

**POLI 180, Section 2H – Fall 2022**  
**Introduction to Global Affairs**  
**Monday, Wednesday, Friday 12:00-12:50 PM, SCI D224**

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

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**Office: SCI D339**

**Student Hours: Mondays 1:00-2:00 PM, Thursdays 12:00-1:00 PM, and by appointment**

### **Course Description**

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

This course will introduce students to the main actors in global politics, including both state and non-state actors. Students will become familiar with the major theoretical approaches used by scholars of international relations to explain the likelihood of conflict and cooperation in the international system. The roles played by international and regional institutions including the United Nations, the European Union, and NATO (North Atlantic Treaty Organization) will be analyzed. Finally, we will study several timely and critical issues in global affairs, including U.S.-China relations, nuclear proliferation, the War in Ukraine, human rights, and the environment.

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

### **Specific Course Learning Outcomes**

*After successful completion of this course students will:*

- 1) Be able to identify key global actors and institutions and explain their role in global affairs.
- 2) Be able to describe key concepts and patterns that characterize global politics.
- 3) Be able to explain major theoretical paradigms including realism and liberalism developed by international relations scholars and identify which paradigm undergirds specific proposals and positions taken by politicians and other important actors.
- 4) Have developed a greater interest in and improved ability to follow coverage of international events and issues.
- 5) Have developed their capacity to see the complexity that characterizes contemporary global issues and respect divergent positions and perspectives.

## General Education Learning Outcomes

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

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

Upon completing this course, you will be able to:

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

## Course Requirements and Grading

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

Attendance & Participation	14%
Brief Homework Assignments (3)	9%
Critical Thinking Lesson and Quiz (1)	2%
Current Events Presentation	2%
Reflection Paper (1)	10%
Argumentative Paper (1)	25%
Midterm Exam	18%
Final Exam	20%
TOTAL	100%

## Grading Scale

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

## Course Format

Given that this is an introductory class, a good chunk of class time will be devoted to lectures. However, there will also be many opportunities for discussion and student participation. I welcome your questions and comments at any time during class. Likewise, most weeks there will be one class set aside to discuss and/or debate a specific topic or issue. It is important that you come prepared to actively participate in these discussions. Readings are detailed on the syllabus and should be completed before coming to class. I design my lectures to build on and complement the reading, so your retention and comprehension of lectures and the benefit you get from discussion will be enhanced if you come to class having done the reading. Sometimes we will use the textbook for in-class exercises. Please get into the habit of bringing your textbook with you to class. **If you feel like you are having trouble in this class, please come and see me.**

### **Required Text and e-Reserves**

- Steven L. Lamy, John S. Masker, John Baylis, Steve Smith, and Patricia Owens. *Introduction to Global Politics, Sixth Edition*, Oxford University Press, 2021. (Available through Text Rental)  
**NOTE: From here on referred to as “Lamy et al.”**
- Additional readings beyond the textbook are listed below in the Course Schedule section. Electronic links to these materials will become available on Canvas. If you encounter problems accessing any of these materials, please let me know ASAP.

### **Attendance and Participation**

Students are expected to attend all class sessions and come prepared to discuss the assigned materials. Regular attendance and participation are essential for success in this class and will count for 14% of your grade. Students will be allowed two unexcused absences without penalty, but more than 2 unexcused absences will result in a lowering of your attendance and participation grade, and **more than 9 unexcused absences (3 weeks) during the semester will result in a failing grade, possibly even forfeiture of any points for attendance and participation.** In addition to regular attendance, active participation in class discussions is important. I will keep a record of student attendance and participation and will refer to it when I calculate this portion of your grade. Excused absences will not count towards these limits, but you should provide me with documentation, such as a doctor's note, if you request an excused absence. I will use Kahoot quizzes in class to review material, poll student opinion on a topic, and track attendance. Generally, the scores you get on these quizzes will not count as part of your grade. However, if the class is not keeping up with the reading, I may start counting some of these as part of the attendance and participation grade.

### **Brief Homework Assignments**

There are 4 brief homework assignments listed on the Class Schedule, which consist of answering questions based on the assigned reading for that day. ***Students are required to complete 3 of the 4 assignments.*** In other words, you can skip one of them with no penalty. Students who complete all four homework assignments will earn extra credit. These assignments must be turned in by the due date, that is before class on the day we will be talking about these topics. If you are unable to meet the deadline, then skip that one and complete the other three. Generally, I will not grade these assignments, instead students will earn points for completion. However, if the assignment is clearly unacceptable, then full points may not be awarded.

