Latest as of February 1, 2021.

POLS 160 Introduction to International Politics

Spring 2021, MWF 10:00-10:50   Classroom: on zoom

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Office hours: on zoom, by appointment

Course Description and Objectives

This course provides the student with the background and conceptual tools for understanding international politics. Four sections comprise this investigation: (1) where we are today, (2) international security, (3) globalization and transnational issues, and (4) global issues in the 21st century. In the first section, we discuss the origins, nature, and theories of international relations (IR). Second, we learn what war is, what causes it, and how it is fought. Third, we study economic dimensions of international relations, institutions, and norms that shape and constrain the behavior of actors in global politics. Finally, we extend our discussion to contemporary political issues and apply IR theories and concepts to some of the most important problems we face today.

This class fulfills the College and Arts and Sciences Global Citizenship requirement and the social science requirement. For Political Science majors, it counts as an international relations course.

Required Texts

- Karen Mingst, Heather Elko McKibben, and Ivan Arreguin-Toft, *Essentials of International Relations, 8th Edition* (New York: W.W. Norton, 2018). You need to get the 8th Edition. Copies are available at the university bookstore.
- There are supplementary articles and book chapters in addition to textbook use. They are placed on our course page on BlackBoard.

Course requirements and grading

Attendance: 20% of final grade

The course complies with SLU's attendance policy below. A record of attendance will be maintained. Your absence is excused <u>only if</u> you provide the instructor with evidence of family and medical emergency (doctor's note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not.

Mid-term paper: 30% of final grade

Students will write an academic paper to cover lecture content and reading materials. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

Final paper: 50% of final grade

Students will write an academic paper to cover lecture content and reading materials. The assignment will be comprehensive. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

Final letter grades will be assigned that correspond to the following numeric scale:

A	93-100	B+	87-89	C+	77-79	D	60-70
A-	90-92	B	83-86	C	73-76	F	below 60
		B-	80-82	C-	70-72		

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at Disability_services@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify

SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at http://www.lighthouse-services.com/slu. To view SLU's policies, and for resources, please visit the following web addresses: https://www.slu.edu/about/safety/sexual-assault-resources/index.php and https://www.slu.edu/general-counsel.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: https://www.slu.edu/about/safety/sexual-assault-resources/index.php. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

Mandatory Statement on Face Masks (Fall 2020)
The University's *Interim Policy on Face Masks* governs all students, faculty, staff, and campus visitors in all University-owned, leased, or operated facilities. All persons physically present in any such University facility associated with this course shall comply fully with this policy at all times. Masks must be worn before entry to all such University facilities (as well as outdoors on all University property when six feet of distance is unpredictable or cannot be maintained).

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services or Human Resources to initiate the accommodation process identified in the University's ADA Policy. Inquires or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

As the instructor of this course, I shall comply fully with SLU's policy and all related ADA regulations.

Students who attempt to enter a classroom without wearing masks will be asked by the instructor to wear masks prior to entry. Students who remove their masks at any time during a class session will be asked by the instructor to resume wearing their masks.

> *Note: Accordingly, no consumption of any food will be allowed in class.*

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Students who do not comply with a request by a SLU instructor to wear a mask in accordance with the University's *Interim Policy on Face Masks* may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
- removal from campus housing (if applicable)
- dismissal from the University

To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with faculty or staff request to wear a mask in accordance with University policy.

Students are strongly encouraged to identify to their instructor any student or instructor not in compliance. Non-compliance may be anonymously reported via the SLU Integrity Hotline at 1-877-525-5669 (or confidentially via the Integrity Hotline's website at http://www.lighthouse-services.com/slu.

Attendance
The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any potential COVID symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.

2. Students who exhibit any potential COVID symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b) participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.

3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.

4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.

5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences (effective August 2020 through May 2021).

Distance Education Etiquette
Your actions in distance education contexts are just as important as in on-ground, face-to-face educational contexts – and sometimes require additional attention and commitment, as some distance education technologies might be less familiar to us. Accordingly, all students are expected to follow the guidelines below:

Synchronous Video Contexts (Zoom, etc.)

1. Mute your microphone when you are not speaking. Remember to "un-mute" yourself just prior to speaking. Identify yourself when you begin speaking.

2. Expect a few seconds of delay in getting a response from the instructor or another class member to a question; wait before repeating your question or assuming it was not heard.

3. If possible, position your camera such that your video feed does not capture too much of your surroundings or other activity/sound from your home/location. Be conscious of posters, art, or other surroundings that others might find offensive or inappropriate for an educational context.

4. Use the "Raise Hand" and "Chat" (or similar) features of your video-conferencing tool. This limits verbal interruptions and the confusion generated when multiple people try to speak at once.

5. Just as in an on-ground, face-to-face class, limit side conversations, multi-tasking (on your computer or otherwise), and use of your cellphone.

6. Temporarily turn off your video feed and mute your microphone when engaged in any non-class conversation or activity.

7. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class' diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

8. Remember that video-based class sessions (including chat transcripts) may be recorded and retrieved for later viewing.

