



**School of Public &
International Affairs**
UNIVERSITY OF GEORGIA

INTL 1100
INTRODUCTION TO GLOBAL ISSUES

Term: Spring 2025

General Information			
Instructor	Dr. B. Bryan Barber bryan.barber@uga.edu	Graduate Teaching Assistant (TA)	Xiaohan Cui xiaohan.cui@uga.edu
Instructor's Student Hours	Wed & Fri 12:30pm – 1:30pm Candler Hall 217 Use Calendly to make appointment	TA's Student Hours	Email to make an appointment
Peer Learning Assistants (PLAs)	The PLA program is a university-wide initiative that provides selected courses with quality students who have previously completed the course to serve as leaders and mentors throughout the semester. PLAs improve student learning and content understanding, allowing instructors to expand and adopt active learning approaches in undergraduate courses. Please see this recent article to learn more. For this course, our PLAs are: <ul style="list-style-type: none">• Trinity DeLima• Iman Khan• Aaron Knapp• Michelle Ratteerree All are top-notch students in International Affairs who have completed this course with distinction. Please get to know them throughout the semester!		
Class Time	MWF 10:20am – 11:10 am	Classroom	Sanford Hall 313
Pre-Req.	There are no prerequisites for this course, as this course is designed for those who have no prior knowledge of international affairs.		

Course Description

This course uses a multidisciplinary approach, incorporating elements of history, geography, and sociology as foundational knowledge to 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 you practice comprehending, analyzing, reflecting, and even predicting the causes and the effects of key issues, all while better understanding how global affairs directly relate to you.

Student Learning Outcomes

Every aspect of this course is designed by me to help you successfully achieve the learning outcomes, even if you have no prior knowledge about international affairs. Upon completion of this course:

- You 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;
- You will be able to both explain and predict patterns of outcomes surrounding international political events;
- You 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.

Course Materials

This is a **no cost course**, meaning you are not required to purchase any books or other instructional materials. Instead, we use eLC for required reading materials as well as announcements, the course calendar, and presentations. You will also use eLC to submit assignments and to take assessments. It is essential that you monitor its content regularly.

Course Structure

The course focuses on providing an atmosphere for active learning. Specifically, it focuses on providing you with the skills you need to obtain a truly global perspective. In this class, you will play a more active role, take on greater responsibility, and ultimately internalize the role of a policymaker working in a fast-paced, collaborative setting.

Communication

Email

You are welcome to email me anytime about any issue you may be having in the class. I reply to your emails when I receive them to confirm that they got through. If I do not reply to your email within 48 hours, that means I did not receive it. Also, I am never offended by a follow-up email, so please do not hesitate!

I do have a few rules for email communication:

1. Please use proper email etiquette. Start your email “Dr. Barber,” “Dear Dr. Barber,” or “Dear Professor Barber” for initial contact. I will not answer emails that use improper salutation.
2. I often teach multiple sections of the same course, so please include the course name and either the course meeting times or course reference number (CRN) in the email.
3. If an email was sent to me *during* class by a student present, I will not respond, as this is an inappropriate use of class time and a prohibited use of electronic devices (see below). Instead, please talk with me in person before or after class, or email outside of class time.
4. For questions about group work assignments, always CC the other member(s).
5. I prefer corresponding via @uga.edu email rather than eLC email.
6. **Always ensure your question is not already addressed in this syllabus before emailing me.**

Student Hours

I do not keep “office hours”; rather, I keep “student hours,” because this time is dedicated to you! Please make a 15-minute appointment time here: <https://calendly.com/bbryanbarber/student-hours> . If you believe you will need more than 15 minutes, feel free to reserve two slots (max.). If you would like to meet at a time outside of my Student Hours, contact me and I will work with you to arrange that.

eLC

Please register for Announcement Notifications!

