

Syllabus

INTL 1100e: Introduction to Global Issues

Asynchronous Summer Short Session I

Dr. Leah Carmichael

Your instructor for this course is Dr. Leah Carmichael. Leah Carmichael is a lecturer in the Department of International Affairs at the University of Georgia. She received her Ph.D. in International Affairs from the University of Georgia. Dr. Carmichael's research agenda focuses on food insecurity.





Class Communication: Email & Zoom Office Hours

This is an asynchronous course, meaning there are no set course meetings (either in-person or virtually). Instead, the material is provided in the Course Reader and pre-recorded lecture videos (at the bottom of each Course Reader Module). Students can work at their own pace to complete all assignments. Questions will be answered through email (leahlang([i](mailto:leahlang@uga.edu)) a.edu), or we can set up an office hours time on Zoom.

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 field of international affairs** to understand its basic structure, its foundational assumptions, and how this discipline works 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
- 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.

ArchPass & Finding the Course on ELC

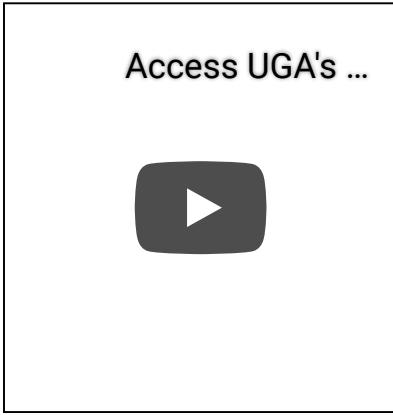
Though many of you have already enrolled in Arch Pass and taken courses through eLC, this section serves as a resource for those who have not. If you are familiar with these steps, please continue to the next section, "Navigating Our Course."

Arch Pass

Before being able to log on to eLC, you will need to enroll your device in Duo's ArchPass to ensure they can securely connect to UGA services with dual authentication. The video to the right explains how to enroll each of your electronic devices in ArchPass.







Accessing eLC & Finding Our Course

UGA's online learning platform is called eLC and it can be accessed at <https://uga.view.usg.edu/d2l/login>. Once you have logged into eLC, please follow the directions in the video to the right to search for your course, INTL 1100 Introduction to Global Issues.

Navigating Our Course Page on ELC

Click each of the videos below to learn more about our course homepage, including information about the Course Homepage, how to access the Course Content, and how the course is organized into Modules (i.e., each Module has four components: 1. Opening Thought Discussion, 2. Course Reader links*, 3. Open-Note Quiz, and 4. Writing Assignment). *There will be no textbook in the course. Instead, all material can be accessed via these Course Readers on eLC (free of charge).

Course Homepage

The homepage has links to the course content, my Twitter feed, and Announcements about deadlines during the course.





Content of the Course



Navigating the Course Content



This course is divided into seven Modules: (1) What is Intl Affairs?, (2) The International System, (3) States, (4) Nations, (5) Types of Governments, (6) Conflict, and (7) Cooperation.

Each Module is further divided into four parts. Watch this video to learn more!

Assignments & Grades

Open-Note Quizzes (50%)



As noted above, each of the Modules for this course will include an Open-Note Quiz. Each of these quizzes will focus on answers to key questions posed in the Course Reader (also included in each Module). All quizzes are open-material quizzes (meaning you MAY have the Course Reader open in one tab while taking the relevant Quiz in another). Students will complete these quizzes through eLC. Each quiz will be **automatically graded** and **count toward 50% of your final grade**. Students may **attempt each quiz two times**. The final grade will be the **average** of these two attempts. Late quiz submissions will not be accepted (or even reviewed). Thus it is strongly advised to work ahead of any deadlines.

Writing Assignments (50%)


Students will practice writing policy recommendations in this course. Moving beyond the open-note quizzes, these assignments will give students the opportunity to **apply the information they are learning** for the purpose of **crafting a political response** to the real-world problems facing current political actors. These writing assignments will be **graded using the rubric** below. For more information about the rubric, please **review the video** below as well. These writing assignments will **count toward 50% of your final grade**.

