

## **POLS 1600 Introduction to International Politics**

Spring 2018, TTh 11:00-12:15

Professor Nori Katagiri

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Office hours: Tuesdays 12:15-1:30pm

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### **Course Description and Objectives:**

This course provides the student with the background and conceptual tools for understanding international politics. Four sections comprise this investigation: (1) where we are today, (2) international security and globalization, and (3) global issues in the 21<sup>st</sup> century. In the first section, we discuss the origins, nature, and theories of international relations (IR). Second, we learn both security and economic aspects of global politics, institutions, and norms that shape and constrain the behavior of actors in global politics. Finally, we extend our discussion to contemporary political issues and apply IR theories and concepts to some of the most important global problems we face today, including China's rise and cyber security.

The course is organized into lectures and discussion sessions, although lectures will occasionally spill into the 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.

### **Required Texts:**

- Karen Mingst and Ivan Arreguin-Toft, *Essentials of International Relations, 7<sup>th</sup> Edition* (New York: W.W. Norton, 2016). You need to get the 7<sup>th</sup> Edition. Copies have been ordered to the university bookstore.

There are supplementary articles and book chapters in addition to textbook use. They are placed on e-reserve at the library.

### **Course requirements and grading:**

#### *Mid-term exam: 30% of final grade*

The midterm exam will be given in class on February 27. The exam will cover lecture content and reading materials assigned through that date. A make-up exam will be given only if you provide the instructor, within 24 hours of your absence, with evidence of family and medical emergency (notes from doctor, copy of flight tickets, etc.) or university-sponsored activities that force your absence. Make-up exams will not be given for any other reasons.

#### *Final exam: 50% of final grade*

The final exam will be comprehensive. It will be given during the assigned final exam period for our class (Tuesday, May 15<sup>th</sup>, 12:00-13:50) in the classroom. A make-up exam will be given only if you provide the instructor, within 24 hours of your absence, with evidence of family and medical emergency (notes from doctor, copy of flight tickets, etc.) or university-sponsored activities that force your absence. Make-up exams will not be given for any other reasons.

### Important note for students taking this class for honors credit

In addition to the final exam, students taking this course for honors credit are *required* to write a 3,600-4,500 word research paper and orally present it to the class. Honors students must receive instructor's written approval on the paper topic by 1pm, January 30, Tuesday, and start working on the paper immediately afterwards. The paper is due 6pm, April 23. Late papers will not be accepted and will automatically receive a score of zero. Honors students must orally present the paper to the class on April 24. The paper and presentation will be graded on the basis of quality, organization, clarity, and grammar, and will have 10% each of the final grade (for honors students, the final exam will be the other 30%, rather than 50%. Therefore, for honors students, distribution of final grade is as follows: 30% from midterm exam, 30% from final exam, 10% from research paper, 10% from oral presentation, and 20% from participation).

#### *Class participation: 20% of final grade*

Your attendance and active participation are vital to the success of this course. At a minimum, you should come to class on time having completed and thought about the assigned readings for that class. We will cover materials during class that are not in the readings (and we will not cover every single point from the readings in class). A record of attendance will be maintained, and it is your individual responsibility to sign the class roster at each session. Your absence will be excused only if you provide the instructor, within 24 hours of your absence, with evidence of family and medical emergency (notes from your doctor, copy of flight tickets, etc.) or university-sponsored activities. You are responsible for all materials covered in class, whether you are physically present or not.

I expect that all students will contribute to class 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).

Final letter grades will be assigned that correspond to the following numeric scale:

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

#### **Student success:**

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

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

### **Academic integrity:**

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

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

Students should refer to the following SLU website for more information about Class A and B violations and the procedures following a report of academic dishonesty: <http://www.slu.edu/college-of-arts-and-sciences-home/undergraduate-education/academic-honesty>.

### **Course schedule:**

#### **Section 1: Where We Are Today**

##### **January 16 (T)      Course Overview**

- Start reading for the next session.

##### **January 18 (Th)      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, <https://people.ucsc.edu/~rlipsch/migrated/pol160A/Walt.1998.pdf>.

##### **January 23 (T)      History of International Relations 1: The 17<sup>th</sup> century to World War II**

- *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, [http://www.fd.unl.pt/docentes\\_docs/ma/RBR\\_MA\\_11377.pdf](http://www.fd.unl.pt/docentes_docs/ma/RBR_MA_11377.pdf).

**January 25 (Th) History of International Relations 2: The Cold War and After**

- *Essentials*, pp. 44-68 (skip 64-65).
- X, “The Sources of Soviet Conduct,” *Foreign Affairs* (July 1947), <https://today.uconn.edu/wp-content/uploads/2014/03/SourcesofSovietConduct.pdf>.
- Francis Fukuyama, “The End of History?” *The National Interest* (Summer 1989), pp. 3-18.

**January 30 (T) Levels of Analysis**

- *Essentials*, 74-76, 107-108, 134-136.
- Robert Putnam, “Diplomacy and Domestic Politics: The Logic of Two-Level Games,” *International Organization*, Vol. 42, No. 3 (Summer 1988), pp. 427-441.

**February 1 (Th) Power, Deterrence, and Coercion**

- *Essentials*, pp. 145-151.
- Joseph Nye, *Soft Power: The Means to Success in World Politics* (New York: Public Affairs, 2004), pp. 1-32.
- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), pp. 1-18.

