

**INTRODUCTION TO INTERNATIONAL RELATIONS**

INR 2001 Lecture – Fall 2024  
 Department of Political Science – University of Florida  
**Lecture, Time: M & W Period 2 (8:30-9:20am)**  
 Room: TURL 007

Prof. [Badredine Arfi](#)

Regular office: 221 Anderson Hall

Office Hours:

Mond: 3:15-4:15pm; Wed: 12:30 – 2:30 pm.

Or: by appointment thru email

Phone: (352) 273 2357

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**Discussion Teachers and Sections**

INR 2001 Fall 2024						
Section #	Class #	Day	Time	Room	TA	Email
1494	13941	R	08:30-09:20 AM	MAT 0118	Caitlin Holden	<a href="mailto:c.holden@ufl.edu">c.holden@ufl.edu</a>
15C4	13961	F	08:30-09:20 AM	MAT 0114	Marcelline Amouzou	<a href="mailto:m.amouzou@ufl.edu">m.amouzou@ufl.edu</a>
15C8	13962	R	10:40-11:30 AM	AND 0034	Victoria Farayola	<a href="mailto:farayolav@ufl.edu">farayolav@ufl.edu</a>
15D7	13963	R	11:45-12:35 PM	TURL 2350	Caitlin Holden	<a href="mailto:c.holden@ufl.edu">c.holden@ufl.edu</a>
15DA	13964	F	12:50-01:40 PM	MCCB G086	Marcelline Amouzou	<a href="mailto:m.amouzou@ufl.edu">m.amouzou@ufl.edu</a>
15DB	13965	F	09:35-10:25 AM	ARCH 0215	Tianshu Hao	<a href="mailto:tianshuhao@ufl.edu">tianshuhao@ufl.edu</a>
15EA	13966	F	01:55-02:45 PM	AND 0032	Md Sahid Islam	<a href="mailto:mislam5@ufl.edu">mislam5@ufl.edu</a>
18A8	13967	R	12:50-01:40 PM	MAT 0012	Danillo Nisio	<a href="mailto:ramosnisiod@ufl.edu">ramosnisiod@ufl.edu</a>
18A9	13968	R	01:55-02:45 PM	MAT 0118	Danillo Nisio	<a href="mailto:ramosnisiod@ufl.edu">ramosnisiod@ufl.edu</a>
2858	13681	F	08:30-09:20 AM	MAT 0108	Md Sahid Islam	<a href="mailto:mislam5@ufl.edu">mislam5@ufl.edu</a>
36D7	13682	R	03:00-03:50 PM	MAT 0015	Victoria Farayola	<a href="mailto:farayolav@ufl.edu">farayolav@ufl.edu</a>
36D8	13683	F	11:45-12:35 PM	MAT 0103	Tianshu Hao	<a href="mailto:tianshuhao@ufl.edu">tianshuhao@ufl.edu</a>

**COURSE OBJECTIVES AND GOALS**

The course is designed as a broad introduction to contemporary issues, actors, theories, debates, and major scholarly traditions in the study of world politics. The course introduces the foundational assumptions, methods, and scope of world politics as defined by a variety of perspectives and approaches. In doing so the course guides the students to core concepts necessary

for understanding how the world, although diverse in composition and often, but not always, divided against itself, governs its affairs, and decides whose preferences will win out and whose welfare will be fostered in ways that are viewed as legitimate and authoritative by the contending populations of the world.

This course fulfills the [General Education Objectives](#) for Social and Behavioral Sciences and International Relations. This means that the course endeavors to provide instruction in the history, key themes, principles, terminology, and underlying theories and methodologies used in the study of world politics and international relations. Students learn to identify, describe, and explain social institutions, structures, and processes of world politics, with an emphasis on the effective application of accepted problem-solving techniques in the study of international relations and world politics. Students are also trained in how to assess and analyze ethical perspectives in individual and societal decisions in variety of world contexts.

The course is structured into lectures (Mondays and Wednesdays) and weekly discussion sessions (Thursdays and Fridays) . The lectures take a thematic approach to the various issues that world politics deals with. At the same time the thematic approach is seasoned with a reasonable amount of conceptual/theoretical discussion to anchor students’ understanding of world politics both on solid empirical and theoretical grounds.

