

# INTL 1100 Introduction to Global Issues (Honors)

University of Georgia

Fall 2025

Tuesday – Thursday 11:10-12:25 Journalism 513

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Office Hours (in-person or Zoom):

**Wednesday 1:30-3:00 pm Sign up for scheduled office hours at least 12hs in advance at:**

<https://calendly.com/gabrielsoyer/15min>

Join Office Hours Zoom Meeting:

<https://zoom.us/j/7693439501>

Meeting ID: 769 3439 501

## 1. Goal

Globalization is a major topic today—but what does it really mean to talk about the “global”? How can we understand and study it? What kinds of relationships and experiences are part of a globalized world? Globalization is connected to power and inequality, and its effects are not the same for everyone.

In this course, we’ll look at different kinds of globalization from various places, times, and perspectives—economic, environmental, and cultural. We’ll start with basic definitions and theories. When did globalization start, and what are its key features? What ideas help us make sense of global trends? Then we’ll apply these ideas by looking at real-world examples of globalization and resistance to it.

By the end of the semester, you will have a broad understanding of how the global and the local are interconnected. Discuss major problems facing the world today, including issues related to the environment, immigration, governance and economic development.

## Requirements and assignments

All students are expected to complete the assigned readings before the class meeting for which the particular readings are assigned. This will permit students to engage in discussions.

Recommended readings are not mandatory, but the instructor often will rely on them in lectures or class discussions. All readings will be available on eLC.

**Attendance:** The mode of instruction for this course is in-person, and you are expected to attend all classes, except in the event of illness, emergency, religious observance, or unavoidable conflict related to your academic, personal, and professional responsibilities. Please remember that my primary commitment to you is care for your well-being. You may always take an excused absence for any serious and legitimate reason. If you are at all sick, please do not come

to class. If you are going to be absent, please notify me as early as possible ahead of class time via email. In the case of sudden illness or emergency, please notify me as soon as you are able after the missed class session. Attendance is integral to your participation in this course. Absences for which you do not communicate a serious and legitimate cause are considered unexcused. Unexcused absences detract from your participation grade and are not eligible for accommodations with regard to assignments or other coursework.

**Late/Missed Assignments:** Missed assignments will result in a zero without a university approved medical excuse, family emergency, or other excuse approved by the instructor. Students will be penalized for late assignments; 20% of the grade for each day late without a university-approved medical excuse, family emergency or excuse approved by the instructor. Make-up exams can be arranged with the instructor with a university-approved medical excuse or family emergency. If a student needs to take a make-up exam, they should contact the instructor not later than 48 hours after the due date.

**Participation:** Your participation is crucial and will count for 25% of your grade. Your involvement in the discussions during the class is particularly important. Participation entails asking questions during lectures, participating in class activities, sharing discussion questions with the class, responding to discussion leaders' questions, and sharing your own thoughts, perspectives, and insights. Everyone is expected to post two discussion questions on eLC by 11pm the day before our Thursday meeting. We should all feel comfortable questioning, disagreeing, or challenging ideas in a sensitive manner, using well-reasoned arguments backed by evidence. While not required, I strongly suggest that you take notes on the assigned readings as you do them and create your own summaries of the readings together with any questions. This will allow you to refer to these notes during class meetings and prepare for the final paper.

**Discussion leader:** Starting in week 2, students will be assigned a week to be a discussion leader. Your responsibilities as a discussion leader include a broad introduction, discussions questions, reflection and critique of the week's readings for Thursday meeting. You must try to connect your own critical perspective with course readings from previous weeks. This is the opportunity for you to set the agenda for the class. Your presentation should last around 25 minutes. It will count for 15% of your final grade.

**Midterm:** will consist of one or two reflection questions, count for 20% of the overall grade, and will be open book. It will be administered on eLC, and the reflection questions will be made available approximately one week before the due date. It is required to provide your own critical thinking and support your responses using readings from the syllabus. Maximum 2 pages.

