

INTL 6200 (CRN: 30751) / Fall 2020

Pre-Seminar in International Relations

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Office hours: By appointment (<https://ryanpowers.youcanbook.me/>) on Zoom.

Class meetings: Mondays, 9:10 a.m.–12:10 p.m. in Room 0117, 202 Herty Drive.

Course Description

This course is a graduate-level field seminar on international politics. In this course, we will review the dominant approaches to studying international relations and the application of those approaches to a wide variety of substantive issue areas (war, human rights, environment, trade, migration, etc). We will put particular emphasis on critically evaluating the theoretical arguments advanced by IR scholars and the evidence that they marshal in support for those arguments. Throughout, our goal will be to practice reading international relations scholarship with an eye towards translating and applying its insights to contemporary international policy problems. This course is a requirement for the Masters in International Policy (MIP) and a prerequisite for a number of other MIP courses, but should also be of interest to advanced undergraduates in Political Science and International Affairs.

COVID-19 Considerations

Because of the ongoing risks to health and safety presented by COVID-19, this course will adopt a “hyflex” model. This means that you may choose to complete this course entirely online. I anticipate that many—if not all—students will choose to do so. Because this class is centered around the discussion of assigned readings, we will hold synchronous Zoom sessions during our scheduled meeting times. A link to a password protected Zoom session will be distributed via university email each week.

In addition, a subset of students will also have the option of attending class in person most weeks. Those attending in person should bring their laptop and be logged into the Zoom session as well, allowing all students to see and hear each others contributions. The university has capped in-person attendance in our classroom at **4 students**. As such, I will assign each of you to an in-person attendance group. Each group will be offered the opportunity to participate in person on a rotating basis.

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** (see link to form on eLC). This will ensure that we do not inadvertently exceed our attendance cap (e.g., if we get our signals crossed on which group is eligible to attend each week).

If attending in person, **you must wear a face mask and comply with all social distancing guidelines**. If any student fails to do so, I will immediately terminate the in-person session and notify the appropriate campus authorities.

Finally, please note that in-person instruction **will not resume after Thanksgiving Break**.

University Policies on COVID-19

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, [visit the UHS website](#).

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 and 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.

Course Materials

There are no required textbooks for this course. Those readings that are not readily available online or via the library will be posted on the [eLearning Commons](#).

Grading and Expectations

Grade Composition

Your final grade will be calculated as follows:

- Class attendance and participation (online OR in person): 25%
- Five response papers: 25%
- Discussion lead: 10%
- Issue Report: 30%
- Final Presentation: 10%

Grading Scale

- 94–100: A
- 90–93: A-
- 87–89: B+
- 84–87: B
- 80–83: B-
- 77–79: C+
- 74–77: C
- 70–73: C-
- 67–69: D+

- 64–67: D
- 60–63: D-
- Less than 59: F

Attendance and Participation

Your participation (online or in person) in class discussions is vital to our success this semester. Please note that there is **no penalty for participating online and no benefit to your grade for attending in person.**

By the start of each class meeting, you should have read the assigned work closely enough to actively participate in a detailed and critical discussion of the arguments and evidence presented by the authors. I also expect you to be familiar with the major international news stories of the day. You get access to both *The New York Times* and *The Wall Street Journal* as part of your student activities fees. Failing to actively participate in class discussions will result in a participation grade penalty for the day.

Assignments

Assignments should be submitted online to the eLearning Commons.

- **Response Papers.** You will write three response essays over the course of the semester in which you critically evaluate one or more of a given week's assigned readings. A successful response essay will *quickly* summarize the major claims of a given reading, discuss how those claims are evaluated empirically, and then identify several strengths or weaknesses of the argument and/or the empirical evidence used to support that argument. Each essay should be about 1,000 words and conclude with at least two ideas for in-class discussion questions. Response papers are due at 6 p.m. the evening before we discuss the readings about which you have written. They should be uploaded to the eLearning Commons and your suggested questions should be posted to the discussion board.
- **Discussion Lead.** You (and perhaps a colleague or two) will lead the class discussion one week during the semester. You will be responsible for selecting discussion questions from among those submitted by your colleagues, generating several of your own, and moderating our review and critique of each of the readings. You will sign up for a discussion slot on the first day of class.
- **Issue Report.** You will write a 20-25 page issue report for policy makers and practitioners summarizing the causes and consequences of a contemporary international policy problem from the perspective of an international relations scholar. Your brief should identify the relevant actors and stakeholders, specify their interests, and outline the strategies that those actors are likely to use to pursue those interests. Your goal is to clearly and efficiently communicate to those not steeped in the IR literature why IR scholars believe the problem exists and persists as well as policy changes that would help manage, mitigate, or resolve the problem. You will thus summarize and critically evaluate the theoretical arguments in the

literature and any relevant empirical findings. Proposed policy changes *must* be theoretically-motivated and accompanied by ideas for evaluating their effectiveness upon implementation. You should include a 1-2 page executive summary at the beginning of the brief aimed at senior policy makers. I will distribute a detailed assignment sheet in the first few weeks of class.