Students are thus expected to fully acquaint themselves with the themes discussed in the lectures and discussions sections such as the politics of security, the politics of justice, the politics of power, the politics of the environment, etc. Students are also expected to fully grasp the meaning and scope of concepts such as power, identity, and international political economy, etc. At the end of the semester the students will have acquired enough knowledge (both empirical and theoretical) to be able to form their own critical and knowledgeable views on many important issues of world politics. This means that students will be able to identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world. Students will thus be able to analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate our understandings of an increasingly connected contemporary world.

In summary: By the end of the semester students will be able to:

1. **Content:** Demonstrate competence in the terminology, concepts, methodologies, and theories used in the study of world politics and international relations.
2. **Critical thinking:** Carefully and logically analyze information from multiple perspectives and develop seasoned understandings of solutions to problems within world politics and international relations.
3. **Communication:** Clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to knowledge of world politics and international relations.

### COURSE READINGS

- All required readings are available on the canvas site for the course in the modules (organized as themes). In addition, there is a folder of recommended readings called ‘Readings’ in the ‘Files’ folder on canvas – it is highly recommended (but not required) that you read a few (hopefully all) of these readings in addition to the required ones to increase your knowledge of the issues and themes being discussed during the specific theme of a module.

- In addition to these readings, students are encouraged to read on a daily basis the international news sections of major newspapers such as *The New York Times*, *The Washington Post*, *The Christian Science Monitor*, *The Wall Street Journal*, as well as many others of their own choosing.

## REQUIREMENTS AND GRADING

### GRADES WILL BE BASED ON:

1. Four in-class exams
2. Eight **surprise**-5min-quizzes held during discussion sessions
3. Class attendance (**both in the lecture and discussion sessions**)
4. Class participation (**both in the classroom discussion sessions of the respective sections**)
5. Students are also required to complete all the readings in a timely fashion, as specified by the course outline.

### DESCRIPTION OF EXAMS AND QUIZZES

All four exams will be administered in class during the lecture time. More explanations will be provided on this as we get closer to the first exam.

Each exam consists of two sections, each with equal weight on the exam grade.

1. **First section:** you will be required to answer five out of seven ID questions in no more than a paragraph of 4-5 lines each. The topics will be drawn from the lectures and the required readings.
2. **Second section:** You will be required to write one out of two possible essays about topics from the lectures and the required readings.
3. Students are required to bring in with them to the exam an 8-page (or more pages) exam-book (can be purchased at the bookstores or online) to use for the exam. No other format will be accepted.
4. All eight quizzes will be surprise 5-min quizzes administered during the discussion sections by your discussion teacher. More explanation will be provided on this during the first discussion section meeting.

### CLASS ATTENDANCE AND PARTICIPATION:

Students are required to attend class (lecture and discussion) sessions on a regular basis. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### REGRADE REQUESTS

If you believe that your teaching assistant made an objective error in grading your exam or your quiz, you may submit a written request for a regrade within **3 days** of the grade release through canvas email system to your teaching assistant. Your request should briefly summarize why the original grading was incorrect. Note that the TA and/or professor will regrade the test, so it is possible for you to lose more points than you gain if a mistake was overlooked in the first time. In short: your grade can go up, stay the same, or go down for the assignment.

**GRADE DISTRIBUTION**

- Four exams: 8% + 14% + 18% + 24% = 64% of overall course grade
- Eight quizzes: 8 X 2% = 16% of overall course grade
- Attendance = 10% – attendance will be taken at the beginning of every lecture and discussion session: 5% for lectures and 5% for discussion sessions.
- Participation in discussion sessions = 10%.

**A minimum grade of C (73-76.9) is required for receiving general education credit.**

Your final cumulative score will be translated into a letter grade according to the following schedule: 93 points or higher = A; 90–92.9 = A-; 87–89.9 = B+; 83–86.9 = B; 80–82.9 = B-; 77–79.9 = C+; 73–76.9 = C; 70–72.9 = C-; 67–69.9 = D+; 63–66.9 = D; 60–62.9 = D-; <60 = E.

