

INTL 3200: Introduction to International Relations

University of Georgia – Spring 2019
MLC 148, MWF 10:10-11am

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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 “ANNOUNCEMENTS” section of the class ELC page. ****PLEASE REGISTER FOR NOTIFICATIONS!**
 - If there are problems with the links on the syllabus please: 1. check the “Readings” folder on ELC; 2. Google the title; 3. When steps 1 and 2 fail, email me.

There is one *required* text:

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

*Note: there will be a copy of the text on reserve at the main library

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 – 5%
- Syllabus Quiz (completed by noon 1/19) – 5%
- 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, create a student account and enter the passcode: **INTL3200_Spring19_Big1** (if your last name is A-L) or

INTL3200_Spring19_Big2 (if your last name is M-Z) 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. *You must register by 11pm Sat Feb 2 otherwise you will be locked out of the simulation. 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** (i.e. memos submitted at 11:01pm and later) **and memos shorter than 300 words will not be counted.**
- **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.
 - Given the size of this class, most of you will earn your participation grade using the discussion board. While there is no strict rule on postings, students who earn the highest participation grades usually have 1 post (could be a new thread or response to others) per week. This is simply a way to demonstrate your engagement with the course. Spamming the discussion board at the end of the semester will not improve your participation grade.
 - 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.** Please see me immediately if there are extenuating circumstances that may lead you to miss more than 3 classes.
 - **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 stay 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 have the headlines of the day automatically emailed to you from the Council of Foreign Relations (www.cfr.org). There are also several useful IR blogs, including: [Duck of Minerva](#), [War on the Rocks](#), [Political Violence at a Glance](#), 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 **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 “ANNOUNCEMENTS” board on the class ELC page. ****PLEASE REGISTER FOR NOTIFICATIONS!**
 - To register for notifications go to the class ELC page > your name> notifications > announcements.
 - 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 **ANNOUNCEMENTS** posted 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 “Dear 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 by appointment only. You can schedule **an appointment at:** <https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/edit>.
 - Your GTA, Joshua Jackson, also has office hours available without an appointment. Please see Josh for questions regarding class/reading content.
- **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 academic 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 the 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.
- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come speak with me or contact these resources directly:
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
 - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours) *After Hour Mental Health Crisis:* 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
 - **Relationship and Sexual Violence Prevention** – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).
- **This syllabus is subject to change throughout the semester**

Class and Reading Schedule

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

Wed., January 9 (class 1) – Introduction

- TURN NOTIFICATIONS ON FOR COURSE!

Fri., January 11 (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*
<https://www.nytimes.com/2015/01/06/world/middleeast/palestinians-seen-gaining-momentum-in-quest-for-statehood.html>
- “ISIS Transforming into Functioning State that Uses Terror as a Tool” *NYT*
<https://www.nytimes.com/2015/07/22/world/middleeast/isis-transforming-into-functioning-state-that-uses-terror-as-tool.html>

Mon., January 14 (class 3) – Collective Action & Historical Development of IR

- G&P p.25-35

Wed., January 16 (class 4) – Realism

- G&P p. 37-58

***Complete Syllabus Quiz on ELC by noon 1/16*

Fri., January 18 (class 5)- Strategy & Rationality: Prisoner’s Dilemma

- G&P p.58-65

WEEK 3: Liberalism & Constructivism

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

Wed., January 23 (class 6) – Liberalism

- G&P p. 67-76
- Daniel Deudney and G. John Ikenberry. 2018. Liberal World: The Resilient Order. *Foreign Affairs*

Fri., January 25 (class 7) - Constructivism

- G&P p.92-102

Suggested:

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

Week 4: Gender & Feminist IR

Mon., January 28 (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/>

Wed., January 30 (class 9)– Using a Gender Lens in IR

- Candice Orbals and Lori Poloni-Staudinger. How Gender Intersects with Political Violence and Terrorism. *Oxford Research Encyclopedia of Politics*.

Fri., February 1 - (class 10) – Introduction to Statecraft Simulation

- READ: Statecraft Manual

***First Statecraft Manual Quiz and Statecraft Foreign Policy Attitudes Survey must be completed by 11pm Saturday, February 2*

WEEK 5: Comparing Theories

Mon., February 4 (class 11) – 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., February 6 (class 12) – 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*.
- 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/>

Fri., February 8 (class 13)– Statecraft Simulation Turn 0

***Second Statecraft Manual Quiz must be completed by 11pm Saturday, February 9*

WEEK 6: Foreign Policy Decision Making

Mon., February 11 (class 14)– Models of Decision Making

- G&P p. 77-92

Wed., February 13 (class 15) – Leaders and Advisors

- Elizabeth Saunders. 2016. “Mitch McConnell Thinks You Don’t Need Experience To Be President. Here’s Why He’s Wrong.” https://www.washingtonpost.com/news/monkey-cage/wp/2016/07/27/mitch-mcconnell-thinks-you-dont-need-experience-to-be-president-heres-why-hes-wrong/?utm_term=.190f068eaae9

