

INTL 1101 (25979) Global Issues
Spring 2020
Monday, Wednesday, Friday 9:05 – 9:55
Class Location: Caldwell Hall 204

Instructor: Dr. Gulcan Saglam

E-mail: gsaglam@uga.edu

Office: 216 Candler Hall

Office Hours: MW – 2:30 pm -3:30 pm and by appointment

Syllabus, Readings, and Policies:

Course Description:

This course introduces you to contemporary issues in international politics. It is designed for those who have no prior knowledge of international affairs. We will examine some of the most pressing, political, environmental, and economic problems currently facing the global community. The idea is to introduce the issues and discuss different points of view on them so that students can develop and articulate informed views on possible solutions to the world's most pressing problems.

Course Objectives:

By the end of the semester, you will be able to:

- Identify key global issues and the main actors on the global stage
- Recognize connections between local and global issues
- Discuss major problems facing the world today, including issues related to the environment, population growth, human rights, security, and economic development
- Compare and contrast key processes of the international system as well as explain how different actors approach global issues differently
- Develop and strengthen analytical and critical thinking skills

Required readings:

We will use **two** main texts for the course:

1. **Snow**, Donald M. *Cases in International Relations (8th Edition)*. Lanham: Rowman & Littlefield
2. **D'anieri**, Paul. *International Politics: Power and Purpose in International Affairs*.

- Additional readings (as posted in the schedule or eLC)
- You are also required to follow international news daily by either using the Internet or by subscribing to a major national daily. Current events questions will be part of quizzes and/or exams.
- You need to be able to locate various countries on a map, so make sure you have access to an up-to-date atlas.

Course Evaluation:

Student performance will be evaluated based on the following:

Assignment	Description	% of Final Grade	Due Date
Participation	Announced and unannounced quizzes & activities	20%	N/A
Major Exam I		25%	March 6 th
Major Exam II		30%	May 1 st 9:30 am
Political Engagement Activity	Political Engagement Proposal	5%	Feb 14 th
	Political Engagement Report	15%	April 17 th
Map Quiz		5%	Jan 31 st
Total		100%	

1. **Participation – 20 %** - This class is highly interactive and relies heavily on small group activities and class discussions for instruction and student assessment. As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is a significant part of your final grade. Therefore, small group activities and class discussions are not merely attendance sheets. These active learning tools will help you work through important ideas, concepts or processes; give you the opportunity to investigate issues on your own and with your peers; be exposed to points of view different from yours; and develop your own opinions on global issues.

There is **no make-up for missed participation points**. It is your responsibility to make sure that I have your assignment, discussion paper, or name for that day. Late submission of group discussion papers or participation activities will NOT be accepted.

- a. **Attendance:** Attendance is NOT a formal requirement. However, participation is a significant part of your grade, and you cannot participate if you do not attend class. In order to do well in this class, you need to listen to the lectures, take notes, and participate in discussions. It is your responsibility to keep up with readings and lecture notes as exams and quizzes will be based both on lecture and reading content. If you miss class, ask your classmates for help with what was covered. DO NOT ask me whether we covered anything important on a day you missed. All classes are important.
- b. You are allowed to miss **two** participation activities without any penalty. You can use these as you like (e.g., illness, sports travel, interviews, sleep, conferences). Each absence beyond these **two** will result in a **1%** deduction from your final overall average. Please see me immediately if there are extenuating circumstances that may lead you to miss more than two participation activities.

2. **Major Exams – 55 %** of the final grade will be based on two exams. The first major exam is 25% of your final grade, while the second major exam is 30% of your final grade. Exams may be composed of multiple-choice, true/false, fill-in, short-answer, or matching questions. All exams will be based on lecture content and assigned readings/videos. Anything we discuss in class, along with anything in the assigned readings, can be used in the exams.
3. **Political Engagement Report – 20 %** of the final grade will be based on your political participation as an informed global citizen. You need to identify a global issue that concerns you, and “take action” on the issue in the political community. The scope of that political community is linked to your specific concern. For example, political communities can be conceptualized at the local level when students choose an issue that requires communication with local government officials or non-governmental organizations. The political community moves to a different level when students select broader concerns such as environmental or foreign policy issues, which often requires contact with state, national, and global-level state and non-state actors. The engagement has to take place in the Spring 2020 semester.

