

INTRODUCTION TO INTERNATIONAL RELATIONS

Fall 2024

Instructor:	Bree Bang-Jensen bri · bong-yensen she/her, Bree/Dr./Prof.	Time:	T/TH 11:10 - 12:25 pm
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Course Overview:

The purpose of this course is to introduce students to the theories and frameworks scholars use to understand international relations, as well as to use these frameworks to explore contemporary and past issues. At the end of this course, students should have a solid foundation for further coursework in international relations (and a clearer sense of what topics in international relations may interest them most) as well as be able to put world events in greater context.

The course begins with an overview of what is international relations and the formation of the international system. We will discuss major theories in international relations, as well as the roles of colonialism and power in shaping state interactions. We will then begin a unit on international security, which will include discussion of questions such as why do states go to war? How does war affect domestic politics and vice versa? How are the causes of civil war similar or different from interstate war? What are the benefits and risks of alliances?

We will then shift to a unit on international economics, where we will discuss the movement of goods, money, and people across borders. There is no economics prerequisite for this class, so I will cover some fundamentals, such as comparative advantage and the role of central banks in influencing the money supply, in lecture. We will focus on the arguments for and against free trade, why states may choose to adopt a shared currency such as the euro, and the benefits and risks of international finance. We will also examine the reasons for international migration and the backlash.

Finally, we will explore the tools for international cooperation and their limits, through readings on international law, human rights, the environment and public health. We will examine the challenges to international cooperation and the conditions under which it is most successful, and the tools for improving human rights globally. We will then discuss frameworks for environmental cooperation which are more focused on punishing free riders versus those more centered on brick-by-brick collaboration. We will conclude by discussing challenges in global public health and the role of borders and national identity.

Course Page:

The syllabus, all course reading files, and assignment submission links are available on the e-Learning Commons page for this class: <https://uga.view.usg.edu/d2l/home/3252416>

Office Hours: My office hours are *student hours*: Fridays 11-12 PM, Tuesdays 1PM-2PM. This is dedicated time I reserve for students, located in my office: Chandler 328. To be most efficient, please sign up at the link below. These are in 10 minute increments, and feel free to sign up for more if suitable.

<https://calendly.com/bree-bang-jensen/office-hours>

Logistics

The textbook for this class is *World Politics: Interests, Institutions and Interactions* by Frieden, Lake, and Schultz (5th edition). I may refer to this textbook on the syllabus as FLS. I have also assigned a number of readings from newspapers and popular journals which are available on the course page.

I will hold office hours once a week at the days and times specified above. If you need to make an appointment outside my office hours, please email me at least a week in advance and suggest multiple meeting time options. If you are struggling and need support, I am happy to help connect you to appropriate campus resources. If you are having trouble in the class, please contact me. I can only help if you communicate with me. Please reach out if there is anything going on that will interfere with your performance in class, including deadlines. I never need to know specifics about your health, personal circumstances, etc. The best way to get in touch with me outside of class sessions and office hours is to contact me via email. I aim to respond to your email within two business days. Your email should be clear and concise and state what course you are taking. You should always consult the syllabus and course materials on eLearning before emailing. The ability to write effective emails is an important job skill that will help you to succeed in your future career. Relatedly, I expect you to check your email routinely. I will use Announcements on the e-Learning Commons to communicate important reminders, course changes, etc. outside of class time.

Grading Criteria

- **Active participation** 20%

Course readings are to be read *before* the assigned class day. All readings are to be done before the indicated day's class.

Please come to class prepared to discuss the readings for that day. Please look ahead and prepare for that week's readings. Readings are not perfectly uniform each week, so be prepared to read slightly more or less depending on the assignments. Reading is heaviest in the first half of the course, whereas more assignment due dates occur in the second half. Active participation in class requires both attendance and having done the assigned readings/homework before class.

- **News Presentation** 10%

All students are expected to give a 5 minute presentation relating a global news article to themes discussed in class that week. Students will sign up for slots during the first week of class. Presentations will be assessed on the basis of clarity, understanding of the news item, and connection to the topic of the week.

- **Midterm 1** 20% The first midterm will include short answer and essay questions and draw from all topics covered in the class prior to Midterm 1.

- **Midterm 2** 20%

The second midterm will include short answer and essay questions and draw from all topics covered in the class between Midterm 1 and Midterm 2.

- **Final 30%**

The final will include short answer and essay questions and will be cumulative, though will draw more heavily from topics which occurred after Midterm 2.

Policies

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.

Recording Lectures 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.
- 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.

