

INTL 3200: Intro to International Relations

University of Georgia, Department of International Affairs

Course Instructor Information:

Dr. Erin Little

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Office hours by appointment, either in-person (304 Candler Hall) or Zoom (link available on eLC)

Course Meeting Information:

Spring 2024

Caldwell Hall 102

STUDENT LEARNING OUTCOMES

This course is designed as an overview of theories, concepts, and issues underlying the modern international system. We will primarily focus our attention on globalization - its meaning and impact on international relations into the 21st century - as discussed through theoretical paradigms, historical context, and structures and processes within the international system. Additionally, we will apply these concepts to practical issues and global debates facing world leaders in order to understand the forces that construct international relations.

The course will be divided into two sections. The first section leading up to the midterm exam will provide foundational knowledge of theoretical and historical perspectives in international relations. The second section to conclude the course will be devoted to applying this knowledge to modern structures and processes in the international system and relating these processes to some of the major global debates facing world leaders into the present day. A few examples of global debates we will discuss include the use of precision strikes in modern warfare, the Ukrainian and Rohingya refugee crises, and the legality and effectiveness of humanitarian intervention.

EXAMS AND ASSIGNMENTS

TESTS AND QUIZZES

You will have a one quiz per module (Modules 1 through 15) reviewing the readings and/or lectures for that module. Each quiz will be worth 1 point of your final grade, totaling 15%.

You will have two exams in this course, the midterm and the final exam. Both your midterm and your final will be worth 15% of your final grade. Details about the exams will be announced during optional review class sessions prior to each exam.

ASSIGNMENTS

You will have two primary assignments – the Theoretical Paradigms Chart (due by the Midterm) and the Autobiography Presentation (due before the Final). Details for each assignment are below.

Theoretical Paradigms Chart

During the first half of the course until the midterm exam, students will be expected to compile a comprehensive chart of the seminal theoretical paradigms in international relations, to be turned in online with the midterm. This chart should include basic identifying themes and characteristics of each theory, along with examples of scholars associated with each paradigm. A template is available on eLC and all fields must be completed accurately for full credit. Students may use this chart-formatted template or a bulleted list, as long as each field is labeled and completed for each paradigm. This assignment will constitute 20% of the final grade.

Autobiography presentation

The last assignment will require you to engage with external literary material. I will provide a list of potential books - primarily autobiographies - prior to the midterm for your review. We will be discussing international relations through the lens of human security in this course; these autobiographical selections will each narrate an individual's personal experiences related to a particular violation of human security, a particular international or civil conflict, or another particular international issue. After the midterm, you will be divided into groups and asked to select one book, either from the list I provided or one of your own selection *with prior approval*.

Read the autobiography, and research supplemental information concerning the international conflicts or issues discussed, which may include other books, reputable news articles, academic journal articles, or similar. By the end of the semester, your group will submit an audio-visual presentation online connecting this book to themes of the course. A detailed rubric including expectations for this presentation will be provided closer to the scheduled assignment. This presentation will constitute 20% of your grade.

IN-CLASS PARTICIPATION

The last 15% of your grade will constitute in class participation. We will have activities once a week, usually on Friday, as well as ongoing discussions throughout the semester. In order to get full credit, you must attend class, demonstrate some degree of participation in activities, and engage in *respectful, mindful dialogue* throughout the semester. Participating in class by asking questions, making thoughtful comments, and adding new information is important for everyone's continuing education. Discussions are intended for the mutual benefit of all students; disrespectfulness will not be tolerated. You may have up to 3 unexcused absences without harming your grade.

ATTENDANCE POLICY

Attendance will be taken randomly throughout the semester. Absences will only be excused for the following, discussed with me in advance: observance of a religious practice, documented (by a doctor or health clinic/hospital) sickness, or death of a relative or close friend. More than three cumulative absences without an above listed excuse will affect students' attendance and participation grades. Three unexcused absences are permitted without penalty. However, the fast-paced nature of this course and the use of supplemental materials in class, which will also appear on exams, will make it more difficult for students to do well in this course without being present.

GRADING POLICY

The breakdown of your grades and the scoring rubric for this course are below:

15% - Quizzes

20% - Theoretical paradigms chart

15% - Midterm exam

20% - Autobiography presentation

15% - Final Exam

15% - In-class participation

94 to 100 – A

77 to 79 – C+

60 to 63 – D-

90 to 93 – A-

74 to 77 – C

59 and below – F

87 to 89 – B+

70 to 73 – C-

84 to 87 – B

67 to 69 – D+

80 to 83 – B-

64 to 67 – D

OUTLINE OF TOPICS

PART I: THEORETICAL AND HISTORICAL FOUNDATIONS IN IR	
Jan. 8, 10, 12	Module 1 – Syllabus Overview and Intro to Globalization and Security
Readings	No readings this week
<i>Due by 1/17</i>	<i>Module 1 (syllabus) quiz</i>
Jan. 15, 17, 19	Module 2 – Realism <i>1/15 – NO CLASS; MLK, JR. DAY</i>
Readings	Melian Dialogues
<i>Due by 1/22</i>	<i>Module 2 quiz</i>
Jan. 22, 24, 26	Module 3 – Liberalism
Readings	“Francis Fukuyama Postpones the End of History”
<i>Due by 1/29</i>	<i>Module 3 quiz</i>
Jan. 29, 31, Feb. 2	Module 4 – Marxist Theories in IR
Readings	“Seattle General Strike of 1919”
<i>Due by 2/5</i>	<i>Module 4 quiz</i>