**Short analytical paper:** The main assignment for this course will be the development of an 8-page analytical paper. You will be responsible for choosing a research question, engaging theoretically with the course material, and conducting a literature review. First, you will formulate a one-page summary of your research idea before proceeding to develop your essay. Your research should be motivated by a question or puzzle, frame that puzzle in relation to theory, and make an argument that is theoretically informed and grounded in empirical evidence. This assignment will count for 40% of your grade.

Formatting guidelines: Please upload only Word or pdf files to eLC. All other file formats including links to other platforms (such as Google docs) will not be accepted. Your paper should be double spaced, formatted in 12-point Times New Roman font and justified with 1-inch margins. Your paper should include parenthetical (Author YEAR) citations in the text, with page numbers for direct quotations, and a full list of references in APA format.

**Email:** Your first recourse for questions about the course is this syllabus. For questions not answered in the syllabus, please contact me. When emailing me, please use your UGA account and include the course name (INTL 1100) in the subject line. For useful email guidelines, please consult: <http://www.wikihow.com/Email-a-Professor>.

**Eating:** Please refrain from eating during class. Exceptions to this policy require my approval.

**Artificial Intelligence (AI):** Use of generative artificial intelligence-based technologies, such as ChatGPT, is prohibited for any assignments related to this course. Use of these technologies is considered unauthorized assistance in this course and therefore violates the University's academic honesty policy.

## 2. Grading Scale

A 94 to 100

A- 90 to 93.9

B+ 87 to 89.9

B 84 to 86.9

B- 80 to 83.9

C+ 77 to 79.9

C 74 to 76.9

C- 70 to 73.9

D 60 to 69.9

F 59 and below

## 3. Administrative Policy

### 4.1 Academic Honesty

The University of Georgia's "Culture of Honesty" ([http://www.uga.edu/honesty/ahpd/culture\\_honesty.htm](http://www.uga.edu/honesty/ahpd/culture_honesty.htm)) has requirements that must be met by all academic work. It is your responsibility to familiarize yourself with these requirements before beginning any academic work. Our academic dishonesty policy is straightforward: Avoid

plagiarism. You will receive a failing grade in the course if you turn in a written assignment that is (in part) not your own. Disciplinary actions that could result in your dismissal from the university could be taken.

#### **4.2 Prohibition on Recording Lectures**

In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course.

#### **4.3 Students with Disabilities**

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

#### **4.4 Resources for Mental Health and Wellness**

Contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or go to <https://sco.uga.edu> if you or someone you know needs help. By putting you in touch with the proper resources or services, they will assist you in navigating any challenging situations you might be dealing with. For students looking for crisis help or mental health services, UGA has a number of resources available at <https://www.uhs.uga.edu/bewelluga/bewelluga>. Please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE programs, classes, mentoring, and health coaching given by certified clinicians and health educators in the University Health Center if you need assistance managing stress, anxiety, relationships, etc. The UGA App gives users access to more resources.

#### **4.5 Diversity and Inclusion**

The University of Georgia is dedicated to upholding a just and courteous atmosphere for employment, residence, and education. To that end, the University forbids harassment of or discrimination against any person on campus due to race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the University Community in accordance with federal and state law, University System of Georgia policy, and University policy.

#### **Course schedule**

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

#### **WEEK 1: Getting prepared**

- **Tuesday, August 19**

Syllabus review and course overview  
Getting to you know.

- **Thursday, August 21**

Burke, Timothy. 2017. "Staying Afloat: Some Scattered Suggestions on Reading in College."

The Guardian Editorial. 2025. "The Guardian View on Global Inequality: The Rising Tide That Leaves Most Boats Behind." Opinion. *The Guardian*, July 24.

<https://www.theguardian.com/commentisfree/2025/jul/24/the-guardian-view-on-global-inequality-the-rising-tide-that-leaves-most-boats-behind>.

## **WEEK 2: Definitions**

- **Tuesday, August 26**

Lecture

- **Thursday, August 28**

Anderson, Michael R., ed. 2019. "Historical Foundations." In *Political and Economic Foundations in Global Studies*. Routledge.

