

Introduction to International Politics
POLS 1600-01
McGannon Hall 122
MWF 10:00-10:50am
Spring 2018

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Office Hours: 9:15am-9:45am MW, other times by appointment

“In anarchy there is no automatic harmony.” -- Kenneth Waltz (Man, the State, and War)

“Since Auschwitz, we know what man is capable of; and since Hiroshima, we know what is at stake.” -- Viktor Frankl

COURSE DESCRIPTION

This course examines the complexities of the international system and the growing number of actors that participate in this system. A key theme we will explore is anarchy and its effects on the behavior of state and non-state actors alike. We will also explore issues related to international law, the global economy, globalization, the changing nature of global violence, international peacebuilding, and transnational issues that threaten to challenge state sovereignty in an increasingly interconnected world. To link this course to current challenges and themes in the study of international politics, a focus will be placed on North Korea's nuclear and ballistic missile program, Syria's protracted civil war, and the role of the US as a leading, yet limited hegemon on the international stage.

A parallel objective of this course is to provide you with the analytical tools necessary to understand the rapidly changing and often confusing events occurring in the world around us. In today's era of globalization, we can no longer fall prey to the popular myth that we are isolated from world politics. On the contrary, places and events once regarded as far away now affect us in so many different ways ranging from our personal safety, to our finances and standard of living, to the types of jobs available to us, and to the goods we consume on a daily basis.

There are no prerequisites for this class.

COURSE OBJECTIVES

Given the diversity of students, this course has a number of interrelated objectives:

1. Introduce students to the study of International Relations as a subfield of Political Science;
2. Provide an introduction to basic themes and concepts found in the study of international politics;
3. Provide students with an introduction to the Levels of Analysis framework and different theoretical worldviews in the study of International Relations, including realism, liberalism, constructivism, feminism, and class systems theory;
4. Introduce students to contemporary global issues that hold the potential to affect them in their everyday lives; and

5. Enable students to demonstrate active learning through an in-class simulation that requires critical analysis and application of course readings, oral discussions and presentations, and analytical writing.

REQUIRED TEXTS

The following textbook is required:

Mingst, Karen and Ivan Arreguín-Toft. (2017). *Essentials of International Relations*, 7th Edition. New York: W.W. Norton.

This book is available in paperback and ebook format (the ebook version is considerably cheaper). In addition to this textbook, supplemental readings are assigned and posted on Blackboard under the Course Materials tab for each respective learning module. These additional readings are marked (Bb) in the course schedule. Since we will discuss current events on a weekly basis (usually every Friday), please keep up with local, national, and world news on daily basis. Here are some news sources you can use:

www.nytimes.com

www.washingtonpost.com

www.npr.org

www.csmonitor.com

www.economist.com

www.pbs.com

www.realclearpolitics.com

www.theatlantic.com

www.foreignaffairs.com

www.foreignpolicy.com

www.the-american-interest.com

www.nationalinterest.org

I also wish to make you aware of the following periodicals/journals that are relevant to the study of International Relations, which you may want to refer to when conducting research in the course or seeking a more in-depth explanation of topics covered in the course. These periodicals/journals should also be relevant for those of you who want to pursue a degree in the field.

Relevant periodicals/journals:

World Politics

Foreign Policy Analysis

Global Governance

International Studies Quarterly

International Studies Review

International Studies Perspectives

Journal of Global Security Studies

**These are just a few examples -- please let me know if you have questions or need help locating relevant research.

COURSE REQUIREMENTS

Grading will be based on the following: Labs (10) (20%); Simulation: Crisis on the Korean Peninsula (20%); Exam 1 (20%); Exam 2 (20%); Exam 3 (20%)

Labs (100 points):

There are 10 labs in the course, each worth 10 points. These labs are structured in such a way for you to think critically about key terms, concepts, and topics discussed in lecture in a more

personal and informal manner. Some labs are group-oriented and have an in-class presentation or discussion component. Other labs require you to complete them outside of class individually. Further instructions and details will be provided in class near the start-date for each lab. **You cannot make up a lab unless you make alternative arrangements with me in advance.**