The Political Engagement Activity consists of two parts:

- a. **Political Engagement Proposal: 5%:** A more detailed rubric is available on eLC under *Contents → Political Engagement Activity → Proposal*
- b. **Political Engagement Report: 15% -** Submit at least 2000 words of double-spaced text summarizing which political issue you chose, why you chose it, which political action you took to address that issue, and how it was related to the material we learned in class, what did you specifically do, and what you learned.

A more detailed rubric is available on eLC under *Contents → Political Engagement Activity → Political Engagement Report Rubric*

4. **Map Quiz – 5 %** This is a global issues class; to better understand many of the issues and conflicts we will be discussing this semester, you need to know where countries are located and what the names of their capitals are. You can typically expect map quiz questions to ask you to identify countries within a specific region that we will have discussed in class. It might be linked to a specific topic. So pay attention to any time I show maps or mention specific countries because this can be an indication that you need to know where they are and why we talked about them. You should, therefore, keep up with the various regions we discuss in class and consult an up-to-date atlas to be able to locate and name countries on a blank map. Since often the name of a capital is used as a synonym for talking about the country, you should also be familiar with the names of capitals (location of capital on a map is not necessary).

These two websites below might help to test your geographic knowledge and prepare you for the map quiz: <http://www.gamedesign.jp/flash/worldmap/worldmap.html> or <http://lizardpoint.com/fun/geoquiz/worldquiz.html>

Grading Scale:

A	=	94 and higher	C+	=	77-79
A-	=	90 -93	C	=	74-76
B+	=	87-89	C-	=	70-73
B	=	84-86	D	=	60 – 69
B-	=	80-83	F	=	59 and below

Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, you need to let me know so that I can help you as much as possible. I will not be able to help you after deadlines have passed, and the semester is over.

Course Policies:

- 1.** Lectures and class discussions are intended to supplement, not duplicate, the readings. You are responsible for completing the readings in a timely manner in line with the speed at which we move through the topics. In order to know what topic is being covered (and therefore, what reading is required), you need to attend on a regular basis as the following schedule can change according to the needs of the class. All readings can be found in the required textbook, on eLC course page, or through the links I provided.
- 2. Communication and Email:** When emailing me, please use your UGA email account and include your course number in the subject line. During the workweek, I generally respond to emails in a timely manner (usually within 48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek. Importantly, before you email me, **please check the syllabus** and the **announcements** page of the ELC site to be sure that your question has not been previously addressed. ***ELC problems are no excuse for having missed quizzes or announcements!***

A note on etiquette: please use appropriate salutations, including my name in the opening and your name in the closing. (Hint: you can't go wrong with "Hi Professor Saglam" or "Hi Dr. Saglam"). For further guidance see <http://www.wikihow.com/Email-a-Professor>

- 3. Written Assignments:** All assignments are to be typed and handed in at the **START** of class on the due date (unless otherwise noted – Submission of soft copies on eLC is also required). Late assignments will be penalized 5% of your overall grade for each day late (There is no penalty for students with a documented medical excuse.) This means that an accepted

assignment submitted anytime within the first 24 hours after the deadline that might have earned a 95 (an A) would instead receive a 90 (an A-) and so forth.

4. All written assignments should meet the following formatting requirements: Stapled, Times New Roman, 12-point font, double spaced, 1" margins, and page number in the bottom right-hand corner.
5. **Makeup examinations** will only be given in cases of legitimate and documented emergencies. For medical emergencies, it is not enough to just provide a doctor's prescription, a hospital bracelet, or an undated and/or unsigned form letter. Each doctor's note needs to have your name, the doctor's name and office address as well as be precise as to the time and date of the emergency and the time/date has to cover our class time or else it will not be accepted as a valid excuse. **If you are missing more than one class due to this emergency, the note has to cover all of those dates.**

Also, you must understand that the makeup tests can be more difficult than the regular ones and will be offered certain days/times during the semester. You must be able to attend those in order to make up a test. My recommendation is that you avoid having to make up exams as much as possible!

6. **Contested Grades:** Students are always welcome to come to discuss assignments and their overall class performance during my office hours. If you find a mathematical error on a graded assignment, please let me know immediately. Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come prepared with (1) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within **one week** of the date the assignment/exam was returned. I shall re-evaluate your work and assign a "new" grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.
7. **Technology: All cell phones and other communication devices must be turned off and put away (except for students with accommodations from DRC).** If you have a situation with family or other emergencies that requires you to keep your phone on, notify me before class, set your phone to vibrate, and remove yourself from class with as little disruption as possible to answer it. This is only for rare and genuine emergencies. Phones are to be turned off during all exams, with no exceptions granted.

