
INTL 1100H
Global Issues
Dr. Patricia L. Sullivan

Spring 2007
MWF 10:10-11 am
Candler 214

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DESCRIPTION: This course serves as an introduction to the field of international affairs, but it will be equally valuable to non-majors who wish to become more informed about pressing issues facing populations around the globe. Global issues are challenges whose sources, impacts, and solutions extend beyond the borders of any one country. Because we cannot possibly study all such issues in the world today, we will confine our emphasis to seven key challenges: globalization, human rights, international terrorism, poverty and hunger, migration, the status of women, and global environmental issues. Students will learn about each of these issues through assigned reading, individual research, lecture, class discussion, films, in-class exercises, and community service. Emphasis will be placed on your ability to understand and *critically evaluate* the causes, consequences, and most promising responses to each challenge. At the same time, students will focus particular attention on an assigned region of the world.

This class is less about facts and figures than it is about expanding your awareness of pressing global issues and exposure to key concepts and themes in the study of international affairs. Although the breadth of substantive material covered in a course is important, I believe it is more valuable to learn skills than facts. Students in a college classroom are gaining substantive knowledge in an area of study, but they should also be learning how to think critically, how to problem-solve, how to construct an argument both orally and in writing, and how to evaluate sources of information. Come to class expecting to be challenged, to engage in constructive debates and discussions, to practice presenting your research and ideas to an audience, to participate in simulations, and to generally be an active contributor to the learning community we will create in this classroom.

REQUIREMENTS: You will be evaluated based on your performance on five scheduled quizzes, a final exam, a policy paper, and your class participation. Make-up exams will only be given under valid, documented, and serious circumstances and you must notify me in advance unless the situation absolutely precludes this. Assignments are due at the beginning of class. Assignments turned in after this time will incur a grade penalty of 10% immediately and 5% each additional day after the deadline. I will not accept late assignments more than one week after the original deadline, or after December 6, whichever comes first. Your final grade will be determined as follows:

25%	Class participation
25%	Quizzes
25%	Service-Learning Project
25%	Final Exam

ATTENDANCE AND PARTICIPATION: You are expected to do all of the assigned reading for this course before class and to attend all class meetings. Much of the material that we will cover in class *will not* be in the readings. If you must miss a class, it will be YOUR responsibility to get lecture notes, assignment instructions, etc... from a classmate. Anything that takes place in class, including material from films and class discussions, is fair game for the quizzes and exams. I expect students to be in class on-time, to COME PREPARED, and to treat me and their fellow classmates with respect. I will do the same for you.

Your participation grade will be based on your attendance and the quality of your participation throughout the course. In addition, students will be assigned to a region of the world for which they will be required to:

1. Know the countries in the region and be familiar with both current sociopolitical conditions and the basic modern history of the region.
2. Follow top news stories for countries in that region by reading or listening to at least two of the following: a regional news source (e.g., AlJazeera for the Middle East), BBC News (online & on WUGA 91.7/ 97.9), National Public Radio (NPR) on WUGA 91.7/ 97.9, *The Economist*, the *New York Times*, or the *Christian Science Monitor*.
3. Be prepared to briefly report on each global issue we study (see course outline below) as it relates to countries in that region at any time. I will call on students in class without advance warning. If you are called on you will be expected to (1) be present and (2) talk to the class for approximately 3 minutes about some recent event or development in one or more of the countries in your region as it relates to the global issue we are currently studying.

QUIZZES. There will be five scheduled quizzes over the course of the semester (see course outline below). The quizzes will cover the assigned reading and any material covered in class (lecture, film, class discussion, etc...). I will not schedule make-up quizzes. However, I will drop your lowest quiz grade. The average of the four remaining quizzes will be worth 25% of your final grade.

SERVICE-LEARNING PROJECT: Students in this course are expected to dedicate an average of 2-3 hours/week for 12 weeks to a community service internship. 25% of your grade for the course will be based on successfully completing this requirement, receiving positive evaluations from a supervisor at your service site, keeping a journal about your experience, and participating in three group discussions. You are required to start volunteering by January 26th. There are service placements at Alps Road Elementary and Fowler Drive Elementary where you can mentor a child, serve as a tutor, or work in classrooms w/ particular children or on special projects. I am also happy to work with you to create an internship at an alternative site.

REQUIRED READING: The books for this class are available in the bookstore but you could also purchase them online. Additional required reading will be posted on WebCT. As noted above, you will also be responsible for tracking media sources for your assigned region of the world. I highly recommend getting into the habit of listening to NPR regularly and attaining a (free) email subscription to the *New York Times* headlines.

Rivoli, Pietra. 2005. *The Travels of A T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. Hoboken, New Jersey: John Wiley & Sons.

Stiglitz, Joseph E. 2003. *Globalization and Its Discontents*. New York: W. W. Norton.

Gourevitch, Philip. 1998. *We Wish to Inform You That Tomorrow We Will Be Killed with Our Families: Stories from Rwanda*. New York: Picador Press.

Sachs, Jeffrey. 2005. *The End of Poverty: Economic Possibilities for Our Time*. New York: Penguin Books.

Ehrenreich, Barbara and Arlie Russell Hochschild. 2002. *Global Woman: Nannies, Maids, and Sex Workers in the New Economy*. New York: Henry Holt and Company.

COURSE WEBSITE: Assignments, readings, links to resources, announcements, and your grades can all be accessed on the INTL 1100H website through WebCT. You need to have an email account and regular access to the internet to successfully complete this course.

