Introduction to Global Studies I: People & Politics

OVERVIEW: This is the first in a three-semester series of core courses designed to introduce students to the field of global studies and to processes of globalization. The course’s approach is interdisciplinary and thematic, with special attention to the political, economic, social, historical and cultural patterns that are defining the modern world – its “people” and its “politics.” The course explores alternative theoretical frameworks that have been used to offer meaningful explanations of “globalization” and other social phenomena. In doing so, it necessarily examines the nature, infrastructures, and interrelationships of human collectivities, organizations, institutions, and cultures.

COURSE LEARNING OBJECTIVES AND ASSESSMENT

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Understanding of assigned readings related to course’s principal themes, including: • Globalization (definitions, origins, alternative disciplinary interpretations, historical evolution, implications) • Global system, actors, and processes (definitions, origins, alternative disciplinary interpretations, historical evolution, implications) • Modern global history (&quot;watershed events&quot; and alternative disciplinary interpretations) • Global conflict and insecurity (concepts, nature, causes) • Global cooperation (concepts, norms, and institutions) • Global economy (historical evolution, alternative disciplinary interpretations, institutions, implications)</td>
<td>On-time submission of 10 SHORT SUMMARIES of assigned readings (not of the other online instructional materials). See hand-out with template. For weeks when summaries are assigned see schedule below, summaries are due on or before Thursday at 11:59 PM (&quot;midnight&quot;) that week. Examples of summaries are provided in D2L (2 points for each on-time submission to D2L)</td>
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<tr>
<td>By peer group discussion, enhanced understanding of assigned readings and other instructional materials related to course’s principal themes (see above)</td>
<td>Within dedicated D2L online discussion forums, active participation in WEEKLY DISCUSSION related to question posed by instructor. Each weekly forum closes Saturday at 11:59 PM (&quot;midnight&quot;). (20 possible points) See grading rubric below.</td>
</tr>
<tr>
<td>Understanding of lectures, assigned readings and other instructional materials related to course’s principal themes (see above)</td>
<td>EXAMINATION 1 (25 possible points)</td>
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<tr>
<td>Understanding of lectures, assigned readings and other instructional materials related to course’s principal themes (see above)</td>
<td>EXAMINATION 2 (35 possible points)</td>
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</table>

REQUIRED READINGS

- Voice+PowerPoint presentations (in D2L site).
- Selected materials in D2L site and on electronic reserve at Golda Meir Library.
COURSE REQUIREMENTS

1. Summaries of reading assignments (10 submitted to D2L, as scheduled)
2. Online discussion and review of discussion group peers – see “Rubric” below for instructor expectations
3. Mid-term examination – Tuesday, October 25, 2011
4. Final examination – Tuesday, December 20, 2011 at 12:30-2:30 PM

GRADING POLICY
Course grades will be based on the following formula (see also: Course Learning Objectives and Assessment, above)

1. Summaries of reading assignments (10 submitted to D2L, as scheduled) - 20 percent total
2. Online discussion - 20 percent
3. Mid-term examination - 25 percent
4. Final examination - 35 percent

RUBRIC FOR “ASSESSMENT OF ON-LINE DISCUSSION”

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
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<tbody>
<tr>
<td>Frequency of Participation</td>
<td>Postings were highly active (3 or more substantive postings per week)</td>
<td>Postings were regular (2 substantive postings per week)</td>
<td>Postings were adequate (1 substantive posting per week)</td>
<td>Postings were relatively rare (less than 1 substantive posting per week)</td>
</tr>
<tr>
<td>(Post Reading and Writing)</td>
<td>Very large number of classmate postings were read (40 per week)</td>
<td>Large number of classmate postings were read (30 per week)</td>
<td>Adequate number of classmate postings were read (20 per week)</td>
<td>Relatively few classmate postings were read (10 per week or less)</td>
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<tr>
<td></td>
<td>9.5 - 10 points</td>
<td>8.5 – 9 points</td>
<td>7.5 – 8 points</td>
<td>6.5 - 7 points or less</td>
</tr>
<tr>
<td>Overall Quality of Participation</td>
<td>Postings were of generally excellent quality</td>
<td>Postings were of generally good quality</td>
<td>Postings were of generally satisfactory quality</td>
<td>Postings were of generally poor quality</td>
</tr>
<tr>
<td></td>
<td>9.5 - 10 points</td>
<td>8.5 – 9 points</td>
<td>7.5 – 8 points</td>
<td>6.5 - 7 points or less</td>
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</tbody>
</table>

