

Online and Asynchronous

Course Instructor

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Teaching Assistants

TBA

This is a Core IMPACTS course that is part of the Social Sciences area.

Core IMPACTS refers to the core curriculum, which provides students with essential knowledge in foundational academic areas. This course will help students master course content, and support students' broad academic and career goals.

This course should direct students toward a broad Orienting Question:

- How do I understand human experiences and connections?

Completion of this course should enable students to meet the following Learning Outcome:

- Students will effectively analyze the complexity of human behavior, and how historical, economic, political, social, or geographic relationships develop, persist, or change.

Course content, activities and exercises in this course should help students develop the following Career-Ready Competencies:

- Intercultural Competence
- Perspective-Taking
- Persuasion

COURSE OBJECTIVES AND LEARNING OUTCOMES

- Understand the background and historical development of the current international system.

- Gain a broad understanding of various theoretical paradigms and how they inform policy.
- Students will be able to demonstrate knowledge of theories of international relations and apply them in analyzing events and outcomes in world affairs.
- Understand the basic structure and operations of global governance as well as its key actors and institutions.
- Become competent in the basic language of our field as well as methodologies used to advance its research.

COURSE MATERIALS

There is no required textbook for this course. All readings and lectures are posted to Canvas. All readings are subject to change; however, students will be notified in advance. Unless otherwise noted, all readings, audio files, or videos are mandatory.

INSTITUTE and COURSE POLICIES

Request for Modification - If you are a learner that requires some adaptations for you to succeed in this course or are a student with disabilities that requires accommodations, please contact the Office of Disability at (404) 894-2563 or <http://disabilityservices.gatech.edu> ([Links to an external site.](#)) as soon as possible to make an appointment to discuss your needs and obtain the appropriate accommodations letter. Any student requiring instructional modifications due to a documented disability should make an appointment to meet with me as soon as possible so that appropriate accommodation can be provided. I am happy to do whatever I can to ensure that you succeed.

Academic Integrity - By attending Georgia Tech you have all committed to upholding the ideals of honor and integrity as well as refusing to betray this trust that has been bestowed upon you as a member of our academic community (<https://policylibrary.gatech.edu/student-life/academic-honor-code>). Any student who is suspected of violations of this honor code including but not limited to cheating or plagiarizing a quiz, exam, or assignment will be automatically reported to the Office of Student Integrity. This office will investigate the incident as well as recommend the penalties for the violations.

Attendance and Participation – **This is an online course and attendance is not recorded. However, completion of the syllabus quiz is the same as verification of participation. THIS MUST BE DONE.** Completion of all lectures/reading/assignments prior to the exams is essential to success in this course.

*Excused Absence policy – This course will follow the University’s policy for excused absences. Absences for medical or personal emergencies will be excused upon verification by the Office of Student Life. You can find an outline of the policy here <https://catalog.gatech.edu/policies/student-absence-regulations/>) This would apply to illness as well as personal emergencies. Please review this page if you are not familiar with it. In addition, all institute approved absences will be honored, which would include university sanctioned function, athletics, etc. when accompanied by the appropriate documentation. Absences resulting from oversleeping, alarms not going off, computer crashes, drink or food specials, lost wallets, lost purses, or dogs eating papers, books, flash drives, etc. will not be considered approved absences.

Classroom Policies - Professional behavior will be required of all students at all times. We live in a politically charged environment, and *everyone* is entitled to their own beliefs and opinions, but you are to treat the professor, teaching assistants, and your peers with respect. The following behavior is not appropriate: foul language, bigoted language, and disrespect toward other students or professor. **Students engaging in these behaviors will be removed from class and reported to the appropriate personnel.**

CORRESPONDENCE

All course-related concerns/email will be addressed by the TAs within 2 business days.

- **TAs will communicate to the general class via Announcements. Pay attention to these announcements and check them daily**
- ALL correspondence will be directed to the TAs and will be done via email or via canvas direct messaging.
- Only direct questions/concerns to your assigned TA. The professor does not answer emails unless specifically directed to by the TA. There are too many students in this course, so it is paramount that you only email your TA.

Email Etiquette: Students will address the TAs with respect in ALL correspondence with them. Do not make demands of them or otherwise bombard them with questions concerning grades. The grade policy is very clear (see it under the grading procedures section). ANY instances of disrespect in communication with the TAs or the professor will be reported to the Office of Student Integrity.

