

POLI 180, Sections 1, 2, & 2H – Fall 2023
Introduction to Global Affairs
Monday, Wednesday, & Friday
Section 1: 10:00-10:50 AM, SCI D224
Sections 2 & 2H: 11:00-11:50 AM, SCI D217

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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 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, 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 -- global warming, pandemics, terrorism, war, the economy -- cannot be adequately addressed apart 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 several timely and critical issues in global affairs, including U.S.-China relations, nuclear proliferation, the War in Ukraine, human rights, and the environment.

POLI 180 is an 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 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 lecture. However, there will also be many 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 are detailed on the syllabus and should be completed before coming to class. I design my lectures to build on and complement the reading, so your retention and comprehension of lectures and the benefit you get from discussion will be enhanced if you come to class having done the reading. 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 whether on your computer or on your smartphone.

Course Requirements and Grading for Sections 1 & 2

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

| | |
|---|------|
| Attendance & Participation | 15% |
| Brief Homework Assignments (3 out of 5) | 12% |
| Critical Thinking Lesson and Quiz (1) | 3% |
| Reflection Paper (1) | 10% |
| Argument Analysis Paper (1) | 20% |
| Midterm Exam | 18% |
| Final Exam | 22% |
| TOTAL | 100% |

Course Requirements and Grading for Honors Section 2H

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

| | |
|--|------|
| Attendance & Participation | 14% |
| Current Events Presentation (1) | 2% |
| Brief Homework Assignments (3 out of 5) | 9% |
| Critical Thinking Lesson and Quiz (1) | 2% |
| Debate Participation or Article Presentation | 5% |
| Reflection Paper (1) | 10% |
| Argument Analysis Paper (1) | 20% |
| Midterm Exam | 18% |
| Final Exam | 20% |
| 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 in to 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) during 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, but you should provide me with documentation, such as a doctor's note, if you request an excused absence. I will use Kahoot quizzes in class to review material, poll student opinion on a topic, and track attendance. Generally, the scores you get on these quizzes will not count as part of your grade. However, if the class is not keeping up with the reading, I may start counting some of these as part of the attendance and participation grade. In addition to regular attendance, active participation in class discussions is important and 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 you let me know as soon as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that 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.

Brief Homework Assignments: There are 5 brief homework assignments listed on the Class Schedule, which consist of answering questions based on the assigned reading for that day. *Students are required to complete 3 of the 5 assignments.* In other words, you can skip two of them with no penalty. Students will earn extra credit for any fourth or fifth homework assignments they complete. These assignments must be turned in by the due date, that is usually before class on the day we will be talking about these topics. If you are unable to meet the deadline, then skip that one and instead complete those that you can turn in on time. 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.

Reflection Paper: 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.

Argument Analysis Paper: The second short paper will consist of a more formal piece of writing that will entail analyzing and evaluating arguments in one or more assigned articles on a specific topic. This short paper (3-4 pages) will not require any outside research 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.

In-Class Debates and Simulations: There are several class periods set aside for debates, simulations, or discussions. On the debate days, I will ask for volunteers to come prepared to debate the topic for the day based on the assigned readings. These debates will be informal.

Honors students are required to participate in a debate or to present an article to the class as part of their course requirements. Non-honors students can earn extra credit by participating in a debate or volunteering to present an assigned article to the class. Non-honors students can also have a debate participation count in lieu of one homework assignment. Debate performance is ungraded, that is it is simply recorded as completed.

Current Events

In addition to the assigned readings, 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.

We will begin many of our classes by discussing current events related to global affairs. Honors students will be required once during the semester to make a brief (3-5 min.) presentation on an article of interest. Non-honors students are welcome to sign up to make a current event presentation and earn extra credit points. A sign-up sheet will be distributed at the beginning of the semester. Current event presentations will be graded as complete or incomplete.

A good way to follow the news more generally 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. 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 for free on your favorite podcast platform.

