

Current as of January 19, 2024

POLS4692/5690: Theories of World Politics

Spring 2024, Mondays 415-700pm

Professor Nori Katagiri

Faculty office: McGannon 152

Classroom: McGannon Hall 121

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Office hours: Mondays 2-3pm and by appt

Course Description and Objectives

This is a survey course in the field of International Relations (IR). It is designed to provide students with the background and conceptual tools necessary for understanding international politics in depth. It covers a wide range of topics with some of the most important literature, including traditional IR theories, international political economy, security studies, globalization, international institutions, and non-governmental organizations. The overall goal of the course is for students to achieve a high level of understanding of some of the most important topics of world politics.

This class fulfills the College and Arts and Sciences Global Citizenship requirement and the social science requirement. For Political Science majors, it counts as an international relations course.

Required Book:

- Daniel Drezner, *Theories of International Politics and Zombies, Apocalypse Edition* (Princeton University Press, 2022).

The book has been ordered to the SLU bookstore, but it is available for SLU students through a link that the instructor provides. For those who decide to buy a copy, ensure to buy nothing other than the specified Apocalypse Edition. In addition, there are supplementary articles and book chapters assigned for the course.

Grading

- *Weekly quiz: 10% of final grade*

Every week, students will take a quiz on the week's reading assignments and current foreign affairs, drawn from major news sources. There will be no make-up quiz for those who miss it.

- *Reaction papers: 20% of final grade*

Students will write two 1,500-2,100 word papers on reading assignments. The first paper must be written in response to readings (except for Drezner's *Theories of International Politics and Zombies*) assigned on one of the weeks between February 4 and February 26. The other paper must be written in response to readings assigned on one of the weeks between March 25 and April 29. You must submit the paper electronically to the instructor by 12pm of the date of your assignment. A paper shorter or longer than the designated length will be penalized. Late papers will not be accepted and will automatically receive the score of zero for this assignment. Each paper will have 10% of the final grade.

- *Research paper: 30% of final grade*

Undergraduate students: The final paper will be of 3,000-3,600 words, and it is due at 4pm on May 8. A paper shorter or longer than the designated length will be penalized. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

Graduate students: The final paper will be of 3,600-4,500 words, and it is due at 4pm on May 8. A paper shorter or longer than the designated length will be penalized. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

- *Research paper topic and outline: 10% of final grade*

Students must discuss their research paper with the instructor and obtain an Email approval on the topic by 4pm on March 1, Friday (5% of final grade). Students then must submit a paper outline of 1,000-1,200 words by 11am on March 20, Wednesday (5%). A paper shorter or longer than the designated length will be penalized. Late papers will not be accepted and will automatically receive the score of zero for this assignment.

- *Class attendance and participation: 30% of final grade*

Your attendance and active participation is vital to the success of this course. At a minimum, you should come to class on time having completed and prepared to discuss assigned readings for that class. A record of attendance is maintained, and it is your individual responsibility to sign the class roster at each session. 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. I expect that all students will contribute to class discussion through analysis, questions, and criticisms of 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).

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).

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/academic-integrity-policy.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 the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR 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 CADR. 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 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 that you shared an experience relating to Title IX. 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; 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>.

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.

Course Schedule

Jan 22 Course introduction

- No readings; start reading for next week

Jan 29 Theories, concepts, and perspectives

- Kenneth Waltz, *Theory of International Politics* (Waveland Press, 2010), pp. 38-43.
- Stephen Walt, “International Relations: One World, Many Theories,” *Foreign Policy*, Vol. 110 (Spring 1998).
- Kelebogile Zvobgo and Meredith Loken, “Why Race Matters in International Relations,” *Foreign Policy* (June 19, 2020).
- Ayşe Zarakol, *Before the West: The Rise and Fall of Eastern World Orders* (Cambridge University Press, 2022), pp. 1-43.
- Joseph Nye, *Soft Power: The Means to Success in World Politics* (Public Affairs, 2004), pp. 1-32.

Feb 5 Realism

- Drezner, *Theories of International Politics and Zombies*, pp. 1-17, 31-42.
- Robert Gilpin, *War and Change in World Politics* (Cambridge University Press, 1981), pp. ix-15, 186-210.
- John Mearsheimer, *The Tragedy of Great Power Politics* (W.W. Norton, 2014), pp. 29-82.
- Robert Gilpin, *Global Political Economy: Understanding the International Economic Order* (Princeton University Press, 2001), pp. 3-24.
- Jonathan Kirshner, *An Unwritten Future: Realism and Uncertainty in World Politics* (Princeton University Press, 2022), pp. 1-6.

Feb 12 Liberalism

- Drezner, *Theories of International Politics and Zombies*, pp. 43-54, 81-92.
- Michael Doyle, “Liberalism and World Politics,” *American Political Science Review*, Vol. 80, No. 4 (December 1986), pp. 1151-1169.
- Francis Fukuyama, “The End of History?” *The National Interest* (Summer 1989), pp. 3-18.
- Bruce Russett and John Oneal, *Triangulating Peace: Democracy, Interdependence, and International Organizations* (W.W. Norton, 2001), Introduction.
- Carla Monteleone and Kseniya Oksamytna, “Liberal Institutionalism,” in Kseniya Oksamytna and John Karlsrud, eds., *United Nations Peace Operations and International Relations Theory* (Manchester University Press, 2020), pp. 48-65.

