

# Matthew Q. Clary, PhD

## Teaching Portfolio



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*Matthew Q. Clary, PhD*

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**“Education is the kindling of a flame, not the filling of a vessel” -Socrates**

There are few things in this world not touched by politics. From brutal conflicts to contentious elections, the world can be a complicated and often confusing place to live. As the world continues to ‘shrink’ due to the effects of globalization and the technological innovations that come with it, it has become nearly impossible to ignore the ongoing events in every corner of the globe. This is where the study of international affairs comes in. The study of international affairs immerses both student and instructor in an interactive conversation about these domestic and global events that frequently impact some aspect of their lives. I believe that my central purpose as an instructor of international affairs is to provide students with the tools and capabilities to facilitate that conversation by enhancing their proficiency to critically think and analyze a wide-range of issues and events that can often be challenging to grasp. Most importantly, I want my students to become invested members of global society who can not only recognize their stake in the various occurrences of international and domestic politics, but also to respectfully contribute to discussions about remedies and solutions to global issues as assorted as climate change, genocide, oppression, discrimination, and terrorism.

The first step in supporting students in the realization of this goal is to establish a classroom environment conducive to constructive and critical dialogue and analysis in which students can explore new ideas and concepts freely. Students should be encouraged to become fully invested into classroom outcomes by sharing their thoughts and opinions openly, while also maintaining a healthy respect for the value of open discourse and disagreement. In addition to the establishment of a welcoming classroom environment, effective teaching is also about listening and adapting to the needs of students. It is important that a teacher be able to relate to and understand their students on an intellectual and personal level in an effort to accommodate diverse groupings of students. Central to effective teaching is the careful cultivation of mentor-mentee relationships between faculty and students with the primary goal of contributing to the intellectual and personal growth of each student. I believe that what sets me apart as an instructor is not only my passion and enthusiasm that I bring with me every day to class and my undying commitment to enhancing my teaching abilities, but also my personal investment in the development of each of my students into enthusiastic global citizens.

The next step to helping students become invested global citizens is to embrace the use of a variety of teaching and assessment strategies. In my experience, the best educators rarely rely on only one or two teaching strategies such as traditional lecture and information-transmission types; rather they use a variety of teaching styles to reach the often varied learning needs of their students. Students in introductory courses, for example, often require more direction through lecture and directed discussions from the instructor to convey important content and analysis. For more advanced courses, however, students ideally will have thought about much of the content before coming to class thus leaving class-time for student-directed questions and discussions, team-work, debates, or simulations. I pride myself on the mixture of teaching styles that I use in the classroom as well as my interest in learning about new and innovative teaching styles yet to be used.

These styles do include more traditional methods such as lecture and Socratic-seminar style teaching, however, the use of other techniques is critical. These include the use of student-led discussions and teaching (often referred to as ‘flipping the classroom’), active or experiential learning styles (such as simulations, competitions, and team-work), in-class debates and public forums, service-learning opportunities that attempt to address some need of the local community, cooperative or 'group' learning

activities, and perhaps most significant in today's highly connected and digitized-world, the integration of constantly changing technologies into the college classroom. One of my favorite usages of technology in the classroom was the integration of Twitter as a means of diplomatic communication during an East Asian nuclear crisis simulation developed by colleagues from UGA and myself to be used in a course on crisis diplomacy. Students responded very positively to the integration of technology, particularly something as relevant as Twitter. The enhancement of learning outcomes was readily apparent based on student performance during the simulation, comments and thoughts made during the debriefing, and on assessments later in the course. Such learning outcomes are something that my colleagues and I have been able to quantitatively measure using student survey data and hope to publish results soon.

With so many diverse options available to university-level teachers, the challenge is to find a balance between the options available that best suit students' needs each semester. Each class of students has its own unique dynamics and needs. While they appear to be the same from a distance, each one is distinct when you analyze it closely. They each have their unique needs in terms of course design and teaching strategies and assessments to be used. Some classes are very vocal and opinionated and require little prodding from the instructor, but do require careful monitoring and structure to allow for constructive dialogue and to protect diversity of opinion. Encouraging discussion and participation in other courses can be like 'trying to pull teeth', thus requiring the instructor to interject more directly and frequently with energy and activities that promote the interests of students in the class. What distinguishes a great instructor is the ability to know the needs of each class and to meet them with flexibility and an appropriate mixture of teaching strategies. To me, these strategies represent more than just a way to move away from the traditional, lecture-based college class. They are central to connecting with students and finding the particular strategy that can excite and engage them with international politics.

Along similar lines to teaching strategies, there exist a large number of effective methods to gauge student comprehension and learning, such as exams, term-papers, in-class and online debates and discussions, and most importantly, the use of simulations to help students gain a first-hand account of how some aspect of politics works and for the instructor to observe students using the tools and lessons they've learned in a 'real' manner. Central to my teaching philosophy is the notion that there is not a singularly perfect way to gauge student performance and learning outcomes in the classroom. Instead, I believe that diversification of student assessment tools used is key. I have never structured a course where exams accounted for more than 60% of the final grade and usually, I strive to keep that number under 50%. The remainder of the final grade usually consists of some combination of smaller assessments, including simulations, course papers, in-class or online debates, both in-class and online participation, among other assessments. As part of this philosophy, I am committed to including an experiential learning exercise or simulation in every course I offer. These have included simulations of the Electoral College, of a post-Arab Spring Constitutional Convention in Egypt, and of the U.S. National Security Council, among others. I believe that the most effective way to teach and learn something is by actually doing it. While I cannot recreate the exact conditions of the real world inside the classroom, I can present situations to students that demand independent critical thinking and analysis and that also encourages them to work together as a team.

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## Description of Courses Taught

### Piedmont College—Department of Social Sciences Introduction to American Government (POSC 1101)

<i>Role:</i>	Instructor of Record
<i>Semesters Taught:</i>	Fall 2014
<i>Enrollment and Student Profile:</i>	20 undergraduates/semester
<i>Type of Course:</i>	Introductory, required for all students.
<i>Course Content:</i>	An introduction to the study of American domestic politics and government, primarily at the national level, with attention paid to state and local government and politics as well.

#### *Teaching Responsibilities:*

As the instructor of record, I was responsible for formulating a course syllabus and choosing the texts and subjects to be discussed during the course. In addition, I developed and delivered lectures over a diverse range of subjects as well as facilitated in-class and online discussions on Moodle about a multitude of events and issues. To facilitate the online portion of these discussions, I also created and maintained a Moodle page for the course. As part of gauging student performance in class, I assigned a number of short writing assessments, a midterm and final exam over course content, as well as a student poster presentation conference during which they chose a topic of interest and developed a visual and presentation to present to their classmates.

### University of Georgia—Department of International Affairs Introduction to Global Issues Honors (INTL 1100H) and Non-Honors (INTL 1100)

<i>Role:</i>	Instructor of Record
<i>Semesters Taught:</i>	<u>Honors:</u> Fall 2012; Spring 2013 (2 sections) <u>Non-Honors:</u> Spring 2011
<i>Enrollment and Student Profile:</i>	<u>Honors:</u> 18 undergraduates/semester <u>Non-Honors:</u> 45 undergraduates/semester
<i>Type of Course:</i>	Introductory, required for Int'l Affairs majors— Honors version only open to those in the university's Honors Program.
<i>Course Content:</i>	An introduction to the study of interaction among state and non-state actors and the issues that arise from such interactions. Global issues are challenges whose sources, impacts, and solutions extend beyond the borders of any one country such as globalization, human rights, security, poverty, hunger, terrorism, and environmental issues.

#### *Teaching Responsibilities:*

As the instructor of record, I was responsible for formulating a course syllabus and choosing the texts and subjects to be discussed during the course. In addition, I developed and delivered lectures

over a diverse range of subjects as well as facilitated in-class and online discussions on E-Learning Commons about a multitude of events and issues. To facilitate the online portion of these discussions, I also created and maintained an E-Learning Commons page for the course. As part of gauging student performance in class, I developed and delivered numerous pop quizzes, a midterm and final exam over course content, as well as created and conducted both a Model United Nations and Model Arab League simulation to provide the students an opportunity to use their newly obtained knowledge under “real-world” conditions.

### **U.S. National Security Policy (INTL 4430)**

<i>Role:</i>	Instructor of Record
<i>Semesters Taught:</i>	Spring 2012
<i>Enrollment and Student Profile:</i>	40 undergraduate students per semester
<i>Type of Course:</i>	Upper-level course in Department of Int’l Affairs
<i>Course Content:</i>	Designed to familiarize students with the basic theoretical and practical approaches to understanding the national security policy of the United States by identifying key external threats to the United States and its interests.

#### *Teaching Responsibilities:*

As the instructor of record, I was responsible for formulating a course syllabus and content as well as constructing a number of unique and engaging activities such as weekly threat assessment activities as well as a multi-day long national security simulation as the capstone for the course.

