

INTL 6200 Spring 2022
Pre-Seminar in International Relations
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Class Meeting: Thursday 3:30-6:15pm, room 117 Candler Hall
Office Hours: Monday 3:00-5:00pm

Course Description:

This seminar provides an introduction to the study of international relations (IR) for Ph.D. students in political science. The primary function of the course is to set the conceptual and theoretical foundation for advanced study by focusing on the core debates and approaches in the subfield. As this is a survey course, we will canvass several topics rather than drill deep into any specific aspect of the field. Students will develop the capacity to understand and critically evaluate both theoretical arguments advanced by scholars in IR and the evidence they marshal in support of these arguments.

Note: Please see appendix for important information regarding COVID-19, preferred names and pronouns, and the policy on in-class recordings.

Course Requirements:

There are several writing assignments in this class. They each serve the singular purpose of cultivating the ability to summarize and synthesize scholarly research in order to present an idea. This is a critical professional skill that can only be obtained through regular practice and weekly feedback. The writing assignments are deliberately “stacked” such that you will begin with short assignments and work your way to developing a significant essay.

- *20% Weekly Summaries (10 total)* - These summaries provide a *short* overview of each of the assigned readings each week. The model for these assignments is akin to an annotated bibliography. For guidance see on how to construct a proper annotated bibliography follow this [LINK](#). By the end of the semester, you will have the capacity to summarize a piece of scholarly work and place it into a broader context efficiently and effectively. Weekly summaries are due at 12:00 pm each week before class.
- *25% Review Essays* - You will write (2) analytical essays (2,000-3,000 words). These essays are to be synthetic and critical. The model for these assignments is akin to a literature review in which you use assigned and supplemental readings to, for example, make an affirmative argument, derive a research question, critique an established theory/concept. Review essays must cover topics from at least two weeks. You are strongly encouraged to incorporate the supplemental readings your essays.

Note: your weekly summaries will be an important resource for completing this assignment. For guidance on how the various purposes of a literature review see: Knopf, Jeffrey W. "Doing a literature review." *PS: Political Science & Politics* 39, no. 1 (2006):

127-132. Review essays are due at 12:00 pm each week before class. Do not submit a weekly summary on the week you submit a review essay.

- *20% In-class Final.* You will write an in-class summary exam. The nature of the exam is designed to mimic the format of the Ph.D. comprehensive exam, with the important exception that the class exam is open book. Exam questions will ask you to synthesize and contextualize the major approaches to the study of international relations. Note: your weekly summaries and review essays will be a critical resource for this assignment.

In addition, there are three participation components.

- *10% Discussion Questions.* You will submit three (3) discussion questions each week (via ELC). No more than one question per reading. We will use these to guide the seminar each week. Discussion questions can focus on how the readings relate to (or contradict) one another, critique the of arguments and assumptions, or critically evaluate the practical utility of the research. Discussion questions are due by 6pm the evening before class. Do not submit questions for sessions where you are assigned discussion lead.
- *15% Discussion Lead.* Each student will lead the class discussion twice during the semester (two students per session). Discussion leaders will provide a brief overview of each reading under their responsibility. Summaries should include the main argument, research approach, and findings. Leaders will also select discussion questions from the class and generate their own and will then be responsible for moderating our review and critique of each of the readings.
- *10% Seminar Participation.* Active class participation is not optional. Each week, I will evaluate participation based on the following factors: the frequency with which a student participates in discussion, the degree to which comments and questions contribute positively to the discussion, and the extent to which comments demonstrate a thoughtful consideration of the week's readings. Students should avoid attempting to dominate the discussion with their comments and focus instead on engaging their colleagues in dialogue. While there is formal attendance policy, the criteria for participation cannot be met without attending regularly.

Grading Scale

A 100-93; A- 92-90; B+ 89-87; B 86- 83; B- 82-80; C+ 79-77; C 76-73; C- 72-70; D 69-60; F 59 and below

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

Please be aware of the University of Georgia's policies on academic integrity and professional conduct. 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.

Seminar Schedule and Reading List

There are two approaches to developing a reading list for a graduate seminar. One is to attempt a (more or less) comprehensive set of readings on a given topic each week. The other is to present a smaller, focused set of readings. Each approach involves tradeoffs. For example, a comprehensive approach incentivizes "skim reading" and this, I believe, affects the quality of in-class discussion. For this reason, I have opted to offer a smaller set of required readings each week with the expectation that students will read all the assigned material thoroughly. The schedule below also includes a set of supplemental readings. These are provided for those who wish to pursue a topic in greater detail. Students are also encouraged to consider and incorporate elements of the supplemental readings into your written assignments. Finally, supplemental readings will be useful when you lead a discussion.

