

INTL 3200: Introduction to International Relations

Fall 2019

TR 9.30 – 10.45 (Section **A**), Candler 0115

TR 11.00 – 12.15 (Section **B**), Candler 0214

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Office hours: Tuesday 12.30-2.30 & by appointment

Course Description and Objectives

This course is an introduction to international relations. It is intended to provide students with a basic understanding of the practices and problems of international politics in a global context. The course introduces students to key concepts, theories, and issues in contemporary world politics. Processes, actors, and dilemmas are examined across the major sub-fields of IR (international law/organization, foreign policy, international security, and international political economy), with an emphasis on the prospects for international conflict and cooperation.

The course is divided into five sections. In the first section we consider the intellectual foundations and theories of international relations. We also familiarize ourselves with a brief history of the modern world and discuss how history has shaped contemporary world politics. In the second section we focus on major international security issues, including questions of why war occurs, how domestic politics influence foreign policy, the role of institutions for conflict and cooperation, and how non-state and sub-state actors influence conflict. The third section focuses on international political economy including the topics of trade, finance, monetary policy, and global development. In the fourth section we consider transnational issues including international law, human rights, and the environment. In the final section of the class we focus on emerging issues in international relations including challenges to the global order such as health epidemics and new technology.

Broadly, this course aims to provide students with the tools necessary to be critical and informed consumers and producers of information about international politics. This class also serves to prepare students for upper-level international affairs courses. At the conclusion of this course, students should be (better) able to do the following:

- Identify the key actors and institutions within the international system.
- Understand the interests of different state, transnational, and non-state actors.
- Describe and critique the major approaches to the study of international relations.
- Discuss the major causes and effects of international conflict and cooperation.
- Think analytically and critically about international interactions.; and
- Apply their knowledge to real world problems.

Prerequisites

POLS 1101 or INTL 1100.

Course Materials

All assigned readings should be completed *before* the meeting for which they are assigned (see schedule below). Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom. There is one required textbook for the class which is available for purchase through the bookstore and online:

Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. (2018) *World Politics: Interests, Interactions, Institutions*, 4th edn. New York: W.W. Norton. (Abbreviated in syllabus as FLS).

All additional required readings beyond the textbook will be made available electronically from the instructor. Readings can be accessed through the course eLearning Commons website (log-in at <https://uga.view.usg.edu> with UGA MyID), through the library course reserves system, or with the websites listed on the syllabus. I also expect students to read (and/or listen to) at least one daily source of national and foreign news. Recommended sources of news and international relations reporting can be found on the final page of the syllabus.

Students will also be required to purchase a Statecraft license for our semester-long, classroom simulation for \$35 for the semester. To register, go to www.statecraftsim.com and click "Login/Create Account" to create a student account. Sign up with the code: **INTL3200BerkemeierA** for section A (9.30 am class) or with the code: **INTL3200BerkemeierB** for section B (11.00 am class). You will then need to pay the semester subscription fee of \$35 using a credit card or PayPal account through the website. Additional details on the simulation and related assignments will be distributed separately.

Course Expectations and Grading

- **Exams (40%)** There will be two in-class exams worth 20%. These exams will be a combination of multiple choice and short answer questions and will be designed to test your understanding of the materials covered in readings, in class lectures, and in the simulation. Each exam will mostly focus on information from the preceding weeks, though given the nature of the material some questions on the second exam may be more cumulative in nature. Exam one will be in class on October 3 and will cover material from topics one and two. Exam two will be in class on December 3 and will cover material from topics three, four, and five.
- **Simulation (30%)** An integral part of this course will be your participation in an online international politics simulation called Statecraft. Participation in the simulation will account for 15% of your final grade, with 5% based on two manual quizzes and 10% based on short discussion memos. Performance in the simulation will account for 15% of your final grade with the chance for up to 3% extra credit. 5% of the performance grade will be based on your country's Quality of Life score. A short essay (maximum two pages) to one of the provided prompts will be due in class on November 21 and is worth 10% of your final grade. More details on guidelines and grading for the simulation will be provided in an additional document.
- **Article Assessments (20%)** Students must turn in two reading assessments during the semester, each worth 10% of the final grade. An additional handout will be provided with details and options for articles and deadlines.
- **Participation (10%)** Students will be evaluated on a) attendance, b) contributions to class discussions (quality and quantity), and c) participation during occasional in-class activities. Each of these is required. 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. Merely attending class does not constitute participation.

