of the type of feedback I have received from students in my courses. I look forward (with some trepidation) to student feedback each semester as I design future courses. Many of the design changes I have implemented as I work to improve my teaching have come directly from student feedback mid-course or at the end. I find that when I encourage students to give constructive, critical feedback for the sake of future students and my future teaching, they respond with helpful suggestions for future courses.

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<sup>1</sup> This was a small class, so there was an insufficient number of feedback forms to receive recognition for “List of Teachers Ranked as Excellent.”

I certify that the following comments are representative of those from student evaluations of Mr. Pack's teaching



Paul F. Diehl

*Director, Center for Teaching and Learning and Ashbel Smith Professor of Political Science,  
University of Texas-Dallas*

*Henning Larsen Professor Emeritus of Political Science, University of Illinois*

[Virtually all comments on Pack's performance across all courses were positive; negative comments tended to focus on course content or aspects of the course over which he had no control]

Illustrative Comments:

- Very good at fostering discussion. Seriously did a great job as a TA.
- Tyler was always available when I needed to ask him additional questions about the course. He also made discussion really interesting and involved the class whenever was appropriate.
- Clear approach to lesson, easily understood. Has targets in beginning of class, meets all at the end.
- I liked all the outside examples like maps, images he brought in.
- Tyler is an instructor who is direct. He is clear and to the point. The only weakness is that he is bad with names. That's it.
- I thought he was awesome. Very "chill" guy, made class a pleasure to come to. Fostered a very comfortable learning environment.
- Very good at explaining and providing a fun learning environment.
- Everything was discussed clearly and Tyler did not force people to speak out in discussion, making it a more relaxing learning environment. I really liked the way he talked about current news and used creative examples to demonstrate key concepts.
- More time to have discussion questions
- My suggestions were already [addressed based] upon a previous mid semester evaluation
- Strengths - Made self easily available, provided helpful feedback for future assignments, sent out weekly reminders/e-mails [online course]
- The instructor gives personal feedback on written assignments/debate which is very highly appreciated.[online course]
- Very good lecturer. I learned a lot about political science. The class convinced me to pursue a minor in Poli Sci and his teaching method convinced me to really enjoy and care about Poli Sci.
- Well prepared, understanding to students' needs.

- Tremendous grasp of the material and a very clear passion for the subject material.
- He is extremely clear and concise, willing to go the extra mile to help students.
- Knowledgeable on topics, good explanations
- Strength: allowing everyone to speak up and welcoming of new perspectives.

[Of the 66 comments that dealt with fairness of grading, 60 (91%) were positive; the few negative comments complained that the standards were too high]

### **Course Offerings**

I have appended the syllabi for three courses which I have taught previously and would be comfortable offering immediately. My experience with course design and the evaluation of potential course materials also make me comfortable offering other courses on short notice as well, as listed below. Following that list I have included a list of courses which I can teach given preparation time over the summer or an equivalent length of time. Where survey or general courses are concerned, my experience teaching online courses through course management software could be used to teach online courses on those or other topics. Ultimately, I will work with the department to develop and teach any courses that will help meet the department's needs.

#### *Ready immediately*

1. Introduction to Political Science
2. Introduction to International Relations
3. Introduction to Comparative Politics
4. Peace Operations
5. Causes and Consequences of Civil War
6. Introduction to Global Politics/Globalization

#### *Requiring at least one semester/summer of preparation*

1. Regional courses in Comparative Politics (Middle East, Africa, Latin America, etc.)
2. International Security/International War
3. Conflict Management
4. Democratic and Authoritarian Regimes
5. Nuclear Security/Arms Control
6. International Organizations
7. Terrorism and Political Violence
8. Introduction to American Politics
9. Human Rights
10. Research Design
11. American Foreign Policy

## Supplemental Materials

### Sample Syllabus 1: Introduction to Political Science

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**University of Illinois, Urbana-Champaign**  
**Political Science 100**  
**Introduction to Political Science**  
**Spring 2015**

*Instructor:* Tyler Pack

*Email:* [tpack2@illinois.edu](mailto:tpack2@illinois.edu)

*Office:* 158 English

*Office Hours:* Monday 1-2pm & Thursday 10-11 am or by appointment

*Class Schedule:* MTW: 5:00-5:50 pm. DKH 209

*Course Website:* <https://learn.illinois.edu>

### Course Description and Objectives:

This course serves as an introduction to foundational concepts and ideas in political science. It is designed for undergraduate students and does not require or assume any prior study of politics. Political science examines how groups negotiate (or fail to negotiate) with one another when they want different things, or the same things by different means. States (countries) are one such group, and thus political science is often seen as the study of government within a state and among states. The study of political science tries to understand and explain a wide range of questions. Why do we have governments at all, and what should their main function be? Why do states go to war? Why do some states have democratic forms of government and some authoritarian systems, and does it matter? Why do people vote, or why don't they in many cases? How do the history and culture of a country affect the ways that leaders and citizens act, both within the country itself and in its relations with others?

Because the field of political science looks at such diverse questions, it is divided into several sub-fields, each of which focuses on a particular aspect of politics. In this course we will begin by looking at how political scientists and students of politics approach the study of government, and then we will focus on three of the most foundational subfields: Political Philosophy, Comparative Politics, and International Relations.

The first section of the course looks at political science as a discipline. We will discuss how we can decide which questions are important to answer, how to find those answers, and how confident we should be that our answers resemble reality. In the second section we study *Political Philosophy* and ideology. Using prominent ideas from classical, medieval, and modern political thinkers, we will consider how political ideals and realities interact with political ideologies such as liberalism, communism, and fascism throughout history and in the modern world. The third section focuses on *Comparative Politics*, which is the study of political systems and government structures within states. The final section is dedicated to the third subfield, *International Relations*. This section will cover political relations between national governments, international organizations, and other actors on a global stage.

This course will provide you with the foundational knowledge and skills you need for further courses in

the political science department. Whether or not you study political science further, by the end of the course you will be able to consider more critically the political arguments and claims made by political scientists, the media, and people in general. You will also improve your ability to explain your own understanding of political issues and phenomena. Finally, the course offers you an introduction to formulating your own research questions and approaches to begin answering the political questions of most interest to you.

#### *Required Readings:*

Neal Riemer, Douglas W. Simon, and Joseph Romance. 2014. *The Challenge of Politics: An Introduction to Political Science*. 4th Edition. CQ Press.

You can buy this through the university bookstore or your favorite online retailer.