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.

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.

The Tutoring and Learning Center (TLC)

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 peer tutors. The TLC offers four tutoring services:

- **Academic Coaching:** Build skills in studying, time management, test-taking, online learning, and more.
- **Course Content:** 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.
- **Tech Essentials:** Develop computer literacy and learn to use UWSP-related applications such as Canvas, Microsoft 365, and Zoom.

To **make an appointment**, students can self-schedule using Navigate, contact us at tlctutor@uwsp.edu or 715-346-3568, or stop into CCC 234.

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. Accommodations are 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.

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.

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. The only time you should be using your cell phone in class is when we are using Kahoot. 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

9/6 – Introduction to the course and each other

No assigned reading

9/8 – 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).

Week 2 – Globalization and the International System

9/11 - Globalization

Reading: Lamy et al., Ch. 1, pp. 26-33.

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

DUE: Brief Homework Assignment - Globalization (#1 of 5)

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Monday, Sept. 11th.

9/13 – Evolution of the International System: 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).

9/15 – Evolution of the International System: 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)

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

Note: The Annual UN General Debate will take place September 19-23 and 26

9/18 – 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).

9/20 – 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.

9/22 – The Post-Cold War and the War on Terrorism

Reading: Lamy et al., Ch. 2, pp. 59-63 and 74-80 (**Skip** “Case Study” on pp. 78-79).

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

Week 4 – The War in Afghanistan and Introduction to Realism

9/25 – Reflecting on the War in Afghanistan and the Global War on Terror

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 Jeedeed. “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 Terror and the End of the War in Afghanistan

- See instructions on Canvas.
- Upload to Canvas by 9 AM Monday, September 25th.
- Come prepared to discuss your essay with your peers.

9/27 - Guest Lecture by Najibullah Azad

No assigned readings

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, September 27th.

9/29 - Realism

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

Week 5 – Major Theories in International Relations: Realism and Liberalism

10/2 – The Melian Dialogue and Realism

DUE: Brief Homework Assignment - The Melian Dialogue (#2 of 5)

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Monday, October 2nd.

10/4- The Political Science Major and Career Pathways

No assigned reading

10/6 – 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.](#)

Week 6 – The Liberal World Order & The United Nations

10/9 – 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 5)

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Monday, October 9th.

10/11 - Origins & Structure of the United Nations

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

10/13 – 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)

Week 7 – UN Debate & Midterm Exam

10/16 – ***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, 16th Edition*. McGraw Hill, 2014 (e-Reserves).

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

10/18 – Exam Review

10/20 – MIDTERM EXAM

Week 8 – China

10/23 - 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.

10/25 - 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. \(e-Reserves\)](#)

- Susan Shirk. “The Dangers of Fatalism in U.S. China Relations.” *The Globe and Mail*, April 23, 2023.

Recommended for Background: Anshu Siripurapu and Noah Berman. “CFR Backgrounder: The Contentious U.S.-China Trade Relationship.” Council on Foreign Relations, last updated December 2, 2022. (e-Reserves)

10/27 – **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).

Week 9 – Nuclear Weapons and Global Security

10/30 - Nuclear Weapons and the Non-Proliferation Regime

Reading: Lamy et al., Ch. 6, pp. 267-271.

11/1 – The Current Nuclear Age

Readings:

- Lamy et al., Ch. 6, pp. 272-275, ending at “Great Power Security and Strategy.”
- Shannon Bugos. [“Keeping an eye on the prize: divisive US-Russia nuke talks must go on.”](#) *Responsible Statecraft*, September 1, 2022.
- [Jake Johnson. “Mixture of Nuclear Modernization and Rising Global Mistrust Is ‘Recipe for Annihilation’: UN Chief.”](#) *Common Dreams*, August 30, 2023.

