



## **POLS 1600: INTRODUCTION TO INTERNATIONAL POLITICS FALL 2020**

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**Office Hours:** Mondays 2:30 – 5:00 pm, or by appointment (<https://slu.zoom.us/j/730373101>)

**Class Meetings:** MWF, 11.00 – 11:50 am, Beracha 221 and <https://slu.zoom.us/j/99556724986>

### **COURSE DESCRIPTION AND PREREQUISITES**

This course provides a broad exploration of the study of international politics, a major field in political science. Political scientists are interested in understanding and explaining why observable political phenomena occur. The domain of international politics concentrates on political behavior of states, groups, and individuals at the international level. Consequently, we will mainly be focusing on how actors interact in the international system and how interests and institutions affect these interactions. Throughout the class, we will evaluate and contrast major approaches to international politics in conflict and cooperation, international political economy, decision making, and transnational relations, and discuss how empirical evidence and key historical events relate to and inform theory.

The class combines elements of theory, history, and discussion of current events. After an overview of major theories and concepts, we will jump into wars (blood), continue with international political economy (money), and several important topics in international relations that are especially relevant to understanding the international system of the 21<sup>st</sup> century, such as international norms, issues dealing with environmental policy cooperation, and nuclear proliferation and deterrence. We will conclude the class by looking at the future of International Relations and by analyzing the potential consequences of the rise of China.

As an introductory course, this class has no prerequisites.

### **Learning Goals, Objectives, and Outcomes**

This course is designed to help you to gain knowledge and understanding on how international relations work. A key objective is to uncover the difference between being well-informed about

current international affairs and being able to analyze international politics. While being well-informed is wonderful, the main goal of the course is to help you develop the critical skills required to systematically analyze international politics. We will endeavor not just to familiarize you with the literature, but also to stimulate your curiosity to pursue new research questions. An important goal of the course is also to equip you with the critical mindset and the analytical tools required for conducting such research.

The most important intellectual requirement of critical analysis is to learn to confront arguments (from a gut feeling to theories and hypotheses) with evidence on both sides of the issue. Arguments without evidence convince no one.

Upon successful completion of the course, you will be able to:

1. Identify key actors in the international system.
2. Explain the major theories and concepts of international relations.
3. Define historical trends in the development of the international system.
4. Interpret historical and current events from the perspective of major theories.
5. Outline the external and domestic causes of conflict and cooperation.
6. Develop an informed opinion about foreign policy options and think critically about current events.
7. Effectively communicate your opinions about international politics.

### **COURSE TEXTBOOK**

Jeffrey A. Frieden, David A. Lake, and Kenneth A. Schultz (2019). *World Politics: Interests, Interaction, Institutions*. 4<sup>th</sup> Edition. New York: W. W. Norton & Company. ISBN: 978-0-393-64449-4.

The textbook (Frieden, Lake, and Schultz hereafter) is available for purchase at the bookstore online retailers, such as Amazon.com.

The majority of the readings will be from this book, so you are required to purchase it. Additional readings are also required and will be put on Blackboard. Students are encouraged to bring in whatever interesting reading you find for class discussion. The world is dynamic and often has ongoing issues that can help illustrate the topic and as such news articles may be added as needed. Expected topics are listed on the schedule.

The following books are not required for this class, but they are recommended for students who are interested in the wider topic.

Abigail E. Ruane and Patrick James (2012). *The International Relations of Middle-Earth: Learning from the Lord of the Rings*. Ann Arbor: The University of Michigan Press. ISBN: 978-0-472-07182-1.

Drezner, Daniel W. (2015). *Theories of International Politics and Zombies (Revived Edition)*. Princeton: Princeton University Press. ISBN: 978-0-691-16370-3.

Although these books are not required, they provide engaging summaries of important theories of international relations using LOTR or a Zombie apocalypse. Thus, students interested in mixing fantasy and political science can consider purchasing them. There are many other important and interesting books on International Relations and/or specific topics in International Relations – if you are interested, please come to my office hours or make an appointment for recommendations.