Additional required readings include a number of articles and book chapters available through E-Reserves as well as social science articles from websites. Many of the articles use data and political methodology to analyze real-world events and issues. I want these articles to be as topical and current as possible, so most do not yet appear on the syllabus. I will always give at least a week's notice for these readings.

If you would like to follow some sites that deal pretty consistently with social science theory and data, I suggest the following (for a start):

- <http://www.washingtonpost.com/blogs/monkey-cage/>
- <http://fivethirtyeight.com>
- <http://www.nytimes.com/upshot/>
- <http://politicalviolenceataglance.org/>

### **Assignments and Grading**

As stated above, this course introduces you to some foundational concepts in political science. I am less concerned with the facts that you learn about political science than I am with your ability to understand, analyze, and evaluate the concepts you learn and apply them to political situations in the world around you. To help you demonstrate your ability to do these things, course evaluation will consist of the following assignments (in-depth descriptions will follow):

1. Essays: Four - **60 points total**. Due February 23, March 16, April 13, and May 6. Topics to be assigned.
2. Discussion forums: Ten sets of posts and replies - **20 points total**. Submitted through the course website according to the schedule below.
3. Participation: **10 points**
4. "Point-earning Opportunities" (PEOs): **10 points**. One per week.

Your final grade will thus be out of 100 points and will use a standard grading scale (i.e. 80-82.9 = B-, 83-86.9 = B, 87-89.9 = B+, etc.). Your grades will be kept up to date and available on the course website. **This course has no final exam.**

### **Evaluation**

## *Essays*

For this course you will write four essays and turn them in on the dates listed above. I will provide essay topics two weeks before each due date.

Three of your essays will be worth 12 points (36 total for all three) and one will be worth 24. I know that you all have different interests as well as different time constraints at varying points in the semester, so you choose which three essays are graded out of 12 points and which one is out of 24.

When you receive your essay assignments, there will be two parts to each topic (A and B). A 12-point essay will answer Part A only and should be approximately three pages long (800 word minimum). A 24-point essay will cover both parts A and B of the topic and should be commensurately longer in length (around six pages, 1600 word minimum). Here's a table to sum that up.

	<b>Length</b>	<b>Parts Covered</b>	<b>Points</b>
3 Short Essays	~3 pages, 600 word min.	A only	12 each (36 total)
1 Long Essay	~6 pages, 1600 word min.	A and B	24

Essays will be submitted both in person and on the course website before class begins on the dates listed above. I will grade the printed version but I would also like an electronic copy just in case something happens.

I am mostly concerned with the content of your answers, but all the brilliant analysis in the world can be rendered incomprehensible through poor formatting, grammar, editing, etc. If you need help getting your ideas across in a more coherent and persuasive way, please take advantage of the Writers Workshop here on campus. You can find out about making an appointment here:

<http://www.cws.illinois.edu/workshop/appointments/>.

## *Discussion Forums: 20 points*

Each week (other than the weeks before you have an essay due) there will be a discussion topic on the course website that relates to material covered that week. You can earn up to two points per week by posting a response to the discussion topic (one point) and replying to the posts of at least two of your classmates (half a point each). Your initial post should be submitted by midnight on Friday and your responses by midnight on Sunday to receive full credit. Instructions will be given both in class and on the course website each week.

## *Participation: 10 points*

I believe that learning works best as an interactive process among students and a teacher. Your personal insights and experience will help your classmates (and me) understand the material in a unique way. With our small class size, there will be many opportunities for discussion and small-group activities. At the end of the course you can receive up to 10 points for your participation. If you have any questions or concerns about your current level of participation, please talk to me.

### *PEOs: 10 points*

Your reading assignments each week will generally consist of a chapter from the textbook and one or two additional articles from scholarly journals, relevant websites, etc. Each week there will be an opportunity to demonstrate your understanding of the reading by answering either a few multiple-choice questions or a short-answer prompt on the day's assignment. There will be one such opportunity each week, and you can earn one point each time. Your ten highest scores will be counted toward your final grade.

## **Course Policies**

### *Late Work/Extensions*

Students who succeed in this course attend class regularly, complete assigned readings on time, and turn in assignments by the appropriate due date. I will not take attendance in class meetings, but the PEOs will hopefully serve as an extra incentive to attend class each day. As there are more PEOs available than will be scored at the end of the semester, there will be no opportunity to make those up without prior permission from the instructor or a university-sanctioned excuse. Discussion forum assignments can only be made up on the same conditions. Please let me know as soon as possible if an issue comes up.

Your essays are due on the dates listed above. You are allowed five free "late days" for the entire semester (total, not per essay). After you have used up your final free late day your essays will be penalized 2 points for every day after the deadline. For example, you could turn in Essay 1 two days late and Essay 2 three days late without a penalty, but after that you would have used all five late days and further late submissions would be penalized accordingly.

### *Academic Integrity*

This class adheres to university standards for academic integrity. You should be familiar with university policies on plagiarism, cheating, absences, and so on. If you have any questions about these please consult sections 4 and 5 of the *Student Code*:

[http://studentcode.illinois.edu/PocketCode\\_Web2014.pdf](http://studentcode.illinois.edu/PocketCode_Web2014.pdf)

### *Disability Accommodations*

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the instructor and the Division of Rehabilitation-Education Services (DRES) as soon as possible by phone at 333-4603 or by email at: [disability@illinois.edu](mailto:disability@illinois.edu).

### *Course Website*

You can find the course website at <https://learn.illinois.edu>. The website will include a copy of this syllabus, links to readings and other course materials, discussion forums, and grades. If you have trouble accessing or using the website, please let me know as soon as possible.

### *Office Hours*

Please feel free to email me or stop by during my office hours (listed at the top of the syllabus) with any questions about the course or political science in general. If your class schedule or other obligations prevent you from coming during regular office hours, I am happy to make an appointment for another time.



## Course Schedule

The class schedule may change during the semester in accordance with the needs of the class. You will receive notice about any changes as soon as possible both through email and in class. In particular, I will fill in the “additional readings” section with relevant readings for the week’s topic. You will always have at least a week’s notice of these additional readings. The main readings will come from our textbook, *The Challenge of Politics* (abbreviated as CoP on the syllabus).

