

INTL 3200: Introduction to International Relations

Fall 2004

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Prerequisite: INTL 1100 or POLS 1101.

This course explores the fundamental concepts, theories, practices, and problems of international politics, such as anarchy, power, causes of war, the nature of international economics, origins and roles of international organization and law, and emerging global issues.

COURSE REQUIREMENTS

Reading Materials

1. INTL 3200 Course Pack (abbreviated as **CP**), available for purchase from Bel-Jean, 163 E. Broad St.
2. Students are asked to subscribe (for free) to the daily e-mail editions of the Christian Science Monitor at http://www.csmonitor.com/aboutus/e_subscribe.html (see “Headline News Service”). Please read international news from the “Page One,” “World,” and “News in Brief” sections of the paper.
3. (recommended but not required) Kegley, Charles and Eugene Wittkopf. 2004. *World Politics: Trend & Transformation*. 9th edition. Belmont, CA: Thomson/Wadsworth (abbreviated as **KW**.)
4. (recommended) Students are encouraged to invest in a decent world atlas in order to develop a better knowledge of the location of events pertinent to the class.

Student Initiative

Students should be alerted to the obvious fact that it will not be easy to summarize the complexity of international relations in terms of a few concepts and theories. Students should acquire the habit of regularly reading news magazines and national newspapers. It is important that students **read assigned materials thoughtfully and thoroughly** and that they **attend classes regularly**, since class time will be primarily devoted to the exploration and integration of assigned readings.

Examinations

There will be two exams based on lectures, assigned readings, and class discussions. The exams will require students to demonstrate a detailed grasp of the material covered. A description of the exam format will be given prior to the exam dates.

Written Report

Guidelines are outlined at the end of the syllabus.

Participation and Quizzes

Participation in the class is essential to the success of this course. Two aspects of participation are key. (1) Students must read the assigned class readings in advance critically and in depth, so that they are able to identify the key points of the argument as well as find within them weaknesses and controversies. During a typical class session, students will be expected to clarify the readings and answer questions about them. To help ensure that students are reading the assigned materials, there will be a series of short quizzes.

some of which will be unannounced. (2) At the beginning of each class session, students should bring up current international events. Be prepared to summarize and explain the relevance of news stories to class materials. Frequent and thoughtful participation will be rewarded when determining the final grade at the instructor's discretion.

Attendance

Each student starts out with 100 attendance points. Unexcused class absences beyond the third one will decrease the point total by 15 points. Use the three "freebees" wisely, for family affairs, job interviews, minor health problems, etc. but not on the days when assignments are due; an absence on the due date does not mean that you can make the assignment up. Absences will be excused only in cases of serious health or family emergencies and appropriate documentation will be required. Please note that excessive excused or unexcused absences will also hurt your participation grade, because one cannot participate in class discussions if one is not present in class.

Extra Credit

Students may attend lectures that the instructor determines to be pertinent to the course. To receive the extra credit, please turn in one single-spaced, typewritten summary of the lecture. The instructor will announce the lectures and due dates in advance. Late assignments (up to one week) will count for ½ credit. There is a maximum of three extra credit assignments. A perfect extra credit score will boost the student's overall course grade by 3%; partial scores will be prorated.

COURSE RULES

Grading Policy

Midterm Exam	25%
Final Exam	30%
Written Report	25%
Participation / Quizzes	10%
Attendance	10%

Class Policies

1. Students are expected to turn in assignments at the beginning of class and take exams on the dates specified. Failure to meet a paper deadline does not exempt a student from fulfilling this requirement. Every assignment must be turned in within one week of the due date in order to pass the course. It is the student's responsibility to assure that the instructor has received the assignment.
2. Exceptions to the above rules are granted at the instructor's discretion, only under circumstances of extreme personal emergency or serious illness. In all instances, appropriate evidentiary documentation will be requested. The excuses must be submitted within one week of the original absence.
3. All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves of these standards before conducting any academic work. My academic dishonesty policy is very simple: you will receive a failing grade for the class if you are found cheating on examinations, plagiarizing the work of others or attempting to turn in assignments used in previous classes, along with all other possible infractions noted in the University's policy on academic dishonesty. Moreover, disciplinary proceedings to dismiss you from the University may be initiated against you. I **will not** tolerate academic dishonesty and assure you that you **will** face the harshest punishment possible if you attempt it.
4. Students may request that the instructor re-read exam answers or papers that they feel have been unfairly evaluated. Requests for re-evaluation must be submitted to the instructor in typewritten form, along with the assignment, within a week after it has been returned to the class. The written statement

must provide the specific reasons for reconsidering the grade and the student's assessment of the particular grade the assignment deserves. The assignment will be re-graded and a new grade assigned. Please be aware that the new grade may be higher, the same, or lower than the original grade.

