

**University of Georgia**  
**INTL 1100: Introduction to Global Issues**  
**Spring Semester 2017**

Instructor: Lee Lukoff  
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Class Time: T & Th 9:30-10:45am  
Location: Miller Learning Center 268  
Office Hours: Tuesday from 3:30-5:30pm Candler Hall B02

**COURSE DESCRIPTION**

**OBJECTIVES**

- To identify the actors, theories, variables, and causal mechanisms responsible for shaping the international system.
- To use evidence to evaluate theories, arguments, and approaches to global issues
- To become a more informed consumer of news and world events
- To be able to write and prepare oral briefings on contemporary global issues
- To learn professional methods of writing used in the field of international affairs
- To help students identify global problems and potential solutions to solving them

**READINGS**

It is mandatory for you purchase/rent the textbook for the course. It can be purchased at the UGA campus book store or online.

*Introduction to Global Politics: Fourth Edition by Steven Lamy, John Masker, John Baylis, Steve Smith and Patricia Owens. Oxford University Press 2017.*

I will also assign relevant pieces to supplement the book readings. These remaining readings consist of academic journal articles, newspaper articles, and chapters from books not listed above. I reserve the right to modify this syllabus and course plan at any time. I will make books that are limited in circulation available at the Main Library on reserve. The readings will be posted under 'Course Content' on the course website through the eLearning Commons (ELC/Blackboard) at <https://www.elc.uga.edu>.

**REQUIREMENTS and EVALUATION**

Attendance & Participation (10%)

Global Issue Memo & Presentation (15%)

Book Review or Scholarly Research Project Participation (15%)

Exams (60%)

Attendance and active participation in class are mandatory. Although the course involves lectures, we will also spend time engaging in classroom discussion and debates. Comprehension of the course material and active participation in class will depend on completing the assigned readings. Students are expected to complete all readings before the class meeting for which they are assigned, and to come to class ready to contribute. You should bring a paper or electronic copy of the readings to class in order to facilitate discussion and questions. In order to facilitate effective reading, please try to answer the following questions for each assigned piece.

What is the author's main point or argument? What evidence does he/she use to support her argument? Are there other arguments / evidence that could be used to contradict it? How does the author's argument relate to the other readings from the course?

Overall, your participation grade is based on attendance and the quantity and quality of your participation in class discussions. You are allowed to have **TWO** unexcused absence over the course of the semester. Your final average will be docked one point if you have more than two unexcused absences. If you cannot come to class please deliver me with a documented excuse for your absence and you will be excused.

Finally, I strongly advise students to make a habit of keeping up with international news. Therefore, being able to discuss and analyze current events will make up an important component of the overall course. I will discuss this in more detail on the first day of class. Recommended sources include the New York Times, Washington Post, The Economist, The Financial Times, Foreign Policy, BBC News, Political Violence at a Glance, and Foreign Affairs.

**Class Participation/Attendance (10%)** You **MUST** come to class having done the assigned readings beforehand. Coming to class prepared will make for a more lively class discussion. The more you speak in class, the more likely I will be able to get a sense of your comprehension of the course material. You will be docked *one point* on your final grade if you miss more than two classes without an excused absence.

**Book Review or Global Issues Group Research Project (15%)** Each student that chooses to write a book review will be responsible for writing a 1200 word summary of an academic book of your choice and presenting it to the class before the end of the semester. The book must be relevant to one global issue touched upon in the course. Sign-ups will occur early during the first week, and more details will be provided at that time. For those of you that choose to participate in the Global Issues Research Project, I will require that you spend 6 hours throughout the semester participating in the project and you will be required to keep an electronic record of your research findings.

**Exams (60%)** –There will be four closed-book exams (**15% each**). They will cover the readings as well as lectures and class discussions. Much of the material that we cover in class will not be in the readings, and vice versa. All of it is fair game. The first three exams will only cover the topics discussed during the previous week of class. The fourth exam will be a cumulative final exam. The exams will be composed of multiple choice, short answer and essay questions.

