

Notice: This Syllabus Subject to Change

## **INTL 3200 Introduction to International Relations**

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### **Objectives**

This class is intended to lay the analytic foundation for a study of international politics. The course is anchored to questions like What are the goals of states? When is international cooperation possible? What is the role of governments in shaping the global economy? Together we will explore proposed answers to these questions (and many others). With a critical eye, we will compare and contrast competing explanations.

The course will also include a foreign policy simulation on the topic of cyber security. Acting as members of the National Security Council, you will work as teams to develop a set of policy recommendations. The purpose of the simulation is to encourage students integrate course concepts and apply them to a critical, real-world problem. A simulation gamebook containing assignments, readings, and other instructions will be distributed in class.

By the end of class, students will:

- Develop a foundational understanding of the international politics, including:
  - The role of major actors in the international system and how they interact
  - How countries develop different conceptions of self-interest and act on these conceptions
  - The importance of domestic politics in shaping international behavior
  - How and why the traditional role of United States is changing
- Develop analytic tools needed in foreign policy analysis, including
  - The ability to deploy established theoretical and conceptual frameworks to understand state behavior
  - The capacity to critically evaluate competing explanations of country decision making

Please note:

The University of Georgia's commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality:

<http://diversity.uga.edu/index.php/about/welcome>

### **Course Requirements**

Course assignments involve a mix of individual and group work. With respect to group work, it is important to understand that a component of your grade will include a peer evaluation component; members of your team will grade the effort and quality of your contribution to group assignments.

*Individual Assignments:*

- Exams: There will be five (5) in-class examinations. Each exam will be worth 50 points and will cover readings and lecture material. Specifically: essay questions will come from the lectures, while multiple choice questions will come from the readings. Exams will be timed, and administered via eLC.
- Reflection Paper: A 3-page reflection paper critically evaluating the results of the simulation will be due at the end of the semester (45 pts)
- Cyber Security Document Research: Students will compile a set of documents describing the state of cyber security threats in the first year of the Obama Administration (45 pts).
- Peer Evaluation: Participating in small group deliberation and writing (20 pts)

*Group Assignments:*

- Small Group: Initial proposals for NSC deliberations (45 pts)
- Small Group Committee Presentation (45 points)
- Large Group: National Security Strategy Recommendation to the President (45)

*Grading Scale (percentage of 450 total points available in class):*

A 100-93; A- 92-90; B+ 89-87; B 86- 83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D 69-60; F 59 and below.

**Class Format and Schedule**

COVID 19 requires that we modify the format of our class. We will use a semi-synchronous format. All students will access designated components of the course material online. In addition, students will also be assigned one class each week that they will attend (in-person or online) at a designated time.

*Lectures:*

In a normal semester, this course unfolds as follows: On Tuesdays we introduce key concepts. On Thursdays, we develop examples apply these concepts. For this semester, we will do things a bit differently. Key concepts will be delivered online. In-person instruction will be reserved for developing examples, application of concepts, and class discussion. To allow for proper social distancing, the class will be divided into two sections: Group Red & Group Blue. Students assigned to Group Red will attend sessions on Tuesday, while Group Blue will attend on Thursday. *Students will also be able to attend these sections live via Zoom on their group's assigned day.*

*Exams:*

Students will take the tests remotely through ELC at the time and day indicated in the schedule below. On weeks in which there is an exam, we will have only one in-person lecture session.

Students may attend the in-person session as their Red/Blue assignments dictate. All other students will attend that week's session live via Zoom.

### *Simulation*

For the simulation, Red and Blue groups will work on team projects, in person or online per the above schedule. Project details will be discussed in class.

### *Office Hours*

Office hours will be conducted over Zoom and are structured as follows:

- Drop-in sessions are open to all students simultaneously: Tuesday 11:00 am
- One-on-one sessions are limited to individual students or, by agreement, a small group: Tuesday 12 pm. Please schedule an appointment for one-on-one sessions (via this [LINK](#)) by 10 am on the Tuesday you would like to attend. Note: This scheduling app requires a Gmail account to use, and zoom invitations will be sent to your Gmail, not UGA email address.

### **Masks/Face Coverings<sup>1</sup>**

All students attending class in-person must wear appropriate face coverings and maintain proper social distancing.

### **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 assessed here: <https://honesty.uga.edu>. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy.

All course work must be done on an individual basis, including exams, unless the syllabus clearly indicates that the assignment is team graded.

