

INTL 1100	Introduction to Global Issues	Fall 2021
T/TR 12:45-2:00	Caldwell Hall 302	Pre/Corequisites: none
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Office hours: By appointment	Office: 319 International Affairs Building	

Course Description and Objectives

This course introduces students to key concepts, theories, and topics from international relations and comparative politics, the two primary subfields in the Department of International Affairs. It is a prerequisite for the International Affairs major and all upper-level courses. As “global issues” is a broad (and vague) category that includes far too many topics to cover in a single semester, we will necessarily focus on some topics at the expense of others. Topics covered include international cooperation, international organizations and law, civil war, democracy and democratization, mass protest, ethnic conflict, terrorism, and genocide.

One purpose of this course is to acquire basic knowledge of political events that have taken place in the past or that are still ongoing. To this end, we will read many historical and journalistic accounts of past and current events. However, this is not a history course. Another of its purposes is to examine important topics in IR and CP from a social science perspective. For this purpose, we will occasionally read studies that use theoretical models intended to apply to many different events, as well as studies that use statistical analysis to look for meaningful patterns (for example, to see whether certain kinds of countries are more prone to violent conflict than others). By the end of the course you will have a better understanding of what a social science approach to international and comparative politics entails, and how it can provide useful insights into real world events. Our discussions of concepts and theories will always be grounded and contextualized in specific historical and current events.

Required Reading

There will be no textbook in this class. *All* readings will be available online through the ELC course site, the UGA library’s website, or elsewhere online. You are expected to read the assigned material, and it is very unlikely that you will do well in the course if you do not. For most meetings, at least one of the assigned readings will be an academic article or book chapter. For more difficult readings, and especially those that use theoretical models or statistical analysis, I will provide a non-technical overview and summary. To make sure everything is clear, I assume that you do not know anything about the topics we cover, though I am sure that is not true! To provide more context and background, the more academically-oriented readings will be accompanied by readings aimed at a general audience (news stories, web documents, magazine articles, etc). Links to many of these readings appear below.

Grades

Your final grade will be determined as follows:

Exams (3): 20% each

Reflection essays (2): 20% each

Grade Distribution (note that I do not assign minus grades):

90 - 100: A
86 - 89: B+ 80 - 85: B
76 - 79: C+ 70 - 75: C
66 - 69: D+ 60 - 65: D
below 60: F

Exams

There are 3 exams in this course (including the final exam). Exams will consist of 4-5 broad, open ended questions to which you will provide a written response (no multiple choice). You may write as much as you would like in response to each question, but there is no required length. Your responses should be thorough but concise, and should clearly demonstrate that you have read and understand the material, and have paid attention in class. If these requirements seem too ambiguous, I would recommend writing at least 3 paragraphs that each consist of at least 5 sentences.

Exams will be completed online through the ELC course site. You may complete them in the classroom or remotely. If you do not have regular access to a computer please let me know.

The quiz schedule is as follows:

Exam 1: Thursday, September 23rd

Exam 2: Thursday, October 28th

Final: Tuesday, December 14th

On each of these dates an online “quiz” will be available on the ELC site beginning at 8 a.m. and will close at 8 p.m. There are no time restrictions once you begin, other than the 8 p.m. deadline.

Final Exam

The final exam will be online and will take place on the date indicated below. The format of the final exam will be the same as the first two exams.

Reflection essays

During two weeks of the semester, students will submit a short (1-2 pages, single spaced) essay in response to a general question related to the week’s topic/readings. Students will have the opportunity to submit an essay during most, but not all weeks during the semester. The question for the week will be provided on Monday, and the response must be submitted no later than 5 p.m.

on Friday. Students choose which weeks they turn in essays, but must submit their first essay by Friday, October 8. Essays should be submitted through a drop box on the ELC course website.

Course Website

The course website can be accessed through elc.uga.edu. You will need to use this site to access the syllabus, course readings that are not available on public websites or through the library's website, and exams.

Syllabus Change Policy

The syllabus is a plan for the course, and we may deviate from it. I will clearly communicate to students any changes that become necessary, and will do so in a timely manner.

Students with Disabilities

Students 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.

University Honor Code/Academic Honesty Policy

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. 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.

