

INTL 3200: Introduction to International Relations

University of Georgia – Fall 2016
Park Hall 115, MWF 11:15-12:05

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Office Hours: Thursday 9:30-11:30am, and by appointment



Course Overview and Objectives:

The purpose of this course is to introduce students to the theories and concepts that scholars use to study international relations. We will examine the various actors that play a role in international politics (e.g. states, leaders, intergovernmental organizations, NGOs, norms), by analyzing how they are defined, their interests, and actions. We will study their interactions with each other in conflict, economic relations, and in building institutions for cooperation.

The course begins with an overview of the major theoretical lenses that are used to interpret the behavior of international actors. With this foundation in place we will examine questions tied to specific issue areas, such as: Why do states go to war? Why do a few states have/want nuclear weapons? Why do some groups resort to terrorism? What is the United Nations and what can it do? Why do states cooperate (sometimes) and join international institutions like the World Trade Organization or the International Criminal Court? What are the benefits and costs of free trade? How does climate change pose a national security threat? Students will be exposed to different perspectives on these issues with the intention that they will leave the course able to think and argue critically about international relations. Moreover, students will develop an appreciation for the scholarship of international relations by examining different approaches that scholars have taken to answering key questions in IR.

While this is not a course on current events, we will often rely on examples in the news to inform our understanding of the concepts addressed in the readings. Students will become aware of the influence of global issues on their lives and how the decisions they make each day impact global politics. By the end of this course students will be familiar with the language scholars use to discuss international relations, and will be prepared to take upper-level IR courses.

Requirements:

- **Readings:** It is expected that you will complete the readings listed on the syllabus *prior* to coming to class. Should you fail to do the readings it will be evident in your lack of participation during class discussions. On occasion an article relevant to the topic we are covering will be published and will be assigned on short notice. In that case I will post

the article to the “NEWS” section of the class ELC page. ****PLEASE REGISTER FOR NOTIFICATIONS!**

There is one required text:

Joshua S. Goldstein and Jon C. Pevehouse. *International Relations, 2013-2014 Update, Brief 6th Edition*. Pearson. ISBN-13: 978-0-205-97143-5

Students are required to purchase a subscription to Statecraft Simulation (details below).

All other readings will be posted on the class ELC page unless otherwise noted

You are also required to keep up with current events – see below

- **Grading**

Your final course grade will be determined by the following assessments:

- Midterm Exam – 25%
- Final Exam – 35%
- Class Participation – 10%
- Simulation – 30%
 - Participation - 15% (5% quizzes + 10% posts)
 - Performance - 5% (based on QOL) ***Possible +3% EC*
 - Final Essay - 10%

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

- **Exams:** Lectures and class discussion are intended to supplement, not duplicate, the readings. Exams will draw upon readings and class notes. Note the dates of your midterm and finals exams. **Makeup exams will not be given; plan your travels accordingly.**
- **Simulation:** An integral part of this course will be your participation in an online international politics simulation called Statecraft. All students are required to obtain a subscription to Statecraft. To register go to www.statecraftsim.com, create a student account and enter the passcode: **INTL3200_FALL2016** along with your username and password. You will then need to pay the semester subscription fee of \$35 using a credit card or paypal through the website. Additional details on the simulation and related assignments will be distributed separately.
 - **Simulation Memos:** Each student must submit a memo of *at least* 300 words each week BEFORE the turn ends (i.e. Saturday at 11pm) using the link on Statecraft. In general these memos should reflect on your activity that week, the dynamics of the statecraft world that relate to the theories we’ve read about and discussed in class, and the connections between your statecraft world and current

events, however some weeks you will be given a specific prompt. These memos are intended to ensure that you are actively participating and thinking about the simulation each week, and will hopefully provide some foundation for your final simulation essay. Your grade will be based on completion (not content), however memos that indicate a lack of seriousness on your part will not be counted. **Late memos and memos shorter than 300 words will not be counted.**

- **Written Assignments:** All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted). Late assignments will be **penalized 1% of your overall grade for each day late**. All written assignments should meet the following formatting requirements: 12-point font, double spaced, 1” margins, and page numbers in bottom right-hand corner.
- **Participation:** *Simply showing up to class does not constitute participation.* You are expected to play an active role in class discussions. That said, simply speaking in class will not earn you a “good” participation grade. Those with the highest participation grades will ask insightful questions and present arguments grounded in the class readings and research. Students are encouraged to use the ELC **discussion group** as a space to engage with your peers about topics related to the course.
 - We will often discuss controversial political issues and I expect that you will be respectful of each other’s perspectives. Interruptions, slurs, or making fun of students or their views will not be tolerated.
- **Attendance:** I will take attendance every class and I expect you to be present. You are permitted **three** absences without penalty. You can use these however you need to (e.g., illness, sports travel, interviews, sleep, etc.). Each absence beyond these 3 will result in a **1% deduction from your final overall average**.
 - **However, because your attendance on simulation days is crucial, more than one absence on a simulation Friday will result in a separate .5% (per absence) deduction from your final grade.**

