INTL 3200: Introduction to International Relations
University of Georgia, Department of International Affairs

Course Instructor Information:
    Dr. Andrew Owsiak
    Email: aowsiak@uga.edu

Course Meeting Information:
    Fall 2021
    Tues/Thurs, 9:35-10:50am
    205 Miller Learning Center

Course Description:

Global interdependence continues accelerating. As it does, events in one part of the world—for example, earthquakes, wars, terrorist attacks, human rights violations, trade wars, oil price fluctuations, and immigration (to name just a few)—increasingly have profound effects on those living in other parts of the globe. This course introduces students to the interdependence underlying international relations, the issues derived from it, and theoretical frameworks and arguments to help make sense of it and its effects. In general, the course has three broad goals: (i) to teach students how to study international relations through a scientific approach, (ii) to introduce students to the myriad topics that fall within the general field of international relations, and (iii) through the first two goals, to prepare students for their upper-division classes.

Students often become international affairs (i.e., political science) majors because they like politics (or current events) and dislike (or prefer to avoid) math. This course, I hope, encourages students to rethink any such motivations. We will use contemporary and past events to illustrate processes and patterns; yet international relations moves beyond these events, seeking to *explain*, *analyze*, and *predict*—through both theory and evidence. When we confront any current event, we want to know *why* it happened and *what* it means. In addition, math and international relations can converge more than one might think. Much research—and more importantly, many jobs—in the field of international relations require a willingness to engage numbers, data, and math. Through the course, we will explore how this works.

Course Objectives:

At this conclusion of this course, students will be (better) able to:

- Use a theoretical framework to explain various interstate interactions (e.g., conflict, cooperation, terrorism, economics, law, human rights practices);
- Define, explain, and apply the key concepts used frequently in international relations courses, including—for example—anarchy, interdependence, interstate conflict, alliances, democratic peace, terrorism, international trade, exchange rates, international law, and human rights;
- Express an informed opinion (in speech and writing) on several contemporary international relations topics and debates (e.g., the value—or not—of free trade, whether the global order will persist, and so on), using both theoretical arguments and evidence in the process;
- Identify their own areas of interest within the broad field of international relations; and
- Have a greater appreciation for the complexity of international events, as well as a better understanding of how experts see, interpret, and research these events.

Course Reading Material:
For the course to function smoothly, students should complete all assigned readings *before* the class meeting for which they are assigned (see schedule below). Completing these readings, in conjunction with attending class consistently, will best help students succeed in the course.

Students are responsible for all assigned readings, even if the material is not explicitly discussed in the classroom. The instructor reserves the right to replace part of the participation grade with additional, unannounced quizzes if students are not completing the readings and contributing to class discussions.

All required readings are available electronically through the course's eLearning Commons website. Log-in at: https://uga.view.usg.edu, with UGA MyID and Single Sign-On (SSO) password.

Students will need to obtain a $35 Statecraft license for our semester-long, classroom simulation. The instructor will give further instructions about this process in class.

Course Requirements:
The following are the requirements for this course:

1. Participation (10%): Students will be evaluated on (i) attendance, (ii) contributions to class discussions (quality and quantity), and (iii) participation during in-class exercises. Each of these is *required*. Thus, attending class, but not joining into our discussions and activities, may still adversely affect a student's participation grade. There is no extra credit for low participation.

2. Quizzes (40%): We will have 10 brief, unannounced, in-class quizzes. These will cover the assigned reading for the day on which the quiz occurs. Of these, a student's top 8 scores will each count for 5% of the final course grade.

3. Statecraft simulation (20%, as divided below)
   a. Participation. This is included in the participation grade. The instructor will also survey each student's simulation teammates for feedback.
   b. Assignments (10%): Students will complete: (a) a foreign policy attitude survey (in-class), (b) two manual quizzes (due by 10:59pm on September 12 and September 19 respectively), and (c) weekly memos of >300 words (due during the simulation via the Statecraft site before each turn ends on Sundays at 10:59pm). The weekly memos ask you to reflect on the connections (or not) between your simulation experience and course concepts.
   c. Performance goals (10%): The Statecraft simulation provides cooperative, competitive, and other goals that countries must work to achieve. Each goal contains a point value. Total points earned during the simulation convert to grades as follows: 40+ (A+), 36-39 (A), 34-35 (A-), 32-33 (B+), 28-31 (B), 26-27 (B-), 24-25 (C+), 20-23 (C), 18-19 (C-), 15-17 (D), <15 (F).

