INTL 6200: Pre-Seminar in International Relations

Fall 2026

Instructor:	Joowon Yi	**Time:**	Thurs 2:55–5:35
Email:	joowon.yi@uga.edu	**Place:**	202 Herty Dr., Rm. 115

1. Class Guidelines

Course Pages:

- https://uga.view.usg.edu/d2l/home/3636596

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 major theories and empirical research in International Relations, designed specifically **for MA/Ph.D. students**. By the end of the course, students will be able to:

- trace the historical development of IR scholarship;
- identify and critically assess key theoretical debates;
- recognize significant and emerging issue areas in the field;
- articulate their own research interests within International Relations;
- develop a clear roadmap toward producing a successful job-market paper.

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: Reading Checklist & Class Participation (30%), Week 3 Assignment (15%), Mid-term Essay (20%), Research Proposal (Pre-registration) (35%).

- **Reading Checklist & Class Participation (30%)**: Students must submit a reading checklist each week before class (by 9:00 a.m. on Thursdays). The checklist (maximum five pages) should address:
  - What is the research question, and why is it important?
  - What answer do the authors propose?
  - How do the authors test their argument?
  - How convincing is the answer and the test? Specifically:
    - Do the authors consider alternative explanations?
    - If so, how are these addressed in the empirical analysis?

In addition to the checklist, students are expected to participate actively in class discussions, including:

  - Comparing and contrasting the readings: How are they similar or different?
  - Proposing new analysis: How would you redesign the study?
  - Identifying new research questions inspired by the readings.

While grading is primarily based on the checklist, the instructor will monitor alignment between submitted checklists and in-class participation. If significant discrepancies arise – whether due to insufficient effort or external factors (e.g., over-reliance on AI tools) – the instructor will first provide feedback and guidance. Continued misalignment may result in a grade reduction.

- **Week 3 Assignment (15%)**: Due by midnight on September 3 (maximum five pages). The assignment consists of:
  - *Identification and Summary (7%)*: From your own perspective, identify three significant works relevant to IR theory that are not on the syllabus. Summarize each work and explain its (ir)relevance to syllabus readings, noting tensions, extensions, or unique contributions.
  - *Critical Evaluation (8%)*: Justify why each work is important, outlining its theoretical and/or empirical contributions. Discuss whether it is considered a classic and how subsequent scholarship has built on it, or, if recent, why it is regarded as pioneering.
- **Mid-term Essay (20%)**: Due before the Week 9 class (October 15, 2:55 p.m., maximum twelve pages). The essay should address:
  1. What are the key theoretical debates from the first half of the course, and why are they important for understanding IR? Are they still relevant today?
  2. How have the analytical tools introduced in the course been applied to explain IR? Use a specific international event or phenomenon to illustrate different analytical perspectives.
  3. How do scholars explain the causes and dynamics of interstate and intrastate wars? Are theories unique to each conflict type or applicable across both? Why?
  4. What is a major empirical challenge in assessing the effects of international institutions and organizations? Provide an example, explain the issue, and discuss scholarly approaches to addressing it.
- **Research Proposal (Pre-registration Style) (35%)**: Due by midnight on December 4 (maximum twenty pages). The proposal follows the OSF pre-registration format (https://osf.io/jsznk) and include:
  - *Title and Research Question (5%)*
  - *State of Research & Motivation (7%)*:
    * Review only literature directly related to your explanatory and/or outcome variables.
    * Identify what existing research has addressed and what remains unexplored.
    * Justify why your research fills a gap.
  - *Hypotheses Generation (8%)*:
    * Provide theoretical reasoning for the relationship between explanatory and outcome variables.

        * Offer at least one real-world example illustrating this relationship.
    - *Research Design (15%)*:
        * Identify relevant existing data and assess whether new data collection is necessary.
        * Define key explanatory and outcome variables.
        * For new data collection:
            · Specify collection methods (survey, experiment, archival research, online sources).
            · Detail sampling strategy and measurement of key variables.
            · Discuss anticipated benefits and challenges.
        * For existing data:
            · Specify spatial and temporal coverage.
            · Define the unit of analysis and scope.
            · Assess strengths and limitations of using existing data.

- Every assignment should be written in Times New Roman, 12 point, with American Political Science Review (APSR) citation style. See https://apsanet.org/publications/journals/american-political-science-review/apsr-manuscript-preparation-guidelines/.
- 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.

- I only accept the late work that is submitted within 24 hours after the deadline with a 10% grade deduction.

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.

Week 1 (8/20): Introduction

- Syllabus review, no reading.

Week 2 (8/27): IR Theory I: Paradigms Debate

- Walt, Stephen M. 1998. "International Relations: One World, Many Theories." *Foreign Policy* 110 (Spring): 29–46.
- Waltz, Kenneth N. 1979. "Political Structures." In *Theory of International Politics*, Chapters 5–6. Boston: McGraw-Hill.
- Wendt, Alexander. 1992. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46(2): 391–425.
- Mearsheimer, John J. 1994. "The False Promise of International Institutions." *International Security* 19(3): 5–49.
- Keohane, Robert O., and Lisa L. Martin. 1995. "The Promise of Institutionalist Theory." *International Security* 20(1): 39–51.

