



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

INTL 3200

INTRODUCTION TO INTERNATIONAL RELATIONS

Term: Fall 2025

General Information			
Instructor	Dr. B. Bryan Barber bryan.barber@uga.edu	Graduate Teaching Assistant (TA)	Anvika Menon anvika.menon@uga.edu
Instructor's Student Hours	Wed & Fri 12:30pm – 1:30pm Candler Hall 217 Use Calendly to make appointment	TA's Student Hours	Email to make an appointment
Peer Learning Assistants (PLAs)	The PLA program is a university-wide initiative that provides selected courses with quality students who have previously completed the course to serve as leaders and mentors throughout the semester. PLAs improve student learning and content understanding, allowing instructors to expand and adopt active learning approaches in undergraduate courses. Please see this recent article to learn more.		
	Our PLAs are listed below. These are top-notch students in International Affairs who have completed this course with distinction. Please get to know them throughout the semester!		
	Section	Meeting Time	Classroom
	PLAs		
	CRN 16812	MWF 9:10am – 10:00am	Caldwell 204
	Joey Briggs, Dillon Causby, Trinity De Lima, & Michelle Ratteerree		
	CRN 22007	MWF 1:50pm – 2:40pm	Park 061
	Bella Bianchini & Paul Westmoreland		

“International Relations are too important to be left to the specialists.” – Karl Deutsch

Course Description

This course is designed as an introduction to: (a) *international relations* – dynamics, processes, and political events taking place among states; and (b) *International Relations* (hereafter, IR) – the academic discipline. The course provides a general overview of key historical events, theories, concepts, and issues central to the field. Module I of the course provides a foundation for important concepts, theories and terms that will be addressed in greater depth and applied throughout the course. It is also meant to give a general historical overview of important events and moments that have significantly shaped the structure of international politics. Subsequent modules take one theory, one subfield, and one contemporary international issue which parallel in four themes (Conflict, Rules, Cooperation, and Justice), and are analyzed and internalized through interactive debates and simulations.

Prerequisite Requirements

Successful completion of INTL 1100 Introduction to Global Issues *or* POLS 1101 Introduction to American Government is required for enrollment in this course. While the title of this course includes the words “Introduction to,” it is not an introductory level course; rather, it is a gateway course which provides the foundations for further progress in the field of IR. As a 3000-level, upper-division gateway course, it must be considered more challenging than 1000- and 2000-level, lower-division introductory courses. Basic knowledge of political science and international affairs is necessary to succeed in this course.

Student Learning Outcomes

Upon completing this course, students should be able to:

- identify the key actors and institutions within the international system;
- understand the interests of different state, transnational, and non-state actors;
- describe and critique the major approaches to the study of IR;
- assess the major causes and effects of international conflict and cooperation;
- evaluate and argue the different ways institutions structure power and influence representation;
- apply the theoretical and analytical tools learned to appraise salient issues in international relations.

Required Course Materials

	<p>Title: <i>The Globalization of World Politics</i>, 9th ed.</p> <p>Authors: John Baylis, et al.</p> <p>Publisher: Oxford University Press</p> <p>Year: 2023</p> <p>ISBN: 978-0-192-89814-2</p>
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You must have Perusall access for this textbook. To obtain this, you can choose to either: (a) purchase directly in Perusall via our course eLC page; or (b) enter an access code obtained from a participating bookseller (including the UGA Bookstore) together with the purchase of the paperback or ebook.

Do not use an earlier edition of the textbook, as it does not contain the necessary and relevant information, and will not give you Perusall access. **Use of an earlier text edition does not excuse incompleteness or misunderstandings of course assignments.**

UGA Student Care and Outreach has support funds available for one-time hardships and unforeseen expenses, and textbook costs can be considered for this funding. They also manage a SPIA support fund, which is specifically for SPIA students in need of support for textbooks or unplanned bills. To request support funding, reach out to Student Care and Outreach via phone (706-542-8479), email (sco@uga.edu), walk-in (318 Tate Student Center), or by filling out their [CARE Report Form](#).

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

Active Learning Statement

I seek to make this a course which is not only informative and enjoyable for you, but also serves as the basis for your further studies in International Affairs and related courses, and, lastly, provides you with distinct tools and knowledge applicable in your future careers. I aim for you to discover that the study of IR is fascinating and

applicable in a variety of different areas! Moreover, I want to provide for you the chance in this course to establish a network with others which will last well beyond your time at UGA, and perhaps, someday, result in professional opportunities in your future. I aim to do all of these through the use of active learning. In this class, you play a more active role, with more engagement, greater responsibility, and frequent collaboration so that you can attain these objectives. I hope to make this course an enjoyable experience for you, but in return, I need you to commit to providing your active participation throughout the course.

