INTL 3200: Introduction to International Relations

Fall 2026

Instructor:	Joowon Yi	**Time:**	TTR 8:15–9:35
Email:	joowon.yi@uga.edu	**Place:**	Sanford Hall 313

1. Class Guidelines

Course Pages:

- https://uga.view.usg.edu/d2l/home/3249881

Office Hours: Rm 303, 202 Herty Dr. Thurs 11:30 - 1:30, or by appointment. Virtual Office Hours are available at https://zoom.us/j/3990837355.

Objectives: This course introduces the major theories and empirical studies in International Relations. After taking this class, students are expected to

- explain theoretical frameworks designed to understand various aspects of international politics;
- understand actors in IR and how they interact;
- learn important and emerging issue areas in the field of IR;
- find their own areas of interest within the field of IR

Course Learning Environment: Every student should feel comfortable speaking in this class. We will value the opinions and ideas of our colleagues very highly. As an instructor, I will promote a classroom environment that encompasses differences in culture, background, and experience among individuals and groups.

Grading Policy: Mid-term Quiz (25%), Class Activity Reports (40% total, 10% each), Final In-class Essay (25%), Attendance (10%).

- Mid-term Quiz (25%): The quiz consists of short-answer questions and short-essay questions. The quiz is based on in-class discussion, lecture, and slides.
- Class Activity Reports (40%): Students will submit four one-page reports that include three paragraphs (sections) corresponding to each of the following —
  - *Summary of in-class activities* (5%): This section briefly summarizes the in-class activity of the week. Students also briefly report how they participated and what they learned in the class activity.
  - *Reading extension* (3%): This section explores how the activity is related to the assigned readings in the class.
  - *Real-world extension* (2%): This section explains real-world actors, remarks, events, and history drawing on the theory and lessons learned with the class activity.

- Final in-class Essay (25%): Two long essay questions. The instructor will provide a set of questions that will be asked in the final.
- Attendance (10%): The instructor will call the attendance roll every class. Full credits will be given to those who have up to three absences without justification. One point will be deducted for each absence without justification after the first three absences. Please find more information in the attendance policy section.
- The overall class grade will be calculated on the following scale:
  - A $\geq$ 94
  - A- $\geq$ 90 and $<$ A
  - B+ $\geq$ 87 and $<$ A-
  - B $\geq$ 84 and $<$ B+
  - B- $\geq$ 80 and $<$ B
  - C+ $\geq$ 77 and $<$ B-
  - C $\geq$ 74 and $<$ C+
  - C- $\geq$ 70 and $<$ C
  - D $\geq$ 60 and $<$ C-
  - F $<$ D

Grading Disputes: If a student wishes to dispute a graded assignment, the student can send the instructor a one-page memo within one week of receiving the graded assignment. The memo should respond to the feedback on the assignment from the instructor. The instructor will carefully review the assignment and its grade, given that the memo provides a reason to do so. After regrading, students must accept the reviewed grade, even if the grade is lower than the original assignment.

Late Work Policy: Late work is defined as submitting the assignments after the established deadline. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy.

- There will be no late work policy for the mid-term quiz and final in-class essay.
- 'Class Activity Reports' will be considered as a late work if it is submitted within 24 hours after the due date and time. No later submission can be accepted.

Attendance Policy: Students are expected to attend class and to complete all assignments. To be considered for an excused absence, the student must notify the instructor in writing (e-mail is acceptable) prior to the day of absence. In cases where advanced notification is not possible, students must provide notification by the end of the second business day after the last date of the absence. This notification must include an explanation of why the notice could not be sent.

AI Policy: Students may use generative AI tools in limited, transparent ways that support learning and reproducibility. Permitted uses include: (i) examining and understanding replication code (e.g., explaining what a code block does, suggesting debugging steps, clarifying error messages), and (ii) proofreading and improving clarity/grammar in weekly memos and the final paper.

The following uses are **not permitted**: (i) submitting AI-generated text as your own analytical writing (e.g., memos or paper sections that replace your argument with AI-written reasoning), (ii) using AI to fabricate results.

2. University Policies

The following class policy statements are provided by the Center for Teaching and Learning, University of Georgia, and revised by the instructor as deemed appropriate.

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

I expect the students to be fully aware of and follow the Student Honor Code. When in doubt, please always ask me in advance.

In addition, unless explicitly stated, artificial intelligence-based technologies, such as ChatGPT, must not be used to generate responses for student assignments. The use of such programs for any course assignments, including your exams, reports, essays, and in-class participations, is not allowed in this course and could result in failing this class and other undesirable outcomes.

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

Accommodations due to disability: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting http://drc.uga.edu.) See https://drc.uga.edu/content_page/sample-access-statements for additional examples.

Mental Health and Wellness 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 706-542-7774 or visit https://sco.uga.edu/. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (https://www.uhs.uga.edu/bewelluga/bewelluga) or crisis support (https://www.uhs.uga.edu/info/emergencies).
- 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.
- Additional resources can be accessed through the UGA App.

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

3. Course Outline

Most required readings are available on Google Scholar and the University Library website. They will also be accessible through the class website.

Week 1: Introduction

- 8/18: Syllabus review, no reading.
- 8/20: Introduction to the course and what is IR?

Week 2: IR Theories: Realism

- 8/25: Walt, Stephen M. "International Relations: One World, Many Theories," *Foreign Policy* No. 110, Special Edition: Frontiers of Knowledge (Spring, 1998), pp. 29–32+34–46.
- 8/27: Walt, Stephen M. "A Practical Guide to Perpetual Peace." *Foreign Policy* (blog). https://foreignpolicy.com/2023/12/19/realist-guide-world-peace/.
- Walt, Stephen M. "Why Realists Oppose the War in Gaza." *Foreign Policy* (blog). https://foreignpolicy.com/2024/05/21/why-realists-oppose-the-war-in-gaza/.
- Discussion Question: Do we need IR (grand) theories to understand and explain international politics?

Week 3: IR Theories: Realism vs Liberalism

- 9/1: Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994): 5–49.
- 9/3: Keohane, Robert O., and Lisa L. Martin. "The Promise of Institutionalist Theory." *International Security* 20, no. 1 (1995): 39–51.
- Discussion Question: Which scholars' arguments do you find more persuasive, Mearsheimer or Keohane and Martin?

Week 4: IR Theories: Liberalism and Rational Theory

- 9/8: Axelrod, Robert, and Robert O. Keohane. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* 38, no. 1 (1985): 226–54.
- 9/10: Class Activity I: Strategies for Cooperation **(Assignment due: 9/17 before the beginning of class)**

Week 5: IR Actors: States and Preferences

- 9/15: Adebajo, Adekeye. "Post-Colonial Global Governance 1." In *International Organization and Global Governance*, 3rd ed. Routledge, 2023.
- 9/17: In-class discussion / extension on state preferences.

Week 6: IR Actors: International Organizations

- 9/22: Reading statistical analysis & Chelotti, Nicola, Niheer Dasandi, and Slava Jankin Mikhaylov. "Do Intergovernmental Organizations Have a Socialization Effect on Member State Preferences? Evidence from the UN General Debate." *International Studies Quarterly* 66, no. 1 (March 1, 2022).
- 9/24: Class Activity II: Can we know state preferences? **(Assignment due: 10/1 before the beginning of class)**

Week 7: IR Actors: Non-state Actors

- 9/29: Murdie, Amanda M., and David R. Davis. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56, no. 1 (2012): 1–16.
- 10/1: Albek, Ida. *Escaping Human Rights Pressure: How Governments Rhetorically Defend Human Rights Violations.*
- Discussion Question: How do non-state actors affect governments and international politics?

Week 8: IR Actors: Leaders

- 10/6: Horowitz, Michael C., and Matthew Fuhrmann. "Studying Leaders and Military Conflict: Conceptual Framework and Research Agenda." *Journal of Conflict Resolution*, 2018.
- 10/8: Saunders, Elizabeth. 2018. "Leaders, Advisers, and the Political Origins of Elite Support for War." *Journal of Conflict Resolution* (introduction and case study only).
- Discussion Question: How big are the influences of leaders and advisors in making foreign policies of states?

Week 9: Mid-term

- 10/13: Mid-term preview
- 10/15: Mid-term

Week 10: IR Actors: The Public

- 10/20: De Vries, Catherine E., Sara B. Hobolt, and Stefanie Walter. "Politicizing International Cooperation: The Mass Public, Political Entrepreneurs, and Political Opportunity Structures." *International Organization* 75, no. 2 (2021): 306–32.
- 10/22: In-class discussion: Does the public matter in making foreign policy? What's the role of media?

Week 11: Level of Analysis

- 10/27: Kertzer, J. D. 2017. "Microfoundations in International Relations." *Conflict Management and Peace Science* 34(1): 81–97.
- 10/29: Class Activity III: Principal-Agent Problem **(Assignment due: 11/5 before the beginning of class)**

Week 12: Security and Conflicts I

- 11/3: Fearon, James D. "Rationalist Explanations for War." *International Organization* 49, no. 3 (1995): 379–414.
- 11/5: Class Activity IV: War game **(Assignment due: 11/12 before the beginning of class)**
- Discussion Question: What is the cause of war and how can we resolve it?

Week 13: Security and Conflicts II

- 11/10: Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace After Civil War." *International Studies Quarterly* 48: 269–292.
- 11/12: Duursma, Allard. 2020. "African Solutions to African Challenges: The Role of Legitimacy in Mediating Civil Wars in Africa." *International Organization* 74(2): 295–330.
- Discussion Question: Is peacekeeping becoming a thing of the past?

Week 14: Nationalism

- 11/17: Wimmer, Andreas. 2018. "Nation Building: Why Some Countries Come Together While Others Fall Apart." *Survival* 60(4): 151–164.
- 11/19: Final quiz
- Discussion Question: Can nationalism be a source of conflict? How?

Week 15: Thanksgiving Break — no class

- 11/24: Final quiz review
- 11/26: No class (Thanksgiving break)