COLLEGE OF CHARLESTON
POLITICAL SCIENCE 103.02 and 103.03
WORLD POLITICS
FALL 2021

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CATALOG DESCRIPTION:
This course examines the dynamics of international politics, including in-depth coverage of relevant actors, the nature of the state system, cooperation and conflict, global economic interdependence, international institutions, and issues like the role of human rights in international affairs.

COURSE DESCRIPTION AND OBJECTIVES
What better time to take this course?!

World politics has been in a state of extraordinary transition. We live in a time when international news is instantaneous; when the Internet can open windows into the lives of people around the globe; when many countries are seeking new ways to cooperate with each other; when questions of global climate change, international finance and trade, and nuclear proliferation seem to affect everyone. Because our lives have become more tightly interconnected with the lives of everyone else on the planet, everything has also become much more complex. Today’s world of international relations is an arena that links domestic and foreign affairs around the globe, raising a host of complex issues and questions. What are the most important global issues? What are the key historical events that have shaped the international system? What are the contending theoretical approaches to international politics? What are the main levels of analysis? What are the causes of wars? What are the causes and consequences of the global financial crisis? Why do countries have a hard time cooperating to solve global environmental problems? How can we effectively fight against terrorism? How serious is the threat of nuclear proliferation? Why are some countries rich while others are poor? How is global pandemic affecting all aspects of our life? What are the most challenging transnational issues? World politics today poses a real challenge to our understanding, yet we believe there are keys that will open the doors for us. We can search for a “toolbox” of analytical concepts from contending theories of world politics that can be applied to a wide variety of topics. We believe that a broad and self-conscious theoretical orientation remains the best resource for comprehending and coping with change, now and in the years ahead.

As an introduction to the dynamics of global politics, this course includes critical analysis of the actors, structures, and issues that make up the essence of international relations. We are going to study competing theoretical perspectives, state and non-state actors, the evolution of international system, cooperation and conflict, globalization and interdependence, international institutions, human rights, environmental pressures,
population problem, and other important issues in world affairs. Applying theoretical perspectives to real world issues, we will examine causes of global crises and possible solutions to the crises. We are going to examine the following questions: What are the challenges and opportunities for sustainable development? What is globalization? Is globalization a positive or negative development? Who are the relevant actors and what are their interests? What strategies can they be expected to pursue? When are their choices likely to bring about cooperation or conflict? How do institutions constrain and affect interactions? How might they impede or facilitate cooperation? Most importantly, what will your role be in world politics?

How will you choose to identify yourself and participate locally, nationally, and globally? By addressing both theoretical and empirical questions, we should be able to gain a deep understanding of the key challenges facing the world today. We need to develop both a firm grasp on the wide-ranging dynamics of current events and a deeper, more well-informed worldview of how these events can be examined and explained. We will acquire strong critical thinking skills by studying contending theoretical approaches and examining multiple global issues.

This course critically examines civic engagement in global politics from the perspective that “people matter”. We explore normative and empirical questions connected to the “people matter” theme. The normative questions include: why do we study civic engagement? Why should there be an emphasis on people in any approach (as opposed to a focus on states and leaders as is so often the case)? What are the most important global issues for studying civic engagement when thinking about it from a “people matter” perspective? Empirical questions include: How can civic engagement be effectively practiced? What are the most effective approaches to civic engagement at the local, national, and global levels? What is the evidence that adopting such an approach works when considering student learning outcomes and our long-term patterns of civic engagement?

LEARNING OUTCOMES AND SKILLS THIS COURSE WILL SEEK TO IMPROVE

This course seeks to introduce you to key concepts, theories and dynamics of world politics and familiarize you with several 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 the essence of a pressing global issue. 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. Working together, we will achieve the following learning objectives:

1.) To develop a comprehensive understanding of the various theoretical traditions in global politics and the roles they play;
2.) To understand the relationship between theory and policymaking or problem solving in global politics;
3.) To appreciate the diversity of worldviews and theoretical assumptions that might inform political situations; and
4.) To develop an understanding of the global system and thereby increase the capacity to act or participate at various levels within it.