### **Recommended**

Kearney, M. 1995. "The Local and the Global: The Anthropology of Globalization and Transnationalism." *Annual Review of Anthropology* 24: 547–65.

Manfred B. Steger. 2003. "Globalization: A Very Short Introduction." *Oxford University Press*. Chapter 2

## **WEEK 3: Development**

- **Tuesday, September 2**

Lecture

- **Thursday, September 4**

Holmsten, Stephanie S., ed. 2019. "Key Concepts and Processes: Development." In *Political and Economic Foundations in Global Studies*. Routledge.

### **Recommended**

Steger, Manfred B., and Paul James, eds. 2019. "Introduction: What Is Happening to Globalization?" In *Globalization Matters: Engaging the Global in Unsettled Times*. Cambridge University Press.

#### **WEEK 4: Governance**

- **Tuesday, September 9**  
Lecture
- **Thursday, September 11**

Holmsten, Stephanie S., ed. 2019. "Key Concepts and Processes: Governance." In *Political and Economic Foundations in Global Studies*. Routledge.

#### **WEEK 5: Trade**

- **Tuesday, September 16**  
Lecture
- **Thursday, September 18**

Holmsten, Stephanie S., ed. 2019. "When Weak States Win: Providing Opportunities at the WTO." 2019. In *Political and Economic Foundations in Global Studies*. Routledge.

"WTO | The History of Multilateral Trading System."

[https://www.wto.org/english/thewto\\_e/history\\_e/history\\_e.htm](https://www.wto.org/english/thewto_e/history_e/history_e.htm).

Elliott, Larry. 2024. "Dysfunction and Division Darken the WTO's 30-Year Dream of Free Trade." World News. *The Guardian*, April 7.

<https://www.theguardian.com/world/2024/apr/07/dysfunction-and-division-darken-the-wtos-30-year-dream-of-free-trade>.

#### **Recommended**

Dorn, Florian, Clemens Fuest, and Niklas Potrafke. 2022. "Trade Openness and Income Inequality: New Empirical Evidence." *Economic Inquiry* 60 (1): 202–23.

<https://doi.org/10.1111/ecin.13018>.

#### **WEEK 6: Inequality**

- **Tuesday, September 23**  
Lecture
- **Thursday, September 25**

Milanovic, Branko. 2024. "The Three Eras of Global Inequality, 1820–2020 with the Focus on the Past Thirty Years." *World Development* 177 (May): 106516. <https://doi.org/10.1016/j.worlddev.2023.106516>.

Maqueda, Antonio. 2024. "Young Spaniards Are Losing Their Ability to Accumulate Wealth." EL PAÍS English, May 15. <https://english.elpais.com/economy-and-business/2024-05-15/young-spaniards-are-losing-their-ability-to-accumulate-wealth.html>.

## **WEEK 7: Security**

- **Tuesday, September 30**  
Lecture
- **Thursday, October 2**

Anderson, Michael R., and Stephanie S. Holmsten, eds. 2019. "Key Concepts and Processes: Security." In *Political and Economic Foundations in Global Studies*. Routledge.

**Midterm due by Sunday, October 5<sup>th</sup> 11:59pm.**

## **WEEK 8: Resistances to Globalization**

- **Tuesday, October 7**  
Lecture
- **Thursday, October 9**

Teivainen, Teivo. 2002. "The World Social Forum and Global Democratisation: Learning from Porto Alegre." *Third World Quarterly* 23 (4): 621–32. <https://doi.org/10.1080/0143659022000005300>.

Evans, Peter. 2008. "Is an Alternative Globalization Possible?" *Politics & Society* 36 (2): 271–305. <https://doi.org/10.1177/0032329208316570>.

## **WEEK 9: Current global challenges**

- **Tuesday, October 14**

Lecture

- **Thursday, October 16**

Walter, Stefanie. 2021. "The Backlash Against Globalization." *Annual Review of Political Science*.: 421–42.