Non-Video & Asynchronous Contexts (Blackboard, Canvas, Online Chats, Discussion Boards, etc.)

1. When using the "Chat" or "Discussion Board" (or similar) features of your course management system, remember that your course-related communications to the instructor or other students should be considered "professional" (they are not like texts to your friends). Remember that course context and all related written work – including chat and discussion board transcripts – can be recorded and retrieved.

2. Be cautious when using humor or sarcasm; without the context of facial expressions or other body language, your tone or intent could be missed or misunderstood by others.

3. Respect and be attentive to the diversity of your classmates and instructor. Before communicating, consider your message in the context of the class' diversity in race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, geography, etc. Consider the diversity you can see or know – as well as that you cannot.

4. Respect others' time and life circumstances, which often don't allow for an immediate response to a question or comment.

Social Science Core Requirement
Student Outcomes: Students will acquire conceptual tools and methodologies to analyze and understand their social world. With these tools, they will be able to act in their world more effectively and become forces for positive change. They will gain a better understanding of human diversity. Students will be able to think and write critically about human behavior and community. They will become aware of the various methodological approaches used by social scientists.

Global Citizenship
This class fulfills the core Global Citizenship requirement. The Global Citizenship requirement is designed to educate students about global and transnational problems and to provide students with the tools to address issues of social justice beyond the United States. Students who complete the Global Citizenship requirement will gain a substantial subset of the following capabilities:
1. Identify sources of and strategies to address conflict, cooperation or competition in a global or regional context.
2. Investigate how people and nations confront inequality and claim a just place, whether in their own societies or in the world.
3. Identify how perceptions of "otherness" impact leaders, communities, and community-building in areas beyond the U.S. through the examination of such factors as race, ethnicity, gender, religion, economic class, age, physical and mental capability, and sexual orientation.
4. Understand the impact of their lives and choices on global and international issues.
5. Understand how their values are related to those of other people in the world.

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Course schedule

Section 1: Where We Are Today

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January 29 (F)   **Course Overview**
- Start reading for the next session.

February 1 (M)   **Origins and Theories of International Relations**
- *Essentials*, pp. 3-17, 68-70.

- Stephen Walt, "International Relations: One World, Many Theories," *Foreign Policy*, Vol. 110 (Spring 1998), pp. 29-46.

February 3 (W)   History of International Relations 2: The Cold War
- *Essentials*, pp. 42-54.
- X, "The Sources of Soviet Conduct," *Foreign Affairs* (July 1947).

February 5 (F)   History of International Relations 3: After the Cold War
- *Essentials*, pp. 54-64.
- Francis Fukuyama, "The End of History?" *The National Interest* (Summer 1989), pp. 3-18.

February 8 (M)   Levels of Analysis
- *Essentials*, pp. 107-110, 131-3.
- Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," *International Organization*, Vol. 42, No. 3 (Summer 1988), pp. 427-441.

February 10 (W)   Power, Deterrence, and Coercion
- *Essentials*, pp. 125-131, 157-165.
- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), pp. 1-18.

February 12 (F)   Hard Power and Soft Power
- Joseph Nye, *Soft Power: The Means to Success in World Politics* (New York: Public Affairs, 2004), pp. 1-32.

February 15 (M)   Discussion

February 17 (W)   No class (February break)

February 19 (F)   Classical Realism
- *Essentials*, pp. 70-80.
- Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, 3rd ed. (New York: Knopf, 1960), pp. 3-15.

February 22 (M)   Guest speaker from the International Institute of St Louis

February 24 (W)   Structural Realism
- *Essentials*, pp. 110-116.
- John Mearsheimer, *Tragedy of Great Power Politics*, Updated Edition (New York: W.W. Norton, 2014), pp. 29-54.

February 26 (F) **Liberalism, Institutionalism, and Democratic Peace**
- *Essentials*, pp. 81-6, 116-118, 172-3.
- Michael Doyle, "Liberalism and World Politics," *American Political Science Review*, Vol. 80, No. 4 (December 1986), pp. 1151-1169.

March 1 (M) **Liberalism and Capitalist Peace**
- Norman Angell, *The Great Illusion: A Study of the Relation of Military Power to National Advantage*, 4th Ed. (New York: Putnam's, 1913), Synopsis.
- Bruce Russett and John Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (New York: W.W. Norton, 2001), pp. 125-155.

March 3 (W) **Constructivism**
- *Essentials*, pp. 86-92 (skip pp. 90-1), 118-23.
- Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," *International Organization*, Vol. 46, No. 2 (Spring 1992), pp. 391-415.

March 5 (F) **Writing academic papers for an IR class**

  Midterm paper topic to be distributed

March 8 (M) **Discussion**

Section 2: International Security

March 10 (W) **War and Peace**
- *Essentials*, pp. 187-98, 206-12.

March 12 (F) **The Security Dilemma**
- Robert Jervis, "Cooperation under the Security Dilemma," *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167-214.

March 15 (M) **Midterm paper due at 9am**

  Conflict between Civilizations
- Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, No. 3 (Summer 1993), pp. 22-49.

