

POLI 490: Global Issues Today

(Fall 2018)

Professor: Mert Kartal

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Office: CCC 480

Office Hours: Monday and Wednesday 2:00PM-3:00PM, and by appointment

Class Meeting: Monday and Wednesday 12:30PM-1:45PM (CCC 234)

Course Website: <https://uwsp.courses.wisconsin.edu/d21/home/4226319>

Overview and Goals

As citizens of an increasingly connected world, we experience several global issues today such as civil wars, terrorism, nuclear proliferation, refugee flows, economic crises, poverty, and climate change. Understanding the reasons behind these issues is key to developing feasible policy proposals designed to mitigate their negative impact on the international community.

Accordingly, this course will introduce us to several global issues, examine the impact they have on our community, and discuss how they are (and should be) addressed by policymakers. In other words, our emphasis will be on not only a rigorous consideration of the facts (and data) and processes/interconnections, but also outcomes involved.

Due to time constraints, we will not be able to explore every major global issue that the world (or parts thereof) is experiencing today. Instead, we will endeavor to dig deeply into some of the more pressing and far-reaching issues in the international arena today.

The course will adopt a problem-solving approach based on some of the basic frameworks used in the study of International Relations and Comparative Politics (two subfields of Political Science). This approach will seek to analyze how certain issues have arisen and why particular policy choices are made (or not made), and what viable potential alternatives there might be.

Course Learning Outcomes

Upon the successful completion of this course, students will be able to ...

- ... develop a clearer understanding of (the reasons behind) some of the major issues faced by the international community today.
- ... evaluate the effectiveness of current solutions proposed/implemented by policymakers to these global issues.
- ... employ theoretical and analytical skills to offer alternative solutions designed to mitigate the negative impact of these issues on the international community.

Assignments and Grading

Grades for the course will be assigned according to completion of the following course assignments:

- Attendance: 10%
- Participation: 20%
- Reaction Papers: 20%
- Midterm Exam: 20%
- Final Exam: 30%

Your final point total for the semester will translate into letter grades as shown below: (The scale may be revised if needed.)

- 92.5 and above: A
- 92.4-89.5: A-
- 89.4-86.5: B+
- 86.4-82.5: B
- 82.4-79.5: B-
- 79.4-76.5: C+
- 76.4-72.5: C
- 72.4-69.5: C-
- 69.4-64.5: D+
- 64.4-59.5: D
- 59.4 and below: F

Attendance and Participation: The course is divided into two parts: lecture and discussion. Attendance at both is required. There are no penalties for the first THREE unexcused absences, but this will be counted when calculating the penalties that start after you have had three unexcused absences. If you have four unexcused absences, you lose 1 of your 10 attendance points; if you have five unexcused absences, you lose 2 points; etc. Excused absences do not count against these limits.

A significant portion of class time will be spent discussing the assigned readings for that week, and all students are expected to contribute to these discussions. For this reason, it is vitally important that students come to class having completed the assigned reading, thought about it, and noted down comments or questions to contribute to that week's discussion. There are various ways to contribute to class discussion, including answering oral questions, posing questions, listening attentively to others, and taking notes. Students will be considered participating members if they regularly contribute relevant ideas to class discussion *and* actively listening to others when they are speaking. The rubric that will be used to assign grades for participation is included at the end of the syllabus.

Reaction Papers: Almost every week, a discussion question will be posted on the course website. You will write a one-page, single-spaced (approximately 500 words) response to the question. During the course of the semester, there will be 12 questions posted. Each one of you will be expected to answer at least five of them. Students completing fewer than five will have zeros averaged in with their grades on the completed papers. Those of you completing more than five will only have five highest grades included. More information about this assignment is available on the course's website.

Exams: There will be two exams this semester. The midterm exam will take place in class on Wednesday, October 24. The final exam is scheduled for Wednesday, December 19 from 2:45PM to 4:45PM. Detailed information about the exams is available on the course's website.

Missed Assignments: Please take note of all exam and assignment dates, and make plans around them. Except in extraordinary and unavoidable circumstances, make-up assignments will NOT be offered. Late paper submissions will be penalized 10 percentage points (e.g., from 90% to 80%) for each day or fraction of a day late. In a genuine emergency, I am very willing to work with you. I will, however, require documentation of emergencies (e.g., doctor's note) in all instances. There will be NO MAKE-UP for the oral assignments (e.g., participation) EVEN IF you provide official documentation for your absence.