This course also aims to develop your skills of critical reading and critical writing. 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 around you. You will also 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 several skills that are considered vital for students of the Liberal Arts and Sciences to master. These include:

1.) critical reading and comprehension (through required reading and review assignments);
2.) oral communication, listening and presentation abilities (through class discussions and paper presentation);
3.) effective writing and development of arguments (through analysis papers and tests);
4.) critical thinking and analytical capacities (through analysis papers and discussions);
5.) comprehension of other’s views and capacity to formulate, defend one’s own position (through reading, class discussions and exercises, class writing assignments);
6.) library research and locating relevant sources (through analysis papers and online research);
7.) cooperative work and active learning (through teamwork with classmates); and
8.) time management and personal responsibility (through careful planning and timely completion of tasks).

GENERAL EDUCATION STUDENT LEARNING OUTCOMES
This course counts towards the General Education Social Science Requirement. Students can apply social science concepts, models, or theories to explain human behavior, social interactions, or social institutions. These outcomes will be assessed in the “Critical Analysis Response Paper.”

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).

COURSE REQUIREMENT AND GRADING POLICY
Students are expected to (1) complete and study carefully all required reading and media; (2) address significant questions and articulate well-informed positions on key issues via a weekly journaling exercise on Flipgrid; (3) write a critical analysis paper with an accompanying outward-facing, infographic version of your chosen analysis. More detail on the latter assignment will be provided on OAKS and in class.

Students will be evaluated on the basis of their performance of four quizzes (40%), Diplomatic Cables Journaling assignments and associated responses (40%), and a Class participation is desired and highly encouraged. Detailed guidelines for papers and participation will be provided.

OAKS, including Gradebook, will be used for this course throughout the semester to provide the syllabus and class materials and grades for each assignment, which will be regularly posted. OAKS is the College of
Charleston’s learning management system. To access OAKS go to http://my.cofc.edu and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen.

COURSE FORMAT:
At time of writing, this course is expected to be delivered and meet in-person. I will record and post a recording of each Zoom lecture for those who cannot or choose not to attend. If any of that changes due to unforeseen circumstances, I will announce those changes via email.

Recording of Classes (via ZOOM)
Some class sessions will be recorded via both voice and video recording. By attending and remaining in this class, the student consents to being recorded. Recorded class sessions are for instructional use only and may not be shared with anyone who is not enrolled in the class.

TECHNOLOGICAL REQUIREMENTS
1) A computer with Internet access, sound card, microphone, and speakers. You must have a reliable Internet connection. Having to rely on the public library or Starbucks, for example, will likely make it challenging to have a consistent presence inside OAKS. If you are concerned, please contact me within the first week so we can discuss how to make this course manageable for you.
2) OAKS, VoiceThread and Zoom proficiency. This course is administered through OAKS, so students must have a thorough working knowledge of the platform. Please spend some time educating yourself about its organization and use. Tutorials are available here: http://blogs.cofc.edu/oaks/students/tutorials/

EMAIL & COMPUTERS:

Please check your email more than once daily. Most of us now carry the equivalent of supercomputers in our pockets; there is no excuse for not checking and receiving your email when you have a device in your pocket with more computing power than those that landed human beings on the moon. Note that it is your responsibility to forward mail from your Cmail account to whichever account you check most frequently: Do this right away. I will use email to communicate with you individually and collectively from time to time. Also, check the course OAKS page daily to download course content and other materials, and to see announcements or assignments. To say that you didn’t realize an assignment was due at a certain time because you did not check your email or did not receive my email is not a valid excuse. People have failed my course before because they didn’t check their email every day. Don’t be one of these people.

It is likewise your responsibility to ensure that you have a working computer and internet connection. There should be enough flexibility built into the course to deal with any unforeseen circumstances and problems that may occur, but make sure you have a backup plan.

REQUIRED TEXT(S): None
- There are no textbooks to purchase.
- There are, however, several digital resources accessible via the College of Charleston library website that I expect you to access and regularly read.
Lawrence Meacham, *A Short Introduction to World Politics*. OER available at: https://socialsci.libretexts.org/Bookshelves/Political_Science_and_Civics/Book%3A_A_Short_Introduction_to_World_Politics_(Meacham)


RECOMMENDED:

- This course relies heavily on both text and audio-visual and interactive resources. I will provide access to resources online at the course’s OAKS webpage. Please see the course schedule at the end of the syllabus for when you should read the book chapters and additional articles.
- Other resources to be used in the class will be announced as necessary throughout the semester. Please keep a close eye on OAKS and your email for updated readings.

