

POLI 103.001
Spring 2018, MWF noon-12:50 p.m.
Office Hours: MW 2:00-3:30 p.m.
TR 10:00-11:30 a.m. and by appointment

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World Politics

Course Objectives

In the eyes of some scholars, the foundational elements of world politics are currently in profound flux, as globalization and shifts in power create new structures and relationships among state and non-state actors. For others in the scholarly community, nothing could be farther from the truth; the observable dynamics of world politics are what they have long been and talk of new eras or novel world orders is just so much hyperbole.¹ At its core, this course seeks to introduce you to the foundations of world politics with an eye toward inviting you to assess and join such a scholarly debate. In the process, you will encounter a number of key international relations concepts and explicitly use them to examine a host of pressing issues afoot in today's world. This course will be concept-driven and by its conclusion, you will be able to employ a menu of concepts under consideration to independently examine an evolving global challenge and explain the elements of continuity and change it illustrates in contemporary world politics. This course is designed specifically for both the prospective or newly-declared political science/international studies major who seeks grounding in international affairs and the non-major who simply wants to learn more about the world around them.

Course Content

Instead of having you read a stiff, boring and expensive world politics text, you will find that this course merges concepts of international relations with directed reading to illustrate the applicability of these concepts to ongoing contemporary international challenges. Each week will feature a different concept and reading – for example, the first week will consider the concept of politics and explore different conceptions of politics through reading about the controversies surrounding immigration. And with each subsequent week, a new concept will be added with new material – new material that will also illustrate new aspects of prior concepts. Thus, after our discussions of politics will follow considerations of power, security and sovereignty, utilizing readings respectively on the growing rivalry between the U.S. and China, the threat of nuclear war with North Korea, and the efforts of Catalonia to become independent of Spain – where obviously in each instance the concept of politics still applies ... and where power and security will be relevant as well as the focus concept of sovereignty when we get to discussing situations like Catalonia's drive to sovereignty. By the end of the course, you will have studied eleven concepts in world politics and these will form the menu you will employ to examine and analyze a last substantive concern in your final essay. The full list of concepts and the adjoining reading can be found below in the course outline.

The course will also emphasize the role ordinary people play in world politics. Often, the focus of courses like this one start and stop with the role played by states and other collective organizations; while these are certainly an important element of world politics, so too are the parts played by ordinary people – like you and me – and the structures we help create and sustain. That people matter in world politics will prove to be an important component explored in the course throughout the semester.

¹ For examples of scholarly arguments for change in the international structure, see Samuel Huntington, "The Clash of Civilizations?" Foreign Affairs 72 (Summer 1993), pp. 22-49; Daniel Drezner, "The New, New World Order" Foreign Affairs 86 (March/April 2007), pp. 34-46 and Richard Haass, "The Unraveling" Foreign Affairs 93 (November-December 2014), pp. 70-79; for examples of continuity, see Caroline Kennedy-Pipe and Nicholas Rengger, "Apocalypse Now? Continuities or Disjunctions in World Politics after 9/11" International Affairs 82 (May 2006), pp. 539-552; Randall Germain, "Financial Order in World Politics: Crisis, Change and Continuity" International Affairs 85 (July 2009), pp. 669-687; and Joseph Nye, "The Future of American Power" Foreign Affairs 89 (November/December 2010), pp. 2-12.

All of these concepts and themes will culminate at the end of the term in an assessment of a prevailing issue emerging in world politics. You will apply concepts to this issue in your final essay and consider the relevance that ordinary people have to this global challenge.

General Education Social Science Student Learning Outcome

Successfully completing POLI 103 earns Social Science General Education credit at The College of Charleston and the College has established a General Education learning outcome for students which specifies that upon completion of the course, **students can apply social science concepts, models or theories to explain human behavior, social interactions or social institutions.** This outcome will be assessed for the purposes of General Education through the *eighth Economist* memo which you will write for Wednesday, April 11. This specific assignment is worth 3% of your total grade.

Foreign Language Alternative

This course has been approved to satisfy Category 2 of the Foreign Language Alternative program. Upon completion of this course, students will use models and theories to analyze a cross-cultural issue (program learning outcome 2).

