INTL 3200 Introduction to International Relations

Jeffrey Berejikian
Office: 307 Candler Hall
Phone: 542-1849
Email: jberejik@uga.edu

Objectives

This class is intended to lay the analytic foundation for a study of international politics. The course is anchored to questions like What are the goals of states? When is international cooperation possible? What is the role of governments in shaping the global economy? Together we will explore proposed answers to these questions (and many others). With a critical eye, we will compare and contrast competing explanations.

The course will also include a foreign policy simulation on the topic of cyber security. Acting as members of the National Security Council, you will work as teams to develop a set of policy recommendations. The purpose of the simulation is to encourage students integrate course concepts and apply them to a critical, real-world problem. A simulation gamebook containing assignments, readings, and other instructions will be distributed in class.

By the end of class, students will:
- Develop a foundational understanding of the international politics, including:
  - The role of major actors in the international system and how they interact
  - How countries develop different conceptions of self-interest and act on these conceptions
  - The importance of domestic politics in shaping international behavior
  - How and why the traditional role of United States is changing

- Develop analytic tools needed in foreign policy analysis, including
  - The ability to deploy established theoretical and conceptual frameworks to understand state behavior
  - The capacity to critically evaluate competing explanations of country decision making

Please note:
The University of Georgia's commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality:
http://diversity.uga.edu/index.php/about/welcome

Course Requirements

Course assignments involve a mix of individual and group work. With respect to group work, it is important to understand that a component of your grade will include a peer evaluation; members of your team will grade the effort and quality of your contribution to group assignments.

Individual Assignments:

- Quizzes: There will be three (3) in-class pop quizzes. Each quiz will be worth 75 points and will cover readings and lecture material. Specifically: essay questions will come from the lectures, while multiple choice questions will come from the readings. Quizzes will be taken in class and will not be announced in advance. Missed quizzes can only be rescheduled for a university approved absence.

- Analysis Paper: A 3-page reflection paper critically evaluating the results of the simulation will be due at the end of the semester (45 pts)

- Cyber Security Document Research: Students will compile a set of documents describing the state of cyber security threats in the first year of the Obama Administration (45 pts).

- Peer Evaluation: Participating in small group deliberation and writing (20 pts)

Group Assignments:

- Small Group Faction: Initial proposals for NSC deliberations (45 pts)

- Small Group Faction Presentation (45 points)

- Class: National Security Strategy Recommendation to the President (45)

Grading Scale (percentage of 335 total points available in class):

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.

Class Format and Schedule

Lectures:
On Tuesdays we introduce key concepts. On Thursdays, we develop examples apply these concepts.

Quizzes
Pop-quizzes will be administered in class and may cover reading and/or lecture material. To allow students sufficient time to prepare, quiz material will only cover lectures and readings on topics *prior to the week in which the exam is taken.* With respect to readings, material from a chapter in the main text will only appear on a quiz once.

Simulation
Much of the simulation work is backloaded in the semester. This is intended to be a fun yet rigorous leaning exercise. Details on the timing and assignments will be discussed in class.

Office Hours

11am-12pm (by special appointment when required). You can schedule an office hour appointment here: https://jeffreyberejikian.youcanbook.me (Note: this app requires a Google account)

Academic Integrity Statement and Policy
The UGA Student Honor Code states: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be assessed here: https://honesty.uga.edu. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy.

All course work must be done on an individual basis, including exams, unless the syllabus clearly indicates that the assignment is team graded.

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.

Please note that faculty and staff are obligated to report any knowledge of sexual assault and/or relationship violence to UGA's Equal Opportunity Office.

Readings/Assignments

Please review the reading list prior to each week. As the class and simulation unfold, we may add or remove readings or assignments to facilitate your deliberations in the simulation. Reading is listed as "Assigned by Simulation Role" will be distributed in class.

There is one text for this class: International Relations by Jon C.W. Pevehouse & Joshua S. Goldstein 12e. While a standard introductory text in most respects, it is unique in that the focus is upon the relationship between a state's strategic environment and its ability to pursue foreign policy objectives. It thus serves as a good complement to material presented in class.

The least expensive option is to purchase a digital copy of the textbook via the publisher: www.pearson.com. This will also give students access to practice quizzes and study guide. Please note that I have not ordered physical copies of the book through the UGA bookstore, so if you

would like to purchase a physical copy for this class you will need to make those arrangements on your own.

The schedule below outlines a timetable for the completion of the assigned readings. *Please have the material read before your assigned discussion session and before scheduled exams.*

The reading burden for this course is not heavy. I intend this deliberately. There are no excuses for not completing the readings in a timely fashion.   That is my 'carrot', the incentive for you to stay current with the readings. The 'stick' rests both in the fact that your careful and considered completion of the assigned readings is essential for success in this course, and that the examinations are structured to ensure this.

Note that the lectures will introduce new material, but the order of topics will generally coincide with the readings.

