## PSCI 3300: International Relations -- 3 Hours

<table>
<thead>
<tr>
<th>Department of History and Political Science</th>
<th>School of Liberal Arts and Science</th>
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</table>

**Instructor:** Walt Borges  
**Office:** Founders Hall 2.221  
**Office Phone:** 972-338-1552  
**Email:** walter.borges@untdallas.edu

**Office Hours:** To be announced after first class session (proposed hours attached)  
**Course Format/Structure:** Face-to-face lecture and discussion  
**Classroom:** Dallas 1.208  
**Class Days & Times:** M W 10 – 11:20 am

**Course Catalog Description:** Alternative theories of the observed behavior of nation states, international and transnational organizations and multinational actors, with explorations of the use of cooperation and coercion to resolve conflicts.

**Prerequisites:** None. Preferred: Completion of the core American Government sequence: PSCI 1040 and PSCI 1050.

**Co-requisites:** None

**Required Texts:**  

**Recommended Texts and References:** Additional readings will be assigned and accessed through online library resources, library reserve, or on the course website.

**Access to Learning Resources:**  
UNT Dallas Library: (Founders Hall)  
phone: (972) 780-1616  
web: [http://www.untdallas.edu/library](http://www.untdallas.edu/library)  
e-mail: Library@untdallas.edu

UNT Dallas Bookstore: (Building 1)  
phone: (972) 780-3652  
web: [http://www.untdallas.edu/bookstore](http://www.untdallas.edu/bookstore)  
e-mail: untdallas@bkstr.com
Course Goals or Overview:

1. This course surveys the major theories and concepts that govern relationships and behaviors among nation-states, international regimes and transnational organizations. The course reviews the principles of sovereignty and anarchy and cooperation, competition, conflict and coercion as strategies to secure national goals in the international arena.

2. Examples in the course will be drawn from situations involving the foreign policy of both the United States and other countries. Students are expected to read several international news sources (they can be in one language or in several) to collect different perspectives on these situations. The situations pertinent to the course will be determined by the professor after consultation with the students.

3. This course will also feature a pragmatic component on American foreign policy formation using the Council on Foreign Relations simulator "Model Diplomacy." However oxymoronic that may seem in the context of the present White House, the simulator allows you to put some of the learned theory to work in almost real circumstances. The simulator will also involve students taking roles where power and knowledge are limited and where they will have to work collectively to craft a range of responses for decision makers.

Learning Objectives/Outcomes – At the end of this course, students will be able to:

1. Communicate effectively about international relations theories and concepts using appropriate terminology for the field of international relations. (Communications Skills)
2. Demonstrate critical thinking by comparing, contrasting and critiquing concepts of sovereignty and anarchy as the basis for state behavior in the international system; (Critical Thinking)
3. Analyze, compare and evaluate competing international relations theories and research relating to the behavior of nation-states, international regimes and transnational organizations; (Critical Thinking)
4. Coherently analyze and write about the concepts of coercion and cooperation in resolving conflicts among international actors; (Critical Thinking, Communications Skills)
5. Analyze and write about the importance of ethnicity, nationality, race, gender, religion and class in international conflict and cooperation; (Social Responsibility and Cultural Diversity)

Course Evaluation Methods

This course will utilize the following forms of assessment to determine student proficiency and grades:

Grading Matrix

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Measures SLO</th>
<th>Weight (%)</th>
<th>Aggregate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Takeaway presentations and critiques</td>
<td>1,2,3,4,5</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>1,2,3,4,5</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>Nation-state/country profile and briefing paper</td>
<td>1,2,3,4,5</td>
<td>10</td>
<td>35</td>
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<tr>
<td>Portfolio (8 articles and summaries)</td>
<td>1,2,3,4,5</td>
<td>15</td>
<td>50</td>
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<tr>
<td>Position memo by cabinet role (Model Diplomacy)</td>
<td>1,2,3,4,5</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>Policy recommendation memo (Model Diplomacy)</td>
<td>1,2,3,4,5</td>
<td>15</td>
<td>75</td>
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<tr>
<td>Final Exam</td>
<td>1,2,3,4,5</td>
<td>15</td>
<td>90</td>
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<tr>
<td>Participation (Presentation, attendance, class discussion and simulation)</td>
<td>1,2,3,4,5</td>
<td>10</td>
<td>100</td>
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UNT Grade Determination