### **Introduction to Comparative Politics (INTL 3300)**

<i>Role:</i>	Instructor of Record
<i>Semesters Taught:</i>	Spring 2012
<i>Enrollment and Student Profile:</i>	45 undergraduate students per semester
<i>Type of Course:</i>	Introductory course in Department of Int’l Affairs
<i>Course Content:</i>	Designed to familiarize students with the basic theoretical and practical approaches to the study of comparative politics.

#### *Teaching Responsibilities:*

As the instructor of record, I was responsible for formulating the course syllabus and content as well as creating a unique state-building simulation in the post-Arab Spring Egypt in which students represented different social and political groups and were tasked with creating a new Constitution for the nation of Egypt in light of the end of the Mubarak regime.

### **Duke University—Talent Identification Program (TIP)**

#### **America and the World: Challenges and Opportunities & American Foreign Policy**

<i>Role:</i>	Instructor of Record
<i>Semesters Taught:</i>	Summer 2009 (TIP at the University of Georgia) and Summer 2010-2013 (TIP at Appalachian State University; Boone, NC)
<i>Enrollment and Student Profile:</i>	18, 8 <sup>th</sup> -11 <sup>th</sup> graders per semester

*Type of Course:* Structured/Taught as undergraduate introductory American Foreign Policy course

*Course Content:* The formulation, implementation, and context of American foreign policy and how other states react to it. The goal of this course is to present the problems and issues that the United States has faced in the past, faces today, and may face in the future.

*Teaching Responsibilities:*

As the instructor of record, I was responsible for formulating a course syllabus and choosing texts and subjects to be discussed during the course. In addition, I was responsible for providing discussion topics and activities that facilitated the transference of information in the absence of a typical lecture format—this required the development and use of innovative and involved activities and discussions that kept the students' interest *and* conveyed the necessary information. As part of gauging student performance in class, I developed and delivered numerous in-class writing assignments and activities as well as creating and running a simulation of the National Security Council of the United States.

**Choosing Sides: The Art of Debate and Persuasion**

*Role:* Instructor of Record

*Semesters Taught:* Summer 2013, Term 2 (TIP at Appalachian State University; Boone, NC)

*Enrollment and Student Profile:* 18, 8<sup>th</sup>-9<sup>th</sup> graders per semester

*Type of Course:* Structured/Taught as undergraduate introductory Debate and Argumentation course

*Course Content:* The basic structure of an argument and how to persuade any audience ranging from Monroe's motivated sequence to Toulmin's Argumentation Model to Aristotle's Logos, Pathos, and Ethos.

*Teaching Responsibilities:*

As the instructor of record, I was responsible for structuring and teaching undergraduate-level material to advanced middle/high school students in an engaging and non-lecture based format, relying heavily on various activities including various simulations such as a Model United States Senate, and simulated presidential campaign and election over the course of several days, and a policy-debate tournament.

**The University of Georgia—Department of Political Science**  
**Introduction to American Government and Politics (POLS 1101)**

*Role:* Teaching Assistant; Discussion Section Leader

*Semesters Taught:* Spring 2008 (Dr. Crespin); Fall 2008 (Dr. Madonna); Spring 2009 (Dr. Madonna); Fall 2009 (Dr. Gurian); Spring 2010 (Dr. Madonna); Fall 2010 (Dr. Haynes); Spring 2014 (Dr. Haynes)

*Enrollment and Student Profile:* 2 sections of 27 undergraduate students per semester

*Type of Course:* Introductory; required for all undergraduates

*Course Content:*

An introduction to the study of American domestic politics and government, primarily at the national level, with attention paid to state and local government and politics as well. The course is designed to provide an overview of fundamental concepts such as the structure of Congress, the Presidency, and the court, the role of interest groups, presidential campaigns and elections, among many others.

*Teaching Responsibilities:*

As the teaching assistant and discussion section leader, my primary responsibility was to lead a discussion section once a week to provide an opportunity for students to discuss class concepts and/or current events in a small, non-lecture format. In addition, I was responsible for grading students' exams, writing assignments, and content quizzes throughout the semester and to provide exam reviews during the weeks we had exams. Finally, I was responsible for holding regular office hours for two hours per week and to assist and tutor students who requested it.



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## Teaching Interests and Capabilities

### Courses I am qualified and able to teach:

#### *Introductory Courses--*

- Introduction to American Government and Politics\*\*
- Introduction to Global Issues/Globalization/International Politics\*\*
- Introduction to International Relations
- Introduction to Comparative Politics\*\*
- Introduction to Research Methods/Political Science

#### *Foreign Policy--*

- American Foreign Policy\*\*
- Comparative Foreign Policy
- U.S. National Security Policy\*\*

#### *East Asia and Chinese Political Systems--*

- East Asian Government and Politics
- Politics of China (including Chinese Foreign Policy)

#### *International Relations Courses--*

- International Security and Conflict
- Nuclear Proliferation and Disarmament
- Decision-making in International Relations (particularly psychological models)
- The Role of Reputation in International Politics

#### *Political Development and Democracy--*

- Comparative Democratization and Civil Society
- Advanced Democracies
- Political Development (Democratic Governance and Processes)

#### *Active Learning and Simulations--*

- Advanced Political Simulations
- Model United Nations\*\*, Model Arab League\*\*, Model European Union, \*\*National Security Council Simulation

\*\*Courses or activities that I have prepared and taught already

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Sample Teaching Materials #1

INTL 1100H: Introduction to Global Issues (Honors)  
Spring 2013  
The University of Georgia

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Time: MWF 9:05am-9:55am or 11:15am-12:05pm

Place: 9:05am (Candler 115) 11:15am (Candler 214)

Instructor: Matt Clary

Email: [mclary@uga.edu](mailto:mclary@uga.edu)

Office: Candler B03

Office Hours: Mondays and Wednesday from 10am-11am  
(or by appointment)

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*"Now, more than ever, we need to connect the dots between climate, poverty, energy, food and water. These issues cannot be addressed in isolation."*

-Secretary-General Ban Ki-moon – remarks at UNFCCC, 7 December 2010

**COURSE DESCRIPTION:** As a gateway to the pursuit of a major in international affairs, this course serves to introduce the student to the study of international politics and global issues that face countless groups and individuals 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 every issue facing people in the world today, we will focus and emphasize five key challenges: globalization and development, human rights, international security and terrorism, poverty and hunger, and environmental issues. Students will learn about each of these issues through assigned readings, individual research, lecture, class discussion, films, and in-class activities. Emphasis will be placed on your ability to understand and *critically* evaluate the causes, consequences, and the most promising responses to each challenge.

**COURSE REQUIREMENTS:** You are expected to attend every class meeting and to read the assigned materials thoughtfully and thoroughly prior to the class in which they are scheduled to be discussed. Moreover, you are expected to check the eLC website of this course for updates throughout the term. You are also expected to monitor current news related to the issues discussed in class.

REQUIRED READING MATERIALS:

- (1) There are three required books for this course, which can be purchased at the UGA bookstore or through an online book seller like Amazon, Barnes & Noble, or Half.com.
  - a. **Steven L. Lamy, John Baylis, Steven Smith, and Patricia Owens: Introduction to Global Politics (2<sup>nd</sup> Edition), New York: Oxford University Press, 2013.**
  - b. **Paul Collier: Wars, Guns, and Votes: Democracy in Dangerous Places, New York: Harper-Perennial, 2009.**
  - c. **Joseph E. Stiglitz: Making Globalization Work, New York: W.W. Norton, 2007.**
- (2) Assigned E-Journal articles are accessible through the UGA libraries' website ([www.libs.uga.edu/ejournals](http://www.libs.uga.edu/ejournals)). These texts are marked (E-journal)
- (3) Assigned additional readings are available on the course eLC website ([www.elc.uga.edu](http://www.elc.uga.edu)). These texts are marked (eLC)

GRADE COMPONENTS:

Participation 10%→ I define participation as the fairly frequent, active contribution and **self-inclusion** in class discussions and activities, to show up to class on time and prepared to discuss the readings or assignment for that day, and to be respectful of the instructor and other classmates. Sitting quietly through class and completing all assignments on time is the minimum expectation for participation in this course and will not earn you a high participation grade. If you are concerned about participation, contact me early in the semester and we can discuss strategies to raise your grade.

Attendance Policy→ My attendance policy is fairly straight-forward--As this course, like any other, is an investment in your education, you should *want* to be in class each and every day. I perceive frequent absences as a sign that a student has a lack of interest in the class and their own education—I promise you that I will show up to each and every class fully prepared and energetic about teaching and discussing international affairs, and I expect that same level of dedication out of each one of my students. As this is the case:

You are permitted to have **4 absences** for any reason to accommodate extracurricular activities, illness, oversleeping, zombie apocalypses, etc. For every absence beyond this, 5% of the participation grade component will no longer be able to be earned.

