



**PSC 1710: Current International Problems
Summer 2020
Distance Learning**

“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

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Office Hours:

Wednesdays from 12:00 - 13:00, by Blackboard & 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 conducted online and includes lectures, blackboard discussions, audio-visually, statistics, and interactions which exist between both the professor and students and among students.

Course Expectations:

Students are expected to 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:

Students should have access to the internet.

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 see a comprehensive list of Student Academic and Support Services available to you as a student.

Safety and Health Services for UT Students

Please see a comprehensive list of 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	35%
- This exam is a short-answer. This exam covers material from week 1 through week 3.	
Test II	35%
- This exam is a short-answer. This exam covers material from week 4 through week 6.	
Class Participation	30%

- Each student is required to find one news article or video that illustrates the material covered for their respective class day. A signup sheet will be sent around before the start of the semester. Students will be able to choose the primary topic. The topic must be related to one of the general topics covered in that particular week.
- Each student is also required to respond to eight postings provided by their peers. Four of these responses should occur between week one and three and four should occur from week four to week six. Students can only submit a maximum of two responses per week. Each response should be between 150-250 words. This is roughly .5 - 1 double-spaced page. Student responses should show how the original article relates to the assigned readings.

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.

Important Dates:

Test IOnline on 1 June 2020; Due 7 June 2020 at 23:59

Test IIOnline on 21 June 2020; Due 26 June 2020 at 23:59.

Course Schedule:

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

Week 1 (18-24 May 2020): Theory and Violence

1. Theories

- Marccartan Humphreys, Political Games, pp. 1-16 (Blackboard).
- S.M. Amadae, Rational Choice Theory: Political Science and Economics, Encyclopaedia Britannica (Blackboard or online).
- Saul McLeod, Social Identity Theory, Simply Psychology (Blackboard or online).
- Development Theory, Encyclopedia Britannica (Blackboard or online).

2. Violence

- BBC News, Why is there War in Syria? 25 February 2019 (Blackboard or online).
- Aaron Clauset, Trends and Fluctuations in the severity of interstate wars, Science Advances, 21 February 2018 (Blackboard or online).
- Jessica Di Salvatore and Andrea Ruggeri, Effectiveness of Peacekeeping Operations, Oxford Research Encyclopedias, September 2017 (Blackboard or online).
- Human Rights Watch, Rwanda:Justice after Genocide - 20 years on, 28 March 2014 (Blackboard or online).

Week 2 (25-31 May 2020): State Building and Violent Movements

1. State Building and Democratization

- Christopher Zambakari, Challenges of Liberal Peace and Statebuilding in Divided Societies, Conflict Trends 2016/4 (Blackboard or online).
- Barbara Geddes, What causes Democratization, Oxford Handbooks Online, September 2013 (Blackboard or online).
- Pippa Norris, It’s not just Trump. Authoritarian populism is rising across the West. Here’s why. Washington Post, 11 March 2016 (Blackboard or online).
- Uri Friedman, How Populism Helped Wreck Venezuela, The Atlantic, 4 June 2017 (Blackboard or online).

2. Violent Movements

- Frederic Wehrey, Why Libya's transition to democracy failed, Washington Post, 17 February 2016 (Blackboard or online).
- Ben Watson, The War in Yemen and the Making of a Chaos State, The Atlantic, 3 February 2018 (Blackboard or online).
- Dominic Dudley, The Ten Countries Most Affected by Terrorism, Forbes, 18 November 2016 (Blackboard or online).
- Kamala Kelkar, When it comes to defining 'Terrorism,' there is no consensus, PBS News Hours, 26 February 2017 (Blackboard or online).

Week 3 (1-7 June 2020): Development and Human Rights

1. Development

- United Nations, Promote Sustainable Development (Blackboard or online).
- Andrew Chatzky and James McBride, China's Massive Belt and Road Initiative, Council on Foreign Relations, 28 January 2020 (Blackboard or online).
- Katherine Schaeffer, 6 facts about economic inequality in the U.S., Pew Research Center, 7 February 2020 (Blackboard or online).
- Eduardo Porter and Karl Russel, It's an Unequal World. It Doesn't Have to be. New York Times, 14 December 2017 (Blackboard or online).