4. Writing assignments (30% total; 10% each): Students will complete three short writing assignments throughout the semester.
   a. Assignment #1 (due September 30): Follow-up to our in-class data exercise. Your group will submit one group lab report via the eLC assignment dropbox.
   b. Assignment #2 (due October 19): The instructor will give the prompt and instructions in class. Each student will work alone and submit their individual assignment through the eLC assignment dropbox.
   c. Assignment #3 (due November 23): The instructor will give the prompt and instructions in class. Each student will work alone and submit their individual assignment through the eLC assignment dropbox.

Course Guidelines:
The following guidelines govern the requirements for this course:

1. Students should attend *all* class meetings (*on time*) and participate actively within in-class activities and discussions. Much of the in-class discussion will supplement course readings, rather than simply repeat it. Regardless of attendance, students are responsible for the material we cover in class, which may show up on course assessments.

2. Assignments are due on the dates given at the *beginning* of the regular class period for which they are assigned. Late assignments receive a penalty of one full letter grade (10 percentage points) for the first day, as well as an additional half-letter grade (5 percentage points) for each additional day they are late. After 10 days, students may submit a late assignment for half-credit until the final class meeting (December 2 at 9:35am). Note that some excuses (e.g., broken printers) do not justify missing deadlines. It is also inappropriate to come to class late on the dates on which assignments are due; anything submitted after the beginning of class may not earn full credit.

3. Students who are unable to attend a class meeting are responsible for obtaining the notes for that meeting from another student. The instructor will not provide slides or notes for class meetings.

4. Failure to complete an assignment or in-class quiz will result in a failing grade for that assignment or quiz (a score of 0). Make-up quizzes *may* be offered, but *only* with the approval of the instructor—generally for documented, emergency situations. The instructor will administer any approved make-up quizzes during the course's regularly scheduled, semester final exam period—on Tuesday, December 14 at 8:00am.

5. Students should keep class notes, graded papers, and copies of submitted work until they receive the final course grade in Athena. The instructor agrees to grade all assignments and quizzes fairly and objectively. During the semester, students may contact the instructor if they have questions about a received grade. Students wishing to appeal a grade should contact the instructor no sooner than 48 hours—but no later than two weeks—after receiving the grade in question. The former permits time to think about any comments received and formulate the justification for the inquiry. The latter ensures that the student and instructor address concerns together in an expeditious manner.

6. In order to foster a respectful learning environment, students enrolled in this course agree to:
    a. use respectful language that does not insult others or their point of view;
    b. keep cell phones, watches and other devices silenced/turned off *and* put away during class; and
    c. not use laptops during class meetings, unless the instructor informs you that they are needed for a classroom exercise. (If, however, you require special accommodations, please discuss this with the instructor and provide documentation from the Disability Resource Center.)

    The instructor reserves the right to ask any student that does not follow these parameters to leave the class meeting, so as not to affect other students' learning negatively. Those that violate the parameters more than once may be administratively removed from the course.

7. It is the policy and practice of the University of Georgia to create an inclusive learning environment. Students requiring accommodations (concerning the course meetings, material, exams, or assignments) should discuss such matters with the instructor at the outset of the course. Any student needing accommodations must register with and provide documentation from the Disability Resource Center (706-542-8719, http://www.drc.uga.edu).

8. Any exceptions or modifications to the above rules (or syllabus, more broadly) are at the instructor's discretion, only with prior approval and only under instances of extreme emergency

or serious illness. The student must supply appropriate documentation in any event of exception. (Note: Please schedule routine medical visits around our class meetings, where possible.)

