

**POLI 180, Sections 1 & 2 – Spring 2023**  
**Introduction to Global Affairs**  
**Monday, Wednesday, & Friday**  
**Section 1: 10:00-10:50 AM, SCI B328**  
**Section 2: 11:00-11:50 AM, SCI B328**

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

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**Office: SCI D339**

**Student Hours: Weds. 12 noon-1:00 pm, Thurs. 1:00-2:00 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 (4)	12%
Critical Thinking Lesson and Quiz (1)	2%
Reflection Paper (1)	10%
Argumentative Paper (1)	24%
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, Seventh Edition*, Oxford University Press, 2023. (Available through Text Rental)  
**NOTE: From here on referred to as “Lamy et al.”**
- Additional readings beyond the textbook are listed below in the Course Schedule section. Electronic links to these materials will become available on Canvas. If you encounter problems accessing any of these materials, please let me know ASAP.

### 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 5 brief homework assignments listed on the Class Schedule, which consist of answering questions based on the assigned reading for that day. ***Students are required to complete 4 of the 5 assignments.*** In other words, you can skip one of them with no penalty. Students who complete all five 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 four. 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 24% of your grade.

### Exams

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

**In-Class Debates and Simulations:** There are several classes set aside for in-class debates or simulations. On the days that we will have 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 3 of the 5 homework assignments. If a student has completed all 4 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.

**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

1/23 – Introduction to the course and each other

*No assigned reading*

1/25 – Key Concepts and Actors

*Reading:* Lamy et al., Ch. 1, pp. 2-16 (ending at “Theories of Global Politics”)

1/27 - Globalization

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

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

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

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Friday, Jan. 27<sup>th</sup>.

### Week 2 – The International System

1/30 – Evolution of the International System

*Reading:* Lamy et al., Ch. 2, pp. 36-51 (ending at “Cold War”)

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

2/1 – The Cold War

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

2/3 – The End of the Cold War and the War on Terrorism

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

### Week 3 – War in Afghanistan and Introduction to International Relations Theories

2/6 – Reflecting on the end of the War in Afghanistan and the Global War on Terror

*Readings:*

- Lamy et al., Ch. 7, pp. 325-327 – “Case Study: Afghanistan Sleepwalking into a Great Humanitarian Crisis.”
- Adam Nossiter and Eric Schmitt. [“U.S. War in Afghanistan Ends as Final Evacuation Flights Depart.”](#) *New York Times*, August 30, 2021. (e-Reserves)
- Lindsay Maizland. “The Legacy of the U.S. War in Afghanistan in Nine Graphics.” *Council on Foreign Relations*, August 17, 2021 (e-Reserves).
- 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 9 AM Monday, February 6<sup>th</sup>.
- Come prepared to discuss your essay with your peers.

2/8 – Introduction to Critical Thinking, Theories, and Argumentation

*Reading:* Lamy et al., Ch. 1, pp. 16-20.

***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 9 AM on Wednesday, February 8<sup>th</sup>.

2/10 - Realism

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

**Week 4 – Core IR Theories: Realism and Liberalism and Guest Lecture by Daryl Davis**

2/13 – The Melian Dialogue and Realism

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

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Monday, Feb. 13<sup>th</sup>.
- Come ready to discuss your answers in class.

2/15 – Guest Lecture by Daryl Davis – Keynote Speaker for Black History Month

*Section 1* will not meet on 2/15, instead students who are able should attend *Section 2*.

*Section 2:* Daryl Davis will speak to our class.

*Watch:* [Daryl Davis’s TED Talk \(18 mins.\)](#)

*Extra Credit Opportunity:* Attend Daryl Davis’s Keynote speech, “Klan We Talk”

Wednesday, Feb. 15 in the DUC Theatre

Talk from 4-5:30 pm, followed by a reception from 5:30 – 6:30 pm

2/17 – Introduction to Liberalism

*Readings:*

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

***DUE: Brief Reflection Assignment for Section 1 Students who were unable to attend Davis’s class or the public talk***

- See assignment on Canvas.
- Upload to Canvas by midnight, Friday, Feb. 17<sup>th</sup>.

**Week 5 – The Liberal World Order**

2/20 – The Liberal World Order

*Readings:*

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

2/22 - The Political Science Major and Career Pathways

*No assigned reading*

2/24 – 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 5)***

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Friday, February 24<sup>th</sup>.
- Come ready to discuss your answers in class.

## **Week 6 – The United Nations**

2/27 - Origins & Structure of the United Nations

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

3/1 – What does the UN do?

