COLLEGE OF CHARLESTON
POLITICAL SCIENCE 103.02 and 103.03
WORLD POLITICS
SPRING 2022

Instructor: Dr./Professor Dan Brown (He/Him/His)
E-mail: browndp2@cofc.edu
Office: JC Long Building Room 213, 9 Liberty Street
Virtual Office Hours: Tuesdays 10:00 – 1:00 by appointment on Zoom. Must make an appointment here.

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

MODIFICATIONS TO COURSE OR SYLLABUS: This syllabus is a very broad outline for the course. Its purpose is to let the student know what is expected and how to be successful in the course. It represents a contractual arrangement between instructor and student to accomplish our educational objectives. The instructor retains the right to modify the course materials and this syllabus as required to better attain course expectations. Remaining in this course constitutes tacit consent of the contractual obligations set forth within the syllabus and/or the classroom.
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 discussions, in-class exercises, and written and mixed-media assignments.

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 video journaling exercise on Flipgrid; (3) analyze, apply, and synthesize lessons to complete written and mixed-media assignments.

Students will be evaluated based on their performance on
- 10 weekly quizzes (50%),
- Weekly “Diplomatic Cables” Flipgrid assignments and associated responses (20%), and
- Three “Submodule” mixed media assignments (30%).
  - Students will choose one module from each of three out of the four units in this course.
  - Deadlines for these assignments vary based on the corresponding unit.
  - Each submodule will have associated readings/media and instructions.
Though not graded, participation is desired and highly encouraged. Detailed guidelines for papers and participation will be provided on OAKS.

**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](http://my.cofc.edu) and login to My Charleston. The OAKS icon is the acorn located in the upper righthand corner of the screen.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
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<tr>
<td>B+</td>
<td>88 – 89</td>
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<tr>
<td>B</td>
<td>83 – 87</td>
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<tr>
<td>B-</td>
<td>80 – 82</td>
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<tr>
<td>C+</td>
<td>78 – 79</td>
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<tr>
<td>C</td>
<td>73 – 77</td>
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<tr>
<td>C-</td>
<td>70 – 72</td>
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<tr>
<td>D+</td>
<td>68 – 69</td>
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<tr>
<td>D</td>
<td>63 – 67</td>
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<tr>
<td>D-</td>
<td>60 – 62</td>
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<tr>
<td>F</td>
<td>Below 60</td>
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**Brief Assignment Schedule with Deadlines**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Activity</th>
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<tbody>
<tr>
<td>January 14</td>
<td>Introduce Yourself Flipgrid</td>
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<tr>
<td>January 21</td>
<td>Diplomatic Cable #1 (DC#1)</td>
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<tr>
<td>January 26</td>
<td>DC#2</td>
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<tr>
<td>January 28</td>
<td>Quiz 1</td>
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<tr>
<td>February 2</td>
<td>DC#3</td>
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<td>February 4</td>
<td>Quiz 2</td>
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<tr>
<td>February 9</td>
<td>DC#4</td>
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<tr>
<td>February 11</td>
<td>Quiz 3</td>
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<tr>
<td>February 16</td>
<td>DC#5</td>
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<tr>
<td>February 18</td>
<td>Quiz 4</td>
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<tr>
<td>February 25</td>
<td>Quiz 5</td>
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<tr>
<td>March 2</td>
<td>DC#6</td>
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<tr>
<td>March 16</td>
<td>DC#7</td>
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<tr>
<td>March 18</td>
<td>Quiz 6</td>
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<td>March 25</td>
<td>Quiz 7</td>
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<td>April 1</td>
<td>DC#8</td>
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<td>April 6</td>
<td>DC#9</td>
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<td>April 8</td>
<td>Quiz 8</td>
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<tr>
<td>April 15</td>
<td>Quiz 9</td>
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<tr>
<td>April 22</td>
<td>DC#10</td>
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<tr>
<td>April 27</td>
<td>Quiz 10/&quot;Final Exam&quot;</td>
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**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)**

Class sessions will be recorded via both audio 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:

Email and Me:
• All inquiries to me should be made via email or via the OAKS “FAQ” Discussion Board and I will make every effort to respond to email promptly. I check my email at least twice daily. You can expect a reply from me within 24 hours for emails received between 9:00 AM and 5:00 PM on Monday through Friday.
• I do not check or answer emails on the weekends.

