



Global Issues

INTL 1100

MWF. 12:20 - 1:10, Candler Hall 214

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Office Hours: W 10:30 -12:00 & by appointment.

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Course Description: The students participating in this course will have an opportunity to put themselves in the shoes of international policymakers as we discuss contemporary issues facing the international community. Migratory populations, environmental degradation, sports diplomacy, and the prevalence of really bad pop music (like totes awful... I can't even) are just a few of the topics we will address in this course.

Course Objectives: Students will have an opportunity to strengthen their critical thinking and problem solving skills. Students will be expected to recognize the various actors in the international system and how their interactions create or resolve conflict. Further, students will have had an opportunity to practice their writing skills with the assigned response papers.

Text(s): *Cases in International Relations: Principles and Applications*, 7th ed. (2014) **Author(s):** Snow, Donald M. (**Cases**)

Additional readings will be made available on the class eLearning Commons page.

Grade Distribution:

Attendance	10%
Participation	20%
Response Papers	25%
Weekly Reading Responses	25%
Group Debates	20%

Letter Grade Distribution:

≥ 94	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	60 - 63	D-
77 - 79	C+	≤ 59	F

Course Policies:

• Attendance

- Attendance is mandatory, as in you must come to both class and your discussion section. Make-up tests and quizzes will only be allowed in the event of a **documented** medical or family emergency, or University sanctioned event. In the case of the latter, student athletes, or members of any other University organization, it is in your and my best interest that I be informed of any of these events as soon as possible so that we may schedule a make-up.
- **No make-up quizzes or exams will be given without the proper documentation.**

• Academic Honesty

- **Dont cheat.** The honor code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teachers instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the teacher is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.
- See: www.honesty.uga.edu.

• Classroom Conduct

- The students in this class will be respectful of others. I welcome diverse opinions and encourage my classes to do the same. I invite you to review the University of Georgia's Code of Conduct to familiarize yourself with those expectations I and the University have not only for you, but for those you yourself should expect in the classroom.
- If for any reason you are made to feel uncomfortable, have been the victim of, or feel you may at risk of harassment and/or discriminatory behavior, I invite you to review the University's Reporting Guidelines in the following documents:
 - * Equal Opportunity and Discriminatory Harassment: <https://eoo.uga.edu/policies/NDAH-Policy.html>
 - * Sexual Misconduct: <https://eoo.uga.edu/policies/student-sexual-misconduct-policy>
 - * ADA: <https://eoo.uga.edu/policies/notice-provision-applicability-americans-disabilities-act-rehabilitation-act>

- **Disability Services**

- The University of Georgia is committed under the Americans with Disabilities Act and its Amendments and Section 504 of the Rehabilitation Act to providing appropriate accommodations to individuals with documented disabilities. If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor(s) with an accommodation notification letter from Disability Resource Center. Students are expected to give two weeks-notice of the need for accommodations. If you need immediate accommodations or physical access, please arrange to meet with instructor(s) as soon as your accommodations have been finalized.

If disability related accommodations are necessary (for example, a note taker, extended time on exams, captioning), please visit:

(<https://drc.uga.edu/>)

- **Writing Support**

- Tutors in the University’s Writing Centers are available to help you with your written work. A good deal of your grade in this course will rely on your ability to communicate ideas through the written word. Do take advantage of this resource if you feel (or I suggest) that it could be vital to your grade. Visit: <https://www.english.uga.edu/writing-center-locations> for more information.

Assignments:

- **Group Debates**

- Students will be divided into four equally proportioned (sort of) groups for the purpose of producing a brief presentation advocating for or against a specific international policy the group feels their assigned state should or should not adopt.
- Groups will be paired based on their conflicting stances regarding the topic for the purpose of a debate.
- **The presentation** should be approximately 7 minutes in length and explain to the audience each of the three components as addressed in the paper.
- After each of the opposing groups present the floor will be opened to a town hall debate in which non-participating members of the audience will be able to ask questions of either side.
- Each group, too, will be able to respond and redress their opposition’s views and arguments.
- Overt and measurable individual performance is highly encouraged (*i.e.* shared presentation responsibilities and shared speaking time during the Q&A / debate portion).

