

2021-2022 World101 & ADP AASCU Toolkit

BY: WORLD101 AND ADP AASCU 2021-2022 COHORT

Table of Contents

Introduction	2
California State University San Marcos: <i>Building Bridges to Deepen and Expand Civic Learning</i>	3
College of Staten Island, CUNY: <i>Syllabus for International Studies 100 (INT100)</i>	33
Georgia College: <i>The Challenges of Global Leadership</i>	38
Georgia Gwinnett College: <i>Global Issues Toolkit</i>	42
Indiana University Kokomo: <i>Indiana University Kokomo Toolkit</i>	49
Indiana University Southeast: <i>Indiana University Southeast Toolkit</i>	57
Lock Haven University of Pennsylvania: <i>Global Approach to Human Behavior and the Social Environment</i>	75
Middle Georgia State University: <i>Connecting the Global to the Local through International Education</i>	77
Salem State University: <i>Using World101 on a Faculty Learning Community on COIL</i>	81
Sam Houston State University: <i>Instructional Frameworks for World101</i>	83
Stockton University: <i>Model Diplomacy as a 2–3-week Virtual or In-person Capstone Experience for U.S. Foreign Policy</i>	85
University of The Bahamas: <i>Global Café Talk Series</i>	104
University of Maryland Baltimore County: <i>Global Studies 100 Syllabus With World101 Curriculum</i>	106
University of Wisconsin, La Crosse: <i>Global Civic Learning Across a Curriculum: Teaching Democracy from Theory to Practice</i>	111

Introduction

This toolkit is a product of Global Civic Literacy, an initiative of AASCU's American Democracy Project (ADP) in partnership with the Council on Foreign Relations (CFR). Using World101, a free multimedia resource from CFR, the program is designed to help students increase their knowledge of our global society and understand how global issues influence lives of everyday citizens. Our democracy requires informed and engaged participants, and the goal of ADP, to equip students with the knowledge, skills, and experiences to be engaged citizens, is more important now than ever. More and more, our local communities are influenced by global issues, and our students must navigate the complexities and challenges of an increasingly interdependent world. However, the Global Literacy Survey, commissioned by CFR and the National Geographic Society in 2016, demonstrated the critical gap between the knowledge college-educated students in the United States possessed about the world and the knowledge and skills they need to be informed, engaged citizens able to understand and compete in a global context. (See <https://www.cfr.org/global-literacy-survey>.)

To support efforts to build this critical knowledge and understanding among undergraduate students, ADP – a network of 276 AASCU institutions, serving 2.7 million students across 47 states nationwide – and CFR have launched this Global Civic Literacy initiative, offering faculty and International Program staff the unique opportunity to collaborate and explore possibilities for providing an engaging and accessible pathway for students to build global civic literacy. Participants engaged with the deep library of World101 content in collaboration with the CFR Education team. World101 (<http://world101.cfr.org>) is free modular content that breaks down the fundamentals of international relations and foreign policy through relatable multimedia content and stories that help students understand what lies at the core of the most important, enduring topics and issues along with why these topics matter and how they are relevant. Designed for the non-specialist, but of value to those with some knowledge as well, World101 is geared toward learners both inside and outside of formal academic settings. World101 modules are extremely flexible. The videos, charts, essays, timelines, and other multimedia that comprise a module can be accessed and shared individually or reviewed as a whole. Modules can also be grouped in endless combinations. Each module comes with a library of teaching resources for instructors who wish to use World101 in their classrooms or in co-curricular programming. This toolkit is a product of the initiative and brings together syllabi, assignments, course plans, and assessments that use World101 to build global civic literacy across a wide array of courses and co-curricular programming.

California State University San Marcos Building Bridges to Deepen and Expand Global Civic Learning

Rochelle Smarr

Director, Department of Service Learning and Civic Engagement
Office of Undergraduate Studies
California State University San Marcos
rsmarr@csusm.edu

Danielle McMartin

Director of Global Education, Global Programs and Services (host department of the American Democracy Project)
California State University San Marcos
dmcmartin@csusm.edu

Kimber M. Quinney

Assistant Professor of History, Department of History
California State University San Marcos
kquinney@csusm.edu

This toolkit is organized around each of the authors' respective roles and responsibilities in the Department of Service Learning and Civic Engagement (Co-Curricular Activities), Global Programs and Services (Global Education), and the History Department. This Toolkit thus includes experiences such as Study Abroad and Co-Curricular Events and Activities as well as a syllabus from a course focusing on U.S. foreign policy.

EXPERIENCES: Co-Curricular Activities
Earth Month Action Party



The poster features a teal background with a central globe showing the Americas. In the top left is the CSUSM Civic Engagement logo. The main title is 'CSUSM EARTH MONTH ACTION PARTY' with a star icon. Below it is the text 'LET'S TAKE ACTION TOGETHER FOR ENVIRONMENTAL CHANGE AND JUSTICE!' and 'APRIL 20, 2021 AT NOON VIA ZOOM'. The RSVP information includes a URL and contact details for the Department of Civic Engagement. The 'impactree' logo is in the bottom right. Decorative starburst icons are scattered throughout.

California State University
SAN MARCOS
CIVIC ENGAGEMENT

*** CSUSM EARTH MONTH ACTION PARTY**

LET'S TAKE ACTION TOGETHER FOR ENVIRONMENTAL CHANGE AND JUSTICE!

APRIL 20, 2021 AT NOON VIA ZOOM

RSVP

[HTTP://BIT.LY/CSUSMEARTHMONTHACTIONEVENT](http://bit.ly/csusmearthmonthactionevent)

**FOR MORE INFORMATION CONTACT THE DEPARTMENT OF CIVIC ENGAGEMENT
AT CIVICENGAGEMENT@CSUSM.EDU**

impactree

EXPERIENCES: Co-Curricular Activities
Department of Civic Engagement World 101 Module Promotion

CSUSM's Department of Civic Engagement World 101 Module Promotion

World 101:

FOREIGN POLICY

Foreign Policy:
the policy of a sovereign state in its interaction with other sovereign states

csusm_civengagement

csusm_civengagement Global Civic Lit Series: Foreign policy is important now more than ever. As we watch the conflict between Ukraine and Russia unfold, we might feel as if there is nothing we can do to help. Visit the civic action hub (link in bio) to take actions of foreign policy issues that can help with issues we are facing today and tomorrow. #virtualvoicesmatter #takeaction

csusm_civengagement

csusm_civengagement Global Civic Lit Series: Foreign policy is important now more than ever. As we watch the conflict between Ukraine and Russia unfold, we might feel as if there is nothing we can do to help. Visit the civic action hub (link in bio) to take actions of foreign policy issues that can help with issues we are facing today and tomorrow. #virtualvoicesmatter #takeaction

View Insights

1 like
MARCH 5

EXPERIENCES: Co-Curricular Activities

Speaking of Democracy Series on Border Advocacy and Migrant Rights



Speaking of
DEMOCRACY

Tuesday, February 22, 2022
12:00 - 1:00 PM | via Zoom

Topic:
Border Advocacy and Migrant Rights

 
California State University SAN MARCOS *Universidad Popular*
SERVICE LEARNING AND CIVIC ENGAGEMENT

Guest Speaker Bio



- Lillian Serrano
- CSUSM alumni
- Community Educator
- Co-Director of Universidad Popular

Lillian will provide insight into the current issues facing individuals crossing the border, seeking asylum in the US, discuss the myths about border crossing along with discussing immigrant rights. She will share ways that students can take action with Universidad Popular to advocate for immigrant rights.

Making Study Abroad Meaningful

3 steps that will help you engage more with the culture you will be visiting and gain a deeper & more meaningful experience.



Complete all 3 steps to earn a Global Ambassador Certificate!

STEP 1: Before You Leave

Dig Into World 101
& Reflect

- Gain a general understanding of your regional destination
 - Watch World 101 Video and Read (30 min)
- Then, reflect on World 101 video/reading and write a letter to yourself

STEP 2: During Your Time Abroad

Take Pictures
Share Your Experience
& Reflect

- Gain understanding through pictures
 - Upload 2 pictures a month (semester/year) or 2 pictures a week (summer programs)
 - Reflect & respond on what you learned from that person, place or experience

STEP 3: After You Return

Reflect on your
Experience
& Share W/Others

- This experience will impact you
 - Attend returnee celebration
 - Reflect & share your growth
- Encourage others to Study Abroad
 - Sit on panel
 - Visit a class
 - Help at an event

EXPERIENCES: Global Education

NEW International Student Participant Program (ISPP)

- We are SUPER excited to share that **Global Education** in partnership with **Global Connections Student Organization** and our **International Faculty Group**, are developing a list of international student volunteer/participants who are open to sharing a bit about their culture during a class session in hopes to be helpful with faculty curriculum.
 - **Example:** If a faculty member is talking about politics in their Global Studies class, they might like to have a couple students from different countries share about politics in their home country during a session of that class.
 - **Another Example:** Faculty is talking about cross-cultural communication in a COM class and would like a few students from different countries to share about common communication differences from their country.
 - **How about:** environmental issues or women's issue or marketing practices...in a student's home country.
 - There are many examples of how impactful an international student's perspective could be.
 - **International Students may not be experts on the class topic, however, they can be an insightful voice for their country/culture.**
 - Faculty who are interested to learn more: PLEASE Contact Danielle McMartin, Director-Global Education dmcmarti@csusm.edu or Professor Elvis Nshom-Coordinator of the International Faculty Group enshom@csusm.edu

EXPERIENCES: Global Education
Annual International Fair

19TH ANNUAL FAIR

INTERNATIONAL

CSUSM

CRAVEN HALL

LIBRARY PLAZA

11AM - 2PM
TUESDAY
APRIL 26TH

BRITANYA

SPONSORED BY: A Co-Curricular Funding Award, Office of Global Education, ALCI, ASI and Global Connections Student Org.

EXPERIENCES: Global Education
Annual International Fair













EXAMPLES OF CURRICULUM

SYLLABUS Quinney History 349: Foreign Policy of the United States

History 349-01 CRN 22168
Foreign Policy of the United States
Democracy and U.S. Foreign Policy

SPRING 2022 | VIRTUAL-SYNCHRONOUS-ASYNCHRONOUS



INSTRUCTOR: **KIMBER QUINNEY | kquinney@csusm.edu | 760-828-0281**

OUR SYLLABUS IS SUBJECT TO CHANGE

Please note that the syllabus is subject to change. If the syllabus is modified, the class will be notified via email and the updated syllabus will be posted to Cougar Courses, replacing the original syllabus.

UNIVERSITY COURSE DESCRIPTION

“Foreign Policy of the United States from the American Revolution to the present.”

COURSE DESCRIPTION

Our course examines U.S. foreign relations from the colonial era to the present. Our objective is to better understand and explain America’s place in the world, with an eye toward identifying historical patterns as well as historical anomalies. Traditionally, the three most prominent goals of American foreign policy have been defined as security, prosperity, and the creation of a better world (also referred to as a *liberal world order*). We will question the extent to which those three goals continue to guide foreign policy in the 21st century, and we will pay particular attention to the relationship to democracy. Does a “democratic tradition” exist in the history of U.S. relations with other nations? To what extent does or should the United States promote democracy abroad? What is the relationship between national security and civil liberties at home? We will be asking these questions and others, as we examine the historical place of the United States in the world.

VIRTUAL EXCHANGE MODULE

For 10 weeks in the semester—From February 21 to May 2—we will be collaborating in a Virtual Exchange with students from Brescia, Italy. Virtual exchange is a teaching and learning paradigm that develops cross-cultural competence across shared multicultural online learning environment. Our U.S.-Italian internationalized curricular module aims to explore the changing international order of the post-Cold War era, allowing all of us to investigate ways in which 21st century democratic institutions of the United States and Italy (and other NATO nations) are affected. Our “big question” will be to what extent and in what respects the changing international order of the 21st century is impacting the future of democracy.

The Virtual Exchange portion of our course will not require any additional work on your part that would not otherwise be required in the course. It will be fun!

COURSE FORMAT

! **From January 24 to February 24**, we will meet via Zoom during our scheduled class time (Tuesdays and Thursdays, 9:00-10:15 AM).

! **From March 1 to April 28**, we will meet via Zoom on Tuesdays, but NOT on Thursdays. This format is intended to provide you time to participate in the Virtual Exchange and to complete other online assignments in the week.

! **In the final two weeks of the course—on May 3, 5, 10 and 12**—we will return to Tuesday and Thursday meetings to share experiences and wrap up the semester.
Please refer to the schedule below.

REQUIRED READING AND RESOURCES

- " Elizabeth Cobbs Hoffman, *American Umpire: The New Rules of World Order, 1776 to the Present* (Harvard University Press, 2013). [eBook available at CSUSM Library](#)
- " Campbell Craig and Sergey S. Radchenko. *The Atomic Bomb and the Origins of the Cold War* (Yale University Press, 2008) [eBook available at CSUSM Library](#)
- " Jeffrey J. Anderson, et al., eds. *The End of the West? Crisis and Change in the Atlantic Order* (Cornell University Press, 2016) [eBook available at CSUSM Library](#)
- " Larry Diamond, et al., eds., *Democracy in Decline?* (Johns Hopkins University Press, 2015) [eBook available at CSUSM Library](#)
- " [World 101](#) (Council on Foreign Relations)
- " Additional readings and multimedia resources posted at Cougar Courses

RECOMMENDED READING

- " Richard Dean Burns, et al. *American Foreign Relations since Independence* (ABC-CLIO, LLC, 2013) [eBook available at CSUSM Library](#)

- " Steven W. Hook and Christopher M. Jones, eds. *Routledge Handbook of American Foreign Policy* (Taylor & Francis Group, 2011) [eBook available at CSUSM Library](#)

- " Michael Cox et al., eds., *U.S. Foreign Policy and Democracy Promotion: From Theodore Roosevelt to Barack Obama* (Routledge 2013) [eBook available at CSUSM Library](#)

INTERNATIONAL NEWS You are expected to monitor the international or “world” section of at least one major news source. Set your web browser to one of the following U.S. sources—[Los Angeles Times](#), [New York Times](#), [PRI’s The World](#), [Christian Science Monitor](#) and/or international sources, such as [Al Jazeera](#), [African News](#), [BBC World News](#), [China Daily](#), [Der Spiegel](#), [The Economist](#), and [RT](#) (formerly *Russia Today*).

Alternatively, follow these media outlets and #twitterstorians on Twitter. 

COURSE REQUIREMENTS

As an upper-division course, the History of U.S. Foreign Policy emphasizes critical thinking and *analysis*: You will be asked to interpret the historical facts in order to form your own assessment of both conventional and controversial views on major issues in American foreign relations, as well as on changing interpretations of that history. This course also fulfills the digital history requirement.

- | | |
|---|-----|
| • Active Engagement: Zoom Class Meetings and Discussions | 25% |
| • Participation in Virtual Exchange Module (or Alternative) | 25% |
| • Collaborative Digital Project (part of VE Module) | 25% |
| • Final Reflection Paper | 25% |

SCHEDULE OF READINGS AND ASSIGNMENTS

WEEK ONE: WELCOME AND INTRODUCTIONS

TUES. JAN. 25 **WELCOME TO THE HISTORY OF U.S. FOREIGN POLICY**
THURS. JAN. 27 **WHAT THE &*@! IS VIRTUAL EXCHANGE?**

WEEK TWO: AMERICAN EXCEPTIONALISM

TUES. FEB. 1 **AMERICAN EXCEPTIONALISM**
THURS. FEB. 3 **IS (WAS) THE UNITED STATES EXCEPTIONAL?**

READING: Cobbs, *American Umpire*, Intro
[World 101: How the World Works and Sometimes Doesn't](#)
and additional readings posted to Cougar Courses

WEEK THREE: AMERICAN EXPERIMENT

TUES. FEB. 8 **THE AMERICAN EXPERIMENT**
THURS. FEB. 10 **DIPLOMACY WITH THE INDIAN NATIONS**

READING: Cobbs, *American Umpire*, Ch. 1-2
and additional readings posted to Cougar Courses

WEEK FOUR: PARTISANSHIP HAS A HISTORY

TUES. FEB. 15 **DIPLOMACY OF THE AMERICAN REVOLUTION**
THURS. FEB. 17 **PRESIDING OVER THE NATION: WASHINGTON AND THE 1790S**

READING: Cobbs, *American Umpire*, Ch. 3-4
and additional readings posted to Cougar Courses

WEEK FIVE: EMPIRE OF LIBERTY

TUES. FEB. 22 **THOMAS JEFFERSON'S FOREIGN POLICY**
THURS. FEB. 24 **EMPIRE OF LIBERTY**

READING: Cobbs, *American Umpire*, Ch. 5-6
and additional readings posted to Cougar Courses

WEEK SIX: MANIFEST DESTINY

TUES. MAR. 1 **SYNCHRONOUS: JACKSON AND INDIAN WARS**
THURS. MAR. 3 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Cobbs, *American Umpire*, Ch. 7-8
and additional readings posted to Cougar Courses

WEEK SEVEN: RISE TO GLOBALISM

TUES. MAR. 8 **SYNCHRONOUS: CIVIL WAR IN A GLOBAL CONTEXT**
THURS. MAR. 10 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Cobbs, *American Umpire*, Ch. 9-10
[World 101: Prelude to the Global Era](#)
and additional readings posted to Cougar Courses

WEEK EIGHT: AMERICAN IMPERIALISM?

TUES. MAR. 15 **SYNCHRONOUS: AMERICAN IMPERIALISM: SPANISH AMERICAN WAR**
THURS. MAR. 17 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Cobbs, *American Umpire*, Conclusion

WEEK NINE: HAPPY SPRING BREAK
MARCH 21-26

WEEK TEN: DEMOCRACY AND IMPERIALISM

TUES. MAR. 29 **SYNCHRONOUS: AMERICAN IMPERIALISM? OPEN DOOR**
THURS. MAR. 31 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Craig and Radchenko. *The Atomic Bomb*, Ch. 1-2
and additional readings posted to Cougar Courses

WEEK ELEVEN: WORLD WAR I

TUES. APRIL 5 **SYNCHRONOUS: AMERICAN UMPIRE AND WORLD WAR I**
THURS. APRIL 7 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Craig and Radchenko. *The Atomic Bomb*, Ch. 3-4
[World 101: World at War](#)
and additional readings posted to Cougar Courses

WEEK TWELVE: WORLD WAR II

TUES. APRIL 12 **SYNCHRONOUS: WAR FOR DEMOCRACY**
THURS. APRIL 14 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Craig and Radchenko. *The Atomic Bomb*, Ch. 5-6 and Conclusion
Anderson, et al., eds. *The End of the West?* Ch. 1-3
[World 101: Nuclear Proliferation](#)
and additional readings posted to Cougar Courses

WEEK THIRTEEN: GLOBALIZATION OF THE COLD WAR

TUES. APRIL 19 **SYNCHRONOUS: GLOBALIZATION OF THE COLD WAR**
THURS. APRIL 21 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Anderson, et al., eds. *The End of the West?* Ch. 4-6
Diamond, et al., eds., *Democracy in Decline?* Ch. 1 & 2
[World 101: Global Era](#)
and additional readings posted to Cougar Courses

WEEK FOURTEEN: GLOBALIZATION AND THE UNITED STATES

TUES. APRIL 26 **SYNCHRONOUS: GLOBALIZATION AND THE UNITED STATES**
THURS. APRIL 28 **ASYNCHRONOUS: VIRTUAL EXCHANGE**

READING: Anderson, et al., eds. *The End of the West?* Ch. 7-9
 Diamond, et al., eds., *Democracy in Decline?* Ch. 3 & 4
 [World 101: Globalization](#)
 and required readings posted to Cougar Courses

Collaborative Digital Project Due (Product of Virtual Exchange)

WEEK FIFTEEN: END OF A CENTURY, START OF ANOTHER

TUES. MAY 3 **SYNCHRONOUS: 9/11 AND THE WARS ON TERRORISM**
THURS. MAY 5 **A NEW WORLD ORDER**

READING: Anderson, et al., eds. *The End of the West?* Ch. 10-12
 Diamond, et al., eds., *Democracy in Decline?* Ch. 5 & 6
 [World 101: Terrorism](#)

WEEK SIXTEEN: DEMOCRACY AND 21ST CENTURY U.S. FOREIGN POLICY

TUES. MAY 10 **21ST CENTURY U.S. FOREIGN POLICY**
THURS. MAY 12 **DEMOCRACY AND U.S. FOREIGN POLICY**

READING: [World 101: COVID-19](#)

SUBMIT Final Reflection Paper to CC on or before Thursday, May 19, before midnight

STUDENT LEARNING OUTCOMES

From the American Historical Association¹:

HISTORY is the study of the human past as it is constructed and interpreted with human artifacts, written evidence, and oral traditions. It requires empathy for historical actors, respect for interpretive debate, and the skillful use of an evolving set of practices and tools.

As an inquiry into human experience, history demands that we consider the diversity of human experience across time and place.

As a public pursuit, history requires effective communication to make the past accessible; it informs and preserves collective memory; it is essential to active citizenship.