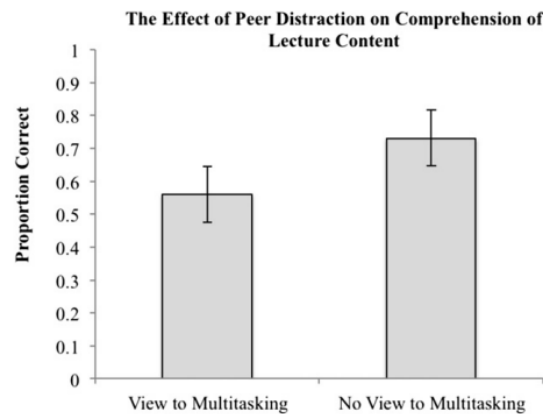
I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class eLC page. To sign up for Announcement Notifications: your name on the class eLC page > Notifications > Instant Notifications > Announcements.

Prohibited Electronic Devices

Laptops

Laptops are **not** welcome in class unless I instruct you to bring one (simulation days). Now, allow me to explain why.

A [2016 study](#) at West Point found that classes where laptops were banned performed *significantly* better than the same classes where they were permitted.¹ The same study also concluded that students with high grade point averages at the beginning of their college careers are the most susceptible to their grades declining due to the use of devices!² Other studies, such as a [2014 Princeton study](#), have demonstrated that laptop notetaking is less effective than longhand notetaking for learning.³ Even further research suggests that a multitasking laptop user in class not only hinders his/her own academic performance, but also those with a direct view of his/her screen (see the graph below)!⁴



I am committed to your academic success throughout this course (and thereafter), so given the abundance of evidence in the abovementioned studies, laptops are not welcome in class unless I instruct you to bring one. This rule can be waived only under the following circumstances:

- (1) you provide proper documentation from UGA’s Disability Resource Center (DRC), stating that the use of a laptop is required;
- (2) you come to my student hours and make a case for why you want to use a laptop during class. I may or may not approve.

It is important to me that you improve your interpersonal skills in this course, and any technology is a distraction from that. By not using laptops, the setting in this classroom allows for more engagement and participation. You will also retain more information.

¹ Carter, S.P., Greenberg, K., and Walker, M.S. 2017. “Should Professors Ban Laptops? How Classroom Computer Use Affects Student Learning.” *Education Next*, 17(4), p. 73. Access: https://www.educationnext.org/wp-content/uploads/2022/02/ednext_xvii_4_carter_etal.pdf

² Ibid.

³ Mueller, P.A., and Oppenheimer, D.M. (2014). “The Pen is Mightier Than the Keyboard: Advantages of Longhand over Laptop Note Taking.” *Psychological Science*, pp. 1-10.

⁴ Sana, F., Weston, T., and Cepeda, N.J. (2013). “Laptop Multitasking Hinders Classroom Learning for Both Users and Nearby Peers.” *Computers and Education* 62, p. 27.

Phones

Similarly, the use of phones and other electronic communication devices are not permitted in this class, unless I give you specific permission to do so. Repeated unnecessary use of such devices will negatively affect your grade, and I may ask you to leave the room and you will forfeit your ability to earn Attendance or Participation credit for that day.

All phones and other devices which make noise must be turned off or put on silent/vibrate upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices will negatively affect your grade. In such a case, I may ask you to leave the room and you will forfeit your ability to earn Attendance or Participation credit for that day.

Earbuds and Earphones

One thing I consider highly disrespectful is someone wearing earbuds or earphones (wired or wireless) during class. If you use earbuds or earphones during class, then you will *definitely* be asked to leave, and forfeit your ability to earn Attendance or Participation credit for that day.

Assessment

Reading Annotations (15%)

As a way to equip you with the necessary information to engage in class with the new module, Reading Annotations are completed at the start of each module using Perusall. For each reading, you must write at least three critical statements or questions about the reading content, and at least two responses to your peers' statements/questions, for a total of at least five comments in total. The following are some examples of critical responses you could write: (a) questioning the author's analysis or research; (b) adding a personal experience that would (in your opinion) make the statement more complete or applicable to the class; (c) pointing out how it relates to other academic material; or (d) agreeing or disagreeing with a peer and justifying why you are doing so. All posts must be your own thoughts! I want to see evidence you have thought deeply about the author's arguments and your peers' comments. **To ensure you can earn full credit, make sure your posts are personalized, unique, and with substance, and not in the poor fluff style typical of AI writing.** If I suspect one or more posts are not your own thoughts, I will request you discuss the post(s) with me individually to determine whether credit can be earned.

