

INTL 1100H: Introduction to Global Issues
University of Georgia, Department of International Affairs
Spring 2017

Course Instructor Information:

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Course Meeting Information

Spring 2017
Course Number 40144
T TR, 12:30-1:45PM
Candler Hall 214

Office Hours: T TR: 11:00am– 12:00pm
(and by appointment)

<https://uga.view.usg.edu/>

Course Overview

This course will serve as a first step for students in understanding and analyzing global issues and their complexities. The course is designed as a survey of global issues and to understand individual, local, national, and global aspects of the various issues. By the end of the semester, students should be able to use various conceptual tools to better analyze and explain the challenges posed by global issues, and discuss potential individual, social, or policy-based solutions. The course also provides students with an opportunity to understand and critique academic research papers, and articles, and apply theoretical concepts to real-world events and questions.

Course Objectives

- To introduce students to the main theoretical frameworks and actors to analyze global issues
- To provide a window into various global issues from different perspectives
- To familiarize students with reading and critiquing news articles and academic research papers
- To understand the strengths and limitations of various potential solutions to global issues
- To improve students' ability to discuss and write about the complexities of global issues

Required Material

Primary Reading Source

<http://www.globalization101.org/>

The relevant chapters from this website will be made available in .pdf

Additional Readings

Additional news articles and occasional academic readings will be added to reading requirements where relevant to the topics discussed in class. These additional readings will be posted on the course website.

Course Website

Additional readings, links to news articles, and assignments may be posted to the course website, which uses the University of Georgia's eLearning Commons (Desire2Learn) system. Students can access the website by logging into the system at: <https://uga.view.usg.edu/>. It is essential that students monitor its contents regularly.

Course Expectations

10% Attendance and Participation
5% Discussion Leadership
10% Reading Quizzes
10% News Reflections
20% Written assignments
10% Group Project
15% Exam 1
20% Final Exam

Important dates

Drop/Add Period: January 5 – 11, 2017

Withdrawal Deadline: March 20, 2017

Exam 1: February 28, 2017

Final Exam: Thursday, May 2, 2017

Attendance and Participation (10%)

Participation contains two graded components. First, attendance is mandatory. You are permitted two unexcused absences over the course of the semester. Consistently arriving late to class will also result in a lower participation grade.

This will be a seminar style class for the most part. I expect students to have completed the readings assigned prior to class and participate actively in class, answering and raising questions about the readings. Both the quality and frequency of participation are taken into consideration when grading student participation. If you are not comfortable speaking in class, you may earn participation points in other ways, such as speaking with me individually during office hours, emailing me with your thoughts about the readings, and sharing your thoughts on relevant news articles you found.

Discussion Leadership (5%)

Two students are expected to lead discussion for twenty minutes once a week. Students will have an opportunity to sign up for the discussion they would like to lead in the first week of classes. The pair leading the discussion will not only read the assigned article(s) thoroughly, but will present the class with discussion questions that help understand and critique the article in the context of the concepts learned in the course.

The two students should send a list of six discussion questions to the instructor 48 hours prior to the class for approval.

Reading Quizzes (10%)

Weekly quizzes will be administered in-class or on ELC throughout the semester to ensure that students have mastered the core concepts of themes covered in class. The two lowest quiz grades will be dropped.

News Reflections (10%)

This component requires students to find, read, and reflect on a current news article that relates to a topic covered in the course (preferably from previous week or given week). This element of the course is intended to train the students to be aware of news and develop critical thinking skills. Each student should complete 6 news reflections by the end of the semester.

This assignment requires the student to submit a 1-2 page reflection by 9:30am of the day on which assignment is due to the ELC Assignment Dropbox (under the Tools tab). The reflection should start with the major content of the news article and how it relates to course material. You may critique the news article or say how the article supports or challenges a concept or theory discussed in class. Students should ensure that the news article was published in a credible news source. More details are available in the grading rubric that will be provided by the instructor.