- Note: if you have cause for a prolonged, university-approved absence from class, please see me immediately to discuss the matter.

In addition, you are expected to be in class for the entirety of each period (typically 50 minutes), however:

- If you will be leaving class early, **you must notify me before class. If you do not, your absence will be considered unexcused for that entire day.**

- If you cannot make it to class on time on a particular day, you must notify me before class (if possible). If you are simply running late, you are responsible for contacting me at the end of that class period to discuss the matter.

In-Class Debates 10% → Over the course of the semester, we will have several in-class debates in which students will be organized into debate ‘teams’ that will be responsible for presenting and debating in favor of a particular perspective on the issue under discussion. This grade component will be composed of an assessment of your performance as an individual and as a member of a debate ‘team,’ which will be heavily influenced by your preparation prior to the debate as well as your participation during the actual debate. As part of your preparation for each debate, you will be expected to conduct research and to produce a 2-3 page, single-spaced position paper. More details about debate assignments will be provided as the semester progresses.

Course Simulation (Model United Nations) 10% → Near the end of the semester, you will participate in a simulation of the United Nations. In preparation for this simulation, it is recommended that you conduct research on your assigned country and its position on the assigned topic as we approach this date. **This simulation will take place outside of class on April 22<sup>nd</sup> from 6pm-9pm—if you cannot be present during this time/place, please see me within the first week of class!!!**

Research Paper 20% → Reactions to the challenges posed by the global issues discussed in this course vary significantly among different nations. Each student will be responsible for producing a 12-15 page, double-spaced comprehensive report that analyzes the policy responses and strategies of **three** nations (from a list provided on eLC) in dealing with a specific global issue that each student will be assigned. The objective of this assignment will be for students to critically compare and contrast the policy responses of different nations to similar issues and most importantly, to answer the question of why policy responses may or may not be similar across the three cases. More details for this project will be provided in the first weeks of the semester.

- This assignment will be due at the beginning of class on **April 15<sup>th</sup>**.

Midterm Exam 20% → The midterm exam will consist of two components. The first (on 3/6) will consist of identification terms, multiple choice, fill in the blank, T/F questions and/or short answer questions. The second component (on 3/8) will consist of an essay question(s). The exam will cover material from chapters 1 through 7 and 10. These times are set in stone and cannot be altered unless under extreme circumstances. If these exist, please see me to arrange a makeup time ASAP!!

Final Exam 30%: The final exam will consist of identification terms, fill in the blank, and short answer or essay questions and will be **cumulative**. Specific details will be announced closer to the exam date. The exam dates are listed at the bottom of the schedule below. The time and place is set in stone and cannot be changed unless under extreme circumstances. If these exist, please see me to arrange a makeup time ASAP!!

#### GRADING SCALE:

93.00 to 100 = A

73.00 to 77.00 = C

90.00 to 93.00 = A-  
87.00 to 90.00 = B+  
83.00 to 87.00 = B  
80.00 to 83.00 = B-  
77.00 to 80.00 = C+

70.00 to 73.00 = C-  
67.00 to 70.00 = D+  
63.00 to 67.00 = D  
60.00 to 63.00 = D-  
Below 60.00 = F

If you have questions about my grading scale/policies, please refer to the grading policy file on eLC first, and then if you still have questions, you may come to my office hours.

**ACADEMIC HONESTY:** All academic work must meet the standards contained in a “Culture of Honesty”(<http://honesty.uga.edu/ahpd/ACOH%20May%20%2707.pdf>). You are responsible to inform yourself about those standards. If you are found to commit academic dishonesty, either intentionally or by accident, you will receive an automatic failing grade for the course AND disciplinary proceedings to dismiss you from the University may be initiated against you. I will not tolerate academic dishonesty, and neither should you. I assure you that should you violate this policy, you will be subjected to the harshest penalty offered by the university.

**GRADING APPEALS:** If you believe an exam or assignment has been graded wrongly, you can appeal your grade in writing within 48 hours of the assignment or exam being returned. Comparisons to other students’ graded work will not be accepted as evidence for the complaint. The written statement must provide the specific reasons for reconsideration as well as the student’s assessment of the particular grade the assignment deserves. The original copy of the graded assignment must be submitted with the letter. When the appeal has been led according to these guidelines, the assignment will be re-graded. The new grade may be the same, higher, or *lower* than the original grade. It will be final.

**CLASSROOM DECORUM:** Please make sure your cell phones are turned off before class. While class is in session, please refrain from any rude or distracting activities. Such behavior includes sleeping, reading or studying for other classes, text messaging, visiting Facebook/Pinterest, completing the crossword puzzle in the *Red & Black*, etc. Also, since this class revolves around the discussion of politics, culture, and current events, we will sometimes delve into controversial topics. Please remember to respect others’ opinions, even if you do not agree. Repeated offenses in this regard will result in a significant reduction of your participation grade.

**MAKE-UP EXAMINATIONS:** Make-up examinations are only offered for university-excused absences. It will be your responsibility to contact me immediately if you have a conflict that will prevent you from taking the midterm or final exam on the scheduled dates. In addition, if you are ill on an exam day or on the date a major assignment is due, it is your responsibility to contact me within 24 hours (if reasonable) noting the absence and then show proper documentation (i.e. a note from a doctor or medical center) when you return to class.

**DISABILITY ARRANGEMENTS:** It is a University policy that students with documented disabilities receive reasonable accommodations through access to classroom information. If you require special accommodations because of a university-documented condition, please contact me immediately.

**DISCLAIMER:** I view this syllabus as a contract of what I expect from you and what you should expect from me. However, this syllabus should be viewed as a general plan for the course; deviations announced to the class by the instructor may be necessary. Should deviations become necessary, I will communicate through announcements on the course website, through class announcements, or through email.

<b>Course Schedule</b>		
Introduction to Course and Global Politics	Week 1—January 7-11 (drop period ends 1/10) (add period ends 1/11)	Lamy et al. Ch. 1 Osland (2003) [eLC]
Introduction to International Relations (Realism and Liberalism)	Week 2—January 14-23	Lamy et al. Ch. 2 and Ch. 3 Walt (1998) [eLC]
<b>NO CLASS MLK Jr. Day</b>	Monday, January 21st	
<b><u>RP—Topic Due</u></b>	<b>January 23<sup>rd</sup></b>	
Critical Approaches	Week 3—January 25-28	Lamy et al. Ch. 4
Making Foreign Policy	Week 4—Jan. 30-Feb. 4	Lamy et al. Ch 5
<b><u>In-Class Debate #1</u></b>	February 6 <sup>th</sup>	
Global Governance	Week 4—Feb. 8-13	Lamy et al. Ch. 6 Abbott and Snidal (1998) [eLC]
<b><u>RP—Cases and Intro. to Global Issue Due</u></b>	<b>February 13<sup>th</sup></b>	
Non-Governmental Actors (NGOs)	Week 5—Feb. 15-18	Lamy et al. Ch. 7 <b>Start reading Collier Wars, Guns, and Votes.</b>
Transitions to Democracy	Week 6—Feb. 20-22; March 1 <sup>st</sup> and 4 <sup>th</sup>	Wiarda/Clary BJWA article on 'Transitions to Democracy' [eLC] <b>Have Collier Wars, Guns, and Votes) read.</b>
<b><u>In-Class Debate #2</u></b>	February 25 <sup>th</sup>	See eLC for readings
Catch-Up Day	February 27 <sup>th</sup>	

<b>Midterm Exam— Multiple Choice/ID Term Portion</b>	March 6	See eLC for Midterm Review materials
<b>Midterm Exam—Essay Portion</b>	March 8	Midterm Exam Covers Chapters 1-7; Democracy material
<b>Spring Break [NO CLASS]</b>	March 11-15	
Human Rights: Origins, Development, and Enforcement	March 18-22	Lamy et al. Ch. 10 Valentino (2011) [eLC] Western/Goldstein (2011) [eLC]
<b>Withdrawal Deadline</b>	<b>--March 21<sup>st</sup>--</b>	
Security and Military Power	March 25-27	Lamy et al. Ch. 8
<u>In-Class Debate #3</u>	March 29 <sup>th</sup>	See eLC for readings
Terrorism and Global Crime	April 1-April 3	Lamy et al. Ch. 9
<b>RP: Rough Draft Due to Revising Partner</b>	April 5 <sup>th</sup>	
International Political Economy and Global Trade	April 5-8	Lamy et al. pp (347-360; 367-373; 375-389) <b>Begin reading Stiglitz, 'Making Globalization Work'</b>
<u>In-Class Debate #4</u>	April 10 <sup>th</sup>	See eLC for readings
<b>No Class</b>	April 15 <sup>th</sup>	Finalize your research papers
<b>RP: Hard Copy of Final Draft Due at end of class</b>	April 17 <sup>th</sup>	
Poverty, Development, Inequality, and Population Pressures	April 12-17	Lamy et al. Ch. 13 <b>Have Stiglitz, 'Making Globalization Work' read</b>

