

INTL 3200: Introduction to International Relations

University of Georgia – Fall 2020
MLC 205, MWF 11:30am-12:20pm

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Office: IA Building, Room 217

Office Hours: Mon 10:30-11:30am via Zoom – Open
Mon 12-1pm via Zoom – by Appointment



Course Overview and Objectives:

The purpose of this course is to introduce students to the concepts and theories 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 begins with an overview of the major theoretical lenses that are used to interpret the behavior of international actors. We will interrogate ideas about power as we look at these lenses – who created them, what types of values and hierarchies do they reinforce, and what are the consequences for the ways we approach international relations. 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.

While this is not a course on current events, we will often rely on examples from the news to inform our understanding of the concepts addressed in the readings. The primary objective of this course is to equip students with the language and ideas scholars use to discuss international relations in order to prepare them to take upper-level IR courses. In addition, students will become more aware of the influence of global issues on their lives and how the decisions they make each day impact international relations.

COVID Information

I am committed to making this an academically rigorous course that provides you the foundation you need to succeed in your upper-level IA courses, while also prioritizing compassion and patience. The COVID-19 pandemic will create extenuating circumstances for many students and faculty. With this in mind it is crucial that you understand the following:

- There is **no required attendance** for this course. All class lectures will be pre-recorded and available to you on ELC once a module starts (more on modules below).
- Mondays will be “content focused” days for asynchronous learning, where you are expected to watch the bulk of the lecture videos for the module and complete the assigned readings.
 - ****Videos and readings that you MUST watch BEFORE participating in the discussion on Wed or Friday will be printed in red.**
- Wednesdays I will hold a face-to-face class meeting addressing the discussion question for the module. Social distancing requirements limit attendance in class to approximately 35% of the normal class size. **If you plan to come to class you will need to register using the Google doc on ELC by 8am Wednesday morning.** Registering allows me to ensure that we do not have more students coming to class than seats available, and it means that I have a record of all students who will be present in case contact tracing is necessary.
 - **All students attending class must have a properly worn face covering per USG guidelines.**
 - **Again, the video(s) and readings that you MUST complete before participating in the discussion will be printed in red on the syllabus.**
- Fridays I will hold a remote class meeting via zoom from the classroom addressing the discussion question for the module. This ensures that all students, no matter their health status, have the ability to take part in the kinds of active, engaged discussion with peers that are essential to learning in this course. Moreover, these sessions, in addition to office hours, allow students who are unable to attend face-to-face discussions the opportunity to directly interact with and build relationships with their colleagues and me. (Indeed, participating via zoom may be an easier way to build personal connections as there is no need to be masked or distanced). If you come to the classroom on Friday please recognize that you will be engaging in a discussion via zoom (with your mask on) and **will need to register using the Google doc on ELC by 8am Friday morning.**
 - Important requirement: You must be ***visibly present*** for any zoom discussion (no screen saver). The purpose of your participation in the zoom meeting is to be ***actively engaged*** in the discussion.
 - The zoom discussions will be recorded and available on ELC for students who prefer to complete their discussion post asynchronously.
- Please note that all UGA courses will be held online after Thanksgiving.
- Importantly, a typical semester can be stressful - this semester is likely to be anything but normal. Please take care of yourself and others around you. In addition wearing a mask, socially distancing, and washing your hands, please also be sure to set aside downtime to engage in activities that are meaningful to you such as spending time outside, listening to music, or talking with friends and loved ones. I’ve listed resources below for those needing additional support (and of course you can always let me know and I’ll put you in contact with the many resources UGA has to offer).

- Please don't hesitate to let me know if you need an extension on a module deadline.
- UGA COVID Information for students: 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/>
 - 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>
 - 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.
 - 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.
 - 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.

Course Requirements:

- **Structure of Modules:** This course is organized around 14 different modules (or major topics) in IR. Each module, with the exception of the last one (module 14), opens on Sunday (12:01am) closes the following Saturday (11:59pm). **All assignments for a module are due before the module closes, unless otherwise noted.**

Each module will consist of the following components:

- **Lecture Videos** – one or more video of me introducing you to the major concepts and ideas of the module
- **Readings & Other Assigned Materials** – these may include readings from the textbook, journal articles, newspaper articles, blogs, outside videos (e.g. TED talks, documentaries), and podcasts
- **Discussion Question** – Each module will have a discussion question that all students need to answer (approximately 300 words). Each student will be assigned to a group for the purpose of sharing their discussion answers.
 - Note: This discussion question will also form the centerpiece of our in-class/virtual discussion on Wednesday and Fridays. You can choose to participate in the discussion of this question in-person on Wednesday (please remember to register for a seat for the in-person class meeting using the Google doc on our class ELC page by 8am Wednesday morning), or to

participate remotely on Friday (via zoom during our set class time), or to participate asynchronously (meaning on your own time). In order to earn credit for answering the discussion question you must upload your response to the appropriate discussion board before the end of the module.

