

INTL 1100: Introduction to Global Issues

Spring 2024 (CRN 64532)

Course Logistics	
Instructor	Dr. Leah Carmichael (she/her)
Graduate Teaching Assistant	For this course, Carrie Park will serve as our Graduate Teaching Assistant.
Peer Learning Assistants (PLAs)	This course will also have four Peer Learning Assistants (PLAs). The PLA program is a University-wide program that provides selected courses with quality students who have taken the course to serve as leaders and mentors throughout the semester. PLAs in campus courses have improved student learning and content understanding, allowing instructors to expand and adopt active learning approaches in undergraduate courses. For this course, our four PLAs will be Austin Fabritius, Hannah Kesner, Ayden Horne, and Maddy Park. Each of these PLAs is a top-notch student in International Affairs, so use them wisely throughout the semester.
Time & Place	Tues & Thursdays: 9:35 am to 10:50 am in Sanford Hall, Room 313
Email & Office Hours	If you have any questions throughout the course, please contact your instructor at leahlang@uga.edu. Please use appropriate salutations (e.g., Dear Dr. Carmichael). Also, please write the email from your UGA email account. She will check her email daily and will typically return your email within two business days (i.e., excluding weekends).
Course Description & Student Learning Outcomes	
<p>International Affairs prepares students to understand historical and contemporary global issues from multiple perspectives of political stakeholders worldwide. This course will survey some of the most impactful events unfolding today while also training students to evaluate complex issues and develop clear analytical writing styles, oral argumentation, and creative problem-solving techniques. Students will work individually and in groups throughout the semester to complete all assignments. Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none">➤ Identify key concepts and theoretical underpinnings used within the field of International Affairs➤ Evaluate historical and current global issues from a multitude of perspectives➤ Create original visual representations, oral arguments, and written policy recommendations➤ Work collaboratively in ways that constructively build upon or synthesize the contributions of others➤ Plan future strategically based on ongoing reflection on long-term objectives, world-readiness skills, and content acquisition	

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Assignments

Course Reader Assignments (20%)	<ul style="list-style-type: none">➤ Purpose: The purpose of these assignments is for students to be able to identify the main ideas from the course materials.➤ Process: At the beginning of each module, every student will be asked to review the course materials outside of class before the first class period. While reading the material (i.e., open notes), students will complete a Course Reader Assignment quiz on eLC. Please see the submission deadlines below.➤ Grading: These assignments will be graded via an analytic rubric. There are seven Course Reader assignments. As each assignment individually is worth 2.86 percent of your grade, these assignments combined are worth twenty percent of your final grade. Please work well before each deadline, as no late submissions will be accepted.
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Assignments (continued)

Policy Briefs (20%)	<ul style="list-style-type: none">➤ Purpose: Students will practice creating brief yet thorough policy briefs that analyze the key problems facing their assigned actor, evaluate the actor's previous motivations, and recommend the best future strategic choice for their assigned actor based on a cost-benefit analysis. This writing format and analysis will be extremely useful for future careers in International Affairs.➤ Assignment: During each module, every student will be asked to assume the role of a real-world actor within a political simulation exercise. These actors and the events in the simulation will be closely based on the actors and events within the course material. Once every student has chosen their role for the simulation, they will be tasked with drafting an original policy brief that analyses the information from the course material to identify key problems facing their assigned actor, to reflect on the previous actions and possible motivations of their actor, and to offer three to five strategic choices their actor can take within the simulation, highlighting the likely results of such actions, the overall cost and benefits, and finally ranking each strategy from best to worst for their actor's best interest.➤ Process: To complete this assignment, students will make a copy of a policy brief template provided, complete the relevant sections outside of class, and submit these assignments as a pdf on eLC. Please see the submission deadlines below.➤ Grading: These assignments will be graded via an analytic rubric. There are six Policy Brief assignments. As each assignment individually is worth 3.33 percent of your grade, these assignments combined are worth twenty percent of your final grade. Please work well before each deadline, as no late submissions will be accepted.
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Assignments (continued)

Converging Policy Briefs (15%)