In a typical module schedule, your first two posts will be due on the first Monday by the class starting time, with the last three due on the first Wednesday by the class starting time. The staggered deadlines give your peers time to read and think about your earlier comments. Late attempts of reading annotations are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not contribute to the reading annotations for the entire availability period (and not just the final day, for example). Without said documentation, please do not contact me with a request for late comments. It is advised that you work well ahead of these deadlines. Contributions to the reading annotations must be completed on your own time. Reading annotations made during class, as recorded in Perusall, are an automatic zero, as this is an inappropriate use of class time.

Policy Proposals (10%)

Each module spans two weeks. In the first week, you practice understanding an issue from multiple perspectives, then, working in groups, you submit strategic Policy Proposals. These proposals are used to organize the group's choices through the simulation. For each Policy Proposal, the grading scheme is applied to all group members. No late submissions are accepted or even reviewed. Please do not contact me with any requests for late submissions.

Grading:

- 0 = the group fails to submit a proposal or attempts to submit a proposal late
- 1 = the group submits a proposal on time, but fails to meet the quality standards discussed in class
- 2 = the group submits a quality proposal (irrespective of the quality of the arguments)

While one member is submitting the proposal on behalf of the group, all members are strongly recommended to confirm that the correct document was submitted prior to the deadline. ELC allows you to look back and see the document submitted, and even resubmit if it was the wrong document, or an incomplete version. Taking a final look to reconfirm your submission is accurate is an essential step with every document you ever submit in any course! Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit your assignment late. It is strongly advised to work ahead of each deadline and ensure your group is prepared to submit the assignment well before the deadline.

Policy Briefs (40%)

After each module, you, individually, submit a formal Policy Brief with the purpose of creating recommendations for real-world actors concerning global issues these actors are facing. You must take into consideration what worked and did not work from your Policy Proposal's stated objectives. Also, you must take into consideration the reaction of other groups to your ideas, and the tenor of the simulation when crafting their Policy Brief. 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). The format for these briefs will be discussed before the first one is due (see schedule below for more details). Policy Briefs are graded using a consistent rubric available on eLC and covered in class in-depth. These briefs are mostly graded on quality and contextual awareness for the recommendations made, but also whether the brief follows the correct format as discussed in class.

You are strongly recommended to reconfirm that you submitted the correct document prior to the deadline. Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit an assignment late. If you missed the submission deadline, I am not interested in seeing a timestamp of your latest edit on the document as proof it was completed by the submission deadline. It is a *submission* deadline, not *completion* deadline.

Late submissions are not accepted unless approved documentation outlined below (under "Attendance") indicates you could not complete and upload the work for a period spanning from when the submission dropbox was made available until the deadline (typically one week). Without said documentation, please do not contact me with any requests for late submissions. As a result, it is advised that you work well ahead of these deadlines.

Group Video Project (15%)

In lieu of a final exam, you will be working in your groups to create an original, high-quality video that addresses a current global issue, bringing in analytical concepts learned throughout the course. Indeed, this video project is your *magnum opus* for this course. You will begin working on your videos roughly a month before the deadline. Further details are forthcoming during the semester.

While one member is submitting the video on behalf of the group, all members are strongly recommended to confirm that the correct document was submitted prior to the deadline. Submitting the wrong document, or an incomplete version, without double-checking does not give you permission to submit an assignment late.

Late submissions are not accepted. Please do not contact me with a request for late submissions. As a result, it is strongly advised to work ahead of each deadline and ensure your group is prepared to submit the assignment well before the deadline.