Email and You (at least in this course):
• Please check your email at least 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_Introduciton_to_World_Politics_(Meacham)


RECOMMENDED:

- You should make use of the free grammar and spellchecking capabilities both on word processing programs (Word, LibreOffice, GoogleDocs, etc) and Grammarly.
  ○ If you turn in a written assignment that clearly has not been spelling and grammar-checked and/or has serious deficiencies in citations and quotations, I will return it to you ungraded until the problems are fixed.

- 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.

OFFICE HOURS
My office hours are listed at the top of the first page of this syllabus. All office hours are held on Zoom unless I notify you otherwise. Make an appointment here.

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 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

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.

ACCOMODATION 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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<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
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<tbody>
<tr>
<td>January 7, 2022</td>
<td>Christmas</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>January 14, 2022</td>
<td>Sankranti</td>
<td>Hindu</td>
</tr>
<tr>
<td>March 2, 2022</td>
<td>Ash Wednesday (Beginning of Lent)</td>
<td>Christian</td>
</tr>
<tr>
<td>March 7, 2022</td>
<td>Eastern Orthodox Beginning of Lent</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>March 16-17, 2022</td>
<td>Purim</td>
<td>Jewish</td>
</tr>
<tr>
<td>March 21, 2022</td>
<td>Naw-Rúz</td>
<td>Baha’i</td>
</tr>
<tr>
<td>April 2 - May 1, 2022</td>
<td>Ramadan</td>
<td>Muslim</td>
</tr>
<tr>
<td>April 15, 2022</td>
<td>Good Friday</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>April 15 - April 23, 2022</td>
<td>Passover</td>
<td>Jewish</td>
</tr>
<tr>
<td>April 24, 2022</td>
<td>Good Friday (Orthodox)</td>
<td>Orthodox Christian</td>
</tr>
<tr>
<td>April 20 – 29, 2022 and May 2, 2022</td>
<td>Rūdvan</td>
<td>Baha’i</td>
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</tbody>
</table>

1 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.
2 All Jewish holidays begin at sunset on the evening before the date given.
3 Orthodox Christian holidays begin at sunset on the evening before the date given.

**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. Students who intend to use the grace period must “activate” it by notifying the instructor as soon as possible, before the first deadline for the work.

