INTL 6200: Pre-Seminar in International Relations

Fridays, 3:00 - 6:10 pm

Candler Hall 214

Fall 2024

Dr. Amanda Murdie
Email: murdie@uga.edu
Drop-In Office Hours: 9:00 to 11:00 am Thursdays, and by appointment, in Candler Hall 220

Course Description and Objectives

International Relations (IR) is a rich academic subfield of political science with many practical applications for those interested in foreign affairs and international policy. This course serves as a baseline graduate-level introduction to the current state-of-the-art in IR and a somewhat abbreviated review of the history of the subfield. The Department of International Affairs at UGA offers two different versions of this course; you are taking the course designed for PhD students. As such, although you *might not* eventually go into academia, your future is likely to include research-related work. The learning objectives of this course have been designed with your future career in mind. At the end of the course, you will be able to:

- understand the current landscape of IR,

- analyze state-of-the-art IR research,

- apply existing IR theory to new issues and situations,

- identify gaps in our understading of IR-related phenomena, and

- carry out new IR research.

Most IR syllabi go over a staple of old literature that doesn't actually reflect the state-of-the-art research today[1] I'm going to privilege the "new" over the "old" in this class, with the idea that I can sufficiently address the old literature in discussion while giving you the opportunity to better acquaint yourself with the state-of-the-art. As a result, this syllabus might look quite different than old syllabi for this course or syllabi from other institutions. Don't worry, that's by design. I'm convinced that I can better prepare you to contribute new knowledge to the IR field if we focus on where the field is headed more than rehashing where the field has been. As an added bonus, you'll have a much better grasp on how to read today's IR research.

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[1] Colgan (2016), as you'll read later, makes this point, albeit with a somewhat different conclusion than I am making.

Grading

Your course grade is calculated from the following components:

- **55%** - Extension and Application Essays - 3 times during semester
- **10%** - Group Discussion Leader Presentation
- **25%** - Analytical Literature Review
- **10%** - Active Participation

Extension and Application Essays

The overarching goal of this course is to give you experience with the current IR research so that you could either (a) apply the research to a current event in a professional setting or (b) add to the research. In order to aid in achieving this goal, at three different times in the semester, you will have to find an outside news story (ideally for MIP students or MA students) or an outside academic article (ideally for PhD students) that somehow relates to the topic of the reading. The outside source must be current, ideally published in the last six months.

In a five to seven page double spaced (one-inch margins, 12-point font) paper, provide a brief overview of the outside source and then discuss how it relates to the current literature assigned for the week. In your essay, you must present at least one way that the outside source can draw on the lessons learned from the literature read for that week and at least one way where the outside source presents an unanswered question or new avenue for future research or further literature review. **Essays must be turned in by 11:59 pm on the Thursday night prior to the topic being discussed in class (in an assignment dropbox on eLC). At least one essay is due by September 12th. Your second essay must be completed by October 17th. Your final essay is due November 21st. You can complete all essays earlier then these due dates.** A rubric is attached to this syllabus.

Group Discussion Leader Presentation

Each week, two to three students will serve as discussion openers for the class, providing a joint 15 minute presentation on the key lessons from the readings and opening us up for discussion. The goal of this assignment is to help you learn to distill and present academic arguments to a broad audience. As the instructor, I might have my own presentation on key concepts each week, but your presentation will serve as our opening discussion. **We will get a schedule of presenters together during the first class. Presentation slides must be turned in by 11:59 pm on the Thursday night prior to the topic being discussed in class (in an assignment dropbox on eLC).** A rubric is attached to this syllabus.

Analytical Literature Review

Regardless of whether you choose an academic or non-academic career path, your future will likely involve you collecting research on a specific topic and creating a summary of the state-of-the-art, also focusing on the questions or puzzles that remain for future work. To help you develop this skill, I would like you to pick an IR topic of your choice and review the current academic literature on the topic. What do we know about this topic? What does current research in this area look like? What themes emerged in the literature you have read? What questions remain for future work? At the end of the literature review, you must include a section where you address unanswered questions for future research. The full paper should be short, ideally no longer than ten to twelve pages (double spaced, one-inch margins, 12-point font). Your analytical literature review could be useful for a briefing to a policy official or could be used as a launching point for future research.

