

POLS 1600: Introduction to International Politics Syllabus

Spring 2019, MWF 11:00 – 11:50
Lecturer Rachel Santon
Office: McGannon 126
Office Hours: MW 12:00-1:00
or by appointment

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Course Description and Objectives

This course provides the student with the background and conceptual tools for understanding international politics. Three sections comprise the course: (1) history, concepts, and theories of international politics, (2) international security and globalization, and (3) global issues in the 21st century.

In the first section, we discuss the origins, nature, and competing theories of international relations (IR). In the second section, we learn sources and types of international conflict, international political economy, institutions, transnational problems, and norms that shape and constrain the behavior of actors in global politics. Finally, we explore contemporary political issues around the world and apply IR theories and concepts to some of the most important global problems we face today, including human rights, the events on September 11, ISIS, global economic crisis, China's rise, and the election of President Trump.

The course is organized into lectures and discussion sessions. The discussion days are designed to ensure that the student gain proper understanding of reading materials and lecture content through the exchange of thoughts. This class fulfills the College and Arts and Sciences Global Citizenship requirement and the Social Science requirement. It fulfills an International Studies requirement for International Studies majors. For Political Science majors, it counts as an International Relations course.

Learning Outcomes

1. Students will be able to evaluate the differences between major International Relations theories.
2. Students will be able to use theories and levels of analysis to describe and analyze issues in international politics.
3. Students will be able to describe and take a position on the main arguments surrounding current international issues.
4. Students will be able to describe the potential impacts of democratization throughout the world.
5. Students will be able to explain the causes and implications of the United States' changing role in the international community.

Required Texts

- Karen Mingst and Ivan Arreguin-Toft, *Essentials of International Relations*, 7th Edition (New York: W.W. Norton, 2016). You need to get the 7th Edition. Copies are available for purchase at the SLU bookstore.

All listed readings must be read for that day's class

There are supplementary articles and book chapters in addition to textbook use. These will be emailed to you a week in advance. If you need them sooner, let me know and I can likely accommodate that.

Course Requirements and Grading

In-class Essay: 20% of final grade

The essay assignment will be given in class on April 12. The question will be general regarding all of the material you have learned in the course so far.

Mid-term exam: 25% of final grade

This exam will be given in class on March 8. It will cover lecture content and reading materials assigned through that date. A make-up exam will be given only if you provide the instructor with evidence of family and medical emergency and university-sponsored activities that cause your absence.

Final exam: 25% of final grade

The final exam will be comprehensive. It will be given on Monday, May 13 from 8:00 – 9:50 in the classroom where we normally meet (McGannon 121). A make-up exam will be given only if you provide the instructor with evidence of family and medical emergency or university-sponsored activities that force your absence. Students taking this course for honors credit are required to write a 5 page research paper in addition to the final exam.

Class participation: 30% of final grade (Attendance = 10% Presentations and Participation = 20%)

Your attendance and active participation are vital to the success of this course. I expect you to come to class on time having completed and thought about the assigned readings for that class. Each class will begin with a discussion of political events of the past few days, so you will need to use news sources to keep abreast of current events. A record of attendance will be maintained, and it is your individual responsibility to show up and sign the class roster at each session. You are given **2 excused absences** for the semester. Additional absences will be excused only in case of illness, death or medical emergency in the immediate family, and University-sponsored activities and if you provide evidence (email from your doctor, electronic copy of airplane/bus tickets, or official SLU letter/email about university activities) within 3 days of each absence. Unexcused absences will result in zeroes averaged into your participation grade. You are responsible for all materials covered in class, whether you are physically present or not.

Group presentations will also make up a substantial part of the participation grade. For those presenting, presentations will go towards your participation points for the day. Also, presentation grades will be averaged at the end of class, and those with an A average will have 5 points added to their final grade. Those with an A- average will have 2 points added to their final grade. In addition to presenting the readings, I expect that you will present additional information related to the lecture topic. This information could be from an academic article, a media source, or other similar material. To ensure that all group members are contributing to the presentations, you will each email me a grade that you would assign to your other group members.

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 and questions).

Honors Students

In addition to the other class requirements, honors students will complete a 5-page research paper emailed to me on the day of the final exam before the exam begins. The research paper will be on a topic of your choice related to the course material. You must have this topic approved with me by **April 3**.

