

INTL 3200 (16812)
INTRODUCTION TO INTERNATIONAL RELATIONS

MW 9:55–11:15 am | Candler 214

Instructor: Dr. Gulcan Saglam

Office Hours: Wednesday, 11:45–12:45 pm and by appointment

E-mail: gsaglam@uga.edu

<https://calendly.com/gulcansaglam/saglam-office-hours>

COURSE DESCRIPTION

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.

PREREQUISITE REQUIREMENTS

Successful completion of, or concurrent enrollment in, INTL 1100 Introduction to Global Issues 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 that provides the foundations for further progress in the field of International Affairs. 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 international affairs is necessary to succeed in this course.

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 of us to treat each other—and each other’s ideas—with respect, even when we disagree. Challenge ideas and arguments, not people, and keep contributions grounded in facts and good faith. See the Netiquette policy below for more on how we handle disagreement in this course.

COURSE READINGS

- There is one required textbook:

Title: International Relations, 13th ed.

Authors: Jon C. Pevehouse & Joshua Golstein (G&P going forward)

Publisher: Pearson

Year: 2024

ISBN: 978-0-13-690160-0 (paperback)

ISBN: 978-0-13-690162-4 (eText)

ISBN: 978-0-13-690172-3 (Perusall e-book, 80-day access, \$73.34)

You must have **Perusall access** for this textbook because Perusall will be used for regular course preparation throughout the semester. You may obtain access in either of two ways: (1) rent or purchase the ebook directly in Perusall through our course eLC page, including the 180-day rental option; or (2) enter a valid access code obtained from the publisher or a participating bookseller with the purchase of the paperback or ebook.

Do not use an earlier edition. Earlier editions do not provide the required Perusall access and may not contain the material assigned for this course. Using an earlier edition does not excuse incomplete course preparation or misunderstandings of assignments.

If the textbook cost creates a financial hardship, Student Care and Outreach can help students connect with temporary support funds. They also manage support resources for SPIA students when available. Contact Student Care and Outreach at 706-542-8479, sco@uga.edu, or 318 Tate Student Center, or submit a CARE Report through sco.uga.edu.

- Additional readings will be available through Perusall or eLC. You are also required to 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.
- On occasion, an article relevant to the topic we are covering will be published and will be assigned on short notice. In that case I will post the article to the "ANNOUNCEMENTS" section of the class eLC page.

ACTIVE LEARNING

Student learning is at the center of this course. Rather than simply learning about International Relations, you will practice applying what you learn through analysis, discussion, collaboration, problem-solving, data interpretation, policy reasoning, and public communication. These activities are designed to help you apply course concepts, develop transferable skills, and reflect on your learning.

My goal is for this course to be informative and engaging, to provide a strong foundation for further study in International Affairs, and to give you tools that are useful beyond the classroom. Active learning requires your participation. I ask that you come prepared, contribute thoughtfully, and take responsibility for your learning.

You are expected to complete the assigned readings and course preparation before class. Readings, Perusall preparation, mini-lectures, discussions, and in-class activities complement rather than duplicate one another, with each contributing to your understanding of the course material. Exams may draw on all of these components, and the specific mix of activities will vary by topic.

ASSESSMENT

Your course grade is calculated from the following components:

Assessment	Percent of Final Grade	Due Date
Perusall Reading Annotations (lowest two dropped)	10%	Sundays, 11:59 p.m., as scheduled
Participation (lowest three dropped)	15%	In class throughout the semester
Module Quizzes (lowest score dropped)	10%	Sundays, 11:59 p.m., as scheduled Module 1 Quiz – Aug 30, 11:59 pm Module 2 Quiz – Sept 27, 11:59 pm Module 3 Quiz – Oct 11, 11:59 pm Module 4 Quiz – Oct 25, 11:59 pm Module 5 Quiz – Nov 8, 11:59 pm Module 6 Quiz – Nov 29, 11:59 pm

Assessment	Percent of Final Grade	Due Date
Application Assignments (4 total)	20%	Thursdays, 11:59 p.m., as scheduled Assignment 1 – Oct 1, 11:59 pm Assignment 2 – Oct 22, 11:59 pm Assignment 3 – Nov 5, 11:59 pm Assignment 4 – Nov 19, 11:59 pm
Midterm Exam	20%	October 14, in class
Final Exam	25%	December 9, 9:00 a.m.
Total	100%	