March 17 (W) **Terrorism**
- *Essentials*, pp. 198-204.

- Martha Crenshaw and Gary Lafree, *Countering Terrorism* (Washington, DC: Brookings Institution Press, 2017), pp. 99-129.

March 19 (F)   **Nuclear Weapons**
- Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate*, Third Edition (New York: W.W. Norton, 2013), pp. 3-17, 37-50, 77-81.
- Olga Oliker, "Moscow's Nuclear Enigma: What Is Russia's Arsenal Really For?" *Foreign Affairs* (November/December 2018).

March 22 (M)   **Discussion**

Section 3: Globalization and Transnational Issues

March 24 (W)   **International Political Economy**
- *Essentials*, pp. 269-79.
- Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press, 2001), pp. 3-24.

March 26 (F)   **Guest speaker from the US Government**

March 29 (M)   **Globalization**
- *Essentials*, pp. 174-5.
- Robert Keohane and Joseph Nye, "Globalization: What's New? What's Not? (And So What?)," *Foreign Policy*, Vol. 118 (Spring 2000), pp. 104-119.

March 31 (W)   **Globalization and Its Discontents**
- Dani Rodrik, "Trading in Illusions," *Foreign Policy* (November 18, 2009).
- Benjamin Barber, "Jihad vs. McWorld," *The Atlantic* (March 1992).

April 2 (F)   **No class (Good Friday)**

April 5 (M)   **Discussion**

April 7 (W)   **International Institutions and NGOs**
- *Essentials*, pp. 238-43, 324-329, 353-362.
- Garrett Hardin, "The Tragedy of the Commons," *Science*, Vol. 162 (December 1968), pp. 1243-1248.

April 9 (F)   **Politics in the Cyber Space 1**
- *Essentials*, pp. 204-6.

- Marietje Schaake, "The Lawless Realm: Countering the Real Cyberthreat," *Foreign Affairs*, Vol. 99, No. 6 (2020), pp. 27-33.

April 12 (M)   Politics in the Cyber Space 2
- Dina Temple-Raston, "How The U.S. Hacked ISIS," *NPR* (September 26, 2019), https://www.npr.org/2019/09/26/763545811/how-the-u-s-hacked-isis.
- Wired Magazine, "The Code War: Cyberattacks Are Redrawing the Battle Lines of Global Conflict" (July 2020).

April 14 (W)   Transnational Problems
- *Essentials*, pp. 175-83.
- Moises Naim, "Five Wars of Globalization," *Foreign Policy* (November 3, 2009).

April 16 (F)   International Migration
- *Essentials*, pp. 401-409.

April 19 (M)   Global Health
- *Essentials*, pp. 409-17.
- Allen Hicken, Pauline Jones, and Anil Menon, "The International System After Trump and the Pandemic," *Current History*, Vol. 120, No. 822 (2020), pp. 3-8.

April 21 (W)   The Environment
- *Essentials*, pp. 417-32.

April 23 (F)   Discussion

Section 4: Global Issues in the 21st Century

April 26 (M)   Assessing Threats and Opportunities
- Daniel Coats, *Worldwide Threat Assessment of the US Intelligence Community* (Washington, D.C.: Senate Select Committee on Intelligence, 2019), pp. 5-23.
- John Mueller, "Is There Still a Terrorist Threat? The Myth of the Omnipresent Enemy," *Foreign Affairs* (September/October 2006).

April 28 (W)   Asia and China
- *Essentials*, pp. 114-5.
- Evan Medeiros, "The Changing Fundamentals of US China Relations," *The Washington Quarterly*, Vol. 42, No. 3 (2019), pp. 93-114.
- Christopher Layne, "Coming Storms: The Return of Great-Power War," *Foreign Affairs* (Nov/Dec 2020).

April 30 (F)   **Russia and Europe**
- Angela Stent, *Putin's World: Russia Against the West and with the Rest* (New York: Twelve, 2019), pp. 345-362.
- *Essentials*, pp. 98-104.
- John Mearsheimer, "Why the Ukraine Crisis Is the West's Fault: The Liberal Delusions That Provoked Putin," *Foreign Affairs*, Vol. 93, No. 5 (2014), pp. 77-84.

May 3 (M)   **COVID and power politics**
- Barry Posen, "Do Pandemics Promote Peace? Why Sickness Slows the March to War," *Foreign Affairs* (April 23, 2020).
- Dan Reiter and Allan Stam, "Democracies Have an Edge in Fighting Wars: That Will Help Them Fight Diseases, Too," *Foreign Affairs* (May 7, 2020).

       Final paper topic to be distributed

May 5 (W)   **Discussion**

May 7 (F)   **International Politics and the United States**
- Allen Hicken, Pauline Jones, and Anil Menon, "The International System After Trump and the Pandemic," *Current History* (January 2021).
- Jon Mueller, ""Pax Americana" Is a Myth: Aversion to War Drives Peace and Order," *The Washington Quarterly*, Vol. 43, No. 3 (2020).

May 10 (M)   **Course summary**

May 12 (W)   **Final paper due at 5pm**