Prep for Model United Nations (in-class)	April 19 <sup>th</sup>	See eLC for instructions/materials
<b>NO CLASS→ Prep for Model United Nations</b>	April 22 <sup>nd</sup>	See eLC for instructions/materials
<b>MODEL UN SIMULATION (out of class—6pm-9pm)</b>	April 22 <sup>nd</sup>	
The Environment	April 24-26	Lamy et al. Ch. 14
Course Wrap-Up and Final Exam Review	April 29 <sup>th</sup>	
Reading Day—NO CLASS	April 30 <sup>th</sup>	
<b>Final Exam [Exam is Cumulative]</b>		Final Exam date and time set in stone—if you have a conflict, you must see me ASAP !!
9:05am course→ May 1 <sup>st</sup> from 8am-11am		
11:15am course→ May 6 <sup>th</sup> from 12pm-3pm		



Sample Teaching Materials #2

**Sample Final Exam Structure/Content for Introduction to Global Issues Course**

**Part I—Fill in the Blank:** Please answer **30** of the following questions and provide the **best** answer that is most appropriate. (Worth 1 pt each; total of 30 pts.)

- (1) Name each of the five BRICS nations that we discussed in class (all or nothing):  
\_\_\_\_\_
- (2) Based on our discussion of disease and inequality, the most common cause of death of people in the developing world is \_\_\_\_\_, while in the developed world is \_\_\_\_\_.
- (3) The shift toward production of goods and services based on cost considerations, arbitrary specialization, and government and corporate policies is known as \_\_\_\_\_.
- (4) According to the text and lecture slides, the opposite of corruption is known as \_\_\_\_\_. [there are two acceptable answers here]
- (5) The predecessor trade organization to the World Trade Organization (WTO) is known as the \_\_\_\_\_. [need the entire name, not only acronym]
- (6) \_\_\_\_\_ was the economist responsible for proposing the idea of comparative advantage.
- (7) Those living under the category of \_\_\_\_\_ poverty include those individuals in the world living below the global poverty line of approximately \$2.5/day.
- (8) An example of a advocacy-based non-governmental organization (NGO) in the human rights realm is \_\_\_\_\_.
- (9) Verification and enforcement of the Nuclear Non-Proliferation Treaty (NPT) is carried out by the \_\_\_\_\_ [put entire name, not just acronym]
- (10) There are three links between organized crime and state authorities in networks of organized crime. Name two of these. \_\_\_\_\_
- (11) There are many factors that have an effect on the success of environmental legislation/regimes. Name two of these factors. \_\_\_\_\_
- (12) Terrorism is based on \_\_\_\_\_ motivations while transnational organized crime is based on \_\_\_\_\_ motivations.
- (13) \_\_\_\_\_ is Israel's policy regarding its nuclear weapons program in which it refuses to publically acknowledge whether or not it possesses nuclear capabilities.
- (14) The \_\_\_\_\_ Conference was the meeting at which the elements of the current global economic structure (i.e. the IMF, the World Bank, the gold standard and later floating currencies, the GATT and WTO) was founded.

- (15) \_\_\_\_\_ was the *primary* explanation for the Cold War remained ‘cold,’ or that made direct military conflict between the United States and the Soviet Union unlikely.
- (16) The \_\_\_\_\_ strategy was commonly used by several Latin American and African developing nations that saw them use tariff/non-tariff barriers to build demand for locally produced goods and to subsidize new industries that in the long-run, became inefficient monopolies and put these nations in a great deal of debt.
- (17) Research in the field of International Relations is focused primarily on \_\_\_\_\_ research, which is focused on explaining the way the world is, as opposed to \_\_\_\_\_ research, which is based on the way the world *ought* to be.
- (18) The \_\_\_\_\_ treaty dictates that a nation’s exclusive economic zone, or the territorial/sovereign waters of a particular state, extend approximately 200 nautical miles from the shore of that state.
- (19) Name two of the reasons why ‘sellers’ of weapons/arms choose to proliferate weapons  
\_\_\_\_\_
- (20) A style of organization (in the realm of global terrorism) that is essentially leaderless and is facilitated by communication and organization via the Internet is referred to as a \_\_\_\_\_.
- (21) \_\_\_\_\_ are informal systems (developed originally in India, but used by global terrorist organizations) of transferring money based primarily on trust and interpersonal relations that leaves virtually no electronic or paper-trail.
- (22) Not including Israel (who is believed to possess nuclear weapons), name every state that currently possesses nuclear weapons (either legally or illegally). Note: There are 5 official and 3 unofficial nuclear states. [This question is all or nothing]  
\_\_\_\_\_  
\_\_\_\_\_
- (23) \_\_\_\_\_ is the global court created to deal with disputes among states, but has been used on an ad hoc basis to try specific crimes against humanity such as the Tribunals for Yugoslavia and Rwanda.
- (24) Complete the equation for a nation’s population rate:  
  
Fertility Rate – Mortality Rate +/- \_\_\_\_\_ = population rate
- (25) \_\_\_\_\_ rights are those rights that a government or society are supposed to provide to its citizenry, including the right to a certain level of economic well-being, health, education, or cultural amenities.
- (26) What was one of the three primary limitations of the Universal Declaration on Human Rights that we discussed in class?  
\_\_\_\_\_
- (27) The UN Conference on the Human Environment (i.e. the Stockholm Conference) created the \_\_\_\_\_, which is the international body primary responsible for coordinating international activities to protect the environment.

- (28) Because their economies expanded at a rapid rate in the 1960s and 1970s, Singapore, Taiwan, Malaysia, and South Korea are often referred to collectively as the \_\_\_\_\_.
- (29) \_\_\_\_\_ is/was an example of a 'terrorist' group with the primary goal of self-determination.
- (30) The primary regional political/economic organization for the nations of Southeast Asia (i.e. Vietnam, Indonesia, Thailand, Myanmar, etc.) is known as the \_\_\_\_\_ [please provide the whole name, not just the acronym].

**Part II—Identification Terms:** Briefly define and explain the significance of **FOUR** of the following terms or concepts. Each answer should be no longer than 1 paragraph (4-6 sentences). (Worth 10 pts each; total of 40 pts.)

Somalia Effect  
Montreal Protocol

First Strike Capability  
Dependency Theory

Export Oriented Industrialization  
Epistemic Community

**Part III—Short Answers:** Select **ONE** of the following short answer prompts and provide a 2-3 paragraph (maximum) response below. (Worth 10 points)

SA #1→ Congratulations! You've just been appointed and confirmed as the next Secretary of Defense for the United States. On your first day on the job, the President asks you whether the United States can afford to completely disarm its nuclear arsenal. Can it? Why or why not? Be sure to include relevant terms/concepts that someone who knows nothing about nuclear weapons would need to know. Remember, your time with the president is limited, so you must limit your response to 3 paragraphs or less, so be concise and efficient in your choice of terms, concepts, and definitions.

SA #2→ It is 1994 and you are the UN General in charge of the Peacekeeping mission in Rwanda. You realize that you are outmatched and have only limited resources to carry out your mission there. Your only option is to send a message to the UN General Assembly asking for more resources. What do you tell them? If it is genocide that is occurring, *why* should the international community intervene? In your message be sure to explain the difference between peacekeeping and peacemaking, to define genocide and crimes against humanity, and to discuss the various international agreements that are pertinent to your situation in Rwanda. Be persuasive!!

**Part IV: Essay Question:** Please answer the following question as completely as possible. (Worth 20 points). Note: It is advisable to outline/organize your response prior to writing your answer. Also, the best responses will be those that thoroughly evaluate/analyze the concept under question.

This course has introduced you to a wide range of global issues that often overlap and relate to each other. One of these issues of central importance is that of global inequality. What is global inequality and why is it a problem internationally? In what three areas is global inequality the greatest problem and why? Be specific and be sure to draw in information from different issues such as global terrorism and crime, trade, human rights, security concerns, environmental issues, etc. Finally, discuss three potential solutions (in some detail) to the problems you mentioned above, drawing on Joseph Stiglitz's policy suggestions in *Making Globalization Work* specifically, but also draw on examples from across the course to support your claims.