(1) In assessing the “Frequency of Participation,” a “substantive” on-line discussion post is more than a few words or phrases in length (e.g., “ditto” or “I agree with Jim”) and addresses a specific subject of the course (e.g., it would not include “Let’s meet at Starbucks” or “anyone got notes from last Thursday’s lecture?”)

(2) An assessment of the “Overall Quality of Participation” will address such factors as the accuracy, sophistication, insightfulness, and helpfulness of that peer’s participation.

READING ASSIGNMENT SUMMARY - POLICY AND SCHEDULE

Each summary must be submitted
- to course D2L site, in the dedicated D2L drop-box
- on or before Thursday at 11:59 PM (“midnight”)
- on dedicated template
- in MS Word (*.doc or .docx) format

<table>
<thead>
<tr>
<th>Week 1: No assignment (First week of class)</th>
<th>Week 9: Thursday, November 3 – Summary 6</th>
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<tbody>
<tr>
<td>Week 2: Thursday, September 1 5 – Summary 1</td>
<td>Week 10: Thursday, November 10 – Summary 7</td>
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<tr>
<td>Week 3: Thursday, September 22 – Summary 2</td>
<td>Week 11: Thursday, November 17 – Summary 8</td>
</tr>
<tr>
<td>Week 4: No assignment</td>
<td>Week 12: No assignment (Thanksgiving is on November 24)</td>
</tr>
<tr>
<td>Week 5: Thursday, October 6 – Summary 3</td>
<td>Week 13: Thursday, December 1 – Summary 9</td>
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<tr>
<td>Week 6: Thursday, October 13 – Summary 4</td>
<td>Week 14: Thursday, December 8 – Summary 10</td>
</tr>
<tr>
<td>Week 7: Thursday, October 20 – Summary 5</td>
<td>Week 15: No assignment (December 13 is last class meeting)</td>
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</table>
| Week 8: No assignment (Exam is on October 25) | }
EXAMINATION POLICY

Students are required to take course examinations at scheduled times. Make-up examinations will be given under two circumstances only: (1) grave illness of student - letter from doctor required; or (2) death of family member - written proof required.

“EXTRA CREDIT” POLICY

I do not offer the option of extra-credit work. My rationale: if I offer an extra-credit option to any one in my class, I must in fairness offer that option to everyone in my class.

When I have offered an extra-credit option to everyone, the students with the highest course grades have typically submitted the extra-credit assignment, too. Because the final grade is curved, though, this has had two negative results:

(1) every student who submitted the extra credit was NOT helped -- because the curve was simply raised; and

(2) students who did not submit the extra-credit were hurt.

Thus, extra-credit became either an extra assignment for those who did it or a grade-reducer for those who did not.

COURSE OUTLINE

I. INTRODUCTION: THINKING ABOUT THE GLOBAL

September 6
Introduction

September 8
Levels of Analysis
Lieber, pp. 1-17

September 13
The Globalization Debate


Roger C. Altman, “Globalization in Retreat: Further Geopolitical Consequences of the Financial Crisis,” Foreign Affairs, July/August 2009

II. GLOBAL SYSTEM, ACTORS, AND PROCESSES

September 15
The Implications Of System Structure: Anarchy
Lieber, pp. 18-31

September 20
The Territorial State and the Global System
The Territorial State and the Global System Voice+PowerPoint (26 minutes)


Stephen D. Krasner, “Think Again: Sovereignty,” Foreign Policy, January/February 2001
September 22  
**Non-state Actors: NGO’s and MNC’s**  