Other important information:

- **Current Events:** Students are **REQUIRED** to be aware of current world politics for class discussion. I suggest that you skim a major newspaper, such as the *New York Times*, *Wall Street Journal*, *Washington Post*, *The Guardian* (UK) or a weekly periodical, such as *The Economist*, on a **regular basis**. Students often note, “there is so much in the news, what do I need to know?” Each of these newspapers has a “world politics” section.
 - **Tips:** I strongly suggest linking your web browser home page to an international news source. You can also download apps to automatically keep you up-to-date on news, or have the headlines of the day automatically emailed to you (e.g. *Foreign Policy*, Council of Foreign Relations (www.cfr.org), *Economist*). There are also several useful IR blogs, including: [Duck of Minerva](#), [War on the Rocks](#), [Political Violence at a Glance](#), Walt’s blog at *Foreign Policy*, and the [Monkey Cage](#) (which covers all the subfields of Political Science). For those of you interested in televised or podcast world news, I suggest *BBC World News*.
- **Technology:**
 - **Laptops** are **not** welcome in class, unless I instruct you to bring one. Should you need to use a laptop please provide proper documentation from UGA’s Disability Resource Center (DRC).

- All **cell phones** should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**, and during test periods will be treated as **cheating**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “NEWS” board on the class ELC page. ****PLEASE REGISTER FOR NOTIFICATIONS!**
 - When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **news page** of the ELC site to be sure that your question has not been previously addressed.
 - *A note on etiquette:* please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can’t go wrong with “Hello Professor Gallagher”).
 - For further guidance see <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – I will be available to meet with students during the office hours listed above, however the only way to guarantee that we will have time to meet is for you to **sign up for an appointment** using the following link (also posted to the ELC page): <https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtHOYRyf0B7wFSLWYWUS3j4GTc/edit>).
- **Academic Dishonesty** – As a University of Georgia student, you have agreed to abide by the University’s academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “A Culture of Honesty” found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **Contested Grades:** Students are **always** welcome to come discuss assignments and their overall class performance during my office hours. If you find a mathematical error on a graded assignment please let me know immediately. Students wishing to contest a grade must wait *24 hours* after their assignment/exam has been returned to make an appointment to see me. During that appointment students should come prepared with (1) their assignment/exam, (2) a typed explanation of what the *best possible* response to the prompt would look like, (3) a typed explanation of how their work compares to that best answer, and (4) their class and reading notes. All requests for such meetings must be made *within two weeks* of the date the assignment/exam was returned.
- **Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of special accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from DRC within the **first two weeks** of classes.

- This syllabus is subject to change throughout the semester

Class and Reading Schedule

WEEK 1: Introduction to Studying IR

Fri., August 12 (class 1) – Introduction

Mon., August 15 (class 2) – What is IR? Actors & Levels of Analysis

- Joshua Goldstein & Jon Pevehouse (G&P hereafter) p. 1-23
- “Palestinians Gaining Momentum in Quest for Statehood” *NYT*
<http://www.nytimes.com/2015/01/06/world/middleeast/palestinians-seen-gaining-momentum-in-quest-for-statehood.html?smid=tw-share&r=1>
- “ISIS Transforming into Functioning State that Uses Terror as a Tool” *NYT*
<http://www.nytimes.com/2015/07/22/world/middleeast/isis-transforming-into-functioning-state-that-uses-terror-as-tool.html>

Wed., August 17 (class 3) – Collective Action & Historical Development of IR

- G&P p.24-32

Fri., August 19 (class 4) - Realism

- G&P p. 35-55

WEEK 2: Theoretical Lenses

Mon., August 22 (class 5) - Strategy & Rationality: Prisoner’s Dilemma

- G&P p.56-61

Wed., August 24 (class 6) – Liberalism

- G&P p. 63-71

Fri., August 26 (class 7) - Constructivism

- G&P p.86-92
- Nicolo Naourafchan. 2008. “A Bloodless War: An Analysis of the Weapons Used by the International Campaign to Ban Landmines.” *E-IR* available at: <http://www.e-ir.info/2008/05/22/a-bloodless-war-an-analysis-of-the-weapons-used-by-the-international-campaign-to-ban-landmines/>

Suggested:

Audie Klotz. 1995. “Norms Reconstituting Interests: Global Racial Equality and U.S. Sanctions Against South Africa.” *International Organization*.