I am interested in your experience using these materials and welcome your feedback at any time during the course of this class. Please contact me to provide your feedback on our course materials or provide comments on our required readings and suggest additional readings.

**CURRENT EVENTS**

Being a global citizen requires being engaged. But international politics are highly dynamic. Students are highly encouraged to follow day-to-day events and analysis throughout the semester. The following sources are indispensable:

- The Guardian: https://www.theguardian.com/world
- The Economist: http://www.economist.com/
- Foreign Policy Magazine: http://www.foreignpolicy.com/
- Foreign Affairs: http://www.foreignaffairs.com/
- Council on Foreign Relations: https://www.cfr.org/
- E-International Relations journal: https://www.e-ir.info/

As you’re probably aware, high-quality news is increasingly found in podcasts. The usual caveats about spin and bias still apply, but I find that podcasts are often either more balanced than cable news or are at least transparent about their potential biases. The following are dependable and generally balanced:

- BBC World Service Newshour: https://www.bbc.co.uk/programmes/p002vsnk/episodes/player
- Global News Podcast from the BBC: https://www.bbc.co.uk/programmes/p02nq0gn
- PRI’s “The World” Podcast: https://www.npr.org/podcasts/381444246/pri-s-the-world
- Vox’s “Worldly” podcast: https://www.vox.com/worldly
• World News Roundup: Find on your chosen podcast platform, but one option is here: https://player.fm/series/world-news-roundup

The following podcasts are more biased but are still quality sources:
• Citations Needed with Nima Shirazi and Adam Johnson: https://soundcloud.com/citationsneeded
• Pod Save the World: https://crooked.com/podcast-series/pod-save-the-world/
• Lawfare Podcast: https://www.lawfareblog.com/topic/lawfare-podcast
• Global (A Podcast from the International Republican Institute): https://www.iri.org/what-we-do/podcast

In addition, less formal but still indispensable are the following academic political science blogs:
• The Monkey Cage: http://www.washingtonpost.com/blogs/monkey-cage/
• The Duck of Minerva: http://www.whiteoliphaunt.com/duckofminerva/
• Political Violence at a Glance: http://politicalviolenceataglance.org/
• The Quantitative Peace: http://www.quantitativepeace.com/

NOTE: Unfortunately, because international politics is partly a knowledge game, there is a wide array of misinformation and disinformation out there. Many think tank pieces are funded and influenced by certain regimes’ prerogatives and policy preferences. Always check sources for bias. When in doubt, please ask the instructor about a source.

HOW TO SUCCEED IN AND GET THE MOST OUT OF THIS CLASS:
Here are a few suggestions for how to get the most out of this course:
1. Give yourself ample time to do in-class readings and writing assignments, and come to class prepared.
2. Read actively and take good notes in class and on readings. Engaging the material critically will help you to better understand the subject.
3. Participate in class discussions and activities.
4. Ask questions. If there’s something you don’t understand, don’t hesitate to ask for clarification.
   a. If you understand something immediately, great! But if you’re confused about something, then even that is good because it shows that your mind is working, and you are wrestling with the problems! It might also mean that you have a keen eye to be able to criticize an author’s work.
5. Ask for help. Come to office hours or schedule an appointment to meet with me if you find yourself having trouble.

Also remember to take advantage of the resources the University offers you. Services are available for students, particular with regard to questions about writing assignments.

OFFICE HOURS
My office hours are listed at the top of the first page of this syllabus. You must make an appointment at http://danielpbrown.youcanbook.me

Make an appointment to talk to me about the readings or assignments, problems that might keep you from completing your work in this course, topics that have struck your interest and that you’d like to pursue further, or anything else. Please note that this does not mean that I will serve as your private tutor to re-teach all
materials from a class you missed. It is your responsibility to get keep up with readings, learning activities, and get any notes from classmates.

**FURTHER POLICIES OF INTEREST:**

**THE PRIMARY RULE OF THIS COURSE – PLEASE READ CAREFULLY**

There is an expression in Arabic that applies as perfectly to college as it does life in general: “Youm asal wa youm basal”. Roughly, “One day honey, one day onions”.

In other words, life happens. Things happen to us that are completely out of our control, but which impact our ability to live or perform at our highest potential.

