

INTL 1100 Global Issues

Syllabus

INTL 1100: Introduction to Global Issues

Dr. Leah Carmichael

If you have any questions throughout the course, please contact your instructor at leahlang@uga.edu. She will check email daily and will typically return your email within two business days. Before contacting her directly, please review this syllabus (below) and the instructor's personal webpage: <https://sites.google.com/view/leahlcarmichael>.

Aleksandr Kuznetsov (Teaching Assistant)

I am a graduate of the Law School at Far Eastern Federal University (FEFU) in Russia and the UC Hastings College of the Law in the USA. I also conducted academic research and taught at Law School at FEFU. My areas of research are on the War on Terrorism (through the lens of International Law) and Russian Criminal Law. I was also practicing lawyer dealing with International Private law, Maritime law, and Civil law (Business and Contracts law).

Course Description & Student Learning Outcomes



This course will use a multidisciplinary approach, incorporating elements of history, geography, and anthropology as well as international relations and comparative politics. Though this course is titled "Global Issues," the purpose of this course is not simply to memorize important issues and specific events surrounding these issues. Instead, this course is designed to help students practice comprehending, analyzing, reflecting, and even predicting the causes and the effects of key issues, all while better understanding their place in the international system. Upon completion of this course:

- Students will be able to evaluate the sub-fields of international affairs to understand their basic structure, their foundational assumptions, and how these sub-fields help to better explain and predict events in the international system.
- Students will be able to both explain and predict patterns of outcomes surrounding international political events

Changes Due to COVID-19



This semester, there are several priorities I am attempting to balance. First and foremost is the safety of our community. The second priority of mine is to maintain the highest quality of education possible for all members of this course. And third is to provide a format for this course that is flexible enough to adapt to each student's individual situations as well as the ever-changing, global pandemic.

In order to balance all of these concerns, I have developed an overarching structure of our course based on three principles:

1. No one must ever feel the must be present in the classroom to obtain the relevant information they need to successfully pass this course
2. Course information will be presented online in a clear-straightforward manner that is equally accessible to all students at all times
3. I will allow for multiple opportunities to discuss any questions students have about the material both online and in person (so long as I am not unable to do so due to illness)

To achieve these principles, I have developed more specific policies below. The first section addresses how the material will be presented online. The second section examines what an in-person class will entail. These policies are directly in line with the policies of the University System of Georgia (as of 7/7/2020) and have been reviewed by the Department Head in International Affairs as well as the Dean of the School of Public & International Affairs.

Note on Online versus In-Class Experiences: I want to emphasize here two points. First, I want to explain that I would more than anything like to be in person with you, learning and teaching this material. Selfishly I will miss seeing the moment when the light bulb goes on as you really understand and dig into the content. However, I personally believe the online and in-person experiences are difficult to compare, yet offer important, distinct, opportunities in one's learning experience. This summer, I heard a UGA community member use an analogy that I found effective. In-class learning is like going to see a musician plan live (yes, I know it may be **slightly** less fun than this to come to my course, but humor me here). In contrast, online content - *if done with thought and care* - could mirror that same musician's perfectly recorded studio album: fully-considered, free from any distractions, and crafted to be more impactful over time. As a result, though I am emphasizing the online content in this course more due to the current circumstances, I am excited to see how this pedagogical approach allows you a more direct, carefully considered, and curated learning experience.



Accessing eLC for All Required Materials

All required materials for this course can be accessed remotely via our eLC course page.

Arch Pass

Before being able to log on to eLC, you will need to enroll your device in Duo's ArchPass. To do so, please visit, [EITS.UGA.EDU](https://eits.uga.edu) for more information.

ELC: Log-In & Finding Courses

To log into eLC, search for UGA and ELC, or visit <https://uga.view.usg.edu/d2l/home>. Next, enter your UGA MyID and Duo information. Please select "All Courses" and then type in the course number - 1100 INTL - in the search bar. Note: For ease, please "Pin" the course (click on the pushpin icon on the top right of the course) so that it will be at the top of our page each time you log into eLC. Once you enter the course, you will see our homepage.