As a discipline, history requires a deliberative stance towards the past; the sophisticated use of information, evidence, and argumentation; and the ability to identify and explain continuity and change over time. Its professional ethics and standards demand peer review, citation, and acceptance of the provisional nature of knowledge.

AFTER TAKING HISTORY 349, STUDENTS SHOULD BE ABLE TO:

1. Recognize the distinction between primary and secondary sources, and understand how each are used to make historical claims;
2. Practice *historical thinking* and understand the value of this skill—how it is used to solve problems, make rational claims based on evidence, discover truth, and create new solutions;
3. Demonstrate the capacity to deal with differences in interpretation and to separate individual beliefs from historical understanding;
4. Understand, synthesize, and analyze the “democratic tradition” and the promotion of democracy in American foreign relations;
5. Situate historical content and historiographical knowledge of U.S. foreign policy into local, regional and global contexts; and
6. Evaluate the influence of new digital and multimedia formats on the practice and presentation of history.

¹ For a full list of core competencies and learning outcomes for all History students as defined by the AHA, refer to the 2016 History Discipline Core. <https://www.historians.org/teaching-and-learning/tuning-the-history-discipline/2016-history-discipline-core>

EXAMPLES OF CURRICULUM

Virtual Exchange Syllabus: The International System and the Transformation of Democracy in the 21st Century (co-taught by Kim Quinney and Alessandro Quarenghi and inserted as a module into the History of Foreign Policy of the United States)

a.y. 2021/22

VIRTUAL EXCHANGE MODULE BETWEEN ITALY AND THE UNITED STATES

Il sistema internazionale e la trasformazione della democrazia nel XXI secolo /
The International System and the Transformation of Democracy in the 21st Century

	Italy	U.S.
Instructors	Alessandro Quarenghi	Kimber Quinney
Institution	Università Cattolica del Sacro Cuore, Milano and Brescia	California State University, San Marcos
Department/Discipline	International Relations	History
Phone Number (for WhatsApp, Facetime)	+39 3381343158	760-828-0281

VIRTUAL EXCHANGE COURSE DESCRIPTION

Our U.S.-Italian internationalized curricular module will occur over the course of 12 weeks (from February 21 to May 10) and will be inserted into our respective courses on international relations (Quarenghi) and the history of American foreign relations (Quinney). The module aims to explore the changing international order of the post-Cold War era, allowing all of us to investigate ways in which 21st century democratic institutions of the United States and Italy (and other NATO nations) are affected. Our “big question” will be to what extent and in what respects the changing international order of the 21st century is impacting the future of democracy.

WHAT IS VIRTUAL EXCHANGE?

Virtual exchange is not a technology, rather it is a teaching and learning paradigm that develops cross-cultural competence across a shared multicultural online learning environment. The class will be co-taught by two professors and will involve students in both classes working together on assigned projects.

MODULE FORMAT

Our virtual exchange module will be virtual asynchronous. Students *may* choose to meet up in their respective groups synchronously via Google applications (see below), but face-to-face virtual meetings are not required.

STUDENT LEARNING OBJECTIVES

At the end our Virtual Exchange Module, students will have

- Challenged their own worldview—from both a personal and national perspective—and gained access to different perspectives on contemporary international and national political changes

- Connected contemporary international change to internal socio-political transformations
- Demonstrated an ability to research individually and collectively, to organize their work in a flexible manner and in a technologically innovative environment
- Engaged and collaborated in small and wider groups in producing a cumulative digital project illustrating their research and common understanding of a complex issue

EVALUATION

Students will be evaluated according to:

1. **ENGAGEMENT**
(Students' demonstration of collaboration with their group members) (25% of final grade)
2. **RESEARCH PROJECTS (GROUP):**
 - a. **Originality**
(Students' ability to link information, analyses, and perspectives gained from different sources, and to give the class personal insights through a collective (or group) interpretation): (25 % of final grade)
 - b. **Communication Effectiveness**
(Students' ability to organize, plan, and deliver the information in the clearest and most effective way) (25 % of final grade)
3. **PERSONAL REVIEW**
At the end of the module students will be asked to hand in a short personal review of the module (500 words max.) (25 % of final grade)

SCHEDULE OF DISCUSSIONS AND ASSIGNMENTS

WEEK ONE (21-27 February): WELCOME TO THE VIRTUAL EXCHANGE MODULE
February 21 – February 22² - Introduce Virtual Exchange Module
 - Introduce 14 Global Topics (Please see below)
 - [Create 14 Groups](#) (approximately 6 students in each Group)

WEEK TWO (28 February-06 March): : GETTING TO KNOW ONE ANOTHER
February 28 - March 1 - [Introduce Ice-Breaking Activity #1](#) (general “getting to know you” activity)

WEEK THREE (07-13 March): THE CONTEMPORARY WORLD ORDER
March 07 - March 08 - [Complete Ice-Breaking Activity #1](#)
 - [Introduce Ice-Breaking Activity #2](#) (personal experience with

² **Italy** - **United States**

group specific democracy issue)

March 11 - March 15

- [EXCHANGE Lecture: Dr. Quarenghi on *The Contemporary International Order and Issues of Order*](#)

Required Reading (Available from provided links or [here](#))

J. Grieco, J. G. Ikenberry, M. Mastanduno, *Introduction to International Relations. Enduring Questions and Contemporary Perspectives* (Palgrave, 2015), 418-436.

C. Mudde, "The Populist Zeitgeist", *Government and Opposition*, Vol. 39, No 4 (Autumn 2004), 541-563.

Ikenberry J. G., 2018. "The End of Liberal International Order?", *International Affairs*, 94 (1), pp. 7–23. Available at

https://scholar.princeton.edu/sites/default/files/gji3/files/inta94_1_2_241_ikenberry.pdf

Recommended Reading (Available from [here](#))

T. Flockhart, "The coming multi-order world", *Contemporary Security Policy*, Vol. 37 No 1 (2016), 3-30.

J. Grieco, J. G. Ikenberry, M. Mastanduno, *Introduction to International Relations. Enduring Questions and Contemporary Perspectives* (Palgrave, 2015), 358-385.

S. Kotkin, "Realist World. The Players Change, but the Game Remains", *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/realist-world> (last accessed 20/06/2018)

C. Layne, "This Time It's Real: The End of Unipolarity and the "Pax Americana"", *International Studies Quarterly*, Vol. 56, No. 1 (March 2012), 203-213.

I. Buruma, A. Margalit, *Occidentalism. The West in the Eyes of its Enemies*, New York: Penguin 2004, 1-12 and 75-99.

A. Chua, "Tribal World. Group Identity is All", *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/tribal-world> (last accessed 20/06/2018)

International Organization for Migration, *World Migration Report 2018* (2017). Available at http://publications.iom.int/system/files/pdf/wmr_2018_en.pdf (last accessed 22/06/2018)

United Nations, *New York Declaration on Refugees and Migrants* (Resolution A/71/1, 3 October 2016).

Available at http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/71/1 (last accessed 22/06/2018)

- Y. Mounk, R. S. Foa, “The End of the Democratic Century. Autocracy's Global Ascendance”, *Foreign Affairs* (16 April 2018). <https://www.foreignaffairs.com/articles/2018-04-16/end-democratic-century> (last accessed 20/06/2018)
- C. Mouffe, “Populists are on the rise but this can be a moment for progressives too”, *The Guardian* (10 Sept. 2018).
<https://www.theguardian.com/commentisfree/2018/sep/10/populists-rise-progressives-radical-right> (last accessed 24/02/2019)
- J. Busby, “Warming World. Why Climate Change Matters More Than Anything Else”, *Foreign Affairs* (14 June 2018). <https://www.foreignaffairs.com/articles/2018-06-14/warming-world> (last accessed 20/06/2018)
- D. Deudney, and J. G. Ikenberry. “Liberal World”, *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/liberal-world> (last accessed 20/06/2018)
- H. Kundnani, “What is the Liberal International Order?”, *Policy Brief of The German Marshall Fund of the US*, (03 May 2017). Available at <http://www.gmfus.org/publications/what-liberal-international-order> (last accessed 24/06/2018)
- K. Drum, “Tech World. Welcome to the Digital Revolution”, *Foreign Affairs* (14 June 2018). Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/tech-world> (last accessed 20/06/2018)

WEEK FOUR (14-20 March): NATIONALISM VERSUS GLOBALISM

March 17- March 18 - [EXCHANGE Lecture: Quinney on US revisionism: US foreign policy in the 21st Century](#)

Reading (Available from [here](#))

- Barma, Naazneen et al. “The Mythical Liberal Order,” *National Interest* March 1, 2013
- Biden, Joseph. “Remarks by President Biden on America’s Place in the World,” February 4, 2021
- Diamond, Larry. “Democracy Demotion: How the Freedom Agenda Fell Apart,” *Foreign Affairs* (July/ August 2019)
- Fowler, Michael W. “A Brief Survey of Democracy Promotion in US Foreign Policy,” *Democracy and Security*, Vol. 11, No. 3 (July-September 2015), pp. 227-247
- Friedman, Uri. “American Exceptionalism: A Short History” *Foreign Policy* (June 18, 2012)
- Gomez, Adam. “John L. O’Sullivan, Manifest Destiny, and American Democratic

Messianism,” *American Political Thought* Vol. 1, No. 2 (September 2012), pp. 236-262

Kagan, Robert. “A Superpower, Like it or Not: Why Americans Must Accept Their Global Role,” *Foreign Affairs* (March/April 2021)

Konyndyk, Jeremy. “Exceptionalism is Killing Americans: An Insular Political Culture Failed the Test of the Pandemic,” *Foreign Affairs* June 8, 2020

Kupchan, Charles A. “The Clash of Exceptionalisms: A New Fight Over an Old Idea” *Foreign Affairs* (March/April 2018)

Mead, Walter Russell. “The End of the Wilsonian Era,” *Foreign Affairs* (January/February 2021)

Tomes, Robert R. “American Exceptionalism in the Twenty-First Century,” *Survival*, Volume 56, Number 1, 2014, pp. 27-50.

Wertheim, Stephen. “America Has No Reason to Be So Powerful,” *New York Times*, October 15, 2020

WEEK FIVE (21-27 March)

QUINNEY SPRING BREAK—21-27 March

Students may voluntarily continue to collaborate in their respective groups

WEEK SIX (28 March-03 April): DEFINING DEMOCRACY

March 28 - March 29

- [Complete Ice-Breaking Activity #2](#)

- Introduce Platform for Final Collaborative Digital Project: [instructions](#) and [Google Site](#)

- Groups meetings: Discuss 14 Global Topics

March 28 - March 31 -

- [MIXED LECTURE Defining Democracy: Democracy in the US](#) (Quinney)

April 01

Democracy in Italy (Quarenghi)

WEEK SEVEN (04-10 April): GROUP COLLABORATION

- Group meetings

WEEK EIGHT and NINE and TEN (11-24 April): GROUP COLLABORATION

QUARENghi SPRING BREAK—12 to 25 April

Students may voluntarily continue to collaborate in their respective groups

- Group meetings

WEEK TEN (25 April-01 May): GROUP COLLABORATION

April 29 - April 29

- Complete and [upload Group Research and Presentation](#)

WEEK ELEVEN (02 May-08 May): PRESENTATIONS AND DISCUSSIONS

- May 2 - May 3 - Presenting and Discussion of Final Project (TOPICS I and II)
May 5 - May 6 - Presenting and Discussion of Final Project (TOPIC III)

WEEK TWELVE (09 May-15 May): PRESENTATIONS AND DISCUSSIONS

- May 9 - May 10 - Presenting and Discussion of Final Project (TOPIC IV)

STUDENT COLLABORATION

All student collaboration will take place at [Google](#). Students will take advantage of Google Drive, Google Meet and Google Duo. The Final Student Group Projects will be presented in [Google Sites](#)

More information will be provided as to additional Google Apps that may be leveraged for the virtual exchange.

TOPICS /GLOBAL ISSUES FOR STUDENT RESEARCH PROJECTS

Students will be matched up into 14 different groups, each of which correlates with the 14 Global Issues identified below. Most groups will consist of 4 students—2 from U.S. and 2 from Italy. In every case, students will be exploring the various subtopics with analysis of the changing international order of the 21st century and its impact on the future of democracy. Foundation readings will be provided to each group before the start of the module.

I. The weakening of unipolarity (or: the empowerment of asymmetric multipolarity) and values

Do you think that the weakening of unipolarity and the consequent empowerment of multipolarity is resulting in a wider range of values? Does that mean ‘US values’ (liberal values, which are the foundation of capitalism, liberalism, freedom, democracy) are weakening internally and internationally? Finally, do you see all of the above influencing democratic institutions, both internally and internationally?

- I.A The rearticulation of national identity and archetypes (human values): tolerance, justice, inclusion, patriarchy, age - the (Good) Citizen vs the Patriot
- I.B Institutional framework and economic policies: Democracy vs liberalism vs authoritarianism/ neo-liberalism vs neo-Keynesian approaches.

Foundational Reading

Michael Mazarr and Hal Brands, “Navigating Great Power Rivalry in the 21st Century,” War on the Rocks, April 5, 2017. Available at <https://warontherocks.com/2017/04/navigating-great-power-rivalry-in-the-21st-century/>

G. John Ikenberry, “The End of Liberal International Order?” International Affairs, Volume 94, Issue 1, January 2018: 7-23. Available at <https://academic.oup.com/ia/article/94/1/7/4762691>

Thomas Wright, “The Return to Great Power Rivalry Was Inevitable,” *The Atlantic*, September 12, 2018. Available at <https://www.theatlantic.com/international/archive/2018/09/liberal-international-order-free-world-trump-authoritarianism/569881/>

II. The International System and the Media

Do you think that an increased geo-political competition among international Great Powers is influencing the why, how, and when news stories are picked, shared, and reported and how ‘truth’ is created in and by the media?

- II.A The (old and new) media in the contemporary era: ownerships, reputation, political target, etc.
- II.B Social Media, Informational Warfare, “Fake News”: control of the internet, public discourse, in the shaping of a ‘bubble democracy’?

Foundational Reading

W. Lance Bennett and Steven Livingston, “Preface. The Origins and Importance of Political Disinformation”, in W. Lance Bennett and Steven Livingston (eds.) *The Disinformation Age: Politics, Technology, and Disruptive Communication in the United States* (Cambridge University Press, 2021) pp. XV-XIX. Available at https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1F4751119C7C4693E514C249E0F0997/9781108843058AR.pdf/The_Disinformation_Age.pdf?event-type=FTLA

W. Lance Bennett and Steven Livingston, “A Brief History of the Disinformation Age Information Wars and the Decline of Institutional Authority”, in W. Lance Bennett and Steven Livingston (eds.) *The Disinformation Age: Politics, Technology, and Disruptive Communication in the United States* (Cambridge University Press, 2021) pp. 3-40. Available at https://www.cambridge.org/core/services/aop-cambridge-core/content/view/1F4751119C7C4693E514C249E0F0997/9781108843058AR.pdf/The_Disinformation_Age.pdf?event-type=FTLA

Serena Giusti and Elisa Piras, "Introduction. In search of paradigms: Disinformation, fake news, and post-truth politics”, in Serena Giusti and Elisa Piras (eds.), *Democracy and Fake news. Information Manipulation and Post-Truth Politics* (Routledge, 2020), pp. 1-10. Available at <https://www.taylorfrancis.com/books/democracy-fake-news-serena-giusti-elisa-piras/e/10.4324/9781003037385?context=ubx&refId=542bd550-0fc3-4dac-a922-717436520ac4>

Matthew Loveless, “Information and Democracy. Fake news as an emotional weapon”, in Serena Giusti and Elisa Piras (eds.), *Democracy and Fake news. Information Manipulation and Post-Truth Politics* (Routledge, 2020), pp. 64-76. Available at <https://www.taylorfrancis.com/books/democracy-fake-news-serena-giusti-elisa>

[piras/e/10.4324/9781003037385?context=ubx&refId=542bd550-0fc3-4dac-a922-717436520ac4](https://doi.org/10.4324/9781003037385?context=ubx&refId=542bd550-0fc3-4dac-a922-717436520ac4)

Andrew M. Guess and Benjamin A. Lyons, “Misinformation, Disinformation, and Online Propaganda”, in Nathaniel Persily and Joshua A. Tucker (eds.) *Social Media and Democracy: The State of the Field and Prospects for Reform* (Cambridge University Press, August 2020), pp. 10-33. Available at <https://www.cambridge.org/core/books/social-media-and-democracy/E79E2BBF03C18C3A56A5CC393698F117>

Lisa Muller, “The Impact of Mass Media on the Quality of Democracy within a State Remains a Much Overlooked Area of Study,” London School of Economics and Political Science, December 2014. Available at <https://blogs.lse.ac.uk/eurocrisispress/2014/12/10/the-impact-of-the-mass-media-on-the-quality-of-democracy-within-a-state-remains-a-much-overlooked-area-of-study/>

Patrick Murphy, “Introduction: Media and Democracy in the Age of Globalization” in *Negotiating Democracy: Media Transformations in Emerging Democracies* (SUNY Press, 2007) Available at <https://www.sunypress.edu/pdf/61516.pdf>

Christopher Walker and Jessica Ludwig, “The Meaning of Sharp Power. How Authoritarian States Project Influence”, *Foreign Affairs*, November 16, 2017. Available at <https://www.foreignaffairs.com/articles/china/2017-11-16/meaning-sharp-power>

III. ‘Old’ (20th Century) and ‘New’ (21st Century) Security Issues and domestic politics

Do you think that, in the contemporary era, ‘new’ security issues, which are of a global nature, have arisen in influence, in terms of both degree and acceptance, taking central stage in domestic politics while, on the contrary, ‘old’ security issues, of international nature, have declined in their ability to shape internal debates?

- III.A Human Rights, Justice, Poverty, Migration, Pandemics
- III.B Terrorism, Drugs, and illegal trade
- III.C Energy and Climate Change
- III.D War and Nuclear Proliferation
- III.E State Weakening/Failure and Liberal Interventionism (Right to Protect)
- III.F Technology: The Fourth Industrial Revolution (Artificial Intelligence, Industry 4.0, etc.)

Foundational Reading

Samuel Charap, et al. “Meeting Europe's 21st Century Security Challenges: Reimagining Conventional Arms Control” RAND Research Brief RB-10115 (2020) Available at https://www.rand.org/pubs/research_briefs/RB10115.html

Schwab K., “The Fourth Industrial Revolution. What It Means and How to Respond”, *Foreign Affairs*, 12 December 2015. Available at <https://www.foreignaffairs.com/articles/2015-12-12/fourth-industrial-revolution>

Drum K., “Tech World. Welcome to the Digital Revolution”, *Foreign Affairs*, July/August 2018. Available at <https://www.foreignaffairs.com/articles/world/2018-06-14/tech-world>

Francis Fukuyama, Barak Richman, and Ashish Goel, “How to Save Democracy From Technology. Ending Big Tech’s Information Monopoly”, *Foreign Affairs*, January/February 2021. Available at <https://www.foreignaffairs.com/articles/united-states/2020-11-24/fukuyama-how-save-democracy-technology>

IV. International and Domestic Institutions and Actors

Do you think that international and domestic (democratic) institutions are connected, and therefore an eroding of international liberal institutions and in their normative influence translates to a degrading of domestic liberal-democratic institutions, and vice-versa?

- IV.A IGOs (UN, NATO), Multilateralism, Regionalism, and Diplomacy
- IV.B The role of MCNs, NGOs and Civil Society
- IV.C Monetary Systems, Global Financial Institutions, Financial Crises and Austerity
- IV.D Political movements vs parties and ‘traditional parties’ vs ‘populism’

Foundational Reading

Ted Piccone, “Policy Brief: Rising democracies, burden-sharing, and the international liberal order” Brookings Institution, February 2019. Available at <https://www.brookings.edu/research/rising-democracies-burden-sharing-and-the-international-liberal-order/>

“Democracy Facing Global Challenges,” V-Dem Annual Democracy Report 2019. Available at https://www.v-dem.net/media/filer_public/99/de/99dedd73-f8bc-484c-8b91-44ba601b6e6b/v-dem_democracy_report_2019.pdf

College of Staten Island, CUNY
Syllabus for International Studies 100 (INT100)

Stephen Ferst

Executive Director, Center of Global Engagement/Adjunct Faculty Office of Undergraduate Studies
College of Staten Island, CUNY
Stephen.Ferst@csi.cuny.edu

INT100 examines the impact and implications of today's dynamic international context for nations and their citizens. To operate in this global context, citizens, corporations, and governments must know other cultures and political-economic systems and how global forces influence domestic activities, both public and private. The purpose of this course is to equip students with the tools and information needed to better understand globalization through political, economic, environmental and cultural issues in today's world.

The syllabus is developed for a 15-week course taught on one or two meeting sessions per week. All readings and other resources are free or designated OER.

