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## **POLS 160 Introduction to International Politics**

Fall 2022, MWF 10:00-10:50

Professor Nori Katagiri

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Office hours: Monday 3-4pm or by zoom

Classroom: Des Peres Hall 108

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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, (3) globalization and transnational issues, and (4) 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 what war is, what causes it, and how it is fought. Third, we study economic dimensions of international relations, 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 problems we face today.

This class fulfills the Core: Global Interdependence, the College and Arts and Sciences Global Citizenship requirement, and the social science requirement. For Political Science majors, it also counts as an international relations course. For International Studies majors, it fulfills the International Politics requirement.

### **Required Texts**

- Karen Mingst and Heather Elko McKibben, *Essentials of International Relations, 9<sup>th</sup> Edition* (New York: W.W. Norton, 2021). Only the 9<sup>th</sup> edition is acceptable for this course. Hardcopies are available for purchase online and at the university bookstore.
- There are supplementary articles and book chapters in addition to textbook use. They are placed on our course page on Canvas.

### **Course requirements and grading**

*Attendance: 20% of final grade*

The course complies with SLU's attendance policy below. A record of attendance will be maintained. Your absence is excused only if you provide the instructor with evidence of family and medical emergency (doctor's note, copy of flight tickets, etc.) or university-sponsored activities within 48 hours of absence. You are responsible for all materials covered in class, whether you are physically present or not.

*Group presentation: 20% of final grade*

Students will make a 30-minute group presentation on the readings given in a course section. Students will be assigned into one of the five presentation groups, work with peers, and present on the reading assignments orally on the day of their designation. For instance, if you are assigned to group 3, you will present on October 17 to discuss what you have learned in *all* classes between October 5 and October 14. The presentation will be graded on the basis of quality, organization, and clarity. No external research is necessary; for best results, only consult the reading assignments and course slides. If you fail to show up for your teamwork, including the presentation, you will not receive any credit for this assignment.

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

Students will take an in-class exam. There will be no make-up exam if you miss it.

*Final paper: 30% of final grade*

Students will write an academic paper to cover lecture content and reading materials. The assignment will be comprehensive. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

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		

**Academic Integrity**

*Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.”

Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at: [https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

**Disability Accommodations**

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact Disability Services to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact Disability Services, located in the Student Success Center and available by email at [Disability\\_services@slu.edu](mailto:Disability_services@slu.edu) or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student’s eligibility for academic accommodations will be shared with course instructors by email from Disability Services and within the instructor’s official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to Disability Services. Confidentiality will be observed in all inquiries.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related

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to disability accommodations. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

## **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](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 at 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.

Note: due to accreditation requirements, regulatory differences, and/or location-specific resources, the School of Law, the School of Medicine, and SLU Madrid have their own standard language for syllabus statements related to Title IX. Faculty in those units should seek guidance for syllabus requirements from their dean's office.

### **Mandatory Syllabus Statement on Face Masks (until further notice)**

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

**Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class.** This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

**When a University-wide face mask requirement is in effect**, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.

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- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in 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 a University-wide face mask requirement.

**When a University-wide face mask requirement is not in effect**, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

#### **ADA Accommodations for Face Mask Requirements**

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 (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's ADA Policy. Inquiries 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).

#### **Mandatory Syllabus Statement on In-Person Class Attendance and Participation (until further notice)**

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 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 (whether exhibiting any of potential COVID-19 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 activities per the stipulations of the isolation or quarantine directive.

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3. Students are responsible for notifying their 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. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
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, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences.

### **Core: Global Interdependence**

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate Core Student Learning Outcomes (SLOs).

<b>Global Interdependence</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
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<b>University Core Student Learning Outcomes</b>
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The Core SLO(s) that this component is intentionally designed to advance are:
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SLO 6: Recognize transnational or global interdependence
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Additionally, the Core Component-level Student Learning Outcomes are listed below:
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<b>Component-level Student Learning Outcomes</b>
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Students who complete this course will be able to:
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- |   |
|---|
| <ul style="list-style-type: none"><li>● Ask complex questions about other cultures or international processes</li></ul>   |
| <ul style="list-style-type: none"><li>● Interpret intellectual and emotional dimensions of more than one worldview</li></ul>  |
| <ul style="list-style-type: none"><li>● Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities</li></ul>         |
| <ul style="list-style-type: none"><li>● Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States</li></ul>                    |
| <ul style="list-style-type: none"><li>● Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders</li></ul>                            |
| <ul style="list-style-type: none"><li>● Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape</li></ul> |