A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = less than 60%
### Course Outline
This schedule is subject to change by the instructor. Any changes to this schedule, including additional readings and activities, will be communicated in class or via class email or Blackboard announcement. May be added.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Related SLO</th>
<th>Readings</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>3</td>
<td>Sept. 10-12</td>
<td>Power, Principle and Legitimacy of the State</td>
<td>1,2,3</td>
<td>Mingst ch 5 Drezner pp 1-36 Anderson (Blackboard) Model Diplomacy: The Role of the NSC</td>
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<tr>
<td>4</td>
<td>Sept. 17-19</td>
<td>Theories: Realism, Liberalism, Radicalism and Dependency, Constructivism.</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 3 Drezner 37-94 Nation-state/country profile due W Sept. 19</td>
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<td>5</td>
<td>Sept. 24-26</td>
<td>An international system?</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 4 Model Diplomacy: Wrap-Up</td>
</tr>
<tr>
<td>6</td>
<td>Oct. 1-3</td>
<td>Individuals and foreign policy: Do people matter?</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 6 Drezner 95-152</td>
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<tr>
<td>7</td>
<td>Oct. 8-10</td>
<td>Cooperation and Security</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 7 Position memo due W Oct. 10</td>
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<td>8</td>
<td>Oct. 15-17</td>
<td>MIDTERM (In class) W Oct. 17</td>
<td>1,2,3,4,5</td>
<td>The midterm will cover assigned readings, including Model Diplomacy material</td>
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<tr>
<td>9-10</td>
<td>Oct. 22-31</td>
<td>Conflict: aggression and war</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 8 Portfolio due W Nov.5</td>
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<tr>
<td>11</td>
<td>Nov. 5-7</td>
<td>Deterrence and other games</td>
<td>1,2,3,4,5</td>
<td>Axelrod and Schelling (Blackboard)</td>
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<tr>
<td>12</td>
<td>Nov. 12-14</td>
<td>International political economy</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 9 Carnegie (BB) Farrell (BB) Elsig et al. (BB) W Nov. 14: NSC meeting simulation (required attendance)</td>
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<tr>
<td>13</td>
<td>Nov. 19-21</td>
<td>Interdependence and globalization</td>
<td>1,2,3,4,5</td>
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<tr>
<td>14</td>
<td>Nov. 26-28</td>
<td>Individuals revisited: Human rights and humanitarian interventions</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 10 Policy memo due W Nov. 28</td>
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<tr>
<td>15</td>
<td>Dec. 3-5</td>
<td>Transnational issues, the global commons and governance. Threats and issues</td>
<td>1,2,3,4,5</td>
<td>Mingst ch 11 Drezner on superheroes (BB)</td>
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<tr>
<td>TBA</td>
<td></td>
<td></td>
<td>1,2,3,4,5</td>
<td>Due 10 am</td>
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University Policies and Procedures

Students with Disabilities (ADA Compliance): The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Founders Hall, room 204. (UNTD Policy 7.004)

Student Course Evaluation (CourseEval): Student evaluation of teaching effectiveness is a requirement for all organized classes at UNT Dallas, providing information for the university, accreditation agencies, the state higher education agency and the instructor. A short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students. I consider students’ evaluations to be an important part of your participation in this class. Your comments help me improve my teaching and to figure out what works for students and what doesn't. Please complete the survey when you are notified that it is available.

Assignment Policy:
1. Late assignments will be penalized 10 percent per day late.
2. I do not accept emailed assignments. If you are unable to hand in the assignment, you may send in an email file to show you had completed the work, but if you do not present a hard copy by the next class, your grade for that assignment is zero.
3. Quizzes and in-class assignments will be given without notice. You are required to keep up with your reading.
4. Format and citation requirements will be included on written assignments and posted on Blackboard. An American Political Science Association citation sheet provides details of bibliography and citation form, and it is posted on the class pages on Blackboard under the Writing folder.