But this does not mean you have to suffer in silence. (See the rule below)

**If you have a problem of any kind tell me immediately. It’s much easier for us to solve problems together to reach our agreed goals together if you tell me as soon as possible. When in doubt, please reach out!**

This includes physical problems such as illness; needing a mental health day; having been assaulted, or generally any situation in which you realize you can’t handle it yourself and need help or anything that causes you to not perform at your highest potential. Tell me about it ASAP. I have heard it all, (in fact, I have probably been there myself before) so there’s nothing to be ashamed of, and if I can’t help, I’ll find someone who can.

**The “Unforgivable Transgression”** If, at any point, I discover that any of you have purchased or – worse yet – consumed inventive “artisanal” hummus, including but not limited to the following, I will give you an immediate and highly judgmental ‘F’ for the course.

- “Brownie Batter ‘Hummus’”
- “Vanilla Bean ‘Hummus’”
- “Buffalo”/ “Buffalo Wing ‘Hummus’”

This is a joke, of course, But if you’ve read this far in the syllabus, please indicate so by self-identifying whether you have purchased or consumed any of the above abominable “hummus” via email to me or in your “Introduce Yourself” Flipgrid video.

**ETIQUETTE:**

Your actions in the classroom (physical and virtual) should take others into consideration. A major part of this course involves interaction amongst each other through discussions. International Politics can be a contentious or controversial topic. I encourage spirited debate and discussion on the forums and do not believe that any substantive and serious speech should be censored without legitimate cause. I assume that this course can be conducted in the spirit of full academic freedom with civility and courtesy. Any member of this course may express any serious idea, point of view, and/or partake in a serious learning environment without disrespect. But this is not a comment thread on Facebook, YouTube, or Twitter. Explicitly racist, sexist, ethnocentric, and other rude behavior are not acceptable in the classroom. And, no, a loophole in this policy is not “serious” expressions of racism/ethnocentrism/sexism. Students who exhibit rude and/or unacceptable behavior will be removed by the

**This is a joke, of course, but I will never let you live it down.**
instructor, to be reinstated only after meeting with the instructor to discuss and amend their inappropriate behavior.

- **TLDR**: Avoid language that can be misconstrued as or is explicitly offensive. Discussion forums are not to be treated like Facebook walls or YouTube comment sections. I do not engage in censorship of serious, substantive, scholarly debate or exchange of such ideas, but I will police non-germane, offensive, or negative commentary in discussions.

### COURSE CONTENT NOTE – PLEASE READ CAREFULLY

The history of international politics is frequently chaotic and violent. Moreover, the history and politics of certain topics or regions – for example, the Middle East or U.S.-Latin American relations – are contentious topics. At times this semester we will be reading, watching, and discussing historical events or political themes and topics that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I’d be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually, I welcome such discussions as an appropriate part of our classwork and our symbiotic learning experience.

The reality is that many parts of the world are in a period of political chaos, if not violent upheaval. This reality is unavoidable in the study of certain topics. Nevertheless, if you ever feel the need to take a break during a class discussion or put off a discussion or assignment you may always do so without academic penalty. If you decide to do so, the default expectation is that you will make up the material later, as soon as possible. Even if that occurs via office hours discussions with me. As always, you will be responsible for any material you miss. If you do leave the course or discussion for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

### ACCOMMODATIONS POLICY

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed.

### ACCOMMODATION FOR RELIGIOUS OBSERVANCES

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observances in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the
College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