Participation (10%)

Being an active-learning course, active participation from all students is essential. The participation grade includes: (1) an evaluation of each group members' contribution to class simulations (Group Contribution in Simulation); (2) an evaluation of each student's contribution within the group (Individual Contribution in Group); and (3) an evaluation of each student's engagement with videos made by other groups in Module IX.

Attendance (10%)

Attendance is recorded in a binary 0 for absent and 1 for present for each class meeting. Students not fully engaging in classroom activities, or not present for the complete 50 minutes of the class session, cannot earn a “present” attendance grade. If you arrive late or leave class early, you cannot earn “present” for the attendance grade. If you receive an absence for a class meeting which you believe you earned “present,” notify me within 24 hours of the grade posting in eLC, else it cannot be disputed. To put this attendance grade in context, for each marked absence throughout semester, this is a loss of approximately 0.225 percent of your final grade. Note that poor attendance is also detrimental to your Participation grade and any group assessments. **If you are recorded present for less than 60 percent of class meetings throughout the semester, the attendance grade is an automatic zero.**

Out of respect to students who are habitually punctual, and to prepare everyone for the “real world,” **I make every effort to start class precisely on time.** For this course, budget extra preparation time to be present by the start time.

Absences can be excused **only** under the following circumstances, and with official documentation:

1. A university-sanctioned event (proper UGA letterhead will be needed as documentation);
2. Personal illness, when attendance in class would endanger your health or the health of others (you must provide medical documentation [a doctor’s note] specifically indicating you could not attend classes on said date);
3. There is a serious illness in your *immediate family* (defined as parents, siblings, spouse, or children) which would reasonably necessitate absence from class (you must provide medical documentation [a doctor’s note] specifically indicating you could not attend classes on said date);
4. A mandated court order by a governmental agency (with legal documentation clearly indicating your summon on the date conflicting with class);
5. Special and recognized holidays of your religion (in which case, in accordance with [UGA’s Religious Holidays Attendance Policy](#), approval of such absences can only be granted if I receive written notice from you at least one week [seven days] in advance of the religious holiday);
6. The wedding or funeral of a *close relative* (defined as abovementioned *immediate family*, plus grandparents, aunts, uncles, siblings-in-law, half-siblings, and first cousins) (requires documentation clearly indicating you cannot attend on said date).

Excusal requests for absences will not be accepted any later than one week (seven days) from when the absence took place. When possible, I greatly appreciate receiving excusal requests prior to the date in question.

Do not ask about having an absence excused without any of the aforementioned documentation which must include: (a) your first and last name and (b) the absence date(s). If you need support with the certification of the legitimacy of an absence, the Office of the Vice President for Student Affairs can produce a letter on your behalf if the reason is determined legitimate. Note that the documentation, itself, does not excuse an absence; only the instructor has the authority to excuse you from class. In the case of an excused absence, you are not marked present for the missed class session; rather, the attendance grade for the missed class session is cancelled out of the total attendance average.

Student Care and Outreach (SCO) verifies when students are experiencing extenuating circumstances that may impact their abilities to engage with classes, and notifies instructors about these circumstances, but **SCO is clear that their notification to faculty does not excuse absences.** Official documentation, as outlined above, is still necessary for excusal.

Many live without health insurance, and many who have it still cannot afford a doctor’s visit for routine illnesses. Know that if you are a full-time student at UGA, then you are paying a \$206 health fee which allows you to use the University Health Center with no out-of-pocket costs for appointments to see a doctor. Also, know that many uninsured students qualify for the new Georgia Pathways to Coverage program. Georgia Pathways offers no-cost Medicaid coverage to eligible Georgians who meet the qualifying activities threshold. *Enrollment in higher*

education is one of these qualifying activities. If you do not currently have health insurance, please visit here to learn more: <https://dch.georgia.gov/georgiapathways>.