Week 3 (9/3): Assignment week

Week 4 (9/10): IR Theory II: Analytical Tools

- Frieden, Jeffery A., David A. Lake, and Kenneth A. Schultz. 2016. "Introduction & Chapter 2: Understanding Interests, Interactions, and Institutions." In *World Politics*. 3rd ed. New York: W.W. Norton.
- Axelrod, Robert, and Robert O. Keohane. 1985. "Achieving Cooperation under Anarchy: Strategies and Institutions." *World Politics* 38(1): 226–54.
- Fearon, James D. 1997. "Signaling Foreign Policy Interests: Tying Hands versus Sinking Costs." *Journal of Conflict Resolution* 41(1): 68–90.
- Finnemore, Martha, and Kathryn Sikkink. 1998. "International Norm Dynamics and Political Change." *International Organization* 52(4): 887–917.
- Simmons, Beth A., Frank Dobbin, and Geoffrey Garrett. 2006. "Introduction: The International Diffusion of Liberalism." *International Organization* 60(4): 781–810.

Week 5 (9/17): IR Theory III: Actors

- Hafner-Burton, Emily M., Stephan Haggard, David Lake, and David Victor. 2017. "The Behavioral Revolution and International Relations." *International Organization* 71(S1): S1–S31.
- Kertzer, Joshua D., and Thomas Zeitzoff. 2017. "A Bottom-up Theory of Public Opinion about Foreign Policy." *American Journal of Political Science* 61(3): 543–58.
- Horowitz, Michael C., and Matthew Fuhrmann. 2018. "Studying Leaders and Military Conflict: Conceptual Framework and Research Agenda." *Journal of Conflict Resolution* 62(10): 2072–86.
- Chaudoin, Stephen. 2023. "How International Organizations Change National Media Coverage of Human Rights." *International Organization* 77(1): 238–61.
- Murdie, Amanda M., and David R. Davis. 2012. "Shaming and Blaming: Using Events Data to Assess the Impact of Human Rights INGOs." *International Studies Quarterly* 56(1): 1–16.

Week 6 (9/24): Interstate war

- Fearon, James D. 1995. "Rationalist Explanations for War." *International Organization* 49(3): 379–414.
- Fearon, James D. 1994. "Domestic Political Audiences and the Escalation of International Disputes." *American Political Science Review* 88(3): 577–592.
- Powell, Robert. 2006. "War as a Commitment Problem." *International Organization* 60(1): 169–203.
- Bremer, Stuart. 1992. "Dangerous Dyads: Interstate War, 1816–1965." *Journal of Conflict Resolution* 36(2): 309–341.
- Bueno de Mesquita, Bruce, James D. Morrow, Randolph M. Siverson, and Alastair Smith. 1999. "An Institutional Explanation of the Democratic Peace." *American Political Science Review* 93(4): 791–807.

Week 7 (10/1): Intrastate war

- Fearon, James D., and David D. Laitin. 2003. "Ethnicity, Insurgency, and Civil War." *American Political Science Review* 97(1): 75–90.
- Roessler, Philip. 2011. "The Enemy Within: Personal Rule, Coups, and Civil War in Africa." *World Politics* 63(2): 300–346.
- Walter, Barbara F. 2006. "Building Reputation: Why Governments Fight Some Separatists but Not Others." *American Journal of Political Science* 50(2): 313–330.
- Fortna, Virginia Page. 2004. "Does Peacekeeping Keep Peace? International Intervention and the Duration of Peace after Civil War." *International Studies Quarterly* 48(2): 269–292.
- Cederman, Lars-Erik, Nils B. Weidmann, and Kristian Skrede Gleditsch. 2011. "Horizontal Inequalities and Ethnonationalist Civil War: A Global Comparison." *American Political Science Review* 105(3): 478–495.

Week 8 (10/8): International Institutions and Cooperation

- Fearon, James D. 1998. "Bargaining, Enforcement, and International Cooperation." *International Organization* 52(2): 269–305.
- Von Stein, Jana. 2005. "Do Treaties Constrain or Screen? Selection Bias and Treaty Compliance." *American Political Science Review* 99(4): 611–622.
- Lall, Ranjit. 2017. "Beyond Institutional Design: Explaining the Performance of International Organizations." *International Organization* 71(2): 245–280.
- Chelotti, Nicola, Niheer Dasandi, and Slava Jankin Mikhaylov. 2022. "Do Intergovernmental Organizations Have a Socialization Effect on Member State Preferences? Evidence from the UN General Debate." *International Studies Quarterly* 66(1): 1–15.
- Graham, Erin R., and Alexandria Serdaru. 2020. "Power, Control, and the Logic of Substitution in Institutional Design: The Case of International Climate Finance." *International Organization* 74(4): 671–706.