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### **Part 1**

#### **Political Science: What, Why, and How**

##### **Week 1 (January 20-21): Introduction and Thinking Theoretically**

- Reading: none assigned
- Assignment: familiarize yourself with the course website and syllabus

##### **Week 2 (January 26-28): Thinking like a (Social) Scientist**

- Reading
  - Jan. 26: Political questions and people
    - Duncan - *Everything is Obvious* Preface
      - [http://everythingisobvious.com/wp-content/themes/eio/assets/EIO\\_preface.pdf](http://everythingisobvious.com/wp-content/themes/eio/assets/EIO_preface.pdf)
    - Levitt and Dubner - *Think like a Freak* Chapter 1
      - <http://www.msnbc.com/morning-joe/excerpt-think-freak>
  - Jan. 27: Pessimism in politics and the news
    - <http://fee.org/freeman/detail/6-reasons-we-dont-know-how-good-we-have-it>
    - [http://www.slate.com/articles/news\\_and\\_politics/foreigners/2014/12/the\\_world\\_is\\_not\\_falling\\_apart\\_the\\_trend\\_lines\\_reveal\\_an\\_increasingly\\_peaceful.html](http://www.slate.com/articles/news_and_politics/foreigners/2014/12/the_world_is_not_falling_apart_the_trend_lines_reveal_an_increasingly_peaceful.html)
      - Read up to Homicide (just before the first chart) and the last six paragraphs only
  - Jan. 28 Social Science in the news (read one in depth and skim the rest)
    - <http://fivethirtyeight.com/datalab/how-common-is-it-for-a-man-to-be-shorter-than-his-partner/>
    - <http://www.nytimes.com/2015/01/11/upshot/how-to-make-yourself-go-to-the-gym.html?ref=upshot&abt=0002&abg=0>
    - <http://politicalviolenceataglance.org/2014/12/19/friday-puzzler-fear-not-cuba-unless-your-e-republican/>
    - <http://politicalviolenceataglance.org/2012/08/30/explaining-high-murder-rates-in-latin-america-its-not-drugs/>
- Assignment:
  - Discussion forum #1

##### **Week 3 (February 2-4): Moving Parts and Interconnected Approaches**

- Reading
  - *Challenge of Politics* (CoP) Chapter 3 (pages 62-87)
  - “Political Theories and Research Topics” Shively Ch. 2 (e-reserves)
- Assignment
  - Discussion forum #2

##### **Week 4 (February 9-11): The Environment of Politics**

- Reading
  - CoP Chapter 4 (pages 88-117)
  - Additional readings TBA
- Assignment
  - Discussion forum #3

- **Receive Essay #1 topic (due 2/23)**

***NOTICE: February 13th is the last day to drop the course without a “W” on your transcript.***

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## **Part II**

### **Political Philosophy and Ideologies**

#### **Week 5 (February 16-18): Philosophical Foundations**

- Reading
  - CoP Chapter 5 (pages 119-144)
  - Additional readings TBA
- Assignment
  - Work on Essay #1

#### **Week 6 (February 23-25): Liberal Democracy**

- Reading
  - CoP chapter 6 (pages 145-169)
  - Additional readings TBA
- Assignment
  - **Essay #1 due: Monday February 23rd**
  - Discussion forum #4

#### **Week 7 (March 2-4): Communism and Democratic Socialism**

- Reading
  - CoP Chapter 7 (pages 170-198)
  - Additional readings TBA
- Assignment
  - Discussion forum #5
  - **Receive Essay #2 topic (due 3/16)**

#### **Week 8 (March 9-11): Authoritarianism**

- Reading
  - CoP Chapter 8 (pages 199-214)
  - Additional readings TBA
- Assignment
  - Work on Essay #2

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## **Part III**

### **Comparative Politics**

#### **Week 9 (March 16-18): Political Values**

- Reading
  - CoP Chapter 9 (pages 215-243)
  - Additional readings TBA
- Assignment
  - Discussion forum #6
  - **Essay #2 due: Monday, March 16th**

#### **Spring Break**

#### **Week 10 (March 30-April 1): Culture and Constitutions**

- Reading
  - CoP Chapter 10 (pages 244-276)

- Additional readings TBA
- Assignment
  - Discussion forum #7
  - **Receive Essay #3 topic (due 4/13)**

#### **Week 11 (April 6-8): Government Actors and Institutions**

- Reading
  - CoP Chapter 11 (pages 277-308)
  - Additional readings TBA
- Assignment
  - Work on Essay #3

### **Part IV** **International Politics**

#### **Week 12 (April 13-15): Politics on the World Stage**

- Reading
  - CoP Chapter 12 (pages 309-340)
  - Additional readings TBA
- Assignment
  - Discussion forum #8
  - **Essay #3 due: Monday, April 13th**

#### **Week 13 (April 20-22): War and Peace**

- Reading
  - CoP Chapter 13 (pages 341-367)
  - Additional readings TBA
- Assignment
  - Discussion forum #9
  - **Receive Essay #4 topic (due 5/6)**

#### **Week 14 (April 27-29): Human Rights**

- Reading
  - CoP Chapter 14 (pages 368-397)
  - Additional readings TBA
- Assignment
  - Work on Essay #4

#### **Week 15 (May 4-6): Economic and Ecological Issues**

- Reading
  - CoP Chapter 15-16 (excerpts TBA)
  - Additional readings TBA
- Assignment
  - Discussion forum #10
  - **Essay #4 due: Wednesday, May 6th**

## Sample Syllabus 2: Introduction to International Relations

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### University of Illinois, Urbana-Champaign Political Science 280 Introduction to International Relations Fall 2016

*Instructor:* Tyler Pack

*Email:* [tpack2@illinois.edu](mailto:tpack2@illinois.edu)

*Office:* 158 English

*Office Hours:* Wednesday 10:30-11:30am & Thursday 1:30-2:30pm or by appointment

*Class Schedule:* TR: 3:00-4:20 pm. DKH 312

*Course Website:* <https://learn.illinois.edu>

### Course Description and Objectives:

In international relations we study questions and phenomena of global importance: Why do we see war between and within states? How do we deal with issues of human rights, terrorism, pollution, or refugees? What determines the success or failure of international organizations like the UN, the African Union, or the International Criminal Court? How do the history and culture of a country affect the ways that leaders and citizens act, both within the country itself and in its relations with others?

This course will introduce you to foundational concepts and theories in international relations, but it will also help you evaluate political theories and claims using the methodology of social science. We will discuss how we can decide which questions are important to answer, how to find those answers, and how confident we should be that our answers resemble reality. Taking this understanding further, in this course you will also take political questions of personal interest through the process of theory building, hypothesis formation, and evidence gathering and assessment.

