

INTL 1100

Introduction to Global Issues

Dr. Leah Carmichael



Welcome

Analyze how identity and power guide strategic decisions and shape debates on the global stage.



Oceania

Explore how climate change challenges the very survival & sovereignty of island nations.



Europe

Examine how shifting identities and security pressures reshape a deeply interconnected region.



The Americas

Analyze how states navigate inequality, mass migration, & external intervention.



Asia

Assess how rising powers, economic interdependence, and regional rivalries shape states.



Africa

Consider how governance, resources, & historical legacies influence states' paths.



The Middle East

Explore how conflict, alliances, and political transformation drive regional instability and negotiation.



The Arctic

Evaluate how melting ice, new routes, and resource competition intensify great-power interest in the region.

Instructor & Course Logistics

Instructor:

Dr. Leah Carmichael
Senior Lecturer in Intl Affairs

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Time & Place

Tuesdays & Thursdays,
9:55 AM to 11:15 AM

Caldwell Hall 204

Course Materials

All course materials will be provided at no cost to students and can be accessed at:

[Link here](#)

Office Hours

Tuesdays and Thursdays

8:30 a.m. to 9:30 a.m by appointment

Sanford Hall 307

Institutional Competencies

Critical Thinking

To pursue & comprehensively evaluate information before accepting/establishing a conclusion, decision, or action.

Peer Learning Assistants (PLAs)

Saige Wakefield

Eva Sardon,

Erin Simmons

& Ava Mei McMahon

Student Learning Outcomes

Communication Skills

Create impactful visuals, deliver persuasive speeches, and craft sharp policy recommendations that advance your actor's goals and strategy.

Global Perspectives

Analyze global issues through multiple lenses and understand how history, culture, and power shape the choices different actors make.

Collaboration

Work as part of a strategic team—building on each other's ideas, negotiating disagreements, and producing stronger solutions together than you could alone.

Role Immersion:

Step fully into the mindset of your assigned actor—defending their interests, navigating their constraints, and making decisions.

Simulation Schedule

Goal of Simulation

Your goal in this simulation is to negotiate and adopt a treaty that addresses Oceania's urgent challenges. The win condition is simple: the treaty must pass by a majority vote and avoid any veto from the P5 members (United States, China, France, United Kingdom, Russia). Every participant plays a critical role in achieving this outcome.



Day 1: Analysis & Timeline

Before class, read the course reader—your Security Council briefing packet. In class, we'll collaboratively recall key facts, map actors and treaties, and construct a master timeline. Your team will identify leverage points where interpretations diverge and power dynamics shift. By end of day, produce a visual timeline annotated with leverage points and treaty hooks—your strategic map for the simulation.



Day 2: Shape the Narrative and Build Alliances

Your team steps into the spotlight. Move from analysis to action: draft your country's opening position, prepare for press conferences, and negotiate initial treaty clauses. Strategy meets diplomacy—your words set the tone. Journalists will press you with tough questions, so defend your stance and spin the narrative. Map allies and opponents to identify who shares your priorities.



Day 3: Shape the Treaty

Diplomacy becomes theater. Your Ambassador delivers a powerful opening speech. Then: intense negotiations and treaty drafting. Debate language, trade concessions, fight for protective clauses. Every word matters. Deliverables: draft treaty provisions and a press brief video.



Day 4: Crisis Hits—Adapt, Finalize, and Vote

A crisis scenario unfolds—cyclone forecast, leaked deal, or mining rush. Regroup fast, revise treaty language, broker last-minute compromises. Then: the roll-call vote. Will your coalition hold? Will the P5 veto? After the vote, reflect on strategy, wins, and lessons learned. Submit an individual reflection.

Roles within Each Group

Once groups are formed (sign up [here](#)), each will represent a new country in each simulation, and within these teams, each person will be assigned a specific roles to ensure a dynamic and realistic negotiation process. These roles will rotate throughout the semester, so each student can have a chance to practice each of these skills:

Ambassador

Serves as the official voice of the delegation, delivering the opening speech, articulating the country's position, and casting the final vote during the roll-call.

Conflict Attaché

Focuses on persuasion, working to win over skeptics and respectfully dismantle opposing arguments while safeguarding the nation's core interests and red lines.

Cooperative Attaché

Plays the role of bridge-builder, forging coalitions, negotiating compromises, and drafting treaty clauses that can attract broad support across diverse actors.

Journalist

Brings transparency and external perspective by conducting research, interviewing delegates, and publishing concise briefs with quotes to influence the debate and keep all parties accountable.

