



**POLS 4692/5690: THEORIES OF WORLD POLITICS  
FALL 2021**

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**Office Hours:** Mondays 3.30 – 5.30 pm, or by appointment (<https://slu.zoom.us/j/730373101>).

**Class Meetings:** Wednesdays, 4:15 – 7:00 pm, McGannon 121.

**COURSE DESCRIPTION AND PREREQUISITES**

This course offers an overview of the major theoretical traditions, analytical approaches, and scholarly debates relating to the study of international and world politics. The primary purpose of the course is to examine the development of the field, and to understand and be able to evaluate the main theoretical approaches in this sub-discipline. The course covers many of what have come to be known as classic works in the field as well as some more recent theoretical and empirical applications. At the first half of the course, we will focus on examining alternative theoretical approaches and perspectives. At the second half of the class, we will delve into some applied issues on conflict and cooperation, such as nuclear deterrence and proliferation, and globalization and international trade. Our goal will be to engage, discuss, and tackle the following questions: What are the critical concepts? How are cause and effect observed? What kind of research design do the authors use? From what theoretical perspective does the argument originate? With whom are the authors engaged in debate?

The aim of this course is to provide theoretical and analytical background for those who plan to pursue advanced studies in international relations, go into government service, international organizations and agencies, businesses involved in the global economy, nongovernmental organizations with international foci, and consulting firms analyzing issues related to world politics.

**Learning Goals, Objectives, and Outcomes**

This course is designed to help you to gain knowledge and understanding on how international relations work. A key objective is to uncover the difference between being well-informed about current international affairs and being able to analyze international politics. While being well-informed is wonderful, the main goal of the course is to help you develop the critical skills required

to systematically analyze international politics. We will endeavor not just to familiarize you with the literature, but also to stimulate your curiosity to pursue new research questions. An important goal of the course is also to equip you with the critical mindset and the analytical tools required to pursue such research.

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

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

1. Understand the major theories and concepts of international relations.
2. Evaluate the advantages and disadvantages of international theories in comparison to each other.
3. Become familiar with the scientific method and the tools and data required to analyze international politics.
4. Learn how to find primary, factual research materials (data) and to interpret and report it concisely.
5. Use alternative analytical and structural techniques to investigate international processes.
6. Be knowledgeable about the external and domestic causes of conflict and cooperation.
7. Critically evaluate different theories of international economic relations and assess the interrelation between politics and development.

## **COURSE TEXTBOOK**

There is no required textbook for this class. The required and recommended readings will be uploaded on Canvas (and handed out). Students are encouraged to bring in whatever interesting reading you find for class discussion. The world is dynamic and often has ongoing issues that can help illustrate the topic and as such news articles may be added as needed. Expected topics are listed on the schedule.

If you are not familiar with the literature in international relations, effective introductions to the field can be found in the following:

Russett, Bruce and Harvey Starr and David Kinsella. *World Politics: The Menu of Choice*. 10th Edition Belmont: Wadsworth/Thomson.

Bruce Bueno de Mesquita, *Principles of International Politics: People's Power, Preferences and Perceptions*, 4th Edition Washington D.C., CQ Press

Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. *World Politics: Interests, Interactions, Institutions*, 5th Edition., W. W. Norton.

Griffiths, Martin, Steven Roach and M. Scott Solomon. *Fifty Key Thinkers in International Relations*, Routledge

An extraordinary useful supplement on specific IR topics is contained in:

William Thompson (2018) *Empirical International Relations Theory*. Oxford University Press

Denemark R.A and Marlin-Bennet R. (2014) "International Studies Encyclopedia," *International Studies Association Compendium Project*. ed., US: Wiley-Black.

Also, useful statistical and methodological background can be found in:

Phillips Shively, *The Craft of Political Research*, 10th edition, Routledge.

Gary King, Robert Keohane, and Sidney Verba, *Designing Social Inquiry*, Princeton University Press, 1994.