#### *Learning Objectives*

By the end of this course, students will:

- Have the foundational knowledge and skills needed for further courses in international relations.
- Be able to discuss and explain the various analytical and theoretical positions used in the subfield of international relations to explain world politics.
- Be able to systematically analyze and evaluate political arguments and claims made by political scientists, the media, and people in general along multiple dimensions.
- Be able to better comprehend and articulate their thoughts on issues of major current significance.
- Understand the role of perception and bias in our understanding of global politics.
- Have developed stronger writing and analytical skills.
- Understand and be able to undertake the process of formulating research questions and working through the process for answering them.

#### *Required Readings:*

Shannon L. Blanton and Charles W. Kegley. *World Politics: Trend & Transformation*. 2016-2017

Edition. Cengage Learning. ISBN: 978-130-550-4875.

You can buy this through the university bookstore or your favorite online retailer.

Additional required readings include a number of articles and book chapters available through the course website as well as social science articles online. Many of the articles use data and political methodology to analyze real-world events and issues. I want these articles to be as topical and current as possible, so most do not yet appear on the syllabus. I will always give at least a week's notice for these readings.

If you would like to follow some sites that deal pretty consistently with social science theory and data, I suggest the following (for a start):

- <http://www.washingtonpost.com/blogs/monkey-cage/>
- <http://fivethirtyeight.com>
- <http://www.nytimes.com/upshot/>
- <http://politicalviolenceataglance.org/>

## Assignments and Grading

As stated above, this course introduces you to international relations as a way of approaching issues in global politics. I am less concerned with the facts that you learn about political science than I am with your ability to understand, analyze, and evaluate the concepts you learn and apply them to political situations in the world around you. To help you demonstrate your ability to do these things, course evaluation will consist of the following assignments (in-depth descriptions will follow):

1. Essays: Three - **50 points total**. Due October 11, November 1, and December 9. Topics to be assigned.
2. Assignments and Discussion Forums - **30 points total**. Submitted through the course website according to the schedule below.
3. Participation: **10 points**
4. "Point-earning Opportunities" (PEOs): **10 points**. One per week.

Your final grade will thus be out of 100 points and will use a standard grading scale (i.e. 80-82.9 = B-, 83-86.9 = B, 87-89.9 = B+, etc.). Your grades will be kept up to date and available on the course website.

**This course has no final exam.**

## Evaluation

### *Essays*

For this course you will write three essays and turn them in on the dates listed above. I will provide essay topics two weeks before each due date.

Two of your essays will be worth 12 points (24 total for the two) and one will be worth 26. I know that you all have different interests as well as different time constraints at varying points in the semester, so you choose which two essays are graded out of 12 points and which one is out of 26.

When you receive your essay assignments, there will be two parts to each topic (A and B). A 12-point essay will answer Part A only and should be approximately three to four pages long (800 word minimum). A 26-point essay will cover both parts A and B of the topic and should be commensurately

longer in length (around six to eight pages, 1600 word minimum). Here's a table to sum that up.

	<b>Length</b>	<b>Parts Covered</b>	<b>Points</b>
2 Short Essays	~3-4 pages, 800 word min.	A only	12 each (24 total)
1 Long Essay	~6-8 pages, 1600 word min.	A and B	26

Essays will be submitted both in person and on the course website on the dates listed above. I will grade the printed version but I would also like an electronic copy just in case my office catches fire or some other unforeseen mishap affects the legibility or corporeal existence of your essay.

I am mostly concerned with the content of your answers, but all the brilliant analysis in the world can be rendered incomprehensible through poor formatting, grammar, editing, etc. If you need help getting your ideas across in a more coherent and persuasive way, please take advantage of the Writers Workshop here on campus. You can find out about making an appointment here:

<http://www.cws.illinois.edu/workshop/appointments/>.

*Assignments and Discussion Forums: 30 points*

Each week (other than the weeks before you have an essay due) there will be an assignment or a discussion topic on the course website that relates to material covered that week. For the seven discussion forum posts, you can earn up to two points total by posting a response to the discussion topic (one point) and replying to the posts of at least two of your classmates (half a point each). Thus, discussion forum assignments are worth 14 points for the semester. Your initial post should be submitted by midnight on Friday and your responses by midnight on Monday to receive full credit. Instructions will be given both in class and on the course website each week.

There will be three larger assignments involving more in-depth exploration of the process of social science as it relates to international relations issues. These will be worth 16 points total (5, 5, and 6 points each). The dates for these are listed on the schedule below, and further instructions will be given in advance of assignment due dates.

*Participation: 10 points*

I believe that learning works best as an interactive process among students and a teacher. Your personal insights and experience will help your classmates (and me) understand the material in a unique way. With our small class size, there will be many opportunities for discussion and small-group activities. At the end of the course you can receive up to 10 points for your participation. If you have any questions or concerns about your current level of participation, please talk to me.

*PEOs: 10 points*

Your reading assignments each week will generally consist of a chapter from the textbook and one or two additional articles from scholarly journals, relevant websites, etc. Each week there will be an opportunity to demonstrate your completion and understanding of the reading by answering either a few multiple-choice questions or a short-answer prompt on the day's assignment. There will be one such

opportunity each week, and you can earn one point each time. Your ten highest scores will be counted toward your final grade.

## **Course Policies**

### *Late Work/Extensions*

Students who succeed in this course attend class regularly, complete assigned readings on time, and turn in assignments by the appropriate due date. I will not take attendance in class meetings, but the PEOs will hopefully serve as an extra incentive to attend class each day. As there are more PEOs available than will be scored at the end of the semester, there will be no opportunity to make those up without prior permission from the instructor or a university-sanctioned excuse. Assignments and discussion forum assignments can only be made up on the same conditions. Please let me know as soon as possible if an issue comes up.

Your essays are due on the dates listed above. You are allowed five free “late days” for the entire semester (total, not per essay). After you have used up your final free late day your essays will be penalized 2 points for every day after the deadline. For example, you could turn in Essay 1 two days late and Essay 2 three days late without a penalty, but after that you would have used all five late days and a late submission of Essay 3 would be penalized accordingly.

### *Academic Integrity*

This class adheres to university standards for academic integrity. You should be familiar with university policies on plagiarism, cheating, absences, and so on. If you have any questions about these please consult parts 4 and 5 of Article 1 of the *Student Code*:

[http://studentcode.illinois.edu/PocketCode\\_web2016-17.pdf](http://studentcode.illinois.edu/PocketCode_web2016-17.pdf)

### *Disability Accommodations*

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the instructor and the Division of Rehabilitation-Education Services (DRES) as soon as possible by phone at 333-4603 or by email at: [disability@illinois.edu](mailto:disability@illinois.edu). Their website is <http://disability.illinois.edu/>.

