

Introduction to International Relations

INR 2001 Fall 2022

Online

Instructor: Qingming Huang

Email: galiqm@ufl.edu

Office Hours on Zoom: Wednesdays 8 am - 11 am (EST) or by appointment

Zoom Meeting ID: 342 806 5135 (Passcode will be shared on Canvas)

Introduction

This course is designed as a broad introduction to the theories, issues, actors, and major approaches and tools in the study of global politics. To help students achieve a general understanding of these topics, this course is divided into three major parts. In Part 1 “Theorizing Global Politics”, this course examines the major theories that International Relations scholars have come up with to analyze and navigate the complex world of global politics. It allows students to become familiar with the key theoretical approaches that scholars use to understand IR. In Part 2 “Understanding Global Politics”, it discusses the major issues that matter in global politics, such as international political economy, environment, human rights, identity, migration, religion, globalization, and global governance, etc. In Part 3 “Regions in Global Politics”, the course situates global politics in the contexts of different regions across the world and analyzes the connections between global, regional and domestic politics.

Course Goals and Student Learning Outcomes

By the end of this course, students will be expected to:

- (1) Identify the sources from the journals and media that are useful for researching and understanding global politics;
- (2) Get a basic understanding of major theoretical approaches in the study of global politics;
- (3) Know the major concepts in global politics, including power, state, justice, identity, religion, and globalization, etc.;
- (4) Be familiar with the major contemporary issues in global politics;
- (5) Apply the dominant theories of international relations to analyze these issues and current events in global politics.

Course Requirements

This course never meets in a classroom and there is not live session online. All modules, discussion posts, essay assignments, and mid-term project for the course are online. You will be expected to complete them by the dates specified in

the due dates on Canvas. Canvas will stop accepting assignments when they are late.

In order to do well in this course, you should critically engage all of the assigned readings and the lectures. All required readings are available in the folder called 'Files' on Canvas. In addition to these readings, students are encouraged to read on a daily basis the international news sections of major news media.

Your grade will be based on:

- ***an introduction essay***, worth 5% of your final grade, in which you are asked to introduce yourself and discuss your interests in IR and why you are interested in certain IR topics (one page, double-spaced).
- ***10 discussion posts***, each worth 3% of your final grade (in total 30%), in which you are asked to complete these tasks: 1) respond to a question or questions by referring to the materials covered during that week, 2) ask your own question about the weekly topics in your initial post, and 3) reply to at least one student's question in your group. The length for each post and each reply should both be approximately one to two short paragraphs.
- ***3 short reaction essays***, each worth 15% of your final grade (in total 45%). The essay will ask you to respond to important issues in IR and use the knowledge you learn in this course to analyze the issues. Each essay should be between 500 and 750 words in length.
- ***an IR project*** for the course, worth 20% of your final grade. The project can be 1) a short film (5 minutes or less), 2) a five-minute podcast and accompanying PowerPoint, 3) a five-minute review of a documentary related to IR issues, 4) a ten-page explanatory and advocacy brochure, 5) an original song, or 6) other creative medium approved by the instructor (painting, 3-D printing, game, fiction, etc.). Whichever one you choose, choose a contemporary issue in IR and use what you have learned in the class to explain, propose a solution to, and/or provide a deeper understanding of that particular issue. You are required to discuss with me during my virtual office hours about your chosen topic (5%), submit your project (10%), and share your comments and feedback after reviewing a project done by another student in your group (two to three paragraphs) (5%).

More details for these assignments will be posted on Canvas. Please pay attention to the due dates and specific requirements. If there is any adjustment or change, it will be announced on Canvas and reflected in the revised syllabus.

Grade Distribution

Assignments	Points
Introduction Essay (1)	5%
Discussion Posts (10)	30%
Reaction Essays (3)	45%
IR Project (1)	20%
Total	100%

Your final cumulative score will be translated into a letter grade according to the following scale: 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.

Students Requiring Accommodations

This class complies with the University of Florida’s requirements for accommodations for students with disabilities. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

I would also appreciate it if students requiring accommodation meet me on Zoom at my office hours as soon as possible, so that we can take appropriate steps to implement those accommodations and maximize the student’s learning. No accommodations will be applied retroactively, so let me know before an assignment or exam so we can make a plan as early as possible.