Exam Policy: Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity: You are expected to abide by the University’s code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University’s policies and procedures. Refer to the Student Code of Academic Integrity (Policy 7.002) at http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf Refer to the Student Code of Student Rights, Responsibilities and Conduct at http://www.untdallas.edu/sites/default/files/page_level2/hds0041/pdf/7_001_student_code_of_conduct_may_2014.pdf

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. In addition, all academic work turned in for this class, including exams, papers and written assignments must include the following statement: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance that violates the UNTD Academic Integrity Policy.”

Bad Weather Policy: Campus facilities will close and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information please refer to http://www.untdallas.edu/police/resources/notifications
Attendance and Participation Policy:
The University attendance policy is substantially in effect for this course. Please refer to Policy 7.005 Student Attendance at [http://www.untdallas.edu/hr/upol](http://www.untdallas.edu/hr/upol)

I will monitor attendance for the first five weeks in order to identify those who may be in peril of failing the class. However, you will be treated as responsible adults for most of the semester: You miss class at your own peril, and frequent class absences will cost you participation points. Details of attendance policy will be discussed in class during the first session.

Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. The dynamic nature of this course makes it difficult for students to make-up or to receive credit for missed classes. Attendance and participation is essential to your ability to demonstrate proficiency in the subject.

If you must miss a single, isolated class, you need not notify the instructor, but it becomes your responsibility to obtain notes of the missed class from your colleagues. I do not post my notes for my lectures. Before you ask the professor what was missed, you should have reviewed presentations or another student's notes for the missed class.

In the case of extended absences due to illness or crises, you are expected to inform the instructor as soon as possible about the extent of your absence, preferably before the absence occurs. You may be required to produce written evidence of the reasons for your absence.

In all cases, missing exams and other assignments requires a good-faith effort on your part to inform the instructor of your absence beforehand. Unless you have a rock-solid reason for missing the test, you will not be permitted to make it up.

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate. (UNTD Policy 7.001)

CLASS-SPECIFIC POLICIES:

- **Do not attempt to communicate with the professor through the Blackboard mail function.** I do not check it and I will not respond. Communicate through my official university e-mail listed at the top of this syllabus. I communicate with you by responding to whatever e-mail address you use to send your message. General notices are posted as announcements on Blackboard and/or as email to your official university address. Failure to check your email is no excuse for missing changes in test dates or assignments.

- **Students are expected to attend class...** Since much of the material is not drawn from the text or readings. Most students discover this about the time of the first midterm. The university wants instructors to take attendance (see above), so you are required to sign an attendance sheet with your initials. After the first five weeks of the course, students who have missed two classes or more will be contacted by Student Services about those absences. Attendance does not enhance your grade, but failure to attend will lead to lower grades as much of the course material is not in the books. Missing class will also mean missing pop quizzes based on the current affairs readings.

  ...especially for Model Diplomacy sessions. This is group work. Both the simulation and your colleagues will suffer for your absence, and there will be deductions from the position and policy memo scores for missing simulation session.

- **Your attendance is required at the start of class, so plan accordingly.** If you enter late, you are expected to enter as unobtrusively and quietly as possible Entering class late is sometimes unavoidable. Please take a seat on the fringes of the class and do not disrupt the lecture by taking a front row seat. Do not attempt to hand in homework while the lecture is going on. If you must leave class, do so quietly.

- **Cell phones must be turned off unless they are being used to record the class or presentations.** Texting, tweeting and other uses are not permitted. If I determine you are using your phone for purposes other than class, you will be required to keep the phone turned off for all future classes. See below.
- **Students who are found to be using their computers for activities other than note-taking will be banned from using the computer in class for any purpose** Computers are a useful tool for taking notes in class, but these machines are often used for a number of other purposes such as emailing, web-surfing, game-playing etc. Note-taking on a computer is permitted in class, but secondary uses are not. See above.. If we should have a guest speaker, everyone will go computer-free for that session.

