

# INTL 3200: Introduction to International Relations

## University of Georgia, Department of International Affairs

### *Course Instructor Information:*

Dr. Andrew Owsiak  
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Office: 325 Candler Hall  
Office Hours: Tuesday, 2:00-4:00pm  
(or by appointment)

### *Course Meeting Information:*

Fall 2018  
Tues/Thurs, 9:30-10:45am  
214 Candler Hall

### **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 a theoretical framework to help make sense of it and its effects. In general, the course has three broad goals: (a) to teach students how to study international relations through a scientific approach, (b) to introduce students to the myriad topics that fall within the general field of international relations, and (c) 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, will encourage you to rethink—or perhaps, deepen—these motivations. We will use contemporary and past events to illustrate processes and patterns; yet international relations moves beyond these individual events, seeking to *explain*, *analyze*, and *predict*—using both theory and evidence. When we confront any current event, we want to know *why* it happened and *what* it means. This is the material of informed policy. In addition, math and international relations converge more than you 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, conflict, terrorism, trade, international law, and human rights practices);
- Define, explain, and apply the key concepts used frequently in international relations courses, including (*inter alia*): 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 a number of contemporary international relations 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;
- Research and analyze an international issue;
- Explain (at a basic level) how quantitative social science works;
- 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 scholars and practitioners see, interpret, and research these events.

**Course Reading Material:**

In order for the course to function smoothly, you should complete all assigned readings *before* the class meeting for which they are assigned (see schedule below). Completing these readings and attending class consistently will best help students be successful in the course.

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

The required textbooks for the course are:

- Bullock, Richard, Michal Brody, and Francine Weinberg. (2017) *The Little Seagull Handbook*, 3<sup>rd</sup> edn. New York: W.W. Norton.
- Frieden, Jeffrey A., David A. Lake, and Kenneth A. Schultz. (2016) *World Politics: Interests, Interactions, Institutions*, 3<sup>rd</sup> edn. New York: W.W. Norton.

Students will also be required to purchase a Statecraft license for our semester-long, classroom simulation. The instructions for how to do this appear on the Statecraft Simulation handout.

All assigned readings (beyond the required textbooks) will be made available electronically from the instructor. They can be accessed through the course eLearning Commons website (log-in at: <https://uga.view.usg.edu> with UGA MyID).

**Course Requirements:**

The following are the requirements for this course:

1. Participation (10%): Students will be evaluated on a) attendance, b) contributions to class discussions (quality and quantity), and c) participation during in-class exercises. Each of these is *required*. Please note that attending class but not joining into our discussions and activities may still adversely affect your participation grade. There is no extra credit for low participation.
2. Quizzes (40%): We will have 10 brief, in-class quizzes. These will cover the textbook reading assigned for the day on which the quiz occurs. Of these, a student's top 8 scores will each count for 5% of her final course grade—for a total of 40%. Please note that make-up quizzes will not be offered, except under instances of extreme, documented emergency.
3. Simulation participation (15%, divided as follows): During the Statecraft simulation, students will be required to complete: (a) a foreign policy attitude survey (completed in-class on August 23), (b) two manual quizzes (due by 5pm on September 3 and September 10 respectively; 5% of course grade), and (c) weekly memos of >300 words (due during the simulation via eLC before each turn ends on Tuesdays at 11pm; 10% of course grade). These memos will ask you to reflect on your role, your contribution to your country's efforts, how your simulation experience aligns (or not) with course concepts and current events, or some given prompt. These are submitted through the Statecraft website; *neither the website nor I will not accept late memos or memos shorter than 300 words*. I will also not give students credit for memos that do not take the activity seriously.
4. Simulation performance (10%): The Statecraft simulation provides cooperative, competitive, and other goals that countries must work to achieve (5% of final grade). Each country also has a quality of life indicator (5% of final grade). The exact grading scale for associated with these performance metric appears in the Statecraft Simulation handout.

5. Foreign Policy Brief (25%): Each student will research and write a 5-7 page foreign policy brief. The assignment details will be provided under separate cover. Nonetheless, please note: (a) the instructor must approve the paper topic by September 1 (due no later than August 31 at 5:00pm); (b) no more than one student may research any given topic; (c) students must find, use, and cite scholarly research in their paper; (d) students will complete an outline of their brief by October 18; and (e) the final paper is due on November 29 at 9:30am. Submissions for the topic, outline, and final paper all occur via the eLC website.