### *Emergency Response*

We will follow campus guidelines for responding to emergencies, which can be found here: <http://police.illinois.edu/emergency-preparedness/>. Basically, RUN>HIDE>FIGHT.

### *Course Website*

You can find the course website at <https://learn.illinois.edu>. The website will include a copy of this syllabus, links to readings and other course materials, discussion forums, and grades. If you have trouble accessing or using the website, please let me know as soon as possible.

### *Office Hours*

Please feel free to email me or stop by during my office hours (listed at the top of the syllabus) with any questions about the course or political science in general. If your class schedule or other obligations prevent you from coming during regular office hours, I am happy to make an appointment for another

time.

## Course Schedule

The class schedule may change during the semester in accordance with the needs of the class. You will receive notice about any changes as soon as possible both through email and in class. In particular, I will fill in the “additional readings” section with relevant readings for the week’s topic. You will always have at least a week’s notice of these additional readings. The main readings will come from our textbook, *World Politics: Trend & Transformation* (abbreviated as T&T on the syllabus).

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### **Part I**

#### **International Relations: A Scientific Approach**

##### **Week 1 (August 23-25): Introduction and Thinking Theoretically**

- Reading: none assigned
- Assignment: familiarize yourself with the course website and syllabus

##### **Week 2 (August 30-September 1): Laying the Groundwork**

- Reading
  - August 30
    - Everyone read: Levitt and Dubner - *Think like a Freak* Chapter 1
      - <http://www.msnbc.com/morning-joe/excerpt-think-freak>
    - Read one of the following in depth (skim the other two):
      - Religion and politics in Pakistan
        - <https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/19/why-religious-appeals-dont-always-work-for-pakistani-politicians/>
      - Gender issues and the Colombian peace process
        - <https://www.washingtonpost.com/news/monkey-cage/wp/2016/08/19/the-colombian-peace-agreement-gives-gender-issues-a-central-role-here-s-why-this-is-so-important/>
      - The media and defining “terrorism”
        - <https://politicalviolenceataglance.org/2016/08/12/terrorism-media-politics-complex/>
  - September 1
    - T&T Chapter 1 (pages 4-18)
- Assignment
  - Discussion forum #1

##### **Week 3 (September 6-8): Theory Building**

- Reading
  - T&T Chapter 2 (pages 21-51)
  - “Political Theories and Research Topics” Shively Ch. 2 (e-reserves)
- Assignment
  - Discussion forum #2

##### **Week 4 (September 13-15): International Decision Making**

- Reading
  - T&T Chapter 3 (pages 52-82)
  - Additional readings TBA
- Assignment
  - **Assignment #1 due Sep. 19 online**



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## **Part II**

### **Global Actors**

#### **Week 5 (September 20-22): Great Powers**

- Reading
  - T&T Chapter 4 (pages 83-115)
  - Additional readings TBA
- Assignment
  - None

#### **Week 6 (September 27-29): The Global South**

- Reading
  - T&T Chapter 5 (pages 116-146)
  - Additional readings TBA
- Assignment
  - **Receive Essay #1 topic (due Oct. 11)**
  - Discussion forum #3

#### **Week 7 (October 4-6): Nonstate Actors**

- Reading
  - T&T Chapter 6 (pages 147-192)
  - Additional readings TBA
- Assignment
  - Office hour meetings
  - Work on Essay #1

***NOTICE: October 14th is the last day to drop the course without a “W” on your transcript.***

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## **Part III**

### **Challenges to Peace**

#### **Week 8 (October 11-13): Armed Conflict**

- Reading
  - T&T Chapter 7 (pages 193-232)
  - Additional readings TBA
- Assignment
  - **Essay #1 due Oct. 11 in class and online**
  - Discussion forum #4

#### **Week 9 (October 18-20): Arms and Alliances**

- Reading
  - T&T Chapter 8 (pages 233-274)
  - Additional readings TBA
- Assignment
  - **Receive Essay #2 topic (due Nov. 1)**
  - **Assignment #2 due October 21 online**

#### **Week 10 (October 25-27): International Law and Collective Security**

- Reading
  - T&T Chapter 9 (pages 275-318)
  - Additional readings TBA
- Assignment
  - In-class peer review of Essay #2 draft

- Work on Essay #2
- 

## **Part IV**

### **Globalization and Global Issues**

#### **Week 11 (November 1-3): International Finance**

- Reading
  - T&T Chapter 10 (pages 319-352)
  - Additional readings TBA
- Assignment
  - **Essay #2 due Nov. 1 in class and online**
  - Discussion forum #5

#### **Week 12 (November 8-10): International Trade**

- Reading
  - T&T Chapter 11 (pages 353-390)
  - Additional readings TBA
- Assignment
  - Discussion forum #6

#### **Week 13 (November 15-17): Culture and Demography**

- Reading
  - T&T Chapter 12 (pages 391-421)
  - Additional readings TBA
- Assignment
  - **Receive Essay #3 topic (due Dec. 9)**
  - **Assignment #3 due November 18 online**

#### **FALL BREAK**

#### **Week 14 (November 29-December 1): Human Rights**

- Reading
  - T&T Chapter 13 (pages 422-454)
  - Additional readings TBA
- Assignment
  - Discussion forum #7

#### **Week 15 (December 6): Environmental Issues**

- Reading
  - T&T Chapter 14 (pages 455-490)
  - Additional readings TBA
- Assignment
  - Discussion forum #10
  - **Essay #3 due: Friday, Dec. 9 online**

### **Sample Syllabus 3: Peace Operations**

*This was a one-credit seminar, and thus the reading and assignment load is lighter than for a typical course. This topic could be expanded to fit a standard course load.*

#### **GLBL 296 PEACE OPERATIONS**

Tyler Pack  
Tpack2@illinois.edu  
2015

Monday 4-5:50pm  
Fall

Office hours: M 2-3:30pm  
158 English

1051 Lincoln Hall

#### **Description**

This course is designed for undergraduate students interested in peace and global affairs. As the international community moved from a norm of “hard shell” state sovereignty to one in which there is a “responsibility to protect,” the number of peace operations and their complexity has increased accordingly. There are currently many thousands of peacekeepers in over 50 peace operations on five continents deployed by 12 international organizations and various multinational coalitions. Peace operations are a very important phenomenon in global relations bringing together the international community to address issues of peace, stability, economic development, post-conflict reconstruction, humanitarian aid, and governance, among others. The work of peacekeepers in conflicts such as Sudan, Kosovo, and Somalia has global consequences that are explored during this course.

