

**INTL 3200 (30707)**

**Introduction to International Relations**

Candler Hall 115 / MWF 3:00 -3:50 pm

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**Instructor:** Dr. Gulcan Saglam

**E-mail:** gsaglam@uga.edu

**Office Hours:** Wednesday, 12:30 -1:30 pm, and by appointment

Meeting link: <https://calendly.com/gulcansaglam/fall-2024-office-hours>

(Fifteen-minute appointment times by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve two slots (max). If these times do not work for you, please email me and I would be happy to schedule another time.)

### **COURSE DESCRIPTION AND OBJECTIVES**

The purpose of this course is to introduce students to the theories and concepts that scholars use to study international relations. We will examine the various actors that play a role in international politics (e.g., states, leaders, intergovernmental organizations, NGOs, norms), what their interests are, and how they interact with each other in conflict, economic relations, and in building institutions for cooperation.

The course provides an overview of the major theoretical lenses that are used to interpret the behavior of international actors. With this foundation in place, we will examine questions tied to specific issue areas, such as: Why do states go to war? Why are some states allowed to have nuclear weapons and not others? Why do some groups resort to terrorism? What is the United Nations and what can it do? Why do states cooperate (sometimes) and join international institutions like the World Trade Organization or the International Criminal Court? What are the benefits and costs of free trade? How does climate change pose a national security threat? Students will be exposed to different perspectives on these issues with the intention that they will leave the course able to think and argue critically about international relations.

### **~ LEARNING GOALS ~**

Upon completion of this course, you should be (better) able to:

- Develop a foundational understanding of the global political system, including the basic structures, norms, and mechanisms that govern international interactions
- Evaluate the roles and impacts of key actors and institutions within the international system, demonstrating an understanding of their influence on global governance.
- Critically assess major theoretical approaches to the study of international relations, articulating their strengths and limitations in explaining global phenomena

- Apply theoretical knowledge and critical analysis skills to real-world problems, demonstrating the ability to propose viable solutions to contemporary challenges in international relations

We will often discuss contentious political issues and I expect all students to treat each other – and their ideas – with respect, even as we might disagree with each other. You should discredit ideas and arguments, not people. Interruptions, slurs, or making fun of students or their views will not be tolerated. Responses should be respectful, utilize facts, and include complimentary language as well.

## COURSE READINGS

- There is no required textbook for this course. All readings will be available free of charge through the eLC course page or the Main Library.
- ***Students are required to purchase a subscription to Statecraft Simulation [details below (\$35)].***
- You must also follow international news daily by either using the Internet or by subscribing to a major national daily. Current events questions will be part of quizzes and/or exams. A list of potential news sources can be found under Welcome Module → Student Resources → News Sources on the eLC course page.

## COURSE FORMAT

Each of you learns differently. That matters to me. To give you flexibility and autonomy in the learning process, we will be using a **discussion-based course format**. *You will engage with required readings and videos before coming to class and we will dedicate class time to application of the material through case studies, discussions, and hands-on activities.* The discussion-based format allows us to spend class time engaging in activities that enhance your understanding of concepts rather than lecturing. When conducting hands-on case studies and practicing new skills in class, you will be able to explore new concepts in your own way, at your own pace, in a controlled and supportive environment. *Research and my own teaching show a dramatic increase in student learning in a discussion-based setting compared to traditional methods.*

- **Mondays will be structured content days.** These sessions are designed for you to actively engage with the key concepts from the module, with the guidance and support of the instructor. You will have the opportunity to work individually or in small groups, exchange reflections, and dive into discussions based on the guiding questions provided. This is your chance to deepen your understanding through collaborative learning and focused exploration of the material.
- **Wednesdays and Fridays will be dedicated to the application of course material.** These days will focus on hands-on, active learning where we'll apply the concepts from the module to historical and current case studies. We'll begin with brief mini-lectures that may cover important concepts from the module, address any misconceptions, or introduce relevant topics not included in the module. Following this, we'll engage in in-depth discussions around the module's discussion question and participate in practical exercises that allow you to explore and apply the material in real-world contexts.

- We might also use Mondays or Fridays as Simulation days depending on the needs of the class.