## **COURSE REQUIREMENTS, ASSIGNMENTS, AND EXPECTATIONS**

### **Course Organization**

The class will meet in person and online three times a week, on Mondays, Wednesdays, and Fridays.<sup>1</sup> Lecture slides will be posted online each week as supplementary material to the readings. My main tool of communicating with you is going to be Blackboard/Email. I will post any announcements, schedule changes, extra readings, or news through Blackboard and/or Email. Therefore, I suggest you to check the POLS 1600 tab on your Blackboard pages every day to see if there are any changes. Some of our in-class activities will require you to use your laptops (or smart phones), so please bring your laptops (and phones) to every class, even if you are attending the class in person.<sup>2</sup>

The 43 separate lectures for this course are packed over a relatively short period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 1600 (least of all the course number). But hopefully you'll remember some key lessons. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main take-away messages of the course.

### **Readings**

You are expected to have completed the readings prior to class each week because lectures largely engage with the readings and move beyond them. Thus, you should have completed the readings in order to follow and participate in class sessions.

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<sup>1</sup> If I have to quarantine but I am well enough to teach, I will notify you, and we will meet remotely on Zoom at the regularly scheduled time. If I get sick and I am unable to continue teaching, an alternative instructor will teach the course for as long as necessary.

<sup>2</sup> If you do not have a laptop or you are not able to bring it to the class for any reason, please contact me after class.

The course will also refer to several movies, documentaries, and short video clips regarding important historical events to illustrate in more dramatic fashion some key lessons.

Main Text: Each week will include one or two chapters from FLS. The chapters provide a general introduction to the topics and introduce theories of international relations.

Additional readings: Some weeks will include readings from academic or popular journals, books, newspapers, or web pages. These readings go beyond the general theories and expose you to actual research or policy debates. Some of these papers might have empirical tests or formal models, but you are not responsible from the methodological parts. You should try to understand the main questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

### **News of the World**

Keeping up with the news will reinforce what you learn in class and provide more examples of IR issues. Starting on September 4, we will start the Friday classes by discussing current international events and news. 3-4 students will be assigned to prepare a joint presentation on current events related to International Relations. Assigned students will introduce news material to the class and brief the class about why the news item is important and how is it relevant to the rest of the world, citing the sources from where they obtained the information. Finally, they will provide a question (or two) for the class to discuss at the end of their presentations. Presentations will be at most 8 minutes long, followed by a 4-minute discussion. You should send me your preferred dates (and preferred presentation partners, if you have any) by August 26 to ensure timely scheduling of the presentations.

Some good sources I suggest you follow daily or weekly are, but not limited to, Aljazeera, allAfrica, BBC, The Christian Science Monitor, CNN, The Economist, Euronews, The Financial Times, The Guardian, The New York Times, The Wall Street Journal, The Washington Post, and Xinhuanet. Most of the articles of the aforementioned magazines and newspapers are public and those that are still gated should be available in the library. It is likely that the questions on the midterm and the final exams will require you to be up-to-date on current events.

I also recommend listening to the National Public Radio (<http://www.npr.org/>), which provides high quality debates (but keep in mind that it is US based and focused) and checking the website of the Council on Foreign Relations (<http://www.cfr.org/>), which is an independent source with a wide range of ideological research and editorials (and provides more complex reports on the issues of the day).

### **Analysis Papers**

You are required to complete two analysis essays based on prompts that come from the course readings. In these papers, you will be asked to make and defend an argument. These papers

should be 750-1000 words (approx. 3-4 pages) long, double-spaced with Times New Roman, 12-point font size, and regular margins. More details about these papers will be provided during the semester.

### **Map Quiz**

Early in the semester, you will take a map quiz, which will require you to identify 30 randomly selected countries. The date for the map quiz is listed on the course calendar.

### **Quizzes**

There will be several 5-10 minute (announced and unannounced) quizzes throughout the semester. The quizzes may be announced at the previous class or through Blackboard/Email, but pop-quizzes may also come up at any time during the class time (I will have to figure out the technological feasibility for the pop-quizzes). The quizzes will include questions from the readings and material we covered in the previous classes. There is no predetermined number of quizzes.