DATE	TOPICS	ASSIGNMENT
Week 1	Overview of International Studies	https://www.csi.cuny.edu/academics-and-research/departments-programs/interdisciplinary-programs/#International_Studies
Week 1	Review of syllabus	Link to Syllabus in Blackboard or LMS
Week 1	Read the syllabus	https://www.youtube.com/watch?v=aOivB2YtAhY
Week 1	Expectations in and out of Week	https://www.dropbox.com/s/pg7mas7g38n6vsv/Why%20are%20you%20here.pptx?dl=0
Week 1	Common terms in International Studies	https://www.dropbox.com/s/4u2c7uyb0osg1c0/Common%20Terms%20in%20International%20Studies.docx?dl=0
Week 1	Media Bias	https://vimeo.com/180771524
Week 2	Beyond Google/Research/Plagiarism	Lecture by the Library Faculty
Week 2	Forms of Government	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/forms-government/what-government
Week 2	What kinds of Governments Exist?	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/forms-government/what-kinds-governments-exist
Week 2	Laws, Norms, and Democratic Backsliding	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/forms-government/laws-norms-and-democratic-backsliding
Week 3	Understanding Revolutions	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/forms-government/understanding-revolutions
Week 3	Arab Spring	https://www.youtube.com/watch?v=Fgcd5ZcxDys
Week 3	Sovereignty	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/what-sovereignty
Week 3	The Concept of Self Determination	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/how-self-determination-shaped-modern-world
Week 3	Understanding Northern Ireland and the "Troubles"	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/conflict/understanding-northern-irelands-troubles
Week 3	The Troubles (Sunday Bloody Sunday)	https://www.youtube.com/watch?v=EM4vblG6BVQ
Week 3	The Troubles Part (Zombies)	https://www.youtube.com/watch?v=6Ejga4kJUts
Week 4	Security Alliances post WWII	https://alphahistory.com/coldwar/cold-war-alliances/
Week 4	NATO	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/conflict/nato-worlds-largest-alliance
Week 4	The Warsaw Pact	https://www.thoughtco.com/warsaw-pact-4178983

Week 4	The European Union	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/european-union-worlds-biggest-sovereignty
Week 5	The role of the U.S. as a Global Leader	https://world101.cfr.org/historical-context/world-war/how-did-united-states-become-global-power
Week 5	The U.S. View from Above	https://www.youtube.com/watch?v=EPhWR4d3FJQ
Week 5	American Exceptionalism	https://www.youtube.com/watch?v=em3T5KnLAX0
Week 5	Russia Today	https://carnegiemoscow.org/commentary/79521
Week 5	Brexit	https://www.youtube.com/watch?v=ecnGuivg0is
Week 5	What is the Liberal World Order	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-liberal-world-order
Week 6	What is International Law?	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-international-law
Week 6	The UN is a Worthwhile Organization?	https://archive.globalpolicy.org/un-reform/general-analysis-un-reform/49903-facing-21st-century-threats-why-america-needs-the-un.html
Week 6	The UN is not a Worthwhile Organization	https://www.hoover.org/research/unso-bad-its-almost-beautiful
Week 6	UN Security Council	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-un-security-council
Week 6	Declaration of Human Rights	https://www.un.org/en/about-us/universal-declaration-of-human-rights
Week 7	The WHO	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-world-health-organization
Week 7	The WTO	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-world-trade-organization
Week 7	The World Bank and International Monetary Fund (IMF)	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-are-world-bank-and-international
Week 7	Capital versus Labor in the 19th Century	https://www.theatlantic.com/magazine/archive/1878/10/the-relations-of-labor-and-capital/521106/
Week 7	Capital versus Labor in the 21st Century	https://democracyjournal.org/magazine/43/labor-and-capital-in-the-global-economy/
Week 8	Immigration backlash and the rise of Nationalism	https://www.foreignaffairs.com/articles/world/2019-02-12/broken-bargain
Week 8	Nationalism	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/understanding-constructive-and-destructive

Week 8	Reimagining Sovereignty	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/reimagining-sovereignty-global-era
Week 9	War and Conflict	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/conflict/how-conflict-changing
Week 9	Civilian Costs of Conflict	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/conflict/civilian-consequences-conflict
Week 9	The Rise and Fall of the Responsibility to Protect	https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/rise-and-fall-responsibility-protect
Week 9	Forced Migration and Crisis	https://www.youtube.com/watch?v=KVV6_1Se9M
Week 10	The United States Should Deport Unauthorized and Unaccompanied Immigrant Children	https://www.congress.gov/congressional-record/2014/7/15/senate-section/article/s4470-1?q=%7B%22search%22%3A%5B%22%22%5D%7D&s=10&r=3
Week 10	The United States Should Not Deport Unauthorized and Unaccompanied Immigrant Children	https://homeland.house.gov/imo/media/doc/20140707132027-10445.pdf
Week 10	Russia's Intervention in Ukraine (2014) was the Result of Western Aggression?	http://en.kremlin.ru/events/president/news/46131
Week 10	Russia's Intervention in Ukraine was the Result of Western Aggression?	https://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2014_04/20140513_140411-factsheet_russia_en.pdf
Week 11	China is the Aggressor in the Issue of the Disputed Island in the Pacific Ocean	https://www.dvidshub.net/video/340353/us-secretary-defense-chuck-hagel-gives-remarks-2014-shangri-la-dialogue-singapore
Week 11	China is Not the Aggressor in the Issue of the Disputed Island in the Pacific Ocean	http://perspectivebd.com/archives/412
Week 11	Chaos in the Middle East is Largely the Fault of U.S. Policy	https://www.theamericanconservative.com/articles/how-the-u-s-wrecked-the-middle-east/
Week 11	Chaos in the Middle East is Largely Not the Fault of U.S. Policy	https://www.politico.com/magazine/story/2015/06/america-not-to-blame-for-middle-east-falling-apart-118611/
Week 12	Free Trade is Helping to End World Poverty	https://openknowledge.worldbank.org/bitstream/handle/10986/22081/The0role0of0trade0in0ending0poverty.pdf?sequence=1&isAllowed=y
Week 12	Free Trade is Not Helping to End World Poverty	https://www.huffpost.com/entry/free-trade-isnt-helping-w_b_837893
Week 12	The United States Should Ratify the Convention to Eliminate All Forms of Discrimination Against Women?	http://peacewomen.org/content/statement-melanne-verveer-ambassador-large-global-womens-issues-cedaw-testimony-senate

Week 12	The United States Should Not Ratify the Convention to Eliminate All Forms of Discrimination Against Women?	https://www.heritage.org/testimony/womens-rights-are-human-rights-us-ratification-the-convention-the-elimination-all-forms
Week 13	Global Issues for the Future	https://world101.cfr.org/historical-context/global-era/eleven-global-issues-will-shape-future
Week 13	Globalization (Complete entire module)	https://world101.cfr.org/global-era-issues/globalization/what-globalization
Week 13	Terrorism (Complete entire module)	https://world101.cfr.org/global-era-issues/terrorism
Week 14	Climate Change (Complete entire module)	https://world101.cfr.org/global-era-issues/climate-change
Week 14	Global Health (Complete entire module)	https://world101.cfr.org/global-era-issues/global-health
Week 15	Trade (Complete entire module)	https://world101.cfr.org/global-era-issues/trade
Week 15	Development (Complete entire module)	https://world101.cfr.org/global-era-issues/development

Note: This syllabus was created using a variety of OER, free (mostly unrestricted access), and author designed materials to develop a Zero-Cost-Textbook course for the College of Staten Island, the City University of New York, by Stephen Ferst, Ed.D. This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).



Georgia College The Challenges of Global Leadership

Steven Elliott-Gower

Associate Professor, Political Science
Georgia College
Steve.Elliott-Gower@gcsu.edu

Harold Mock

Director, Leadership Programs; Assistant Professor, History
Georgia College
harold.mock@gcsu.edu

Georgia College offered two sections of GC1Y 1000 Global Challenges in spring 2022 using Richard Haass' *The World: A Brief Introduction* and complementary World 101 materials. We added a leadership question to the weekly response paper assignment designed to put students in the shoes of state and non-state actors to address regional and global challenges. Students' responses, including the challenges of global leadership (that is, leadership on global issues), were discussed on a weekly (or near-weekly) basis. Issues that came up in the papers and discussion included, inequitable distribution of resources, conflicting interests, lack of leadership, and the pervasiveness of corruption.

GC1Y 1000 CRITICAL THINKING

GLOBAL CHALLENGES (SPRING 2022)

COURSE DESCRIPTION

In this class we will examine some of our most pressing contemporary global challenges within their historical and regional contexts. These are very real, very big, very complex and multifaceted challenges that we can read about every day, and that affect millions, even billions, of people around the world. While the global challenges are, of course, important in and of themselves, it is also useful to think of them as the vehicle for the acquisition and development of the skills and dispositions associated with critical thinking such as information literacy and intellectual curiosity.

LEARNING OBJECTIVES

1. To understand major global challenges
2. To compare and contrast these challenges from multiple regional perspectives
3. To examine these challenges from multiple disciplinary perspectives

My goal here is that you have a rich and enjoyable learning experience.

OUTLINE/READING ASSIGNMENTS

We will typically devote two class periods to each topic. The first class of each week will usually consist of a short, introductory video and a PowerPoint presentation (which I usually post to the class web site right before class); the second class will usually be more discussion-based and/or interactive.

Jan. 10	Introductions, the syllabus
Jan. 12	Historical Context (Haass, 29-57)
Jan. 12	How History Informs China's Domestic and Foreign Policy
Jan. 17	MLK DAY—NO CLASS
Jan. 19	Pre-test (not-for-grade). Bring a laptop or tablet to class
Jan. 24	Europe (Haass, 67-81)
Jan. 26	Dr. Harold Mock, Leadership
Jan. 31	East Asia (Haass, 82-96)
Feb. 02	East Asia: A Threat to Taiwan
Feb. 07	South Asia (Haass, 97-110)
Feb. 09	South Asia: TBA

Feb. 14	The Middle East (Haass, 111-30)
Feb. 16	The Middle East: TBA
Feb. 21	Africa (Haass, 131-42)
Feb. 23	Africa: Ethiopian Troops in Tigray
Feb. 28	The Americas (Haass, 143-58)
Mar. 02	MID-TERM EXAM (online)
Mar. 07	Globalization (Haass, 159-65)
Mar. 09	Globalization: Mardi Gras, Made in China *
Mar. 14-18	SPRING BREAK—NO CLASSES
Mar. 21	Terrorism (Haass, 166-72)
Mar. 23	Terrorism: Counterterrorism in Pakistan
Mar. 28	Nuclear Proliferation (Haass, 173-82)
Mar. 30	Nuclear Proliferation: The Bomb
Apr. 04	Climate Change (Haass, 183-92)
Apr. 06	Climate Change: TBA
Apr. 11	Global Migration (Haass, 193-200)
Apr. 13	Global Migration: TBA
Apr. 18	Cybersecurity (Haass, 201-07)
Apr. 20	Cybersecurity: TBA
Apr. 25	Global Health (Haass, 208-14)
Apr. 27	Global Health: Global Vaccine Inequity
May 02	Post-test (No reading)
May 03, 04	Final Exam (May 03 section 19, May 04 section 18)

*Brief nudity in this documentary. E-mail me if you wish to be excused from class.

The online quizzes will be available Thursday 8 a.m.-Sunday 11:30 p.m. after each topic.
Reflection papers will be due Sunday at 11:30 p.m. after each topic.

MATERIALS

Textbook

Richard Haass, *The World: A Brief Introduction* (Penguin Press: New York, NY, 2020)

Additional Instructional Materials (no-cost)

Council for Foreign Relations, “World 101” (<https://world101.cfr.org/>)

The New York Times.

ASSIGNMENTS

1) Quizzes (14 @ 10 points = 140 points)

Fourteen 10-question, 5-minute quizzes, consisting of multiple-choice, true/false, fill-in-the-blank, and/or short-answer questions. This regular testing will prepare you for your final exam. In the interests of fairness to students who take the quizzes on time, I do not grant extensions.

2) Reflection Papers (13 @ 10 points = 130 points)

For each topic (except “Historical Context”), write a 1-2 page, single-spaced response addressing the following prompts:

- 1) Challenges: What is the major challenge described in this lesson? Why is it significant?
- 2) Actors: Who are the major state and non-state actors associated with the challenge?
- 3) Interests: What are their interests? Is what they want in the public good?
- 4) Leadership: If you were to address this challenge, what action might you take?
- 5) Perspectives: Identify two different disciplinary perspectives on this topic. How do they inform your understanding of the topic?

Note that each prompt is worth two points, meaning that I want two points worth of answer! For #2, I want you to identify four state and/or non-state actors. For #3, I want you to describe their primary interests or motivations, and consider whether those interests are in the public good; that is, in the interests of society.

Georgia Gwinnett College Global Issues Toolkit

Dr. Steven Jones

Associate Professor of Political Science
Georgia Gwinnett College
sjones97@ggc.edu

Dr. Dovile Budryte

Professor of Political Science
Georgia Gwinnett College
dbudryte@ggc.edu

Students will learn about the global political, social, economic, and cultural forces shaping contemporary global issues such as climate change, the Covid-19 pandemic, international conflict, human rights, terrorism, cybersecurity, and other topics. This course will also discuss how countries cooperate to address those issues. This course features materials from the Council on Foreign Relations including World101, the CFR Daily News Brief Newsletter, and the World This Week Newsletter as well as *The World* by Richard Haass.

Description of Item 1: Course syllabus for the revised Global Issues course POLIS 2401, Current Global Issues Spring 2022

Course Description

This course will explore the global dimensions of contemporary political and social issues, including terrorism, foreign aid, health and population concerns, environmental challenges, international trade, ethnic conflict and genocide.

Course Resources

Required Texts

Richard Haass, *The World*

Additional Resources

[World 101: Online Modules and Lessons](#)

Council for Foreign Relations CFR Daily News Brief: sign-up at

https://link.cfr.org/join/66n/signup&hash=2d4c5929e9e04cc42f5cd375fb8dcfb1?_ga=2.120582093.418600353.1642356250-499327704.1639327892

OR

Council for Foreign Relations The World This Week: sign-up at

https://link.cfr.org/join/66n/signup&hash=2d4c5929e9e04cc42f5cd375fb8dcfb1?_ga=2.120582093.418600353.1642356250-499327704.1639327892

Course Goals and Objectives

Students will learn about the global political, social, economic, and cultural forces shaping contemporary global issues such as climate change, the Covid 19 pandemic, international conflict, human rights, terrorism, cybersecurity, and other topics and how countries and peoples sometimes do and sometimes don't cooperate to address those issues.

Course Outcomes

Upon completion of this course, students will:

1. Identify major countries and their capitals on a map.
2. Explain the historical forces contributing to current global issues.
3. Describe the history, cultures, and political systems of the major regions of the world.
4. Analyze the causes and effects of contemporary global issues.
5. Evaluate global responses to contemporary global issues.
6. Describe the tools available for countries and peoples to address contemporary global issues.
7. Research a specific global issue in greater detail.

Grading Percentages

Grading Category	Percent Weight
Quizzes	25%
Exams	30%
Research Paper and In-class Presentation	25%
Weekly Global News Update	15%
Attendance and Class Participation	5%

Assessment Tools

1. Weekly Quizzes: There will be a multiple-choice quiz on the materials covered in each weekly module.
2. Exams: In addition to weekly quizzes, there will be three exams, including the final exam. Each exam will be comprehensive and will consist of multiple-choice and short-answer essay questions as well as fill-in-the map items for countries and cities.
3. Research Paper and In-Class Presentation: You will write a 5-7 page paper on one of the global issues covered in the course. You will be expected to explore the topic in greater detail than our in-class coverage and you will be expected to make use of additional resources related to your topic that are included in World 101. You will also make a 5 minute, in-class presentation on your topic.
4. Weekly news roundup: Using either the CFR Daily News Brief or CFR's World This Week, you will write a 1-2 page summary of at least one major international news story covered in one or the other newsletter. Your news roundup papers will be **due every Monday by 6PM** for events occurring during the previous week. I will randomly call on students at the beginning of each Wednesday class session to provide an oral summary of their roundup paper.
5. Attendance and class participation

Schedule of Topics and Readings

Jan.19-21: Historical Background 1. Review Haass, pp. 1-28 Review all lessons in World 101 Modules, Prelude to Global Era and World at War

Jan. 22-28: Historical Background 2. Review Haass, pp. 29-58, The Cold War and The Post-Cold War Era, Review all lessons in the Global Era module in World 101.

Jan. 29-Feb. 4: Regions of the World, Europe. Review pp. 59-81 in Haass, Review all of the lessons the module on Europe in World 101.

Feb. 6-Feb. 11: Regions of the World, East Asia and the Pacific and South Asia. Review Haass, pp. 82-110, Review all of the lessons in the World 101 East Asia and the Pacific and South and Central Asia modules.

Feb. 12-18: Regions of the World, The Middle East and Africa. Read Haass, pp. 111-145, The Middle East and Africa. Review all of the lessons in the Middle East and North Africa module and the Sub-Saharan Africa module in World 101.

Feb. 19-25: Regions of the World, The Americas. Read Haass, pp. 143-154. Review all of the lessons in the World 101 The Americas module.

Feb. 6-Mar. 4: Global Order and Disorder: Read Haass, pp. 251-279, Sovereignty, Self-Determination, and Balance of Power/Alliances and Coalitions/International Society. Review all of the lessons in the Building Blocks Module in World 101.

Mar. 5-Mar. 11: War and Civil War. Read Haass, pp. 251-279, Sovereignty, Self-Determination, and Balance of Power/Alliances and Coalitions/International Society. Review all of the lessons in the Building Blocks Module in World 101.

Mar 12-Mar. 18: Globalization. Haass, pp. 155-165. Review all of the lessons in the World 101-Globalization module.

Spring Break

Mar. 27-Apr. 1: Terrorism and Nuclear Proliferation. Read Haass, pages 166-182, chapters on Terrorism/Counterterrorism and Nuclear Proliferation. Review all of the lessons in the World 101 modules on Terrorism and Nuclear Proliferation in the Global Era Issues section.

Apr. 2-Apr. 8: Migration. Read Haass, pp. 193-200, chapter on Migration. Review all of the lessons in the World 101 module on Migration in the Global Era Issues section.

Apr. 9-Apr. 15: The Global Economy and Development. Read Haass, pp. 215-250: Trade and Investment, Currency and Monetary Policy, and Development. Review all of the lessons in the World 101 modules on Trade, Monetary Policy and Currency, and Development.

Apr. 16-27: Climate Change. Read Haass, pp. 183-192. Review all of the lessons in the World 101 Climate Change module.

Description of Item 2: Guidelines for students' Weekly News Updates

Guidelines for Weekly News Update: Your weekly updates should include the following sections. Please number the sections of your updates using the following format.

1. Identify the headline. For example, CFR Daily News Brief, January 6, 2022: "Russia-Led Security Alliance Deploys Troops to Kazakhstan Amid Unrest."
2. Click on one of the articles hyperlinked under the headline.
3. Identify the source of the article: Author's Name, Date, Title of Article, Name of publication or website, URL. Example, (No Author), January 6, 2022, "Renewed Clashes Reported As Troops Open Fire On Kazakh Protesters." Radio Free Europe-Radio Liberty, https://www.rferl.org/a/kazakhstan-protests-csto-unrest-toqaev/31641861.html?utm_source=dailybrief&utm_medium=email&utm_campaign=DailyBrief2022Jan6&utm_term=DailyNewsBrief
4. Write a brief (5-7 sentences) summary of the article. What was the main incident or event? What led to the incident? What do experts/analysts think about the incident/event/issue?
5. Review the list of regions and issues covered in the Haas text and in World 101. In which region did the incident/event occur? Which issue is associated with the incident or event? Explain why you think the event is associated with that issue.
6. Personal analysis: Why did you select this article? Why is this incident/event/issue important? How do you think the rest of the world should respond to this incident/event/issue? What do you think the best response should be? Why?

Description of Item 3: Instructions for the research paper assignment based on the identification and use of relevant World 101 resources.

POLS 2401 – Research Paper Instructions

The assignment: Write a 5–7 page paper which presents an argument based on evidence you gathered during your research. *You must take a position in a current debate on a contemporary global issue and argue for that position.*

Your research: The sources you choose must be from the following as found in World101 Resources:

- 1) A peer-reviewed scholarly journal
- 2) A book
- 3) A report published from a reputable organization (such as well-established non-profits or non-governmental organizations such as FreedomHouse.org, Pew Research, or The United Nations) or an official government-issued report
- 4) A reputable current events journal such as *The Atlantic*, *The Economist*, *The National Review*, or *The New Republic*
- 5) A mainstream newspaper such as *The New York Times* or *The Washington Post*

The following are **UNACCEPTABLE**:

- 1) Websites or blogs, podcasts, or any other work not originally published in print (online-only journals are okay as long as they are peer-reviewed)
- 2) Encyclopedic or dictionary entries of ANY kind.

Remember, this is only an 5-7 page paper, so you do not need dozens of resources, but you should have more than five.

Your paper should be in the form of a memo you will present to the president: you will include the most relevant facts and data in a concise manner and use that evidence to support your position/argument. You want to convince the reader of your position in a way that is brief, compelling, and well-researched.