### **Reflection Paper**

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

### **Argumentative Paper**

The second short paper will consist of a more formal piece of argumentative writing. Here you will have two topics to choose from, although both will be due on the same day. This paper will require that you develop a persuasive argument using reasoning and evidence. I will provide the background readings that you are to use as the basis for this essay. This short paper (3-4 pages) will not require any outside research and will be worth 25% of your grade.

### **Exams**

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

**In-Class Debates:** There are two scheduled in-class debates. I will ask for volunteers to come prepared to debate the topic for the day. These debates will be informal. Participation will count instead of a homework assignment. In other words, if a student participates in a debate, then they only need to complete 2 of the 4 homework assignments. If a student has completed three homework assignments and participates in one of the debates, they will receive extra credit.

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

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

I also recommend listening to National Public Radio (NPR); their news programs are excellent and will keep you up to date on current events and critical issues, both domestic and international. You can hear NPR news on Wisconsin Public Radio, which has two local radio stations: the Ideas Network and News and Classical. You can also listen live and access podcasts of previous shows at [www.wpr.org](http://www.wpr.org). In addition, there are a lot of terrific podcasts out there, that can help you learn about and keep up with the news, both domestic and international. One that I recommend for delving deeper into top news stories is “The Daily,” which is produced by the *New York Times* and available for free on Apple Podcasts and other platforms.

**The Tutoring and Learning Center and Reading in the Disciplines:** The [UWSP Tutoring and Learning Center \(TLC\)](#) offers a variety of services to support student learning, including tutoring sessions and a Writing Lab that offers free one-on-one help with papers. Writing Lab consultants are successful UWSP students who can discuss any type of writing at any stage of the drafting process, including brainstorming, outlining, research, drafting and preparing citations. They work with experienced as well as struggling writers; everyone benefits from discussions about their writing.

TLC will be offering a Reading in the Disciplines 1-credit pass/fail discussion course associated with this class. Make sure to read the email you received from Amanda Meidl; further information will be provided in class. I strongly encourage students to enroll in this fun and helpful add-on to this course.

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

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

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

**Equal Access for Students with Disabilities:** UWSP will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such an evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform your instructor, and contact the [Disability Resource Center \(DRC\)](#) to complete an Accommodations Request form. Collins Classroom Center Room 108. Phone: 715-346-0123.*

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

### **Classroom Etiquette**

- **Cell phone usage:** Research supports the idea that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off or mute your phone during class; I will do so as well. The only time you should be using your cell phone in class is when we are using Kahoot. If I notice you are using your phone during class, I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.
- **Eating and drinking:** Thank you for refraining from eating in class; drinks are permissible.
- **Arriving and leaving class:** Arriving late or leaving during class is disruptive. Please make every effort to be on time. If you know in advance that you will have to step out early, please let me know before class begins.

## ***CLASS SCHEDULE***

### **Week 1 – Introduction to Global Affairs**

9/7 – Introduction to the course and each other

*No assigned reading*

9/9 – Key Concepts and Actors

*Reading:* Lamy et al., Ch. 1, pp. 3-14

### **Week 2 – Globalization and the International System**

9/12 – Globalization

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

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

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

- See instructions on Canvas.
- Upload to Canvas by 10 AM, Monday, Sept. 12<sup>th</sup>.

9/14 – Evolution of the International System

*Reading:* Lamy et al., Ch. 2, pp. 33-46

*Watch:* World 101 Video (4 mins.) – “Sovereignty Explained” (e-Reserves).

9/16 – The Political Science Major and Career Pathways; Critical Thinking and Theories

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

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

- Watch 14-minute video that explains what Critical Thinking is and then take a 5-question quiz.
- Complete quiz on Canvas by 10 AM on Friday, September 16<sup>th</sup>.

### **Week 3 – Global Politics from the Cold War to the GWOT**

9/19 – The Cold War

*Reading:* Lamy et al., Ch. 2, pp. 46-54, ending at “From End of Cold War to War on Terrorism”

9/21 – Global Politics After the Cold War and the War on Terrorism

*Reading:* Lamy et al., Ch. 2, pp. 54-58 and 69-74

9/23 – Reflecting on the end of the War in Afghanistan and the Global War on Terror

*Readings:*

- Adam Nossiter and Eric Schmitt. “[U.S. War in Afghanistan Ends as Final Evacuation Flights Depart.](#)” *New York Times*, August 30, 2021. (e-Reserves)
- Lindsay Maizland. “The Legacy of the U.S. War in Afghanistan in Nine Graphics.” *Council on Foreign Relations*, August 17, 2021 (e-Reserves).
- Deirdre Shesgreen. “What Went Wrong in Afghanistan? Perspectives on the ‘forever war’ from those who saw it up close.” *USA Today*, August 18, 2021 (e-Reserves).
- Laura Jeeded. “Afghanistan Meant Nothing: A Veteran Reflects on 20 Wasted Years.” *Medium*, August 14, 2021 (e-Reserves).