- **Purpose:** Students will be able to work collaboratively with peers to evaluate their policy brief draft. In doing so, they will analyze areas in which ideas converge with or diverge from those of their peers, determine collaboratively which components are strongest, and ultimately generate an ideal version of the policy brief that uses the best components from each group member's original policy draft. Once the briefs are finalized, students will plan and prepare materials for the simulation (e.g., speeches, draft agreements, etc.) that are highly quality, engaging, and compelling to other actors.
- **Process:** During the second class of each module, students who have agreed to play the same roles in the political simulation exercise will work together to merge their policy briefs into an ideal form for their group's course of action during the simulation and plan their steps to prepare for the simulation. To do so, students will begin in pairs or small groups (e.g., three members), working to analyze where their ideas within their policy briefs converge with or diverge from their partner's. They will conclude which components are strongest and should be included in a group-level writing project. Next, each pair will converge with another pair or small group to determine the strongest components, consolidate ideas, and ultimately arrive at a strong group-level policy brief. Finally, groups will organize their roles and prepare their agreed-upon simulation materials outside of class to prepare for the simulation (which takes place on the third day of each module). Any work submitted will be done so via eLC. Please see the submission deadlines below.
- **Grading:** These assignments will be graded via an analytic rubric. There are five Converging assignments. As each assignment individually is worth three percent of your grade, these assignments combined are worth fifteen percent of your final grade. Please work well before each deadline, as no late submissions will be accepted.

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Assignments (continued)

Simulation Preparation & Participation (20%)	<ul style="list-style-type: none">➤ Purpose: Students will be able to work collaboratively within the simulation to effectively achieve personal goals and consider the best option for all or most other actors involved.➤ Assignment: During the third class of each module (and often part of the fourth class), students will participate in a political simulation acting within the constraints of their assigned role. To be successful in a political simulation, students should be present and actively contribute to the simulation (e.g., participate in one-on-one or group negotiations, give speeches, draft agreements, etc.). Finally, students' actions within the simulation should align with the likely actions of their real-world counterparts. Any work submitted will be done so via eLC. Please see the submission deadlines below.➤ Grading: These assignments will be graded via a holistic rubric. There are seven Simulation Preparation & Participation assignments. Please work well before each deadline, as no late submissions will be accepted.➤ Grading: These assignments will be graded via a holistic rubric. There are seven Simulation Preparation and Participation assignments. As each assignment individually is worth 2.86 percent of your grade, these assignments combined are worth twenty percent of your final grade.
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Assignments (continued)

Reflection (15%)	<ul style="list-style-type: none">➤ Purpose: Reflection assignments in this course will help students contemplate their growth in the course and the deep challenges facing people in the Arctic. In these assignments, students will be able to consider how their skills develop throughout the semester, how they contribute to small-group and class dynamics, and how the simulation compares to real-world events that unfolded in the Arctic.➤ Process: During the fourth class for each substantive module (i.e., two through seven), students will provide reflection responses either individually, in small groups, and/or as a whole class via templates. Any work submitted will be done so via eLC. Please see the submission deadlines below. Please work well before each deadline, as no late submissions will be accepted.➤ Grading: These assignments will be graded via a holistic rubric. There are five Reflection assignments. As each assignment individually is worth three percent of your grade, these assignments combined are worth fifteen percent of your final grade.
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Assignments (continued)

Future Planning Assignment (10%)	<ul style="list-style-type: none">➤ Purpose: Instead of a final examination, students will be able to integrate previous experiences, the course material, and the skills practices into a larger vision for what they wish to pursue in their future roles (career and otherwise) and what steps they need to take to realize this vision.
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- **Process:** For these assignments, students will be given prompts to consider their futures. They will then be asked to come to class to reflect and refine these visions into an actionable plan with the instructor's help and support. Students will not be graded on the content of their plan but on the effort they put forth in completing these assignments in a thoughtful and reflective manner.
- **Process:** Any work submitted will be done so via eLC. Please see the submission deadlines below. Please work well before each deadline, as no late submissions will be accepted.
- **Grading:** These assignments will be graded via a holistic rubric. There are two Future Planning assignments. As each assignment is worth five percent of your grade, both are worth ten percent of your final grade.

Grading Scale

94 to 100 = A	82 to 87.99 = B	72 to 77.99 = C	There is no rounding of your grade.
90 to 93.99 = A-	80 to 81.99 = B-	70 to 71.99 = C-	
88 to 89.99 = B+	78 to 79.99 = C+	60 to 69.99 = D	

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Additional Policies

General Respect & Participation

We will all work to be great citizens in this course. Here are just a few ways we will achieve this (and we may add more 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 you feel that anyone is not allowing you to express well-informed political opinions at any time, please feel free to communicate with me.
- 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 meant to quiet others. Instead, we will work toward discussions that seek to value all contributions.
- Professional courtesy and sensitivity are especially important when dealing with differences in race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities.
- Class rosters with the student's legal name are provided to the instructor. I am eager to address you by your preferred name and/or gender pronoun. Please advise me of this preference early in the semester so I may make appropriate changes to my records.
- 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.
- Without written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course unless the instructor has agreed via email. Students who have a recording accommodation agree in writing that they: will use the records only for personal academic use during the specific course, understand that faculty members have a copyright interest in their class lectures, and agree not to infringe on this right in any way, understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study, will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials, they will erase/delete all recordings at the end of the semester, and they understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

