

INTL 3200: Introduction to International Relations

Fall 2020

TR 12.45 – 2.00 International Affairs Building, 0115 & via Zoom

Professor: Dr. Molly Berkemeier
Office: International Affairs Building (202 Herty Drive), 318
Email: molly.berkemeier@uga.edu
Office hours: 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. 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.

2020-2021 Pandemic Policies

I would like nothing more than to be in the classroom with all of you this semester; however, the Covid-19 pandemic has made this unsafe for us and for the larger Athens community. Due to the pandemic, this course is being taught as a hybrid course, with online components and the opportunity to meet in person. This course will comply with UGA requirements as well as the commitment by the Department of International Affairs to allow all students to learn safely (see statement on eLC). Students are not required, nor encouraged to meet in person for face-to-face (F2F) instruction. Students are however given opportunities to be in the classroom following social distancing procedures (no more than 8 students allowed in our classroom at a time, masks and laptops/ tablets required, see eLC for group assignments).

Students will be assigned to Statecraft groups after taking the foreign policy attitudes survey on August 27. These groups will also dictate classroom assignments for rotating (optional) classroom attendance for discussion sections. Prior to groups being assigned class will be held virtually. This will also allow us to test critical technology and procedures that will be important during the semester. See full schedule below for more details on modes of instruction and assignments.

UGA Coronavirus policies are listed at the end of the syllabus. Some important notes:

1. If you experience symptoms consistent with Covid-19 or are exposed to someone who has tested positive for Covid-19, **DO NOT ATTEND CLASS**. Report your exposure and any symptoms immediately through UGA's contact tracing app and seek a test as soon as possible.
2. If you are ill, you might find yourself physically unable to complete assignments on time. If you find yourself in this situation, **DO NOT PANIC**. Do reach out to me as soon as possible so we can find a solution.
3. There is no F2F attendance policy for this class, and you will not be punished in any way for exclusively participating in this class online.
4. If you choose to attend class in person on days you are eligible, you must sign up online at least **24 hours prior to the scheduled class time**. Once the class roster is settled, you will be assigned to an "attendance group." You will only be eligible to attend class on your attendance group days. If you choose to attend class in person, note that UGA requires all students, faculty, and staff to wear face coverings over the nose and mouth while indoors and maintain social distance (at least six feet) whenever possible. If you come to class without a face covering, you will be asked to find one or to leave and participate virtually.
5. All class discussions will occur via "real-time" chat, on Zoom. Students are expected to attend each online session; if you physically attend class, you will still be engaging with your peers who are ineligible for in-class participation via Zoom.
6. After Thanksgiving (November 26th), all classes will be held exclusively online.

Course Materials

Readings are assigned in a weekly block, and must be completed *before* class each week. Students are responsible for all assigned readings, even if the material is not explicitly discussed in class. Readings can be accessed through the course eLearning Commons website (log-in at <https://uga.view.usg.edu> with UGA MyID). 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 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: **BerkemeierINTL3200**. 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

- **Quizzes (40%)** There will be four "take-home" quizzes worth 10% each. These quizzes 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. Quizzes will be made available one week before they are due. Unless accepted justification is provided, students will lose a half letter grade for every quiz turned in after 5 pm on the due date, will lose a full letter grade for every quiz turned in within 24 hours after that, and will receive a 0 after that point. Students *must* complete each quiz by themselves, but may reference notes and course materials. The due dates and material covered are listed below.

1. September 17 at 5 pm covering weeks 2-5.

2. October 15 at 5 pm covering weeks 6-9.
 3. November 12 at 5 pm covering weeks 10-13.
 4. December 11 at 5 pm (during finals week) covering weeks 14-16, and asking you to link course concepts to Statecraft.
- **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 is due via email by 5 pm on November 24 and is worth 10% of your final grade. More details on guidelines and grading for the simulation will be provided in an additional document.
 - **Discussion Points (20%)** Each week students will be asked to respond to a prompt or series of prompts covering the lectures, readings, and material. Student discussion points are due weekly every Wednesday at 5 pm via eLC starting Week 2 (Wednesday August 26). There are 14 opportunities to submit discussion points (Weeks 2-15), and only the top 10 highest scores will count toward your final grade. Discussion points submitted after 5 PM on Wednesday will not be graded. Talking points will be graded out of 20 points based on theoretical insight, creativity and innovation, and writing.
 - **Participation (10%)** Students will be evaluated on contributions to class discussions (quality and quantity) and participation during in-class activities. **Face-to-face attendance is not required nor encouraged.** Instead, participation will be judged based on synchronous Zoom discussion participation on Thursdays. While participation via Zoom during our Thursday discussion sections is preferred, when students are unable to log on synchronously due to their own health or the health of their loved ones, weekly participation credit can be made up by responding to two discussion points made by classmates on eLC. These discussion responses are due by Thursday at 3 PM.