Your literature review must include references to at least 20 academic peer-reviewed pieces. By academic literature, I'm referring to literature published in peer-reviewed journals like *International Studies Quarterly, International Organization, Journal of Peace Research, International Security, Security Studies, Journal of Conflict Resolution, Foreign Policy Analysis, Conflict Management and Peace Science, Journal of Global Security Studies, International Studies Review, British Journal of Political Science, American Political Science Review, American Journal of Political Science,* and *Political Research Quarterly.* There are more journals than just this short list that will work for the assignment, but the work you review must be from peer-reviewed journals or books in political science, ideally in journals or books that specialize in international relations.

You must get your topic approved by me by October 11, ideally following a brief meeting (during office hours or by appointment). **The final project is due December 6th by 11:59 pm (in an assignment dropbox on eLC).** A rubric is attached to this syllabus.

Active Participation

I have also allotted 10% of your grade to *participation.* To receive full credit for the participation component of this grade, simply come to class after having completed **all** the readings for the week and offer your insights and questions during the class. You will receive full credit for this portion of your grade if it is clear that you actually read and reflected on the readings. Offering tangential or off-topic comments will harm your grade. Feel free to come see me as to your participation grade.

A note on participation:

Your active participation is very important. Always feel free to state your opinions in a way that invites discussion. No outside knowledge of international relations or political science scholarship, of history, or of current events will be necessary for effective class participation. Discussion of other scholarship, history, and current events will certainly be welcome when they are relevant, but **careful reading** of the materials assigned for this course and **concentrated thinking** about the ideas raised in class will be a sufficient basis from which to contribute profitably to class discussion. The first step toward participating in class is attending class.

Grading Scale:

Your final grade will be calculated on the following scale:

- 94 to 100 - A
- 90 to 93.$\bar{9}$ - A-
- 87 to 89.$\bar{9}$ - B+
- 84 to 86.$\bar{9}$ - B
- 80 to 83.$\bar{9}$ - B-
- 77 to 79.$\bar{9}$ - C+
- 74 to 76.$\bar{9}$ - C
- 70 to 73.$\bar{9}$ - C-
- 60 to 69.$\bar{9}$ - D
- 59 and below - F

Useful Information and University Policies

Attendance and Makeup Policy

I realize you are adults with rich and full lives outside of class. As such, I do not have an attendance policy, *per se*. You are solely responsible for getting any materials you miss. However, it's **very** hard to get the participation points if you aren't in class. Grades are due immediately after the course is over; late or missing assignments at this time may cause difficulties in grade reporting. Extensions or makeup assignments are generally not permitted. If you think you have an exceptional circumstance, please discuss it with me outside of class.

Please refer to the UGA class attendance policy: LINK.

Preferred Name and Pronouns

The following is taken verbatim from LINK:

"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."

Prohibition on Recording Lectures

The following is taken verbatim from LINK:

"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."

University Honor Code and Academic Honesty Policy

The following is taken verbatim from LINK:

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.

I expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation. Please email me with any questions.

Changes to the Syllabus Could Occur

The following is taken verbatim from LINK:

"The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary."

The Use of AI for Coursework Policies

Artificial Intelligence (AI) tools are now widespread. At UGA, the default rule for student use of AI on their coursework is that it is not permitted unless it is explicitly authorized by the course instructor before turning it in. The International Studies Association (ISA)- the professional association most in line with this course material - has recently issued a detailed statement on the use of AI in publishing: LINK. *Full disclosure: I am an author of that statement and am currently the Publications Commitee Chair of the Association.*

In this class, in line with both UGA policy and ISA guidance, a detailed statement of the extact use of AI tools **must** be disclosed when you submit your assignment. Like stated in the ISA policy, "Such statements should include information on the exact AI tool and where it was used in the creation of the manuscript (for example, were AI tools used in word choice, coding, or in citation generation?). Cover letter statements should also outline rough percentages of reliance on AI tools in writing (for example, were AI tools responsible for 5% of the writing?). This information should also be in the manuscript itself; the Methods or Acknowledgements section of a manuscript will likely be the most appropriate place to include such a statement." Of course, AI tools cannot be a coauthor of your work and are highly vulernable to inaccuracies and bias. Use with the utmost caution.

FERPA Statement

The following is taken verbatim from LINK:

"The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation at www.reg.uga.edu/general-information/ferpa/. FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar."

