COURSE DESCRIPTION:
This course introduces students to key terms, concepts, issues, and relationships in economics, geography, and political science. The course investigates how increasing globalization impacts issues such as the authority and competence of the nation-state, population growth and migration, economic development and trade, and patterns of international cooperation and conflict.

ESSENTIAL LEARNING OUTCOMES:
Knowledge of Human Cultures and the Physical and Natural World
Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills including

- Reading
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning including

- Synthesis and advanced accomplishment across general and specialized studies
COURSE MATERIALS AND RESOURCES:
*International Politics on the World Stage* (Rourke) (12th Edition) (Textbook Rental)
*Enrique’s Journey* (Sonia Nazario) (available for purchase at University Bookstore and to borrow at Anderson Library)
Additional readings (D2L or online)

DESIRE2LEARN (D2L):
You may access this syllabus as well as supplemental readings and study materials through D2L (e-Learning).

STUDENT EVALUATION:

**Attendance and Participation (required):**
Regular attendance and participation are important to your learning. Be prepared to engage the topic and readings each day, and use the Course Schedule to guide your study and preparation. In addition to regular participation in class discussion, you will have the following responsibilities:

**Reading Questions:** Show evidence of completed homework - a one-paragraph, written response to a Reading Question. (Note that I have provided basic RQs as well as several "Challenge" Reading Questions - denoted RQ+.)

**Research Presentation:** Choose one of the suggested Research Topics to investigate, and present your findings to the class. Your task is to provide a description of the event or person or article or debate on one slide and, on a second, to explain the connection between the narrow topic and the broader course theme/questions. On the third, please document your (academic) sources using the APA citation method.

**Critical Thinking Exercises:** Each week, we will discuss and analyze tables, graphs, and/or maps from the corresponding reading assignments together in class. The task is to clearly and succinctly explain what is shown and how that particular graphic documents and illustrates the essential concepts and ideas in the reading - both narrowly (supporting that particular section of the text) and broadly (supporting the larger chapter theme and, even, textual "puzzle").

**Small Group Critical Thinking and Writing Exercises:** We will use the Rourke text to help us analyze scholarly writings - to take them apart in order to understand the argument that is presented in each. Small groups will be asked to define the line of argumentation and to write a brief summary of the premises, the inferences, and the conclusions in order to then evaluate the arguments and discuss their implications.

**Writing Assignment (10%):**
I will ask you to use one of the three College lectures (see Course Schedule) to help you think about and respond to some of the most pressing issues of our time - not only describing what you learn but also embedding that learning in our more theoretical framework and responding to the issue. (What, for example, must be understood or done?) Your response should be 1-2 pages in length. Both substance and style matter, so drafts will be returned for revision. You will only receive assignment and class credit for complete, graded work.

**Exams (Exam #1 - 30%, Exam #2 - 30%, Exam #3 - 30%):**
There will be three exams that cover course readings, assigned College lectures, and class discussions. You will be given map identification, multiple-choice, short answer, and essay questions which test your understanding of the course material and your ability to think critically. The exams will not be cumulative per se, but you will find that many of the concepts from earlier in the semester will be important to understanding later work. In that sense, a general review of the course material will be necessary.
COURSE SCHEDULE

9/6  INTRODUCTION
*Welcome to UW-W, to the university, and to a liberal education
*Welcome to Global Perspectives!
*Assign Research Projects and Small Groups
*Conduct Pre-Test: Critical Thinking

9/8  Rourke, THINKING AND CARING ABOUT WORLD POLITICS
Reading Question (RQ): What are Rourke’s objectives in this introduction? What two things does he want us to understand at the outset?

CRITICAL THINKING EXERCISES (Figures 1.2, 1.3, Map p. 9)

9/13  Rourke, THE EVOLUTION OF WORLD POLITICS
Mortimer B. Zuckerman, "Watching America’s Decline and Fall" (D2L)
RQ: Of those discussed in the readings, which do you see as the central challenge facing us in the 21st century? Explain.
RQ+: Does realism or liberalism offer more promise in meeting the challenges of the 21st century? Explain.

RESEARCH PRESENTATIONS

9/15  Dona Warren, "Critical Thinking: The Very Basics" (at "Critical Thinking: The Very Basics")

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Diagram Zuckerman's argument.

9/20  Rourke, NATIONAL STATES
RQ: What are the most basic questions and concerns about states and the inter-state system?
RQ+: Does the state system "work" in the 21st century? Explain.

CRITICAL THINKING EXERCISES (Map p. 175, Figures 6.2, 6.3)

9/22  Rourke, NATIONALISM
RQ: Rourke insists that nationalism is both constructive and destructive? Is nationalism, in your judgment, essential or dangerous - to be encouraged and fostered or avoided? Explain.
RQ+: Does nationalism preclude global cooperation?

RESEARCH PRESENTATIONS
CRITICAL THINKING EXERCISES (Figures 4.1, 4.3, 4.4)


SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Diagram the argument of this Economist piece.