- **Final Presentation.** You will give a 10 minute presentation summarizing your issue brief to the class at the end of the semester.

Accommodations

In accordance with UGA policy, “[s]tudents with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.” More information about accommodations that are available to students with disabilities is available from the [Disability Resource Center](#).

Academic Integrity and Professional Conduct

I expect you to do your own work and to abide by University of Georgia’s policies on academic integrity and professional conduct. In part, these policies state:

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: <https://honesty.uga.edu/Academic-Honesty-Policy/>. 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.

Mental Health Resources

UGA has asked all instructors to include the following information about mental health 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 the [Student Care and Outreach website](#). 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](#) or [crisis support](#).
- If you need help managing stress anxiety, relationships, etc., please visit [Be-WellUGA](#) 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.

Course Outline

The UGA Course Syllabus Policy requires me to include the following statement: “The course syllabus is a general plan for the course; deviation announced to the class by the instructor may be necessary.” I have annotated sessions which will be offered only online. Groups eligible to attend in person are indicated in parentheses.

1. Monday, August 24, 2020: Preliminaries (all students on Zoom)
 - Review the Teaching, Research, and International Policy (TRIP) Survey results posted at: <https://trip.wm.edu/data/dashboard>. There are questions both on research and on current affairs. Pick one question and be prepared to discuss why you find the results surprising (or predictable!).

2. Monday, August 31, 2020: Paradigms and Progress (Group 1)
 - Wohlforth, William C. “Realism.” In *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal, 131–149. Oxford: Oxford University Press, 2008.
 - Moravcsik, Andrew. “The New Liberalism.” In *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal, 234–254. Oxford: Oxford University Press, 200.
 - Lake, David A. “Why “Isms” are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress.” *International Studies Quarterly* 55, no. 2 (2011): 465–480.
 - Mearsheimer, John J, and Stephen M Walt. “Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for International Relations.” *European Journal of International Relations* 19, no. 3 (2013): 427–457.
 - Bennett, Andrew. “The Mother of All isms: Causal Mechanisms and Structured Pluralism in International Relations Theory.” *European Journal of International Relations* 19, no. 3 (2013): 459–481.
 - Healy, Kieran. “Fuck Nuance.” *Sociological Theory* 35, no. 2 (2017): 118–127.

3. Monday, September 07, 2020: Anarchy and Hierarchy (Group 2)
 - Waltz, Kenneth N. *Theory of International Politics*. Waveland Press, 1979, Chapters 5–7.
 - Keohane, Robert O. *After Hegemony*. Princeton: Princeton University Press, 1984, Chapters 1–6.
 - Wendt, Alexander. “Anarchy is What States Make of it: The Social Construction of Power Politics.” *International Organization* 46, no. 2 (1992): 391–425.
 - Lake, David A. “Anarchy, hierarchy, and the variety of international relations.” *International Organization* 50, no. 1 (1996): 1–33.

- Towns, Ann E. “Norms and social hierarchies: understanding international policy diffusion “from below.”” *International Organization* 66, no. 2 (2012): 179–209.
4. Monday, September 14, 2020: Conflict (Group 3)
- Jervis, Robert. “Cooperation Under the Security Dilemma.” *World Politics* 30, no. 2 (1978): 167–214 .
 - Fearon, James D. “Rationalist Explanations for War.” *International Organization* 49, no. 3 (1995): 379–414.
 - Glaser, Charles L. “The Security Dilemma Revisited.” *World Politics* 50, no. 1 (1997): 171–201.
 - Powell, Robert. “War as a commitment problem.” *International Organization* 60, no. 1 (2006): 169–203.
 - Dafoe, Allan, Jonathan Renshon, and Paul Huth. “Reputation and Status as Motives for War.” *Annual Review of Political Science* 17 (2014): 371–393.
5. Monday, September 21, 2020: Cooperation (Group 1)
- Axelrod, Robert. *The Evolution of Cooperation: Revised Edition*. Basic Books, 2009.
 - Mearsheimer, John J. “The False Promise of International Institutions.” *International security* 19, no. 3 (1994): 5–49.
 - Keohane, Robert O, and Lisa L Martin. “The Promise of Institutional Theory.” *International security* 20, no. 1 (1995): 39–51.
 - Fearon, James D. “Bargaining, Enforcement, and International Cooperation.” *International Organization* 52, no. 2 (1998): 269–305.
 - Abbott, Kenneth W, and Duncan Snidal. “Why States Act Through Formal International Organizations.” *Journal of conflict resolution* 42, no. 1 (1998): 3–32.
6. Monday, September 28, 2020: Domestic Politics (Group 2)
- Putnam, Robert D. “Diplomacy and Domestic Politics: The Logic of Two-level Games.” *International Organization* 42, no. 3 (1988): 427–460.
 - Martin, Lisa L. *Democratic Commitments: Legislatures and International Cooperation*. Princeton University Press, 2000, Chapters 1–4.
 - Reiter, Dan, and Allan C. Stam. *Democracies at War*. Princeton University Press, 2002, Chapters 1–3.
 - Tomz, Michael. “Domestic Audience Costs in International Relations: An Experimental Approach.” *International Organization* 61, no. 4 (2007): 821–840.
 - Tomz, Michael R., and Jessica L.P. Weeks. “Public Opinion and the Democratic Peace.” *American Political Science Review* 107, no. 4 (2013): 849–865.