To make course deadlines predictable, most out-of-class work follows a consistent weekly rhythm:

- Sundays at 11:59 p.m.: When a Module Quiz is scheduled, it closes the module or section you have just completed so you can check your understanding and identify knowledge gaps. Perusall preparation for the upcoming material is also due Sunday at 11:59 p.m., helping you transition from reviewing prior material to preparing for the week ahead.
- Thursdays at 11:59 p.m.: Application Assignments, when scheduled, are due after our Monday and Wednesday class meetings. These assignments ask you to apply course concepts and skills through theoretical analysis, policy writing, data interpretation, or public communication.
- Not every week includes a Module Quiz or Application Assignment. Always consult the Course Schedule and eLC for the specific work due each week.

Reading Annotations (10%)

To prepare you to participate meaningfully in class, assigned readings will include collaborative annotations through Perusall. Perusall allows you to interact directly with the readings by asking questions, identifying important ideas, making connections, and responding to your classmates. These annotations are designed to help you work through complex material, deepen your understanding, and arrive in class prepared to apply what you have learned. You can access Perusall through the course eLC page.

- Your grade is based on your **3 highest-quality annotations per assignment** (minimum of three annotations per reading). This encourages thoughtful contributions without penalizing brief responses to simple questions. Annotations are scored as follows:
 - 3 points: Thoughtful reading and insightful interpretation
 - 2 points: Indicates reading but lacks depth
 - 1 point: Minimal effort or engagement
- Annotations should be distributed across the entire assigned text. Focusing only on one section or skipping large portions will negatively affect your score.
- Annotations are due every **Sunday at 11:59 pm**. Late submissions will not receive credit, as timely engagement is key to integrating your input into class activities. An exception may be made when approved documentation, as described below under “Deadlines, Late Work, and Submission Requirements,” shows that you were unable to participate for the entire period the assignment was available, not only on the final day. In the absence of such documentation, please plan to complete your annotations by the posted deadline.
- Because unexpected issues can arise, I strongly encourage you to begin the readings and annotations well before they are due. Reading annotations should be completed on your own time before class. Annotations submitted during class, as recorded by Perusall, will receive a zero because class time is reserved for scheduled course activities.

Detailed guidelines and the grading rubric are available under the Welcome Module on eLC.

Participation (15%)

Participation is a core component of this course, supporting your development as a critical thinker, communicator, and globally aware student. In-class participation is designed to help you build core conceptual and analytical skills through

interactive, collaborative learning. Activities include group discussions, simulations, quick writes, polls, and other structured exercises that help teach and reinforce course content.

- You are expected to come to class having completed the assigned readings and prepared to discuss and ask questions about the readings and lecture. Be present and prepared to engage with both material and peers.
- Complete all in-class tasks on time with your name clearly indicated. These papers are due at the end of each class period.
- Contribute meaningfully by offering relevant insights, building on others' ideas, and referencing course concepts.
- Listen actively and respectfully.
- All sessions are essential. Each class is designed to build your skills and deepen your understanding of global politics.

Module Quizzes (10%)

Module Quizzes assess your understanding of course material and reinforce learning through low-stakes retrieval practice. Each quiz consists of 10 multiple-choice questions on eLC covering the material identified in the Course Schedule. Quizzes are **open-note and open-book**, but questions are randomly drawn from a larger question pool, so each attempt may include different questions. Use the quizzes to check your comprehension, identify and correct knowledge gaps, and prepare for higher-stakes assessments.

- You are allowed **two attempts** per quiz. Your **highest score** will be recorded.
- Review all required readings, videos, and other course materials before attempting the quiz.
- Use your first attempt and the available feedback to identify areas that need further review before completing a second attempt, if necessary.
- Complete quizzes by the **Sunday 11:59 p.m.** deadlines specified in the Course Schedule. Late submissions are not accepted.
- Questions on the midterm and final exam will draw from and build on the concepts assessed in the quizzes.

