

## **POLI 180, Sections 1 & 2 – Spring 2024**

### **Introduction to Global Affairs**

**Monday, Wednesday, & Friday**

**Section 1: 10:00-10:50 AM, SCI B328**

**Section 2: 11:00-11:50 AM, SCI B328**

**Professor Jennifer N. Collins, Ph.D.**

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**Office: SCI D339**

**Student Office Hours: Tues. 2:00-3:00 pm, Weds. 12:00-1:00 pm, and by appointment**

***Important Note:** This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to pay attention to announcements in class and on Canvas for corrections or updates to the syllabus. Any changes will be noted in a course announcement or through email.*

**Catalogue Course Description:** Surveys a range of global topics, including globalization, conflict and peace, international organizations, development, immigration and refugees, world environmental concerns. 3 credits.

#### **Expanded Course Description**

We live in a highly interdependent and globalized world. Our actions as well as those of our government, the way we live our lives, and the political choices we make in the United States have direct impacts on peoples around the world, and similarly we are impacted by events, actions, and choices made by people in distant lands. Many of the most significant issues facing the world today – war, terrorism, economic conditions, pandemics, global warming -- cannot be adequately addressed in isolation from other countries and peoples. Given the nature of the world we live in, it is imperative that we as citizens develop a curiosity about the international arena and a solid understanding of how global politics functions. That is the broad aim of this course.

This course will introduce students to the main actors in global politics including states, international organizations, and various non-state actors. Students will grapple with the major theoretical approaches used by scholars of international relations to explain the likelihood of conflict and cooperation in the international system. The roles played by international and regional organizations including the United Nations, the European Union, and NATO (North Atlantic Treaty Organization) will be analyzed. Finally, we will study three current and critical sites of global tension and conflict: U.S.-China relations, the War in Ukraine, and the Israel-Gaza conflict. Through examining these consequential current events, we will deepen our knowledge and understanding of the global economy, power dynamics, security, international law, and human rights.

POLI 180 is a core introductory course for political science and international studies majors and minors, as well as for students pursuing the International Relations certificate. It also counts for the Critical Thinking GEP (General Education Program) requirement, and as such we will work on analyzing, evaluating, and making arguments. Whatever your major or minor, this course should be valuable as it aims to equip you with knowledge and tools to help make sense of our world and the global forces that shape our lives while simultaneously developing your critical thinking skills.

## Course Learning Outcomes

After successful completion of this course students will:

- 1) Be able to identify key global actors and institutions and explain their role in global affairs.
- 2) Be able to describe key concepts and patterns that characterize global politics.
- 3) Be able to explain and differentiate two major theoretical paradigms in international relations: Realism and Liberalism.
- 4) Have developed a greater interest in and improved ability to follow coverage of international events and issues.
- 5) Have developed their capacity to see the complexity that characterizes contemporary global issues and respect divergent positions and perspectives.

## General Education Learning Outcomes

In addition to the course specific and content outcomes listed above, this course aims to meet the learning outcomes associated with the Critical Thinking GEP.

“Critical Thinking is an essential part of a liberal education. Learning to think critically requires looking beyond the knowledge claims that characterize a subject to appreciate the justifications that are given for those knowledge claims. Critical Thinking courses taken early in a student’s college career help students develop a skill set that they will use throughout their college career, and beyond.

Upon completing this course, you will be able to:

1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (**argumentation**) or actions to take (**decision-making and problem-solving**).
2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline-specific questions or issues.
3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.”

## Required Text and e-Reserves

- Steven L. Lamy, John S. Masker, John Baylis, Steve Smith, and Patricia Owens. *Introduction to Global Politics, Seventh Edition*, Oxford University Press, 2023. (Available through Text Rental)  
**NOTE: From here on referred to as “Lamy et al.”**
- Additional readings, webpages, and videos beyond the textbook are listed below in the Course Schedule section. Electronic links to these materials will become available on Canvas. If you encounter problems accessing any of these materials, please let me know ASAP.