- Weeks, Jessica L.P. *Dictators at War and Peace*. Cornell University Press, 2014, Chapters 1–3.

7. Monday, October 05, 2020: Leaders (Group 3)

- Renshon, Jonathan, Allan Dafoe, and Paul Huth. “Leader Influence and Reputation Formation in World Politics.” *American Journal of Political Science* 62, no. 2 (2018): 325–339.
- McManus, Roseanne W. “Making it personal: The Role of Leader-Specific Signals in Extended Deterrence.” *The Journal of Politics* 80, no. 3 (2018): 000–000.
- Horowitz, Michael C, and Allan C Stam. “How Prior Military Experience Influences the Future Militarized Behavior of Leaders.” *International Organization* 68, no. 3 (2014): 527–559.
- Dafoe, Allan, and Devin Caughey. “Honor and war: Southern US presidents and the effects of concern for reputation.” *World Politics* 68, no. 2 (2016): 341–381.
- Saunders, Elizabeth. “The Political Origins of Elite Support for War: How Democratic Leaders Manage Public Opinion,” 2015.

8. Monday, October 12, 2020: Environment and Climate Change (Group 1)

- Bättig, Michèle B., and Thomas Bernauer. “National Institutions and Global Public Goods: Are Democracies More Cooperative in Climate Change Policy?” *International Organization* 63, no. 2 (2009): 281–308.
- Broz, J. Lawrence, and Daniel Maliniak. “Malapportionment, Gasoline Taxes, and Climate Change,” 2010.
- Aklin, Michaël, and Johannes Urpelainen. “The Global Spread of Environmental Ministries: Domestic–International Interactions.” *International Studies Quarterly* 58, no. 4 (2014): 764–780.
- Tingley, Dustin, and Michael Tomz. “Conditional Cooperation and Climate Change.” *Comparative Political Studies* 47, no. 3 (2014): 344–368.
- Allan, Bentley B. “Producing the Climate: States, Scientists, and the Constitution of Global Governance Objects.” *International Organization* 71, no. 1 (2017): 131–162.

9. Monday, October 19, 2020: Human rights and human security (Group 2)

- Simmons, Beth A. *Mobilizing for Human Rights: International Law in Domestic Politics*. Cambridge University Press, 2009, Part I
- Barry, Colin M, K Chad Clay, and Michael E Flynn. “Avoiding the Spotlight: Human Rights Shaming and Foreign Direct Investment.” *International Studies Quarterly* 57, no. 3 (2013): 532–544

- Murdie, Amanda. *Help or harm: The human security effects of international NGOs*. Stanford University Press, 2014, Chapters 2,3, and 5
- Lupu, Yonatan. “The Informative Power of Treaty Commitment: Using the Spatial Model to Address Selection Effects.” *American Journal of Political Science* 57, no. 4 (2013): 912–925
- Fariss, Christopher J. “Respect for Human Rights has improved over time: Modeling the changing standard of accountability.” *American Political Science Review* 108, no. 2 (2014): 297–318
- Murdie, Amanda M, and David R Davis. “Shaming and blaming: Using Events Data to Assess the Impact of Human Rights INGOs.” *International Studies Quarterly* 56, no. 1 (2012): 1–16