This course consists of six modules, including a Welcome Module, each covering various topics and learning materials. Each topic (week) within the modules will include the following:

1. Short lecture videos.
2. Required readings.
3. A collection of supplementary materials and video links for further exploration (including lecture slides for note-taking and review).

At the end of each module, students will submit the following:

1. Module discussion board contributions (one original response to the prompt and one response to a classmate)
2. A module quiz (online, open notes, multiple choice) (Module 1 has two module quizzes: one in the middle of the module and another one in the end).

To ensure a well-structured and organized learning experience, each module will adhere to a specific schedule. Typically, modules will open on a Monday at 10:00 am and remain accessible until all related topics have been covered, with closure on the last Monday at 9:00 am. Please refer to the Course Schedule for individual module availability and due dates.

**Your active engagement with the course material (both online and in class) is crucial for your success in this class.** It is essential to participate in the online lectures and complete the assigned readings. Moreover, regular attendance in class meetings scheduled for Wednesdays and Fridays, is vital. These in-person sessions will offer valuable activities that complement, rather than duplicate, the online content. By following these guidelines, you will enhance your learning experience and make the most of this course.

## GRADING

Your course grade is calculated from the following components:

| <i>Target Learning Areas</i>   | <i>Weight</i> | <i>Assignment Types</i>  | <i>Due Dates</i>  |
|--|---------------|--|---|
| <b>Process skills:</b><br>Work completed by students while being exposed to content, potentially with instructor support | 15%           | Classwork, eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes, etc. | By the end of the class period they are assigned unless otherwise instructed by the professor |

|   |                |  |  |
|---|----------------|--|--|
|   |                | Going over the module content (lectures and readings) before coming to class   |  |
| <b>Conceptual Understanding:</b><br>Any type of assignment completed after extensive exposure to content and/or skills to evaluate student's learning and progress. | 30%<br><br>25% | Six Module Quizzes<br><br>Five Module Discussions  | Six module quizzes and five module discussions (one for each module except for Module 1, which has two module quizzes) - Due by Thursday at 9:00 am (EST) on the week they are assigned  |
| <b>Application of Knowledge:</b><br>End of semester cumulative assessment or project completed by students after being exposed to the class content                 | 30%            | Statecraft Simulation <ul style="list-style-type: none"> <li>• FP Attitude Survey</li> <li>• Manual Quiz 1 (2.5%)</li> <li>• Manual Quiz 2 (2.5%)</li> <li>• Sim Participation (10%)</li> <li>• Performance (5%)</li> <li>• Final Essay (10%)</li> </ul> | Due on the Statecraft website <ul style="list-style-type: none"> <li>• Mon Aug 26<sup>th</sup> at 9 am</li> <li>• Mon Aug 26<sup>th</sup> at 9 am</li> <li>• Mon Sept 2<sup>nd</sup> at 9 am</li> <li>• Mondays at 9 am each week</li> <li>• At the end of the simulation</li> <li>• Mon Nov 25<sup>th</sup> at 9 am (Due on the eLC Dropbox)</li> </ul> |

*~ Class Presence and Participation (15%) ~*

**Purpose:** The objective of participation in this course is to develop critical thinking skills and enhance the ability to communicate complex concepts and ideas effectively. Participation contributes significantly to your final grade and encompasses more than active contributions to discussions; it includes active listening and engagement with both the material and peers.

**Task:** Your engagement will be evaluated through diverse activities, which include eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes. These activities aim to:

- Deepen your understanding of essential ideas, concepts, or processes.
- Facilitate both independent and collaborative exploration of relevant issues.
- Expose you to diverse perspectives to enhance your capacity to form well-informed opinions on economic and political development topics.

