



POLS 4692/5690: THEORIES OF WORLD POLITICS FALL 2021

Instructor: Dr. Ali Fisunoglu

5.30pm, or by appointment (<https://slu.zoom.us/j/730373101>)

Class Meetings: Wednesday, 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 subdiscipline. 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, 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 international relations work. A key objective is to uncover the difference between being 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

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

An extraordinary useful supplement on specific topics is contained in:

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

Denemark R.A and Marlin H Q Q H W 5 3, Q W H U Q D W L R O D O 6 W X G L H V
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 Wednesday¹. 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 POL 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 class².

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 POL 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 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.

¹ If I have to quarantine but 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

² 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. The 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 findings and discussions.

Students registered for POLS 4692 will learn to use the course materials and might have empirical tests or research prior to

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 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 40-750 word long critical reviews

Research Proposal After we decide on a topic, you will then prepare a 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
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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 , experiments, etcetera, 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 12th.

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 22nd.

Presentation: During the last class, on December 8th, 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 final-product presentation.

Final paper

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 to that discussion.

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

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 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 are 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.

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 be 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 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 persons in 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 Review: November 22

INSTRUCTOR FEEDBACK AND COMMUNICATION

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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 <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

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EHJLQQ LQJ RI WKH VXE MHFWR I 5690KH; HP; DLO 7 KR V Z L D OS O DN
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 learning 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 R XU H [S H U L H Q F H V L Q W K H F R X U V H V R I D U \$
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. 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 is the way it does today because of constructive feedback from previous students.

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 977-7414 or make an anonymous report through the Lighthouse Services at 314-977-5669 or online at <http://www.lighthouse-services.com/slu>

4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when [D P H G L F D O F R Q G L W L R Q L P S D F W V D V W X G H Q W](#) 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 [Y D F F L Q H V K D O O E H F R Q V L G H U H G ³ \\$ X W](#)

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 ~~se and~~

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 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.

Week 5: Liberalism, Cooperation, and Interdependence- September 22

Michael Doyle (1986). *Review*, *American Political Science Review*, 80(4): 1151-1169.

(*) *Politics*, 38(1): 226-254.

(*) Leeds, Brett Ashley, Michaela Mattes, and Jeremy S. V. (2019). *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).

: HUQHU 6X]DQQH 37KH (IIHFWV RI 3ROLWLFDO 6LP Disputes, 1816 *Political Research Quarterly*, 53(2): 343-374.

(*) (ULN *DUW]NH 37KH *American Journal of Political Science* 51(1): 166-91

(*) 0LFKDHO 0RXVVHDX 37KH (QG RI :DU +RZ D 5REX +HJHPRQ\ \$UH /HDGLQJ WR 37KH *Journal of Democracy*, 44(1): 160-196.

Optional:

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

5RVDWR 6HEDVWLDQ 37KH)ODZHG /RJLF RI 'HPRFUDV Science Review 9(4): 585-602.

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

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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

(LFKHQJUHHQ %DUU\ 3+HJHPRQLF 6WDELOLW\ 7KHRUL
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.

(*) OJHWJNL (WKDQ & DUPHQ 0 5HLQKDUW .HQQHWK 6 5R
Entering the Twenty-First Century: Which Ancients? *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. 1-207.

Scheve, K. and D. Stasavage (2016) *Fixing 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

\$OW -DPHV (-HIIU\)ULHGHQ 0LFKDHO - *LOOLJDQ 'DQL
3ROLWLFDO (FRQRP\ RI ,QWHUQDWLRQDO 7UDGH (QGXL
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.

(*) 6FKHYH .HQQHWK) 0DWWKHZ - 6ODXJKWHU 3:KDW
3UHIHUWUHWHY *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