Writing Assignment Rubric

This rubric will be attached to each of the Writing Assignments in this course. Please review it here and view the video below for more details as well.





✕ Writing Assignment Rubric		Exemplary	Accomplished	Developing	Beginning 
Main Idea (60%)	The <u>first sentence</u> of your assignment presents both the problem and an original solution to it.	<ul style="list-style-type: none"> Mentions problem Includes a solution Solution is well-informed Solution is innovative 	<ul style="list-style-type: none"> Mentions problem Includes a solution Solution is well-informed 	<ul style="list-style-type: none"> Mentions problem Includes a solution 	<ul style="list-style-type: none"> Mentions a problem without proposing a solution
Structure (20%)	The rest of your assignment details the problem and presents a solution in more detail.	<ul style="list-style-type: none"> Complete sentences The structure of the argument is clear All sentences are relevant Information included is the most relevant to the issue 	<ul style="list-style-type: none"> Complete sentences The structure of the argument is clear All sentences are relevant 	<ul style="list-style-type: none"> Complete sentences The structure of the argument is clear 	<ul style="list-style-type: none"> There is little structure or sentences are incomplete
Grammar & Punctuation (10%)	Sentences use proper grammar and spelling, correct punctuation, and quotations sparingly.	<p>The assignment has:</p> <ul style="list-style-type: none"> Correct spelling Proper grammar Formal, academic language only* Avoid first or second person (e.g., I and we) 	<p>The assignment has:</p> <ul style="list-style-type: none"> Correct spelling Proper grammar Formal, academic language only 	<p>The assignment has:</p> <ul style="list-style-type: none"> Correct spelling Proper grammar 	<p>The assignment has:</p> <ul style="list-style-type: none"> Correct spelling
Sources & Citations (10%)	All information included that is not your own is hyperlinked to the original source (even if from the Course Reader)	<ul style="list-style-type: none"> Includes information from other sources Hyperlinks* relevant a keyword(s) in argument that link to original source of information Uses quotations sparingly Uses outside sources beyond the CR in support your argument 	<ul style="list-style-type: none"> Includes information from other sources Hyperlinks relevant a keyword(s) in argument that link to original source of information Uses quotations sparingly Uses outside sources beyond the CR in support your argument 	<ul style="list-style-type: none"> Includes information from other sources Hyperlinks relevant a keyword(s) in argument that link to original source of information Uses quotations sparingly Uses outside sources beyond the CR in support your argument 	<ul style="list-style-type: none"> Includes information from other sources Hyperlinks relevant a keyword(s) in argument that link to original source of information Uses quotations sparingly Uses outside sources beyond the CR in support your argument

* Correct language includes avoiding contractions (e.g. can't) and other conversation language
 ** To hyperlink, right click on a keyword in your argument and paste the web address for the source.

Note on Deadlines







Accessing Grades

All of your grades will be posted on eLC. Please review the video above under "Navigating Our Course Page" to learn more about the grade book. Final grades will be posted **before midnight on Thursday, July 10th.**

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

Please note, there is **no rounding** of your grade. Also, the **withdrawal deadline** for this course is **Thursday, June 24th**.

Additional Expectations & Resources

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):

- Both personally and professionally, I value open discourse across the political spectrum. If at any time, you feel that is not encouraging you to express well-informed political opinions, please feel free to communicate with me directly.
- 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): During regular business hours, please contact CAPS at 706-542-2273. During other times or in cases of a mental health crisis, please call UGA police at 706-542-2200. During this call, you may ask to speak to the CAPS on-call clinician.

Relationship and Sexual Violence Prevention – RSVP advocates can be contacted at 706-542-SAFE. 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 as part of their legally mandated employment requirements.

Other Mental Health and Wellness Resources: UGA has resources for a student seeking non-emergency mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>). BeWellUGA offers a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.

Return to ELC