## Course Format

Given that this is an introductory class, a good chunk of class time will be devoted to lectures. However, there will also be plenty of opportunities for discussion and student participation. I welcome your questions and comments at any time during class. It is important that you come prepared to actively participate in class discussions. Readings and other assigned materials are detailed on the syllabus and should be completed before coming to class. I design my lectures to build on and complement the assigned materials for that day, so your retention and comprehension of lectures and the benefit you get from discussion will be enhanced if you come to class having completed the reading and/or other assigned materials. When we discuss an assigned reading in class it will often be helpful to refer to your notes and to be able to access the reading electronically either on your laptop or smartphone.

## Course Requirements and Grading

Your grade will be based on your performance in the following areas:

Attendance & Participation	12%
Brief Homework Assignments (3 out of 4)	9%
Week 9 Assignment	3%
Critical Thinking Lesson and Quiz (1)	2%
Current Event/Debate/Discussion Leader/Article Presentation (once during the semester)	4%
Reflection Paper (1)	10%
Argumentative Paper (1)	20%
Midterm Exam	18%
Final Exam	22%
TOTAL	100%

### Grading Scale

Course grades will be calculated on a straight percentage scale. An A equals 93 or above, A- 90-92.99, B+ 87-89.99, B 83-86.99, B- 80-82.99, C+ 77-79.99, C 73-76.99, C- 70-72.99, D+ 67-69.99, D 60-66.99, F 59.99 and below.

### Attendance and Participation

Students are expected to attend all class sessions and come prepared to discuss the assigned materials. Regular attendance and participation are essential for success in this class and will factor into your final course grade. Students will be allowed two unexcused absences without penalty, but more than 2 unexcused absences will result in a lowering of your attendance and participation grade, and **more than 9 unexcused absences (3 weeks) over the course of the semester will result in a failing grade, possibly even forfeiture of any points for attendance and participation.** Excused absences will not count towards these limits. To request an excused absence, please provide documentation, such as a doctor's note, letter from coach, etc. In addition to regular attendance, active participation in class discussions is strongly encouraged as it will enhance your understanding and retention of the material.

### Communicate with your instructor!

If you find yourself having trouble keeping up with assignments or other aspects of the course, make sure to let me know as soon as possible. As you will find, building rapport and positive relationships are key to becoming an effective professional. Make sure you are proactive in informing me along with your other instructors when difficulties arise during the semester so that we can help you find a solution. The best ways to contact me are through email, approaching me in the classroom, or visiting me during office hours. If you would like to meet with me via Zoom, just let me know and I will be happy to set up a meeting with you.

**Canvas:** This class has a Canvas page where I will make available course materials including the syllabus, assignments, links to e-Reserve readings, lecture PowerPoints, etc. This is also where you will upload written assignments. I will also use Canvas to post announcements and reminders.

### Textbook Resources

The textbook for this course, *Introduction to Global Politics*, offers students free access to numerous ancillary study materials. You should find instructions for accessing these materials inside the front cover of your textbook. I encourage you to explore these study aids as we work through the textbook.

## Short Papers

There is one short reflection paper due early in the semester. Detailed instructions will be posted on Canvas. This is meant to be an informal piece of writing in which you reflect on the assigned topic in an exploratory way. This paper is worth 10% of your grade.

The second short paper will consist of a more formal piece of writing that will entail developing your own argument on one of the three current issues we will be discussing during the second half of the semester: U.S.-China relations, the War in Ukraine, or the crisis in Gaza. This short paper (3-4 pages) will be based on assigned readings and will be worth 20% of your grade.

**Exams:** There will be 2 exams, a midterm and a final. Both exams will be in-class. The midterm will be all multiple-choice. The final will include multiple-choice questions with a few long-answer questions and other formats. The exams will cover material from the readings, lectures, and class discussions. I will provide you with study guides at least one week before each exam.