Letter grades correspond to the following 0-100 scale:

| | | | |
|----------|----|---------|----|
| 94 – 100 | A | 77 – 79 | C+ |
| 90 – 93 | A– | 74 – 76 | C |
| 87 – 89 | B+ | 70 – 73 | C– |
| 84 – 86 | B | 60 – 69 | D |
| 80 – 83 | B– | 00 – 59 | F |

Late Policy: Failure to complete an assignment will result in a failing grade for that assignment (a score of 0). Late quizzes *may* be accepted, but *only* with the prior approval of the instructor for documented, emergency situations. 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 by November 24 at 5 pm. Late essays will have points deducted (see additional handout). No essays more than a day late will be accepted. Since only the top 10 of 14 talking points are graded, no late discussion points will be accepted and no make up assignments will be granted for missed discussion points. ***Please note that during the Covid-19 pandemic, communication is crucial. I am happy to work with you to address unforeseen circumstances, but can only make accommodations if you reach out to me as quickly as possible.***

Grade Appeals: Students are always welcome to discuss assignments and their overall class performance during 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 (and emailed) explanation of what the best possible response to the prompt would look like, (3) a typed (and emailed) 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 quiz re-takes or extra credit assignments beyond the ones described in this syllabus and in the accompanying Statecraft handout.

Additional Course Procedures and Policies

Attendance: Face-to-face attendance is not required for this course during 2020-2021. Students are however required to attend weekly synchronous discussion sessions via Zoom. When this is not possible due to illness, students can make up participation points for the week by responding to discussion points made by their classmates (see above).

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. eLearning provides both unique challenges and opportunities. Please reference the additional handout for Zoom etiquette.

Technology Policy: During 2020-21, students are required to have a laptop, tablet, or phone with them even when taking advantage of opportunities for face-to-face instruction.

Contacting Me Outside of Class: The most efficient way to contact me 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. 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: During 2020-2021 all office hours will be virtual and by appointment. I am more than happy to answer course-specific questions, or just chat. Office hours are there for your use – take advantage of them and email me to set up a time.

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 material before class each week. There are 1-2 readings/podcasts/videos assigned per class period (2-4 per week). At the beginning of the semester we will have a discussion about how to effectively read political science material with the goals of saving time and processing information. In general, I recommend you read/ listen to the required materials in the listed order. 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 or on eLC.

Week 1 Course Introduction (8/20)

- Read the syllabus - really, read it.
- Hoover Green, Amelia. 2013. “How to Read Political Science: A Guide in Four Steps.” Pages 1-4.
- Skim the background history slides.

For the sake of fairness, and to test critical technology, the first day of class will be held synchronously via Zoom.

Week 2 What is IR & How Do We Study It? (8/25, 8/27)

- Zimmer, Carl. 2016. “In Science, It’s Never ‘Just a Theory.’” *The New York Times*. April 8, 2016.
- Singer, J. David. 1961. “The Level-of-Analysis Problem in International Relation.” *World Politics*. 14:1, pp. 77–92. *Focus on pp. 80-89.*
- Walt, Stephen M. 2014. “How to Get a BA in International Relations in 5 Minutes.” *Foreign Policy*.
- Sjoberg, Laura. 2014. “‘Mansplaining’ International Relations? What Walt Misses.” *Relations International*

Students will be assigned to Statecraft groups after taking the foreign policy attitudes survey on August 27. These groups will also dictate classroom assignments for rotating (optional) classroom attendance for the rest of the semester. In person attendance is neither encouraged nor required. Prior to groups being assigned, class will be held virtually.

| Tuesday August 25 | Thursday August 27 |
|--------------------------------------|-------------------------------|
| Mode: Asynchronous | Mode: Synchronous |
| Class: Watch Week 2 lecture material | Class: Zoom Discussion |
| Due: eLC Discussion Point (5 pm Wed) | Due: Statecraft Survey (5 pm) |

Week 3 ISMs: Theory & Critiques (9/1, 9/3)

- 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. 465-474.*
- Sjoberg, Laura. 2015. “Seeing Sex, Gender, and Sexuality in International Security.” *International Journal*. 70:3, pp. 434–53.
- Statecraft Manual.

| Tuesday September 1 | Thursday September 3 |
|--|---|
| Mode: Asynchronous, optional F2F Class: Watch Week 3 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion |

Week 4 Racism in IR (9/8, 9/10), Statecraft Turn 0

- Zvobgo, Kelebogile and Loken, Meredith. 2020. “Why Race Matters in International Relations.” *Foreign Policy*.
- Henderson, Errol A. 2013. “Hidden in Plain Sight: Racism in International Relations Theory.” *Cambridge Review of International Affairs*. 26:1, 71–92.
- Le Melle, Tilden J. 2009. “Race in International Relations.” *International Studies Perspectives*. 10: 77–83.
- Sinnar, Shirin and Hodges, Doyle. 2020. “Race and National Security.” *Horns of a Dilemma* Podcast. *Texas National Security Review*. Available at: <https://warontherocks.com/2020/07/race-and-national-security/>.

| Tuesday September 8 | Thursday September 10 |
|--|--|
| Mode: Asynchronous, optional F2F Class: Watch Week 4 lecture material Due: Statecraft manual quiz 1 (5 pm) Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 0 Due: Statecraft decision sheet (after class) |

Week 5 Interstate War (9/15, 9/17), Statecraft Turn 1

- Fearon, James D. 1995. “Rationalist Explanations for War.” *International Organization*. 49:3, pp. 379–414.
- Reiter, Dan. 2003. “Exploring the Bargaining Model of War.” *Perspectives on Politics*. 1:1, pp. 27–43.
- Lake, David. 2010. “Two Cheers for Bargaining Theory: Assessing Rationalist Explanations for the Iraq War.” *International Security*. 35:3, pp. 7-52.

Note that starting this week weekly simulation memos are due before the end of the turn. No optional F2F meeting this week because Quiz 1 is due and all students should be able to take it in the same environment.

| Tuesday September 15 | Thursday September 17 |
|--|--|
| Mode: Asynchronous Class: Watch Week 5 lecture material Due: Statecraft manual quiz 2 (5 pm) Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous Class: Zoom Discussion, Statecraft turn 1 Due: Quiz 1 (5 pm) |

Week 6 Nuclear Weapons (9/22, 9/24), Statecraft Turn 2

- Berkemeier, Molly and Matthew Fuhrmann. 2017. “Nuclear Weapons in Foreign Policy.” *Oxford Research Encyclopedia of Politics*.
- PLAY “Hair Trigger” from the Nuclear Threat Initiative. <https://hairtriggergame.org>.
- WATCH: PBS *The Bomb* Documentary (streaming through Kanopy).

| Tuesday September 22 | Thursday September 24 |
|--|---|
| Mode: Asynchronous, optional F2F Class: Watch Week 6 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 2 Due: UN charter (after class) |

Week 7 Domestic Politics & War (9/29, 10/1), Statecraft Turn 3

- 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.*

| Tuesday September 29 | Thursday October 1 |
|--|--|
| Mode: Asynchronous, optional F2F Class: Watch Week 7 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 3 |

Week 8 International Institutions & War (10/6, 10/8), Statecraft Turn 4

- Mearsheimer, John J. 1994. “The False Promise of International Institutions.” *International Security*. 19:3, pp. 5–49.
- Keohane, Robert and Martin, Lisa L. 1995. “The Promise of International Institutions.” *International Security*. 20:1, pp. 39–51.
- Tharoor, Shashi. 2011. “Security Council Reform: Past, Present, and Future.” *Carnegie Council for Ethics in International Affairs*.

| Tuesday October 6 | Thursday October 8 |
|--|--|
| Mode: Asynchronous, optional F2F Class: Watch Week 8 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 4 |

Week 9 Nonstate Actor Violence: Civil War & Terrorism (10/13, 10/15), Statecraft Turn 5

- 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.
- Malley, Robert and Jon Finan. 2018. “The Long Shadow of 9/11.” *Foreign Affairs*. 97:4, pp. 58–69.

No optional F2F meeting this week because Quiz 2 is due and all students should be able to take it in the same environment.

Week 10 Trade & Globalization (10/20, 10/22), Statecraft Turn 6

- Gowa, Joanne and Edward D. Mansfield. 1993. “Power Politics and International Trade.” *American Political Science Review*. 87:2, pp. 408-420.

| Tuesday October 13 | Thursday October 15 |
|--|--|
| Mode: Asynchronous Class: Watch Week 9 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous Class: Zoom Discussion, Statecraft turn 5 Due: Quiz 2 (5 pm) |

- Milner, Helen V. and Kubota, Keiko. 2005. “Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries.” *International Organization*. 59:1, 107–143.
- Singh, J.P. 2020. “Race, Culture, and Economics: An Example From North-South Trade Relations.” *Review of International Political Economy*.

| Tuesday October 20 | Thursday October 22 |
|---|--|
| Mode: Asynchronous, optional F2F Class: Watch Week 10 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 6 |

Week 11 Finance, Monetary Policy & Development (10/27, 10/29), Statecraft Turn 7?