The following are some circumstances (not exhaustive) which happen in life, some misfortunate and some laudable, but are **not** grounds for an excused absence:

- Having a flat tire or any other transport complications on the way to class;
- Missing your bus, or your bus not arriving on time, on the way to class;
- Needing to work during class time;
- Volunteering for a charitable organization;
- Personal illness, but without visiting a physician and obtaining medical documentation (see above for options);
- Taking care of a sick relative not in your *immediate family* (defined above), or a sick pet;
- Going to vote or registering to vote (if not registered in Athens, vote absentee!);
- Adverse weather conditions, such as snow or ice (absent of a university-wide cancellation of classes);
- Early travel for holidays (**including Spring Break and the final class meeting before Summer Break**).

Assessment	Percent of Final Grade
Policy Briefs (7)	40%
Group Video Project (1)	15%
Reading Annotations (8)	15%
Policy Proposals (7)	10%
Participation (9)	10%
Attendance (47)	10%
Total	100%

Grading Scale		
Grades	Percentage	Performance
Grade = A	100 - 93.00%	Excellent
Grade = A-	92.99 - 90.00%	Excellent
Grade = B+	89.99 - 87.00%	Good
Grade = B	86.99 - 83.00%	Good
Grade = B-	82.99 - 80.00%	Good

Grading Scale (cont.)		
Grades	Percentage	Performance
Grade = C+	79.99 - 77.00%	Satisfactory
Grade = C	76.99 - 73.00%	Satisfactory
Grade = C-	72.99 - 70.00%	Satisfactory
Grade = D	69.99 - 60.00%	Poor
Grade = F	59.99 - 0.00%	Fail

There is no rounding of grades beyond the **basis point** (1/100th of 1%, or 0.01%).

The above grading scheme is available so that you can keep track of your own standing in the course. If ever you want to find out, “What is my current grade in the course?” or “How much do I need to score on x in order to earn y in the course?” refer to these tables and the grades you receive in the eLC gradebook to calculate an answer for yourself.

Grade Appeals

Bottom line: faculty are human, too, and if I made a mistake in my grading, I want to make it right. If you believe you have received an inaccurate grade, please prepare a formal appeal. The appeal should consist of a typed email that identifies the problem and presents concrete reasoning to substantiate why the assignment should be re-evaluated. If the grade was for a group assessment, all group members must be CCed to the email, and individually indicate in writing their approval of the grade appeal. Note that a request for re-evaluation means that I examine

your entire work for a second time and *may* lower your grade upon closer review. **Grade appeals are not accepted any later than one week (seven days) from when the grade was returned to you.**

Mercy Day

Sometimes things happen which prevent you from completing an assignment on time or attaining the quality of work you expect of yourself. Therefore, **May 2 is Mercy Day for this course.** You are permitted to submit late any one missed assignment *or* resubmit any one assignment poorly performed, and I will (re)assess and accept it with no questions asked. Again, you are allowed only one for the entire course, and it must be submitted by Mercy Day 11:59PM. Note that Mercy Day submissions are limited to one Policy Brief or one Policy Proposal (in which case, the [re]assessment is for an individual, not group).

Extra Credit

Extra credit is not offered at any point in this course, including the end of the course after grades have been averaged. Requests for extra credit opportunities will be denied. Do your best on each assigned task.

Note on Final Grades

It is both highly unprofessional and unacceptable to negotiate grades with your professors. In the past, after submitting final grades at the end of the semester, I have experienced receiving emails from students wanting their final grades changed to reflect what the student “thinks” it should be, or what is “needed” for one objective or another, and not what was actually earned. This practice of “grade-grubbing” is unfortunately increasing across universities nationwide. Know that I do not negotiate grades. I spend a great deal of time grading student work and find it extremely disrespectful when students approach me with such an unethical proposition.

Again, your final grade is **NOT** subject to negotiation, and I will not respond kindly to grade grubbing appeals. If you have an issue with a specific grade earned, please see “Grade Appeals” above for how to address this. But, simply “needing” a better final grade in no way entitles you to one. If you plan to graduate soon, or if you need an exceptionally good grade from this course for whatever reason, the only possible way of receiving this is to work hard. The grade you *earn* is the grade you will receive. **The sole factor that matters in determining your grade is your performance in the course.** Awarding a student a better grade than the student deserves based on his or her official course performance is a violation of my professional ethics. Moreover, it is a crime deceiving your government and tax-paying fellow citizens.

