

**POLS 1600: INTRODUCTION TO INTERNATIONAL POLITICS  
FALL 2023**

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**Office Hours:** Tuesdays 12.45 pm – 2 pm, or by appointment, in person or online

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Drezner, Daniel W. (2022). *Theories of International Politics and Zombies (Apocalypse Edition)*. Princeton, NJ: Princeton University Press. ISBN: 978-0-691-22351-3

Although these books are not required, they provide engaging summaries of important theories of international relations using LOTR or a Zombie apocalypse. Thus, students interested in mixing fantasy and political science can consider purchasing them. There are many other important and interesting books on International Relations and/or specific topics in International Relations if you are interested, please come to my office hours or make an appointment for recommendations.

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

### **Course Organization**

The class will meet in person two times a week, on Tuesdays and Thursdays. Lecture slides will be posted online each week as supplementary material to the readings. My main tool for 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 check the POLS 1600 tab on your Canvas pages every day to see if there are any changes.

The 29 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 1600 (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 takeaway messages of the course.

### **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, and short video clips regarding important historical events to illustrate in a more dramatic fashion some key lessons.

Main Text: Each week will include one or two chapters from FLS. The chapters provide a general introduction to the topics and introduce theories of international relations.

Additional readings: Some weeks will include 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 for the methodological parts. You should try to understand the main



quizzes may also come up at any time during class time. The quizzes will include questions from the readings and material we covered in the previous classes. There is no predetermined number of quizzes.

Exams: There is a midterm exam and a final exam. The final exam is non-cumulative (but keep in mind that the material covered in class is cumulative by nature. For instance, you will still have to know about the major theories of IR for the final exam).

The **tentative** date for the midterm exam is **October 19**. The final exam is scheduled for **December 15**. The exact date for the midterm 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 exams 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.

Late work for assignments, quizzes, and analysis 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



chatting and being noisy in the middle of a lecture or another student showing any disruptive behavior in the class, you may be asked to leave the room.

### **Important Dates<sup>2</sup>**

Map Quiz: September 5

Analysis Paper I: October 17\*

Midterm Exam: October 19\*

Analysis Paper II: December 4\*

Final Exam: December 15

### **INSTRUCTOR FEEDBACK AND COMMUNICATION**

The best time to get in touch with me is during office hours, you can make an appointment to meet some other time. You can also contact me via email. I will try to respond as soon as possible.

The office hours will take place in person and using Zoom. You can virtually meet me during 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**

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your email and eliminate the chance that I might inadvertently delete it.

### **Feedback**

Timely, specific feedback is essential for grow

help me better understand your experiences

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 useful feedback. Irrelevant from the feedback part, please email me if you are reading this. The first two students to detect this and email me will get a prize!

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 always a chance of instructor mistakes. In order



If the instructor believes that you have used outside help writing any portion of your assignments or exams, the instructor may scrutinize your assignment or exam and question you orally to adjust the written assignment. You are expected to stand by and defend your answers in the written assignments and exams.

## **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

**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 -877-525-5669 or online at

<http://www.lighthouse-services.com/slu>.

following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>.

## **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](mailto:accessibility_disability@slu.edu) or by phone at [314.977.3484](tel:314.977.3484). Once approved, information

a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

## **Student Success Center**

The Student Success Center (SSC) supports students in reaching their goals in and out of the classroom. Providing a variety of resources, the Student Success Center houses both the Center for

Accessibility and Disability Resources (CADR) and Academic Support, which includes Tutoring, Supplemental Instruction, University Writing Services, and Student Success Coaching. The Student Success Center is located in the Busch Student Center, Suite 331, and students can make an appointment with any SSC resource via EAB Navigate. To learn more about the Student Success Center and its resources, please visit: <https://www.slu.edu/life-at-slu/student-success-center/index.php>.

### **University Writing Services**

University Writing Services offers one-on-one consultations with trained writing consultants who help with everything from brainstorming, outlining, and proposing research questions to documenting sources, revising, and implementing feedback. These consultations can take place in-person, asynchronously, or via Zoom and can be scheduled through EAB Navigate Student. Getting feedback benefits writers at all skill levels on different writing projects (including but not limited to class assignments, conference papers, cover letters, dissertations, group projects, multimedia assignments, personal statements, senior capstone projects, short answer questions on applications, speeches, and theses). For additional information, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php> or send an email to [writing@slu.edu](mailto:writing@slu.edu).

### **University Counseling Center Syllabus Statement**

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. For after-hours needs, please press #9 after dialing the clinic number.

### **Basic Needs Security**

Students experiencing food insecurity, housing insecurity, and any other challenges that are impacting their personal and/or academic wellbeing are encouraged to contact the Dean of Students Office for support. Students can submit an [intake](#) form, email [deanofstudents@slu.edu](mailto:deanofstudents@slu.edu), or call 314-977-9378 to connect with their office. Students may also communicate directly with their instructors about any challenges they are experiencing to receive support and resource referrals.

### **Wellness**

All students experience stressors and challenges at some point, and seeking support is beneficial. Such challenges may be the result of academic concerns (such as those related to particular

assignments or content in a course), or they may be more personal in nature (such as concerns related to relationships, mental health, loss, identities, alcohol or drugs, housing or food security, or finances, among other things). If you experience these or other difficulties, please consider seeking support from the resources available to you.

For concerns related to this course, please contact me. I am invested in your success and will support your success in the ways I can.

Additionally, you have access to the many resources SLU provides in support of your personal wellness. You will find a list of available resources on the Well-being page of the SLU website.

If you or someone you know is experiencing a crisis: please consult the Crisis Support and Warning Signs on the University Counseling Center website.

In the spirit of *cura personalis*, the University sees your academic success as connected to your health and well-being and provides resources to support your holistic wellness.

### **Mandatory Syllabus Material for University Core Courses/Experiences**

#### 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

[Core Student Learning](#)

**Outcomes** (L(-)69(of)-66(h)Qq0.00000912 0 612 792 reW\* nBT/F1 12 Tf1 0 0 1 176.3 579.7 Tm650 g0 G{ })]

Reflect on how personal choices and local actions affect and are affected by events or processes beyond national borders
which they develop and which they in turn shape

Ways of Thinking: Social and Behavioral Sciences:

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

[Core Student Learning](#)

[Outcomes](#) (SLOs).

<b>Ways of Thinking: Social and Behavioral Sciences</b> is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
<b>University Core Student Learning Outcomes</b>
The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:
<b>Component-level Student Learning Outcomes</b>
Students who complete this course will be able to:
Understand a range of social or behavioral theories and principles
Use these theories and principles to acquire knowledge about individual, cultural, political, economic, or social events/processes
Describe competing paradigms of knowledge (from the dominant discipline or field)
Draw reasoned conclusions through the use of evidence and theories
Apply social and behavioral knowledge to better understand contemporary issues and challenges

**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.

<b>Week</b>	<b>Dates</b>	<b>Content</b>
Week 1	Aug 21 Aug 25	<b>Syllabus &amp; Introduction</b> Th: This Syllabus
Week 2	Aug 28 Sep 1	<b>Introduction</b> Tu: FLS, Introduction (pages xxvi xxxix) Th: FLS, Chapter 1
Week 3	Sep 4 Sep 8	<b>Analytical Framework &amp; Scientific Study of International Relations</b> Tu: Kennan, George (1946). The Long Telegram Th: FLS, Chapter 2

**Theoretical Approaches to International Relations I**

Week 4	Sep 11 Sep 15	Tu: History of the Peloponnesian War. Tu:  or Power
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Week	Oct 23	<b>Midterm Results &amp; Civil War</b>
10	Oct 27	