Additional Learning Outcomes and Skills this Course Will Seek to Improve

In addition, the Department has developed a number of learning outcomes for POLI 103, including having all students learn basic facts about the world; acquire the ability to translate insights from one case to others; become familiar with current debates in world politics; be able to theorize and explain political outcomes; understand social-scientific inquiry norms and standards; and develop critical thinking and reasoning abilities.

At its core, this particular version of World Politics seeks to meet all those outcomes by introducing you to key concepts, theories and dynamics of world politics and familiarizing you with a number of pressing issues that dominate world politics today. By the end of the semester, you should have obtained a working understanding of many essential concepts of international politics and at the conclusion of the course, you will be expected to demonstrate an ability to independently employ a subset of these concepts to describe, analyze and assess a critical issue in world politics. You will also acquire and refine a capacity to identify and employ these concepts to ongoing contemporary issues in world politics that you discover on your own.

In addition, this course aims to develop your skills of critical reading and critical writing. Critical reading and writing entails actively engaging with texts, pulling them apart and putting them back together again (sometimes in new ways). As you develop and refine these abilities, you should be able to: 1.) propose an interpretation of the texts you read; 2.) identify central issues, concepts or conflicts that appear in the texts; 3.) evaluate an author's "tactics" or ways of communicating knowledge; 4.) investigate and articulate the implications of the arguments you encounter; and 5.) relate your ideas to ideas presented by other students and the world(s) around you. You will come to readily appreciate the difference between espousing opinions and developing arguments as the course progresses.

In this vein, the course will seek to challenge and improve a number of skills that are considered vital for students of the Liberal Arts and Sciences to master. These include:

- **reading speed and critical comprehension – (through required reading and preparation for the final essay);
- **oral communication, listening and presentation abilities (through class discussions, in-class and out-of-class activities);
- **effective writing and development of arguments (through *Economist* memos, and final essay);
- ** posing effective questions and strategizing pathways to answer questions (in-class and out-of-class exercises)

- **critical thinking and analytical capacities (through in-class and out-of-class exercises, *Economist* memos, and final essay);
- ** applying social science concepts and theories to explain human behavior, social interactions and social institutions (through in-class and out-of-class exercises, *Economist* memos and final essay);
- **comprehension of other's views and capacity to formulate, defend one's own position (through reading, class discussions and exercises, class writing assignments);
- **cooperative work and active learning (through in-class exercises and out-of-class activities);
- **time management and personal responsibility (through set-up of the entire course, specific exercises in class).

Intended Long-Term Impact of the Course

Beyond helping you learn about world politics, this course seeks to make a more lasting impact on your professional development in anticipation of your transition to the workplace. As one employer of college graduates recently observed, young employees “are very good at *finding information* but not as good at *putting it into context* ... they are really *good at technology*, but not at how to take those skills and *resolve specific problems*” (emphasis added). Skills and abilities that employers repeatedly say they most value in their young employees include: written and oral communication skills, adaptability and flexibility, the ability to deal with ambiguity and complexity, managing multiple priorities, collaboration and interpersonal skills, the capacity to make decisions and the ability to creatively solve complex problems. Firms want graduates with “soft skills” – those who can work well in teams, write and speak clearly, engage in critical thinking, adapt quickly to changing conditions, solve problems on the fly, handle pressure effectively, interact with colleagues from different countries and cultures. As another employer said “soft skills tend to differentiate good college graduates from exceptional college graduates”.

This course seeks to work on many of those “soft skills” both directly and indirectly and it offers you space to improve in many of these areas. These efforts are supplemented by the POLI Department's new Career Café initiative involving faculty and alumni that you should consider participating in. Additionally, you should consider accessing the many underutilized resources available through the College of Charleston's Career Center as you begin to think about and plan for life after college. For more information, consult the Career Center's website at <http://careercenter.cofc.edu>, visit the office in the Lightsey Center, Room 216 or call (843) 953-5692.

Method of Presentation

One under-acknowledged truism in education is that we all learn differently. Some of us are primarily visual learners -- we need to see information and we retain and retrieve knowledge through an elaborate mental notecard system. Others of us are more auditory learners -- we thrive on hearing material and we store and access facts and ideas through auditory tapes we play in our minds. Still others of us are more kinesthetic learners -- we need to feel and experience material and we draw upon those feelings and experiences when processing and recounting what we know. While many of us learn using all of these broad channels to some extent, each of us has a "favorite" channel through which we absorb, process, retain and apply knowledge best. Thus, we have our own individual reactions to different modes of communication and teaching techniques.