Academic Honesty

Students must commit to the UGA Student Honor Code: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." A Culture of Honesty, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu/ovpi.

The minimum penalty for any type of plagiarism or cheating will be an “F” on the assignment. As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of the person. Plagiarism is one of the worst academic sins, for plagiarism destroys the trust among colleagues without which research cannot be safely communicated. Please review what the UGA Academic Honesty Policy says about plagiarism below:

Plagiarism is using another’s work as your own without correct citations. Examples include, but are not limited to:

- i. Directly quoting another’s written or spoken words without quotation marks.*
- ii. Paraphrasing without attribution.*
- iii. Presenting someone else’s original idea or theory as your own original work without attribution.*
- iv. Using statistics, images, or data without recognizing who compiled them.*
- v. Turning in work that another wrote as your own work.*

- vi. *Self-Plagiarism: Submitting an assignment for credit that has already been submitted, unless the current instructor authorizes its use prior to submission.*

The bottom line:

- *If it's not your writing, thought, creation, or composition, cite it.*
- *If it is your previous work, make sure you are allowed to use it.*
- *If you had someone create or do this work on your behalf (paid or not), then it's contract cheating.*

As an instructor dedicated to academic integrity, I pledge that I always pursue the maximum penalty within the bounds of the university's code of disciplinary measures regarding students who engage in academic dishonesty with no exceptions.

AI Policy

Be advised that any use of artificial intelligence software, or word mixing software to attempt disguising plagiarized work, is prohibited in this course. All submissions are scanned with AI detection software. Suspected unauthorized use of AI will be directly reported to the Office of Academic Honesty. I already have the unpleasant experience of reporting students who have plagiarized by using AI to pass as their original work on assignments, and seeing this do terrible damage to their academic careers (to which I take no joy whatsoever!). Also, are you aware that AI is rapidly accelerating the loss of the world's scarcest natural resource, fresh water? It is estimated that with each string of AI text prompted, approximately [16 ounces of water](#) is consumed by data centers which house these AI systems.

What about false positives on AI detectors?

There are a number of proactive measures you can take to build a case for yourself if a wrongful accusation is made against you regarding use of AI:

1. Save a pdf of all your sources and be ready to share them right away.
2. Save working versions of your drafts and be ready to share them right away.
3. Recover your document version history which shows your revisions, deletions, and additions over time.
4. Even saving just random screenshots of the paper partially written can help.
5. While I would never ask anyone to do this, sharing your browser history would certainly help defend against false positives on AI detectors.
6. Not as controversial, but would also help: you can share your UGA Library search history (it is under your name on the top right when you log in).
7. Lastly, if ever you are called in to discuss a paper due to false positives, just know that defending it should not be difficult. Given you just recently wrote the thing, no one knows the paper better than you, so be confident, if it ever came to this.

Copyright on Course Materials

All handouts used in this course, inclusive of digital materials, are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, PowerPoint slides, and in-class materials. Because these are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

Prohibition on Recording Lectures

In the absence of written authorization from the UGA Disability Resource Center, you may not make a visual or audio recording of any aspect of this course. If you have a recording accommodation, you agree in writing that you:

- Will use the records only for personal academic use during the specific course;
- Understand that faculty members have copyright interest in their class lectures and that they 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, and also that you will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials;
- Will erase/delete all recordings at the end of the semester;
- Understand that violation of these terms may subject you to discipline under the Student Code of Conduct or subject you to liability under copyright laws.