Disability Services

The following is taken verbatim from LINK:

"If you plan to request accommodations for a disability, please register with the Disability Resource Center. 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"

I want to help all students succeed in this course!

Mental Health and Wellness Resources

The following is taken verbatim from LINK:

UGA Well-being Resources UGA Well-being Resources promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also

administer the Embark@UGA program which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

• Well-being Resources: well-being.uga.edu • Student Care and Outreach: sco.uga.edu

• University Health Center: healthcenter.uga.edu

• Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273

• Health Promotion/ Fontaine Center: healthpromotion.uga.edu

• Disability Resource Center and Testing Services: drc.uga.edu

Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu.

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Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting https://well-being.uga.edu.

Course Readings

No book purchases are necessary for this class. All of the readings come from academic journal articles and book chapters. If the readings cannot be easily downloaded from Google Scholar on campus, readings can be found on the eLearningCommons page for this course. I expect you to have completed the readings **before** coming to each week's class. When doing all of your readings, it works best to identify each reading's research question, theory, hypotheses, empirical analysis, and conclusion. Also, try to identify one or two problems or questions you have with the work. I remember readings best when I've actually taken the time to write out some notes; it might work for you, too.

Class Outline

Class 1 (August 16th): Introduction to Course and Course Set Up

- Hoover Green, Amelia. 2021. "READING AND WRITING IN COLLEGE Ten years of tip sheets in one handy document" https://www.ameliahoovergreen.com/uploads/9/3/0/9/93091546/writing-guide.pdf

- Powner, Leanne. 2018. "Reading and Understanding Political Science." https://www.leannecpowner.com/tchdocs/readi

Class 2 (August 23rd): Practical Building Blocks for Understanding Current IR Research

- Frieden, Jeffry A., David A. Lake, and Kenneth A. Schultz. 2016. Introduction & Chapter 2: Understanding Interests, Interactions, and Institutions. *World Politics.* 3rd Edition. W.W. Norton & Company.

- *Strategic Choice and International Relations.* 1999. Edited by David A. Lake and Robert Powell.
  - Chapter 1: Lake, David A. and Robert Powell. 1999. "International Relations: A Strategic-Choice Approach."
  - Chapter 3: Morrow, James. 1999. "The Strategic Setting of Choices: Signaling, Commitment, and Negotiation in International Politics,"
  - Chapter 5: Gourevitch, Peter Alexis. 1999. "The Governance Problem in International Relations."

- Kydd, Andrew. 2014. Chapter 1: Introduction, Chapter 8: Cooperation Theory, & Chapter 10: Multilateral Cooperation. *International Relations Theory: The Game Theoretic Approach.* Cambridge University Press.

Class 3 (August 30th): History of IR and the Role of the "Isms"

- 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.
  - Sil, Rudra, and Peter J. Katzenstein. 2011. "De-centering, not discarding, the "Isms": some friendly amendments." *International Studies Quarterly* 55(2): 481-485.
  - Nau, Henry R. 2011. "No alternative to "isms"." *International Studies Quarterly* 55(2): 487-491.

- Kristensen, Peter Marcus. 2018. "International relations at the end: a sociological autopsy." *International Studies Quarterly* 62(2): 245-259.

- Colgan, Jeff D. 2016. "Where is international relations going? Evidence from graduate training." *International Studies Quarterly* 60 (3): 486-498.

- Reiter, Dan. 2015. "Should we leave behind the subfield of international relations?." *Annual Review of Political Science* 18: 481-499.

- Bennett, Andrew. 2013. "The mother of all isms: Causal mechanisms and structured pluralism in International Relations theory." *European Journal of International Relations* 19(3): 459-481.

- Whyte, Christopher. 2019. "Can we change the topic, please? Assessing the theoretical construction of international relations scholarship." *International Studies Quarterly* 63(2): 432-447.

Class 4 (September 6th): Recent Discussions on IR and Race, Gender, and Global Inequalities

- Zvobgo, Kelebogile, and Meredith Loken. 2020. "Why race matters in international relations." *Foreign Policy.* June 19.

- Reiter, Dan. 2015. "The positivist study of gender and international relations." *Journal of Conflict Resolution* 59 (7): 1301-1326.
  - Sjoberg, Laura, Kelly Kadera, and Cameron G. Thies. 2018. "Reevaluating gender and IR scholarship: Moving beyond Reiter's dichotomies toward effective synergies." *Journal of Conflict Resolution* 62 (4): 848-870.

