

Introduction to Global Issues

Spring 2022

INTL 1100

Department of International Affairs
University of Georgia

Instructor Morgan Barney

Class Meeting: M/W/F, MLC 213

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Office Hours: By Appointment

COURSE DESCRIPTION

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 foundational assumptions in International Affairs (international system, actors, and patterns of interactions).
- Students will be able to explain past patterns of outcomes surrounding international political events and work to predict future outcomes.
- Students will be able to apply foundational assumptions about how political patterns unfold to evaluate political issues effectively and to begin creating original policy recommendations about future solutions to these ongoing and complex issues.

READINGS & COURSE MATERIAL

All readings, lectures, and course materials will be accessible through eLearning Commons (eLC) and the online reader designed especially for this course.

ATTENDANCE

There will be many opportunities to participate throughout the semester. Participation is required but each student is allowed three absences. After the third absence, your participation grade will be reduced by one letter grade.

The attendance policy however is subject to change as we receive additional instruction from UGA as the semester progresses.

As all readings will be posted on eLC, we will use our class time for discussion and review.

Special Considerations for Covid-19:

Face coverings: Following guidance from the University System of Georgia, face coverings are recommended for all individuals while inside campus facilities.

How can I obtain the COVID-19 vaccine? University Health Center is scheduling appointments for students through the UHC Patient Portal (https://patientportal.uhs.uga.edu/login_dualauthentication.aspx). Learn more here – <https://www.uhs.uga.edu/healthtopics/covid-vaccine>. The Georgia Department of Health, pharmacy chains and local providers also offer the COVID19 vaccine at no cost to you.

To find a COVID-19 vaccination location near you, please go to: <https://georgia.gov/covid-vaccine>. In addition, the University System of Georgia has made COVID-19 vaccines available at 15 campuses statewide and you can locate one here: <https://www.usg.edu/vaccination> What do I do if I have COVID-19 symptoms? Students showing COVID-19 symptoms should self-isolate and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk-in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.

What do I do if I test positive for COVID-19? If you test positive for COVID-19 at any time, you are required to report it through the DawgCheck Test Reporting Survey. We encourage you to stay at home if you become ill or until you have excluded COVID-19 as the cause of your symptoms. UGA adheres to current Georgia Department of Public Health (DPH) quarantine and isolation guidance and requires that it be followed. Follow the instructions provided to you when you report your positive test result in DawgCheck. Guidelines for COVID-19 Quarantine Period (As of 8/1/21; follow DawgCheck or see DPH website for most up-to-date recommendations)

Students who are fully vaccinated do not need to quarantine upon exposure unless they have symptoms of COVID-19 themselves. All others should follow the Georgia Department of Public Health (DPH) recommendations: Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days. Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days.

You should report the need to quarantine on DawgCheck (<https://dawgcheck.uga.edu/>) and communicate directly with your faculty to coordinate your coursework while in quarantine. If you

need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance. Students, faculty and staff who have been in close contact with someone who has COVID-19 are no longer required to quarantine if they have been fully vaccinated against the disease and show no symptoms.

Monitoring conditions: Note that the guidance referenced in this syllabus is subject to change based on recommendations from the Georgia Department of Public Health, the University System of Georgia, or the Governor’s Office or. For the latest on UGA policy, you can visit coronavirus.uga.edu.

SYLLABUS CHANGES

The following is taken verbatim from

<https://curriculumSystems.uga.edu/curriculum/courses/syllabus>:

“The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.”

DISABILITY SERVICES

The following is taken verbatim from https://drc.uga.edu/content_page/sample-access-statements:

“If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>.”

The following is taken verbatim from

<https://online.uga.edu/documents/ugasyllabusguidelines.pdf>:

“Students with disabilities who require reasonable accommodations in order to participate in course activities or meet course requirements should contact the instructor or designate during regular office hours or by appointment.”

OFFICE HOURS

Office hours are the time that professors and teaching assistants specifically designate to meet with students for help with assignments, questions about the lecture or reading, answer questions, or just to chat. In other words, office hours are **your** time. You are encouraged to come to office hours with questions about the class, comparative politics, political science, or just to introduce yourself. Professor Clare Brock provides a more thorough description of office hours if you would like more information: <http://www.clarebrock.com/blog/office-hours>

ASSESSMENT AND GRADING

I will provide more detailed rubrics for each assignment, but generally, grades are assigned on the following basis:

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

ASSIGNMENTS

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 Modules. Each module covers a new topic, but the format of these Modules is quite similar (see below). For each Module, there will be: (1) a Course Reader, (2) an Open-Note Quiz, (3) a Policy Proposal, and (4) a Policy Brief Assignment. Below are the details about each of these components of a Module.