GRADE APPEALS: If you feel that an exam, quiz, or assignment was graded incorrectly you must submit a type-written explanation of the problem along with the test or assignment in question. I will re-evaluate your work and you will receive the new grade whether it is higher or lower. I am always happy to discuss with you how your work was evaluated and how you can improve your performance in the course but I *will not* change any grade without a written request. The only exception to this policy is for simple errors in calculation. Grade appeals will only be accepted for 10 days after an assignment, exam, or quiz has been returned to the class.

All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. A full version of the UGA student honor code is available at <http://www.uga.edu/honesty/>.

COURSE OUTLINE AND READING ASSIGNMENTS

Date	Topic	Assignment
Jan 8	Introduction to Global Issues	
Jan 10	The International Political System	Huntington & Fukuyama on WebCT
Jan 12	International Economics	Rivoli pp. vii-xvii
Jan 17	International Economics	Rivoli pp. 59-108
Jan 19	International Economics	Rivoli pp. 109-138
Jan 22	International Economics	Rivoli pp. 139-172
Jan 24	International Economics	Rivoli pp. 173-215
Jan 26		Quiz
Jan 29	Group 1 Discussion	Stiglitz pp. 3-52
Jan 31	Group 2 Discussion	Stiglitz pp. 53-88
Feb 2	Globalization	Dollar & Kay on WebCT
Feb 5	Globalization	Stiglitz pp. 166-179
Feb 7	Globalization	Stiglitz pp. 180-213
Feb 9	Globalization	Stiglitz pp. 214-252;
Feb 12		Quiz
Feb 14	Human Rights	Gourevitch pp. 5-9
Feb 16	Human Rights	Gourevitch pp. 15-74
Feb 19	Human Rights	Gourevitch pp. 75-131
Feb 21	Human Rights	Gourevitch pp. 132-171
Feb 23	Group 1 Discussion	Gourevitch pp. 227-255
Feb 26	Human Rights	Gourevitch pp. 256-302

Feb 28	Human Rights	Gourevitch pp. 303-353
Mar 2	International Terrorism	Articles on WebCT
Mar 5	International Terrorism	Articles on WebCT
Mar 7	International Terrorism	Articles on WebCT
Mar 9		Quiz
Mar 19	Poverty and Hunger	Sachs pp. 1-50
Mar 21	Poverty and Hunger	Sachs pp. 51-89
Mar 23	Group 2 Discussion	Sachs pp. 148-209
Mar 26	Poverty and Hunger	Sachs pp. 210-265
Mar 28	Poverty and Hunger	Sachs pp. 266-328
Mar 30	Poverty and Hunger	Sachs pp. 329-368
Apr 2		Quiz
Apr 4	Status of Women	Reading posted on WebCT
Apr 6	Group 1 Discussion	Ehrenreich and Hochschild pp. 1-30
Apr 9	Status of Women	Ehrenreich and Hochschild pp. 39-54; 85-103
Apr 11	Status of Women	Ehrenreich and Hochschild pp. 115-189
Apr 13	Group 2 Discussion	Ehrenreich and Hochschild pp. 207-229
Apr 16	Migration	Ehrenreich and Hochschild pp. 254-280
Apr 18	Migration	Reading posted on WebCT
Apr 20		Quiz
Apr 23	Global Environmental Issues	Reading posted on WebCT
Apr 25	Global Environmental Issues	Reading posted on WebCT
Apr 27	Global Environmental Issues	Reading posted on WebCT
Apr 30	Global Environmental Issues	Reading posted on WebCT
May 4	FINAL EXAM	

This course syllabus is a general plan for the course. After September 19 the course outline and assignments will be revised and updated. The most up-to-date syllabus will always be posted on WebCT.

FOUR THINGS YOU CAN DO TO IMPROVE YOUR PERFORMANCE IN THIS CLASS

1. Completing the reading for this course on time will be essential for your success. I would highly recommend scheduling time to read for this class. If you have a set time and place to read your likelihood of getting the reading done improves greatly, you will read more efficiently, and your retention of the information will increase. Don't plan to get around to the reading "when you feel like it".
2. Take full advantage of my office hours. Come see me if you are having trouble understanding a course topic, are not sure what you should be getting out of lecture or the reading, see a way to improve the course, or just want to discuss a concept in further detail.
3. During our class time, ask questions, participate in discussions, challenge the ideas presented in lecture or the readings and be fully engaged. Studies have shown that students generally remember only 10% of what they read and 10-20% of what they hear (Nilson 1998). Thankfully, educational research has also demonstrated that this record can be greatly improved when students are actively engaged and motivated to learn. You will learn more and retain what you have learned longer if you are actively involved and seeking knowledge rather than passively receiving information.
4. Be open to new ideas and experiences. Step outside your own experience and understand how the world looks from a different perspective. Challenge yourself to understand another's perspective as fully as possible before seeking to be understood. Respect those who disagree with you.

FINAL NOTES:

- Students who will need to miss a quiz, exam, or class meeting to observe a religious holiday at some point during the semester should make arrangements with me within the first two weeks of the semester.
- Students should keep copies of the assignments they turn in and retain graded assignments, quizzes, and exams until they receive their final course grade.
- Students with disabilities who require individualized testing or other accommodations should discuss this with me within as soon as possible.
- If any problems that will affect your performance in this class arise during the course of the semester, please come see me as soon as possible. I can do more to help you if you let me know what is happening *before* you miss a test or deadline.
- Email Etiquette: Please feel free to email me to set up an appointment to meet. I will not respond to emails asking about what you missed in class when you were absent. In addition, I will not accept assignments that are emailed to me except under extraordinary circumstances. You should address me as Professor or Dr. Sullivan in your emails just as you would in person. Be sure to include your full name in every email.
- Suspected plagiarism, cheating, and all other forms of academic dishonesty will be immediately referred to judicial affairs and prosecuted to the fullest extent possible.