

**INTL 3200 (25983) Introduction to
International Relations
Monday, Wednesday, Friday 1:25 PM – 2:15 PM
Class Location: Caldwell Hall, 304**

Instructor: Dr. Gulcan Saglam
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Office: 216 Candler Hall
Office Hours: MW - 2:30-3:30 and by appointment

Syllabus, Readings, and Policies:

Course Description:

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 provides 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. At the conclusion of this course, students should be (better) able to:

- 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.

Required readings:

There is one **required** text:

- **Joshua S. Goldstein and Jon C. Pevehouse. International Relations. Pearson. ISBN-13: 978-0134406350**
- ***Students are required to purchase a subscription to Statecraft Simulation (details below (\$35)).***
- Additional readings (as posted in the schedule or eLC)
- You are also required to follow international news daily by either using the Internet or by subscribing to a major national daily. Current events questions will be part of quizzes and/or exams.

Course Evaluation:

Student performance will be evaluated on the basis of the following:

Assignment	Description	% of Final Grade	Due Date
Participation	Announced and unannounced quizzes & activities	15%	N/A
Major Exam I		25%	March 6 th
Major Exam II	Cumulative	30%	May 4 th 12:00 pm
Statecraft Simulation	Quizzes	5%	1 st Manual Quiz + Foreign Attitudes Survey - Feb 1 st
	Simulation Memos	10%	2 nd Manual Quiz - Feb 8 th
	Performance (Based on QOL score)	5%	By 2 pm Saturday
	Final Essay	10%	End of simulation
Total		100%	April 24 th

1. **Participation – 15%** - This class is highly interactive and relies heavily on small group activities and class discussions for instruction and student assessment. As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is a significant part of your final grade. Therefore, small group activities and class discussions are not merely attendance sheets. These active learning tools will help you work through important ideas, concepts or processes; give you the opportunity to investigate issues on your own and with your peers; be exposed to points of view different from yours; and develop your own opinions on global issues.

There is **no make-up for missed participation points**. It is your responsibility to make sure that I have your assignment, discussion paper, or name for that day. Late submission of group discussion papers or participation activities will NOT be accepted.

- a. **Attendance:** Attendance is NOT a formal requirement. However, participation is a significant part of your grade, and you cannot participate if you do not attend class. In order to do well in this class, you need to listen to the lectures, take notes, and participate in discussions. It is your responsibility to keep up with readings and lecture notes as exams and quizzes will be based both on lecture and reading content. If you miss class, ask your classmates for help with what was covered. DO NOT ask me whether we covered anything important on a day you missed. All classes are important.
- b. You are allowed to miss **two** participation activities without any penalty. You can use these as you like (e.g., illness, sports travel, interviews, sleep, conferences). Each absence beyond

these **two** 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 two participation activities.

2. **Major Exams – 55 %** of the final grade will be based on two major exams. The first major exam is 25% of your final grade while the second major exam is 30% of your final grade. Exams may be composed of multiple-choice, true/false, fill-in, short-answer, or matching questions. All exams will be based on lecture content and assigned readings/videos. Anything we discuss in class, along with anything in the assigned readings, can be used in the exams.
3. **Statecraft Simulation -** 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 **30% of your final grade.**
 - a) A foreign policy **attitude survey** (due Feb 1st: **1% of course grade**),
 - b) **Two manual quizzes** (due by 5pm on Feb 1st and Feb 9th respectively; **4% of course grade**),
 - c) **Simulation memos – 10% of course grade:** Each student must submit a memo of at least 300 words each week BEFORE the turn ends (i.e. Saturday at 2 pm) 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 (submitted at 2:01pm and later) and memos shorter than 300 words will not be counted.
 - d) **Performance - 5% of course grade** (based on your country's Quality of Life score) ****Possible +3% EC**
 - e) **Final Essay - 10% of course grade** A short essay (maximum two pages) to one of the provided prompts

More details on guidelines and grading for the simulation will be provided in on eLC → Content → Statecraft Simulation

Grading Scale:

A	=	94 and higher	C+	=	77-79
A-	=	90 -93	C	=	74-76
B+	=	87-89	C-	=	70-73
B	=	84-86	D	=	60 – 69
B-	=	80-83	F	=	59 and below

Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, you need to let me know so that I can help you as much as possible. I will not be able to help you after deadlines have passed, and the semester is over.

