

ST. LOUIS UNIVERSITY  
DEPARTMENT OF POLITICAL SCIENCE  
POLS-1600-01 Intro to International Politics  
3 Credit Hours  
Spring 2024

Dr. Emmanuel Uwalaka  
TR: 11:00 –12:15 pm  
Classroom: McGannon 262

Office: McG 150  
Cell: 314-749-5917  
Hours: TH: 3-4 pm  
MW: 10-11 am  
or by appointment

I. COURSE DESCRIPTION

This course is designed to introduce undergraduate students to the basic concept of international politics/relations and the theories that have been developed to interpret problems faced by nation-states in dealing with each other. Emphasis will be placed in using different theoretical perspectives to interpret concrete international situations. The course is organized into three broad sections: (1) history, methods, and theories of international politics, (2) actors in international politics, and (3) contemporary international relations issues of the 21<sup>st</sup> century. This course fulfills the Core: Global Interdependence, the College of Arts & Sciences Global Citizenship requirement, the Political Science major, and Foreign Service minor requirements. For International Studies majors, it fulfills the International Politics requirement.

The course is taught 100% on-ground.

II. REQUIRED BOOK(S) READINGS

Mingst, Karen A and Mckibben, Heather Elko 2021. Essentials of International Relations. 9th edition. New York, W.W. Norton. (Required)

Daily reading of a major newspaper: The New York Times, The St. Louis Post-Dispatch, etc.

Additional reading assignments will be placed on our course page on Canvas if the need arises or sent to students via email attachments.

III. COURSE OBJECTIVES

This course is designed to achieve the following objectives:

1. To introduce the student to the basic concepts, history, approaches and theories of international politics
2. To provide the student with contextual understanding and sufficient factual background to assess international relations theories and concepts.
3. To discuss the essential elements in the governing process through illustrations from various political systems; and
4. To provide the necessary foundation for advanced courses in Political Science.

#### 1V. LEARNING OUTCOMES

After taking this course, students will be able to:

Explain differences in the normative and scientific approaches to international politics;

Recognize and apply major concepts in the study of international politics;

Illustrate the role of international politics in their everyday lives;

Able to analyze the cultural, economic, political and social aspects of contemporary international issues; and

Write clearly about international politics events and effectively defend their opinions and interpretations.

#### V. COURSE REQUIREMENTS

Students are required to attend class sessions regularly and punctually. Students are required to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed about politics at the international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode.** If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

A class session might be changed to discussion session depending on how the class responds to lectures, readings, and issues in international politics. Students will be informed of discussion topic in advance.

For a quick response to your emails, please identify yourself by the course you are registered in with me. This is important to keep records of absences or lateness to class.

#### COURSE EVALUATION

**As part of class participation, during the last week of the semester students will be reminded to complete an on-line course evaluation. Students will be notified when screens will be accessible for students to submit the evaluation.**

#### VI. EVALUATION

##### A. Methods

Two quizzes (which will be announced days in advance), class participation (involvement in class discussions, asking and answering questions, courteous to classmates, etc.), midterm, and final examinations will be used in evaluating the performance of students.

1. Students will be required to take the mid-semester and the final examinations.

2. Students are required to take all examinations as scheduled. Exams will consist of multiple-choice questions, short answers and essays. Exams are not cumulative, that is, only the material since the last exam is included.

B. Grading Scale and Distribution of Percentages

- |    |                               |    |
|----|-------------------------------|----|
| 1. | Quizzes ....                  | 10 |
| 2. | Mid-Semester Exam . . . .     | 40 |
| 3. | Final Exam . . . . .          | 40 |
| 4. | Class Participation . . . . . | 10 |
- (Asking and answering questions, actively involved in class discussions, relating media international events to concepts and theories learned in class, class attendance, etc.)