Deadlines This course is designed so you are assessed on concepts soon after they are covered in class, and so that your workload (and mine!) are balanced throughout the semester. Failing to meet deadlines compromises both these things. If you find you are unable to meet a deadline, please notify me as soon as possible. Please back up all your work to a "cloud" (Google cloud, icloud, OneDrive– which is free through UGA). If you do not know how to do so, please see me during office hours. File loss is very sad, very frustrating and very avoidable and will not be an excuse for missing deadlines in this class.

Academic Honesty Many students have questions as to what constitutes too much "help" on essays or homework. Of course, you may ask a friend if a certain phrase or sentence is correct. You may consult an online dictionary or translator for a word or phrase. BUT,

the line between legitimate help and cheating is this: Are you able to reproduce the same information on a test or on your own? If the answer is yes - i.e., you learned something from getting the help and won't make the same mistake again - that's okay. If the answer is no - i.e., you can't identify the parts of speech in the phrase or you can't tell me what the word(s) mean on the spot) then you shouldn't turn in the assignment as your own work. You should, at the very least, indicate those parts of the assignment that are not your own work. In line with this, I am obligated to uphold the university's policy on academic honesty, and I take this responsibility very seriously. If you are unsure about your particular situation, please ask me for clarification BEFORE you turn in an assignment as your own work. I am more than happy to help you out.

Generative AI

You are welcome to explore the use of generative artificial intelligence (GAI) tools for your work, but use of GAI tools should be limited to providing support as you develop your thinking and knowledge base for an assignment. Specific assignments will include details about whether use of GAI tools is allowable or not, and why. If you are uncertain about using a particular tool to support your work, please consult with me before using it. Please note that you may not represent output generated by a GAI tool as your own work. Any such use of GAI output must be appropriately cited or disclosed, including quotation marks and in-line citations for direct quotes. Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case. Suspected unauthorized assistance, plagiarism, or other violations of UGA's "A Culture of Honesty," will be reported to the Office of Academic Honesty. For full details on how to properly cite AI-generated work, please see the APA Style article, *How to Cite ChatGPT*. If you are unsure where the line is between collaborating with GAI and copying from GAI, I recommend that you do not have your assignment and the GAI tool open on your device at the same time. Instead, take notes in your own words while you interact with the GAI tool, then use your notes to remind you of what you've learned and to inform your work. Never copy output from GAI tools into your assignment. Instead, use your interaction with the tool as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your improved understanding. (Sidenote: This advice extends to AI assistants that are directly integrated into a composition environment or grammar modulation tool.) Finally, GAI is highly vulnerable to inaccuracy and bias. You should assume GAI output is wrong unless you either know the answer or can verify it with another source. It is your responsibility to assess the validity and applicability of any GAI output used.

Course Schedule

Section I: What is International Relations

1. 8/15: Introduction and Overview: What is International Relations Anyway and Why Should We Care?

- **Goals**

- What is international relations?
- How does it shape our lives?
- Syllabus review and goals for the class
- Explain presentations assignment and sign ups

- **Responsibilities**

- 8/15 Read FLS introduction
- 8/15 Optional: Skim FLS chapter 1 for an overview on the evolution of the international system
- 8/19 Sign up for a presentation slot

2. 8/20, 8/22: Sovereignty

- **Goals**

- Understand what a state is and what rights and responsibilities come with statehood.
- Discuss how this has changed over time and may be changing.
- Understand how sovereignty can be compromised

- **Responsibilities**

- 8/20 Selassie. "Appeal to the League of Nations". May 12, 1936.
- 8/20 Thucydides. "The Melian Dialogue." From The History of the Peloponnesian Wars. (4 pgs).
- 8/22 Lozano Bielat, Hope. 2015. "Islamic State and the Hypocrisy of Sovereignty." E-International Relations (March 20). (5 pgs.).
- 8/22 Paris, Roland. 2022. "Putin Has Been Redefining 'Sovereignty' in Dangerous Ways." The Washington Post – Monkey Cage (March 3). (3 pgs.).
- 8/22 "The Rise and Fall of the Responsibility to Protect". Council for Foreign Relations. April 20, 2023. <https://education.cfr.org/learn/timeline/rise-and-fall-responsibility-protect>

3. 8/27, 8/29- Power, Cooperation, and Imagination

- **Goals**

- Be able to define realism, liberalism, and constructivism.
- Identify the differences in how each sees actors, interests and interactions.
- Explore how power intersects with racism and colonialism in international relations.