## Sample Teaching Materials #3

INTL 1100H  
HW #2

Instructions→ You will submit a typed (no more than 2 single-spaced pages) response to the questions presented below for **TWO** INGOs following the instructions below. Your response does not have to be in essay form—bulleted answers to each question is acceptable. Note: Some questions may only require very short (1-2 sentence) responses.  
[Worth 3 participation points]

- Choose **two** INGOs
  - These can come from foundations or think-tanks listed in the text [Tables 7.1 (pp. 224-226) and 7.2 (pp. 228-231)]
  - Your INGOs should clearly fit the description of INGOs that we discussed in class.
  - Note—You should pick organizations that are of interest to you—i.e. where you might look for employment or an internship!!]
- Go to each organization's website [NOT WIKIPEDIA!!!] and *research* the following topics in preparation to answer the questions asked below [do this for each organization]
  - Their Mission and primary goals/objectives
  - Their history (i.e. why they were created)
  - How they attempt to achieve their mission/goals (i.e. their impact)
  - Their funding sources
  - Where they conduct their business (can be the entire globe)
  - Some of the specific projects (or research for think-tanks) they pursued in the last 10-20 years
- Answer the following questions [for each organization]→
  - What is the primary purpose of your organization?
  - When was your organization created? Was there a specific reason it was created?
  - Where does it get its funding? (why might this be significant?)
  - Where does it conduct its business?
  - What is the overall impact of your organization? Why is important in the broader scope of international politics?
  - What form of INGO power (as discussed in Chapter 7) does your organization primarily provide? Why? Provide 2 concrete examples of this.
  - Does your organization work closely with governments and/or international organizations? If so, which ones? Why? If not, why not?
  - Detail at least 2 projects that your organization has taken part in over the last 5-10 years—what was the project's objective? Did they achieve what they set out to do? Why or why not? What role did the organization play?
  - Does your organization have any internships or employment opportunities? If so, what are some details about those opportunities that interest you as a student in this course?



## Sample of Student Work

Writing Assignment #4  
INTL 1100: Intro to Global Issues

Question Prompt: How are claims of human rights violations used for political purposes? How are human rights violations overlooked for political purposes? Be sure to include relevant examples.

### Human Rights Writing Assignment

The issue of human rights has become very prevalent during the modern age. These issues began to take on a global scope shortly after the atrocities of World War II. Since that time, globalization and technological development have brought global human rights to the forefront of modern politics. The creation of many non-state actors focused on human rights, such as Amnesty International, has added even more fuel to the fire.

*how so? what specific role have non-state actors played? exp. of Amnesty Int'l role?*

As we look at global politics, many governments have used claims of human rights violations in order to accomplish alternative goals. Governments often intervene in areas where human rights are under attack in order to accomplish other goals within the country or region. They may do these for a variety of reasons, including economic benefits, military purposes, etc. A prime example of this is the War on Terror that the United States launched after the terrorist attacks of September 11. The United States declared war on Saddam Hussein and his dictatorial regime for a multitude of reasons, many of which the public may never know the true extent of. One of America's major claims for entering this war was the human rights that Hussein was denying to people of the country. His oppression of the Kurds, political dissidents, and others was certainly horrific and a direct attack on rights that these people deserved. However, the United States had other reasons for initiating armed conflict in the region. Afghanistan is home to large oil reserves that were advantageous for the United States. Global escalations in oil prices could be curtailed with access to these vast reserves of oil. Many believe that the terrorist attacks provided the perfect opportunity to enter the country on claims of national security and human rights violations while actually attacking for the purpose of seizing these oil fields. The lack of democracy in the Middle East was also of concern to the United States. The area contains very few democracies, and a very small number of U.S. allies. Many people believe that American forces were sent to the area in order to establish a government in the region that would be advantageous to American interests in this generally unstable, anti-U.S. region of the world.

*nice example*

*good but analyze more about the politicization of human rights*

Human rights violations certainly provide opportunities for strong governments to intervene. However, governments will often times turn a blind eye to these issues if other interests are not located in the region. Unfortunately, the U.S. provides numerous examples of this course of action. One example is the genocide in the Darfur region of Africa. Widespread genocide occurred throughout the area, but the U.S. never intervened. The country also chose, for the most part, not to address human rights violations in the African country of Rwanda. Despite horrible atrocities in this area, the U.S. had no political gains to be sought after in the region. Because of this, nothing was done to address these issues. Currently, the U.S. is also overlooking significant human rights deficiencies in China. This is largely due to the great economic benefit that our country gains from trading with China, a huge player in the global economy. If we were to deny trade to China, the U.S. economy would suffer greatly. Due to this, the U.S. encourages China to improve their provision of human rights but is refusing to take a strong stance on addressing these glaring issues within the Chinese governmental system. The lack of U.S. presence in the aforementioned African nations is largely due to the lack of alternative American interests in the region. Contrastingly, the acceptance of human rights violations in China is due to strong interests in the country. This contrast provides opposing examples of why the U.S. might choose to overlook human rights violations around the world for political purposes.

*good, but is the U.S. the only one doing this?*

*excellent*

98

*Great work — be sure to focus your analysis and examples on more than American examples. There are plenty of "global" examples to draw from.*

*Matthew Q. Clary, PhD*

## Innovative Teaching Project #1

### Electoral College: The Race for the White House (In-Class Simulation)

-The following assignment is to be assigned the day/week prior to the simulation so the students can conduct background research and prepare for the simulation.

*In-Class Activity:* The activity will consist of the class being divided into 2 halves, each of which will function as the campaign managers for either the Republican or Democratic candidates (hypothetical) in the 2012 presidential election. As a group, you will have to make decisions regarding where to have your candidate spend time (i.e. make speeches, make appearances, etc.), where to spend valuable political capital (i.e. on things such as newspaper, radio, and television advertisements), where regional campaign headquarters should be located, which issues to have your candidate discuss in particular regions/states, and probably most important, which states to actually focus on as either a Republican or Democrat--i.e. which states are you nearly guaranteed to win? Which states are you nearly guaranteed to lose? Which states will be the battleground or 'swing' states?

HW#3 Assignment: (YOU WILL NOT TURN ANYTHING IN TO ME FOR THIS ASSIGNMENT, HOWEVER, IT WILL BE OBVIOUS WHO HAS DONE THIS WORK AND WHO HAS NOT) To accomplish this, you will need to research the electoral college--how it is made up, the basic logic behind it, where electoral college votes come from, where are those votes located (i.e. which states have a lot of electoral college votes and which do not?), etc. You should also focus in on the strategies of other candidates for the presidency over the last 3 presidential elections (i.e. Bush v. Gore (2000), Bush v. Kerry (2004), and Obama v. McCain (2008))--what was the winning strategy--which states did the candidate concentrate on in order to get the necessary amount required to win (i.e. 270 electoral college votes).

-you can find some of this information regarding historical election results at this website:

<http://www.100bestwebsites.org/alt/evmaps/electoral-maps.htm>

-in addition, you should try to find some analysis/discussion regarding different strategies used by each of these campaigns from previous elections to try to work out what you think would be a winning strategy for when we conduct the simulated election.

-Some general campaign information can be found [here](#). (Do not rely only on this information—you should seek out some other websites on your own)

\*\*Note—to click on the above links in Word, you should hold the CTRL button while clicking on the blue portion. This will open the page up in your browser.

.....  
-Your performance in the in-class simulation will be worth as much as 3 participation points. It will up to you to actively participate during the exercise to earn these points.  
.....