This class is designed, to the extent possible, to try to hit everyone's primary channels of learning as often as possible and to further develop your less preferred paths through the use of a variety of teaching techniques. I will use many interactive formats for this course. Generally, I will give some introductory background to begin our examination of each conceptual section of the course and explore some of the controversies that provide context for the week's reading. Then I will move more into a facilitation role, encouraging questions, aiding you as you develop your insights and arguments and helping you to spot missed opportunities. This work will be done in large and small group work and through a myriad of different presentation formats.

If specific techniques work best for you or if you know of additional methods that you've seen work well in other classes, feel free to suggest them and if they can be incorporated into the class, we'll try to do it.

Special Circumstances

If you have any kind of special circumstances that I should know about, please make me aware **right away**. For example, if you have a diagnosed (or undiagnosed) learning challenge, if you have a physical impairment of any kind, or if you are an athlete or club member who will travel, I need to know at the start of the semester in order to make certain that your needs can be met. It may be infinitely more difficult to accommodate you sufficiently if you delay in disclosing your needs. In addition, if you are a student who has problems writing, taking exams, or taking class notes, etc., there are many resources and programs you can take advantage of to improve your class performance. All you have to do is ask.

Please Note: If you are a SNAP student eligible for accommodations, you must provide me with a copy of the notification letter you have been given by the SNAP office well before the need for any accommodation arises. If you are a student athlete who will miss class time due to away events, you must follow the procedures set out by the College in order to expect due consideration. In both cases, I will not guarantee granting your requests if I have not been given sufficient notice.

Office Hours

I have two sets of office hours scheduled that are for you to use. Do not be afraid to come by my office at these times, **especially if you have questions that are left unanswered from class or if you are experiencing any difficulties or uncertainties in the course**. If these hours conflict with your schedule, we can work out a mutually convenient time to meet. I'm around a lot – don't hesitate to come by and talk.

Course Ground Rules and Expectations

Attendance: Absence from more than fifteen percent of the scheduled class sessions, whether excused or unexcused, is excessive. (Note: an absence memo from Student Affairs is for my information only – it does not “buy” you an “excused” absence. I make no distinctions between “excused” and “unexcused” absences). Students missing more than five class sessions will lose one full letter grade from the participation portion of their total average for each additional absence.

Late Work: Late work will be severely penalized. Work that is turned in after the date and time due will lose five points off the total automatically (i.e. a paper with a numerical grade of 75 becomes a 70) and an additional five points will be deleted for every subsequent extra day. Work is considered late (and the clock begins ticking) if it is not handed in at the time requested.

Electronic Submissions: **NO** work may be submitted to me electronically for credit under any circumstances. You must have legible printed copies of work for me to collect and read when assignments are due.

Academic Dishonesty: When you enrolled in the College of Charleston, you were bound by an Honor Code. I expect you to abide by that code. If you are found to have cheated on a quiz or plagiarized any of your written work, you will fail this course and be turned over to the Honor Board for further disciplinary action. If you have any doubts about what constitutes cheating or plagiarism, ask before you act.

Courtesy and Tolerance: As this course progresses, you will doubtlessly find that your ideas about world politics do not always match the views of your fellow students, the authors you read, or your instructor. This is the stuff of world politics. However, if this course is to prove rewarding for everyone (as it should), it is absolutely essential for each participant to express your own ideas respectfully and demonstrate openness to the ideas and interpretations of others in the class. It is equally important for everyone to discuss issues on the basis of information and analysis rather than emotion and volume. The point of this course is neither to “win” arguments nor to “passively” receive information. By adopting these guidelines, you will hopefully find the class to be a challenging and enlightening experience where you will have many opportunities to rethink what you know or believe to be true about world politics.

In keeping with courtesy, I will insist that all cell phones and other personal electronic devices must be **turned off** before class and remain OFF throughout the class session. Laptops are permitted for note-taking purposes only; if you employ these devices for other tasks, you will ultimately be hurting yourself and your likely performance in class.