Together, these roles create a balanced mix of advocacy, diplomacy, and public scrutiny—essential for crafting a treaty that can withstand both political and practical challenges.



Assignments

Attendance

The daily attendance quiz will open during class and remain available for one week. Students who are present will complete it during class time. Students who are absent may complete the same quiz later in the week to document their absence and upload proof that they notified their group. There is no penalty for submitting the quiz late; the only penalty occurs if the quiz is not submitted at all. A missing quiz submission counts as an unexcused absence and contributes to the 1.5% deduction for up to ten percent of one's final grade.

10%

*Unexcused absence
worth 1.5% each*

Course Reader Assignments

A low-stakes, repeatable quiz that checks your engagement with the module's background reading. Includes brief comprehension questions and a short personal response to ensure you've previewed the facts, laws, and context before class.

20%

*Seven assignments,
each worth 2.86%*

Policy Briefs

The purpose of these assignments is for students to practice creating clear, concise, and complete policy briefs that analyze the key problems facing a given actor and recommend the best future strategic choices for their assigned actor based on a thorough cost-benefit analysis. To complete this assignment, students will make a copy of a policy brief template provided, complete the relevant sections, and submit these assignments as a pdf on eLC.

20%

*Six assignments,
each worth 3.33%*

Press Conference Assignments

Students will be able to work collaboratively to converge policy positions within their group. Some groups will be given the opportunity to present their positions to the entire class and gain feedback on them in the form of a press conference (i.e., a question and answer session). All press conference slides should be presented as an image copied directly into the Discussion thread.

20%

*Six assignments,
each worth 3.33%*

Simulation Preparation & Participation Materials

Students will negotiate resolutions to the political issues via an in-class political simulation. Documentation of simulation participation will be submitted via eLC.

20%

*Seven assignments,
each worth 2.86%*

Reflection

Students will be able to reflect on their group's overall and individual successes and challenges as well as the evolution in their position on the political issue at hand from the beginning of the module until its end.

10%

*Seven assignments,
each worth 1.43%*

Course Schedule

Module One: Oceania & Rising Currents

A region where rising seas, warming oceans, and climate-driven displacement threaten island nations.

- *Tuesday 1.13.26* - (No Assignments Due)
- *Thursday 1.15.26* - (No Assignments Due)
- *Tuesday 1.20.26* - (Module One Course Reader Assignment Due @ 9:30 am)
- *Thursday 1.22.26* - (Module One Simulation Assignment Due @ 9:30 am)
- *Tuesday 1.27.26** - (Module One Reflection Assignment Due @ 9:30 am)

Module Two: The Americas & Inequality and Intervention

A hemisphere marked by deep inequality, intensifying polarization, and escalating tensions, including U.S. intervention in Venezuela.

- *Tuesday 1.27.26** - (Module Two Course Reader Assignment Due @ 9:30 am)
- *Thursday 1.29.26* - (Module Two Policy Brief Assignment Due @ 9:30 am)
- *Tuesday 2.03.26* - (Module Two Press Conference Assignment Due @ 9:30 am)
- *Thursday 2.05.26* - (Module Two Simulation Assignment Due @ 9:30 am)
- *Tuesday 2.10.26** - (Module Two Reflection Assignment Due @ 9:30 am)

Module Three: Europe: Continent at a Crossroads

A continent reshaped by Russia's invasion of Ukraine, facing energy shocks, migration pressures, and growing political fragmentation across its institutional landscape.

- *Tuesday 2.10.26** - (Module Three Course Reader Assignment Due @ 9:30 am)
- *Thursday 2.12.26* - (Module Three Policy Brief Assignment Due @ 9:30 am)
- *Tuesday 2.17.26* - (Module Three Press Conference Assignment Due @ 9:30 am)
- *Thursday 2.19.26* - (Module Three Simulation Assignment Due @ 9:30 am)
- *Tuesday 2.24.26** - (Module Three Reflection Assignment Due @ 9:30 am)

* Dates include multiple assignment submissions

Course Schedule

Module Four: Asia: Prosperity and Power

A region where great-power rivalry, economic transformation, and territorial disputes collide.