Grade Distribution

A	93.00-100.00	C	73.00-76.99
A-	90.00-92.99	C-	70.00-72.99
B+	87.00-89.99	D+	67.00-69.99
B	83.00-86.99	D	63.00-66.99
B-	80.00-82.99	D-	60.00-62.99
C+	77.00-79.99	F	Below 60.00

Note: Any student that does not attend the first week of the course may be administratively removed from the course to open space for other potential students.

Academic Dishonesty:
All University of Georgia students agree to follow the University's academic honesty policy ("A Culture of Honesty") and the Student Honor Code. All academic work must meet the standards contained in "A Culture of Honesty", including policies that cover plagiarism and unauthorized assistance (for more information, see http://www.uga.edu/honesty). Students are responsible for informing themselves about these standards before performing any academic work and should direct specific questions they have regarding the policy (or its application) to the instructor *before* submitting coursework.

Schedule/Topics:
The following pages contain a general plan for the course. Please note: (i) the instructor, if necessary, may announce deviations to the schedule *in class*; (ii) all readings are required unless otherwise noted; (iii) everything listed under a given date should be completed at or before the start of that date's course meeting; and (iv) an asterisk (*) denotes days where electronic devices will be helpful to have on hand.

I. Course Introduction
    a. What is International Relations (IR)? (August 19)

II. Foundations
    a. Why is there a field of IR? (August 24)
        i.   Discussion: grand theory, mid-range theory, and the development of IR
        ii. Read: Thakur and Vale, Chapter 2
        iii. Skill: Distinguishing between levels of theory, path dependence

    b. Foundational concepts
        i.   What is anarchy, and what are its consequences? (August 26)
             1. Discussion: the international environment and international actors
             2. Read: Henderson (2013), "Hidden in Plain Sight"
             3. Skill: Identifying assumptions and thinking through their logical consequences
             4. *Optional:* Lake (1996), "Anarchy, Hierarchy, and the Variety of International Relations"

        ii. What are international institutions, and what (if anything) do they do? (August 31)
             1. Discussion: Obligation, precision, and delegation
             2. Read: Mearsheimer (1994), "The False Promise of International Institutions"
             3. Skill: Identifying trade-offs and aggregating preferences
             4. **Assignment (due before next class):** Create Statecraft log-in

      iii.   What are norms, how do they form, and do they change behavior? (September 2)*
1. Discussion: Norms, norm cycles, rules, and constraints
2. Read: Klotz (1995), "Norms Reconstituting Interests"
3. Skill: Identifying informal constraints
4. **Assignment (in-class):** Complete Statecraft foreign policy attitude test

c. How do we study IR? (September 7)
    i.   A theoretical framework: interests, institutions, and interactions (III)
1. Discussion: Building blocks of theory
2. Read: Frieden, Lake, & Schultz (FLS), Chapter 2
3. Skill: Analyzing and explaining political behavior theoretically
4. **Assignment (due before next class):** Find a political news story that interests you and bring it to class (hard-copy)

    ii.   How do we apply a theoretical framework? (September 9)*
1. Discussion: Using theory to understand events
2. Read: Bueno de Mesquita, *Principles of International Politics,* Chapter 1
3. Skill: How to apply a theory to increase our understanding
4. **Assignment (due before 11:00pm, Sunday, Sep. 12):** Statecraft manual quiz #1 in Statecraft portal.

    iii.   Causal arguments (September 14, SC Round 0 ends this week)
1. Discussion: Necessary and sufficient conditions
2. Read: Mahoney & Vanderpoel (2015), "Set Diagrams and Qualitative Research"
3. Skill: Identifying theoretical connections between cause and effect

    iv.   Formal models: why war? (September 16)*
1. Discussion: Reasons for suboptimal outcomes
2. Read: Fearon (1995), "Rationalist Explanations for War"
3. Skill*:* Reading formal models
4. *Optional Background*: FLS, Chapter 2, pp. 82-87 (appendix on game theory)
5. **Assignments (start in-class, all due before 11:00pm, Sunday, Sep. 19):**
   a. Meet as a country/team. Decide your country name, city names (3), which city is the capital, what type of government you are, and what your country attributes are.
      i. NOTE: One team member must enter this information into Statecraft.
   b. Elect a Chief Decision Maker (through a vote). Discuss and determine what roles/positions each other team member will perform for your country during the simulation.
   c. NOTE: Report the above information to the instructor on the Statecraft Turn 0 worksheet via eLC assignment dropbox.
   d. Statecraft manual quiz #2 in Statecraft portal.