All readings are available on-line via the UGA library portal. The materials cost for this class is \$0.00

Week 1 - Jan 13: Preliminaries

- Review Syllabus and assignments
- Set presentation schedule
- Summarize framework orientation to the course and material

Week 2 - Jan 20: Debating "Proper" Science in IR

Note: Often pre-seminars include initial sections on philosophy of science and research design. However, the schedule of our Ph.D. program is such that most students take POLS 7010 before this class. I will therefore assume that all students are familiar with this material, and we will instead directly enter debates in IR over the scientific approach. See supplemental readings if you need to get caught up

- Mearsheimer, John J, and Stephen M Walt. 2013. "Leaving Theory Behind: Why Simplistic Hypothesis Testing is Bad for International Relations." *European Journal of International Relations* 19(3): 427-457.

- Healy, Kieran. 2017. Fuck Nuance. *Sociological Theory* 35(2):118-127.
- Bynam, Daniel, and Matthew Kroenig. 2016. "Reaching Beyond the Ivory Tower". *International Security* 25(2):289-319.
- Eun, Y. S. (2019). An intellectual confession from a member of the "non-white" IR community: a friendly reply to David Lake's "White Man's IR". *PS: Political Science & Politics*, 52(1), 78-84.

Supplemental:

- King, Gary, Robert O Keohane, and Sidney Verba. *Designing Social Inquiry: Scientific inference in Qualitative Research*. Princeton University Press, 1994, (especially Chapters 1, 3, and 6).
- 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.
- Lakatos, Imre. 1970. Falsification and the Methodology of Scientific Research Programmes. In *Criticism and the Growth of Knowledge*, edited by Imre Lakatos, and Alan Musgrave, 91-196. Cambridge: Cambridge University Press
- Singer, J. David. 1969. The Level-of-Analysis Problem in International Relations. In *The International System: Theoretical Essays*, edited by Klaus Knorr, and Sidney Verba, 77-92. Princeton, NJ: Princeton University Press.
- Lake, David A. 2011. "Why 'isms' Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress." *International Studies Quarterly* 55 (2): 465-480.
- Waltz, Kenneth N. *Theory of International Politics*. Waveland Press, 1979 (specifically, Chapter 1)

Week 3 - Jan 27: Structural and Neoclassical Realism

- Mearsheimer, John J. 2007. "Structural realism." *International relations theories: Discipline and diversity* 83 (2007): 77-94.
- Lobell, S. E. (2010). "Structural realism/offensive and defensive realism." In *Oxford Research Encyclopedia of International Studies*.
- Rose, G. (1998). Neoclassical realism and theories of foreign policy. *World politics*, 51(1), 144-172.
- Smith, N. R. (2018). Can neoclassical realism become a genuine theory of International Relations?. *The Journal of Politics*, 80(2), 742-749.
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Supplemental:

- Kirshner, J. (2012). The tragedy of offensive realism: Classical realism and the rise of China. *European Journal of International Relations*, 18(1), 53-75.
- Hans J. Morgenthau, *Politics Among Nations: The Struggle for Power and Peace*, 7th rev. ed., edited by Kenneth W. Thompson and David Clinton (New York, 2006).
- Jervis, R. 1994. Hans Morgenthau, realism, and the scientific study of international politics. *Social research*, 853-876.
- Glaser, C. L. 2003. "Structural Realism in a more complex world." *Review of International Studies*, 29(3), 403-414.
- Rathbun, B. 2008. "A rose by any other name: Neoclassical realism as the logical and necessary extension of structural realism." *Security Studies*, 17(2), 294-321.
- Snyder, Glenn H. 2002. Mearsheimer's World—Offensive Realism and the Struggle for Security. *International Security* 27(1):149-173.
- Wohlforth, William C. 2008 "Realism." In *The Oxford Handbook of International Relations*, edited by Christian Reus-Smit and Duncan Snidal, 131–149. Oxford: Oxford University Press.
- Waltz, Kenneth N. 1979. *Theory of International Politics*. Waveland Press.