<https://uga.view.usg.edu/d2l/home>

INTL 1100 Global Issues Twitter

On the right hand side of our course homepage, I have added my professional Twitter (@CarmIntlAffairs). I will occasionally add articles of relevance to the course as well as resources for students from the University to this feed.

Announcements

If you scroll down the homepage, there are Announcements for the course. You can also locate them via the Navigation Bar at the top of the page.

If you have not done so already, please update your Notification settings in eLC to ensure that you get Announcements for this course by clicking on your name at the top right corner of your screen and then selecting Notifications.

Table of Content

At the top of the homepage, there is a Go! to access the course. This button takes you to the content of the course, as does the "Content" selection on the Navigation Bar at the top of the screen. Please press this button or "Content" on the Navigation Bar to access the rest of the course. This course is divided into Weeks (also known as Modules). Each Module covers a new topic, but the format of these Modules is quite similar (see below).

Outlines of Course Materials (on ELC)

Due to the uncertainty of this time both for specific individuals (e.g. ill family members, increased economic responsibilities in families, social distancing, etc.) as well as our community (e.g. concerns about the spread of COVID-19 in the classroom), this course will maintain the high-quality education for all members of our class by making ALL content for this course available online. This allow students to acquire information and fully engage with all aspects of the course whether they are at home or on campus.

As noted above, the course materials will be available on eLC by clicking on "Content" on the Navigation Bar. Once you do so, the content for this course will be divided into weeks (also known as ⁱModules). Each Module covers a new topic, but the format of these Modules is quite similar (see

below). For each Module (week), there will be: (1) a Survey, (2) a Welcome Video, (3) a Course Reader, (4) a Quiz, (5) a Goodbye Video, and (6) an Assignment. Below are the details about each of these components of a Module.

1. Surveys

When you visit a new Module, the Survey will be the only thing you can access at first. This is because the purpose of the questions on these surveys is to (1) help me to better understand what information you knew *prior* to the Module (i.e. pre-existing knowledge), (2) to provide you with an insight into what information *will* be presented in this Module, and (3) to give you an opportunity to begin engaging with the material more critically before being taught the information, which I believe helps people to both retain and better understand the information presented in the course modules. All surveys are either marked as complete or incomplete. As a result, there is no penalty for *how* you answer a question, so long as you actively engage with each question. Once you answer all of the questions to the best of your knowledge, please submit the survey and the rest of the Module will then be made available to you.

2. Welcome Video

Were we to be meeting in the classroom, the first steps I would take would be to introduce you to the topic for that week. The "Welcome Video" in each Module works the same way. In these videos, I will explain the topic we will cover broadly, the key points each student should be focusing on throughout the Module, and discuss where this topic fits into the larger themes of the course.

3. Course Readers

The next item you should see in each module is the link to a course reader for that module. The Course Reader is pretty straightforward. It is worth mentioning the larger titles are in black and then the smaller sub-sections are colored tan. Each Course Reader will be divided further into three parts. The first part will present the concepts or theories for that Module. The second part will present the historical timeline of a case. And the third part will be a page in which groups will begin building their legal arguments (if they are Applicants or Respondents) or legal interpretations (if they are Justices).



3. Open-Note Quizzes


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Another important aspect of any course is for students to be able to assess how well they fully understand the material being presented. To better allow all students the opportunity to engage with the material thoroughly (even as they may not be present in the in-person classroom tri-weekly), I have created quizzes on eLC that encourage students to answer questions about the material presented in the Course Reader step-by-step and begin practicing using this material to answer both hypothetical and real-world problems. All quizzes are open-material quizzes (meaning you are encouraged to have the Course Reader open in one tab while taking the quiz in another). These quizzes will be automatically graded to provide immediate feedback for the student. Unlike previous semesters, however, these quizzes will allow three attempts for the same quiz, to present students with the opportunity to learn from and improve on their comprehension of the material. After the final quiz attempt is submitted, only the highest attempt score will be counted toward that student's quiz score. Thus, for example, if a student gets an 85%, 90%, and 95%, the student's quiz score for that quiz will be a 95 percent. Please note that, if a student chooses to take the quiz less than three times (i.e. either once or twice), the highest attempt is still counted. This means there is no penalty for not taking it multiple times. As an example, if the student scores a 85% on the first quiz attempt and makes no subsequent attempts, the student will receive an 85%. Be aware that quizzes in which no attempt was made will not be accepted past the deadlines (mentioned in the schedule below), so please be sure to work well ahead of these deadlines.