WEEK 3: Gender & Feminist IR

Mon., August 29 (class 8) – Feminist theory(ies) and IR

- G&P p. 95-104
- Valerie Hudson. 2012. “What Sex means for world peace.” *Foreign Policy*.

- Laura Sjoberg “’Mansplaining’ International Relations” Available at:
<http://relationsinternational.com/mansplaining-international-relations-walt/>

Wed., August 31 (class 9) – Using Gender Lens in IR

- Laura Sjoberg. 2015. Seeing Sex, Gender, and Sexuality in International Security. *International Journal* 70(3): 434-453.

Fri., September 2 (class 10) – Introduction to Statecraft Simulation

- Statecraft Manual

***First Statecraft Manual Quiz and Statecraft Foreign Policy Attitudes Survey must be completed by 11pm Saturday, September 3*

WEEK 4: Comparing Theories

Mon., September 5 - NO CLASS: Labor Day

Wed., September 7 (class 11) – Comparing Theories

- John Mearsheimer. 2014. “Can China Rise Peacefully?” *The National Interest*.
<http://nationalinterest.org/commentary/can-china-rise-peacefully-10204>
- G. John Ikenberry. 2008. “The Rise of China and the Future of the West.” *Foreign Affairs*.

Fri., September 9 (class 12) – Statecraft Simulation Turn 0

***Second Statecraft Manual Quiz must be completed by 11pm Saturday, September 10*

WEEK 5: Foreign Policy Decision Making

Mon., September 12 (class 13) – Factors that Affect Decision Making

- G&P p. 71-86

Wed., September 14 (class 14) – Lenses for Examining Foreign Policy

- Graham Allison. 1969. Conceptual Models and the Cuban Missile Crisis. *American Political Science Review*.
 - Note: if individually you know what each word means but collectively you have no idea what he is saying, it’s okay to skim. Just be sure you understand the application of each model, or what Allison calls a “cut.”

Fri., September 16 (class 15)– Statecraft Simulation Turn 1

WEEK 6: Interstate Conflict

Mon., September 19 (class 16)– Causes of War

- G&P p. 107-136
- “The Prospect of Peace in Colombia.” 9/25/15. NYT. Available at:
http://mobile.nytimes.com/2015/09/26/opinion/the-prospect-of-peace-in-colombia.html?emc=edit_th_20150926&nl=todaysheadlines&nid=65806876&r=0&referrer

Wed., September 21 (class 17) – Intrastate Conflict

- Barbara F. Walter. 1997. The Critical Barrier to Civil War Settlement. International Organization. Pp. 335-64.
 - Focus on the theory & conclusion (pp. 335-343 and 360-363) – skim the rest.

Fri., September 23 (class 18) – Statecraft Simulation Turn 2

WEEK 7: International Security

Mon., September 26 (class 19)– Militaries and WMD

- G&P p. 136-145 & 149-160
- Kenneth Waltz. 2012. “Why Iran Should Get the Bomb.” *Foreign Affairs*.

Wed., September 28 (class 20) – Human Security

- Lloyd Axworthy. 2001. Human Security and Global Governance: Putting People First. *Global Governance*.

Fri., September 30 (class 21) – Statecraft Simulation Turn 3

Week 8: Terrorism

Mon., October 3 (class 22) – Terrorism

- G&P p. 145-149
- Robert Pape. 2003. “Strategic Logic of Suicide Terrorism.” *APSR*

Wed., October 5 (class 23) – Women as Terrorists

- Lindsey O’Rourke. 2009. What’s Special About Female Suicide Terrorism? *Security Studies*. 681-718.
 - ***only pages 681-700*

Fri., October 7 (class 24) - Statecraft Simulation Turn 4

WEEK 9: Introducing Global Trade & Development

Mon., October 10 (class 25) – ****MIDTERM EXAM**

Wed., October 12 (class 26) – North-South Divide

- G&P p. 259-278

Fri., October 14 (class 27) – Statecraft Simulation Turn 5

WEEK 10: International Political Economy – Trade & Finance

Mon., October 17 (class 28) – International Trade

- G&P p. 163-186
- “WTO Says Canada, Mexico Can Slap \$1Billion in Tariffs on US Over Meat Labels” 12/7/15. *WSJ*. Available at: <http://www.wsj.com/articles/wto-says-canada-mexico-can-slap-1-billion-in-tariffs-on-u-s-over-meat-labels-1449508424>

****Withdrawal Deadline – October 18****

Wed., October 19 (class 29) – Global Finance

- G&P p. 187-202

Fri., October 21 (class 30) – Statecraft Simulation Turn 6

WEEK 11: International Political Economy - Development

Mon., October 24 (class 31) –Development, Aid, & Debt

- G&P p. 278-305

Wed., October 26 (class 32)– Paths to Development

- Dani Rodrik. 2001. Trading in Illusions. *Foreign Policy*.

