

## **INTL 3200: Introduction to International Relations**

University of Georgia – Spring 2018

MLC 251, MWF 10:10-11am

**Dr. Maryann E. Gallagher**

mgallag@uga.edu

Office: Candler 329

Office Hours: Wed. & Fri. 3:30-4:45, 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 “ANNOUCEMENTS” section of the class ELC page. **\*\*PLEASE REGISTER FOR NOTIFICATIONS!**

There is one *required* text:

Joshua S. Goldstein and Jon C. Pevehouse. *International Relations, Brief 7<sup>th</sup> Edition*. Pearson.  
ISBN-13: 978-0134406350

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*

**\*\* Readings noted “⊕” means I expect you to bring a copy to class**

*\*\*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

- 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](http://www.statecraftsim.com), create a student account and enter the passcode: **INTL3200\_SPRING18** 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 contentious 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 choose (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 up to date on world politics for class discussions. 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](http://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 "ANNOUCEMENTS" 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 **ANNOUCEMENTS** on ELC 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/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/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](http://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.

- UGA's code of conduct protects student privacy and intellectual property and thus prohibits recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC. If this is your situation, please let me know and we will devise an accommodation that protects your right to privacy, that of your classmates, and everyone's intellectual property.
- **This syllabus is subject to change throughout the semester**

### **Class and Reading Schedule**

#### **WEEKS 1 & 2: Introduction to Studying IR & Theoretical Lenses**

Fri., January 5 (class 1) – Introduction

Mon., January 8 (class 2) – What is IR? Actors & Levels of Analysis

- Joshua Goldstein & Jon Pevehouse (G&P hereafter) p. 1-24
- "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](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., January 10 (class 3) – Collective Action & Historical Development of IR

- G&P p.25-35

Fri., January 12 (class 4) – Liberalism

- G&P p. 67-76

Mon., January 15 - NO CLAS: MLK DAY OF SERVICE

Wed., January 17 (class 5)- Realism

- G&P p. 37-58

Fri., January 19 (class 6) – Strategy & Rationality: Prisoner's Dilemma

- G&P p.58-65

#### **WEEK 3: Constructivism, Gender, & Feminist IR**

Mon., January 22 (class 7) - Constructivism

- G&P p.92-102
- 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*.

Wed., January 24 (class 8) – Feminist theory(ies) and IR

- G&P p. 102-111
- 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/>

Fri., January 26 (class 9)– Using a Gender Lens in IR

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

**WEEK 4: Comparing Theories**

Mon., January 29 - (class 10) – Comparing Theories: A Rising China

- 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*.

Wed., January 31 (class 11) – Rise of Non-state Actors - NGOs & TANs

- Margaret E. Keck & Kathryn Sikkink. "Transnational Advocacy Networks in International Politics" and "Human Rights Advocacy Networks in Latin America" in Mingst & Snyder *Essential Readings in World Politics*. ⊕

Fri., February 2 (class 12) – Introduction to Statecraft Simulation

- READ: Statecraft Manual

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

**WEEK 5: Foreign Policy Decision Making**

Mon., February 5 (class 13)– Factors that Affect Decision Making

- G&P p. 77-92

Wed., February 7 (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., February 9 (class 15) – Statecraft Simulation Turn 0



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

### **WEEK 6: Interstate Conflict**

Mon., February 12 (class 16) – Causes of War

- G&P p. 115-147

Wed., February 14 (class 17) – The Challenges of Ending Intra-state Conflicts

- 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.
- “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](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)

Fri., February 16 (class 18) – Statecraft Simulation Turn 1

### **WEEK 7: International Security**

Mon., February 19 (class 19)– Militaries and WMD

- G&P p. 147-171
- Kenneth Waltz. 2012. “Why Iran Should Get the Bomb.” *Foreign Affairs*.

Wed., February 21 (class 20)– Human Security

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

Fri., February 23 (class 21) – Statecraft Simulation Turn 2

### **Week 8: Terrorism**

Mon., February 26 (class 22) – Terrorism

- Re-read G&P p. 156-160
- Robert Pape. 2003. Strategic Logic of Suicide Terrorism. *American Political Science Review*. ⊕