**Reading Presentation & Memo (15%)** –You will each be required to give a presentation on the global issue of the day in class. It shall be no longer than 10 minutes long and must include at least

three discussion questions that I can use for the daily lecture. At the end of the semester you will have to write a one-page memorandum about your presentation topic. In your memorandum, you must summarize the key points about your global issue in a clear and concise fashion. Treat this exercise as if you were writing a policy memorandum for the President of the United States. Sign-ups will occur early during the first week, and more details will be provided at that time. The final memo will be due on the last day of class before the final exam.

## **POLICIES**

Final Grades Final grades will be assigned as follow: 100-93 = A, 90-92 = A-, 87-89 = B+, 83-86 = B, 80-82 = B-, 77-79 = C+, 73-76 = C, 70-72 = C-, 60-69 = D, and 60-0 = F. There are no extra credit assignments in this course.

### **Make-up Exams & Late/Missing Assignments**

Students are expected to attend all exams and to complete all assignments on time. There will be no make-up exams or paper extensions except in case of an appropriately documented family or medical emergency. You must also contact me during the first week of the semester if there is a university-excused conflict that will prevent you from taking an exam in class on the scheduled date.

### **Technology & Etiquette in the Classroom**

Students are asked to follow basic etiquette in class by arriving and leaving on time, raising your hand before speaking in class, and refraining from insults or threatening behavior. Students are to turn off or silence all mobile devices prior to class. Students may use laptops to take notes during lecture or to refer to readings during class discussion, but not for web surfing/social networking/email, etc. If I find that use of student computers for non-course related purposes becomes a problem, I reserve the right to reduce students' final grades as a result. Finally, failure to abide by these policies may result in the student being asked to leave the classroom.

**Honor Code & Plagiarism** As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to me. Any student caught cheating or engaging in plagiarism will be referred to judicial affairs, as required by university policy.

### **Grade Appeals**

Requests for re-grades of exams or papers may be made no less than 5, and no more than 14, days after receiving a graded assignment. This permits you to think about and compose a justification for the request, but also ensures that we address any grading concerns together in an expeditious manner. I will not consider requests for re-grades outside this window. All re-grade requests must explain why the original grade was inaccurate and include a copy of the original assignment. All requests will result in the assignment being re-graded in its entirety, and I reserve the right to adjust

the grade either up or down. Any computational errors, by contrast, should be brought to my attention immediately. Finally, students should keep copies of the assignments they turn in and retain graded assignments, quizzes, and exams until they receive their final course grade.

### **Disability Accommodation**

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodation in order to facilitate their full engagement in classroom activities. Any student who requires special accommodations because of a university-documented condition should contact me no later than the second week of the semester in order to facilitate appropriate and timely arrangements with the Disability Resource Center.

### **Office Hours**

My regular office hours will be held on Tuesday from 3:30-5:30pm in Candler Hall Room B02. I am also available by appointment if necessary. Please feel free to reach out to me via email or by phone if you have any questions about the course material. I am also happy to provide students with professional or academic advice if you are looking to pursue a career in international affairs.

### **Schedule**

January 5<sup>th</sup>: **Introduction to the Course**

January 10<sup>th</sup>: **Features of Globalization**

- GP - Ch.6, p. 51-p.62 ;

January 12<sup>th</sup> : **Anti-Globalization**

**No Class : Assignment:** Watch Film & Write Summary on ELC:

<https://www.youtube.com/watch?v=QcHzMqLV-vQ>

January 17<sup>th</sup>: **International Law**

- GP - p. 158-165

January 19<sup>th</sup>: **International Organizations**

- GP – p.181-184
- The European Union in Brief: [https://europa.eu/european-union/about-eu/eu-in-brief\\_en](https://europa.eu/european-union/about-eu/eu-in-brief_en)
- GP – P. 165-180

January 24<sup>th</sup>: **Theories in Global Politics**

- GP, p. 72-106

January 26<sup>th</sup>: **International Cooperation & Alliances**

- Hallams, Ellen & Schreer, Benjamin. (2012) Towards a Post American Alliance? NATO Burden Sharing after Libya

- Council on Foreign Relations Backgrounder: US-Saudi Arabia relations. <http://www.cfr.org/5audi-arabia/us-saudi-relations/p36524>

January 31<sup>st</sup>: **Non-Governmental Organizations**

- GP, p.191- 195.

