

INTL 1100 (E) Introduction to Global Issues
Summer Short Session I: June 4-July 1 (with July 2 for final exams)

Summer 2026

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Office Hours: Office Hours: Friday 12:30 pm – 2:00 pm and by Appointment

<https://calendly.com/gulcansaglam/office-hours>

(Fifteen-minute appointment times by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve two slots (max). If these times do not work for you, please email me and I would be happy to schedule another time.)

COURSE DESCRIPTION AND OBJECTIVES

This course introduces you to contemporary issues in global politics. It is designed for those who have no prior knowledge of international affairs. We will examine some of the most pressing, political, environmental, and economic problems currently facing the global community. The idea is to introduce the issues and discuss different points of view on them so that students can develop and articulate informed views on possible solutions to the world's most pressing problems.

The class is divided into four major sections (1) foundations and principles of global politics, (2) international cooperation and global governance, (3) global conflict and (in)security, and (4) global economy and sustainability.

Upon successful completion of this course, you should be able to:

- Identify key global issues and the main actors on the global stage.
- Discuss connections between local and global issues.
- Explain major problems facing the world today, including issues related to the environment, nationalism, human rights, security, and economic development.
- Analyze the role of key characteristics of the international system and their implications for how various actors relate to each other in global politics

We will often discuss contentious political issues, and I expect all students to treat each other – and their ideas – with respect, even when we disagree. You should discredit ideas and arguments, not people. Interruptions, slurs, or making fun of students or their views will not be tolerated. Responses should be respectful, use facts, and include complimentary language.

COURSE READINGS

There is no required textbook for this course. All readings will be available free of charge through the eLC course page or the Main Library.

ONLINE COURSE FORMAT

This course is completely online! All materials are available online through UGA's eLearning Commons (eLC) portal. The course is asynchronous; you can work on the materials on your own schedule throughout the week. The course consists of four modules, one module for every week of the four-week course. **The course's pacing is designed to help you make steady and productive progress toward the learning objectives. It's crucial to allocate sufficient time to each module as topics and skills build upon one another. Therefore, modules will adhere to a specific schedule, opening every Friday at 12:01 am and closing on the following Thursday at 11:59 pm once all related topics are covered.** Please consult the Course Schedule for details on module availability and due dates.

The first two modules consist of four topics, while the last two have three topics each. Each topic includes:

- 1- Short lecture videos;
- 2- Required readings;

You will have to complete one module a week. **The module assignments will be due by Thursday night at 11:59 pm (Eastern Standard Time).** One way to complete the course would be to focus on one topic per day across a six-day work week, beginning on Friday. For example, you could study one topic each day from Friday through Wednesday, then spend Thursday taking the quiz and contributing to the discussion board. Alternatively, if you prefer to work on weekends, you could complete two topics on Saturday and Sunday, then use the rest of the week to review, take the quiz, and participate in the discussion board. All modules will open on Fridays at 12:01 a.m. and close on Thursdays at 11:59 p.m.

You are welcome to work ahead. **To access the quiz and discussion assignments for each module, you must first complete all the content in the current module.** Once you finish the assignments for a module, the next module will become available. For example, you need to read the course syllabus in the Welcome Module to unlock Module 1. After completing all the lectures and readings in Module 1, you will gain access to the Module 1 quiz and discussion. Upon completing the Module 1 quiz and discussion, Module 2 will become accessible. You will then need to complete all the lectures and readings in Module 2 to unlock the Module 2 quiz and discussion, and so on.

Any way you want to tackle the work of the week is fine with me! As long as each module assignment is completed before the weekly deadline, you can work whenever and wherever works for you best! I'm here to help however I can. Please feel free to email me at any time (gsaglam@uga.edu). I strive to answer all emails within 24 hours.

GRADING

Your course grade is calculated from the following components:

- 10%- Three Reflection Papers
 - Reflection 1 – Due at 11:59 pm on June 5th
 - Reflection 2- Due at 11:59 pm on June 19th
 - Reflection 3 – Due at 11:59 pm on July 2nd
- 50%- Four quizzes (one for each module)- Due by Thursday at 11:59 pm (EST) each week.
- 40%- Four discussion board contributions (one for each module)- Due by Thursday at 11:59 pm (EST) each week.

