INR 3016.1
Global Political Issues

Spring 2014

Credit hours: 3

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Class meets: M-W-F 2:30 – 3:20 PM, PSY 0106
Office Hours: M 3:20 – 5:00 PM, W F 3:20 – 4:00, and by appointment.

UCF Catalogue Description: Current global political topics from political development and income gap to gender issues and environmental challenges. Pre-requisites: POS 2041 (American National Government) or C.I.

Course Goals/Objectives: Achieve an accurate and in-depth understanding of global political issues; improve ability to think; promote research and writing skills.

Detailed Section-specific Description of the Course: Topics include the causes of war, global development, roots of terrorism, global anti-Americanism, the proliferation of weapons of mass destruction, the politics of oil, global warming, and the protection of human rights. Part I begins with the evolution of the international system; Part II covers the concrete historical events that have shaped our world; and Part III proceeds with some of the most important global issues of our day.

Required Text: The course text is the reader *Global Political Issues*, designed specifically by me for this course drawing largely on selected passages from three popular texts: *Taking Sides: Clashing Views in World Politics* (various editions); *Annual Editions: Global Issues* (various editions); and *International Politics on the World Stage* (various editions). Pages are assigned according to the order of the lectures, not the order of the text.

Course Web Page: All lecture Power Point slides, including historical clips and graphs, as well as extraneous supplementary materials, will be made available on the course web page at Webcourses@UCF.

Course Outline

Part I The Origins of the Modern World

January 6 - 17

Why the World is Divided into States

Suggested reading:

Adam Watson, *The Evolution of International Society: A Comparative Historical Analysis* (London and New York, Routledge, 1992). Especially chapters 13 to 21 on the changes in Europe from the medieval period through the nineteenth century.

January 20 **Martin Luther King day (holiday).**

January 22 - 27

How the Imperial Order Came to an End

Suggested videos:

World War II (01/13) - The Gathering Storm - Discovery Channel
http://www.youtube.com/watch?v=WSzpOxNXiGk
Short videos of the Atlantic Charter:
The Meeting:
http://www.youtube.com/watch?v=StAwJCvRPuQ (to 1:30 minutes)
The Content of the Atlantic Charter:
http://www.youtube.com/watch?v=AxWgUNxFgsE

January 29 **In-class quiz**. This is a *preliminary* date: I reserve the right to change this date with one week notice.

Part II How the World Works

January 31 - February 12

The Global Economic Order

Suggested reading:

Benn Steil, *The Battle of Bretton Woods: John Maynard Keynes, Harry Dexter White, and the Making of a New World Order* (Princeton University Press, 2013). Narrative describes how the blueprint for the post-World War II economic order was drawn.

February 14 - 26 **<u>The Global Security Order</u>**

"Is the Use and Threat of Force Necessary in International Relations?", pp. 336-339 in *Global Political Issues*.

Suggested reading:

Dean Acheson, *Present at the Creation: My Years in the State Department* (W.W. Norton & Co. 1987 [1969]). Memoir covers in detail the goals and perspectives of key US foreign policy decisions made at the start of the Cold War.

February 26 **Reminder:** Any doing optional paper #1 is encouraged to complete the research and discuss anything interesting with me as soon as possible after Spring Break.

February 28 **In-class quiz**. This is a *preliminary* date: I reserve the right to change this date with one week notice.

March 3 - 7 **Spring Break (holiday)**.

Part III Global Political Issues

March 10 - 19 **<u>Is the US an Imperial Power?</u>**

Suggested reading:

William Appleman Williams, *The Tragedy of American Diplomacy* (W. W. Norton 2009[1959]). This classic work documents how the core aim of US foreign policy is the search for markets.

Richard H. Immerman, *The CIA in Guatemala: The Foreign Policy of Intervention* (University of Texas Press, 1982). Recounts the American backed overthrow of the democratic government of Guatemala in 1954.