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

Late Policy: Failure to complete an assignment or exam will result in a failing grade for that assignment or exam (a score of 0). Make up exams *may* be offered, but *only* with the prior approval of the instructor for documented, emergency situations. Students are therefore advised to attend all exams. Reading assessment assignments are due at the *start of class* for which the reading was assigned. Since students are able to choose the readings and dates for which they would like to submit their assignments throughout the semester, no late assignments will be accepted and no make up assignments will be granted. Assignments and activities for the Statecraft simulation *must* be submitted prior to the due date and time, since the system will not accept submissions after that time. The Statecraft simulation essay is due at the start of class on the day it is due. Late essays will have points deducted (see additional handout). No essays more than a day late will be accepted.

Grade Appeals: 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 appeal 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 one week of the date the assignment/exam was returned. Upon reviewing your request, I may raise, lower, or maintain your original grade.

Extra Credit: Due to the numerous and varied assessments, which provide ample opportunity for you to showcase your academic strengths, there will be no exam re-takes, or extra credit assignments beyond the ones described in this syllabus and in the accompanying Statecraft handout. Students who visit office hours during the first three weeks of class (you don't need to have a question, just stop by and introduce yourself) will receive an added 1% to their final grade.

Additional Course Procedures and Policies

Attendance: Students are expected to attend every class (on time). The instructor will not provide copies of the slides nor notes. If absent, it is the student's responsibility to arrange to get notes from a colleague. Students are permitted **two** absences without penalty. You may use them how you choose (job interviews, sleep, travel, illness etc.) If there are extenuating circumstances that will cause you to miss more than two classes, see me immediately. After two absences students will have points deducted from their participation grade. If you have to miss a class meeting for a documented reason (doctor's appointment, illness, college-sanctioned sports, religious holidays, etc.), notify me as soon as possible. Approved documented absences will not count against your participation score.

Discussion Etiquette: Debate and discussion are part of critically evaluating arguments and perspectives in international relations. I expect you to talk to each other, not just to me. **HOWEVER**, the point of discussion is to use criticism and contrasting opinions to sharpen each others arguments and bring out hidden assumptions, **NOT** to destroy another's ideas or make yourself look better than someone else. It is crucial that the spirit of discussion remain open, honest, and respectful even when we disagree. No disparaging remarks or personal insults will be tolerated in class. Neither will talking, doing crossword puzzles, reading newspapers, doing other homework, or not paying attention in other ways.

Technology Policy: Cell phones (and watches) must be silenced (not on vibrate) or turned off *and* put away during class. Students are asked to not use laptops/ tablets during class, unless the instructor informs you they are needed for classroom exercises (if you require special accommodations provide documentation from the Disability Resource Center). Studies show that using a laptop is a distraction to you and those around you and therefore detracts from student learning.¹

Contacting Me Outside of Class: The most efficient way to contact me outside of office hours is by email (molly.berkemeier@uga.edu). As with all business-related correspondence, be sure to include the appropriate salutation, identify yourself, and write in complete sentences. While I am happy to answer brief clarifying questions over e-mail, questions about course material, grades, and research are better addressed during office hours. Please allow 24 hours for an email response during the week. If you send me an email on the weekend, the 24 hour clock starts Monday at 9 AM. If you have not heard from me in 24 hours, send a follow-up email.

Office Hours: I will be available to meet with students during the office hours listed above. I am more than happy to answer questions in office hours, or just chat. Office hours are there for your use – take advantage of them! If you have another class during my regular office hours, talk to me about scheduling a different time to meet.

Course Materials Copyright: The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include by are not limited to syllabi, slides tests, and assignments. Because these items are copyrighted, you do not have the right to copy handouts (or place them online), unless I expressly grant permission, which I have not. You do not have the right to electronically record (audio and/or video) any part of this class without the express, written consent of the instructor. You also do not have the right to post recordings of any portion of the class online or to distribute by other means.

Course Schedule

Students are expected to have completed all the required readings before class. At the beginning of the semester we will have a discussion about how to effectively read political science with the goals of saving time and processing information. Note that the professor has included guidance for some of the readings about which pages to focus on and when it’s OK to skim an article. Skimming will not suffice for articles chosen for reading assignments. The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The professor will provide sufficient advanced notice of changes by making announcements in class.

Topic 1 Introduction & Foundations

- Course Introduction (8/15)
 - Read the syllabus.
 - Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” Pages 1-4. Available at: <https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/howtoread.pdf>.
- History in 75 Minutes (8/20)
 - FLS Chapter 1. *OK to skim, we will cover the most important parts in lecture.*
- What is IR & How Do We Study It? (8/22)

¹Fried, Carrie. 2008. “In-class laptop use and its effects on student learning.” *Computers and Education*.