~ Reflection Papers (10%) ~

Purpose: The purpose of the reflection papers is to help you become more self-aware and develop a deeper understanding of your learning process. By reflecting at key points in the course, you can assess your progress, set goals, and enhance your overall learning experience.

Task: You are required to write **three reflection papers**: one at the beginning, one in the middle, and one at the end of the semester. These papers are your opportunity to reflect on your expectations, progress, and learning journey. Each reflection should address specific questions provided by the instructor, with responses consisting of a minimum of two to three complete sentences.

Criteria:

1. **Completion:** Reflection papers will be graded based on completion. To receive full credit, you must answer every question posed in the prompt.
2. **Depth of Reflection:** Your responses should demonstrate thoughtful consideration of the questions and insights gained throughout the course. Provide detailed explanations and examples to support your reflections.
3. **Clarity and Coherence:** Your writing should be clear, well-organized, and free of grammatical errors, making it easy for the reader to follow your thoughts.
4. **Engagement:** Actively engage with the reflection process, demonstrating a genuine effort to assess your learning and set meaningful goals for improvement.

~ Module Quizzes (50%) ~

Purpose: The purpose of the module quizzes is to assess your comprehension of the material covered in each module and provide you with an opportunity to reinforce your learning.

Task: At the end of each module, you will complete a short multiple-choice quiz consisting of around 20 questions. These quizzes will be available on eLC and graded automatically. To prepare for the quizzes, it is essential to engage with the required readings, short videos, and longer slide sets provided for each module's topics. The quizzes are open note and open book, allowing you to refer to your materials while answering the questions.

Criteria:

1. **Number of Attempts:** Each module quiz allows for **two attempts**, giving you the opportunity to improve your score. **Your final quiz grade will be the average of both attempts.** For example, if you score an 80 on your first attempt and a 90 on your second, your recorded quiz grade will be 85. **Important:** If you open a quiz and exit without answering any questions, it will still count as an attempt and be recorded as a zero.
2. **Preparation:** Ensure that you have thoroughly reviewed the course materials before attempting the quizzes to maximize your chances of success.
3. **Deadline Adherence:** Quizzes must be completed by the deadlines specified in the schedule. Late submissions will not be accepted, so it is crucial to manage your time effectively and start working on them well in advance.
4. **Learning from Feedback:** Use the feedback from your initial quiz attempt to identify areas for improvement and adjust your study strategies accordingly for your second attempt.

~ Discussion Board Contributions (40%) -

Purpose: The discussion board serves as a platform for engaging with course topics, fostering dialogue, and exploring diverse perspectives. Through thoughtful responses and interactions, students deepen their understanding of the material and develop critical thinking skills.

Task: For each module, students are required to contribute a minimum of one thoughtful response, consisting of at least 400 words, to the discussion board question provided by the instructor. Responses must reference course materials and be grounded in assigned readings, lecture videos, and any required audio or video content. Additionally, students must engage with their peers by responding to at least one classmate's post per module discussion with a minimum 150 words.

Criteria:

1. **Content:** Responses should demonstrate a comprehensive understanding of the topic and engage with course materials effectively. Students are expected to provide well-supported arguments and incorporate relevant citations where necessary.
2. **Interaction:** Active participation in discussions is essential. Students should engage with their peers respectfully, offering constructive feedback and promoting further conversation.
3. **Format and Citations:** Responses must be typed directly into the provided dialogue box on the discussion board. Proper citation of sources, excluding lecture videos, is required. Students are encouraged to use any citation format they are familiar with, ensuring accuracy and consistency throughout their submissions.

A rubric outlining specific grading criteria is available on eLC for reference.

~ Grading Scale ~

A	94 – 100 points		C	73 – 76.99 points
A-	90 – 93.99 points		C-	70 – 72.99 points

B+	87 – 89.99 points		D+	67 – 69.99 points
B	83 – 86.99 points		D	63 – 66.99 points
B-	80 – 82.99 points		D-	60 – 62.99 points
C+	77 – 79.99 points		F	59 and below

COURSE POLICIES

~ Communication and Email ~

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 – students in the past have suggested that email is better as the content is incomplete in a text message.

I can respond quickly and effectively to your emails if you clearly identify some important information in your emails. Here is what helps:

- * ***Before you email me, please check the syllabus, welcome module, and the announcements page of the ELC site to be sure that your question has not been previously addressed.*** ELC problems are no excuse for having missed quizzes or announcements!
- * Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.