Respectful Participation

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

- We will be respectful in our language and active engagement with each other and the ideas presented by others. Both personally and professionally, I value open discourses across the political spectrum. If at any time, you feel that others or I are not encouraging you to express your political opinions, please feel free to approach me so we can make sure to allow for this.
- We will all work to ensure that our contributions to the class discussion work to 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 to contribute as well.
- If you are reading the syllabus this closely, you are a very conscientious student who deserves an extra point on your Attendance Grade (one day's credit). Send me an email between January 12 and 14 with your name and course number in the subject line and in one sentence share what is your favorite national flag, and why. Early and late submissions will not be accepted. Mums the word!
- There may be uncomfortable moments in this course as we face mistakes and hold each other and ourselves accountable. I encourage you to "call in" when mistakes (intentional or not) occur, rather than "call out" or "cancel" so that we may learn from each other.

Commitment to Diversity

This course welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality, and those who hold unpopular political views. In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs, and values expressed by fellow students, and will engage in reasoned discussion that refrains from derogatory comments about other people, culture, groups, or viewpoints.

Preferred Address

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to me with your legal names. 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 that I may make appropriate changes to my records.

Accessibility Note

If you plan to request accommodations for a disability, register **within the first two weeks of class** with the Disability Resource Center (DRC) *and then* make an appointment with me to discuss the accommodation. According to DRC accommodations cannot be retroactively applied for lapsed course work, so act promptly. DRC 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>.

Letters of Recommendation Policy

It is very important to me that students who work hard and develop in my classes succeed in future pursuits. Therefore, I am happy to write letters of recommendation for students who:

- Address me properly and interact respectfully;
- Earned good grades (B or higher) in at least one of my courses;
- Make their initial request for the letter at least two weeks prior to the deadline.

If I accept your request for a letter, please tell me precisely for what you need the letter (e.g., an internship, a graduate program, a job application, etc.). The more information I have, the better I can tailor the letter to your needs. Give me a list of due dates, websites of programs or schools, etc. Supply a statement of purpose, your résumé or vita, and a copy of any of your best papers that you may have written. Lastly, if I am writing a letter of recommendation for you, let me know the outcome of your application(s). If you do not inform me, I will not continue to write letters for you.

CLASS SCHEDULE	
Module I: Introduction	
Week 1	
Jan 6 (M)	Welcome and Introductions
Jan 8 (W)	Module I Reading Annotations due before class time Learning Roles & Understanding Workflow
Module II: International Affairs and Key Actors	
Jan 10 (F)	Concepts in Global Issues: The International System, States, & International Organizations
Week 2	
Jan 13 (M)	Module II Reading Annotations due before class time (first 2 posts) Understanding the Issue: The Climate Crisis & The Republic of Kiribati
Jan 15 (W)	Module II Reading Annotations due before class time (remaining posts) Simulation: Group Policy Proposals Begin
Jan 16 (R)	Module II Policy Proposal due before 11:59PM
Jan 17 (F)	Simulation: Negotiations
Week 3	
Jan 20 (M)	***MLK Day – No Class***
Jan 22 (W)	Simulation: Kiribati before the UN Security Council Module II Policy Brief Draft due before 11:59PM
Jan 24 (F)	Simulation: Debrief
Jan 26 (X)	Module II Policy Brief due before 11:59PM
Module III: Non-State Actors	
Week 4	
Jan 27 (M)	Module III Reading Annotations due before class time (first 2 posts)

	Concepts of International Law: Corporations in International Affairs
Jan 29 (W)	Module III Reading Annotations due before class time (remaining posts) Understanding the Issue: The Space Race
Jan 31 (F)	Simulation: Group Policy Proposals Begin
Feb 2 (X)	Module III Policy Proposal due before 11:59PM
Week 5	
Feb 3 (M)	Simulations: Negotiations
Feb 5 (W)	Simulation: Regulating the Private Space Race
Feb 7 (F)	Simulation: Debrief
Feb 9 (X)	Module III Policy Brief due before 11:59PM Round 1 Peer Assessments due before 11:59PM
Module IV: Types of Governments	
Week 6	
Feb 10 (M)	Module IV Reading Annotations due before class time (first 2 posts) Concepts in Global Issues: Types of Governments
Feb 12 (W)	Module IV Reading Annotations due before class time (remaining posts) Understanding the Issue: The Russian Federation
Feb 14 (F)	Simulation: Group Policy Proposals Begin
Feb 16 (X)	Module IV Policy Proposal due before 11:59PM
Week 7	
Feb 17 (M)	Simulation: Negotiations
Feb 19 (W)	Simulation: Can Russia and NATO peacefully coexist?
Feb 21 (F)	Simulation: Debrief
Feb 23 (X)	Module IV Policy Brief due before 11:59PM
Module V: Nations in Autocracies	
Week 8:	
Feb 24 (M)	Module V Reading Annotations due before class time (first 2 posts) Concepts in Global Issues: Nations in Autocracies
Feb 26 (W)	Module V Reading Annotations due before class time (remaining posts) Understanding the Issue: The Rohingya
Feb 28 (F)	Simulation: Group Policy Proposals Begin
Mar 2 (X)	Module V Policy Proposal due before 11:59PM
Spring Break	
Mar 3 – 7	***No Class***
Week 9:	