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

### **Course Organization**

The class will meet in person and online once a week on Wednesday.<sup>1</sup> Lecture slides will be posted online each week as supplementary material to the readings. My main tool of communicating with you is going to be Canvas/Email. I will post any announcements, schedule changes, extra readings, or news through Canvas and/or Email. Therefore, I suggest you to check the POLS 4692/5690 tab on your Canvas pages frequently to see if there are any changes. Some of our in-class activities may require you to use your laptops (or smart phones), so please bring your laptops (and phones) to every class.<sup>2</sup>

The 14 separate lectures for this course are packed over a relatively short period in your lives. During the semester, you're going to be busy with lots of other courses and activities, and when the semester is over, you're going to move on to many wonderful adventures and accomplishments. You won't remember everything from POLS 4692/5690 (least of all the course number). But hopefully you'll remember some key lessons. My strategy is to teach the course with life-long learning in mind (so you might remember something you learned in this class in 20 years). We will, therefore, use multiple methods to reinforce the main take-away messages of the course.

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

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

## Readings

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

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

Almost every week is organized to have chapters or excerpts from classical/seminal works in the field. These readings provide a general introduction to the topics and introduce theories of world politics. Most weeks will include additional readings from academic or popular journals, books, newspapers, or web pages. These readings go beyond the general theories and expose you to actual research or policy debates. Some of these papers might have empirical tests or formal models, but you are not responsible from the methodological parts. You should try to understand the main questions raised by the authors, their approach, theoretical perspectives, and main findings and discussions.

Students registered for POLS 4692 will lead the discussion on one reading and students registered for POLS 5690 will lead the discussion on two readings throughout the semester. The discussion leader should make a presentation (a Power Point presentation and/or handouts are highly encouraged) that covers the key points of the article, its main theme(s), and contributions. Furthermore, you should provide criticisms and questions, and suggest ways to improve the article. Each presentation/discussion will be limited to twenty minutes.

The papers that are available for presentation are marked with an asterisk (\*) in the reading list. We will assign the dates and papers during the first class/week.

Optional Readings: As the name suggests, these papers are actually optional. Nevertheless, they are still important papers and books in the field, which I suggest you to skim through and/or save it for later to strengthen your knowledge on the topics and use as a reference if you would like to pursue more advanced classes in International Relations.

If you would like to use one of the optional papers for your discussion leadership, you are welcome to do so as long as you inform me in advance.

Keeping up with the news will reinforce what you learn in class and provide more examples of issues on international relations. Starting on week three (September 8), we will start the class by discussing current international events and news. Each of you will be responsible for bringing to our attention important current news related to the topics of our class. This activity will count towards your participation grade.

Some good sources I suggest you follow daily or weekly are, but not limited to, Aljazeera, allAfrica, BBC, The Christian Science Monitor, CNN, The Economist, Euronews, The Financial Times, The Guardian, The New York Times, The Wall Street Journal, The Washington Post, and

Xinhuanet. Most of the articles of the aforementioned magazines and newspapers are public and those that are still gated should be available in the library. It is likely that the questions on the the final exam will require you to be up-to-date on current events.

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

## **Papers**

Critical Reviews / Research Proposals: Each student is responsible for writing a 400-750 word long critical reviews, reflecting on the assigned readings for the week. These papers should identify the key themes to be covered that week and provide a critical assessment of the readings, focusing on the strengths and weaknesses of the theory and research design as well as policy and normative implications. You can also consider the critical reviews as an opportunity for reflection, discussing how your individual actions and experiences affect and are affected by global interactions. The critical reviews should also include several discussion questions that you believe would be beneficial to discuss in class, and interesting topics for future research (submitting a research proposal on a topic related to a given week's readings/theme is a perfectly acceptable alternative to your critical review).

Students registered for POLS 4692 must submit at least two critical reviews and students registered for POLS 5690 must submit at least four critical reviews throughout the semester. The papers should be submitted to me via email by 9 am on Wednesday (prior to class). Any reviews after the third (or fifth) one will count towards extra credit. You will find that parts of lectures will be based on these readings and most of the time they will provide additional insight to our class discussions, so it is imperative that you read them.

Research Project: You will be expected to complete a research project in a theme and question determined in conjunction with me. The question has to be related to the issues we are covering and the themes we are exploring. The research project will consist of a research proposal, rough draft, and a final draft.

Preliminary Meetings: First, during the first four weeks of the semester (by September 22), everyone in the class is required to meet me to discuss potential topics for your final projects. You should contact me and make an appointment for the meeting. If you cannot come up with your own research topic, I am happy to provide you with research questions that you can work with.

Research Proposal: After we decide on a topic, you will then prepare a short research proposal. The research proposal should include at least the following:

1. A tentative working title.
2. Your main research question(s)
3. An outline of the main points you will be discussing in the final paper (what problem you will address, why it's important, and your theory/solution/argument, etc.).
4. An annotated bibliography that contains at least 8 sources for students registered for POLS 4692 and 12 sources (academic articles or books) for students registered for POLS 5690.