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<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
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<td>September 6 – September 8, 2021</td>
<td>Rosh Hashanah&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Jewish</td>
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<td>September 15 – September 16, 2021</td>
<td>Yom Kippur&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Jewish</td>
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<td>September 20 – September 27, 2021</td>
<td>Sukkot&lt;sup&gt;2&lt;/sup&gt;</td>
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<td>September 27 – September 29, 2021</td>
<td>Shemini Atzeret&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Jewish</td>
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<td>October 6 - October 14, 2021</td>
<td>Navaratri</td>
<td>Hindu</td>
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<td>November 4, 2021</td>
<td>Diwali</td>
<td>Hindu</td>
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<td>November 28 – December 6 2021</td>
<td>Hanukkah</td>
<td>Jewish</td>
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<td>January 7, 2022</td>
<td>Christmas&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Orthodox Christian</td>
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<td>January 14, 2022</td>
<td>Sankranti</td>
<td>Hindu</td>
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<td>March 2, 2022</td>
<td>Ash Wednesday (Beginning of Lent)</td>
<td>Christian</td>
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<tr>
<td>March 7, 2022</td>
<td>Eastern Orthodox Beginning of Lent</td>
<td>Orthodox Christian</td>
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<td>March 16- March 17, 2022</td>
<td>Purim&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Jewish</td>
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<td>March 21, 2022</td>
<td>Naw-Rúz</td>
<td>Baha’i</td>
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<td>April 2 - May 1, 2022</td>
<td>Ramadan</td>
<td>Muslim</td>
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<td>April 15, 2022</td>
<td>Good Friday</td>
<td>Christian</td>
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<td>April 15 - April 23, 2022</td>
<td>Passover&lt;sup&gt;2&lt;/sup&gt;</td>
<td>Jewish</td>
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<td>April 24, 2022</td>
<td>Good Friday (Orthodox)&lt;sup&gt;3&lt;/sup&gt;</td>
<td>Orthodox Christian</td>
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<td>April 20 – 29, 2022 and May 2, 2022</td>
<td>Ridván</td>
<td>Baha’i</td>
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<sup>1</sup> The previously included Islamic holidays of Eid al-Adha and Eid al-Fitr fall outside the regular academic year and are therefore not listed here.

<sup>2</sup> All Jewish holidays begin at sunset on the evening before the date given.

<sup>3</sup> Orthodox Christian holidays begin at sunset on the evening before the date given.

DIVERSITY AND INCLUSION STATEMENT

In an ideal world, science would be objective. However, much of science is subjective and is historically built on a small subset of privileged voices. In this class, we will make an effort to read works from a diverse group of scholars, but limits still exist on this diversity. I acknowledge that it is possible that there may be both overt and covert biases in the material due to the lens with which it was written, even though the material is primarily of a scientific or social scientific nature. Integrating a diverse set of experiences is important for a more comprehensive understanding of social science. I may choose to discuss issues of diversity in political science as part of the course from time to time.
Please contact me (in person or electronically) or submit anonymous feedback if you have any suggestions to improve the quality of the course materials.

Furthermore, I would like to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, etc.) To help accomplish this:

- If you have a name and/or set of pronouns that differ from those that appear in your official CofC records, please let me know.
- If you feel like your performance in the class is being impacted by your experiences outside of class, please don’t hesitate to come and talk with me. I want to be a resource for you. Remember that you can also submit anonymous feedback (which will lead to me making a general announcement to the class, if necessary to address your concerns). If you prefer to speak with someone outside of the course, the Office of Institutional Diversity is an excellent resource.
- I (like many people) am still in the process of learning about diverse perspectives and identities. If something was said in class (by anyone) that made you feel uncomfortable, please talk to me about it. (Again, anonymous feedback is always an option.)
- As a participant in course discussions, you should also strive to honor the diversity of your classmates.

HONOR CODE & ACADEMIC INTEGRITY

“Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when suspected, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to misunderstanding and confusion will be handled by the instructor. The instructor designs an intervention or assigns a grade reduction to help prevent the student from repeating the error. The response is recorded on a form and signed both by the instructor and the student. It is forwarded to the Office of the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This status indicator will appear on the student’s transcript for two years after which the student may petition for the XX to be expunged. The F is permanent.

Students can find the complete Honor Code and all related processes in the Student Handbook at: http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.”

ATTENDANCE VERIFICATION
Only students officially registered (graded or auditing) for this course may attend class. During the week following the drop/add deadline, the professor will verify student enrollments in this course. Any student appearing on the class roll but determined not to have attended the class even once will be removed.

MENTAL & PHYSICAL WELLBEING:
At the college, we take every students’ mental and physical wellbeing seriously. If you find yourself experiencing physical illnesses, please reach out to student health services (843.953.5520). And if you find yourself experiencing any mental health challenges (for example, anxiety, depression, stressful life events, sleep deprivation, and/or loneliness/homesickness) please consider contacting either the Counseling Center (professional counselors at http://counseling.cofc.edu or 843.953.5640 3rd Robert Scott Small Building) or the Students 4 Support (certified volunteers through texting "4support" to 839863, visit http://counseling.cofc.edu/cct/index.php, or meet with them in person 3rd Floor Stern Center). These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

**FOOD & HOUSING RESOURCES:**
Many CofC students report experiencing food and housing insecurity. If you are facing challenges in securing food (such as not being able to afford groceries or get sufficient food to eat every day) and housing (such as lacking a safe and stable place to live), please contact the Dean of Students for support (http://studentaffairs.cofc.edu/about/salt.php). Also, you can go to http://studentaffairs.cofc.edu/student-food-housing-insecurity/index.php to learn about food and housing assistance that is available to you. In addition, there are several resources on and off campus to help. You can visit the Cougar Pantry in the Stern Center (2nd floor), a student-run food pantry that provides dry-goods and hygiene products at no charge to any student in need. Please also consider reaching out to me if you are comfortable in doing so.