### Course Guidelines:

The following guidelines govern the requirements for this course:

1. Students are expected to 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. Whether or not you attend, you are still responsible for the material we cover in class.
2. Papers are due on the dates given at the *beginning* of the regular class period for which they are assigned. Late papers will be penalized 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, assignments can be turned in for half-credit until the final day of class (November 29 at 9:30am). Note that I will not accept excuses (e.g., broken printers) to justify missing the deadlines. It is also not appropriate to come to class significantly late on the dates on which papers are due; papers turned in 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 lecture slides or notes.
4. Students should have a favorite Pixar movie. This has nothing to do with international relations; it is merely a good, general policy. Pixar references in papers always appear in footnotes.
5. Failure to complete an assignment or take a 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 prior approval of the instructor (for documented, emergency situations; please plan travel around course dates). Students are therefore advised to attend all exams. All make-up exams (if granted) will be administered during the course's scheduled final exam period at the end of the semester.
6. Students should keep class notes, graded papers, and copies of submitted work until the instructor registers final grades with the University. Every effort will be made to ensure that assignments and exams are graded fairly and objectively. During the semester, please contact the instructor if you have questions regarding a grade that you received. 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 you time to think about any comments you received and formulate the justification for your inquiry. The latter ensures that we address concerns together in an expeditious manner.
7. In order to foster a respectful learning environment, students are expected
  - a. to use language that does not insult others or their point of view;
  - b. to keep cell phones (and watches) silenced/turned off *and* put away during class; and
  - c. not to use laptops during the class, unless the instructor informs you that they are needed for a classroom exercise. (If, however, you require special accommodations, please provide documentation from the Disability Resource Center.)

Any student that does not follow these parameters may be asked to leave the class meeting so as not to affect other students' learning. Those that violate the provision more than once may be administratively dropped from the course. (Note that the instructor may also request that laptops be closed during certain (portions of) class meetings [e.g., during our seminar discussions].)

8. 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 the Disability Resource Center (706-542-8719, <http://www.drc.uga.edu>).
9. Any exceptions or modifications to the above rules (or syllabus) are given 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: In the case of serious illness, "appropriate documentation" means a doctor's note indicating an illness, not just a medical visit verification form. Please schedule 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 dropped from the course to make room for other students.

#### **Academic Dishonesty:**

As a University of Georgia student, you have agreed 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; 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 course assignments) to the instructor *before* turning in coursework.

#### **Schedule/Topics:**

The following pages contain a general plan for the course. Please note: (a) deviations announced to the class by the instructor may be necessary; (b) all readings are required unless otherwise noted; (c) everything listed under a given date is due for that date; and (d) days where electronic devices will be needed are noted with an asterisk (\*).

- I. Course Introduction (August 14)
  - a. Concepts and Theoretical Foundations
    - i. FLS, Introduction
- II. Foundations
  - a. Historical Backdrop (August 16)

- i. FLS, Chapter 1
  - b. Understanding Interests, Interactions, and Institutions (August 21)
    - i. FLS, Chapter 2
  - c. Using the Framework (August 23)
    - i. Hathaway and Shapiro (2017), Chap. 13, “The End of Conquest”
    - ii. **Assignment (due at 9:30am on August 23):**
      - 1. Bring one international news story that interests you.
      - 2. Create Statecraft log-in and purchase subscription.
    - iii. In class: complete Statecraft foreign policy attitude survey.\*
- III. War and Peace
- a. Explanations of War (August 28)
    - i. FLS, Chapter 3
    - ii. Quiz #1\*
  - b. No class meeting (August 30)
    - i. **Assignment (due no later than 5pm on August 31):**
      - 1. Foreign Policy Brief topic; submit via eLC
    - ii. **Assignments (each due no later than 5pm on September 3):**
      - 1. Meet as a country. Decide country name, city names (3), which city is the capital, what type of government you are, what your country attributes are, and what positions you will hold (if possible).
        - a. NOTE: One team member must enter this information into Statecraft once it is decided *and* submit the worksheet to me via the eLC assignment box (before Monday, September 3).
      - 2. Elect a President (through a vote). Discuss and determine what roles/positions each team member will perform for their country during the simulation.
        - a. NOTE: This information should be included on the worksheet noted above if possible. If not possible, submit what you have.
      - 3. Complete Manual Quiz #1 (note: read manual first!) by Monday, September 3.
  - c. Domestic Politics and War (September 4)
    - i. FLS, Chapter 4
    - ii. Quiz #2\*
    - iii. Continued (September 6)
      - 1. *Optional:* McDonald (2015), “Great Powers, Hierarchies, and Endogenous Regimes”
        - a. pp. 559-571, and wade a little into the results tables
      - 2. Simulation, Round #1\*
        - a. **Assignment (due no later than 5pm on September 10):**
          - i. Complete Manual Quiz #2 (note: read manual first).
          - b. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - d. International Institutions and War (September 11)
    - i. FLS, Chapter 5
    - ii. Guest speaker: Dr. Mark Huber, Terry College