March 21 **<u>Relations Among the Great Powers</u>**

"Is China Becoming a Dangerous Superpower?", pp. 145-161 in *Global Political Issues.*

"Does China's Currency Manipulation Warrant International and National Action?" pp. 352-363 in *Global Political Issues.*

"Should Russia Be Considered a Hostile Country?", pp. 163-182 in *Global Political Issues.*

March 24 - 26 **<u>The Proliferation of Weapons of Mass Destruction</u>**

"International Security: The Alternative Road", pp. 3-37 in *Global Political Issues.*

"Should Force Be Used if Necessary to Prevent Iran from Acquiring Nuclear Weapons?" pp. 38-63 in *Global Political Issues.*

John Hudson, "7 Things North Korea Is Really Good At", *Foreign Policy Magazine*, April 29, 2013. On Webcourses@UCF.

March 28 - 31 **<u>The Middle East</u>**

"Does the Islamist Movement Threaten the Democracy Gained in the "Arab Spring"?" pp. 67-83 in *Global Political Issues.*

"Are the Palestinians Blocking the Path to Peace in the Middle East?", pp. 86-105 in *Global Political Issues.*

April 2 - 4 **<u>Oil in Global Politics</u>**

Daniel Yergin, "It's Still the One", pp. 336-339 in *Global Political Issues*.

Suggested reading:

Daniel Yergin, *The Prize: The Epic Quest for Oil, Money, and Power* (Simon and Schuster, 1991). Cited as essential background for students of the history of oil.

April 4 - 7 **<u>International Terrorism and Anti-Americanism</u>**

"Does Using Drones to Attack Terrorists Globally Violate International Law?" pp. 127-141 in *Global Political Issues*.

Michael Mousseau, "Market Civilization and its Clash with Terror," *International Security,* Vol. 27, No. 3 (Winter 2002-2003), pp. 5-29. On Webcourses@UCF.

April 9 - 14 **<u>Economic Development and Inequality</u>**

"National Economic Competition: The Traditional Road" , pp. 184-217 in *Global Political Issues*.

"International Economic Cooperation: The Alternative Road", pp. 218-260 in *Global Political Issues*.

"Tobacco Firms' Tactics Limit Poorer Nations' Smoking Laws", *New York Times*, December 13, 2013. On Webcourses@UCF.

"International Monetary Fund Strongly Suggests Countries Tax the Rich to Fix Deficit", *Agence France-Presse*, October 11, 2013. On Webcourses@UCF.

April 9 - 14 **<u>Economic Development and Inequality</u> (con't)**

Zack Beauchamp, "5 Reasons Why 2013 Was The Best Year In Human History", *ThinkProgress*, December 11, 2013. On Webcourses@UCF.

Rana Foroohar, "Go Glocal", pp. 292-296 in *Global Political Issues*.

Joshua Kurlantzick, "Innovation's Long March", pp. 297-298 in *Global Political Issues*.

Pankaj Ghemawat, "Why the World Isn't Flat", pp. 299-301 in *Global Political Issues*.

Peter Marber, "Globalization and its Contents", pp. 302-307 in *Global Political Issues*.

Francis Fukuyama, "The Future of History: Can Liberal Democracy Survive the Decline of the Middle Class?", pp. 308-313 in *Global Political Issues*.

Daron Acemoglu and James A. Robinson, "Who Will Rule the World?" pp. 314-315 in *Global Political Issues*.

Moises Naim, "Mafia States", pp. 316-319 in *Global Political Issues*.

Rebecca Hollander and Jim Schultz, "Bolivia and its Lithium", pp. 320-322 in *Global Political Issues*.

Cam Simpson, "Tech's Tragic Secret", pp. 323-327 in *Global Political Issues*.

The Economist, "Africa's Hopeful Economies: The Sun Shines Bright", pp. 328-332 in *Global Political Issues*.

The Economist, "Women and Work: here is to the Next Half-Century", pp. 333-335 in *Global Political Issues*.