Information on current UF grading policies for assigning grade points is available at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Note that the instructor reserves the right to change any part or aspect of this document should a need for doing so emerge at any point in time during the semester.

**Exams Dates**

Exam 1	<b>Wednesday</b>	<b>September 18</b>
Exam 2	<b>Wednesday</b>	<b>October 16</b>
Exam 3	<b>Wednesday</b>	<b>November 13</b>
Exam 4	<b>Wednesday</b>	<b>December 4</b>

## Required Readings, Outline of the Course, and Exams Dates

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### **Theme 1: World Politics?**

### **Theme 2: Global Politics: The Roles of Knowledge and Technology**

- John Krige and Jessica Wang. 2015. Nation, Knowledge, and Imagined Futures: Science, Technology, and Nation-Building, post-1945.
- Daniel Deudney. 2018. Turbo Change: Accelerating Technological Disruption, Planetary Geopolitics, and Architectonic Metaphors.

### **Theme 3: World Politics – Because People Matter**

- Vedi R. Hadiz and Angelos Chryssogelos. 2017. Populism in World Politics: A Comparative Cross-regional Perspective.
- Jeffrey Haynes. 2017. Voices of the People.

### **Theme 4: The Lures and Frustrations of Power Politics**

- Yan Xuetong. 2015. Why a Bipolar World Is More Likely than a Unipolar or Multipolar One.
- Lamont Colucci. 2015. Great Power Conflict - Will It Return?
- John R. Benedict, Jr. 2016. Global Power Distribution and Warfighting in the 21st Century.
- Johnny Sokolosky Jr. 2016. The Future of War How Globalization Is Changing the Security Paradigm.
- John Bew. 2017. The Eclipse of the West.

### **Theme 5: International Governmental Organizations and World Order and Governance**

- Alex Vines. 2007. Can UN Arms Embargoes in Africa Be Effective?
- Andy Scerri. 2013. The World Social Forum: Another World Might Be Possible.
- Amitav Acharya. 2016. The Future of Global Governance: Fragmentation May Be Inevitable and Creative.
- Shazelina Z. Abidin. 2017. International Organizations.
- Michael W. Doyle. 2017. New World Disorder.
- Mary Kaldor. 2018. Cycles in World Politics.

### **Theme 6: International Political Economy and the Financial World**

- Christopher A. McNally. 2013. How Emerging Forms of Capitalism Are Changing the Global Economic Order.

- Edward D. Mansfield. 2014. *Rising Powers in the Global Economy: Issues and Questions*.
- Eleni Tsingou. 2014. *The Club Rules in Global Financial Governance*.
- Patnaik, Prabhat. 2014. *The Global Economic Crisis: A View from the South*.
- Françoise Nicolas. 2016. *China and the Global Economic Order*.
- Günter Walzenbach. 2017. *Global Political Economy*.

### **Theme 7: Migration and Borders: Politics, Economics, and Security**

- Lisa Eckenwiler, Christine Straehle, and Ryoa Chung. 2012. *Global Solidarity, Migration, and Global Health Inequity*.
- Jonathan Crush. 2013. *Linking Food Security, Migration and Development*.
- Stephanie J. Nawyn. 2016. *Human Trafficking and Migration Management in the Global South*.
- Kelly M. Greenhill. 2016. *Migration as a Weapon in Theory and in Practice*.
- Milena Chimienti. 2018. *The Failure of Global Migration Governance*.

### **Theme 8: The Politics of Humans: Rights, Security, Health, and Development**

- Shazia Qureshi. 2013. *The Recognition of Violence against Women as a Violation of Human Rights in the UN*.
- Stephen P. Marks. 2014. *Human Rights and the Challenges of Science and Technology*.
- Sadako Ogata. 2015. *Striving for Human Security*.
- Eduardo J. Gomez and Jennifer Prah Ruger. 2015. *The Global and Domestic Politics of Health Policy in Emerging Nations*.
- Sebastian D. T. Jedicke and Scott Nicholas Romaniuk. 2016. *Foreign Aid and Human Rights*.