Use this proposal to convince me that you are pursuing an important issue, you have done your initial research, and you know what you are going to write about. ***I must approve your topic – I will not accept final papers that have major changes in topic without prior approval.***

I will provide you with comments and feedback after I receive your proposal. You are also encouraged to schedule additional meeting(s) with me, before and after the proposal is due, to discuss your paper.

The first three parts of the research proposal should be 400-750 words long, and the fourth part, the annotated bibliography, should be 1750-2250 words long for POLS 4692 students and 2750-3250 words long for POLS 5690 students. Note that you will use parts of your annotated bibliography in your literature review at the next step. I recommend you to structure the annotated bibliography keeping this in mind.

The research proposal is due **September 29<sup>th</sup>**.

Rough Draft: The next step is to prepare the rough draft which includes your research question/motivation, literature review, theory, hypotheses, and preliminary research design.

The literature review part should include the majority of the articles you used in your annotated bibliography in addition to several newly identified scholarly works, and synthesize them into a shorter, integrated review. Please note that a literature review should not be a sequential explanation of each source (as in the annotated bibliography). The purpose of the literature review is to better understand how to concisely convey to readers prior research findings, theories, arguments, and shortcomings.

After the literature review, you will develop your causal mechanism that is presented through a theory and a hypothesis (or multiple hypotheses) derived from your theory. This is when your paper is going to start to take shape and roughly look like an almost-complete research paper. When you are developing your theory and hypotheses, you should aim for presenting a clearly articulated and supported argument that not only situates itself within the wider discussions on the topic, but makes a contribution to that discussion. Your research design should propose a specific

research design to test your hypotheses. Even if your ideas relate primarily to theoretical issues, you must specify some appropriate and feasible method for testing your conjectures in a manner that you could actually follow up and execute if you chose to do so. The research design can use any appropriate method for your specific question, small-N, large-N, experiments, et cetera, or a mixture of methods. At this stage, you do not need to present any results. The rough drafts of POLS 4692 students should be 2750-4000 words long, and the rough drafts of POLS 5690 students should be 3500-5500 words long. The rough drafts are due **November 12<sup>th</sup>**.

Peer Review: Your rough drafts will be reviewed by me as well as one of your classmates. The purpose of the peer review is to help your friends improve their paper. Thus, you should give constructive criticisms and suggestions. The deadline to submit the peer reviews is **November 22<sup>nd</sup>**.

Presentation: During the last class, on **December 8<sup>th</sup>**, each student will present their research in the class. POLS 4692 students will be allowed 8 minutes to present their work, followed by a 3 minute discussion. POLS 5690 students will be allowed 10 minutes to present their work, followed by a 4-minute discussion and question & answer period. The presentation should be designed to educate your fellow students and communicate your points in a clear, concise, and engaging way. All students in the class are expected to provide useful suggestions for this presentation. Note that although a final version of the paper is not required at this point, I expect a close-to-final-product presentation.

Final paper: By the end of the semester, your research project will culminate into a final paper. The final paper should present a clearly articulated and supported argument that not only situates itself within the wider discussions on the topic, but makes a contribution to that discussion. In addition to repeating knowledge gained from research with a literature review, this assignment shows ability to build upon that knowledge.

The goal of this paper is to create research: research within the complexity of the question, research of historical and cultural context, and research of ongoing academic conversations. The emphasis in this class is on the process of turning topics into questions and exploring the implications of those questions. The goal is not to find a final answer, but to practice analyzing and synthesizing sources within an intellectual community.

Evaluation of the term paper will be based upon how well the student was able to synthesize core theoretical and/or methodological concepts with factual information on global political economic and financial interactions. Students will build critical thinking skills in order to form and support their analytical arguments, have an opinion and a defined thesis to help investigate available information.

Although methodological details may vary, most disciplines ask that you clarify your role in their conversation. Clarify with whom you are engaging and what you are adding o that discussion. Actively work to acknowledge your use of other sources. This includes proper citation of information and ideas from your research and reading, as well as indicating when you are copying and paraphrasing. Failure to attribute sources opens you up to the charge of plagiarism and academic dishonesty (see below for details).

Students registered for POLS 4692 should submit a 3750-5000 words long complete research design that poses a question, presents a literature review, synthesizes core theoretical and/or methodological concepts with factual information, outlines a hypothesis, and proposes how to test the argument advanced. They can optionally submit a complete research paper that not only proposes a research design, but it also executes the tests.