Application Assignments (20%)

You will complete **four Application Assignments** over the course of the semester, **each worth 5% of your final grade**. These assignments help you apply course concepts and theories to real-world cases and problems similar to those you may encounter in upper-level International Affairs courses or in your future professional work. Each assignment focuses on a distinct skill aligned with the course learning goals: theoretical analysis, policy writing, data literacy, and public communication. Several of these assignments are also integrated into our in-class active learning.

Application Assignments are due on **Thursdays at 11:59 p.m.** on the dates listed in the Course Schedule. Complete instructions, grading criteria, and submission requirements are posted on eLC.

Midterm Exam (20%)

The midterm is an **in-person, closed-note exam** that assesses your understanding of the major theoretical approaches introduced in the first part of the course. You will be expected to identify and distinguish among key theories, explain their core assumptions and concepts, compare their strengths and limitations, and apply them to international political questions or cases. The exam may include a combination of multiple-choice, short-answer, and essay questions.

Date & Time: Wednesday, October 14.

Final Exam (25%)

The final exam is an **in-person, closed-note, cumulative assessment** that asks you to bring together the theoretical foundations of the course with the substantive issues and applications examined throughout the second half of the semester. You will be expected to use theories and concepts from the course to analyze international political problems, compare alternative explanations, interpret cases and evidence, and make reasoned judgments about global issues.

The exam may include a combination of multiple-choice, short-answer, and essay questions. Questions may draw on assigned readings, course materials, and in-class activities across the semester, with particular emphasis on applying theoretical perspectives to the major issue areas studied in the second half of the course.

Date & Time: December 9, 9:00 am.

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

LIFE TOKEN

Sometimes things happen that get in the way of your best intentions to complete an assignment on time. To account for unexpected situations in a caring and flexible way, I will drop the lowest Module Quiz score, the two lowest Perusall annotation scores, and the three lowest in-class participation scores at the end of the semester. No questions asked, no documentation needed.

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, transportation issues, doctor appointments, or attending conferences. It is important to note that this policy is designed to cover typical unforeseen circumstances. If you encounter severe or extenuating circumstances that might lead to further absences or interfere with your ability to complete coursework, please reach out to Student Care and Outreach **and** to me promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

Please note that the Life Token Policy does not apply to the four Application Assignments, the midterm exam, or the final exam.

COURSE POLICIES

Communication Policy

Please register for Announcement Notifications. I will use the Announcements section of our eLC course page to share important course updates, reminders, and any changes to the syllabus or schedule. You are responsible for keeping up with these announcements.

To enable notifications, click your name in the upper-right corner of eLC → Notifications → select your preferred notification method for Announcements. I recommend email notifications because text messages may not display the full content of an announcement.

Not seeing an announcement does not excuse missed course requirements, deadlines, or instructions.

Email

You are welcome to email me with questions or concerns about the course. Email is the best way to contact me outside of class and student hours. Your UGA email is a formal communication channel, and the way you use it can signal your professionalism, preparation, and readiness to engage in the course. Please follow these guidelines:

1. Use professional email etiquette. Begin with an appropriate greeting, such as “Professor Saglam” or “Dr. Saglam,” and include a professional closing with your name.
2. Include your full name, course section, class time, or CRN so I can quickly place your question in context.

3. Before emailing, review the syllabus, Welcome Module, relevant eLC materials, and recent announcements to see whether your question has already been addressed.
4. If an eLC issue affects your ability to complete a quiz, assignment, or other time-sensitive course requirement, email me as soon as possible so we can address it.
5. I prefer course-related communication through your @uga.edu email rather than eLC messaging.

During the work week, I generally respond to emails within 24 hours. If you have not received a response within 48 hours, please feel free to follow up. I am never offended by a polite follow-up email. I do not regularly monitor email on weekends, so messages sent late in the week or over the weekend may not receive a response until the next work week.

Technology in the Classroom

Please bring a laptop or tablet to class, as we will use these devices for selected in-class activities. However, **laptops and tablets may be used only when I specifically ask you to use them for a course activity**. At all other times, they should remain closed and off the table.

Cell phones may not be used during class. **Phones must be silenced and put away before class always begins and remain out of sight for the duration of the class period**. If an urgent situation requires you to use your phone, please step outside the classroom. 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.