TEACHING STYLE, OFFICE HOURS, & GUIDELINES

My goal is to make this course both informative and enjoyable. You will probably hear the phrase, “So what does this mean?” quite frequently. My aim is to take things that might seem overly academic or arcane and make them more relatable and interesting.

ASSIGNMENTS

Exams (E1-30%, E2-30%, E3-30%) - There are four (4) exams in the course, but only three (3) count towards your grade. The exams will test your knowledge of the material covered in lecture, assigned videos, as well as any supplemental readings. Each exam covers only a designated section of the course. **Please read the following VERY CAREFULLY:**

1. As mentioned above, there are four (4) exams in the course, but only three (3) count towards your grade. What does this mean?
 - a. **Your lowest test grade will be dropped.**
 - i. Since the lowest test grade is dropped, you may choose not to take exam 4 if you are satisfied with your grade after exam 3.
 - ii. We do not assign exam 4 to everyone, rather the TAs will send an announcement 2 weeks prior to exam 4 inquiring if you would like to take exam 4.
 - iii. If you do not indicate that you want to take exam 4, you will not be assigned it.
 - iv. **Do not miss the deadline.**
 - v. Once exam 4 assignments are made, we cannot make changes.
 - b. If you miss an exam due to any of the following reasons, **or for any reason without an official approved excuse**, I will consider this as your dropped exam, no exceptions:
 - i. ANY technical difficulties with your computer or tablet. There are public computers across campus you can use if this happens, or you can check out a laptop from the library.
 - ii. You left your computer at your parents’ house or in your roommate’s room, or anywhere not accessible to you. There are public computers

across campus you can use if this happens, or you can check out a laptop from the library.

- iii. You could not find your power cord for your computer or tablet. There are public computers across campus you can use if this happens, or you can check out a laptop from the library.
- iv. Internet outages.
- v. You were sick and could not get an official excuse.
- vi. You were concussed because you bare knuckle sparred with your roommate the day before an exam (yes, unbelievably, this really has happened).
- vii. You started the exam too late into the day, had technical difficulties, and could not successfully complete it.
- viii. Accidental closure of the exam before you complete it. I will not reopen it for you. The syllabus day quiz and Lockdown Browser Practice exam (see below) should prepare you to use the system properly.
- ix. Lockdown Browser kicks you out.
- x. You do not have formal Georgia Institute of Technology documentation that excuses you from missing the exam.
- xi. You have the grade you desire and elect not to take the fourth exam.

c. **Moral of the story - if you miss the exam, make-ups are allowed only if you provide formal Institute documentation that excuses you missing the exam. Otherwise, it is a zero or whatever grade you received and will be considered when it comes to dropping your lowest test grade.**

2. No exam is cumulative. Each exam covers only the material outlined for it.
3. There are no study guides. You must rely on your notes to study for the exams.
4. There are no make-up exams unless there is an Institute approved absence (see “c” above).
5. Conflicts with scheduling must be discussed with a TA no later than **ONE WEEK** prior to the exam.

Exam Structure:

- Exams will consist of a blend of 40 multiple choice questions, term identification, and True/False.
 - **Exams will be administered on Canvas and must be completed on the day it is assigned.**
 - You may complete the exam wherever you wish, whenever you wish during the timeframe listed directly below. The exam can be completed any time between 12:00am-11:59pm EST/EDT on the day it is assigned.
 - It is recommended that you do not wait until the end of the day to complete the exam in case you have technical issues.

- The TAs are here to support you but will not answer panicked emails at 11:56pm the night the exam is due.
- If you wait and have an issue, it is on you.
- **If you miss the exam, I only allow make-ups if you provide formal Institute documentation that excuses you missing the exam. Otherwise, it is a zero and will count as your dropped exam (see “c” above).**
- You cannot take the exam earlier or later than the assigned date without appropriate documentation from the Institute.
- You will have 50 minutes to complete the exam unless you have submitted ODS documentation. All accommodations requested through ODS will be honored.
- Questions will be “shuffled,” so each exam for each student will be unique to them.
- **Respondus Lockdown Browser will be used, including eye movement detection.** This means that if your eye movements shift too much because you are looking at notes, looking up answers on your phone, or taking the exam as groups, you will first receive a warning, then you will be kicked out of the exam. See policy “ix” above.
 - One week before the first exam, there will be a practice exam available to help you make sure you have the Lockdown Browser operating correctly.
- **If you take pictures or screenshots of the exams and I find out about it, you will be reported to the Office of Student Integrity.**

Syllabus Day Quiz (10%) – complete the quiz by 11:59pm Monday, January 26th. You have over a week to complete it, so if you miss it for any reason without an official excuse you will not be able to take it. This a pre-test, designed to gauge where your knowledge base is. **IT WILL BE GRADED FOR COMPLETION, NOT CORRECTNESS**, but I urge you to answer the questions thoughtfully and not just race through.