February 2<sup>nd</sup>: **International Trade**

- GP, p. 292-307
- O'Brien, Robert & Marc Williams. (2010). Global Political Economy, 3rd Edition. New York: Palgrave Macmillan, pp. 147-183.

February 7<sup>th</sup>: **Transnational Corporations**

- O'Brien, Robert & Marc Williams. (2010). Global Political Economy, 3rd Edition. New York: Palgrave Macmillan, pp.184-216.
- Drutman, Lee. (2015). How Corporate Lobbyists Captured American Democracy. The Atlantic Magazine. <http://www.theatlantic.com/business/archive/2015/04/how-corporate-lobbyists-conquered-american-democracy/390822/>
- The Economist: The Chamber of Secrets. <http://www.economist.com/node/21553020>

February 9<sup>th</sup>: **Economic Development**

- GP, p. 327-345
- O'Brien, Robert & Marc Williams. (2010). Global Political Economy, 3rd Edition. New York: Palgrave Macmillan, pp. 307-342.

February 14<sup>th</sup>: **Exam 1**

February 16<sup>th</sup>: **Human & Drug Trafficking**

- Feingold, David A. (2005). Human Trafficking. Foreign Policy, (150), 30-36.
- Kilmer, Beau, Jonathan P. Caulkins, Brittany M. Bond, Peter H. Reuter. (2010). How Might Legalization in California Affect Mexican Drug-Trafficking Organizations' Marijuana Export Revenues? In Reducing Drug Trafficking Revenues and Violence in Mexico (pp.19-26). Washington, DC: RAND Corporation.

February 21<sup>st</sup>: **Money Laundering & Terrorism Financing**

- Aldridge, Peter. (2008). Money Laundering and Globalization. Journal of Law and Society, 35(4), 437-463.

February 23<sup>rd</sup>: **Class Film**

- No Lecture: Watch Film "Underworld, Inc." & Write Summary on ELC.

February 28<sup>th</sup>: **Cyber Warfare**

- Weiman, Gabriel. (2004). Cyberterrorism: How Real is the Threat? United States Institute of Peace. Washington, DC.

March 2<sup>nd</sup>: **Piracy**

- Hodgkinson, Sandra L. (2013). Current Trends in Global Piracy: Can Somalia's Successes Help Combat Piracy in the Gulf of Guinea and Elsewhere? *Case Western Reserve Journal of International Law*, 46(1/2), 145-160

**March 3<sup>rd</sup>-12<sup>th</sup> Spring Break No Class**

March 14<sup>th</sup>: **Democratization**

- Huntington, Samuel P. (1991). *The Third Wave: Democratization in the Late 20th Century*. Norman, OK: University of Oklahoma Press. Pages 26-30, 294-316.

March 16<sup>th</sup>: **State-Building & The United States in Iraq**

- Wesley, Michael. (2008). The State of the Art on the Art of State Building. *Global Governance*, 14(3), 369-385.
- Peter Hahn: A Century of U.S. Relations w/ Iraq. <http://origins.osu.edu/article/century-us-relations-iraq>
- Mohamed El Khawas: Nation Building in War Zone: The United States Record in Iraq 2003-2007

March 21<sup>st</sup>: **Exam 2**

March 23<sup>rd</sup>: **Human Rights & Women's Rights**

- Women's Rights in Saudi Arabia: Hala Aldosari on Reform and the Future: <https://freedomhouse.org/blog/women-s-rights-saudi-arabia-hala-aldosari-reform-and-future>
- GP. P. 254-262

March 30<sup>th</sup>: **Middle East Conflict: The Israeli/Palestinian Conflict & Syrian Civil War**