This policy is intended to create a learning environment in which **technology is used purposefully rather than as a source of distraction**. Research has found that multitasking on electronic devices can interfere with learning and academic performance and that laptop multitasking may also negatively affect nearby students (Sana, Weston, & Cepeda, 2013; Kuznekoff & Titsworth, 2013; Glass & Kang, 2019). Other studies, such as a 2014 Princeton study, have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.

Students with approved accommodations that require the use of technology should follow the accommodations established through the appropriate university office.

Deadlines, Late Work, and Submission Requirements

Course deadlines are intentional and are designed to support steady and productive progress toward the course learning objectives. You are responsible for keeping track of all deadlines and planning ahead to allow for unexpected challenges.

- Assignments close automatically at the posted deadline, and late submissions are not accepted.
- The Life Token Policy provides limited flexibility when an unexpected circumstance interferes with your ability to complete coursework on time.
- Beyond the Life Token Policy, extensions or make-up opportunities may be granted for documented emergencies, serious personal circumstances, or other significant situations that reasonably prevent you from completing coursework by the deadline. Documentation does not automatically guarantee an extension or make-up; accommodations are determined at my discretion based on the circumstances and the nature of the missed work.
- Please communicate with me as soon as reasonably possible when a significant situation affects your ability to complete coursework. When circumstances are known in advance, contact me before the deadline whenever possible.
- You are responsible for being aware of scheduled eLC maintenance and for submitting your work by the posted deadline. Because technical problems can occur, I strongly recommend submitting assignments well in advance.
- In the event of a rare technical issue at the time of submission, email me within **15 minutes** of the deadline. For written assignments, attach the completed assignment to your email so that I can verify that the work was finished on time.
- Many of our in-class activities depend on real-time discussion, collaboration, and interaction with your classmates. Because these learning experiences cannot be meaningfully recreated after the fact, **missed participation activities cannot be made up**. The Life Token Policy is designed, in part, to provide flexibility when an unexpected absence causes you to miss one of these activities. Absences related to university-sponsored activities will be handled in accordance with UGA policy.

Submission Responsibility

I can grade only work that has been properly submitted through the designated assignment link on the eLC or Perusall course pages. It is your responsibility to confirm that your submission was successfully uploaded before the deadline.

A file saved on your computer or Google Drive, a screenshot of completed work, a draft, a document timestamp, or evidence that you completed an assignment but forgot to submit it does not constitute a submission and cannot be graded. After uploading your work, verify that the correct file appears in eLC and that your submission was successfully recorded.

Formatting

Unless an assignment provides different instructions, written work should use a readable 12-point font, double spacing, 1-inch margins, and page numbers. Assignment-specific directions take precedence when the required product is not a traditional paper.

Grade Questions and Appeals

Faculty are human, and mistakes can happen. If you believe there is a mathematical or clerical error in your grade, please let me know, and I will be happy to review and correct it if necessary.

If you wish to challenge a grade based on the substance or evaluation of your work, please wait at least 24 hours after the assignment or exam has been returned before requesting a meeting. Requests must be made within one week of the date the grade was returned.

To make the meeting productive, please come prepared with:

1. A typed explanation identifying the specific part of the grading or feedback you would like reconsidered.
2. A typed explanation, using the assignment instructions, rubric, and relevant course material, of why you believe your work merits a different evaluation.
3. Your relevant class notes, reading notes, and course materials.

Grades reflect the quality of the work demonstrated in relation to the assignment requirements and grading criteria. Effort is important to the learning process, but working hard, spending significant time on an assignment, or needing a particular grade are not, by themselves, grounds for a grade change.

I will then re-evaluate the work as a whole rather than only the portion you have questioned. Because the entire assignment or exam will be reconsidered, the resulting grade may be higher, lower, or unchanged. You may request one substantive re-evaluation for each graded assignment or exam, and the grade assigned after that review will be final.

Accommodation for Students with Disabilities

UGA is committed to equal access. Students who need accommodations should register with Accessibility and Testing and provide the appropriate accommodation information. Accessibility and Testing is located in Clark Howell Hall and can be reached at 706-542-8719 or accessibility.uga.edu. Please contact me early in the semester so we can implement approved accommodations promptly.

