

INTL 3200: Introduction to International Relations (Autumn 2016)

University of Georgia, Department of International Affairs

Dr. Kathleen Powers

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Office Hours: Tuesday 3:00pm-5pm (drop-in), or by appointment

Class Meetings: T/Th 11:00am-12:15pm

Course Description

Who are the main actors in international politics? What are the best ways to understand international phenomena? What causes war? Does international law shape state behavior? Does nuclear proliferation lead to conflict or peace? What are the costs and benefits of free trade? How are human rights defined and defended?

This course attempts to answer questions such as these by introducing students to the study of international relations (IR). The course begins with a general overview of IR as a discipline within political science. It then moves on to examine some of the core concepts in the field, including the paradigms of realism, liberalism, and constructivism. We also examine theories about foreign policy and the role that individuals play in international politics. Next, we use these concepts to address issues such as the causes of war, the politics of economic relations, international organizations, the environment, and human rights. In this respect the latter half of the course is eclectic, and while we will touch on each topic you could easily take a whole course on any one week's worth of material.

Course Goals

Broadly speaking, the goal of this course is to provide students with the tools necessary to become *critical* and *informed* when it comes to understanding global problems and international politics. In order to become more *informed*, students will learn about contemporary perspectives on international relations from the scholarly community as well as international events, both modern and historical. *Critical* skills will be developed as students learn how to think theoretically and to assess arguments about international affairs, in order to establish a more sophisticated understanding of the political world. The course will also provide a solid base of core material for students who wish to pursue more advanced courses in international relations or foreign policy.

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

Course Readings

There is one required book for this course. It is available at the UGA bookstore or from online retailers. This is not a traditional textbook, per se, but rather a collection of readings that will form the basis for lectures and discussions. Please ensure that you acquire the 5th edition, as listed below, as other editions will not necessarily contain all of the assigned readings.

Karen Mingst & Jack Snyder, *Essential Readings in World Politics*, 5th Ed. (W.W. Norton) **ISBN: 9780393921960**

All other readings will be posted on the class eLC site. Readings should be **completed in preparation for the day of class on which they are assigned**. Lectures and discussions will complement and supplement – not replace – independent reading.

Course Requirements

There are 5 graded components to this course. These include: (1&2) two exams (3) A research paper (4) two assessment papers and (5) class participation.

Exam 1: 20%

Exam 2: 25%

Analytical Paper: 25%

Participation: 20%

Reading Assessment Papers: 10%

Total: 100%

Exams (20%, 25%): Two exams will be administered, dates noted below. These exams will be some combination of multiple choice, matching, and short response designed to test the breadth of your knowledge of the course material. You will get more information on the precise format closer to the exams. Each exam will consist mostly of the material covered in the weeks preceding the exam (the first half of the course for the midterm, second half for the final), but you should expect some cumulative components given the nature of the material.

You may make-up an exam with a **documented** excuse, but it is incumbent upon the student to schedule a time to take the exam within one week by emailing the professor.

Analytical Paper (25%): Students are required to write **one** analytical paper for the course.

Format: 4-5 pages, double-spaced, in 12-point Times New Roman font, with one-inch margins. Any standard format for citations is fine (e.g., Chicago, MLA, APA), just be consistent.

Due: Friday, December 2, by 5:00pm

How to Submit: Submit an electronic copy to the eLC dropbox titled “Analytical Paper.”

Topics: There are two different options for this paper, and you may choose either:

Topic 1: Analyze the foreign policy of a current world leader (e.g. the U.S. President, Russian President, etc.). Which of the theoretical traditions discussed in the course (realism, liberalism, constructivism, feminism...) best describes his/her foreign policy views and actions? This topic requires you to investigate specific policies pursued by the leader, as well as to deduce policies that are consistent with the theoretical tradition. For this paper, you may focus on the leader’s foreign policy broadly defined, or you may choose a specific area of focus (e.g., U.S.-China relations).

Topic 2: Choose your own adventure! For this paper, you will research a current issue in international politics, and analyze it from the perspective of an IR scholar. You should describe the issue/problem and what global actors are involved, and provide an analysis that presents a clear and coherent argument, grounded in course material.

Additional information on papers, including the rubric, will be provided in class.

Reading Assessment Papers (5% each): You will select two readings – one before the midterm and one after the midterm – and for each reading you will write a short reaction paper. You will sign up for your pre-midterm assignment during the first week of class. A limited number of students will be allowed to sign up for each reading.

Format: One page, double-spaced, 12 point Times New Roman font, with one-inch margins.

Due: 24 hours before the class meeting for your chosen reading (i.e. 9:30am Monday if your reading will be discussed Tuesday, 9:30am Wednesday if it will be discussed Thursday).