Communication

Email

You are welcome to email me anytime about any issue you may be having in the class. I reply to your emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it. Also, I am never offended by a follow-up email, so please do not hesitate!

I do have a few rules for email communication:

1. Please use proper email etiquette. Start your email "Dr. Barber," "Dear Dr. Barber," or "Dear Professor Barber" for initial contact. I will not answer emails that use improper salutation.
2. I teach multiple courses, so please include the course name and either the course meeting times or course reference number (CRN) in the email.
3. If an email was sent to me *during* class by a student present, I will not respond, as this is an inappropriate use of class time and a prohibited use of electronic devices (see below). Instead, please talk with me in person before or after class, or email outside of class time.
4. For questions about groupwork assignments, always CC all group members.
5. For questions about grades, always email both me, the Instructor, and the Teaching Assistant.
6. I prefer corresponding via @uga.edu email rather than eLC email.
7. **Always ensure your question is not already addressed in this syllabus before emailing me.**

Student Hours

I do not keep "office hours"; rather, I keep "student hours," because this time is dedicated to you! Please make a 15-minute appointment time here: <https://calendly.com/bbryanbarber/student-hours>. If you believe you will need more than 15 minutes, feel free to reserve two slots (max.). If you would like to meet at a time outside of my Student Hours, contact me and I will work with you to arrange that.

eLC

****Please register for Announcement Notifications!*****

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

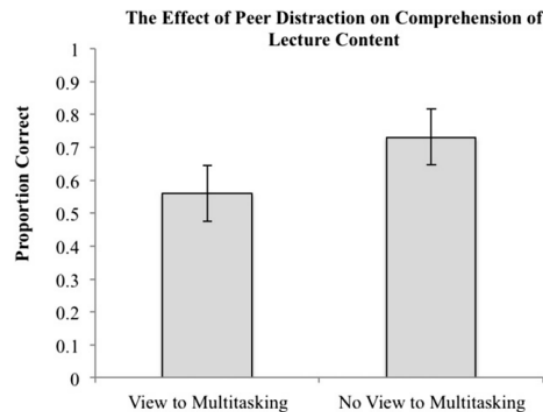
Analog Classroom

In this course, we take a break from the distractions of the digital life. This is an analog classroom course, meaning that **all electronic devices are prohibited**. By "digital," I mean any tool that is primarily constructed by software code, uses electronic hardware, and/or uses the internet. By "analog," I mean anything we can do without digital.

Laptops

Laptops are **not** welcome in class unless I instruct you to use one. Your laptop should stay off your desk. Now, allow me to explain why.

A [2016 study](#) at West Point found that classes where laptops were banned performed *significantly* better than the same classes where they were permitted.¹ The same study also concluded that students with high grade point averages at the beginning of their college careers are the most susceptible to their grades declining due to the use of devices!² Other studies, such as a [2014 Princeton study](#), have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.³ Further research also suggests that a multitasking laptop user in class not only hinders his/her own academic performance, but also those with a direct view of his/her screen (see the graph below)!⁴



I am committed to your academic success throughout this course (and thereafter), so given the abundance of evidence in the abovementioned studies, **laptops are not welcome in class unless I instruct you to bring one**. This rule can be waived only under the following circumstances:

- (1) you provide proper documentation from UGA's Disability Resource Center (DRC), stating that the use of a laptop is required;
- (2) you come to my student hours and make a case for why you want to use a laptop during class. I may or may not approve.

It is important to me that you improve your interpersonal skills in this course, and any technology is a distraction from that. By not using laptops, the setting in this classroom allows for more engagement and participation. You will also retain more information.

Phones

Similarly, the use of phones and other electronic communication devices are not permitted in this class unless I give you specific permission to do so. Repeated unpermitted use of such devices will negatively affect your grade, and I may ask you to leave the room and you will forfeit your ability to earn Attendance or Participation credit for that day.

All phones and other devices which make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices will negatively affect your grade. In such a case, I may ask you to leave and you will forfeit your ability to earn Attendance or Participation credit for that day.