### **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: Where We Are Today**

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|----------------------|---|
| <b>August 24 (W)</b> | <b>Course Overview</b> <ul style="list-style-type: none"><li>• Start reading for the next session.</li></ul>  |
| <b>August 26 (F)</b> | <b>Origins and Theories of International Relations</b> <ul style="list-style-type: none"><li>• <i>Essentials</i>, pp. 3-17, 66-70.</li><li>• Stephen Walt, “International Relations: One World, Many Theories,” <i>Foreign Policy</i>, Vol. 110 (Spring 1998), pp. 29-46.</li></ul> |
| <b>August 29 (M)</b> | <b>History of International Relations 1: The Cold War</b> <ul style="list-style-type: none"><li>• <i>Essentials</i>, pp. 40-52.</li><li>• X, “The Sources of Soviet Conduct,” <i>Foreign Affairs</i> (July 1947).</li></ul>   |
| <b>August 31 (W)</b> | <b>History of International Relations 2: After the Cold War</b> <ul style="list-style-type: none"><li>• <i>Essentials</i>, pp. 52-62.</li></ul>   |

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- Francis Fukuyama, “The End of History?” *The National Interest* (Summer 1989), pp. 3-18.

**September 2 (F) Levels of Analysis**

- *Essentials*, pp. 103-105, 119-126.
- Robert Putnam, “Diplomacy and Domestic Politics: The Logic of Two-Level Games,” *International Organization*, Vol. 42, No. 3 (Summer 1988), pp. 427-441.

**September 5 (M) No class – Labor Day**

**September 7 (W) Power, Deterrence, and Coercion**

- *Essentials*, pp. 141-157.
- Thomas Schelling, *Arms and Influence* (New Haven: Yale University Press, 1966), pp. 1-18.

**September 9 (F) Hard Power and Soft Power**

- Joseph Nye, *Soft Power: The Means to Success in World Politics* (New York: Public Affairs, 2004), pp. 1-32.

**September 12 (M) Group Presentation 1**

**September 14 (W) Discussion**

**September 16 (F) Classical Realism**

- Hans Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, 3<sup>rd</sup> ed. (New York: Knopf, 1960), pp. 3-15.

**September 19 (M) Structural Realism**

- *Essentials*, pp. 71-77, 106-110.
- John Mearsheimer, *Tragedy of Great Power Politics*, Updated Edition (New York: W.W. Norton, 2014), pp. 29-54.

**September 21 (W) Liberalism, Institutionalism, and Democratic Peace**

- *Essentials*, pp. 77-82, 110-111, 114.

**September 23 (F) 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: W.W. Norton, 2001), pp. 125-155.

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**September 26 (M) Constructivism**

- *Essentials*, pp. 83-85, 88-89, 114-119.
- 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.

**September 28 (W) No class**

**September 30 (F) Midterm exam**

**October 3 (M) Group Presentation 2**

**Section 2: International Security**

**October 5 (W) War and Peace**

- *Essentials*, pp. 177-184, 195-201.

**October 7 (F) The Security Dilemma**

- Robert Jervis, "Cooperation under the Security Dilemma," *World Politics*, Vol. 30, No. 2 (January 1978), pp. 167-214.

**October 10 (M) Conflict between Civilizations**

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

**October 12 (W) Terrorism**

- *Essentials*, pp. 185-193.
- Martha Crenshaw and Gary Lafree, *Countering Terrorism* (Washington, DC: Brookings Institution Press, 2017), pp. 99-129.

**October 14 (F) Nuclear Weapons**

- 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.
- Olga Oliker, "Moscow's Nuclear Enigma: What Is Russia's Arsenal Really For?" *Foreign Affairs* (November/December 2018).
- *Essentials*, pp. 210-211.

**October 17 (M) Group Presentation 3**

**October 19 (W) Discussion**



### **Section 3: Globalization and Transnational Issues**

**October 21 (F) International Political Economy**

- *Essentials*, pp. 259-271.