Week 4 - Feb 3: Anarchy

- Milner, Helen. 1991. "The Assumption of Anarchy in International Relations Theory: A Critique." *Review of International Studies* 17(1): 67–85.
- Jervis, Robert. 1978. Cooperation under the Security Dilemma. *World Politics* 30(2):167-214.
- Lake, David A. 1996. "Anarchy, hierarchy, and the variety of international relations." *International organization* 50(1): 1–33.
- Havercroft, J., & Prichard, A. (2017). Anarchy and International Relations theory: A reconsideration. *Journal of International Political Theory*, 13(3), 252-265.

Supplemental:

- Bull, Hedley. 1977. *The Anarchical Society*. New York: Columbia University Press,
- Buzan, Barry, Charles Jones, and Richard Little. 1993. *The Logic of Anarchy*. New York: Columbia University Press.
- Wendt, Alexander. 1992 "Anarchy is What States Make of it: The Social Construction of Power Politics." *International organization* 46(2): 391–425.

Week 5 - Feb 10: Constructivism

- Finnemore, Martha, and Kathryn Sikkink. 1998. International Norm Dynamics and Political Change. *International Organization* 52(4):887-917.
- Wendt, Alexander. 1995. Constructing International Politics. *International Security* 20(1):71-81.

- Haas, Peter M. 1992. "Introduction: Epistemic Communities and International Policy Coordination." *International Organization* 46 (1): 1-35.
- Barkin, J. S. 2003. Realist constructivism. *International Studies Review*, 5(3), 325-342.

Supplemental

- Symposium on Wendt's *Social Theory of International Politics*. 2000. *International Security*. 26(1).
- Jackson, P. T., & Nexon, D. H. 2004. "Bridging the Gap Toward a Realist-Constructivist Dialogue" *International Studies Review*, 6(2), 337-341. *International Studies Review*, 6(2), 337-341.
- Finnemore, Martha. 2003. *The Purpose of Intervention: Changing Beliefs About the Use of Force*. Ithaca, NY: Cornell University Press.
- Ruggie, John Gerard. "What Makes the World Hang Together? Neo-utilitarianism and the Social Constructivist Challenge." *International Organization* 52, no. 4 (1998): 855-885.
- Keck, Margaret E, and Kathryn Sikkink. *Activists Beyond Borders: Advocacy Networks in International Politics*. Cornell University Press, 2014.

Week 6 - Feb 17: Foreign Policy Analysis

- Hudson, V. M. 2005. Foreign policy analysis: Actor-specific theory and the ground of international relations. *Foreign policy analysis*, 1-30.
- Hofmann, S. C., & Martill, B. 2021. The party scene: new directions for political party research in foreign policy analysis. *International Affairs*, 97(2), 305-322.
- Kaarbo, J. 2015. A foreign policy analysis perspective on the domestic politics turn in IR theory. *International Studies Review*, 17(2), 189-216.
- Jacobs, L. R., & Page, B. I. 2005. Who influences US foreign policy?. *American political science review*, 99(1), 107-123.
- Waltz, K. N. (1996). International politics is not foreign policy. *Security Studies*, 6(1), 54-57.

Supplemental

- Hudson, V. M., & Vore, C. S. (1995). Foreign policy analysis yesterday, today, and tomorrow. *Mershon International Studies Review*, 39(Supplement_2), 209-238.
- Hermann, M. G. (2019). Leaders and foreign policy decision-making. In *Diplomacy, force, and leadership* (pp. 77-94). Routledge.
- Porter, P. (2018). Why America's grand strategy has not changed: Power, habit, and the US Foreign policy establishment. *International Security*, 42(4), 9-46.
- Achilleos-Sarll, C. (2018). Reconceptualising foreign policy as gendered, sexualised and racialised: Towards a postcolonial feminist foreign policy (analysis). *Journal of International Women's Studies*, 19(1), 34-49.

- Aran, A., Brummer, K., & Smith, K. E. (2021). Introduction: new directions in foreign policy analysis. *International Affairs*, 97(2), 261-265.
- Stienstra, D. (2019). Recasting Foreign Policy Analysis Using a Gender Analysis: Where to Begin?. In *Handbook of Global Social Policy* (pp. 59-71). Routledge.

Week 7 - Feb 24: Domestic Audiences

- Putnam, Robert D. 1988. Diplomacy and Domestic Politics: The Logic of Two-Level Games. *International Organization* 42(3):427-60.
- Fearon, James D. 1994. Domestic Political Audiences and the Escalation of International Disputes. *The American Political Science Review* 88(3):577-92.
- Weeks, Jessica L. 2008. Autocratic Audience Costs: Regime Type and Signaling Resolve. *International Organization* 62(1):35-64.
- Kertzer, J. D., & Brutger, R. (2016). Decomposing audience costs: Bringing the audience back into audience cost theory. *American Journal of Political Science*, 60(1), 234-249.