Students registered for POLS 5690 should submit a 4500-6500 words long complete research paper that poses a question, presents a literature review, synthesizes core theoretical and/or methodological concepts with factual information, outlines and tests a hypothesis, and provides analyses and results.

The final paper is due **December 13<sup>th</sup>**.

All the deliverables for your final project should be double-spaced with Times New Roman, 12-point font size, and regular (1 inch) margins. Works cited/bibliography sections and appendices do not count against your word-limits. I will provide you with more information about each step throughout the semester.

## **Tests**

Final Exam: This class only has a final exam. The **tentative** date for the exam is **December 1**. The exact date for the exam will be confirmed in the course of the class. Detailed information about the content and dates will be discussed in class and posted on Canvas.

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

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

For unplanned absences due to emergencies, please contact me as soon as possible to discuss the case and make the appropriate arrangements (please pay extra attention to this for the sessions that you will have to lead the discussion).

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

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

## Grading

Your final grade will be determined as follows:

Final Exam	25%
Critical Reviews	10% (2.5% or 5% each)
Discussion Leader	10%
Research Project	40%
• Research Proposal: 5%	
• Rough Draft: 10%	
• Peer Review: 5%	
• Presentation: 5%	
• Final Paper: 15%	
Attendance and Participation	15%

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

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

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

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

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

The health and well-being of SLU's students, staff, and faculty are critical concerns. Accordingly, the following University policy statements are designed to preserve and advance the collective health and well-being of our institutional constituencies.

1. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students who exhibit any [potential COVID symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) but who feel well enough to a) attend the course synchronously in an online class session or b)

participate in asynchronous online class activities, are expected to do so. Those who do not feel well enough to do so should absent themselves accordingly.

3. Students (whether exhibiting any of potential COVID symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activity per the stipulations of the isolation or quarantine directive. They are expected to participate in synchronous or asynchronous online class activities as they feel able to do so, or absent themselves accordingly.
4. Students are responsible for notifying each instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official shall be considered “Authorized” absences (effective August 2020 through May 2021).

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

Attendance to this class is not mandatory. However, class attendance is useful to learn the material and succeed in this class. This course has been designed such that the activities and discussions we experience in class are beneficial for your learning and success. Your peers and I can summarize the learning that took place, but we cannot reproduce those experiences for you. You can watch the recordings of the lectures after the class, but this is a tool that should only be used if there are no other options. Therefore, I invite you to be discerning about when and why you miss a class. If you are not able to attend class for any reason please let me know ahead of time, preferably at least one hour before the class starts.

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

You are expected to participate actively and meaningfully (that is, following the discussions closely, contributing informed answers to the questions, taking notes actively, and asking relevant questions). Effective engagement in the course is demonstrated through consistent and thoughtful contribution to the classroom community (which includes asking thoughtful questions, not just

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

contributing your own views), through focused attention to course materials and conversations, and through a general responsiveness to (and respect for) your peers. Engagement does not always mean talking a lot (in fact, talking for its own sake can often look like the opposite of engagement). Ideally, you will be engaged, self-directed, and motivated to advance understanding for all of us in our class.

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

Seating Charts for Contact Tracing: In order to facilitate contact tracing in classrooms, while preserving confidentiality of COVID-19-positive individuals, faculty are expected to provide Contact Tracers access to accurate seating charts (or some equivalent) for all our in-person classrooms and learning spaces. From the start of the semester, faculty will be required to produce, on demand, a seating chart (or some equivalent) for a given day in the semester. Contact Tracers will request this information directly from faculty, and faculty will be expected to share it within 12 hours of the request. Faculty who do not comply may impede Contact Tracing, which could lead to all members of a class being tested and/or quarantine.

For this reason, starting next class, I will be circulating seating charts during every class. Please ensure you complete this form every time you attend the class, even if you arrived the class late or have to leave the class early. Moreover, starting from next class, I ask you to sit on the same seat (as much as possible) for the rest of the semester.

I want to emphasize that maintaining records are to ensure effective and efficient contact tracing should it be needed.