### Electoral College Votes/State (2000)

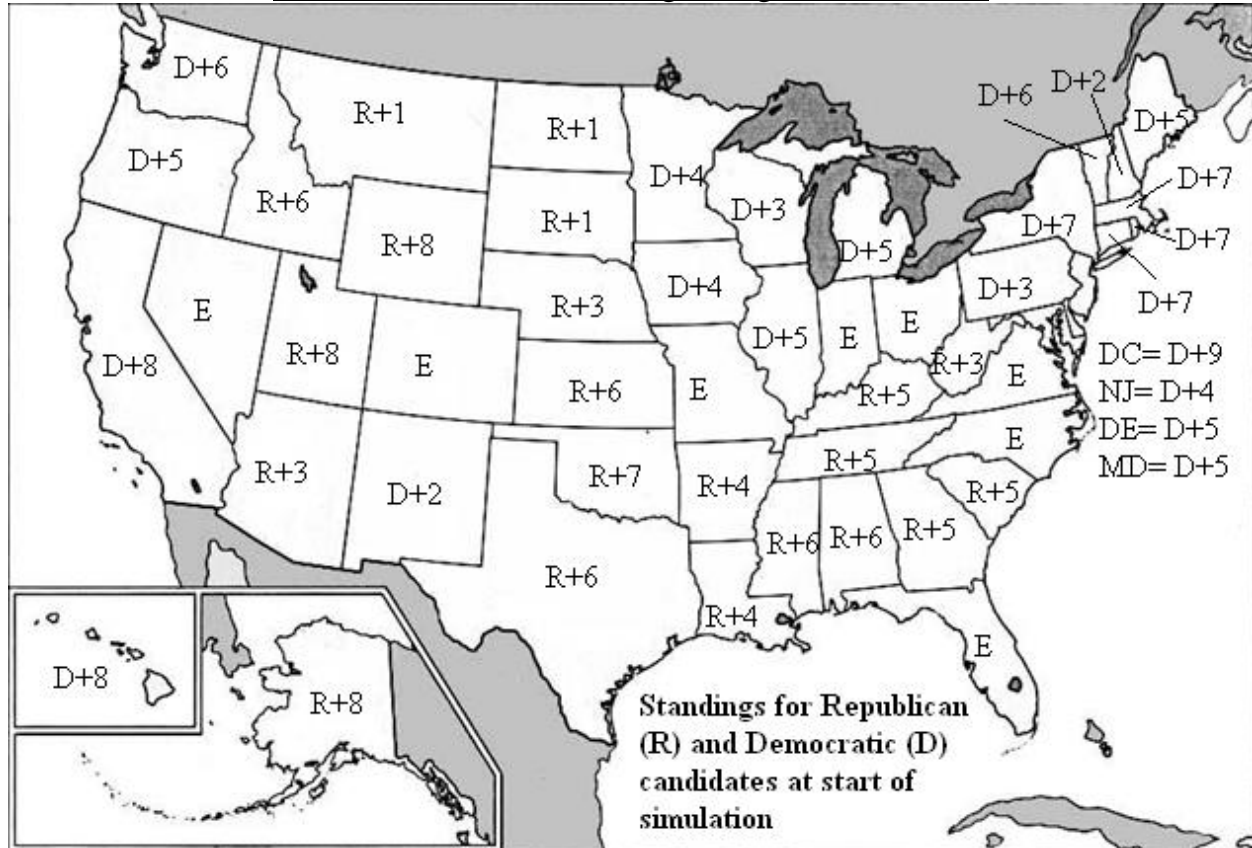


### Political Capital (PC) Value Amounts→

<u>Item</u>	<u>Cost (# of PC Points)</u>	<u>Benefit (what it buys you)</u>
Campaign Headquarters	-4 PC point per headquarters <b>Limit of 4 headquarters per team</b>	+3 standing in state placed in; doubled PC points fundraising
Candidate State Visit	-1 PC point per visit	+2 standing in state visited
Candidate Speech Event	-1 PC point per event	+1 standing in state visited
Candidate Fundraiser	-1 PC point per event  -This point is in addition to the state visit cost as well	+4 PC points w/ 30+ EC votes +3 PC points w/ 20+ EC votes +2 PC points w/ 10+ EC votes +1 PC points w/ <10 EC votes <b>Only one event per state allowed</b>
Political Consultant	-1 PC points per consultant <b>Limit 5 consultants per team</b>	+2 standing in state purchased in
Newspaper Advertisement	-1 PC point per ad <b>Limit 2 Ads per state/turn</b>	+1 standing in state purchased in
Radio Advertisement	-2 PC points per ad <b>Limit 2 Ads per state/turn</b>	+2 standing in state purchased in
Television Advertisement (Positive Ad)	-3 PC points per ad <b>Limit 1 Positive Ad per state/turn</b>	+3 standing in state purchased in
Television Advertisement (Negative Ad)	-3 PC points per ad <b>Unlimited per state/turn</b>	-3 standing in state for opponent <b>Flip coin, if heads, <u>your</u> candidate loses -1 standing there</b>

- Object of simulation→ Each team will attempt to win at least 270 electoral college votes by utilizing various strategies to improve their candidate's standing in each state.
- each team gets 8 PC points per turn to start, with potential to earn more through fundraising.
- PC points via fundraiser can be used for the next turn, thus increasing the beginning level of PC/turn to 8 plus whatever you fundraise.
- simulation lasts for 8 turns (each turn lasts 3 minutes)—each team determines moves simultaneously and submits their choices to be carried out simultaneously.
- Ads/headquarters can be started/built in any state, regardless of where candidate is located
- candidate can only give a speech or conduct a fundraiser in a state he/she is presently in (thus they must actually pay the cost of visiting the state as well as the cost of either the speech or fundraiser.
- The following map will be drawn on the board. Each number represents the standing in public opinion polls for each candidate (either R or D) and will change based upon the actions taken by each campaign after each turn. The goal is to have at least a +1 standing for your candidate at the end of the game to 'win' the states' Electoral College votes. It takes 270 to win!!

### Default Poll Results at Beginning of Simulation



- At the conclusion of the simulation, a homework assignment with questions regarding the accuracy of the simulation in comparison to the actual Electoral College is assigned—this requires the students to reflect on their experience and to draw comparisons between what was experienced during the simulation and what they learned during lecture.

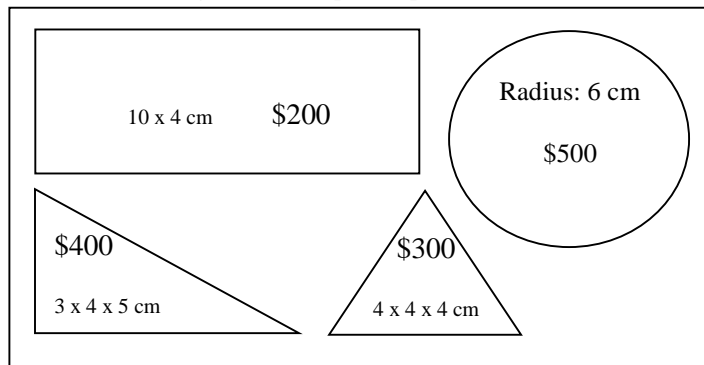


# THE TRADE GAME

## GAME PREPARATION

The Trade Game simulation allows students to act as states seeking prosperity through material wealth. Within the simulation, raw resources (i.e., copy paper and construction paper) are manipulated with technologies (e.g., pencils and scissors) to create specified material goods (represented by paper products with dimensions discussed in Figure 1) to trade on the international market. Because of the active and creative nature of the activity, some preparation by the instructor is required.<sup>1</sup> The students will compete with each other to create and sell paper-based products. To accomplish this, each group will require basic supplies, such as rulers, paper, and pencils. See Figure 2 for a sample supply list.

Figure 1. Sample Paper Products



Some of the paper products require compasses and protractors to construct. To avoid having to secure multiples of these items, we recommend creating templates of some of the more complex shapes beforehand and distributing them instead. For ideas regarding the paper goods, see Figure 1. Also, the trading aspect of the game requires that the groups have hard currency. We recommend creating a design for a \$50 note electronically and printing several sheets of them before the simulation day. The necessary amount of bills will depend on the number of groups; for our suggestion contingent on 40 students, see Table 2. Furthermore, the necessary amount of bills will correlate with the predetermined, initial prices for the products and the materials on the “open market”; see Figure 1. Finally, the furniture of the classroom may have to be rearranged to accommodate the groupwork.

Figure 2: Sample Distribution of Students and Resources

	Classification	Students	Initial Allocation of Resources	Initial Cash on Hand / Initial Account Balance
Group 1	Developed State	4	3 pairs of scissors, 2 rulers, 2 templates of compass-drawn goods, 2 triangle templates, 4 sheets of copy paper, & 4 pencils	\$500 / \$1000

<sup>1</sup> All of the tables in this paper reflect a simulation designed for 40 students; of course, supplies and allocations can be altered to accommodate other class sizes.

Group 2	Developed State	4	3 pairs of scissors, 2 rulers, 2 templates of compass-drawn goods, 2 triangle templates, 4 sheets of copy paper, and 4 pencils	\$500 / \$1000
Group 3	Mid-Range State	6	8 sheets of copy paper, 5 sheets of construction paper, 2 pencils, and 2 glue sticks	\$250 / \$500
Group 4	Mid-Range State	6	8 sheets of copy paper, 5 sheets of construction paper, 2 pencils, and 2 glue sticks	\$250 / \$500
Group 5	Developing State	7	20 sheets of copy paper and 3 pencils	\$0 / -\$1000
Group 6	Developing State	8	20 sheets of copy paper and 4 pencils	\$0 / -\$1000
Group 7	MNC / Open Market	5	Any “open market” materials	\$250 / \$500

### CONDUCTING THE SIMULATION

The students will be divided into groups that represent different types of actors within the international system. Most groups will perform as states, though their size and initial allocation of resources will reflect varying levels of wealth. Developed countries will begin with relatively few people and raw materials (e.g., copy paper), but they will possess more technologies, such as scissors and templates. Developing countries will contain more people and raw materials, but they begin with fewer technologies. Mid-range states fall between the other two categories. The states may allocate internal duties and responsibilities as they wish, but one member of each group must serve as that state’s representative to the World Trade Organization. The WTO can be called into session throughout the simulation by the instructor to address trade grievances.

