

POLI 180, Section 2 Honors – Fall 2021
Introduction to Global Affairs
Monday, Wednesday, Friday 1:00-1:50 PM, SCI D224

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Student Hours: Mondays 2-3 PM & Thursdays 11 AM-12 PM, and by appointment

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, from global warming to terrorism to the economy, cannot be addressed separate 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 both state and non-state actors. Students will become familiar 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 institutions including the United Nations and the European Union will be analyzed. Finally, we will study several timely and important issues in global affairs, including nuclear proliferation, human rights, global trade, 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 requirement, and we will be doing much concentrated 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 that will help you to make sense of our world and the global forces that shape our lives, as well as develop your critical thinking skills.

Specific 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 major theoretical paradigms, including realism and liberalism, developed by international relations scholars, and identify which paradigm undergirds specific proposals and positions taken by politicians and other important actors.
- 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 to respect divergent positions and perspectives.

General Education Learning Outcomes

In addition to the course specific and content outcomes listed above, this course also 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, Sixth Edition*, Oxford University Press, 2021. (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. Electronic links to these materials will become available in Canvas. If you encounter problems accessing any of these materials, please let me know ASAP.

Course Requirements and Grading

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

Attendance & Participation	15%
Current Events Presentation	2%
Brief Homework Assignments (2)	5%
Interteach Assignments (3)	9%
Critical Thinking Lesson and Quiz (1)	3%
Reflection Paper (1)	10%
Argumentative Paper (1)	20%
Midterm Exam	18%
Final Exam	18%
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.

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. Likewise, most weeks there will be one class set aside to discuss and debate a specific topic or issue. It is important that you come prepared to actively participate in these 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 greatly enhanced if you come to class having done the reading. Sometimes we will use the textbook for in-class exercises. Please get into the habit of bringing your textbook with you to class. **If you feel like you are having trouble in this class, please come and see me.**

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 count for 15% of your 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 6 unexcused absences (3 weeks) during the semester will result in a failing grade, possibly even forfeiture of any points for attendance and participation.** In addition to regular attendance, active participation in class discussions is important. I will keep a record of student attendance and participation and will refer to it when I calculate this portion of your grade. 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 find that the class is not keeping up with the reading, I may start counting some of these as part of the attendance and participation grade.

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*, *Washington Post*, *Guardian*, *The Economist*, *Al Jazeera*, and *Speigel Online*, among others. We will refer to relevant 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 and talk about with your peers how current events relate to the theories, frames, and tools we are learning in class and how these tools help to make sense of developments taking place in our world.

To assist us as a class in keeping up with what is going on in the world, each student will sign up to make a brief (3-5 min.) presentation at the start of class on an article of interest related to global affairs. Current event presentations will not be graded; so long as you complete the assignment, you will earn full credit. This presentation counts for 2% of your final grade. A sign-up sheet for current event presentations will be made available on Canvas by Week 2. Make sure to sign up!

Another recommended source for news is National Public Radio (NPR); their news programs are excellent and 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. Podcasts are another terrific way to keep up with the news. One podcast that I recommend for delving deeper into top news stories is "The Daily," which is produced by the *New York Times* and available for free on Apple Podcasts and other platforms.

Brief Homework Assignments

There are 3 brief homework assignments listed on the Class Schedule, which consist of answering questions from the textbook. *Students are required to complete 2 of the 3 assignments.* In other words, you can skip one of them with no penalty. Students who complete a third homework assignment will earn extra credit. These assignments must be turned in by the due date, that is 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 complete the other two. Generally, I will not grade these assignments, instead students will earn points for completion. However, if the assignment is clearly unacceptable, then full points may not be awarded.

Interteach Assignments

These are like the homework assignments listed above, only they will have you answer questions on an academic article in preparation for collaborative work in analyzing the argument with your peers in class. There are 3 interteach assignments listed on the Class Schedule. Students are expected to complete all 3 assignments and to take part in the in-class activity associated with that assignment. If you hand in the assignment, but miss class on the day it is due, points will be deducted from your interteach assignment grade.