- Zimmer, Carl. 2016. “In Science, It’s Never ‘Just a Theory.’” *The New York Times*. April 8, 2016.
- FLS Introduction, pp. XXIV–XXX.
- Snyder, Jack. 2004. “One World, Rival Theories.” *Foreign Policy*. 145, pp. 52–62.
- Lake, David A. 2011. “Why “isms” Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress.” *International Studies Quarterly*. 55, 465–480. *Focus on pp. 465-471.*
- The Three I’s: Interests, Institutions, and Interactions (8/27)
 - FLS Chapter 2.
- The Three I’s, continued, and Introduction to Statecraft Simulation (8/29)
 - Statecraft Manual.
 - *** First Statecraft Manual Quiz and Statecraft Foreign Policy Attitudes Survey must be completed by 11pm Friday August 30. Make sure to allow yourself enough time to sign up and complete these. System closes promptly at 11pm.**

Topic 2 War & Peace

- Interstate War: Bargaining and Rationalism (9/3)
 - FLS Chapter 3.
 - **Optional.** Fearon, James D. 1995. “Rationalist Explanations for War.” *International Organization*. 49:3, pp. 379–414.
 - **Optional.** Jervis, Robert. 1978. “Cooperation Under the Security Dilemma.” *World Politics*. 30:2, pp. 167–214.
- Nuclear Weapons & Statecraft Simulation Turn 0 (9/5)
 - Berkemeier, Molly and Matthew Fuhrmann. 2017. “Nuclear Weapons in Foreign Policy.” *Oxford Research Encyclopedia of Politics*.
 - *** Second Statecraft Manual Quiz must be completed by 11pm Friday September 6.**
- Domestic Politics and War (9/10, 9/12) *Turn 1*
 - FLS Chapter 4.
 - Allison, Graham T. 1968. “Conceptual Models and the Cuban Missile Crisis: Rational Policy, Organization Process, and Bureaucratic Politics.” *Focus on pp. 1-4, 8, 17-18, 37-40.*
 - Saunders, Elizabeth. 2009. “Transformative Choices: Leaders and the Origins of Intervention Strategy.” *International Security*. 34:2, pp. 119–161. *Practice reading strategies from week 1.*
 - Rennell, Tony. 2007. “September 26th, 1983: The Day the World Almost Died.” *The Daily Mail*. December 29, 2007. *Skim.*
- International Institutions and War (9/17, 9/19) *Turn 2*
 - FLS Chapter 5.

- Mearsheimer, John J. 1994. “The False Promise of International Institutions.” *International Security*. 19:3, pp. 5–49. *OK to skim*.
- Leeds, Brett Ashley. 2003. “Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes.” *American Political Science Review*. 47:3, pp. 427–439. *OK to skim pp. 431–437, read the rest more carefully*.
- Violence by Nonstate Actors: Civil War and Terrorism (9/24, 9/26) *Turn 3*
 - FLS Chapter 6.
 - Walter, Barbara F. 1997. “The Critical Barrier to Civil War Settlement.” *International Organization*. 51:3, pp. 335–364. *Read pp. 335–343, 360–363*.
 - Kydd, Andrew and Barbara Walter. 2006. “The Strategies of Terrorism.” *International Security*. 31:1, pp. 49–80.
 - **Optional.** Malley, Robert and Jon Finan. 2018. “The Long Shadow of 9/11.” *Foreign Affairs*. 97:4, pp. 58–69.
 - **Optional.** Pape, Robert. 2003. “The Strategic Logic of Suicide Terrorism.” *American Political Science Review*. 97:3, pp. 343–361.
- Review first half of class & in-class simulation time (10/1) *Turn 4*
 - No reading, bring questions to class.
- Exam 1 covering parts I & II (10/3)

Topic 3 International Political Economy

- International Trade (10/8, 10/10) *Turn 5*
 - FLS Chapter 7.
 - Gowa, Joanne and Edward D. Mansfield. 1993. “Power Politics and International Trade.” *American Political Science Review*. 87:2, pp. 408–420.
- International Finance (10/15, 10/17) *Turn 6?*
 - FLS Chapter 8.
 - ***No class Thursday October 17 - Dr. Berkemeier at Kings Bay Naval Base. Students are expected to meet with their countries and others for negotiations outside of class.**
- International Monetary Relations (10/22, 10/24) *Turn 7?*
 - FLS Chapter 9.
 - Stone, Randall. W. 2004. “The Political Economy of IMF Lending in Africa.” *American Political Science Review*. 98:4, pp. 577–591.
- Development (10/29, 10/31) *Turn 8?*
 - FLS Chapter 10.

