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# INTL 3200 – INTRO TO INTERNATIONAL RELATIONS

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Fall 2016 – Syllabus  
MWF PARK 115 10:10-11:00

**Instructor**  
William Dory

**Contact**  
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**Office Location & Hours**  
M & W 11:15-12:00 and by  
appointment

## The Basics

The main goal of this course is to provide students with the analytical tools for understanding events and their effects on the international system. Towards that end, this course will introduce students to the important actors in international politics, their interests, the institutions they work through, the patterns of their behavior, and the way these components interact to produce the political outcomes we observe. We will begin with an analysis of the major systemic theories of international relations, then place these into context within domestic politics. Next, we will examine the various prevalent issue areas that dominate the international system, including conflict and international political economy. We will end with an examination of the emerging issue areas, such as self-determination and climate change.

By the end of this course, students should be able to:

- Explain, defend, and critique the major theories regarding the international system, states, institutions, non-governmental actors, and prominent issue areas;
- Conceptualize, develop, and assess their own research interests;
- Have a greater appreciation for the complexity of international events, as well as a better understanding of how scholars and practitioners see, interpret, and research these events.
- Express an informed opinion (in speech and writing) on a number of contemporary international relations debates, using both theoretical arguments and evidence;
- Gain historical/current context of key concepts and views in international relations.

### **Required Texts:**

- Goldstein, Joshua S, and Pevehouse, Jon C. *International Relations 10<sup>th</sup> Edition, 2013-2014 Update*. Pearson. 9780205971367

Weekly readings will come from this book and journal articles. All assigned readings beyond this book will be made available electronically from the instructor. They can be accessed through elc. It is absolutely essential that you critically read all of the required material prior to each class session. I expect you to take your responsibilities seriously. Failing to do so will both significantly impact your grade and the quality of in-class discussion for all.

## The Assessments:

Group Presentation (10%)  
Critical Essays x3 (10% each)  
Simulation Reflection (10%)

Midterm Exam (20%)  
Final Exam (20%)  
Participation/Quizzes (10%)

## The Assessments (Explained):

### **Group Presentation: 10%**

Each group is tasked with selecting a basic research question on the topic of that week, propose a theory in answer, and then pick 3-4 relevant cases to evaluate the phenomena. They will then present their findings in a 15-20 min presentation on the Friday of that week. Each individual will be graded on their particular involvement with the presentation. A cohesive unit will add to the overall quality of each member of the group. *It is recommended to meet with me during my office hours the week before you present.*

*Primary goals:*

Allow students to explore their own research interests.

Practice presenting an argument with theoretical and empirical evidence.

Relate class-material to historical/current contexts.

Please refer to the Group Project Guidelines and Dr. Crepaz's Edicts of Candler Hall posted on elc.

Grade Scale	
A	93 –100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	0-50

### **Critical Essay: 10% Each**

As an individual you will select a peer-reviewed journal article from the syllabus. You will then write a 4-6pg double spaced critical essay. A critical essay does the following: 1) Brief (think Twitter) summary of the author's argument, 2) Your view of the argument, and 3) Flaws or holes within the author's argument. *Critical essays are due the Monday after reading the journal article for class.*

*Primary goals:*

Practice critical reading and writing skills.

Develop argumentation in response to academic work.

Practice reviewing literature to prep for a Research Paper.

Please refer to the Critical Essay Advice and Dr. Crepaz's Edicts of Candler Hall posted on elc.

### **Simulation Reflection: 10%**

At the end of the simulation, each student will write a reflection on why each group chose to perform certain actions during the course of the simulation and how those actions fit into the theories and behaviors discussed during the semester. These reflections should be about what you have learned over the course of the semester and demonstrate that you know how to apply the concepts to your own actions.

*Primary goals:*

Apply concepts to concrete actions.

Reflect on own actions.

Practice critical thinking.

### **Midterm Exam: 20%**

There will be one midterm exam during the semester. Exam material will be drawn from the following: lecture notes, assigned readings, class discussion, any movies shown in class, and any other

supplementary materials. The midterm exam will not be cumulative. It will include 20 multiple choice questions and three (3) short essays drawn from an essay question bank. The multiple choice will evaluate mainly definitional knowledge. The essays will evaluate argumentation and broader theoretical understanding.