- Tickner, J. Ann, and Jacqui True. 2018. "A century of international relations feminism: from World War I women's peace pragmatism to the women, peace and security agenda." *International Studies Quarterly* 62 (2): 221-233.

- Freeman, Bianca, D. G. Kim, and David A. Lake. 2022. "Race in International Relations: Beyond the "Norm Against Noticing"." *Annual Review of Political Science* 25:: 175-196.

- Gelardi, Maiken. 2020. "Moving Global IR Forward—A Road Map." *International Studies Review* 22 (4): 830-852.

- Morcillo Laiz, Álvaro. 2022. "The Cold War Origins of Global IR. The Rockefeller Foundation and Realism in Latin America." *International Studies Review* 24 (1): viab061.

Class 5 (September 13th): IR Puzzles - Interstate War

- Fearon, James D. 1995. "Rationalist explanations for war." *International Organization* 49(3): 379-414.

- Beardsley, Kyle, Howard Liu, Peter J. Mucha, David A. Siegel, and Juan F. Tellez. 2020. "Hierarchy and the provision of order in international politics." *The Journal of Politics* 82(2): 731-746.

- Gartzke, Erik. 2007. "The Capitalist Peace." *American Journal of Political Science* 51 (1): 166-191.

- Tomz, Michael R., and Jessica L. P. Weeks. 2013. "Public Opinion and the Democratic Peace." *American Political Science Review* 107 (4): 849–65.

- Rathbun, Brian C., Christopher Sebastian Parker, and Caleb Pomeroy. 2024. "Separate but Unequal: Ethnocentrism and Racialization Explain the "Democratic" Peace in Public Opinion." *American Political Science Review*. Forthcoming.

- Barnhart, Joslyn N., Robert F. Trager, Elizabeth N. Saunders, and Allan Dafoe. 2020. "The Suffragist Peace." *International Organization* 74 (4): 633-670.

- Harden, John P. 2021. "All the world's a stage: US presidential narcissism and international conflict." *International Studies Quarterly* 65(3): 825-837.

- McManus, Roseanne W. 2021 "Crazy like a fox? Are leaders with reputations for madness more successful at international coercion?" *British Journal of Political Science* 51(1): 275-293.

Class 6 (September 20th): IR Puzzles - Intrastate Conflict and Terrorism

- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, insurgency, and civil war." *American Political Science Review* 97 (1): 75-90.

- Cederman, Lars-Erik, and Manuel Vogt. 2017. "Dynamics and Logics of civil war." *Journal of Conflict Resolution* 61(9): 1992-2016.

- Stephan, Maria J., and Erica Chenoweth. 2008. "Why civil resistance works: The strategic logic of nonviolent conflict." *International Security* 33 (1): 7-44.

- Kydd, Andrew H., and Barbara F. Walter. 2006. "The strategies of terrorism." *International Security* 31(1): 49-80.

- Huang, Reyko, Daniel Silverman, and Benjamin Acosta. 2022. "Friends in the profession: Rebel leaders, international social networks, and external support for rebellion." *International Studies Quarterly* 66(1): sqab085.

- Lian, Jason and Amanda Murdie. 2023. "Attention or Backlash: How English Protest Signs Influence Campaign Success". Working Paper.

- Kikuta, Kyosuke, and Mamoru Uesugi. 2023. "Do Politically Irrelevant Events Cause Conflict? The Cross-continental Effects of European Professional Football on Protests in Africa." *International Organization* 77 (1): 179-216.

Class 7 (September 27th): IR Puzzles - Rise of International Organizations and Treaties

- Downs, George W., David M. Rocke, and Peter N. Barsoom. 1996. "Is the good news about compliance good news about cooperation?" *International Organization*, 50(3):379-406.

- Simmons, Beth A., 2000. "International law and state behavior: Commitment and compliance in international monetary affairs." *American Political Science Review*, 94(4):819-835.

    - Von Stein, Jana, 2005. "Do treaties constrain or screen? Selection bias and treaty compliance." *American Political Science Review*, 99(4): 611-622.
    - Simmons, Beth A. and Hopkins, D.J., 2005. "The constraining power of international treaties: Theory and methods." *American Political Science Review*, 99(4): 623-631.