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

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

- See instructions on Canvas.
- Upload to Canvas by 10 AM Friday, September 23<sup>rd</sup>.
- Bring a printed copy of your essay to class or be able to access it electronically.

#### **Week 4 – Core IR Theories: Realism and Liberalism**

9/26 – Realism

*Reading:* Lamy et al., Ch. 3, pp. 77-89, ending at “What is Liberalism?”

9/28 – The Melian Dialogue and Realism

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

- See instructions on Canvas.
- Upload to Canvas by 10 AM, Wednesday, Sept. 28<sup>th</sup>.
- Be able to access your answers in class.

9/30 – Introduction to Liberalism

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

#### **Week 5 – The Liberal World Order**

10/3 – The Liberal World Order

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

10/5 – Introduction to argument mapping – recognizing and analyzing arguments

10/7 – Two Views of the Liberal World Order: Analyzing Nye and Allison

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

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

- See instructions on Canvas.
- Upload to Canvas by 10 AM, Friday, October 7<sup>th</sup>.
- Be able to access your answers in class.

## **Week 6 –Critical Theories**

10/10 - Critical Theories: Feminism & Constructivism

*Readings:*

- Lamy et al., Ch. 3, pp. 104, 109, 110-119 (Note: Skip the sections on Marxism).
- Alexander Wendt. “Constructing International Politics.” In *Current Debates in International Relations 2<sup>nd</sup> Edition*, Eric B. Shiraev and Vladislav M. Zubok, eds. New York/Oxford: Oxford University Press, 2020: 61-62 (e-Reserves).

10/12 – Argument Mapping – Evaluating Arguments

10/14 – Exam Review

## **Week 7 – Midterm Exam; United Nations**

10/17 - Midterm Exam

10/19 – Origins & Structure of the United Nations

*Reading:* Lamy et al., Ch. 5, pp. 167-170 and 176-183, ending at “The UN’s Principal Organs”

10/21 – UN Organs

*Reading:* Lamy et al., Ch. 5, pp. 183-193, ending at “The European Union and Other Regional Organizations.”

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

## **Week 8 – The UN and Global Security**

10/24 – **DEBATE:** Should the U.S. Support the United Nations?

*Reading:* “Issue 14. Is the UN a Worthwhile Organization?” In *Taking Sides: Clashing Views in World Politics, 16<sup>th</sup> Edition*. McGraw Hill, 2014 (e-Reserves).

10/26 – Global Security – **No class - Recorded Lecture**

*Watch:* Recorded lecture on Canvas

*Readings:*

- Lamy et al., Ch. 6, pp. 219-230, ending at “The Changing Character of War.”
- Farhad Manjoo. “How Much Military Spending is Too Much?” *New York Times*, Jan. 16, 2022 (e-Reserves).

10/28 - Changing Character of War

*Reading:* Lamy et al., Ch. 6, pp. 230-239, ending at “New Roles for NATO.”

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

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

- See instructions on Canvas.
- Upload to Canvas by 10 AM, Friday, October 28<sup>th</sup>.
- Be able to access your answers in class.



## **Week 9 – The Nuclear Non-proliferation Regime and the Iran Nuclear Deal**

10/31 - Nuclear Weapons and the Non-Proliferation Regime

*Reading:* Lamy et al., Ch. 6, pp. 240-248, ending at “Terrorism and Extremism.”

11/2 – Non-proliferation Since the End of the Cold War & Challenges Today

*Readings:*

- Kali Robinson. [“CFR Backgrounder: What is the Iran Nuclear Deal?”](#) *Council on Foreign Relations*, updated August 21, 2021 (e-Reserves).
- Shannon Bugos. [“Keeping an eye on the prize: divisive US-Russia nuke talks must go on.”](#) *Responsible Statecraft*, September 1, 2022.

11/4 – **DEBATE:** Trump Administration’s decision to withdraw from the Iran Nuclear Agreement.

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

## **Week 10 – The Global Economy and China’s Rise**

11/7 – The Global Economy

*Reading:* Lamy et al., Ch. 8, pp. 307-316

11/9 – China’s Economic Rise

*Reading:* Philip Pan. “China Rules Part 1: The Land that Failed to Fail.” *New York Times*, November 18, 2018 (e-Reserves).

