



**School of Public &
International Affairs**
UNIVERSITY OF GEORGIA

INTL 3200E
INTRODUCTION TO INTERNATIONAL RELATIONS

Term: Summer 2023 Short Session II
Mon. 10 July – Fri. 4 August 2023
Online

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Online Office Hours: Mon. 2:00 – 4:00pm
Campus Office: Candler Hall 304
Campus Office Hours: by appointment

Course Description

This course is designed as an introduction to: (a) international relations – dynamics, processes, and political events taking place among states; and (b) International Relations (hereafter, IR) – an academic discipline. The course provides a general overview of key historical events, theories, concepts, and issues central to the field. The course is divided as follows:

Module I: Introduction and Historical Context

This section of the course provides an introduction to important concepts, theories and terms that will be addressed in greater depth throughout the course. It is also meant to give students a general historical overview of important events and moments that have significantly impacted the shape or structure of global politics.

Module II: IR Theory

This section of the course is meant as a general overview of the main theories that attempt to explain international politics, namely: realism, liberalism, constructivism, Marxism, feminism, postcolonialism, and poststructuralism in IR.

Module III: IR Subfields

This section of the course explores academic approaches to enduring features of world politics, addressing the subfields, security studies, international political economy, and international law, regimes and institutions.

Module IV: International Issues

This section of the course explores four important topics which have seen increased attention by scholars in the early twenty-first century. They include environmental politics, human rights, terrorism, and the interactions among globalism, regionalism, and nationalism.

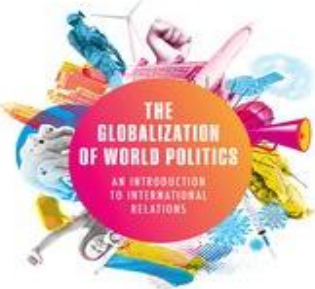
Student Learning Outcomes

Upon completing this course, students should be able to:

1. identify the key actors and institutions within the international system;
2. understand the interests of different state, transnational, and non-state actors;
3. describe and critique the major approaches to the study of IR;

4. discuss the major causes and effects of international conflict and cooperation;
5. think analytically and critically about international relations;
6. comprehend and discuss the different ways institutions structure power and influence representation;
7. apply the theoretical and analytical tools learned to examine salient issues in international relations.

Required Course Materials

	<p>Title: <i>The Globalization of World Politics</i>, 9th ed.</p> <p>Authors: John Baylis, et al.</p> <p>Publisher: Oxford University Press</p> <p>Year: 2023</p> <p>ISBN: 978-0-192-89814-2</p>
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You are welcome to use the e-book (<https://global.oup.com/ushe/product/the-globalization-of-world-politics-9780192898142?cc=es&lang=en&>) if it is easier/more economical for you. The e-book is \$32.50 for 180 days from the Oxford University Press website. Earlier editions of the book are also available at reduced prices, but use with caution as they may not contain all necessary information.

Any additional readings will be available on the course eLC site.

Course Structure

This is a 3-credit hour, fully online course. All materials are available online through UGA's eLearning Commons (eLC) portal. This is also an asynchronous course, and you can work on the materials as they become available.

The course consists of four modules (one for each week of the course), and each module consists of four topics. Each topic will include:

1. Reading one or more chapters from the textbook;
2. Watching and taking notes from my short video on the key concepts of the day;
3. Participating in the discussion board.

You will complete one module per week. The first three module exams are available for 48 hours through Friday and Saturday. For the fourth and final module, due to the shortened schedule, the exam is available only for 24 hours on Friday (August 4).

Online courses necessitate considerably more self-motivation, self-discipline, and technology skills than a traditional in-person course. Indeed, online courses can be considered *more demanding*.

One of the greatest barriers to success in an online course is a lack of basic computer literacy. By "computer literacy," I mean being able to manage and organize computer files efficiently, and using one's computer's operating system and software quickly, efficiently, and fluently. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency in computer literacy.

Technical problems can sometimes come up unexpectedly. Students should have a backup plan for Internet and email access in the case home or work computer connection goes offline or crashes. Always keep a back-up copy of all assignments, readings, and e-mails in a safe place. Though rare, major system outages and failures do happen.

Remember that individual technical problems are not an acceptable excuse for late assignment submissions.

Communication

I am here to help however I can! Please feel free to contact me via email, WhatsApp, or place a phone call at any time. Also, I'd be happy to schedule a time to meet either on Zoom or in person on campus.