Netiquette and Policy on Disruptive Behavior

I want all of us to learn from one another this semester, and that starts with a classroom where everyone feels comfortable contributing. I expect students to treat each other with respect, listen to conflicting opinions, and challenge arguments rather than people. Interruptions, slurs, or mocking another student's views have no place in this classroom and will not be tolerated. Please also see the university's policy on disruptive behavior; in cases of disruptive or disrespectful behavior toward me or other students, I reserve the right to ask a student to leave class.

Academic Integrity

UGA students are expected to follow the 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 academic integrity policy and procedures, is available at integrity.uga.edu.

Plagiarism includes using another person's words, ideas, data, images, or work as your own without appropriate attribution. This includes direct quotation without quotation marks, paraphrasing without attribution, presenting another person's idea as your own, using data or images without credit, submitting work created by someone else, or reusing your own previously submitted work when that reuse has not been authorized.

Suspected violations will be handled through UGA's academic integrity process.

AI Tools Policy

General rule: If you use generative AI for submitted coursework, you must complete the AI Use Disclosure Form on eLC within 48 hours of submitting the assignment.

I am open to limited use of AI in this course when it supports, rather than replaces, your own learning. The boundaries are built around the following principles:

- 1. Originality of your ideas:** The ideas, analysis, interpretation, and judgment you submit must be your own. AI may be useful for editing when an assignment permits it, but it should not be your starting point for generating the argument or analysis. The purpose of these assignments is to build your own communication and critical-analysis skills.
- 2. Openness:** Any use of generative AI for submitted coursework must be documented. Each time you use AI, complete the Google Form linked on eLC within 48 hours of submission. The form will ask for the tool or site used, the exact prompts or commands, the relevant output, and any revisions you made and the reasons for them.
- 3. Referencing and validating:** You are responsible for every claim, source, quotation, statistic, and factual statement in work submitted under your name. AI can be outdated, fabricate or misattribute sources, omit citations, and reproduce bias. Assume GAI output is incorrect unless you can verify it through a reliable source. It is your responsibility to critically assess the validity and relevance of any GAI content you engage with. Substantive claims must be supported by actual sources that you have checked. AI itself is not a substitute for evidence.
- 4. Proper Citation:** Any use of GAI output must be appropriately cited or disclosed. Direct quotes require quotation marks and in-line citations. Uncited or misrepresented GAI-generated content will be treated as academic misconduct and reported to the Office of Academic Honesty in line with UGA's "A Culture of Honesty". For proper citation guidelines, refer to the APA Style article: [How to Cite ChatGPT](#).
- 5. AI-Integrated Tools:** The advice above applies equally to AI assistants integrated into grammar, composition, or other writing tools.

Assignment-specific rules may differ. Always follow the AI instructions on the specific assignment. If you are unsure whether a particular use is permitted, ask before using it.

Prohibition on Recording Lectures

In the absence of written authorization from UGA Accessibility and Testing, 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.

HEALTH ACCESS AND STUDENT SUPPORT

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

- Full-time UGA students pay a health fee that provides access to primary-care appointments at the University Health Center with no out-of-pocket cost for the clinician visit; other services may carry charges. Students without health insurance may also wish to review Georgia Pathways to Coverage at dch.georgia.gov/georgiapathways. Student Care and Outreach can help students navigate emergency or temporary financial needs and campus resources.
- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-8479 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-Hours 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 students with confidential support.)

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

The schedule below gives the planned sequence of topics and major assessments. Major due dates are listed here and will also be posted on eLC.

COURSE SCHEDULE

MODULE 1: CONCEPTS AND PRINCIPLES IN INTERNATIONAL RELATIONS

What is International Relations, and what makes international politics distinctive? How did the modern international system develop? Whose experiences and perspectives have traditionally shaped the study of IR?

Week 1: Course Introduction (Aug 17 – Aug 24)

What will we study in this course? How is the course organized? What will you be expected to do to succeed?

- Syllabus
- Welcome Module materials on eLC

Week 2: The Nature of the International System (Aug 24 – Aug 31)

*** Week 2 Perusall Assignments are due Sunday, Aug 23, at 11:59 p.m.

- G&P, Ch. 1
- Kelebogile Zvobgo and Meredith Loken. 2020. "Why Race Matters in International Relations."