~ Accessing Course ~

Course materials will be hosted primarily on eLC, though I will make use of other online tools for the purpose of communicating with you. And precisely because of the online nature of this course, I’d issue the following warning message: If you are traveling, make sure that you have sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

Please note that you’re responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). As a best practice, please submit your work well before the deadlines as technical problems do arise.

~ Late Quiz/Discussion Board Submissions ~

This course is completely asynchronous, meaning that you can work at your own pace throughout each week. This should help you manage the course materials and avoid any missed due dates. If you miss a due date for a quiz or discussion board, I will allow all students one “freebie” or late submission request (where you will still have to complete the assignment late). Please simply email me (gsaglam@uga.edu). Grades are due immediately after the course is over; late or missing assignments at this time may cause difficulties in grade reporting.

As a standard practice, **any late submission requests must be made before the set deadline**. This allows for adequate time to review individual circumstances and make proper accommodations where possible. I will be unable to accommodate late submission requests once a deadline has passed.

Please understand that adhering to deadlines is crucial for maintaining a fair and consistent evaluation process. It also ensures that all students have equal opportunities to demonstrate their understanding of the subject matter and receive timely feedback.

Beyond the one free late submission request, please refer to the UGA class attendance policy: [4.06 Class Attendance- Provost's Office- University of Georgia \(uga.edu\)](#)

~ Contested Grades ~

Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come prepared with (1) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within one week of the date the assignment/exam was returned. I shall re-evaluate your work and assign a “new” grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.

~ Accommodations for Students with Disabilities ~

UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit www.drc.uga.edu) and should make an appointment to see me with their appropriate paperwork from the DRC within the first two weeks of classes.

~ Netiquette and Policy on Disruptive Behavior ~

I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

~ Policy on academic dishonesty ~

I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, “A Culture of Honesty,” and the Student Honor Code. All academic work must meet the standards described in “[A Culture of Honesty](#)”. Lack of

knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Make sure that you understand how to avoid charges of academic dishonesty.

~ AI Tools Usage Policy ~

Artificial Intelligence

I encourage you to use AI tools to explore the field and help you study. However, you must take full responsibility for any AI-generated materials you incorporate in your course assignments. Information must be verified, ideas must still be attributed, and facts must be true. You **may not** use AI to complete your discussion posts.

~ 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. Students who have a recording accommodation agree in writing that they:

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

~ Mental Health and Wellness Resources ~

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
 - If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
 - Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours)

- After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- Relationship and Sexual Violence Prevention – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA’s Equal Opportunity Office. The advocates at RSVP can provide student confidentially).

This syllabus provides a general plan for the course, and deviations may be necessary.

COURSE SCHEDULE

Module 1: Foundations and Principles of Global Politics: What Shapes Our World? (Opens on June 4th, at 12:01 am.)

Topic 1: The Westphalian State System

- Lectures
 - Global Politics and Global Issues
 - Global Actors
 - State Sovereignty and Westphalia
 - Anarchy and Collective Action
 - Hot spot: Sovereignty and the Fires in the Amazon
- Readings
 - Tanks, Sanctions, and Separatists: The Various Challenges to Sovereignty
- Additional Material – Lecture slides

Topic 2: Power and Hierarchy in Global Politics

- Lectures
 - Imperialism
 - The Age of Exploration
 - Industrialization and Imperialism
 - Decolonization
- Readings
 - Stuart Hall. The West and the Rest
 - Hot spot: United West, divided from the rest: Global public opinion one year into Russia’s war on Ukraine
- Additional Material – Lecture slides

Topic 3: Nations and Nationalism

- Lectures
 - Nation and Nationalism
 - Hot spot: How a new brand of Hindu extremism is going global
 - Hot spot: Modi’s India
- Readings
 - What is causing the rise of today’s global far right?
 - Human Rights Watch – Indian Citizenship Report

- Additional Material – Lecture slides

Topic 4: Nation-state, Citizenship, and Migration: Who Belongs?