How to Submit: Submit an electronic copy to the eLC dropbox titled “Reading Assessment Paper 1” or “Reading Assessment Paper 2.”

Instructions: This paper will have only **two paragraphs**.

Paragraph 1: Provide a summary of the arguments presented in the reading, which answers the following questions 1) What is the fundamental question that the author is trying to address? 2) What is the theory/answer that the author presents to that question? and 3) What kind of evidence do they provide to support that answer?

Paragraph 2: This paragraph will be your own individual assessment of the reading. What did you find puzzling or debatable about the article – and why? How might a different theoretical perspective critique the argument? What kind of

evidence would contradict the argument? You might critique the argument, evidence, the question itself, or all three.

Evaluation: The grading for this assignment will be based on two criteria:

1. Does the first paragraph show that the student correctly identified the question and argument in the reading?
2. Does the author provide a convincing analysis of why s/he found the reading puzzling, innovative, implausible, etc.?

Participation: This course is designed around the expectation that we will engage in regular discussions about the course material. Thus, 20% of the final grade will be based on in-class participation. To earn full points for participation, students should attend class and be prepared to ask questions and react to material from the readings and lecture. There will also be occasional in-class activities. Attendance is part of this – you have to be present to participate – but merely attending class does not constitute participation. Those who earn full points will make contributions to class that are high in **both quality and quantity**.

Other Course Information:

Attendance: You are not “required” to attend class, but since participation accounts for 20% of your course grade, frequent absences will substantially lower your grade for the course. If you have to miss a class meeting for a documented reason (doctor’s appointment, illness, college-sanctioned sports, etc.), notify me as soon as possible. Documented absences will not count against your participation score.

Technology: All cell phones and other devices that make noise must be turned off or put on silent (not vibrate), and put away. **Laptops and tablets are not welcome in class.** If you need to use a laptop, please provide documentation from UGA’s Disability Resource Center.

Communication and Email: I will provide updates about the course and changes to the syllabus using email and the News board on the class eLC page. Before you email with a question, first check the syllabus and class eLC page to ensure your question has not already been addressed – this frees up time so that I can respond to substantive inquiries.

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. **I take this issue very seriously and will submit any cases of suspected academic misconduct to the committee—if you are confused at all about what constitutes dishonest practice, please consult with me.**

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.

Course Outline and Readings

All readings are required unless specifically identified as optional. This schedule is tentative, and subject to change at the instructor's whim (with plenty of notice, of course).

Readings noted with an asterisk* can be found online in the content section of the eLC site, and all other readings are in the Mingst & Snyder book.

I. Introduction

- a. What is International Relations, and how do we study it? (August 11)
 - i. Bertoli, "World Cup Participation Increases State Aggression"*
 - ii. Walter "The Four Things We Know About How Civil Wars End (and What This Tells US About Syria)"*
 - iii. Murdie, "Could the Olympics Help Human Rights?"*
- b. Levels of Analysis (August 16)
 - i. Singer, "The Level of Analysis Problem in International Relations"*(pp.77-78, 80-middle of p. 84)
 - ii. Byman and Pollack, "Let us Now Praise Great Men"* (Read the introduction, pp. 107-110, then skim through p. 114)

II. Conceptual Foundations of IR: "Isms" & the International System

- a. Realism: Assumptions & Key Concepts (August 18)
 - i. Thucydides, "The Melian Dialogue"
 - ii. Morgenthau, "A Realist Theory of International Politics and Political Power"
- b. Realism II: Varieties of Realism & The Balance of Power (August 23)
 - i. Mearsheimer, "Anarchy and the Struggle for Power"
 - ii. Morgenthau, "The Balance of Power, Different Methods of the Balance of Power, and Evaluation of the Balance of Power"
- c. Liberalism: Liberal Theory and the Democratic Peace (August 25)
 - i. Wilson, "The Fourteen Points"
 - ii. Doyle, "Liberalism and World Politics"
- d. Liberalism II: Cooperation through Institutions (August 30)
 - i. Keohane, "After Hegemony: Cooperation and Discord in the World Political Economy"
- e. Constructivism: Anarchy is What States Make of it? (September 1)
 - i. Wendt, "Anarchy is What States Make of It"
- f. Constructivism II: Norms, & Feminist IR (September 6)
 - i. Finnemore, "The Purpose of Intervention"
 - ii. Hudson, "What Sex Means for World Peace"*
 - iii. Snyder, "One World, Rival Theories"
- g. Unipolarity and the Future of the International System (September 8)

- i. Ikenberry, Mastanduno, and Wohlforth, “Unipolarity, State Behavior, and Systemic Consequences”
- ii. Finnemore, “Legitimacy, Hypocrisy, and the Social Structure of Unipolarity”