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 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 or indisposition 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>
</table>
| Week 1 (Jan 10-12) | Introduction/Syllabus  
Importance of World Politics  
Theoretical Perspectives: Realism (Part 1) | • Mansbach and Taylor *Introduction to Global Politics*, Preface and Prologue  
• Meacham, *A Short Introduction to World Politics*, Chapter 1  
• WATCH: "International Relations: An Introduction", London School of Economics (YouTube) | • “Introduce Yourself“ FlipGrid due Friday, January 14 |
| Jan. 17    |                                                                        |                                                                               |                                                                  |
|           | Dr. Martin Luther King, Jr. Day Observed – No Class Meeting and Campus Closed. |                                                                               |                                                                  |
| Week 2 (Jan 19-21) | Contending Theoretical Perspectives | • Mansbach and Taylor, Chapter 1  
• Meacham, Chapter 3 | • Diplomatic Cable #1: A Matter of Perspective Due Friday, January 21 at 11:59 PM |
| Week 3 (Jan 24-28) | Contending Theoretical Perspectives (cont.) | • Mansbach and Taylor Chapter 1  
• Meacham, Chapter 3  
• See other readings on OAKS | • DC#2 Due 11:59 PM Jan. 26  
• Quiz 1 Due Friday, January 28 at 11:59 PM |
| Week 4 (Jan. 31-Feb. 4) | Westphalia & The International System | • Mansbach and Taylor, Chs. 2-4  
• Meacham, Ch. 2  
• WATCH: Sargent, “What Was the Treaty of Westphalia? AP Euro Bit-by-Bit #18  
• Tilly, “War Making and State Making as Organized Crime” (OAKS) | • DC#3 Due 11:59 PM, Feb. 2  
• Quiz 2 Due Friday, February 4 |
| Week 5 (Feb. 7-11) | Global Politics Because People Matter: The State and Individual in World Politics | • Mansbach and Taylor, Chs. 6, 13  
• Tetreault and Lipshutz, Chs. 1 & 2 | • DC#4 due 11:59 PM Wed., Feb. 9.  
• Quiz 3 Due Friday, February 11 |
| Week 6  
   (Feb. 14-18) | Coercion, Use of Force, and Causes of War | • Mansbach and Taylor, Chs. 8 and 9;  
  • Meacham, Chs. 9 and 10  
  • "WATCH: WWI - International Relations 101 (#8) "The Cult of the Offensive and the Origins of World War I"  
  • Selected Excerpts from Vonnegut, Kurt *Slaughterhouse V* | • DC#5 due 11:59 PM, Wed., Feb. 16.  
  • Quiz 4 Due Friday, Feb. 18 |
| Week 7  
   (Feb. 21-25) | Civil Wars, Terrorism, and Non-State Actors | • Review Mansbach and Taylor, Chs 8 and 9 | • Quiz 5 Due Friday, February 25 |
| Week 8  
| Week 9  
   (March 7-11) | | Spring Break – No Class Meetings & No Assignments Due this Week |
| Week 10  
   (March 14-18) | International Law, International Organizations and Global Governance | • Mansbach and Taylor, Ch. 10  
  • Meacham, Chs. 11-12 | • DC#7 due 11:59 PM, Wed. March 16  
  • Quiz 6 Due Friday, March 18 |
| Week 11  
   (March 21-25) | Human Rights and Humanitarian Intervention | • Mansbach and Taylor, Chs. 11 and 12  
  • Meacham, Ch. 13 | • Quiz 7 Due Friday, March 25 |
| Week 12  
   (March 28 – April 1) | Case Studies: Responsibility to Protect in Libya, Syria, and Xinjiang? | • Readings to be posted on OAKS | • DC#8 due 11:59 PM Friday, April 1 |
| Week 13  
   (April 4 – 8) | International Political Economy: Trade and Development | • Mansbach and Taylor, Chs. 12 and 14  
  • Meacham, Ch. 6-8 | • DC#9 due 11:59 PM, Wed., April 6  
  • Quiz 8 Due Friday, April 8 |
| Week 14  
   (April 11-15) | World Politics, the Environment, Declining | • Mansbach and Taylor, Ch. 15  
  • Meacham Ch. 13.3  
  • Brands and Gavin, *COVID-19 and World Order: The Future of* | • Quiz 9 Due Friday, April 15 |
<table>
<thead>
<tr>
<th>Week 15 (April 18 – 22)</th>
<th>Is this the End, Beautiful Friends? The Future of World Politics</th>
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<tbody>
<tr>
<td></td>
<td>• Mansbach and Taylor, Epilogue</td>
</tr>
<tr>
<td>Monday, April 25</td>
<td>To Be Determined</td>
</tr>
<tr>
<td>Tuesday, April 26</td>
<td>Reading Day – College-wide</td>
</tr>
<tr>
<td>Wednesday, April 27</td>
<td>Final Exam (Quiz 10) Due 11:59 PM on OAKS</td>
</tr>
<tr>
<td></td>
<td>• DC#10 due 11:59 PM Friday, April 22</td>
</tr>
</tbody>
</table>