

**University of Georgia**  
**INTL 1100: Introduction to Global Issues**  
**Spring 2016, MWF 1:25-2:15 P.M.**  
**Miller Learning Center 245**

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Instructor: Steven Walter  
Email: [swalter7@uga.edu](mailto:swalter7@uga.edu)  
Office: Candler Hall B02  
Phone: 706-542-6705 (main office)  
Office Hours: Tuesdays and Thursdays 2:00-3:00 P.M. (or by appointment)  
CRN: 28205

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### **Course Description and Objectives**

The world we live in today is more connected than previous generations could have possibly imagined. People, goods, and ideas move around the planet faster and faster every day. With this increased connectivity, however, come increased problems. Communications technology makes no distinction between truth and hateful rumor; enhanced range and speed of travel benefits humans as well as disease; and economic concerns which may have previously caused domestic unrest now have the potential to plunge the whole world into a depression. In other words, we live in a world of truly global issues (See what I did there?). This course will investigate some of the most pressing issues facing humanity in a simple and straightforward manner, by asking: what is the history of the issue? How is it currently impacting the world, and what is its potential future impact? What is being done to address it, and what can be done better? While the approach may be simple, the answers we find throughout the semester will likely be anything but.

### **Required Reading**

All material for this course will be available online, on ELC, or e-mailed to all students. There are no required physical textbooks.

### **Course Expectations**

#### **Attendance (10%):**

The greatest tip I ever received for doing well in college was simple: go to class. Every day. That being said, some days you simply cannot make it for whatever reason. If you have an excused absence (detailed policy

listed below), you will not be penalized. If you have an unexcused absence, you will be allowed two freebies, no questions asked, without losing points here. You will lose credit for missed assignments, however. Each additional unexcused absence beyond the freebies will deduct a point off your grade, up to 10 points.

In addition, frequent tardiness may also impact the attendance grade. Late entrance to the class is disruptive and will cause you to miss important announcements made at the start of each lecture. I will contact you individually if this becomes a problem.

### **Participation (10%):**

Regular and active participation are essential to doing well in this course. Showing up is important, but proving you are engaged with the material is how you indicate that you are learning. Speaking in class, making informed comments, asking probing questions, and responding thoughtfully to prompts are all good ways to participate, but I understand they are not comfortable for everyone. While I encourage you to step outside of your comfort area, I will consider several other options for participation: coming to talk to me before or after class or during office hours; writing out-of-class response papers; e-mailing me questions or comments relevant to the material; volunteering for extra presentations; etc. If you do **none** of the above, but still show up every single day, the best you can hope for is a 5 out of 10 in this section. Please come and talk to me if you anticipate this will be an issue.

It should also be noted that attendance and participation are highly correlated. You cannot participate if you are not in class. Thus, if you miss several days but participate frequently when you are present, you still should not expect full credit in this area. Only in very rare circumstances will the participation score exceed the attendance score.

### **Current Events Presentation (10%):**

Students are required to give a brief presentation on a current event at some point during the semester. The presentation should cover major details of a significant occurrence in the international realm (meaning: involving a country other than the United States OR involving the United States' interaction with another country or countries), provide links to at least one respected news source on the subject, interpret the significance of the event for the world as a whole, and ask a discussion question of the class. Presentations will be done by three students at a time, each covering a different event, and will take place every Friday throughout the year. PowerPoint slides are usually easiest for this project, but alternative methods are acceptable if cleared with me ahead of time. I will give the first Friday presentation as an example to follow, and sign-ups for the rest of the year will be passed around at that time.

### **Quizzes (20%):**

There are three types of quiz for this course. The first is a syllabus quiz, available on ELC until Friday,

January 22<sup>nd</sup>. The purpose of this quiz is to guarantee that students are well aware of all course policies, due dates, and assignments. The quiz is open note, with unlimited attempts until the deadline; in other words, there is no reason this should not be easy points. This quiz will count for 5% of the total grade.

The second type is a geography quiz designed to give students an idea of the world around them. The importance of geography to international relations is best illustrated in [this recent post](#) regarding the Ukraine crisis. The quiz will count for 5% of your final grade, and will consist of several fill in the blank and matching questions. It is scheduled for Friday, February 5<sup>th</sup>. More details will be provided closer to time.

