

College of Charleston

POLITICAL SCIENCE 103.01 WORLD POLITICS

FALL ONLINE 2022

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COURSE DESCRIPTION AND OBJECTIVES

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. Global politics, or who gets what, how, and when around the world, encompasses a wide range of issues that affect our financial health, the physical environment we inhabit, and personal security. 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. We can improve our understanding of world politics by putting events within the context of history and applying various theories to see patterns of global affairs.

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. As a sustainability related course, we are going to critically examine the **United Nations Sustainable Development Goals**. 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 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 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 a number of 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 team work 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 "*Global Issues critical analysis 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

You are expected to (1) complete and study carefully all required reading; (2) address significant questions and articulate well-informed positions on key issues; (3) write a critical analysis paper and present it to class, and (4) write two current events and civic engagement papers.

You will be evaluated on the basis of your performance of five quizzes (50%), class participation including two participation reports (20%), a *Global Issues* critical analysis paper (10%), and two current event and civic engagement papers (20%). Class participation is desired and highly encouraged. Detailed guidelines for papers and participation will be provided.

<u>Grading Scale:</u>	A	93-100	A-	90-92
	B+	88-89	B	83-87
	B-	80-82	C+	78-79
	C	73-77	C-	70-72
	D+	68-69	D	63-67
	D-	60-62	F:	Below 60

Honor Code and Academic Integrity:

<http://deanofstudents.cofc.edu/honor-system/pdf/honor-code-sample-language-for-syllabi.pdf>

“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.

Disability/Access Statements:

Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged. [Center for Disability Services/SNAP](#).

PHYSICAL & MENTAL HEALTH RESOURCES

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) or the Cougar Counseling Team (certified volunteers

through texting "4support" to 839863). You can also visit both on campus on the 3rd floor of Robert Scott Small. These services are there for you to help you cope with difficulties you may be experiencing and to maintain optimal physical and mental health.

ONLINE Class Delivery Format

This is an online course, which means that our interaction will occur entirely online and not in a traditional face-to-face classroom setting. Online education courses require students to be self-motivated, disciplined, organized and task-driven. Online education courses are often more challenging than traditional classes and you should be prepared to spend several hours on this class each day, including additional time on the weekends. It is critical that you complete work for this class each day and not wait until the day before a deadline to begin working on the assignments for a unit.

In this class, you will be able to complete readings and assignments when it is most convenient to you—you are not required to login to the Internet at a specific time each day to interact with your classmates or me. However, you must have regular access to a computer with a reliable high-speed internet connection and computer with a microphone and/or web-cam throughout the duration of this course. Computer failure/unavailability does not constitute an excuse for not completing assignments (including assigned readings) by the due dates. So please do not wait until the last minute to complete work for a unit. You must plan ahead and complete your work on time.

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.

Since we are not meeting face-to-face for class, I expect you to regularly login to OAKS to complete assignments, look for course updates (in the News section on the course homepage), complete readings, etc. Please also check your email regularly as I will send e-mail updates to the class through OAKS to update you on class events and assignments.

If you are one who feels uncomfortable with technology, the College offers a number of resources to help you develop your technological competency, in general, but specifically within the context of this online class. If you experience technological problems during the class, please contact me immediately at liug@cofc.edu.

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/>

Class Organization: Units and Checklists

The class is broken down into discrete units, consisting of assigned readings, short lectures, related assignments and sometimes videos (e.g., documentaries or TED Talks) that I ask you to watch. Each unit is organized around an OAKS checklist and the best way to stay on top of everything and do well in this class is to complete the items for each unit in the order in which they are listed on those checklists.

Community of Learning

Learning is something you do, not something that is done to you. I expect you to be active participants in the learning process. The success of our class is contingent on students reading the assigned readings before coming to class and to be willing to engage me and your classmates in thoughtful discussion.

You will get the most out of this class by completing the readings, participating in the various opportunities for discussion of the topics (many of those discussions are a required component of your grade) and to thoughtfully engage each other in critical examinations of the topics. Each of you brings invaluable knowledge and experiences to this class and you should draw on those assets to explore the topics we cover in this class. At the same time, be willing to accept the notion that the knowledge you have is incomplete and/or your perceptions, assumptions and views of the world might also be incomplete, flawed or misguided. Being willing to do this is hard but it is critical to the learning process and the potential for experiencing intellectual growth and development.