### **Important Dates**

Research Project Meetings: August 25 – September 22

Research Proposal: September 29

Rough Draft: November 12

Peer Reviews November 22

Final Exam: December 1

Final Paper Presentation: December 8

Final Paper: December 13

## **INSTRUCTOR FEEDBACK AND COMMUNICATION**

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

The office hours will take place using Zoom. You can virtually meet me during the office hours or a predetermined meeting time by clicking the link, <https://slu.zoom.us/j/730373101>. If you want to talk another way, please inform me in advance so we can make the arrangements.

### **Email Communication**

When contacting with me through email, please type "POLS 4692" or "POLS 5690" in the beginning of the subject of the email (for example, "POLS 5690: XXXXXXXX"). This will make it easier for me to classify your email and eliminate the chance that I might inadvertently delete it.

### **Feedback**

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

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

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

## **Mistakes**

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

## **IMPORTANT MATTERS**

### **Academic Integrity**

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

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

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

### **Title IX**

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

the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel/>

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information on the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

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

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.
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

### **Mandatory Syllabus Statement on Face Masks**

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.
- 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).

### **Disability Services**

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

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

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

### **University Counseling Center**

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

### **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit the [Student Success Center](#) to learn more about tutoring services, university writing services, disability services, and academic coaching.

### **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit the [Student Success Center](#) or call the Student Success Center at 314-977-3484.

### **Basic Needs Security**

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

## **COURSE OUTLINE**

Below is a tentative outline of topics we will cover in the course.\* I will notify you throughout the semester of when you will be responsible for certain readings in class and on the Canvas calendar. Please complete the corresponding readings as we proceed in the semester. Any extra readings or sources will also be announced from Canvas.

### **Week 1: No Class, Professor is at a conference – August 25**

This syllabus

### **Week 2: Analytical Framework and the Scientific Study of World Politics – September 1**

This Syllabus

Jack Snyder. 2004. "One World, Rival Theories." *Foreign Policy*, No. 145, November/December, pp. 53-62.

David Singer (1961). "The Level-of-Analysis Problem in International Relations," *World Politics*, 14, 1: 77-92.

#### Optional:

Inis Claude (1962), *Power and International Relations*: New York, Random House.

Sara McLaughlin-Mitchell and John Vasquez (2014). *Conflict War, & Peace*. CQ Press, Sage Publications

Sara McLaughlin-Mitchell, Paul Diehl and James Morrow (2014). *The Scientific Study of International Processes*. Wiley and Blackwell

Richard Mansbach and John Vasquez (1981). *In Search of Theory*. New York: Columbia University Press.

### **Week 3: Realism and System-Level Theories I – September 8**

Thucydides, Melian Dialogue, in *Peloponnesian War* (excerpt).

Hobbes, Thomas. "Of the Natural Condition of Mankind" in *Leviathan* (excerpt).

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

John Mearsheimer (2001). *The Tragedy of Great Power Politics*. Norton, Chapters 1- 2.

(\*) Karen Ruth Adams (2004). "Attack and Conquer? International Anarchy and the Offense-

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

Defense-Deterrence Balance.” *International Security*, 28(3): 45–83.

Optional:

E.H. Carr (1964). *The Twenty Years' Crisis, 1919-1939*, New York, Harper.

Hans Morgenthau (1960). *Politics Among Nations*, New York, Knopf.

Kenneth Waltz (1979). *Theory of International Politics*. Addison Wesley

Clausewitz, Carl Von (1985). *On War*. Penguin Press.

Walt, Stephen M. (1987). *Origins of Alliances*. Cornell University Press,

Niou, Emerson, Ordeshook, Peter and Rose, Gregory (1989). *The Balance of Power: Stability in International Systems*. Cambridge University Press.

Kalevi J. Holsti (1991). *Peace and War: Armed Conflicts and International Order: 1648-1989*. New York: Cambridge University Press.

**Week 4: Realism and System-Level Theories II – September 15**

Organski, A.F.K. and Jacek Kugler (1980). *The War Ledger*. Chicago: The University of Chicago Press, Chapter 1.

Allison, Graham (2015). "The Thucydides Trap: Are the U.S. and China Headed for War?" *Atlantic*, September 24.

(\*) Doran, Charles (2000). Confronting the principles of the power cycle: Changing systems structure, expectations, and war. In *Handbook of War Studies II*, edited by Manus I. Midlarsky. Ann Arbor: University of Michigan Press.

(\*) Bussmann M, Oneal JR. (2007). “Do Hegemons Distribute Private Goods?: A Test of Power-Transition Theory.” *Journal of Conflict Resolution*, 51(1): 88-111.