I have a **NO LAPTOP** policy unless I ask you to bring your laptops for a specific class (except for students with accommodations from DRC). You will not be able to use your laptop in class. Instead, you should focus on taking notes in longhand. Research has shown that this actually improves your ability to retain the material covered in class.

Failing to abide by the cellphone and/or laptop policy will cost you your participation point for that day

- 8. Accommodations for Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from the DRC within the **first two weeks** of classes.
- 9. Recording:** UGA's code of conduct protects student privacy and intellectual property and thus prohibits the recording and digital release of classroom lectures and conversations unless a student has an accommodation from the DRC. If this is your situation, please let me know, and we will devise an accommodation that protects your right to privacy, that of your classmates, and everyone's intellectual property.
- 10. Policy on Disruptive Behavior:** I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)
- 11. Policy on academic dishonesty:** I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. 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: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Make sure that you understand how to **avoid charges of academic dishonesty**.
- 12.** UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:
 - **Office of Student Care & Outreach** (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email sco@uga.edu
 - **Counseling and Psychiatric Services (CAPS)** - 706-542-2273 (during regular business hours)

- After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- **Relationship and Sexual Violence Prevention** – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA’s Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

End of semester evaluations: Your constructive assessment of this course plays an indispensable role in shaping education at the University of Georgia. Upon completing the course, please take the time to fill out the online course evaluation. Even before the end of the semester, however, I would like to know how this class is going. If at any time you have concerns about this class, please talk to me so that we can address them before the semester is out. The sooner we talk about issues, the faster we can take care of them.

Please note: this syllabus provides a general plan for the course, and deviations may be necessary.

Course Outline:

SECTION I: PRINCIPLES AND DYNAMICS
<i>Week 1: Course Introduction</i>
Jan 8th Syllabus
Jan 10th Course Introduction
<i>Week 2: The Westphalian State System</i>
Jan 13th What are global issues? What are the key actors? <u>Reading:</u> <ul style="list-style-type: none"> • D’anieri – Chapter 2
Jan 15th State and State Sovereignty <u>Reading:</u> <ul style="list-style-type: none"> • Snow Chapter 1 (page 3-8)
Jan 17th Modern Challenges to Sovereignty <u>Reading:</u> <ul style="list-style-type: none"> • Krasner – Think Again: Sovereignty. Foreign Policy (eLC)
<i>Week 3: “Nation” and Nationalism</i>
Jan 20th – MLK – No class

Jan 22nd The “Nation” State

Reading:

- Snarr & Snarr Chapter 4 – (pages 59-68) (eLC)

Jan 24th HOTSPOT: The global rise of ultra nationalism and right wing populism

Reading:

- How Neo-Nationalism Went Global
<http://theconversation.com/how-neo-nationalism-went-global-74095>

Week 4: Who belongs? Who does not belong?

Jan 27th Nation State and Citizenship

Reading:

- UNHCR – Ending Statelessness
<https://www.unhcr.org/en-us/ending-statelessness.html>
- Council on Foreign Relations – The Rohingya Crisis (eLC)

Jan 29th Refugee Protection Regime

Reading:

- Snow Chapter 14

Jan 31st Human Trafficking and Modern Slavery

Reading:

About Modern Slavery and Human Trafficking: <https://www.cfr.org/interactives/modern-slavery/#!/section2/item-5>

Before Class:

- Learn your slavery footprint using the link below. Upload a screenshot of the last page on eLC before the class for participation point.
http://slaveryfootprint.org/#where_do_you_live

MAP QUIZ

SECTION II: GLOBAL COOPERATION and INTERNATIONAL INSTITUTIONS

Week 5: Collective Security and The United Nations

Feb 3rd United Nations

Reading:

- D’Anieri Chapter 7 (pages 194-207)

Feb 5th United Nations (ctd.)

Reading:

- D’Anieri Chapter 7 (pages 194-207)

Feb 7th Is the UN effective? Why? Why not?

Reading:

Is the UN effective?

- 70 years and half a trillion dollars later: what has the UN achieved? (eLC)
- 'Not perfect, but it is effective': UN from the point of view of its staff (eLC)

Week 6: Regional Organizations and Transnational Actors

Feb 10th Historical Evolution of the European Union

Reading:

- D'Anieri Chapter 7 (pages 207-2013)

Before Class:

- Fill out the EU Webquest form on eLC and submit it on Dropbox before the class for participation point.

Feb 12th Supranationalism and the EU (ctd.)

