

College of Charleston

POLITICAL SCIENCE 103.01 WORLD POLITICS

Spring 2022

Dr. Guoli Liu

Maybank Hall 316, Tuesday and Thursday 9:25-10:40 am

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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

Students 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.

Students will be evaluated on the basis of their performance of five quizzes (50%), class participation including two participation reports (20%), a *Global Issues* critical analysis paper (10%), 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.

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>.”

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 or visit <http://counseling.cofc.edu/cct/index.php>). 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.

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. The College offers a number of resources to help you develop your technological competency. Visit <http://blogs.cofc.edu/studentreadinessforonlinelearning/> to access those resources. And, if you experience technological problems during the class, please contact me immediately at liug@cofc.edu.

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 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.

Extra Credit

There will be a number of extra credit opportunities made available to you during the class. You can receive a maximum of two extra credits. The opportunities will be posted on OAKS Content page and I will inform you of the extra credit options as they become available.

Communication

You are welcome to talk with me in person anytime that is good for you and me. Additional inquiries to me can 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 between 9 am and 5 pm on Monday through Friday. I generally do not respond to emails on weekends. You are encouraged to arrange

an 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. Richard W. Mansbach and Kirsten L. Taylor, *Introduction to Global Politics*. Second edition. New York: Routledge, 2012. (eBook available from https://learning-oreilly-com.nuncio.cofc.edu/library/view/introduction-to-global/9780415782722/09_Part1.xhtml)
3. *Global Issues: Selections from CQ Researcher* (2018-2022). (Assigned issues available at <http://library.cqpress.com.nuncio.cofc.edu/cqresearcher/>)
4. Hal Brands and Francis Gavin eds., *COVID-19 and World Order: The Future of Conflict, Competition and Cooperation*. <https://muse.jhu.edu/book/77593>
5. Mary Ann Tétreault and Ronnie D. Lipschutz, *Global Politics as if People Mattered*. Second edition. Lanham: Rowman & Littlefield, 2009. Chapters 1-2 on OAKS.
6. Allison, Graham, "Conceptual Models and the Cuban Missile Crisis," *American Political Science Review* vol. 63, no. 3 (1969): 689-718. On OAKS.
7. The Sustainable Development Goals of the United Nations. See <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
8. *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

TV/Radio

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

Journals

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

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

COURSE OUTLINE AND READING ASSIGNMENTS

1. The Importance of Global Politics
Boyer, Hudson, and Butler, *Global Politics*, Chapter 1.
Mansbach and Taylor, *Introduction to Global Politics*, Preface and Prologue.
The Sustainable Development Goals of the United Nations.
<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>
(Deadline for completing the readings, January 13, 2022)

2. Contending Theoretical Perspectives
Boyer, Hudson, and Butler, *Global Politics*, Chapter 2.
Introduction to Global Politics, Chapter 1.
(January 18)

Quiz 1, January 25, 2022.

3. Interpreting Power: A Levels-of-Analysis Approach
Boyer, Hudson, and Butler, *Global Politics*, Chapter 3.
Introduction to Global Politics, Chapters 2-3.
(January 25)
4. Nations, States, and “Global Politics Because People Matter”
Boyer, Hudson, and Butler, *Global Politics*, Chapter 4.
Introduction to Global Politics, Chapter 4.
Mary Ann Tetreault and Ronnie Lipschutz, *Global Politics as if People Mattered*,
Chapters 1 and 2. On OAKS.
(February 1)

Quiz 2, February 8, 2022.

5. Development and Globalization
Boyer, Hudson, and Butler, *Global Politics*, Chapter 5.
Introduction to Global Politics, Chapters 5-6.
(February 8)

The First Current Event and Civic Engagement Paper is due February 10, 2022.

6. International Organization and Issues in Contemporary World Politics
Boyer, Hudson, and Butler, *Global Politics*, Chapter 6.
Introduction to Global Politics, Chapters 7 & 13.
(February 15)

The Global Issues Critical Analysis Paper is due on Thursday, February 17, 2022.

Group Presentation of Papers on February 22 and 24.

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.
(March 1)

First Participation and Engagement Report due on March 1, 2022.

Quiz 3 on March 3, 2022.

Spring Break. No Classes. March 6-12, 2022.

8. War, Terrorism, and Security
Boyer, Hudson, and Butler, *Global Politics*, Chapters 7-8.
Introduction to Global Politics, Chapters 8-9.
(March 15)
9. International Law and the Search for Justice
Boyer, Hudson, and Butler, *Global Politics*, Chapter 9.
Introduction to Global Politics, Chapter 10.
(March 22)

Quiz 4 on March 24, 2022.

10. Global Political Economy
Boyer, Hudson, and Butler, *Global Politics*, Chapters 10-11.
Introduction to Global Politics, Chapter 14.
(March 29)

The Second Current Event and Civic Engagement Paper is due on March 31, 2022.

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*.
(April 5)
12. Human Rights and Human Security
Boyer, Hudson, and Butler, *Global Politics*, Chapter 12.
Introduction to Global Politics, Chapters 11-12.
(April 7)

Quiz 5 on April 14, 2022.

13. Global Political Ecology
Boyer, Hudson, and Butler, *Global Politics*, Chapter 13.
Introduction to Global Politics, Chapter 15.
(April 12)

14. The Future of Global Politics
Introduction to Global Politics, Epilogue
(April 19)

Second Participation and Engagement Report due on Thursday, April 21, 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 January 25, 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 **February 17, 2022**. Please submit your paper as a MS Word or PDF file to the Dropbox in Assignments under Grades on OAKS.

1. **The Future of Cash**
Kim, Hannah H. *CQ Researcher* 29, no. 26 (July 19, 2019): 1-56.
<http://library.cqpress.com/cqresearcher/cqresrre2019071900>.
2. **Africa in Transition.**
Lyngaas, Sean. *CQ Researcher* 28, no. 8 (February 23, 2018): 169-92.
<http://library.cqpress.com/cqresearcher/cqresrre2018022300>.
3. **India Today**
Broder, Jonathan. *CQ Researcher* 28, no. 35 (October 5, 2018): 825-48.
<http://library.cqpress.com/cqresearcher/cqresrre2018100500>.
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>.

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/12polcitationguide.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 February 10, 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 **March 31, 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 **March 1, 2022**. The second report is due on **April 21, 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?