- Gray, Julia. 2018. "Life, death, or zombie? The vitality of international organizations." *International Studies Quarterly*, 62(1):1-13.

- Lall, Ranjit. 2017. "Beyond institutional design: Explaining the performance of international organizations." *International Organization* 71(2): 245-280.

- Ghassim, Farsan, Mathias Koenig-Archibugi, and Luis Cabrera. 2022. "Public opinion on institutional designs for the United Nations: An international survey experiment." *International Studies Quarterly* 66 (3): sqac027.

Class 8 (October 4th): IR Puzzles - International Norms, Human Rights, and Human Security

- Finnemore, Martha, and Kathryn Sikkink. 1998. "International norm dynamics and political change." *International Organization* 52 (4): 887-917.

- Risse, Thomas and Kathryn Sikkink. 1999. "The socialization of human rights norms into domestic practices: Introduction." In *The Power of Human Rights: International Norms and Domestic Change*, edited by Thomas Risse, Stephen C. Ropp, and Kathryn Sikkink. Cambridge University Press. p 1-38.

- Keck, Margaret and Kathryn Sikkink. 1998. Chapter 1: Transnational Advocacy Networks in International Politics: Introduction. *Activists Beyond Borders*. Cornell University Press. p 1-38.

- Avdan, Naz, Amanda Murdie, and Victor Asal. 2024. "A Ticking Time Bomb: Restrictions on Abortion Rights and Physical Integrity Rights Abuses." *American Political Science Review*. Forthcoming.

- Dancy, Geoff, and Christopher Fariss. 2024. "The Global Resonance of Human Rights: What Google Trends Can Tell Us." *American Political Science Review*. 118(1): 252-273.

- Jurkovich, Michelle. 2020. Introduction: The Politics of Chronic Hunger, Chapter 1: Putting Hunger on the Agenda, Chapter 2: How to Think about Advocacy, and Chapter 3: Not All Human Rights Have Norms. *Feeding the Hungry: Advocacy and Blame in the Global Fight Against Hunger*. Cornell Univeristy Press. p. 1-83.

Class 9 (October 11th): IR Puzzles - Nuclear Weapons

- Press, Daryl G., Scott D. Sagan, and Benjamin A. Valentino. 2013. "Atomic aversion: Experimental evidence on taboos, traditions, and the non-use of nuclear weapons." *American Political Science Review* 107 (1): 188-206.

- Monteiro, Nuno P. and Alexandre Debs. 2014. "The Strategic Logic of Nuclear Proliferation." *International Security* 39 (2): 7–51. doi: https://doi.org/10.1162/ISEC_a_00177

- Miller, Nicholas L. 2022. "Learning to Predict Proliferation." *International Organization* 76 (2): 487-507.

- Lee, Kyung Suk, James D. Kim, Hwalmin Jin, and Matthew Fuhrmann. 2023. "Nuclear Weapons and Low-Level Military Conflict." *International Studies Quarterly* 66 (5): sqac067.

- Logan, David C. 2022. "The nuclear balance is what states make of it." *International Security* 46 (4): 172-215.

- Pauly, Reid BC, and Rose McDermott. 2023. "The psychology of nuclear Brinkmanship." *International Security* 47 (3): 9-51.

Class 10 (October 18th): IR Puzzles - International Trade, Investment, and Migration

- Davis, Christina L.2004. "International institutions and issue linkage: Building support for agricultural trade liberalization." *American Political Science Review* 98 (1): 153-169.

- Peters, Margaret E. 2014. "Trade, Foreign direct investment, and Immigration policy making in the United States." *International Organization* 68 (4): 811-844.

- Carnegie, Allison, and Nikhar Gaikwad. 2022. "Public opinion on geopolitics and trade: Theory and evidence." *World Politics* 74(2): 167-204.

- Yeung, Eddy SF, and Kai Quek. 2022. "Relative Gains in the Shadow of a Trade War." *International Organization* 76(3): 741-765.

- Barry, Colin M., and Katja B. Kleinberg. 2015. "Profiting from Sanctions: Economic Coercion and US Foreign Direct Investment in Third-Party States." *International Organization* 69(4): 881-912.

- Stone, Randall W., Yu Wang, and Shu Yu. 2022. "Chinese Power and the State-Owned Enterprise." *International Organization* 76 (1): 229-250.