Topic 4 Transnational Politics

- International Law and Norms (11/5, 7) *Turn 9?*
 - FLS Chapter 11.
- Human Rights (11/12, 11/14) *Turn 10?*
 - FLS Chapter 12.
 - Universal Declaration of Human Rights. *Read with intent of discussing what rights are included, what's missing.*
- The Environment (11/19)
 - FLS Chapter 13.
 - Hardin, Garrett. 1968. "The Tragedy of the Commons." *Science*. 162:3859, pp. 1243–1248.
 - Busby, Joshua. 2018. "Warming World." *Foreign Affairs*. 97:4, pp. 49–55.
 - **Optional.** Hayhoe, Katherine. 2017. "Yeah, The Weather Has Been Weird." *Foreign Policy*.
 - **Optional.** Podesta, John and Peter Ogden. 2007. "The Security Implications of Climate Change." *The Washington Quarterly*. 31:1, pp. 115–138.
 - **Optional.** Keohane, Robert O. and David G. Victor. 2010. "The Regime Complex for Climate Change." *Harvard Project on International Climate Agreements*.

Topic 5 New Issues & Conclusions

- Challenges to the Global Order (11/21)
 - FLS Chapter 14.
 - Garrett, Laurie. 2015. "Ebola's Lessons: How the WHO Mishandled the Crisis." *Foreign Affairs*. 94:5, pp. 80–107.

* Simulation essay due at the start of class 11/21.

- New Technology (11/26)
 - Perkosi, Evan and Michael Poznansky. 2016. "An Eye for an Eye: Detering Russian Cyber Intrusions." *War on the Rocks*.
 - Fuhrmann, Matthew and Michael Horowitz. 2017. "Droning On: Explaining the Proliferation of Unmanned Air Vehicles." *International Organization*. 71, pp. 397–418.
- Second in-class exam covering topics III-V (12/3)

Accommodations for and Statement about 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). In accordance with University policies, reasonable accommodations

will be made for all students with disabilities, but it is the student's responsibility to communicate with the instructor early in the term. All accommodations for disabilities must be arranged well in advance of any assignments and exams.

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.

Academic Integrity Statement and Policy

The UGA Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A *Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at <https://honesty.uga.edu>. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy. 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 professor, the School of Public and International Affairs, and the University take violations of academic honesty very seriously. All course work must be done on an individual basis unless the professor clearly indicates that group work is acceptable. **Any reference materials must be explicitly cited.** If you have any questions about what constitutes a dishonest practice, consult with the professor.

Statement about Diversity Policy

The School of Public and International Affairs supports the University of Georgia's commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality (See: <http://diversity.uga.edu/index.php/about/welcome>). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs, and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.

Title IX and Statement On Limits to Confidentiality

The University of Georgia and SPIA are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the professor, I must report certain information to other University offices if you share it with me. This includes, allegations of sexual assault, sexual discrimination, or sexual harassment when they involve UGA students, faculty, or staff, or third parties visiting campus. UGA also has a vast array of resources available to students facing a variety of challenges:

- **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).

Students and faculty can report non-emergency behavior that causes them to be concerned using these confidential reporting resources: <https://eoo.uga.edu/Confidential-Reporting>.

Tips for Success

1. Come to class.
2. Come to class having read and studied the material.
3. Come to class having read and studied the material and prepared to engage in discussion.
4. Participate in class by asking, answering, and listening to questions. If you have a question, someone else in class likely has the same question.
5. Form study groups both to compare notes and to study.
6. Make use of all available resources including, but not limited to, the writing center, the library, and the instructor's office hours.
7. Do not wait until the week before the course concludes to realize you are struggling. New material is often challenging, but given enough time and hard work the course material can be mastered.

Additional Resources

For further information, background reading, and research, see the following outlets of international relations and international security:

- *New Yorker, Economist, Foreign Affairs, Foreign Policy, The Washington Quarterly*

Great blogs on international relations-related issues:

- <https://foreignpolicy.com> (*aimed at a general audience*)
- <https://warontherocks.com> (*experts blog on national security issues*)
- <https://www.washingtonpost.com/news/monkey-cage/> (*brings findings from social science to bear on policy issues*)
- <https://www.armscontrolwonk.com/> (*covers nuclear and other arms control issues*)
- <https://www.lawfareblog.com/> (*role of law in war and conflict*)

For day-to-day (and weekly) news coverage in both print and audio mediums:

- Print: *The New York Times, Washington Post, Financial Times, BBC World News*
- Audio: BBC World Service Radio, National Public Radio, NPR's Up First podcast, The Daily podcast, Bombshell podcast

* When you have completely read this syllabus, please email me the name of your favorite candy. By responding to this question, you'll receive an extra 1% to your final grade.