## Homework Assignments

There are 4 brief homework assignments listed on the Class Schedule and an additional assignment for Week 9 which is the week that I will be out of town attending the Model UN Conference in New York City. The Week 9 assignment is mandatory for all students. The other four consist of answering questions based on the assigned reading for that day. ***Students are required to complete the Week 9 Assignment and 3 of the 4 Brief Homework Assignments.*** In other words, you can skip one of Brief Homework Assignments with no penalty. Students who complete all four of the Brief Homework Assignments will earn extra credit. The Brief Homework Assignments must be turned in by the due date, which is usually before class on the day we will be talking about that topic. If you are unable to meet the deadline, then skip that one and complete all of the other ones. Generally, I will not grade these assignments, instead students will earn points for completion. However, if the assignment is clearly unacceptable or incomplete, then full or perhaps no points will be awarded.

## Learning Leadership Role

At least **once** during the semester, each student is required to take a leadership role in the classroom. There are several ways to fulfill this requirement:

- Current Event Presentation
- Debate Participation
- Article Presentation
- Small Group Discussion Leader

As you will see on the syllabus, there are several class periods set aside for debates and simulations on specific topics. Students may choose to participate in a debate or serve as a small group leader and rapporteur for their group on simulation days. Alternatively, you could choose to make a brief presentation on a current event story of your choice. About once a week we will begin class with a 3–5-minute presentation on a current event story (see more detailed instructions below under “Current Events”). The final option is to present a brief analysis/summary of an assigned article to the class. I will specify which dates and articles are available.

At the start of the semester, I will post a sign-up sheet on Canvas listing the various opportunities and dates from which students can choose. Sign-up will be on a first come first served basis. Students who take on leadership roles more than once will earn extra credit.

As with the Brief Homework Assignments, I will not assign a grade to these assignments, instead students will be marked as having completed the assignment or not.

## **Current Events**

Students are expected to keep up with world news by reading a major daily newspaper or news magazine (online or in print) with excellent coverage of international events. Recommended news sources include *The New York Times*, *The Washington Post*, *The Guardian*, *The Economist*, *Al Jazeera*, and *Speigel Online*, among others. We will refer to current events in class, so being conversant with what is going on in the world will further your ability to contribute to class discussions and improve your performance on exams. I encourage you to think about and discuss with your peers how current events relate to the theories and concepts encountered in class and how these tools help make sense of world events.

About once a week, we will begin class with a student presentation on a current event related to global affairs. The students who sign up to present a current event story should choose one that relates in some way to our class and that offers some depth. You will make a brief (3-5 min.) presentation on the article that you choose. Before coming to class, you should upload the link to the story you will be discussing to the appropriate Canvas assignment box. I will project the story on the screen while you are presenting. While not required, if you would like to prepare a short PowerPoint on your story, that would be fine. In your presentation you should cover the following:

- A. Offer a summary of the article.
- B. Briefly discuss its significance.
- C. Explain how you see it relating to our global affairs and our class.

A good way to follow the news is to listen to the daily newscasts on National Public Radio (NPR). NPR coverage and reporting will keep you up to date on current events and important issues, both domestic and international. You can hear NPR news on Wisconsin Public Radio, which has two local radio stations: The Ideas Network and News and Classical. You can also listen live and access podcasts of previous shows at [www.wpr.org](http://www.wpr.org). Along these same lines, I also recommend the daily news program, [Democracy Now!](#), for excellent and critical coverage of national and world events from a progressive, non-mainstream perspective. This television news program is broadcast weekday mornings and can be heard anytime online.

There are a lot of terrific podcasts out there that can help you learn about and keep up with the news, both domestic and international. The Council on Foreign Relations hosts two podcasts on international affairs: “The World Next Week,” which previews and discusses upcoming world events, and “The President’s Inbox,” which entails interviews with experts on how the U.S. should respond to global challenges and opportunities. Another more general podcast that I recommend for delving deeper into top news stories is “The Daily”, which is produced by the *New York Times*. You can find all these podcasts and many more for free on your favorite podcast platform.