Reading:

- Snow Chapter 10

Feb 14th Transnational Actors

Reading:

- D'Anieri Chapter 7 (pages 214-223)

What is Due?

- **Political Engagement Activity – Proposal is due.**

SECTION III: INTERNATIONAL LAW, NORMS, and HUMAN RIGHTS

Week 7:

Feb 17th Sources of International Law

Reading:

- D'anieri Chapter 13 (pages 396-405)

Feb 19th Challenges to the Implementation of International Law

Reading:

- D'anieri Chapter 13 (pages 405-421)

Feb 21st Human Rights

Reading:

- U.N. Declaration of Universal Human Rights (read it with the intent of discussing what types of rights are included and which ones you think are missing)

<http://www.un.org/en/documents/udhr/>

Week 8:**Feb 24th** Human Rights and State SovereigntyReading:

- NYT Debate “Have Human Rights Treaties Failed?”
<https://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties-failed>

Feb 26th Rwandan GenocideReading:

- What is genocide? What are the 8 stages of genocide?
<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>
- Watch Before Class: (Frontline: Ghosts of Rwanda) (Hint: Possible participation point quiz).

Feb 28th War Crimes, Crimes Against Humanity, and International Courts (ICC)Reading:

- Snow Chapter 3

Week 9:**March 2nd** Power and International Criminal CourtReading:

- Is Africa on trial? (eLC)

March 4th Exam Review**March 6th** Major Exam 1**Week 10: SPRING BREAK - NO CLASS****March 9th – March 11th – March 13th****SECTION IV: INTERNATIONAL (IN)SECURITY****Week 11:****March 16th** Conventional vs. Asymmetric WarfareReading:

- Snow Chapter 5
- D’anieri Chapter 9 (pages 261-272)

March 18th Civil WarReading:

- D’anieri Chapter 8 (pages 243-256)
- War in Yemen
<https://www.bbc.com/news/world-middle-east-29319423>

March 20th Terrorism

Reading:

- D'anieri Chapter 9 (pages 277-290)

*** LAST DAY TO WITHDRAW WITH A W***

Week 12:

March 23rd Terrorism (ctd.)

Reading:

- Snow Chapter 16

March 25th Nuclear Proliferation

Reading:

- Snow Chapter 6

March 27th Nuclear Proliferation

Reading:

- Is a World Without Nuclear Weapons Really Possible? (eLC)

SECTION V: INTERNATIONAL POLITICAL ECONOMY

Week 13: Global Trade

March 30th Why trade?

Reading:

- D'anieri Chapter 10 (pages 298-311)

April 1st Free Trade and the WTO

Reading:

- Snow Chapter 9
- D'anieri Chapter 11 (pages 331-341)

April 3rd Rising Powers: China and India

Reading:

- Snow Chapter 11

Week 14: Global Poverty and Inequality

April 6th Defining and Measuring Poverty

Reading:

- D'anieri Chapter 11 (pages 354-356)
- D'anieri Chapter 12 (pages 363-374)

April 8th The Historical Roots of Poverty and Inequality

Reading:

- D'anieri Chapter 12 (pages 269-373)

<p>April 10th The Historical Roots of Poverty and Inequality <u>Reading:</u></p> <ul style="list-style-type: none"> • Robert C. Allen, Global Economic History: A Very Short Introduction (p. 1-52) (eLC)
<p>Week 15: Strategies for Overcoming Late Development</p>
<p>April 13th Foreign Aid <u>Reading:</u></p> <ul style="list-style-type: none"> • D'anieri Chapter 12 (pages 282-390)
<p>April 15th Strategies for Development <u>Reading:</u></p> <ul style="list-style-type: none"> • D'anieri Chapter 12 (pages 274-382)
<p>April 17th Development Strategies <u>Reading:</u></p> <ul style="list-style-type: none"> • Snow Chapter 12 (pages 222-234)
<p>What is due?</p> <ul style="list-style-type: none"> • Political Engagement Activity Report is due.
<p>Week 16:</p>
<p>April 20th Sustainable Development <u>Reading</u></p> <ul style="list-style-type: none"> • D'anieri Chapter 14 (pages 428-433)
<p>April 22nd Political Challenges of Climate Change <u>Reading:</u></p> <ul style="list-style-type: none"> • Snow Chapter 13
<p>April 24th Wrap up and Exam Review</p>
<p>Week 17:</p>
<p>April 27th Extended Office Hours 9:30 - 12:00 & 13:00 - 14:30</p>
<p>May 1st Major Exam II - 9:30 (Location: TBA)</p>