Mar 10 (M)	Simulation: Negotiations
Mar 12 (W)	Simulation: Rights for the Rohingya in Myanmar
Mar 14 (F)	Simulation: Debrief
Mar 16 (X)	Module V Policy Brief due before 11:59PM Round 2 Peer Assessments due before 11:59PM
Module VI: Nations in Democracies	
Week 10	
Mar 17 (M)	Module VI Reading Annotations due before class time (first 2 posts) Nations in Democracies
Mar 19 (W)	Module VI Reading Annotations due before class time (remaining posts) Nigeria: Past & Present
Mar 21 (F)	Simulation: Group Policy Proposals Begin
Mar 23 (X)	Module VI Policy Proposal due before 11:59PM
Week 11	
Mar 24 (M)	Simulation: Preparing Roles
Mar 26 (W)	Simulation: A New Constitution for Nigeria
Mar 28 (F)	Simulation: Debrief
Mar 30 (X)	Module VI Policy Brief due before 11:59PM
Module VII: State vs. State Conflict	
Week 12	
Mar 31 (M)	Module VII Reading Annotations due before class time (first 2 posts) Concepts in Global Issues: Causes of Conflict & Nuclear Weapons
Apr 2 (W)	Module VII Reading Annotations due before class time (remaining posts) Understanding the Issue: Iran's Nuclear Ambitions
Apr 4 (F)	Simulation: Group Policy Proposals Begin
Apr 6 (X)	Module VII Policy Proposal due before 11:59PM
Week 13	
Apr 7 (M)	Simulation: Negotiations
Apr 9 (W)	Simulation: New Iran Deal?
Apr 11 (F)	Simulation: Debrief
Apr 13 (X)	Module VII Policy Brief due before 11:59PM Round 3 Peer Assessments due before 11:59PM
Module VIII: Failing States	
Week 14	
Apr 14 (M)	Module VIII Reading Annotations due before class time (first 2 posts)

	Concepts in Global Issues: Failed States, Asylum Seeking, & Border Security
Apr 16 (W)	Module VIII Reading Annotations due before class time (remaining posts) Understanding the Issue: The Northern Triangle & the U.S. Border
Apr 18 (F)	Simulation: Group Policy Proposals Begin
Apr 20 (X)	Module VIII Policy Proposal due before 11:59PM
Week 15	
Apr 21 (M)	Simulation: Negotiations
Apr 23 (W)	Simulation: New Border Initiative Module IX Video Project Due before 11:59PM
Apr 25 (F)	Simulation: Debrief
Apr 27 (X)	Module VIII Policy Brief due before 11:59PM
Module IX: Video Project	
Week 16	
Apr 28 (M)	Watch & Discuss Videos
May 2 (F) 8am – 11am	Watch & Discuss Videos Round 4 Peer Assessments Due before 11:59PM Mercy Day: any one (re)submission accepted by 11:59PM

All dates and times in this syllabus and class schedule reflect the current time in Athens, Georgia (EST until 9 March, EDT thereafter). **Time-related misunderstandings are not valid justifications for absences or late submissions.**

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