## **Equal Access and Disability Accommodations**

If you have a condition that may impact your learning and/or participation in course activities, please contact the [Disability Resource Center](#) (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University’s legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodation is rarely applied retroactively so it is vital that students make timely requests.

Please let me know if you have questions. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and [drc@uwsp.edu](mailto:drc@uwsp.edu).

## **An Inclusive Classroom**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs are addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to create a classroom environment that is respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, political viewpoint, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. If there is a dynamic in the classroom that impedes your learning in any way, please come and talk to me about it.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it. The [Dean of Students webpage](#) has links where students can report several types of incidents, including bias, sexual assault, and academic misconduct.

## **Tutoring and Learning Center**

The Tutoring-Learning Center (TLC) helps students in all disciplines become more effective, confident learners. We believe all learners benefit from sharing work with knowledgeable, attentive tutors. The TLC offers four service areas:

- [Academic Coaching](#): Build skills in studying, time management, test-taking, online learning, and more by working with a peer or professional coach.
- [Course Content Tutoring](#): Practice problems, deepen understanding, and prepare for exams in natural resources, STEM, world languages, and more.
- [Reading/Writing](#): Brainstorm and refine papers, essays, lab reports, citations, résumés, scholarship applications, personal writing, and more using tutoring in-person or through our [Online Writing Lab](#).
- [Tech Essentials](#): Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

All tutoring services are free to UWSP students. There are two ways to meet with our tutors:

- **Make a One-on-One Appointment**: Students can self-schedule using [Navigate](#), contact us at [tlctutor@uwsp.edu](mailto:tlctutor@uwsp.edu) or 715-346-3568, or stop into CCC 234. On the Wausau campus, contact [wautlc@uwsp.edu](mailto:wautlc@uwsp.edu) or 715-261-6148. On the Marshfield campus, contact [roleary@uwsp.edu](mailto:roleary@uwsp.edu) or 715-389-6530.
- **Visit a Drop-In Tutoring Center**: No appointment is needed! Students can view our [Drop-In Tutoring Schedules](#) page to see our availability.

## Academic Integrity and Turnitin

At UW-Stevens Point we place great emphasis on academic integrity and honesty. Plagiarism, fabrication, cheating, helping others commit these acts, and any form of dishonesty compromise the educational process and devalue the achievements of all students. All work you submit to this, and all your classes must be original and completed individually unless collaboration is explicitly allowed. Always acknowledge your sources, cite appropriately, and give credit where it's due. I will give you guidance about how to do this for the two short papers assigned in this course.

If instances of alleged academic dishonesty are identified, appropriate actions will be taken in accordance with the institution's policies ([UWSP Chapter 14](#)). These actions could include revising the assignment, receiving a lower grade or no credit for the assignment, receiving a lower grade for the entire course, or facing more serious academic consequences.

While other professors may have different policies, in this class I do not permit the use of generative AI for any of your writing assignments. Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. Therefore, AI generated submissions are not permitted and will be treated as plagiarism. Please refrain from using Chat GPT or other similar programs. Your written work will be run through a plagiarism detection program (Turnitin), which now has a feature that detects the use of AI. So do yourself a favor and avoid using AI for work done for this class.

*If you are unsure if something might be considered academic misconduct, you are struggling to understand the content or an assignment, or you have fallen behind for whatever reason, please contact your instructor as soon as possible.* By nurturing a community of support, honesty, and respect, we ensure that academic pursuits and your experiences at UW-Stevens Point are both meaningful and genuine.

## Classroom Etiquette

- **Cell phone usage:** Research supports the idea that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off or mute your phone during class; I will do so as well. When we are discussing specific readings, it may be helpful to access an electronic copy of the article on your phone or laptop. That is perfectly fine, but please avoid scrolling, texting, watching videos and other distracting activities that have nothing to do with what we are doing while you are in the classroom. If I notice you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.
- **Eating and drinking:** Thank you for refraining from eating in class; drinks are permissible.
- **Arriving and leaving class:** Arriving late or leaving during class is disruptive. Please make every effort to be on time. If you know in advance that you will have to step out early, please let me know before class begins.