The numerical equivalents of letter grades are:

93-100 = A	83-86 = B	73-76 = C
90-92 = A-	80-82 = B-	70-72 = C-
87-89 = B+		77-79 = C+
Below 65 = F		60-69 = D

NOTE: Final grades will not be changed unless there is an error in computation.

**OFFICE VISITS**

Students are encouraged to visit the instructor during office hours in connection with their work in this class, or to discuss any career-related problems. If unable to visit during posted hours, an appointment will be made convenient to both the student and the instructor.

**IT IS IMPORTANT THAT YOU GET TO KNOW YOUR TEACHERS AND TO MAKE YOURSELF KNOWN TO THEM. IT IS THE ONLY WAY TEACHERS CAN BE OF HELP TO YOU OUTSIDE THE CLASSROOM.**

**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).

**Global Interdependence** is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

**University Core Student Learning Outcomes**

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 6: Recognize transnational or global interdependence.

Additionally, the Core Component-level Student Learning Outcomes are listed below:

### **Component-level Student Learning Outcomes**

Students who complete this course will be able to:

- Ask complex questions about other cultures or international processes
- Interpret intellectual and emotional dimensions of more than one worldview
- Describe how the lives, values, and experiences of people are affected by factors or processes outside of their own countries or localities
- Envision alternative strategies to address challenges rooted in interactions with people and societies outside the United States
- Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders
- 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

### **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.

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

## **Attendance**

Students must meet course objectives and attendance policies as outlined in the course syllabus.

In cases where absences prevent students from meeting course objectives, students may be required to drop the course or be administratively dropped or withdrawn.

Additionally, students are responsible for:

1. Being on time and attending all class meetings for courses in which they are registered.
2. Making every effort to schedule classes will minimize conflicts caused by foreseeable activities and related travel.
3. Monitoring their attendance and absences throughout the term.
4. Reviewing course syllabi regarding the instructor's policy on absences and consulting the instructor if any portion of the attendance policy outlined in the syllabus is not understood.

Regarding absences, whether excused as an authorized activity or at the instructor's discretion, students are responsible for:

1. All material covered in class and must work with each individual instructor to complete any required work and obtain any class notes or other course material missed due to these absences.
2. Coordinating with instructors prior to any examination or presentation to explore the impact of the missed assignments and options.
3. Providing written notification, as outlined below, of all other absences as soon as possible, for events not foreseen at the beginning of the semester. (See [Authorized Absence Activities](#) below and the [Bereavement Policy](#) for additional information)

## Absences

In addition to authorized absences, instructors have the authority to excuse absences for other reasons.

Documentation for short-term absences may be required at the instructor's discretion.

In the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Medical documentation may be required in cases of serious illness or medical conditions which impact a student's ability to participate in courses for an extended period.

In the event of a chronic medical condition or disability, students are strongly advised to contact the Dean of Students and/or the Office of Disability Services to explore potential accommodations.

## Authorized Absence Activities

As previously stated, in the event that several classes have been missed and students are unable to meet course objectives they should consult with the instructor and academic advisor about course extensions (see the [Incomplete Course](#) policy) or a course withdrawal (see [Course Withdrawal](#) policy).

Each instructor will excuse students from class for authorized activities (see below) and provide an opportunity to complete missed exams, quizzes, and other required work.

Students are responsible for all material covered in class and must work with each individual instructor as soon as they return to complete any required work.

Missed required work may be replaced by alternative assignments at the instructor's discretion.

Authorized activities and required documentation are defined as:

**All absences due to an isolation/quarantine directive issued by a qualified health official shall be considered "Authorized" absences.**

This is a temporary amendment to the Attendance Policy, effective August 1, 2021 until further notice.

**Participation in Division 1 athletic games and associated travel (excluding practices);  
Appearances required as part of a Saint Louis University investigation/hearing;  
Short-term service with the military and/or First Responder (see the Military Policy for additional information and notification timeline)  
Legal obligation (e.g jury duty, required court appearance);  
Religious Holiday Observance  
Bereavement**

Official notification from the Dean of Students or academic dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five consecutive days (not including weekends or holidays) of excused absence for bereavement.