Feb. 5, 7, 9	Module 5 – Social Constructivism
Readings	Onuf – “Constructivism: A User’s Manual”
<i>Due by 2/12</i>	<i>Module 5 Quiz</i>
Feb. 12, 14, 16	Module 6 – Post-Colonialism
Readings	Spivak – “Can the Subaltern Speak?”
<i>Due by 2/19</i>	<i>Module 6 Quiz</i>
Feb. 19, 21, 23	Module 7 – Post-structuralism and Gender in IR
Readings	“Language: A feminist guide” Foucault- <i>Archaeology of Knowledge and the Discourse on Language</i> (only pgs 3-17)
<i>Due by 2/26</i>	<i>Module 7 Quiz</i>
Feb. 26, 28, Mar. 1	Module 8 – ‘The Global Ethic’ and Midterm Review <i>3/1 – NO CLASS; MIDTERM ONLINE (Modules 1-7)</i>
Readings	“Declaration Toward a Global Ethic” (1993)
<i>Due by 3/1 at 11:59pm</i>	<i>Midterm Exam and the Theoretical Paradigms Chart (submission link on eLC)</i>
<i>Due by 3/4</i>	<i>Module 8 Quiz</i>
Mar. 4, 6, 8	<i>NO CLASS; SPRING BREAK (No readings this week)</i>

PART II: STRUCTURES, PROCESSES, ISSUES, AND DEBATES IN IR

Mar. 11, 13, 15	Module 9 – The Evolution of International Society
Readings	Zhang – “China in the conception of international society”
<i>Due by 3/18</i>	<i>Module 9 Quiz</i>
Mar. 18, 20, 22	Module 10 – Post-Cold War Era and International Law
Readings	Waltzer – <i>Just and Unjust Wars</i> (excerpt)
<i>Due by 3/25</i>	<i>Module 10 Quiz</i>
Mar. 25, 27, 29	Module 11 – The Changing Character of War in the Modern Day
Readings	Maurer – “The Future of Precision-Strike Warfare”
<i>Due by 4/1</i>	<i>Module 11 Quiz</i>
Apr. 1, 3, 5	Module 12 – Environmental Issues and Nuclear non-proliferation
Readings	“What is the Iran Nuclear Deal?”
<i>Due by 4/8</i>	<i>Module 12 Quiz</i>

Apr. 8, 10, 12	Module 13 – Regime theory in the UN, Regionalism, and Nationalism
Readings	Treaty of Lisbon fact sheet; UN charter
<i>Due by 4/15</i>	<i>Module 13 Quiz</i>
Apr. 15, 17, 19	Module 14 – Poverty, Development, Hunger, and Human Rights
Readings	Marks – “Poverty and Human Rights”
<i>Due by 4/22</i>	<i>Module 14 Quiz</i>
Apr. 22, 24, 26	Module 15: International Political Economy (IPE) and Global Finance
Readings	TBD
<i>Due by 4/29</i>	<i>Module 15 Quiz and Autobiography presentation (submission link on eLC)</i>
Apr. 29	Final Exam Review (Optional) <i>4/30 – NO CLASS; Reading Day</i>

May 7th by 11:59pm	FINAL EXAM (online, available beginning May 1st at 8am)
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ACADEMIC DISHONESTY

UGA 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 policy and procedures for handling cases of suspected dishonesty, can be found the website of Office of Instruction. We expect that the Student Honor Code will guide your efforts in this course. A lack of knowledge of the academic honesty policy does not explain a violation. Please direct any questions to the instructor.

COURSE POLICIES

The following is taken verbatim from the University Council: "The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary."

The following is taken verbatim from LINK: "In the absence of written authorization from the UGA Disability Resource Center, 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 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."

FERPA STATEMENT

The following is taken verbatim from the Syllabus Checklist:

"The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. See the registrar's explanation. 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."

DISABILITY SERVICES

The following is taken verbatim from the Disability Resource Center:

"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 the Disability Resource Center"

The following is taken verbatim from the document of Syllabus Creation:

"Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment."

MENTAL HEALTH AND WELLNESS RESOURCES

The following is taken verbatim from the University Council:

"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 the website of Student Care and Outreach. 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 or crisis support. If you need help managing stress anxiety, relationships, etc., please visit 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."