Re-grading Policy: If you feel that any assignment has been graded incorrectly, you may request that it be regraded. However, you must wait for 48 hours after the assignment has been returned before issuing any complaints. Following such “cooling-off” period, you must provide a 1-2 page double-spaced memo indicating the reason for your concern and why you deserve a better grade. Please note that this memo has to be based entirely on the merit of your own work (i.e., it cannot be based on comparisons with the grades of other students). Upon receiving your memo, I will regrade the ENTIRE assignment. This means that the revised grade may be higher or lower than what you originally received. So please be certain that you have a justifiable reason before asking for any changes; this is not a risk-free process!

Special Accommodations

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP’s policies: <https://www.uwsp.edu/hr/Pages/ADA-Resources.aspx>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, and then contact me as early as possible (within the first two weeks of the semester, or as soon as those needs arise) to discuss how they can be met within the structure of the course. I will make every effort not only to maintain the confidentiality of personal information but also to enable full participation in this course by all students.

For more information, please visit the Disability and Assistive Technology Center, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability>.

Communications and Technology

Contacting me: I strongly encourage you drop in to my office hours (no need to set up an appointment) or set up a meeting if there is anything you would like to discuss about the course. My office hours are the time for you to get individual help about any course-related issue.

I generally answer emails very quickly from Monday 8:30AM to Friday 4:30PM. (Feel free to email me again if you do not hear within 24 hours during these times.) However, please do consult the syllabus or other course materials first to see if the answer to your question is there, and recognize that broader substantive questions will probably be best addressed at in-person meetings.

D2L: There is a D2L page set up for this class: <https://uwsp.courses.wisconsin.edu/d2l/home/4226319>. I strongly encourage you to access this webpage regularly and get accustomed to using it. There you will find the syllabus and other materials that you will need as they become available. The D2L page contains also a news box that I will use to post announcements.

Academic Integrity and the Honor Code

UW-Stevens Point values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, we have developed a set of expectations for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information: <https://tinyurl.com/yaw5a954>.

Academic integrity is central to the mission of higher education in general and UWSP in particular. Academic dishonesty (cheating, plagiarism, etc.) is a very serious offense that will get you in great trouble. There are thoroughly reliable software programs to check if plagiarism has occurred. In all your classes, please use proper citation form for all materials obtained from primary and secondary sources.

The minimum penalty for a violation of academic integrity is a failure (zero) for the assignment. Generally the matter will then be referred to the Dean of Students for a formal hearing at the Student-Faculty Committee on Student Conduct. Depending on the circumstances, the committee may suspend or expel a student that behaves dishonestly. This will make it extremely difficult for you to gain entrance to graduate schools and will jeopardize your opportunities with a large number of employers in the future.

For further information, please come talk to me and/or see the university's rules and procedures for student academic misconduct (<https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>) as well as the UWSP "Student Academic Standards and Disciplinary Procedures" section of the Rights and Responsibilities document, Chapter 14 (<https://www.uwsp.edu/dos/Documents/UWS%2014-1.pdf>).

Classroom Etiquette

Please remember to turn off your cell phones before coming to class. Arriving late or leaving during class is usually disruptive both for me and for your classmates. Please make every effort to be on time. If you come to class, plan to stay for the whole session. If you know in advance that you have to leave early, let me know before class begins.

Course Resources

Readings for each week are indicated on the syllabus and should be completed prior to the class meeting of the week for which they are assigned. All required readings are posted on the course's D2L website.

Lecture slides: I will post lecture slides on the course's D2L page prior to each lecture. These will be sparse outlines intended to facilitate your note-taking. These outlines will allow you to anticipate the topics discussed and to "fill in" the information provided in lectures. However, the lecture outlines should not be seen as a substitute for attending class, doing the readings, or taking notes.

Course Schedule

Week 1: Introduction

- *No reading*

September 3: No class meeting

September 5: Course Overview

Week 2: The Global War on Terror

- *E-Reserve:* Hastedt, Glenn, Donna L. Lybecker, and Vaughn P. Shannon. 2015. *Cases in International Relations: Pathways to Conflict and Cooperation*. Sage: CQ Press. pp. 36-50 and 93-110.
- *E-Reserve:* Rumsfeld, Donald H. 2008. "One Surge Does Not Fit All." *New York Times*. November 23.
- *E-Reserve:* Stewart, Rory. 2008. "The 'Good War' Isn't Worth Fighting." *New York Times*. November 23.
- *E-Reserve:* Bacevich, Andrew J. 2008. "Petraeus Doctrine." *The Atlantic*.

