

**University of Georgia**  
**INTL 3200: Introduction to International Relations**  
**Fall 2020, MWF 11:30 AM-12:20 PM**  
**International Affairs Building, Room 214**

---

---

Instructor: K. Chad Clay  
Email: [kcclay@uga.edu](mailto:kcclay@uga.edu)  
Office: International Affairs Building 329 or GLOBIS @ Franklin House  
Office Hours: On Zoom - Mondays, 3:00 - 5:00 PM, and by appointment  
Prerequisites: POLS 1101 or INTL 1100 or permission of department

---

---

**COURSE DESCRIPTION & OBJECTIVES:**

Many of the phenomena we observe in the international sphere are quite puzzling. For instance, given the huge economic and human costs of war, why do states engage in military conflict? Similarly, why are some individuals willing to engage in violence, even suicide bombing, to advance their own political aims? How are we to understand governments' interference in international trade? Why do states violate their citizens' human rights, and what can the international community do to prevent such violations? The objective of international relations is to answer questions like these, essentially providing us with an understanding of the important actors in international politics, their preferences, the institutions through which they work, and the way these various components interact to produce the political outcomes we all observe.

Overall, the aim of the course is to provide you with a stronger grasp on the practices and problems of international politics in a global context, with special attention paid to the dynamics surrounding war, peace, power, security, diplomacy, international organization, international economics, and non-state actors. By the end of this course, you should:

- Have a basic framework for understanding world politics that you can use to both explain international political events and understand, explain, and critique the various theoretical perspectives that exist in the field of international relations;
- Have a basic ability to speak the language of international relations, i.e. be capable of defining and applying the key concepts discussed in the course;
- Have a greater understanding of the many ways in which international politics influence domestic politics and vice-versa;
- Be capable of participating in the public debate surrounding international relations by making informed, logical, and convincing arguments;
- Gain a greater understanding of the way that various actors (e.g. politicians, diplomats, activists) conduct international relations, as well as the way political scientists study international politics.

## **REQUIRED BOOKS:**

Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. 2016. *World Politics: Interests, Interactions, Institutions*. 4<sup>th</sup> ed. Norton.

Tickner, Arlene B., and Karen Smith. 2020. *International Relations from the Global South: Worlds of Difference*. Routledge.

## **TESTS & ASSIGNMENTS**

### **Exam 1 (20%), Exam 2 (20%) & Final Exam (25%)**

There will be three major tests given this semester, all of which will be given online on eLC. Exam 1 will cover the first 1/3 of the class and will be given on eLC on **Friday, October 2**. Exam 2 will cover the second 1/3 of the class and will be given on eLC on **Friday, November 6**. The final exam will cover all course material and will be due on eLC on **Wednesday, December 14**.

### **Reflection Journal (15% (5 x 3%))**

A big part of this course will be focused on relating the material we are learning in the class to examples from both the real world and fiction. In an attempt to jump start your use of in-class concepts to understand the world around you, I am going to ask you to write four “reflection journal” entries that bring what we are learning in class into conversation with things we are learning outside of it. In each entry, I would like you to answer the following questions:

- (1) What is the most interesting thing you learned from this class since your last journal entry? Why do you find it interesting? What more do you still want to learn about it?
- (2) What was your most interesting thing related to international relations that you learned outside of the class since your last journal entry? Why do you find it interesting? What more do you still want to learn about it? (Ideally, this will come from the news, reading outside of class, or personal experience, but it can also come from your book selection in the next assignment).
- (3) Explain how what you learned outside of the class informed what you are learning inside of it, or vice-versa. If they have not informed one another since your last entry, explain why you feel that they have not.

These reflections should generally be short (less than 1 page). They are merely required to answer the three questions listed above. The very best entries will find ways for their answers to all three questions to speak to one another. Reflection journal entries will be due periodically over the course of the class; please see the class schedule below for due dates. You will turn them in via an assignment link on eLC. If you want to keep them all in the same document and re-upload an updated version each time, you are welcome to do so.

## **Class Project (15%)**

By the end of the class, I would like you to produce one unique creative product based on what you learned from this course. In its simplest form, this could be a 3-5 page paper on a topic of your choosing, relying on at least 3 sources outside of the required readings. However, I encourage you to consider other possibilities, including videos, podcasts, photography projects, blogs, performances, or other creative endeavors.

First, you will need to turn in a proposal for your project, which you can do any time **before October 23**. Projects may be collaborative, as long as the nature and necessity of the collaboration is fully expressed in your proposal and the proposal has been fully approved by me.

Second, the final product itself is due on **December 4**.

## **Syllabus Quiz (5%)**

You will be given a quiz on the syllabus, to be taken on eLC, due on **August 28**.