## CLASS SCHEDULE

### Week 1 – Introduction to Global Affairs

1/22 – Introduction to the course and each other

*No assigned reading*

1/24 – Building Blocks: Nations, States, & Sovereignty

*Readings:*

- Lamy et al., Ch. 1, pp. 2-16 (ending at “Theories of Global Politics”). Note: skim pp. 2-11; read more carefully pp. 12-16.
- [World 101 – Council on Foreign Relations. “Understanding the Constructive and Destructive Natures of Nationalism.”](#) Last updated February 16, 2023. Note: You can stop reading once you reach the section titled “Economic Nationalism.”

*Watch:* [World 101 Video \(4 mins.\) – “What is Sovereignty?”](#) (e-Reserves).

1/26 - Globalization

*Readings:*

- Lamy et al., Ch. 1, pp. 26-33.
- [Killian Fox. “Africa’s Mobile Economic Revolution.” \*The Guardian\*, July 23, 2011. \(e-Reserves\)](#)

*Watch Video:* [“Globalization Explained.”](#) (4 mins.) (e-Reserves)

***DUE: Brief Homework Assignment - Globalization (#1 of 4)***

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Friday, January 26<sup>th</sup>.

### Week 2 – Evolution of the International System

1/29 – The Rise of Sovereign States

*Reading:* Lamy et al., Ch. 2, pp. 36-43 (ending at “World Wars: Modern & Total”)

*Watch:* [World 101 Video \(6 mins.\) – “Why Do We Live in Countries?”](#) (e-Reserves).

1/31 – Balances of Power and The World Wars

*Reading:* Lamy et al., Ch. 2, pp. 43-51 (ending at “Cold War”)

*Watch:* World 101 Video (6 mins.) - [“How Do Countries Decide Whether to Go to War?”](#) (e-Reserves)

2/2 – From WWII to the Cold War

*Reading:* Lamy et al., Ch. 2, pp. 51-59, ending at “From End of Cold War to War on Terrorism”

*Watch:* [World 101 Video \(7 mins.\) – “Why Did the Cold War Stay Cold?”](#) (e-Reserves).

### Week 3 – The Post War World: From the Cold War to the Global War on Terrorism

2/5 – Decolonization and the Rise of the Global South

*Readings:*

- [Council on Foreign Relations, World 101. “How Did Decolonization Reshape the World?”](#)
- [Council on Foreign Relations, World 101. “How Self-Determination Shaped the Modern World.”](#) Read through till the subsection titled “Ambazonia”. This section is the first of several real-world examples. Scroll through and read at least one of these case studies.



## 2/7 – Proxy Wars and the Evolution of the Cold War

Webpage: [World 101, “Eight ‘Hot’ Wars During the Cold War.”](#) (e-Reserves) – Read brief introduction on proxy wars and look at one or more of the examples.

### ***DUE: Critical Thinking Lesson and Quiz (Required)***

- Watch 14-minute video that explains what Critical Thinking is and then take a 5-question quiz.
- Complete quiz on Canvas by midnight on Wednesday, Feb. 7<sup>th</sup>.

## 2/9 – The Global War on Terrorism

Readings:

- Lamy et al., Ch. 2, pp. 59-63 and 74-80 (**Skip** “Case Study” on pp. 78-79).
- [Shivshankar Menon. “The Virtues of Restraint: Why the Use of Force is Rarely a Sufficient Response to Terrorism.” \*Foreign Affairs\*. November 16, 2023.](#)

Watch: [World 101 Video \(4 mins.\) – “What is Terrorism?”](#) (e-Reserves).