- Osgood, Iain, and Margaret Peters. 2017. "Escape through export? Women-Owned enterprises, domestic discrimination, and global markets." *Quarterly Journal of Political Science* 12(2): 143-183

Class 11 (October 25th): Dr. Murdie will be in Brussels. Paper Workday #1. MUST MEET WITH DR. MURDIE DURING THIS WEEK ONE-ON-ONE.

No Class November 1st: University Fall Break

Class 12 (November 8th): Dr. Murdie will be at the Peace Science Society Meeting. Paper Workday #2. MUST MEET WITH DR. MURDIE DURING THIS WEEK ONE-ON-ONE.

Class 13 (November 15th): IR Puzzles - Environment

- Peterson, Mark J. 1992. "Whalers, cetologists, environmentalists, and the international management of whaling." *International Organization* 46(1): 147-186.

- Haas, Peter M. 1992. "Banning chlorofluorocarbons: epistemic community efforts to protect stratospheric ozone." *International Organization* 46(1): 187-224.

- Aklin, Michaël, and Matto Mildenberger. 2020. "Prisoners of the Wrong Dilemma: Why Distributive Conflict, not Collective Action, Characterizes the Politics of Climate Change." *Global Environmental Politics* 20(4): 4-27.

    - Kennard, Amanda, and Keith E. Schnakenberg. 2023. "Comment: Global Climate Policy and Collective Action." *Global Environmental Politics* 23(1):133-144.
    - Aklin, Michaël, and Matto Mildenberger. 2023. "Reply: The Persistent Absence of Empirical Evidence for Free-Riding in Global Climate Politics." *Global Environmental Politics* 23(1): 145-151.

- Tingley, Dustin and Tomz, Michael 2022. "The Effects of Naming and Shaming on Public Support for Compliance with International Agreements: an Experimental Analysis of the Paris Agreement. *International Organization* 76(2):445-468.

- Allan, Jen Iris, and Jennifer Hadden. 2017. "Exploring the framing power of NGOs in global climate politics." *Environmental Politic*s 26(4): 600-620.

- Colgan, Jeff D., Jessica F. Green, and Thomas N. Hale. 2021. "Asset revaluation and the existential politics of climate change." *International Organization* 75 (2): 586-610.

Class 14 (November 22nd): IR Puzzles - Global Health

- Iqbal, Zaryab. 2006. "Health and human security: The Public Health Impact of Violent Conflict." *International Studies Quarterly* 50 (3): 631-649.

- A selection from a special issue of *International Organization*:

    - Drezner, Daniel W. 2020. "The song remains the same: International relations after COVID-19." *International Organization* 74(S1): E18-E35.
    - Johnson, Tana. 2020 "Ordinary patterns in an extraordinary crisis: How international relations makes sense of the COVID-19 pandemic." *International Organization* 74 (S1): E148-E168.
    - Dionne, Kim Yi, and Fulya Felicity Turkmen. 2020. "The politics of pandemic othering: Putting COVID-19 in global and historical context." *International Organization* 74(S1): E213-E230.
    - McNamara, Kathleen R., and Abraham L. Newman. 2020. "The big reveal: COVID-19 and globalization's great transformations." *International Organization* 74 (S1): E59-E77.

- Davies, Sara E., and Clare Wenham. 2020. "Why the COVID-19 response needs International Relations." *International Affairs* 96 (5): 1227-1251.

- Wood, Reed, Gina Yannitell Reinhardt, Babak Rezaee Daryakenari, and Leah C. Windsor. 2022. "Resisting lockdown: The influence of COVID-19 restrictions on social unrest." *International Studies Quarterly* 66(2) sqac015.

No Class November 29th: Thanksgiving Break

Class 15 (December 3rd - Tuesday - Friday Course Schedule in Effect at UGA): Wrapping It All Up: Rigor and/or Relevance?

- Maliniak, Daniel, Susan Peterson, Ryan Powers, and Michael J. Tierney. 2020. "Explaining the theory-practice divide in international relations." In *Bridging the theory-practice divide in international relations*, edited by Daniel Maliniak, Susan Peterson, Ryan Powers, and Michael J. Tierney. Georgetown University Press. p. 1-26.

- Avey, Paul C., Michael C. Desch, Eric Parajon, Susan Peterson, Ryan Powers, and Michael J. Tierney. 2022. "Does social science inform foreign policy? Evidence from a survey of US national security, trade, and development officials." *International Studies Quarterly* 66(1): sqab057.