¹ Carter, S.P., Greenberg, K., and Walker, M.S. 2017. "Should Professors Ban Laptops? How Classroom Computer Use Affects Student Learning." *Education Next*, 17(4), p. 73. Access: https://www.educationnext.org/wp-content/uploads/2022/02/ednext_xvii_4_carter_etal.pdf

² Ibid.

³ Mueller, P.A., and Oppenheimer, D.M. (2014). "The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking." *Psychological Science*, pp. 1-10.

⁴ Sana, F., Weston, T., and Cepeda, N.J. (2013). "Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers." *Computers and Education* 62, p. 27.

Earbuds and Earphones

One thing I consider highly disrespectful is someone wearing earbuds or earphones (wired or wireless) during class. If you use earbuds or earphones during class, then you will *definitely* be asked to leave, and forfeit your ability to earn Attendance or Participation credit for that day.

Assessment

Policy Briefs (30%)

There are four simulations throughout the course whereby you work in groups or pairs and prepare policy briefs for the actor you are roleplaying in the simulation. You must: (1) draft a Policy Proposal together with your groupmate(s); (2) participate in the simulation in class; then, finally, (3) write your Policy Briefs, individually, with the purpose of crafting sound recommendations for real-world actors concerning the issues these actors are facing. You must take into consideration what worked and did not work from your Policy Proposal's stated objectives. Also, you must take into consideration the reaction of other groups to your ideas and the tenor of the simulation when crafting your Policy Brief. The content of these briefs should take into account all that was planned and negotiated (i.e., in lectures, in preparation for the simulation, during the simulation, and in the debrief session). The format for these briefs will be discussed before the first one is due (see schedule below for more details). Policy Briefs are graded using a consistent rubric available on eLC and covered in class in-depth. These briefs are mostly graded on quality and contextual awareness for the recommendations made, but also whether the brief follows the correct format as discussed in class.

You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit an assignment late. If you missed the submission deadline, I am not interested in seeing a timestamp of your latest edit on the document as proof it was completed by the submission deadline. It is a *submission* deadline, not *completion* deadline.

Late submissions are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not complete and upload the work for a period spanning from when the submission dropbox was made available until the deadline (typically one week). Without said documentation, please do not contact me with any requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

Unassigned Chapter Literature Review (20%)

Your textbook has excellent chapters on salient subfields and issues in IR which we, unfortunately, cannot cover due to the extensive nature of the discipline. Select one unassigned chapter from the course textbook parts four and five, and expand on the topic with a brief literature review. One purpose of this exercise is to hone your skill in writing literature reviews, as this is an important professional skill and research shows it is not adequately practiced. A second purpose of this assignment, however, is to give you the opportunity to explore an area of your personal interest, and relate the material of this course to your practical and intellectual concerns.

Reading Annotations (20%)

As a way to equip you with the necessary information to engage in class with the reading material, Reading Annotations are assigned using Perusall. For each week's readings (except Week 1), you must write at least three critical statements or questions about the reading content, and at least two responses to your peers' statements/questions, for a total of at least five comments in total. The following are some examples of critical responses you could write: (a) questioning the author's analysis or research; (b) adding a personal experience that would (in your opinion) make the statement more complete or applicable to the class; (c) connecting it to other material in this course or other courses; or (d) agreeing or disagreeing with the authors or a peer and justifying why you are doing so. If the annotation is simply adding details to the material, no credit is earned. **All annotations need to be personal and reflective.** Moreover, all annotations must be your own thoughts! I want to see evidence you have thought deeply about the author's arguments and your peers' comments. If I suspect one or more annotations are not your own thoughts, I will request you discuss it/them with me individually to determine whether credit can be earned.

Reading annotations are due when class begins. Late attempts of reading annotations are not accepted unless approved documentation outlined below (under “Attendance”) indicates you could not contribute to the reading annotations for the entire availability period (and not just the final day, for example). Without said documentation, please do not contact me with a request for late comments. It is advised that you work well ahead of these deadlines. Contributions to the reading annotations must be completed on your own time. Reading annotations made during class, as recorded in Perusall, are an automatic zero, as this is an inappropriate use of class time.