2. Human Rights

- Philip Alston, Statement on Visit to the USA, by Professor Philip Alston, United Nations Special Rapporteur on extreme poverty and human rights, OHCHR, 15 December 2017 (Blackboard or online).
- Encyclopaedia Britannica, Human Rights (Blackboard or online)
- Abigail Jones, The Fight to End Period Shaming is Going Mainstream, Newsweek, 29 April 2016 (Blackboard or online).
- Shayanne Gal and Ashley Collman, 10 maps that show how different LGBT rights are around the world, Business Insider, 17 June 2019 (Blackboard or online).

Week 4 (8-14 June 2020): Global Health and the Environment

1. Global Health

- Barry Kellman, Pandemics and the Need for Global Governance, Just Security, 1 May 2020 (Blackboard or online).
- WHO, Ten threats to global health in 2019 (Blackboard or online)
- Kathryn Sikkink, Rights and responsibilities in the Coronavirus pandemic, Open Global Rights, 2020 (Blackboard or online).
- Richard Florida, et al., How Life in Our Cities Will Look After the Coronavirus Pandemic, Foreign Policy Magazine, 1 May 2020 (Blackboard or online)

2. Environment

- Alexander Verbeek, Planetary Security: The security implications of climate change, NATO Review, 10 December 2019 (Blackboard or online).

- Mark Nevitt, Climate change denialism poses a national security threat, Just Security, 20 September 2019 (Blackboard or online).
- Philip Alston and Nikki Reisch, Fiscal policy is key to achieving SDGs and avoiding 'climate apartheid,' Open Global Rights, 25 July 2019 (Blackboard or online).
- Gilad Edelman, The analogy between COVID-19 and Climate Change is eerily precise, WIRED, 25 March 2020 (Blackboard or online).

Week 5 (15-21 June 2020): Regional Issues I

1. Europe

- Ian Bremmer, What happens next with Europe's latest refugee crisis, Time, 8 March 2020 (Blackboard or online).
- BBC News, Europe and right-wing nationalism: A country-by-country guide, 13 November 2019 (Blackboard or online).
- Daniel Treisman, Why Putin Took Crimea, Foreign Affairs, May/June 2016 (Blackboard or online).

2. Latin America

- Mark Schneider, Corruption in the Americas, CSIS, 25 May 2018 (Blackboard or online).
- Charles T Call, As Coronavirus hits Latin America, expect serious and enduring effects, 26 March 2020 (Blackboard or online).
- Scott Englund, Mexican Drug Cartels are Violent - But They're Not Terrorists, War on the Rocks, 24 February 2020 (Blackboard or online).

3. Africa

- Erin Banco, Is your cell phone fueling civil war in Congo? The Atlantic, 11 July 2011 (Blackboard or online).
- Salah Ben Hammou, Sudan One Year After the Coup, Political Violence at a Glance, 29 April 2020 (Blackboard or online).
- CFR, Violence in the Central African Republic, Council on Foreign Relations, 2020 (Blackboard or online).

Week 6 (22-28 June 2020): Regional Issues 2 and Conclusions

1. China

- CFR, Territorial disputes in the South China Sea, Council on Foreign Relations, 2020 (Blackboard or online).
- Jen Kirby, China's Brutal Crackdown on the Uighur Muslim Minority, explained, Vox, 6 November 2018 (Blackboard or online).
- Amanda Taub, How countries like the Philippines fall into vigilante violence, New York Times, 11 September 2016 (Blackboard or online).

2. Middle East

- Vox, Everything you need to know about Israel-Palestine (Online).
- Ben Taub, Iraq's Post-ISIS Campaign of Revenge, New Yorker, 17 December 2018 (Blackboard or online).

- CFR, Confrontation between the United States and Iran, Council on Foreign Relations, 2020 (Blackboard or online).

3. Future Problems

- Jana Jansen van Vuuren, Six Critical Global Issues, UK Government, 2020 (Blackboard or online).
- The Globalisation Counter-Reaction, The Economist, 14 June 2017 (Blackboard or online).
- An Economist's Bleak View of the Future of Globalisation, The Economist, 25 May 2017 (Blackboard or online).