Course Policies:

- 1.** Lectures and class discussions are intended to supplement, not duplicate, the readings. You are responsible for completing the readings in a timely manner in line with the speed at which we move through the topics. In order to know what topic is being covered (and therefore, what reading is required), you need to attend on a regular basis as the following schedule can change according to the needs of the class. All readings can be found in the required textbook, on eLC course page, or through the links I provided.
- 2. Communication and Email:** When emailing me, please use your UGA email account and include your course number in the subject line. During the workweek, I generally respond to emails in a timely manner (usually within 48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek. Importantly, before you email me, **please check the syllabus** and the **announcements** page of the ELC site to be sure that your question has not been previously addressed. ***ELC problems are no excuse for having missed quizzes or announcements!*** A note on etiquette: please use appropriate salutations, including my name in the opening and your name in the closing. (Hint: you can't go wrong with "Hi Professor Saglam" or "Hi Dr. Saglam"). For further guidance see <http://www.wikihow.com/Email-a-Professor>
- 3. Written Assignments:** All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted – Submission of soft copies on eLC Dropbox might also be required). Late assignments will be penalized 5% of your overall grade for each day late (There is no penalty for students with a documented medical excuse.) This means that an accepted assignment submitted anytime within the first 24 hours after the deadline that might have earned a 95 (an A) would instead receive a 90 (an A-) and so forth.
- 4.** All written assignments should meet the following formatting requirements: Stapled, Times New Roman, 12-point font, double spaced, 1" margins, and page number in the bottom right-hand corner.
- 5. Makeup examinations** will only be given in cases of legitimate and documented emergencies. For medical emergencies, it is not enough to just provide a doctor's prescription, a hospital bracelet, or an undated and/or unsigned form letter. Each doctor's note needs to have your name, the doctor's name and office address as well as be precise as to the time and date of the emergency and the time/date has to cover our class time or else it will not be accepted as a valid excuse. **If you are missing more than one class due to this emergency, the note has to cover all of those dates.**

Also, you must understand that the makeup tests can be more difficult than the regular ones and will be offered certain days/times during the semester. You must be able to attend those in order to make up a test. My recommendation is that you avoid having to make up exams as much as possible!

6. Contested Grades: Students are always welcome to come to 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) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within **one week** of the date the assignment/exam was returned. I shall re-evaluate your work and assign a “new” grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.

7. Technology: All cell phones and other communication devices must be turned off and put away (except students with accommodations from DRC). If you have a situation with family or other emergencies that requires you to keep your phone on, notify me before class, set your phone to vibrate, and remove yourself from class with as little disruption as possible to answer it. This is only for rare and genuine emergencies. Phones are to be turned off during all exams, with no exceptions granted.

I have a **NO LAPTOP** policy unless I ask you to bring your laptops for a specific class (except students with accommodations from DRC). You will not be able to use your laptop in class. Instead, you should focus on taking notes in longhand. Research has shown that this actually improves your ability to retain the material covered in class.

Failing to abide by the cellphone and/or laptop policy will cost you your participation point for that day

8. Accommodations for 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.

9. Recording: UGA’s code of conduct protects student privacy and intellectual property and thus prohibits the 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.

10. Policy on Disruptive Behavior: I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

11. Policy on academic dishonesty: I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. 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. Make sure that you understand how to **avoid charges of academic dishonesty**.

12. UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to 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).

End of semester evaluations: Your constructive assessment of this course plays an indispensable role in shaping education at the University of Georgia. Upon completing the course, please take the time to fill out the online course evaluation. Even before the end of the semester, however, I would like to know how this class is going. If at any time you have concerns about this class, please talk to me so that we can address them before the semester is out. The sooner we talk about issues, the faster we can take care of them.

Please note: this syllabus provides a general plan for the course, and deviations may be necessary.

Course Schedule:

Week 1: Course Introduction
Jan 8 th Syllabus
Jan 10 th Course Introduction

SECTION I: The Nature of the International System
Week 2:
<p>Jan 13th What is IR? Actors & Level of Analysis <u>Reading:</u></p> <ul style="list-style-type: none"> • Joshua Goldstein & JonPevehouse (G&Phereafter) (p.1-17)
<p>Jan 15th The Westphalian World and State Sovereignty</p> <ul style="list-style-type: none"> • Max Ferrari. In what way state is sovereignty an important concept in understanding international relations? (eLC)
<p>Jan 17th Historical Development of IR <u>Reading:</u></p> <ul style="list-style-type: none"> • G&P (p.17-37)

SECTION II: Perspectives and Approaches to the Study of International Politics

Week 3: Realism

Jan 20th – MLK – No class

Jan 22nd Realism: Main Assumptions

Reading:

- G&P (p.37-40)
- Thucydides, The Melian Dialogue (eLC)
- Hans Morgenthau, Six Principles of Political Realism (eLC)

Jan 24th Realism, Power, and Security Dilemma

Reading:

- G&P (p. 40-45)

Week 4:

Jan 27th Managing Anarchy: Distribution of Power

Reading:

- G&P (p.45-61)

Jan 29th Strategy & Rationality: Prisoner’s Dilemma

Reading:

- G&P (p.61-69)

Jan 31st Introduction to Statecraft Simulation

Reading:

- Statecraft Manual

****First Statecraft Manual Quiz and Statecraft Foreign Policy Attitudes Survey must be completed by 2 pm Saturday, Feb 1st**

Week 5: Liberalism

Feb 3rd Main Assumptions

Reading:

- G&P (p.71-74)
- Daniel Deudney and G. John Ikenberry. “Liberal World: The Resilient Order.” Foreign Affairs (eLC)

Feb 5th Institutionalism and Managing Anarchy: Distribution of Information

(Why states should create and maintain international institutions?)