- **Read the assigned material before class.** The readings have two purposes. First, the text serves to refresh your memory of those distant government classes you once took in middle and high school. Second, the text will introduce you to the themes of collective action dilemmas and principal-agent problems that are endemic to representative democracies. Other readings and assignments will address specific political behavior characteristics, policy problems, and procedural anomalies that are not addressed in the text, so make sure you complete those on time.

- **Participate frequently in discussions in class or ask relevant questions.** Participation will make the instructor’s calls on borderline grades easier to make. If you don’t want to share your opinion, that's okay, but be prepared to ask a few questions. Don’t worry about appearing uninformed or unaware: I was a reporter for 25 years and I know it is better to ask the obvious or dumb question than to assume you know the answer. The failure to ask the obvious question is often why journalists get things wrong.

- **Flaming or intimidating fellow students will not be tolerated.** Students are expected to be considerate of others. This means silencing cell phones, arriving on time, not leaving early and being respectful of others during discussion and debate. Opinions and arguments are fair game; the speaker is not. Listening courteously is a real world skill, and I have a commitment to civil discourse that I will enforce.

- **There are no alternative facts, partisan facts, ideological facts or faith-based facts, only contested facts.** Critical thinking requires students to question the reality they see in front of them, or that is described to them by others. Facts do not vary by party, ideology, race, ethnicity, wealth, public opinion, or any other demographic or psychological preference. Theories, arguments and perspectives do. Understand the difference.

- **There are no ‘right’ answers to many of the issues we will discuss, and you will not be graded on your opinions or beliefs.** You will be expected to back up your assertions with something more than beliefs and opinion. Please take into account that opinions supported by facts are more persuasive than opinions supported by more opinions. Make your arguments accordingly because how you support your arguments with factual evidence is graded.

- **Do not regard lecture outlines as substitutes for being in class.** I will post outlines of the lecture presentations (sometimes without images and charts) on the class Blackboard page. But you will find that much of what I explain and emphasize is not laid out in detail in the outline.
APPENDIX

Formats for the term paper and other assignments

- Use Times New Roman 12-point or 11-point type.
- Use 1-inch margins
- Name and assignment information should go on a title page. Other pages should be numbered.
- Papers should be written in complete sentences and paragraphs. Bullet points are allowed only for short lists.
- Use proper reference form (author, year of publication, title, publication information). In-text citation to the references should be used, [i.e. (author year).
- All papers should be stapled together. Paper clips are insufficient. Unstapled papers incur a 30 percent penalty.

Takeaway presentations and critiques

Each student will serve as a presenter for one week of readings, excluding the Model Diplomacy online readings. The student will focus on four main takeaway points of that week’s readings, presenting each in terms of content and connecting each point to theories and the content of the course. Presentations should be detailed and last at least five minutes. PowerPoints and other presentation formats may be used, but visual presentations are not required. Presentations will take place on Mondays at the beginning of class.

Each student will also serve as a commentator for another student’s presentation. Commentators will address additional points or critique the original presentation by noting points that are missing, points that are mis-emphasized, or different perspectives on the material. The commentary should take at least two minutes.

This exercise between the presenter and commentator is intended to engage students in examining each other’s perspectives, and the process is intended to be cooperative rather competitive or excessively conflicting. Commentators don’t win points for saying the presenter is wrong: the focus should be on illuminating different perspectives on the readings. That means that the presenter and commentator should discuss the material before presenting it.

Following the commentary, the presenter will have time to answer the critique or clarify the original material. Then the class will discuss the readings.

*Scoring for this assignment is based on 100 marks, with 90 given for the content and 10 for quality of the presentation.*
I. Early in the semester, students will diversify their readings and develop research skills by collecting eight news, or academic articles to create a portfolio. The items must be about international relations, foreign policy or international organizations and their challenges.

The items may be news stories from newspapers or online news sites or articles from academic journals and magazines. There may be other types of items that are similar but not listed here. Check with the professor if you have something unusual that you want to use.

You may not use material reviewed in class or in the class outline. Part of this assignment is to explore new ground on your own.