- To ensure that everyone has had the opportunity to engage with colleagues and consider alternative perspectives, students who complete the assignment asynchronously should respond to the immediately previous student's post in addition to answering the question.
- **Quiz** – you will complete a quiz for all modules (*except Module 9*). Quizzes will draw on *all* materials from that module such as lecture videos, assigned readings/podcasts, and any additional materials assigned for the module's discussion question.
- **Readings:** The readings for each module are crucial for understanding the content in the videos, and you will be held accountable for this information through quizzes. Lectures and class discussion are intended to supplement, not duplicate, the readings.

There is one *required* text:

Joshua S. Goldstein and Jon C. Pevehouse. *International Relations, Brief 7th Edition*. Pearson. ISBN-13: 978-0134406350

*Note: there will be a copy of the text on reserve at the main library. You can use the online version if you like.

***All other readings will be posted on the class ELC page unless otherwise noted*

***You are also required to keep up with current events – see below*

On occasion an article relevant to the topic we are covering will be published and I will assign it on short notice. In that case I will send out a message to the class using the “ANNOUNCEMENTS” section of the class ELC page. ****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!**

- To register for “Announcement Notifications” click on your name in the upper right-hand corner of the class ELC page > notifications > scroll down to “instant notifications > check the boxes for “Announcements”
- You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message
- **Grading**
Your final course grade will be determined by the following assessments:
 - 14 Quizzes (1 syllabus quiz + 13 module quizzes) – 50%
 - Discussion Questions (14 module discussion Qs + Intro) – 15%
 - Class Participation (10% first half + 10% second half) – 20%
 - Practice & Application (4 assignments x 5%) – 20%

Letter grades correspond to the following 0-100 scale:

94-100	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	67-69	D+
84-86	B	64-66	D
80-83	B-	60-63	D-
77-79	C+	00-59	F

- **Quizzes:** You will complete 14 quizzes this semester (1 syllabus quiz + 1 for each module, except Module 9). All quizzes have a time limit. **Most quizzes will consist of 10 questions with a 25-minute limit to complete the quiz. I strongly encourage you to take notes on the lecture video(s) and each of the required readings BEFORE attempting the quiz.** You are welcome to keep the materials open while taking a quiz (indeed some questions may ask you to refer to a specific figure or table in a reading), however since the quizzes are timed you will not have sufficient time to read/watch the material for a first time with the quiz open. **Again, watch the lecture video and complete the readings – then attempt the quiz!**
- **Module Discussion Questions:** Each module will have a discussion question to which you need to write a written response. As the directions above note, your response is to be grounded in the assigned materials and will engage the ideas of other students in the class. If you participated in the discussion in-person or via zoom you should reference that discussion in your response; if you're completing the response asynchronously your answer should include a response to the previous post.
 - You should **type your response directly into the dialogue box** provided for the appropriate discussion question; do not upload it as a word or google doc. Most assignments require you to refer to class readings/video. Please follow the directions to receive full credit.
 - Your discussion posts will be shared with other members of your discussion group, that is a subset of the class. The purpose of putting you in these groups is to help you build a personal connection with a group of students by engaging with them weekly. They will also be the group that you work with to complete your final Practice and Application Assignment.
 - You will need to complete an **“Introduction” discussion post**, in addition to the discussion question for Module 1. This will be your opportunity to introduce yourself to members of your group. Instructions will be provided on ELC.
- **Class Participation:** Simply showing up to class - in person or on zoom - does not constitute participation. You are expected to play an active role in class discussions. There are multiple ways to earn points toward your participation grade.
 - Active participation in-person or zoom discussion. I expect your questions and responses to be grounded in the assigned readings.
 - Responding to a question embedded in the lecture videos
 - Send me a 10-15 minute video of you discussing topics from readings with classmates (might be nice to organize with your discussion group)
 - Ask questions during office hours

- **Participation through the Full Class Discussion board (NOT the weekly discussion assignment)** – most students will earn the bulk of their participation grade by **starting new threads or responding to threads started by peers** (I will refer to both of these as “posts”) on the Full Class Discussion board. Appropriate topics for the Full Class Discussion board include: (1) reflections on current events related to IR; (2) reflections on ideas presented in course readings or (3) reflections on lecture videos.
 - *You should aim for at least 1 post/week.* Your participation is graded based on completion of a post, not content, however posts that demonstrate a lack of seriousness or relevance will not be given credit.
 - Spamming the discussion boards all at once and/or on the last week they are open will automatically lower your grade! The point of this is to demonstrate your engagement with the course throughout the semester!
 - On occasion I may weigh-in on a discussion if I think there is pertinent information or perspectives being overlooked, but this is primarily a space for you to engage with each other.
 - While your participation grade is worth 20% of your overall grade, you will receive half your participation grade at midterm (10%), and the other half at the end of the term (10%). This is to ensure that you’re participating *throughout the semester*. Posts to the discussion board in the first half of the semester will not be given credit after October 13 (UGA’s midterm date), and posts to the discussion board for the second half of the semester will not be given credit after December 9 (last day of classes).
 - We will often discuss contentious political issues and I expect that you will be respectful of each other’s perspectives. Interruptions, slurs, or making fun of students or their views will not be tolerated.
- **Practice & Application Assignments** – Students will complete 4 Practice and Application Assignments (the last is a group Assignment). Details are provided in the respective modules.