Additional Resource: If you would like a refresher on World History, Crash Course World History episodes 35–40 and the optional online World History course linked on eLC may be helpful. These resources are recommended but not required.

MODULE 2: PERSPECTIVES AND APPROACHES TO THE STUDY OF INTERNATIONAL RELATIONS

Week 3: Realism (Aug 31 – Sept 7)

How does realism understand international politics? Why do power, anarchy, and security play such a central role? How do states manage insecurity when there is no higher authority above them?

*** Module 1 Quiz is due on Sunday, Aug 30, at 11:59 p.m.

*** Week 3 Perusall Assignments are due Sunday, Aug 30, at 11:59 p.m.

- G&P, Ch. 2
- Lee, T. 2018. "When Hard Power Shrinks: The Midlife Crisis of Realism." In Realism in Practice: An Appraisal.

Week 4: Liberalism (Sept 7 – Sept 14)

Can cooperation occur even in an anarchic international system? How do institutions, economic interdependence, and domestic politics shape relations among states?

Sept 7 — Labor Day: NO CLASS

*** Week 4 Perusall Assignments are due Sunday, Sept 6, at 11:59 p.m.

- G&P, Ch. 2
- Haass, R. 2018. "Liberal World Order, R.I.P." Council on Foreign Relations. (eLC)

Week 5: Critical Theories — Constructivism and Feminism (Sept 14 – Sept 21)

How are international politics shaped by ideas, identities, norms, and social relationships? How do constructivist and feminist approaches challenge conventional ways of understanding world politics?

*** Week 5 Perusall Assignments are due Sunday, Sept 13, at 11:59 p.m.

- G&P, Ch. 3, pp. 81–105
- Laura Sjoberg. “‘Mansplaining’ International Relations.”

Week 6: Critical Theories — Economic Structuralism and Postcolonialism (Sept 21 – Sept 28)

How have capitalism, colonialism, and global hierarchies shaped contemporary international relations? How do economic structuralist and postcolonial approaches challenge mainstream theories of IR?

*** Week 6 Perusall Assignments are due Sunday, Sept 20, at 11:59 p.m.

- Stuart Hall. 1992. “The West and the Rest.”
- Sheila Nair. 2017. “Introducing Postcolonialism in International Relations Theory.”

MODULE 3: THEORY IN ACTION

Week 7: Hotspot — Will China and the United States Fight for Global Leadership? (Sept 28 – Oct 5)

Can China rise peacefully? How would different IR theories explain growing U.S.–China rivalry? Is conflict between a rising power and an established power inevitable?

*** Module 2 is due Sunday, Sept 27, at 11:59 p.m.

*** Week 7 Perusall Assignments are due Sunday, Sept 27, at 11:59 p.m.

- John Mearsheimer. 2021. “The Inevitable Rivalry: America, China, and the Tragedy of Great Power Politics.” Foreign Affairs.
- G. John Ikenberry. 2008. “The Rise of China and the Future of the West.” Foreign Affairs.

What is due:

- Application Assignment 1: Theory in the Wild — Thursday, Oct 1, at 11:59 p.m.

Week 8: Making Foreign Policy (Oct 5 – Oct 12)

Who makes foreign policy, and how are foreign policy decisions made? How do leaders, groups, bureaucracies, domestic politics, and crises shape state behavior?

*** Week 8 Perusall Assignments are due Sunday, Oct 4, at 11:59 p.m.

- G&P, Ch. 4
- Susan H. Allen and Maryann E. Gallagher. 2022. “Is He Speaking Our Language? Donald Trump’s Leadership Traits in Comparison with Previous Presidents.” Political Science Quarterly.

MODULE 4: UNDERSTANDING INTERNATIONAL COOPERATION AND GLOBAL GOVERNANCE

Week 9: International Organizations (Oct 12 – Oct 19)

Why do states create international organizations? Can international institutions promote cooperation and peace despite anarchy? How effective are institutions such as the United Nations and European Union?