The items do not need to be recent. For example, you could read a chapter from an older book, magazine or journal. The impact of the article -- i.e. the explanation of the nexus between mass media and politics -- is the important part.

II. For each of these items, the student will write a brief, single-spaced report on
   1) the main point of the article; that is, what are the one or two takeaway points of the piece? Another way of summarizing is to ask what the author wanted you to think about.
   2) what the piece tells us about international relations or international politics. Why does this piece have an impact on the theory of study of international relations? A basic approach is to link each article to one of the issues on concepts on the syllabus, even if we have not reached that yet.

Each report should consist of two paragraphs (the takeaway summary and the link to the course) These brief summaries should not exceed more than a page, although you are free to write more if you need to make a number of different points.

III. Portfolio entries and comments should be kept in a loose leaf binder or a presentation folder and indexed. I would prefer you use tabbed dividers to separate the entries. Each article and comment should have your name on it and be numbered according to an index for your portfolio. Portfolios should have:
   - a title page
   - an index page
   - eight sections, one for each article you are reviewing. The summary/review with your name and the correct reference citation of the work should come first, then the article. A copy of the article/piece should be included.

Please do not simply put the items in a pocket folder where they will fall out and mix with papers from other classes that are in my possession.

IV. Students will receive three scores for each article in the portfolio, totaling 100 marks per article:
   1. Scope: does this article broaden our general knowledge of international relations? Scored on 20 marks.
   2. Difficulty/quality: newspaper or online articles about international events will get 0 points; analysis of trends or theoretical applications will earn 1-20 marks; relevant articles in magazines or journals will earn 15-30 marks, depending on the depth of the analysis. Failure to do a decent reference citation for the entry will cost you 5 points.
   3. Your summary linking the piece with the course material will earn up to 50 marks.

The total score for the portfolio will be the average score for all eight articles.
The Nation-State/Country Profile paper

The paper will present a profile of one of the following nation-states:

Taiwan
Vietnam
The Phillipines
Japan

For your chosen country, you should write a four- to six-page single spaced paper that summarizes the advantages and disadvantages faced by your chosen country. Make sure you include the correct name of the country you profile and refer to other nation-states by their correct names on first reference. You should list and discuss the advantages and disadvantages of the following categories:

**Socio-demographics of the nation-state:** What problems/advantages are present by the distributions of urban and rural populations, age and gender distribution, ethnicities, religions, and income and wealth stratification?

**Internal political stability:** What is the current form of government? How is the political system working? Are there multiple parties that accept peaceful change? Do women and ethnic minorities have rights and participate effectively in national governance?

**Military resources:** Does the nation-state have an effective military? Does the military support the government? Is the military primarily defensive or offensive in its outlook? How does the military measure up against its neighbors?

**Economic and natural resources:** How does the country measure up in terms of its economic stability, its economic balance (manufacturing, agriculture and technology), and its strategic natural resources? Are there any critical resources that the nation-state exports or imports?

**Geographical advantages:** What geographical features help or hinder the nation state in its relations with other countries?

**Neighbors, enemies and allies:** What other neighbors are friendly with or hostile to the country? What issues divide the profiled nation-state from its neighbors? What other allies or enemies have in the broader international arena, and on what issues?

**Most important international issue:** What is the most important international issue for the profiled state? Discuss which of these previously listed advantage and disadvantages would come into play to determine the stance of the profiled nation on this issue.

Scoring: 100 marks are available, with up to 80 marks given for content, and 10 given for referenced sources, and 10 for writing quality.
The National Security Council simulation

The simulation is part of a foreign policy component for the course and is offered by the Council on Foreign Relations Model Diplomacy program. The topic for this year’s simulation is the dispute over the islands in the South China Sea and its implications for the region and US foreign policy. This topic is a fictional scenario based in facts about the region and the foreign policies of the major players.

There are four parts to the simulation:

I. You must sign up for a role as one of the NSC members. We will assign roles in class on Aug. 29, and you will register online for the CFR simulation website, giving you access to the online material. The website will present lots of background material on the dispute scenario and the countries involved. You will be responsible for reviewing all material and you have the option of doing additional research to flesh out your knowledge. Model Diplomacy readings on the NSC and scenario/case will be testable material on the midterm exam.