Module I Exam (10%)

The Midterm Exam in this course follows the format of a “two-stage exam”: the first stage is completed individually in a standard format, and the second stage is completed in a small group which comes to a consensus on the suitable responses. The individual stage is worth 75% and the group stage is worth 25% of the exam grade. If your group stage grade ends up lower than your individual stage grade, it is not recorded and your individual stage grade will account for 100%. An exception to this rule is an incomplete, or no submission of the group stage, in which case it remains 25% of your exam grade. The “two-stage exam” is utilized because not only does it assess your comprehension of course material, but it also significantly improves comprehension and longer-term retention of content. The Midterm covers material in lectures and readings, and may include multiple choice or short answer sections. The Midterm is taken in class, without access to notes or the text. Students who arrive late to class unexcused, after the group stage has begun, may join a group, but are not permitted to attempt the individual stage already completed, and must take a zero for that portion of the exam. Make-ups are only considered if the absence is excused in accordance with the below attendance excusal policy. Do not ask to make-up the Midterm if your absence cannot be considered for excusal. Given the unlikelihood a group of your classmates can be formed for a make-up exam, expect make-up exams to include only the individual stage (in which case, for full credit).

Class Contribution (20%)

Contribution = participation ($\frac{1}{2}$) + attendance ($\frac{1}{2}$).

Participation (10%)

Being an active-learning course, active participation from all students is essential. You are expected to come to class having completed the assigned readings and prepared to discuss and ask questions about the readings and lectures. On most Fridays, we will have discussion classes, where students lead the discussion. You are expected to ask critical questions and respond to questions throughout the class based upon that week’s lectures and readings.

Discussion, debate, and simulation days have a participation grade out of 6, while all other days have a participation grade out of 2. These will be summed up for a weekly participation grade. If you attend all class meetings in the week, but do not ask or respond to questions, or make meaningful contributions to group activities, you have earned your attendance, but your participation grade for the week is zero.

Attendance (10%)

Attendance is recorded in a binary 0 for absent and 1 for present for each class meeting. Students not fully engaging in classroom activities, or not present for the complete 50 minutes of the class session, cannot earn a “present” attendance grade. If you arrive late or leave class early, you cannot earn “present” for the attendance grade. If you receive an absence for a class meeting which you believe you earned “present,” notify me within 24 hours of the grade posting in eLC, else it cannot be disputed. To put this attendance grade in context, for each marked absence throughout semester, this is a loss of approximately 0.225 percent of your final grade. That’s it! However, bear in mind that the Participation grade is also affected by each absence. **If you are recorded present for less than 60 percent of class meetings throughout the semester, the attendance grade is an automatic zero.**

Out of respect to students who are habitually punctual, and to prepare everyone for the “real world,” **I make every effort to start class precisely on time.** For this course, budget extra preparation time to be present by the start time.

Absences can be excused only under the following circumstances, and with official documentation:

1. A university-sanctioned event (proper UGA letterhead is needed as documentation);
2. Personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
3. There is a serious illness in your *immediate family* (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor's note] specifically indicating you could not attend classes on said date);
4. A mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);
5. Special and recognized holidays of your religion (in which case, in accordance with [UGA's Religious Holidays Attendance Policy](#), approval of such absences can only be granted if I receive written notice from you at least one week [seven days] *in advance* of the religious holiday);
6. The wedding or funeral of a *close relative* (defined as the abovementioned *immediate family*, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).

Excusal requests for absences are not accepted any later than one week (seven days) from when the absence took place (#5 is an exception which must be made beforehand). When possible, I greatly appreciate receiving excusal requests prior to the date in question.

Do not ask about having an absence excused without any of the aforementioned documentation which must include: (a) your first and last name and (b) the absence date(s). If you need support with the certification of the legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.

Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but **SCO is clear that their notification to faculty does not excuse absences**. Official documentation, as outlined above, is still necessary for excusal.

Many live without health insurance, and many who have it still cannot afford a doctor's visit for routine illnesses. Know that if you are a full-time student at UGA, then you are paying a \$206 health fee which allows you to use the University Health Center with no out-of-pocket costs for appointments to see a doctor. Also, know that many uninsured students qualify for the new Georgia Pathways to Coverage program. Georgia Pathways offers no-cost Medicaid coverage to eligible Georgians who meet the qualifying activities threshold. *Enrollment in higher education is one of these qualifying activities*. If you do not currently have health insurance, please visit here to learn more: <https://dch.georgia.gov/georgiapathways>.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate, but are not grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;
- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charity organization;
- Joining in a peaceful protest;
- Personal illness, but without visiting a physician and obtaining medical documentation;
- Taking care of a sick relative not in your *immediate family* (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);

- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travels for holidays (**including Thanksgiving Break and the final class meeting before Winter Break**).