*** Module 3 Quiz is due Sunday, Oct 11, at 11:59 p.m.

*** Week 9 Perusall Assignments are due Sunday, Oct 11, at 11:59 p.m.

- G&P, Ch. 7, pp. 204–224
- Shashi Tharoor. 2011. “Security Council Reform: Past, Present and Future.” Ethics & International Affairs.

Midterm Exam — Wednesday, Oct 14, in class

Week 10: International Law and Human Rights (Oct 19 – Oct 26)

Why do states follow international law when there is no world government to enforce it? When, if ever, should the international community intervene to protect human rights? How are individuals held accountable for international crimes?

*** Week 10 Perusall Assignments are due Sunday, Oct 18, at 11:59 p.m.

- G&P, Ch. 7, pp. 224–249
- Kenneth Roth. 2004. “The Law of War in the War on Terror.” Foreign Affairs. (eLC)
- Ferragamo and Klobucista. 2025. “The Role of the ICC.” CFR Background.

What is due:

- Application Assignment 2: Taiwan Crisis Policy Brief is due on Thursday, Oct 22, at 11:59 p.m.

MODULE 5: UNDERSTANDING INTERNATIONAL (IN)SECURITY

Week 11: International Conflict and the Israel–Palestine Case (Oct 26 – Nov 2)

Why do wars occur, and what makes peace possible? Whose security matters in international politics? How can theories and concepts of conflict help us analyze the Israel–Palestine case and other contemporary security challenges?

*** Module 4 Quiz is due Sunday, Oct 25, at 11:59 p.m.

*** Week 11 Perusall Assignments are due Sunday, Oct 25, at 11:59 p.m.

- G&P, Ch. 5
- Carol Cohn. 2013. “Women and Wars: Toward a Conceptual Framework.” In *Women & Wars*, pp. 21–30 only. (eLC)
- L. M. Kassem. “Nationalism, Identity, and Conflict.” (eLC)

Week 12: International Security (Nov 2 – Nov 9)

How has the meaning of security changed? How do states and nonstate actors use asymmetric strategies? What makes terrorism and cyberwarfare distinctive security challenges?

*** Week 12 Perusall Assignments are due Sunday, Nov 1, at 11:59 p.m.

- G&P, Ch. 6
- Robert Pape. 2003. “The Strategic Logic of Suicide Terrorism.”

What is due:

- Application Assignment 3: Security in Data is due on Thursday, Nov 5, at 11:59 p.m.

MODULE 6: UNDERSTANDING INTERNATIONAL POLITICAL ECONOMY

Week 13: Globalization of Trade and Finance (Nov 9 – Nov 16)

Why do countries trade, and who wins and loses from globalization? How do politics and economics interact in the global economy? Why have trade, technology, and semiconductors become central to contemporary great-power competition?

*** Module 5 Quiz is due Sunday, Nov 8, at 11:59 p.m.

*** Week 13 Perusall Assignments are due Sunday, Nov 8, at 11:59 p.m.

- G&P, Ch. 8
- Saglam, G., & Hankla, C. 2021. "Politics, Economics, and Trade." Ch. 10 in *Introducing Global Issues*, ed. Snarr & Snarr. (eLC)
- "How Trump Trade Policy Could Complicate Your Ice Cream Sundae." 2017. *The Washington Post*.

WITHDRAWAL DEADLINE – Nov 11

Week 14: The Global North–South Divide and Sustainable Development (Nov 16 – Nov 23)

How has the global economy contributed to both development and inequality? Can economic prosperity continue without unlimited economic growth? How can states balance development, environmental sustainability, and climate action? Why is international cooperation on climate change so difficult?

***Week 14 Perusall Assignments are due Sunday, Nov 15, at 11:59 p.m.

- G&P, Ch. 12
- Joseph Stiglitz. 2017. *Globalization and Its Discontents Revisited*. (eLC)
- John Cassidy. 2020. "Can We Have Prosperity Without Growth?" (eLC)

What is due:

- Application Assignment 4: IPE in a Meme is due on Thursday, Nov 19, at 11:59 p.m.

THANKSGIVING BREAK (Nov 23 – Nov 27)

*** Module 6 Quiz is due Sunday, Nov 29, at 11:59 p.m.

Final Exam — Wednesday, December 9, at 9:00 am in class