Your paper will be graded on the following:

- Proper selection of sources (a minimum of five from a mix of sources)
- A thorough and insightful analysis and clear articulation of your argument
- Proper grammar, style, readability, formatting, and citations

Please use the APA Style Guide “author-date” format for your citations. You can see examples here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/in_text_citations_the_basics.html

Your paper/memo to the president should address one of the current global issues we are studying in the course and should argue for a position that you want the president to support with respect to that issue.

Keep in mind, you will be taking a definite POSITION on this issue. You will be arguing on behalf of one position over another based on the evidence you provide. In addition to supporting your own position, you also need to consider and counter opposing positions.

**Indiana University Kokomo
Indiana University Kokomo Toolkit**

Andy Tuholski, Ph.D.

Assistant Professor of Political Science
Indiana University Kokomo
atuholsk@iu.edu

Leda Casey, M.Sc.

Teaching Professor of Geology
Indiana University Kokomo
ledrjack@iu.edu

This toolkit provides an example of Democracy Week activities that were held at Indiana University Kokomo, as well as syllabi with readings, links, and assignment information for use in an undergraduate international relations or foreign policy course using multiple simulation activities, including Statecraft and Model Diplomacy, and may be adjusted as needed. This was used for in-person instruction.



Indiana University Kokomo hosted our first campus-wide “Democracy Week” in March 2022. Below is a brief description of events. These types of activities could be replicated at other institutions; the goal of the week was to answer the question “What does democracy mean in America today?”

Monday, March 28

- **Equal Pay Day**
 - The Equity Ambassadors shared information highlighting disparities in pay between men and women. A reception featured the work done to promote voting.
 - 11 a.m. to 1 p.m., Alumni Hall.
- **National Issues Forum Discussion**
 - Topic: “A New Land: What Kind of Government Should We Have?”
 - 3:30 to 5 p.m., Main Building, Room 052.
- ***What is Democracy?* Film Screening**
 - 5:30 p.m. to 7:30 p.m., Kelley Student Center, Room 130AC.
 - Film and pizza party sponsored by the Multicultural Center and HSS. Discussion accompanied the film.

Tuesday, March 29

- **Table Talk Panel Discussion: Democracy in America,**
 - Discussion led by faculty members across a variety of disciplines. There was a lot of student engagement at this event.
 - 11:30 a.m., Kelley Student Center, Room 130AC. Sponsored by Academic Affairs. Lunch provided.

Wednesday, March 30

- **Public Lecture by Andrew Whitehead**
 - Topic: “Taking America Back for God: The Ongoing Threat of Christian Nationalism to Democracy in the United States.”
 - 2:30 p.m., Kelley Student Center, Room 130AC.
 - Dr. Whitehead, IUPUI associate professor of sociology and director of the Association of Religion Data Archives at the Center for the Study of Religion and American Culture. Sponsored by HSS. Event open to the public.
- **Democracy Reception**

- 3:30 to 4 p.m., Kelley Student Center, Room 130B. Refreshments will be served. Event open to the public.
- ***The Times of Harvey Milk* Film Screening**
 - 4 to 6 p.m., Kresge Auditorium. Sponsored by the LGBTQ+ Center and HSS. Event open to the public.

Thursday, March 31

- **Panel Discussion: “Democracy and Public Education: Who Should Control What is Being Taught?”**
 - 4 to 5 p.m. Main Building, Room 125. Refreshments served. Event open to the public.

POLS Y219: INTRO TO INTERNATIONAL RELATIONS

Course Description

In this course, we will study international relations by examining the interactions between actors with different interests, ideas, constraints, and motivations. We will conduct a historical overview of international politics, examine the causes and consequences of armed conflict, consider economic development and global finance, review the roles of international institutions, and explore how and why decisions are made. We will critically engage with a wide array of topics through lectures, readings, discussions, and different assignments that will allow us to analyze global politics through different perspectives.

Course Objectives

- Examine international developments using analytic tools, historical context, and competing theories.
- Explain dynamic tensions between different actors within global politics
- Practically apply critical thinking skills by engaging in simulations of real-world events.
- Develop an understanding of the forces that influence nations, organizations, and individuals politically, economically, professionally, and personally.

Textbook

Essentials of International Relations (8th Ed) by Mingst, McKibben, Arreguin-Toft

Statecraft Simulation

This semester, we will be engaging in an interactive simulation. Students both collaborate and compete to execute their country’s strategy, balancing both domestic and international factors to care for their citizens and navigate global issues.

Assignment	Points
Statecraft Memos	
Memo #1	25
Memo #2	25
Memo #3	25
Memo #4	25
Memo #5	50
Statecraft Performance Score	150
Diplomacy Dossiers	
Dossier #1	200
Dossier #2	200
UN Policy Presentation	100
UN Policy Brief	100
Attendance & Participation	100
TOTAL	1000

WEEK 1

Wednesday	
Topic	Welcome!
Readings	Syllabus and Canvas
Assignment	None
Notes	<ul style="list-style-type: none">• Please introduce yourself in our “introduction” thread.• Familiarize yourself with the syllabus, announcements, and Canvas.• Rent a copy of our textbook, if you have not already done so.• Register an account for our Statecraft Simulation

WEEK 2

Monday	
Topic	Introduction to IR
Readings	Essentials 3-17

Wednesday	
Topic	Historical Context of Contemporary IR
Readings	Essentials 19-64

WEEK 3

Monday	
Topic	<ul style="list-style-type: none">• Making IR Decisions• Looking ahead to diplomacy simulations in POLS Y219
Readings	Essentials 157-184
Notes	Supplemental Reading: IR Theories - Essentials 73-89, 92-98 <ul style="list-style-type: none">• Realism/Neorealism: 73-80• Liberalism/Neoliberalism: 81-86• Constructivism: 86-89, 92• Marxism: 93-94• Feminist critique: 96-98

Wednesday	
Topic	Statecraft Prep Session
Notes	Statecraft Simulation Begins next week. Name your country, choose your government type, choose your attributes, take your first manual quiz, etc.

WEEK 4

Monday	
Topic	Diplomacy Simulation #1 (Pop-Up Case - 2025: Preparing for the Next Pandemic)
Readings	Essentials 409-417
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none"> • Human Security: Migration, Global Health, and the Environment • Statecraft: Turn 0 Check-In
Readings	Essentials 403-408, 417-441

WEEK 5

Monday	
Topic	Diplomacy Simulation #2 (Pop-Up Case – 2021: Uighur Repression in Xinjiang)
Readings	Essentials 367-375, 377-390
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none"> • Human Rights • Statecraft: Turn 1 Strategy Session
Readings	Essentials 390-398

WEEK 6

Monday	
Topic	Diplomacy Simulation #3 (UNSC: Global Climate Change Policy)
Assignment	Statecraft Memo #1
Notes	Review simulation prep materials before class

Wednesday	
Topic	Statecraft: Turn 2 Strategy Session

WEEK 7

Monday	
Topic	Diplomacy Simulation #4 (UNSC: Humanitarian Intervention in South Sudan)
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none"> • International Cooperation and International Law • Statecraft: Turn 3 Strategy Session
Readings	Essentials 233-238, 246-260

WEEK 8

Monday	
Topic	Diplomacy Simulation #5 (UNSC: Cyber Clash with China)
Assignment	Statecraft Memo #2
Notes	Review simulation prep materials before class

Wednesday	
Topic	Statecraft: Turn 4 Strategy Session

WEEK 9

Monday	
Topic	Mid-Semester Check-Up and Q&A
Assignment	Diplomacy Dossier #1

Wednesday	
Topic	Statecraft: Turn 5 Strategy Session
Readings	Essentials 269-279

WEEK 10

Monday	
Topic	Diplomacy Simulation #6 (UNSC: Collapse in Venezuela)
Assignment	Statecraft Memo #3
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none"> • Globalization and International Political Economy • Statecraft: Turn 6 Strategy Session
Readings	Essentials 301-314

WEEK 11

Monday	
Topic	Diplomacy Simulation #7 (UNSC: Unrest in Bahrain)
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none"> • Types of War • Statecraft: Turn 7 Strategy Session
Readings	Essentials 187-205

WEEK 12

Monday	
Topic	Diplomacy Simulation #8 (UNSC: Boko Haram in Nigeria)
Assignment	Statecraft Memo #4
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none"> • Causes of War • Statecraft: Turn 8 Strategy Session
Readings	Essentials 206-212

WEEK 13

Monday	
Topic	Diplomacy Simulation #9 (UNSC: Dispute in the East China Sea)
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none">• Preventing War• Statecraft: Turn 9 Strategy Session
Readings	Essentials 212-224
Notes	Statecraft Simulation Ends Friday

WEEK 14

Monday	
Topic	<ul style="list-style-type: none">• Statecraft Debriefing/Discussion• Diplomacy Simulation #10 (UNSC: North Korean Nuclear Threat)
Assignment	Statecraft Memo #5
Notes	Review simulation prep materials before class

Wednesday	
Topic	<ul style="list-style-type: none">• Reporting on War & Depictions of War in Hollywood• Hold for UN Policy Presentations
Readings	Video: The Art of (Anti) War Video: How Being a War Reporter Got Me Kidnapped...Twice

WEEK 15

Monday	
Topic	<ul style="list-style-type: none">• COVID and Lessons for IR• Hold for UN Policy Presentations
Readings	Video: COVID 2025: Changing the Rules of International Relations
Assignment	Diplomacy Dossier #2

Wednesday	
Topic	<ul style="list-style-type: none">• System Change• Course wrap-up• Hold for Issue Presentations
Readings	Article: Applied Empathy – The Secret to System Change
Assignment	UN Policy Presentations & UN Policy Briefs (Last day to present and submit)
Notes	End of Course

Indiana University Southeast Indiana University Southeast Toolkit

Dr. Jean Abshire

Assistant Professor of Political Science and International Studies
Indiana University Southeast
jeabshir@iu.edu

Dr. Quinn Dauer

Associate Professor of History and International Studies
Indiana University Southeast
qdauer@iu.edu

Dr. Robert Rennie

Assistant Professor of History and International Studies
Indiana University Southeast
rwnnie@iu.edu

This toolkit provides syllabi, course assignments, and assessment tools for use in introductory courses to history and international studies, using the World101 modules. The materials here are intended for use in 100-level university courses and may be adjusted as needed. The material provided was used for in-person as well as hybrid courses during the 2021-2022 academic year.

Syllabus 1: HIST-H101 World History in the 20th Century

The World in the 20th Century
 HIST-H 101

What You will Learn in this Class:

1. You will identify the significant events in world history over the late 19th and early 20th centuries.
2. You will explain the complex interplay of cause and effect that influenced the outcome of these events.
3. Through reading, writing, and active discussion, you will develop the necessary analytical skills to examine a wide array of primary and secondary source material, and to cultivate media literacy.
4. Through journal entries, historical response papers, and written self-reflection, you will improve your ability to write clear, thoughtful, and well-articulated prose which engages with the topics covered in this course and connects them to the wider world.
5. You will develop the vital critical reasoning skills necessary to be an active and engaged citizen of a complex, globally interconnected world.

Course Learning Objectives:

Social and Behavioral Sciences General Education Objectives	History Program and Course Objectives	The World in the Twentieth Century (HIST-H101) Student Learning Objectives
Demonstrate knowledge of major concepts, theoretical perspectives, empirical patterns, or historical contexts within a given social or behavioral domain. Students will be able to demonstrate an understanding of two important theories and/or interpretations in one or more disciplines in the social sciences.	Correctly identify and/or use two theories common to historical understanding and context. Applicable theories include causation, interaction of structural power and agency, transfer of ideas, and/or multiple perspectives.	Identify and/or apply two historical theories and context to address a theme, issue, question, or event in world history during the twentieth century.
Identify the strengths and weaknesses of contending explanations or interpretations for social, behavioral, or historical phenomena. Evaluate the quality of arguments and evidence, and the accuracy	Correctly identify the strengths and weaknesses of at least two explanations or interpretations of historical phenomena. Applicable explanatory and/or interpretive lenses include gender, class, state-	Identify and analyze historians' explanations or interpretations of historical phenomena in world history during the twentieth century.

of claims. Distinguish among facts, inferences, opinions, and value assertions.	society, place and time, race and ethnicity, culture and society, and/or environment.	
Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations. Students will be able to evaluate and reach a conclusion about an argument or an explanation based on factual information provided in an assigned reading.	Evaluate evidence and support their conclusions based on assigned readings or other class materials.	Evaluate and support conclusions based on primary and secondary source evidence by forming inquiries, interrogating sources and making connections among primary and secondary sources that address a theme, issue, question or event in world history during the twentieth century.
Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.	Recognize the extent and impact of diversity among individuals, cultures, or societies in historical contexts. Relevant issues of diversity include: Race and ethnicity, gender, sexuality, class, religion, and regional issues.	Identify and analyze the impact of diversity on a relevant issue among individuals, cultures, or societies in historical contexts from world history in the twentieth century.
Identify examples of how social, behavioral, or historical knowledge informs and can shape personal, ethical, civic, or global decisions and responsibilities.	Identify at least two examples of past events, processes, ideas, actions and/or developments that impacted one or more societies.	Identify at least two examples of past events, processes, ideas, actions and/or developments that impacted one or more societies in world history in the twentieth century, not including the United States.

Assignments and Grades:

This class is grounded in two interconnected practices: writing and active engagement.

Your grade in this class is based on your active, thoughtful, and generous engagement with the class material, in our class discussions, and in your measured work to improve your writing. The breakdown of your grade is explained fully below.

Connecting Our Modern World [Two Entries due before the End of the Semester]: 15%

The world of the 20th Century very much defines the world we live in today. Before the end of the semester, you will find two Global Era Issues, located in our World101 module (<https://world101.cfr.org/global-era-issues>), and write a brief report about how the issue you've chosen can find its roots back in the 20th Century. What connections can you find between the issue you've chosen, and the material from our course. You may use all of the material posted on Canvas, including our course podcasts, as evidence to draw your connections. This is a free-form

assignment: you may post your discussion as a written submission or as a video response. A written response should be no less than 300 words, and a video response will include a link to the source used and should run between 3-5 minutes in length.

Turning Point Papers [Two Papers Total: Paper 1: 15% / Paper 2: 25%]: 40%

You will write two long-form papers that address a chosen turning point that we address during the semester. Turning Point papers are moments where we bring what we have learned together to address a specific topic. You will be required to use all our material from class: the course podcast, the course textbook, and any additional sources that we use to explore a key turning point in history. Each paper will be 3-5 pages in length and will have specific writing guidelines that you must follow.

Extra Credit: 1-2%

Extra credit assignments may be announced on Canvas at any point during the semester.

Changes to the Course Syllabus and Copyright:

This syllabus is my property and cannot be duplicated without my knowledge and consent. I reserve the right to change the contents at any point. If changes are made, students will be notified well in advance.

SCHEDULE OF CLASSES: COMPLETE IN THE ORDER LISTED

WEEK 1: INTRO AND WHAT DO HISTORIANS DO?

Listen: Weekly Course Podcast

Read: Course Syllabus and Course Canvas Site

Watch: How to Set Up a Bullet Journal

Complete: Pre-Test of Historical Knowledge

[Instructions: Class is H-101, Spring 2022, Section 26194, Instructor: Rennie]

https://iu.co1.qualtrics.com/jfe/form/SV_ezeXkcgJ86jy7pX?Q_JFE=qdg

Complete: Canvas Journal Due

WEEK 2: PREAMBLE: THE WORLD BEFORE 1900 I (ASIA AND THE AMERICAS)

Listen: Weekly Course Podcast

Read: The Last Chinese Dynasty and From Edo to Meiji Restoration in Japan

Watch: Crash Course World History: Latin American Revolutions

If You Have Not Done So Yet: Complete: Pre-Test of Historical Knowledge

[Instructions: Class is H-101, Spring 2022, Section 26194, Instructor: Rennie]

https://iu.co1.qualtrics.com/jfe/form/SV_ezeXkcgJ86jy7pX?Q_JFE=qdg

Complete: Canvas Journal Due

WEEK 3: PREAMBLE: THE WORLD BEFORE 1900 II (AFRICA AND EUROPE)

Listen: Weekly Course Podcast

Read: The Belgian Congo, France in Africa, and Independent African States

Watch: Crash Course World History: Imperialism

Complete: Canvas Journal Due

WEEK 4: THE FIRST WORLD WAR (PART I)

Listen: Weekly Course Podcast

Read: The Coming of War and Events of World War I

Watch: Crash Course World History: World War I

Complete: Canvas Journal Due

WEEK 5: THE FIRST WORLD WAR (PART II)

Listen: Weekly Course Podcast

Read: The End of World War I and The Treaty of Versailles

Watch: Crash Course World History: World War I

Complete: Canvas Journal Due

WEEK 6: THE WORLD REBUILDS: RUSSIAN REVOLUTION, THE GREAT DEPRESSION

Listen: Weekly Course Podcast

Read: The Russian Revolution and The Great Depression

Watch: Crash Course World History: China's Revolutions

Complete: Canvas Journal Due

WEEK 7: THE RISE OF FASCISM

Listen: Weekly Course Podcast

Read: The Rise of Fascism and Hitler and the Third Reich

Watch: Crash Course European History: Economic Depression and Dictators

Complete: Canvas Journal Due

WEEK 8: THE SECOND WORLD WAR (PART I: EUROPE)

Listen: Weekly Course Podcast

Read: The European Front

Watch: Crash Course World History: World War II

Complete: First Historical Turning Point Paper Due

WEEK 9: THE SECOND WORLD WAR (PART II: THE PACIFIC)

Listen: Weekly Course Podcast

Read: The Pacific War and The Impact of World War II

Watch: Crash Course European History: The Holocaust, Genocides, and Mass Murder of World War II

Complete: Canvas Journal Due

WEEK 10: SPRING BREAK

WEEK 11: THE COLD WAR

Listen: Weekly Course Podcast

Read: Life in the USSR and Crisis Points of the Cold War

Watch: Crash Course World History: The Cold War

Complete: Canvas Journal Due

WEEK 12: POST-COLONIAL AFRICA AND THE MIDDLE EAST

Listen: Weekly Course Podcast

Read: The Democratic Republic of the Congo, The Monarchies of the Middle East, and Iran

Watch: Crash Course World History: Decolonization and Nationalism Triumphant

Complete: Canvas Journal Due

WEEK 13: ASIA AND LATIN AMERICA IN THE COLD WAR

Listen: Weekly Course Podcast

Read: The Indian Subcontinent, Indochina, and The Koreas

Watch: Crash Course World History 2: Nonviolence and Peace Movements

Complete: Canvas Journal Due

WEEK 14: THE LONG DECADE PART I: THE FALL OF THE SOVIET UNION

Listen: Weekly Course Podcast

Read: The Fall of the Soviet Union

Watch: The Soviet Bloc Unwinds: Crash Course European History #46

Complete: Canvas Journal Due

Complete: Final day for Connecting Our Modern World Posts!

WEEK 15: THE LONG DECADE PART II: STATE OF THE WORLD (1989-2001)

Listen: Weekly Course Podcast

Read: Apartheid Repealed and The Yugoslav War

Watch: The Fall of Communism: Crash Course European History #47

Complete: Complete: Canvas Journal Due

FINALS WEEK

Second Historical Turning Point Paper Due

Connecting Our Modern World: Post 1 of 2

The world of the 20th Century very much defines the world we live in today. Before the end of the semester, you will find two Global Era Issues, located in our World101 module (<https://world101.cfr.org/global-era-issues>), and write a brief report about how the issue you've chosen can find its roots back in the 20th Century. What connections can you find between the issue you've chosen, and the material from our course. You may use all of the material posted on Canvas, including our course podcasts, as evidence to draw your connections. This is a free-form assignment: you may post your discussion as a written submission or as a video response. A written response should be no less than 300 words, and a video response will include a link to the source used and should run between 3-5 minutes in length.

300 word minimum entry (or 3-5 minutes for video submission).

Write in complete sentences.

Include the link to the particular World101 module you chose and make a clear connection to the material covered in class (ie: which weekly module, podcast, reading, etc., can you connect it to).

Historical Turning Point Paper 2

Due Sunday, May 1st by 11:59PM

The second half of the twentieth century was marked by the Cold War. The West of the United States and its allies appeared to be starkly divided from the East of the Soviet Union and its satellite states. The Cold War itself was a complicated series of events, that centered around the issue of a nuclear arms race, and then later, nuclear proliferation (the spread of nuclear weapons to other nations around the world). This paper will ask you to tie specific sources from our class with the Council on Foreign Relations World101 modules on the Cold War and Nuclear Proliferation. Using the required sources as outlined below, describe the world of the Cold War. What were the competing ideologies that drove the conflict? What instances brought the world to the brink of war and what smaller “hot” conflicts erupted during a “cold war?” Who were the important figures during this forty-year period and how did their words and ideas shape the conflict? What were some of the key events that defined the crisis? And what lingering issues surrounding nuclear weapons remain unresolved today?

This paper will also require you to create a thesis statement - a one sentence statement that explains the purpose of the paper and provides a clear description of what you will be exploring. A thesis statement also makes an argument, rather than merely listing the documents used in the paper. Your thesis statement should appear at the end of the opening paragraphs and should be in *italics*.