The final type is a reading-check quiz which covers the required readings for a given day and will be administered *without notice* throughout the semester. The current plan is to administer four to six quizzes, but this number may increase if it appears a large portion of students are failing to do the assigned reading. Questions will be short answer, multiple choice, or matching. The total value of all reading quizzes will be 10% of your final grade.

### **Final Project (20%):**

The final project is open to a wide range of possibilities. The primary goal is to tackle a global issue that we will NOT cover in class and explore it in more depth. How you choose to cover the issue is largely up to you: you may write a 5-7 page paper examining the history, impact, and future outlook of a problem (more details at the writing workshop on February 5<sup>th</sup>); you can create a poster or slide-show and give a brief presentation to the class on your issue; you can create a podcast or prepare a brief lecture to give to the class; or you can undertake a more creative project like making a board game or creating a fake news broadcast. Students should choose an issue and have a rough idea of how they would like to present it by Wednesday, March 16<sup>th</sup>. You may work with a partner for this project, but there may be additional requirements placed upon you to ensure fairness to solo workers. All components will be due by May 3<sup>rd</sup> at 11:59 P.M. More details will be provided closer to time.

### **Exams (30%):**

There will be two exams during the semester. Both will consist of several multiple choice questions and at least one essay drawn from the first half of the semester (for Exam 1) and the second half of the semester (for Exam 2). Exam 1 is currently scheduled for Friday, March 4<sup>th</sup>. Exam 2 will take place during the final exam slot of Friday, May 6<sup>th</sup> from 12:00-3:00 P.M. Each exam counts for 15% of your grade.

## **Course Policies**

### **Attendance:**

I follow the university's guidelines for excused absences: any class period missed due to a University-sanctioned event (conference/sport/trip), a documented medical reason (e.g. doctor's note), or death or serious injury to a direct relative (mother, father, child, sibling, grandparent) will be counted as excused. These absences

will not count against your grade, and you will be allowed to make up any assignment, presentation, or exam that happened to fall on the excused date. Students with chronic medical conditions which require them to miss class without a specific doctor's note must get me a written description from a physician explaining the situation.

All other absences will count as unexcused: illnesses without a doctor's note provided within a week of the absence, sleeping through class, forgetting class, or missing for any other reason will count against your final grade. In addition, you will *not* be allowed to make up any assignment, presentation, or exam that falls on the date of an unexcused absence. No exceptions. The missed assignment grade will count as a zero. However, I understand some days you simply feel too lousy to go to class, but not lousy enough to go the doctor, so every student will get two freebie unexcused absences which will not count against the attendance/participation grade. To repeat, though, any assignments missed due to an unexcused absence (even a “freebie” absence) will be counted as a zero. Use the freebies wisely.

### **Grades:**

This class will use the standard plus/minus grading system. Grades will be rounded to the nearest point.

A= 93-100	B+ = 87-89	C+ = 77-79	D= 60-69	F= Below 60
A- = 90-92	B= 83-86	C= 73-76		
	B- = 80-82	C- = 70-72		

### **Extra Credit and Grade Appeals:**

Extra credit will generally NOT be available. Please refrain from asking, ESPECIALLY at the end of the semester. The time to ask about your grade is before the midterm, not the week before finals. If you are concerned with your grade, please come and talk to me during office hours or schedule a meeting. In addition, if you feel that a grade you received does not accurately reflect your achievement, please contact me no sooner than 24 hours after the grade has been posted. Please have a valid argument for why you feel you deserve a higher grade; “I need a B to graduate/keep HOPE” or “I'm an A-student” are not valid arguments. If, however, I made a mathematical error in calculating your grade, please contact me immediately so that I can remedy it.

### **Cell Phones:**

Cell phones, MP3 players, and other noise-making devices (does anyone use a beeper or pager anymore?) must be silenced and put away during class. Also, there is no reason to have head phones on during class time. Frequent or flagrant disruptions may result in a reduction in the participation grade.