Academic Misconduct and Plagiarism

Academic honesty and integrity are fundamental values of the University community. 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.’” Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

Students should pay close attention to sections outlining plagiarism and cheating.

In addition, 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.

Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last week of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Campus Resources: Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact 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.

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.

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.](#)

COURSE SCHEDULE

Introduction (Module A)

Module A1 (due date 8/26): Introduction to the Course

Module A2 (8/26): Library Resources and News Sources

Part 1: Theorizing Global Politics (Module B)

Module B1 (8/26): Introduction to International Relations Theories

Reading: Steve Smith. 2013. "Introduction: Discipline and Diversity in International Relations Theory." In *International Relations Theories: Discipline and Diversity*: 1-13.

Module B2 (9/2): Realism

Reading: John Mearsheimer. 2001. "Introduction." In *The Tragedy of Great Power Politics*: 1-28.

Module B3 (9/2): Liberalism

Readings: Bruce Russett. 2013. "Liberalism." In *International Relations Theories: Discipline and Diversity*: 94-113.

Jennifer Sterling-Folker. 2013. "Neoliberalism." in *International Relations Theories: Discipline and Diversity*: 114-131.

Introduction Essay and Discussion Post 1 Due (9/2 11:59 pm EST)

Module B4 (9/9): Constructivism

Reading: Nicholas Onuf. 1989. "Constructivism: A User's Manual." In *International Relations in a Constructed World*: 58-78.

Recommended: Alexander Wendt. 1992. "Anarchy is What States Make of It." *International Organization* 46 (2): 391-425.

Module B5 (9/9): The English School, Marxism, and Critical Theory

Reading: Mark Rupert. 2013. "Marxism." In *International Relations Theories: Discipline and Diversity*: 153-170.

Recommended: Tim Dunne. 2013. "The English School." In *International Relations Theories: Discipline and Diversity*: 132-152.

Barry Buzan. 1993. "From International System to International Society: Structural Realism and Regime Theory Meet the English School." *International Organization* 47(3): 326-352.

Steven Roach. 2013. "Critical Theory." In *International Relations Theories: Discipline and Diversity*: 171-186.

Discussion Post 2 Due (9/9 11:59 pm EST)

Module B6 (9/16): Feminism, Poststructuralism, and Postcolonialism

Reading: Laura Sjoberg. 2009. "Introduction to Security Studies: Feminist Contributions." *Security Studies* 18 (2): 183-213.

Recommended: Ann Tickner. 1997. "You Just Don't Understand: Troubled Engagements Between Feminists and IR Theorists." *International Studies Quarterly* 41 (4): 611-632.

John Hobson. 2012. "Introduction." In *The Eurocentric Conception of World Politics: Western International Theory, 1760-2010*: 1-30.

Part 2: Understanding Global Politics (Module C)

Module C1 (9/16): Power Politics

Reading: Lamont Colucci. 2015. "Great Power Conflict: Will It Return?" *World Affairs* (January/February): 44-53.

Discussion Post 3 Due (9/16 11:59 pm EST)

Module C2 (9/23): International Organization and Global Governance

Reading: Shazelina Z. Abidin. 2017. "International Organizations." In *International Relations*: 71-77.

Module C3 (9/23): International Political Economy

Reading: Günter Walzenbach. 2017. "Global Political Economy." In *International Relations*: 87-97.

First Reaction Essay Due (9/23 11:59 pm EST)

Module C4 (9/30): Environmental Politics

Reading: Carl Death. 2014. "Can We Save the Planet?" In *Global Studies: A New Introduction*: 61-82.

Module C5 (9/30): The Politics of Human Rights

Reading: Sadako Ogata. 2015. "Striving for Human Security." In *UN Chronicles* No. 1&2: 25-27.

Discussion Post 4 Due (9/30 11:59 pm EST)

Module C6 (10/7): Poverty and Inequality

Reading: Paul Cammack. 2014. "Why Are Some People Better off than Others?" In *Global Studies: A New Introduction*: 405-425.

Module C7 (10/7): Migration and Borders

Reading: Jonathan Crush. 2013. "Linking Food Security, Migration and Development." *International Migration* 51 (5): 61-72.

Discussion Post 5 Due (10/7 11:59 pm EST)

Module C8 (10/14): The Politics of Identity

Reading: Henry Hale. 2004. "Explaining Ethnicity." *Comparative Political Studies* 37 (4): 458-478.