Writing Assignments (20% of your grade)

These assignments provide you with opportunities to delve deeper into the global issues already covered in class. A total of two writing assignments will be due during the course of the semester. The papers should be between 5 and 6 pages, not including title page, figures or tables, and references. You should summarize a specific global issue and then go more in-depth than the readings or class discussions. You could also summarize how multiple global issues intersect in certain geographic or policy areas. Each assignment should cover at least one manifestation of the global issue for an individual, group, country, or group of countries. Each assignment will count for 10% of your total grade. You will be provided a rubric to clarify the instructor's expectations for this assignment. Late work will not be accepted except in extreme circumstances (with documentation). These assignments should be submitted on ELC Assignment Dropbox.

Group Project I (10%)

This project requires each student, along with two or three other peers, to present the most important historical, cultural, and political characteristics of one specific manifestation of the global issue of the week. The presentation should take no longer than 15 minutes. The group is also required to lead a discussion or introduce an interactive component for the 10 minutes following the presentation.

Exams (35%)

There will be two exams over the course of the semester. Exam 1 will cover material covered in the first half of the semester and will account for 15% of your final course grade. The final exam will be cumulative in nature and will account for 20% of your final course grade.

Grading Scale

Letter grades relate to the total percentage of points you receive in the class as follows:

93-100: A	73-76: C
90-92: A-	70-72: C-
87-89: B+	67-69: D+
83-86: B	63-66: D
80-82: B-	60-62: D-
77-79: C+	00-59: F

Course Conduct

General guidelines

All cell phones and other devices that make noise must be turned off or put on silent/vibrate during class. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's grade.

Refrain from distracting activities such as sleeping, reading, studying for other classes, browsing online shopping stores, email, or social network websites. Such activities will not only be counterproductive to the objectives of the class, but will also negatively affect your participation grade.

This is a discussion-intensive course where you may share your beliefs and opinions. While I encourage open and active discussions, it is imperative that you respect the opinions of others in your class. Try to keep your rhetoric reasonable, responsible, and respectful. These steps can ensure that we will have an exciting and insightful semester together!

When you have questions about the course material, or have any other concerns about the class, feel free to drop by during office hours.

Academic Honesty

As a student at University of Georgia, you have agreed to abide by the University's academic honesty policy "A Culture of Honesty" and the Student Honor Code. All submitted academic work must meet the standards described in "A Culture of Honesty" and be wholly the individual work of the student submitting the work. Students should familiarize themselves with at www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. If you have any questions about plagiarism or academic honesty with respect to work for this class, please contact the instructor.

Disability Policy or Health Related issues

Students with a disability or other health related issues who need a class accommodation should make arrangements with the Office of Student Disabilities and speak with me as soon as possible.

Email Correspondences

Please begin the title of all your email correspondences "INTL 1100H [your last name] [reason for correspondence] [level of priority]". This will ensure quick and effective responses to your emails.

Media Literacy Resources

Schulten, Katherine. Skills and Strategies| Fake News vs. Real News: Determining the Reliability of Sources. The Learning Network with the New York Times. October 2, 2015. [Online] Available: <http://learning.blogs.nytimes.com/2015/10/02/skills-and-strategies-fake-news-vs-real-news-determining-the-reliability-of-sources/>

Lombrozo, Tania. The Selective Laziness of Human Reasoning. 13.7 Cosmos and Culture, NPR. August 1, 2016. [Online] Available: <http://www.npr.org/sections/13.7/2016/08/01/488228453/the-selective-laziness-of-human-reasoning>

Shermer, Michael. Why people believe weird things. TED Talks, February 2006. [Online] Available: https://www.ted.com/talks/michael_shermer_on_believing_strange_things#t-247975

Nolan, Markham. How to separate fact and fiction online. TED Talks, November 2012. [Online] Available: https://www.ted.com/talks/markham_nolan_how_to_separate_fact_and_fiction_online#t-785763

Preliminary Course Schedule

I: INTRODUCTION		
Week 1: Hello		
Thursday	January 5	Syllabus A first look at global issues Read: http://www.globalization101.org/what-is-globalization/ http://www.un.org/en/globalissues/index.shtml Watch and Listen: https://www.ted.com/talks/bjorn_lomborg_sets_global_priorities
II: THEORIES AND FRAMEWORKS		
Week 2: Analytic Tools		
Tuesday	January 10	Read: Slaughter, Anne-Marie. "International relations, principal theories." <i>Max Planck Encyclopedia of Public International Law</i> 129 (2011). Putnam, Robert D. "Diplomacy and domestic politics: the logic of two-level games." <i>International organization</i> 42, no. 03 (1988): 427-460.
Thursday	January 12	Read: The Collective Action Problem: https://www.e-education.psu.edu/geog030/node/342 The Tragedy of the Commons: https://www.e-education.psu.edu/geog030/node/343 Solving Collective Actions Problems: https://www.e-education.psu.edu/geog030/node/344 Listen:

		https://www.wnyc.org/radio/#/ondemand/104010
Week 3: Actors in Play		
Tuesday	January 17	<u>News Reflection 1 due</u> Read: National Intelligence Council. "Nonstate Actors: Impact on International Relations and Implications for the United States." (August 2007): 2-5 <u>only</u> Murdie, A. M., & Davis, D. R. (2012). Shaming and blaming: Using events data to assess the impact of human rights INGOs. <i>International Studies Quarterly</i> , 56(1), 1-16.
Thursday	January 19	Read: Finnemore, Martha, and Kathryn Sikkink. "International norm dynamics and political change." <i>International organization</i> 52, no. 04 (1998): 889-909 Frieden, Jeffrey A. "Actors and preferences in international relations." <i>Strategic choice and international relations</i> (1999): 41-47 <u>only</u> .
III. GLOBAL ISSUES		
Week 4: The Environment		
Tuesday	January 24	Read: G101 Environment: 2-30 Explore: NASA's Ozone Hole Watch: http://ozonewatch.gsfc.nasa.gov/ Listen: NPR Morning Edition, "How Your Cashmere Sweater Is Decimating Mongolia's Grasslands", December 9, 2016. [Online] Available: http://www.npr.org/sections/parallels/2016/12/09/504118819/how-your-cashmere-sweater-is-decimating-mongolias-grasslands
Thursday	January 26	Read: Tir, Jaroslav, and Douglas M. Stinnett. "Weathering climate change: Can institutions mitigate international water conflict?." <i>Journal of Peace Research</i> 49, no. 1 (2012): 211-225. Any four of the UNEP Success Stories: http://web.unep.org/climatechange/cop21/success-stories Recommended: Hendrix, Cullen S., and Idean Salehyan. "Climate change, rainfall, and social conflict in Africa." <i>Journal of Peace Research</i> 49, no. 1 (2012): 35-50.
Week 5: Energy and Sustainability		
Tuesday	January 31	<u>News Reflection 2 due</u> Read: G101 Energy: 3-46
Thursday	February 2	Read: G101 Energy: 47- 89 Recommended: http://www.globalization101.org/hydraulic-fracturing-a-practice-hidden-beneath-murky-waters/
Week 6: Identity, Ideology and Religion		
Tuesday	February 7	Read: Sumaktoyo, Nathanael Gratias, Victor Ottati, and Vinaya Untoro. "The Paradoxical Religiosity Effect: Religion and Politics in Indonesia and the United States." <i>Politics and Religion</i> (2015): 1-27.
Thursday	February 9	Read: Excerpts from <i>Oxford Handbook of Political Ideologies</i> . Watch: Noah Feldman. "Politics and Religion are Technologies" in TED Talks https://www.ted.com/talks/noah_feldman_says_politics_and_religion_are_technologies?language=en

