

INTL 1100: INTRODUCTION TO GLOBAL ISSUES

Spring 2026

Instructor: Solbi Kim	Time: TTR, 9:15 – 11:15 am
Email: Solbi.Kim@uga.edu	Place: Sanford Hall 309

1. Course Descriptions

Course Pages: <https://uga.view.usg.edu/d2l/home/3786650>

Student Hours: Tuesdays and Thursdays 11:30 – 12:30 pm by appointment
(You can sign up our meeting at <https://calendly.com/solbikim25/30min>).

Office: IA Building (202 Herty Dr.) Room B01

Objectives and Learning Outcomes: This course provides an introduction to contemporary issues in global politics and is intended for students with no prior background in international affairs. We will explore some of the most pressing political, environmental, and economic challenges facing the global community today. The course aims to present these issues from multiple perspectives, encouraging students to critically engage with different viewpoints and to develop informed, well-reasoned positions on potential solutions to the world's most urgent problems.

By the end of the semester, students will be able (better) to:

- Explain key global issues and the main actors on the global stage.
- Investigate the connections between local and global challenges.
- Analyze the major contemporary challenges, including those related to nationalism, human rights, global conflicts, economic development, and security.
- Compare and contrast core processes of the international system and explain how different actors approach global issues from varying perspectives.

Classroom Environment and Expectations: Throughout the semester, we will engage in discussions on complex and, at times, contentious political issues. All students are expected to maintain a respectful and inclusive learning environment. Disagreements are welcome and encouraged, but they must be expressed thoughtfully and respectfully. Although differing opinions are a vital part of meaningful dialogue, responses should focus on ideas rather than individuals. Interruptions, personal attacks, slurs, or mocking of others' views will not be tolerated. Let's work together to create a space where everyone feels comfortable sharing their perspectives. Critiques should be grounded in evidence and feedback should be provided in a constructive and supportive way that contributes to everyone's learning.

Required Textbook: There are no required textbooks for this class. However, I highly recommend reading *World Politics: Interests, Interactions, Institutions* (4th ed.) by Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019), published by W.W. Norton & Company. All articles and chapters will be made available on eLC.

2. Course Structure and Requirements

This course is designed to maximize student engagement and active participation, emphasizing collaboration, application of material, and critical thinking over traditional lectures. The structure aims to create a dynamic and inclusive learning environment that values diverse perspectives and learning styles.

Each class will include a lecture covering the theoretical and empirical background of the week's topic, alongside discussions, group activities, and case studies that encourage students to critically engage with the topic's discussion questions. These highly interactive sessions encourage students to engage deeply with the material and their peers.

Grading Policy: Syllabus Quiz (5%), Attendance (5%), Class Participation (10%), Module Quizzes (25%), Reflection Paper (15%), Group Presentation (15%), Final Exam (25%).

- **Syllabus Quiz (5%):** The quiz consists of multiple-choice questions based on the syllabus. Students will have *two* attempts per quiz, and the highest score will count toward their final grade. Late submissions will **NOT** be accepted.

The due is **1/31 (Saturday), 11:59 pm.**

- **Attendance (5%):** Regular attendance is expected in this course, as it significantly contributes to your learning experience. You are allowed up to three absences without justification. For each additional absence beyond the allowed *three*, the grade will be deducted.
 - Attendance will be taken at the beginning of each class either by calling names or through a posting submitted after completing an in-class activity. If the attendance is not recorded for any reason, it is student's responsibility to inform me immediately after class to ensure you are not marked absent.
 - Please note that you must email me in advance if you anticipate being late. Late arrivals beyond 15 minutes into the class may be treated as an absence. Also, please be aware that lateness without prior email notification may be treated as an absence. Failure to notify me after the class will also be considered an absence.
 - If you are out for a prolonged period, please get in touch with me. I also encourage you to reach out to Student Care and Outreach (sco@uga.edu) for assistance. They can contact all your professors on your behalf.
- **Class Participation (10%):** Simply showing up to class does not constitute participation. You are expected to participate actively in class and group discussions. Active participation is essential for your learning journey in this course. Class activities and assignments are designed to facilitate skill-building and critical thinking. Participation involves actively engaging in class activities such as group discussions, simulation, case studies by presenting arguments grounded in assigned readings and research, and asking insightful questions. Submissions that do not follow the instructions may not receive full credit.
- **Module Quizzes (25%):** Each module includes a quiz featuring multiple-choice and true/false questions designed to help you review key concepts and assess your understanding of the course material. Quizzes will be completed on eLC at the end of each module. Students will have *two* attempts per quiz, and the highest score will count toward their final grade.

Late submissions will **NOT** be accepted, so please make sure to check both eLC and the syllabus regularly for quiz deadlines.

- **Reflection Paper (15%):** Each student will submit a reflection paper based on course materials, including readings, lecture videos, or other required content. The paper should be a minimum of *400 words in length (excluding references)* and must be uploaded to the reflection board on

Module Quizzes	Deadline
Quiz 2	1/13 (Friday), 5 pm
Quiz 3	2/13 (Friday), 5 pm
Quiz 4	3/06 (Friday), 5 pm
Quiz 5	3/27 (Friday), 5 pm
Quiz 6	4/17 (Friday), 5 pm

eLC. Make sure to meet the word count and response requirements to receive full credit. This assignment is scheduled for submission at the midpoint of the semester and is designed to promote critical engagement with the material covered during the first half of the course.

The paper should be double-spaced, 1" margins, written in 12pt, Times New Roman font. Students may use any standard citation style, such as [APA Style](#), [Chicago Manual of Style](#), or [MLA Style](#). Please be consistent in your use of the chosen style throughout the paper. Papers that do not follow the required formatting guidelines may not receive full credit. Detailed guidance will be provided later.

The due is **2/28 (Saturday), 5 pm**.

- **Group Presentation (15%):** Starting in Module 5, students will be divided into groups of at least four members and each group will select one global issue of interest during in-class activities. Drawing on course materials, groups will examine existing policies related to the issue and then develop their own policy proposal.

In Week 15, each group will deliver a **10-minute** presentation outlining their policy recommendation. Presentations must include visual materials such as PowerPoint slides or a Canva presentation, which must be uploaded to eLC prior to the presentation.

Assessment criteria and a detailed grading rubric will be provided later in the course. In addition, students will complete a peer assessment evaluating other group presentations, which will contribute to the final presentation grade.

- **Final Exam (25%):** The final exam is designed to assess your understanding of the key concepts, theories, and topics covered throughout the course. This cumulative assessment will test your ability to synthesize course material and critically analyze global issues.

The quiz will include multiple-choice, true/false, and short-answer questions, and you will have **one** attempt to complete it. It will be administered electronically via eLC. Although this quiz will be open-note and open-book, I **HIGHLY** recommend reviewing the material in advance to perform well. Late submissions will **NOT** be accepted.

The due is **5/1 (Friday), 5 pm**.

- The overall class grade will be calculated on the following scale:

93.00–100	A	77.00–79.99	C+
90.00–92.99	A–	74.00–76.99	C
87.00–89.99	B+	70.00–73.99	C–
84.00–86.99	B	60.00–69.99	D
80.00–83.99	B–	0–59.99	F

Late Work Policy: Late work, defined as submitting assignments after the established deadline, will incur a deduction of 10% of the grade. Work submitted as makeup for an excused absence is exempt from this policy.

- Late submissions will **NOT** be accepted for the **Syllabus Quiz**, **Module Quizzes**, or the **Final Exam**. These assessments will automatically close at the scheduled deadline. Please note that issues with eLC will not be considered a valid excuse for missing any quizzes or exam.

- **Reflection Paper** submitted **after 2/28, 5 pm, but before 3/1, 5 pm (via eLC)** will be considered as late work. 10% of the grade will be deducted. No later submission can be accepted.

Re-Scheduled/Missed Works: If you are unable to complete an assignment due to a valid reason (e.g., personal health issues, starting an internship), you must email me ***at least one week*** before the deadline to discuss rescheduling options. Please be aware that contacting me after the deadline may result in the inability to accommodate a makeup assignment. Your prompt communication and cooperation are greatly appreciated.

Grading Disputes: If you wish to dispute a graded assignment, you can send me a one-page memo within one week of receiving the graded assignment. The memo should address the feedback provided on the assignment with your class and reading notes. I will carefully review the assignment and its grade, given that the memo provides a reason to do so. After regrading, you must accept the reviewed grade, even if the grade is lower than the original assignment.

Communication: I will keep you updated about the course and any changes to the syllabus through the “Announcements” board on the class eLC page.

- To register for “Announcement Notifications,” click on your name in the upper right-hand corner of the class eLC page → Notifications → Scroll down to “Instant Notifications” → Check the boxes for “Announcements.”
- You can choose to have notifications sent to you by email or text message.

If you have any questions, please email me at Solbi.Kim@uga.edu. Please do **NOT** reply to messages sent from @uga.view.usg.edu, as those emails are generated automatically, and I cannot view or respond to them.

- **Before reaching out via email, please review the syllabus and eLC modules to ensure your question has not already been answered.**
- When emailing me, please use your UGA email account and include the course number in the subject line (e.g., [INTL 1100]), so I can identify which course you’re referring to and avoid confusion with students from other classes. I will typically respond to emails within 24 hours. Before reaching out, check the syllabus to confirm that your question has not already been addressed.
- Please begin your email with an appropriate salutation, including my name (e.g., “Dear Professor Kim”), and conclude with your name. It’s best to avoid starting emails with casual phrases like “Hey”, as these are not appropriate in academic communication.
- I believe that most students are familiar with the basic principles of professional email communication, but if you need additional guidance, feel free to visit: [How to Email a Professor](#).

Important Dates:

Syllabus Quiz Due	1/31 (Saturday), 11:59 pm, eLC
Reflection Paper Due	2/28 (Saturday), 5 pm, eLC
Spring Break - No Classes	3/9–3/13 (Monday–Friday)
Withdrawal Deadline	4/9 (Thursday)
Final Exam Due	5/1 (Monday), 5 pm, eLC
Grades Due	5/11 (Friday), 12 pm

3. University Policies

Academic Honesty: Please see the UGA 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.

In addition, unless explicitly stated, artificial intelligence-based technologies, such as Chat-GPT, must not be used to generate responses for student assignments. Using such programs for any course assignments, including reflection memos, journal reflections, final essays, and in-class participation, is not allowed in this course and could result in failing this class and other undesirable outcomes.

Disclaimer: The course syllabus is a general plan for the course; changes communicated to the class by the instructor may be required.

Accommodations Due to Disability: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They 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>. See https://drc.uga.edu/content_page/sample-access-statements for additional examples.

Mental Health and Wellness Resources:

- Anyone needing assistance is encouraged to contact Student Care & Outreach (SCO) in the Division of Student Affairs at 706-542-8479 or visit sco.uga.edu. Student Care & Outreach helps students navigate difficult circumstances by connecting them with the most appropriate resources or services. They also administer the Embark@UGA program, which supports students experiencing, or who have experienced, homelessness, foster care, or housing insecurity.
- UGA provides both clinical and non-clinical options to support student well-being and mental health at any time, any place. Whether on campus or studying from home or abroad, UGA Well-being Resources are here to help.
 - Well-being Resources: <https://well-being.uga.edu>
 - Student Care and Outreach: <https://sco.uga.edu>
 - University Health Center: <https://healthcenter.uga.edu>
 - Counseling and Psychiatric Services: <https://caps.uga.edu> or CAPS 24/7 crisis support at 706-542-2273
 - Health Promotion/ Fontaine Center: <https://healthpromotion.uga.edu>
- Additional information, including free digital well-being resources, can be accessed through the UGA app or by visiting <https://well-being.uga.edu>.

The Use of AI for Coursework Policies: At UGA, the default rule for student use of AI in their coursework is that it is not permitted unless explicitly authorized by the course instructor before turning it in. In this class, in line with UGA policy, a detailed statement about using AI tools must be disclosed when you submit your assignment.

If you’re not sure where the line is between collaborating with AI and copying from AI, I recommend that you don’t have both your assignment and the AI tool open on the same device. Instead, you can just take notes in your own words while you interact with the AI tool and then use them to remember what you’ve learned and inform your work. Lastly, AI tools can be very wrong and biased, so it is your job to check the validity and usefulness of any AI result you use.

4. Course Outline

Module 1: Introduction

Week 1: Introduction

- 1/13: Introduction & Syllabus Review
- 1/15: Syllabus Quiz (No Module 1 Quiz)

Module 2: Foundations of Global Politics

Week 2: Concepts in Global Politics

- 1/20: What Shapes Global Politics?

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Introduction In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. xxiv–xxxix). W. Norton & Company.

- 1/22: Power and Hierarchy in Global Politics

Readings

- Nye Jr, J. S. (1990). The Changing Nature of World Power. *Political Science Quarterly*, 105(2), 177-192.

Week 3: Nations and Nationalism

- 1/27: Nation-state, Citizenship, and Nationalism

Readings

- Feinstein, Y. (2025, June 16). [Nation-state](#). *Encyclopedia Britannica*.

- 1/29: Understanding the Issue: Migration

Readings

- International Organization for Migration. *Key Migration Terms*
- [Meaningofmigrants.org](#).

- **Module 2 Quiz Due: 1/30 (Friday), 5 pm**

Syllabus Quiz Due: 1/31 (Saturday), 11:59 pm

Module 3: Non-State Actors and Global Governance

Week 4: Non-State Actors

- 2/3: International Organizations

Readings

- *Six Essential International Organizations You Need to Know*. (2025, March 12). CFR Education From the Council on Foreign Relations
- Colombatto, E. (2022, March 29). *Role of International Organizations*. *GIS Reports*.

- 2/5: Regional Organizations

Readings

- *The European Union: The World's Biggest Sovereignty Experiment*. (2023, February 14). CFR Education From the Council on Foreign Relations.

Week 5: Human Rights

- 2/10: International Human Rights

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Twelve: Human Rights In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 498–539). W. Norton & Company.

- 2/12: Understanding the Issue: Universality of Human Rights vs Asian Values

Readings

- Stanford Encyclopedia of Philosophy. (2024, May 31). [Human Rights](#).

- **Module 3 Quiz Due: 2/13 (Friday), 5 pm**

Module 4: Transnational Politics

Week 6: Global Conflict and Peace (I)

- 2/17: Why Are There Wars?

Readings

- Stanford Encyclopedia of Philosophy. (2016, May 3). [War](#).
- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Three: Why Are There Wars? In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 88–127). W. Norton & Company.

- 2/19: In-class Activity (Simulation of Bargaining and War)

Why some conflicts become wars and others do not? How different actors will weigh their interests and determine their interactions?

Week 7: Global Conflict and Peace (II)

- 2/24: Domestic Politics and Conflict

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Four: Domestic Politics and War In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 138–168). W. Norton & Company.

- 2/26: International Security and Conflict

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Five: International Institutions and War In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 186–235). W. Norton & Company.

Reflection Paper Due: 2/28(Saturday), 5 pm.

Week 8: Violence by Non-State Actors

- 3/3: Civil War and Terrorism

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Six: Violence by Nonstate Actors: Civil War and Terrorism In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 236–293). W. Norton & Company.

- 3/5: In-class Activity (Case Studies)

What were the main non-state actors, their goals, and the reasons they used violence? How did the government and international community respond?

- **Module 4 Quiz Due: 3/6 (Friday), 5 pm**

Week 9: Spring Break

- 3/9 – 3/13 : No Classes

Module 5: International Political Economy

Week 10: Globalization

- 3/17: Globalization of Trade

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Seven: International Trade In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 294–329). W. Norton & Company.

- 3/19: Global Trends of International Trade

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Seven: International Trade In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 330–345). W. Norton & Company.

Week 11: Global Poverty and Development

- 3/24: Causes of the Wealth and Poverty of Nations

Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Ten: Development: Causes of the Wealth and Poverty of Nations In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 424–461). W. Norton & Company.

- 3/26: Understanding the Issue: Global North and South

In what ways does inequality between the Global North and South persist today, and what historical or structural factors help explain it?

Readings

- World Bank: [World Bank Open Data](#)

- **Module 5 Quiz Due: 3/27 (Friday), 5 pm**

Module 6: Contemporary Challenges

Week 12: Contemporary Security Challenges (I)

- 3/31: Water Security

Readings

– Netflix. (2020, April 17). *Explained|World's Water Crisis*. YouTube.

- 4/2: Food Security

Readings

– Practical, G. (2008). An Introduction to the Basic Concepts of Food Security. *FAO: Rome, Italy*.
– World Food Programme. *Conflict and hunger*.

Week 13: Contemporary Security Challenges (II)

- 4/7: Cyber Security

Readings

– Mody, S. (2025, July 25). *AI Unleashed: Shaping the Future of Cyber Threats*. *CPO Magazine*

- 4/9: Group Activity (Preparing Group Presentations)

Form groups and choose one global issue.

- **Withdrawal Deadline: 4/9 (Thursday)**

Week 14: Looking Ahead

- 4/14: The Future of Global Politics

Readings

– Frieden, J. A., Lake, D. A., & Schultz, K. A. (2019). Chapter Fourteen: Challenges to the Global Order In *World Politics: Interests, Interactions, Institutions* (4th ed., pp. 584–637). W. Norton & Company.

- 4/16: Group Activity (Preparing Group Presentations)

Propose a policy solution for your chosen global issue.

- **Module 6 Quiz Due: 4/17 (Friday), 5 pm**

Week 15: Group Presentations

- 4/21: Group Presentation I
- 4/23: Group Presentation II

Week 16: Final Exam and Class Wrap-up

- 4/28: Final Exam

***Final Exam Available After Class**

Final Exam Due: 5/1(Friday), 5 pm