10. Monday, October 26, 2020: Nuclear Weapons (Group 3)

- Wilson, Ward. “The Winning Weapon? Rethinking Nuclear Weapons In Light Of Hiroshima.” *International Security* 31, no. 4 (2007): 162–179
- Monteiro, Nuno P, and Alexandre Debs. “The Strategic Logic Of Nuclear Proliferation.” *International Security* 39, no. 2 (2014): 7–51.
- Solingen, Etel. “The Political Economy of Nuclear Restraint.” *International Security* 19, no. 2 (1994): 126–169.
- Hymans, Jacques E.C. *Achieving Nuclear Ambitions: Scientists, Politicians, and Proliferation*. Cambridge University Press, 2012, Chapters 1 and 2.
- Press, Daryl G., Scott D. Sagan, and Benjamin A. Valentino. “Atomic Aversion: Experimental Evidence on Taboos, Traditions, and the Non-Use of Nuclear Weapons.” *American Political Science Review* 107, no. 1 (2013): 188–206.

11. Monday, November 02, 2020: Trade and Migration (Group 1)

- Gowa, Joanne, and Edward D. Mansfield. “Power Politics and International Trade.” *American Political Science Review* 87, no. 2 (1993): 408–420.
- Carnegie, Allison, and Nikhar Gaikwad. “Public Opinion on Geopolitics and Trade: Theory and Evidence,” 2017.
- Pandya, Sonal S., and Rajkumar Venkatesan. “French Roast: Consumer Response to International Conflict — Evidence From Supermarket Scanner Data.” *Review of Economics and Statistics* 98, no. 1 (2016): 42–56.
- Leblang, David. “Familiarity Breeds Investment: Diaspora Networks and International Investment.” *American Political Science Review* 104, no. 3 (2010): 584–600.
- Peters, Margaret E. “Open Trade, Closed Borders Immigration in the Era of Globalization.” *World Politics* 67, no. 1 (2015): 114–154.
- Wellhausen, Rachel L. *The shield of nationality: When Governments Break Contracts with Foreign Firms*. Cambridge University Press, 2014, Chapters 1-2.

12. Monday, November 09, 2020: Bridging the Gap (Group 2)

- Avey, Paul C, and Michael C Desch. “What do policymakers want from us? Results of a survey of current and former senior national security decision makers.” *International Studies Quarterly* 58, no. 2 (2014): 227–246
 - Peterson, Susan, Ryan Powers, and Michael Tierney. “Memo to Bridging the Gap Partners Meeting.” 2017. Memo presented at Carnegie Corporation of New York in Spring of 2018.
 - Desch, Michael. “Technique Trumps Relevance: The Professionalization of Political Science and the Marginalization of Security Studies.” *Perspectives on Politics* 13, no. 2 (2015): 377–393
 - Voeten, Erik. “Rigor Is Not the Enemy of Relevance.” *Perspectives on Politics* 13, no. 2 (2015): 402–403
 - Maliniak, Daniel, Susan Peterson, Ryan Powers, and Michael J. Tierney. “Explaining the Theory-Practice Divide in International Relations: Uncertainty and Access.” In *Bridging the Theory-Practice Divide in International Relations*, edited by Daniel Maliniak, Susan Peterson, Ryan Powers, and Michael J. Tierney. Manuscript, 2018
 - Jackson, Emily, Eric Parajon, Susan Peterson, Ryan Powers, and Michael Tierney. “Executive Summary of the TRIP Survey of Foreign Policy Journalists.” 2019. Memo presented at TRIP Strengthening the Links Conference for Foreign Affairs Journalists and Scholars
13. Monday, November 16, 2020: Global Health and Pandemic Politics (Group 3)
- TBA
14. Monday, November 23, 2020: Emerging Issues (Online only)
- Fuhrmann, Matthew, and Michael C Horowitz. “Droning on: Explaining the Proliferation of Unmanned Aerial Vehicles.” *International Organization* 71, no. 2 (2017): 397–418
 - Kreps, Sarah Elizabeth. *Drones: What Everyone Needs to Know*. Oxford University Press, 2016, Chapter 2
 - Kaag, John, and Sarah Kreps. *Drone warfare*. John Wiley & Sons, 2014, Chapters 2 and 3
 - Lindsay, Jon R. “Stuxnet and the Limits of Cyber Warfare.” *Security Studies* 22, no. 3 (2013): 365–404
 - Selected Monkey Cage posts on Cybersecurity (links on eLC)
 - Farrell, Henry, and Abraham L Newman. “Weaponized Interdependence: How Global Economic Networks Shape State Coercion.” *International Security* 44, no. 1 (2019): 42–79.
15. Monday, November 30, 2020: **Final Presentations I** (Online only)
16. Monday, December 07, 2020: **Final Presentations II** (Online only)
17. Monday, December 14, 2020: **Issue Reports Due (upload in eLC)**