Keep in mind, however, that research suggests you are more likely to recall information if you actually write it as opposed to type or transcribe it electronically – sometimes “old fashioned” methods have their advantages.²

Time Spent Outside of Class: I have high expectations for you in this course and have crafted it with that thought in mind. I envisage that to successfully complete the work in this course, **you will need to consistently spend two to three hours working outside of class for every hour you spend inside the classroom**, and there may be occasional periods where more time is required. Students who are not committed to spending that kind of time studying and preparing for class should expect to struggle. It is important to note, as well, that time alone does not automatically ensure success — the kind of time you devote to studying and how you approach the endeavor may be just as critical. You can devote time to preparing and studying that is effective and ineffective. If you ever wish to discuss these kinds of issues with me, feel free.

One underutilized student resource is the **Center for Student Learning (CSL)**, which offers academic support services for assistance in study strategies, including tutoring, supplemental instruction, study skills consultations and workshops. For example, the Writing Lab is staffed with trained consultants offering one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information on what help is available to you for free as students, visit the CSL website at <http://csl.cofc.edu>, call (843) 953-5635 or visit the office on the library’s ground floor.

Method of Evaluation

Final course evaluations will be based upon the following components:

Class participation and Questions/Answers (30%): Class participation is a vital component of this course and your active involvement in class sessions is required. Participation in class discussions and group exercises is expected and will be considered in final course evaluations. Participation is not simply about being present or sharing your opinion with others, although you will be expected to offer your ideas regularly in class discussions and obviously you cannot do that if you are not attending class. Quality participation involves demonstrating that you have read and engaged with the texts under consideration, that you have thoughtful questions to ask about material, and that you have considered how a text relates to lectures as well as contemporary issues in world politics. **A stellar contribution is one that develops your opinion into an argument rooted in evidence from the course texts or other verifiable sources.** Quality participation also involves listening carefully and critically to the views expressed by classmates and helping one another build insights and understanding. Your participation will suffer if you are not attending class sessions, if you are not engaged with material and classmates during class sessions or if you are distracted in the midst of class sessions (with technology, for example) such that you are not following the class dynamic closely.

For each concept and paired issue, a single day will be set aside for you to ***collectively*** generate questions about the substantive issue under consideration ... and another day will be set aside for you to ***collectively*** begin constructing pathways to answering those questions as part of beginning to more fully analyze and assess the issue at hand, using the concept in play. Developing questions will include considering what more we need to know about an issue before making assessments and judgments and discovering what has happened more recently in the context of an issue, as well as thinking about what other prevailing situations in the world may be similar, related, connected or different. This will be followed by a day when you will be bringing material to class that you have independently found and we discuss potential “answers” to the questions you have developed. ***You will be expected to participate actively in these two days – these will not be days where I will be generating questions and answers for you.*** Toward the end of the period of time when “answers” are being contemplated, one exercise you will regularly be asked to complete is an application of the concept we have considered to the now expanded purview of the issue you were introduced to by reading one or two short pieces.

You will be given regular feedback on your class participation and you will also have opportunities to assess your own participation efforts in written comments to me.

² See for example Helen Hembrooke and Geri Gay, “The Laptop and the Lecture: The Effects of Multitasking in Learning Environments” Journal of Computing in Higher Education 15 (Fall 2003), pp. 1-19; Pam Mueller and Daniel Oppenheimer, “The Pen is Mightier than the Keyboard: Advantages of Longhand over Laptop Note Taking” Psychological Science 25 (2014), pp. 1159-1168; Carrie Fried, “In-Class Laptop Use and its Effects on Student Learning” Computer Education (2007), pp. 1-8.

Considering how we all learn, it can be challenging for some of us to engage in large discussions because we are easily intimidated by others or shy about speaking in public. These are obstacles to learning that become important to overcome. If you are someone who feels intimidated or can experience shyness, please talk to me about strategies you can use to become more comfortable speaking in class.

Due to the structure of the course, you should not expect to do well without regular class attendance. **A general guideline is that any absence rate greater than fifteen percent (excused and unexcused) is excessive and will lower your grade for participation.** If you do miss a class, you are still responsible for all materials covered.