"Is the Global Economic Crisis a Failure of Capitalism?", pp. 262-271 in *Global Political Issues*.

"Is Economic Globalization Good for Both Rich and Poor?", pp. 273-288 in *Global Political Issues*.

April 16 **<u>Global Warming</u>**

Michael Grunwald, "Seven Myths about Alternative Energy", pp. 340-343 in *Global Political Issues*.

Brian Walsh, "King Coal's Comeback", pp. 344-345 in *Global Political Issues*.

The Economist, "Coming Soon to a Terminal Near You", pp. 346-348 in *Global Political Issues*.

April 16 **Global Warming (con't)**

Oliver Morton, "Nuclear Energy: The Dream that Failed", pp. 349-351 in *Global Political Issues*.

"Are International Negotiations to Control Global Warming Useful?" pp. 340-355 in *Global Political Issues*.

Suggested reading:

Daniel Yergin, *The Quest: Energy, Security, and the Remaking of the Modern World* (Penguin Press, 2011). This bestselling book by Pulitzer- prize-winning author Daniel Yergin describes the development of the current energy system and the prospects for the future.

Suggested video:

One Guy With A Marker Just Made The Global Warming Debate Completely Obsolete: http://www.upworthy.com/one-guy-with-a-marker-just-made-the-global-warming-debate-completely-obsolete-7?g=2&c=ufb2

April 18 **Human Rights**

"Is U.S. Refusal to Join the International Criminal Court Wise?" pp. 382-404 in *Global Political Issues*.

"Is the International Community Making Effective Progress in Securing Global Human Rights?" pp. 406-437 in *Global Political Issues*.

Suggested reading:

"Former Leader of Guatemala Is Guilty of Genocide Against Mayan Group." Elisabeth Malkin, *New York Times*, May 10, 2013.

Romeo Dallaire, *Shake Hands with the Devil: The Failure of Humanity in Rwanda* (Random House Canada, 2003). Memoir of Force Commander of the United Nations Assistance Mission for Rwanda (UNAMIR) chronicles the failure of the international community to prevent the 1994 Rwandan genocide.

April 21 **Back-up.**

April 23 **Paper is due online at Webcourses@UCF at 11:59 pm**

Course Requirements & Methods of Evaluation

The course is structured around the lectures, so you are highly encouraged to regularly attend, pay attention, participate, and ask questions. Doing so will make a huge difference in your personal growth and global awareness. In addition, it is impossible to know for certain the speed at which material will be covered through the semester, so it is best to read materials *before* the days they are assigned. Note that "suggested" readings are just that – not required or covered on the exams.

25% - In class quiz. Short-answer essays on readings and lectures, closed book.

25% - In class quiz. Short-answer essays on readings and lectures, closed book.

25% - Final quiz. Short-answer essays on readings and lectures, closed book. Date not determined by Webcourses@UCF as of this writing.

25% - Paper. You may choose either of two options outlined below. An electronic copy is due on *Wednesday April 23 at 11:59 pm* at Webcources@UCF. Your paper will be assessed on the quality of the research, the organization of paper, quality of issue coverage, and sharpness (does the paper look clean or sloppy? – note, this does not mean adding gimmicks, it means avoid misspelled words, misplaced lines, etc.).

Option Paper #1: Related with the topics in Part III on Anti-Americanism and popular images of America as an imperial nation, your task is to select a post-colonial nation and search for claims that the US has acted in an imperial way towards it. **Ideally, this research (not the paper) will be done by the start of Part III on *March 10*,** so you can share any reasonably-documented claims of American imperialism with me (after class or during my office hours), so I can bring them into class discussions (you may remain anonymous). Please proceed in the following steps:

1. Start with these claims broadly defined, however vague, anywhere on the internet or anywhere else. Many of these claims are made all the time, but in the event that you cannot find such a claim for your country, you may need to select a different country, or give up the project and select paper option #2.