**Criteria**

1. **Responsibilities:** Complete all in-class activities punctually. Ensure all submissions are clearly marked with your name and submitted by the end of each class session.
2. **Discussion Participation:** Engage in discussions in a balanced manner, emphasizing the importance of both speaking and active listening as critical components of class participation. Although not explicitly graded, you will be evaluated on the QUALITY of your

contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective
- Contributes to moving the discussion and analysis forward
- Builds on other comments
- Transcends the “I feel” syndrome (unless explicitly asked by the instructor). That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

**3. Attendance and Engagement:** Active participation necessitates attendance, though it is not graded separately. Presence in class is crucial for engaging in discussions and the overall learning experience. If you must miss a class:

- First, contact your designated classmates ("buddies") for notes and any discussion points you missed.
- If your classmates fail to answer your question or do not know the answer, email me your questions and CC your buddies. This ensures everyone remains informed and engaged.
- Refrain from asking if you missed "anything important" as all classes are integral to the course.

*~ Module Quizzes (30%) ~*

**Purpose:** The purpose of the module quizzes is to assess your comprehension of the material covered in each module and provide you with an opportunity to reinforce your learning.

**Task:** At the end of each module, you will complete a short multiple-choice quiz consisting of around 10 questions. These quizzes will be available on eLC and graded automatically. To prepare for the quizzes, it is essential to engage with the required readings, short videos, and longer slide sets provided for each module's topics. The quizzes are open note and open book, allowing you to refer to your materials while answering the questions. Be aware that quiz questions for each attempt are randomly drawn from a large question pool, which means there is a high probability that you will get a completely different set of 10 questions for each quiz attempt.

**Criteria:**

- 1. Number of Attempts:** Each module quiz will allow for two attempts, giving you the chance to improve your score. Only the highest score from your attempts will be recorded as your final quiz grade.
- 2. Preparation:** Ensure that you have thoroughly reviewed the course materials before attempting the quizzes to maximize your chances of success.
- 3. Deadline Adherence:** Quizzes must be completed by the deadlines specified in the schedule. Late submissions will not be accepted, so it is crucial to manage your time effectively and start working on them well in advance.
- 4. Learning from Feedback:** Use the feedback from your initial quiz attempt to identify areas for improvement and adjust your study strategies accordingly for your second attempt.

*~ Discussion Board Contributions (25%) -*

**Purpose:** The discussion board serves as a platform for engaging with course topics, fostering dialogue, and exploring diverse perspectives. Through thoughtful responses and interactions, students deepen their understanding of the material and develop critical thinking skills.

**Task:** For each module, students are required to contribute a minimum of one thoughtful response, consisting of at least 300 words, to the discussion board question provided by the instructor. Responses must reference course materials and be grounded in assigned readings, lecture videos, and any required audio or video content. Additionally, students must engage with their peers by responding to at least one classmate's post per module discussion.

**Criteria:**

1. **Content:** Responses should demonstrate a comprehensive understanding of the topic and engage with course materials effectively. Students are expected to provide well-supported arguments and incorporate relevant citations where necessary.
2. **Interaction:** Active participation in discussions is essential. Students should engage with their peers respectfully, offering constructive feedback and promoting further conversation.
3. **Format and Citations:** Responses must be typed directly into the provided dialogue box on the discussion board. Proper citation of sources, excluding lecture videos, is required. Students are encouraged to use any citation format they are familiar with, ensuring accuracy and consistency throughout their submissions.

A rubric outlining specific grading criteria is available on eLC for reference

*~ Statecraft Simulation (30%) ~*

An integral part of this course will be your participation in an online international politics simulation called Statecraft. Participation in the simulation will account for **30% of your final grade**.

- a) A foreign policy **attitude survey** (due Aug 26<sup>th</sup> 9:00 am (EST): **You must complete this quick survey to get assigned to a country,**
- b) **Two manual quizzes (5% of course grade):** Each manual quiz is 2.5% of your final grade.
  - 1<sup>st</sup> Manual Quiz due by 9:00 am August 26<sup>th</sup>
  - 2<sup>nd</sup> Manual Quiz due by 9:00 am September 2<sup>nd</sup>
- c) **Simulation participation – 10% of course grade:** Your participation in the Statecraft simulation, as well as your contribution to your group work, is closely monitored and will affect your Simulation grade. Free riding will significantly decrease your individual

simulation grade even if your group comes at the top with the highest QOL score. The bulk of your participation grade will come from weekly simulation memos (although this can change if free riding becomes a problem in the simulation.) Each student must submit a memo of at least 300 words each week BEFORE the turn ends (i.e. Monday at 9:00 am) using the link on Statecraft. In general, these memos should reflect on your activity that week, the dynamics of the statecraft world that relate to the theories we've read about and discussed in class, and the connections between your statecraft world and current events, however some weeks you will be given a specific prompt. These memos are intended to ensure that you are actively participating and thinking about the simulation each week and will hopefully provide some foundation for your final simulation essay. Your grade will be based on completion (not content), however memos that indicate a lack of seriousness on your part will not be counted. Late memos submitted at 00:01am and later, and memos shorter than 300 words will not be counted.