Economist Memos (30%): Two particular objectives for this course are to motivate you to become knowledgeable about foreign political events and learn how to connect theoretical concepts to empirical reality. Ten times (four times before midterm and six times after midterm), you will be required to submit a 2-3 page memo about an *Economist* article from a previous week's issue. A successful memo should not be a summary of the article; rather, it should show how contemporary political events illustrate the concepts and theories of world politics covered in previous readings and presentations. In other words, a simple rule of thumb for structuring these memos is:

1. Introduce the concept – such as power or security – and clearly explain why this concept matters to the study of world politics;
2. Briefly summarize the main point(s) of the *Economist* article you are using;
3. Explain how this article illustrates or relates to the concept you have introduced.

Only hard copies of these memos will be accepted – no electronic submissions. You will need to complete a total of **ten** memos graded throughout the semester – **four** before midterm (March 6) and **six** after midterm (April 24) to receive full credit. Memos will receive grades of **excellent, good, fair or poor (translated as A, B, C, or D grades)**. You will have opportunities to re-write memos for higher grades during the first half of the semester (but not after mid-term). These ten memos in total will make up 30% of your grade. You will receive an illustration of an *Economist* memo before you complete one in class and you will write a trial memo which will not be formally graded (you will receive feedback indicating what kind of grade it would earn) before you begin writing memos for credit.

Periodic Quizzes and Concept Applications (15%): After you have read for each unit of the course, you will be given a short substantive quiz on that reading to check your comprehension. Questions will be both multiple choice and short answer in nature. There will also be questions from *Economist* articles on these quizzes to assess your command of current events throughout the course. At the end of each unit, you may also be asked to write a short concept application – one or two paragraphs that applies some dimension of the concept under consideration to the case we have been studying. ***There will be no opportunities for make-ups of these assignments – if you are not present when one happens, you will not receive credit for the assignment.***

Cultural Event Write-Ups (10%): Four times during the term at your choosing (twice before midterm and twice afterwards), you will be expected to complete cultural event write-ups on some aspect of world politics as it emerges in the campus or Charleston community. You can meet this requirement in many ways: by attending a community meeting with global political implications; attending plays, lectures, talks on campus, museum exhibits with global political themes; working with a campus or community organization that has a global political agenda; working for a campaign that addresses global issues in some way – just about anything other than watching TV or going to the movies can qualify. In each of your write-ups, you are to first ***summarize*** what happened or what you did, what you heard or saw or experienced; then, you are to ***react*** to these events and ***relate*** your ideas to something relevant to a class in world politics. These narratives should each be ***at least*** 250 words (the equivalent of one double-spaced typed page) and must include date, title, and place of whatever you attended. **You must complete and hand in for credit at least two of these assignments by Wednesday, February 28** in order to have an opportunity to receive full credit for this component of the course.

Final Essay (15%): You will complete a take-home final essay (due on Wednesday, May 2 by 4:30 at my office) applying concepts to a prevailing issue of world politics. Specific guidelines and all supplemental materials will be made available at least a week prior to the essay due date.

A numerical and literal translation of grades assigned is as follows:

A – Superior (100-92)	A minus – Excellent (91-89)	B+ -- Very Good (88-86)
B – Good (85-82)	B minus – Promising (81-79)	C+ -- Fair (78-76)
C – Average (75-72)	C minus – Acceptable (71-69)	D+ -- Marginal (68-66)
D – Marginally Passing (65-62)	D minus – Barely Passing (61-59)	F – Unsatisfactory (58-0)

Opportunities for "extra credit" are not available.

Reading and Texts

There are no books assigned for this version of the course. All specific reading assignments are listed in the course outline (indicated with a (*) in the course outline) and will be available through the course content page on OAKS, the College's on-line learning system. Students are responsible for completing the assigned reading **prior to the class period date for which it is assigned**. In the case of each week, you should begin reading before the first day we are scheduled to discuss the concept and you must complete the reading by the time we are wrapping up discussion of the substantive cases. Issues of the *Economist* should arrive by mail early each week (they are published on-line on Thursdays) and you should finish reading an issue by the end of that week so that you are ready to read the next issue when it arrives.