11/3 – Global Security and the U.S. Military Footprint – **No class - Recorded Lecture & Assignment**

Watch: Recorded lecture on Canvas

Readings:

- Lamy et al., Ch. 6, pp. 242-256, ending at “The Changing Character of War” and the Case Study on p. 264.
- Farhad Manjoo. “How Much Military Spending is Too Much?” *New York Times*, Jan. 16, 2022 (e-Reserves).

Listen: [The Daily. “The Civilian Casualties of America’s Air Wars.”](#) Jan. 18, 2022. (e-Reserves)

DUE: Brief Homework Assignment: U.S. Air Wars and the Use of Drones (#4 of 5)

- See instructions on Canvas.
- Upload to Canvas by Saturday, November 4th at midnight.

Week 10 – The EU and NATO

11/6 - 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.

11/8 - The North Atlantic Treaty Organization (NATO)

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

11/10 - 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).

Week 11 – War in Ukraine and The Global South

11/13 – 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).
- Stephen M. Walt. ["The Realist Case for a Ukraine Peace Deal."](#) *Foreign Policy*, March 29, 2022 (e-Reserves).
- Anne Applebaum. "Ukraine Must Win." *The Atlantic*, March 22, 2022.
- Samuel Charap. "An Unwinnable War: Washington Needs an Endgame in Ukraine." *Foreign Affairs*, Vol. 101, No. 4, July/August 2023.

11/15 – **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)

11/17 – The Global South 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)

Week 12 – Perspectives from the Global South

11/20 – India and Africa

Readings:

- Nirupama Rao. "The Upside of Rivalry: India's Great-Power Opportunity." *Foreign Affairs*, Vol. 102, No. 3, May/June 2023. (e-Reserves)
- Tim Murithi. "Order of Oppression: Africa's Quest for a New International System." *Foreign Affairs*, Vol. 102, No. 3, May/June 2023. (e-Reserves)

11/22 – The BRICS Summit

Readings:

- [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)

November 23-26 – Thanksgiving Break – Enjoy!!!

Week 13 – Human Rights

11/27 – What are Human Rights?

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

11/29 – 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 (#5 of 5)

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Wednesday, November 29th.

12/1 - Human Rights Activity/Discussion/Debate

No assigned readings

Week 14 – Climate Change

Classes will not be held this week as Prof. Collins will be out of town for a board meeting and then accompanying UNSO to the Chicago International Model UN

12/4 – No class

12/6 – No class

12/8 – No class

Assignment for Week:

Complete Online [CFR Module on Climate Change](#)

After going through the lessons, test your knowledge by taking the Climate Change Module Assessment. Questions from this assessment will be included on the final exam.

DUE: ARGUMENT ANALYSIS PAPER. Turn in by Saturday, December 9th at midnight.

Week 15 – Conclusions & Exam Review

12/11 –Concluding Discussion on Climate Change and Our Future

Read OR Listen: Either read the NYT article or listen to the Ezra Klein podcast. You may want to do both!

- David Wallace-Wells. [“Beyond Catastrophe: A New Climate Reality is Coming into View.”](#) *New York Times Magazine*, October 26, 2022
- The Ezra Klein Show – Podcast. [“Bill McKibben on the Power that Could Save the Planet.”](#) November 15, 2022, 1 hr. 24 mins.

Read:

- [Michael Klare. “Collapse 2.0: What a 2005 Bestseller Tells Us About Climate Change and Human Survival.”](#) *Portside*, August 19, 2023.
- [PBS Newshour, August 15, 2023. Segment on youth climate lawsuit in Montana. Watch the following 10 minute segment of the Newshour: 44:40 – 55:06 minutes.](#)

12/13 – Conclusions and course evaluations.

12/15 – Exam review

FINAL EXAMS:

Section 1: ***Wednesday, December 20th 12:30 - 2:30 PM, SCI D224***

Sections 2 & 2H: ***Thursday, December 21st 2:45 - 4:45 PM, SCI D217***