## **GRADING SCALE**

Letter grades will correspond to the following scale:

A	94-100	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

## **COURSE POLICIES**

### **1. Attendance**

Physical, in-person attendance is **NOT REQUIRED** in this class. In order to accommodate social distancing during the ongoing COVID-19 pandemic, only about 1/3 of the class will be allowed to come to the classroom on any given day. A list splitting you into groups and letting you know which days you will be able to attend in-person, if you so desire, is available on eLC. However, each of these classes will be available synchronously on Zoom and will also be uploaded for asynchronous viewing after the class. Likewise, all exams and other assignments will be accessible online, and the class itself could be taken entirely online, if the student so desires.

### **2. Zoom-Capable Device & Headphones**

If you choose to attend class in-person, you are **REQUIRED** to have a Zoom-capable device with you to participate, as well as headphones that you can use with that device. As our class will be split, we will have to ensure that all members of the class can communicate with one another.

Your Zoom-capable device will enable you to participate in class and hear your classmates that are unable to be in the room that day.

### **3. Face Coverings**

If you attend class, you are **REQUIRED** to wear a face covering. 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/>.

### **4. Zoom Etiquette**

Since we will be utilizing Zoom for much of our class this semester, we will need to be cognizant of the difficulties that come with that. To avoid echoes and distracting background noise, please mute yourself any time you are not the one speaking. Further, take care to wait to speak until called upon to ensure we aren't all interrupting each other and talking over one another.

### **5. Writing Style Rules**

When writing papers for this class, you should follow these rules. Failure to do so could result in a reduction of your grade.

- All papers should be double-spaced and in 12-point font, printed on pages with 1" margins all around.
- Title pages, graphs, tables, figures, references, appendices, etc. do not count toward your paper's length.
- You are required to use the American Political Science Association (APSA) style format for your papers. The full style guide can be found on our class's ELC page.

### **6. Cell Phones and Other Noise-Making Devices**

*All cell phones and other devices that make noise must be turned off or put on silent/vibrate upon entering the classroom.* Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's grade.

### **7. Academic Honesty**

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: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation.

Questions related to course assignments and the academic honesty policy should be directed to the instructor.

## **8. Class Discussion and Debate**

Political debates and discussions can become quite heated. This passion is part of what makes the study of politics fun. However, the fun ends where personal attacks and disrespect begin. All students are expected to be courteous and considerate of their classmates. Disrespectful language and personal attacks will not be tolerated.

## **9. Communicating with the Instructor**

My primary method of communicating with you outside of class time/office hours will be thorough email. You have each been assigned an email address by the university and will be held responsible for regularly checking this account. Assignment changes, important dates, changes to the class schedule, and other valuable information will be sent to this account over the course of the semester. Please check it regularly.

I have posted office hours from 3 until 5 PM on Mondays. Given the circumstances of this semester, I will be holding these office hours over Zoom. If you would like to meet with me during office hours, simply email me, and I will send you a link and a time. If these times do not work for you, I would be more than happy to set up an appointment at a different time during the week.

## **10. Staying Informed**

In this course, we will often discuss current political events and issues. It is therefore important that you stay informed. Your ability to take the news of the day and view it through the lens of what you are learning will be a vital component of your success in this class. You may get your information from whatever outlet you choose. However, it is recommended that at least some of your information comes from a national news source, such as *The New York Times* ([www.nytimes.com](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), CNN ([www.cnn.com](http://www.cnn.com)), or NPR ([www.npr.org](http://www.npr.org)). Also, academic blogs are often great places to encounter discussions of current events through the lens of the things we are talking about in class. A few political science blogs that may be useful for this course are The Monkey Cage (<https://www.washingtonpost.com/news/monkey-cage>), The Quantitative Peace ([www.quantitativepeace.com/](http://www.quantitativepeace.com/)), Political Violence @ a Glance (<http://politicalviolenceataglance.org/>), and The Duck of Minerva (<http://duckofminerva.com/>), among others.

## **11. Changes to the Syllabus**

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. As such, I reiterate the absolute necessity that you (1) stay up to date with the information on eLC and (2) check your email regularly.

## **ADDITIONAL UGA CORONAVIRUS INFORMATION**

### **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.

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.

## **PRELIMINARY COURSE SCHEDULE**

Our class will generally meet synchronously on Mondays and Wednesdays. Those that are allowed to attend in-person on a given day and choose to do so may join me in Room 214 of the International Affairs Building for those classes. Barring technological difficulties, everyone else will be expected to join over Zoom. Every Monday/Wednesday class will also be recorded over Zoom and uploaded to eLC.

Our class will generally NOT meet synchronously, either in-person or over Zoom, on Fridays. These days are set aside to watch the video lectures that will prepare us for the following week's classes and readings.

All class activity after Thanksgiving Break will be conducted online only.