### **Additional Student Resources**

- The Office of Student Care & Outreach can provide assistance to students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email [sco@uga.edu](mailto:sco@uga.edu).
- Counseling and Psychiatric Services (CAPS) - 706-542-2273 (regular business hours)
- After Hour Mental Health Crisis: 706-542-2200. This connects you to the UGA Police—ask to speak to the CAPS on-call clinician.
- Sexual Violence Prevention – 706-542-SAFE

Please note that faculty and staff are obligated to report any knowledge of sexual assault and/or relationship violence to UGA's Equal Opportunity Office.

<sup>1</sup> Please also see additional information regarding COVID-19 at the end of this document.

## Readings/Assignments

Please review the reading list prior to each week. As the class and simulation unfold, we may add or remove readings or assignments to facilitate your deliberations in the simulation. Reading is listed as “Assigned by Simulation Role” will be distributed in class.

There is one text for this class: International Relations by Jon C.W. Pevehouse & Joshua S. Goldstein 12e. While a standard introductory text in most respects, it is unique in that the focus is upon the relationship between a state’s strategic environment and its ability to pursue foreign policy objectives. It thus serves as a good complement to material presented in class.

The least expensive option is to purchase a digital copy of the textbook via the publisher: [www.pearson.com](http://www.pearson.com). This will also give students access to practice quizzes and study guide. Please note that I have not ordered physical copies of the book through the UGA bookstore, so if you would like to purchase a physical copy for this class you will need to make those arrangements on your own.

The schedule below outlines a timetable for the completion of the assigned readings. *Please have the material read before your assigned discussion session and before scheduled exams.*

The reading burden for this course is not heavy. I intend this deliberately. There are no excuses for not completing the readings in a timely fashion. That is my ‘carrot’, the incentive for you to stay current with the readings. The ‘stick’ rests both in the fact that your careful and considered completion of the assigned readings is essential for success in this course, and that the examinations are structured to ensure this.

Note that the lectures will introduce new material, but the order of topics will generally coincide with the readings.

### Schedule:

Introduction	
August 20	
Videos	<ul style="list-style-type: none"><li>• Welcome to Class!</li><li>• Our Orientation to the Topic of International Politics</li></ul>
Readings	Review Syllabus
In Class Discussion	Theories vs. Facts

Section 1: Actors and System	
August 25/27	

Videos	<ul style="list-style-type: none"> <li>• States vs. Nations</li> <li>• Intergovernmental Organizations</li> <li>• Non-Governmental Organizations</li> </ul>
Readings	G. Ch.1
In Class Discussion	Who Wins?: States vs. IGOs and NGOs

<b>Section 1: Actors and System</b>	
Sept. 1/3	
Videos	<ul style="list-style-type: none"> <li>• What is Anarchy</li> <li>• Security Oriented Glasses</li> </ul>
Readings	G. Ch.2
In Class Discussion	Can Anarchy be “fixed”?

<b>Section 2: State Goals and Foreign Policy</b>	
Sept 8/10	
Videos	<ul style="list-style-type: none"> <li>• Power and Security</li> <li>• Security vs Other “Goods”</li> </ul>
Readings	G. Ch.3
In Class Discussion	<ul style="list-style-type: none"> <li>• Realist vs. Liberal Perspectives on Cooperation</li> </ul>
<b>Test 1. ELC. Tuesday, Sept. 1: 2:20-3:35 pm</b>	

<b>Section 2: State Goals and Foreign Policy</b>	
Sept 15/17	
Videos	<ul style="list-style-type: none"> <li>• Rational Decision Making and Cooperation</li> <li>• How to Catch a Cheater!</li> </ul>
Readings	G. Ch.4

In Class Discussion	<ul style="list-style-type: none"> <li>Using International Institutions to Change State Behavior - and how IGOs and NGOs can Help.</li> </ul>
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<b>Section 2: State Goals and Foreign Policy</b>	
Sept 22/24	
Videos	<ul style="list-style-type: none"> <li>Strategic Interaction</li> <li>Prisoners Dilemma vs. Chicken</li> </ul>
Readings	G. Ch.7
In Class Discussion	How to Avoid War and Build Meaningful Institutions
<b>Test 2. Thursday, Sept 24. ELC, 3: 2:20-3:35 pm</b>	

<b>Section 2: State Goals and Foreign Policy</b>	
Sept 29/Oct 1	
Videos	<ul style="list-style-type: none"> <li>The United States in Decline</li> </ul>
Readings	G. Ch.6
In Class Discussion	Is the US Making the “Classic Mistake” in its Foreign Policy?