If you are one who is shy and generally feels uncomfortable talking in class, the distance education format is perfect for you. However, the key is that each of you remain committed to engaging the class through OAKS—I've structured the class so that you are actively engaged with each other and me in the learning process.

The class will be as good as you make it—so, let's make it great. And since this is an online class, below are a set of recommendations for “netiquette” in this class.

Netiquette

Netiquette is a combination of the term “Network Etiquette.” Because online communication generally lacks visual cues common to face-to-face interactions, I expect us all (including me) to follow these standards when interacting with each other.

- Be sensitive to and reflective about what others are saying.
- Use appropriate capitalization. USING ALL CAPITAL LETTERS IS THE EQUIVALENT OF YELLING.
- Be mindful of “flames”—These are outbursts of extreme emotion or opinion.
- Think before you hit the post (enter/reply) button. You can't take it back!
- Use appropriate language. Be cautious of offensive language. At the same time...
- Be forgiving. Anyone can make a mistake.
- Be supportive of others' attempts to learn by embracing your ability to enhance others' learning experiences.
- Use clear subject lines.
- Use abbreviations or acronyms only if the entire class knows them or define them for others to know.
- Keep the dialogue collegial and professional.

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.

Communication

This is an asynchronous course. At the beginning of each week I will provide a detailed prompt for the week's activities. You are strongly encouraged to direct any substantive comments and questions about the course content to the discussion board in order to encourage the development of an online community.

All inquiries to me should be made via email, and I will make every effort to respond to emails promptly. You can expect replies within 24 hours for messages received on Monday through Friday. I generally do not respond to emails on weekends. You are also encouraged to arrange a Zoom appointment with me anytime you would like during the week to discuss anything you would like.

REQUIRED TEXTS

This is a pilot course in College of Charleston's Open Educational Resources project, which seeks to make learning more affordable for college students. All required readings except

the first main textbook are available from the College of Charleston library online, via OAKS, and/or online open access. You can access the readings, videos, quizzes and other activities through our OAKS course. Our course materials were created/selected by the instructor with support from CofC's OER Incentive Program. CofC is committed to student access and excellence. Extra care and effort are involved to assure access to high-quality affordable materials. 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.

1. Mark A. Boyer, Natalie F. Hudson, and Michael J. Butler, *Global Politics: Applying Theory to a Complex World*. New York: Oxford University Press, 2020.
2. *Global Issues: Selections from CQ Researcher* (2018-2022). (Assigned issues available at <http://library.cqpress.com.nuncio.cofc.edu/cqresearcher/>). Individual chapters are also available on OAKS.
3. Hal Brands and Francis Gavin eds., *COVID-19 and World Order: The Future of Conflict, Competition and Cooperation*. <https://muse.jhu.edu/book/77593>
4. Mary Ann Tétreault and Ronnie D. Lipschutz, *Global Politics as if People Mattered*. Second edition. Lanham: Rowman & Littlefield, 2009. Chapters 1-2 on OAKS.
5. Allison, Graham, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* vol. 63, no. 3 (1969): 689-718. On OAKS.
6. The Sustainable Development Goals of the United Nations. See <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
7. *The New York Times*, <https://www.nytimes.com/> online access through <http://libguides.library.cofc.edu/az.php?a=n>; or <https://nytimesineducation.com/access-nyt/>
9. *The Economist*, <https://www.economist.com/> online access through https://link.gale.com/apps/pub/3210/STND?u=cofc_main&sid=STND

Additional readings may be assigned and the course outline may be adjusted as needed.

As a class using OER materials, we encourage students to use OER resources and other online resources. The following resources listed below are helpful in keeping up with the pressing issues and debates in world politics. For complete access to the digital contents of these newspapers and journals, go to the CofC Libraries site <https://library.cofc.edu/>. Use the “Ask Us” (online chat) service <http://answers.library.cofc.edu/> if you need assistance accessing these or any other sources.