## **Week 4 – War in Afghanistan and Realism**

### 2/12 – Reflecting on the War in Afghanistan and the Global War on Terrorism

Readings:

- Lamy et al., Ch. 7, pp. 325-327 – “Case Study: Afghanistan Sleepwalking into a Great Humanitarian Crisis.”
- Adam Nossiter and Eric Schmitt. [“U.S. War in Afghanistan Ends as Final Evacuation Flights Depart.” \*New York Times\*, August 30, 2021.](#) (e-Reserves)
- Lindsay Maizland. “The Legacy of the U.S. War in Afghanistan in Nine Graphics.” *Council on Foreign Relations*, August 17, 2021 (e-Reserves).
- [Linda Robinson. “Our Biggest Errors in Afghanistan and What We Should Learn from Them.” \*Council on Foreign Relations\*, June 22, 2023.](#) (e-Reserves).
- Deirdre Shesgreen. “What Went Wrong in Afghanistan? Perspectives on the ‘forever war’ from those who saw it up close.” *USA Today*, August 18, 2021 (e-Reserves).
- Laura Jedeed. “Afghanistan Meant Nothing: A Veteran Reflects on 20 Wasted Years.” *Medium*, August 14, 2021 (e-Reserves).

Listen to Podcast: [The Argument](#). “You Don’t Bring Democracy at the Point of a Gun: Two veterans of Operation Enduring Freedom reflect on where the September 11 attacks led the nation.” September 8, 2021. (e-Reserves)

### ***DUE: Reflection Paper: The Global War on Terrorism and the End of the War in Afghanistan***

- See instructions on Canvas.
- Upload to Canvas by 9 AM Monday, Feb. 12<sup>th</sup>.
- Come prepared to discuss your essay with your peers.

## 2/14 - Realism

Reading: Lamy et al., Ch.1, pp. 16-20 and Ch. 3, pp. 89-99, ending at “What is Liberalism?”.

## 2/16 – The Melian Dialogue and Realism

### ***DUE: Brief Homework Assignment - The Melian Dialogue (#2 of 4)***

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Friday, February 16<sup>th</sup>.

## Week 5 – Liberalism and the Liberal World Order

2/19 – Introduction to Liberalism

*Readings:*

- Lamy et al., Ch. 3, pp. 99-115, ending at “Critical Theories.” Note: **Skip** Case Study on pp. 112-113.
- [Patricia Cohen. “Economic Ties Among Nations Spur Peace. Or Do They?” March 4, 2022.](#)

2/21 – The Liberal World Order

*Readings:*

- Joseph Nye. “Will the Liberal Order Survive? The History of an Idea.” *Foreign Affairs*, Vol. 96, Issue 1, January 1, 2017 (e-Reserve).
- [Damien Cave. “The War in Ukraine Holds a Warning for the World Order.” March 4, 2022](#)

**DUE: Brief Homework Assignment - Nye on the Liberal World Order (#3 of 4)**

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Wednesday, February 21<sup>st</sup>.

2/23 – Analyzing Arguments

## Week 6 – The United Nations

2/26 - Origins & Structure of the United Nations

*Reading:* Lamy et al., Ch. 5, pp. 186-189 and 199-205.

2/28 – What does the UN do?

*Reading:* Lamy et al., Ch. 5, pp. 206-208 (ending at “Increased Attention to Conditions Within States”).

*Watch:* [UN Video. “The United Nations: It’s Your World.”](#) (e-Reserves)

3/1 – **DEBATE:** Should the U.S. Support the United Nations?

*Readings:*

- Lamy et al., Ch. 5, “Theory in Practice: Neoconservatives and the United Nations”, p. 211.
- Lamy et al., Ch. 5, pp. 213-215 (ending at The EU and Other Regional Organizations)
- “Issue 14. Is the UN a Worthwhile Organization?” In *Taking Sides: Clashing Views in World Politics, 16<sup>th</sup> Edition*. McGraw Hill, 2014 (e-Reserves).