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	

Classroom Courtesy

Out of respect for all of those in class, all cell phones, pagers, and any other noisemaking devices must be turned OFF during the entire class period and during exams. Laptop computers may be used in class provided they do not make noise that disturbs those around you. I reserve the right to ask you to turn off and put away your computer if it is creating a disruption. If a student violates these rules, he or she will lose participation points for that day.

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. The Student Success Center assists students with academic related services, and is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). 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.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center.

Disability Services/Academic Accommodations

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements.

Please contact Disability Services, located within the Student Success Center, at disability_services@slu.edu or 314-977-3484 to schedule an appointment. Confidentiality will be observed in all inquiries.

Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

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 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: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>

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 misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University.

If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. 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.

If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. View SLU's [sexual misconduct](#) policy.

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

Section 1: History, Concepts, and Theories of International Politics

January 14 (M) – Course Overview

January 16 (W) - Origins and Theories of International Relations

- Essentials, pp. 3-18.
- Stephen Walt, "International Relations: One World, Many Theories," Foreign Policy, Vol. 110 (Spring 1998), pp. 29-46.

January 18 (F) – Discussion

January 21 (M) – Martin Luther King Jr. Day (No class)

January 23 (W) - History of International Relations 1: The 17th century to WWII

- Essentials, pp. 21-44.
- Charles Tilly, "War Making and State Making as Organized Crime," in Peter Evans, Dietrich Rueschemeyer, and Theda Skocpol, eds., Bringing the State Back In (Cambridge: Cambridge University Press, 1985), pp. 169-191.
<https://www.jesusradicals.com/uploads/2/6/3/8/26388433/warmaking.pdf>

January 25 (F) – Discussion

January 28 (M) - History of International Relations 2: During and After the Cold War

- Essentials, pp. 44-60.

Group Presentations

January 30 (W) – History of International Relations 2 Continued

- X, "The Sources of Soviet Conduct," Foreign Affairs, Vol 65, No. 4 (July 1947), pp. 852-868.
- Francis Fukuyama, "The End of History?" The National Interest, No. 16 (Summer 1989), pp. 3-18.

Group Presentations

February 1 (F) – Discussion

February 4 (M) – Levels of Analysis

- Essentials, pp. 74-76, 107-108, 134-136, 151-156.
- David Singer, "The Level-of-Analysis Problem in International Relations," World Politics, Vol. 14, No. 1 (October 1961), pp. 77-92.

February 6 (W) – Levels of Analysis Continued

- Robert Putnam, "Diplomacy and Domestic Politics: The Logic of Two-Level Games," International Organization, Vol. 42, No. 3 (Summer 1988), pp. 427-460.

February 8 (F) – Discussion

February 11 (M) – Power, Deterrence, and Coercion

- Essentials, pp. 145-151, 156-161, 303-305.
- Joseph Nye, “Think Again: Soft Power,” Foreign Policy (February 23, 2006), <http://foreignpolicy.com/2006/02/23/think-again-soft-power/>.

Group Presentations

February 13 (W) – Power, Deterrence, and Coercion Continued

- Thomas Schelling, Arms and Influence (New Haven: Yale University Press, 1966), pp. 1-18.
<https://books.google.com/books?id=nVPsJxRmkagC&printsec=frontcover#v=onepage&q&f=false>
- Dimitri K. Simes, “Deterrence and Coercion in Soviet Policy,” International Security, Vol. 5, No. 3 (Winter, 1980-1981), pp. 80-103.

Group Presentations

February 15 (F) – Discussion

February 18 (M) – Realism

- Essentials, pp. 76-83, 109-116.
- Hans Morgenthau, Politics Among Nations: The Struggle for Power and Peace, 7th ed. (New York: McGraw Hill, 2005), pp. 3-18.
- John Mearsheimer, Tragedy of Great Power Politics (New York: W.W. Norton and Company, Inc., 2001), pp. 97-106.

February 20 (W) – Liberalism, Democracy, and Institutions

- Essentials, pp. 83-89, 116-118, 161-162.
- Michael Doyle, “Liberalism and World Politics,” American Political Science Review, Vol. 80, No. 4 (December 1986), pp. 1151-1169.
- Edward Mansfield and Jack Snyder, “Democratization and War,” Foreign Affairs (May/June 1995), pp. 79-97.

