

## INTL 3200 Introduction to International Relations

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### 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.
  - The importance of domestic politics in shaping international behavior
  - How and why the traditional global 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.
  - Designing foreign policy frameworks and strategies.

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.
- End of Simulation 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 470 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. There is nothing that students need to do prepare for the simulation in advance. All relevant materials and assignments will be distributed prior to the beginning of the simulation.

#### *Office Hours*

All office hours are booked in advance (<https://jeffrejberejikian.youcanbook.me>), and begin at 10:30 am on Weds. Default time slots are for 15 minutes. However, you may reserve as many consecutive slots as you think you will need.

### **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.

### **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](http://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:**

<b>Introduction</b>	
August 15	
Concepts	<ul style="list-style-type: none"> <li>• Welcome to Class!</li> <li>• Our Orientation to the Topic of International Politics</li> </ul>
Readings	Review Syllabus
In Class Discussion	Theories vs. Facts

<b>Section 1: Actors and System</b>	
August 20/22	
Concepts	<ul style="list-style-type: none"> <li>• States vs. Nations</li> <li>• Intergovernmental Organizations</li> <li>• Non-Governmental Organizations</li> </ul>
Readings	G. Ch.1
In Class Discussion	Who Wins?: States vs. IGOs and NGOs

<b>Section 1: Actors and System</b>	
Aug. 27/29	
Concepts	<ul style="list-style-type: none"> <li>• What is Anarchy</li> <li>• Security Oriented Glasses</li> </ul>
Readings	G. Ch.2
In Class Discussion	Can Anarchy be “fixed”?

<b>Section 2: State Goals and Foreign Policy</b>	
Sept 3/5 (Dr. Berejikian @ conference Sept. 5)	
Concepts	<ul style="list-style-type: none"> <li>• Power and Security</li> <li>• Security vs Other “Goods”</li> </ul>

Readings	G. Ch.3
In Class Discussion	<ul style="list-style-type: none"> <li>Realist vs. Liberal Perspectives on Cooperation</li> </ul>

<b>Section 2: State Goals and Foreign Policy</b>	
Sept 10/12	
Concepts	<ul style="list-style-type: none"> <li>Rational Decision Making and Cooperation</li> </ul>
Readings	G. Ch.4
In Class Discussion	<ul style="list-style-type: none"> <li>Side discussion about nuclear pons</li> </ul>

<b>Section 2: State Goals and Foreign Policy</b>	
Sept. 17/19 (note: Sept. 19 <sup>th</sup> is International Talk Like a Pirate Day)	
Concepts	Transition to Liberalism and Foreign Policy Decision Making
Readings	G. Ch.7
In Class Discussion	Using International Institutions to Change State Behavior - How IGOs and NGOs can Help How to Avoid War and Build Meaningful Cooperation

<b>Section 2: State Goals and Foreign Policy</b>	
Sept. 24/26	
Concepts	Game Theory and Cooperation
Readings	G. Ch.6
In Class Discussion	How to Build an IGO

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct 1/3	
Concepts	<ul style="list-style-type: none"> <li>• The Public and Domestic Politics</li> </ul>
Readings	G. Ch.10
In Class Discussion	How Do States Cooperate when the Public Gets Involved?

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct. 8/10	
Concepts	<ul style="list-style-type: none"> <li>• Theory of Comparative Advantage</li> </ul>
Readings	G. Ch.9
In Class Discussion	Does Everybody <i>Really</i> get Rich?

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct. 15/17	
Concepts	<ul style="list-style-type: none"> <li>• Let's Talk WTO</li> <li>• Let's Talk Tariffs</li> <li>• Let's Talk Most Favored Nation</li> </ul> <a href="https://www.wto.org/english/ress_e/webcas_e/ltt_e/ltt_e.htm">https://www.wto.org/english/ress_e/webcas_e/ltt_e/ltt_e.htm</a> (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?

<b>Section 3: Domestic Politics and International Behavior</b>	
Oct. 22/24	
Concepts	<ul style="list-style-type: none"> <li>Democratic Peace (<a href="https://www.youtube.com/watch?v=q5bo8VSzBSA">https://www.youtube.com/watch?v=q5bo8VSzBSA</a>)</li> </ul>
Readings	G. Ch.5
In Class Discussion	What Happens when Democracy Fails?

<b>Section 4: Why War?</b>	
Oct. 29/31 (note: Oct. 31 is Wild Rumpus!)	
Readings	G. Ch 6
In Class Discussion	What are the other causes of war?

## Fall 2023 INTL 3200 NSC Simulation Timeline

(note: the simulation is an open-ended, dynamic exercise. The dates indicated below may change depending upon how the simulation unfolds)

<b>Section 5: Simulation Background and Individual Research</b>	
Nov. 5/7	
	<b>**Cyber Security Research Document Due: Nov 9 11:00 am. Upload to ELC**</b>
Readings	NSC Videos  Cyber Security Research Documents – see game book for archive links
In Class Discussion	Simulation Working Groups

<b>Section 4: Simulation</b>	
Nov 12/14	
	<b>** Working Group (Faction) White Paper Proposals Due: Thursday, Nov. 16 14:00 am. Upload to ELC**</b>
Nov. 12	Faction Presentations to full NSC (graded presentation)

Nov. 14	NSC Deliberations and Policy Drafting
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<b>Section 5: Simulation</b>	
Nov. 19	
NSC Deliberations and Policy Drafting	None: NSC Deliberation and Policy Drafting
	*Working Draft due Nov 21 at 2 PM

<b>Section 5: Simulation wrap-up</b>	
Nov. 21/26	
Nov. 21	Special Meeting of NSC (Topic TBD)
Nov 26	Final Draft of Policy due @ 3:00 PM Nov. 26

### Thanksgiving Break Nov.27-Dec.1

**\*\*Individual Reflection paper due Monday Dec. 9, 3:00 pm. Upload to ELC\*\***

Note:

1. Dec 3 is last day of class but UGA will be operating on a Friday schedule.
2. Due to a scheduling quirk, our last day of class is Tuesday, November 26.

### 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 the 8<sup>th</sup> 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](#)



### **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. 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.”