4. Goodbye Video

At the end of each of my in-class lectures, I offer students a review of the connections made within the lecture (e.g. how certain theories apply in specific cases). For this video, I will (1) explain in greater detail how the topic we covered relates to the larger class themes, (2) I will review the key points each student should be focusing on throughout the Module, (3) I will specifically address answers to the questions posed in the open-note quiz (Note: you will not be able to access this until after submitting the quiz), and I will (4) introduce the final part of the Module: the written assignment.

5. Written Assignments

For each Module, there will be a corresponding writing assignment. The purpose of these assignments is for students to practice drafting a well-informed policy recommendation for a key  actor each week. The course materials, quizzes, class meetings (both in-person and online), and a

rubric will all help students to better understand the format for these policy recommendations and practice the skills necessary to master this form of writing.

Classes Schedule

As the CDC determines "medium-sized in-person gatherings" even when individuals remain "at least 6 feet apart" to be "Higher-Risk," the University has worked to implement procedures that will minimize this risk.

During this time of social-distancing, the Office of the Vice President of Instruction created new maximum capacities for each classroom on campus to ensure the opportunity for all students to keep at least six feet apart while in the classroom. Full capacity for our course has been designated to be no more than 14 people in the class at one time.

Somewhat paradoxically, this means that in-person classroom activities may mean less interaction with students for the instructor than if the course were completely online. As a result, the first two days of each week will be conducted online to allow everyone in the class a chance to interact with me and others while we review the material, ask questions, and work toward completing the written assignment for this week. There will also be by-appointment office hours on Tuesday and Thursday as well. Then on Fridays the same class format (with no new information) will also be offered to fourteen people on a rotating basis (see below).

If this system does not work for us, I am open to student input and feel there is much room for discussion about alternatives. I would ask that we try this format for three weeks. At that time, I plan to send out a survey to our class to determine what is and is not working. If these surveys show that we need more in-person experience, and we can do so while remaining as safe as possible, we will make adjustments at that time.

For at least the first three weeks of class, the schedule will look like this:

Monday & Wednesday Via Zoom

Students and I will meet via Zoom on Mondays and Wednesdays during the class period. During this time, I will offer a quick review of the materials in the videos and course reader, answer any lasting questions for students who have them, and begin to discuss how students may best answer the written assignments. Further on into the semester, as the students get a hang of the written argumentation, we will also begin conducting small moot courts both online and in person (see below).

Tuesdays and Thursdays Office Hours via Zoom

In addition to -full-class meetings, students and I will meet via Zoom on Tuesdays and Thursdays as well if a student has a more individualized question to ask me one-on-one. Fifteen-minute appointment times can be reserved [here](#) by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve multiple slots. If these times do not work for you, please email me (leahlang@uga.edu) and I would be happy to schedule another time.

Friday In-Person Classes (30-person maximum)

During this time, I will offer a quick review of the materials in the videos and course reader, answer any lasting questions for students who have them. Please note that following Thanksgiving Break, all remaining class sessions take place online.

***** BEFORE attending any in-person classes, please read all the steps for safety and procedure below *****

Attendance

Given the public health guidelines to discourage large gatherings, there will be **NO** attendance requirement either for in-person on-campus or Zoom meetings for this course. Instead, all instructor-led class times (whether conducted in person or remote) will be available both synchronously via Zoom and offered as recording to be viewed at later dates.

30-person Maximum Rotation Schedule

Some of you may wish to take this course completely remotely, while others of you may wish to attend in person as often as possible. Either way is fine. To ensure as much flexibility and autonomy as possible, we will follow the in-person class rotations below.