February 22 (F) – Discussion

February 25 (M) – Liberalism and Capitalist Peace

- Amos S. Hershey, “Reviewed Work: *The Great Illusion; A Study of the Relation of Military Power in Nations to their Economic and Social Advantage* by Norman Angell,” American Political Science Review, Vol. 5, No. 2 (May 1911), pp. 312 – 316.
- Erik Gartzke, “The Capitalist Peace,” American Journal of Political Science, Vol. 51, No. 1 (January 2007), pp. 166 – 191.
- Gerald Schneider and Nils Petter Gleditsch, “The Capitalist Peace: The Origins and Prospects of a Liberal Idea,” International Interactions, Vol. 36 (2010), pp. 107-114.

Group Presentations

February 27 (W) – Liberalism and Capitalist Peace Continued

- Bruce Russett and John Oneal, Triangulating Peace: Democracy, Interdependence, and International Organizations (New York: Norton, 2001), pp. 125-153.

- E. Castelli and Tyson Chatagnier, "From Democracy to Capitalism. The War over the Liberal Peace," *Rivista Italiana di Scienza Politica*, Vol. 43, No. 3 (December 2013), pp. 435 – 454.

Group Presentations

March 1 (F) – Discussion

March 4 (M) – Constructivism

- Essentials, pp. 92-95.

- Alexander Wendt, "Anarchy Is What States Make of It: The Social Construction of Power Politics," *International Organization*, Vol. 46, No. 2 (Spring 1992), pp. 391-425.

March 6 (W) – Discussion and Midterm Review

March 8 (F) – Midterm Exam

March 11 (M) – Spring Break

March 13 (W) – Spring Break

March 15 (F) – Spring Break

Section 2: International Security and Globalization

March 18 (M) – War and Peace

- Essentials, pp. 263-277.

- John Mueller, *Retreat from Doomsday: The Obsolescence of Major War* (New York: Basic Books, 2009), pp. ix-13, <http://politicalscience.osu.edu/faculty/jmueller/doom.pdf>.

- Mearsheimer, *Tragedy of Great Power Politics*, Updated Edition, pp. 334-359.

March 20 (W) – Types and Means of Conflict

- Essentials, pp. 277-291.

- Mao Tse-tung, *On Guerrilla Warfare* (1937),

<https://www.marxists.org/reference/archive/mao/works/1937/guerrilla-warfare/index.htm>.

- Scott Sagan and Kenneth Waltz, "The Great Debate," *The National Interest*

(September/October 2010), pp. 88-96.

Group Presentations

March 22 (F) – Discussion

March 25 (M) – Conflict Between Civilizations

- Essentials, pp. 170-175.

- Samuel Huntington, *The Clash of Civilizations and the Remaking of World Order* (New York: Touchstone, 1996), pp. 19-55.

Group Presentations

March 27 (W) – Globalization and its Discontents

- Robert Keohane and Joseph Nye, “Globalization: What’s New? What’s Not? (And So What?),” *Foreign Policy*, Vol. 118 (Spring 2000), pp. 104-119.
- Benjamin Barber, “Jihad vs. McWorld,” *The Atlantic* (March 1992), <http://www.theatlantic.com/magazine/archive/1992/03/jihad-vs-mcworld/303882/>.
- Dani Rodrik, “Trading in Illusions,” *Foreign Policy* (November 18, 2009), <http://foreignpolicy.com/2009/11/18/trading-in-illusions/>.
- *Essentials*, pp. 418-427, 432-439.

March 29 (F) – Discussion

April 1 (M) – International Organizations and NGOs

- *Essentials*, pp. 209-228, 246-258.
- Garrett Hardin, “The Tragedy of the Commons,” *Science*, Vol. 162 (December 1968), pp. 1243-1248.

April 3 (W) – Human Rights and Norms

- *Essentials*, pp. 361-393.
- Gallya Lahav, “The Global Challenge of the Refugee Exodus,” *Current History* (January 2016).
- Hannah Arendt, “We Refugees,” in *Altogether Elsewhere Writers on Exile*, ed. Marc Robinson (Boston: Faber and Faber, 1994), 110-119.

Honors students must have research topic approved

April 5 (F) – Discussion

April 8 (M) – The Environment

- *Essentials*, pp. 398-417.
- Thomas Homer-Dixon, “Environmental Scarcities and Violent Conflict,” *International Security*, Vol. 19, No. 1 (Summer 1994), pp. 5-40.