The seminar is divided into three components. The first segment provides the necessary conceptual tools and historical background for more advanced analysis of peace operations. The second section deals with the operational elements of peace operations, including how peace operations are authorized, deployed, and financed. The third and main component looks at their effectiveness across different conflict contexts and organizational arrangements as well as what challenges lie ahead for this tool of conflict management. Although the course has a global focus, seeking to impart generalizations about peace operations that are broadly applicable, there is special attention paid to two regions that have the greatest number of peace operations: Africa and Europe.

Beyond a focus on scholarly knowledge about peace operations, the course also relies on discussions of current events to broaden student understanding of peace operations and their potential, as well as limitations. Active learning techniques and specialized projects are designed to get students involved in their study of peace operations.

#### **Learning Objectives**

At the end of the course students should:

- Have a general familiarity with the concept of peace operations and how they differ from traditional military operations.
- Be able to differentiate between the concepts of traditional peacekeeping, peacebuilding, peacemaking, and peace enforcement.
- Be able to describe how peace operations are authorized, organized, and deployed.
- Be able to evaluate peace operations systematically and along multiple dimensions.
- Be able to offer policy-relevant analysis of the potential and limitations of peace operations to address contemporary and future global problems.
- Have specialized knowledge and expertise on one peace operation relevant to a given region of study

### **Required Texts**

Paul F. Diehl and Alexandru Balas, *Peace Operations*. 2nd edition, Cambridge: Polity Press, 2014.

Each student will receive a complimentary electronic copy of the textbook. All additional readings are posted on the course website.

### **Course Website and Additional Concerns**

1. All announcements, reading assignments, additional copies of this syllabus, and other information connected to the course will be provided only through the Compass course website.
2. Additional activities and requirements may be added for this course on an ad hoc basis. These may include, but are not limited to, presentations on campus, films, news websites, and relevant news articles.

### **Requirements**

The following are the requirements for this course:

1. *Attendance and Participation* (10%) – Each student will be evaluated on a) attendance, b) contributions to in-class discussions exercises, and c) short in-class writing assignments.
2. *News Reports* (20%) – Four (4) times during this course, each student is required to write a one-page analysis on a news story related to peace operations. Details on these assignments are given on the course website, including the due dates.
3. *Movie Review* (20%) – Each student is required to watch the movie *Shake Hands with the Devil*, which will be shown at a mutually agreeable time in lieu of an 8th class session. Students must write a three-page review on the role of the United Nations peace operation in Rwanda using the peace operations characteristics learned in class.
4. *Analytical Paper* (50%) – Each student will complete a 9-12 page analytical paper that evaluates the effectiveness of a peace operation and the challenges it faces, as well as provides recommendations for the future course of action regarding that peace operation.

## Topics and Readings

### 1. *Introduction and Peace Operations Concepts* (August 24)

This topic provides an introduction to the major concepts used during the course. What is a peace operation? What are its characteristics? How does it differ from a traditional military operation? What are the differences between traditional peacekeeping, peace enforcement, peacemaking, and peacebuilding? What is the place of peace operations in global governance and conflict management?

- Diehl and Balas, *Peace Operations*, Chapter 1.
- Michael Barnett, Hunjoon Kim, Madalene O'Donnell, and Laura Sitea, "Peacebuilding: What is in a Name?" *Global Governance*, 13 (2007): 35-58.

### 2. *History and Development of Peace Operations* (August 31)

This topic provides a historical overview of the origins and development of peace operations. What is the history of peace operations? How and why have they evolved across time? What are the patterns of peacekeeping deployments (temporal, geographic, type of conflict, type of operation)?

- Diehl and Balas, *Peace Operations*, Chapter 2 and Appendix.
- Alexandru Balas, Andrew Owsiak, and Paul F. Diehl, "Demanding Peace: The Impact of Prevailing Conflict on the Shift from Peacekeeping to Peacebuilding" *Peace and Change*, 37 (2012): 195-226.
- UN Department of Peacekeeping Operations – browse website.
- Alexandru Balas, "It Takes Two (or More) to Keep the Peace: Multiple Simultaneous Peace Operations" *Journal of International Peacekeeping*, 15 (2011): 384-421.

### 3. *Authorization, Deployment, and Organization* (September 14)

This topic addresses the operational elements of peace operations and their political underpinnings. Who authorizes peace operations? What is the decision-making process from the onset international crisis to peacekeepers on the ground? What are the steps to deployment? How are peace operations organized?

- Diehl and Balas, pp. 81-106.
- United Nations Peacekeeping Operations. "Principles and Guidelines", United Nations, 2008, pp., 47-90

### 4. *Troop Contributions and Finances* (September 21)

This topic provides a descriptive overview of how peace operations are formed as well as the political interests that underlie these processes. Who contributes troops? Why do member-states contribute troops? What is the size of peace operations? Who contributes funds? Why? How long do peace operations last?

- Diehl and Balas, *Peace Operations*, pp. 106-140.

- Sabrina Karim and Kyle Beardsley, "Female Peacekeepers and Gender Balancing: Token Gestures or Informed Policymaking?" *International Interactions* 39 (2013): 461-488.
- Thorin Wright and J. Michael Greig. "Staying the Course: Assessing the Durability of Peacekeeping Operations" *Conflict Management and Peace Science* 29 (2012): 127-147

#### 5. *Peace Operations Success* (September 28)

Every peace operation aspires to have a positive impact, but many fall short of their goals. This topic explores how to evaluate peace operations. How do we measure peace operations success? What are the dimensions of success? What are the conditions for such success? What is the role of contextual, mission, and political factors in success?

- Diehl and Balas, *Peace Operations*, Chapter 4.
- Paul F. Diehl and Daniel Druckman, *Evaluating Peace Operations*. Boulder: Lynne Rienner Publishers, 2010, selected passages and figures.
- Erin McCandless, "Wicked Problems in Peacebuilding and Statebuilding: Making Progress in Measuring Progress Through the New Deal" *Global Governance*, 19 (2013): 227-248.

#### 6. *Extensions and Applications to Selected Peace Operations* (October 5)

This topic considers the application of the general analytics previously in the course to specific peace operations and to additional peace missions. Special attention is devoted to Africa, the continent experiencing the most civil wars in the past two decades.