III. Global Actors: Inside the State

- a. States & State Power (September 13)
 - i. Mingst & Arreguin-Toft, “The State”* (textbook excerpt)
- b. Foreign Policy Decision-Making (September 15)
 - i. Allison, “Conceptual Models and the Cuban Missile Crisis”*
- c. Do Individuals Matter? (September 20)
 - i. Saunders, “Transformative Choices”*
 - ii. Tony Rennell, “The Day the World Almost Died”*
- d. Psychology & Foreign Policy (September 22)
 - i. Daniel Kahneman and Jonathan Renshon, “Why Hawks Always Win”*

IV. Global Actors: International Organizations

- a. Intergovernmental Organizations & the United Nations (September 27)
 - i. Mearsheimer, “The False Promise of International Institutions”
 - ii. Lamy, Baylis, Smith, & Owens, “The United Nations”* (textbook excerpt)
 - iii. Jeffrey D. Sachs, “3 Reforms the UN needs as it turns 70”*
- b. International Law (September 29)
 - i. Abott, et al., “The Concept of Legalization”* (read bottom of p. 408-418)
- c. Non-governmental organizations and Transnational Advocacy Networks (October 4)
 - i. Keck & Sikkink, “Transnational Advocacy Networks in International Politics”

****** Midterm Exam Thursday, October 6; Introduction through International Organizations (Sections I-IV)******

V. International Conflict

- a. International Conflict: Trends & Types (October 11)
 - i. Clausewitz, “War as an Instrument of Policy”
 - ii. Pinker & Mack, “The World is Not Falling Apart...”*
 - iii. **Optional:** Schelling, “The Diplomacy of Violence”
- b. Causes of War & Managing Security (October 13)
 - i. Fearon, “Rationalist Explanations for War”
 - ii. Huntington, “The Clash of Civilizations?”
 - iii. **Optional:** Jervis, “Cooperation Under the Security Dilemma”
- c. Terrorism and Asymmetric Conflict (October 18)
 - i. Kydd & Walter, “The Strategies of Terrorism”
 - ii. Abrahms, “Why Groups Use Terrorism: A Reassessment of the Conventional Wisdom”*
- d. Nuclear Weapons (October 20)
 - i. Scott Sagan, “A Call for Global Nuclear Disarmament”*

- ii. Kenneth Waltz, “Why Iran Should Get the Bomb: Nuclear Balancing Would Mean Stability”
 - iii. Tannenwald, “The Nuclear Taboo”* (pp. 433-442 required; rest of article optional)
 - e. Just War Theory & The Future of War (October 25)
 - i. Kreps, “The Use of Unmanned Aerial Vehicles in Contemporary Conflict: A Legal and Ethical Analysis”*
 - ii. Kreps, “Flying Under the Radar: A Study of Public Attitudes toward Unmanned Aerial Vehicles”*
- VI. International Political Economy**
 - a. IPE: Concepts and Theory (October 27)
 - i. Gilpin, “The Nature of Political Economy”
 - ii. Mingst & Arreguin-Toft, “Radicalism” and “International Political Economy,” (textbook excerpts, pp. 92-95 & 305-320)
 - b. Globalization and Regionalism (November 1)
 - i. Milner, “Globalization, Development, and International Institutions”
 - ii. Keohane and Nye, “Globalization: What’s New? What’s Not? (And So What?)”*
- VII. Human Rights & Humanitarian Intervention**
 - a. Conceptualizing Human Rights (November 3)
 - i. Sen, “Human Rights and Capabilities”
 - ii. Donnelly, “Human Rights and Cultural Relativism”
 - b. Humanitarian Intervention (November 8)
 - i. Power, “Bystanders to Genocide”*
 - ii. Slaughter, “How the World Could, and Maybe Should, Intervene in Syria”*
 - iii. Valentino, “The True Costs of Humanitarian Intervention”*
- VIII. Transnational Issues**
 - a. The Environment (November 10)
 - i. Hardin, “Tragedy of the Commons”
 - ii. Wendle, “The Ominous Story of Syria’s Climate Refugees”*
 - b. The Environment II: Global Climate Change Regime (November 15)
 - i. Keohane & Victor, “The Regime Complex for Climate Change”
 - ii. Urpelainen, “Here’s What Political Science Can Tell Us About the Paris Climate Deal”*
 - c. Health and Disease (November 17)
 - i. Easterly, “The Healers”*
 - ii. Garrett, “Ebola’s Lessons”*
- IX. Conclusion**
 - a. Paper Peer Review Day (November 29)
 - b. Wrap-up & Review (December 1) – Reading TBD

****** Final Exam Tuesday, December 13, 12:00pm-3:00pm******