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**Legal obligation (e.g jury duty, required court appearance);**

**Official notification of required appearance.**

**Religious Holiday Observance**

2. The Office of the Provost, in consultation with Campus Ministry and the Office of the University Registrar, will publish a list of religious holidays likely to affect students.

3. Students must notify instructors in writing by the end of the first week of the semester of all religious holidays they observe that conflict with their course meetings and activities

4. Instructors will notify students promptly if these absences will prevent the student from meeting the course objectives so that the student may drop the course during the add/drop period.

**Bereavement**

Official notification from the Dean of Students or Academic Dean.

Upon request to and approval by the Dean of Students Office, students shall be given up to five (5) consecutive days (not including weekends or holidays) of excused absence for bereavement.

In addition, this instructor requires students to sign the roll at each session, and a record of attendance will be maintained. Students will be expected to complete assigned readings before the next day's class, participate in class discussions and prepare for case studies. Students should be aware of how politics affects their everyday lives. Most of the time, the instructor will begin class by asking "what is the latest?" The idea is to allow you express yourself on what you have observed or read about politics at the local, state, national or international level. Your participation efforts at this level will be recorded toward class participation points. During class, **cell phones must be turned off or to vibrate mode**. If you need to respond to a call, please step outside the room. Use of laptop computers during class is only allowed to take lecture notes.

## **Title IX**

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886) and share the basic facts of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.



If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the [Office of the General Counsel](#).

## 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.

## 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.

## 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

### Jan. 16 Course Overview

#### Section 1: History, Approaches and Theories of International Politics/Relations

In this section, we examine some of the events that have shaped our ideas of international politics and international relations. We examine 3 methods used by political scientists to study political phenomena – traditionalism, behavioralism, and post-behavioralism. Also, since the appearance of the works by E. H. Carr and Hans Morgenthau, numerous theories have developed for the study of international politics/relations. We will examine three basic theories: Realism, Liberalism and Constructivism.

### Jan. 18 History of International Relations: The Westphalian State System and Effects Reading(s): Essentials, pp. 19-32

### Jan. 23 History of International Relations: The Cold War Reading(s): Essentials, pp. 40-56

#### Study Questions:

1. What is one reason that students of international relations should study history?
2. Why is 1648, marked by the creation of the Treaties of Westphalia, a seminal year for scholars of international relations?
3. What do you understand by state sovereignty?
4. How does the term “Sovereignty” help us understand Ukraine-Russia conflict?
5. What was the Cold War?
6. What was the strategic policy did the United States adopt vis-à-vis the Soviet Union

during the Cold War?

- Jan. 25, 30** Tools Used by Political Scientists to Investigate Political Phenomena: Traditionalism, Behavioralism, and Post-Behavioralism  
Reading(s): Essentials: pp. 5-17  
Argyle, Nolan J., “Methods, “Science,” and Politics: Modes of Analysis in Political Science” (will be sent to students via email)  
Study Questions:  
1. Which is the oldest approach in the study of political science?  
2. Which approach to the study of international relations involves suggesting hypotheses about patterned interactions and empirically testing them?  
3. What was the “Behavioral Revolution” in the social sciences?
- Feb. 1, 6** Contending Theories of International Relations  
Definition of a theory and Ingredients of a theory  
Realism  
Liberalism  
Reading(s): pp. 71-82  
Study Questions:  
1. Why do political scientists develop theories?  
2. The three most prominent theoretical approaches used to study international relations are.  
3. What do you understand by “anarchic” international system  
4. Why is competition among theories important?  
5. Theories are developed to help us do what?  
6. What is the difference between a theory and an hypothesis?  
7. What is democratic peace theory?
- Feb. 8, 13** Constructivism and The Radical Perspective: (Marxism, Dependency Theory, and Feminism) Essentials, pp. 83-94
- Feb. 15** Discussion: Theory in Action: Analyzing The Russia-Ukraine Conflict (2014 and Beyond) Essentials, pp.94-101
- Feb. 20** **Quiz 1 Students will get information a week in advance on coverage.**