Newspapers and Magazines

The Washington Post
The Wall Street Journal
The Financial Times
TIME

Journals

International Organization
International Security
Journal of Conflict Resolution
International Affairs
International Political Science Review
China Quarterly
Foreign Affairs

TV/Radio

The PBS NewsHour
This Week (ABC)
Face the Nation (CBS)
Nightly News (ABC, NBC, CBS)

World Politics
International Studies Quarterly
Political Science Quarterly
Review of International Studies
Asian Survey
American Political Science Review
Foreign Policy

Key Websites

<https://www.un.org/en/> The United Nations

<https://www.worldbank.org/en/home> The World Bank

<https://www.imf.org/en/Home> International Monetary Fund

<https://world101.cfr.org/> World101 from the Council on Foreign Relations

<https://www.thinkglobalhealth.org/> Think Global Health

<https://www.cnn.com/world> CNN World News

COURSE OUTLINE AND READING ASSIGNMENTS

1. The Importance of Global Politics
Boyer, Hudson, and Butler, *Global Politics*, Chapter 1.
The Sustainable Development Goals of the United Nations.
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
(August 23-26, 2022)
2. Contending Theoretical Perspectives
Boyer, Hudson, and Butler, *Global Politics*, Chapter 2.
(August 29-September 2)

Quiz 1, September 1, 2022.

3. Interpreting Power: A Levels-of-Analysis Approach
Boyer, Hudson, and Butler, *Global Politics*, Chapter 3.
(September 5-9)
4. Nations, States, and “Global Politics Because People Matter”
Boyer, Hudson, and Butler, *Global Politics*, Chapter 4.
Mary Ann Tetreault and Ronnie Lipschutz, *Global Politics as if People Mattered*,
Chapters 1 and 2. On OAKS.
(September 12-16)

Quiz 2, September 15, 2022.

5. Development and Globalization
Boyer, Hudson, and Butler, *Global Politics*, Chapter 5.
(September 19-23)

The First Current Event and Civic Engagement Paper is due September 26, 2022.

6. International Organization and Issues in Contemporary World Politics
Boyer, Hudson, and Butler, *Global Politics*, Chapter 6.
(September 26 and 30)

The Global Issues Critical Analysis Paper is due on October 3, 2022.

Presentation of papers on October 5-7. Watch all presentations and make comments on at least three presentations on Class Discussion Board with in one week.

7. The Cuban Missile Crisis and Foreign Policy Making
Thirteen Days: The Cuban Missile Crisis
Allison, Graham, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* vol. 63, no. 3 (1969): 689-718.
(October 10-14)

First Participation and Engagement Report due on October 10, 2022.

Quiz 3 on October 13, 2022.

8. War, Terrorism, and Security
Boyer, Hudson, and Butler, *Global Politics*, Chapters 7-8.
(October 17-21)

9. International Law and the Search for Justice
Boyer, Hudson, and Butler, *Global Politics*, Chapter 9.
(October 24-28)

Quiz 4 on October 27, 2022.

10. Global Political Economy
Boyer, Hudson, and Butler, *Global Politics*, Chapters 10-11.
(October 31-November 4)

11. **COVID-19 and World Politics**
Hal Brands and Francis Gavin eds., *COVID-19 and World Order: The Future of Conflict, Competition and Cooperation*. <https://muse.jhu.edu/book/77593>
The Economist; *The New York Times*.
(November 8-11)

Fall Break, November 7-8, 2022. No Classes.

The Second Current Event and Civic Engagement Paper due on November 14, 2022.

12. Human Rights and Human Security
Boyer, Hudson, and Butler, *Global Politics*, Chapter 12.
(November 14-22)

Quiz 5 on November 17, 2022.

13. Global Political Ecology
Boyer, Hudson, and Butler, *Global Politics*, Chapter 13.
(November 21-22)

Thanksgiving Holidays, November 23-27, 2022. No Classes.

14. The Future of Global Politics
Review Boyer, Hudson, and Butler, *Global Politics*, Chapters 1 & 13.
(November 28-December 2)

Second Participation and Engagement Report due on November 28, 2022.

