POLS4692/5692: Theories of World Politics

Fall 2019, Th 415-7pm Classroom: McGannon 121

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Office hours: Th 2-3pm

Course Description and Objectives

This is a survey course in the field of international relations (IR). It is designed to provide students with the background and conceptual tools necessary for understanding international politics in depth. It covers a wide range of topics with some of the most important literature, including traditional IR theories, international political economy, security studies, globalization, international institutions and non-governmental organizations, and politics in cyberspace. The overall goal of the course is for students to achieve a heightened level of understanding of some of the most important topics of world politics.

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 Books:

- John Mearsheimer, *The Tragedy of Great Power Politics* (New York: W.W. Norton, 2014).
- Daniel Drezner, *Theories of International Politics and Zombies, Revived Edition* (Princeton: Princeton University Press, 2014).

Both books have been ordered to the SLU bookstore. Ensure to buy the specified versions. In addition, there are supplementary articles and book chapters assigned for the course.

Grading

Reaction papers: 20% of final grade

Both undergraduate and graduate students will write two 1,500-2,100 word paper (roughly 5-7 pages equivalent) on readings in two of the weeks you choose between September 12 and October 17. You must submit the paper electronically by 4pm of the date of your assignment. A paper shorter or longer than the word length will be penalized by a reduction of letter grade (e.g. A -> A-). Late papers will be penalized by a reduction of letter grade (e.g. A -> A-) per day; papers submitted more than 3 days past the deadline will not be accepted and will receive the score of zero. Each paper will have 10% of the final grade.

Final paper: 50% of final grade for undergraduate students; 30% of final grade for graduate students

Undergraduate students: The final paper will be of 3,600-4,500 words (12-15 pages equivalent). A topic will be given on November 14, and the paper is due at 4pm on December 5. A paper shorter or longer than the word length will be penalized by a reduction of letter grade (e.g. A -> A-). Late papers will be penalized by a reduction of letter grade (e.g. A -> A-) per day; papers submitted more than 3 days past the deadline will not be accepted and will receive the score of zero.

Graduate Students: In addition to the final paper, you will write a 10-page research paper for 20% of the final grade. You must gain instructor approval on your topic within the first two weeks of class to get full credit, and the topic must be based on the application of IR theory we study in the course to a political event you want to

explain. The paper is due electronically on December 5 at 4pm. A paper shorter or longer than the word length will be penalized by a reduction of letter grade (e.g. A -> A-). Late papers will be penalized by a reduction of letter grade (e.g. A -> A-) per day; papers submitted more than 3 days past the deadline will not be accepted and will receive the score of zero.

Class participation: 30% of final grade
Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. Your absence is excused only if 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. I expect that all students will contribute to class discussion through analysis, questions, and criticisms of assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis and questions).

I expect that all students will contribute to class discussions through analysis, questions, and criticisms of the assigned readings. In assigning participation grades, quality of participation will take precedence over quantity of participation (hence, students who participate frequently but without giving much thought to their comments/questions are not at an advantage compared to students who offer occasional but insightful analysis).

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		

Student Success
In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor and University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Academic Integrity
The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination or quiz without the knowledge or consent of the instructor, sharing or receiving the questions from an on-line quiz with another student, taking an on-line quiz with the help of another student, and colluding with another student or students to engage in academic dishonesty.

All clear violations of academic integrity will be met with appropriate sanctions. In this course, academic dishonesty on an assignment will result in *an automatic grade of 0 for that assignment* and a report of academic dishonesty will be sent to the Academic Honesty Committee of the College of Arts and Sciences. In the case of Class B violations, the Academic Honesty Committee may impose a larger sanction including, but not limited to, assigning a failing grade in the course, disciplinary probation, suspension, and dismissal from the University.

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: https://www.slu.edu/arts-and-sciences/student-resources/academic-honesty.php.

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.

Course Schedule:

August 26 (Monday), 3-530pm, McGannon 144

> ### Course introduction

- Stephen Walt, "International Relations: One World, Many Theories," *Foreign Policy*, Vol. 110 (Spring 1998), pp. 29-46.
- Drezner, *Theories of International Politics and Zombies*, pp. 1-10.

Sept 5   **The role of power in international relations**

- Joseph Nye, *Soft Power: The Means to Success in World Politics* (New York: Public Affairs, 2004), pp. 1-32.
- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1968), pp. 1-18.
- Jonathan Kirshner, *American Power after the Financial Crisis* (Ithaca: Cornell University Press, 2014), pp. 1-17, 157-172.
- Richard Haass, "America and the Great Abdication," *The Atlantic*, December 28, 2017.

Sept 12   **International relations after the Cold War**

- Francis Fukuyama, "The End of History?" *The National Interest* (Summer 1989), pp. 3-18.
- Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, No. 3 (Summer 1993).
- Mearsheimer, *The Tragedy of Great Power Politics*, pp. 1-27.
- Richard Betts, "Conflict or Cooperation?" *Foreign Affairs* (November/December 2010).