### Levels of Analysis

**Section 2: Actors in International Relations: International Relations/Politics differ in specific ways from internal politics. In this section of our course, we will examine the Basic Actors/Levels of Analysis that play a role in the international arena.**

- Feb. 22, 27** Actors/Levels of Analysis in international politics: Characteristics  
The question of interest here is: **What is it about our unit of analysis are we trying to explain, understand or “predict?”**  
Essentials, pp. 103-105  
Study Questions:  
1. What are the three main levels of analysis in the study of international relations?
- Feb. 29** The International System: Views from of Realists, Liberals

Reading: Essentials, pp. 106-114

Study Questions:

1. The term international institutions is used by international relations scholars to refer to.. (both formal organizations and treaties, p. 71 of Mingst & Co.)
2. The idea that the international system is “anarchic,” as posited by realists means that ...

**Mar. 5** The International System: Views of Radicals, Constructivism;  
Readings: Essentials, pp. 114-119

**Mar. 7** **Midterm Examination**

**Mar. 12, 14** **Spring Break**

**Mar. 19** The State: International Relations Perspectives and the State

Readings: Essentials, pp. 119-126

Study Questions:

1. Power can be described as...?
2. Intangible power sources include
3. Give an example of soft power versus hard power
4. What is ‘smart power’?

**Mar. 21** The Individual: International Relations Perspectives and the Individual

Readings: Essentials, pp. 126-138 (Individual Reading)

**Mar. 26** The State and Tools of Statecraft

Reading(s): Essentials, pp. 141-180

Study Questions:

1. What is statecraft?
2. What are the requirements for an entity to be considered a state?
3. What is national self-determination?
4. The “two-level-game” of international negotiation refers to?

### Section III **Foreign Policy**

In this segment of the course, we shall focus on the structures and processes of foreign policy decision making. Foreign policies are defined as “the strategies used by governments to guide their actions in the international arena” which “spell out the objectives state leaders have decided to pursue” and “the general means by which they intend to pursue those objectives.”

**Apr. 2, 4** Models of Foreign Policy Decision Making

The Rational Model: The Realist Approach

The Liberal Approaches

Constructivist Alternatives

Reading(s): Essentials, pp. 160-166

Study Questions:

1. Which model of foreign policy making treats states as unitary actors that weigh costs and benefits of various policy decisions?
2. Choosing a policy that satisfies different constituents without alienating any is an

Example of ...?

- Apr. 9** Challenges to the State: Globalization, Transnational Religious and Ideological Movements, etc.  
Reading(s): Essentials, pp. 166-174  
Study Questions:  
1. The growing integration of the world in terms of politics, economics, and culture is known as ...?  
2. A “fragile state” is one that....

- Apr. 11** **Discussion: Choose one state labeled as a fragile state. What recommendations can you make to turn the state into a viable one?**

**Section IV: The Environment and International Law**

In this final segment of the course, we shall focus on the evolution of the environment as an issue in international relations, problems, internationalization, and contending perspectives on the environment. We shall describe the role international law plays in international relations.

- Apr. 16** **Quiz 2**

- Apr. 18** Evolution of the environment as an issue in international politics  
Climate Change  
Natural Resources Issue  
Readings: Essentials, pp. 391-411

- Apr. 23** Global Perspectives  
The Environment: A View from Brazil  
Readings: Essentials, pp. 412-417  
Contending Perspectives on the Environment  
Readings: Essentials, pp; 418-411

- Apr. 25** Functions and Sources of International Law  
Reading(s); Essentials, pp. 235-246

- Apr. 30** International Law: Compliance and Enforcement,  
Reading(s): Essentials, pp. 235-246

- May 4 **Finals Review**

- May 14 **Final Examination 12:00-1:50 pm**