

ST. LOUIS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
POLS-1600-01 Intro to International Politics
3 Credit Hours
Fall 2020

Dr. Emmanuel Uwalaka
MWF: 10:10-10:50 am
Classroom: Beracha 221
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@ **Welcome to the course**

Lecture notes, announcements, etc., will be via Blackboard. Occasionally, there will be the use of Zoom. There will be zoom office hour (TBA). Given the current circumstances, the best way to reach me is via zoom appointment, email, or telephone (314, 749-5917). I will endeavor to get back to you within 24 hours.

I. COURSE DESCRIPTION

This course is designed to introduce undergraduate students to the basic concept of international politics/relations and the theories that have been developed to interpret problems faced by nation-states in dealing with each other. Emphasis will be placed in using different theoretical perspectives to interpret concrete international situations. The course is organized into three broad sections: (1) history, methods, and theories of international politics, (2) actors in international politics, and (3) contemporary international relations issues of the 21st century. This course fulfills the College of Arts & Sciences Global Citizenship requirement and the Political Science major and Foreign Service minor requirements.

II. REQUIRED BOOK(S) READINGS

Mingst, Karen, McKibben, Heather Elko and Arreguin-Toft, Ivan. 2019. Essentials of International Relations. 8th edition New York, W.W. Norton. (Required)

Daily reading of a major newspaper: The New York Times, The St. Louis Post-Dispatch, etc.

Additional reading assignments will be placed in the reserve collection of the University Library, if the need arises.

III. COURSE OBJECTIVES

This course is designed to achieve the following objectives:

1. To introduce the student to the basic concepts, history, approaches and theories of international politics
2. To provide the student with contextual understanding and sufficient factual background to assess international relations theories and concepts.
3. To discuss the essential elements in the governing process through illustrations from various

political systems; and

4. To provide the necessary foundation for advanced courses in Political Science.

1V. LEARNING OUTCOMES

After taking this course, students will be able to:

Explain differences in the normative and scientific approaches to international politics

Recognize and apply major concepts in the study of international politics

Illustrate the role of international politics in their everyday lives

Students will be able to analyze the values that inform the behavior of nations in the community of nations, and

Write clearly about international politics events and effectively defend their opinions and interpretations

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.

V. **COURSE REQUIREMENTS**

Students are required to attend class sessions regularly and punctually. Students are required to sign the roll at each session, and a record of attendance will be maintained. This instructor allows only two unexcused and undocumented class absences. The sanction for a breach of this rule is a reduction in class participation points. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode**. If you need to respond to a call, please step outside the room. Use of laptop computers during class is not allowed.

Fall 2020 College of Arts & Sciences Policies

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 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 <https://www.lighthouse-services.com/StandardCustomURL/LHILandingPage.asp>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/here4you> 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 on the following web address: <https://www.slu.edu/here4you>. 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.

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.

Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor's discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Bereavement

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement.

In addition, this instructor requires students to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode**. If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.

Students are reminded that this document is subject to revision(s) where necessary.

University Writing Services

We encourage you to take advantage of university writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 314-977-3484 or visit the [University of Writing Services website](#)

VI. EVALUATION

A. Methods

Quizzes, class participation, midterm and final examinations will be used in evaluating the performance of students.

1. Students will be required to take the mid-semester and the final examinations.
2. Students are required to take all examinations as scheduled. Exams are multiple-choice questions, and short answers. Exams are cumulative. There will be three multiple-choice tests about three weeks apart.

B. Grading Scale and Distribution of Percentages

- | | | |
|----|---------------------------|-----------|
| 1. | Quizzes | 15 points |
| 2. | Mid-Semester Exam | 40 |
| 3. | Final Exam | 40 |
| 4. | Class Participation | 5 |

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	73-76 = C	
90-92 = A-	80-82 = B-	70-72 = C-	
87-89 = B+		77-79 = C+	60-69=D
Below 60 = F			

NOTE: Final grades will not be changed unless there is an error in computation.

VII. COURSE OUTLINE

Aug. 17 Course Overview

Section 1: History, Approaches and Theories of International Politics/Relations

In this section, we examine some of the events that have shaped our ideas of international politics and international relations. We examine 3 methods used by political scientists to study political phenomena – traditionalism, behavioralism, and post-behavioralism. Also, since the appearance of the works by E. H. Carr and Hans Morgenthau, numerous theories have developed for the study of international politics/relations. We will examine three basic theories: Realism, Liberalism and Constructivism.