- d) **Performance - 5% of course grade** (based on your country's Quality of Life score)  
 \*\*Possible +3% Extra Credit
- e) **Final Essay - 10% of course grade** A short essay (maximum two pages) to one of the provided prompts

More details on guidelines and grading for the simulation can be found on the eLC course page.

*~ Grading Scale ~*

Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of an assignment or the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, please let me know so that I can help you as much as possible. I cannot help you after deadlines have passed and the semester is over.

|    |                   |  |    |                   |
|----|-------------------|--|----|-------------------|
| A  | 94 – 100 points   |  | C  | 73 – 76.99 points |
| A- | 90 – 93.99 points |  | C- | 70 – 72.99 points |
| B+ | 87 – 89.99 points |  | D+ | 67 – 69.99 points |
| B  | 83 – 86.99 points |  | D  | 63 – 66.99 points |
| B- | 80 – 82.99 points |  | D- | 60 – 62.99 points |
| C+ | 77 – 79.99 points |  | F  | 59 and below      |

## COURSE POLICIES

### ~ Communication and Email ~

I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.

- To register for “Announcement Notifications,” click on your name in the upper right-hand corner of the class eLC page > Notifications > Scroll down to “Instant Notifications > check the boxes for “Announcements.”
- You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message.

I can respond quickly and effectively to your emails if you clearly identify some important information in your emails. Here is what helps:

- ***Before you email me, please check the syllabus, welcome module, and the ELC site announcements page to ensure your question has not been previously addressed.*** ELC problems are no excuse for having missed quizzes or announcements!
- Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- Please use appropriate salutations, including my name in the opening and your name in the closing (Hint: you can’t go wrong with “Hi Professor Saglam” or “Hi Dr. Saglam”). For further guidance, see <http://www.wikihow.com/Emaila-Professor>
- During the workweek, I generally respond to emails in a timely manner (usually within 24-48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

### ~ Accessing Course ~

Course materials will be hosted primarily on eLC, though I may use other online tools to communicate with you. If you are traveling, make sure that you have sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

*Please note that you’re responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). As a best practice, please submit your work well before the deadlines.*

### ~ The Use of Technology ~

All phones should be **shut off** or set to **silent** (not vibrate) before arriving at class. The use or interruption of these devices during regular class time will result in the reduction of your participation grade, and during test periods will be treated as cheating.



It is important that you have a reliable internet service, particularly as some of the assignments are time-sensitive. You will also need access to a computer that allows you to engage with audiovisual content, such as YouTube videos. If you experience technical issues, you can contact the EITS Help Desk at: [helpdesk@uga.edu](mailto:helpdesk@uga.edu). Please talk to me immediately if you are expecting to have computer or reliable internet problems this semester.

Finally, you're responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). As a best practice, please submit your work well before the deadlines, as technical problems do arise. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

#### *~ Life tokens ~*

Sometimes things happen that get in the way of your best intentions to complete an assignment on time. To account for the unexpected situations in a caring and flexible way, I am implementing a “life token” policy, which means **you may miss one module quiz, one module discussion, one simulation memo, and three in-class participation activities without a grade penalty. In other words, I will drop the lowest scores for one module quiz, one module discussion, and one memo along with your three lowest participation scores.**

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, or attending conferences. It's important to note that this policy is designed to cover typical unforeseen circumstances, and no additional individual exceptions will be granted beyond these tokens. If you encounter severe or extenuating circumstances that might cause further absences, please reach out to me or Student Care and Outreach promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

#### *~ Extensions & Late Assignments ~*

Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning objectives. As a result, it is especially important to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. All module assignments will automatically lock after the time at which they are due, and no late submission will be accepted. Submissions that are not received because of unapproved absence, technical problems, etc., will be a part of the “life token” that is not counted towards your final grade.