Reflection Paper

There are two short reflection paper assignments listed on the syllabus early in the semester. *Each student will choose one of these to prepare and can skip the other.* Detailed instructions are posted on Canvas. These are meant to be informal pieces of writing in which you reflect on the assigned topic in an exploratory way. This paper is worth 10% of your grade.

Argumentative Paper

The second short paper will consist of a more formal piece of argumentative writing. Again, you will have two choices of topics with different due dates to choose from. This paper will require that you develop a persuasive argument using reasoning and evidence. I will provide the background readings to prepare this essay. This short paper (3-4 pages) will not require any outside research. This paper will be worth 20% of your grade.

In-Class Debates

There may be classes for which I ask for volunteers to come prepared to debate the topic for the day. Often these will be on topics associated with the argumentative papers or homework assignments. These debates will be informal. Students who agree to participate will receive extra credit points.

Exams

There will be 2 exams, a midterm and a final, each counting for 18% of your grade. Both exams will be in-class and primarily consisting of multiple-choice questions. Exams will cover material from the readings, lecture, and class discussions. I will provide you with study guides at least one week before each exam.

Communications and Technology

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

Course Resources

The main 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

All students are expected to abide by the guidelines for academic integrity contained in the UW System Administrative Code. As a student it behooves you to be well acquainted with these guidelines and to understand what constitutes plagiarism, as violations can result in severe consequences. For the purposes of this class, the basic rule is to do your own work on exams and written assignments. I take cheating seriously and will act if an incident comes to my attention. Please let me know if you are aware of cheating taking place during exams. When you upload written assignments to Canvas they will be run through a plagiarism detection program, Turnitin.com. **Do NOT cut and paste or copy from someone else!!!** That is plagiarism. If I discover you have plagiarized something, *at a minimum*, you will receive a zero for that assignment.

Classroom Etiquette

- Please mute your cell phone and refrain from texting or surfing the web while in class. The only time you should be using your cell phone in class is when we are using Kahoot.
- Refrain from eating in class; drinks are permissible.
- 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 - Introductions

9/3 – Introduction to the course and each other

No assigned reading

Week 2 – Key Concepts in Global Politics

9/6 – *Labor Day Holiday– No class*

9/8 – Key Concepts and Actors

Reading: Lamy et al., Ch. 1, pp. 3-14 (Note: For now you can skim pp. 15-22, we will come back to them in Week 5).

9/10 – Globalization

Reading: Lamy et al., Ch. 1, pp. 23-30.

Brief Homework Assignment: Thinking about Global Politics (#1 of 3)

- Read page 31 of the Lamy et al. textbook and type up your responses to the six questions in Part One and Part Two.
- DUE in Canvas by 11 AM on Friday, 9/10. Bring a printed copy of your answers to class.

Week 3 - The Evolution of Global Politics (A brief history lesson)

Readings for the Week:

- Lamy et al., Ch. 2 (pp. 33-56)
- Alan Cowell, “The Courage and Folly of a War That Left Indelible Scars”, *New York Times*, November 9, 2018 (e-Reserves).

9/13 – The Development of the International System from Westphalia to the 19th Century

9/15 – Global Politics in the 20th Century: WWI, WWII and the Cold War

9/17 – In-class discussion of “The Courage and Folly of a War That Left Indelible Scars” and global politics in the 20th century.

Reflection Paper: Reflecting on the Impact of WWI (#1 of 2)

- Read and respond to the Cowell article listed above.
- You will find instructions and a link to the exercise on Canvas.
- DUE in Canvas by 11 AM on Friday, 9/17.

Week 4 – Contemporary Global Politics

9/20 – Global Politics and Regional Power Since the End of the Cold War

Reading: Lamy et al., Ch. 2 (pp. 56-68)

9/22 – The Global War on Terrorism

Reading: Lamy et al., Ch. 2 (pp. 68-74)

9/24 – Reflecting on the End of the War in Afghanistan

Readings:

- 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).
- 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).

