

University of Georgia
INTL 3200: Introduction to International Relations
Fall 2018, TR 2:00-3:15 PM
Caldwell Hall 204

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Office Hours: Thursdays & Fridays, 11:00 AM - 12:00 PM, and by appointment
Prerequisites: POLS 1101 or INTL 1100 or permission of department.

COURSE DESCRIPTION & OBJECTIVES:

Many of the phenomena we observe in the international sphere are quite puzzling. For instance, given the huge economic and human costs of war, why do states engage in military conflict? Similarly, why are some individuals willing to engage in violence, even suicide bombing, to advance their own political aims? How are we to understand governments' interference in international trade? Why do states violate their citizens' human rights, and what can the international community do to prevent such violations? The objective of international relations is to answer questions like these, essentially providing us with an understanding of the important actors in international politics, their preferences, the institutions through which they work, and the way these various components interact to produce the political outcomes we all observe.

Overall, the aim of the course is to provide you with a stronger grasp on the practices and problems of international politics in a global context, with special attention paid to the dynamics surrounding war, peace, power, security, diplomacy, international organization, international economics, and non-state actors. By the end of this course, you should:

- Have a basic framework for understanding world politics that you can use to both explain international political events and understand, explain, and critique the various theoretical perspectives that exist in the field of international relations;
- Have a basic ability to speak the language of international relations, i.e. be capable of defining and applying the key concepts discussed in the course;
- Have a greater understanding of the many ways in which international politics influence domestic politics and vice-versa;
- Be capable of participating in the public debate surrounding international relations by making informed, logical, and convincing arguments;
- Gain a greater understanding of the way that various actors (e.g. politicians, diplomats, activists) conduct international relations, as well as the way political scientists study international politics.

REQUIRED BOOKS:

Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2016. *World Politics: Interests, Interactions, Institutions*. 3rd ed. New York: Norton. Ebook link: <https://digital.wwnorton.com/worldpol3>

COURSE EXPECTATIONS

Exam 1 (20%), Exam 2 (20%) & Final Exam (35% of your grade)

There will be three major tests given this semester. Exam 1 will cover the first 1/3 of the class and will be given on **Thursday, September 27**. Exam 2 will cover the second 1/3 of the class and will be given on **Thursday, November 1**. The final exam will cover all course material and will be given on **Thursday, December 11**.

Geography Quiz (10% of your grade)

In order to facilitate a greater understanding of the world and the many countries we will be discussing in class, you will also be given a geography quiz on **Thursday, October 11**. This quiz will primarily follow a matching format, requiring you to match the country's name with its position on a map.

Attendance & Participation (15% of your grade)

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.

COURSE POLICIES

1. Attendance

As explained above, attendance and participation make up a sizable portion of your grade for the class. However, I am aware that, at times, events beyond our control conspire to keep us from meeting our normal, everyday obligations; in these cases, I grant excused absences. An excused absence is one where you have an officially documented college-sanctioned event (sports / conference / trip), a documented medical excuse (for **you** only) or proof of a deceased *direct* relative. For our purposes, “direct relative” includes mother, father, sister, brother, or grandparent living anywhere, or other relative (aunt, uncle, cousin) living at the student’s permanent residence. *UNEXCUSED ABSENCES WILL RESULT IN THE RECEIPT OF A ZERO FOR ATTENDANCE & PARTICIPATION FOR THAT DAY.*

In the event that an excused absence keeps you from attending class on the day a test is given, the test will be made up at the nearest possible time to the test date. Once again, an excused absence is one where you have an officially documented college-sanctioned event (sports / conference / trip), a documented medical excuse (for **you** only) or proof of a deceased *direct* relative. For our purposes, “direct relative” includes mother, father, sister, brother, or grandparent living anywhere, or other relative (aunt, uncle, cousin) living at the student’s permanent residence. *Excused absences are the only reason I will accept for offering a make-up exam. UNEXCUSED ABSENCES ON TEST DAYS WILL RESULT IN THE RECEIPT OF A ZERO FOR THE TEST.*

2. Writing Style Rules

When writing papers for this class, you should follow these rules. Failure to do so could result in a reduction of your grade.

- All papers should be double-spaced and in 12-point font, printed on pages with 1” margins all around.
- Title pages, graphs, tables, figures, references, appendices, etc. do not count toward your paper’s length.
- You are required to use the American Political Science Association (APSA) style format for your papers. The full style guide can be found on our class’s ELC page.

3. Cell Phones and Other Noise-Making Devices

All cell phones and other devices that make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student’s grade.