- The Following Sources must be used and analyzed:
 - Week 12 Course Podcast
: <https://iu.instructure.com/courses/2057410/modules/items/26507370> (Cited as Rennie, Week 12)
 - Crisis Points in the Cold War: <https://iu.instructure.com/courses/2057410/modules/items/26507365> (Cited as Crisis Points)
 - Essential Events Since 1945: <https://world101.cfr.org/historical-context/global-era/essential-events-1945>Links to an external site. (Cited as Essential Events)
 - What Is Nuclear Proliferation?: <https://world101.cfr.org/global-era-issues/nuclear-proliferation/what-nuclear-proliferation>Links to an external site. (Cited As Nuclear Proliferation)
 - The Nuclear Proliferation Treaty: <https://world101.cfr.org/global-era-issues/nuclear-proliferation/nuclear-nonproliferation-treaty>Links to an external site. (Cited as Nuclear Proliferation Treaty)
 - **These sources should be used to describe the world of the Cold War, the key events that you feel define the conflict, and the consequences of the Cold War. You should not write a summary of the sources. Instead, you should use them to provide a historical analysis of the Cold War.**

NOTE: Do Not Use Outside Sources of Information: Use of Outside Sources Will Result in an Automatic 0.

Citations: When citing your sources, use simple parenthetical citations to indicate where you are taking examples, evidence, or quotes from any of your sources. Specific citations instructions are included in the guidelines. Be sure to follow them. **When in doubt, cite your source.**

Your paper must be formatted as follows – formatting errors will be penalized 5 points per infraction:

- 3-5 full pages, double spaced.
- The Following Sources must be used and analyzed:
 - Week 12 Course Podcast
: <https://iu.instructure.com/courses/2057410/modules/items/26507370> (Cited as Rennie, Week 12)
 - Crisis Points in the Cold War: <https://iu.instructure.com/courses/2057410/modules/items/26507365> (Cited as Crisis Points)
 - Essential Events Since 1945: <https://world101.cfr.org/historical-context/global-era/essential-events-1945>Links to an external site. (Cited as Essential Events)
 - What Is Nuclear Proliferation?: <https://world101.cfr.org/global-era-issues/nuclear-proliferation/what-nuclear-proliferation>Links to an external site. (Cited As Nuclear Proliferation)
 - The Nuclear Proliferation Treaty: <https://world101.cfr.org/global-era-issues/nuclear-proliferation/nuclear-nonproliferation-treaty>Links to an external site. (Cited as Nuclear Proliferation Treaty)
 - **These sources should be used to describe the world of the Cold War, the key events that you feel define the conflict, and the consequences of the Cold War.**
- 1-inch margins on all sides.
- No header larger than ½ inch and only on the first page.
- Thesis statement in *italics*.
- Do not use contractions.
- 12 Point, Times New Roman font.
- Insert page number on the bottom of the page.
- Top Left Corner: Your name, class name, single spaced.

Syllabus 2: Intro to International Studies

Indiana University Southeast (Abshire & Dauer)

INTL-I 100: Introduction to International Studies

Required Texts:

1. Anderson, Sheldon, M.A. Peterson, and S.W. Toops. (2018). *International Studies: An Interdisciplinary Approach to Global Issue*, 4th ed. Boulder, CO: Westview Press. ISBN: 978-0-8133-5049-3
2. RECOMMENDED: Turabian, Kate L. (2018). *Manual for Writers of Research Papers, Thesis, and Dissertations*, 9th ed. Chicago: Chicago University Press. ISBN: 978-0-226-43057-7 Note: We especially recommend this purchase for International Studies majors as it will be used in your senior seminar and will be useful for other INTL classes. There are some readings assigned during the semester but those will be provided for those who do not purchase.

I-100 Learning Outcomes and Alignment of Course Learning Outcomes and General Education (Diversity) Goals:

I100 Course Learning Outcomes	General Education Goals: Diversity
1. Explain and apply basic questions, theories and concepts from the disciplines providing the academic perspectives in the International Studies major, including, for example, the concepts of culture, economic nationalism, globalization, and realism.	
2. Discuss major historical events and major cultural, economic, and political features that characterize and shape different world regions. 3. Identify patterns, similarities, and differences within and between world regions relating to historical, cultural, economic, and political variables and demonstrate understanding of reasons for those patterns, similarities, and differences – and use different academic perspectives to do so.	2. Articulate the social and cultural influences that shape multiple perspectives (including one’s own) on (an) issue(s) that affects one or more socially diverse groups.

<p>4. Demonstrate an understanding of the major global issues, such as international terrorism and the global refugee crisis.</p> <p>5. Analyze major global issues from varying perspectives, including different academic disciplines and perspectives of peoples in different world regions.</p>	<p>3. Evaluate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.</p>
<p>6. Demonstrate critical thinking abilities by 1) analyzing arguments and evaluating evidence for them, and 2) arguing a position on relevant issues using evidence and your own perspectives.</p> <p>7. Demonstrate writing skills, including proper grammar and syntax, correct use of citations and references, and effective and fluid communication.</p>	
<p>8. Explain global citizenship and apply the concept to your place in the world – how you affect and are affected by international events, actors, and having a place in the human community.</p>	<p>1. Articulate multiple perspectives (including one's own) on (an) issue(s) that affects one or more socially diverse groups.</p>

Course Requirements and Grades/Assignment Point Values:

15 percent Exam 1

15 percent Exam 2

15 percent Exam 3

10 percent Map Tests

Participation

15 percent Quizzes & Activities

10 percent Article Analysis Worksheets To help you develop critical thinking skills, you will be asked to analyze three articles to assess their arguments and the evidence supporting the arguments. I will give you links to some articles from which you may choose. The articles will be related to the world regions we study. You may

choose on which regions you focus; however, each article must be about a different region! Rolling due dates suggest choosing an article from sets of regions, but you may submit assignments early if you want to do all the earlier regions. However, you should not submit your assignments late. Please note: I *encourage* you to be strategic and to choose articles related to the topic of your Issue Essay so that you can use them as sources for your Issue Essay assignment (see below).

5 percent Short Argumentative Essay To help you develop your academic writing/argumentation skills before you have to write the larger issue paper, I will ask you to write one short (one to two pages) essay. Some questions will be provided for you to choose from and will relate to the world regions we study. Please note: I *encourage* you to be strategic and to choose a question related to the topic of your Issue Essay so that you can use some of the sources from this essay in your larger, Issue Essay assignment (see below).

15 percent Issue Essay To help you think more deeply about some of the international issues we address in class and to work on your writing, research, and analytical skills, you will be asked to write an approximately four-page essay (of text, not counting references) on one of the issues highlighted early in the semester (Issue Exploration topics). You will use the relevant sections of the textbook as well as the 3 articles from the Article Analysis Worksheets assignment as resources for your essay, as well as some additional resources you will find through research. In this essay, you must state a relevant and appropriate argument and support it with evidence from your resources. This essay should be well crafted in terms of proper writing norms.

TENTATIVE SCHEDULE OF CLASS MEETINGS

(NOTE THAT READINGS SHOULD BE DONE BEFORE THE DAY LISTED SO THEY MAY BE DISCUSSED ON THAT DATE!)

TOPIC	ASSIGNMENT
Intro to course	Course Pre-Test Due before Wednesday's class! (NOTE: You get points for completing it, but your actual score does NOT affect your grade! If you know no answers, that's fine – no worries!)
Geographic Perspectives	<i>International Studies</i> (I.S.): Ch. 2 & video
Cultural Perspectives	I.S.: Ch. 3 (pages 63-80 only) & video

	Submit online assignment by midnight on the 29 th !
Cross-Cultural Communication Activity	Review concepts in Cultural Perspectives video (from 30 Aug)
Historical Perspectives	I.S.: Ch. 1 & Video Submit online assignment by midnight on the 7 th .
Political Science Perspectives	I.S.: Ch. 5 & Video
Simulation 1	There will be short readings provided in class Prepare for Map Test over Europe & Latin America
Economics Perspectives	I.S.: Ch. 4 & Video Online Assignment – you should anticipate online assignments for each day during all online/asynchronous online learning. It will be listed on Canvas but may not be listed below.
Exam 1	
Issue Exploration: International Terrorism & Rise of Islamic State	I.S. Ch. 13 & 15
Issue Exploration: Global Refugee Crisis & Veil Controversy	I.S. Ch. 14 & 16
Issue Exploration: Global Population & Climate Change	I.S. Ch. 17 & 18 Prepare for Map Test over Sub-Saharan Africa and Middle East & North Africa (MENA)
Skills Focus Session: Critical Analysis & Argumentation	Turabian: Ch. 3, 4, 5 (See Canvas Resources Page) – This will help you with your essays – you should incorporate the 5 elements of arguments from Ch. 5 into your argumentative & issue essays.
Regional Concentration: Europe	I.S.: Ch. 7 & World 101 – Europe Module
Regional Concentration: Latin America	I.S.: Ch. 12 & World 101- Latin America Module
Exam 2	
Regional Concentration: Africa	I.S.: Ch. 10 & World 101 Sub-Saharan Africa video

Regional Concentration: Middle East & North Africa (MENA)	I.S.: Ch. 11 & World 101 – Middle East Module Prepare for Map Test over Central, South, and East Asia
Regional Concentration: East Asia	I.S.: Ch. 8 & World 101 – Asia Module
Simulation 2	<u>Model Diplomacy Uighur Pop-Up Simulation</u>
South & Central Asia	I.S.: Ch. 9 & World 101– South & Central Asia Module
South & Central Asia continued	<u>Model Diplomacy Afghanistan Pop-Up Simulation</u>
Synthesis	
EXAM 3	There will be a window of days during which you can take the exam, though the exam itself will be time-limited. Remember, there will be materials from the entire semester on this exam, though most will be since Exam 2.

Specific Assignments Using World 101 Resources:

#1: In-Class Activity: Issue Exploration

Issue Exploration - In-Class

On Sep. 29, Oct. 4 & 6, we will be exploring international issues. Each of you will soon choose one of these issues to work on in more depth for the rest of the semester. This is a chance to test drive an issue before you have to commit to one for the rest of the semester. NOTE: Because you may decide to spend the rest of the semester working on a different topic, everyone must read the short textbook readings for EVERY TOPIC below. However, for the additional reading & sharing with the class, you only have to do the additional work for the topic you're assigned. Also, logistical note: I'm putting this on the Canvas calendar with the first due date but due dates are individual according to the schedule below.

Your task:

1. Read the textbook sections (shorter than normal chapters) for your assigned topic (see below).

2. Using the "Additional Resources" links associated with each topic, choose 1 of the resources (not the books – too big for this assignment), read or view/listen to the resource and then prepare to **share insights** from it with the rest of the class on your designated day. Specifically:
 1.
 - o What is the topic of the article/podcast/video?
 - o What is the argument about the topic?
 - o What is the evidence offered to support this argument?
 - o Do you find this persuasive and why?
 - o Why does this matter to people? Or why should we care about knowing this information?

Topics/Who Gets What/Additional Resources:

29 Sep: Issue Exploration: Global Refugee Crisis & Veil Controversy

Textbook readings: Chs. 14 & 16

Who:

[Additional Migration Resources \(Links to an external site.\)](#) from the Council on Foreign Relations – **World 101 Resources**.

4 Oct: Issue Exploration: Global Population & Climate Change

Textbook readings: Ch. 17 & 18

Who:

[Additional Climate Change Resources \(Links to an external site.\)](#) from the Council on Foreign Relations – **World 101 Resources**

6 Oct: Issue Exploration: International Terrorism & Rise of Islamic State

Textbook readings: Ch. 13 & 15

Who:

[Additional Terrorism Resource \(Links to an external site.\)s](#) from the Council on Foreign Relations – **World 101 Resources**

#2: Article Analysis Worksheets

Purpose

- One of the purposes of this assignment is to improve your analytical and information literacy skills.
- Use the article analysis worksheet to help you construct your "argumentative essay" and/or "issue analysis essay" due at the end of the semester.
- Being able to analyze information critically is central to success in your college courses and it is a valuable life and work skill.

Task

Choose one article from the section with the heading labeled "Articles" (the second section) from one of the regions from **the World101 "Classroom Readings List."** You will have to complete three article analysis worksheets over the course of the semester. Each article analysis worksheet must address an article from a different region. Links to each of the articles are provided in the PDF and you can also access the articles through the IU Southeast Library's electronic databases. Links to Instructor Resources page with Classroom Reading Lists (Note: Links not provided to students, just the PDFs of the lists):

- [East Asia & Pacific](#)
- [Europe](#)
- [Latin America \(The Americas\)](#)
- [Middle East & North Africa](#)
- [South & Central Asia](#)
- [Sub-Saharan Africa](#)

Criteria:

After choosing one article, analyze it by addressing the following criteria.

- Bibliographic Heading
 - Provide a Turabian-Style reference and citation (author-date style) for the article.
- Purpose
 - What type of article is this? (e.g., newspaper article, analysis piece, opinion, scholarly journal article)
 - What is the purpose or objective of the article? (e.g., information, teach, sell, entertain, persuade)
 - What publication does the article appear in and how reputable is that publication?
- Author:
 - Who is the author?
 - what are his/her/their qualifications or credentials to write this piece?
 - What are his/her/their organizational affiliations?

- Argumentation
 - What is the thesis or argument in the article? (Or what is the main idea the author would like you to walk away with?)
- Evidence
 - What types of evidence does the author use? (e.g., statistical data, interviews, government records)
 - What are the pieces of evidence the author provides? (Give multiple points of evidence.)
 - Does the evidence support the argument? Explain and cite examples to illustrate your main point(s).
 - Is the evidence sufficient and persuasive? Explain and cite examples to illustrate your conclusion.

#3: Online Discussion Activity for Latin America Based on World 101 Teaching Resource

Original World 101 Resource: <https://world101.cfr.org/sites/default/files/cta-download-files/2020/04/The%20Americas%20How%20Democratic.pdf>

Adapted for this class:

As you know from completing the World 101 module on the Americas, some Latin American countries have recently been a struggle with significant democratic backsliding (the weakening or erosion of democracy). This discussion allows you to explore that regional challenge. Using the World 101 module and [Freedom House \(Links to an external site.\)](#) (a respected international freedom & democracy watchdog organization), choose 3 Latin American countries evaluate how democratic they are, placing them on a continuum from "autocratic" (1) to "democratic" (5).

To Do:

1. Choose 3 Latin American countries and explore the health of their democracy using the **World 101 module** and the [Freedom House \(Links to an external site.\)](#) website. Decide where each would be placed on the continuum of least democratic/autocratic (1) to most democratic (5).
2. Post your countries with their rankings in the discussion below, along with an explanation of a least a few sentences for each about why you assigned the position on the continuum that you did.
3. Respond with thoughtful comments on the post of at least two other students.

#4: Online Discussion Activity for Sub-Saharan Africa Based on World 101 Teaching Resource

Original World 101 Resource (Policy Brief): <https://world101.cfr.org/sites/default/files/cta-download-files/2019/11/Policy%20Brief%20Sub-Saharan%20Africa.pdf>

Discussion Question:

You are an advisor to the leader of a Sub-Saharan African country (please choose one and identify which country in your discussion post). Consider the following scenario and the relative conditions, especially economic conditions, in your country. You can get more details about specific countries from the [CIA World Factbook \(Links to an external site.\)](#), which has basic info about each country. The material in the **World 101 module** is also useful. What would you advise your leader? Explain your reasoning. If your response contains references to specific information from any of the sources, you should use a parenthetical citation to make your source evident. (Note: good responses are based on evidence!) When you've made your post, you should post a thoughtful response to the posts of at least 2 other students in the class.

Scenario:

Your government has been approached by a Chinese firm that wishes to explore for minerals and, if it finds any, build a mine. The firm, which has ties to the Chinese government, is asking for necessary permits and a special arrangement that guarantees the firm a high percentage of profits. In return, it promises to build roads from the mine to a nearby port and to hire most of its workforce locally. Should the government make this deal?

#5 & 6: Model Diplomacy Pop-Up Cases

East Asia – Uighur Repression in Xinjiang: <https://modeldiplomacy.cfr.org/pop-up-cases/uighur-repression-xinjiang>

Central Asia – Afghanistan Withdrawal: <https://modeldiplomacy.cfr.org/pop-up-cases/afghanistan-withdrawal>

**Lock Haven University of Pennsylvania
Global Approach to Human Behavior and the Social Environment**

Dr. Steven Granich

Associate Professor of Social Work and Counseling
Lock Haven University of Pennsylvania
sgranich@lockhaven.edu

Human Behavior and the Social Environment is a course that will be offered to sophomore social work majors. It will cover the developmental life cycle from a psychological, biological, and sociological perspective, theories of developmental cycle, different aspects of age, variations in human behavior, and cultural aspects to human behavior. The course will be augmented from a global perspective with World101.

Course Overview: Human Behavior and Social Environment will cover psychological, biological, and sociological aspects to human behavior in the life cycle. To have a global perspective the course will utilize various modules from the World 101 curriculum. The primary modality of learning will be lecture presentation by the professor from the World 101 module on line and then class discussion to process the material.

Goals of the course:

1. Students in discussion will verbalize five aspects of the importance of globalization for social work.
2. Students will be able to explain the importance of global health in relation to human behavior.
3. Students will analyze the development issues of the world and the United States in relation to human development index.

Following are learning modules that will be used in this class:

1. At the beginning of the course we will review the material from World 101 on Globalization which put our learning in perspective. Students will take the pretest on Global Literacy on link from Qualtrics. It will be explained that this course will integrate a global perspective on human behavior and the social environment.
2. Then we progress to learning about the biological development of infants and women in the life cycle. The World 101 module on Global Health will be very relevant to this module. Putting health in global perspective will help the social work students understand that there are major health issues throughout the world in developing countries.
3. A sociological perspective to world development is very important. In the class we will learn about development issues across the globe including the United States. In the course we will study poverty in the United States and relate it to a global perspective on human development including a discussion of the importance of the human development index worldwide and how the United States compares in human development to the rest of the world.
4. Understanding different regions of the world will be important for students to have global perspective on the geography of the world. As social workers we do community visitation on a regular basis and this is very important to understand the geography of the world and the United States.
5. At the end of the course we will discuss different theories of human development from birth to old age and death. In order to examine the student's development in their knowledge of Global Literacy, students will take a posttest on the Global Literacy instrument using the link from Qualtrics. Professor will discuss the strengths and weaknesses of the class based on the results of the survey on Qualtrics. Students will also do a student evaluation examining the results of a global perspective to human behavior and the social environment.

Middle Georgia State University Connecting the Global to the Local through International Education

Dr. Laura E. Thomason

Provost Fellow for International Programs and Professor of English
Middle Georgia State University
Laura.thomason@mga.edu

Dr. Julie A. Lester

Professor, Political Science
Middle Georgia State University
Julie.lester@mga.edu

This toolkit displays how Middle Georgia State University (MGA) promoted opportunities for international education through an extensive campaign to increase student awareness of study abroad opportunities and virtual and campus-based events focusing on international issues. Additionally, students enrolled in an upper-level political science course explored the global and local connections to environmental issues through the World 101 Climate Change module.

Promoting International Education

Laura Thomason, Provost Fellow for International Programs

The Global Literacy Talks offered by ADP and AASCU became an important resource in MGA's overall effort to build comprehensive internationalization at our institution. In a time of tight budgets and tighter schedules, high quality virtual presentations are an ideal way to expose students to international issues without requiring travel. As a multi-campus institution with many commuter students, we are always seeking innovative ways to connect our students to offerings beyond the classroom. The presence of the Global Literacy Talks afforded us two related opportunities:

- Students could access the Global Literacy Talks through MGA International Programs' social media and through our English 1102 engagement portal. The engagement portal is part of a new initiative to rebuild student engagement in co-curricular activities as pandemic restrictions are lifted: students in English 1102 (second semester of freshman composition) are required to participate in at least one co-curricular activity during the semester. Alongside on-campus events, the Global Literacy Talks were a valuable virtual option for students fulfilling this requirement.
- Making the Global Literacy Talks available on International Programs social media provides additional relevant content on those channels that promotes engagement with the channels, establishes a link in students' minds between global literacy and study abroad, and hopefully encourages students to investigate study abroad options.

International Education in Environmental Politics Coursework
Julie Lester, Professor of Political Science

Political Science 3944 - Environmental Politics and Policy

To better understand the global and local impacts of environmental issues, students were assigned the World 101 Climate Change module in addition to other resources (readings, lecture notes, videos). Through these materials, students explored climate change, energy, water, and environmental justice issues in a global and local context.

Learning Objectives

1. Students will consider the impact of climate change on a global and local level
2. Students will explore a brief history of international and domestic policy addressing climate change and other closely related environmental issues, such as energy and water policy
3. Students will reflect on the relationship between climate change and environmental justice issues

Assignments

Discussion post - Using content from the World 101 Climate Change module, students were asked to identify and explain what they believed was the most concerning effect of climate change. They also calculated their carbon footprint using the Environmental Protection Agency's carbon footprint calculator and reflected on ways to reduce their environmental impact.