Assessment	Graded Points	Percent of Final Grade
Policy Briefs (4)	50, ea.	30%
Unassigned Chapter Literature Review (1)	100	20%
Reading Annotations (15)	10, ea.	20%
Attendance (daily)	1, ea.	10%
Participation (weekly)	4-to-10, ea.	10%
Module I Exam (1)	100	10%
Total		100%

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

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

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

The above grading scheme is available so that you can keep track of your own standing in the course. If ever you want to find out, “What is my current grade in the course?” or “How much do I need to score on x in order to earn y in the course?” refer to these tables and the grades you receive in the eLC gradebook to calculate an answer for yourself.

Grade Appeals

Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. If you believe you have received an inaccurate grade, please prepare a formal appeal emailed to both me, the Instructor, *and* the Teaching Assistant. The appeal should consist of a typed email that identifies the problem and presents concrete reasoning to substantiate why the assignment should be re-evaluated. If the grade was for a group assignment, all group members must be Cced to the email, and individually indicate in writing their approval of the grade appeal. Note that a request for re-evaluation means that we examine your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals are not accepted any later than one week (seven days) from when the grade was returned to you.**

Mercy Day

Sometimes things happen which prevent you from completing an assignment on time or attaining the quality of work you expect of yourself. Therefore, **December 5 is Mercy Day for this course**. You are permitted to submit late any one missed Policy Brief submission *or* resubmit any one Policy Brief submission poorly performed, and I will (re)assess and accept it with no questions asked. Again, you are allowed only one for the entire course, and it must be submitted by Mercy Day 11:59PM. Note that only Policy Briefs are accepted for Mercy Day submissions.

Extra Credit

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

Note on Final Grades

It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced receiving emails from students wanting their final grades changed to reflect what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across universities nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work and find it extremely disrespectful when students approach me with such an unethical proposition. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate soon, or if you need an exceptional grade from this course for whatever reason, the only possible way of receiving this is to work hard and perform extraordinarily well. The grade you *earn* is the grade you will receive, meaning **the sole factor that matters in determining your grade is your performance in the course**. Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving the State of Georgia and your tax-paying fellow citizens.

Academic Honesty

Students must commit to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

The *minimum* penalty for any type of plagiarism or cheating will be an “F” on the assignment. As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

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

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

The bottom line:

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

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

AI Policy

To ensure you develop and master the foundational knowledge and skills in this course, the use of generative AI (GAI) tools is strictly prohibited. This includes all stages of your work process, even the preliminary ones. This prohibition extends to AI writing tools like Grammarly and Wordtune, as well as GAI tools such as ChatGPT, Copilot, Writesonic, Rytr, and Rtutor. If you are uncertain about using a particular tool to support your work, please consult with me before using it. This prohibition also extends to word mixing tools to attempt disguising AI writing.

The use of GAI to help with style, content, organization, or references is strictly forbidden. Since AI is already built into word processing programs, I cannot forbid the use of AI for catching typos or grammatical errors. However, any suspected substantive use of AI will be directly reported to the Office of Academic Honesty, and I will pursue the maximum penalty of no less than a failing grade for the course and a permanent note on your student record. I already have the unpleasant experience of reporting students who have plagiarized by using AI to pass as their original work on assignments, and seeing this do damage to their academic careers (to which I take no joy whatsoever!).

You must do all your drafting in Google docs and keep the version that has your revision history. Everyone is required to share your accessible Google doc link for all written assignments.

Also, are you aware that AI is rapidly accelerating the loss of the world's scarcest natural resource, fresh water? It is estimated that with each string of AI text prompted, approximately [16 ounces of water](#) is consumed by data centers which house these AI systems.

Copyright on Course Materials

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

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Accessibility and Testing, you may not make a visual or audio recording of any aspect of this course. If you have a recording accommodation, you agree in writing that you:

- 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, and also that you 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 you to discipline under the Student Code of Conduct or subject you to liability under copyright laws.

In the last decade a certain powerful foreign government has enacted a law which put at risk anyone whose recorded words or actions may be construed as criticism by said government, regardless of where you are located. This law violates the International Covenant on Civil and Political Rights as well as your academic freedom, but, alas, we live in a new age! Recording our class exposes to legal jeopardy me and all your classmates who may be recorded speaking negatively of said government. To protect myself and others in the class from such jeopardy is yet another reason why audio and video recordings are prohibited in our class. For the aforementioned reason I have not specified which foreign government has done this, but if you are curious please feel free to ask me in person and I'll be glad to discuss it verbally.

