



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

INTL 1100

Introduction to Global Issues

Term: Fall 2026

Instructor: Carrie (Ha Eun) Park

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Class Schedule: Tuesday/Thursday 2:55-4:15

Course Description and Objectives

This is an introductory undergraduate course designed to introduce contemporary issues in international relations/global politics. It is intended for undergraduate students without prior background in international relations. Throughout the course, we will explore important political, economic, security, and social issues we face in today's international affairs. Through simulations, we introduce different issues and discuss diverse perspectives concerning these issues to practice a problem-solving approach in international issues to show how international and comparative analyses contribute to foster a better understanding of these issues.

By the end of this course, students should be (better) able to:

- Identifying and explaining key global issues and main actors
- Making a connection between local (governmental) and global issues
- Critically analyzing major contemporary issues/challenges, which include those related to politics, economy, security, and societal
- Comparing key processes of the international system and explaining diverse actors various approaches to global issues

Student Learning Outcomes

INTL 1100 fulfills an Area V requirement in the university's General Education Core Curriculum. The student learning outcomes for this course are:

- By the end of this course, students will be able to recall key concepts in international affairs (e.g., the international system, actors in the international system, the principles of sovereignty and anarchy).
- By the end of this course, students will be able to identify the characteristics of various political systems.
- By the end of this course, students will be able to explain the major theoretical approaches and models used within international relations and comparative politics.
- By the end of this course, students will be able to describe the causes and effects of historical and contemporary global events.
- By the end of this course, students will be able to recognize quality sources of data.
- By the end of this course, students will be able to articulate opinions on certain global issues.
- By the end of this course, students will be able to express opinions on certain global issues using formal writing language and structure.

- By the end of this course, students will be able to identify the key components of social science research.

Course Materials

This is a no cost course, which means that students are not required to purchase books or other instructional materials. All of necessary materials will be accessible either from UGA library or online. If they cannot be, they can be found on the eLearningCommons page for this course.

Course Format

On contrary to the traditional lecture style, this class is led by students' discussions and active engagement. By doing so, this course emphasizes fostering student's ability to think critically, collaborate with others, conduct brief research, and apply researched materials.

Grading

Your grade will be calculated according to the completion of the following components:

- 5% - Attendance
- 10% - Course Participation
- 70% - Module Assignments
 - 15% - Comprehension Quizzes
 - 20% - Policy Briefs
 - 20% - Presentations
 - 15% - Discussion Board (Reflection)
- 15% - Map Test

Attendance

Since student's participation is a key component of this course, regular attendance and active participation are expected. Thus, I allot five percent of the grade for attending every class. I will take attendance every class but I know life happens and people can get sick. While an email/notification in advance would be appreciated, you are allowed to have **up to 2 unexcused absences**. Beyond them, any unexcused absence will affect your grade. Since this course emphasizes student's active participation, any unexcused tardiness beyond 15 minutes into a class may be considered as an absence.

Excused absences are considered only upon receiving one of the following: an official UGA excuse, a medical note, or a student-athlete responsibility. Documentation is required for all of these absences. For more information, please refer to: <https://policy.uga.edu/policies#/programs/SJTFnNAUp?bc=true&bcCurrent=Attendance%20Policy&bcGroup=University%20Standards&bcItemType=programs>.

Course Participation

Ten percent is allotted for actively participating throughout the course. These points are allotted to ensure students prepare for each class and actively participate. **Attendance will not guarantee course participation credit**. For the time students are present in classes, they are expected to actively engage and participate. In each class, you will be given full (10%), partial (in-between range, dependent on the degree of participation), or no credit (0%) for your participation and

contribution. If students do not participate in-class activities nor provide a single comment or provide an off-topic comment during the class, partial or no credit will be allotted.

Module Assignment: Comprehension Quizzes

Throughout the course, we will conduct **seven modules**. In the second class of each module, to assure that students do their readings and gain a general understanding of the issue, there will be an in-class module quiz. It is a short quiz composed of multiple-choice questions and few short answer questions that inquires student's comprehension of the module topic. If students are absent on the day of quiz, it is student's responsibility to email me and make up the quiz. All seven module quizzes will add up to **twenty percent** of your final grade.

Module Assignment: Policy Briefs

In prior to the module simulation, all students will be assigned different roles/actors. According to their assigned position, they have to write a policy brief that **1) critically analyze the assigned key issue of the module 2) evaluate their representative actor's motivation and interests 3) recommendation to address the key problem**. This exercise will not only help an instructor to understand your understanding of the topics we discuss in the course but also develop your critical analysis skills, which can be of great help in your future careers. Each policy brief has to be at least 500 words and it has to be **submitted on eLearningCommons by 9 p.m. the night before** we conduct a module simulation. If for some reason, students cannot submit it by the deadline, it is their responsibility to notify an instructor in advance. Late submission will be penalized by deducting their grade by one letter grade. All seven policy briefs will add up to **fifteen** percent of your final grade.