    v.   Quantitative research (September 21, SC Round #1 this week)
1. Discussion: Multicausality
2. Read: Senese & Vasquez (2005), "Assessing the Steps to War"
3. Skill: Reading coefficients & working with data

4. Skill*:* Working with data (September 23)*
   i. Discussion: Descriptive statistics
   ii. Read: Blalock, excerpts as assigned
   iii. **Assignment (due before class on Sept. 30):** Complete lab report for data exercise. Submit via eLC assignment dropbox.

     vi.   Qualitative research (September 28, SC Round #2 this week)
1. Discussion: Finding the proper data to evaluate an argument
2. Read: Carpenter (2003), "Women and Children First"
3. Skill: Using words, text, and cases as data

     vii.   Mixed-methods research (September 30)*
1. Discussion: Research design and hypothesis testing
2. Read: Fazal (2018), Chapter 3
3. Skill: Triangulating evidence
4. **Writing Assignment #1 due (lab report for data exercise)**

     viii. What have we learned so far? (October 5, SC Round #3 this week)

III. Conflict
  a. What is conflict, and why does it happen? (October 7)*
     i. Discussion: Conflict and conflict trends
     ii. Read: Lake (2010), "Two Cheers for Bargaining Theory"

     iii. Assignment (October 12, SC Round #4 this week)
1. Watch: "No End in Sight" (available online or via UGA Library)
2. Read: Allison (1969), "Conceptual Models and the Cuban Missile Crisis"
3. **Assignment (due before class on Oct. 19):** Complete Writing Assignment #2. Submit via eLC assignment dropbox.

     iv. Guest speaker: nuclear weapons (October 14)
1. *Optional:* Monteiro & Debs (2014)

  b. Can actors deter conflict? (October 19, SC Round #5 this week)
     i. Discussion: Deterrence, compellence, assurance
     ii. Read: Knopf (2012), "Varieties of Assurance"
     iii. **Writing Assignment #2 due**

  c. What tools exist for ending conflict? (October 21)*
     i. Discussion: International conflict management tools
     ii. Beber et al. (2017), "Peacekeeping, Compliance with International Norms, and Transactional Sex in Monrovia, Liberia"
     iii. Skill: Identifying policy substitutes

  d. How and why does conflict end? (October 26, SC Round #6 this week)
     i. Discussion: Solving bargaining problems
     ii. Read: Wolford (2019), Chapter 14
     iii. Skill: Applying a given theory to a different context (civil wars)
     iv. *Optional:* Review Fearon (1995) as needed

  e. Why does terrorism happen? (October 28)*
     i. Discussion: Unintended consequences
     ii. Read: Kydd & Walter (2006), "The Strategies of Terrorism", and Malley & Finer (2018), "The Long Shadow of 9/11"

IV. International Political Economy
  a. Is free trade better than restricted trade? (November 2, SC Round #7 this week)
     i. Discussion: Trade and trade restrictions

  ii. Read: Milner & Kubota (2005), "Why the Move to Free Trade?", and On Washing Machines (2019), and On the Futility of Trade War with China (2018)

 b. How do monetary relations work? (November 4)*
  i. Discussion: Money supplies, monetary policy, and exchange rates
  ii. Read: Nelson & Katzenstein (2014), "Uncertainty, Risk, and the Financial Crisis of 2008"

 c. Is development possible, and what progress has the world made? (November 9, SC Round #8)
  i. Discussion: Development
  ii. Group A Read: Hickel (2016), "The True Extent of Global Poverty and Hunger"
  iii. Group B Read: Doner & Schneider (2016), "The Middle-Income Trap"
  iv. **Assignment (due before class on November 23):** Complete Writing Assignment #3. Submit via eLC Assignment dropbox.