GRADING PROCEDURES

A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below. Mid-term grades or progress reports will be listed as S = Satisfactory, meaning 70 and above, or U = Unsatisfactory, indicating a grade below 70. ***If you are taking the class Pass/Fail, then the same mid-term grade standard will also be applied for a final grade of “S” = Satisfactory as well.***

WEEKLY READINGS AND SCHEDULE

This is meant as a guide to show what will be covered on each exam, students should note that for each exam, they are accountable for all of the readings and lectures up until that point and if there are schedule changes those will not impact exam dates. Finally, additional readings or videos may be added.

There is no schedule for this course. You are expected to complete the readings/lectures/videos in the modules section prior to each exam. Please note the modules in Canvas are structured linearly. Please proceed down the module from top to bottom!

*****The syllabus is subject to change and students will be notified of changes via Canvas*****

Syllabus Day Quiz

- Syllabus and Historical Introduction
- Importance of Theory and Levels of Analysis
 - Readings:
 - Man, State, and War- Kenneth N. Waltz (1959) Chapters 1 & 2
 - J. David Singer: "The Level-of-Analysis Problem in International Relations," in Ikenberry, ed., pp. 67-80
- Realism
 - Readings:
 - Hans Morgenthau, *Politics Among Nations*, "Six Principles of Political Realism" (excerpt)
 - Watch: <https://www.youtube.com/watch?v=m8wjp7gd3cq>
- Balance of Power and Alliances
 - Readings:
 - Ernst Haas: "The Balance of Power: Prescription, Concept or Propaganda?" *World Politics* 5 (1953), pp. 442-459. (Page 9 on the PDF)
 - Thucydides: *History of the Peloponnesian War*, translated by Rex Warner. New York: Penguin Books, 1954, pp. 35-49. (Page 8 on the PDF)

EXAM 1

- Liberalism
 - Readings:

- Immanuel Kant, “To Perpetual Peace: A Philosophical Sketch” (Excerpt)
 - G. John Ikenberry, “Liberal Internationalism 3.0”
 - <https://www.youtube.com/watch?v=tZbDMUaqwE8>
- Alternative Theories of International Relations
 - Readings:
 - Wendt, Alexander. 1992. “Anarchy Is What States Make Of It: The Social Construction Of Power Politics.” *International Organization*. 46(2) 391- 425. (Excerpt)
 - [/u9ufkv_xiTr](#)
 - Amitav Acharya and Barry Buzan, “Conclusion: On the possibility of a non-Western IR theory in Asia,” *International Relations of the Asia-Pacific* Volume 7 (2007): 427-38.

EXAM 2

- Foreign Policy
 - Readings:
 - Dyson, Stephen Benedict. 2006. “Personality And Foreign Policy: Tony Blair’s Iraq Decisions,” *Foreign Policy Analysis*, 2 (3).
 - Casler And Jost, “Lost in Transmission: Bureaucracy, Noice, And Communication in International Politics”
- International Conflict
 - Readings:
 - Jervis, Robert. 2002. “Theories Of War in an Era of Leading-power Peace.” *American Political Science Review*. 96(1): 1-14.
 - John J. Mearsheimer. 2025. “War And International Politics”
- Terrorism
 - Readings:
 - Rapoport, David. “The Four Waves of Modern Terrorism” (Excerpt)
 - Pape, Robert. 2003. “The Strategic Logic of Suicide Terrorism” *APSR* (Excerpt)
- Deterrence, WMDs, And Coercion
 - Readings:
 - Sagan, Scott 1996-97. “Why Do States Build Nuclear Weapons” Excerpt