- Severine Autesserre, *The Trouble with the Congo: Local Violence and the Failure of International Peacebuilding* (Cambridge: Cambridge University Press, 2010), pp. 1-40 and 231-261.
- Cecilia Hull and Emma Svensson, "African Union Mission in Somalia (AMISOM). Exemplifying African Union Peacekeeping Challenges", Swedish Defense Research Agency, 2008, pp., 12-34.
- V. Page Fortna, "Peacekeeping and Democratization" in *From War to Democracy: Dilemmas of Peacebuilding* (Cambridge: Cambridge University Press, 2008), pp. 39-79.

#### 7. *Global Challenges and Unintended Consequences* (October 12)

What are the current challenges for peace operations? How can military-civilian cooperation be improved? How can inter-organizational cooperation be improved? How to deal with cultural differences between peacekeepers? How can corruption, organized crime, sexual assault, and other transgressions by peacekeepers be addressed?

- Diehl and Balas, *Peace Operations*, Chapter 5.
- Ragnhild Nordas and Siri Rustad, "Sexual Exploitation and Abuse by Peacekeepers: Understanding Variation" *International Interactions* 39 (2013): 511-534.

- Peter Andreas, *Blue Helmets and Black Markets* (Ithaca: Cornell University Press, 2008), pp. 42-86.
- Katarina Ammitzboell, "Unintended Consequences of Peace Operations on the Host Economy from a People's Perspective" in *Unintended Consequences of Peacekeeping Operations* ed. by Chiyuki Aoi, Cedric de Coning, and Ramesh Thakur (Tokyo: United Nations University Press, 2007), pp. 69-89.

## Sample Assignment/Activity 1: Online Discussion Forum

Students in my Introduction to Political Science courses<sup>2</sup> contribute to online discussion forums each week, often to practice analytical skills or apply material from that week to other contexts. A typical setup involves students responding to a prompt with a personal post, and then reading and reacting to other students' posts at least twice before the following class. This practice not only helps students express their ideas and understanding of the week's concepts, but also gives both the students and me, as the teacher, a wider range of viewpoints and personal experiences to consider.

This example comes from a week where we had covered different non-governmental political actors, including the media. This discussion forum assignment, and others on similar topics, is meant to help students consider politics in a regional or national context other than the US frame that we commonly fall back on. As students consider political questions in new contexts, they also benefit from sharing their thoughts and receiving feedback from their classmates.

### Discussion #5

#### *Discussion Question*

The first part of the assignment is to pick a country at random. Click [here](#) and pick one of the four random countries provided. Now go to [CNN](#) and search for news about that country. Consider the most recent news stories about your selected country and answer the following questions:

- Is there a pattern to the type of events covered? (i.e. do you see discussion of mostly conflict, economic events, natural disasters, etc.) Is there a lot of news about this country or are the stories pretty spread out by year?
- Why are particular stories covered by the US media? Why are the media and the US public more likely to care about certain stories from this country more than others?
- What effect might this type and frequency of coverage have on US public opinion about this country?

Your post should be at least 300 words. In your replies to others' posts, consider whether or not you agree with the reasoning behind stories and the effect on US opinion.

#### *Discussion Instructions*

You should, working individually:

- Click the Add a new discussion topic button below to post an answer to the discussion question

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<sup>2</sup> See Syllabus #1 in this supplemental appendix..



- Comment on or critique the posted answers of at least two other class members

#### *Deadlines*

Your contribution must be posted by Saturday at 11:30 PM.

Your responses to other class members must be posted by Tuesday at 9:30 AM.

### **Sample Assignment/Activity 2: Hypothesis Generation and Data Exploration**

Students in my Introduction to International Relations course (Fall 2016)<sup>3</sup> were introduced to some of the basic methodology of social science, including hypothesis generation and looking for patterns in data to do exploratory analysis of those hypotheses. By this point in the course we have discussed correlational and causal relationships as well as confounding variables and other issues of analysis.

We discussed studies and causal claims throughout this semester, and this assignment (given late in the semester) gave students a chance to put their knowledge into practice.

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### **Assignment #3**

For this assignment you will formulate a rough theoretical argument related to the difference between urban and rural populations in Africa. Using survey data from the [Afrobarometer](#), a continent-wide survey of African citizens, you will take the first step in testing a theory empirically.

See the attached video<sup>4</sup> for a walkthrough of how to do this.

- Explore the Afrobarometer questions from the 2011-2013 wave (all countries) to find an issue that you think might vary based on whether the respondent was from a rural or urban area.
  - Formulate a hypothesis that explain what you believe the relationship will be between a person's place of residence (urban vs rural) and how they will answer your question of interest.
  - Write the hypothesis in the dialog box, along with your reasoning.<sup>5</sup> That is, explain why you expect to see a certain pattern, not just the pattern you have in mind.
  - You should look at the frequency table for your question of interest to see the full text of the question, but don't break it down by urban and rural groups until you've formulated your hypothesis.

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<sup>3</sup> See Syllabus #2 in this supplemental appendix.

<sup>4</sup> I recorded a video in which I show step-by-step instructions to students with a voiceover explaining how to access the data. I can provide this video upon request.

<sup>5</sup> This assignment was submitted through our course management software.

- Filter your resulting frequency table by urban/rural, and consider the results.
  - Download a PDF of the resulting table and attach it to this assignment module.
  - Answer the following questions about your hypothesis in the dialog box:
    - Do you find support for your hypothesis? How do you know?
    - What factors other than the urban/rural divide are likely to influence your question of interest? Why?
  - Observable implications: if your explanation of the urban/rural divide were true, what else would you expect to see in the world?

As a reminder, your final assignment submission should consist of an attached file with the results for your question broken down by the urban/rural divide and a brief write-up (200 words minimum) that includes your hypothesis (written before looking at the final data) and your answers to the questions above.

### **Sample Assignment/Activity 3: Foreign Policy Memo**

Students in my Introduction to International Relations course<sup>6</sup> (Fall 2016) learned about a variety of factors that influence foreign policy decision making. To highlight how these factors can be used to form general assumptions and expectations about foreign policy, as well as the constrained environment in which policy makers consider and enact policy, I presented them with the following assignment:

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#### **Assignment #1**

Imagine that you are a newly assigned country specialist working at an NGO, the State Department, the CIA, or some other organization interested in analyzing and predicting the foreign policy decisions of that country. You have been tasked to produce a preliminary report on the factors that influence foreign policy decision making in your assigned country, but you have very little time and very few resources with which to compile your report.

#### **Step 1: Select a country**

You can select any country in the world for this assignment as long as it meets the following four criteria:

- It must not be a permanent member of the UN Security Council (US, UK, China, France, Russia) or your home country.
- It must have a country report in the CIA world factbook.
- It must have a country report in the Freedom House 2016 annual report.
- Ideally, its leader should have a moderately detailed Wikipedia page.