*Explore Website:* [The Better World Campaign](#)

## Week 7 – Human Rights and Exam Review

3/4 – What are Human Rights?

*Reading:* Lamy et al., Ch. 7, pp. 302-311, ending at “International Human Rights Legislation”.

3/6 – The Universal Declaration of Human Rights

*Readings:*

- Lamy et al., Ch. 7, pp. 311-314, ending at “What is Human Security?”
- Universal Declaration of Human Rights (e-Reserves)

**DUE: Brief Homework Assignment: The Universal Declaration of Human Rights (#4 of 4)**

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Wednesday, March 6<sup>th</sup>.

3/8 – Exam Review

## **Week 8 – Midterm Exam; Political Science; Global Economy**

### **3/11 – MIDTERM EXAM**

3/13- The Political Science Major and Career Pathways

*No assigned reading*

3/15 - The Global Economy

*Reading:* Lamy et al., Ch. 8, pp. 344-353

**March 16-24 – Spring Break – Enjoy!!!**

## **Week 9 – Global Security**

**Classes will not be held this week as Prof. Collins will be attending the National Model UN Conference in New York**

3/25 – No class

3/27 – No class

3/29 – No class

**An assignment for this week will be posted on Canvas and due on March 29<sup>th</sup> by midnight.**

## **Week 10 – China and the Changing Balance of Global Power**

4/1 - China's Rise

*Readings:*

- Philip Pan. "China Rules Part 1: The Land that Failed to Fail." *New York Times*, November 18, 2018 (e-Reserves).
- Lamy et al., Ch. 8, "Theory in Practice: Contending Views of Capitalism", pp. 354-355.

4/3 - U.S.-China Relations

*Readings:*

- [Lindsay Maizland and Eleanor Albert. "Backgrounder: The Chinese Communist Party." Council on Foreign Relations, last updated October 6, 2022.](#)
- [Ana Swanson. "The Contentious U.S.-China Relationship, By the numbers." New York Times, July 7, 2023. \(e-Reserves\)](#)

*Recommended for Background:* [Anshu Siripurapu and Noah Berman. "CFR Backgrounder: The Contentious U.S.-China Trade Relationship." Council on Foreign Relations, last updated September 26, 2023. \(e-Reserves\)](#)

**4/5 – No class – Prof. Collins will be attending a conference in Madison.**

## **Week 11 – Taiwan; EU & NATO**

4/8 - **SIMULATION/ROLE-PLAY:** Should the U.S. maintain its position of "strategic ambiguity" toward Taiwan?

*Readings:*

- CFR Model Diplomacy Pop-up Case. "Strategic Ambiguity Toward Taiwan." (e-Reserves)
- Lindsay Maizland. ["Backgrounder: Why China-Taiwan Relations are So Tense." Council on Foreign Relations, last updated April 18, 2023 \(e-Reserves\).](#)
- David Sacks. ["What Biden's Big Shift on Taiwan Means." Council on Foreign Relations, March 24, 2022 \(e-Reserves\).](#)
- Lt. Col. Daniel L. Davis (ret.). ["The U.S. must avoid war with China over Taiwan at all costs." The Guardian, October 5, 2021 \(e-Reserves\).](#)

4/10 - The European Union and Economic Integration

*Readings:*

- Lamy et al., Ch. 5, pp. 215-219, ending at “Other Regional Actors.”
- [James McBride. “Backgrounder: How Does the European Union Work?” \*Council on Foreign Relations\*, last updated March 11, 2022.](#)

4/12 - The North Atlantic Treaty Organization (NATO)

*Reading:* [Jonathan Masters. “Backgrounder: What is NATO?” \*Council on Foreign Relations\*, last updated July 7, 2023.](#) (e-Reserves)

## **Week 12 – The War in Ukraine**

4/15 - Russia and NATO Since the End of the Cold War: Prelude to a War

*Readings:*

- Lamy et al., Ch. 2, pp. 67-70, “Russia: From Yeltsin to Putin.”
- Jonathan Masters. [“Why NATO Has Become a Flash Point with Russia in Ukraine.” \*Council on Foreign Relations\*](#), last updated January 20, 2022 (e-Reserves).