*Figure 3. Sample Rules of the Game*

- All products must have sharp ends, be cut with scissors, and have the exact dimensions as the products drawn on the chalkboard.
- When your group has produced 5 examples of one product, you can present this to the commodities broker. If the quality is acceptable, the amount of money your products are worth will be added to your bank account.
- You are only allowed to use distributed resources and equipment.
- One member from each group will represent the group at the World Trade Organization. The WTO will mediate trade disputes between and among countries, and the facilitator can call it into session at any time.
- Only the money in your bank account when the game ends counts toward your final total.
- You are allowed to trade with other nations for technology or resources. Also, your group is allowed to impose restrictions or taxes on trade with other countries and to create trade agreements and treaties with other countries.
- Report all trade restrictions and agreements to the WTO upon implementation.
- You can withdraw and/or deposit money from your bank account at any time free of penalty.
- Once the game begins, the instructor will not answer any questions.

*Figure 4. Sample Simulation Timeline*

Time	Activity
Start	<p>Group 4 gets an offer for a loan from the IMF.</p> <p>Group 5 discovers that it has already accepted a loan from the IMF for \$300.</p> <p>Group 5 is placed simultaneously under sanctions for human rights violations and can no longer trade with other states, nor receive new IMF loans until 20 minutes into the simulation. However, it can still trade with the commodities broker.</p> <p>Group 3 is notified of its ability to circumvent sanctions regime if it so chooses.</p>
5 Minutes	Group 1 is advised to flood the market with triangles in order to lower their price and thus punish Group 5 for producing goods in light of the sanctions placed on it.
20 Minutes	<p>Deliver notes to Group 1 and Group 2 regarding the use of colored paper and glue to increase value of goods by 4 times the value.</p> <p>Deliver notes to Groups 4 and 5 regarding new IMF guidelines for loans (i.e. structural adjustment policies).</p>
30 Minutes	<p>Deliver note to Group 1 regarding the development of the protractor technology (give them semi-circle template) and the new 15cm semicircle product worth \$300/unit.</p> <p>Deliver note to Group 2 regarding new competitive advantage in producing 12x7 rectangles now worth \$500/unit.</p>

## DEBRIEFING AND REFLECTION

At the completion of the simulation (about 30-45 minutes), the instructor should ask students to take a few minutes to reflect on the events of the activity with their other group members. At this point, the instructor can either have groups answer the following sample discussion questions mentioned in Figure 5 as a class or have students use the questions and their observations to write a reflection essay for homework. Either way, the primary objective to ensure students reflect upon the events of the game and to connect the activity with content from the course on the subject of global trade.

*Figure 5: Sample Discussion Questions*

- What did the paper, scissors, rulers, and compasses represent during the game?
- Who owns the world's natural resources? Who owns the world's technology? What does this say about how the global trade system will, does, and should function?
- Who 'won' the game and why?
- What kind of country were you in the game? Why do you think that?
- Which country would be closest to what the United States is today? Why?
- What was not fair about the game?
- What does the game inform us about the real world and how global trade works?
- What does it feel like to be poor or rich in regards to game and how trade was conducted?
- Would you change the system of global trade? Why? How would you do it?
- Why might it be difficult to alter the system?
- What roles did international organizations such as the World Trade Organization (WTO), World Bank, or United Nations (UN) play in the game?
- What role did the black market play in the game? Why was it significant/insignificant?

*Matthew Q. Clary, PhD*

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## Professional Activities and Training Related to Teaching

### Teaching/Learning Related Publications Under Review:

March 2015. Andy Owsiak, Matthew Clary, and Virginia Clary, "Causing a Crisis; Simulating Interstate Crisis Conditions as a Learning Exercise in Crisis Diplomacy." *International Studies Perspectives*.

### Teaching/Learning Related Working Papers:

"Tapping Into the Mainstream: Using Popular Culture in Course Readings to Improve Learning Experiences in the College Classroom." (with Denise Domizi, Elizabeth Lucht, Mark Jones, Robin Henager-Greene, and Stacy Musgrave)

"The Trade Game: A Reimagining of an In-Class Simulation of the Global Trade System." (with Kayce Mobley)

"Crisis-Management in Action: Using a Crisis Simulation to Teach Foreign Policy Decision-Making under Duress."

"Crisis Management in Action: Using Threat Assessments to Teach Foreign Policy Decision-Making in the Classroom."

"The Race to the White House: A Simulation of the Electoral College for Introduction to American Government and Politics Courses." (with Jared Allman)

### Conference Presentations:

August 29<sup>th</sup>-31<sup>st</sup>, 2012. "Crisis Management in Action: Using a Simulation of the U.S. National Security Apparatus to Teach Foreign Policy Decision-Making under Duress" At the *Annual Meeting of the American Political Science Association (APSA)* in New Orleans, LA.

April 2<sup>nd</sup>-4<sup>th</sup>, 2012. "Crisis-Management in Action: Using Threat Assessments to Teach Foreign Policy Decision-Making in the Classroom." Annual Meeting of the *International Studies Association (ISA)* in San Diego, CA.

October 5<sup>th</sup>, 2011. "The Trade Game: A Reimagining of an In-Class Simulation of the Global Trade System." Annual Meeting of the *International Studies Association-South (ISA-South)* in Elon, NC.

October 16<sup>th</sup>-17<sup>th</sup>, 2009. "Crisis-Management in Action: Using a Crisis Simulation to Teach Foreign Policy Decision-Making under Duress." At the Annual Meeting of the *International Studies Association (ISA) South* in Nashville, TN.

### Awards:

Spring 2011. Outstanding Teaching Assistant Recognition. *The Graduate School*. The University of Georgia.

Fall 2009, Spring 2010, & Fall 2010. Outstanding Teaching Assistant Recognition, *School of Public and International Affairs (SPIA)*, The University of Georgia.

Professional Activities Related to Teaching:

2013. Executive Council Member. Association for Pedagogy in Politics & International Affairs (APPIA)

August 2012-June 2013. Participant in the Future Faculty Program (FFP). *Center for Teaching and Learning (CTL)*. The University of Georgia.

August 2012. Discussion Section Organizer and Lecturer. Fall 2012 Graduate Teaching Assistant Orientation. *Center for Teaching and Learning (CTL)*. The University of Georgia.

- Collaborated with Future Faculty Program participants to discuss TA roles, expectations, and concerns for incoming assistants, including panels on best teaching practices, syllabus creation, and what to expect on the first day of class.

Fall 2011. Participated in and completed the Graduate Teaching Portfolio Workshop through the Center for Teaching and Learning (CTL). The University of Georgia.

November 2008. Course Textbook Manuscript Reviewer for Wadsworth-Cengage Learning Publishers at the Annual Meeting of the Georgia Political Science Association (GPSA), Savannah.

- Book reviewed was later published and was titled *American Government and Politics: Deliberation, Democracy, and Citizenship*. By Joseph M. Bassette and John J. Pitney, Jr.

2002-2004. Staff for the National High School Model United Nations (NHSMUN), New York, NY.

- Worked on NHSMUN staff for 2 years, coordinating and facilitating over 2,000 high school students to simulate the United Nations.

Fall 2003. Co-instructor for a course on voting and American government and politics for the Greenville Literacy Association (GLA), Greenville, SC.

Training:

Fall 2013. Participated in the 2013 Emerging Leaders Program at the University of Georgia.

Fall 2013. Participated in a future faculty learning community through the *Center for Teaching and Learning (CTL)* at the University of Georgia on the topic of improving engaged reading in the college classroom through the use of references to popular culture

Fall 2008. Participated in a GRSC 7770 course within the Political Science Department at UGA for basic teaching assistant and course organization and planning training.

Invited Talks Related to Teaching:

“Multilateral Trade Negotiations and Regional Trade Blocs.” Guest Lecturer, INTL 4710: UN Practicum. Dr. Andy Owsiak, instructor. April 2<sup>nd</sup>, 2013.

"Globalization" and "Global Trade." Guest Lecturer, INTL 1100: Introduction to Global Issues, Virginia Sanders, instructor. Sept 8<sup>th</sup> and 22<sup>nd</sup>, 2012.

*Matthew Q. Clary, PhD*

## Evaluation of Teaching

The University of Georgia and the Duke Talent Identification Program (TIP) collect anonymous student evaluations at the end of every semester. Students rate the instruction they received that term on a scale of 1 (“Poor”) to 5 (“Excellent”). The following are my respective averages for each semester of teaching. Piedmont College collects evaluations in a similar manner, however their range is on a scale of 1 (“Poor”) to 4 (“Excellent”).