### **Laptops and Tablets:**

Laptops and tablets are permitted in class for note-taking and research purposes *only*. If you choose to use a laptop during class, please be courteous to your instructor and your colleagues: turn off the sound and

avoid the temptation to tweet, facebook, or whatever else the kids these days are doing online. If these items become a distraction, I reserve the right to discontinue their use.

### **Academic Honesty:**

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" found at: [www.uga.edu/honesty](http://www.uga.edu/honesty). Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor. Any instance of cheating or plagiarism could be grounds for removal from the course with a grade of WF.

### **Disability Accommodation:**

The University of Georgia seeks to provide students with disabilities the opportunity to fully participate in educational programs and services. In keeping with this philosophy, it is University policy that students with documented disabilities receive reasonable accommodation in order to facilitate their full engagement in classroom activities. Any student who requires special accommodations because of a university-documented condition should contact me no later than the second week of the semester in order to facilitate appropriate and timely arrangements with the Disability Resource Center.

### **Class Discussion and Debate:**

At times during the class, we will be discussing controversial and/or sensitive subjects. It is of the utmost importance that all students conduct themselves in a professional, respectful manner. Personal attacks, hateful speech, or general disrespect to the instructor or your colleagues will not be tolerated. This does not mean you have to agree with everything being said: far from it! If you disagree with anything and can back it up, feel free to challenge your classmates, the text, or the instructor. Lively, informed, and passionate debate is at the heart of good learning.

### **Communicating with the Instructor:**

The best way to get in contact with the instructor is through e-mail at [swalter7@uga.edu](mailto:swalter7@uga.edu). All students will be expected to check their own UGA e-mail addresses for important updates about the course, assignments, etc. ELC will be used to post course content, but e-mail will be the most common means of communication.

If you have any questions you cannot or do not want to address over e-mail, please feel free to visit my office hours. They are scheduled for 2:00-3:00 PM Tuesday and Thursday (or by appointment) in my office in Candler Hall B-02. If you want to guarantee your time, please send me an e-mail before you plan on stopping by.

## **Late Work and Make-up Exams:**

Late work will not be accepted, nor any extensions granted, except in the case of a *severe* medical or family emergency. Any assignment turned in after the due date and time will receive a zero unless cleared through me. **It is always better to send me what you have by the deadline and explain why you did not finish than to email me after the deadline telling me why it will be late.** Save yourself the stress and drama of an inevitable technical malfunction or 24-hour bug: turn in your work early!

As noted above, however, students with an excused absence will be allowed to take a make-up an assignment or exam so long as the excuse is provided in a timely fashion: no more than a week after returning to class. Date and time of the make-up will be worked out between the student and instructor, and the content of the make-up may vary slightly from what was given to the class at large to ensure testing integrity.

## **Staying Informed:**

As an International Relations scholar, it is important to keep up with major events around the world. This course should make you into a better-informed citizen, but a lot of that work falls on you the student. Where you get your news is entirely up to you, but be sure to cite your sources if you try to bring it up as a point in class discussion. Some suggested sites include: [The New York Times](#), [The Washington Post](#), [CNN](#), [NPR](#), or political blogs such as [The Monkey Cage](#), [The Quantitative Peace](#), or [The Duck of Minerva](#).

## **Changes to the Syllabus:**

This syllabus should be considered a general plan and not a hard and fast guide. All efforts will be made to keep test dates and due dates the same as listed, and any changes will be announced well in advance. This notice applies to policies as well as assignments. With that in mind, be sure to come to class and check your e-mail regularly so that you do not miss out on any new information.

## **Course Schedule**

All assignments are due on the day which they are listed, and all reading should be completed by the day listed.

G101 refers to [www.globalization101.org](http://www.globalization101.org) and the descriptions following refer to topics and sections.

### **Week 1: Introduction**

January 11 (M): Syllabus Day

Assignment: Read Syllabus

January 13 (W): Course Introduction

Assignments: Review Syllabus

Familiarize yourself with [www.globalization101.org](http://www.globalization101.org)

January 15 (F): What is Globalization?

Assignments: G101- “What is Globalization?”