Sept 19   **Realism**

- Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, 3rd ed. (New York: Knopf, 1960), pp. 3-15.
- Mearsheimer, *The Tragedy of Great Power Politics*, pp. 29-82.
- Drezner, *Theories of International Politics and Zombies*, pp. 37-50.

Sept 26   **Liberalism**

- Norman Angell, *The Great Illusion: A Study of the Relation of Military Power to National Advantage*, 4th Ed. (New York: Putnam's, 1913), Synopsis.
- Michael Doyle, "Liberalism and World Politics," *American Political Science Review,* Vol. 80, No. 4 (December 1986), pp. 1151-1169.
- Bruce Russett and John Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (New York: Norton, 2000), pp. 15-42, 271-282.

- Drezner, *Theories of International Politics and Zombies*, pp. 51-64.

Oct 3   Constructivism

- 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-<u>415</u>.
- Martha Finnemore and Kathryn Sikkink, "International Norm Dynamics and Political Change," *International Organization*, Vol. 52, No. 4 (Autumn 1998), pp. 887-917.
- Vincent Pouliot, *International Pecking Orders: The Politics and Practice of Multilateral Diplomacy* (Cambridge: Cambridge University Press, 2016), pp. 1-20, 27-47.
- Drezner, *Theories of International Politics and Zombies*, pp. 65-74.

Oct 10   International order and polarity

- Paul Kennedy, *The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500-2000 (New York: Vintage, 1989), Introduction and pp. 514-540.*
- G. John Ikenberry, *After Victory: Institutions, Strategic Restraint, and the Rebuilding of Order after Major Wars* (Princeton: Princeton University Press, 2000), pp. 1-79.
- T.V. Paul, *Restraining Great Powers: Soft Balancing from Empires to the Global Era* (New Haven, CT: Yale University Press, 2018), pp. 1-45.
- Michelle Murray, *The Struggle for Recognition in International Relations: Status, Revisionism, and Rising Powers* (Oxford: Oxford University Press, 2019), pp. 1-26.

Oct 17   International security

- Mearsheimer, *The Tragedy of Great Power Politics*, pp. 334-359.
- Robert Gilpin, *War and Change in World Politics* (Cambridge: Cambridge University Press, 1981), pp. ix-15, 186-210.
- Robert Jervis, "Cooperation under the Security Dilemma," *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167-214.
- James Fearon, "Rationalist Explanations for War," *International Organization*, Vol. 49, No. 3 (Summer 1995).

Oct 24   International political economy and globalization

- Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton: Princeton University Press, 2001), pp. 3-24.
- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy* (New York: W.W. Norton, 2011), pp. ix-xxii, 135-138, 233-250.
- Daniel Drezner, *All Politics Is Global: Explaining International Regulatory Regimes* (Princeton: Princeton University Press, 2008), pp. 3-31.
- Benjamin Cohen, *Currency Power: Understanding Monetary Rivalry* (Princeton: Princeton University Press, 2016), pp. 8-27.

Oct 31   International organizations and non-governmental organizations

- Robert Keohane, *After Hegemony: Cooperation and Discord in the World Political Economy* (Princeton: Princeton University Press, 1989), pp. 49-109.
- Paul Poast and Johannes Urpelainen, *Organizing Democracy: How International Organizations Assist New Democracies* (Chicago: University of Chicago Press, 2018), pp. 1-13, 21-41.

- Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Ithaca: Cornell University Press, 1998), pp. 1-37.
- Wendy Wong, *Internal Affairs: How the Structure of NGOs Transforms Human Rights* (Ithaca: Cornell University Press, 2012), pp. 1-52.

Nov 7   International relations in cyberspace

- Thomas Rid, *Cyber War Will Not Take Place* (Oxford: Oxford University Press, 2017), pp. vii-10.
- Brandon Valeriano, Benjamin Jensen, and Ryan Maness, *Cyber Strategy: The Evolving Character of Power and Coercion* (Oxford: Oxford University Press, 2018), pp. 1-52.
- Joseph Nye, "Deterrence and Dissuasion in Cyberspace," *International Security*, Vol. 41, No. 3 (Winter 2016/17).
- Ben Buchanan, *The Cybersecurity Dilemma: Hacking, Trust, and Fear between Nations* (Oxford: Oxford University Press, 2016), pp. 1-9, 31-49, 141-156.

Nov 14   Contemporary transnational issues

Final paper topic to be distributed

- Moises Naim, *Illicit: How Smugglers, Traffickers, and Copycats are Hijacking the Global Economy* (New York: Penguin Random House, 2006), Chapter 1.
- Louise Shelley, *Dark Commerce: How a New Illicit Economy Is Threatening Our Future* (Princeton: Princeton University Press, 2018), pp. 1-13.
- David Victor, *Global Warming Gridlock: Creating More Effective Strategies for Protecting the Planet* (Cambridge: Cambridge University Press, 2011), pp. 3-29.
- Sophia Kalantzakos, *China and the Geopolitics of Rare Earths* (Oxford: Oxford University Press, 2018), pp. 1-23.

Nov 21   No class (professor presenting at conference)

Nov 28   No class (Thanksgiving break)

Dec 5   Class summary

Final paper due 4pm

- Discussion of final paper
- Graduate student presentation of research