Module C9 (10/14): The Politics of Religion

Reading: Peter Mandaville. 2014. "How Do Religious Beliefs Affect Politics?" In *Global Studies: A New Introduction*: 108-129.

Second Reaction Essay Due (10/14 11:59 pm EST)

Module C10 (10/21): The Power of People

Reading: Mary Ann Tétreault and Ronnie D. Lipschutz. 2009. "Global Politics: Because People Matter." In *Global Politics as if People Mattered*: 1-16.

Module C11 (10/21): Knowledge and Technology

Reading: Christian Schwägerl. 2014. "Technature." In *The Anthropocene: The Human Era and How It Shapes Our Planet*: 127-149.

Discussion Post 6 Due (10/21 11:59 pm EST)

Module C12 (10/28): Globalization

Reading: Luke Martell. 2007. "The Third Wave of Globalization Theory," *International Studies Review* 9 (2): 173-194.

Module C13 (10/28): Pandemic and Global Politics

Reading: John Allen et al. 2020. "How the World Will Look After the Coronavirus Pandemic." *Foreign Policy* (March 20, 2020).

Discussion Post 7 Due (10/28 11:59 pm EST)

Deadline to Discuss Your IR Project (discuss with me before 10/31)

Module C14 (11/4): Food and Global Politics

Reading: Solt, George. 2014. "Introduction: National Food." In *The Untold History of Ramen: How Political Crisis in Japan Spawned a Global Food Craze*. Berkeley: University of California Press, 1-14.

Part 3: Regions in Global Politics (Module D)

Module D1 (11/4): Europe in Global Politics

Reading: Mark A. Pollack. 2005. "Theorizing the European Union: International Organization, Domestic Polity, or Experiment in New Governance?" *Annual Review of Political Science* 8 (1): 357-398.

Recommended: "Europe and right-wing nationalism: A country-by-country guide." *BBC* (Nov 13, 2019). www.bbc.com/news/world-europe-36130006.

Discussion Post 8 Due (11/4 11:59 pm EST)

Module D2 (11/10): Asia in Global Politics

Reading: T.J. Pempel. 2005. "Introduction: Emerging Webs of Regional Connectedness." In *Remapping East Asia: The Construction of a Region*: 1-28.

Recommended: "Special Report: The Two Modis." *The Economist* (Oct 26, 2019). www.economist.com/special-report/2019/10/24/india-is-stumbling-because-of-its-prime-ministers-failure-to-curb-his-darker-side.

Module D3 (11/10): The Middle East in Global Politics

Reading: Waleed Hazbun. 2015. "A History of Insecurity: From the Arab Uprisings to ISIS." *Middle East Policy* XXII (3): 55-65.

Recommended: "The Arab Winter." *The Economist* (Jan 9, 2016). www.economist.com/middle-east-and-africa/2016/01/09/the-arab-winter.

Discussion Post 9 Due (11/10 11:59 pm EST)

Module D4 (11/18): Africa in Global Politics

Reading: Kwesi Aning and Fiifi Edu-Afful. 2016. "African Agency in R2P: Interventions by African Union and ECOWAS in Mali, Cote D'ivoire, and Libya." *International Studies Review* 18: 120-133.

Recommended: Paul Collier. 2007. "The Trap." In *The Bottom Billion* 19-75.

Module D5 (11/18): Latin America in Global Politics

Reading: Jorge Dominguez. 2016. "The Changes in the International System since 2000." In *Contemporary US-Latin American Relations: Cooperation or Conflict in the 21st Century*: 1-27.

Discussion Post 10 Due (11/18 11:59 pm EST)

Module D6 (11/22): North America in Global Politics

Reading: Stephen Wertheim. 2020. "Price of Primacy: Why America Shouldn't Dominate the World." *Foreign Affairs* (March/April).

Deadline to Submit Your IR Project (11/30 11:59 pm EST)

Conclusion (Module E)

Module E1 (12/2): The Future of IR Theories

Reading: Tim Dunne, Lene Hansen, and Colin Wight. 2013. "The end of International Relations theory?" *European Journal of International Relations* 19 (3): 405-425.

Module E2 (12/7): Review IR Project

Deadline to Submit Your Review of Another Student's IR Project (Due 12/7 11:59 pm EST)

Third Reaction Essay Due (12/15 11:59 pm EST)