4. Academic Honesty

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: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

5. Class Discussion and Debate

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

6. Communicating with the Instructor

My primary method of communicating with you outside of class time/office hours will be thorough email. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, changes to the class schedule, and other valuable information will be sent to this account over the course of the semester. Please check it regularly.

I have posted office hours from 11 AM until 12 PM on Thursdays and Fridays. During this time period, you should feel free to come by my office at Candler Hall 329 and discuss any questions you may have about the class. If these times do not work for you, I would be more than happy to set up an appointment.

7. Staying Informed

In this course, we will often discuss current political events and issues. It is therefore important that you stay informed. Your ability to take the news of the day and view it through the lens of

what you are learning will be a vital component of your success in this class. You may get your information from whatever outlet you choose. However, it is recommended that at least some of your information comes from a national news source, such as *The New York Times* (www.nytimes.com), *The Washington Post* (www.washingtonpost.com), CNN (www.cnn.com), or NPR (www.npr.org). Also, academic blogs are often great places to encounter discussions of current events through the lens of the things we are talking about in class. A few political science blogs that may be useful for this course are The Monkey Cage (<https://www.washingtonpost.com/news/monkey-cage>), The Quantitative Peace (www.quantitativepeace.com/), Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), and The Duck of Minerva (<http://duckofminerva.com/>), among others.

8. Changes to the Syllabus

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) come to class and (2) check your email regularly.

PRELIMINARY COURSE SCHEDULE

The readings are expected to have been read by the date with which they are associated on the syllabus. In the following schedule, FLS = Frieden, Lake, and Schultz, *World Politics: Interests, Interactions, and Institutions*.

Section 1. Why International Relations? Thoughts about History & A History of Thought

Section 1.1: History of International Relations

Thursday, August 16

FLS: Introduction & Chapter 1

Section 1.2: Theories of International Relations

Tuesday, August 21

Mingst & Arreguín-Toft, "Theory: Realism, Liberalism, & Constructivism"

Walt, "How to Get a BA in International Relations in 5 Minutes"

<https://foreignpolicy.com/2014/05/19/how-to-get-a-b-a-in-international-relations-in-5-minutes/>

Thursday, August 23

Lamy, et al, "Critical Approaches: Marxist and Feminist Theories"

Sjoberg, "Seeing Sex, Gender, and Sexuality in International Security"

Sjoberg, "Mansplaining' International Relations"

<http://relationsinternational.com/mansplaining-international-relations-walt/>

Tuesday, August 28

FLS: Chapter 2

Section 2. Why We Fight: Understanding Interstate Conflict

Section 2.1: Explaining International War

Tuesday, September 4

FLS: Chapter 3

Thursday, September 6

Fearon, "Rationalist Explanations for War"

Section 2.2: Domestic Politics & International War

Tuesday, September 11

FLS: Chapter 4

Thursday, September 13

Bueno de Mesquita, *et al*, “Novel Implications from the Selectorate Theory of War”
Weeks, “Authoritarian Regimes and the Initiation of International Conflict”

Section 2.3: International Institutions & War

Tuesday, September 18

FLS: Chapter 5

Thursday, September 27

Exam #1

Section 3. People Against States: Civil Conflict & Terrorism

Section 3.1: Understanding Rebellion

Tuesday, October 2

FLS: Chapter 6, Pgs. 234-264
Mason, *Caught in the Crossfire*, Chapters 4-6

Section 3.2: Understanding Terrorism

Tuesday, October 9

FLS: Chapter 6, Pgs. 264-289
Piazza & Walsh, “Physical Integrity Rights & Terrorism”
Piazza, “Poverty, Minority Economic Discrimination, and Domestic Terrorism”

Thursday, October 11

Geography Quiz!

Section 4. Commanding Heights: International Political Economy

Section 4.1: International Trade

Tuesday, October 16

FLS: Chapter 7

Section 4.2: International Monetary Relations

Thursday, October 18

FLS: Chapter 9

Section 4.3: International Financial Relations

Tuesday, October 23

FLS: Chapter 8

Section 4.4: International Development

Thursday, October 25

FLS: Chapter 10

Thursday, November 1

Exam #2

Section 5. Binding Leviathan: International Law & International Organizations

Section 5.1: International Law

Tuesday, November 6

FLS: Chapter 11

Section 6.2: International Human Rights

Tuesday, November 13

FLS, Chapter 12

Poe, "The Decision to Repress"

Keck and Sikkink, "Transnational Advocacy Networks"

Section 7. Current & Future Issues in IR

Tuesday, November 27

FLS: Chapter 13

Thursday, November 29

FLS: Chapter 14

Tuesday, December 11

Final Exam (3:30 – 6:30 PM)