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

WEEK 7: Interstate Conflict

Mon., February 18 (class 17) – Causes of War

- G&P p. 115-147
- Frieden, Lake, and Schultz. 2012. “Why Are There Wars?” in *World Politics: Interests, Interactions, Institutions*. p. 89-134

Wed., February 20 (class 18) – 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

Fri., February 22 (class 19)– Statecraft Simulation Turn 2

WEEK 8: International Security

Mon., February 25 (class 20)– Militaries and WMD

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

Wed., February 27 (class 21) – Human Security

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

Fri., March 1 (class 22) – Statecraft Simulation Turn 3

Week 9: Terrorism

Mon., March 4 (class 23) – Terrorism

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

Wed., March 6 (class 24)] – Female Suicide Terrorism

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

Fri., March 8 (class 25) - **MIDTERM EXAM

****Statecraft Simulation Turns 4 & 5 - We will not meet in class but the turns still end on Sat., March 9 and 16 – be sure to make time to meet with your group outside of class**

SPRING BREAK MARCH 11-15

WEEK 10: Global Divide, Global Governance, and Climate Change

Mon., March 18 (class 26) – North-South Divide

- G&P p. 278-299, 332-360
- Katherine Hayhoe. 2018. Yeah, the Weather Has Been Weird”. *Foreign Policy*. Available: <https://foreignpolicy.com/2017/05/31/everyone-believes-in-global-warming-they-just-dont-realize-it/>

- Bill McKibben. 2018. “Climate Change is Our Most Critical National Security Challenge.” *The Nation*. Available: <https://www.thenation.com/article/climate-change-critical-national-security-challenge/>

Wed., March 20 (class 27)- Climate Change as a Security Issue

- 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](#)

****Withdrawal Deadline – March 21****

Fri., March 22 (class 28) – Statecraft Simulation Turn 6

WEEK 11: International Political Economy – Trade

Mon., March 25 (class 29) – 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>

Wed., March 27 (class 30)– Globalization and Trade

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

Fri., March 29 (class 31) - Statecraft Simulation Turn 7?

WEEK 12: International Political Economy – Finance & Development

Mon., April 1 (class 32) – Global Finance

- G&P p. 200-218

Wed., April 3 (class 33) - 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

Fri., April 5 (class 34) - Statecraft Simulation Turn 8?

WEEK 13: Global Governance & IOs

Mon., April 8 (class 35) – International Organizations: The United Nations

- G&P p. 222-243
- Shashi Tharoor. 2011. “Security Council Reform: Past, Present and Future.” *Ethics and International Affairs*.
https://www.carnegiecouncil.org/publications/journal/25_4/essay/001
- David Bosco. 2009. “Think Again: The UN Security Council.” *Foreign Policy*.
<https://foreignpolicy.com/2009/09/23/think-again-the-u-n-security-council/>

Wed., April 10 (class 36) – The UN (Continued)

- TBD

Fri., April 12 (class 37) – Statecraft Simulation Turn 9?

WEEK 14: International Law, Human Rights, & Humanitarian Intervention

Mon., April 15 (class 38) – International Law

- G&P p. 258-266
- ***Simulation papers due at the start of class*

Wed., April 17 (class 39) – Human Rights

- G&P p. 266-275
- U.N. Declaration of Universal Human Rights (read it with the intent of discussing what types of rights are included and which ones you think are missing)
<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>

Fri., April 19 (class 40) – Humanitarian Intervention & R2P

- 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>

WEEK 15: Challenging Sovereignty: The ICC & Drones

Mon., April 22 (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>
- Listen (or read transcript): “The US Will Retaliate if ICC Tries to Prosecute Americans, Bolton Says.” Sept. 11, 2018. NPR: Morning Edition.
<https://www.npr.org/2018/09/11/646591434/u-s-will-retaliate-if-icc-tries-to-prosecute-americans-bolton-says>
- Sersso. 2013. “The International Criminal Court’s Africa Problem”
<http://www.aljazeera.com/indepth/opinion/2013/06/201369851918549.html>

Wed., April 24 (class 42) – Targeted Killings & Drones

- Michael C. Horowitz, Sarah E. Kreps, and Matthew Fuhrmann. 2016. Separating Fact From Fiction in the Debate Over Drone Proliferation. *International Security*. Available: https://www.mitpressjournals.org/doi/10.1162/ISEC_a_00257

Fri., April 26 (class 43) – Connecting all the dots: Conflict in Syria

- TBD

Mon., April 29 (class 44) – Wrapping-Up

- No reading – finishing discussion of Syria and global governance

****Final Exam – Friday, May 3, 8-11am**