Other important information:

- **Current Events:** Students are **REQUIRED** to stay up to date on world politics for class discussions. I suggest that you skim a major newspaper, such as the *New York Times*, *Wall Street Journal*, *Washington Post*, *The Guardian* (UK) or a weekly periodical, such as *The Economist*, on a **regular basis**. Students often note, “there is so much news, what do I need to know?” Each of these newspapers has a “world politics” section.
 - **Tips:** I strongly suggest linking your web browser home page to an international news source. You can also have the headlines of the day automatically emailed to you from the Council of Foreign Relations (www.cfr.org). There are also several useful IR blogs, including: [Duck of Minerva](#), [War on the Rocks](#), [Political Violence at a Glance](#), and the [Monkey Cage](#) (which covers all the subfields of Political Science). For those of you interested in televised or podcast world news, I suggest *BBC World News*.
- **Technology:**

- **Laptops** are **not** welcome in class on Wednesday, unless I instruct you to bring one.
- All **phones** should be **shut off** or set to **silent** – NOT VIBRATE – before arriving to class. The use or interruption of these devices during regular class time will result in a **reduction of your participation grade**.
- **Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.
 - **PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!
 - Again, to sign up for Announcement Notifications: your name on the class ELC page > Notifications > Scroll to “Instant Notifications” > Announcements
 - When emailing me please only use your UGA email account and include your course number in the subject line. In most cases I will respond to emails within 24 hours. Importantly, before you email me **please check the syllabus** and the **Announcements** posted on ELC to be sure that your question has not been previously addressed.
 - *A note on etiquette:* please use **appropriate salutations** including **my name** in the opening (**NOT** Miss/Ms./Mrs. Gallagher!) and your name in the closing. (Hint: you can’t go wrong with “Dear Professor Gallagher”).
 - For further guidance see: <http://www.wikihow.com/Email-a-Professor>.
- **Office Hours** – Think of office hours as “student hours” – they are your opportunity to get to know your professor, ask questions about the course, the major, or life beyond UGA. I will be available to meet with students during the office hours listed above. Please note that some of the time is open for all students and some of it is reserved for students who need to speak with me privately. **You can see my availability and schedule an appointment at:**
<https://docs.google.com/document/d/11V8ETwJbmKJ8ah9eIUtH0YRyf0B7wFSLWYWUS3j4GTc/edit>.
- **Academic Dishonesty** – 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. The most common issue of academic dishonesty I have come across is plagiarism. To be clear, plagiarism is copying from any source material (direct or paraphrasing of ideas), published or unpublished (this includes Wikipedia!), without giving proper credit. I will post a link to the Chicago Manual of Style citation format on ELC.
- **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.
- 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**. Students with DRC approved

accommodations for recording should make an appointment with me to discuss a plan that protects your right to privacy, that of your classmates, and everyone’s intellectual property.

- UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to speak with me or contact these resources directly. *Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/harassment and/or relationship violence to UGA’s Equal Opportunity Office.* UGA’s Relationship and Sexual Violence Prevention (info below) can speak to students confidentially.
 - **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 (RSVP)** – 706-542-SAFE (The advocates at RSVP can provide students confidentiality).
- **This syllabus is subject to change throughout the semester**

Topic and Reading Schedule

Module 1: Introduction to Studying IR & Theoretical Lenses Fri Aug 21 & Monday Aug 24, Wed Aug 26, Friday Aug 28	
Videos:	<ul style="list-style-type: none"> • Welcome – Introduction • Sovereignty, States & Hierarchy • Other Actors in IR • Levels of Analysis • Collective Action • Liberalism and Historical Development of IR
Readings:	<ul style="list-style-type: none"> • G&P p. 1-35 • G&P p. 67-76 • “Palestinians Gaining Momentum in Quest for Statehood” <i>NYT</i> https://www.nytimes.com/2015/01/06/world/middleeast/palestinians-seen-gaining-momentum-in-quest-for-statehood.html • “ISIS Transforming into Functioning State that Uses Terror as a Tool” <i>NYT</i> https://www.nytimes.com/2015/07/22/world/middleeast/isis-transforming-into-functioning-state-that-uses-terror-as-tool.html
Discussion Question:	<p><i>Is Palestine a State? Was the Islamic State (IS) a State?</i></p> <p>In this discussion post you should argue whether Palestine is a state and whether the Islamic State was a state. First, watch the course video on states and read the two short articles on Palestine and the Islamic State. Then, based on the information in the course videos and readings, argue whether these two entities are/were states. Be sure to cite your sources. (Remember:</p>

	discussion posts written asynchronously must also directly respond to the points made by the previous poster.)
Quiz:	<ul style="list-style-type: none"> • Syllabus Quiz due by 11:59pm Sat, August 29 • Module 1 Quiz due by 11:59pm Sat, August 29
Other important reminders & dates for this module	<ul style="list-style-type: none"> • Introduction Discussion Post due by 11:59pm Sat, August 29 • **TURN NOTIFICATIONS ON FOR COURSE! <ul style="list-style-type: none"> ○ To register for “Announcement Notifications” click on your name in the upper right-hand corner of the class ELC page > notifications > scroll down to “instant notifications > check the boxes for “Announcements” • Just to be clear: <ul style="list-style-type: none"> ○ You have <u>2 quizzes</u> to complete during this module – the syllabus quiz and Module 1 Quiz ○ You have <u>2 discussion posts</u> to complete during this module – your introduction and Module 1 discussion question