*Primary goals:*

Identify, explain, defend, and critique the major concepts within the material.

Develop concise, critical argumentation.

Demonstrate and apply knowledge to relevant problems.

### **Final Exam: 20%**

The final exam will be the cumulative evaluation following the pattern of the two midterms discussed above. If you attend, participate, and reflect on class periods and the previous assignments, you should be prepared for this cumulative final with relative ease.

### **Participation/Quizzes:**

Attendance and participation are a necessary condition for satisfactory achievement in this class. I am here for guidance and to share knowledge with you, which I will do extensively on the days that I lecture. However, the best way for you to learn in this course is to engage with the material and to debate and discuss it at length with your peers in class. Thus, excellence in participation means more than just talking a lot in class; rather, it requires that your participation be high in both quality and quantity. In order to pull this off, you should do your best to be a critical reader. Critical readers are (Schumm, J. S., and Post, S. A. 1997. *Executive Learning*, 282; Richards 2006):

- willing to spend time reflecting on the ideas presented in their reading assignments
- able to evaluate and solve problems while reading rather than merely compile a set of facts to be memorized
- logical thinkers
- diligent in seeking out the truth
- eager to express their thoughts on a topic
- seekers of alternative views on a topic
- open to new ideas that may not necessarily agree with their previous thought on a topic
- able to base their judgments on ideas and evidence
- able to recognize errors in thought and persuasion as well as to recognize good arguments
- willing to take a critical stance on issues
- able to ask penetrating and thought-provoking questions to evaluate ideas
- in touch with their personal thoughts and ideas about a topic
- willing to reassess their views when new or discordant evidence is introduced and evaluated
- able to identify arguments and issues
- able to see connections between topics and use knowledge from other disciplines to enhance their reading and learning experiences

I will regularly take attendance in class. I will also take note of both the quantity and the quality of your contributions to class discussions. If necessary, I may also intermittently give brief

quizzes in class in order to gauge the degree to which you are engaging with and understanding the material. As a result, it is important that you stay caught up on the readings at all times.

Finally, I should note that points for attendance and participation are not simply given out; they are earned. Grades in my classes are often raised by attendance and participation. However, others have found their grade lowered when they paid attendance and participation little attention. As such, it is in your best interest to attend class and participate in discussion where appropriate

*Primary goals:*

Develop ability to independently critically read and reflect on material.

Emphasize readiness to take advantage of class-period activities.

Express an informed opinion on a number of contemporary international relations debates.

## The Policies:

### **Attendance:**

I am aware that events beyond our control conspire to keep us from meeting our normal obligations; in these cases, I grant excused absences. An excused absence is one where you have an officially documented college-sanctioned event, a documented medical excuse, or proof of a deceased direct relative. I will accept documentation to receive an excused absence for up to a week after the missed day. Contacting me ahead of time is, of course, preferable.

You may also use up to THREE (3) unexcused absences without penalty. You do not need to contact me if you are using one of these. I care for you all, but flooding my inbox with unimportant e-mails about you oversleeping or how-the-struggle-is-real may cause me to miss more important e-mails from your classmates regarding assignments or material. Beyond these three freebies, any unexcused absence will result in lowering your grade by one letter difference (i.e. from A to A-, B- to C+).

*Primary Goals:*

Demonstrate level of success during the semester, so I may assist as needed.

Ensure you are properly equipped to complete assignments through workshops and other class period activities.

### **Reading:**

Be warned, there is a fair amount of reading for this course. Previous students have commented how the reading may be “intense, but interesting.” This assigned readings are REQUIRED as preparation for class. While it may be difficult to have all the reading done every single class day, it is paramount that you are prepared most days.

Because many students make notes of the readings beforehand, or prefer to refer to them during class activities, I do allow laptop computers. However, there are times that students abuse this by not doing the reading before class, and then rushing to skim through it during the class activity. Should this begin to occur, I will ban laptop computers. Otherwise it would not be extremely unfair students who do come prepared to engage, and now have to compensate for students who weren't prepared. It is also disrespectful of my time of putting together lessons.