- *Tuesday 2.24.26** – (Module Four Course Reader Assignment Due @ 9:30 am)
- *Thursday 2.26.26* – (Module Four Policy Brief Assignment Due @ 9:30 am)
- *Tuesday 3.05.26* – (Module Four Press Conference Assignment Due @ 9:30 am)
- *Thursday 3.07.26* – (Module Four Simulation Assignment Due @ 9:30 am)
- *Tuesday 3.17.26** – (Module Four Reflection Assignment Due @ 9:30 am)

Module Five: Africa: Resources and Resilience

A diverse continent where colonial legacies, governance challenges, resource pressures, and climate stress intersect to shape conflict and that offers glimpses of resilience and change.

- *Tuesday 3.17.26** – (Module Five Course Reader Assignment Due @ 9:30 am)
- *Thursday 3.19.26* – (Module Five Policy Brief Assignment Due @ 9:30 am)
- *Tuesday 3.24.26* – (Module Five Press Conference Assignment Due @ 9:30 am)
- *Thursday 3.26.26* – (Module Five Simulation Assignment Due @ 9:30 am)
- *Tuesday 3.31.26** – (Module Five Reflection Assignment Due @ 9:30 am)

Module Six: The Middle East: Regional Rivalry & Religious Divides

A region defined by protracted conflicts and competing regional power agendas.

- *Tuesday 3.31.26** – (Module Six Course Reader Assignment Due @ 9:30 am)
- *Thursday 4.02.26* – (Module Six Policy Brief Assignment Due @ 9:30 am)
- *Tuesday 4.07.26* – (Module Six Press Conference Assignment Due @ 9:30 am)
- *Thursday 4.09.26* – (Module Six Simulation Assignment Due @ 9:30 am)
- *Tuesday 4.14.26** – (Module Six Reflection Assignment Due @ 9:30 am)

Module Seven: The Arctic: The Melting Frontier

A rapidly transforming region where climate change and new strategic routes reshape global futures.

- *Tuesday 4.14.26** – (Module Seven Course Reader Assignment Due @ 9:30 am)
- *Thursday 4.16.26* – (Module Seven Policy Brief Assignment Due @ 9:30 am)
- *Tuesday 4.21.26* – (Module Seven Press Conference Assignment Due @ 9:30 am)
- *Thursday 4.23.26* – (Module Seven Simulation Assignment Due @ 9:30 am)
- *Tuesday 4.28.26* – (Module Seven Reflection Assignment Due @ 9:30 am)

Academic Integrity

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. The University's policy and procedures for handling cases of suspected dishonesty can be found at <https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited-Conduct/>

FERPA & Accessibility

The Federal Family Educational Rights and Privacy Act (FERPA) grants students certain information privacy rights. For more details, visit www.apps.reg.uga.edu/FERPA/. Learning Accommodation Policy UGA is committed to creating a universally accessible course environment. Students needing accommodations should contact Accessibility and Testing: <https://accessibility.uga.edu/register-for-services/>.

Additional Student Resources

UGA Well-being Resources

UGA Well-being Resources well-being.uga.edu promote student success by cultivating a culture that supports a more active, healthy, and engaged student community.

Students needing assistance are encouraged to contact Student Care & Outreach (SCO) at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach connects students with appropriate resources during difficult circumstances and administers the [Embark@UGA program](#), which supports students experiencing homelessness, foster care, or housing insecurity.

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place.

- University Health Center: healthcenter.uga.edu
- Counseling and Psychiatric Services: caps.uga.edu or CAPS 24/7 crisis support at 706-542-2273
- Health Promotion/ Fontaine Center: healthpromotion.uga.edu

Student Success Resources

The Office for Student Success and Achievement (OSSA) empowers students to achieve success throughout their academic journey through free peer tutoring, academic coaching, UNIV student success courses, Bulldog Basics, and first-generation student support: ossa@uga.edu.

AI & Assignment Expectations

Political writing requires students to develop an intentional tone and clearly articulate their own position—skills that come only from authentic engagement with the material. For this reason, all assignments must reflect original thought rather than AI-generated content. While AI can be useful elsewhere, this course prioritizes your ability to analyze evidence and communicate your stance with clarity and integrity. Using AI to produce assignments undermines this learning process and constitutes academic dishonesty. More details on AI policies at UGA can be found [here](#).

Fundamental Rules of Respect

- We will engage respectfully with one another and with the ideas presented in class. I welcome open political discourse as long as contributions are evidence-based and delivered with respect. If at any point you feel unable to express well-informed opinions, please communicate with me. We will work to ensure that all contributions to the class discussion improve (rather than detract from) the quality of the course.
- Class rosters list legal names; if you use a different name, please let me know early in the semester so I can update my records.

Grading Scale

There is no rounding of your grades

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