Module 2: Liberalism vs. Realism Mon Aug 31, Wed Sept 2, Friday Sept 4	
Videos:	<ul style="list-style-type: none"> • Realism • Strategy & Rationality: Prisoner’s Dilemma • China and the US today
Readings:	<ul style="list-style-type: none"> • G&P p. 37-65 • John Mearsheimer. 2014. “Can China Rise Peacefully?” <i>The National Interest</i>. http://nationalinterest.org/commentary/can-china-rise-peacefully-10204 • G. John Ikenberry. 2008. “The Rise of China and the Future of the West.” <i>Foreign Affairs</i>
Discussion Question:	<p><u>Is China A Threat to American Hegemony?</u></p> <p>IR scholars differ in how to approach China as a rising great power. In this discussion post you will argue whether or not China is a threat to American hegemony. First, be sure to complete the Ikenberry and Mearsheimer readings, which address two different scholars’ perspectives (representing a realist and liberal position) on China’s rise. Then, based on the information in the course videos and readings, argue whether China is a threat to American Hegemony. In making this argument you should also consider the weaknesses of the authors’ positions. You should speak directly to the points made by each scholar. That is, you need to be able to directly reference and critique the points made by Ikenberry and Mearsheimer (Final reminder: discussion posts written asynchronously must also directly respond to the points made by the previous poster).</p>

Quiz:	<ul style="list-style-type: none"> Module 2 Quiz Due by 11:59pm Sat, Sept. 5
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Module 3: Constructivism and Norms in IR Mon Sept 7 (Labor Day), Wed Sept 9, Fri Sept 11	
Videos:	<ul style="list-style-type: none"> Foundations of Constructivism Transnational Advocacy Networks (TANS)
Readings:	<ul style="list-style-type: none"> G&P p.92-102 Listen to <i>Scene on Radio</i> Podcast, Season 2 (Seeing White) Episode 2: How Race Was Made https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/ Margaret E. Keck & Kathryn Sikkink. "Transnational Advocacy Networks in International Politics" and "Human Rights Advocacy Networks in Latin America" in Mingst & Snyder. <i>Essential Readings in World Politics</i>. Nicolo Naourafchan. 2008. "A Bloodless War: An Analysis of the Weapons Used by the International Campaign to Ban Landmines." <i>E-IR</i> available at: http://www.e-ir.info/2008/05/22/a-bloodless-war-an-analysis-of-the-weapons-used-by-the-international-campaign-to-ban-landmines/
Discussion Question:	<p><u>Examples of Social Construction in IR</u></p> <p>Scholars who use a constructivist lens are attentive to the ways that identity, ideas, and norms shape international relations. In this discussion post reflect on how <i>ideas about power</i> shape the identities, ideas, and norms that matter in IR. Provide 2 specific examples to make your point.</p>
Quiz:	<ul style="list-style-type: none"> Module 3 Quiz Due by 11:59pm Sat, Sept 12

Module 4: Module 4: Gender & Feminist IR Mon Sept 14, Wed Sept 16, Fri Sept 18	
Videos:	<ul style="list-style-type: none"> Understanding Gender Feminist Perspectives in IR
Readings:	<ul style="list-style-type: none"> G&P p. 102-111 Carol Cohn. 2013. "Women and Wars: Toward A Conceptual Framework" from <i>Women & Wars</i>. <ul style="list-style-type: none"> *Read only pgs. 1-20 (for now!) Valerie Hudson. 2012. "What Sex means for world peace." <i>Foreign Policy</i>.

	<ul style="list-style-type: none"> • Laura Sjoberg “’Mansplaining’ International Relations” Available at: http://relationsinternational.com/mansplaining-international-relations-walt/
Discussion Question:	<p><u>Applying a Gender Lens to IR</u></p> <p>The “Arab Spring” is the name given to the wave of prodemocracy movements that took place across the Middle East and North Africa in the spring of 2011. For this discussion post you will watch the video below of Asmaa Mahfouz, one of the he most prominent voices among young Egyptians during the Arab Spring protests. How does Mahfouz use gender in this video? What are the strengths and weaknesses to this strategy?</p> <ul style="list-style-type: none"> • Video : https://www.youtube.com/watch?v=SgjIgMdsEuk
Quiz:	<ul style="list-style-type: none"> • Module 4 Quiz Due by 11:59pm Sat, Sept 19