It is also important for you to keep up with current events and developments in the world as you take this course. Unfortunately, the Charleston Post and Courier will be of limited help in that regard. **You will be REQUIRED to subscribe to *The Economist* for the semester (12 issues beginning with January 27-February 2) – student discount subscriptions are available by purchasing them on the magazine's website (www.economist.com).** You may share subscriptions if you can be assured of getting access to the magazine when you need it. Copies are also available in the College bookstore and you can gain access to the magazine through the College of Charleston library or the City Library on Calhoun Street. The *Economist* is also available through the Library's database collection. In addition, if you are interested you should try to read The New York Times as often as possible. Discount subscriptions to The New York Times are available through the New York Times website. This arrangement allows you to purchase the paper on weekdays for a significant savings over the newsstand price. The additional resources listed below are also helpful in keeping up with the pressing issues and debates in world politics.

Newspapers and Opinion Journals

- The New York Times
- The Christian Science Monitor
- The Washington Post
- The Financial Times
- Wall Street Journal
- The Weekly Standard
- Commentary
- National Review
- New Republic
- The Nation
- The American Prospect
- Dissent

Policy Journals

- Foreign Affairs
- Foreign Policy
- World Policy
- The National Interest
- The American Interest
- Orbis
- Journal of International Affairs

TV/Radio

- National News (ABC, CBS, NBC, CNN, FOX)
- Nightline (ABC)
- The PBS Newshour (PBS)
- This Week (ABC)
- Meet the Press (NBC)
- Face the Nation (CBS)
- 60 Minutes (CBS)
- Fox News Sunday (FOX)
- Frontline (PBS)
- Washington Week in Review (PBS)
- Morning Edition (NPR)
- All Things Considered (NPR)
- Weekend Edition (NPR)
- Fareed Zakaria GPS (CNN)
- The World (BBC/PRI)

Websites (with scholarly material)

- Council on Foreign Relations
www.cfr.org
- Carnegie Endowment

-- International Security	www.carnegieendowment.org
-- International Organization	Center for Strategic and International Studies
-- World Affairs Journal	www.csis.org
-- Washington Quarterly	U.S. Institute for Peace
-- International Affairs	www.usip.org
-- SAIS Review	International Crisis Group
-- Current History	www.crisisgroup.org
-- World Politics	

In addition, blogging has become a significant communication vehicle and political activity among some scholarly commentators of the world. There are a number of scholars who maintain blogs about world politics – examples by scholars like Stephen Walt (Harvard) and Aaron David Miller (Wilson Center) can be found at www.foreignpolicy.com. Take note that while the narrative content of scholarly blogs is typically heavily opinionated, the views of individual bloggers are often informed by scholarly work and they do periodically provide roadmaps to scholarly research and primary source materials originating with others. We may seek to assemble a list of some of the most interesting and useful blogs over the course of the semester.

Hints for Reading and Writing – Tips to Excel in World Politics

When seeking to understand and explain world politics, it is important to wrestle with its complexities and appreciate the many key events and facets of its make-up. We will be reading several works through the semester that will help us in this endeavor. At times, the reading may prove to be difficult for some of you; thus, I have some suggestions to help you in your reading.

First, complete as much of the assigned reading as possible before you come to class on the days we are slated to discuss the topic. My purpose here is not to torment you. Rather, if you have even a vague familiarity with the subject matter upon entering class, you will find that our discussions will mean more to you. You will be able to more readily recognize important points and add context to what you have read. Our class discussions of reading are also the perfect time to ask questions about readings and get clarification on issues or points you do not fully understand or feel comfortable with. If you wait and read later, you are unaware of what problems you might have and the opportunities to work them out sufficiently have often vanished.

Second, after you read work for the first time, consider going back and taking some notes. Much of what we read we do not retain for very long. However, committing information to paper in our own words can help stretch our retention capabilities. Attempting to summarize what someone is saying in your own words can also be a useful way of discovering what you understand and do not understand. In addition, notes are a helpful study tool when you are reviewing for exams or considering ideas for papers. The notes you take on readings need not be extensive or recount every detail. You might simply seek to identify what the major themes and key points of an article or book chapter are, identify and try to define new terms used in the chapter, and think about why the material is important and how it relates to other topics we have already discussed in the course.

Lastly, once we have discussed a topic in class, you should consider reviewing the assigned readings and your notes to see that you have indeed identified the major points and that you feel you understand the material sufficiently. If the readings were very confusing when you read them before class or you did not feel you got much out of them, you might even reread the material after the class discussion to see if you understand it any better. There is an unstated (and faulty) assumption among many students that we should only read pieces once in order to gain a full appreciation of them; however, it often takes two or three readings to attain the full measure of what an author has to offer. We often see more if we give ourselves the opportunity of a second time around.