Simulation: Crisis on the Korean Peninsula (100 points)

The major research project for this course is a “simulation” involving North Korea’s nuclear program. Over the course of the semester, you will complete several aspects of the simulation leading up to a mock special United Nations Security Council session on a developing crisis situation during Week 15. During Week 2, you will randomly pick an “actor” for the simulation in the form of a permanent representative of a country currently serving as a permanent or nonpermanent member of the UN Security Council (or possibly a country that has aspirations to become a permanent member depending on the number of students in the course). This simulation requires you to put yourself into the shoes of this permanent representative who is trying to convey, advance, and protect the national interests and security considerations of their respective country. For this to work, you must do diligent research and, more importantly, have fun with the simulation. More instructions (and discussion on the overall project) will be provided in class.

Simulation requirements (4 parts, 25 points each):

1. Create a role profile for your actor (profile summary of representative to the UN, background on the political and economic system of your actor, background on the relations between your actor and North Korea, and key facts or information that is relevant to your actor and North Korea (e.g., sanctions implemented by actor on North Korea and amount of bilateral trade between your actor and North Korea).
2. Create a timeline of key events related to North Korea’s nuclear program as well as the broader crisis on the Korean peninsula. This timeline will include historical data for both your country and North Korea.
3. Develop a position summary of your assigned actor’s position on the nuclear situation:
 - a. Explain how this issue is significant to your country.
 - b. Articulate the policy objectives, national interests, and security considerations of your country.
 - c. Explain who are your allies and adversaries on this issue.
 - d. Set forth at least three strategies or policy objectives that your country could adopt as it relates to North Korea’s nuclear program.
 - e. Explain the tools (diplomatic, military, strategic, nonconventional) that your country could adopt to achieve these policy objectives.
 - f. Identify who supports and who opposes these policy objectives in your country.
 - g. Articulate your final recommendation to the international community and other members of the United Nations Security Council.
4. Prepare a final position summary for a hypothetical crisis situation that has led to the calling of a special United Nations Security Council session on North Korea (to be released one week before the simulation)
 - a. Re-identify your country’s policy objectives, national interests, and security considerations as applied to North Korea’s nuclear program.
 - b. Identify your country’s position on the crisis situation.
 - c. Identify your country’s range of responses to the crisis.
 - d. Identify your country’s goals at this special session and what it recommends should be the final response to the crisis.

Examinations (300 points):

There are three exams in the course, each worth 100 points. Each exam consists of three parts: 30 true/false questions worth one point each, 25 multiple choice questions worth two points each, and one essay question worth 20 points. Each exam will test your knowledge of the material we have discussed for the respective topics leading up to that exam. The third exam will act as the final exam in the course and 10 percent of the exam is cumulative. This 10 percent exam consists of questions drawn from the previous two exams (word-for-word).

Here is an example of how the true/false questions are structured in the first part of each exam:

We discussed the theoretical framework of institutional liberalism in lecture. Mark whether the following statements are true (A) or false (B).

- 1. John Mearsheimer, as an institutional liberal, argues that global institutions can promote cooperation between states by reducing the adverse effect of imperfect information.*
 - 2. Offensive realists argue that regimes can combat free-riding by promoting repeated interactions.*
 - 3. Promoting economic interdependence is an essential goal of institutional liberals.*
- (You would answer "B" for "false" for all three questions on your answer sheet.)*

Here is an example of how the multiple choice questions are structured in the second part of each exam:

- 51. Anarchy, in the study of international politics, means that _____.*
- a. There is constant war and chaos*
 - b. There is no central political authority above states*
 - c. Left-wing political activists have invaded a country*
 - d. Political power is devolving from national units to subnational units*
 - e. This is not a term that is used in the study of world politics*
- (You would answer "B" on your answer sheet.)*

Here is an example of how an essay question is structured in the third part of each exam:

- 1. In lecture we examined the Levels of Analysis framework created by Kenneth Waltz to understand highly complex problems in world politics. What is the individual-level of analysis, and what factors or variables are important at this level? What is the state-level of analysis, and what factors or variables are important at this level? What is the system-level of analysis, and what factors or variables are important at this level? Base your response on one of the case studies we examined in class.*

You can prepare for the exams by completing the study guides in advance and attending the review session before each exam. Study guides will be provided at least one week in advance of each exam. These exams are not just meant to be "grades" or summative assessments; the purpose of these exams is to make sure you understand the material as we progress in the course. These exams represent a useful tool to measure your performance, as well as mine, throughout the course.