<p>Module 5: Foreign Policy Decision Making Mon Sept 21, Wed Sept 23, Fri Sept 25</p>	
Videos:	<ul style="list-style-type: none"> • Rationality, Cognitive Biases, and Decision Making • Case Study - 2003 Iraq Invasion
Readings	<ul style="list-style-type: none"> • G&P p. 77-92 • Elizabeth Saunders. 2016. “Mitch McConnell Thinks You Don’t Need Experience To Be President. Here’s Why He’s Wrong.” <i>WaPo</i> (Monkey Cage Blog). https://www.washingtonpost.com/news/monkey-cage/wp/2016/07/27/mitch-mcconnell-thinks-you-dont-need-experience-to-be-president-heres-why-hes-wrong/?utm_term=.190f068eaae9 • David Houghton. 2008. Invading and Occupying Iraq: Some Insights from Political Psychology. <i>Peace and Conflict</i>. 169-192.
Discussion:	<p><u>How much do individuals matter in IR?</u></p> <p>While some scholars (yours truly being one) place a great emphasis on the role of individuals in IR, others instead focus on state-level or systems-level explanations. Give an example of a <i>current foreign policy issue</i> and explain how much of it is driven by individuals’ decision making and how much of is driven by state/system factors.</p>
Quiz:	<ul style="list-style-type: none"> • Module 5 Quiz Due by 11:59pm Sat, Sept 26
Other important reminders & dates for this module:	<p><u>Practice & Application Assignment 1: Concepts in IR Movie Analysis</u></p> <p>Choose one of the movies below and analyze it in light of the concepts and theories discussed in the readings and lectures. Your essay must have a clear thesis (i.e. argument) stated explicitly in your opening paragraph and supported with evidence from the movie and readings/lectures. Essays should be no more than 500 words, contain proper citations, and uploaded to the ELC ASSIGNMENTS folder.</p> <ul style="list-style-type: none"> • Due by 11:59pm Sat, Sept 26

	<p>Movies (available on various streaming services as well as can be borrowed for free from the Main Library’s Media center in the basement):</p> <ul style="list-style-type: none"> • <i>Black Panther</i> (trailer: https://www.marvel.com/movies/black-panther) • <i>Wonder Woman</i> (trailer: https://www.warnerbros.com/movies/wonder-woman) • <i>Captain America: Civil War</i> (trailer: https://www.marvel.com/movies/captain-america-civil-war)
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Module 6: Interstate Conflict Mon Sept 28, Wed Sept 30, Fri Oct 2	
Videos:	<ul style="list-style-type: none"> • What is war? • Bargaining Model of War • What makes intrastate wars different?
Readings:	<ul style="list-style-type: none"> • G&P p. 115-147 • Carol Cohn. 2013. “Women and Wars: Toward A Conceptual Framework” from <i>Women & Wars</i>. <ul style="list-style-type: none"> ○ *Read only pgs. 21-30 • Frieden, Lake, and Schultz. 2012. “Why Are There Wars?” in <i>World Politics: Interests, Interactions, Institutions</i>. p. 89-134 • Barbara F. Walter. 1997. The Critical Barrier to Civil War Settlement. <i>International Organization</i>. Pp. 335-64. <ul style="list-style-type: none"> ○ **Focus on the theory & conclusion (pp. 335-343 and 360-363) – skim the rest.
Discussion Question:	<p><u>What is War?</u></p> <p>In the lecture videos I’ll explain the ways wars are most often defined by IR scholars, however Cohn’s reading complicates the ways we define wars. In this discussion post explain at least 2 problems with limiting our understanding of wars to conflict with 1,000 or more battle deaths between two states. If these problems exist, why do many scholars still rely on this definition when they speak about war?</p>
Quiz:	<ul style="list-style-type: none"> • Module 6 Quiz Due by 11:59pm Sat, Oct 3

Module 7: International Security Mon Oct 5, Wed Oct 7, Fri Oct 9	
Videos:	<ul style="list-style-type: none"> • Traditional views of security • Human Security • “Bitter Rivals: Iran and Saudi Arabia” PBS Frontline Documentary (part 1):

	https://www.pbs.org/wgbh/frontline/film/bitter-rivals-iran-and-saudi-arabia/
Readings	<ul style="list-style-type: none"> • G&P p. 147-171 • Kenneth Waltz. 2012. “Why Iran Should Get the Bomb.” <i>Foreign Affairs</i>. • “Saudi Arabia, With China’s Help, Expands Its Nuclear Program.” <i>Wall Street Journal</i>. August 4, 2020. https://www.wsj.com/articles/saudi-arabia-with-chinas-help-expands-its-nuclear-program-11596575671 • Lloyd Axworthy. 2001. Human Security and Global Governance: Putting People First. <i>Global Governance</i>.
Discussion Question:	<p><u>Evaluating Waltz’s Argument</u> Waltz, one of the most influential realist scholars, makes the argument for giving Iran (or any other state for that matter) nuclear capabilities. Evaluate his argument – what are the strengths and weaknesses, and are there issues that he fails to consider?</p>
Quiz:	<ul style="list-style-type: none"> • Module 7 Quiz Due by 11:59pm Sat, Oct. 10