Fukuyama, Francis “The End of History?” available [here](#)

## **Week 2: Geopolitics and War**

January 18 (M): NO CLASS – UNIVERSITY HOLIDAY

January 20 (W): The Nation-State and International Relations Theory

Assignment: *A Brief Introduction to the Theories on International Relations and Foreign Policy*, available [here](#)

January 22 (F): Why War?

Assignments: **Syllabus Quiz Due!**

Fearon, James D. “Rationalist Explanations for War” available [here](#)

## **Week 3: Geopolitics and War (continued)**

January 25 (M): Civil War and the Future of Conflict

Assignments: Familiarize yourself with the Global Conflict Tracker ([here](#)) and the 10 Priority I Conflicts

Dixon, Jeffrey “What Causes Civil Wars?” available on ELC

January 27 (W): Weapons of Mass Destruction (WMDs) and Non-proliferation

Assignment: Central Intelligence Agency “Terrorist CBRN: Materials and Effects” available [here](#)

January 29 (F): How (to) War? The Drone Debate

Assignment: Explore your preferred news or opinion sources for relevant information

## **Week 4: The Environment**

February 1 (M): Globalization, Wildlife, and the Environment

Assignment: G101 – Environment – Sections 1-11 (“Introduction” through “Loss of Biodiversity”)

February 3 (W): Climate Change and Looking Forward

Assignment: G101 – Environment – Sections 12-19 (“Ecosystems” through “Is Sustainable Development...”)

February 5 (F): Writing Workshop

Assignment: **Geography Quiz!**

Come with questions

## **Week 5: Human Rights**

February 8 (M): What are Human Rights?

Assignment: G101 – Human Rights – Sections 1-9 (“Introduction” through “The UDHR Document”)

February 10 (W): Physical Integrity Rights and Legal Practices

Assignment: G101 – Human Rights – Sections 15-25 (“Human Rights and Violence” through “The ICC”)

February 12 (F): Intervention and the Future of Human Rights

Assignments: G101 – Human Rights – Sections 26-30 (“Problem of Intervention” through “Responsibility...”)

G101 – Human Rights – Sections 44-47 (“Changing Players...” through “Social Movements...”)

## **Week 6: Culture and Identity**

February 15 (M): What is Culture?

Assignments: Huntington, Samuel “Clash of Civilizations?” available [here](#)

G101 – Culture – Sections 1-8 (“Culture and Globalization” through “A Clash of Civilizations”)

February 17 (W): Global versus Local: The Future of Culture and Identity in a Global World

Assignments: G101 – Culture – Sections 9-122 (“Cultural Impact...” through “Conclusion”)

G101 – Human Rights – Sections 31-38 (“Impact of Globalization” through “Reproductive Rights...”)

February 19 (F): International Culture Festival!

Assignment: Prepare cultural items of your choosing

## **Week 7: International Crime**

February 22 (M): Terrorism

Assignments: Crenshaw, Martha “The Causes of Terrorism” available [here](#)

February 24 (W): Conflict Minerals, Blood Diamonds, and Drugs

Assignments: UNESCO, “The Globalization of the Drug Trade” available [here](#)

Source Intelligence, “What are Conflict Minerals?” available [here](#)

Amnesty International, “Conflict Diamonds” available [here](#)

February 26 (F): Human Trafficking

Assignment: G101 – Human Rights – Section 39 (“Trafficking in Persons”)

## **Week 8: Exam Week and Catch-up**

February 29 (M): Catch-up Day or Current Event TBA

Assignments: Study

March 2 (W): Review for Exam #1

Assignment: Come prepared with questions

March 4 (F): Exam #1

Assignment: Study!

## **Week 9: Spring Break!**

March 7 – March 11 (M-F): NO CLASS – SPRING BREAK

Assignment: Start thinking of Final Project Ideas!

## **Week 10: Trade and Development**

March 14 (M): The Basics of International Trade

Assignment: G101 – Trade – Sections 1-11 (“Introduction” to “The Trade Balance”)

March 16 (W): The Case for and Against Trade Liberalization

Assignment: **Final Project Idea Due!**

G101 – Trade – Sections 12-26 (“Government Regulation” through “Trade and Environmental...”)