Respectful Participation

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

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any

time, you feel that others or I are not encouraging you to express your political opinions, please feel free to approach me so we can make sure to allow for this.

- We will all work to ensure that our contributions to the class discussion work to improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others to contribute as well.
- There may be uncomfortable moments in this course as we face mistakes and hold each other and ourselves accountable. I encourage you to “call in” when mistakes (intentional or not) occur, rather than “call out” or “cancel” so that we may learn from each other.

Commitment to Diversity

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

Preferred Address

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with your legal names. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Accessibility Note

If you plan to request accommodations for a disability, register **within the first two weeks of class** with the Accessibility and Testing *and then* make an appointment with me to discuss the accommodation. According to Accessibility and Testing, “accommodations **are not** applied retroactively” for lapsed course work, so act promptly. Accessibility and Testing can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <https://accessibility.uga.edu/>.

Letters of Recommendation Policy

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

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

Do not use any AI tools to make your letter request to me sound more “professional” or “formal.” They all sound the same, and “sameness” is the last way you want to project yourself when preparing applications! Likewise, I can promise I will never use any AI tools in crafting a unique letter for you. If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

CLASS SCHEDULE	
Module I: Introduction	
Week 1	
Aug 13 (W)	Introduction to the Course <input type="checkbox"/> carefully read through your syllabus <input type="checkbox"/> turn eLC notifications on for course
Aug 15 (F)	Introduction to the Course <input type="checkbox"/> Ch. 1 <input type="checkbox"/> "Trump, US Decline, and Global Chaos" – <i>The New Statesman</i> interview Robert D Kaplan https://www.youtube.com/watch?v=wad8J2hRdpo
Week 2	
Aug 18 (M)	Globalization <input type="checkbox"/> Ch. 2 <input type="checkbox"/> "Zombies, G20 and International Relations" lecture by Daniel Drezner https://www.youtube.com/watch?v=iALDdTICSAU&t=600s <input type="checkbox"/> "Metaphor of the Living Dead: Daniel Drezner at TEDxBinghamton University" https://www.youtube.com/watch?v=Vjke3VTp5ks&t=14s
Aug 20 (W)	International Order <input type="checkbox"/> Ch. 3
Aug 22 (F)	Discussion
Week 3	
Aug 25 (M)	International History: "End of History" <input type="checkbox"/> Ch. 4 <input type="checkbox"/> "Guns, Germs, and Steel" documentary Part I: https://www.youtube.com/watch?v=i885hopsw6E&t=1s Part II: https://www.youtube.com/watch?v=dCBod2jFFyQ Part III: https://www.youtube.com/watch?v=aJ9espgY-Po
Aug 27 (W)	International History: "End of History" (cont.) <input type="checkbox"/> Ch. 11 <input type="checkbox"/> "What is a Non-Western IR Theory?" TEDtalk https://www.youtube.com/watch?v=q6uwExc7eu8
Aug 29 (F)	International History: The Post-Cold War Era <input type="checkbox"/> Ch. 5
Week 4	
Sep 1 (M)	*** <i>Labor Day – No Class</i> ***
Sep 3 (W)	International History: The Post-Cold War Era (cont.) <input type="checkbox"/> Ch. 6 <input type="checkbox"/> "The Post-Post Cold War" interview with Bruce Mehlman https://www.youtube.com/watch?v=lbJ4oHgSYA8
Sep 5 (F)	***MODULE I EXAM***
Module II: Conflict	
Week 5: Theory	