- Lectures
 - How are nationality, citizenship, and immigration connected?
 - How do we use others to shape our own national identities?
 - Refugees vs Asylum Seekers vs Migrants
 - Human Trafficking vs Slavery
 - Hot spot: Media bias – Who gets to be a refugee deserving our sympathy and protection?
- Readings
 - Modern day slavery – Full Episode
 - UNHCR – Figures at a glance 2022
- Additional Material – Lecture slides

Module 1 Assignments – Due June 11th at 11:59 pm.

- Module 1 Discussion
- Module 1 Quiz

Module 2: International Cooperation and Global Governance (Opens on June 12th, at 12:01 am)

Topic 5: International Organizations- The United Nations

- Lectures
 - Intergovernmental Organizations
 - The League of Nations
 - The UN
 - UN Principal Organs
 - The UN Veto Power Discussion
 - UN Peacekeeping
- Readings
 - CFR – The UN at 75: How to make it relevant again
- Additional Material – Lecture slides

Topic 6: Regional Organizations- The European Union

- Lectures
 - The history of the EU
 - The European Union
 - The European Union Explained
 - EU Law making: The Ordinary Legislative Procedure
 - Deepening and widening
- Readings
 - The EU: The world's biggest sovereignty experiment
- Additional Material – Lecture slides

Topic 7: Transnational Actors

- Lectures
 - Nongovernmental Organizations
 - Multinational Corporations
 - Hot spot: Protests in France
- Readings
 - Who is more powerful: states or corporations?
 - The global crackdown on civil society organizations
- Additional Material – Lecture slides

Topic 8: International Law and Human Rights

- Lectures
 - International Law: Principles and Sources
 - Human Rights
 - HR Enforcement
 - The International Criminal Court
- Readings
 - Hot spot: The roadblocks to holding Putin and his high command accountable for war crimes in Ukraine
- Additional Material – Lecture slides

Module 2 Assignments – Due June 18th at 11:59 pm.

- Module 2 Discussion
- Module 2 Quiz

Module 3: Global Conflict and (In)Security (Opens on June 19th, at 12:01 am)

Topic 9: International Security and Conflict

- Lectures
 - Whose security? (State vs human security)
 - Interstate Conflict
 - Conventional military strategies: Defense vs Deterrence
 - Nuclear proliferation
 - Nuclear deterrence
- Readings
 - Hot spot: Ukraine – Conflict at the Crossroads of Europe and Russia
 - 10 conflicts to watch in 2024
- Additional Material – Lecture slides

Topic 10: Violence by Non-State Actors and Asymmetric Warfare

- Lectures
 - Conventional vs asymmetric warfare
 - Terrorism
 - Guerilla warfare

- Hot spot: What's happening in Sudan?
- Readings
 - Intrastate conflict
- Additional Material – Lecture slides

Topic 11: Contemporary Security Challenges

- Lectures
 - Climate change and global security
 - Water security
 - Food security
 - Cyber security
 - Hot spot:
- Readings
 - Human insecurity: Understanding international migration from a human security perspective
- Additional Material – Lecture slides

Module 3 Assignments – Due June 25th at 11:59 pm.

- Module 3 Discussion
- Module 3 Quiz

Module 4: Global Economy and Sustainability (Opens on June 26th, at 12:01 am)

Topic 12: Globalization of Trade

- Lectures
 - Globalization of Trade
 - Why trade? Absolute vs comparative advantages
 - How the world is restructuring trade without the US
 - Hotspot: The US-China Trade War
- Readings
 - Gulcan Saglam and Charles Hankla – Politics, Economics, and Trade
 - What happened when China joined the WTO?
- Additional Material – Lecture slides

Topic 13: Global Poverty and Development

- Lectures
 - Absolute poverty
 - Relative poverty
 - New ways of looking at poverty
 - What is global development?
 - How has technology increased human development?
 - Foreign aid
- Readings
 - The foreign aid paradox

- Understanding the last fifty years of global development
- Additional Material – Lecture slides

Topic 14: Sustainability and Climate Change

- Lectures
 - Who is responsible for climate change and who needs to fix it
 - Why have politicians failed to tackle climate change?
 - What is the tragedy of the commons?
 - Sustainable development goals
- Readings
 - The Paris Agreement
 - Cassidy – Can we have prosperity without growth?
 - Hot spot: How can AI combat climate change?
- Additional Material – Lecture slides

Module 4 Assignments – Due July 2nd at 11:59 pm.

- Module 4 Discussion
- Module 4 Quiz