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Additional Policies (continued)	
Learning Accommodation Policy	
<p>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 support they need to excel. For example, all videos 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 at (706) 542-8778, or visit their website at www.drc.uga.edu.</p>	
Federal Family Educational Rights & Privacy Act (FERPA)	
<p>The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. For more details, please visit the registrar's relevant webpage: www.apps.reg.uga.edu/FERPA/.</p>	
Additional Student Resources	
<p>UGA has resources to support students facing various challenges. Please do not hesitate to contact me or these resources directly.</p> <ul style="list-style-type: none">○ 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 must report any knowledge of sexual assault/relationship violence to UGA's equal opportunity office.○ Other Mental Health and Wellness Resources: 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.	

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Module One: Welcome! International Affairs & Statehood Status	
Tuesday 1.9.24	Welcome & Overview of Intl Affairs & Course
Thursday 1.11.24	What is a Nation-State?
Tuesday 1.16.24	Dr. Carmichael at UERU conference in D.C - Class Canceled
Thursday 1.18.24	Dr. Carmichael at UERU conference in D.C - Class Canceled
Tuesday 1.23.24	Course Reader Assignment due before 9:15 AM
	Simulation - The Republic of Kiribati, Climate Change, and the Existential Threat to Statehood: What Happens Next?
Thursday 1.25.24	Simulation Prep Materials due before 9:15 AM
	Simulation on the Future of Kiribati Statehood

Module Two: Returning State Artifacts	
Tuesday 1.30.24	Course Reader Assignment due before 9:15 AM
	Overview of the Battle over Cultural Artifacts
Thursday 2.1.24	Policy Brief Assignment due before 9:15 AM
	Converging Policy Recommendations - Best Course of Action Going Forward
Tuesday 2.6.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Who Owns Culture?
Thursday 2.8.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Final Vote & Reflection

Module Three: Militarization of Outer Space	
Tuesday 2.13.24	Course Reader Assignment due before 9:15 AM
	Overview of Outer Space Law and Latest Technological Advances in Space Weapon Systems
Thurs 2.15.24	Policy Brief Assignment due before 9:15 AM
	Dr. Carmichael at Active Learning Summit - Class Canceled
Tuesday 2.20.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Preventing the Weaponizing of Space
Thursday 2.22.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Final Vote & Reflection

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Module Four: Russia's Invasion Into Ukraine

Tuesday 2.27.24	Course Reader Assignment due before 9:15 AM
	Overview of Putin's Revisionist Foreign Policy Approach
Thursday 2.29.24	Policy Brief Assignment due before 9:15 AM
	Converging Policy Recommendations - Best Course of Action Going Forward
Tuesday 3.12.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Intl Strategies in the Extended War
Thursday 3.14.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Final Vote & Reflection

Module Five: Israel-Hamas War

Tuesday 3.19.24	Course Reader Assignment due before 9:15 AM
	Overview of the History of Israel & Palestine Through the Present Day
Thursday 3.21.24	Policy Brief Assignment due before 9:15 AM
	Converging Policy Recommendations - Best Course of Action Going Forward
Tuesday 3.26.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Is Peace in Our Lifetime an Option?
Thursday 3.28.24	Simulation Prep Materials due before 9:15 AM
	Dr. Carmichael at UGA Academic Affairs Symposium - Class Canceled

Module Six: Iranian Armies of Resistance & Nuclear Program

Tuesday 4.2.24	Course Reader Assignment due before 9:15 AM
	Overview of Iran's Foreign Policy Approach
Thursday 4.4.24	Policy Brief Assignment due before 9:15 AM
	Converging Policy Recommendations - Best Course of Action Going Forward
Tuesday 4.9.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Countering Iran?
Thursday 4.11.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Final Vote & Reflection

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Module Seven: Future of the Arctic	
Tuesday 4.16.24	Course Reader Assignment due before 9:15 AM
	Overview of the Climate Impacts in the Arctic & Geostrategic Concerns Growing in the Region
Thursday 4.18.24	Policy Brief Assignment due before 9:15 AM
	Converging Policy Recommendations - Best Course of Action Going Forward
Tuesday 4.23.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Intl Methods for Addressing the Extended War
Thursday 4.25.24	Simulation Prep Materials due before 9:15 AM
	Simulation - Final Vote & Reflection

Module Eight: Future Planning	
Tuesday 4.30.24	Future Planning Assignment #1 Due
Thursday 5.2.24 10 to 11 am	Future Planning Assignment #2 Due
	Planning Your Future