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct 6/8	
Videos	<ul style="list-style-type: none"> <li>The Public and Domestic Politics</li> <li>Three Influence Strategies</li> </ul>
Readings	G. Ch.10
In Class Discussion	How Do States Cooperate when the Public Gets Involved?

**Test 3: ELC. Thursday, Oct 8. 2:20-3:35 pm**

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct 13/15	
Videos	<ul style="list-style-type: none"><li>• An Economist's Perspective</li><li>• Theory of Comparative Advantage</li></ul>
Readings	G. Ch.9
In Class Discussion	Does Everybody <i>Really</i> get Rich?

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct 20/22	
Videos	<ul style="list-style-type: none"><li>• The World Trade Organization</li></ul>
Readings	G. Ch.8
In Class Discussion	Is the WTO Still a Good Deal for the US?

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct 27/29	
Videos	<ul style="list-style-type: none"><li>• Democratic Peace (<a href="https://www.youtube.com/watch?v=q5bo8VSzBSA">https://www.youtube.com/watch?v=q5bo8VSzBSA</a>)</li></ul>
Readings	G. Ch.5
In Class Discussion	What Happens when Democracy Fails?

**Test 4. ELC. Tuesday, Oct 27. 2:20-3:35 pm**

<b>Section 4: Simulation</b>	
Nov 3/5	

Videos	<ul style="list-style-type: none"> <li>What is the National Security Council? (series of short videos)</li> </ul>
Readings	Assigned by simulation role
In Class Discussion	The “Early Days” of Cyber Security

<b>Section 4: Simulation</b>	
Nov 10/12	
Videos	
Readings	Assigned by simulation role
In Class Discussion	Simulation Working Groups
<b>Test 5 ELC. Thursday, Nov.10. 2:20-3:35 pm</b>	

<b>Section 4: Simulation</b>	
Nov 17/19	
Videos	
Readings	Assigned by simulation role
In Class Discussion	

<b>Section 4: Simulation</b>	
Nov 24 (No class 26th - Thanksgiving)	
Videos	
Readings	Assigned by simulation role
In Class Discussion	

<b>Simulation Debrief and Wrap-up</b>
Dec 1-3



Videos	
Readings	Reverse-team National Security Strategy Critique
In Class Discussion	
<b>Final NSS Due: Friday Dec. 4. 12: pm</b>	

### **Coronavirus Information for Students**

#### **Face Coverings:**

Effective July 15, 2020, the University of Georgia—along with all University System of Georgia (USG) institutions—requires all faculty, staff, students and visitors to wear an appropriate face covering while inside campus facilities/buildings where six feet social distancing may not always be possible. Face covering use is in addition to and is not a substitute for social distancing. Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons. Students seeking an accommodation related to face coverings should contact Disability Services at <https://drc.uga.edu/>.

#### **DawgCheck:**

Please perform a quick symptom check each weekday on DawgCheck—on the UGA app or website—whether you feel sick or not. It will help health providers monitor the health situation on campus: <https://dawgcheck.uga.edu/>

#### **What do I do if I have symptoms?**

Students showing symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5 p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see <https://www.uhs.uga.edu/info/emergencies>.

#### **What do I do if I am notified that I have been exposed?**

Students who learn they have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 14 days consistent with Department of Public Health (DPH) and Centers for Disease Control and Prevention (CDC) guidelines. Please correspond with your instructor via email, with a cc: to Student Care & Outreach at [sco@uga.edu](mailto:sco@uga.edu), to coordinate continuing your coursework while self-quarantined. If you develop symptoms, you should contact the University Health Center to make an appointment to be tested. You should continue to monitor your symptoms daily on DawgCheck.

**How do I get a test?**

Students who are demonstrating symptoms of COVID-19 should call the University Health Center. UHC is offering testing by appointment for students; appointments may be booked by calling 706-542-1162.

## **Appendix: Simulation Supplemental Material**

Here is some background information that may be useful in preparation for the simulation. You can review these materials before the 8<sup>th</sup> week of class.

- Role and functioning of the National Security Council: (Pay close attention to the function and importance of forceful disagreement between security officials who, at the same time, embrace the shared purpose of the NSC).
  - Overview of the National Security Council: [Video](#)
  - Running an NSC Meeting: [Video](#)
  - Overview of the Interagency Process: [Video](#)
  - Summary of Tools in Diplomacy: [Video](#)
  - Summary of Sanctions: [Video](#)
  - Summary of Negotiations: [Video](#)
  
- Background on Cyber Security in the Bush and Obama Administrations:
  - Bush National Security Strategy and other associated documents: [Links to Files](#)

## Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.