***If you want more information on developing strategies for critical reading, please ask for the handout with examples which I am happy to provide you. We will be working on many of these components of reading, particularly in the early phases of the course.

To succeed in this class, it will also be important for you to hone your writing abilities. During the semester, you will complete a series of *Economist* memos designed to help you develop your skills in synthesizing other's ideas and constructing your own. Just as reading effectively is a process with many often overlooked stages, so too is writing. As you prepare written work for this class, consider the following steps:

Invention: When you prepare to write, allow yourself ample time to think about what it is you intend to say, how you wish to say it, and who will be your intended audience. The process of invention is one that can and probably should begin long before you actually start writing your assignment. This is the time when you should be finding out about what it is you intend to write about, which strategies for writing you intend to employ to reach your audience effectively, and what tentative main point or thesis you hope to express and substantiate in your paper. As you make decisions and come up with ideas, it is useful to commit them to paper.

Drafting: Once you think you have some direction for your written work, begin setting more concrete goals of what you want or need your paper to say, what kind of opening you will use, what kind of end message you want your reader to walk away with. Plan the organization of your paper by constructing an outline of the entire work and then after refining that plan, write a rough draft. Allow yourself plenty of time before the due date to complete a rough draft. No narrative ever emerges from one's head to paper in perfect form and most do not emerge in anything close to what we are finally capable of producing. The more opportunities we allow ourselves to create, rethink and rewrite, the stronger our final effort will be.

Revising: With a rough draft of your ideas committed to paper, it is infinitely easier to begin the process of recrafting your thoughts and words into a successful final version. Hopefully, you've given yourself time to allow your paper to sit idle (preferably for at least a day or two) before you go back to working on it. Getting a little distance and perspective on your ideas often helps you to see weaknesses, flaws and areas of new potential that otherwise go unnoticed. When you return to your paper, evaluate your work in terms of its focus (Am I saying exactly what I want to say?), organization (Is my paper structured appropriately to make my points?), content (Is my work complete and authoritative? Does it include all the necessary information but not too much?), and readability (If I were the reader and not the author, could I follow my points easily?). Revise your draft until you are satisfied that you have attained your goals.

Proofreading: Once you have finished making substantive changes in your draft, always proofread it for errors in spelling, usage and punctuation.

In both the case of reading and writing, allowing yourself plenty of time to do the work required is vital -- last minute efforts are always less successful and often reflect badly on your abilities and performance.

Dates to Remember (details in the course outline)

Monday, January 29	Trial Economist Memo due (by 4:30 at my office)
Wednesday, February 7	First Economist Memo due (by 4:30 at my office)
Friday, February 16	Second Economist Memo due (by 4:30 at my office)
Monday, February 26	Third Economist Memo due (by 4:30 at my office)
Wednesday, February 28	First two cultural write-ups due (by 4:30 at my office)
Monday, March 5	Fourth Economist Memo due (by 4:30 at my office)
Monday, March 12	Fifth Economist Memo due (by 4:30 at my office)
Wednesday, March 28	Sixth Economist Memo due (by 4:30 at my office)
Wednesday, April 4	Seventh Economist Memo due (by 4:30 at my office)
Wednesday, April 11	Eighth Economist Memo due (by 4:30 at my office)
Wednesday, April 18	Ninth Economist Memo due (by 4:30 at my office)
Monday, April 23	Second two cultural write-ups due (by 4:30 at my office)
Monday, April 23	Re-writes of first four <i>Economist</i> memos due (by 4:30 at my office)
Tuesday, April 24	Tenth Economist Memo due (by 4:30 at my office)
Wednesday, May 2	Take-Home Final Essay due (by 4:30 at my office)

Course Outline and Required Readings

(*) denotes reading found on class OAKS site

I. Course Introduction (January 8-10)

Reading: None.