Withdrawal Policy

Students who withdraw from the class before the withdrawal deadline of October 25th will be assigned a grade based on their performance (pass/fail) in the class up the point of withdrawal. This means that students who are failing will be assigned a "WF" grade even if they withdraw before the deadline. The university automatically assigns a "WF" grade upon withdrawal to students who withdraw from a class after the withdrawal deadline.

Reading and Assignment Schedule

Aug 19: Syllabus review, class overview. No reading.

International cooperation (and US-Iran relations)

Aug 24: Shepsle, Kenneth, and Mark Bonchek. 1997. *Analyzing Politics*. W.W. Norton. pp. 198-215.

Aug 26: Council on Foreign Relations (CFR) [timeline of US-Iran relations](#)

CFR [explainer on the Iran nuclear deal](#) (JCPOA)

Aug 31: Fearon, James. 1998. “Bargaining, Enforcement, and International Cooperation.” *International Organization* 52: 269-305.

Domestic politics and international cooperation

Sep 2: Putnam, Robert D. 1988. “Diplomacy and Domestic Politics: The Logic of Two-Level Games.” *International Organization* 42 (3): 427-460.

Goldberg, Jeffrey. April 13, 2015. [Tom Cotton: Obama’s Iran Deal May Lead to Nuclear War](#). *The Atlantic*.

[“Iran’s Rouhani blames hard-liners for deadlock with US.”](#) June 25, 2021. *AI Monitor*.

[“Zarif’s final defense for Iran deal infuriates hard-liners.”](#) July 13, 2021. *AI Monitor*

Mead, Walter Russell. August 10, 2021. [Iran Nukes the Case for a Biden Deal](#). *Wall Street Journal*.

The UN Security Council and the Iraq War

Sep 7: CFR [timeline of US invasion of Iraq and subsequent events](#) (to 2011)

Bennett, Ronan. March 8, 2008. [Ten days to war](#). *The Guardian*.

Sep 9: Voeten, Erik. 2005. “The Political Origins of the UN Security Council’s Ability to Legitimize the Use of Force.” *International Organization* 59 (3): 527-557.

Military Alliances

Sep 14: Morrow, James D. 2000. “Alliances: Why Write them Down?” *Annual Review of Political Science* 3: 63-83.

Leeds, Brett Ashley. 2003. “Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes.” *American Journal of Political Science* 47 (3): 427-439.

Sep 16: [Listen to Anne Applebaum](#) discuss the history of NATO

Isachenkov, Vladimir. April 21, 2021. [What’s behind the conflict in Eastern Ukraine?](#) *Associated Press*.

Frum, David. September 3, 2014. [Obama Just Made the Ultimate Commitment to Eastern Europe](#). *The Atlantic*.

Sanger, David E. and Maggie Haberman. July 20, 2016. [Donald Trump Sets Conditions for Defending NATO Allies Against Attack](#). *New York Times*.

Sep 21: Exam 1 review

Sep 23: Exam 1

Laws of war

Sep 28: Several short summaries of the history of humanitarian law:

- [From Cornell's law school](#)
- [From the Red Cross](#)
- [From NPR](#)

Morrow, James D. 2001. "The Institutional Features of the Prisoners of War Treaties." *International Organization* 55 (4): 971-991.

Sep 30: Wisner, Mike. [Sidelining Geneva](#). *PBS Frontline*.

Hersh, Seymour M. April 30, 2004. [Torture at Abu Ghraib](#). *The New Yorker*.

Watch (in class) documentary "[Standard Operating Procedure](#)"

Oct 5: Discussion of "Standard Operating Procedure"

Horne, Alistair. 2006 [1977]. *A Savage War of Peace: Algeria 1954-1962*. Excerpts from pages 190-207.

Human Rights Treaties and Courts

Oct 7: Hathaway, Oona. 2002. "Do Human Rights Treaties Make a Difference?" *Yale Law Journal* 111, skim.

Oct 12: Helfer, Laurence, and Erik Voeten. 2014. "International Courts as Agents of Legal Change: Evidence from LGBT Rights in Europe." *International Organization* 68: 77-110.

Read the European Court's press release on *Fedotova and others vs. Russia* concerning same-sex unions (on ELC)

["Russia rebuffs 'meddling' European court ruling on same-sex unions"](#). July 14, 2021. *Reuters*.