Optional:

A.F.K. Organski (1958 & 1968). *World Politics*, Knopf.

A.F.K. Organski and Jacek Kugler (1980). *War Ledger*. Chicago University Press.

Paul Kennedy (1987). *The Rise and Fall of the Great Powers: Economic Change and Military Conflict from 1500 to 2000*. New York, Vintage Books.

Charles Doran (1991). *Systems in Crisis*. Cambridge University Press.

Ron Tammen, et al. (2000). *Power Transitions*. Chatham House.

Douglas Lemke (2002). *Regions of War and Peace*. Cambridge University Press.

Yesilada et. al. (2018). *Global Power Transitions and the Future of the European Union*, Routledge.

Robert Gilpin (1981). *War and Change in World Politics*, Princeton University Press.

## **Week 5: Liberalism, Cooperation, and Interdependence – September 22**

Michael Doyle (1986). “Liberalism and World Politics,” *American Political Science Review*, 80(4): 1151-1169.

(\* Robert Axelrod and Robert Keohane (1985). “Achieving Cooperation Under Anarchy,” *World Politics*, 38(1): 226-254.

(\* Leeds, Brett Ashley, Michaela Mattes, and Jeremy S. Vogel (2009). “Interests, Institutions, and the Reliability of International Commitments.” *American Journal of Political Science*, 53(2): 461-476.

### Optional:

Robert O. Keohane (1984). *After Hegemony: Cooperation and Discord in the World Political Economy*. Princeton University Press.

Robert Axelrod (1984). *The Evolution of Cooperation*, New York, Basic Books.

Robert Keohane (1986), *Neorealism and its Critics*, New York, Columbia University Press.

Stephen Krasner (1983). *International Regimes*. Ithaca, NY: Cornell University Press.

David Baldwin ed. (1993). *Neorealism and Neoliberalism: The Contemporary Debate*. New York: Columbia University Press.

## **Week 6: Democratic & Capitalist Peace – September 29**

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

(\* Werner, Suzanne (2000). “The Effects of Political Similarity on the Onset of Militarized Disputes, 1816-1985.” *Political Research Quarterly*, 53(2): 343-374.

(\* Erik Gartzke. 2007. “The Capitalist Peace.” *American Journal of Political Science* 51(1): 166-91

(\* Michael Mousseau (2019). “The End of War: How a Robust Marketplace and Liberal Hegemony Are Leading to Perpetual World Peace.” *International Security*, 44(1): 160–196.

### Optional:

Joanne Gowa (1999). *Ballots and Bullets: The Elusive Democratic Peace*, Princeton, Princeton University Press.

Rosato, Sebastian (2003). “The Flawed Logic of Democratic Peace Theory.” *American Political Science Review* 9(4): 585-602.

James Lee Ray (1995). *Democracy and International Conflict: An Evaluation of the Democratic Peace Proposal*. University of South Carolina Press.

Allan Stam and Daniel Reiter (2002). *Democracies at War*. Princeton, N.J. Princeton University Press.

### **Week 7: Alternative Theories of World Politics – October 6**

Alexander Wendt (1992) “Anarchy is what States Make of It: The Social Construction of Power Politics”, *International Organization*, 46(2): 391-425.

Galtung, Johan (1971). “A Structural Theory of Imperialism,” *Journal of Peace Research*, pp. 81-117.

(\*) Arrighi, G., Silver, B. and Brewer, B. (2003). “Industrial Convergence, Globalization and the Persistence of the North-South Divide.” *Studies in Comparative International Development*, 3(81): 3–31.

(\*) Greenhill, Brian (2010). “The Company You Keep: International Socialization and the Diffusion of Human Rights Norms.” *International Studies Quarterly*, 54(1): 127-145.

#### Optional:

Ernest B. Haas (1958). *The Uniting of Europe: Political, Social, and Economic Forces, 1950-1957*. Stanford: Stanford University Press.

Wallerstein, I. (1979). *The Capitalist World-Economy*. Cambridge: Cambridge University Press.

Galtung, J. (1996). *Peace by Peaceful Means*, London: Sage.

Lenin, V.I. (1999). *Imperialism: The Highest Stage of Capitalism*. Resistance Books.

Khagram, Sanjeev, James V. Riker, and Kathryn Sikkink, eds. (2002). *Restructuring World Politics: Transnational Social Movements, Networks, and Norms*. University of Minnesota Press. Minneapolis.