Week 7: Crime and Terror		
Tuesday	February 14	<u>News Reflection 3 due</u> Read: UNODC, "Drug Money: the illicit proceeds of opiates trafficked on the Balkan route". 2015: 7-38 UNODC. "Transnational Organized Crime." 2016. https://www.unodc.org/unodc/en/data-and-analysis/toc.html UNODC. "Organized Crime." 2016. https://www.unodc.org/unodc/en/organized-crime/index.html UNODC. "Wildlife and Forest Crime." 2016. https://www.unodc.org/unodc/en/wildlife-and-forest-crime/overview.html
Thursday	February 16	Byman, Daniel. "Understanding the Islamic State—A Review Essay." <i>International Security</i> 40, no. 4 (2016): 127-165. Frontline. "Children of ISIS." November 2015. http://www.pbs.org/wgbh/frontline/film/children-of-isis/
Week 8: Peace and Conflict		
Tuesday	February 21	<u>News Reflection 4 due</u> Read: Dixon, Jeffrey. "What causes civil wars? Integrating quantitative research findings." <i>International Studies Review</i> 11, no. 4 (2009): 707-735.
Thursday	February 23	Vyas, Kejal. "Colombia's Epic War is Ending: Now Comes the Hard Part". Wall Street Journal. July 22, 2016. http://www.wsj.com/articles/the-worlds-oldest-war-is-ending-now-comes-the-hard-part-1469197231 PBS. "Can the U.N Keep the Peace?". http://www.pbs.org/now/shows/520/Review
Week 9: Midterm and Movie		
Tuesday	February 28	Exam 1
Thursday	March 2	Documentary or Movie: TBD
Spring Break: March 6 - 10		
Week 10: Moving Across Borders I: Trade and Development		
Tuesday	March 14	Read: G101 Trade: 2-50
Thursday	March 16	<u>Writing Assignment 1 due</u> Read: G101 Development: 2-19 Listen and watch: First 36 minutes of "Stealing Africa" from <i>Why Poverty?</i> PBS. November 26, 2012. http://www.pbs.org/video/2296675180/
Week 11: Human Rights		
Tuesday	March 21	<u>News Reflection 5 due</u> Read: G101 Human Rights: 8-10; 25-45 Universal Declaration of Human Rights (1948). http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf
Thursday	March 23	G101 Human Rights: 46-77
Week 12: Moving Across Borders II: Human Migration		
Tuesday	March 28	Brown, Lenora. "Looking for Legal Status". New York Times Magazine. August 5, 2016. http://www.nytimes.com/2016/08/07/magazine/looking-for-legal-status.html?partner=rss G101 Migration: 2-30
Thursday	March 30	Sampson, Robert J. "Open Doors Don't Invite Criminals: Is Increased Immigration Behind the Drop in Crime?." <i>New York Times</i> (2006).

Week 13: People, Health, and Food		
Tuesday	April 4	<u>News Reflection 6 due</u> G101 Health: 2-25;
Thursday	April 6	G101 Health: 30-39. FOA. "An Introduction to the Basic Concepts of Food Security." http://www.fao.org/docrep/013/al936e/al936e00.pdf
Week 14: Art, Entertainment, and Education		
Tuesday	April 11	G101 Culture: 2-30
Thursday	April 13	G101 Education: 13-21; 24-36 Explore: Global Education Monitoring Report. "Mean years of education." http://www.education-inequalities.org/indicators/edueyears#?sort=mean&dimension=sex&group=all&age_group=edueyears_20&countries=all http://www.education-inequalities.org/ Recommended documentary: PBS. "Education, Education" from <i>Why Poverty?</i> November 28, 2012. http://www.pbs.org/video/2296679846/
Week 15: They are all connected!		
Tuesday	April 18	McDonald, Tim. "The man who would be the first climate change refugee." November 5, 2015. http://www.bbc.com/news/world-asia-34674374 Read, watch, and listen: Mellino, Cole. "Meet the World's First Climate Refugees." January 5, 2016. http://www.ecowatch.com/meet-the-worlds-first-climate-refugees-1882143026.html Watch: MSNBC. "Using drones to improve reforestation." May 14, 2015. http://www.msnbc.com/greenhouse/watch/using-drones-to-improve-reforestation-445645891970
Thursday	April 20	<u>Writing Assignment 2 due</u> Barry, Colin M., K. Chad Clay, Michael E. Flynn, and Gregory Robinson. "Freedom of foreign movement, economic opportunities abroad, and protest in non-democratic regimes." <i>Journal of Peace Research</i> 51, no. 5 (2014): 574-588. Frontline. "Mosquito Hunter." August 2, 2016. http://www.pbs.org/wgbh/frontline/video/mosquito-hunter/
Week 16: Big Picture (How to solve global problems? How best to tackle them?) Technology, Diplomacy, Role of actors, etc.		
Tuesday	April 25	G101 Technology: 2- 37 Review for final exam
Thursday	April 27	Reading Day
Week 18: Final Exam		
Thursday	May 2	12:00-3:00PM

Changes to the Syllabus

This syllabus contains a general outline of the course. Deviations to the syllabus may be made to this outline by the instructor as necessary. It is necessary that you come to class and check your email regularly to stay informed of any such changes.