- iii. Continued (September 13)
        - 1. Quiz #3\* (on FLS Chapter 5)
        - 2. Simulation, Round #2\*
          - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - e. Civil War and Terrorism (September 18)
    - i. FLS, Chapter 6
    - ii. Quiz #4\*
  - f. Continued (September 20)
    - 1. Fazal (2018), “Go Your Own Way”
    - 2. Malley & Finer (2018) “The Long Shadow of 9/11”
    - 3. *Optional*: Walter (2002), “The Critical Barrier to Civil War Settlement”
      - a. pp. 335-343, 360-363, and wade a little into the results tables
    - 4. Simulation, Round #3\*
      - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
- IV. International Political Economy
- a. International Trade (September 27)
    - i. FLS, Chapter 7
    - ii. Quiz #5\*
  - iii. Continued (September 29)
      - 1. Colgan (2014), “The Emperor Has No Clothes” (esp. pp. 601-612)
      - 2. *Optional*: Osgood (2017), “The Breakdown of Industrial Opposition to Trade”
      - 3. Simulation, Round #4\*
        - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - b. International Financial Relations (October 2)
    - i. FLS, Chapter 8
    - ii. Quiz #6\*
  - iii. Continued (October 4)
      - 1. Nelson & Katzenstein (2014), “Uncertainty, Risk, and the Financial Crisis of 2008” (esp pp. 369-384)
      - 2. *Optional*: Deeg & O’Sullivan (2009), “The Political Economy of Global Finance Capital”
      - 3. Simulation, Round #5\*
        - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - c. International Monetary Relations (October 9)
    - i. FLS, Chapter 9
    - ii. Quiz #7\*
  - iii. Continued (October 11)
      - 1. Dreher & Gassebner (2012), “Do IMF and World Bank Programs Induce Government Crises?” (330-333 & 336-352 [discussion])
      - 2. Simulation, Round #6\*
        - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - d. Development (October 16)

- i. FLS, Chapter 10
    - ii. Quiz #8\*
  - iii. Continued (October 18)
    - 1. Doner & Schneider (2016), “The Middle-Income Trap” (esp pp. 612-632)
    - 2. Albertus (2017), “Landowners and Democracy”
    - 3. Kim (2018), “The Human Capital Gap”
    - 4. Simulation, Round #7\*
      - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
    - 5. **Assignment (due by 9:30am on October 16):**
      - a. Submit Foreign Policy Brief outline via eLC.
- V. Transnational Politics
- a. International Law and Norms (October 23)
    - i. FLS, Chapter 11
    - ii. Quiz #9\*
  - iii. Continued (October 25)
    - 1. Finnemore (2009), “Legitimacy, Hypocrisy, and ... Unipolarity”
    - 2. Simulation, Round #?\*
    - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - b. Human Rights (October 30)
    - i. FLS, Chapter 12
    - ii. Quiz #10\*
  - iii. Continued (November 1)
    - 1. Koos (2018), “Decay or Resilience?” (esp. pp. 196-207)
    - 2. Simulation, Round #?\*
    - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - c. The Global Environment (November 6)
    - i. FLS, Chapter 13
    - ii. Continued (November 8)
      - 1. Allan (2017), “Producing the Climate” (esp. pp. 136-152)
      - 2. Busby (2018), “Warming World”
      - 3. Simulation, Round #?\*
      - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - d. The Future of International Politics (November 13)
    - i. The Future of International Politics (November 27)
      - 1. FLS, Chapter 14
    - ii. Continued (November 15)
      - 1. Ikenberry (2011), Chap. 8, “Durability of Liberal International Order”
      - 2. McFaul (2018), “Russia as It Is”
      - 3. Deudney & Ikenberry (2018), “Liberal World: The Resilient Order”
      - 4. Simulation, Round #?\*
      - a. **Assignment: Statecraft memo due by 11pm next Tuesday.**

- VI. Looking Ahead (November 27)
  - i. Brantly (2014), “Cyber Actions by State Actors”
  - ii. Henry & Brantly (2018), “Countering the Cyber Threat”
  - iii. **Assignment (due by 9:30am on November 27):**
    - 1. Post one news story to the eLC discussion board about a cyber-related issue and explain its connection to international relations.
  
- b. Continued (November 29)
  - i. Simulation, Round #?\*
  - 1. **Assignment: Statecraft memo due by 11pm next Tuesday.**
  - ii. **Assignment (due by 9:30am on November 29):**
    - 1. Final Foreign Policy Brief paper due; submit via eLC

**First Day Informal Feedback**

Name (optional): \_\_\_\_\_

Major: \_\_\_\_\_

How many political science/international affairs classes have you taken (before this one): \_\_\_\_\_

Reason for taking this course (circle one):

Required

Required, but one of many options

Elective

If you have any specific interests with regard to international relations, please list them here. Be as broad or specific as you would like.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What would *you* like to get out of this course? That is, do you have any *personal* objectives with respect to the course? (To help get you started, complete the following statement: At the end of this course, I would like to understand/know/be able to ....)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How would *you* like to use class time? What types of in-class activities would help you learn best? Keep in mind that your suggestions must involve: a) us holding class, and b) working toward course objectives.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_