Due to the time constraint at the end of the semester, **late submission of the Simulation Final Report will not be accepted or reviewed.**

Beyond the life token, extensions and make-ups are subject to the UGA class attendance policy, proper documentation, and my discretion.

*~ Formatting ~*

All written assignments should meet the following formatting requirements: Times New Roman, 12-point font, double-spaced, 1" margins, and page number in the bottom right-hand corner.

*~ Contested Grades ~*

Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come prepared with (1) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within one week of the date the assignment/exam was returned. I shall re-evaluate your work and assign a "new" grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.

*~ Accommodations for Students with Disabilities ~*

UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit [www.drc.uga.edu](http://www.drc.uga.edu)) and should make an appointment to see me with their appropriate paperwork from the DRC within the first two weeks of classes.

*~ Netiquette and Policy on Disruptive Behavior ~*

I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

*~ Policy on academic dishonesty ~*

I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "[A Culture of Honesty](#)". Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Make sure that you understand how to avoid charges of academic dishonesty.

*~ AI Tools Usage Policy ~*

The use of Generative AI (GAI) tools is not generally permitted in this course but may be permitted for editing and refining your assignments. **The primary focus of your assignments should be your original ideas and critical thinking.**

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.

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.

*~ Prohibition on 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.

*~ Mental Health and Wellness Resources ~*

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
  - If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
  - Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours)
  - After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- Relationship and Sexual Violence Prevention – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

This syllabus provides a general plan for the course, and deviations may be necessary.

**COURSE SCHEDULE**

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|---|
| <b>WELCOME MODULE</b>   |
| <b>Week 1 - Course Introduction</b><br><b>(Aug 14-Aug 19)</b>                       |
| Lectures: <ul style="list-style-type: none"> <li>• Course Introduction</li> </ul>   |
| Readings: <ul style="list-style-type: none"> <li>• Syllabus</li> </ul>              |
| <b>MODULE 1: PERSPECTIVES AND APPROACHES TO THE STUDY OF INTERNATIONAL POLITICS</b> |
| <b>Week 2: The Nature of the International System</b>                               |

## (Aug 19 -Aug 26)

### Deadlines:

Thursday Aug 19, 9:00 am

- Getting to Know You Participation Post

### Lectures:

- Emergence of IR
  - Peace of Westphalia
  - Imperialism
- Actors and Level of Analysis
- Anarchy and Collective Action

### Readings:

- Ringmar, Erik. (2017). The Making of the Modern World
- Kelebogile Zvobgo and Meredith Loken (2020). Why Race Matters in International Relations.

\*\*\* If you're a bit lost about World History, these [Crash Course World History](#) videos on YouTube might be very helpful, especially episodes 35-40. You can also check out this [free online course on World History](#). Of course, these two resources are not required reading, but might be helpful.

## Week 3: Realism

(Aug 26-Sept 2)

### Deadlines:

Monday Aug 26, 9:00 am

- Statecraft Foreign Policy Attitudes Survey
- First Statecraft Manual Quiz

### Lectures:

- Main Assumptions
- Power and Security Dilemma
- Managing Anarchy
  - Distribution of Power
  - Strategy & Rationality: Prisoner's Dilemma

### Reading:

- McGlinchey, Walters, & Gold. "Getting Started with International Relations Theory" [Introduction](#), *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.).
- Antunes, Sandrina & Camisao, Isabel. [Chapter 1: Realism](#). *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.).
- Lee, T. 2018. [When Hard Power Shrinks: The Midlife Crisis of Realism](#). Realism in Practice: An Appraisal

## Week 4: Liberalism

(Sept 2-Sept 9)

Deadlines:

Monday Sept 2, 9:00 am

- Second Statecraft Manual Quiz
- Statecraft Simulation Turn 0 – in class

Lectures

- Main Assumptions
- Institutionalism and Managing Anarchy
- Neoliberalism and Managing Anarchy