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

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

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

*Readings:*

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

## **Week 7 – Midterm Exam & China**

3/6 – Exam Review

### **3/8 – MIDTERM EXAM**

3/10 - China’s Rise

*Readings:*

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

## **Week 8 – China on the World Stage**

3/13 - U.S.-China Relations

*Readings:*

- Edward Wong. “U.S. versus China: A New Era of Great Power Competition, But Without Boundaries.” *New York Times*, June 26, 2019 (e-Reserves).
- [Lindsay Maizland and Eleanor Albert. “Backgrounder: The Chinese Communist Party.” \*Council on Foreign Relations\*, last updated October 6, 2022.](#)

3/15 – **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).

3/17 – The Global Economy

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

**March 18-26 – Spring Break – Enjoy!!!**

### **Week 9 – Nuclear Weapons and Global Security**

3/27 - Nuclear Weapons and the Non-Proliferation Regime

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

3/29 – The Current Nuclear Age

*Readings:*

- Lamy et al., Ch. 6, pp. 272-275, ending at “Great Power Security and Strategy.”
- Shannon Bugos. [“Keeping an eye on the prize: divisive US-Russia nuke talks must go on.”](#) *Responsible Statecraft*, September 1, 2022.

3/31 – Global Security – **No class - Recorded Lecture**

*Watch:* Recorded lecture on Canvas

*Readings:*

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

### **Week 10 – Drone Warfare and the Changing Character of War**

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

4/3 – No class

4/5 – No class

4/7 – No class

**Assignment for the Week:**

*Read:* Lamy et al., Ch. 6, pp. 256-265, 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 5)**

- See instructions on Canvas.
- Upload to Canvas by Friday, April 7<sup>th</sup> at midnight.

## **Week 11 – The EU and NATO**

4/10 - The European Union and Economic Integration

*Readings:*

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

4/12 - Guest Presentation by Ben Levelius, American Citizen Services Chief, U.S. Consulate General Milan, U.S. Mission to Italy – “Working in the U.S. Foreign Service”

*No assigned readings*

4/14 - The North Atlantic Treaty Organization (NATO)

*Reading:* [Jonathan Masters. “Backgrounder: What is NATO?” \*Council on Foreign Relations\*, last updated May 4, 2022.](#)

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

4/17 – Russia and NATO Since the End of the Cold War

*Readings:*

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

4/19 – ***SIMULATION/ROLE-PLAY***: Ukrainian government leaders debate the country’s ultimate objectives in war with Russia.

*Readings:*

- Jonathan Masters. [“Ukraine: Conflict at the Crossroads of Europe and Russia.” \*Council on Foreign Relations\*](#), last update October 11, 2022 (e-Reserves).
- Stephen M. Walt. [“The Realist Case for a Ukraine Peace Deal.” \*Foreign Policy\*](#), March 29, 2022 (e-Reserves).
- Anne Applebaum. “Ukraine Must Win.” *The Atlantic*, March 22, 2022.
- Charles Kupchan. “It’s Time to Bring Russia and Ukraine to the Negotiating Table.” *New York Times*, November 2, 2022.

4/21 – Argument Mapping Practice

## **Week 13 – Human Rights**

4/24 – What are Human Rights?

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

4/26 – The Universal Declaration of Human Rights

*Readings:*

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

***DUE: Brief Homework Assignment: The Universal Declaration of Human Rights (#5 of 5)***

- See instructions on Canvas.
- Upload to Canvas by 9 AM, Wednesday, April 26<sup>th</sup>.
- Come ready to discuss your answers in class.

4/28 – Interactive Human Rights Activity/Discussion/Debate

*Reading: TBA*

### **Week 14 – International Environmental Politics**

5/1 – Environmental Issues

*Reading:* Lamy et al., Ch. 10, pp. 416-423 (ending at “Environmental Issues on the International Agenda”).

*Online Activity:* Calculate your carbon footprint using the [Global Footprint Calculator](#). Jot down your personal result and bring it with you to class.

5/3 – Environment and International Relations Theory

*Reading:* Lamy et al., Ch. 10, pp. 434-439 (**Skip** the Case Study: The “Doomsday Seed Vault,” pp. 437-438).

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

5/5 –Climate Change and International Politics

*Reading:* Lamy et al., Ch. 10, pp. 423-433 “Environmental Issues on the International Agenda.”

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

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

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

5/8 –Concluding Discussion on Climate Change and Our Future

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

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

5/10 – Conclusions and course evaluations.

5/12 – Exam review

#### **FINAL EXAM:**

**Section 1: Tuesday, May 16<sup>th</sup> 10:15 AM - 12:15 PM, SCI B328**

**Section 2: Wednesday, May 17<sup>th</sup> 12:30-2:30 PM, SCI B328**