**INCLEMENT WEATHER, ZOMBIE APOCALYPSE, ENCOUNTERS OF THE THIRD KIND, PANDEMIC, OR OTHER SUBSTANTIAL INTERRUPTION OF INSTRUCTION INCLUDING BILL MURRAY CRASHING CLASS MEETINGS**
If in-person classes are suspended, faculty will announce to their students a detailed plan for a change in modality to ensure the continuity of learning. All students must have access to a computer equipped with a web camera, microphone, and Internet access. Resources are available to provide students with these essential tools.

**LATE ASSIGNMENTS**
Late work is severely discouraged and will be penalized after a short grace period of 24 hours past a due date. Work that is turned in after the due date and grace period have expired 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 within 24 hours of the due date listed in the syllabus/on OAKS. Students with documented, legitimate emergencies should make arrangements with me. Note that it is your responsibility to contact me if you foresee or experience a problem that will affect an assignment. When in doubt, please reach out! I cannot help you if I do not know you’re in need of help!

**PROFESSIONAL OBLIGATIONS**
As a professor, my primary obligation is always to my students. However, working at academic institutions such as the College of Charleston, we are expected (and at College of Charleston are required) to engage in scholarly research in our fields of expertise and engage in the academic exchange of ideas by sharing this research with other scholars. This is an important obligation that the College takes very seriously and which will occasionally require me to grade assignments slower than you’d probably prefer to work on my own research and attend academic conferences. I have tried to plan the class schedule around these obligations, but at times my absence
will be inevitable. I therefore ask for your understanding during times I’m devoted to fulfillment of these obligations.

**LAST BUT CERTAINLY NOT LEAST:**

I believe learning is a collaborative enterprise. I learn by teaching you, just as you learn by being taught and testing that knowledge in dialogue with the rest of us in the class. But as a professor, I can be no more than a resource. Whether you effectively learn and grow intellectually through this course depends, ultimately, on your own commitment and efforts. My goal in this class is to provide you with a structure that can help you direct your own learning and to tell you what I’ve learned. Everything else is up to you.
### Reading and Assignment Schedule (See OAKS for detailed assignment instructions)