4/17 – The War in Ukraine

**DISCUSSION:** What is at stake? What are the risks? Where is the war headed?

*Readings:*

- Jonathan Masters. [“Ukraine: Conflict at the Crossroads of Europe and Russia.” \*Council on Foreign Relations\*](#), last update February 14, 2023 (e-Reserves).
- Other readings TBA

4/19 – **DEBATE:** Should Ukraine be Admitted to NATO?

*Readings:*

- Justin Logan and Joshua Shiffrin. “Don’t Let Ukraine Join NATO: The Costs of Expanding the Alliance Outweigh the Benefits.” *Foreign Affairs*, July 7, 2023. (e-Reserves)
- Andriy Zagorodnyuk. “To Protect Europe, Let Ukraine Join NATO – Right Now: No Country Is Better at Stopping Russia.” *Foreign Affairs*, June 1, 2023. (e-Reserves)

## **Week 13 – Global South; Israel-Palestine & International Law**

4/22 – The Global South and the West Today: A New Age of Non-Alignment?

*Readings:*

- [Sarang Shidore. “The Return of the Global South: Realism, Not Moralism, Drives a New Critique of Western Power.” \*Foreign Affairs.com\*, August 31, 2023.](#) (e-Reserves)
- Matias Spektor. “In Defense of the Fence Sitters: What the West Gets Wrong About Hedging.” *Foreign Affairs*, Vol. 102, No. 3, May/June 2023. (e-Reserves)
- [Lynsey Chutel. “BRICS Meeting Attracts Global Interest Not Seen in Years.” \*New York Times\*, August 22, 2023.](#) (e-Reserves).
- [Sarang Shidore. “BRICS just announced and expansion. This is a big deal.” \*Responsible Statecraft\*, August 24, 2023.](#) (e-Reserves)

4/24 – Background to the Israeli-Palestinian Conflict

*Review:* [World 101. “Israeli-Palestinian Conflict Timeline.” \*Council on Foreign Relations\*. Last updated, October 11, 2023.](#)

*Other Readings TBA*

4/26 – International Law

*Readings:*

- Lamy et al., Ch. 5, pp. 191-192, section on International Law.
- [World 101. “What is International Law?” Council on Foreign Relations. Last updated, July 25, 2023.](#) Note: Read through the section on the International Court of Justice; you can skip the last two sections on the ICC and the European Court of Human Rights.

*Watch Brief Video on ICRC Webpage:* [The International Committee of the Red Cross. “What are the Rules of War? The Laws of War”](#)

### **Week 14 – The Israel-Gaza Crisis & Human Rights**

4/29 – The Case Against Israel in the ICJ

*Readings TBA*

5/1 – Global Repercussions of the Israel-Gaza Crisis

*Readings:*

- [Branko Marcetic. “U.S. Will Take Massive Hit in Global Standing Over Israel.” \*Responsible Statecraft\*. November 15, 2023.](#)
- [Connor Nichols. “Why is Latin America So Pro-Palestine?” \*Responsible Statecraft\*. Nov. 20, 2023.](#)

5/3 – Finishing up the Crisis in Gaza

### **Week 15 – Conclusions & Exam Review**

5/6 – **DEBATE:** U.S. Presidential Candidates on U.S. Foreign Policy

5/8 – Conclusions and course evaluations

5/10 – Exam review

**5/10 - DUE: ARGUMENTATIVE PAPER.** Turn in by Friday, May 10<sup>th</sup> at midnight.

#### **FINAL EXAMS:**

**Section 1: Thursday, May 16<sup>th</sup> 2:45 - 4:45 PM, SCI B328**

**Section 2: Monday, May 13<sup>th</sup> 8:00 - 10:00 AM, SCI B328**