Module Assignment: Presentations

As a part of each module simulation, students are asked to present their position as an assigned actor. While this assignment is connected to policy brief assignment, it will be evaluated separately since this assignment assess a different set of skills. Policy brief focuses on student's ability to critically analyze their argumentation while presentation emphasizes their ability to communicate their ideas effectively in a professional, persuasive, and engaging manner. These two skills are critical for students' future, no matter what field of study they pursue. While students will still be judged on their substance of the argument, their presentation qualities will be of great significance for this assignment. This assignment will account for **twenty** percent of your final grade and students **may drop their lowest presentation score**.

Module Discussion Board

For each module we do, I create a discussion board on eLearningCommons to foster engagement among students in accordance to the module topic and exploration of diverse perspectives. Through this interaction, I hope to deepen students understanding and strengthen their critical thinking ability. For each module, students are expected to:

- Submit **one thoughtful response** that reference course materials (readings, videos, lectures) and write at least 300 words (excluding citation) response to the discussion board question. This assignment is **due at noon (12:00 p.m.) two days after the last day of module simulation**.
- Respond to at least **two classmate's** (who was not in your module simulation team) **post** to promote meaningful and interactive dialogue of at least 150 words (excluding

citation). As emphasized earlier, while students are encouraged to share their perspectives, please do not be harshly critical or crude. This assignment is **due by 6 p.m. four days after the last day of module simulation**. Together, they will comprise **fifteen** percent of your final grade.

Map Test

To better understand reasons for different actors diverging interests concerning module topic, this course tests your geographical knowledge. At the end of the semester, students will take a map test asking them to identify geographical location of **at least twenty states** we review in seven modules. When identifying each state, students are to briefly explain how these states' geopolitical location might or might not have affected the module topics we have studied throughout the course. If students are absent on the day of the test, it is student's responsibility to email me and schedule a make-up test. This map test will comprise **fifteen** percent of your final grade.

Grading Scale

Your final grade will be calculated on the following scale:

A: 94-100	B+: 87-89. $\bar{9}$	C+: 77-79. $\bar{9}$	D+: 67-69. $\bar{9}$
A-: 90-93. $\bar{9}$	B: 84-87. $\bar{9}$	C: 74-77. $\bar{9}$	D: 64-67. $\bar{9}$
	B-: 80-83. $\bar{9}$	C-: 70-73. $\bar{9}$	D-: 60-63. $\bar{9}$
			F: 59. $\bar{9}$ -0

There will not be a rounding of grades beyond the basis point.

Useful Information and University Policies

Make-up Assignment/Quiz

If feasible, legitimate excused absence from a quiz or assignment must be presented to the instructor and rescheduled in prior to the quiz/assignment. Since grades are due soon after the course ends, late or missing assignments at later dates may cause difficulties in reporting student's grade.

Preferred Name and Pronouns

"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 the instructor with the student's legal name. 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."

Course Learning Environment

Throughout the course, we will often engage in discussions on complex and contentious global issues. While students should feel free to express their opinions and disagree with one another, everyone must be respectful to those who hold different perspectives and discredit other's ideas and arguments, not individuals. Unrespectful manner of speech such as interruptions, personal attacks, slurs, mocking, or any other inconsiderate or disrespectful behavior will not be tolerated. Please be understanding and respectful of differences.

Prohibition on Recording Lectures

Following verbatim from the School of Political Science and International Affairs (<https://spia.uga.edu/wp-content/uploads/2024/01/Prohibition-on-Recording-Lectures.pdf>),

“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 SPIA courses. Students who have a recording accommodation agree in writing that they:

- Will use the recordings 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.”

University Honor Code and Academic Honesty Policy

UGA 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 in the website of Office of Instruction (www.uga.edu/ovpi).

I expect that this honor code will guide your efforts for this course and a lack of knowledge of the academic honesty policy will not explain a violation. Plagiarism and cheating are strictly prohibited and at minimum, will receive an “F”.

Potential Changes to the Syllabus

Following verbatim from the University Council, being a general plan for the course, according to necessity, instructor can make changes. While I try to stick with the syllabus, as needed, some changes may take in place.

Use of AI for Coursework Policies

Artificial Intelligence is a tool that is now widespread. At the UGA, the use of AI tools is not prohibited but ask you to use them responsibly. More information on UGA guidance on acceptable use of AI can be found on: <https://aihub.uga.edu/wp-content/uploads/2025/05/ai-acceptable-use-guidelines.pdf>.