Let us work together closely to make sure that you have completed all course requirements by Monday, December 6, 2022.

Global Issues Critical Analysis Paper

This assignment provides you with an opportunity to (a) develop the ability to evaluate the contending perspectives on world politics and develop a position of your own, (b) use a variety of sources as evidence in support of an argument, and (c) develop effective writing skills. In addition, this paper should help you participate in the **Global Issues discussion** in our class.

You should start with one case study or a key issue in *Global Issues: Selections from CQ Researcher* (<http://library.cqpress.com.nuncio.cofc.edu/cqresearcher/index.php>) and summarize the key issue and contending perspectives. After a critical evaluation of the competing perspectives, you can develop your own position. Beyond the materials for this class, you need to use at least **six** additional library sources. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Political Science Citation Guide” (available at <http://polisci.cofc.edu/documents/12policitationguide.pdf>).

As part of the General Education requirements, this assignment provides an opportunity for you to identify/explain either a theory or an institution: (a) “Students will develop skills and knowledge enabling them to identify key theories and explain both what the theory means and how the theory matters for the study of politics;” (b) “Students will develop skills and knowledge enabling them to identify key institutions and explain both what the institution is and how it matters for the study of politics.”

Please select your topic no later than September 6, 2022. No more than four people can have the same topic. The paper should be typed, double spaced, between 5-6 pages. I welcome the opportunity to review your draft paper as soon as possible. The final paper is due on **October 3, 2022**. Please submit your paper as a MS Word or PDF file to the Dropbox in Assignments under Grades on OAKS.

1. **Pandemic Preparedness**
Vaida, Bara. *CQ Researcher* 30, no. 31 (September 4, 2020): 1-22.
<http://library.cqpress.com/cqresearcher/cqresrre2020090400>.
2. **COVID-19 Vaccines**
Greenblatt, Allan. *CQ Researcher* 31, no. 38 (October 29, 2021): 1-31.
<http://library.cqpress.com/cqresearcher/cqresrre2021102900>.
3. **Clean Energy Transition**
Karaim, Reed. *CQ Researcher* 31, no. 40 (November 12, 2021): 1-30.
<http://library.cqpress.com/cqresearcher/cqresrre2021111200>.
4. **The 5G Revolution**
Jensen, Kristin. *CQ Researcher* 29, no. 28 (August 2, 2019): 1-36.
<http://library.cqpress.com/cqresearcher/cqresrre2019080200>.

5. **Global Population Pressures**
Straight, Susan. *CQ Researcher* 28, no. 23 (June 22, 2018): 537-60.
<http://library.cqpress.com/cqresearcher/cqresrre2018062200>.
6. **Pandemic Threat**
Vaida, Bara. *CQ Researcher* 27, no. 20 (June 2, 2017): 457-80.
<http://library.cqpress.com/cqresearcher/cqresrre2017060200>.
7. **The New Arms Race**
Broder, Jonathan. *CQ Researcher* 30, no. 7 (February 14, 2020): 1-56.
<http://library.cqpress.com/cqresearcher/cqresrre2020021400>.
8. **The Equal Rights Amendment**
Roepe, Lisa Rabasca. *CQ Researcher* 30, no. 13 (April 3, 2020): 1-56.
<http://library.cqpress.com/cqresearcher/cqresrre2020040300>.
9. **Climate Change and Health**
Butcher, Lola. *CQ Researcher* 29, no. 42 (November 29, 2019): 1-57.
<http://library.cqpress.com/cqresearcher/cqresrre2019112900>.
10. **Protecting Animals**
Karaim, Reed. *CQ Researcher* 28, no. 25 (July 13, 2018): 585-608.
<http://library.cqpress.com/cqresearcher/cqresrre2018071300>.
11. **Global Terrorism**
Wanlund, Bill. *CQ Researcher* (December 6, 2019).
http://library.cqpress.com/cqresearcher/cqr_ht_terrorism_2019.
12. **Immigration Policy**
Ellicott, Val. *CQ Researcher* (July 22, 2019).
http://library.cqpress.com/cqresearcher/cqr_ht_immigration_2019.
13. **The Public Health System**
Greenblatt, Alan. *CQ Researcher* 30, no. 41 (November 20, 2020): 1-60.
<http://library.cqpress.com/cqresearcher/cqresrre2020112000>.
14. **The Pandemic Economy**
Wallace, Charles P. *CQ Researcher* 30, no. 26 (July 17, 2020): 1-60.
<http://library.cqpress.com/cqresearcher/cqresrre2020071700>.
15. **The Covid-19 Pandemic and China's Global Health Leadership**
Yanzhong Huang, Council Special Report No. 92, January 2022, Council on Foreign Relations, https://cdn.cfr.org/sites/default/files/report_pdf/CSR92-web_0.pdf