Civil conflict and ethnic/religious conflict

Oct 14: Horne, Alistair. 2006 [1977]. *A Savage War of Peace: Algeria 1954-1962*. Excerpts from pages 23-74.

Fearon, James and David Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97: 75-90.

Oct 19: Cederman, Lars-Erik, Kristian Skrede Gleditsch, and Halvard Buhaug. 2013. *Inequality, Grievances, and Civil War*. Cambridge University Press. Chapters 3 and 4.

Watch (in class) PBS documentary on sectarian conflict in Iraq

Oct 21: Fearon, James, and David Laitin. 2000. "Violence and the Social Construction of Ethnic Identity." *International Organization* 54: 845-877.

Oct 26: Review for Exam 2

Oct 28: Exam 2

Terrorism

Nov 2: Stohl, Michael. 1983. "Demystifying Terrorism." In Michael Stohl (ed.) *The Politics of Terrorism*. Marcel Dekker. Pages. 1-19.

Nov 4: Horne, Alistair. 2006 [1977]. *A Savage War of Peace: Algeria 1954-1962*. Excerpts from pages 78-188.

Callimachi, Rukmini. April 4, 2018. [The ISIS Files: When Terrorists Run City Hall](#). *New York Times*.

Genocide

Nov 9: [Brief introduction to the Genocide Convention](#) by William Schabbas

Mace, James E. 2004. "Soviet Man-Made Famine in Ukraine." In Samuel Totten, William S. Parsons, and Israel W. Charny (eds.) *Century of Genocide*. Routledge. pp. 93-104.

[Human Rights Watch report](#) on human rights abuses in Western China

Nov 11: Harff, Barbara. 2003. "No Lessons Learned from the Holocaust: Assessing Risks of Genocide and Political Mass Murder since 1955." *American Political Science Review* 97: 57-74

Early warning project

Democracy and democratic "backsliding"

Nov 16: Dahl, Robert. 1971. *Polyarchy: Participation and Opposition*. Yale University Press. Selected pages (TBA)

Munck, Gerardo L. and Jay Verkuilen. 2002. "Conceptualizing and Measuring Democracy: Evaluating Alternative Indices." *Comparative Political Studies* 35(1): 5-34.

Nov 18: Levitsky, Steven and Daniel Ziblatt. 2018. *How Democracies Die*. Penguin Random House. Chapter 4.

Waldner, Daniel, and Ellen Lust. 2018. "Unwelcome Change: Coming to Terms with Democratic Backsliding." *Annual Review of Political Science* 21: 93-113.

Protests in authoritarian regimes

Nov 23: Kuran, Timur. 1991. "Now out of Never: The Element of Surprise in the East European Revolution of 1989." *World Politics* 44: 7-48.

[Account of Romanian Revolution](#) from Association for Diplomatic Studies and Training

Nov 25: Thanksgiving break, no class

Nov 30: Reading TBA

Dec 2: Review for final exam

Dec 7: Friday schedule, no class

Final Exam: Tuesday, December 14

COVID-19 Information for Students

If you have underlying health conditions or are uncomfortable attending class in person for any reason, please contact me.

Face coverings

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities. I'll be wearing one.

How can I obtain the COVID-19 vaccine?

Please get vaccinated if you haven't already. University Health Center is scheduling appointments for students through the [UHC Patient Portal](#). Learn more [here](#). The Georgia Department of Health, pharmacy chains and local providers also offer the COVID-19 vaccine at no cost to you. To find a COVID-19 vaccination location near you, please go [here](#). In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one [here](#).

What do I do if I have COVID-19 symptoms?

Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see the information [here](#).

What do I do if I test positive for COVID-19?

If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck.

Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations: Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and

continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to quarantine on [DawgCheck](#), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

Well-being, Mental Health, and Student Support

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 [their webpage](#). 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 to support your well-being and mental health. Find out more [here](#).

[Counseling and Psychiatric Services](#) (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support. See also the [Therapy Assistance Online Support](#) site (TAOS), or call 706-542-2273 for 24/7 support . For crisis support see [this page](#). The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators. See [here](#) for more.