- Hendrix, Cullen S., Julia Macdonald, Ryan Powers, Susan Peterson, and Michael J. Tierney. 2023. "The Cult of the Relevant: International Relations Scholars and Policy Engagement Beyond the Ivory Tower." *Perspectives on Politics*. Forthcoming. 1-13.

- Byman, Daniel, and Matthew Kroenig. 2016. "Reaching beyond the ivory tower: a how to manual." *Security Studies* 25(2): 289-319.

Extension and Application Essays Instructions and Rubric

Instructions: The overarching goal of this course is to give you experience with the current IR research so that you could either (a) apply the research to a current event in a professional setting or (b) add to the research. In order to aid in achieving this goal, at three different times in the semester, you will have to find an outside news story (ideally for MIP students or MA students) or an outside academic article (ideally for PhD students) that somehow relates to the topic of the reading. The outside source must be current, ideally published in the last six months.

In a five to seven page double spaced (one-inch margins, 12-point font) paper, provide a brief overview of the outside source and then discuss how it relates to the current literature assigned for the week. In your essay, you must present at least one way that the outside source can draw on the lessons learned from the literature read for that week and at least one way where the outside source presents an unanswered question or new avenue for future research or further literature review. **Essays must be turned in by 11:59 pm on the Thursday night prior to the topic being discussed in class (in an assignment dropbox on eLC). At least one essay is due by September 12th. Your second essay must be completed by October 17th. Your final essay is due November 21st. You can complete all essays earlier then these due dates.**

Components	Unacceptable 0 Points	Acceptable	Good	Excellent Full Credit
Identify and Outline a News Story Related to the Week's Readings **(5 points)**	fails to provide a news story related to the week's readings 0 POINTS	a news story is provided, but not outlined or outlined incorrectly 2 POINTS	a news story is provided and outline, some small errors in outline 4 POINTS	a news story is provided and outlined sufficiently 5 POINTS
Synthesis - Connections to Week's Readings **(5 points)**	the essay shows a limited understanding of the week's readings 0 POINTS	weak connections to the week's readings, at least one of the readings is missed 2 POINTS	the essay provides connections to each of the week's readings in a somewhat superficial or unconnected way 4 POINTS	the essay connects the news story to each of the week's readings in a way that illustrates that the readings were sufficiently understood and synthesized 5 POINTS
Application- Discussion of at Least One Way Current Political Event Could Draw on Lessons Learned from the Readings **(5 points)**	no application of lessons learned provided in the essay 0 POINTS	an application of lessons learned is attempted but incomplete 2 POINTS	the essay provides a concrete application of the readings to the current political event, application may be weak or underspecified 4 POINTS	the essay provides a concrete application of the readings to the current political event, application shows deep understanding and ability to apply the lessons from the scholarly literature 5 POINTS
Application- Discussion of at Least One Unanswered Question from the Current Political Event for Future Re-search/Literature Review **(5 points)**	no question for future research is provided 0 POINTS	a question is attempted but incomplete 2 POINTS	the essay provides a question for future research, although the question may be underdeveloped 4 POINTS	the essay provides a thoughtful and thorough question for future research that draws on the news story and week's readings 5 POINTS
Content & Vocabulary **(3 point)**	vocabulary for course missing 0 POINTS	vocabulary for course only "name-dropped" 1 POINT	vocabulary presented but not discussed sufficiently 2 POINTS	vocabulary presented in a coherent manner 3 POINTS
Mechanics **(2 point)**	distracting errors and/or completely too long or to short 0 POINTS	a few overlooked errors 0.33 POINTS	writing style could improve and/or slightly too long or too short 0.66 POINTS	well-written and correct length 1 POINT

Group Discussion Leader Presentation Instructions and Rubric

Instructions: Each week, two to three students will serve as discussion openers for the class, providing a joint 15 minute presentation on the key lessons from the readings and opening us up for discussion. The goal of this assignment is to help you learn to distill and present academic arguments to a broad audience. **We will get a schedule of presenters together during the first class. Presentation slides must be turned in by 11:59 pm on the Thursday night prior to the topic being discussed in class (in an assignment dropbox on eLC).**