- **Attendance**

- Students are expected to be in class for each scheduled meeting. Although a few absences will not necessarily doom a student’s grade, chronic absenteeism can. See [Course Policies](#) section on attendance above.
- I reserve the right to administer unscheduled (pop) quizzes to encourage your attending.

- **Participation**

- This class is **NOT** meant to be a lecture, but a discussion of contemporary policy issues and the actors involved in the process. Students should not only feel free to speak in class, but are obligated to do so. Ask questions, raise a point, and apply the concepts of policy and decision making.
- Students will be required to submit 3 response papers in which they answer a prompt delivered in class. The paper (approximately 2-3 pages, 12point font double spaced) is a chance for students to ask a question of the readings or topic of a certain week, to point out a contradiction in one issue area as compared to others, and to ultimately demonstrate the student's ability to critically think of foreign policy in the terms, time, and processes that it exists in.
- Students are also required to submit a weekly response paper in which they ask questions of, make comments about, and/or relate the weekly material to news items they have come across. The purpose of these not only for the student to demonstrate their completion and comprehension of the weekly material but to help guide the coming week's discussion. These will be due each Monday morning, **starting August 20th.**

- **Midterm & Final Exam**

- There are none of these. I don't know why you are reading this.

Tentative Course Outline:

The weekly coverage might change as it depends on the progress of the class. However, you must keep up with the reading assignments.

- **Week 1: August 13, 15, & 17**

- Introduction & What is a state and why are they so extra?
- **Reading: Syllabus**
- **Reading: Cases - Chapter 1**

- **Week 2: August 20, 22, & 24**

- What is the national interest -or- Did Brazil really nationalize Pele in his prime?
- **Reading: Cases - Chapter 2**
- **Activity: Prisoner's Dilemma**

- **Week 3: August 27, 29, & 31**

- Hegemonic stability theory -or- How I learned everything I need to know about the future from Fallout.
- **Reading: Cases - Chapter 3**
- **PAPER PROMPT given 08/31**

- **Week 4: September 5 & 7**

- **NO CLASS SEPTEMBER 3, LABOR DAY**

- This land is my land -or- The indivisible goods problem.
- **Reading: Cases - Chapter 4**

- **RESPONSE PAPER due 05/07**
- **Week 5: September 10, 12, & 14**
 - Asymmetric Warfare -or- The Golden State Warriors just signed Boogie.
 - **Reading: Cases - Chapter 5**
- **Week 6: September 17, 19, & 21**
 - Nuclear Proliferation -or- Nukes of Hazzard.
 - **Reading: Cases - Chapter 6**
- **Week 7: September 24, 26, & 28**
 - International Norms -or- A Week of Great Frustration.
 - **Reading: Cases - Chapter 7**
 - **PAPER PROMPT given 09/28**
- **Week 8: October 1, 3, & 5**
 - Globalization -or- Man, there's a lot of K-Pop these days.
 - **Reading: Cases - Chapter 8**
 - **RESPONSE PAPER due 10/05**
- **Week 9: October 8, 10, & 12**
 - Regional Integration -or- Brexit & Grexit.
 - Reading: Cases - Chapter 9
- **Week 10: October 15, 17, & 19**
 - Development - or- Why are some states poor and others rich?
 - **Reading: Cases - Chapter 10**
- **Week 11: October 23 & 25**
- **NO CLASS OCTOBER 27: Fall Break**
 - Migration -or- Are borders more than political?
 - **Reading: Cases - Chapter 11**
- **Week 12: October 29 & 31, November 2**
 - Climate Change - or- Why is it so hard to agree on things we already agree about?
 - **Reading: Cases - Chapter 12**
 - **PAPER PROMPT given 11/02**
- **Week 13: November 5, 7, & 9**
 - Resource Scarcity -or- How much will a gallon of water cost in 20 years?

- **Reading: Cases - Chapter 13**
 - **RESPONSE PAPER due 11/09**
- **Week 14: November 12, 14 & 16**
 - International Terrorism -or- The sad story of Emily Davidson.
 - **Reading: Cases - Chapter 14**
- **NO CLASS NOVEMBER 19 - 23: Thanksgiving**
- **Week 15: November 26, 28, & 30**
 - Class Debates
- **Week 16: December 3**
 - The Grand Finale
- **FINALS WEEK: WEDNESDAY, December 6 - 12**