**October 24 (M) Globalization and Its Discontents**

- *Essentials*, pp. 257-258.
- Robert Keohane and Joseph Nye, “Globalization: What’s New? What’s Not? (And So What?),” *Foreign Policy*, Vol. 118 (Spring 2000), pp. 104-119.
- Dani Rodrik, “Trading in Illusions,” *Foreign Policy* (November 18, 2009).
- Benjamin Barber, “Jihad vs. McWorld,” *The Atlantic* (March 1992).

**October 26 (W) International Institutions**

- *Essentials*, pp. 226-231, 307-325, 328-330.
- Garrett Hardin, “The Tragedy of the Commons,” *Science*, Vol. 162 (December 1968), pp. 1243-1248.

**October 28 (F) No class – Fall Break**

**October 31 (M) Nongovernmental organizations**

- *Essentials*, pp. 342-350.

**November 2 (W) Group Presentation 4**

**November 4 (F) Politics in the Cyber Space 1**

- *Essentials*, pp. 193-195.
- Haass, *The World*, pp. 201-207.

**November 7 (M) Politics in the Cyber Space 2**

- Dina Temple-Raston, “How The U.S. Hacked ISIS,” *NPR* (September 26, 2019), <https://www.npr.org/2019/09/26/763545811/how-the-u-s-hacked-isis>.
- Marietje Schaake, “The Lawless Realm: Countering the Real Cyberthreat,” *Foreign Affairs*, Vol. 99, No. 6 (2020), pp. 27-33.
- Joseph Nye, “The End of Cyber-Anarchy? How to Build a New Digital Order,” *Foreign Affairs* (January/February 2022).

**November 9 (W) Transnational Problems**

- *Essentials*, pp. 166-174, 425-432, 454-458.
- Moises Naim, “Five Wars of Globalization,” *Foreign Policy* (November 3, 2009).

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**November 11 (F) Human Rights and International Migration**

- *Essentials*, pp. 353-363, 366-388, 432-437, 440-442.

**November 14 (M) Global Health**

- *Essentials*, pp. 442-454.

**November 16 (W) The Environment**

- *Essentials*, pp. 391-402, 415-422.

**November 18 (F) Group Presentation 5**

**November 21 (M) Discussion**

**November 23 (W) No class – Thanksgiving Break**

**November 25 (F) No class – Thanksgiving Break**

**Section 4: Global Issues in the 21<sup>st</sup> Century**

**November 28 (M) Assessing Threats and Opportunities**

- Office of the Director of National Intelligence, *Annual Threat Assessment of the U.S. Intelligence Community* (2021), pp. 4-11, 17-24.
- John Mueller, “Is There Still a Terrorist Threat? The Myth of the Omnipresent Enemy,” *Foreign Affairs* (September/October 2006).

**November 30 (W) Writing academic papers for an IR class  
Final paper topic to be distributed**

**December 2 (F) Asia and China**

- Haass, *The World*, pp. 82-96.
- John Mearsheimer, “The Inevitable Rivalry: America, China, and the Tragedy of Great-Power Politics,” *Foreign Affairs* (November/December 2021).
- Elizabeth Economy, “Xi Jinping’s New World Order: Can China Remake the International System?” *Foreign Affairs* (January/February 2022).

**December 5 (M) Russia and Europe**

- Angela Stent, *Putin’s World: Russia Against the West and with the Rest* (New York: Twelve, 2019), pp. 345-362.
- *Essentials*, pp. 94-100.
- John Mearsheimer, “Why the Ukraine Crisis Is the West’s Fault: The Liberal Delusions That Provoked Putin,” *Foreign Affairs*, Vol. 93, No. 5 (2014), pp. 77-84.

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**December 7 (W) COVID and power politics**

- Re-read *Essentials*, pp. 448-454.
- Ana Santos Rutschman, “Is There a Cure for Vaccine Nationalism?” *Current History*, Vol. 120, No. 822 (January 2021).
- Barry Posen, “Do Pandemics Promote Peace? Why Sickness Slows the March to War,” *Foreign Affairs* (April 23, 2020).

**December 9 (F) International Politics and the United States**

- Richard Haass, “The Age of America First: Washington’s Flawed New Foreign Policy Consensus,” *Foreign Affairs* (November/December 2021).
- Jon Mueller, ““Pax Americana” Is a Myth: Aversion to War Drives Peace and Order,” *The Washington Quarterly*, Vol. 43, No. 3 (2020).

**Final paper due at 4pm**