Wed., February 28 (class 23) – Female Suicide Terrorism

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

Fri., March 2 (class 24)) – Statecraft Simulation Turn 3

### **WEEK 9: Introducing Global Trade & Development**

Mon., March 5 (class 25) - \*\*MIDTERM EXAM

Wed., March 7 (class 26) – North-South Divide

- G&P p. 278-299

Fri., March 9 (class 27)- Statecraft Simulation Turn 4

SPRING BREAK MARCH 12-16

**\*\*Statecraft Sim. Turn 5** - *We will not meet in class but the turn still ends on Sat., March 17*

### **WEEK 10: International Political Economy – Trade**

Mon., March 19 (class 28) – International Trade

- G&P p. 174-200
- “WTO Says Canada, Mexico Can Slap \$1Billion in Tariffs on US Over Meat Labels” 12/7/15. *Wall Street Journal*. (listed as WTOCOOL on ELC)
- “How Trump Trade Policy Could Complicate Your Ice Cream Sundae” 7/18/17. *WaPo*.  
<https://www.washingtonpost.com/news/wonk/wp/2017/07/18/trumps-trade-policy-explained-with-whipped-cream/>
- “Will Trump Kill the Bourbon Boom?” 7/11/17. *NYT*.  
<https://mobile.nytimes.com/2017/07/11/opinion/will-trump-kill-the-bourbon-boom.html?smid=tw-share&referer=https://t.co/JMw0r1wdhu>

**\*\*Withdrawal Deadline – March 19\*\***

Wed., March 21 (class 29) – Globalization and Trade

- Douglas Irwin. 2016. The Truth About Trade: What Critics Get Wrong About the Global Economy. *Foreign Affairs*.

Fri., March 23 (class 30)– Statecraft Simulation Turn 6

### **WEEK 11: International Political Economy – Finance & Development**

Mon., March 26 (class 31) – Global Finance

- G&P p. 200-218

Wed., March 28 (class 32) – Development & Foreign Aid

- G&P p. 299-327
- Watch Video (13 min): TED:What Happens When an NGO Admits Failure. Available:  
[https://www.ted.com/talks/david\\_damberger\\_what\\_happens\\_when\\_an\\_ngo\\_admits\\_failure](https://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure)

Fri., March 30 (class 33) - Statecraft Simulation Turn 7

### **WEEK 12: International Law & Norms**



Mon., April 2 (class 34) – International Law & Norms of War

- G&P p. 258-266
- Scott Sagan & Benjamin Valentino. 2017. Revisiting Hiroshima in Iran: What Americans Really Think about Using Nuclear Weapons and Killing Noncombatants.” *International Security*. Available online:  
[http://www.mitpressjournals.org/doi/full/10.1162/ISEC\\_a\\_00284](http://www.mitpressjournals.org/doi/full/10.1162/ISEC_a_00284)

Wed., April 4 (class 35) - No Class: International Studies Association Annual Meeting

Fri., April 6 (class 36) – Statecraft Simulation Turn 8?

**WEEK 13: The United Nations & Human Rights**

Mon., April 9 (class 37) – International Organizations: The United Nations

- G&P p. 222-243
- 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?](http://www.foreignpolicy.com/articles/2009/09/23/think_again_the_un_security_council?)

Wed., April 11 (class 38) – Human Rights

- G&P p. 266-275
- U.N. Declaration of Universal Human Rights (\***be sure to print this out!**)  
<http://www.un.org/en/documents/udhr/>
- NYT Debate “Have Human Rights Treaties Failed?” Available:  
<https://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties-failed?hp&action=click&pgtype=Homepage&module=c-column-top-span-region&region=c-column-top-span-region&WT.nav=c-column-top-span-region>

Fri., April 13 (class 39) – Statecraft Simulation Turn 9?

**WEEK 14: Challenging Sovereignty: Humanitarian Intervention, The ICC, & Drones**

Mon., April 16 (class 40) – Humanitarian Intervention

- Western and Goldstein. Nov/Dec 2011. “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya.” *Foreign Affairs*
- Aidan Hehir. 2017. Myanmar: The Responsibility to Protect is Working Exactly as it was Supposed To. Duck of Minerva Blog: <http://duckofminerva.com/2017/09/31229.html>

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

Wed., April 18 (class 41) – The International Criminal Court

- Re-read G&P pp. 271-4

- 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., April 20 (class 42) – 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](http://www.nytimes.com/2013/07/18/opinion/the-drone-that-killed-my-grandson.html?_r=0)

**Week 15: Climate Change & Global Governance**

Mon., April 23 (class 43) – Climate Change as a Security Issue

- G&P 332-360
- 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](http://www.scientificamerican.com/article/ominous-story-of-syria-climate-refugees/?wt.mc=SA_Twitter-Share)

Wed., April 25 (class 44) – Wrapping-Up

- No reading

**\*\*Final Exam – Wed., May 2, 8-11am**