II. Staying within your role, you will write a 3- to 5-page single-spaced Position Memo presenting the position of your department, agency or position. This memo should consist of an introduction framing the problem from the perspective of your role, a consideration of possible impacts on the policy within your role, and the proposal of at least two alternative policies that involve your department or agency. You should support these alternatives by stating the reasons – both pro and con – that led you to propose them, and you should conclude by making a recommendation over which alternative is better.

   For example, if you are the secretary of defense, you should look at the military options and propose alternative policies that use or deter the use of the military to achieve policy goals. The secretary of state, on the other hand, will have a broader view that involves economic incentives and sanctions as well as the use of force.

   Scoring: 80 marks for content, 20 for writing. You may use bullet points to present the alternatives and the points you want to make, but the material should be written in complete sentences. Both the introduction and the conclusion should not be bulleted.

III. Attend and participate in the simulated NSC meeting. Several days prior to the meeting, each participant should distribute their Position Memo to other members of the class. During the meeting, each student will present his or her analysis or recommendations to the council. After we have gone around the table, we will hold a general discussion of what the best option is. Please limit your comments to three minutes.

IV. You will write a 3- to 5-page single-spaced Policy Memo to the president – the chair of the NSC – recommending a policy and a course of action (or multiple actions) to follow. You no longer have the particular perspective of your role; you may adopt the broad perspective that incorporates all considerations from all parties, or you may generate an entirely new policy based on what you saw and heard at the position memo stage. The memo should include an executive summary that summarizes the policy/action recommendation(s). In the main body of the memo, the recommendations should be fully discussed as to their pros and cons, with evidence used to bolster the policy/action choice.

   Scoring: 80 marks for content, 20 for writing and format. You should write in paragraphs and complete sentences. You are making an argument for a particular policy and actions, but do not omit the downside to your proposed alternative.
## Borges -- Fall 2018 Schedule**

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<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9:00 AM</td>
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<td>University</td>
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<td>9:30 AM</td>
<td>Office hours</td>
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<td>Meetings</td>
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<td>10:30 AM</td>
<td>Intl Relations</td>
<td>Minority Politics</td>
<td>Intl Relations</td>
<td>Minority Politics</td>
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<td>11:00 AM</td>
<td>Dal 1 208</td>
<td>Dal 1 102</td>
<td>Dal 1 208</td>
<td>Dal 1 102</td>
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<td>11:30 AM</td>
<td>Office hours</td>
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<td>12:00 PM</td>
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<td>12:30 PM</td>
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<td>1:00 PM</td>
<td>PSCI/PSYC 4340</td>
<td>PSCI 4020.001</td>
<td>PSCI/PSYC 4340</td>
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<tr>
<td>1:30 PM</td>
<td>Political Psychology</td>
<td>Urban Politics</td>
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<tr>
<td>2:00 PM</td>
<td>FH 212</td>
<td>FH 303</td>
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<tr>
<td>2:30 PM</td>
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<td>3:00 PM</td>
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</table>
**N.B. Please note that I list nine hours for office hours, more than is required. I do not sit in my office waiting for you to make an appearance. I attend meetings, get a take-away lunch, and consult with other faculty and students. Usually I am on the premises and will return as soon as my other business is done. And I will talk with you if I'm here, unless I am under dire threats from others about meeting deadlines. The best way to ensure the effective use of both your time and mine is to make an appointment during office hours.

p.s. That appointment thing? That's how people cooperatively manage time in the real world.**

Appointments: email me at walter.borges@untdallas.edu

Propose two or three convenient times for you and we will negotiate a mutually acceptable time.
Remove this page, write your questions, sign and return by third day of class.

I have read and reviewed the syllabus and I understand that I am responsible for understanding the policies of the course.

_______________________________ Student signature

_______________________________ Student name (printed)

_______________________________ Date signed

I have the following questions about the course syllabus and policies: