

INTL 3200: Introduction to International Relations

University of Georgia, Department of International Affairs

Course Instructor Information:

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Office Hours: Tuesday, 9:30-11:00am
(or by appointment)

Course Meeting Information:

Fall 2019
Tues/Thurs, 8:00-9:15am
115 Candler Hall

Course Description:

Global interdependence continues accelerating. As it does, events in one part of the world—for example, earthquakes, wars, terrorist attacks, human rights violations, trade wars, oil price fluctuations, and immigration (to name just a few)—increasingly have profound effects on those living in other parts of the globe. This course introduces students to the interdependence underlying international relations, the issues derived from it, and a theoretical framework to help make sense of it and its effects. In general, the course has three broad goals: (a) to teach students how to study international relations through a scientific approach, (b) to introduce students to the myriad topics that fall within the general field of international relations, and (c) through the first two goals, to prepare students for their upper-division classes.

Students often become international affairs (i.e., political science) majors because they like politics (or current events) and dislike (or prefer to avoid) math. This course, I hope, will encourage you to rethink these motivations. We will use contemporary and past events to illustrate processes and patterns; yet international relations moves beyond these events, seeking to *explain*, *analyze*, and *predict*—using both theory and evidence. When we confront any current event, we want to know *why* it happened and *what* it means. In addition, math and international relations converge more than you might think. Much research—and more importantly, many jobs—in the field of international relations require a willingness to engage numbers, data, and math. Through the course, we will explore how this works.

Course Objectives:

At this conclusion of this course, students will be (better) able to:

- Use a theoretical framework to explain various interstate interactions (e.g., conflict, cooperation, terrorism, economics, law, human rights practices);
- Define, explain, and apply the key concepts used frequently in international relations courses, including—for example—anarchy, interdependence, interstate conflict, alliances, democratic peace, terrorism, international trade, exchange rates, international law, and human rights;
- Express an informed opinion (in speech and writing) on a number of contemporary international relations debates (e.g., the value—or not—of free trade, whether the global order will persist, and so on), using both theoretical arguments and evidence in the process;
- Complete political science research using the university's myriad resources;
- Identify their own areas of interest within the broad field of international relations; and
- Have a greater appreciation for the complexity of international events, as well as a better understanding of how experts see, interpret, and research these events.

Course Reading Material:

In order for the course to function smoothly, you should complete all assigned readings *before* the class meeting for which they are assigned (see schedule below). Completing these readings and attending class consistently will best help students be successful in the course.

Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom. Please note that the instructor reserves the right to replace part of the participation grade with unannounced quizzes if students are not completing the readings and contributing to class discussions.

The required textbook for the course (abbreviated FLS in the reading schedule) is:

- Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. (2019) *World Politics: Interests, Interactions, Institutions*, 4th edn. New York: W.W. Norton.

Students will also need to obtain a Statecraft license for our semester-long, classroom simulation. The instructor will give further instructions about this process as the simulation approaches.

All assigned readings (beyond the required textbooks) will be made available electronically from the instructor. They can be accessed through the course eLearning Commons website (log-in at: <https://uga.view.usg.edu> with UGA MyID).

Course Requirements:

The following are the requirements for this course:

1. Participation (10%): Students will be evaluated on a) attendance, b) contributions to class discussions (quality and quantity), and c) participation during in-class exercises. Each of these is *required*. Please note that attending class but not joining into our discussions and activities may still adversely affect your participation grade. There is no extra credit for low participation.
2. Quizzes (40%): We will have 10 brief, in-class quizzes. These will cover the textbook reading assigned for the day on which the quiz occurs. Of these, a student's top 8 scores will each count for 5% of the final course grade—for a total of 40%.
3. Statecraft simulation
 - a. Participation (included in above grade; will also survey teammates for feedback).
 - b. Assignments (15%, divided as follows): During the Statecraft simulation, students will be required to complete: (a) a foreign policy attitude survey (in-class on August 22: 1% of course grade), (b) two manual quizzes (due by 5pm on September 2 and September 9 respectively; 4% of course grade), and (c) weekly memos of >300 words (due during the simulation via eLC before each turn ends on Tuesdays at 11pm; 10% of course grade). These memos will ask you to reflect on your role, your contribution to your country's efforts, and how your simulation experience aligns (or not) with course concepts.
 - c. Performance goals (10%): The Statecraft simulation provides cooperative, competitive, and other goals that countries must work to achieve. Each goal contains a point value. Total points earned during the simulation convert to grades as follows: 40+ (A+), 36-39 (A), 34-35 (A-), 32-33 (B+), 28-31 (B), 26-27 (B-), 24-25 (C+), 20-23 (C), 18-19 (C-), 15-17 (D), <15 (F).
4. Political character research paper (15%): Students will research and write a 2-3 page character background sheet for one of the actors involved in President Obama's National Security Council. This assignment will adhere to the schedule below:
 - a. Selection of character: In class on August 22.

- b. Bibliographic sources: Students will find a preliminary list of biographical sources and bring them to class. This is due September 5. (Note: We will work through how to find these sources in class on August 22.)
 - c. Complete the paper: due Tuesday, October 1 before 8:00am (submit via eLC dropbox).
5. US National Cyber Strategy Simulation
- a. Participation (included in above grade; will also survey teammates for feedback).
 - b. Assignments (10%): During the simulation, your character will need to complete writing assignments—both individually and with a larger team. These assignments, as well as a short (2-3 page) reflection paper, will comprise this portion of the course grade. The reflection paper will be due Tuesday, December 3 before 8:00am.

Course Guidelines:

The following guidelines govern the requirements for this course:

1. Students are expected to attend *all* class meetings (*on time*) and participate actively within in-class activities and discussions. Much of the in-class discussion will supplement course readings, rather than simply repeat it. Whether or not you attend, you are still responsible for the material we cover in class.
2. Assignments are due on the dates given at the *beginning* of the regular class period for which they are assigned. Late assignments will be penalized one full letter grade (10 percentage points) for the first day, as well as an additional half-letter grade (5 percentage points) for each additional day they are late. After 10 days, assignments can be turned in for half-credit until the final day of class (December 3 at 8:00am). Note that the instructor will not accept excuses (e.g., broken printers) to justify missing the deadlines. It is also not appropriate to come to class late on the dates on which assignments are due; anything submitted after the beginning of class may not earn full credit.
3. Students who are unable to attend a class meeting are responsible for obtaining the notes for that meeting from another student. The instructor will not provide slides or notes for class meetings.
4. Failure to complete an assignment or take a quiz will result in a failing grade for that assignment or quiz (a score of 0). Make-up quizzes *may* be offered, but *only* with the prior approval of the instructor (generally for documented, emergency situations). Students are therefore advised to attend all quizzes/exams.
5. Students are advised to keep class notes, graded papers, and copies of submitted work until final grades are registered with the University. Every effort will be made to ensure that assignments and quizzes are graded fairly and objectively. During the semester, please contact the instructor if you have questions regarding a grade that you received. Students wishing to appeal a grade should contact the instructor no sooner than 48 hours – but no later than two weeks – after receiving the grade in question. The former permits you time to think about any comments you received and formulate the justification for your inquiry. The latter ensures that we address concerns together in an expeditious manner.
6. In order to foster a respectful learning environment, students are expected
 - a. to use language that does not insult others or their point of view;
 - b. to keep cell phones (and watches) silenced/turned off *and* put away during class; and
 - c. not to use laptops during the class, unless the instructor informs you that they are needed for a classroom exercise. (If, however, you require special accommodations, please provide documentation from the Disability Resource Center.)

Any student that does not follow these parameters may be asked to leave the class meeting so as not to affect other students' learning. Those that violate the provision more than once may be

administratively dropped from the course. (Note that the instructor may also request that laptops be closed during certain (portions of) class meetings [e.g., during discussions].)

7. It is the policy and practice of the University of Georgia to create an inclusive learning environment. Students requiring accommodations (concerning the course meetings, material, exams, or assignments) should discuss such matters with the instructor at the outset of the course. Any student needing accommodations must register with the Disability Resource Center (706-542-8719, <http://www.drc.uga.edu>).
8. Any exceptions or modifications to the above rules (or syllabus) are given at the instructor's discretion, only with prior approval and only under instances of extreme emergency or serious illness. The student must supply appropriate documentation in any event of exception. (NOTE: In the case of serious illness, "appropriate documentation" means a doctor's note indicating an illness, not just a medical visit verification form. Please schedule medical visits around our class meetings, where possible.)

Grade Distribution

A	93.00-100.00	C	73.00-76.99
A-	90.00-92.99	C-	70.00-72.99
B+	87.00-89.99	D+	67.00-69.99
B	83.00-86.99	D	63.00-66.99
B-	80.00-82.99	D-	60.00-62.99
C+	77.00-79.99	F	Below 60.00

NOTE: Any student that does not attend the first week of the course may be administratively dropped from the course to make room for other students.

Academic Dishonesty:

As a University of Georgia student, you have agreed to follow the University's academic honesty policy ("A Culture of Honesty") and the Student Honor Code. All academic work must meet the standards contained in "A Culture of Honesty" (including policies that cover plagiarism; for more information, see <http://www.uga.edu/honesty>). Students are responsible for informing themselves about these standards before performing any academic work and should direct specific questions they have regarding the policy (or its application to course assignments) to the instructor *before* turning in coursework.

Schedule/Topics:

The following pages contain a general plan for the course. Please note: (a) deviations announced to the class by the instructor may be necessary; (b) all readings are required unless otherwise noted; (c) everything listed under a given date is due for that date; and (d) days where electronic devices will be needed are noted with an asterisk (*).

- I. Course Introduction (August 15)
 - a. Concepts and Theoretical Foundations
 - i. FLS, Introduction

- II. Foundations
 - a. Historical Backdrop (August 20)
 - i. FLS, Chapter 1
 - b. Hathaway and Shapiro (2017), Chap. 13, “The End of Conquest” (August 22)
 - c. In-class:
 - i. Paper topic sign-up.
 - ii. Using library resources.
 - iii. Create Statecraft log-in and complete foreign policy attitude survey.*
 - iv. The obscure resource contest.
 - d. Understanding Interests, Interactions, and Institutions (August 27)
 - i. FLS, Chapter 2
 - ii. Quiz #1*
 - e. No class meeting (August 29)
 - i. **Assignments (each due no later than 5pm on September 2):**
 1. Meet as a country/team. Decide your country name, city names (3), which city is the capital, what type of government you are, and what your country attributes are.
 - a. NOTE: One team member must enter this information into Statecraft once it is decided.
 2. Elect a Chief Decision Maker (through a vote). Discuss and determine what roles/positions each team member will perform for your country during the simulation.
 - a. NOTE: Report this information to the instructor on the Statecraft Turn 0 worksheet via eLC assignment dropbox.
 3. Complete Manual Quiz #1 (note: read manual first!).
- III. War and Peace
 - a. Why Are There Wars? (September 3)
 - i. FLS, Chapter 3
 - ii. Quiz #2*
 - b. Guest speaker: nuclear weapons (September 5)
 - i. **Bring preliminary sources for research paper to class.**
 - ii. **Assignment (due no later than 5pm on September 9):**
 1. Complete Manual Quiz #2 (note: read manual first).
 - c. Domestic Politics and War (September 10)
 - i. FLS, Chapter 4
 - ii. Quiz #3*
 - iii. *Optional:*
 1. McDonald (2015), “Great Powers, Hierarchies, and Endogenous Regimes” (pp. 559-571, and wade a little into the results tables)
 - d. International Institutions and War (September 12)
 - i. FLS, Chapter 5
 - ii. Statecraft, Round #1*
 - e. Civil War and Terrorism (September 17)
 - i. FLS, Chapter 6
 - ii. Quiz #4*

- iii. Continued (September 19)
 - 1. Ghosn, Palmer, and Bremer (2004)
 - a. In-class: Start data activity
 - 2. *Optional:*
 - a. Fazal (2018), “Go Your Own Way”
 - b. Malley & Finer (2018) “The Long Shadow of 9/11”
 - c. Walter (1997), “The Critical Barrier to Civil War Settlement” (pp. 335-343, 360-363, and wade a little into the results tables)
 - 3. Statecraft, Round #2*
- IV. International Political Economy
 - a. International Trade (September 24)
 - i. FLS, Chapter 7
 - ii. Quiz #5*
 - iii. Continued (September 26)
 - 1. Colgan (2014), “The Emperor Has No Clothes” (esp. pp. 601-612)
 - 2. *Optional:*
 - a. Osgood (2017), “The Breakdown of Industrial Opposition to Trade”
 - 3. In-class
 - a. Finish data activity
 - b. Statecraft, Round #3*
- b. International Financial Relations (October 1)
 - i. FLS, Chapter 8
 - ii. Quiz #6*
 - iii. **Character research paper due (via eLC dropbox)**
- iv. Continued (October 3)
 - 1. Nelson & Katzenstein (2014), “Uncertainty, Risk, and the Financial Crisis of 2008” (argument only)
 - 2. *Optional:*
 - a. Deeg & O’Sullivan (2009), “The Political Economy of Global Finance Capital”
 - 3. Statecraft, Round #4*
- c. International Monetary Relations (October 8)
 - i. FLS, Chapter 9
 - ii. Quiz #7*
- iii. Continued (October 10)
 - 1. Dreher & Gassebner (2012), “Do IMF and World Bank Programs Induce Government Crises?” (pp. 330-333 & 336-352 [discussion])
 - 2. Statecraft, Round #5*
- d. Development (October 15)
 - i. FLS, Chapter 10
 - ii. Quiz #8*

- iii. Continued (October 17)
 - 1. Doner & Schneider (2016), “The Middle-Income Trap” (pp. 612-632)
 - 2. Albertus (2017), “Landowners and Democracy”
 - 3. Kim (2018), “The Human Capital Gap”
 - 4. Statecraft, Round #6*
- V. Transnational Politics
 - a. International Law and Norms (October 22)
 - i. FLS, Chapter 11
 - ii. Quiz #9*
 - iii. Continued (October 24)
 - 1. Finnemore (2009), “Legitimacy, Hypocrisy, and the Social Structure of Unipolarity”
 - 2. Statecraft, Round #7*
 - b. Human Rights (October 29)
 - i. FLS, Chapter 12
 - ii. Quiz #10*
 - iii. Continued (October 31)
 - 1. Koos (2018), “Decay or Resilience?” (pp. 196-207)
 - 2. Statecraft, Round #8*
 - c. The Global Environment (November 5)
 - i. FLS, Chapter 13
 - ii. *Optional:*
 - 1. Allan (2017), “Producing the Climate” (pp. 196-207)
 - 2. Busby (2018), “Warming World”
 - d. US National Cyber Strategy Simulation
 - i. Drafting a National Cyber Strategy (November 7)
 - 1. Review National Security Council module on eLC
 - a. Readings and videos
 - 2. Statecraft, Round #9*
 - ii. Scenario #1 (November 12)
 - iii. Scenario #1 continued (November 14)
 - 1. Statecraft, Round #10*
 - iv. Rewriting the Strategy and Team Debrief (November 19)
 - v. Cyber Politics (November 21)
 - 1. Brantly (2014), “Cyber Actions by State Actors”
 - 2. Henry & Brantly (2018), “Countering the Cyber Threat”
 - 3. Statecraft, Round #11*
 - e. The Future of International Politics (November 26)
 - i. The Future of International Politics
 - 1. FLS, Chapter 14

- ii. Continued (December 3)
 - 1. Ikenberry (2011), “The Durability of Liberal International Order”
 - 2. McFaul (2018), “Russia as It Is”
 - 3. Deudney & Ikenberry (2018), “Liberal World: The Resilient Order”
 - 4. **Assignments (due by 8am):**
 - a. US National Cyber Strategy reflection paper
 - b. Any outstanding work/revisions