Reflection Paper: The End of the War in Afghanistan (#2 of 2)

- Read the assigned articles and any other coverage of the end of the war in Afghanistan.
- If you know someone who served in the military in Afghanistan or Iraq and can reach them, ask them what they think about the war and its end.
- After reading about and perhaps talking to others, write a short paper that reflects on these readings and offers your perspective on the war in Afghanistan and explain your reasoning. Here are some questions to focus your reflection process; you don’t need to answer all of them, focus on what you have to say:
 - How did you react to any of the perspectives shared in the assigned articles and blog posts?
 - Was this war worth fighting? What, if anything, was accomplished? What were the costs?
 - Do you agree or disagree with the U.S. withdrawal?
 - How did this war impact you or your family?
- DUE in Canvas by 11 AM on Friday, 9/24. Bring a printed copy of your essay to class.

Week 5 - Introduction to Critical Thinking and to Realism

9/27 – Critical Thinking and Theories

Readings: Lamy et al., Ch. 1, pp. 15-22; & Ch. 3, pp. 77-80, ending at “What is Realism?”.

Critical Thinking Lesson and Quiz (Required)

- Watch a 14-minute video that explains what Critical Thinking is and then take a 5-question quiz. Quiz is due by 11 AM on 9/27.

9/29 – Realism

Reading: Lamy et al., Ch. 3, pp. 80-89, ending at “What is Liberalism?”

10/1 – The Melian Dialogue and Realism

Brief Homework Assignment: Melian Dialogue (#2 of 3)

- Read the “Thinking About Global Politics” box on pp. 120-121 of Lamy et al.
- Respond to the following questions in written form:
 1. Identify at least two realist assumptions that you see articulated in this brief dialogue. Point to specific parts of the dialogue and explain why it reflects a realist assumption.
 2. When the Athenians say, “the strong do what they will and the weak do what they must,” what does this mean? Is this phrase still relevant today? Can you think of a specific example?
- DUE in Canvas by 11 AM on Friday, 10/1. Bring a printed copy of your answers to class.

Week 6 – Liberalism and the Liberal World Order

10/4 – Introduction to Liberalism

Reading: Lamy et al., Ch. 3, pp. 89-104 – ending at “Critical Theories.”

10/6 – The Liberal World Order

Reading: Joseph Nye. “Will the Liberal Order Survive? The History of an Idea.” *Foreign Affairs*, Vol. 96, Issue 1, January 1, 2017 (e-Reserve).

Interteach Assignment (Required): Each student will be responsible for filling out a prep guide based on the Nye article. During class students will work in pairs to discuss and understand Nye’s argument. Further instructions will be provided ahead of this exercise.

10/8 – Introduction to argument mapping.

Week 7 – Realism and Liberalism cont. & Midterm Exam #1

10/11 – Critical view of the Liberal World Order

Reading: Graham Allison. “The Myth of the Liberal Order: From Historical Accident to Conventional Wisdom.” *Foreign Affairs*, Vol. 97, Issue 4, July 1, 2018 (e-Reserve).

Interteach Assignment (Required): Each student will be responsible for filling out a prep guide on the Allison article. During class students will work in pairs to discuss and understand Allison’s argument. Further instructions will be provided ahead of this exercise.

10/13 – Review Session

10/15 – MIDTERM EXAM

Week 8 – International Institutions – The United Nations

Readings:

- Lamy et al., Ch. 5, pp. 166-193, ending at “The European Union 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).

Argumentative Paper – United Nations (#1 of 2)

- Read and respond to the *Taking Sides* reading (listed above).
- You will find instructions and a link to the reading on Canvas.
- DUE in Canvas at 5 PM on Friday, 10/29

10/18 – Origins & Structure of the United Nations

10/20 – The Work of the UN

10/22 – Analyzing arguments for and against the UN

Week 9 – Regional Organizations and Other Non-State Actors

Reading: Lamy et al., Ch. 5 (pp. 193-215)

10/25 – The European Union and Regional Integration

10/27 – Global Civil Society and other non-state actors

10/29 – Review and argument mapping practice day

**DUE 5 PM: Argumentative Paper #1 on the United Nations*

Week 10 – Global Security & Nuclear Proliferation

11/1 – Global Security

Reading: Lamy et al., Ch. 6, pp. 218-230, ending at “The Changing Character of War.”