Aug. 21, 24 The Historical Context of Contemporary International Relations The Emergence of the Westphalian System Reading (s): Essentials pp 19-32

Aug. 26, 28, 31 History of International Relations (cont'd) The Emergence of the Westphalian System: Effects The Cold War Reading(s): Essentials, pp. 42-59

Sept. 2, 4, 7 Tools Used by Political Scientists to Investigate Political Phenomena: Normativism/Traditionalism, Behavioralism, and Post-Behavioralism Reading(s): Essentials: pp. 6-15 Argyle, Nolan J., “Methods, “Science,” and Politics: Modes of Analysis in Political Science” (will be sent to students via email)

Sept. 9 Sub-fields of Political Science/Political (Science) Puzzle Reading(s); Essentials: pp. 17-21

Contending Theories of International Relations

Sept. 11, 14 Thinking Theoretically and the Levels of Analysis Reading(s): pp. 67-73

Sept. 16, 18 Realism and Liberalism Reading(s): pp. 73-85

Sept. 21, 23 Other Theories -Radical Perspective (Marxism, Constructivism, Dependency, Feminism,

Reading(s): pp. 86-98

Sept. 25 **Discussion: Theory in Action: Analyzing the 2014 (and beyond) Russia-Ukraine Conflict. Groups will do the discussion.**

Section 2: **Actors in International Relations: International Relations/Politics differ in specific ways from internal politics. In this section of our course, we will examine the Basic Actors/Levels of Analysis that play a role in the international arena.**

Sept. 28, 30 Actors/Levels of Analysis in international politics: Characteristics
Questions of interest here is: **What is it about our unit of analysis are we trying to explain, understand or “predict”?**
Readings: Essentials, pp. 107-110

Oct. 2 **Review for the Mid-Term Examination**

Oct. 5 **Mid-Term Examination**

Oct. 7, 9 The International System: Views from of Realists, Liberals
Reading: Essentials, pp. 110-118

Oct. 12 The International System: Views of Radicals, Constructivism;
Advantages and Disadvantages of the International System as a Level of Analysis
Readings: Essentials, pp. 118-123

Oct. 14, 16 The State and The Individual: International Relations Perspectives
Readings: Essentials, pp. 124-146

Oct. 19, 21 The State and the Tools of Statecraft
Reading(s): Essentials, pp. 149-165

Foreign Policy

In this segment of the course, we shall focus on the structures and processes of foreign policy decision making. Foreign policies are defined as “the strategies used by governments to guide their actions in the international arena” which “spell out the objectives state leaders have decided to pursue” and “the general means by which they intend to pursue those objectives.”

Oct. 23, 26 Models of Foreign Policy Decision Making
The Rational Model: The Realist Approach
The Liberal Approaches
Constructivist Alternatives
Reading(s): Essentials, pp. 165-173

Oct. 28 Challenges to the State: Globalization, Transnational Religious and Ideological Movements, etc.

Reading(s): Essentials, pp. 173-184

Intergovernmental Cooperation and International Law:

In this segment of the course, we shall focus on the creation roles of intergovernmental organizations (IGOs), with special emphasis on the United Nations. We shall describe the role international law plays in international relations.

- Oct. 30** International Cooperation
Realism and the Cooperation Problem
Liberalism and Cooperation
Reading(s): Essentials, pp. 233-243
- Nov. 2, 4** International Law
Historical Development
Reading(s): Essentials, pp. 246-247
- Nov.27, 29** The creation and roles of IGOs
Reading(s); Essentials, pp. 209-214
- Nov. 6, 9** Functions and Sources of International Law
Compliance and Enforcement
Reading(s): Essentials, pp. 247-257
Rochester, pp. 59-64
- Nov. 11** **Discussion: Is International Law Really Law, or a Charade?**
Class will be divided into groups. Use Lecture notes and Rochester, 1-48
- Nov. 13, 16** Law of the Sea (A Body of International Law)
Conferences
Issues and Management of Resources of the Deep Seabed
Reading(s): Essentials, pp. 261-266
- Some of the contemporary international relations issues of the 21st century include (a) Economic issues, (b) Human rights, (c) The Environment, and (d) Global health. In this segment we examine economic issues.
- Nov. 18, 20, 23** The Evolution of International Political Economy: Ideas and Institutions
Reading(s): Essentials, pp. 269-279
- Nov. 25** **Finals Review**
- Dec. 3** FINAL EXAM **12:00-1:50**