<p>Module 8: Terrorism Mon Oct 12, Wed Oct 14, Fri Oct 16</p>	
Videos:	<ul style="list-style-type: none"> • What is terrorism? • Strategic Logic of Suicide Terrorism • Mia Bloom. 2011. TEDxPSU: “Seeing the New Face of Terrorism” https://www.youtube.com/watch?v=KOTyVBhpTEM
Readings:	<ul style="list-style-type: none"> • Re-read G&P p. 156-160 • Robert Pape. 2003. Strategic Logic of Suicide Terrorism. <i>American Political Science Review</i>. • Lindsey O’Rourke. 2009. What’s Special About Female Suicide Terrorism? <i>Security Studies</i>. 681-718. <ul style="list-style-type: none"> ○ **Read only pages 681-700
Discussion Question:	<p><u>What is terrorism?</u> For this multi-part discussion post you should number your responses.</p> <ol style="list-style-type: none"> 1. The following are two different definitions of terrorism used by agencies within the US government. <p>The State Department (Title 22 of the U.S. Code, Section 2656f(d)) defines terrorism as “premeditated, politically motivated violence perpetrated against noncombatant targets by subnational groups or clandestine agents, usually intended to influence an audience.”</p>

	<p>The Federal Bureau of Investigation (FBI) defines terrorism as “the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.”</p> <p>Compare these two definitions. In what significant ways do they differ? Why?</p> <p>2. This August marked the 75th anniversary of the US carrying out nuclear bomb attacks against the Japanese cities of Hiroshima and Nagasaki. Based on the readings and lecture videos, were these acts of terrorism? In your explanation consider how ideas about power shape the way we define terrorism.</p>
<p>Quiz:</p>	<ul style="list-style-type: none"> • Module 8 Quiz Due by 11:59pm Sat, Oct. 17
<p>Other important reminders & dates for this module:</p>	<p><u>Practice & Application Assignment 2 – Analyzing Data</u></p> <p>First, go to the GTD database at START hosted by the University of Maryland (https://www.start.umd.edu/gtd/) and using the data available there generate two different figures (these can be line graphs, bar graphs, pie charts, whatever you like). The figures can be based on tactics, region, fatalities, etc. – whatever you find interesting - and can span any time period you like based on what GTD makes available.</p> <p>Then write a discussion post (approximately 300 words) where you (1) include the 2 figures (you can hit export or print to do this, although screen shots are also an easy option), and explain what the figures capture – what values did you set for each parameter? (2) Make 2 observations about the data in your figures (so you should write about a total of 4 observations... two for each figure).</p> <p>[Directions on how to generate a figure/table: Go to the GTD website. Click on “Advanced Search” at the top in the large red box/bar that says “Search the Database”. This will take you a page where you can set the parameters for your search including date, region, country, perpetrator group, weapon type, attack type, target type, limit the terrorism criteria, and casualties. Once your parameters are set you can hit “search” and then generate a figure for each parameter you click on. **You must have Adobe Flash installed to see the figures! It can be downloaded for free as you’re generating your figures (you’ll be prompted to download it/run it on the START website when you click “line graph” or some other type of figure). As you’ll see, some parameters can generate only line graphs, while others give you an</p>

	option of different types of graphs. You can click export, print, or just take a screen shot to capture your figure. You need only post 2 figures for this assignment and two observations of each figure. I've included a short video of me generating some figures using the GTD database on the ELC page just so you can see how it's done if these instructions are confusing.]
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Module 9: Pandemics & Politics - COVID? Mon Oct 19, Wed Oct 21, Fri Oct 23	
Videos:	<ul style="list-style-type: none"> IR & COVID
Readings:	<ul style="list-style-type: none"> “What does the World Health Organization Do?” June 1, 2020. <i>CFR Backgrounder</i>. https://www.cfr.org/backgrounder/what-does-world-health-organization-do David Fidler. April 10, 2020. “The World Health Organization and Pandemic Politics”. <i>Think Global Health</i>. https://www.thinkglobalhealth.org/article/world-health-organization-and-pandemic-politics <i>Bombshell</i> (podcast). Episode “I do my hair toss, check my emails.” April 21, 2020. Available: https://warontherocks.com/2020/04/i-do-my-hair-toss-check-my-emails/ <ul style="list-style-type: none"> **Listen to 6:15-28:30 (If you want to read the article they’re talking about here it is: David Barno and Nora Bensahel. March 31, 2020. “After the Pandemic: America and National Security in a Changed World.” <i>War on the Rocks</i> (blog). https://warontherocks.com/2020/03/after-the-pandemic-america-and-national-security-in-a-changed-world/) Why Hasn’t US national security community prioritized public health – until now https://www.pbs.org/newshour/show/why-u-s-national-security-community-has-never-prioritized-public-health-until-now
Discussion Question:	<p><u><i>Pandemics as Transnational Threats</i></u> Explain the international (or a specific state) response to the global pandemic from each of the three levels of analysis? How do explanations from different levels provide insights into different aspects of the pandemic and actors involved?</p>
Quiz:	NO QUIZ – YAAAAAY!
Other important reminders & dates for this module:	<ul style="list-style-type: none"> October 27 - Withdrawal deadline

