



PSC 1710: Current International Problems
Spring 2020
Tuesdays and Thursdays, 11:10 - 12:30
RH 1549

“To maintain and transmit a value system, human beings are punched, bullied, sent to jail, thrown into concentration camps, cajoled, bribed, made into heroes, encouraged to read newspapers, stood up against a wall and shot, and sometimes even taught [social sciences].”

—Barrington Moore, Jr

Professor:

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Office Hours:

Tuesdays and Thursdays from 12:30- 14:15, 16:00 - 17:30, & by appointment.

Course Description:

A course designed to give the student a perspective on world affairs through an examination of some contemporary international problems. This course is worth three (3) credit hours.

Course Overview:

The purpose of this course is to introduce students to the evolving interdisciplinary program of global studies. This course will provide students a multidimensional foundation to analyze key global issues. By the end of the course, students will have gained theoretical tools from geography, history, anthropology, science and technology studies, as well as political science and law in order to analyze issues surrounding global security, the global economy and development, sustainability, global governance, and human rights, just to name a few examples. It is my hope that this course will help students gain a better understanding of the interconnectedness of the world and also work as a springboard for students to find the interests that will drive their future studies and travels. If you read this syllabus and email me before September 4th, you will receive extra credit on your first midterm.

Learning Objectives:

- Students will gain a practical and theoretical understanding of global problems.
- Students will be able to synthesize readings and apply concepts to multiple contexts, including day to day examples.

- Students will increase competence and confidence in both oral and written communication through practice.

Teaching Methodology:

PSC 1710 is largely conducted as a lecture. However, the course includes audio-visuals, statistics, and interactions which exist between both the professor and students and among students.

Course Expectations:

Students are expected to attend class on time, read and participate regularly. Students are expected to be open-minded and approach issues in good faith and in the spirit of social science.

Prerequisites:

There are no prerequisites for this course.

Technology Requirements:

There are no technology requirements in-class. Students should have access to the internet outside of class.

Textbooks:

- Straus and Driscoll, "International Studies: Global Forces, Edition 2019" Sage Press. Print: \$80, \$60; Rental: \$66, \$38.
- Read the news daily. Please refer to the blackboard for a list of reputable sources and blogs.

University Policies

The University is an equal opportunity educational institution. Please read *The University's Policy Statement on Nondiscrimination on the Basis of the Americans with Disability Act Compliance*.

Academic and Support Services

Please follow this link to view a comprehensive list of Student Academic and Support Services available to you as a student.

Safety and Health Services for UT Students Please use the following link to view a comprehensive list Campus Health and Safety Services available to you as a student

Academic Accommodations

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the *Student Disability Services Office*.

Grade Policy:

Unexcused, late assignments will be assessed a penalty of 1/3 a letter grade per 24 hours late.

Grading Scale:

Numerical Grade	Letter Grade	Performance
93 - 100	A	Achievement of Exceptional or Outstanding quality.
90 - 92	A-	Achievement of slightly less than outstanding quality.
87 - 89	B+	Achievement of slightly more than high quality.
83 - 86	B	Achievement of high quality.
80 - 82	B-	Achievement of slightly less than high quality.
77 - 79	C+	Work of slightly more than acceptable quality.
73 - 76	C	Work of acceptable quality.
70 - 72	C-	Work of slightly less than acceptable quality.
67 - 69	D+	Work slightly below the quality expected.
63 - 66	D	Below the quality expected.
60 - 62	D-	Barely above failing.
59 or less	F	Failure

Grading:

Test I	30%
- This in-class exam will consist of short answer questions.	
Test II	30%
- This in-class exam will consist of short answer questions.	
Test III	30%
- This in-class exam will consist of short answer questions. Students who have an A going into the final may skip the final exam.	
Attendance	10%
-Students are required to attend class. For more information, please see the attendance policy.	

Academic Honesty:

“The free exchange of ideas depends on the participants’ trust that others’ work is their own and that it was done and is being reported honestly. Intellectual progress in all the disciplines demands the truthfulness of all participants. Plagiarism and cheating are attacks on the very foundation of academic life, and cannot be tolerated within universities.”

If you cheat, you will receive a zero on the assignment.

Extra Help and Office Hours:

Please feel free to come by my office hours if you need help understanding assignments or readings. It is best to come see me as soon as possible if you need any additional help.

Attendance Policy:

Students are expected to attend class. Attendance is a vital component to learning. Significant studies have shown that students learn better and retain more by attending and participating. However, unforeseen issues do arise. Therefore, students are given three free absences. However, after these three absences, a third of a letter grade is assessed to your attendance grade for each additional absence that is not excused.