If you are enrolled in the 11:30 pm course with me, then you are able to come to the in-person meetings every three weeks based on this schedule if your last name begins with:

A through G = Fridays, August 21st, September 11th, October 2nd, and October 23rd

ⓘ H through Ma = Fridays, August 28th, September 18th, October 9th, and November 6th

Me through Z = Fridays, September 4th, September 25th, October 16th, and November 13th

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If you are enrolled in the 12:40 pm course with me, then you are able to come to the in-person meetings every three weeks based on this schedule if your last name begins with:

A through G = Fridays, August 21st, September 11th, October 2nd, and October 23rd

H through Ma = Fridays, August 28th, September 18th, October 9th, and November 6th

Me through Z = Fridays, September 4th, September 25th, October 16th, and November 13th

Summative Assessments



Open-Note Quizzes (50%)

Students will complete surveys and quizzes through eLC that focus on key questions posed in course materials. Whereas surveys will be self-assessments (graded on whether they are completed but not the answers), quizzes will be automatically graded and count 50% of your final grade. All quizzes are open-material quizzes (meaning you **MAY** have the Course Reader open in one tab while taking the relevant Quiz in another). Late surveys or quiz submissions will not be accepted (or even reviewed for feedback). Thus it is strongly advised to work ahead of any deadlines (details in schedule below). This course is structured so that students must answer surveys before being able to move forward to the next material in the course.

Writing Assignments (50%)

Students will practice writing policy recommendations in this course. Moving beyond in the open-note quizzes, these assignments will give students the opportunity to apply the information they are learning to practice crafting a political response to real-world problems facing current political actors. To encourage growth, I will offer extensive feedback throughout the course in these assignments. Late submissions of assignments, however, will not be accepted or reviewed. Thus it is strongly advised to work ahead of each deadline.

Note on Deadlines

This course moves quickly and will be offered both face-to-face and remotely. As a result, it is especially important to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. All assignments will automatically lock on eLC after the time at which they are due, and NO late submissions will be accepted (or even reviewed).

Course Calendar for 11:30 AM Course



INTL 1100 Intro to Global Issues (Caldwell 204) - 42717

Today July 2020 Week Month /


Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	Jul 1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	Aug 1

Course Calendar for 12:40 PM Course

INTL 1100 Intro to Global Issues (Caldwell 204) - 42718

Today July 2020 Week Month /

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	Jul 1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	Aug 1



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Grading Scale

94 to 100 = A

90 to 93.99 = A-

88 to 89.99 = B+

82 to 87.99 = B

80 to 81.99 = B-

78 to 79.99 = C+

72 to 77.99 = C

70 to 71.99 = C-

60 to 69.99 = D

There is no rounding of your grade.

Late Submissions will not be Accepted or Reviewed

Additional Policies



General Respect & Participation

We will all work to be great citizens in this course. Here are just a few ways in which this will be achieved (and more may be added as we evolve in our expectations of each other):

- We will be respectful and actively engaged with each other and the ideas presented by others. Both personally and professionally, I value open discourse across the political spectrum. If at any time, you feel that myself or others are not encouraging you to express well-informed political opinions, please feel free to communicate with me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion improve (rather than detract from) the quality of the course. Active engagement is prized, but we will not tolerate discourse that means to quiet, rather than encourage, others' contributions as well.
- All students must demonstrate academic integrity in all parts of the course. Any cases of academic dishonesty will be dealt with according to the University's guidelines. Being unfamiliar with the academic honesty policy is not a reasonable explanation for a violation. The University's policy and procedures for handling cases of suspected dishonesty can be found at www.uga.edu/ovpi.

Learning Accommodation Policy

UGA is committed to the success of all learners and strives to create an inclusive and accessible course environment to ensure such success. In collaboration with the [Disability Resource Center](#), the instructor will work with students to access the accommodations and academic supports they need to excel.

As just one example, all video and audio will include captions or transcriptions. For more information, please contact the instructor directly (leahlang@uga.edu) or the Disability Resource Center at (706) 542-8719, TTY only phone (706) 542-8778, or visit their website at www.drc.uga.edu.

Federal Family Educational Rights & Privacy Act (FERPA)

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. For more detail, please visit the registrar's relevant webpage:

www.apps.reg.uga.edu/FERPA/.



Additional Resources

!UGA has resources to support students facing a variety of challenges. Please do not hesitate to contact me or 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 (The advocates at RSVP can provide student confidentiality). Please be aware that UGA faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's equal opportunity office.



Mental Health and Wellness Resources:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.