### **Exams**

There is a midterm exam and a final exam. The final exam is non-cumulative (but keep in mind that the material covered in class is cumulative by nature. For instance, you will still have to know about the major theories of IR for the final exam).

The **tentative** date for the midterm exam is **October 14**. The final exam is schedule on **December 2**. The exact date for the midterm exam will be confirmed in the course of the class.

Detailed information about the content and dates will be discussed in class and posted on Blackboard.

### **Missed Exam / Late Work Policy**

The general rule is that a missed exam cannot be made-up. However, make-ups or rescheduling exams will be handled on a case-by-case basis.

For unplanned absences due to emergencies, please contact me as soon as possible to discuss the case and make the appropriate arrangements (please pay extra attention to this for the News of the World Presentation sessions).

Late work for assignments, quizzes, and analysis paper is most of the time gladly accepted, but it will result in penalties in grading. This is done for equity reasons to level the playing field for those who manage to turn their work products in on time.

Note that you are not guaranteed to get an extension or a make-up.

## Grading

Your final grade will be determined as follows:

Midterm Exam	25%
Final Exam	25%
Analysis Papers	25% (12.5% each)
News of the World Presentation	7.5%
Map Quiz	5%
Quizzes, Attendance, and Participation	12.5%

If we have more than 3 quizzes, the lowest quiz score will be taken out of the final grading.

Extra-credit assignments throughout the semester are possible – but undetermined. Any extra credit assignments and their weights will be announced over the course of the semester.

To determine your final letter grade, the following scale will be used:

Letter Grade	Percentage	Letter Grade	Percentage	Letter Grade	Percentage
A	93% - 100%	B	83% - 86%	C	73% - 76%
A-	90% - 92%	B-	80% - 82%	C-	70% - 72%
B+	87% - 89%	C+	77% - 79%	D	60% - 69%
				F	below 60%

I may, at my discretion, impose curves to assignments and final grades and alter the grading scale to require fewer percentage points to obtain a particular letter grade.

## Mandatory Syllabus Statement on In-Person Class Attendance and Participation

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements 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).

### **Attendance, Participation, and Classroom Behavior**

Attendance to this class is not mandatory. However, class attendance is useful to learn the material and succeed in this class. This course has been designed such that the activities and discussions we experience in class are beneficial for your learning and success, whether you attend the class in person or via Zoom. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. You can watch the recordings of the lectures after the class, but this is a tool that should only be used there are no other options. Therefore, I invite you to be discerning about when and why you miss a class. If you cannot physically attend the class but feel well enough to participate remotely, you are expected to do so.

This said, I will be taking attendance in the beginning of every class to record who was in the class during a session as a safety precaution – and not for grading purposes. If you are late for class, please remind me at the end of the class to mark you as “present”. If you are not able to attend class for any reason please let me know ahead of time, preferably at least one hour before the class starts.

Missing too much of what happens during class time will make it harder for you to succeed in exams, prepare high-quality assignments, and contribute equitably on discussions and projects. Because later work in the semester builds on earlier work in the semester, missing too many class meetings may put you in a position where you simply cannot “catch up” and withdrawing from the course may be in your interest. If I see that you are moving toward this outcome, I will let you know by email and in person.<sup>3</sup> Nevertheless, each one of you is responsible for keeping up with the assigned materials and being aware of schedule or exam date changes.

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just contributing your own views), through focused attention to course materials and conversations, and through a general responsiveness to (and respect for) your peers.

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<sup>3</sup> If you have an unexpected situation arise, or if you anticipate significant absence, due to medical or other reasons, please schedule a meeting with me as soon as possible to discuss the implications for your success in the course.

Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

You are also expected to be respectful of the classroom, the space, and each other. During class discussions, you are expected to remain respectful of your fellow students and their perspectives. Examples of disruptive behavior include, but are not limited to, consistently showing up late to class, leaving early without prior approval, walking out in the middle of a lecture without prior approval, or chatting and being noisy in the middle of a lecture or another student's discussion. If you insist on showing any disruptive behavior in the class, you may be asked to leave the room.