- **Responsibilities**

- 8/27: FLS Chapter 2
- 8/29 Zvobgo, Kelebogile, and Meredith Loken. 2020. “Why Race Matters in International Relations.” *Foreign Policy* (June 19). (7 pgs).
- 8/29 Huntington, Samuel P. 1993. “The Clash of Civilizations?” *Foreign Affairs* 72(3): Abridged version pg.159-166.
- 8/29 Read this twitter/X thread from Paul Poast at the University of Chicago: <https://twitter.com/ProfPaulPoast/status/1198787340711452678>

Section 2: International Security

1. 9/3, 9/5, 9/10: The bargaining model of war

- **Goals**

- Why do states go to war?
- What problems make ending war more difficult?
- What are ways to ease those problems?

- **Responsibilities**

- 9/3 FLS Chapter 3
- 9/3 Jervis, R. (1968). Hypotheses on misperception. *World politics*, 20(3), 454-479.
- 9/5 Pinker, Steven. 2013. “The Decline of War and Conceptions of Human Nature.” *International Studies Review* 15(3): 400-405.
- 9/5 Fazal, Tanisha M., and Paul Poast. 2019. “War Is Not Over: What the Optimists Get Wrong About Conflict.” *Foreign Affairs* 98(6): 74-83.

2. 9/12, 9/17: Domestic Politics and War

- **Goals**

- How does war affect domestic politics?
- How do domestic politics affect war?
- How do democracies and autocracies differ?

- **Responsibilities**

- 9/12: VIRTUAL ASYNCHRONMOUS (PRERECORDED) LECTURE
- 9/12: FLS Chapter 4.
- 9/17: Hetherington, Marc J., and Michael Nelson. 2003. “Anatomy of a Rally Effect: George W. Bush and the War on Terrorism.” *PS: Political Science and Politics* 36(1): 37-42.
- 9/17: Doyle, Michael. ”Why They Don’t Fight: The Surprising Endurance of the Democratic Peace”. *Foreign Affairs*. June 18, 2024. <https://www.foreignaffairs.com/world/they-dont-fight-doyle>.

- 9/17: Reiter, Dan. "Don't Panic about Putin: Why even desperate leaders tend to avoid Catastrophe." Foreign Affairs. November 7, 2022. <https://www.foreignaffairs.com/panic-about-putin>.

3. 9/19, 9/24, 9/26, 10/1: Nukes, Alliances, and Civil Wars

- **Goals**

- Examine deterrence and the risks of nuclear war.
- Understand why states make and uphold alliances and how alliances may increase or decrease conflict risk.
- What causes civil wars?
- How do civil wars end?

4. Responsibilities

- 9/19: Chapter 2. Ellsberg, Daniel. (2017). The doomsday machine: Confessions of a nuclear war planner. Bloomsbury Publishing USA. OR
- 9/19: Tannenwald, Nina. "The nuclear taboo: The United States and the normative basis of nuclear non-use." International organization 53.3 (1999): 433-468.
- 9/24: Kuleba, Dmytro. 2023. "Why NATO Must Admit Ukraine: Kyiv Needs the Alliance and the Alliance Needs Kyiv." Foreign Affairs (April 25). (7 pgs).
- 9/24: Logan, Justin, and Joshua Shiffrinson. 2023. "Don't Let Ukraine Join NATO: The Costs of Expanding the Alliance Outweigh the Benefits." Foreign Affairs (July 7) (10 pgs).
- 9/26: Balcells, Laila and Patricia Justino. "Bridging Micro and Macro Approaches on Civil Wars and Political Violence: Issues, Challenges, and the Way Forward" Journal of Conflict Resolution. 2014. OR
- 9/26 Cowell, Alan. "Rwanda Marks 25 Years Since the Genocide. The Country Is Still Grappling With Its Legacy," New York Times (April 6, 2019)
- 10/1: Midterm 1

Section 3: International Economics

10/3, 10/8: International Trade

- **Goals**

- Understand what globalization and historical patterns.
- How does comparative advantage enable gains from trade?
- Be able to explain the arguments for and against free trade.

- **Responsibilities**

- 10/3 FLS Chapter 7
- 10/8 Blinder, Alan. 2019. “The Free-Trade Paradox: The Bad Politics of a Good Idea.” *Foreign Affairs* 98(1): 119-128.
- 10/8 David Kamin and Rebecca Kysar, “The Perils of the New Industrial Policy: How to stop a global race to the bottom,” *Foreign Affairs* (May/June 2023).
- 10/8 Ngozi Okonjo-Iweala, “Why the World Still Needs Trade: The case for reimagining – not abandoning – globalization,” *Foreign Affairs* (July/August 2023): 94-103.

1. 10/10, 10/15: International Monetary Politics

• Goals

- How do central bank decisions influence the money supply, and in turn, inflation and growth?
- How do exchange rates work?
- What is the monetary policy “trilemma”?
- What is at stake in international monetary politics?