2. If you find claims of imperialism for your country, your next task is to explore the claims: what are the specific charges? As covered in Part III, uses or

threats of force, intervention, and covert subversions by the US are *not* themselves proofs of imperialism, since these actions can also be carried out for non-imperial goals. Are there specific charges of US imperialism as defined in class? Specifically, are there claims that the US has:

a. sought to obtain unequal trade relations in violation of the rules of the normal trade regime or the rules of the World Trade Organization;
b. sought to obtain unequal trade relations as part of the rules of the normal trade regime or the rules of the World Trade Organization;
c. sought to protect the profits of US companies in violation of the rules of the normal trade regime or the rules of the World Trade Organization;
d. threatened or used force, covertly or overtly, to pressure a nation to open its market to imports, or otherwise join the global economy;
e. threatened or used force, covertly or overtly, to change a nation's regime or prevent a change in a nation's regime, or otherwise violate a nation's sovereignty in any way, with the objective of opening a nation's market to imports or to otherwise keep nation's market open to imports, or the objective of preventing nationalization of US-owned property or obtaining compensation for nationalized US-owned property.

If you may find that the charges of US imperialism do not meet the definitions of imperialism in class. This is a legitimate thesis and you may conclude your paper thusly—but make sure you have explored all such charges. It could be that you find the claims of imperialism limited to claims that the US threatened or used force, covertly or overtly, to change a nation's regime or prevent a change in a nation's regime, but nothing about US imperial motivation as defined in class. In this case, you should explain what US non-imperial motives might have been, and your paper is completed.

3. If you find that the charges of US imperialism *do* meet the definitions of imperialism in class, then your next task is to explore the veracity of the claims. Follow-up on the citations as far as you can go—where does the trail lead? How convincing is the evidence? You may find the same experience I had when I tried this last Fall: I noticed that *Wikipedia*, under the section "US-Bolivian Relations", had passages claiming that the US "forced Bolivia to pay full compensation" for nationalized property, and that the US "backed" the military coups in 1964 and 1971 for the purpose of protecting US-owned

property. While these claims had citations, my follow-up examination of the citations revealed that they were all to one person who merely made the charges without offering any evidence. This is of course evidence of nothing, and I challenged the claims on the grounds that they are not supported (by deleting the claims from the page along with my explanation for why I did so). So far no one has responded with proper citations for the claims.

4. If you have had to carry out step 3, you should conclude your paper with a) your assessment of the veracity of the evidence; and b) the link between the evidence and US imperial motivation. Assuming the claims of US behavior are true, can it be explained by non-imperial motives as well as imperial ones? If so, what are they?

Option Paper #2: Identify a global political issue covered in class—or a new issue after consulting me—and research it further. Follow the style of the articles on *Taking Sides: Clashing Views in World Politics* by presenting both sides of an issue, but unlike *Taking Sides*, try to find and present *all* the arguments for both sides of the issue. Begin by introducing the issue, followed by an overview of the historical context, followed by the arguments for each side. You need not conclude with your own opinion, or develop a thesis.

Late Paper Policy: Late papers are acceptable but accrue penalties of 5% reduction for each day late. Exceptions are allowed for exceptional circumstances at instructor's discretion.

Make-up Exam Policy: Make-ups for exams will be given only for documented circumstances of illness or official college activities. Under such circumstances you are required to notify me in advance or with 24 hours after missing the exam.

Letter/Grade Equivalencies:

90% - 100%	A
87% - 89.99%	B +
80% - 86.99%	B
77% - 79.99%	C +
70% - 76.99%	C
67% - 69.99%	D +
60% - 66.99%	D
Below 60%	F

Curve Policy: No curve.

Method of Grade Reporting: Webcourses@UCF.