Reading:

- Meiser, J. W. 2018. [Chapter 2. Liberalism](#). *International Relations Theory*. S. McGlinchey, R. Walters, & C. Scheinpflug (Eds.).
- Daniel Deudney and G. John Ikenberry. "Liberal World: The Resilient Order." *Foreign Affairs* (eLC)
- Haass, R. 2018. "[Liberal World Order, R.I.P.](#)" *Council on Foreign Relations* (eLC)

**Week 5: Critical Theories: Constructivism and Feminism**

**(Sept 9-Sept 16)**

Deadlines:

Monday Sept 9, 9:00 am

- Statecraft Simulation Turn 0 Country Set Up

Thursday Sept 12, 9:00 am

- Module 1 Quiz 1

Lectures

- IR is socially constructed.
- Constructivism – Main Assumptions
- Feminism – Main Assumptions

Reading:

- [Sarina Theys. 2018. \*Introducing Constructivism in IR Theory\*](#)
- Valerie Hudson. 2012. "What Sex means for world peace." *Foreign Policy* (eLC)
- Laura Sjoberg "*Mansplaining' International Relations*" Available at: <http://relationsinternational.com/mansplaining-international-relations-walt/>

**Week 6: Critical Theories: Marxism and Post Colonialism**

**(Sept 16-Sept 23)**

Deadlines:

Monday Sept 16, 9:00 am

- Statecraft Simulation Turn 1 Memo

Lectures:

- World Systems Theory
- Dependency Theory
- Orientalism

Reading:

- Maia Pal. (2018). *Introducing-Marxism-in-International-Relations-Theory*
- Stuart Hall. (1992) *The West and the Rest*
- Sheila Nair. (2017). *Introducing-Postcolonialism-in-International-Relations-Theory*

## **MODULE 2: THEORY IN ACTION**

### **Week 7: Making Foreign Policy (Sept 23-Sept 30)**

Deadlines:

Monday Sept 23, 9:00 am

- Statecraft Simulation Turn 2 Memo

Thursday Sept 26, 9:00 am

- Module 1 Quiz 2 and Module 1 Discussion

Lectures:

- Models of Decision Making
  - Individual Decision Makers
  - Group Psychology
  - Crisis Management
- The effect of domestic politics on foreign policy decision making

Reading:

- Chan, S. "[Theories of Foreign Policy and International Relations.](#)" In *Meditations on Diplomacy: Comparative Cases in Diplomatic Practice and Foreign Policy*
- Aggesdam, K, A. Rosamond, and A. Kronsell. 2019. Theorizing Feminist Foreign Policy. *International Relations* Vol. 33(1) 23–39 (eLC)

### **Week 8: Will China and US fight for global leadership? (Sept 30- Oct 7)**

Deadlines:

Monday Sept 30, 9:00 am

- Statecraft Simulation Turn 3 Memo

Lectures:

- External Influences on Chinese Foreign Policy
- The Role of China's Leaders in Chinese Rise
- Domestic Politics and Its Influence on Chinese Foreign Policy
- From a Political Economy Perspective: Is China's Rise Changing the World?
- Problems of Misperceptions
- Can China Rise Peacefully?

Reading:

- Chinese Rise from the US Perspective: China – Power and Prosperity
- Chinese Rise from the Chinese Perspective: The Roots of the US-China Tensions

**MODULE 3: UNDERSTANDING INTERNATIONAL (IN)SECURITY**

**Week 9: International Conflict  
(Oct 7-Oct 14)**

Deadlines:

Monday Oct 7, 9:00 am

- Statecraft Simulation Turn 4 Memo

Thursday Oct 10, 9:00 am

- Module 2 Quiz and Discussion

Lectures:

- Traditional security concerns
- Human Security
- Conflict
- What explains interstate war and peace?