September 10: The Wars in Afghanistan and Iraq

September 12: Discussion

Week 3: The Arab Spring

- *E-Reserve*: History.com. 2018. "Arab Spring." Available at: www.history.com/topics/arab-spring.
- *E-Reserve*: The Telegraph. 2011. "Arab Spring: timeline of the African and Middle East rebellions" Available at: <https://www.telegraph.co.uk/news/worldnews/africaandindianocean/libya/8839143/Arab-Spring-timeline-of-the-African-and-Middle-East-rebellions.html>.
- *E-Reserve*: Anderson, Lisa. 2011. "Demystifying the Arab Spring." *Foreign Affairs* 90(3): 2-7.
- *E-Reserve*: The Economist. 2011a. "Everywhere on the rise; Political Islam." December 10.
- *E-Reserve*: Hamid, Shadi. 2015. "Islamism, the Arab Spring, and the failure of America's do-nothing policy in the Middle East." *The Atlantic*.

September 17: The Arab Spring: Tunisia, Egypt, and Libya

September 19: Discussion

Week 4: The Rise of ISIS

- *E-Reserve*: Ignatius, David. 2015. "How ISIS Spread in the Middle East." *The Atlantic*.
- *E-Reserve*: White House. 2014. "The Administration's Strategy to Counter ISIL," November 7.
- *E-Reserve*: Obama, Barack. 2015. "Remarks by the President on Progress in the Fight Against ISIL." July 6.

September 24: ISIS and Counterterrorism

September 26: Discussion

Week 5: The Syrian Refugee Crisis

- *E-Reserve*: BBC. 2016a. "Syria: The story of the conflict." March 11. Available at: <https://www.bbc.com/news/world-middle-east-26116868>.
- *E-Reserve*: BBC. 2016b. "Migrant crisis: Migration to Europe explained in seven charts." March 4. Available at: <https://www.bbc.com/news/world-europe-34131911>.
- *E-Reserve*: BBC. 2016c. "How is the migrant crisis dividing EU countries?" March 4. Available at: <https://www.bbc.com/news/world-europe-34278886>.
- *E-Reserve*: Bouckaert, Peter. 2015. "Syrian Refugees Are Not the Problem." *Foreign Policy*. November 18.
- *E-Reserve*: Yahya, Maya. 2018. "What Will It Take for Syrian Refugees to Return Home?" *Foreign Affairs*. May 28.

October 1: Syrian Refugees in Europe

October 3: Discussion

Week 6: The European Debt Crisis

- *E-Reserve*: The Economist. 2011b. "Staring into the Abyss: Special Report." November 12.
- *E-Reserve*: Schmidt, Vivian A. 2011. "Saving the Euro will mean worse trouble for Europe." *Foreign Affairs*. November 28.
- *E-Reserve*: Daley, Suzanne. 2014. "Greek Patience With Austerity Nears Its Limit." *New York Times*. Dec 29.

October 8: The Eurozone and the PIIGS

October 10: Discussion

Week 7: The Rise of Nationalism in Europe

- *E-Reserve*: Halikiopoulou, Daphne. 2018. "A Right-wing Populist Momentum? A Review of 2017 Elections Across Europe." *Journal of Common Market Studies*. pp. 1-11.
- *E-Reserve*: Herman, Yves. 2017. "A history of Dutch populism, from the murder of Pim Fortuyn to the rise of Geert Wilders." *The Conversation*.
- *E-Reserve*: Mardell, Mark. 2017. "The Netherlands' populist moment?" *The BBC*.

- *E-Reserve*: John, Tara. 2017. "Why the Dutch Election Doesn't Mean Populism Is Dead in Europe." *Time*.
- *E-Reserve*: BBC. 2018. "Catalonia crisis in 300 words." June 2. Available at: <https://www.bbc.com/news/world-europe-41584864>.
- *E-Reserve*: Pardo, Pablo. 2017. "How Catalan Nationalists Lost Their Way." *The Atlantic*.