Marina Ottaway, “Reluctant Missionaries,” *Foreign Policy*, July/August 2001

September 27  
**Peoples and Migration**  


September 29  
**Culture**  


October 4  
**Technology**  
*Technology Voice+PowerPoint* (30 minutes)


### III. GLOBAL HISTORY: WATERSHEDS

October 6  
**The Origins of WWI**  
Lieber, pp. 143-153


October 11  
**Appeasement and the Origins of WWII**  
*Appeasement and the Origins of WWII Voice+PowerPoint* (30 minutes)

Lieber, pp. 153-163


October 13  
**The Cold War**  
Supplementary hand-out on the “Cold War” video  
Lieber, pp. 33-90
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 18</td>
<td>The Cuban Missile Crisis</td>
<td><em>The Cuban Missile Crisis</em> Voice+PowerPoint (36 minutes)</td>
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<td>Lieber, pp. 164-183</td>
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<tr>
<td>October 20</td>
<td>The Vietnam War</td>
<td><em>The Vietnam War</em> Voice+PowerPoint (45 minutes)</td>
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<td>Lieber, pp. 184-209</td>
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<tr>
<td>October 25</td>
<td><strong>MIDTERM EXAMINATION</strong></td>
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### IV. GLOBAL CONFLICT AND INSECURITY

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 27</td>
<td>War</td>
<td>Lieber, pp. 235-272</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jessica Stern, “Mind Over Martyr: How to Deradicalize Islamist Extremists,” <em>Foreign Affairs</em>, January/February 2010</td>
</tr>
<tr>
<td>November 3</td>
<td><strong>Nuclear Weapons</strong></td>
<td>Lieber, pp. 119-142</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gregory L. Schulte, “Stopping Proliferation Before It Starts, How to Prevent the Next Nuclear Wave,” <em>Foreign Affairs</em>, July/August 2010</td>
</tr>
</tbody>
</table>
V. GLOBAL COOPERATION

November 10  
International Law  
*International Law Voice+PowerPoint* (42 minutes)  
Lieber, pp. 297-309  

November 15  
Arms Control  
B. Blair et. al., “Can Disarmament Work?: Debating the Benefits of Nuclear Weapons,” *Foreign Affairs*, July/August 2011  
Charles D. Ferguson, “The Long Road to Zero: Overcoming the Obstacles to a Nuclear-Free World,” *Foreign Affairs*, January/February 2010

November 17  
The Search for Global Order  
The Search for Global Order Voice+PowerPoint (31 minutes)  
Lieber, pp. 273-297  

November 22  
Protecting the Global Environment  
Jessica Seddon Wallack and Veerabhadran Ramanathan, “The Other Climate Changers: Why Black Carbon and Ozone Also Matter,” *Foreign Affairs*, September/October 2009  

VI. GLOBAL ECONOMY

November 29  
An Introduction to I.P.E.  
*An Introduction to I.P.E. Voice+PowerPoint* (37 minutes)  
Lieber, pp. 344-370

December 1  
The Post-WWII Economic System - Part 1  
The Post-WWII Economic System - Part 1 Voice+PowerPoint (33 minutes)  
December 6  The Post-WWII Economic System - Part 2
“What Is the International Monetary Fund?”

G. John Ikenberry, “The Future of the Liberal World Order, Internationalism After America,”
Foreign Affairs, May/June 2011

December 8  The Global Oil System
Lieber, pp. 210-234


Foreign Affairs, July/August 2011

December 13  The Developing World
Lieber, pp. 91-118

J. Bhagwati, “Banned Aid: Why International Assistance Does Not Alleviate Poverty,”
Foreign Affairs, January/February 2010

Philippe Douste-Blazy and Daniel Altman, “A Few Dollars at a Time: How to Tap Consumers for Development,” Foreign Affairs, January/February 2010