### **Important Dates<sup>4</sup>**

Scheduling News of the World Presentations: August 26

Map Quiz: August 31

Analysis Paper I: October 7\*

Midterm Exam: October 14\*

Analysis Paper II: November 11\*

Final Exam: December 2

### **INSTRUCTOR FEEDBACK AND COMMUNICATION**

The best time to get in touch with me is the office hours. If you can't make it to the office hours, you can make an appointment to meet some other time. You can also contact me via email or my office phone. I will try to respond as soon as possible.

#### **Email Communication**

When contacting with me through email, please type "POLS 1600" in the beginning of the subject of the email (for example, "POLS 1600: XXXXXXXX"). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it.

#### **Feedback**

Timely, specific feedback is essential for growth and learning. Throughout the semester, I will provide you with feedback of various kinds, including informal feedback in meetings and during class and formal feedback on exams and assignments. My expectation is that you will read all written feedback, ask questions about feedback you do not understand, and wrestle with the feedback to identify future actions you can take to improve your learning and performance. Even

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<sup>4</sup> The dates with the \* indicate tentative dates.



feedback given at the end of the semester is intended to shape your thinking and your work going forward.

Similarly, you will have opportunities to provide me with feedback on how things are going in the course. Around the mid-term, I will invite you to respond to a short, anonymous online survey to help me better understand your experiences in the course so far. At the end of the semester, you'll also be invited to complete a more comprehensive online evaluation of the course. Along the way, I may ask the class for feedback on specific tasks or assignments – or even if I do not ask, feel free to contact me any time to provide me with your thoughts and suggestions (or just leave anonymous notes with feedback in my mailbox). In all cases, I ask you to treat this process with the same care you hope I bring to the work of providing feedback. Ideally, we all commit to some key principles when providing feedback: reflecting on specific experiences, providing concrete examples and suggestions, and reflecting on our views to ensure any biases we may bring are not interfering with our ability to provide usable feedback.

All of your feedback on this course and the ways in which it has been designed and taught will be taken seriously and will inform how I approach the design and teaching of the course in the future. Indeed, the course looks the way it does today because of constructive feedback from previous students.

## **Mistakes**

From past experience, I have noticed that there is a high frequency of instructor mistakes, especially in the early versions of the course. In order to catch these mistakes quickly, I will buy the first student to catch a substantive numerical or conceptual mistake in the lecture notes a latte (or a drink of their choice from Kaldi's Coffee). This is meant to incentivize the students to be vigilant and pay attention, and the instructor (me) to be careful. A "substantive mistake" means a false statement that will mislead students. A typo is not considered a substantive mistake but I do appreciate them being pointed out to me.

## **IMPORTANT MATTERS**

### **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 via which SLU embodies 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 governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf)

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

## **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](mailto: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 on 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.

## **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>).

### **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.

#### **Disability Services**

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

### **Student Success Center**

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. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

### **University Writing Services**

Students are encouraged 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, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

### **Basic Needs Security**

Students in personal or academic distress and/or who may be specifically experiencing challenges such as securing food or difficulty navigating campus resources, and who believe this may affect their performance in the course, are encouraged to contact the Dean of Students Office ([deanofstudents@slu.edu](mailto:deanofstudents@slu.edu) or 314-977-9378) for support. Furthermore, please notify the instructor if you are comfortable in doing so, as this will enable them to assist you with finding the resources you may need.

### **COURSE OUTLINE**

Below is a tentative outline of topics we will cover in the course.\* Our regular classes are organized into thirteen topics. We will start with Topic I and proceed sequentially. I will notify

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\* This is a tentative course outline. I reserve the right to make changes in the interest of course quality. Any changes will be announced during class and from Blackboard/Email.

you throughout the semester of when you will be responsible for certain readings in class and on the Blackboard calendar. Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will also be announced from Blackboard.