The readings are expected to have been read by the date with which they are associated on the syllabus. In the following schedule, FLS = Frieden, Lake, and Schultz, *World Politics: Interests, Interactions, and Institutions*, and TS = Tickner and Smith, *International Relations from the Global South*.

### **Section 1. Why International Relations? History & Theory**

Friday, August 21

Video Lectures: Introduction & History of IR

Monday, August 24

FLS: Chapter 1

Wednesday, August 26

TS: Chapters 1-4

Friday, August 28

**Syllabus Quiz Due on eLC!**

Video Lectures: Overarching Theories of International Relations

Monday, August 30

Mingst & Arreguín-Toft, "Theory: Realism, Liberalism, & Constructivism"

Walt, "How to Get a BA in International Relations in 5 Minutes"

<https://foreignpolicy.com/2014/05/19/how-to-get-a-b-a-in-international-relations-in-5-minutes/>

Sjoberg, "Mansplaining' International Relations"

<http://relationsinternational.com/mansplaining-international-relations-walt/>

Wednesday, September 2

Lamy, et al, "Critical Approaches: Marxist and Feminist Theories"  
Sjoberg, "Seeing Sex, Gender, and Sexuality in International Security"

Friday, September 4

Video Lectures: Theorizing International Relations

Monday, September 7

**LABOR DAY**

Wednesday, September 9

TS: Chapters 5 and 6  
FLS: Chapter 2

## **Section 2. Why We Fight: Understanding Interstate Conflict**

Friday, September 11

**Journal Entry #1 Due!**  
Video Lectures: Explaining International War

Monday, September 14

FLS: Chapter 3  
Fearon, "Rationalist Explanations for War"

Wednesday, September 16

TS: Chapter 7

Friday, September 18

Video Lectures: Domestic Politics & International War

Monday, September 21

FLS: Chapter 4

Wednesday, September 23

Weeks, "Authoritarian Regimes and the Initiation of International Conflict"



Friday, September 25

**Journal Entry #2 Due!**

Video Lectures: International Institutions and War

Monday, September 28

FLS: Chapter 5  
TS: Chapters 8 -10

Wednesday, September 30

Review Session

Friday, October 2

**Exam #1**

**Section 3. People Against States: Civil Conflict & Terrorism**

Monday, October 5

Video Lectures: Civil Wars  
FLS: Chapter 6, Pgs. 234-266

Wednesday October 7

Mason, *Caught in the Crossfire*, Chapters 4-6

Friday, October 9

Video Lectures: Terrorism

Monday, October 12

FLS: Chapter 6, Pgs. 268-292

Wednesday, October 14

Piazza & Walsh, "Physical Integrity Rights & Terrorism"  
Piazza, "Poverty, Minority Economic Discrimination, and Domestic Terrorism"

## **Section 4. Binding Leviathan: International Law & International Organizations**

Friday, October 16

**Journal Entry #3 Due!**

Video Lectures: International Law

Monday, October 19

FLS: Chapter 11

Wednesday, October 21

FLS, Chapter 12

Friday, October 23

**Project Proposal Due!**

Video Lectures: International Human Rights

Monday, October 26

Poe, "The Decision to Repress"

Engelhart 2009, "State Capacity, State Failure, and Human Rights"

Wednesday, October 28

Keck and Sikkink, "Transnational Advocacy Networks"

Murdie and Davis 2012, "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs"

Friday, October 30

**Fall Break**

## **Section 5. Commanding Heights: International Political Economy**

Monday, November 2

Video Lectures: International Trade

Wednesday, November 4

FLS: Chapter 7

Friday, November 6

**Exam #2**

Monday, November 9

Video Lectures: International Monetary & Financial Relations  
FLS: Chapter 9

Wednesday, November 11

FLS: Chapter 8

Friday, November 13

**Journal Entry #4 Due!**  
Video Lectures: International Development

Monday, November 16

FLS: Chapter 10

Wednesday, November 18

TS: Chapters 12 & 13

**Section 7. Current Issues in IR**

Friday, November 20

Video Lectures: The Environment

Monday, November 23

FLS: Chapter 13  
TS: Chapter 16

**\*\*\*\*\*ALL CLASS ACTIVITY AFTER THIS DATE IS ONLINE ONLY!\*\*\*\*\***

Monday, November 30

Video Lectures: Challenges

Wednesday, December 2

FLS: Chapter 14

Friday, December 4

**Class Project Due!**

Video Lectures: Resistances & Futures

Monday, December 7

TS: Chapters 14 & 15

Tuesday, December 8

TS: Chapter 17

Wednesday, December 9

**Journal Entry #5 Due!**

Review & Close

Wednesday, December 14

**Final Exam Due on eLC!**

## 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.