Schedule:

Introduction	
August 18	
Concepts	• Welcome to Class! • Our Orientation to the Topic of International Politics
Readings	Review Syllabus
In Class Discussion	Theories vs. Facts

Section 1: Actors and System	
August 23/25	
Concepts	• States vs. Nations • Intergovernmental Organizations • Non-Governmental Organizations
Readings	G. Ch.1
In Class Discussion	States vs. IGOs vs. NGOs – Who wins?

Section 1: Actors and System	
Aug. 30/Sept. 1	
Concepts	• What is Anarchy

	• How does Realism predict state behavior?
Readings	G. Ch.2
In Class Discussion	Can anarchy be "fixed"? How does anarchy lead to securitization? Do leaders wear security-oriented glasses?

Sept. 5th. Memorial Day

Section 2: State Goals and Foreign Policy	
Sept 6/8	
Concepts	• Power as a resource vs. power as control • Why does "complex" interdependence matter
Readings	G. Ch.3
In Class Discussion	• Realist vs. Liberal perspectives on cooperation and conflict.

Section 2: State Goals and Foreign Policy	
Sept 13/15	
Concepts	• Rational decision making (core concepts) • Deterrence politics
Readings	G. Ch.4
In Class Discussion	Why do rational states sometimes fight?

Section 2: State Goals and Foreign Policy	
Sept. 20/22	

Concepts	Rational cooperation between states
Readings	G. Ch.7
In Class Discussion	How to build international institutions to change state behavior. What is the role of IGO's?

Section 2: State Goals and Foreign Policy Sept. 27/29	
Concepts	Game Theory and Cooperation
Readings	G. Ch.6
In Class Discussion	How to Build an IGO

Section 3: Domestic Politics and International Behavior Oct 4/6	
Concepts	• The Public and Domestic Politics
Readings	G. Ch.10
In Class Discussion	How Do States Cooperate when the Public Gets Involved?

Section 3: Domestic Politics and International Behavior Oct. 11/13	
Concepts	• Theory of Comparative Advantage
Readings	G. Ch.9
In Class Discussion	Does Everybody *Really* get Rich?

Section 3: Domestic Politics and International Behavior	
Oct. 18/20	
Concepts	• Let's Talk WTO • Let's Talk Tariffs • Let's Talk Most Favored Nation https://www.wto.org/english/res_e/webcas_e/ltt_e/ltt_e.htm (feel free to watch any of the other WTO videos too!)
	G. Ch.8
In Class Discussion	Is the WTO Still a Good Deal for the US? What about China?

Section 3: Domestic Politics and International Behavior	
Oct.25/27	
Concepts	• Democratic Peace (https://www.youtube.com/watch?v=q5bo8VSzBSA)
Readings	G. Ch.5
In Class Discussion	What Happens when Democracy Fails?

Fall 2022 INTL 3200 NSC Simulation Timeline

Section 4: Simulation Background and Individual Research	
Nov 1/3	
	Cyber Security Research Document Due: Monday Nov 15, 12:00 pm. Upload to ELC
Readings	NSC Videos Cyber Security Research Documents – see game book for archive links

In Class Discussion	Simulation Working Groups

Section 4: Simulation Nov 8/10	
	** Working Group (Faction) White Paper Proposals Due: Thursday, Nov. 16 12:00 pm. Upload to ELC**
Nov. 16	Faction Presentations to full NSC
Nov. 18	NSC Deliberations and Policy Drafting

Section 4: Simulation Nov 15/17	
	Final Draft NSS Due to President Nov. 23 2:00 pm
	None: NSC Deliberation and Policy Drafting

Nov. 22 (no class?) Nov. 24 Thanksgiving Break

Simulation Debrief and Wrap-up Nov. 29/Dec. 1	
Nov. 29	Special Meeting of NSC (Topic TBD)
Dec 1.	Class Debrief

Individual Reflection paper due Monday Dec. 9 12:00 pm. Upload to ELC

[Note: Dec 6 UGA operating on Friday schedule]

Appendix:
Simulation Supplemental Material

Here is some background information that may be useful in preparation for the simulation. You can review these materials at any time before before the 8th week of class.

- Role and functioning of the National Security Council: (Pay close attention to the function and importance of forceful disagreement between security officials who, at the same time, embrace the shared purpose of the NSC).
  - Overview of the National Security Council: [Video](#)
  - Running an NSC Meeting: [Video](#)
  - Overview of the Interagency Process: [Video](#)
  - Summary of Tools in Diplomacy: [Video](#)
  - Summary of Sanctions: [Video](#)
  - Summary of Negotiations: [Video](#)

- Background on Cyber Security in the Bush and Obama Administrations:
  - Bush National Security Strategy and other associated documents: [Links to Files](#)

ADDITIONAL INFORMATIO FOR STUDENTS:

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."

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/), 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.