March 18 (F): Development: Why are Some Countries Rich while Others are Poor?

Assignment: G101 – Development – Sections 1-10 (“Introduction” through “Institutions of Development”)

### **Week 11: Technology**

March 21 (M): Guest Speaker- Tara Bracken

Assignments: Come with your best example of Internet “journalism”

March 23 (W): The Internet and Information Technology

Assignment: G101 – Technology – Sections 1-22 (“Information Technology” through “Cloud Computing”)

March 25 (F): Privacy, Security, and Cyber-Terror

Assignments: G101 – Technology - Sections 22-26 (“Concerns of the Technological Age” through “Conclusion”)

Gilmour, Stan “Policing Crime and Terrorism in Cyberspace” pgs. 149-153 only, available [here](#)

### **Week 12: People, Health, and Food**

March 28 (M): Helping the Human Condition

Assignment: G101 – Trade – Sections 11-19 (“Case Studies of Development Projects” through “Conclusion”)

March 30 (W): The GMO Debate

Assignments: Harmon, Amy “A Lonely Quest...” available [here](#)

G101 – Health – Sections 18-21 (“Genetically Modified Organisms” through “The U.S. and E.U.”)

Bracken, Tara “Put Away Your DDT” from *Of Microbes and Men* available [here](#)

April 1 (F): Disease!

Assignments: Bracken, Tara “The Columbian Exchange”, from *Of Microbes and Men* available [here](#)

G101 – Health – Sections 1-17 (“Introduction” through “Conclusion”)

G101 – Health – Sections 22-29 (“Four Global Diseases- Introduction” through “Link between...”)

### **Week 13: Energy and Sustainability**

April 4 (M): Powering the Planet

Assignments: G101 – Energy – Sections 1-16 (“Introduction” through “Nuclear Energy and Development”)

April 6 (W): Sustainability and Energy

Assignments: Barton, Erin “Writing the story of a sustainable future” available [here](#)

G101 – Energy – Sections 16-33 (“Renewable and Alternative...” through “The First Law...”)

April 8 (F): Beyond Sustainability...Beyond Earth

Assignment: NASA “Space Settlement Basics,” available [here](#)

*Business Insider* “Moving to Mars could create a whole new breed of people,” available [here](#)

### **Week 14: People Moving, People Creating, and People Learning**

April 11 (M): Migration

Assignments: G101 – Migration – Sections 1-18 (“Introduction” through “Conclusion”)

April 13 (W): Art and Entertainment

Assignments: The Hollywood Reporter, “Globalization reinventing film industry” available [here](#)

Aidi, Hisham “America's Hip-Hop Foreign Policy” available [here](#)

April 15 (F): Education

Assignments: G101 – Education – Sections 1-22 (“Introduction” through “Conclusion”)

## **Week 15: Sports!**

April 18 (M): The Politics of the Olympics

Assignments: Fuller, Jaime “A not-so-brief history of politics and the Olympics” available [here](#)

The Economist, “Why would anyone want to host the Olympics?” available [here](#)

Bender, Andrew “Sochi's Long Term Economic Impact: Good or Bad?” available [here](#)

April 20 (W): The World Cup

Assignments: Al Jazeera, “Qatar labour issues not FIFA's responsibility” available [here](#)

The Economist, “FIFA and Corruption: Hear no evil” available [here](#)

Kuper, Simon “The Global Game” available [here](#)

April 22 (F): Project Work Day

Assignment: Prepare presentations

## **Week 16: Presentations**

April 25 (M): Student Presentations

Assignments: Prepare for presentations

April 27 (W): Student Presentations

Assignment: Prepare for presentations

April 29 (F): Student Presentations

Assignment: Prepare for presentations

## **Week 17: Final Exam Week**

May 2 (M): Exam Review (Student Presentations, if necessary)

Assignment: Come with questions

May 3 (T): Reading Day: No Class

Assignment: **Final Projects (all components) Due by 11:59PM**

May 6 (F): Final Exam 12:00-3:00pm

Assignment: Study!