Reading

- Frieden, Lake, and Schultz. 2012. "Why Are There Wars?" in World Politics: Interests, Interactions, Institutions. p. 89-134
- Carol Cohn. 2013. "Women and Wars: Toward A Conceptual Framework" from Women & Wars. \*Read only pgs. 21-30 (eLC)

**Week 10: International Security  
(Oct 14-Oct 21)**

**Oct 21 - Withdrawal Deadline**

Deadlines:

Monday Oct 14, 9:00 am

- Statecraft Simulation Turn 5 Memo

Lectures:

- Nuclear Weapons
- Intrastate Wars
- Terrorism
- Cyberwarfare

Reading:

- Andrew Kydd and Barbara Walter. (2006). The Strategies of Terrorism
- Robert Pape. (2003). The Strategic Logic of Suicide Terrorism

**MODULE 4: UNDERSTANDING INTERNATIONAL COOPERATION AND GLOBAL GOVERNANCE**

**Week 11: International Organizations  
(Oct 21-Oct 28)**

Deadlines:

Monday Oct 21, 9:00 am

- Statecraft Simulation Turn 6 Memo



Thursday Oct 24, 9:00 am

- Module 3 Quiz and Discussion

Lectures:

- Roles of International Organizations
- Peace Through Collective Security
  - The United Nations
- Peace Through Economic Interdependence
  - The European Union

Reading:

- Klotz, A. 1995. Norms Reconstituting Interests: global racial equality and US sanctions against South Africa. *International Organization*, 49:3, p. 451-78. (eLC)
- Barnett, M., & Finnemore, M. (1999). [The Politics, Power and Pathologies of International Organizations](#). *International Organization*, 53(4), 699-732.
- Shashi Tharoor. 2011. "Security Council Reform: Past, Present and Future." *Ethics and International Affairs*.  
[https://www.carnegiecouncil.org/publications/journal/25\\_4/essay/001](https://www.carnegiecouncil.org/publications/journal/25_4/essay/001)

## Week 12: International Law and Human Rights (Oct 28-Nov 4)

Deadlines:

Monday Oct 28, 9:00 am

- Statecraft Simulation Turn 7 Memo??????

Lectures:

- International Law and Human Rights
- Humanitarian Intervention and R2P
- International Crimes and International Courts

Reading:

- Krause, U. 2021. "Colonial roots of the 1951 Refugee Convention and its effects on the global refugee regime." *Journal of International Relations and Development* (eLC)
- Aidan Hehir. 2017. Myanmar: The Responsibility to Protect is Working Exactly as it was Supposed To. *Duck of Minerva Blog*: <http://duckofminerva.com/2017/09/31229.html>

## MODULE 5: UNDERSTANDING INTERNATIONAL POLITICAL ECONOMY

### Week 13: Globalization of Trade and Finance (Nov 4-Nov 11)

Deadlines:

Monday Nov 4, 9:00 am

- Statecraft Simulation Turn 8 Memo??????

Thursday Nov 7, 9:00 am

- Module 4 Quiz and Discussion

Lectures:

- Perspectives on International Trade and Finance
- Economic and Financial Globalization
- MNCs
- International Economic and Financial Governance
  - The WTO
- The IMF and World Bank

Reading:

- Saglam, G & Hankla, C. 2021. Chapter 10 “Politics, Economics, and Trade” in Introducing Global Issues (ed) by Snarr & Snarr (eLC)

### **Week 14: The North – South Relations and the Development Gap (Nov 11-Nov 18)**

Deadlines:

Monday Nov 11, 9:00 am

- Statecraft Simulation Turn 9 Memo??????

Lectures:

- The North-South Gap
- The Foreign Aid Paradox

Reading:

- Daren Acemoglu, Simon Johnson, and James Robinson. (2000). The Colonial Origins of Comparative Development
- Ayse Zarakol. (2019). Rise of the Rest as Hype and Reality

### **Week 15: Climate Change and Sustainable Development**

**(Nov 18-Nov 25)**

Deadlines:

Monday, Nov 25, 9:00 am

- Statecraft Final Essay

Thursday, Dec 5, 9:00 am

- Module 5 Quiz and Discussion

Lectures:

- Sustainability and the Environment
- The Politics of Climate Change
- COVID-19 and IR

Readings:

- Joseph Stiglitz. 2017. Globalization and Its Discontents Revisited (eLC)
- John Cassidy. 2020. Can we have prosperity without growth? (eLC)