Please make sure you are on time on exam days. Those who arrive late will be required to take an exam that is 80 percent essay and 20 percent multiple choice. Make-up exams are only allowed if you contact me in advance and present proper documentation excusing your absence (vacations

are not excused absences). Furthermore, make-up exams must be scheduled within one week of an exam being administered.

GRADING

Your overall grade for the course is comprised of the following:

Exam One	100 points
Exam Two	100 points
Exam Three	100 points
Labs	100 points
Simulation	100 points
<hr/> Total Points	<hr/> 500 points

Grades will be assigned according to the following grading scale:

465 – 500	=	A (93-100)
450 – 464	=	A- (90-92)
435 – 449	=	B+ (87-89)
415 – 434	=	B (83-86)
400 – 414	=	B- (80-82)
385 – 399	=	C+ (77-79)
365 – 384	=	C (73-76)
350 – 364	=	C- (70-72)
300 – 349	=	D (60-70)
0 – 299	=	F (below 60)

Success in the course requires performing well throughout the course of the semester, not just passing the final exam or receiving a satisfactory grade for the simulation. Students are advised to keep graded assignments and copies of submitted work until they receive their final grades in the course. I will entertain any questions or concerns regarding grades within one week of the return of an assignment -- I do not engage in end-of-semester grade bargaining.

COURSE POLICIES & REQUIRED STATEMENTS

Course Website

Students are required to access the course website on Blackboard regularly. Lecture outlines, study guides, grades, web links, and other supplemental materials are only made available through this forum. Please let me know if you are having problems accessing or navigating Blackboard as soon as possible.

Late Policy

Late assignments are accepted but with a letter grade penalty for each day an assignment is late. All assignments must be handed in on time unless you provide a University accepted excuse.

Lectures

This course utilizes a mixture of lectures, in-class discussions, and in-class labs. Typically, I will lecture on a topic first and then use an in-class lab or discussion to allow you to think about

important concepts or topics in a more informal and personal manner. Often the best way to learn about a complex topic is to actually discuss the information with your peers or your professor. Simply memorizing information for an exam does not constitute active learning or promote intrinsic motivation.

I expect you to listen attentively, take notes, and ask questions if you do not understand the course material during lecture. I also expect everyone to contribute to class discussions on a regular basis. Avoid coming to class late or leaving class early. If you must do so, please let me know in advance.

Lecture outlines for each class period are available on the course website. I encourage you to print these outlines out in advance for each class. Doing so will enable you to take notes effectively. There are also review questions on each outline, which should prove to be very helpful when studying for the exams.

Course Reading Material:

In order for the class to function smoothly, students are expected to be familiar with all assigned readings *before the class meeting* for which they are assigned. With this being said, there is no expectation on my part that you will understand the reading material completely. All I expect is that you make an effort to keep up with the assigned readings since the lectures substantially expand on the course reading material. It is important to note that the lectures and the assigned readings complement each other; they are not substitutes. Further, most lectures do not cover the readings. Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom.

Rules of Behavior:

1.) In order to foster an open learning environment, please behave in a respectful manner toward others. The lectures, course material, and discussions on current events are intentionally structured to encourage debate and I am sure many of you do not share the same opinions or beliefs. Since it is important that everyone feels comfortable participating in class, please do not insult others or their point of view. I reserve the right to remove students from the class who do not abide by this rule.

2.) Please refrain from using laptops, tablets, and/or smart phone devices for non-educational purposes (e.g., games, web-browsing, Facebook, texting, etc.) during class (it's pretty easy to tell if you're doing so). Also, please turn your cell phone either off or on silent before class starts. **Finally, you may not use your cellphone, laptop, or tablet to take pictures or record lectures without my permission.** Failure to abide by these rule may be grounds for removal from class -- as is failing to laugh at my jokes. If cell phones or laptops become a distraction, I reserve the right to prohibit students from bringing them to class. Please send me an email with the subject heading "I accept your electronic policy" to royereb@slu.edu after reading this statement.