Important Dates:

Test I27 February 2020
Test II9 April 2020
Test III 5 May 2020, 12:30 - 14:30

Course Schedule:

Readings are either on Blackboard or hyper-linked. Do not print out syllabus.

21 January: Introduction to the syllabus and expectations

23 January: Theoretical approaches 1

-SLO1: Students shall define key theoretical approaches in international studies

-SLO2: Students shall compare differences in approaches

1. Development Theory, Encyclopedia Britannica
2. Globalization: A Secret Weapon for Feminists
3. Maysam Behravesh, Constructivism: An Introduction, E-IR
4. Saul McLeod, Social Identity Theory, Simply Psychology

28 January: Theoretical approaches II: Rational Choice

-SLO1: Students shall define key rational choice approaches in international studies

-SLO2: Students shall compare differences in approaches

1. Marc Cartan Humphreys, Political Games, pp. 1-16 (Blackboard)
2. Jo Jakobsen, Neorealism In International Relations, Popular Science

30 January: Foundations I: Historical Perspectives

-SLO1: Students shall identify how history has shaped the world

-SLO2: Students will describe how history has shaped the world

1. Straus and Driscoll, chapter 1.

4 February: Foundations II: States

-SLO1: Students shall identify how states shape and are shaped by the world

-SLO2: Students will describe how states shape and are shaped by the world

1. Straus and Driscoll, chapter 2.

6 February: Foundations III: Intergovernmental Organizations

-SLO1: Students shall identify how IOs shape and are shaped by the world

-SLO2: Students will describe how IOs shape and are shaped by the world

1. Straus and Driscoll, chapter 3.
2. James O'Hare, As the US Threatens to Cut UN Funding, Here's What the UN Actually Does, Global Citizen

11 February: Foundations IV: Civil Society

- SLO1: Students shall identify how CS shapes and are shaped by the world
- SLO2: Students will describe how CS shapes and are shaped by the world

1. Straus and Driscoll, chapter 4.

13 February: Foundations V: Social Identities

- SLO1: Students shall identify how SI shape and are shaped by the world
- SLO2: Students will describe how SI shapes and are shaped by the world

1. Straus and Driscoll, chapter 5.

18 February: Interstate Conflicts I

- SLO1: Students shall discuss how interstate conflicts occur
- SLO2: Students will define interstate conflict

1. Jeffrey Frieden, David Lake, and Kenneth Schultz, Why War, pp. 84-92 (Blackboard)
2. Bruno Tertrais, The Demise of Ares: The End of War as We Know it? (Blackboard)
3. Joshua Goldstein and Steven Pinker, War is Really Going out of Style, The New York Times

20 February: Interstate Conflicts II

- SLO1: Students will identify how interstate conflict is changing
- SLO2: Students will describe the differences in interstate conflict over time

1. Eric Lipton, David Sanger, and Scott Shane, The Perfect Weapon: How Russian Cyberpower Invaded the US
2. Fiona Hill, Understanding and Deterring Russia: US Policies and Strategies, Brookings
3. Jeffrey Bader, David Dollar, and Ryan Hass, US-China Relations, 6 Months Into the Trump Presidency, Brookings
4. US Relations with China, 1945-2017, Council on Foreign Relations
5. US-Iran Relations: A Brief Guide, BBC News
6. Alexander Smith, US-North Korea Standoff: Miscommunication is Biggest Threat, NBC News

25 February: Intrastate Conflicts

- SLO1: Students shall discuss how intrastate conflicts occur
- SLO2: Students will compare interstate and intrastate conflict

1. Al McKay, The Study of Modern Intrastate War, E-IR
2. Syria: The Story of the Conflict, BBC News
3. Philip Gourevitch, Remembering in Rwanda, The New Yorker

4. Robin Wright, Is America Headed for a New Kind of Civil War? The New Yorker
5. Samuel P Huntington, The Clash of Civilizations, Foreign Affairs

27 February: [Test I](#)

3 March: Democracy

- SLO1: Students will define democracy
- SLO2: Students shall compare different challenges to democracy

1. Straus and Driscoll, chapter 7.
2. Diamond, "It Could Happen Here," The Atlantic
3. "Democracy in Decline," Foreign Affairs

5 March: Social Movements -SLO1: Students shall define different types of social movements

- SLO2: Students will compare best and worst practices in social movements

1. Emily Kalah Gade, Why the Women's March May be the Start of a Serious Social Movement, The Washington Post
2. Brian Resnick, Psychologists Surveyed Hundreds of Alt-Right Supporters. The Results are Unsettling
3. Erica Chenoweth, How Can We Know When Popular Movements Are Winning? Look to These Four Trends, Political Violence at a Glance
4. Paul Mason, From Arab Spring to Global Revolution, The Guardian
5. Vanessa Lide, Why are there massive protests in Hong Kong?