- Stone, Randall. W. 2004. “The Political Economy of IMF Lending in Africa.” *American Political Science Review*. 98:4, pp. 577–591.
- Hudson, Valerie. 2012. “What Sex Means for World Peace.” *Foreign Policy*.

| Tuesday October 27 | Thursday October 29 |
|---|---|
| Mode: Asynchronous, optional F2F Class: Watch Week 11 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 7? |

Week 12 International Law & Norms (11/3, 11/5), Statecraft Turn 8?

- Klotz, Audie. 1995. “Norms Reconstituting Interests: Global Racial Equality and US Sanctions Against South Africa.” *International Organization*. 49:3, pp. 451–78.
- Schmitt, Michael N. 2020. “Taming the Lawless Void: Tracking the Evolution of International Law Rules for Cyberspace.” *Texas National Security Review*.

| Tuesday November 3 | Thursday November 5 |
|---|---|
| Mode: Asynchronous, optional F2F Class: Watch Week 12 lecture material Due: eLC Discussion Point (5 pm Wed) Due: Go vote! Extra credit assignment due. | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 8? |

Week 13 Human Rights (11/10, 11/12), Statecraft Turn 9?

- Keck, Margaret E. and Sikkink, Katherine. 1999. “Transnational Advocacy Networks in International and Regional Politics.” *International Social Science Journal*. 51:159, pp. 88–101.
- Universal Declaration of Human Rights. *Read with intent of discussing what rights are included, what’s missing.*

No optional F2F meeting this week because Quiz 3 is due and all students should be able to take it in the same environment.

| Tuesday November 10 | Thursday November 12 |
|---|---|
| Mode: Asynchronous Class: Watch Week 13 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous Class: Zoom Discussion, Statecraft turn 9? Due: Quiz 3 (5 pm) |

Week 14 The Environment (11/17, 11/19), Statecraft Turn 10?

- Hardin, Garrett. 1968. “The Tragedy of the Commons.” *Science*. 162:3859, pp. 1243–1248.
- Hayhoe, Katherine. 2017. “Yeah, The Weather Has Been Weird.” *Foreign Policy*.
- Busby, Joshua. 2018. “Warming World.” *Foreign Affairs*. 97:4, pp. 49–55.
- Kamarck, Elaine. 2019. “The Challenging Politics of Climate Change.” *Brookings*.

| Tuesday November 17 | Thursday November 19 |
|---|--|
| Mode: Asynchronous, optional F2F Class: Watch Week 14 lecture material Due: eLC Discussion Point (5 pm Wed) | Mode: Synchronous, optional F2F Class: Zoom Discussion, Statecraft turn 10? |

Week 15 Global Health (11/24)

- Garrett, Laurie. 2015. “Ebola’s Lessons: How the WHO Mishandled the Crisis.” *Foreign Affairs*. 94:5, pp. 80–107.
- Rapp-Hooper, Mira. 2020. “China, America, and the International Order After the Pandemic.” *War on the Rocks*.
- Cooper, Zack, Marlowe, Melanie, and Preble, Christopher. 2020. “Covid-19 and US Global Leadership.” *Net Assessment* Podcast. War on the Rocks. Available at: <https://warontherocks.com/2020/07/covid-19-and-u-s-global-leadership/>.

| Tuesday November 24 | Thursday November 19 |
|---|----------------------|
| Mode: Asynchronous Class: Watch Week 15 lecture material Due: Simulation Essay (5 pm) Due: eLC Discussion Point (5 pm Wed) | Happy Thanksgiving! |

Week 16 New Technology (12/1, 12/3)

- Horowitz, Michael, Kreps, Sarah E., and Fuhrmann, Matthew. 2016. “Separating Fact from Fiction in the Debate over Drone Proliferation.” *International Security*. 41:2, pp. 7–42.
- Johnson, James and Krabill, Eleanor. 2020. “AI, Cyberspace, and Nuclear Weapons.” *War on the Rocks*.

Quiz 4 due December 11 during finals week. Will cover weeks 14-16 and ask you to link course knowledge and Statecraft.

| Tuesday December 1 | Thursday December 3 |
|---|---|
| Mode: Asynchronous, UGA all online Class: Watch Week 16 lecture material | Mode: Asynchronous, optional synchronous review |

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>.

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, War on the Rocks podcast, Horns of a Dilemma podcast.

UGA Coronavirus Policies

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, 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. UGA will also be recruiting asymptomatic students to participate in surveillance tests. Students living in residence halls, Greek housing and off-campus apartment complexes are encouraged to participate.

What do I do if I test positive?: Any student with a positive COVID-19 test is **required** to report the test in DawgCheck and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.

** Students who completely read this syllabus and email me the name of their favorite movie by August 26 will receive an additional point to their final grade.*

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.