October 15: Nationalism/Populism in Western Europe

October 17: Discussion

Week 8: Review and Exam

- *No reading*

October 22: Review Session

October 24: FIRST MIDTERM (in-class)

Week 9: Turkey and Europe

- *E-Reserve*: Tocci, Nathalie. 2005. "Europeanization in Turkey: Trigger or Anchor for Reform?" *South European Society & Politics* 10(1): 73-83.
- *E-Reserve*: The Economist. 2010. "Special Report: Anchors aweigh." October 21.
- *E-Reserve*: Cook, Steven. 2016. "How Erdogan Made Turkey Authoritarian Again." *The Atlantic*.

October 29: Turkey's Journey to the EU

October 31: Discussion

Week 10: Brexit

- *E-Reserve*: Hobolt, Sara B. 2016. "The Brexit vote: a divided nation, a divided continent." *Journal of European Public Policy* 23(9): 1259-1277.
- *Online Source*: Hunt, Alex, and Brian Wheeler. 2018. "Brexit: All you need to know about the UK leaving the EU." *The BBC*. Available at: <https://www.bbc.com/news/uk-politics-32810887>.
- *E-Reserve*: The Economist. 2016. "Liberalism after Brexit The politics of anger." July 2.
- *E-Reserve*: De Gruyter, Caroline. 2018. "There Is Life for the EU After Brexit." *Carnegie Europe*.

November 5: The UK's Decision to Leave the EU and the Aftermath

November 7: Discussion

Week 11: The United Nations and Peacekeeping

- *E-Reserve*: Tull, Denis M. 2018. "The Limits and Unintended Consequences of UN Peace Enforcement: The Force Intervention Brigade in the DR Congo." *International Peacekeeping* 25(2): 167-190.
- *E-Reserve*: Akonor, Kwame, 2017. "The Dark Side of UN Peacekeeping: Abuses and Violations in Africa." in *UN Peacekeeping in Africa*. SpringerBriefs in Criminology, pp. 35-57.

November 12: Peacekeeping in the Democratic Republic of Congo

November 14: Discussion

Week 12: Nuclear Proliferation

- *E-Reserve*: Jervis, Robert. 1976. *Perception and Misperception in International Politics*. Princeton: Princeton University Press. pp. 58-67.
- *E-Reserve*: Preston, Thomas. 2013. "The Nuclear Standoff Between the United States and Iran: Muscular Diplomacy and the Ticking Clock" in *Contemporary Cases in U.S. Foreign Policy*, edited by Ralph G. Carter. CQ Press: Washington DC, pp. 102-132.

November 19: Nuclear Non-Proliferation and Iran
November 21: Discussion

Week 13: Global Poverty

- *E-Reserve*: World Bank. 2016. *Poverty and Shared Prosperity: Taking on Inequality*. pp. 1-18 and 101-122.
- *E-Reserve*: Sachs, Jeffrey. 2005. "The End of Poverty." *Time*. March 6.
- *E-Reserve*: Bollyky, Thomas J. 2012. "Developing Symptoms." *Foreign Affairs*. May/June.

November 26: Global Poverty and Shared Prosperity
November 28: Discussion

Week 14: Climate Change

- *E-Reserve*: Harris, Paul. 2007. "Collective Action on Climate Change: The Logic of Regime Failure." *Natural Resource Journal* 47(6): 195-224.
- *E-Reserve*: European Commission. 2016. "Questions and answers on the Paris Agreement." Also see: https://ec.europa.eu/clima/policies/international/negotiations/paris_en.
- *E-Reserve*: Payne, Rodger A. and Sean Payne. 2013. "The Politics of Climate Change: Will the US Act to Prevent Calamity?" in *Contemporary Cases in U.S. Foreign Policy*, edited by Ralph G. Carter. CQ Press: Washington DC, pp. 347-377.
- *E-Reserve*: Chemnick, Jean. 2018. "How the World Is Coping 1 Year after Trump Abandoned Paris Climate Pact." *E&E News*. May 31.

December 3: Global Efforts to Mitigate Climate Change
December 5: Discussion

Week 15: Conclusion

- *No reading*

December 10: Wrap-up
December 12: Review Session

***** FINAL EXAM *****

Wednesday, December 19 at 2:45PM in CCC 234

Rubric for Assessing Participation

	Strong	Needs Development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of Contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on Seminar	Comments frequently help move conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of Participation	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

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