Supplemental:

- Moravcsik, Andrew. 1997. "Taking Preferences Seriously: A liberal Theory of International Politics." *International Organization* 51(4): 513-553
- Martin, Lisa L. 2000. *Democratic Commitments: Legislatures and International Cooperation*. Princeton University Press.
- McGillivray, Fiona and Alastair Smith. 2000. "Trust and Cooperation Through Agent Specific Punishments." *International Organization* 54(4): 809-824.
- Morgan, T. Clifton, and Kenneth N. Bickers. 1992. "Domestic Discontent and the External Use of Force." *Journal of Conflict Resolution* 36 (1): 25-52.

Week 8 - Mar 3: Dr. Gary Gertz Guest Lecture

- Reading TBD

Note: This lecture begins at 3:00 pm via Zoom (details forthcoming). All students are expected to attend. If you have a class scheduled at this time, please let me know in advance.

****Spring Break March 7-11****

Week 9 - Mar 17 Institutions and Cooperation

- Duffield, J. (2007). What are international institutions?. *International Studies Review*, 9(1), 1-22.
- Koremenos, Barbara., Lipson, C., & Snidal, D. 2001. "The rational design of international institutions." *International organization*, 55(4), 761-799.

- Abbott, K. W., Keohane, R. O., Moravcsik, A., Slaughter, A. M., & Snidal, D. (2000). The concept of legalization. *International organization*, 54(3), 401-419.
- Martin, L. L., & Simmons, B. A. (1998). Theories and empirical studies of international institutions. *International organization*, 52(4), 729-757.

Supplemental

- Martin, Lisa L., and Beth A. Simmons. 1998. Theories and Empirical Studies of International Institutions. *International Organization* 52 (4):729-57.
- Lake, David A. 1996. "Anarchy, Hierarchy, and the Variety of International Relations." *International Organization* 50 (1): 1-33.
- Abbott, K. W., & Snidal, D. (1998). Why states act through formal international organizations. *Journal of conflict resolution*, 42(1), 3-32.
- Boremenos, Barbara. 2005. "Contracting Around International Uncertainty." *American Political Science Review* 99 (4): 549-565.
- Downs, G. W., Rocke, D. M., & Barsoom, P. N. (1996). Is the good news about compliance good news about cooperation?. *International Organization*, 50(3), 379-406.
- Keohane, R. O. (1988). International institutions: Two approaches. *International studies quarterly*, 32(4), 379-396.
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Week 10 - Mar 24 Democratic Peace

- Owen, J. M. 1994. How liberalism produces democratic peace. *International security*, 19(2), 87-125.
- Maoz, Zeey, and Bruce Russett. 1993. Normative and Structural Causes of Democratic Peace, 1946- 1986. *The American Political Science Review* 87(3):624-38.
- Rosato, Sebastian. 2003. The Flawed Logic of Democratic Peace Theory. *The American Political Science Review* 97(4):585-602.
- Tomz, M. R., & Weeks, J. L. 2013. Public opinion and the democratic peace. *American political science review*, 107(4), 849-865.
- Layne, C. (1994). Kant or cant: The myth of the democratic peace. *International security*, 19(2), 5-49

Supplemental

- Gartzke, E. (2000). Preferences and the democratic peace. *International Studies Quarterly*, 44(2), 191-212.
- Russett, B., Layne, C., Spiro, D. E., & Doyle, M. W. 1995. The democratic peace. *International Security*, 19(4), 164-184.
- Owsiak, A. P. 2019. Foundations for integrating the democratic and territorial peace arguments. *Conflict Management and Peace Science*, 36(1), 63-87.
- Gibler, Douglas M. 2012. *The Territorial Peace*. Cambridge: Cambridge University Press.
- Kant, Immanuel. 1957. *Perpetual Peace*. New York: Liberal Arts Press.

- McDonald, Patrick J. 2015. Great Powers, Hierarchy, and Endogenous Regimes: Rethinking the Domestic Causes of Peace. *International Organization* 69(3):557-588.

Week 11 - Mar 31 International Political Economy

- Lake, David A. 2009. "Open Economy Politics: A Critical Review." *The Review of International Organizations* 4(3): 219–244.
- Gowa, Joanne, and Edward D. Mansfield. 1993. "Power Politics and International Trade." *American Political Science Review* 87(2): 408–420.
- Milner, Helen V., and Keiko Kubota. 2005. "Why the Move to Free Trade? Democracy and Trade Policy in the Developing Countries." *International Organization* 59 (1) : 107–143.
- Farrell, Henry, and Abraham L Newman. "Weaponized Interdependence: How Global Economic Networks Shape State Coercion." *International Security* 44, no. 1 (2019): 42–79.