11/3 – Changing Character of War

Reading: Lamy et al., Ch. 6, pp. 230-240, ending at “Nuclear Proliferation and Nonproliferation.”

Brief Homework Assignment: Drone Warfare (#3 of 3)

- Read the “Case Study” box on pp. 238 of Lamy et al.
- Respond in written form to one of the discussion questions listed at the end.
- DUE in Canvas by 11 AM on Wednesday, 11/3. Bring a printed copy of your answers to class.

11/5 – Nuclear Weapons and Proliferation

Reading: Lamy et al., Ch. 6, pp. 240-248.

Week 11 – Debating the U.S. Decision to Withdraw from the Iran Nuclear Deal

11/8 – Background on the Iran Nuclear Deal

Reading: Kali Robinson. [“CFR Backgrounder: What is the Iran Nuclear Deal?”](#) *Council on Foreign Relations*, updated August 21, 2021 (e-Reserves).

11/10 – Debating the U.S. Withdrawal from the Iran Nuclear Deal

Reading: “Issue: Were Efforts to Withdraw the United States from the Iran Nuclear Agreement Misguided?” In *Taking Sides: Clashing Views on Global Issues*, 10th Edition. McGraw Hill, 2019 (e-Reserves).

Interteach Assignment (Required): Each student will be responsible for filling out a prep guide based on one of the assigned arguments in *Taking Sides*. During class students will work in pairs to dissect and map the arguments. Further instructions will be provided ahead of this exercise.

11/12 – In-class debate/discussion on the Trump Administration’s decision to withdraw from the Iran Nuclear Agreement.

Week 12 – Global Trade & U.S.-China Rivalry

Readings:

- *Global Politics*, Ch. 8.
- Philip Pan. “China Rules Part 1: The Land that Failed to Fail.” *New York Times*, November 18, 2018 (e-Reserves).
- Edward Wong. “U.S. versus China: A New Era of Great Power Competition, But Without Boundaries.” *New York Times*, June 26, 2019 (e-Reserves).

Argumentative Paper – U.S. and China Rivalry (#2 of 2)

- Read up on the U.S. trade war and rivalry with China, including assigned articles above, and prepare a written reflection on current U.S.-China relations.
- Instructions for this assignment will be found on Canvas.
- DUE in Canvas by 5 PM on Sunday, 11/28

11/15 – A Globalized Economy

11/17 – Trade and Finance

11/19 – In-class debate/discussion – What approach should the U.S. take towards China?

Week 13 – Human Rights and Human Security

11/22 – Human Rights and Human Security

Readings: Lamy et al., Ch. 7, pp. 261-282.

11/24 – Humanitarian Activism and the Role of the International Community

Reading: Lamy et al., Ch. 7, pp. 283-304.

**Sunday 11/28 at 5 PM – DUE: Argumentative Paper #2 on U.S.-China Rivalry*

11/25-11/28 – THANKSGIVING BREAK!!!

Week 14 – The Environment & International Politics

Readings:

- Lamy et al., Ch. 10
- Joshua Busby. “Why Climate Change Matters More Than Anything Else.” *Foreign Affairs*, Vol. 97, Issue 4, July 1, 2018 (e-Reserves).
- Somini Sengupta. “Becoming Greta: ‘Invisible Girl’ to Global Climate Activist.” *New York Times*, February 18, 2019(e-Reserves).
- Ann Barnard. “Greta Thunberg, Climate Activist, Arrives in NY with a Message for Trump.” *New York Times*, August 28, 2019 (e-Reserves).

11/29 – Environmental Issues & International Relations Theory

12/1 – Climate Change, a Global Challenge

12/3 – In-class discussion on climate change and environmental activism.

Week 15 – Conclusion & Exam Review

No assigned readings

12/6 – Wrap up

12/8 – Conclusions & course evaluations

12/10 – Exam review

FINAL EXAM: Monday, December 13th, 10:15 AM-12:15 PM, SCI B338