*Primary Goals:*

Gain at least an intuitive sense of the argument/concept within that readings.

Learn to form your own critical opinion regarding academic research.

Be prepared to discuss and apply the information in class activities and simulations.

## **Classroom Behavior:**

Students should behave professionally throughout the course. Due to the large size of the class, disruptive behavior will not be tolerated. Turn off your cell phone while in class (some exceptions may apply - e.g. you a transplant surgeon anxiously awaiting the arrival of a donor heart). Laptops may be used to take notes in class, but not in a way that is disruptive to other students. This is subject to change, it is preferred that you not bring laptops to class. Texting is never appropriate in class, unless it is to let your friends know that a case concerning the Third Amendment has never been litigated before the Supreme Court, or some similar tidbit of mesmerizing political trivia.

## **Contact:**

My office hours are on Wednesdays from 10-11 a.m. and 2-3 p.m. in Candler 327. These are hours I set aside every week FOR YOU. Feel free to drop by without appointment if you have any questions or concerns. If you know ahead of time that you are coming by, please send me a quick e-mail to let me know what you're coming to talk to me about. That way I can be better equipped to help.

If you can't meet with me during my office hours, feel free to e-mail me to set up an appointment. If you have a question about assignments, check the syllabus first.

## **Grade Appeals:**

If you believe your exams or assignments have been graded unfairly, you can appeal your grade in written form no later than 48 hrs after the graded assignment was returned. Comparisons to other students' graded assignment will not be accepted for a complaint. Hand in the original copy of the graded assignment/exam together with the written appeal. I will reevaluate your grade in light of the argument that you make. However, the new grade may be the same, higher, or lower than your original grade. It will be final.

## **Disabilities:**

Students with disabilities of any kind are strongly encouraged to notify me at the beginning of the semester, so appropriate accommodations can be made. Students with disabilities that have been certified by the UGA Disabilities Services Office will be accommodated according to university policy. Contact Disabilities Services for more information.

Do NOT attempt to make it through the semester without notifying me of accommodations you qualify for. If you decide to forego these, and then discover you do need them later in the semester, I can be more forgiving if I have spoken to you about this previously.

## **Cheating & Plagiarism:**

All academic work must meet the standards contained in "A Culture of Honesty." Students are responsible for informing themselves about those standards before performing any academic work. If you have questions about whether an assignment requires citations, be safe and cite. I don't want to have to engage in a facilitated discussion with you and a member of the Office of the Vice President for Instruction. See the Academic Honesty Policy for details on what is expected of you (<http://www.uga.edu/ovpi/honesty/acadhon.htm>)

This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

## Readings

Week 1 – Introduction 8-12

F – This Syllabus

Week 1 – What is IR? 8-19

M – *Goldstein and Pevehouse* Ch. 1 pgs. 1-12

W – *Goldstein and Pevehouse* Ch. 1 pgs. 12-25

F – *Goldstein and Pevehouse* Ch. 1 pgs. 26-38

Week 2 – Realist Theories 8-26

M - Feaver, Hellman, Schweller, Taliaferro, Wohlforth, Legro and Moravcsik. (2000) Brother Can You Spare a Paradigm? (Or Was Anybody Ever a Realist? *International Security*, 25(1), pp. 165-193.

W - *Goldstein and Pevehouse* Ch. 2 pgs. 42-63

F – *Goldstein and Pevehouse* Ch 2 pgs. 63-79

Week 3 – Liberal and Social Theories of IR 9-2

M – *Goldstein and Pevehouse* Ch. 3 pgs. 86 - 96

W – *Goldstein and Pevehouse* Ch. 3 pgs. 96 - 122

F – Keohane, Robert O.; Martin, Lisa L. “The Promise of Institutional Theory” *International Security* 21, 1. 1995

Week 4 – Foreign Policy 9-9

M - *Goldstein and Pevehouse* Ch. 4 pgs. 126 – 136

W - *Goldstein and Pevehouse* Ch. 4 pgs. 136 - 147

F – Putnam, Robert D. “Diplomacy and Domestic Politics: The Logic of Two-Level Games” *International Organization* 42, 3. 1988