Barnett, M. & Finnemore, M. (2012). *Rules for the World: International Organizations in Global Politics*. Ithaca, NY: Cornell University Press.

Wendt, Alexander (1999). *Social Theory of International Politics*. Cambridge: Cambridge University Press.

### **Week 8: Rational Choice and Decision-Making Models – October 13**

Robert Axelrod (1984). “The Problem of Cooperation,” in *The Evolution of Cooperation*, New York: Basic Books, p. 3-24 (Chapter 1).

Thomas C. Schelling (1966). “The Manipulation of Risk,” in *Arms and Influence*. New Haven: Yale University Press, pp. 92-125 (Chapter 3).

Fearon, James D. (1995). "Rationalist Explanations for War." *International Organization*, 49(3): 379-414.

(\*) Graham Allison (1969). "Conceptual Models and the Cuban Missile Crisis." *American Political Science Review*, 63: 689-718.

Optional:

Boulding, Kenneth E. (1962). *Conflict and Defense: A General Theory*. Harper.

Bruce Bueno de Mesquita (1981). *The War Trap*. Yale University Press.

Graham Allison and Philip Zelikow (1999). *Essence of Decision: Explaining the Cuban Missile Crisis*, New York, Addison Wesley Longman.

Irving Janis (1982). *Groupthink: Psychological Studies of Policy Decisions and Fiascoes*, Boston, Houghton Mifflin.

Thomas C. Schelling (1960). *The Strategy of Conflict*. Boston: Harvard University Press.

Thomas C. Schelling (1966). *Arms and Influence*. New Haven: Yale University Press (Chapters 1 & 2).

**Week 9: Domestic Politics & International Relations – October 20**

Siverson, Randolph and Bueno de Mesquita, Bruce (2018). "The Selectorate Theory and International Politics." In Thompson (ed.) *The Oxford Encyclopedia of Empirical International Relations Theory*. Oxford: Oxford University Press.

(\*) Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson and Alastair Smith (2004). "Testing Novel Implications from the Selectorate Theory of War." *World Politics*, 56(3): 363–88

(\*) Weeks, Jessica L. 2012. "Strongmen and Straw Men: Authoritarian Regimes and the Initiation of International Conflict." *American Political Science Review*, 106(2): 326-347.

Optional:

Bruce Bueno de Mesquita, Alastair Smith, Randolph Siverson, and James D. Morrow (2005). *The Logic of Political Survival*. The MIT Press.

Bruce Bueno de Mesquita and David Lalman (1992). *War and Reason: Domestic and International Imperatives*. Yale University Press.

Bruce Bueno de Mesquita (2012). *The Dictator's Handbook: Why Bad Behavior is Almost Always Good Politics*. New York: PublicAffairs.

Chiozza, Giacomo and Hank Goemans (2011). *Leaders and International Conflict*. Cambridge: Cambridge University Press.

Reiter, Dan and Alan Stam (2002). *Democracies at War*. Princeton: Princeton University Press.

## **Week 10: Theories of Domestic Conflict and Violence – October 27**

Fearon, James D. and David Laitin (2003). "Ethnicity, Insurgency, and Civil War." *American Political Science Review*, 97(1): 75-90.

(\*) Collier, Paul and Anke Hoeffler (2004). "Greed and Grievance in Civil War." *Oxford Economic Papers*, 56: 563-595.

(\*) Henrik Urdal (2006) "A Clash of Generations? Youth Bulges and Political Violence" *International Studies Quarterly*, 50: 607-629.

### Optional:

Ted Robert Gurr (1970). *Why Men Rebel*. Princeton: Princeton University Press.

David Lake and Donald Rothchild (1998). *The International Spread of Ethnic Conflict*. Princeton University Press.

Stathis N. Kalyvas (2006). *The Logic of Violence in Civil War*. Cambridge University Press

Barbara Walter (2009). *Reputation and Civil War: Why Separatists Conflicts are so Violent?* Cambridge University Press.

Omar Yair and Dan Msiodownik (2016). "Youth Bulge and Civil War: Why a Country's Share of Young Adults Explains Only Non-Ethnic Wars", *Conflict Management and Peace Science*, 33(1): 25-44.

Douglas Lemke and Charles Crabtree (2020). "Territorial Contenders in World Politics," *Journal of Conflict Resolution*, 64(2): 518-544.