EXAM 3

- Global Governance and International Institutions

- Readings
 - Keohane, Robert O. 1984. “Realism, Institutionalism, and Cooperation”
 - Hurd, Ian 2022. “The Case Against International Cooperations”
- International Trade
 - Readings
 - Keohane, Robert O. 1984. “Cooperation And International Regimes”
- International Law
 - Readings
 - Scott, Shirley V. 2017. “International Law in World Politics: An Introduction”. Introduction.
- Human Rights
 - Readings
 - Donnelly, Jack. 2018. “International Human Rights”. Chapters 1-2

EXAM 4

FACULTY/STUDENT AGREEMENT

Preamble

The Georgia Tech community believes that it is important to continually strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. Therefore, we herein endeavors to enumerate the specific expectations of each side. However, this document is not intended to be either comprehensive or limiting in regards to the Institute's statutes. Ultimately, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. We remain committed to the ideals of Georgia Tech, agree to abide by these principles in our time here, and will encourage each other to uphold these responsibilities.

Student Expectations

We hold that all students have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
2. to attend classes at regularly scheduled times without undue variations and without penalty if the student cannot attend instructional, lab, or examination hours not

institutionally scheduled; to have their instructor of record be present during most scheduled lecture periods.

3. to receive a syllabus which should include an outline of the course objectives, evaluation criteria, and any other requirements for successful completion of each course during the first week of class meetings and to be clearly informed of any changes made to the syllabus during the semester with reasonable time to adjust to these changes;
4. to consult with faculty outside of usual classroom times through regularly scheduled office hours or a mutually convenient appointment;
5. to have reasonable access to Institute facilities and equipment in order to complete course assignments and/or objectives;
6. to have reasonable time to learn course material prior to the administration of an examination;
7. to receive a clear explanation of the faculty's definition and interpretation of academic misconduct within the course that extends over and beyond those clearly defined in the Georgia Tech Honor Code;
8. to have reasonable access to graded materials for assignments, projects, or exams, to review graded material in a timely fashion, and to have a clear explanation of grading criteria and grade determination;
9. to have their letter grade in a class based on their performance based on course criteria and not solely on their performance relative to their classmates;
10. faculty to adhere to formal Institute policies, rules and regulations, such as the policy on Final Instructional Class Days and Reading Periods, and the confidentiality policies of FERPA.
11. faculty to be supportive of students' desires and needs to find rewarding careers after graduation from Georgia Tech. Faculty should be flexible in allowing students to attend the Georgia Tech All Majors Career Fair that occurs in the Fall and Spring Semesters and should refrain when possible from scheduling quizzes or tests on those days;
12. faculty to be flexible during the semester when students have off campus interviews for jobs or graduate/professional schools and should allow students to make up missed work when possible.
13. to be allowed to make up course assignments that were due prior to the student's addition of that course during Phase II registration.

Faculty Expectations

We hold that all faculty members have the right to expect:

1. a positive, respectful, and engaged academic environment inside and outside the classroom;
2. students to appear regularly for class meetings in a timely fashion;
3. to select qualified Teaching Assistants in accordance with departmental protocols as well as the right to delegate grading, studio and laboratory instruction, tutoring, and other academic activities to these individuals;

4. students to appear at office hours or a mutually convenient appointment for official matters of academic concern;
5. full attendance at examination, midterms, presentations, studios, and laboratories, with the exception of formal pre-approved excused absences or emergency situations;
6. students to be prepared for class, appearing with appropriate materials and having completed assigned readings and homework;
7. full engagement within the classroom, including meaningful focus during lectures, appropriate and relevant questions, and class participation;
8. to cancel class due to emergency situations and to cover missed material during subsequent class meeting times at the discretion of the instructor;
9. students to act with integrity and to adhere to the principles of the Georgia Tech Student Honor Code;
10. students to adhere to the formal Institute policies, such as the Student Code of Conduct.
11. students to make every effort to minimize their absences from scheduled lectures, laboratories, and studios during the Georgia Tech All Majors Career Fair that occurs in the Fall and Spring Semesters, and to notify them in advance if they intend to miss class to attend the Georgia Tech All Majors Career Fair;
12. students to notify them as soon as possible when they have off campus interviews for jobs or graduate/professional schools that conflict with class attendance.
13. students would be responsible for obtaining and completing any missed assignments or material in a timely manner when they add a course during Phase II registration after the first class meeting.

All policies subject to review by the professor and are subject to change with written notice to the students ahead of time.