Mudde, Cas, and Cristobal Rovira Kaltwasser. 2017. "*Populism: A Very Short Introduction*." "Very Short Introductions. Oxford University Press. 1378915. (Chapter 1)

## **WEEK 10: Migration**

- **Tuesday, October 21**  
Lecture:
- **Thursday, October 23**

Graeber, John D. 2019. "The Causes and Consequences of International Migration: The View from Europe." In *Political and Economic Foundations in Global Studies*. Routledge.

The 3 Benefits of International Migration That Transform Economies and Societies Around the World | ONU Migración Americas." . 2025. <https://lac.iom.int/en/blogs/3-benefits-international-migration-transform-economies-and-societies-around-world>.

## **Recommended**

Caso et al. (2025). "How Economic Inequalities Shape International Migration Aspirations: A Multilevel Analysis of Perceptions and Context". *Population, Space and Place*.  
<https://onlinelibrary.wiley.com/doi/10.1002/psp.70061>.

## **WEEK 11: Political consequences of people moving in a global world**

- **Tuesday, October 28**  
Lecture
- **Thursday, October 30**

De Vries, Catherine E., David Doyle, Hector Solaz, and Katerina Tertychnaya. 2024. "The Importance of Remittance Flows." In *Money Flows: The Political Consequences of Migrant Remittances*, edited by Catherine De Vries, David Doyle, Hector Solaz, and Katerina Tertychnaya. Oxford University Press. <https://doi.org/10.1093/oso/9780192897022.003.0001>.

Scheiring, Gabor, Anne-Marie Jeannet, and David Stuckler. 2025. "'They Take Our Healthcare': Health and Attitudes towards Immigration in Europe." *Comparative Political Studies*, May 11, 00104140251342932. <https://doi.org/10.1177/00104140251342932>.



## **WEEK 12: Climate Change**

- **Tuesday, November 4**  
Lecture
- **Thursday, November 6**

Hornsey, Matthew J., Emily A. Harris, Paul G. Bain, and Kelly S. Fielding. 2016. "Meta-Analyses of the Determinants and Outcomes of Belief in Climate Change." *Nature Climate Change* 6 (6): 622–26. <https://doi.org/10.1038/nclimate2943>.

Carrasco, Jorge C. 2024. "How Climate Displacement Is Affecting Southern Brazil." EL PAÍS English, May 14. <https://english.elpais.com/climate/2024-05-14/how-climate-displacement-is-affecting-southern-brazil.html>.

## **WEEK 13: Hunger and global food system**

- **Tuesday, November 11**  
Lecture
- **Thursday, November 13**

Holt-Giménez, Eric, Annie Shattuck, Miguel Altieri, Hans Herren, and Steve Gliessman. 2012. "We Already Grow Enough Food for 10 Billion People ... and Still Can't End Hunger." *Journal of Sustainable Agriculture* 36 (6): 595–98. <https://doi.org/10.1080/10440046.2012.695331>.

"Ultra-Processed Foods May Be Linked to Early Death." 2025. April 28. BBC <https://www.bbc.com/news/articles/crm30kwv17o>.

## **WEEK 14: Global crises**

- **Tuesday, November 18**  
Lecture
- **Thursday, November 20**

Miguel, Edward, and Ahmed Mushfiq Mobarak. 2022. "The Economics of the COVID-19 Pandemic in Poor Countries." *Annual Review of Economics* 14 (Volume 14, 2022): 253–85. <https://doi.org/10.1146/annurev-economics-051520-025412>.

Reicher, Stephen, Rachel Clarke, Rafael Behr, et al. 2025. "Five Years on from the Pandemic, How Has Covid Changed Our World?" Opinion. *The Guardian*, March 1.  
<https://www.theguardian.com/commentisfree/2025/mar/01/five-years-covid-first-lockdown-lives-changed>.

**WEEK: Thanksgiving**

- **Tuesday, November 25**  
No class – thanksgiving break
- **Thursday, November 27**  
No class – thanksgiving break
- **Tuesday, December 2**

No class – final paper helpdesk

- **Friday, December 5**

**Final short-paper due on eLC at 11:59pm.**