Writing assignment - Students considered how environmental issues may be a concern to local communities and reflected on the relationship between the issues and environmental justice. They identified the actors engaged in environmental politics and discussed how issues were framed to influence policy action. Finally, students reflected on how citizens may work with each other and the government to address environmental issues.

Selected Resources

Council on Foreign Relations. World 101 Climate Change Module.
<https://world101.cfr.org/global-era-issues/climate-change>

Georgia Climate Project. <https://www.georgiaclimatoproject.org/>

Kaplin, Sarah and Andrew Ba Tran. (2022, January 5). "More than 40 Percent of Americans

Live in Counties Hit by Climate Disasters in 2021.” *The Washington Post*.
<https://www.washingtonpost.com/climate-environment/2022/01/05/climate-disasters-2021-fires/>

Mathews, David. (2021). *Together: Building Better, Stronger Communities*. Kettering Foundation Press.

Mathews, David. (2020). *With the People: An Introduction to an Idea*. Kettering Foundation Press. <https://www.kettering.org/catalog/product/with-the-people-introduction-to-an-idea>

Selin, Henrik and Stacy D. VanDeever. (2022). Global Climate Change Governance: Can the Promise of Paris Be Realized? In Vig, Norman J., Michael E. Kraft, and Barry G. Rabe (Eds), *Environmental Policy: New Directions for the Twenty-First Century* (11th ed., pp. 275-299). Sage Publications, Inc.

United States Environmental Protection Agency Carbon Footprint Calculator.
<https://www3.epa.gov/carbon-footprint-calculator/>

Wetherbee, Evey Wilson and Grant Blankenship. (2021). *Saving Juliette*. Georgia Public Broadcasting. <https://www.gpb.org/television/show/saving-juliette/special/saving-juliette>

Salem State University Using World101 in a Faculty Learning Community on COIL

Julie Kiernan

Associate Professor, Theatre & Speech Communication Department
Faculty Fellow for Global Engagement and Faculty COIL Coordinator
Salem State University
kiernan@salemstate.edu

This toolkit discusses the utilization of World101 in a Faculty Learning Community on COIL (Collaborative Online International Learning) as a tool for faculty to build student cultural competence before participating in COIL units in their courses.

1. COIL (Collaborative Online International Learning)

Salem State University has offered a Faculty Learning Community (FLC) on COIL for the last two academic years (20-21 and 21-22) and hopes to offer these in the future as a way to increase faculty implementation of the COIL pedagogy. These FLC's on COIL allow faculty to study with their peers the COIL pedagogy and then implement this pedagogy into their courses with an international partner. One aspect of COIL pedagogy that is integral to its success is building intercultural knowledge into the course curriculum so that students can begin the international collaboration with appropriate knowledge of the partner institutions country/region and students.

This year was spent working on a module for future COIL FLC's, the participating faculty members will be introduced to World 101 as a pedagogical tool for incorporating intercultural competency into their COIL course prior to the international collaboration. Faculty will also be encouraged to use World 101 in their collaborations with international partners where it may fit into the curriculum.

The FLC is facilitated by professor Julie Kiernan and is housed inside of one of SSU's LMS (Canvas) courses. Inside of this LMS course, the faculty participants are enrolled as students. Professor Kiernan will load a module of World 101 into the LMS for faculty to complete as students prior to one of the FLC meetings. Faculty will thus have an experience of seeing what a World 101 module would be like for their own students. After experiencing the module as students the faculty in the FLC will discuss World101 as a pedagogical tool to build intercultural competence and international knowledge during a meeting together.

Sam Houston State University Instructional Frameworks for World101

Dr. Amber J. Godwin
Assistant Professor
Sam Houston State University
agodwin@shsu.edu

Dr. Bill Edgington
Assistant Professor
Sam Houston State University
wedgington@shsu.edu

Dr. Andrey Koptelov
Associate Professor
Sam Houston State University
axk022@shsu.edu

This instructional activity provided by Sam Houston State University asks students studying education to incorporate World101 modules into lesson plans they are constructing to use with students in their future classrooms. Students will grow their understandings of global issues as they consider innovative ways to bring information provided by World101 modules to their future classroom.

Educators strive to instruct students on their ability to recognize their place in the world and the responsibility that we all have toward each other. World 101 provides modules that help develop understandings, awareness, and possible action plans for students to experience. Our campus conducted a survey of undergraduate students to see what modules they were most interested in. The research indicated that students in our classes were most interested in the modules on: development, globalization, climate change, and cyberspace and cybersecurity. With that in mind, our activity asks students to weave the modules into lesson plans they are constructing to use with students in their future classrooms.

Goal: In the College of Education at SHSU, our goal is for students to learn good teaching strategies that can help them be successful not only in their career in the classroom, but also as citizens and community members. To support our students in learning not only how to apply the Texas state standards for instruction (Texas Essential Knowledge and Skills or TEKS) and how to build engaging lessons for their future classrooms, we are also sharing the resources found at World 101 as entry points for students to begin lessons with components of citizenship, advocacy, and most importantly, action. The goal of this lesson building activity is to encourage students to grow their understandings of global issues including those that they have indicated are of most interest to them: development, globalization, climate change, and cyberspace and cybersecurity as they consider innovative ways to bring that information to their future classroom.

Activity: In each of our classes in the COE, students learn strategies for how to create and conduct great lessons that not only adhere to state standards, but are engaging, promote critical thinking, and the application of 21st century skills. Before arriving in class, students will review their module of choice from the World 101 website. During class students will then engage in a discussion about how to correlate the information found in the modules to the state standards, how to apply them to the lesson, and how to create enriching activities that will lead to authentic learning experiences for their students. Then, students will construct their lesson plan and have the opportunity to conduct the lesson with the class as a means of data collection to refine their instructional practice based on the T-TESS observation tool.

World101 Module: Development, Globalization, Climate Change, Cyberspace and cybersecurity

Additional Resources:

<https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills>
https://teachfortexas.org/Resource_Files/Evaluation_Process/Observation_Evidence_Sheet.docx

Stockton University

Model Diplomacy as a 2–3-week Virtual or In-person Capstone Experience for U.S. Foreign Policy

Tina Zappile

Chair & Associate Professor of Political Science
Stockton University
tina.zappile@stockton.edu

This syllabus is for POLS 2274: U.S. Foreign Policy, a class on policy analysis specific to foreign policy. In this course, students learn about foreign policy, and through a capstone simulation experience engage in the U.S. foreign policy process. Students will be introduced to how foreign policy in the U.S. is formulated, the consequences of U.S. foreign policy today and in the past for the U.S. and the rest of the world. Additionally, students will be able to apply key concepts to current elections, analyzing the foreign policy issues that come up in real-time in the campaigns for President, Vice-President, and/or Congress.

Syllabus for POLS 2274 U.S. Foreign Policy

Course Description

POLS 2274 U.S. Foreign Policy is a class on POLICY ANALYSIS that is specific to foreign policy. You will learn about foreign policy, and through a capstone simulation experience you will engage in the U.S. foreign policy process and craft your own policy for a topic chosen by the class. Prior to the capstone experience, you will be introduced to how foreign policy in the U.S. is formulated, as it is distinct from domestic policy that goes through the normal legislative process within the U.S. government. You will also learn about the consequences of U.S. foreign policy today and in the past for the U.S. and the rest of the world (ROW). We will also apply key concepts from the course to the current elections, analyzing the foreign policy issues that come up in real-time in the campaigns for President, Vice-President, and/or Congress. It's always the perfect time to study U.S. foreign policy!

Student Learning Outcomes

By the end of this course, you should:

1. Gain a basic understanding of U.S. foreign policy, including its role in America's history and current position in the world, the process of how it is shaped, the key actors who are involved, and how it is implemented.
2. Think critically about U.S. foreign policy, meaning that you learn how to analyze and critically evaluate ideas, arguments, and points of view about U.S. foreign policy.
3. Identify and evaluate various models of foreign policy decision-making in the U.S.
4. Identify explain the role of key stakeholders in the U.S. foreign policy process
5. Identify and evaluate the interests of key stakeholders
6. Explain and critically evaluate major foreign policy decisions of previous Administrations
7. Apply a futures perspective to identify and explain the possible, probable, and preferred future scenarios of specific foreign policy issues
8. Evaluate contemporary debates in U.S. foreign policy, including the role of the U.S. in the global economy, violent conflict and war, reducing terrorism, alleviating poverty and income inequality by improving economic development, the system of international trade, global governance in environmental issues, enforcing existing human rights laws, and more.
9. Develop a sense of global empathy, that is how aspects of the world system affect groups of people differently and how most people experience the world from outside the Western lens.
10. Learn to adapt to change, meaning develop an ability to successfully engage and navigate new or unfamiliar circumstances or create opportunities.

Required Course Materials

- 1) *U.S. Foreign Policy: The Paradox of World Power*, 6th Edition, ISBN: 9781506396910, Author: Hook
- 2) Free Companion Website: <https://edge.sagepub.com/hook6e>
- 3) Council on Foreign Relations (CFR) [Model Diplomacy](#) & [World101](#) (these sources are built into Blackboard and/or will be included in class activities & discussions)
- 4) Blackboard: this is your online “home” for this course. Do not share your Blackboard username and password. All content in Blackboard belongs to the course and may not be recorded, copied or provided to others. Review the available [tutorials](#) to help you navigate Blackboard. If you are planning to access Blackboard with a mobile device, download the app from the [App Store](#) (iphone/iPad) or from [Google Play](#) (Android phones and tablets). The Blackboard app permits you to view course content, take quizzes, and obtain your grades.

Course Assignments

Title or Category	Explanation (overview of assignment)	Percentage of final grade
Quizzes	There will be a series of 4 in-person quizzes throughout the courses that are based 100% on the assigned chapters. They will be in-person and timed.	30% (makeups allowed)
Chapter Discussion Questions	For each chapter, you are asked to answer 1 essay question from a list of several options. These are designed to help you think about the topics discussed in the chapter. These will be posted in Blackboard and graded on a check +, check, or check- basis	10% (lowest 1 will be dropped)
“In the News” Assignments	For each chapter, you are asked to read the news and select any news article related to *something* in the assigned chapter. Instructions and a rubric are posted in Blackboard. (see Appendix A following the course schedule)	20% (lowest 1 will be dropped)
Other Weekly Assignments	Following our weekly in-person class session, you will be asked to complete assignment(s) for that week. Clear instructions and a rubric (where appropriate) will be posted in Blackboard.	20% (lowest 1 will be dropped)
Model Diplomacy Capstone Experience	This capstone experience at the end of the semester includes a simulation of the U.S. foreign policy process, where the class will select a case and then come up with a policy decision for what the U.S. should do about this case. Roles are assigned and students run these live class meetings, where you will deliberate. It’s foreign policy in action! Here are the graded components: <ol style="list-style-type: none"> 1. The National Security Council (NSC) Guide Assessment (worth 5%) 2. Case Assessment (worth 5%) 3. Policy Memo (worth 10%) 4. Policy Review Memo (worth 7.5%) 5. Overall participation including attendance at all Model Diplomacy live meetings (worth 2.5%) 	30%

Extra Credit	Attend virtual events and complete extra credit reaction Google form available on Blackboard . You can complete up to 5 events at 2 points each (10 raw points or 2% of course grade).	Up to 2% of your course grade.
--------------	--	--------------------------------

Course Schedule & Deadlines

Please complete the assignments before **midnight** on the dates listed below. **There is a 48 hour grace period with no penalties. After 48 hours, assignments will automatically receive a 0.** Note that technical assistance is NOT available at night, so if you experience issues you may need to wait until the next day for a response. I understand and will accommodate documented technical issues, if you contact the Help Desk and/or me.

Week	Topic	Class Schedule
Week 1 Sept 8-11	Introduction to the class Part I: The Setting of U.S. Foreign Policy Chapter 1: The U.S. in a Turbulent World	Tuesday: First day of class at 10:30am in our assigned classroom. <ul style="list-style-type: none"> - General to do items: Get your book, Review Blackboard - Overview of syllabus - Read the Preface & Chapter 1 by the end of the week Items due on Sunday after the weekend at midnight: <ol style="list-style-type: none"> 1. Survey: All About You 2. Syllabus Quiz 3. In the News Chapter 1 4. Chapter 1 Discussion Question
Week 2 Sept 13-17	Chapter 2: Expansion of U.S. Power	Monday is the Drop Deadline for All Classes. Dropping the class in add/drop week means that the course will NOT show up on your transcript Tuesday: Meet at 10:30am in our assigned classroom. <ul style="list-style-type: none"> - Read Chapter 2 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. - Class Activity- origin & debates regarding U.S. expansion through military intervention Items due on Sunday (after the weekend) at midnight in Blackboard: <ol style="list-style-type: none"> 1. In the News Chapter 2 2. Chapter 2 Discussion Question 3. "Fog of War" Film & Questions (see Appendix B following the course schedule)

<p>Week 3 Sept 20-24</p>	<p>Chapter 3: Dynamics of Decision-making</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 3 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 3 2. Chapter 3 Discussion Question 3. Study for the Quiz!
<p>Week 4 Sept 27 - Oct 1</p>	<p>Part II: Inside - Out: Government Sources of Foreign Policy</p> <p>Chapter 4: Presidential Power</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #1 for Chapters 1-3 (60 minutes) - Chapter 4 (second half of class). Read Chapter 4 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 4 2. Chapter 4 Discussion Question 3. "The War Behind Closed Doors" PBS Frontline Film & Questions (see Appendix C following the course schedule)
<p>Week 5 Oct 4-8</p>	<p>Chapter 5: Congress Beyond the "Water's Edge"</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 5 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 5 2. Chapter 5 Discussion Question 3. "Cheney's Law" Film & Questions (see Appendix D following the course schedule)
<p>Week 6 Oct 11-15</p>	<p>Chapter 6: Foreign Policy Bureaucracy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 6 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. - Class activity: Diversity in foreign policy <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 6 2. Chapter 6 Discussion Question 3. Study for the Quiz!

<p>Week 7 Oct 18-22</p>	<p>Part III: Outside-In: External Sources of FP</p> <p>Chapter 7: Public Opinion at Home and Abroad</p> <p>Chapter 8: The Impact of Mass Communications</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #2 for Chapters 4-6 (60 minutes) - Chapter 7 & 8 (second half of class). Read Chapter 7 & 8 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 7 & 8 (choose one chapter) 2. Chapter 7 & 8 Discussion Questions 3. Assignment TBA
<p>Week 8 Oct 25-29</p>	<p>Chapter 9: Social Movements and Interest Groups</p>	<p>Tuesday: <i>No Class! Precepting Day</i></p> <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 7 & 8 (choose one chapter) 2. Chapter 7 & 8 Discussion Questions 3. Study for the Quiz!
<p>Week 9 Nov 1-5</p>	<p>Part IV: Policy Domains</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom. <i>Wednesday Nov 3rd Second Precepting Day</i></p> <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 9 2. Chapter 9 Discussion Question 3. Study for the Quiz!
<p>Week 10 Nov 8-12</p>	<p>Chapter 10: National Security and Defense Policy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #3 for Chapters 7-9 (60 minutes) - Chapter 10 (second half of class). Read Chapter 10 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class. <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 10 2. Chapter 10 Discussion Question 3. "America After 09/11" Film & Questions (see Appendix E following the course schedule)
<p>Week 11 Nov 15-19</p>	<p>Chapter 11 Economic Statecraft</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Read Chapter 11 <i>before</i> class, taking notes in your own words. Identify any questions you have about the reading or things you'd like clarified and/or want to talk about in class.

		<p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. In the News Chapter 11 2. Chapter 11 Discussion Question 3. “Trump's Trade War” Film & Questions (see Appendix F following the course schedule)
<p>Week 12 Nov 22-26 (Thanks-giving)</p>	<p>Chapter 12 Transnational Policy Problems</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom.</p> <ul style="list-style-type: none"> - Quiz #4 for Chapters 10-12 (60 minutes) - Overview of Capstone Experience, Selection of Case, & Role Assignments (second half of class)
<p>Week 13 Nov 29 - Dec 3</p>	<p>Capstone Experience: Model Diplomacy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom. Overview of NSC, the Case, & Policy Memos. NOTE: DRONES IN PAKISTAN was selected by this class</p> <p><i>Additional resources for the case:</i></p> <ol style="list-style-type: none"> 1. Al Jazeera interactive titled “Pakistan’s tribal areas: ‘Neither faith nor union found’” 2. Jerusalem Post article titled “The Pakistani angle on the Taliban victory” 3. Foreign Policy Magazine article by Abdul Basit (@basitresearcher) titled “Pakistan Needs a Homegrown Counterterrorism Policy: The ‘war on terror’ is an American idea that only made matters worse.” <p><i>Primary resources for memo-writing:</i></p> <ol style="list-style-type: none"> 1. CFR Model Diplomacy guidelines for the policy memo 2. How to Write a Policy Memo Harris School of Public Policy 3. Additional writing tools that may be useful here and in other classes: <ul style="list-style-type: none"> - Plain Writing at the Department of State (scroll down for the plain writing tips & examples) - Choosing What to Leave Out in Writing (McPhee) - Grammar Girl Quick and Dirty Tips - Steven Pinker on Grammar Rules You Can Break <p>Items due on Sunday (after the weekend) at midnight:</p> <ol style="list-style-type: none"> 1. Assessment #1 for Model Diplomacy NSC Guide [note: this is the “assessment” in Model Diplomacy at the end of the “NSC Guide” section online]. Before you do this, you should review Model Diplomacy Section 1: NSC Guide; read entire section, watch all videos, take notes 2. Assessment #2 for Model Diplomacy “The Case” [note: this is the “assessment” in Model Diplomacy at the end of “The Case” section]. Before you do this, you should review Model Diplomacy Section 2: The Case; read entire section, watch all videos, take notes

		<p>Items due on Monday (after the weekend) at midnight:</p> <ol style="list-style-type: none"> 1. Model Diplomacy Policy Memo
<p>Week 14 Dec 6 - 10</p>	<p>Capstone Experience: Model Diplomacy</p>	<p>Tuesday: Meet at 10:30am in our assigned classroom. This class will include the following and be run by the President(s) and whomever they choose as co-hosts of the meeting (note: I will help, but will not interfere):</p> <ul style="list-style-type: none"> - Model Diplomacy Round One: Your presentation of Opening Positions - Model Diplomacy Round Two: Your Debate and Deliberation of Different Options <p>Items due on Sunday (after the weekend) at midnight in Blackboard:</p> <ol style="list-style-type: none"> 1. Any work assigned by me or the President(s) for our final NSC meeting 2. *Presidential Directive if available
<p>Week 15 Dec 13 - 17 Finals Week</p>	<p>Capstone Experience: Model Diplomacy</p>	<p>Final Exam Session TBA (during our finals session):</p> <ul style="list-style-type: none"> - Model Diplomacy Round Three: Presidential Decision - Model Diplomacy Round Four: Wrap Up & Debrief (see Appendix G following the course schedule) <p>* Presidential Directive will be due within 24 hours of the exam session if not submitted prior</p> <p>*Due on Friday Dec 17th at midnight: Model Diplomacy Policy Review Memo</p>

APPENDIX A: LMS INSTRUCTIONS for “In the News Assignments”

INSTRUCTIONS: Select a news article from a source identified below that relates to a topic or concept covered in the assigned chapter. For the first week, it can be anything related to foreign policy. If you are confused and unsure of what that means, check out the table of content for the assigned book and see if you can find an article pertaining to something in the book. The point in the first week is to learn how to do this assignment, so I will not be as concerned about the article you select for Week 1.

Using the format below, write your post in a separate document first. This way you don't lose your work and you can edit your post before you submit. Click on "Respond" below to submit your work.

What is the purpose of this discussion post/assignment? To become immersed in what is happening in U.S. foreign policy and global issues and apply what you're reading in the textbook to the real world. You are also getting practice writing in a condensed format, which is the style of writing frequently used to communicate in the foreign policy world.

Format for your post:

- Title = The headline for your article (e.g. "Japan votes today on benefits for its older population")
- Part 1: Just the facts, please. Identify at least four facts you learned from the article.
- Part 2: Analyze and Explain its Relevance. How does this article relate to a specific topic or concept in the assigned chapter? Take 1-2 paragraphs to do this, and be sure to be specific and precise, avoiding vague language. You need to describe exactly the concept or topic in the chapter that you're referencing here.
- Part 3: Summarize. Write a brief summary of the article in 2-4 sentences. This is practice for how to explain something in a very condensed way, as these 2-4 sentences should summarize the entire article.
- Part 4: Predict. Identify and briefly describe your rationale for at least two of the following possible future outcomes for the event or issue described in the article. You can choose from "possible", "probable", or "preferable" futures. Part 4 is based on what you think these future outcome scenarios are, and I want to see you develop an argument.

Here is more information about the three distinct future scenarios that you are asked to consider in your In the News Blog Post:

- **Possible Future Scenarios:** Almost anything is possible in the future! Possible futures are limited only by the lack of imagination or nerve of those imagining possible futures.
- **Probable Future Scenarios:** Some futures are more probable or more likely to occur than others. These futures are often arrived at by the extrapolation of past and current trends, for example long-term changes in sea levels and average temperatures, the probability of

war, changes in economic development, and more. Forecasts are then made about what is probably, or most likely, going to happen, based on what we know today.