Plagiarism and Academic Dishonesty

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 authorized 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 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 large 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:
<http://www.slu.edu/x12657.xml>.

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; akratky@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. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy>
www.slu.edu/here4you

Student Learning & 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, a one-stop shop, which assists students with academic and career related services, 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, department 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 or by going to www.slu.edu/success

Disability Services Academic Accommodations

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.

Writing Services

Please take advantage of the University Writing Services; getting feedback benefits all writers! Trained writing consultants can help with any assignment, multimedia project, or oral presentation. During one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! Also, bring your assignment description, and a few goals, to the consultation. For more information, or to make an appointment, call 314.977.3484 or visit www.slu.edu/writingservices.xml.

Course Evaluations

You are required to complete a course evaluation at the end of the semester. This evaluation is your opportunity to provide feedback regarding the course content, the professor, and your overall impression of how the material was presented. These evaluations are anonymous, yet extremely valuable.

COURSE SCHEDULE

***Tentative and subject to change. Key dates, University holidays, discussion topics, readings, and assignments are bolded.

Topic 1: The Basics of International Relations

What is IR? How is the world structured? Who are the key players?

1/17-1/19

Topics: Icebreakers, introduction to course, introduction to terms, approaches, key players, and basic features of the post-Cold War international system

Read: Mingst, Ch. 1

1/22

Lab 1: Thinking about world politics: What's important? What actors are involved? What does this say about the nature of contemporary world politics (10 pts.)

Extra-Credit (1/19): Acronyms quiz (10 pts.)

How did we get here? The history of International Relations

1/24 & 1/26

Topic: History and evolution of the international system

Discussion: How has the international system evolved? What does "polarity" refer to? What defines a "pole"? When did the "state" first emerge? Why have other actors increased in power and status? What's the future of a state-actor based system?

Read: Mingst, Ch. 2, Kennan (X), “Sources of Soviet Conduct,” Huntington (skim), “The Clash of Civilizations,” Fukuyama (skim), “The End of History?”
Lab 2: Non-state actor case studies (10 pts.)

How can we approach something as messy as international politics?

1/29, 1/31, 2/2

Topic: Levels of Analysis (LOA) framework
Discussion: What is the Levels of Analysis (LOA) framework? What are the different levels? What are important variables at each level?
Read: Mingst, pp. 74-76, Waltz, “Man, the State, and War” (Mingst Ch. 4, 5, and 6 are suggested for skimming/review)
Lab 3: Hacking journal articles (10 pts.)

What’s in a worldview? IR Theory Part 1

2/5, 2/7, 2/9

Topic: Realism and liberalism as dominant worldviews
Discussion: What is IR theory? What are the key assumptions and schools of realism? What are the key assumptions and schools of liberalism?
Read: Mingst, pp. 76-88, Mearsheimer, “The False Hope of Institutions,” Axelrod and Keohane, “Achieving Cooperation under Anarchy,” Waltz, “Why Iran Should Get the Bomb”
Lab 4: Realist versus liberal case studies (10 pts.)
Due 2/9: Simulation Part 1: Actor profile (25 pts.)

What’s in a worldview? IR Theory Part 2

2/12, 2/14, 2/16

Topic: Critical approaches: Class system theory, constructivism, and feminism
Discussion: Are critical approaches actually theories? What’s the aim of these critical approaches? What’s the key unit of analysis? Do these critical approaches help or hinder our understanding of IR?
Read: Mingst, pp. 89-97, Wallerstein, “The Capitalist World Economy,” Wendt, “Anarchy is What States Make of It,” Tickner, “You Just Don’t Understand: Troubled Engagements between Feminists and IR Theorists”
Lab 5: Documentary: Lioness (10 pts.)

2/19

Review session for Exam 1
Bring study guide to class

2/21

Exam 1 (100 pts.)