Components	Unacceptable 0 Points	Acceptable	Good	Excellent Full Credit
Review of Readings and Identification of Lessons Learned (10 points)	Significant failure to identify or understand reading 0 POINTS	Attempts to outline readings, but serious issues/inaccuracies identified 4 POINTS	Presents the readings; some minor issues with understanding 8 POINTS	Students shows advanced understanding of readings for the week 10 POINTS
Discussion Questions and Answers to Any Questions from Professor and Class (3 points)	Unable to answer basic questions from professor and/or class as to the readings; discussion questions either not provided or completely off topic 0 POINTS	Discussion questions or answers to questions from professor and/or class show some serious issues with understanding the reading 1 POINT	Discussion questions provided, answers to questions from professor and/or class show some minor issues with the reading 2 POINTS	Provides thoughtful discussion questions for the class and clear, answers to any questions asked 3 POINTS
Presentation Skills (2 points)	Presentation seriously distracts from content 0 POINTS	Presenters have major presentation issues to work on 1 POINTS	Professional presentation is attempted but minor issues remain 1.5 POINTS	Professional presentation, all group members involved, does not go over 15 minutes and is not under 13 minutes 2 POINTS

Analytical Literature Review Instructions and Rubric

Instructions: Pick an IR topic or research question of your choice and review the current academic literature on the topic. Your literature review should discuss the current state of understanding related to the question or topic. What do we know about this topic? What does current research in this area look like? What themes emerged in the literature you have read? You must include references to at least 20 academic peer-reviewed pieces. At the end of the literature review, you must include a section where you outline unanswered questions for future research. The full paper should be short, ideally no longer than ten to twelve pages (double spaced, one-inch margins, 12-point font), not including references or work cited page.

Note: By academic literature, I'm referring to literature published in peer-reviewed journals like *International Studies Quarterly, International Organization, Journal of Peace Research, International Security, Security Studies, Journal of Conflict Resolution, Foreign Policy Analysis, Conflict Management and Peace Science, Journal of Global Security Studies, International Studies Review, British Journal of Political Science, American Political Science Review, American Journal of Political Science,* and *Political Research Quarterly.* There are more journals than just this short list that will work for the assignment, but the work you review must be from peer-reviewed journals or books in political science, ideally in journals or books that specialize in international relations. You must get your topic approved by me by October 18, ideally following a brief meeting (during office hours or by appointment). **The final project is due December 6th by 11:59 pm (in an assignment dropbox on eLC).**

A helpful how-to guide to literature reviews is included online. Also check out: http://www.raulpacheco.org/resources/literatu reviews/

Component	Performance Description	Performance Level	Comments on Component
Statement of the Research Question or Topic	5 = clearly identifies a research question or topic, research question or topic is presented in a concise and insightful		
	4 = acceptably identifies a research question consistent with topic		
	3 = somewhat difficult to identify what the research question is and/or how it relates to the identified topic		
	2 = significant failure to state a research question or identify a topic		
	1 = complete failure to state a research question or identify a topic		
Literature Review	20 = outlines the existing social scientific literature on the topic, using at least 20 different academic sources, shows how question/topic has or has not be addressed in the existing literature, discusses the literature in a **coherent, integrated, and connected manner, identifying themes from the literature**		
	16 = uses the required source materials but treatment somewhat lacks connection and integration (ie literature review could be provided only in a chronological way, major connections are inadequately addressed)		
	12 = does not use the required number of academic sources but does attempt to connect the literature		
	8= uses the required source materials but complete lack of connection and integration		
	0 = complete failure to provide a coherent literature review with the required number of sources		

Discussion of What Questions Remain/Where Future Work Needs to Focus	10= provides a clear and logical argument about the state of the literature and questions that remain, discusses approaches or difficulties with future research 8 =argument presented but underdeveloped 6 = argument is provided but justifications are weak and unclear 4 = significant failure to discussion what questions remain for future work 0= complete failure to discuss future work
Mechanics	5 = writing style adds to the overall quality of the paper, citation style is consistent, between 10-12 pages (not including reference/work cited page) 4 = minor problems with citation, spelling, grammar, or sentence structure, between 10-12 pages 3 = writing mechanics detract from the quality of the paper, between 10-12 pages 2 = serious writing and citation errors 1 = writing and citation errors too numerous for graduate work
Followed all steps for feedback during semester & Assignment turned in on time	5 = Yes 1 = No
Additional Comments:	
Final Grade:	