• Responsibilities

- 10/10 FLS Chapter 9
- 10/15 Heller, Daniel. 2017. “Do Digital Currencies Pose a Threat to Sovereign Currencies and Central Banks?” Peterson Institute for International Economics Policy Brief. (10 pages).

2. 10/17, 10/22: International Finance and Development

• Goals

- Understand the decisions countries face when borrowing money from abroad.
- How does risk affect lender willingness to lend money to other countries?
- What is development?
- What types of choices do countries have over their own economic development in a globalized world?

• Responsibilities

- 10/17 FLS 364-396
- 10/17 Abi-Habib, Maria, and Keith Bradsher. 2020. “Poor Countries Borrowed Billions from China. They Can’t Pay It Back.” *New York Times* (May 18). (7 pgs).
- 10/22 Bain, Marc. “Two garment factory disasters a century apart show how globalization has sapped labor’s power.” *Quartz*. 4/24/2018. <https://qz.com/1255041/two-garment-factory-disasters-a-century-apart/>

- 10/22 FLS Chapter 10
- 10/22 Mo Ibrahim, "Africa's Past Is Not Its Future: How the continent can chart its own course," *Foreign Affairs* (Nov-Dec 2022): 146-157.

3. 10/24, 10/29, 10/31: International Migration & Understanding Economic Integration through the EU

- **Goals**

- What are the differences between refugees, asylees, internally displaced people and immigrants?
- What are the causes and effects of immigration?
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- **Responsibilities**

- 10/24 FLS 397-401
- 10/24 Dekeyser, Elizabeth and Michael Freedman. "What 500 elections in 28 European countries can tell us about the effects of anti-immigration rhetoric." *The Washington Post*. 2018.
- Browse National Geographic resources on climate refugees: <https://education.nationalgeographic.org/resources/articles/climate-refugees/> Note: while these are for younger students, the maps are very useful!
- 10/29 Dennison, James. (2023). *Why did the UK leave the EU? The state of the science of explaining Brexit* (pp. 26-41). Edward Elgar Publishing.
- 10/31 Midterm 2

Section 4: International Law, International Organizations, the Environment and Health

1. 11/5, 11/7, 11/12: International Law, International Organizations and Human Rights

- **Goals**

- Understand the conditions under which international law is more likely to influence behavior.
- Understand the origins of international organization and its limits.
- How can human rights activists pressure states internally and externally?

- **Responsibilities**

- 11/5 FLS Chapter 11
- 11/5 Bangerter, Olivier. 2011. "Reasons Why Armed Groups Choose to Respect International Humanitarian Law or Not." *International Red Cross Review* 93 (882): 353-384.

- 11/7 Carnegie Endowment for International Peace. "UN Security Council Reform: What the world thinks". 2023.
- 11/12 Jo, Hyeran, and Beth A. Simmons. 2016. "Can the International Criminal Court Deter Atrocity?" *International Organization* 70 (3):443-475.
- 11/12 McLean, Ruth. "I told my story face to face with Habre: Courageous Rape Survivors Make History." Ruth Maclean, *The Guardian*, 9/18/2016.

2. 11/14, 11/19: The Environment

• Goals

- What challenges face global environmental cooperation?
- How are different states' interests with respect to the environment different?
- What remedies may exist to overcome these challenges?

• Responsibilities

- 11/14 FLS Chapter 13
- 11/19 McFarland, Kelly M., and Vanessa Lide. 2018. "The Arctic is Melting. Here's Why Cooperation and Diplomacy Get So Complicated." *The Washington Post – Monkey Cage* (July 30). (3 pgs.).
- 11/19 Meyer, Robinson. "An Outdated Idea is Still Shaping Climate policy". *The Atlantic*. April 20, 2021.

3. 11/21, 11/26 Public Health and wrapping up

• Goals

- What are some of the major challenges in global public health?
- How do IOs help bridge these challenges?
- Connecting concepts from across the class

• Responsibilities

- 11/21 van der Ven, Hamish, and Yixian Sun. 2021. "Varieties of Crises: Comparing the Politics of COVID-19 and Climate Change." *Global Environmental Politics* 21(1): 13-22.
- 11/21 Marmot, Michael. "Social determinants of health inequalities." *The Lancet* 365.9464 (2005): 1099-1104.
- 11/21 Hern, Alex. "Is broadband responsible for falling teenage pregnancy rates?" *The Guardian*. June 23, 2015.
- 11/26 Kwame Anthony Appiah, "The Importance of Elsewhere: In Defense of Cosmopolitanism," *Foreign Affairs* (March/April 2019): 20-26.