Week 5 – International Conflict 9-16

Monday – *Goldstein and Pevehouse* Ch. 5 pgs. 152 – 160 and Fearon, James D. "Rationalist Explanations for War." *International Organization*. 49:3 379-414 1995

W - *Goldstein and Pevehouse* Ch. 5 pgs. 160 – 177

F - *Goldstein and Pevehouse* Ch. 5 pgs. 177 – 188

Week 6 – International Security 9-23

M - *Goldstein and Pevehouse* Ch. 6 pgs. 192 – 204, 222 – 226

W - *Goldstein and Pevehouse* Ch. 6 pgs. 209 – 222

F – Human Security: Axworthy 2001.

Week 7 – Non-traditional Security Threats 9-30

**Monday** – *Goldstein and Pevehouse* Ch. 6 pgs. 204-209, Robert Pape. 2003. “Strategic Logic of Suicide Terrorism.” APSR

**Wednesday** –

Daniel Byman. 2013. “Why Drones Work.” Foreign Affairs;

Nasser Al-Awlaki. 2013. "The Drone the Killed My Grandson." New York Times. Available: <http://www.nytimes.com/2013/07/18/opinion/the-drone-that-killed-my-grandson.html? r=0>

Mark Bowden. 2014. The Killing Machines: How to Think About Drones. The Atlantic. Available at: <http://www.theatlantic.com/magazine/archive/2013/09/the-killing-machines-how-to-think-about-drones/309434/>

**Friday** – Patrick Tucker. 2014. The Military Wants to Teach Robots Right from Wrong. The Atlantic. Available at: <http://www.theatlantic.com/technology/archive/2014/05/the-military-wants-to-teach-robots-right-from-wrong/370855/>

Bill Chappel. 2015. Researchers Warn against 'Autonomous Weapons' Arms Race. NPR. Available at: <http://www.npr.org/sections/thetwo-way/2015/07/28/427189235/researchers-warn-against-autonomous-weapons-arms-race>

Week 8 – Midterm and Human Rights 10-7

M – *Goldstein and Pevehouse* Ch. 7 264 – 276 Debate the Issue

W – Review for Midterm

F - Midterm Exam

Week 9 - Global Governance 10-14

M – Mar. 14 - *Goldstein and Pevehouse* Ch. 7 pgs. 232 – 253

W - *Goldstein and Pevehouse* Ch. 7 pgs. 254 – 264

F – Verdier, Pierre-Hughes, Erik Voeten. "How Does Customary International Law Change? The Case of State Immunity." *International Studies Quarterly*. 59,

Week 10 – International Political Economy: Trade and Finance 10-21

M – *Goldstein and Pevehouse* Ch. 8 all

W – *Goldstein and Pevehouse* Ch. 9 all

F - Debates on Trade and Finance

Week 11 – International Political Economy: Inequality 10-28

M - *Goldstein and Pevehouse* Ch. 12 pgs. 424 – 440

W - *Goldstein and Pevehouse* Ch. 12 pgs. 440 – 455

F – No Class, Fall Break

Week 12 – International Political Economy: Development 11-4

M – *Goldstein and Pevehouse* Ch. 13 pgs. 460 – 476

W – *Goldstein and Pevehouse* Ch 13 pgs. 476 – 495

F – Dani Rodrik. 2001. Trading in Illusions. *Foreign Policy*.

Week 13 – Environment and Population 11-11

M – *Goldstein and Pevehouse* Ch. 11 pgs. 386 - 403

W– *Goldstein and Pevehouse* Ch. 11 pgs. 403 - 418

F – Debate the Issue: Why should pay for Global Warming?

Week 14 – Future Issues 11-18

Monday – Podesta and Ogden. 2007. The Security Implications of Climate Change. The Washington Quarterly.; *Goldstein and Pevehouse* Ch. 14 pgs. 499-500

W – Discussion: New Cold War?

F – Discussion: Global Integration?

Week 15 – Simulation 12-2

M – Sim Day 1

W – Sim Day 2

F – Sim Day 3

Week 16 – Finals Week

Monday – Exam Review Day and Simulation Reflections due

**Monday, December 12<sup>th</sup> 8:00-11:00 a.m. Final Exam**