### **Theme 9: The Politics, Security, and Economics of Cyberspace**

- John A. Adams, Jr. 2013. *When the Lights Go Out*.
- Peterson K. Ozili. 2017. *Impact of Digital Finance on Financial Inclusion and Stability*.
- Gabriela Žáková. 2018. *Cyberspace: Global Public Goods?*

### **Theme 10: The Politics of Justice, Inequality, and Violence**

- Nigel Clark, Vasudha Chotray, and Roger Few. 2013. *Global Justice and Disasters*.
- Paul Cammack. 2014. *Why Are Some People Better off than Others?*
- Paul Kirby. 2015. *Ending Sexual Violence in Conflict*.
- Damayanti Banerjee and Liam V. Hysjulien. 2018. *Understanding Food Disasters and Food Traumas in the Global Food System: A Conceptual Framework*.

**Theme 11: Resources, Energy, and Environmental Politics**

- Thorsten Benner, Ricardo Soares de Oliveira, and Frederic Kalinke. 2010. The Good-Bad Nexus in Global Energy Governance.
- Carl Death. 2014. Can We Save the Planet?
- Md. Kamal Uddini. 2017. Climate Change and Global Environmental Politics: North-South Divide.
- Kirsten Jenkins, Benjamin K. Sovacool, and Darren McCauley. 2018. Humanizing Sociotechnical Transitions through Energy Justice: An Ethical Framework for Global Transformative Change.

**Theme 12: The Politics of Religions in the Twenty-First Century**

- Peter Mandaville. 2014. How Do Religious Beliefs Affect Politics?
- Beate Jahn. 2019. The Sorcerer’s Apprentice: Liberalism, Ideology, and Religion in World Politics.

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**EXTRA THEMES IN CASE THERE IS TIME BEFORE END OF SEMESTER:**

**Theme 13: Regional Politics, Security, and Economics: Asia and the Pacific**

- Bill Powell. 2017. The 800-Pound Bear in the Room.
- Theresa Fallon. 2015. The New Silk Road: Xi Jinping’s Grand Strategy for Eurasia.
- Nikhil Kumar. 2015. The Next Global Player: Narendra Modi Wants to Change India. Will He Succeed?
- Kunal Mukherjee. 2014. The South Asian Association for Regional Cooperation.

**Theme 14: Regional Politics, Security, and Economics: The Middle East and Europe**

- Waleed Hazbun. 2015. A History of Insecurity: From the Arab Uprisings to ISIS.
- Naina Bajekal. 2015. Europe New Borders’ Crisis.
- Imad Salamey. 2015. Post-Arab Spring – Changes and Challenges.
- Jakub Grygiel . 2016. The Return of Europe’s Nation-States.
- John Bew. 2014. The Tragic Cycle.

**Theme 15: Regional Politics, Security, and Economics: Africa**

- Mueni wa Muiu. 2010. Colonial and Postcolonial State and Development in Africa.
- Stephanie Kumah and Samuel Brazys. 2016. Democracy or Accountability? Governance and Social Spending in Africa.
- Ivor Ichikowitz. 2015. Making the Case for Security ... Africa Is in a Much Better Place than it Ever Was Before.

**Theme 16: Regional Politics, Security, and Economics: The Americas**

- Kai Michael Kenkel. 2015. Multilateralism and Concepts of Security in South America.
- Barbara Hogenboom and Alex E. Fernández Jilberto. 2012. Neo-liberalism, Big Business and the Evolution of Interest Group Activity in Latin America.
- Terry S. Morris, Martha S. VanDriel, William D. Dries, Jason C. Perdew, Richard H. Schulz, and Kristin E. Jacobsen. 2015. Securing Operational Access.
- Hal Brands and Peter Feaver. 2016. Should America Retrench?
- Karen Smith Stegena and Julia Kuszniir. 2012. Transatlantic Energy Relations: A View from Washington.
- Nancy McEldowney. 2015. Fast Forward: US Diplomacy in an Untethered World.

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**IMPORTANT NOTES:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. [See the “Get Started With the DRC” webpage on the Disability Resource Center site.](#) It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF students are bound by The Honor Pledge which states “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and



deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Campus Resources: Health and Wellness**

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

*GatorWell Health Promotion Services:* For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

### **Academic Resources**

*E-learning technical support:* Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.

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*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus:* [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints:* [View the Distance Learning Student Complaint Process.](#)