1. Course Reader

The first item you should see in each module is the link to a course reader for that module. There is no textbook purchased for this course. Instead, the course is part of a larger Open Access project to make course materials affordable and accessible to all.

2. Open-Note Quizzes (worth 40% of your final grade)

Students will complete one open-note quiz for each Module through eLC. These quizzes focus on key questions posed in course materials. Quizzes will count 40% toward your final grade. All quizzes are open-material quizzes (meaning you may have the Course Reader open in one tab while taking the quiz in another). Each quiz may be taken twice. For the second attempt, students can only answer the questions they had incorrect. The final points for this quiz assignment will be the average of the two quiz scores (so be aware when you choose to complete the quiz twice). All quizzes will automatically lock on eLC after the time at which they are due, and no late submissions will be accepted or even reviewed. Please do not contact the instructor with any requests for late submissions. Thus, it is strongly advised to work ahead of any deadlines (details in the schedule below).

3. Policy Proposals (worth 20% of your final grade)

Each course module spans two weeks. In the first week of most modules, students will practice understanding an issue from multiple perspectives. Working in small groups, students will submit strategic policy proposals. The content of these proposals will not be graded, but they will be used to organize the group's choices through the simulation.

For each of these, the grading scheme will be applied to the entire group. Like quizzes, these assignments will automatically lock on eLC after the time at which they are due, and no late

submissions will be accepted or even reviewed. Please do not contact the instructor with any requests for late submissions.

If a group fails to submit a proposal or submits a proposal late, each member in this group will earn a zero. If the group submits a policy proposal on time, but it fails to meet the quality standards (discussed in class), then the group will earn 50% for the assignment. If, however, the group submits a quality proposal (irrespective of the quality of the arguments), then the group will earn 100% for this assignment. It is strongly advised to work ahead of each deadline and ensure your group is prepared to submit the assignment well before the deadline. Below is the rubric for a Policy Proposal. This rubric is also attached to each Policy Proposal assignment on eLC.

4. Policy Briefs (worth 40% of your final grade)

After each module, each individual student will have an opportunity to submit a formal policy brief. These briefs will determine how the group's proposal worked or did not work to achieve their stated objectives. The format for these briefs will be discussed before the first one is due (see schedule below for more details). The content of these briefs should take into account all that was planned and negotiated throughout the module (i.e., in lectures, in preparation for the simulation, during the simulation, and in the debrief session). These briefs are graded based on the quality of the reflection and whether the brief follows the correct format as discussed in class. As with the other assignments, late submissions will be locked out of eLC and the content will not be reviewed. Please do not contact the instructor with a request for an extension, and please do work ahead of the deadlines. Below is the rubric for a Policy Brief. This rubric is also attached to each Policy Brief assignment on eLC.

USE OF LAPTOPS AND TABLETS IN CLASS

While some students find that personal laptops and tablets enhance their classroom experience, others find them to be a significant distraction (including me!). Use of laptops will be prohibited unless specified by the instructor during class discussion.

CLASS RECORDINGS

There may be instances where the lecture portion of this course is recorded under Section 504 and Title II of the ADA ACT. If you have questions or concerns, please contact the Director of the Disability Resource Center at eww@uga.edu.

Students are not allowed to share any class material, including recordings, with anyone outside of the class without the instructor's written permission

UNIVERSITY HONOR CODE AND ACADEMIC HONESTY POLICY

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: <https://honesty.uga.edu/Academic-Honesty-Policy/>. 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 the instructor.

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.

COURSE SCHEDULE

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Module One:	Welcome! (Week One)
Monday, January 10 th	Welcome & Introductions
Wednesday, January 12 th	Creating teams, learning roles, and understanding workflow
Module Two:	International Affairs and Key Actors (Week Two)
Friday, January 14 th	Module Two Course Reader Quiz Due before 11am Concepts in Global Issues: The International System, States, and Intl Organizations
Monday, January 17 th	No Class: MLK Day
Wednesday, January 19 th	Understanding the Issue: The Climate Crisis and the Republic of Kiribati