December 20  FINAL EXAMINATION:  12:30 PM - 2:30 PM

STUDENT SUPPORT SERVICES ON THE UWM CAMPUS

- Writing Center - http://www4.uwm.edu/writingcenter/
- Panther Academic Support Services (PASS) - http://www4.uwm.edu/pass/
- Counseling/Psychology/Substance Abuse Services - http://www4.uwm.edu/current_students/student_services/counseling_psychology_services/index.cfm
- Student Accessibility Center - http://www4.uwm.edu/sac/
### GENERAL UNIVERSITY, DEPARTMENT, AND INSTRUCTOR COURSE-RELATED POLICIES

1. **Swine Flu.** In the event of disruption of normal classroom activities due to an H1N1 swine flu outbreak, the format for this course may be modified to enable completion of the course. In that event, you will be provided an addendum to this syllabus that will supersede this version. In conformity with guidance from the Centers for Disease Control, if a student is ill with flu-like symptoms, s/he should not come to the university. For more information: [http://emergency.uwm.edu/](http://emergency.uwm.edu/)

2. **Students with disabilities.** Verification of disability, class standards, the policy on the use of alternate materials and test accommodations can be found at the following: [http://www4.uwm.edu/sac/SACltr.pdf](http://www4.uwm.edu/sac/SACltr.pdf)

3. **Religious observances.** Policies regarding accommodations for absences due to religious observance are found at the following: [http://www4.uwm.edu/secu/acad+admin_policies/S1.5.htm](http://www4.uwm.edu/secu/acad+admin_policies/S1.5.htm) In addition, links to the current religious calendar can be found at: [http://www4.uwm.edu/acad_aff/policy/](http://www4.uwm.edu/acad_aff/policy/)

4. **Students called to active military duty.** For information on accommodations for absences due to call-up of reserves to active military duty: [http://www4.uwm.edu/current_students/military_call_up.cfm](http://www4.uwm.edu/current_students/military_call_up.cfm)

5. **Incomplete.** The conditions for awarding an incomplete to graduate and undergraduate students can be found at the following: [http://www4.uwm.edu/secu/acad+admin_policies/S31.pdf](http://www4.uwm.edu/secu/acad+admin_policies/S31.pdf)

6. **Discriminatory conduct (such as sexual harassment).** Definitions of discrimination. Harassment, abuse of power, and the reporting requirements of discriminatory conduct are found at the following: [http://www4.uwm.edu/secu/acad+admin_policies/S47.pdf](http://www4.uwm.edu/secu/acad+admin_policies/S47.pdf)

7. **Academic misconduct.** Policies for addressing students cheating on exams or plagiarism can be found at the following: [http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm](http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm)

8. **Complaint procedures.** Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

9. **Grade appeal procedures.** Procedures for student grade appeal appear at the following: [http://www4.uwm.edu/secu/acad+admin_policies/S28.htm](http://www4.uwm.edu/secu/acad+admin_policies/S28.htm)

10. **Final examination policy.** Policies regarding final examinations can be found at the following: [http://www4.uwm.edu/secu/acad+admin_policies/S22.htm](http://www4.uwm.edu/secu/acad+admin_policies/S22.htm)

11. **General examination policy.** Students are required to take course examinations at scheduled times. Make-up examinations will be given under three circumstances only: (1) physical illness of student - doctor's excuse required; (2) death of family member; or (3) religious observance.

12. **Add/Drop procedures.** Please consult for university procedures and for the **Fall 2011 deadlines** chart: [http://www4.uwm.edu/current_students/register_course_info/add_drop_deadlines.cfm?term=1100](http://www4.uwm.edu/current_students/register_course_info/add_drop_deadlines.cfm?term=1100)

13. **Telephone.** The instructor requests that you do not call him at his home. If you have an urgent concern, please send him an e-mail message at rjbeck@uwm.edu and/or call his office: 414-229-2426.

14. **Mailbox.** By Department policy, student assignments will not be accepted in the Political Science Office.

15. **Technology.** Failures of computer, printer, or media (e.g., USB memory keys, CD-ROMs) are not acceptable excuses for a late assignment. Please make back-up copies of your computer files and print out assignments early. See “technology expectations” document for further details.

16. **Weapons.** No weapons are permitted in any building on the UWM campus.