Topic 2: Topical Subjects in the Study of International Relations

International security: War, strife, and security

2/23 & 2/26

Topic: Explanations for war, approaches to managing insecurity
Discussion: Why do states fight? What predicts armed conflict? Why do states cooperate? What are approaches to building peace?
Read: Mingst, Ch. 8, Thucydides, “Melian Dialogue,” Fearon, “Rationalist Explanations for War”

Global governance: International organizations (IOs)

2/28, 3/2, & 3/5

Topic: IOs defined, examples of international and regional IOs

Discussion: What's the state of global governance? How has it evolved? Where's it going? What are the problems of IOs?

Read: Mingst, pp. 209-239 & 246-259, Power, "Bystanders to Genocide," Barnett and Finnemore, "The Politics, Power, and Pathologies of International Organizations"

Lab 6: UN & genocide case study (10 pts)

Due 3/2: Simulation Part 2: North Korea Timeline (20 pts.)

Global governance: International law

3/7 & 3/9

Topic: The evolution, sources, and enforcement of international law

Discussion: What is international law? How is different than domestic law? What are the sources? Who enforces? Does international law even matter?

Read: Mingst, pp. 240-245

March 12 - 17, 2018 -- No classes - Spring Break

International Political Economy

3/19, 3/21, 3/23

Topic: Global economy & state power

Discussion: What does the global economy look like? What are key features of international trade regimes and economic IGOs? What is the World Bank? IMF? World Trade Organization? How does the North-South divide play out in international trade regimes?

Read: Mingst, Ch. 9, Krasner, "State Power and the Structure of International Trade," Drezner, "The Irony of Global Economic Governance"

Globalization: Good or Bad?

3/26 & 3/28

Topic: Defining globalization, identifying variables promoting increased economic, political, and cultural linkages, examination of pro-globalization and anti-globalization camps

Discussion: What is globalization? What's fueling it? Is globalization good or bad?

Read: Stiglitz, "Globalization & Its Discontents," Bagwatti, "In Defense of Globalization"

Lab 7: Personal Inventory & Position Statement (10 pts.)

4/4

Review session for Exam 2

Bring study guide to class

Due 4/4: Simulation Part 3: Position Summary (25 pts.)

4/6

Exam 2 (100 pts.)

Topic 3: Contemporary Issues in International Relations

Changing Nature of Global Violence, International Peacebuilding, & Human Rights

4/9, 4/11, 4/13

Topic: Changing conflict trends, traditional peacebuilding approaches, effects of war on civilian populations

Discussion: How is violence changing? What's "new" about global violence? How does this changing nature of global violence affect civilians? How does it affect peacebuilding?

Read: Mingst, Ch. 10, PRIO, "Armed Conflict Trends, 1946-2016," Kaldor, "In Defense of New Wars"

Lab 8: Civil War in Eastern DRC VICE documentary (10 pts.)

International Terrorism

4/16, 4/18, 4/20

Topics: Defining terrorism, identifying key elements of terrorism, freedom fighter vs. terrorist debate

Discussion: What is terrorism? How is it different than war? Crime? What are the key features of terrorism (i.e., how do we know something is terrorism when we see it)?

Read: Kydd and Walter, "The Strategies of Terrorism," Fortna, "Do Terrorists Win? Rebels' Use of Terrorism and Civil War Outcomes"

Lab 9: What's in a term? Terrorism as a contented concept (10 pts.)

Simulation: Crisis on the Korean Peninsula

4/23, 4/25, 4/27

Review simulation links & crisis scenario in advance

Due 4/27: Simulation Part 4: Crisis position statement (25 pts.)

American Decline & the Rise of China

4/30, 5/2, 5/4

Topic: Limited unipolarity, revisionist powers, Hegemon Stability Theory

Discussion: Is the US a declining power? Who are the BRICs? Does China pose a threat as a revisionist power?

Read: Gilpin, "War & Change in World Politics," Nye, "The Future of American Power," Christensen, "The China Challenge"

Lab 10: US versus China (10 pts.)

5/7

Class synopsis & review for Exam 3

Final Exam (Exam 3) -- Wednesday, May 9, 12 - 1:40pm