## **Week 11: Nuclear Deterrence & Proliferation – November 3**

Ronald Tammen et al. (2000) – Power Transitions: Strategies for the 21st Century (Chapter 4)

Kenneth Waltz (2012). "Why Iran Should Get the Bomb." *Foreign Affairs*, 91, 4: 2-5.

Jacek Kugler (2012). "A World Beyond Waltz: Neither Iran nor Israel Should Have the Bomb." <http://www.pbs.org/wgbh/pages/frontline/tehranbureau/2012/09/opinion-a-world-beyond-waltz-neither-iran-nor-israel-should-have-the-bomb.html>

(\*) Rauchhaus, Robert (2009). "Evaluating the Nuclear Peace Hypothesis: A Quantitative Approach." *Journal of Conflict Resolution*, 53(2): 258-277.

### Optional:

Bernard Brodie ed. (1946) *The Absolute Weapon: Atomic Power and World Order*. New York: Harcourt, Brace and Company.

Bernard Brodie (1959). "The Anatomy of Deterrence," in *Strategy in the Missile Age*, Princeton University Press, pp. 264-304.

Michael Intriligator and Dagobert Brito (1981). "Nuclear Proliferation and the Probability of War," *Public Choice*, 17, pp. 247-260.

Robert Jervis (1984). *The Illogic of American Nuclear Strategy*. Ithaca, Cornell University Press

Frank Zagare and Mark Kilgore (2000). *Perfect Deterrence*, New York: Cambridge University Press.

### **Week 12: International Monetary Relations – November 10**

Eichengreen, Barry (1987). "Hegemonic Stability Theories of the International Monetary System" in Frieden, Lake, and Broz eds. *International Political Economy: Perspectives on Global Power and Wealth*, pp. 220-244.

Frieden, Jeffrey A. 1991. Invested Interests: The Politics of National Economic Policies in a World of Global Finance. *International Organization*, 45(4):425-451.

(\*) Ilzetzki, Ethan, Carmen M. Reinhart, & Kenneth S. Rogoff (2019). "Exchange Arrangements Entering the Twenty-First Century: Which Anchor will Hold?" *Quarterly Journal of Economics*, 134(2): 599-646.

#### Optional:

Collier, P. (2018). *The Future of Capitalism: Facing the New Anxieties*. New York: Harper.

Frieden, Jeffrey (2020) *Global Capitalism: Its Fall and Rise in the Twentieth Century and Its Stumbles in the Twenty-First*. W.W. Norton & Company.

Krugman, P.R. and M. Obstfeld (2003) *International Economics: Theory and Policy*, Boston: Pearson, 6th edition, pp.186-217.

Scheve, K. and D. Stasavage (2016). *Taxing the Rich: A History of Fiscal Fairness in the United States and Europe*, Princeton, N.J.: Princeton University Press.

Stiglitz, J.E. (2017) *Globalization and Its Discontents Revisited: Anti-Globalization in the Era of Trump*. W.W. Norton & Company.

### **Week 13: International Trade and Globalization – November 17**

Alt, James E., Jeffrey Frieden, Michael J. Gilligan, Dani Rodrik, & Ronald Rogowski (1996). "The Political Economy of International Trade: Enduring Puzzles and an Agenda for Inquiry." *Comparative Political Studies*, 29(6): 689-717.

Rodrik, Dani (2011). *The Globalization Paradox: Democracy and the Future of the World Economy*, New York: W.W. Norton – Chapter 1.

(\*) Scheve, Kenneth F. & Matthew J. Slaughter (2001). "What Determines Individual Trade Policy Preferences?" *Journal of International Economics*, 54(2): 267-292.

#### Optional:

Barry K. Gills and William R. Thompson, eds. (2006). *Globalization and Global History*. Routledge.

Barton, J. H. et al. (2008) *The Evolution of the Trade Regime: Politics, Law, and Economics of the GATT and the WTO*. Princeton, N.J.: Princeton University Press.

Mansfield, E. (1995). *Power, Trade, and War*. Princeton: Princeton University Press.

Mansfield, E. D. and H. V. Milner (2012) *Votes, Vetoes, and the Political Economy of International Trade Agreements*, Princeton, N.J.: Princeton University Press.

Rodrik, D. (2008) *One Economics, Many Recipes: Globalization, Institutions, and Economic Growth*. Princeton University Press.

### **Final Exam – December 1**

None! Study for the exam ☺. [Work hard and avoid the call of the sirens.](#)

### **Student Presentations – December 8**