INTL 3200: Intro to International Relations

University of Georgia, Department of International Affairs

Course Instructor Information:

Dr. Erin Little

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Office hours:
Fridays from 1-3pm, 217 Candler Hall

Course Meeting Information:

Psychology 102

MW, 1:15-2:35pm

STUDENT LEARNING OUTCOMES

This course is designed as an overview of theories, concepts, and issues underlying the modern international system. We will primarily focus our attention on globalization - its meaning and impact on international relations into the 21st century - as discussed through theoretical paradigms, historical context, and structures and processes within the international system. Additionally, we will apply these concepts to practical issues and global debates facing world leaders in order to understand the forces that construct international relations.

The course will be divided into two sections. The first section leading up to the midterm exam will provide foundational knowledge of theoretical and historical perspectives in international relations. The second section to conclude the course will be devoted to applying this knowledge to modern structures and processes in the international system and relating these processes to some of the major global debates facing world leaders into the present day. A few examples of global debates we will discuss include the use of precision strikes in modern warfare, the War in Ukraine and Rohingya refugee crises, and the legality and effectiveness of humanitarian intervention.

EXAMS AND ASSIGNMENTS

TESTS AND QUIZZES

You will have 5 quizzes throughout the semester. Each quiz will be worth 2 points of your final grade, totaling 10%. You will have two exams in this course, a midterm and a comprehensive final (each worth 15% of your grade). Details about the exams will be discussed in class prior to each exam, along with a study guide.

ASSIGNMENTS

You will have two primary assignments – the Theoretical Paradigms Chart (due by the Midterm) and the Autobiography Project (due in stages during the semester). All assignments will have a rubric and/or template provided on eLC, with summary details below:

Theoretical Paradigms Chart

During the first half of the course until the midterm exam, students will be expected to compile a comprehensive chart of the seminal theoretical paradigms in international relations, to be turned in online with the midterm. This chart should include basic identifying themes and characteristics of each theoretical paradigm, along with examples of scholars associated with each. A template is available on eLC and all fields must be completed accurately for full credit. Students may use this chart-formatted template or a bulleted list, as long as each field is labeled and completed for each paradigm. This assignment will constitute 15% of the final grade.

Autobiography Project

The last assignment will require you to engage with external literary material. I will provide a list of potential books - primarily autobiographies - the first week of class for your review. We will be discussing international relations through the lens of human security in this course; these autobiographical selections will each narrate an individual's personal experiences related to a particular violation of human security, a particular international or civil conflict, or another particular international issue. Students will be asked to select one book, either from the list I provided or one of your own selection *with prior approval*.

The project will be graded in three parts: 1) a written individual book review, 2) an assigned group audio-visual presentation, and 2) an in-class cross-group feedback session. Details on each assignment below:

- *Written individual book review*: Every student will read one autobiography of their choice and submit a 1000-word review. This review is editorial, meaning you can (and are encouraged!) to give your opinion.

However, the review should include some accounting of how the book illustrates IR theory discussed in class, with a lens toward both what the narrative uniquely contributes to our understanding as well as what it may be missing. No outside research is necessary for this assignment.

- *Assigned group AV presentation*: After your book review submission, you will be assigned into groups based on compatible topics and critiques across your book reviews. Each group will develop an audio-visual presentation that connects your respective book reviews with a core, unifying theme. (i.e., What can these narratives together tell us about [insert theme of your choice, such as "the limitations of foreign aid," "the usefulness of international organizations," etc.]) This presentation should include some minimal supplemental research, including books, reputable news articles, and academic journal articles. A detailed rubric including expectations for this presentation will be provided closer to the scheduled assignment. This assignment will be submitted to eLC, along with a transcript. All presentations will be shared online with the rest of the class.

- *In-class cross-feedback session:* Each student will be assigned four other presentations to view prior to an in-class breakout session and then required to submit an anonymous 250-word comment per presentation. Comments should refrain from negative or overly critical feedback, and instead include (a) what you liked or found particularly interesting about the presentation, and (b) at least one question you have after viewing the presentation. All comments will be vetted by the instructor (and TA, if available), and then distributed to the respective groups. Disrespectful feedback will receive no credit. Students will then have the opportunity to discuss feedback in more detail in a breakout session during class. Grading for this assignment will be based on both your comments submission and attendance on the day of the breakout session (noted in syllabus course schedule).

CLASS PARTICIPATION POLICY

This class is designed to offer ample opportunities for learning, commensurate to your level of engagement in class discussions and activities. All students are therefore expected to engage in *respectful, mindful dialogue* throughout the semester. Participating in class by asking questions, making thoughtful comments, and adding new information is important for everyone's continuing education. Discussions are intended for the mutual benefit of all students; disrespectfulness will not be tolerated.

ATTENDANCE POLICY

Attendance will be taken randomly 5 times during the semester (worth 2% each) and on simulation days. Absences will be excused for the following, discussed with me in advance: observance of a religious practice, documented (by a doctor or health clinic/hospital) sickness, death of a relative or close friend, or some other issue evaluated on a case-by-case basis. While attendance is not taken for each class session, the fast-paced nature of this course and the use of supplemental materials in class (which will also appear on exams) will make it more difficult to do well in this course without being present.