Paper Rules and Guidelines

Rules

- Expected length is 2-3,000 words.
- Turn in only an electronic copy in Microsoft Word.
- Use 1.15 line spacing, standard margins, and 12-point *New Times Roman* or *Palatino Linotype* font.
- Use the citation style of the *American Political Science Review*. This means reference your sources in the text in parenthetical format: "(last name(s) year: page number(s))". For example, ". . . although some bozos might think so (Mousseau 1996: 8–9)." when referring to particular pages, or ". . . some bozos think otherwise (Mousseau, 1996)." when referring to a whole article or book. **Note how the period at the end of the sentence appears AFTER the ending parenthesis.**
- With parenthetical format, use footnotes only if you have something to say that does not fit well with the flow of your paper. Use footnotes, not endnotes.
- You should cite the source every time you use someone else's arguments, research, or quotations (otherwise you are plagiarizing).
- Number your pages.
- Align text left.
- Use Microsoft Word's "widow/orphan control" function.

Guidelines

- Don't use jargon or catch phrases, like "play the democracy card." All words and sentences must be universally understandable; if they are not then you must explain them.
- The introduction is not a place to just fill space and be cute. The purpose of the introduction is to draw interest (why does the topic matter?), identify the purpose of the paper, and outline the paper structure.
- Write in an active prose. For instance, "This paper argues . . ." or "I argue . . " are far better than "In this paper, I will argue. . ."

- Do not write as if talking to me. For instance, do not write: "In my literature review, I mainly focus . . ."
- Avoid rhetorical questions unless you answer them.
- All good papers of more than several pages are divided into appropriate sections clearly marked with headings and, if appropriate, sub-headings.
- Aside from the introduction (where you say what you are going to say), and conclusion (where you say what you said), each section of the body of the paper should have an introductory paragraph, the body paragraphs, and a summary/conclusion paragraph.
- Most—but not all—good paragraphs start with a topic sentence that says what the paragraph will say, and end with a summary sentence that summarizes the main point of the paragraph. Sometimes several paragraphs may be 'linked,' with one topic sentence at the top of the first paragraph, and one summary sentence at the bottom of the last paragraph. Paragraphs over one page in length are often too long, and should be broken into two or more paragraphs.
- Before you turn your paper in you should give it test: read the introduction and then, for each section, read only the introductory and summary/conclusion paragraphs (and maybe the first sentences of each body paragraph). Then read the conclusion section. If your reading does not flow easily and logically—and if you do not instantly remember the main points of your paper— then your paper probably is not written well.
- Once you think you have it right, do something else for few days. After that, at your next reading you may be amazed at how incomprehensible parts of your paper are. A good paper is re-drafted dozens of times, with some gaps in time between some drafts.
- You may save time and produce a better paper by first outlining it, and then outlining each section. Then, stick to this outline.

Miscellaneous

Campus Resources: You should be aware that help is available if you are struggling with this course! First see me, your instructor: I want you to understand the material and would be most pleased to help if you are having trouble. Other resources include the Student Academic Resource Center (SARC), for supplemental instruction and academic tutoring, and the University Writing Center.

Disability Access Statement: The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services, Student Resource Center Room 132, phone 407-823-2371, TTY/TDD only phone 407-823-2116, before requesting accommodations from the professor.

Academic Conduct Statement: UCF is committed to promoting a culture of academic integrity where faculty and students work together to meet our personal, professional, and social responsibilities. A degree from UCF is only valuable to the extent it reflects valid assessments of student learning. Misrepresenting your learning on tests, projects, reports, or papers invalidates your grades and tarnishes the credibility of UCF. While collaboration is encouraged in the learning and studying process, you should assume that all tests, quizzes, etc. require your individual effort unless explicitly directed otherwise. Unauthorized collaboration, whether voluntary or not, is cheating. Unauthorized use of materials during a test, quiz, or other assessment is cheating. Regarding papers and projects, one of the core fluencies that students need to demonstrate is the ability to discern information that is common to the public from the intellectual property of individuals. Use of protected ideas, processes, or language without attribution or proper citation is plagiarism.