April 10 (W) – Fake News

- Joseph Nye, “Is fake news here to stay?” *The Boston Globe* (December 2018), <https://www.bostonglobe.com/opinion/2018/12/07/fake-news-here-stay/Xm7ia1gfcATpVN34J6nUHL/story.html>.
- Farkas, Johan, and Jannick Schou. “Fake News as a Floating Signifier: Hegemony, Antagonism and the Politics of Falsehood,” *Journal of the European Institute for Communication and Culture*, Vol. 25, 3 (2008), pp. 298-314.

April 12 (F) – *In-class Essay*

Section 3: Global Issues in the 21st Century

April 15 (M) – New American Presidency and International Relations

- Barry Posen, “Pull Back: The Case for a Less Activist Foreign Policy,” *Foreign Affairs*, Vol. 92, No. 1 (January/February 2013), pp. 116-128.

- Stephen Brooks, G. John Ikenberry, and William Wohlforth, "Lean Forward: In Defense of American Engagement," *Foreign Affairs*, Vol. 92, No. 1 (January/February 2013), pp. 130-142.
- Stephen Sestanovich, "The Brilliant Incoherence of Trump's Foreign Policy," *The Atlantic* (May 2017), <https://www.theatlantic.com/magazine/archive/2017/05/the-brilliant-incoherence-of-trumps-foreign-policy/521430/>.

April 17 (W) – International Development

- William Easterly, *The White Man's Burden: Why the West's Efforts to Aid the Rest Have Done So Much Ill and So Little Good* (New York: The Penguin Press, 2006), pp. 3-30 and 341-360.

April 19 (F) – *Good Friday* (No class)

April 22 (M) – *Easter Monday* (No class)

April 24 (W) – September 11, the War in Iraq, and ISIS

- Essentials, pp. 60-68, 97-104.
- Dominic Tierney, "The Twenty Years' War," *The Atlantic* (August 2016), <https://www.theatlantic.com/international/archive/2016/08/twenty-years-war/496736/>.
- John Mearsheimer and Stephen Walt, "An Unnecessary War," *Foreign Policy* (2009), <http://foreignpolicy.com/2009/11/03/an-unnecessary-war-2/>.
- Daniel Byman, "ISIS Goes Global," *Foreign Affairs* (March/April 2016).
- John Mueller, "Is There Still a Terrorist Threat? The Myth of the Omnipresent Enemy," *Foreign Affairs* (September/October 2006).

Group Presentations

April 26 (F) – Global Financial Crisis

- Essentials, pp. 345-358.
- Kimberly Amadeo, "2008 Financial Crisis," *The Balance* (August 2018), <https://www.thebalance.com/2008-financial-crisis-3305679>.
- David Gordon and Douglas Rediker, "Think Again: The Eurocrisis," *Foreign Policy* (July 23, 2012), <http://foreignpolicy.com/2012/07/23/think-again-the-eurocrisis/>.

Group Presentations

April 29 (M) – China's Rise and the World's Response

- Essentials, pp. 126-127.
- Charles Glaser, "Will China's Rise Lead to War? Why Realism Does Not Mean Pessimism," *Foreign Affairs* (March/April 2011).
- John Ikenberry, "The Rise of China and the Future of the West," *Foreign Affairs* (January/February 2008).
- Hillary Rodham Clinton, "America's Pacific Century," *Foreign Policy* (2011), <http://foreignpolicy.com/2011/10/11/americas-pacific-century/>.

May 1 (W) – Trumpism and Brexit

-David Frum, “Brexit: Why Britain Left,” *The Atlantic* (June 2016),

<https://www.theatlantic.com/international/archive/2016/06/brexit-eu/488597/>.

-Ishaan Tharoor, “In 2017, Nativism went Mainstream in the West,” *The Washington Post*

(December 2017), https://www.washingtonpost.com/news/worldviews/wp/2017/12/21/in-2017-nativism-went-mainstream-in-the-west/?utm_term=.d93a4d2bd2b3.

-Ian Buruma, “The End of the Anglo-American Order,” *The New York Times Magazine*

(November 2016), <https://www.nytimes.com/2016/11/29/magazine/the-end-of-the-anglo-american-order.html>.

May 3 (F) – Discussion

May 6 (M) – Final Exam Review

May 13 (M) – *Final Exam*