Sep 8 (M)	Realist Theory □ Ch. 9
Sep 10 (W)	Realist Theory (cont.) □ Waltz 1990, "Realist Thought and Neorealist Theory" □ "Realism and the Rise of China" lecture by John Mearsheimer https://www.youtube.com/watch?v=D2e4OyNV8L8
Sep 12 (F)	Debate on Realism
Week 6: Structures & Processes	
Sep 15 (M)	War and World Politics □ Ch. 14
Sep 17 (W)	International & Global Security □ Ch. 15
Sep 19 (F)	Discussion
Week 7: Issues	
Sep 22 (M)	Proliferation of WMDs □ Ch. 30 □ Waltz 2012, "Why Iran Should Get the Bomb"
Sep 24 (W)	Simulation
Sep 26 (F)	Simulation (cont.)
Sep 28 (X)	Module II Policy Brief due by 11:59PM
Module III: Rules	
Week 8: Theory	
Sep 29 (M)	Constructivist Theory □ Ch. 13
Oct 1 (W)	Constructivist Theory (cont.) □ Wendt 1995, "Constructing International Politics"
Oct 3 (F)	"Dialogue" on Constructivism
Week 9: Structures & Processes	
Oct 6 (M)	International Law □ Ch. 19 □ "International Law" video https://www.youtube.com/watch?v=0ViSYjt-wGw&t=22s
Oct 8 (W)	International Organizations □ Ch. 20 □ "The UN's Top 6 Epic Moments" video https://www.youtube.com/watch?v=Z-aOn8TQAdk
Oct 10 (F)	Discussion
Week 10: Issues	
Oct 13 (M)	Human Rights □ Ch. 32 □ Juergensmeyer 2015, "The Dangers of Cultural Imperialism" □ "Human Rights in the 21 st Century" interview with Kathryn Sikkink https://www.youtube.com/watch?v=ohkybf5Cv-E&t=1s

Oct 15 (W)	Simulation
Oct 17 (F)	Simulation (cont.)
Oct 19 (X)	Module III Policy Brief due by 11:59PM
Module IV: Cooperation	
Week 11: Theory	
Oct 20 (M)	Neoliberal Theory □ Ch. 7
Oct 22 (W)	Neoliberal Theory (cont.) □ Dan Reiter 2012, "Democratic Peace Theory" □ "Democratic Peace Theory – A Short Introduction" https://www.youtube.com/watch?v=Q_75neOIW9I
Oct 24 (F)	Regionalism
Week 12: Structures & Processes	
Oct 27 (M)	Regionalism (cont.) □ Ch. 23 □ Söderbaum 2016, "Regions in Global Governance"
Oct 29 (W)	Discussion
Oct 31 (F)	***Fall Break – No Class***
Week 13: Issues	
Nov 3 (M)	Nationalism □ Ch. 31 □ Gerbaudo 2017, "From the Global to the National"
Nov 5 (W)	Simulation
Nov 6 (R)	Literature Review Draft Due by 11:59PM
Nov 7 (F)	Simulation (cont.)
Nov 9 (X)	Module IV Policy Brief due by 11:59PM
Module V: Justice	
Week 14: Theory	
Nov 10 (M)	Marxism □ Ch. 8
Nov 12 (W)	Feminism □ Ch. 10
Nov 14 (F)	Poststructuralism □ Ch. 12
Week 15: Structures & Processes (& Issues)	
Nov 17 (M)	International Political Economy □ Ch. 16 □ "Commanding Heights" documentary: https://www.youtube.com/watch?v=gfRTpoYpHfw
Nov 19 (W)	International Political Economy (cont.) □ Cohn 2021, "Managing the Global Economy Since World War II" □ "Age of Easy Money" documentary: https://www.pbs.org/wgbh/frontline/documentary/age-of-easy-money/

Nov 19-21	Literature Review Peer Assessments
Week 16: Thanksgiving Break	
Nov 24 (M)	Discussion
Nov 25 (T)	Literature Reviews Final Submission Due by 11:59PM
Nov 26-29	***Thanksgiving Break – No Class***
Week 17: Issues (cont.)	
Dec 1 (M)	Global Trade & Finance □ Ch. 28
Dec 2 (T)	Global Trade & Finance (cont.) □ “Trade and Globalization” website, by Ortiz-Ospina, Beltekian, and Roser https://ourworldindata.org/trade-and-globalization □ “International Trade and Supply Chains” by IMF https://www.youtube.com/watch?v=Bblo8_B32Co&t=1s
Final Exam Time	
Dec 5 (F)	CRN 22007 (ordinarily 1:50 PM) Simulation (12 noon – 3:00 PM) ***MERCY DAY***
Dec 8 (M)	CRN 16812 (ordinarily 9:10 AM) Simulation (8:00 AM – 11:00 AM)
Dec 10 (W)	Module V Policy Brief due by 11:59PM

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EDT until 2 November, EST thereafter, pending the outcome of the Sunshine Protection Act). **Time-related misunderstandings are not valid justifications for absences or late submissions.**

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