Fri., October 28 – **No Class: Fall Break**

****Statecraft Simulation Turn 7 - We will not meet in class but the turn still ends on Sat., Oct. 29**

WEEK 12: Global Governance

Mon., October 31 (class 33) – International Organizations and The United Nations

- G&P p. 207-226 & 240-248
- Shashi Tharoor. 2011. “Security Council Reform: Past, Present and Future.” *Ethics and International Affairs*. <http://tharoor.in/articles/security-council-reform-past-present-and-future/>
- David Bosco. 2009. “Think Again: The UN Security Council.” *Foreign Policy*. http://www.foreignpolicy.com/articles/2009/09/23/think_again_the_un_security_council?

Wed., November 2 (class 34) – International Law

- Eric Posner. 2009. “Think Again: International Law” *Foreign Policy*. <http://foreignpolicy.com/2009/09/17/think-again-international-law/>
- Kenneth Roth. 2004. The Law of War in the War on Terror. *Foreign Affairs*.

Fri., November 4 (class 35) – Statecraft Simulation Turn 8?

WEEK 13: Human Rights and NGOs

Mon., November 7 (class 36) – Human Rights

- G&P p. 248-255
- U.N. Declaration of Universal Human Rights (***be sure to print this out!**)
<http://www.un.org/en/documents/udhr/>
- Shashi Tharoor. 1999/2000. “Are Human Rights Universal?” *World Policy Journal*.
<https://www.mtholyoke.edu/acad/intrel/tharoor2.htm>
- NYT Debate “Have Human Rights Treaties Failed?” Available:
<http://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties->

[failed?hp&action=click&pgtype=Homepage&module=c-column-top-span-region®ion=c-column-top-span-region&WT.nav=c-column-top-span-region](#)

Wed., November 9 (class 37) – NGOs

- Jessica Mathews. 1997. “Power Shift.” *Foreign Affairs*

Fri., November 11 (class 38) – Statecraft Simulation Turn 9?

WEEK 14: Challenging Sovereignty: Humanitarian Intervention & The ICC

Mon., November 14 (class 39) – Humanitarian Intervention

- Western and Goldstein. Nov/Dec 2011. “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya.” *Foreign Affairs*
- Bellamy <http://www.e-ir.info/2014/07/22/the-responsibility-to-protect-and-the-2014-conflict-in-gaza/>

Wed., November 16 (class 40) – The International Criminal Court

- Reread G&P pp. 253-4
- Bracknell. 2011. “The US and the International Criminal Court: An Unfinished Debate.” *LA Times*. <http://articles.latimes.com/2011/may/26/opinion/la-oe-bracknell-icc-20110526>
- Sersso. 2013. “The International Criminal Court’s Africa Problem” <http://www.aljazeera.com/indepth/opinion/2013/06/201369851918549.html>

Fri., November 18 (class 41) – Recent Developments at the ICC

- “Jean-Pierre Bemba: DR Congo ex-warlord guilty of war crimes.” 2016. BBC. <http://www.bbc.com/news/world-africa-35864047>

November 21-25: NO CLASS - THANKSGIVING

Week 15: Looking Ahead: Transnational Threats & Global Governance

Mon., November 28 (class 42) – Climate Change as a Security Issue

- G&P 308-327
- Podesta and Ogden. 2007. The Security Implications of Climate Change. *The Washington Quarterly*.
- Wendle. “The Ominous Story of Syria’s Climate Refugees.” 12/17/15. *Scientific American*. Available at: http://www.scientificamerican.com/article/ominous-story-of-syria-climate-refugees/?wt.mc=SA_Twitter-Share

***Simulation papers due at the start of class*

Wed., November 30 (class 43) – Crisis in Europe

- TBD

Fri., December 2 (class 44) - Targeted Killings & Drones

- 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/>

- Kilcullen and Exum. 2009. “Death From Above, Outrage From Below.” *New York Times*.
- 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

WEEK 16: Wrap Up

Mon., December 5 (class 45) – Review

****Final Exam – Fri., Dec. 9, 12-3pm**