Module 10: International Political Economy – Trade Mon Oct 26, Wed Oct 28, No class Fri	
Videos:	<ul style="list-style-type: none"> • Liberalization & Protectionism • PBS News Hour. September 28, 2019. “Impact of U.S.-China trade war felt in both countries” https://www.youtube.com/watch?v=dt2W2uOyLGw
Readings:	<ul style="list-style-type: none"> • G&P p. 174-200 • “WTO Says Canada, Mexico Can Slap \$1Billion in Tariffs on US Over Meat Labels” 12/7/15. <i>Wall Street Journal</i>. • “How Trump Trade Policy Could Complicate Your Ice Cream Sundae” 7/18/17. <i>WaPo</i>. https://www.washingtonpost.com/news/wonk/wp/2017/07/18/trumps-trade-policy-explained-with-whipped-cream/ • “Will Trump Kill the Bourbon Boom?” 7/11/17. <i>NYT</i>. https://mobile.nytimes.com/2017/07/11/opinion/will-trump-kill-the-bourbon-boom.html?smid=tw-share&referrer=https://t.co/JMw0r1wdhu
Discussion Question:	<p><i>Costs and Benefits of Trade Liberalization</i></p> <p>Trade liberalization, or the idea of opening markets and lowering barriers to trade, has been foundational to the liberal economic order that was established after WWII. In this discussion post address what you think are the 3 most important costs and 3 most important benefits to trade liberalization.</p>
Quiz:	<ul style="list-style-type: none"> • Module 10 Quiz Due by 11:59pm Sat, Oct. 31

Module 11: International Political Economy – Finance & Development Mon Nov 2, Wed Nov 4, Fri Nov 6	
Videos:	<ul style="list-style-type: none"> • Monetary Policy • Foreign Aid & Development • Dilip Ratha. 2014. TED Talk “The Hidden Force in Global Economics: Sending Money Home.” https://www.ted.com/talks/dilip_ratha_the_hidden_force_in_global_economics_sending_money_home?language=ry • David Damberger. 2011. TED Talk: “What Happens When an NGO Admits Failure.” https://www.ted.com/talks/david_damberger_what_happens_when_an_ngo_admits_failure
Readings:	<ul style="list-style-type: none"> • G&P p. 200-220 • G&P p. 278-329

Discussion Question:	<i>Doing Development</i> Ask a group of IA students what they want to do with their degree and undoubtedly several will say “development.” What are the challenges to “doing” development? Why are wealthy states (and even well-meaning undergrads) so interested in development? What would be your suggestions for how IGOs, States, NGOs, and individuals can improve their development programs?
Quiz:	<ul style="list-style-type: none"> • Module 11 Quiz Due by 11:59pm Sat, Nov. 7

Module 12: Global Governance – International Organizations & International Law Mon Nov 9, Wed Nov 11, Fri Nov 13	
Videos:	<ul style="list-style-type: none"> • International Organizations & The United Nations • International Law
Readings	<ul style="list-style-type: none"> • G&P p. 222-243 & 258-266 • Shashi Tharoor. 2011. “Security Council Reform: Past, Present and Future.” <i>Ethics and International Affairs</i>. https://www.carnegiecouncil.org/publications/journal/25_4/essay/001 • David Bosco. 2009. “Think Again: The UN Security Council.” <i>Foreign Policy</i>. https://foreignpolicy.com/2009/09/23/think-again-the-u-n-security-council/
Discussion Question:	<i>Changing the UN Security Council?</i> Upon hearing of your success so far in Intro to IR, and after decades of debating how to “improve” the UN Security Council (UNSC), the members states of the UN have given up and hired you to reform the UNSC. In this discussion lay out your reform plan. This is a persuasive essay where you need to explain why reform (and your plan in particular) is necessary, what your guiding principles will be, what challenges you anticipate, and what the future UNSC will look like under your plan.
Quiz:	<ul style="list-style-type: none"> • Module 12 Quiz Due by 11:59pm Sat, Nov. 14

Module 13: Human Rights, & Humanitarian Intervention Mon Nov 16, Wed Nov 18, Fri Nov 20	
Videos:	<ul style="list-style-type: none"> • Human Rights • Humanitarian Interventions & R2P • Watch the Frontline Documentary “Myanmar’s Killing Fields” https://www.pbs.org/video/myanmars-killing-fields-wwdvdml/

Readings	<ul style="list-style-type: none"> • G&P p. 266-276 • NYT Debate “Have Human Rights Treaties Failed?” Available: https://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties-failed • Western and Goldstein. Nov/Dec 2011. “Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya.” <i>Foreign Affairs</i> • 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
Discussion Question:	<p><u><i>Sovereignty vs the Responsibility to Protect</i></u> R2P is often cast as a challenge to the norm of state sovereignty. In this discussion explain whether these are competing or complementary norms. If they are competing, which should take priority (and why)? If they are complementary, how should the international community respond when a state commits gross violations of human rights against people within their borders?</p>
Quiz:	<ul style="list-style-type: none"> • Module 13 Quiz Due by 11:59pm Sat, Nov. 21
Other important reminders & dates for this module:	<p><u>Practice and Application Assignment 3 – Evaluating the UDHR</u> Read the Universal Declaration of Human Rights (http://www.un.org/en/documents/udhr/) and write an essay (max 500 words) evaluating it in terms of the rights articulated and the rights missing. Your essay should have a clear thesis where you argue whether or not the rights established in this document are sufficient. If the UDHR were written today what other rights might be included (or excluded if there are ones you deem outdated)? Conclude your analysis by considering how power shapes which rights we consider to be universal human rights.</p> <ul style="list-style-type: none"> • Assignments should be uploaded to the ASSIGNMENTS folder on ELC by 11:59pm, Sat. Nov. 21.