Supplemental

- Lake, D. A. 1991. International political economy. In *The Oxford handbook of political economy*.
- Odell, J. S. 2001. Case study methods in international political economy. *International studies perspectives*, 2(2), 161-176.
- Maggi, Giovanni. 1999. "The Role of Multilateral Institutions in International Trade Cooperation." *American Economic Review* 89 (1): 190-214.
- Rosendorff, Peter B. and Helen V. Milner. 2001. "The Optimal Design of International Trade Institutions: Uncertainty and Escape." *International Organization* 55 (4): 829-857.
- Johns, Leslie and Krzysztof Pelc. 2018. "Free Riding on Enforcement in the World Trade Organization." *Journal of Politics* 80(3): 873:889.

Week 12 - Apr 7: Leaders and Perception

- Jonathan Mercer. 2010. Emotional beliefs. *International Organization*, 64(1):1–31
- Duelfer, C. A., & Dyson, S. B. 2011. Chronic misperception and international conflict: The US-Iraq experience. *International Security*, 36(1), 73-100.
- McManus, R. W. 2018. Making it personal: The role of leader-specific signals in extended deterrence. *The Journal of Politics*, 80(3), 982-995.
- Levy, J. S. 1983. Misperception and the causes of war: Theoretical linkages and analytical problems. *World Politics*, 36(1), 76-99.
- Berejikian, Jeffrey D. 2002. "A cognitive theory of deterrence." *Journal of Peace Research* 39(2): 165-183.

Supplemental:

- Stein, A. A. (1982). When misperception matters. *World politics*, 34(4), 505-526.
- Jack S. Levy. Prospect Theory, Rational Choice, and International Relations. *International Studies Quarterly* 41:1 (1997): 87-112.
- Daniel Kahneman and Jonathan Renshon. Why Hawks Win. *Foreign Policy* 154 (2007): 34-38.
- Jonathan Mercer. Emotion and Strategy in the Korean War. *International Organization* 67:2 (2013): 1-31.
- Marcus Holmes. The Force Of Face-To-Face Diplomacy: Mirror Neurons and The Problem Of Intentions. *International Organization* 67:4 (2013): 829-861.
- Jervis, R. (1988). War and misperception. *The Journal of Interdisciplinary History*, 18(4), 675-700
- Jervis, R. (1968). Hypotheses on misperception. *World politics*, 20(3), 454-479
- Jervis, R., & Rapp-Hooper, M. (2018). Perception and misperception on the Korean peninsula: How unwanted wars begin. *Foreign Aff.*, 97, 103.

Week 13 - Apr 14: Class-selected Topic. Readings TBD.

Week 14 - Apr 21 Conclusion and Assessment

- Lake, David A. 2011. Why "isms" Are Evil: Theory, Epistemology, and Academic Sects as Impediments to Understanding and Progress. *International Studies Quarterly* 55 (2):465-80.
- Nau, Henry R. 2011. No Alternative to "Isms". *International Studies Quarterly* 55(2):487-91.

Week 15 Apr 28: In-Class Final Exam

ADDITIONAL INFORMATION FOR STUDENTS:

Covid Information and Face Coverings:

Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine?

University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>.

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 to: <https://georgia.gov/covid-vaccine>.

In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination>

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, <https://www.uhs.uga.edu/info/emergencies>.

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](https://dawgcheck.uga.edu/) (<https://dawgcheck.uga.edu/>), 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.

Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

Monitoring conditions:

Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

Well-being, Mental Health, and Student Support

If you or someone you know needs assistance, you are encouraged to contact Student Care & 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 to support your well-being and mental health: <https://well-being.uga.edu/>. Counseling and Psychiatric Services (CAPS) is your go-to, on-campus resource for emotional, social and behavioral-health support: <https://caps.uga.edu/>, TAO Online Support (<https://caps.uga.edu/tao/>), 24/7 support at 706-542-2273. For crisis support: <https://healthcenter.uga.edu/emergencies/>.

The University Health Center offers FREE workshops, classes, mentoring and health coaching led by licensed clinicians or health educators: <https://healthcenter.uga.edu/bewelluga/>

Preferred Names and Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

In-Class Recordings: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course. o Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.

- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.”