For this course, in line with UGA policy, if AI is used, please thoroughly indicate your usage whenever it is being used. Students also should not fully rely on AI to conduct their assignments and in-class activities. AI can be a useful tool but it should not think nor do student’s work for

them. Please be mindful of your usage of AI tools. Here is a link to student AI disclosures: <https://newmanu.libguides.com/ai-disclosure>

FERPA Statement

The following is taken verbatim from <https://osas.franklin.uga.edu/ferpa-and-privacy>:

“The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records.” FERPA allows disclosure of directory information (name, address, telephone, email, date of birth, place of birth, major, activities, degrees, awards, prior schools), unless requested in a written letter to the registrar.

Disability Services

If you need and plan to request accommodations for accessibility and disability, please contact UGA Accessibility and Testing at Clark Howell Hall.

We want to help all students succeed!

Mental Health and Wellness Resources

The following is taken verbatim from <https://caps.uga.edu/communityresources/>:

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

UGA provides both clinical and non-clinical options to support student well-being and mental health, any time, any place. Whether on campus, or studying from home or abroad, UGA Well-being Resources are here to help.

- Well-being Resources: well-being.uga.edu
- Student Care and Outreach: sco.uga.edu
- 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
- Accessibility and Testing: accessibility.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>.”

Course Outline:

8.18.2026 (Tuesday): Introduction & Overview of the course

Module 1: Territorial Disputes, Maritime Security, and Regional Power Dynamics	
Thursday 8.20.2026	Overview of the topic

Tuesday 8.25.2026	Comprehension Quiz Overview of the topic
Thursday 8.27.2026	Assignment due: Policy Brief (9p.m. on 8.26.2026)
	In class: Simulation Presentation
Tuesday 9.1.2026	In class: Simulation Voting
	Assignment due: Discussion Board (9.3.2026 and 9.5.2026)

Module 2: Nuclear Security and Diplomacy	
Thursday 9.3.2026	Overview of the topic
Tuesday 9.8.2026	Comprehension Quiz Overview of the topic
Thursday 9.10.2026	Assignment due: Policy Brief (9p.m. on 9.9.2026)
	In class: Simulation Presentation
Tuesday 9.15.2026	In class: Simulation Voting
	Assignment due: Discussion Board (9.17.2026 and 9.19.2026)

Module 3: International Trade, Global Inequality, and Economic Development	
Thursday 9.17.2026	Overview of the topic
Tuesday 9.22.2026	Comprehension Quiz Overview of the topic
Thursday 9.24.2026	Assignment due: Policy Brief (9p.m. on 9.23.2026)
	In class: Simulation Presentation
Tuesday 9.29.2026	In class: Simulation Voting
	Assignment due: Discussion Board (10.1.2026 and 10.3.2026)

Module 4: Human Rights and International Responsibility	
Thursday 10.1.2026	Overview of the topic
Tuesday 10.6.2026	Comprehension Quiz Overview of the topic
Thursday 10.8.2026	Assignment due: Policy Brief (9p.m. on 10.7.2026)
	In class: Simulation Presentation
Tuesday 10.13.2026	In class: Simulation Voting
	Assignment due: Discussion Board (10.15.2026 and 10.17.2026)

Module 5: Nuclear Energy, Policy, and Diverging Regional Interests

Thursday 10.15.2026	Overview of the topic
Tuesday 10.20.2026	Comprehension Quiz Overview of the topic
Thursday 10.22.2026	Assignment due: Policy Brief (9p.m. on 10.21.2026)
	In class: Simulation Presentation
Tuesday 10.27.2026	In class: Simulation Voting
	Assignment due: Discussion Board (10.29.2026 and 10.31.2026)

Module 6: Foreign Investment, Aid, Development, and Migration	
Thursday 10.29.2026	Overview of the topic
Tuesday 11.3.2026	Comprehension Quiz Overview of the topic
Thursday 11.5.2026	Assignment due: Policy Brief (9p.m. on 11.4.2026)
	In class: Simulation Presentation
Tuesday 11.10.2026	In class: Simulation Voting
	Assignment due: Discussion Board (11.12.2026 and 11.14.2026)

Module 7: Climate Change, Resource Competition, and Geopolitics	
Thursday 11.12.2026	Overview of the topic
Tuesday 11.17.2026	Comprehension Quiz Overview of the topic
Thursday 11.19.2026	Assignment due: Policy Brief (9p.m. on 11.18.2026)
	In class: Simulation Presentation & Voting
	Assignment due: Discussion Board (11.21.2026 and 11.23.2026)

11.24.2026 – 11.26.2026 (Tuesday & Thursday): Thanksgiving Break – class canceled
12.08.2026 – Map Test