Module 14: Challenging the State: The ICC, Climate Change & Drones Mon Nov 23, Mon Nov 30, Wed Dec 2, Fri Dec 4, Mon Dec 7 & Tu Dec 8	
Videos:	<ul style="list-style-type: none"> • The ICC • Climate Change • Drones
Readings:	<p><u>The International Criminal Court</u></p> <ul style="list-style-type: none"> • Re-read G&P pp. 271-4 • Bracknell. 2011. “The US and the International Criminal Court: An Unfinished Debate.” <i>LA Times</i>. http://articles.latimes.com/2011/may/26/opinion/la-oe-bracknell-icc-20110526 • Listen (or read transcript): “The US Will Retaliate if ICC Tries to Prosecute Americans, Bolton Says.” Sept. 11, 2018. NPR: Morning Edition.

	<p>https://www.npr.org/2018/09/11/646591434/u-s-will-retaliate-if-icc-tries-to-prosecute-americans-bolton-says</p> <ul style="list-style-type: none"> • International Criminal Court Allows Investigation of US Actions in Afghanistan. NPR. https://www.npr.org/2020/03/05/812547513/international-criminal-court-allows-investigation-of-u-s-actions-in-afghanistan • Sersso. 2013. “The International Criminal Court’s Africa Problem” http://www.aljazeera.com/indepth/opinion/2013/06/201369851918549.html <p><u>Climate Change as a Security Issue</u></p> <ul style="list-style-type: none"> • G&P 332-360 • Podesta and Ogden. 2007. The Security Implications of Climate Change. <i>The Washington Quarterly</i>. • Katherine Hayhoe. 2018. Yeah, the Weather Has Been Weird”. Foreign Policy. Available: https://foreignpolicy.com/2017/05/31/everyone-believes-in-global-warming-they-just-dont-realize-it/ • Wendle. “The Ominous Story of Syria’s Climate Refugees.” 12/17/15. <i>Scientific American</i>. Available at: http://www.scientificamerican.com/article/ominous-story-of-syria-climate-refugees/?wt.mc=SA_Twitter-Share • Kelly M. McFarland and Vanessa Lide. July 30, 2010. “The Arctic is Melting. Here’s Why Cooperation and Diplomacy Get so Complicated.” <i>WaPo</i> (Monkey Cage Blog). • Bill McKibben. 2018. “Climate Change is Our Most Critical National Security Challenge.” <i>The Nation</i>. Available: https://www.thenation.com/article/climate-change-critical-national-security-challenge/ <p><u>Targeted Killings & Drones</u></p> <ul style="list-style-type: none"> • Michael C. Horowitz, Sarah E. Kreps, and Matthew Fuhrmann. 2016. Separating Fact From Fiction in the Debate Over Drone Proliferation. <i>International Security</i>. Available: https://www.mitpressjournals.org/doi/10.1162/ISEC_a_00257
Discussion Question:	<p><u>Whither the state?</u></p> <p>In the beginning of this course I mentioned that states are usually treated as the dominant actors in IR. Should the state-centered system to continue to dominate the study of international relations? Give examples from the readings and lectures throughout the semester to support your argument.</p>
Quiz:	<ul style="list-style-type: none"> • Module 14 Quiz Due by 11:59pm TUES. DEC 8 (last day of classes)
Other important reminders & dates for this module:	<p><u>Practice & Application Assignment 4</u> - GROUP ASSIGNMENT! **Due by 11:59pm Saturday, Dec 5**</p> <p><u>Global Governance and Drones</u></p> <p>Your group has been commissioned by the UN to create a global governance structure for drones. One member of your group will submit the final product (a treaty in most</p>

cases, although you are welcome to design other institutions) to the **ASSIGNMENT** folder on ELC (max 500 words).

- Some things to consider: Which actors would be allowed to use/produce/sell drones? Which types of drones do regulation apply to (e.g. are there different limits for surveillance vs weaponized)? Restrictions on where they could be used (e.g. internal to your state vs over other states)? Restrictions on sales/production? Reporting requirements for transparency (like the NPT)? What aspects of your plan are drive by norms and what need be codified in a treaty? Who is responsible for determining if a state violates the norms/law? Will there be an enforcement mechanism?
- We will debrief about the different types of global governance structures you've created via zoom on Monday Dec. 7
- All students must complete the **peer evaluation survey by 11:59pm Tuesday, December 8**

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.