5. The syllabus is a general plan for the course; deviations announced to the class may be necessary.

6. All students are expected to complete assigned readings before coming to class and they are expected to discuss and respond to random questioning by the instructor.

TOPICAL OUTLINE

I. Introduction

- A. Key Concepts in the Study of IR
 - KW: Chapter 1
- B. Foreign Policy Decision-making
 - KW: Chapter 3
- C. Major Threats to the State
 - KW: Chapter 8
 - CP: Ra'anan, Uri "The Nation-State Fallacy"
 - CP: Barber "Jihad vs. McWorld"
 - CP: Bowen "The Myth of Global Ethnic Conflict"

II. What Do the People of the World Want?

- A. Realism: Power and Security
 - KW: pp. 35-43, Chapters 11-15
 - CP: Hobbes "The State of Nature ..."
 - CP: Thucydides "The Melian Dialogue"
 - CP: Carr "Realism and Idealism"
 - CP: Morgan "Deterrence: A Conceptual Analysis"
 - CP: Ziegler "Collective Security" and "Disarmament"
- B. Liberalism and Marxism: Economic Prosperity
 - KW: Chapters 6 and 9
 - CP: Pease "Philosophical Roots of Liberalism" and "Marxism"
 - CP: Frieden and Lake "International Political Economy"
 - CP: Coughlin et al. "Protectionist Trade Policies ..."
 - CP: Lenin "Imperialism: The Highest Stage of Capitalism"
 - CP: Cohn: "Dependency Theory"
- C. Liberalism: International Cooperation and Legitimacy (International Institutions and Law)
 - KW: Chapter 5
 - CP: Pease "Liberalism and the Nature of International Organizations"
 - CP: Akenhurst "A Modern Introduction to International Law"
 - CP: Russett "The Fact of the Democratic Peace"
 - CP: Layne "Kant or Cant"

III. 21st Century Issues

- A. Demographic Pressure and Resource Depletion
 - KW: Chapter 10
- B. Human Rights
 - KW: Chapter 7

Midterm Exam: Around the midterm date (October 12), exact date TBA.

Final Exam: Monday, December 13, 3:30 pm

WRITTEN REPORT

Overview

Using the knowledge gained in the course, you are asked to conduct a written analysis of an international event. The primary elements of the report will be identification of the contentious issue, identification of the key actors, and an analysis of the actors' motivations from the standpoint of the major international relations schools of thought. You are expected to conduct library research to gather information necessary for the completion of the report; the information presented in the report must be properly documented, using a parenthetical referencing style such as MLA. Work on this project will take place within a group consisting of about four students. Individual grades will be determined based on the quality of the report and on your group-mates' confidential assessment of your efforts within the group. Please note that all the due dates are known well in advance, so you need to plan accordingly. Students should note all other rules pertaining to the written assignments noted on the syllabus.

Selecting the topic and group

The list of potential topics is posted on the class web site. The instructor will provide a sign-up sheet by mid-September and the first-come, first-serve rule will apply. Each group will be asked to turn in a worksheet listing its members and topic of choice by the beginning of class on **Monday, October 4**. Failure to select a group, topic, or turn in the worksheet will result in a 5% a day penalty against the written report grade.

Written Report

Length: 6-8 double-spaced pages

Due: **Friday, November 19**; 10% a day penalty for late assignments

Instead of writing a traditional essay-style paper, you are asked to write an "executive report" that summarizes the main ideas and consists of the following sections:

(1) Background (2-3 pages)

- (a) Briefly describe the specific contentious issue and note when the event linked to it occurred.
- (b) Identify the two most relevant actors that are on the opposing sides of the issue.

(2) Analysis (4-6 pages)

- (a) Use the insights from one of the three major IR theories we have encountered (i.e. realism, liberalism, Marxism) to explain why the event took place (i.e. what motivated each side to pursue its chosen policies). Here, you are determining whether the facts of the event are consistent with the explanations offered by the school of thought.
- (b) Repeat the above step using another school of thought.
- (c) In lieu of a conclusion, provide a paragraph-long evaluation explaining which theory better explains the event and why.

(3) Include a bibliography (not counted in the page length requirement) with at least three academic sources (other than the assigned readings). Make sure that all facts/ideas reported in the text are properly referenced (please use a parenthetical referencing style such as MLA).

Grading criteria for the assignment:

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|------------------------|------------------------------|
| 1. objectivity | 4. organization |
| 2. quality of research | 5. writing style and clarity |
| 3. quality of analysis | 6. mechanics and grammar |

Students who have difficulties with rhetoric are encouraged to use the University's resources to help them improve their writing and purchase a writer's manual such as Strunk and White's *Elements of Style*.