Feb 19 Constructivism

- Drezner, *Theories of International Politics and Zombies*, pp. 55-62, 103-110.

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- Martha Finnemore and Kathryn Sikkink, “International Norm Dynamics and Political Change,” *International Organization*, Vol. 52, No. 4 (Autumn 1998), pp. 887-917.
- 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.
- David Forsythe, *Human Rights in International Relations* (Cambridge University Press, 2000), pp. 3-25.
- Vincent Pouliot, *International Pecking Orders: The Politics and Practice of Multilateral Diplomacy* (Cambridge University Press, 2016), pp. 1-20, 27-47.

Feb 26 Diversity in IR

- Re-read Zarakol, *Before the West*, pp. 1-43.
- Amitav Acharya and Barry Buzan, *The Making of Global International Relations: Origins and Evolution of IR at its Centenary* (Cambridge University Press, 2019), pp. 1-7, 285-301.
- Drezner, *Theories of International Politics and Zombies*, pp. 63-78.
- Laura Sjoberg and Cameron Thies, “Gender and International Relations,” *Annual Reviews of Political Science*, Vol. 26 (2023).
- Bianca Freeman, D.G. Kim, and David Lake, “Race in International Relations: Beyond the “Norm Against Noticing,”” *Annual Reviews of Political Science*, Vol. 25 (2022).

March 4 How to write an academic paper on IR theory

Professor Rebecca Hyde from SLU Library will visit class to discuss library resources, followed by class lecture.

March 11 No class – Spring Break

March 18 Research paper writing day – faculty on research travel

March 22 Research paper outline due at 11am

March 25 International security

- Thomas Schelling, *Arms and Influence* (Yale University Press, 1966), pp. 1-18.
- Paul Kennedy, *The Rise and Fall of Great Powers: Economic Change and Military Conflict from 1500-2000* (Vintage, 1989), Introduction and pp. 514-540.
- Samuel Huntington, *The Clash of Civilizations and the Remaking of World Order* (Touchstone, 1996), pp. 13-55.
- Stacie Goddard, “The Outsiders,” *Foreign Affairs* (May/June 2022).
- Charles Kupchan, *How Enemies Become Friends: The Sources of Stable Peace* (Princeton University Press, 2012), Introduction.

Apr 1 No class – Easter Break

April 8 International political economy and globalization

- Joseph Stiglitz, *Globalization and Its Discontents* (W.W. Norton, 2002), pp. ix-52.
- Shannon O’Neil, *The Globalization Myth: Why Regions Matter* (Yale University Press, 2022), pp. 1-37.
- Cynthia Roberts, Leslie Armijo, and Saori Katada, *The BRICS and Collective Financial Statecraft* (Oxford University Press, 2018), pp. 1-22.
- Dani Rodrik, *The Globalization Paradox: Democracy and the Future of the World Economy* (W.W. Norton, 2011), pp. ix-xxii, 135-138, 233-250.

Apr 15 International institutions and nongovernmental organizations

- Aidan Hehir, “The Permanence of Inconsistency: Libya, the Security Council, and the Responsibility to Protect,” *International Security*, Vol. 38, No. 1 (2013).
- Ian Hurd, *How to Do Things with International Law* (Princeton University Press, 2017), pp. 1-18.
- Shamima Ahmed and David Potter, *NGOs in International Politics* (Lynne Rienner, 2006), pp. 5-16.
- Margaret Keck and Kathryn Sikkink, *Activists Beyond Borders: Advocacy Networks in International Politics* (Cornell University Press, 1998), pp. 1-37.

April 22 Hackers, spies, and machines

- Kenneth Payne, *I, Warbot: The Dawn of Artificially Intelligent Conflict* (Oxford University Press, 2021), pp. 1-20.
- Nori Katagiri, “Explaining Cyberspace Dynamics in the COVID Era,” *Global Studies Quarterly*, Vo. 2, No. 3 (2022).
- Amy Zegart, *Spies, Lies, and Algorithms: The History and Future of American Intelligence* (Princeton University Press, 2022), pp. 1-15, 251-276.
- Alexander Lanoszka, “Disinformation in International Politics,” *European Journal of International Security*, Vol. 4 (2019).

Apr 29 Climate change, resources, and migration

- Mark Nevitt, “Assessing COP 28: The New Global Climate Deal in Dubai,” *Just Security* (December 18, 2023).
- Garrett Hardin, “The Tragedy of the Commons,” *Science*, Vol. 162 (December 1968), pp. 1243-1248.
- Todd Eisenstadt and Stephen MacAvoy, *Climate Change, Science, and The Politics of Shared Sacrifice* (Oxford University Press, 2021), pp. 60-68.
- Kelly Greenhill, *Weapons of Mass Migration: Forced Displacement, Coercion, and Foreign Policy* (Cornell University Press, 2016), pp. 1-17.

May 6 Course summary

May 8 Final paper due 3pm