If you have no preference or personal interest, you can pick a country at random as long as it meets the above criteria. I would also recommend avoiding very small countries, but it's your choice.

#### **Step 2: Surface-level research**

In class and in your textbook this week, we are covering a number of factors from each level of analysis that can influence foreign policy decision making. Using only your textbook<sup>7</sup> and the resources listed above, come up with some basic assumptions and educated guesses about the foreign policy preferences and behavior of your assigned country.

You do not need to cover every possible factor from the book. We will discuss some possible approaches in class, but at minimum you need to understand and be ready to discuss one factor from each of the individual, state, and global levels of analysis.

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<sup>6</sup> See Syllabus #2 in this supplemental appendix.

<sup>7</sup> For more details on the course textbook, see Syllabus #2.

**Step 3: Policy memo**

Your immediate superior needs a brief, but detailed report of predicted trends in the foreign policy decision making of your assigned country. In no more than three pages (double spaced), explain how the factors you found are likely to influence foreign policy in at least three of the following areas:

- Terrorism
- Climate change
- Global refugee crisis
- Military intervention into ongoing conflicts
- Responses to civil unrest/protest
- Trade policy (more or less inclined toward free trade?)
- Weapons of mass destruction (nuclear, chemical, biological) proliferation
- Human rights activism (pressuring other countries to reform)

#### **Sample Assignment/Activity 4: Puzzles and Theory Building**

I use puzzles from political science and other disciplines to help students begin the process of theory building and see how the basic research process of political science can be applied to a variety of social phenomena with more or less formality. To help students see how this process works and start them practicing it right away, I often present the following activity on one of the first days in class.

First, I split the class into small groups and pass out two or three puzzles to each group. Sample puzzle questions are listed below:

- When a legislative district is located farther from the state capital, the chances that there is a woman serving as legislator from the district decreases. Why?
- In a study that gave parents an opportunity to win a prize for their children, parents were more likely to cheat (lie) to win the prize if the child was not in the room. When the child was in the room, some parents still lied, but were more likely to do so in front of a son than a daughter. Why?
- Why do American houses have lawns, but houses in many other countries usually do not? Under what conditions would you expect other societies to emulate the American lawn habit?
- Why is milk often located at the back of the grocery store? Why is sugary cereal usually located on the bottom shelves of the aisle?
- In states where the most important economic city (LA, New York City, Chicago, etc.) is not the same as the capital city (Sacramento, Albany, Springfield), we see more government corruption. Why?
- Why are most scam emails so obviously scams? (Full of typos, mistakes, etc.)
- Why do politicians touch each other so much?
- Why do grocery stores that play slower music tend to sell more than grocery stores that play faster music?
- Women are thought to be less conflict-prone than men, but countries with female leaders tend to be as aggressive in conflict as those with male leaders. Why?
- Why do people learn language naturally but have to be taught math?
- The City of Los Angeles avoids using left-turn signals at intersections. As a result, left turners go after the light turns red - - almost always exactly three cars per red.
- Chimpanzees, humans, and wolves fight territorial wars. Bonobos and foxes do not. What explains the difference?
- When you talk with someone of a different socioeconomic class, do you change the way you talk? Is that true whether the other person is “above” or “below” you in status? Do you change the way you talk when speaking with someone of a different race? Why or why not?

- Why are authoritarian regimes as likely to sign human-rights treaties as democratic regimes?
- Why do humans have much more diverse faces than other species, even though we have much lower genetic diversity within the species?
- American bison and pronghorn antelopes live in the same grasslands habitats, side by side. Male pronghorns are territorial while male bison are not. Why the difference?
- Why are wedding and prom gowns bought but tuxes rented?

I try to present a range of puzzles that include some political questions, but also puzzles from many other fields. I explain to students that I am not looking for one particular “right answer” and then encourage them to go through the following process as a group.<sup>8</sup>

1. Consider possible explanations for your puzzling phenomenon. These explanations generally take the form of a process or story and can be considered a theory, at least in early stages. Try to come to a conclusion as a group which theory is most plausible.
2. Discuss ways in which you might test your explanation/theory. What evidence would provide support for or against your explanation? Could you gather this evidence practically and ethically?
3. Consider the observable implications of your theory. If your explanation is correct, what else would you expect to observe in the world? For example, if your explanation is true for the modern American context, what would you expect in other countries? During other time periods? Among different population groups within the country?

Groups then select one puzzle to present to the class. Each group explains the theory and observable implications, followed by a class-wide discussion. This activity (and related variants throughout the semester) introduces students to the basic process of theory building, demonstrates how the process applies to questions of all types, and provides a valuable interactive setting to show students how the different perspectives and experiences of their classmates can give traction in theory building.

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<sup>8</sup> The process changes over the course of the semester as we introduce ideas of research design, data collection, and analysis, but this is a representative list of tasks I ask students to perform.

### **Sample Assignment/Activity 5: Diagnostic Assessment**

I use early diagnostic assessments of student knowledge and understanding at the beginning of my courses to get a better sense of what my students understand about the political world. A clearer understanding of where my students are coming from in terms of knowledge and skills can help me structure both my teaching style and the material we cover in such a way as to encourage student learning. Below I present an early diagnostic assessment that I use for an Introduction to International Relations course. Rather than testing their factual knowledge (how the EU or UN works, facts about ongoing conflict or other crises, etc.), this assessment is meant to get a sense of how students organize knowledge and express their understanding of international issues.

I leave the instructions open-ended deliberately, as I am more curious about how they think without further prompting. I use the results from this assessment to foster discussion on how different international actors interact to address (or fail to address) these issues and how the different issues also interact with each other. The assessment is done in class and handed in before students leave, and a side benefit of this approach is that it gives me a sense of how they express themselves in writing.

#### **Assessment Text**

The study of international relations encompasses many different political actors, concepts, and issues. Consider the list of political issues/problems below and answer the following prompt in a one-page write-up (~300 words).

##### *Issues*

- Climate change
- Poverty/income inequality
- Terrorism
- Human rights
- International war
- Trade
- Refugees
- Civil war
- Epidemics

Sort the above issues into two (and only two) groups. You can place any number of issues in each group as long as each group has at least one issue. Explain what makes one set of issues different from the other and why this matters for how we study international relations and how countries engage with each other.

At the end of your write-up, please indicate which issue(s) you are particularly interested in discussing this semester.