When emailing me please:

1. ensure your question is not already addressed in this syllabus;
2. use only your UGA email account;
3. include your course number in the subject line;
4. use the proper salutation by starting your email with "Dr. Barber," "Dear Dr. Barber," or "Dear Professor Barber."

I reply to student emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it.

****PLEASE REGISTER FOR ANNOUNCEMENT NOTIFICATIONS!*****

I will keep you updated about the course and any changes to the syllabus through the "ANNOUNCEMENTS" board on the class eLC page. To sign up for Announcement Notifications: your name on the class eLC page > Notifications > Instant Notifications > Announcements.

Assessment

Reading Discussions (25% = 15 @ 1.67% ea.)

As a way for the whole class to engage together with the readings, online Reading Discussions will be completed for each topic. Students are tasked to write a critical question about the assigned reading (due by 2:00pm), and at least two responses to your colleagues' statements/questions (due by 11:59pm), and at least two responses to other colleagues' responses (due by 11:59pm), for a total of at least five comments in total. I want to see evidence you have thought deeply about the textbook material in your questions. Late comments do not receive a grade.

Unassigned Chapter Literature Review (15%)

Students select one unassigned chapter from the course textbook parts four and five, and expand on the topic with a brief literature review. The purpose of this assignment is to allow you to explore in depth one subfield or issue in IR which interests you, but we were not able to bring into the course. The Unassigned Chapter Literature Review is due by Monday, 31 July 11:59pm. Further details are forthcoming. Late work is not accepted.

Module Exams (60% = 4 @ 15% ea.)

The module exams cover material in both lectures and readings. Exams are taken using Respondus Lockdown Browser. Early and Make-up exams will not be considered, except with appropriate documentation (it must clearly indicate the student will be/was unable to sit the exam specifically at the scheduled time).

Assessment	Graded Points	Percent of Final Grade
Reading Discussions (15)	10, ea.	25%
Unassigned Chapter Literature Review	100	15%
Module Exams (4)	100	60%
Total		100%

Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 93.0%	Excellent
Grade = A-	92.9 - 90.0%	Excellent
Grade = B+	89.9 - 87.0%	Good
Grade = B	86.9 - 83.0%	Good
Grade = B-	82.9 - 80.0%	Good

Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	79.9 - 77.0%	Satisfactory
Grade = C	76.9 - 73.0%	Satisfactory
Grade = C-	72.9 - 70.0%	Satisfactory
Grade = D	69.9 - 60.0%	Poor
Grade = F	59.9 - 0%	Fail

There is no rounding of grades beyond the **basis point** (1/100th of 1%, or 0.01%).

Grade Appeals

Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. Students who believe they have received an inaccurate grade should prepare a formally appeal. The appeal should consist of a typed email that identifies the problem and presents concrete reasoning to substantiate why the exam or assignment should be re-evaluated. Note that a request for re-evaluation means that I examines your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals will not be accepted any later than one week (seven days) from when the grade was returned to the student(s).**

Extra Credit

I will not offer extra credit at any point in this course, including the end of the course after final grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

Note on Final Grades

It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced emails from students wanting their final grades changed to reflect what the student “thinks” it should be, or what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across university campuses nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work, and find it extremely disrespectful when students approach me with such an unethical proposition.

Again, your final grade is **NOT** subject to negotiation, and I will not respond kindly to grade grubbing appeals. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate this soon, or if you need an exceptionally good grade from this course for whatever reason, the only possible way of receiving this is to work hard. The grade you *earn* is the grade you will receive. **The sole factor that matters in determining your grade is your performance in the course.** Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving your government and tax-paying fellow citizens.

Academic Honesty

Students must commit to the UGA Student Honor Code: "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 found at www.uga.edu/ovpi.

The *minimum* penalty for any type of plagiarism or cheating will be an “F” on the assignment. As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it

in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

Plagiarism is using another's work as your own without correct citations. Examples include, but are not limited to:

- i. Directly quoting another's written or spoken words without quotation marks.*
- ii. Paraphrasing without attribution.*
- iii. Presenting someone else's original idea or theory as your own original work without attribution.*
- iv. Using statistics, images, or data without recognizing who compiled them.*
- v. Turning in work that another wrote as your own work.*
- vi. Self-Plagiarism: Submitting an assignment for credit that has already been submitted, unless the current instructor authorizes its use prior to submission.*

The bottom line:

- *If it's not your writing, thought, creation, or composition, cite it.*
- *If it is your previous work, make sure you are allowed to use it.*
- *If you had someone create or do this work on your behalf (paid or not), then it's contract cheating.*