GENERATIVE AI POLICY

Generative AI tools, such as Chat GPT and Grammarly, are permitted for all assignments in this course to assist in spelling, grammar, and diction. For any final research papers or projects, students may be required to submit a generative AI version of the assignment populated from their research question and a prompt of their choice, noted on the submission. This version will be submitted separately alongside the final document. Only the final document will be graded.

GRADING POLICY

The breakdown of your grades and the scoring rubric for this course are below:

10% - Attendance

10% - Quizzes (2% each)

15% - Theoretical Paradigms Chart

30% - Midterm and Final Exam (15% each)

35% - Autobiography Presentation

- Written book review (10%)
- Group presentation (15%)
- In-class feedback session (10%)

94 to 100 – A

90 to 93 – A-

87 to 89 – B+

84 to 87 – B

80 to 83 – B-

77 to 79 – C+

74 to 77 – C

70 to 73 – C-

60 to 69 – D

59 and below – F

OUTLINE OF TOPICS

Note: All due dates are by 11:59pm on the date listed

MODULE I: THEORETICAL FOUNDATIONS OF IR	
8/17-19	**Week 1 – Intro to Global Security & Realism**
Readings	No readings this week
	Nothing due this week
8/24-26	**Week 2 – Realism (cont.)**
Readings	Melian Dialogues
	Nothing due this week
8/31-9/2	**Week 3 – Liberalism and International Organizations**
Readings	"Francis Fukuyama Postpones the End of History" Treaty of Lisbon fact sheet; UN charter
Due by 9/3	*Reading Quiz #1*
9/9	**Week 4 – International Political Economy (IPE)** *NO CLASS 9/7 - Labor Day*
Readings	"Seattle General Strike of 1919"
Due by 9/10	*Pick out your book for the Autobiography project*

9/14-16	**Week 5 – Social Constructivism and the Global Ethic**
Readings	Onuf – "Constructivism: A User's Manual" "Declaration Toward a Global Ethic" (1993)
Due by 9/17	*Reading Quiz #2*
9/21-23	**Week 6 – Post-Colonialism and Nationalism**
Readings	Spivak – "Can the Subaltern Speak?"
	Nothing due this week
9/28-30	**Week 7 – Post-structuralism**
Readings	"Language: A feminist guide" Foucault-*Archaeology of Knowledge and the Discourse on Language* (only pgs 3-17)
Due by 10/2	***Midterm Exam (available on eLC beginning at 8am on 10/1)***
Due by 10/2	*Theoretical Paradigms Chart*

MODULE II: MODERN PROCESSES, ISSUES, AND DEBATES IN IR	
10/5-7	**Week 8 – The Evolution of International Society**
Readings	Zhang – "China in the conception of international society"
	Nothing due this week

10/12-14	**Week 9 – The Post-Cold War Era**
Readings	No readings this week
Due by 10/15	*Reading Quiz #3*
10/19-21	**Week 10 – International Law**
Readings	Waltzer – *Just and Unjust Wars* (excerpt)
Due by 10/22	*Written book review (receive assigned groups assignments on 10/23)*
10/26-28	**Week 11 – The Changing Character of War in the Modern Day**
Readings	Maurer – "The Future of Precision-Strike Warfare"
Due by 10/29	*Reading Quiz #4*
11/2-4	**Week 12 – Environmental Issues and Nuclear non-proliferation**
Readings	"What is the Iran Nuclear Deal?"
Due by 11/5	*Group audio-visual presentations*
11/9-11	**Week 13 – Regime theory and Human Rights**
Readings	Marks – "Poverty and Human Rights"

Due by 11/12	*Reading Quiz #5*
11/16-18	**Week 14 – Poverty, Development, and Hunger**
Readings	No readings this week
Due by 11/19	*Comments on assigned presentations*
11/23-25	**Week 15 - *NO CLASS; THANKSGIVING BREAK!***
11/30	**Week 16 - In-class Feedback Session**
Readings	No readings this week
	Nothing due this week
12/2	**Reading Day (NO CLASS)**
	Dedicated office hours in 217 Candler Hall from 3-5pm for any final questions

Due by 12/7	**FINAL EXAM *(online, available on eLC beginning 12/3 at 8am)***

ACADEMIC DISHONESTY

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 the website of Office of Instruction. We 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 direct any questions to the instructor.

COURSE POLICIES

The following is taken verbatim from the University Council: "The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary."

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 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 my subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws."

FERPA STATEMENT

The following is taken verbatim from the Syllabus Checklist:

"The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation. 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 the Disability Resource Center:

”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 the Disability Resource Center”

The following is taken verbatim from the document of Syllabus Creation:

”Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.”

MENTAL HEALTH AND WELLNESS RESOURCES

The following is taken verbatim from the University Council:

”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 the website of Student Care and Outreach. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

UGA has several resources for a student seeking mental health services or crisis support. If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center. Additional resources can be accessed through the UGA App.”