Friday, January 21 st	Simulation: Group Policy Proposals Begin
Module Two (Continued):	International Affairs and Key Actors (Week Three)
Monday, January 24 th	Module Two Policy Proposals Due before 11am Simulation: Negotiations
Wednesday, January 26 th	Simulation: Kiribati Before the United Nations Security Council
Friday, January 28 th	No Class: Instructor away at Conference
Module Three	Corporations in Space (Week 4)
Monday, January 31 st	Simulation: Debrief
Wednesday, February 2 nd	Module Two Policy Brief & Module Three Course Reader Quiz Due before 11am Concepts in International Law and Understanding the Issue: Corporations
Friday, February 4 th	Simulation: Group Policy Proposals Begin
Module Three (Continued)	Corporations in Space (Week 5)
Monday, February 7 th	Module Three Policy Proposals Due before 11 a.m. Simulation: Negotiations
Wednesday, February 9 th	Simulation: Regulating the Private Space Race
Friday, February 11 th	Simulation: Debrief
Module Four	Types of Government (Week 6)
Monday, February 14 th	Module Three Policy Brief & Module Four Course Reader Quiz Due before 11 a.m. Concepts in Global Issues: Types of Governments
Wednesday, February 16 th	Understanding the Issue: China's Expanding Power
Friday, February 18 th	Simulation: Group Policy Proposals Begun
Module Four (Continued)	Types of Government (Week 7)

Monday, February 21 st	Module Four Policy Proposals Due before 11 a.m. Simulation: Negotiations
Wednesday, February 23 rd	Simulation: What's Next for China?
Friday, February 25 th	Simulation: Debrief
Module Five	Nations in Autocracies (Week 8)
Monday, February 28 th	Module Four Policy Brief & Module Five Course Reader Quiz Due before 11 a.m. Concepts in Global Issues: Nations in Autocracies
Wednesday, March 2 nd	Understanding the Issue: The Rohingya
Friday, March 4 th	Simulation: Group Policy Proposals Begun
	Spring Break Holiday (Week 9)
Monday, March 7 th	Spring Break
Wednesday, March 9 th	Spring Break
Friday, March 9 th	Spring Break
Module Five (continued)	Nations in Autocracies (Week 10)
Monday, March 14 th	Module Five Policy Proposals Due before 11 a.m. Simulation: Negotiations
Wednesday, March 16 th	Simulation: Rights for the Rohingya in Myanmar
Friday, March 18 th	Simulation: Debrief
Module Six	Futures in International Affairs (Week 11)
Monday, March 21 st	Module Five Policy Brief Due before 11 a.m. & NO QUIZ DUE! Futures in International Affairs & Personal Statements
Wednesday, March 23 rd	Futures in IA & Global Trends: Guest Lecture
Module Seven	Nations in Democracies
Friday, March 25 rd	Module Seven Course Reader Quiz Due before 11 a.m. Nations in Democracies
Monday, March 28 th	Nigeria: Past & Present (Week 12) Module Six Personal Statement Draft Due before 11 a.m.
Wednesday, March 31 st	No Class: Instructor Away at Conference

Friday, April 1 st :	No Class: Instructor Away at Conference
Module Seven (continued)	Nations in Democracies (Week 12)
Monday, April 4 th	Module Seven Policy Proposals Due before 11 a.m. Simulation: Preparing Roles
Wednesday, April 6 th	Simulation: Ethnopolitics in Nigeria
Friday, April 8 th	Simulation: Debrief
Module Eight	State vs. State Conflict (Week 13)
Monday, April 11 th	Module Seven Policy Brief & Module Eight Course Reader Quiz Due before 11 a.m. Concepts in Global Issues: Causes of Conflict & Nuclear Weapons
Wednesday, April 13 th	Understanding the Issue: Iran's Nuclear Ambitions
Friday, April 15 th	Simulation: Group Policy Proposals Begin
Module Eight (continued)	State vs. State Conflict (Week 14)
Monday, April 18 th	Module Eight Policy Proposals Due before 11 a.m. Simulation: Negotiations
Wednesday, April 20 th	Simulation: New Iran Deal?
Friday, April 22 nd	Simulation: Debrief
Module Nine	Failing States (Week 15)
Monday April 25 th	Module Eight Policy Brief & Module Nine Course Reader Quiz Due before 11 a.m. Concepts in Global Issues: Failed States, Asylum Seeking, & Border Security
Wednesday, April 27 th	Understanding the Issue: The Northern Triangle & the U.S. Border
Friday, April 29 th	Simulation: Group Policy Proposals Begun
Module Nine (continued)	Failing States (Week 16)
Monday, May 2 nd	Module Nine Policy Proposals Due before 11 a.m. Simulation: Negotiations Simulation: New Border Initiative
Wednesday, May 4 th Reading Day	Module Nine Policy Brief Due Before 11 am