II. What is Politics? What is World Politics? (January 12-22)

Reading: (*) Jake Halpern, "A New Underground Railroad" The New Yorker (March 13, 2017);
(*) Jonathan Blitzer, "Trapped" The New Yorker (January 1, 2018)

***January 15 – Martin Luther King Jr. Holiday (no class)
Consider engaging in service***

III. The Importance of Power in World Politics (January 24-31)

Reading: (*) Graham Allison, "China vs. America: Managing the Next Clash of Civilizations"
Foreign Affairs (September/October 2017)

Monday, January 29 – Trial Economist Memo due (by 4:30 at my office)

IV. The Priority of Security in World Politics (February 2-9)

Reading: (*) Evan Osnos "On the Brink" The New Yorker (September 18, 2017);
(*) Scott Sagan, "The Korean Missile Crisis" Foreign Affairs (November/December 2017),
pp. 72-82.

Economist dated January 27-February 2

Wednesday, February 7 – First Economist Memo due (by 4:30 at my office)

V. The Expectation of Sovereignty in World Politics (February 12-19)

Reading: (*) Omar Encarnacion "Homage to Catalonia?" The New York Review of Books
(November 9, 2017)

Economist dated February 3-9, February 10-16.

Friday, February 16 – Second Economist Memo due (by 4:30 at my office)

VI. The Growth of Alienation in World Politics (February 21-28)

Reading: (*) Hannah Beech, "Fallen Idol" The New Yorker (October 2, 2017);
(*) Mukul Kesavan, "Murderous Majorities" The New York Review of Books (January 18,
2018)

Economist dated February 17-23.

**Monday, February 26 – Third Economist Memo due (by 4:30 at my office)
Wednesday, February 28 – First two cultural write-ups due (by 4:30 at my office)**

VII. The Quest for Justice in World Politics (March 2-9)

Reading: (*) Raja Shehadeh, "This Land Is Our Land" The New York Review of Books (January 18,
2018);

(*) Nathan Thrall, "The Two-Stage Solution: Toward a Long-Term Israeli-Palestinian Truce" Mediterranean Politics (November 2016), pp. 432-436.

Economist dated February 24-March 2.

Monday, March 5 – Fourth Economist Memo due (by 4:30 at my office)

VIII. *The Celebration of Neo-liberalism in World Politics (March 12-26)*

Reading: (*) Robin Niblett, "Liberalism in Retreat" Foreign Affairs (January/February 2017);
(*) Jose Luis Leon-Manriquez, "Power Vacuum or Hegemonic Continuity" World Affairs
(Fall 2016)

Economist dated March 3-9 and March 10-16.

Monday, March 12 – Fifth Economist Memo due (by 4:30 at my office)

March 19-23 – Spring Break (no class)

IX. *The Scourge of Dependency in World Politics (March 28-April 4)*

Reading: (*) Perin Ekmen, "From Riches to Rags: The Paradox of Plenty and Its Linkages to Violent Conflict" Goettingen Journal of International Law (2011)

Economist dated March 17-23 and March 24-30.

Wednesday, March 28 – Sixth Economist Memo due (by 4:30 at my office)

Wednesday, April 4 – Seventh Economist Memo due (by 4:30 at my office)

X. *The Prospects for Scarcity in World Politics (April 6-13)*

Reading: (*) Marcia Clemmitt, "Species Extinction" CQ Researcher (December 15, 2017);
"A Tiger's Tale" The Economist (December 23, 2017)

Economist dated March 31-April 6.

Wednesday, April 11 – Eighth Economist Memo due (by 4:30 at my office)

XI. *The Presumptions of Progress and the Challenges of Globalism in World Politics (April 16-23)*

Reading: (*) Tom Nichols, "How America Lost Faith in Expertise" Foreign Affairs (March/April 2017), pp. 60-73;
(*) Elizabeth Kolbert, "Going Negative" The New Yorker (November 20, 2017)

Economist dated April 7-13 and April 14-20.

Wednesday, April 18 – Ninth Economist Memo due (by 4:30 at my office)

Monday, April 23 – Second two cultural write-ups due (by 4:30 at my office)

Monday, April 23 -- Re-writes of first four *Economist* memos due (by 4:30 at my office)

Tuesday, April 24 – Tenth Economist Memo due (by 4:30 at my office)

Wednesday, May 2 – Take-Home Final Essay due (by 4:30 at my office)

Please don't throw away this syllabus -- **RECYCLE IT INSTEAD**