Reading:

- G&P (p.74-80)

Feb 7th Neoliberalism and Managing Anarchy: Distribution of State Preferences

Reading:

- G&P (p. 80-81) and (p.106-126)

****Second Statecraft Manual Quiz must be completed by 2 pm Saturday, February 8**

Week 6: Social Theories

Feb 10th Constructivism

Reading:

- G&P (p. 81-86)

Feb 12th Managing Anarchy: Ideas, Identities, and Norms

Reading:

- Social Constructivism (eLC)

Feb 14th Statecraft Simulation Turn 0

Week 7:

Feb 17th Marxism

Reading:

- G&P (p. 87-89)

Feb 19th Comparing Theories: Can China rise peacefully? – Constructivism

Reading:

- John Mearsheimer. 2014. "Can China Rise Peacefully?" The National Interest. (eLC)
- G. John Ikenberry. 2008. "The Rise of China and the Future of the West." Foreign Affairs. (eLC)

Feb 21st Statecraft Simulation Turn 1

SECTION III: INTERNATIONAL SECURITY

Week 8: Interstate Conflict

Feb 24th Why are there wars? Is war unavoidable?

Reading:

- G&P (p. 128-159)

Feb 26th Nuclear Proliferation

Reading:

- G&P (177-188) and (195-197)
- Kenneth Waltz. 2012. "Why Iran Should Get the Bomb" (eLC)

Feb 28th Statecraft Simulation Turn 2

Week 9: Violence from Non-State Actors

March 2nd Civil War

Reading:

- Barbara Walter. 1997. The Critical Barrier to Civil War Settlement (eLC) (Focus on the theory and the conclusion)

March 4th Terrorism

Reading

- G&P (p. 173-177)

- Robert Pape. The Strategic Logic of Suicide Terrorism (eLC)

March 6th Major Exam I

SPRING BREAK - NO CLASS

March 9th – March 11th – March 13th

**Statecraft Simulation Turns 3 & 4 - We will not meet in class but the turns still end on Sat., March 7 and 14 – be sure to make time to meet with your group outside of class

SECTION IV: GLOBAL GOVERNANCE AND IOs

Week 10: International Organizations

March 16th Collective Security: The United Nations

Reading:

- G&P (p. 197-216)

March 18th Collective Security: The UN (ctd).

Reading:

- 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..2014.Assessing the UN Security Council: A concert Perspective (eLC)

March 20th Statecraft Simulation Turn 5

LAST DAY TO WITHDRAW WITH A W

Week 11: International Law, Human Rights, and Humanitarian Intervention

March 23rd International Law

Reading:

- G&P (p. 216-225)

March 25th Human Rights

Reading:

- G&P (p. 225-240)
- 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/>

March 27th Statecraft Simulation Turn 6

Week 12: Human Rights and State Sovereignty

March 30th The International Criminal Court

Reading:

- 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-prosecuteamericans-bolton-says>
- Is Africa on trial? (eLC)

April 1st Humanitarian Intervention and R2P

Reading:

- Western and Goldstein. Nov/Dec 2011. "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya." Foreign Affairs (eLC)
- Warren Hoge, "Intervention Is Shunned in Practice," New York Times, 20 Jan.2008 (eLC)
- 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>

April 3rd Statecraft Simulation Turn 7?

SECTION V: INTERNATIONAL POLITICAL ECONOMY

Week 13: International Trade

April 6th Globalization of Trade and Finance

Reading:

- Trade: G&P (p. 225-240)
- Finance: G&P (p. 272-284) and (p. 290-302)

April 8th International Trade: Winners and Losers

Reading:

- Watch PBS Impact of U.S.-China trade war felt in both countries:
<https://www.youtube.com/watch?v=dt2W2uOyLGw>
- Canada and Mexico Are Getting Even with America
<https://fortune.com/2015/12/08/unfair-meat-labels/>

April 10th Statecraft Simulation Turn 8?

Week 14: Globalization Divide and Development

April 13th The North-South Gap

Reading:

- G&P (p. 362-389)

April 15th Sustainable Development – Development and Foreign Assistance

Reading:

- G&P (p. 393-427)

April 17th Statecraft Simulation Turn 9?

Week 15:

April 20th Sustainable Development – Environmental Sustainability

Reading:

- G&P (p. 330-360)

April 22nd Connecting All the Dots: The Tragedy of the Commons

April 24th Wrap Up and Exam Review

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

Week 16:

April 27th Extended Office Hours 9:30 - 12:00 & 13:00 - 14:30

May 4th Major Exam II 12:00 pm (Location TBA)