11/11– U.S.-China Relations

*Readings:*

- Lamy et al., Ch. 2, pp. 64-67, “East Asia: Primed for Rivalry?”
- Edward Wong. “U.S. versus China: A New Era of Great Power Competition, But Without Boundaries.” *New York Times*, June 26, 2019 (e-Reserves).

## **Week 11 – Taiwan, the EU, and NATO**

11/14 – **SIMULATION/ROLE-PLAY:** U.S. policy makers deliberate about whether to maintain the U.S. position of “strategic ambiguity” toward Taiwan.

*Readings:*

- CFR Model Diplomacy Pop-up Case. “Strategic Ambiguity Toward Taiwan.” (e-Reserves)
- Lindsay Maizland. [“Backgrounder: Why China-Taiwan Relations are So Tense.”](#) *Council on Foreign Relations*, last updated August 3, 2022 (e-Reserves).
- David Sacks. [“What Biden’s Big Shift on Taiwan Means.”](#) *Council on Foreign Relations*, March 24, 2022 (e-Reserves).
- Lt. Col. Daniel L. Davis (ret.). [“The U.S. must avoid war with China over Taiwan at all costs.”](#) *The Guardian*, October 5, 2021 (e-Reserves).

11/16 - The European Union and Economic Integration

*Reading:* Lamy et al., Ch. 5, pp. 193-197, ending at “Other Regional Actors.”

11/18 - The North Atlantic Treaty Organization (NATO)

*Reading:* Lamy et al., Ch. 2, pp. 59-62 (Skip: Theory in Practice, pp. 60-61); Ch. 6, pp. 239-240, “New Roles for NATO.”

## **Week 12 –Russia and the War in Ukraine**

11/21 – Russia and NATO Since the End of the Cold War

*Readings:*

- Lamy et al., Ch. 2, pp. 62-64, “Russia: From Yeltsin to Putin.”
- Jonathan Masters. [“Why NATO Has Become a Flash Point with Russia in Ukraine.”](#) *Council on Foreign Relations*, last update January 20, 2022 (e-Reserves).

11/23 – **SIMULATION/ROLE-PLAY:** Ukrainian government leaders debate about what the country’s ultimate objectives should be in war with Russia.

*Readings:*

- Jonathan Masters. [“Ukraine: Conflict at the Crossroads of Europe and Russia.”](#) *Council on Foreign Relations*, last update April 1, 2022 (e-Reserves).
- CFR Model Diplomacy Pop-up Case. “Defining an Acceptable Outcome in Russia’s War in Ukraine.” (e-Reserves)
- Stephen M. Walt. [“The Realist Case for a Ukraine Peace Deal.”](#) *Foreign Policy*, March 29, 2022 (e-Reserves).
- Richard Haass. “Is Diplomacy Between Russia and the West Still Possible?” *Council on Foreign Relations*, May 10, 2022 (e-Reserves).
- David E. Sanger, Steven Erlanger and Eric Schmitt, “How Does It End? Fissures Emerge Over What Constitutes Victory in Ukraine.” *New York Times*, May 26, 2022 (e-Reserves).

**November 24-27 – Thanksgiving Break – Enjoy!!!**

## **Week 13 – Human Rights**

11/28 – Argument Mapping Practice

11/30 – Human Rights

*Reading:* Lamy et al., Ch. 7, pp. 269-275, ending at “International Human Rights Legislation”.

12/2 – Human Rights and Human Security

*Reading:* Lamy et al., Ch. 7, pp. 275-282.

## **Week 14 – The Environment & International Politics**

12/5 – Environmental Issues & International Relations Theory

*Reading:* Lamy et al., Ch. 10, pp. 373-399 ending at “Climate Change.”

12/7 – Climate Change, a Global Challenge

*Reading:* Lamy et al., Ch. 10, pp. 399-406.

*Watch:* [Global Weirding Video with Katharine Hayhoe. “What’s the Big Deal with a Few Degress?”](#) (e-Reserves).

12/9 –Climate Change and International Politics.

*Watch:* [UN Video. “Who is responsible for climate change and who needs to fix it?”](#) (e-R).

**DUE: ARGUMENTATIVE PAPER** on either the UN or U.S.-China Rivalry. Turn in by 5pm, Friday, December 9, 2022.

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

*No assigned readings*

12/12 – Wrap up and course evaluations

12/14 – Exam review

**FINAL EXAM: Tuesday, December 20<sup>th</sup>, 2:45-4:45 PM, SCI D224**