**February 6 (T) Discussion**

**February 8 (Th) Realism**

- *Essentials*, pp. 76-83, 109-116.
- Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, 3<sup>rd</sup> ed. (New York: Knopf, 1960), pp. 3-15.
- John Mearsheimer, *Tragedy of Great Power Politics*, Updated Edition (New York: W.W. Norton, 2014), pp. 29-54.

**February 13 (T) Liberalism, Institutionalism, and Democratic Peace**

- *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 15 (Th) Liberalism and Capitalist Peace**

- Norman Angell, *The Great Illusion: A Study of the Relation of Military Power to National Advantage*, 4<sup>th</sup> ed. (New York: Putnam's, 1913), Synopsis.
- Bruce Russett and John Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (New York: Norton, 2001), pp. 125-156.

**February 20 (T) 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. 391-415.

**February 22 (Th) Midterm exam review**

**February 27 (T) Midterm exam**

**Section 2: Security, Economy, and Globalization**

**March 1 (Th) War and Peace**

- *Essentials*, pp. 263-278, 281-291
- 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>.
- Samuel Huntington, "The Clash of Civilizations?" *Foreign Affairs*, Vol. 72, No. 3 (Summer 1993), pp. 22-49.

**March 6 (T) The Security Dilemma**

- Re-read Mearsheimer, *Tragedy of Great Power Politics*, pp. 35-36.
- Robert Jervis, "Cooperation under the Security Dilemma," *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167-214.

**March 8 (Th) War, Peace, and Nuclear Weapons**

- *Essentials*, pp. 278-281.
- Scott Sagan and Kenneth Waltz, *The Spread of Nuclear Weapons: An Enduring Debate, Third Edition* (New York: W.W. Norton, 2013), pp. 3-17, 37-50, 77-81.
- Kenneth Waltz, "Why Should Iran Get the Bomb: Nuclear Balancing Would Mean Stability," *Foreign Affairs* (July/August 2012).

**March 12-17 Spring break (no class)**

**March 20 (T) Discussion**

**March 22 (Th) International Political Economy and Globalization**

- *Essentials*, pp. 317-332.
- 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/>.

**March 27 (T) International Institutions, NGOs, and the Environment**

- *Essentials*, pp. 209-220, 246-257, 398-417.
- Garrett Hardin, “The Tragedy of the Commons,” *Science*, Vol. 162 (December 1968), pp. 1243-1248.

**March 29 – April 2 Easter break (no class)**

**April 3 (T) Transnational Problems**

- *Essentials*, pp. 418-427, 432-439.
- Moises Naim, “Five Wars of Globalization,” *Foreign Policy* (November 3, 2009), <http://foreignpolicy.com/2009/11/03/five-wars-of-globalization/>.

**April 5 (Th) Discussion**

**Section 3: Global Issues in the 21<sup>st</sup> Century**

**April 10 (T) Assessing Problems and Threats in International Relations**

- James Clapper, *Worldwide Threat Assessment of the US Intelligence Community* (Washington, DC: Senate Select Committee on Intelligence, 2016), pp. 1-15, <http://www.intelligence.senate.gov/sites/default/files/wwt2016.pdf>.

**April 12 (Th) Explaining September 11 and the 2003 Iraq War**

- *Essentials*, pp. 60-67, 97-104 (skip 98-99, 102-103).
- The Heritage Foundation, *Al-Qaeda: Declarations and Acts of War*, <http://www.heritage.org/research/projects/enemy-detention/al-qaeda-declarations>.
- John Mueller, “Is There Still a Terrorist Threat? The Myth of the Omnipresent Enemy,” *Foreign Affairs* (September/October 2006), <https://www.foreignaffairs.com/articles/2006-09-01/there-still-terrorist-threat-myth-omnipresent-enemy>.
- 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).

- April 17 (T)                    Politics in the Cyber Space**
- *Essentials*, pp. 427-431.
  - Richard Clarke and Robert Knake, *Cyber War: The Next Threat to National Security and What to Do About It* (New York: HarperCollins, 2010), pp. iv-32.
  - Thomas Rid, “Cyberwar and Peace: Hacking Can Reduce Real-World Violence,” *Foreign Affairs* (November/December 2013), pp. 77-87.
- April 19 (Th)                    Discussion**
- April 24 (T)                    Student presentation of honors papers**
- April 26 (Th)                    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).
  - Aaron Friedberg, “The Debate over US China Strategy,” *Survival*, Vol. 57, No. 3 (June 2015), pp. 90-108.
- May 1 (T)                        US Foreign Policy in the 21<sup>st</sup> Century**
- Donald Trump, *Crippled America: How to Make America Great Again* (New York: Simon & Schuster, 2015), pp. 31-48.
  - G. John Ikenberry, “The Plot against American Foreign Policy: Can the Liberal Order Survive?” *Foreign Affairs* (May/June 2017).
  - Keren Yarhi-Milo, “After Credibility: American Foreign Policy in the Trump Era,” *Foreign Affairs* (January/February 2018).
- May 3 (Th)                        Final Exam Review**
- May 15 (T)                        Final Exam (12:00-13:50)**