Preferable Future Scenarios: What is a preferable future outcome, why, and for whom? When you identify what is preferable, you are making assumptions about who benefits from that particular scenario. It is useful to consider multiple preferable scenarios to better understand different perspectives. What is preferable for the U.S. for example, might not be at all for other people in other countries. Think carefully about who benefits, and who does not, with preferable future scenarios.

To learn more about predicting the future, please watch this video:

<https://www.youtube.com/watch?v=5FRrv0IcQhE>

You can choose from any of the following sources for your news article:

- [Foreign Policy Magazine](#): As suggested by its name, this is a top source for news in this area
- [Monkey Cage at the Washington Post](#): This series is edited and run by political scientists, not the main WaPo editors. You should be regularly reading this series for all political science classes!
- [The Hill](#)
- Any other news outlet that meets specific criteria for Reliability and Bias in the [Ad Fontes Interactive Media Chart](#). Basically, aim for the upper middle box: you can change the following settings on the left hand side of the interactive chart. Accuracy Range: Move the slider on the left to 40, for an accuracy range of 40 to 64. Bias Range: Move both sliders over to -18 and +18, for a bias range of -18 to +18.
- An international news outlet that is respected and NOT state-owned. For example, the BBC, Al Jazeera, Economist, or Japan Times are good choices, while Russia Times (RT) is not.

Sources: Dennis Falk, University of Minnesota, Duluth, [AASCU Global Engagement Initiative](#)

APPENDIX B: LMS Instructions & Worksheet for “Fog of War” Film & Questions Assignment

1. **Review the questions in the attached worksheet and listed below first.** Optional: You can download the .docx version of these questions to take notes as you watch the film (they are the same as below):

2. **Watch The Fog of War (2003) documentary.** This film brings you from WWII through Vietnam, covering a lot of history through the decision-making process for foreign policy. Pay attention to the key players and how decisions were made throughout the film. Enjoy, this is one of my favorite documentaries on US foreign policy! The documentary is available on multiple streaming services and will also be posted here through the library **or is available from other sources:** <https://watchdocumentaries.com/the-fog-of-war/> (free); **Stream on Amazon Prime (subscription required); Stream on Apple TV (subscription required); Rent on You Tube**

3. **Come back here to type in your answers** to the questions below:

- Question 1: McNamara says that empathy was present in the Cuban Missile Crisis but absent in Vietnam. What examples of empathy (or lack thereof) does McNamara mention for each case? What are the consequences?
- Question 2: What factors led Kennedy to address only the October 26 letter while ignoring the October 27 letter? Assume Khrushchev’s perspective in considering Kennedy’s response. Should Khrushchev have accepted Kennedy’s offer? Why or why not?
- Question 3: Why did the Tonkin Gulf incident represent a turning point for U.S. policy in Vietnam?
- Question 4: What lesson does Robert McNamara draw from the events of the Tonkin Gulf?
- Question 5: What lessons do you draw from this chapter of our history in terms of how the President, Congress, and/or other actors should work together when making decisions to use force?
- Question 6: Was the destruction of the Japanese cities described in the film indiscriminate killing? Could the end (victory over Japan) have been achieved with fewer Japanese deaths? What role does intent play in this? Does it matter if the civilian deaths are accidental?
- Question 7: McNamara quotes LeMay as saying he would have been accused of war crimes if the United States had not won the war. Were LeMay’s actions more moral because he was on the winning side?
- Question 8: Do you believe that the context of killing matters? What do you think McNamara means by proportionality? Does proportionality matter more or less depending on whether you win or lose a war? Do morals have a place in war? Write 2-3 paragraphs on these questions:

Source for most questions: [Fog of War website & instructor guide](#)

APPENDIX C: LMS Instructions & Worksheet for The War Behind Closed Doors PBS Frontline Documentary <https://www.pbs.org/wgbh/frontline/film/showsiraq/>

1. **Download the attached worksheet (see a copy in Appendix B at the end of the syllabus)** and complete it on your computer as a separate file.

2. **Watch "The War Behind Closed Doors"** PBS Frontline Documentary: <https://www.pbs.org/wgbh/frontline/film/showsiraq/> (note: this is free to watch, you will need to confirm you local public station first). The purpose of this documentary is to trace who and what shaped George H.W. Bush's grand strategy & foreign policy as expressed in his 2002 National Security Strategy (NSS), and to see how the White House, Congress, and Bureaucracy interacted to shape the foreign policy of this president.

3. **Attach your completed worksheet below.**

WORKSHEET:

Purpose of this documentary: To trace who and what shaped Bush's grand strategy & foreign policy as expressed in his 2002 National Security Strategy (NSS), and to see how the White House, Congress, and Bureaucracy interacted to shape the foreign policy of this president.

OPTIONAL: Find the Bush 2002 NSS here:

https://history.defense.gov/Portals/70/Documents/nss/nss2002.pdf?ver=oyVN99aEnrAWijAc_O5eiQ%3d%3d

Part 1: Use the table below throughout the film to identify key players who shaped Bush's foreign policy (there are many!) It's okay if you miss a few here and there.

Key Players & Decision Makers	Their Interest(s)	Their Policy Position(s)

Part 2: One viewer said this about the film: The program, "The War Behind Closed Doors," provided insight into how the 1992 "Defense Policy Guidance" draft, written by Paul Wolfowitz and Lewis Libby, segued into the 2002 Bush administration's National Security Strategy. This document asserts the right of the United States to use pre-emptive force against possible threats, and thus, offers justification for invading Iraq.”

Answer This Question: Using your notes from the film, write 2-3 paragraphs explaining how the film demonstrates that the idea of pre-emptive force was developed long before Bush’s presidency and pre-dated the U.S. invasion in Iraq in March of 2003. Include at least 4 of the key events from the film, all of which are listed below.

You Can Take Notes about these events here, and then answer the question at the end of the document:

- Feb. 28, 1991: The Gulf War's Ragged Ending; U.S. Decides on Containment Policy for Iraq
- 1992: First Hints of a Preemption Strategy
- Jan. 20, 1993: Bill Clinton Becomes President; Iraq Containment Policy Continues
- Jan. 26, 1998 Hawks Send Open Letter to Clinton
- Summer-Fall 1998: Saddam Blocks Weapons Inspectors
- Dec. 16-19, 1998: Operation Desert Fox
- March 1999: George W. Bush Considers Presidential Run
- Jan. 20, 2001: The Second Bush Presidency Begins
- Sept. 11, 2001: Terrorists Attack World Trade Center and Pentagon
- Sept. 13, 2001: Wolfowitz v. Powell
- Sept. 15, 2001: Camp David Meeting: Iraq Debated
- Sept. 20, 2001: Speech to Joint Session of Congress
- Jan. 2002: State of the Union Speech Signals Possible Action in Iraq
- June 2002: Bush Calls for a Policy of Preemption
- August 2002: Within Administration, Open Debate on Iraq
- Sept. 12, 2002: Bush U.N. Address on Iraq
- Sept. 17, 2002: U.S. National Security Strategy Released

Put Your Answer Here:

Source: originally developed questions & <https://www.pbs.org/wgbh/frontline/film/showsirag/>

Appendix D: LMS Instructions & Worksheet for Frontline Documentary “Cheney’s Law”

<https://www.pbs.org/wgbh/frontline/film/cheney/>

1. Watch "Cheney's Law", a 2007 PBS Frontline Documentary:

<https://www.pbs.org/wgbh/frontline/film/cheney/> (note: this is free to watch, you will need to confirm your local public station first). I will say the same thing as last week, that you may be interested in the Frontline Documentary "The Dark Side", also about Vice President Cheney: <https://www.pbs.org/wgbh/frontline/film/darkside/>. While not required, it is another excellent film on Cheney and the Iraq War that was produced a year earlier in 2006.

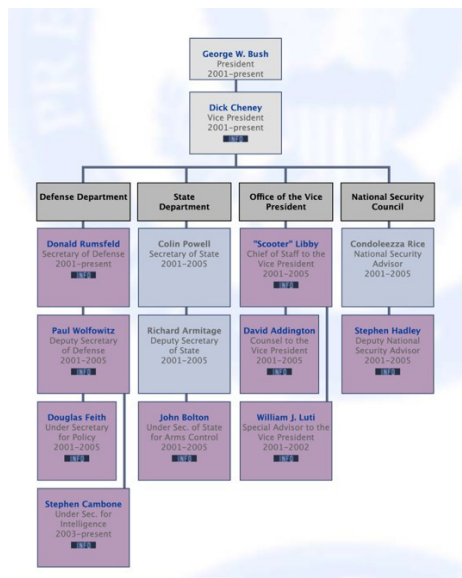
2. Download the attached worksheet, and either complete it on your computer or print a copy to take handwritten notes

3. Upload your completed worksheet as either a file or images of your handwritten work (you can put those in a single .pdf file)

WORKSHEET

Diagram of Vice President Cheney's network from

<https://www.pbs.org/wgbh/pages/frontline/darkside/etc/network.html>



Questions from the Section of the film on "The Battle of the Lawyers"

1. How did the Abu Ghraib incident affect Congress in the terms of prisoner interrogation policy?
2. What action did Congress take?

3. What was the vice president's reaction to Congress's action? How did he justify his reaction?
4. Why did the president's veto threat fail and how did the administration reconcile with Congress?
5. What effect did the president's signing statement on the torture ban have on the law itself? How did the signing statement affect the balance of power between the executive branch and Congress?

Part 2: General Questions from the Film to Complete After Viewing

1. What events during the Ford, Reagan and George H.W. Bush administrations shaped Dick Cheney's views of executive branch powers?
2. David Addington and Dick Cheney have worked together for two decades and share similar views on executive power. Explain these views.
3. What did Vice President Cheney hope to accomplish by expanding presidential power after the Sept. 11 attacks?
4. What role did the Justice Department under Attorney General John Ashcroft play in deterring the Bush administration's policies on interrogation and intelligence gathering?
5. What is a signing statement? How does a signing statement affect a congressional law? What effect does a signing statement have on the checks and balances between Congress and the executive branch?
6. In which areas discussed in the program (torture, domestic wiretapping, redefining presidential authority and the use of signing statements) do you feel the president and vice president are justified in their actions? Why or why not?

Source: <https://www.pbs.org/wgbh/pages/frontline/teach/cheney/>

Appendix E: LMS Instructions for “America After 09/11” Film & Questions

1. WATCH the Frontline documentary "American After 09/11" here:

<https://www.pbs.org/wgbh/frontline/film/america-after-9-11/> It was released in September 2021.

2. WRITE your post with these three paragraphs:

- **Paragraph 1: Summarize the documentary in your own words in 4-7 sentences.** Include the 1-2 things that surprised you the most. Hint: cite details and avoid copying from online reviews.
- **Paragraph 2: Answer this question:** What are the top 3 things that surprised you the most from the film? Include details from the film.
- **Paragraph 3: Answer this question:** Did anything in this documentary change your views on the War on Terror, our invasion and wars in Iraq and Afghanistan, the use of torture or targeted killings, security strategies of any of the last 4 presidents, or anything else that came up in the film? Why or why not? Explain and include details in your post. This should be longer than the previous paragraph.

3. REVIEW at least 5 other posts.

4. REPLY to at least 2 different posts with a comment that adds to the discussion, asks additional questions, cites from the documentary, and more. In other words, try to make your comment substantive.

Appendix F: LMS Instructions & Worksheet for PBS Frontline- "Trump's Trade War":
<https://www.pbs.org/wgbh/frontline/film/trumps-trade-war/>

1. **Download the .docx with questions** for this film before you watch
2. **Watch "Trump's Trade War"** here: <https://www.pbs.org/wgbh/frontline/film/trumps-trade-war/>
3. **Upload a file** with your completed questions below!

WORKSHEET: Sources from [Mike's Social Studies Store](#) and author's own questions

Appendix G: Model Diplomacy Debriefing

Your Name:

Your Role:

Debriefing is an essential component of a successful learning experience. During debriefing, you are brought out of your simulated world of the NSC and made to focus, again, on reality.

Instructions: Please answer the following questions with approximately 1-2 long paragraphs each, with as much detail as you can.

Part I: Answer every question below

1. What are the three most important things you learned about the specific topic you discussed in the meeting (be specific!)?
2. How happy would the real officials in your assigned position be with the outcome of the simulation? What about American citizens? Why? Or why not? Be specific.
3. Your Preparation & Training for the NSC meeting:
 - a. What were your Successes?
 - b. What could you have done better?
 - c. What were your favorite aspects of the meetings?
 - d. What recommendations do you have for future classes?
4. While IN THE NSC MEETINGS in class:
 - a. What were your Successes?
 - b. Failures?
 - c. Favorite aspects?
 - d. Frustrations or dislikes?
5. While in the NSC meeting, did you find that certain stakeholders, (i.e., specific roles, or people) made it difficult to adequately address the challenge/topic at hand? Please explain.
6. What particular negotiation skills or strategies did you use to try to achieve your goals? How effective do you think they were? What types of negotiation strategies did other officials use? Which negotiation tactics were most effective?
7. What were your goals in the meetings? Did they change throughout the meetings?
8. How did the lack of reliable wifi (if applicable), the lack of preparation by yourself or other students, and/or other “hiccups” affect negotiations/deliberations? Are there some

issues on which the group might have achieved agreement if there had been more access to research tools or more knowledge about the case and/or your assigned roles? *Hint: this demonstrates the need for skilled and well-informed officials in these positions!!!*

9. What did you learn about the topics, negotiation strategies, and your experience in the NSC meetings that relate directly and/or indirectly to your major?
10. How did time constraints affect the work of the NSC? Are there some issues on which the group might have achieved agreement if there had been more time in committee?
11. Working Together: How did everyone work together as a group? Was there conflict in your decision-making processes that impeded progress towards a good outcome?
12. Discuss the role of the other students. Why did other students behave as they did? (Examples: Personality? Lack of information? Accurate portrayal of a role's character?)
13. Discuss the flow of information in the NSC meeting: Was it difficult keeping up with the discussions in your working group or other working groups? How did you and other students discern important from less important messages and/or speeches? Were certain communications automatically given priority or ignored? How does this compare with the flow of information in the real world?
14. After this experience, do you feel that being actively involved in foreign affairs and public service is your responsibility? Why or why not?
15. After this experience, do you think it's important to hear others' ideas even if I find their ideas very different from your own? Why or why not?
16. After this experience, do you think it is more or less difficult for you to relate to people whose views on the role of the U.S. in the world are quite different from your own? Why or why not?
17. After this experience, do you feel more motivated now to help promote changes that improve the standing or position of the U.S. in the world? Why or why not?

Sources:

Bachen, Christine M., Pedro F. Hernández-Ramos, and Chad Raphael. "Simulating REAL LIVES: Promoting global empathy and interest in learning through simulation games." *Simulation & Gaming* 43.4 (2012): 437-460.

Zappile, Tina M., Daniel J. Beers, and Chad Raymond. "Promoting global empathy and engagement through real-time problem-based simulations." *International Studies Perspectives* 18.2 (2017): 194-210.

University of The Bahamas Global Café Talk Series

Walteria Tucker-Rolle

Assistant Professor, Spanish and Interim Director, The American Corner-Nassau
University of The Bahamas

Walteria.tucker@ub.edu.bs

The Global Café Talk Series is a co-curricular initiative designed to engage the campus community and public in conversation about topics of global importance. This highly flexible program format incorporates resources from World101.

Global Café Talk Series

Where: University Campus where eating and drinking are allowed.

Who: Open to Campus Community and wider Public

Frequency: Monthly, or as often as your budget allows

Moderator/Facilitator(s): Ideally, a GCL Campus Representative and invited specialist

Subject Matter: Select one of the Modules from “Global Era Issues” in World101 as your area of focus for each Café Talk.

Café Talk Format

Welcome and Critical Intro: Moderator does a brief welcome and Intro for the night. This intro to the session topic is a presentation including resources directly from World101. It is engaging and ends with a provocative question. **(5minutes)**

Small-Group Discussion Time: Guests should be seated in groups of three for the purpose of discussion. Guests are given **15 minutes** to discuss the topic. Moderator/Facilitator circulates throughout the room interacting with groups and encouraging conversation. It is important that the Moderator avoids serving as the center of information. Furthermore, his/her role is to facilitate the conversation in small groups.

Large-Group Level-Check: After the 15-minute group discussion time. The Moderator/Facilitator allows groups to share answers/ideas from their group discussions. This segment can take **15-20 minutes**.

Critical Outro and Dismissal: The Moderator/Facilitator gives a final Closing Statement for the night’s session making sure to highlight salient points concerning the topic. This is also an opportunity to correct any blatantly problematic or erroneous statements concerning the facts of about the issue. Attendees should also be directed to explore the topic further directly in World101. Moderator dismisses the guests making sure to announce the date and time of the next Global Café Talk. **(5 minutes)**

**University of Maryland Baltimore County
Global Studies 100 Syllabus With World101 Curriculum**

Christopher Brown

Lecturer in Global Studies
University of Maryland Baltimore County
cmbrown@umbc.edu

This syllabus is for the introductory course for the Global Studies Program at the University of Maryland, Baltimore County. It is designed for students from a wide range of backgrounds with little to no prior experience in Global Studies. This syllabus emphasizes aspects that transcend the nation-state as the primary unit of analysis and focuses on interconnected global systems covering a wide of topics/issues.

GLBL 100: Introduction to Global Studies
University of Maryland, Baltimore County

Course Description

This course introduces students to core concepts, themes, and approaches in Global Studies. It prompts us to consider how global forces and institutions shape the world we inhabit, but also how we in turn shape these same forces and institutions. You will learn to apply a wide range of analytic techniques as we study and discuss multiple dimensions of “the global”. Working together, we will integrate perspectives from the social sciences and humanities to develop and apply a holistic, interdisciplinary analysis of diverse topics including food systems, public health and sustainable energy. The course emphasizes global awareness, self-reflection and critical thinking alongside concrete, practical approaches to real-world issues. In addition, it is designed to familiarize students with the policies and requirements of the Global Studies major.

Learning Outcomes

At the end of this course, students will be able to:

- Define and characterize key processes of globalization.
- Identify the characteristics of Global Studies as an academic discipline.
- Apply core concepts and theories used in the field of Global Studies.
- Articulate the significance of “the global imaginary” as an analytic tool.
- Explain the characteristics and scope of global phenomenon.
- Understand themselves as actors embedded in a web of global inter-connections.

Required Texts

Smallman, Shawn C. & Kimberley Brown. 2015. *Introduction to International and Global Studies (2nd Edition)*. The University of North Carolina Press.

Steger, Manfred. 2017. *Globalization: A Very Short Introduction (4th Edition)*. Oxford University Press.

Both books are available as eBooks through the UMBC library and are accessible through the Course Reserves link on Blackboard. All additional course readings and materials are made available as pdfs or links in the Course Materials tab on Blackboard.

Course Schedule

Unit 1: Developing a Global Perspective

Week 1 - What is Globalization?

Reading: *Globalization: A Very Short Introduction*, Chapter 1 (p. 1-16)

Interactive: Globalization module (Global Era Issues, World101)

Assignment: Finding Globalization in your Life (World 101)

Week 2 – What is Global Studies?

Reading: *What is Global Studies?* (Juergensmeyer 2013)

Interactive: Assessing Globalization Handout (World101)

Assignment: Current Events Assignment (World 101)

Unit 2: Exploring Dimensions of Globalization

Week 3 - Historical Dimensions

Assigned Reading: *Globalization: A Very Short Introduction*, Chapter 2 (p. 17-36)

Interactive 1: Prelude to the Global Era module (Historical Context, World 101)

Interactive 2: Global Era module (Historical Context, World101)

Assignment: Prelude to the Global Era Essay and Discussion Questions (World 101).