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING/MEDIA</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Importance of Global Politics</td>
<td>• Mansbach and Taylor <em>Introduction to Global Politics</em>, Preface and Prologue&lt;br&gt;• Meacham, <em>A Short Introduction to World Politics</em>, Chapter 1&lt;br&gt;• WATCH: &quot;International Relations: An Introduction&quot;, London School of Economics (YouTube)</td>
<td>Introduce Yourself FlipGrid due Friday, August 27</td>
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<td>Aug.25 &amp; 27</td>
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<td>Week 2</td>
<td>Contending Theoretical Perspectives</td>
<td>• Mansbach and Taylor, Chapter 1&lt;br&gt;• Meacham, Chapter 3</td>
<td>• Group A Diplomatic Cable Due Monday, Group B Cable Due Wednesday&lt;br&gt;• Quiz 1 Due Friday, Sept. 3</td>
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<td>(Aug 30- Sep. 3)</td>
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<tr>
<td>Week 3</td>
<td>The Westphalian System</td>
<td>• Mansbach and Taylor, Chs. 2-4&lt;br&gt;• Meacham, Ch. 2&lt;br&gt;• WATCH: Sargent, &quot;What Was the Treaty of Westphalia? AP Euro Bit-by-Bit #18&lt;br&gt;• Tilly, &quot;War Making and State Making as Organized Crime&quot; (OAKS)</td>
<td>Group B Diplomatic Cable Due Monday, Group A Cable Due Wednesday</td>
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<td>(Sept.6-10)</td>
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<td>Week 4</td>
<td>The International System</td>
<td>• Mansbach and Taylor, Chs. 5</td>
<td>• Group A Diplomatic Cable Due Monday, Group B Cable Due Wednesday&lt;br&gt;• Critical Response Paper proposal due (Select Thematic Area and non-Western country for Critical Response Paper)</td>
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<td>(Sept. 13-17)</td>
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<td>Week 5</td>
<td>Global Politics Because People Matter: The State and Individual in World Politics</td>
<td>• Mansbach and Taylor, Chs. 6, 13&lt;br&gt;• Tetreault and Lipshutz, Chs. 1 &amp; 2</td>
<td>• Group B Diplomatic Cable Due Monday, Group A Cable Due Wednesday&lt;br&gt;• Quiz 2 Due Friday, Sept. 24</td>
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<td>(Sept. 20-24)</td>
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<td>Week 6</td>
<td>Coercion, Use of Force, and Causes of War</td>
<td>• Mansbach and Taylor, Chs. 8 and 9;&lt;br&gt;• Meacham, Chs. 9 and 10&lt;br&gt;• WATCH: WWI - International Relations 101 (#8) &quot;The Cult of the Offensive and the Origins of World War I&quot;</td>
<td>Group A Diplomatic Cable Due Monday, Group B Cable Due Wednesday</td>
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<td>(Sept. 27-Oct. 1)</td>
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<td>Week 7</td>
<td>Case Studies: Afghanistan, Nuclear Iran, and Russia</td>
<td>• Readings available on OAKS</td>
<td>• Group B Diplomatic Cable Due Monday, Group A Cable Due Wednesday</td>
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<td>(Oct. 4-8)</td>
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<tr>
<td>Week 8 (Oct. 11-15)</td>
<td>Civil Wars, Terrorism, and Non-State Actors</td>
<td>• Review Mansbach and Taylor, Chs 8 and 9</td>
<td>• Group A Diplomatic Cable Due Monday, Group B Cable Due Wednesday) • Quiz 3 Due Friday, Oct. 15</td>
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<td><strong>OCTOBER 18 and 19: Fall Break - NO CLASSES</strong></td>
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<td>Week 9 (Oct. 18-22)</td>
<td>International Law, International Organizations and Global Governance</td>
<td>• Mansbach and Taylor, Ch. 10 • Meacham, Chs. 11-12</td>
<td>Group B Diplomatic Cable Due Monday, Group A Cable Due Wednesday)</td>
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<tr>
<td>Week 10 (Oct. 25-29)</td>
<td>Human Rights, Humanitarian Intervention and Laws of War</td>
<td>• Mansbach and Taylor, Chs. 11 and 12 • Meacham, Ch. 13</td>
<td>• Group A Diplomatic Cable Due Monday, Group B Cable Due Wednesday) • Part 2 of CRP due with bibliography</td>
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<tr>
<td>Week 11 (Nov. 1-5)</td>
<td>Case Study: Libya vs. Syria and the Responsibility to Protect</td>
<td>• Readings available on OAKS</td>
<td>Group B Diplomatic Cable Due Monday, Group A Cable Due Wednesday)</td>
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<tr>
<td>Week 12 (Nov. 8-12)</td>
<td>International Political Economy: Trade and Development</td>
<td>• Mansbach and Taylor, Chs. 12 and 14 • Meacham, Ch. 6-8</td>
<td>Group A Diplomatic Cable Due Monday, Group B Cable Due Wednesday)</td>
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<tr>
<td>Week 13 (Nov. 15-19)</td>
<td>Global Politics, the Environment, and COVID-19</td>
<td>• Mansbach and Taylor, Ch. 15 • Meacham Ch. 13.3 • Brands and Gavin, COVID-19 and World Order: The Future of Competition and Cooperation</td>
<td>• Group B Diplomatic Cable Due Monday, Group A Cable Due Wednesday) • Quiz 4 Due Friday, November 19</td>
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<tr>
<td><strong>Week 14</strong></td>
<td><strong>NOVEMBER 22 - 29 NO CLASS - THANKSGIVING BREAK</strong></td>
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<td>Week 14</td>
<td>Is this the End, Beautiful Friends? The Future of Global Politics</td>
<td>• Mansbach and Taylor, Epilogue</td>
<td>Completed CRP with recommended edits due.</td>
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<td>Week 15</td>
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