 d. Who lends to states in need, and what effect does it have? (November 11)
  i. Discussion: Foreign aid
  ii. Read: Dreher & Gassebner (2012), "Do IMF and World Bank Programs Induce Government Crises?"

 e. Is international political economy too "Western? (November 16, , SC Round #9)
  i. Discussion: Underlying influences on international relations
  ii. Group A Read: Singh (2021), "Race, Culture, and Economics"
  iii. Group B Read: Wallerstein (1974), "The Rise and Future Demise of the World Capitalist System"
  iv. Skill: Briefing

V. Debates: are democracies more peaceful, and if so, why? (November 18)*
  i. Discussion: Overlapping concepts
  ii. Mousseau (2009), "The Social Market Roots of Democratic Peace"
  iii. Skill: Critique, using data to understand alternative arguments

VI. International Law (November 23)
 a. What is international law?
  i. Discussion: The international legal system, non-state actors, human rights
  ii. Group A Read: Abbott & Snidal (2000), "Hard and Soft Law in International Governance"
  iii. Group B Read: Helfer & Voeten (2017), "International Courts as Agents of Legal Change"
  iv. **Writing Assignment #3 due**

VII. Human Rights
 a. What facilitates better human rights?
  i. Discussion: Tautologies and theoretical arguments
  ii. Read: Donno & Kreft (2019), "Authoritarian Institutions and Women's Rights"

VIII. Environment (December 2)
 a. What might the world do about the climate, if anything?
  i. Discussion: Public goods and bargaining problems
  ii. Read: Busby (2018), "Why Climate Change Matters More Than Anything Else", and Falkner (2016), "The Paris Agreement and the New Logic of International Climate Politics"

IX. Other Readings and topics
 a. Hegemons: Finnemore (2009), McDonald (2015); Interstate relationships: Colaresi et al. (2007), Goertz et al. (2016); Civil war: Walter (1997); Political psychology: Jervis (1968); Transnational advocacy networks: Cheng et al. (2021); Drone Warfare: Horowitz et al. (2016); Cyberwarfare: Lindsay (2013)

Statecraft Schedule

The Statecraft schedule, although incorporated into the syllabus schedule, appears below for your reference as well.

Round 0: Round 0 opens on 8/31, when we begin discussing Statecraft. It ends on 9/19 at 10:59pm.

Rounds 1+: After Turn 0, all turns begin at 8:00am on Mondays and end at 11:00pm on Sundays.

Memos: Students must submit the turn's memo before that turn ends. Please note: The instructor is unable to "reopen" the memo portal for those that miss the deadline. There is also no extra credit to compensate for missing memos. Please plan ahead.

Round	Turn Start	Turn End	Assignments	Due
			Manual Quiz #1 (in Statecraft portal)	9/12 10:59pm
0		9/18	Turn 0 Worksheet (eLC, and Statecraft portal)	9/19 10:59pm
			Manual Quiz #2 (in Statecraft portal)	9/19 10:59pm
1	9/20	9/26	Memo (300 words, in Statecraft portal)	9/26 10:59pm
2	9/27	10/3	Memo (300 words, in Statecraft portal)	10/3 10:59pm
3	10/4	10/10	Memo (300 words, in Statecraft portal)	10/10 10:59pm
4	10/11	10/17	Memo (300 words, in Statecraft portal)	10/17 10:59pm
5	10/18	10/24	Memo (300 words, in Statecraft portal)	10/24 10:59pm
6	10/25	10/31	Memo (300 words, in Statecraft portal)	10/31 10:59pm
7	11/1	11/7	Memo (300 words, in Statecraft portal)	11/7 10:59pm
8	11/8	11/14	Memo (300 words, in Statecraft portal)	11/14 10:59pm
9	11/15	11/21	Memo (300 words, in Statecraft portal)	11/21 10:59pm