Content covered in the lab section is listed on the final page of this syllabus and will follow the same pattern. The detailed reading list for the lab sessions will be provided later.

### **Outline of Classes:**

#### **Topic I – Introduction**

Frieden, Lake, and Schultz, Introduction (pages xxvi – xxxvii).

Frieden, Lake, and Schultz – Chapter 1.

Kennan, George (1946). The Long Telegram.

#### **Topic II – Analytical Framework & Scientific Study of International Relations**

Frieden, Lake, and Schultz – Chapter 2.

#### **Topic III – Theoretical Approaches to International Relations**

Thucydides (404 B.C.). “The Melian Dialogue.” from *the History of the Peloponnesian War*.

Morgenthau, Hans (1973). “Six Principles of Political Realism.” from *Politics Among Nations: The Struggle for Power and Peace, 5<sup>th</sup> Edition*. New York: Alfred A. Knopf.

Waltz, Kenneth N. (2000) “Structural Realism after the Cold War.” *International Security*, 25(1): 5-41. (Skim)

Doyle, Michael W. (1986). ‘Liberalism and World Politics.’ *American Political Science Review*, 80(4): 1151-1169. (Skim)

Wendt, Alexander (1992). “Anarchy is What States Make of It.” *International Organization*, 46(2): 391-425. (Skim)

#### **Recommended:**

Lake, David A. (2011). “Why Isms are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress.” *International Studies Quarterly*, 55(2): 465-480.

Lenin, Vladimir I. (1971). *Imperialism, the Highest Stage of Capitalism*. Peking: The Foreign Languages Publishing House.

#### **Topic IV – War and Peace: International Politics**

Frieden, Lake, and Schultz – Chapter 3.

**Topic V – War and Peace: Domestic Politics**

Frieden, Lake, and Schultz – Chapter 4.

Russett, Bruce (1993). *Grasping the Democratic Peace*, Princeton: Princeton University Press, pp.3-23 (Chapter 1).

**Topic VI – War and Peace: International Institutions**

Frieden, Lake, and Schultz – Chapter 5.

Optional:

Frieden, Lake, and Schultz – Chapter 6.

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**Midterm Exam**

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**Topic VII – International Trade**

Frieden, Lake, and Schultz – Chapter 7.

Nicas, Jack (2019). “A Tiny Screw Shows Why iPhones Won’t Be ‘Assembled in U.S.A.’” *The New York Times*, January 28<sup>th</sup>.

**Topic VIII – International Finance**

Frieden, Lake, and Schultz – Chapter 8.

Why Do We Need the IMF?

<https://www.imf.org/external/np/exr/center/action/eng/exchange/index.htm>

**Topic IX – International Monetary Politics**

Frieden, Lake, and Schultz – Chapter 9.

**Topic X – Economic Development & Poverty**

Frieden, Lake, and Schultz – Chapter 10.

Acemoglu, D. and Robinson, J. (2012). *Why Nations Fail: the Origins of Power, Prosperity, and Poverty, Chapter 2 (Chapter 1 recommended)*. Random House Digital, Inc.

## **Topic XI – International Norms & Global Environment**

Frieden, Lake, and Schultz – Chapter 11.

Frieden, Lake, and Schultz – Chapter 13.

## **Topic XII – Human Rights**

Frieden, Lake, and Schultz – Chapter 12.

Review These Datasets:

- <http://www.politicalerrorscale.org/>
- <http://www.humanrightsdata.com/>
- <https://humanrightsmeasurement.org/>
- [https://faculty.ucmerced.edu/cconrad2/Academic/ITT\\_Data\\_Collection.html](https://faculty.ucmerced.edu/cconrad2/Academic/ITT_Data_Collection.html)

## **Topic XIII –Proliferation of the WMD & The Future of IR**

Frieden, Lake, and Schultz – Chapter 14.

Ronald Tammen et al. (2000). *Power Transitions: Strategies for the 21<sup>st</sup> Century (Chapter 4)*.  
New York: Chatham House.