- Israel, the Conflict and Peace: Answers to Frequently Asked Questions. [http://mfa.gov.il/MFA/ForeignPolicy/Issues/Pages/FAQ\\_Peace\\_process\\_with\\_Palestinians\\_Dec\\_2009.aspx](http://mfa.gov.il/MFA/ForeignPolicy/Issues/Pages/FAQ_Peace_process_with_Palestinians_Dec_2009.aspx)
- Lucas, Scott. (2016) *A Beginners Guide to the Syrian Civil War* Political Insight p. 12-15.
- Madelaine Edelman & Miriam Fendius Elman – Jerusalem: Conflict & Cooperation in a Contested City

April 6<sup>th</sup>: **Peacekeeping & Humanitarian Intervention**

- The United Nations: Background Note: United Nations Peacekeeping What is Peacekeeping? <http://www.un.org/en/peacekeeping/operations/peacekeeping.shtml>
- Hathaway, Oona A.; Julia Brower; Ryan Liss; Tina Thomas; and Jacob Victor. (2013). Consent-Based Humanitarian Intervention: Giving Sovereign Responsibility Back to the Sovereign. *Cornell International Law Journal*, 46(3), 500-509, 519-550, 555.

April 11<sup>th</sup>: **Energy Policy**

- Yergin, Daniel. (2012). *The Quest*, pp. 266-284. New York: Penguin Books.
- Nuclear Energy Institute's Website: Why Nuclear Energy? <http://www.nei.org/Why-Nuclear-Energy>
- Nuclear Energy Powering America's Future.  
[http://www.emagcloud.com/et/Powering\\_Americas\\_Future\\_Version\\_2013/index.html#/6/](http://www.emagcloud.com/et/Powering_Americas_Future_Version_2013/index.html#/6/)

April 13<sup>th</sup>: **Weapons of Mass Destruction & Nuclear Non-proliferation**

- Central Intelligence Agency. (2013). "*Terrorist CBRN: Materials & Effects.*"
- Kassenova, Togzhan. (2012). *Preventing WMD Proliferation: Myths of Strategic Trade Controls*. Washington, DC: Carnegie Endowment for International Peace.
- Lettow, Paul. (2010). *Strengthening the Nuclear Nonproliferation Regime*. Council on Foreign Relations.

April 18<sup>th</sup>: **Exam 3**

April 20<sup>th</sup>: **Environmental Politics**

- GP, p. 354- 383

April 25<sup>th</sup>: **Food Distribution & Health Pandemics**

- Rotman, David. (2013). *Why We Will Need Genetically Modified Foods*. MIT Technology Review. Cambridge, MA: Massachusetts Institute of Technology.
- Saker, Lance; Kelley Lee; Barbara Cannito; Anna Gilmore; Diarmid Cambell-Lendrum. (2004). *Globalization and Infectious Diseases: A Review of the Linkages*. World Health Organization.

April 27<sup>th</sup>: **Social Media, Sports & Global Politics**

- Emba, Christine. (2016). Confirmed: Echo chambers exist on social media. So what do we do about them? Washington Post. [https://www.washingtonpost.com/news/in-theory/wp/2016/07/14/confirmed-echo-chambers-exist-on-social-media-but-what-can-we-do-about-them/?utm\\_term=.c2e2e1558764](https://www.washingtonpost.com/news/in-theory/wp/2016/07/14/confirmed-echo-chambers-exist-on-social-media-but-what-can-we-do-about-them/?utm_term=.c2e2e1558764)
- Lever, Robb. (2013) Arab Spring: Did Social Media Really Spark Revolutions. Middle East Online. <http://www.middle-east-online.com/english/?id=57426>
- Fuller, Jaime. (2014). A Not So Brief History of Politics and the Olympics. Washington Post. <https://www.washingtonpost.com/blogs/the-fix/wp/2014/02/05/machiavelli-meet-the-olympics>
- Vie, Natalie. (2016). Are the Olympics Worth the Price? CNN. <http://www.cnn.com/2016/08/11/opinions/price-of-olympics-opinion-vie/index.html>

**Final Exam: TBA**

Course schedule is subject to change at instructor's discretion.