Week 9 (10/15): International Political Economy (Mid-term week)

- Rogowski, Ronald. 1987. "Political Cleavages and Changing Exposure to Trade." *American Political Science Review* 81(4): 1121–1137.
- Hiscox, Michael J. 2001. "Class Versus Industry Cleavages: Inter-Industry Factor Mobility and the Politics of Trade." *International Organization* 55(1): 1–46.
- Peters, Margaret E. 2014. "Trade, Foreign Direct Investment, and Immigration Policymaking in the United States." *International Organization* 68(4): 811–844.

Week 10 (10/22): Historical International Relations

- Coggins, Bridget. 2011. "Friends in High Places: International Politics and the Emergence of States from Secessionism." *International Organization* 65(3): 433–467.
- Fazal, Tanisha M. 2004. "State Death in the International System." *International Organization* 58(2): 311–344.
- Abramson, Scott, and David Carter. 2016. "The Historical Origins of Territorial Disputes." *American Political Science Review* 110(4): 675–698.
- Paine, Jack, Xiaoyan Qiu, and Joan Ricart-Huguet. 2024. "Endogenous Colonial Borders: Precolonial States and Geography in the Partition of Africa." *American Political Science Review* (published online): 1–20.
- Müller-Crepon, Carl, Guy Schvitz, and Lars-Erik Cederman. 2025. "Shaping States into Nations: The Effects of Ethnic Geography on State Borders." *American Journal of Political Science* 69(1): 132–147.

Week 11 (10/29): Foreign Policy and Statecraft

- Leeds, Brett Ashley. 2003. "Do Alliances Deter Aggression? The Influence of Military Alliances on the Initiation of Militarized Interstate Disputes." *American Journal of Political Science* 47(3): 427–439.

- Horowitz, Michael C., and Allan C. Stam. 2014. "How Prior Military Experience Influences the Future Militarized Behavior of Leaders." *International Organization* 68(3): 527–559.
- Saunders, Elizabeth N. 2018. "Leaders, Advisers, and the Political Origins of Elite Support for War." *Journal of Conflict Resolution* 62(10): 2118–2149.
- Miller, Nicholas L. 2014. "The Secret Success of Nonproliferation Sanctions." *International Organization* 68(4): 913–944.
- Sexton, Renard. 2016. "Aid as a Tool Against Insurgency: Evidence from Contested and Controlled Territory in Afghanistan." *American Political Science Review* 110(4): 731–749.

Week 12 (11/5): Frontier I: Issues (Race, Gender, Human Rights)

- Rosenberg, Andrew S. 2023. "Racial Discrimination in International Visa Policies." *International Studies Quarterly* 67(2): sqad032.
- Búzás, Zoltán I. 2021. "Racism and Antiracism in the Liberal International Order." *International Organization* 75(2): 440–463.
- Barnes, Tiffany D., and Diana Z. O'Brien. 2018. "Defending the Realm: The Appointment of Female Defense Ministers Worldwide." *American Journal of Political Science* 62(2): 355–368.
- Velasco, Kristopher. 2020. "A Growing Queer Divide: The Divergence between Transnational Advocacy Networks and Foreign Aid in Diffusing LGBT Policies." *International Studies Quarterly* 64(1): 120–132.
- Chenoweth, Erica, Evan Perkoski, and Sooyeon Kang. 2017. "State Repression and Nonviolent Resistance." *Journal of Conflict Resolution* 61(9): 1950–1969.

Week 13 (11/12): Frontier I: Issues (Environment, Inequality, Global South)

- Dancy, Geoff, and Christopher J. Fariss. 2024. "The Global Resonance of Human Rights: What Google Trends Can Tell Us." *American Political Science Review* 118(1): 252–273.
- Rising, James, et al. 2022. "The Missing Risks of Climate Change." *Nature* 610(7933): 643–651.
- Arias, Sabrina B. 2022. "Who Securitizes? Climate Change Discourse in the United Nations." *International Studies Quarterly* 66(2).
- Duursma, Allard. 2020. "African Solutions to African Challenges: The Role of Legitimacy in Mediating Civil Wars in Africa." *International Organization* 74(2): 295–330.
- Butcher, Charles R., and Ryan D. Griffiths. 2025. *Before Colonization: Non-Western States and Systems in the Nineteenth Century.* New York: Columbia University Press, chapters 8–9.

Week 14 (11/19): Frontier II: Job Market Papers

- Lee, Soyoung. 2024. "Domestic Distributional Roots of National Interest." *American Political Science Review* 118(4): 1824–1839.
- Landau-Wells, Marika. 2024. "Building from the Brain: Advancing the Study of Threat Perception in International Relations." *International Organization* 78(4): 627–667.

- Davis, Justine M. 2024. "Parochial Altruism in Civil Society Leaders: Legacies of Contested Governance." *The Journal of Politics* 86(3): 819–834.
- Myrick, Rachel. 2021. "Do External Threats Unite or Divide? Security Crises, Rivalries, and Polarization in American Foreign Policy." *International Organization* 75(4): 921–958.
- Ying, Luwei. 2024. "Military Power and Ideological Appeals of Religious Extremists." *The Journal of Politics* 86(2): article 734273.

Week 15 (11/26): Thanksgiving break — no class