10 March: No Class - Spring Break

12 March: No Class - Spring Break

17 March: Human Rights I

- SLO1: Students shall define human rights
- SLO2: Students shall identify challenges to human rights

1. Straus and Driscoll, chapter 8.
2. Erica Chenoweth, How Can We Know When Popular Movements Are Winning? Look to These Four Trends, Political Violence at a Glance

19 March: Human Rights II

- SLO1: Students shall define minority human rights
- SLO2: Students shall identify challenges to minority human rights

1. Darla Cameron and Bonnie Berkowitz, The State of Gay Rights Around the World, The Washington Post
2. Graeme Reid, Equality to Brutality: Global Trends in LGBT Rights, Human Rights Watch
3. Jessica Ravitz, Women in the World: Where the U.S. Falters in the Quest for Equality, CNN

4. Abigail Jones, The Fight to End Period Shaming is Going Mainstream, Newsweek

24 March: No Class - Dr. Voss will be at a conference.

26 March: Populism and Nationalism

-SLO1: Students shall define populism and nationalism

-SLO2: Students shall identify how populism and nationalism shape and are shaped by the world

1. Adrian Chen, When a Populist Demagogue Takes Power, The New Yorker
2. Uri Friedman, How Populism Helped Wreck Venezuela, The Atlantic
3. Pippa Norris, It's Not Just Trump. Authoritarian Populism is Rising Across the West. Here's Why. The Washington Post

31 March: Economy

-SLO1: Students shall discuss how the economy shapes and is shaped by the world

-SLO2: Students shall define key economic indicators

1. Straus and Driscoll, chapter 6.

2 April: Inequality

-SLO1: Students shall discuss how inequality shapes and is shaped by the world

-SLO2: Students shall define key inequality indicators

1. For Richer, For Poorer, The Economist
2. Thomas Pogge, Are We Violating the Rights of the World's Poor? (Blackboard)
3. Walter Scheidel, The Only Thing, Historically, That's Curbed Inequality: Catastrophe, The Atlantic
4. Nicholas Fitz, Economic Inequality: It's Far Worse Than You Think, Scientific American

7 April: Development

-SLO1: Students shall discuss how development shapes and is shaped by the world

-SLO2: Students shall define key development indicators

1. Straus and Driscoll, chapter 9.

9 April: [Test II](#)

14 April: Terrorism

-SLO1: Students will define terrorism

-SLO2: Students shall discuss facts on terrorism and compare to media and public perceptions

1. Colbert King, The U.S. Has a Homegrown Terrorist Problem - And It's Coming from the Right, The Washington Post
2. Zachary Laub, The Islamic State, Council on Foreign Relations
3. Alice Foster, Terror Attacks Timeline: From Paris and Brussels to Most Recent Terror Attacks in Europe, Express

16 April: Migration and Refugees

-SLO1: Students will define migration and refugees

-SLO2: Students shall discuss facts on migration and refugees and compare to media and public perceptions

1. Straus and Driscoll, chapter 11.
2. Migrant Crisis: Migration to Europe Explained in Seven Charts, BBC News
3. Pedro da Costa, Trump's Immigration Plans Could Cripple the US Economy and Hurt the Workers He's Pledging to Protect, Business Insider

21 April: Global Environment

-SLO1: Students will identify global environmental issues

-SLO2: Students shall discuss facts on the global environment and compare to media and public perceptions

1. Straus and Driscoll, chapter 13.

23 April: Global Food

1. Straus and Driscoll, chapter 14.

28 April: Global Health

-SLO1: Students will identify global health issues

-SLO2: Students shall discuss facts on global health issues and compare to media and public perceptions

1. Straus and Driscoll, chapter 12.

30 April: Conclusions

-SLO1: Students will discuss how globalization has impacted and has been impacted by people

-SLO2: Students shall describe key issues facing globalization in the future

1. Laurence Chandy and Brina Seidel, Donald Trump and the Future of Globalization, Brookings
2. An Economist's Bleak View of the Future of Globalisation, The Economist
3. China Has Gained Hugely From Globalisation: So Why Are Its Workers Unhappy? The Economist
4. The Globalisation Counter-Reaction, The Economist
5. Fred Hu and Michael Spence, Why Globalization Stalled: And How to Restart It, Foreign Affairs