Additionally, while generative artificial intelligence-based technologies, such as ChatGPT, have recently made huge strides in producing written work replicable of students' efforts, overall the quality remains subpar, and is stuffed with "filler" content. Nevertheless, discussions about these technologies are crucial, yet have not sufficiently take place among technologists, liberal arts scholars, and university administrators, not just at UGA, but universities the world over. For the time being, any use of artificial intelligence software or word mixing software for course assignments or exams, or to disguise plagiarized work is also strictly categorized as a form of plagiarism

As an instructor dedicated to academic integrity, I pledge that I always pursue the maximum penalty within the bounds of the university's code of disciplinary measures regarding students who engage in academic dishonesty with no exceptions.

Copyright on Course Materials

All handouts used in this course, inclusive of digital materials, are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, exams, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Respectful Participation

We will all work to be great citizens in this course. Here are just a few ways in which this will be achieved (and more may be added as we evolve in our expectations of each other:

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any time, you feel that myself or others are not encouraging you to express your well-informed political opinions, please feel free to approach me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.

Commitment to Diversity

This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints.

Preferred Address

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.

Accessibility Note

If you plan to request accommodations for a disability, please register with the Disability Resource Center by the first week of class. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.

Letters of Recommendation Policy

It is very important to me that students who work hard and develop in my classes succeed in future pursuits. Therefore, I am happy to write letters of recommendation for students who:

- Address me properly and interact respectfully
- Earned good grades (B or higher) in at least one of my courses
- Make initial request for the letter at least two weeks prior to the deadline.

If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

CLASS SCHEDULE	
MODULE I: INTRODUCTION & HISTORICAL CONTEXT	
Date	Topic
Topic 1: Jul 10 (M)	Introduction to the Course <input type="checkbox"/> carefully read through your syllabus! <input type="checkbox"/> TURN ELC NOTIFICATIONS ON FOR COURSE! <input type="checkbox"/> Ch. 1
Date	Topic
Topic 2: Jul 11 (T)	Globalization & International Order <input type="checkbox"/> Chs. 2 & 3
Date	Topic
Topic 3:	International History: “End of History” (Until 1991)

Jul 12 (W)	<input type="checkbox"/> Chs. 4 & 11
Date	Topic
Topic 4:	International History: The Post-Cold War Era
Jul 13 (R)	<input type="checkbox"/> Chs. 5-6
Date	Topic
Jul 14 (F)	***MODULE I EXAM***
MODULE II: IR THEORY	
Date	Topic
Topic 5:	Realism
Jul 17 (M)	<input type="checkbox"/> Ch. 9
Date	Topic
Topic 6:	Liberalism
Jul 18 (T)	<input type="checkbox"/> Ch. 7
Date	Topic
Topic 7:	Constructivism
Jul 19 (W)	<input type="checkbox"/> Ch. 13
Date	Topic
Topic 8:	Critical Theory
Jul 20 (R)	<input type="checkbox"/> Chs. 8, 10, & 12
Date	Topic
Jul 21 (F)	***MODULE II EXAM***
MODULE III: IR SUBFIELDS	
Date	Topic
Topic 9:	National Security
Jul 24 (M)	<input type="checkbox"/> Chs.14 & 15
Date	Topic
Topic 10:	Non-Traditional Security
Jul 25 (T)	<input type="checkbox"/> Cabellero-Anthony, Ch. 1
Date	Topic
Topic 11:	International Political Economy
Jul 26 (W)	<input type="checkbox"/> Chs. 16 & 28
Date	Topic
Topic 12:	International Law & International Regimes
Jul 27 (R)	<input type="checkbox"/> Chs. 19 & 20
Jul 21 (F)	***MODULE III EXAM***
MODULE IV: INTERNATIONAL ISSUES	

Date	Topic
Topic 13: Jul 31 (M)	Environmental Politics □ Ch. 24 ***Unassigned Chapter Literature Review due by 11:59PM***
Date	Topic
Topic 14: Aug 1 (T)	Human Rights □ Ch. 32
Date	Topic
Topic 15: Aug 2 (W)	Terrorism □ Ch. 29
Date	Topic
Topic 16: Aug 3 (R)	Globalism, Regionalism, & Nationalism □ Chs. 23 & 31
Date	Topic
Aug 4 (F)	***MODULE IV EXAM***

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EST).
Time-related misunderstandings are not valid justifications for absences or late submissions.

NOTE: This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.