<b>Semester</b>	<b># of Respondents</b>	<b>Instruction Rating</b>	<b>Preparation Rating</b>
Spring 2008, POLS 1101	40	4.24	4.35
Fall 2008, POLS 1101	48	4.29**	4.44
Spring 2009, POLS 1101	48	4.52**	4.79
Summer 2009 (Duke TIP)	17	4.82**	4.82
Fall 2009, POLS 1101	44	4.66**	4.64
Spring 2010, POLS 1101	49	4.67**	4.69
Summer 2010 (Duke TIP)	18	4.83**	4.89
Fall 2010, POLS 1101	36	4.45**	4.62
Spring 2011, INTL 1100	42	4.48**	4.81
Summer 2011 (Duke TIP)	16	4.88**	4.75
Fall 2012, INTL 1100	41	4.07	4.59
Spring 2012, INTL 4430	32	4.44**	4.84
Spring 2012, INTL 3300	39	3.92	4.59
Summer 2012 (Duke TIP)	16	4.69**	4.5
Fall 2012, INTL 1100H	13	4.76**	4.92
Spring 2013, INTL 1100H #1	13	4.17	4.84
Spring 2013, INTL 1100H #2	16	4.63**	4.94
Summer 2013 (Duke TIP) #1	16	4.73**	4.53
Summer 2013 (Duke TIP) #2	18	4.71**	4.8
Spring 2014, POLS 1101	24	4.3**	4.46
Overall Average		4.52	4.7

\*\*Denotes a course rating above the departmental mean

<b>Semester</b>	<b># of Respondents</b>	<b>Instruction Rating</b>	<b>Preparation Rating</b>
Fall 2014, POSC 1101	10	3.71**(out of 4)	3.8 (out of 4)

### Comments About Course:

- “There was a variety of enriching assignments such as debates, research papers, and a Model UN which enriched my ability to think critically/synthesize the information covered rather than just memorize it.” (INTL 1100H, Spring 2013)
- “At first, my entire class felt overwhelmed by the amount of time and effort we had to spend on the multiple assignments we had to complete for his class. However, he gave us the opportunity to fill out a midterm course evaluation sheet. Afterwards, he adjusted the class schedule to fit our needs while still emphasizing the fact that this is an Honors course and that he was not going to lower the course load. By doing that, he showed us that he really

does want us to learn the material. I was thoroughly impressed with his concern. He is one of the best teachers I've had thus far.” (INTL 1100H, Spring 2013)

- “Clary was a good teacher. The best thing about the class was the simulation. It brought a real life practical application to the course. He did a good job in setting that up. The only criticism I would say is that he talks really fast in lecture so sometimes it's kind of hard to keep up with. Besides that, good instructor!!” (INTL 4430, Spring 2012)
- “The course was very well structured overall and challenged me to do my best.” (INTL 3300, Spring 2012)
- “Excellent course. Integration of outside resources made class interesting and thought provoking. Debates were highly educational. Instructor was always prepared and enthusiastic.” (INTL 1100H, Spring 2013)

### **Comments About Instructor:**

- “Dr. Clary is possibly the best professor I’ve had at the 2 other universities I’ve attended as well as the best professor I’ve had at Piedmont. He is incredibly knowledgeable and passionate about the material. Every reflection paper made me understand the material better. Dr. Clary also impressed me by remaining so un-bias[ed] in his teaching. I can’t say enough positive things about Dr. Clary. 2 thumbs way up.” (POSC 1101 at Piedmont College, Fall 2014)
- “Dr. Clary’s extensive knowledge on the content taught contributed to my overall success in this class. Dr. Clary has exposed to me the importance of keeping up-to-date with political issues. I can easily say that Dr. Clary has advanced my learning in this course by requiring me to further research issues brought up in lecture, which provided a way to gain a better understanding of what was being taught. Overall, he is a passionate professor from who I have learned a lot from.” (POSC 110 at Piedmont College, Fall 2014)
- “The preparation Mr. Clary puts into teaching every class is always evident. He stimulates discussion and relates the subject matter to real world examples. It is also clear that he really cares about whether the student is learning from his class or not. If there is something he can do to help you, then he is always willing to do it. For example, when I missed the first half hour of my mid-term because I was sick, Mr. Clary was very understanding and allowed me to take it later that day. He lets his students know that he has high expectations from them, and prepares them to meet those expectations. It is also very easy to communicate with him. Overall, Mr. Clary's class is challenging, interesting, stimulating, and highly enjoyable.” (INTL 1100H, Spring 2013)
- “The in-class debates, mock UN and in-class discussions really helped bring the material to life and show us just how complicated it is for states to work together. Clary clearly knows what he is talking about and his passion for it makes the info very interesting to learn. He is always available to talk about the manageability of the course, offering to talk with students about grades or how he is doing. He is very receptive to constructive criticism and really wants this course, as well as our futures with International Affairs, to be successful” (INTL 1100H, Spring 2013)
- “Matt is an incredible instructor. He is extremely knowledgeable on national security policy. His teaching style makes it fun to learn and actually come to class. His simulation is an event that all national sec policy teachers should perform in class. He is enthusiastic about the material, and this also makes him very caring. He wants his students to succeed.” (INTL 4430, Spring 2012)

- “The instructor not only did an excellent job, but he is also very eager to improve the class further. He attempts to facilitate this change by encouraging input from his students” (INTL 4430, Spring 2012)
- “Mr. Clary was a great instructor. His lectures were thorough & he demonstrated an immense & deep understanding of the material. Debates fostered our deeper knowledge & supplemental readings & movies throughout the semester. Mr. Clary was very professional & I was very impressed w/ his willingness to offer after-class aid. He genuinely wants his students to excel & does all he can to ensure our success.” (POLS 1101, Fall 2010)

### **Comments About Real-World Applicability of Course:**

- “Clary was a good teacher. The best thing about the class was the simulation. It brought a real life practical application to the course. He did a good job in setting that up. The only criticism I would say is that he talks really fast in lecture so sometimes it's kind of hard to keep up with. Besides that, good instructor!!” (INTL 4430, Spring 2012)
- “One aspect of Mr. Clary's teaching that deserves praise is his incorporation of almost all aspects imaginable within the subject matter. He truly does draw information from all sides and propounds only the most supported while incorporating as much as possible.” (INTL 1100H, Fall 2012)
- “Mr. Clary was very helpful in answering and clearly explaining all questions. He did a good job of creating classroom discussion which helped everyone gain insight into a topic. Also, the games and incorporation of current issues made the class relatable and interesting. Thank you.” (POLS 1101)

### **Comments Offering Constructive Criticism (with applied action to future courses):**

#### *INSTITUTING STAGGERED CHECKPOINTS FOR RESEARCH PROJECT*

- “Next semester, I would suggest having checkpoints on the paper.” (INTL 1100H, Fall 2012)
- “My only suggestion is about the research paper. While working on the research paper, the teacher and I discussed spreading out the research paper into having different sections due throughout the semester. For the length of the paper and the tendency for students to procrastinate, I fully agree that maybe there should be several due dates throughout the semester in order to relieve some of the stress.” (INTL 1100H, Fall 2012)
  - **In both INTL 1100H courses in the Spring 2013, I instituted a multiple checkpoints for the course-long research project that produced more focused and developed papers from students.**

#### *USE OF CLASSTIME TO COVER COURSE READINGS*

- “Just would have liked more in class time to discuss the readings. Overall great course--very informative.” (INTL 1100H, Fall 2012)
  - **For that course, I assigned too much reading materials that didn't leave enough time to discuss each in great detail in-class. In the INTL 1100H course in the Spring of 2013, I reduced the reading amount, which offered more time to focus on each reading during class time.**



*QUALITY/SPEED OF LECTURING/SPEAKING*

- “Matt is a wonderful teacher who is extremely interested in what he is teaching and so well-qualified since he knows an immense amount as well. However, and he knows this already, he has to slow down while giving lectures a bit because, while I did not personally find it too challenging, it was a constant complaint from my peers.” (INTL 1100H, Spring 2013)
  - **I am aware of my tendency to speak quickly during lecture/class due to my years as a competitive policy debater in high school. I constantly try to check myself often and ask students to inform me if they ever require clarification during class.**

*IMPROVING QUALITY AND QUANTITY OF GROUP PROJECTS*

- “The instructor was very knowledgeable and well-prepared; however, I wish we would have done more simulations and discussions to get people to participate.” (INTL 1100, Spring 2012)
- “I loved that the lectures had powerpoints, which made more me more attentive in class even with discussion. The meetings outside of class for student discussion on current events were an extraordinary idea and aided me much. However, I would suggest a little more projects such as maybe have a student present certain important ideas of a chapter that ensures that we know material and learn from others.” (INTL 1100, Spring 2012)
  - **In later iterations of this course, I added a larger number of group projects such as country analysis presentations, structured in-class debates, and many in-class discussions in an attempt to address the desire for more collaboration.**
  - **In addition, I've since developed a thorough peer evaluation rubric to identify free riding and to encourage and enhance collaboration among students.**