Current Event and Civic Engagement Papers

This assignment provides you with an opportunity to (a) develop the ability to critically examine key current events, (b) explain your views on civic engagement to improve our community and the world, and (c) develop critical thinking and effective writing skills. Civic engagement can be defined as “the ways in which citizens participate in the life of a community in order to improve conditions for others to help shape the community's future.”

You should start with a key current event and summarize the related issues and contending perspectives in *The Economist*, *The New York Times* and other news sources. After a critical evaluation of the competing perspectives, you can develop your own position on civic engagement about the related issues. Beyond the materials for this class, you need to use at least **four** additional library sources. All papers must include a complete list of references in a standard format. Please make sure that you give full credit to the authors of source materials. For your references and citations, please carefully study and follow the “Political Science Citation Guide” (available at <http://polisci.cofc.edu/documents/12policitationguide.pdf>).

Please closely following current event and news analysis every weekday. The paper should be typed, double spaced, between 4-5 pages.

The first current event and civic engagement paper is due **on September 26, 2022**. You can write about any key global event or “Domestic Politics and Foreign Policy of the United States.”

The second current event and civic engagement paper should focus on COVID-19 and World Politics, you can begin with one or two chapters of Hal Brands and Francis Gavin eds., *COVID-19 and World Order: The Future of Conflict, Competition and Cooperation*. <https://muse.jhu.edu/book/77593>. The paper is due on **November 14, 2022**.

Please submit your paper as a MS Word or PDF file to the Dropbox on OAKS.

Participation and Engagement Report

Active class participation by everyone is very important for the success of our seminar. The participation and engagement report is designed to encourage you to actively and constructively contribute to our joint academic endeavor. You are required to submit two written reports. The first report is due on **October 10, 2022**. The second report is due on **November 28, 2022**. Please limit each report to **a total of three pages**.

Rubric for Evaluating Discussion and Participation

	Exemplary	Accomplished	Developing	Beginning
	<i>(10 points)</i>	<i>(8 points)</i>	<i>(6 points)</i>	<i>(4-2 points)</i>
Demonstrates Application and Comprehension of Unit Materials	Demonstrates grasp of key concepts and ideas.	Demonstrates grasp of most concepts and ideas.	Demonstrates a shallow/superficial grasp of the material.	Shows no understanding or familiarity with content.
Supporting Evidence	Provides ample examples as supporting evidence.	Provides some evidence to support opinions.	Offers inadequate levels of support.	No evidence or examples offered to support opinions.
Clarity of Ideas	Ideas are expressed clearly and appropriate vocabulary is used.	Some signs of disorganization with expression.	Ideas are not clearly articulated such that the message is difficult to discern.	Posts and/or comments read more like Facebook or Twitter feeds.

The participation report is a summary of your contribution to the class. Please include the following in your report:

1. Comments and questions about the required readings;
2. A summary of your comments and engagement in class;
3. Concise discussion of relevant academic issues and current events;
4. Additional readings that you have done for the class;
5. Additional comments and suggestions about the class;

6. Comments about the paper presentations by classmates.
7. What are your thinking and actions on civic engagement?
8. What are the strengths and weaknesses of our textbooks? Please comment on all main textbooks that you have read. Please answer this question in more details in your second participation report.
9. An objective of your report is for you to review your course experience. You can carefully examine your main objectives, progress, and achievements for the class. What is your best experience and what are the main challenges?