Week 4 - Economic Dimensions

Assigned Reading: *Globalization: A Very Short Introduction*, Chapter 3 (p. 37-55)

Interactive 1: Trade module (Global Era Issues, World101)

Interactive 2: Trade Agreement Game (Teaching resources, World101)

Assignment: Trade Agreement Game (response) Teaching Resources, World101

Week 5 - Political Dimensions

Assigned Reading: *Globalization: A Very Short Introduction*, Chapter 4 (p. 56-68)

Interactive 1: Building Blocks module (How the World Works... World101)

Interactive 2: Global Governance module (How the World Works... World101)

Assignment: Designing a New UN Security Council (Teaching Resources, World101)

Week 6 - Cultural Dimensions

Assigned Reading: *Globalization: A Very Short Introduction*, Chapter 5 (p. 69-92)
Interactive 1: Migration module (Global Era Issues, World101)
Interactive 2: Cyberspace and Cybersecurity module (Global Era Issues, World101)
Assignment: Migrant Policy Brief (Teaching Resources, World101)

Week 7 - Midterm Exam

Unit 3: Applying a Global Studies Approach

Week 8 - Development

Assigned Reading: *Intro. to International and Global Studies*, Chapter Six (p. 125-153)
Interactive 1: Development module (Global Era Issues World101)
Assignment: Sustainable Development Goals (Teaching Resources, World101)

Week 9 - Security

Assigned Reading: *Intro. to International and Global Studies*, Chapter Seven (p. 155-190)
Interactive: Conflict module (Global Era Issues, World101)
Assignment: Infographic on Civilian Effects of Conflict (Teaching Resources, World101)

Week 10 – Food Systems

Assigned Reading: *Intro. to International and Global Studies*, Chapter Eight (p. 191-234)
Interactive: Understanding the Global Food System (oecd.org)
Assignment: Essay Response

Week 11 - Health

Assigned Reading: *Intro. to International and Global Studies*, Chapter Nine (p. 235-268)
Interactive: Global Health Module (Global Era Issues, World101)
Assignment: Policy Briefs (Teaching Resources, World101)

Week 12 – Climate Change

Assigned Reading: *Intro. to International and Global Studies*, Chapter Eleven (p. 305-338)
Interactive: Climate Change module (Global Era Issues, World101)
Assignment: Calculate your Impact (Teaching Resources, World101)

Unit 4: Global Civic Literacy

Week 13: Global Education

Reading: Choose your own article

Interactive: Discuss readings and various perspectives on global education
Assignment: Response Essay

Week 14: Global Citizenship

Reading: Choose your own article

Interactive: Discuss readings and various perspectives on global citizenship

Assignment: Response Essay

Week 15: Final Exam

University of Wisconsin, La Crosse Global Civic Learning Across a Curriculum: Teaching Democracy from Theory to Practice

Tim Dale

Professor, Political Science
University of Wisconsin, La Crosse
tdale@uwlax.edu

Adam Van Liere

Assistant Professor, Political Science
University of Wisconsin, La Crosse
avanliere@uwlax.edu

This toolkit submission connects different courses through the development of global civic learning. It specifically prioritizes the teaching of both theoretical knowledge and practical skills necessary to fully engage students as global citizens. In these courses, students are asked to consider the skills necessary to participate in a global world, why it is important to develop these skills, and how they will apply these skills in their careers and their lives as citizens. Using the framing “from theory to practice,” the authors of this submission propose that students gain the most from global civic learning that is connected between courses and develops student’s global literacy skills while also emphasizing the theoretical reasons global civic engagement is both necessary and advantageous.

Assignment 1

(Assigned in an upper level Political Science course: *American Political Theory*)

Checkpoint essay 3 (*assignment title in class*): In the 20th Century the United States went from being a small democratic country that largely kept to itself to becoming a world superpower. Part of the reason for this is a change in philosophy. What were the factors that led to this philosophical change? How was this change justified? What were the implications of this change in the early part of the 20th Century (1900-1925)? **Please be sure to review both the course lecture and the [World 101 resources](#) before you answer these questions.**

Syllabus (assignment highlighted on schedule)
POL 350: AMERICAN POLITICAL THEORY

Required text:

American political thought. (Available through textbook rental)

Course description

In this course we will examine the history and development of American political thought, with attention to the thinkers and themes influential to institutions, ideologies, and controversies in American politics. The course will analyze the ideals and principles upon which the United States was founded, and critically assess their application and realization.

Course Learning Outcomes

1. Identify important thinkers and themes in American political philosophy.
2. Explain the ideals and principles upon which the United States was founded.
3. Analyze the implications, applications, and consequences of controversies around American founding ideals and principles.
4. Assess the controversies in American political philosophy in terms of their influence on the development of American politics and government.

Course requirements

Each week of the course contains assignments that must be completed by midnight on Saturday at the end of that week. Failing to complete any assignment or test by the end of the week will result in receiving no points for that assignment. Readings from the text are also assigned each week, as well as lectures related to each reading. These recorded lectures are recommended as supplementary to the reading. You may view the lectures at any time during the course.

Checkpoint paper assignments (30%)

There will be 4 checkpoint assignments that will require students to respond to a question about the readings and lectures from the previous weeks. Students should respond to the question in a short essay (300-500 words) in a MS Word document, and submit the answer to the dropbox for the assigned week. Checkpoints will be graded based on the accuracy, thoroughness, and thoughtfulness of the answer. Late checkpoint assignments will be deducted one letter grade per day late.

Online class discussion (35%)

Students will be responsible for posting responses to 4 discussion topics that will be open at different times throughout the course. Each discussion topic will be open for two weeks, with the first two posts due in the first week, and the third and fourth posts due in the second week. These discussions will ask students to consider course content more deeply and reflect on current political events and popular culture in light of course content.

Essay tests (35%) – Students will complete two timed essay exams. There will be 4 questions on each exam related to the lectures and readings from the prior weeks.

Course schedule

<u>Week</u> <i>(starts Monday)</i>	<u>Lectures</u>	<u>Assignments</u>	<u>Readings</u> <i>(available in course textbook)</i>
1 – Jan 24	Introduction part 1 Introduction part 2	Discussion 1 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • Thomas Paine: Common Sense The American Crisis, p. 131 • The Declaration of Independence: The Unanimous Declaration of the Thirteen United States of America, p. 151
2 – Jan 31	Locke, Hume and Montesquieu	Discussion 1 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • John Locke: Second Treatise <i>(available online in week 2)</i>
3 – Feb 7	The American Founding	Checkpoint 1	<ul style="list-style-type: none"> • The Articles of Confederation: The Articles of Confederation, p. 155 • John Adams: “A Defense of the Constitutions of the United States”, p. 181 • The Constitution: The Constitution of the United States of America, p. 170
4 – Feb 14	Forming a government	Discussion 2 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • James Madison and Alexander Hamilton: Federalist 10, 23, 51, p. 199, 205, 219 • Richard Henry Lee: Letters from the Federal Farmer, p. 248 • Robert Yates: Essays of Brutus, p. 256
5 – Feb 21	Early controversies	Discussion 2 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • William Lloyd Garrison: Declaration of Sentiments of the American Anti-Slavery Society, p. 559 • Henry David Thoreau: Resistance to Civil Government, p. 484
6 – Feb 28	Civil rights and civil liberties	Checkpoint 2	<ul style="list-style-type: none"> • Elizabeth Cady Stanton: “The Seneca Falls Declaration of Sentiments and Resolutions” Address to the New York State Legislature, p. 529 • Frederick Douglass: Lectures on Slavery What to the Slave is the Fourth of July?, p. 594
7 – Mar 7	(No lecture: Review and summarize for your notes)	Exam 1	<ul style="list-style-type: none"> • John C. Calhoun: A Disquisition on Government, p. 607 • Abraham Lincoln: Speech on the Dred Scott Decision Cooper Union Address First Inaugural Address Second Annual Message to Congress The Gettysburg Address Second Inaugural Address, p. 654-686
****	Spring Break	March 13-19	****

8 – Mar 21	Capitalism and Economic Inequalities	Discussion 3 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • Andrew Carnegie: The Gospel of Wealth, p. 730 • Henry George: Progress and Poverty, p. 740 • Emma Goldman: “Anarchism: What It Really Stands For, p. 818
9 – Mar 28	Liberation movements	Discussion 3 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • Eugene V. Debs: Speech to the Jury, Unionism and Socialism, p. 834, 840 • Booker T. Washington: Atlantic Exposition Address, p. 946 • W.E.B. Du Bois: The Souls of Black Folk, p. 950
10 – Apr 4	Woodrow Wilson	Checkpoint 3	<ul style="list-style-type: none"> • Woodrow Wilson: The New Freedom, p. 1102 • World 101 readings
11 – Apr 11	Roosevelt and Dewey	Discussion 4 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • John Dewey: The Public and Its Problems, p. 1036 • Franklin D. Roosevelt: The Commonwealth Club Speech The Four Freedoms A Second Bill of Rights, p.1170, 1187, 1190
12 – Apr 18	Contemporary Liberalism and Conservatism	Discussion 4 <i>(At least two posts each week)</i>	<ul style="list-style-type: none"> • Louis Hartz: The Concept of a Liberal Society, p. 1247 • Barry Goldwater: The Conscience of a Conservative, p. 1256 • Students for a Democratic Society: The Port Huron Statement, p. 1290 • Martin Luther King Jr.: Letter from the Birmingham City Jail, p. 1308 • Malcom X: The Ballot or the Bullet, p. 1322
13 – Apr 24	Current issues and controversies	Checkpoint 4	<ul style="list-style-type: none"> • bell hooks: Feminist Theory from Margin to Center, p. 1426 • Alan Bloom: The Closing of the American Mind, p. 1438 • Peter Singer: All Animals are Equal, online • Harry Hay: What Gay Consciousness Brings, Has Brought, to the Hetero Left, online • Barack Obama: Speech on Race, online • Donald Trump: Inaugural address, online • Joe Bide: Inaugural address, online
14 – May 2	(No lecture: Review and summarize for your notes)	Exam 2	

Assignment 2: Discussing Pop-Up Cases in American Foreign Policy
(Assigned in an upper-level Political Science course: *America and the World*)

Throughout the semester we will learn about and discuss a variety of course materials, readings, and pop-up cases from the Council on Foreign Relations. Along the way, you will submit ten replies in Canvas to a discussion prompt that will form the basis for our in-class discussions on most Wednesdays. The *preparation for and participation in* these discussions counts towards *30 percent of your final course grade*. Your final discussion preparation grade will be an average of your scores on these ten items.

The *preparation* component involves posting a reply to a prompt on Canvas due the night BEFORE the in-class discussion. The *participation* component involves coming to class ready to actively participate in our discussions of the topic for that week. This includes sharing your own assessment of the topics as well as working through how we might apply what we have learned in different or new ways. The prompt for the preparation component will include pointers on what else to think about as you prepare for the in-class discussion and links to relevant World101 resources for that discussion.

Assignment 3: Creating a “Pop-Up” Case
(Assigned in an upper-level Political Science course: *America and the World*)

Over the course of the semester, you will develop your own “pop-up” case that explores the challenges and opportunities that face the United States today. The *overall pop-up case project* is worth *30 percent of your final grade*, and it includes a series of informal discussions, a case write-up and presentation, and responses to peers’ cases. Your final pop-up case will resemble the cases we have looked throughout the semester and should provide links to additional materials included in the World101 resources.

The *five informal discussions*, each worth 2 percent of your final grade, are all intended to help you think through picking a case topic and then researching the topic such that you will be able to provide sufficient background on the situation itself. *You have the choice of participating in these discussions either in class or online.*

The *draft case discussions*, worth 5 percent of your final grade, include presenting the basic outline of the situation as you see it and the choices that you realistically believe face the United States in this case. During your assigned week, you will post a reply to the appropriate discussion BEFORE coming to class. Like the general discussions, you can make up for missed in-class participation by contributing to the online discussions.

The final case write-up, case presentation, and replies to other cases, worth 15 percent of your final grade, will serve as our “final” this semester insofar as you will both present your own case and then draft short policy memos response to two of your peers’ cases in a manner that also reflects on the broader arc of the course as we considered America and the world. Details regarding these elements will be provided in class as we wrap up the draft case discussions. All of these elements will be completed via Canvas.

Syllabus (World101-related assignments highlighted on schedule)

Required Readings

Ikenberry, G. John. 2011. *Liberal Leviathan*. Princeton University Press. (a.k.a. *Leviathan*)

Kupchan, Charles A. 2020. *Isolationism: A History of America's Efforts to Shield Itself from the World*. Oxford University Press, USA. (a.k.a. *Isolationism*)

Kupchan, Charles A. 2012. *No One's World: The West, the rising rest, and the coming global turn*. Oxford University Press, USA. (a.k.a. *No One's World*)

Lederer, William J., & Eugene Burdick. 1999. *The Ugly American*. WW Norton & Company. (a.k.a. *The Ugly American*)

Course Description

An examination of contemporary geopolitical and transnational challenges facing the United States. The course draws on both theoretical and historical debates regarding the nature of American foreign policy to evaluate its current and future potential in accomplishing its goals to address key bilateral and multilateral issues.

Course Outcomes

This is a general education course and the student learning outcomes for this course have been designed with this in mind. By the end of this course, you should be able to:

- Identify the historical and theoretical factors significant for establishing and shaping American foreign policy in the 21st Century.
- Describe and evaluate arguments about the relationship between the United States and other international actors, including both states and non-state actors.
- Describe and evaluate arguments about how the United States should respond to various transnational challenges facing it in the 21st Century.
- Use basic research methods to investigate these modern challenges and formulate conclusions on the future directions of American foreign policy.

Requirements Overview

Discussions (30%) *Discussions based on our weekly topics and linked to pop-up cases in foreign policy and/or current events.*

Reflections (30%) *Responses to questions that build on what we have learned about through the course materials and in our discussions.*

Creating a “Pop-Up” Case (30%) *Catch-all for work related to creating your own “pop-up” case examining challenges and opportunities; this includes discussions, a case write-up and presentation, and responses to peers’ cases.*

Attendance and Participation (10%) *Catch-all for general attendance and participation this semester—e.g., completing assignments by the official due date, participating in class-based and/or online forums, and so on.*

Course Assignments and Reading Schedule

Week 1: Welcome to POL 341 America and the World

Jan. 24 - Jan. 30

Course Readings:

International Relations in Five Minutes (Canvas)
Chapter 1: Crisis of the Old Order (Leviathan)
Chapter 1: American Isolationism - Past as Prelude? (Isolationism)
Chapter 1: The Turn (No One's World)
Pop-Up: Multilateralism or Unilateralism? (PDF Canvas)

Course Requirements:

Icebreaker: Should the United States emphasize multilateralism or unilateralism?
• *Icebreaker contribution DUE Jan. 27; in-class discussion on Jan. 28*

Week 2:

Order and Power in International Relations

Jan. 31 - Feb. 6

Course Readings:

Chapter 2: Power and the Varieties of Order (Leviathan)
Chapter 3: Power and Strategies of Rule (Leviathan)
Pop-Up: A Threat to Taiwan (PDF Canvas)

Course Requirements:

Discussion: A Threat to Taiwan

- **Reply to discussion prompt DUE Feb. 1, in-class discussion Feb. 2**

Case Ideas: Creating Our Own "Pop-Up" Cases

- **We will brainstorm ideas for our cases in class on Feb. 4 - preferences DUE Feb. 6**

Week 3:

Unipolarity and its Consequences

Feb. 7 - Feb. 13

Course Readings:

Chapter 4: Unipolarity and Its Consequences (Leviathan)
Chapter 2: An Anatomy of Isolationism (Isolationism)
Pop-Up: Global Vaccine Inequality (PDF Canvas)

Course Requirements:

Discussion: Global Vaccine Inequality

- **Reply to discussion prompt DUE Feb. 8, in-class discussion Feb. 9**

Reflections: Order and Disorder in International Relations

- *Reflection responses are DUE Feb. 13 - NOTE: we will not have class Feb. 11*

Week 4:

The Era of Isolationism

Feb. 14 - Feb. 20

Course Readings:

Chapter 3: The Revolutionary Era (Isolationism)
Chapter 4: From the French Revolution to War of 1812 (Isolationism)
Chapter 5: Westward Expansion and the Monroe Doctrine (Isolationism)
Pop-Up: Sovereignty and Neutrality in 1807 (PDF Canvas)

Course Requirements:

Discussion: Sovereignty and Neutrality in 1807

- *Reply to discussion prompt DUE Feb. 15, in-class discussion Feb. 16*

Case Research: Creating Our Own “Pop-Up” Cases

- *We will work on our cases in class on Feb. 18 - case research update DUE Feb. 20*

Week 5: The Defeat of Realist Internationalism

Feb. 21 - Feb. 27 **Course Readings:**

Chapter 6: The Civil War, Reconstruction, and the Rise of American Power (Isolationism)

Chapter 7: The Spanish American War and the Onset of Imperial Ambition (Isolationism)

Chapter 8: Republican Imperialism and the Isolationist Backlash (Isolationism)

Pop-Up: Explosion of the USS Maine in 1898 (PDF Canvas)

Course Requirements:

Discussion: Explosion of the USS Maine in 1898

- *Reply to discussion prompt DUE Feb. 22, in-class discussion Feb. 23*

Case Research: Creating Our Own “Pop-Up” Cases

- *We will work on our cases in class on Feb. 25 - case research update DUE Feb. 27*

Week 6: The Defeat of Idealist Internationalism

Feb. 28 - Mar. 6 **Course Readings:**

Chapter 9: Wilsonian Idealism and the Isolationist Backlash (Isolationism)

Chapter 10: The 1920s - Influence without Responsibility (Isolationism)

Chapter 11: From the Great Depression to Pearl Harbor (Isolationism)

Pop-Up: Influenza and War in 1918 (PDF Canvas)

Course Requirements:

Discussion: Influenza and War in 1918

- *Reply to discussion prompt DUE Mar. 1, in-class discussion Mar. 2*

Reflections: From Isolationism to Internationalism

- *Reflection responses are DUE Mar. 6 - NOTE: we will not have class Mar. 4*

Week 7: The Rise of Liberal Internationalism

Mar. 7 - Mar. 13 **Course Readings:**

Chapter 5: The Rise of the American System (Leviathan)

Chapter 12: World War II and the Cold War (Isolationism)

Chapter 2: The Rise of the West (No One’s World)

Chapter 3: The Last Turn - The West Bests the Rest (No One’s World)

Pop-Up: Opposing Communism in 1947 (PDF Canvas)

Course Requirements:

Discussion: Opposing Communism in 1947

- *Reply to discussion prompt DUE Mar. 8, in-class discussion Mar. 9*

Case Research: Creating Our Own “Pop-Up” Cases

- *We will work on our cases in class on Mar. 11 - case research update DUE Mar. 13*

— **Spring Break** —

Week 8: The Crisis of Liberal Internationalism

Mar. 21 - Mar.
27

Course Readings:

Chapter 6: The Great Transformation and the Failure of Illiberal Hegemony (Leviathan)
Chapter 4: The Next Turn - The Rise of the Rest (No One’s World)

Pop-Up: Response to 9/11 (PDF Canvas)

Course Requirements:

Discussion: Response to 9/11

- *Reply to discussion prompt DUE Mar. 22, in-class discussion Mar. 23*

Case Research: Creating Our Own “Pop-Up” Cases

- *We will work on our cases in class on Mar. 25 - case research update DUE Mar. 27*

Week 9: The Ugly American

Mar. 28 - Apr. 3

Course Readings:

The Ugly American

Course Requirements:

Discussion: The Ugly American

NOTE: The discussion this week will be online for everybody.

- *Reply to discussion prompt DUE Mar. 29, replies to peers DUE Apr. 1*

Reflections: The American System

- *Reflection responses are DUE Apr. 3 - NOTE: We will not have class Apr. 1*

Week 10: America and Global Conflict and Security

Apr. 4 - Apr. 10

Course Readings:

TBD - See Canvas for PDF copies of the Foreign Affairs article(s) for this week.

Course Requirements:

Case Drafts: Creating Our Own “Pop-Up” Cases

- **“Pop-up” cases in this area should post their draft outlines by Apr. 5**

Week 11: America and Global Political Economy

Apr. 11 - Apr. 17 **Course Readings:**

- TBD - See Canvas for PDF copies of the Foreign Affairs article(s) for this week.

Course Requirements:

Case Drafts: Creating Our Own “Pop-Up” Cases

- **“Pop-up” cases in this area should post their draft outlines by Apr. 12**

Week 12: America and Transnational Politics

Apr. 18 - Apr. 24 **Course Readings:**

- TBD - See Canvas for PDF copies of the Foreign Affairs article(s) for this week.

Course Requirements:

Case Drafts: Creating Our Own “Pop-Up” Cases

- **“Pop-up” cases in this area should post their draft outlines by Apr. 19**

Reflections: America and the World Today

- *Reflection responses are DUE Apr. 24 - NOTE: We will not have class Apr. 22*

Week 13: Alternative Pathways Forward

Apr. 25 - May 1 **Course Readings:**

Chapter 7: Dilemmas and Pathways of Liberal International Order (Leviathan)

Chapter 5: Alternatives to the Western Way (No One’s World)

Chapter 6: Reviving the West (No One’s World)

Pop-Up: TBD based on current events and/or your cases (PDF Canvas)

Course Requirements:

Discussion: TBD based on current events and/or your cases

- **Reply to discussion prompt DUE Apr. 26, in-class discussion Apr. 27**

Week 14: America and/or the World

May 2 - May 8 **Course Readings:**

Chapter 8: The Durability of Liberal International Order (Leviathan)

Chapter 14: Where Isolationism and Liberal Internationalism Meet (Isolationism)

Chapter 10: Managing No One’s World (No One’s World)

Pop-Up: TBD based on current events and/or your cases (PDF Canvas)

Course Requirements:

Discussion: TBD based on current events and/or your cases

- **Reply to discussion prompt DUE May 3, in-class discussion May 4**

Final Cases: Creating Our Own “Pop-Up” Cases

- *Your final “pop-up” case presentation is DUE May 6*

Finals: **Wrapping up POL 341 America and the World**

May 9 - May 13 ***Course Requirements:***

Case Responses: *Policy responses to two peers DUE May 12*