9/29  Rourke, INTERGOVERNMENTAL ORGANIZATIONS
RQ: Explain how IGOs are examples of global cooperation but also continued nationalist rivalry.

CRITICAL THINKING EXERCISES (Figures 7.1, 7.6, 7.8, 7.10)
10/3 College of Letters & Sciences lecture
James Workman, “H2Ownership: A Fresh Approach to Unlocking the Three Paradoxes of Water”
7pm Young Auditorium

10/4 Discuss Workman lecture.
RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Argue either for or against US support for the FAO, UNICEF, and WHO.

10/6 Rourke, GLOBALISM
Wendell Bell, "Humanity's Common Value" in The Futurist Sept/Oct 2004
RQ: Is Bell a nationalist or a globalist? How do you know?

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Make Bell’s argument.

EXAM STUDY GUIDE POSTED TO D2L

10/11 Exam #1 (including map ID of Europe, Mid-East, and Asia)

10/13 Rourke, NATIONAL POWER AND STATECRAFT
RQ: In what sense are a state's geography, population, government, and infrastructure the state's "core" or "foundation" - that which determines how strong the economy and military are likely to be?

RESEARCH PRESENTATIONS
CRITICAL THINKING EXERCISES (Figures 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9)

Thomas Friedman, "Root Canal Politics" (all at nytimes.com)
RQ: What is the central argument - about state and national power - articulated by Brooks and Friedman?

SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Make the argument(s).

10/20 Rourke, NATIONAL SECURITY
RQ: What challenges do "unconventional wars" pose to states in the 21st century?

CRITICAL THINKING EXERCISES (Figures 10.2, 10.5, 10.7)

10/25 James Fallows, "Success Without Victory" in Atlantic Monthly Jan/Feb 2005 (UWW online library)

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Make Fallows' argument.

10/27 Rourke, INTERNATIONAL SECURITY
RQ: Which of the 3 alternative security models do you find most compelling and why?

CRITICAL THINKING EXERCISES (Figures 11.1, Map p. 364)
11/1 Henry Munson, "Lifting the Veil: Understanding the Roots of Islamic Militancy" in Harvard International Review Winter 2004 (UWW online library)

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Make Munson's argument.

11/3 Rourke, PRESERVING AND ENHANCING HUMAN RIGHTS AND DIGNITY
RQ: Explain the debate between universalists and cultural relativists.
RQ+: Which is the greater threat - cultural imperialism or cultural relativism? Explain.

CRITICAL THINKING EXERCISES (Figures 14.1, 14.2, 14.3, 14.9, 14.10)

11/7 College of Letters & Sciences lecture
Reza Aslan, "Ten Years Later: Fighting Islamophobia and Understanding Muslims"
7pm Young Auditorium

11/8 Discuss Aslan's lecture.
Ishmael Beah, "The Making, and Unmaking, of a Child Soldier" (nytimes.com)
Sonia Nazario, Enrique's Journey
RQ: How does the Rourke text help us understand Beah and Enrique's experiences? What does it say to us about "the stage" and the actors, identity and ideology?

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Argue the importance of the Rourke text in understanding the events described in the Beah and Nazario writings.

EXAM STUDY GUIDE POSTED TO D2L

11/10 Rourke, INTERNATIONAL LAW AND JUSTICE
RQ: Are international laws a good idea?

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Argue either for or against the current UN Bosnia tribunal.

11/15 Exam #2 (including map ID of Africa)

11/17 Rourke, PRESERVING AND ENHANCING THE BIOSPHERE
RQ: Explain how ideas such as Green Accounting and sustainability challenge our sense of self and security.

11/22 Jared Diamond, "The Ends of the World as We Know Them" (nytimes.com)
RQ: Is Diamond an advocate of Green Accounting? How do you know?

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISE
*Make Diamond's argument.

11/24 HAPPY THANKSGIVING!

11/28 College of Letters & Sciences lecture
Sonia Nazario, “Enrique’s Journey: The Story of A Boy’s Dangerous Odyssey to Reunite with his Mother”
7pm Young Auditorium

11/29 NATIONAL ECONOMIC COMPETITION
RQ: How do you know an Economic Nationalist when you see one?

CRITICAL THINKING EXERCISES (Figures 12.1, 12.2, 12.3, 12.5, 12.7, 12.9 Table 12.2)

12/1 WRITING ASSIGNMENT DUE
Patrick Buchanan (reading posted on D2L)

RESEARCH PRESENTATIONS
SMALL GROUP CRITICAL THINKING and WRITING EXERCISES
*Make the argument for Economic Nationalism as a strategy for state power.

12/6 INTERNATIONAL ECONOMIC COOPERATION
RQ: Why the call to lower barriers - to open borders and cooperate?
RQ+: What does free trade do to the dualism of nationalism and globalism - to identity politics and the relationship between the actors on the world stage?

RESEARCH PRESENTATIONS

12/8 Jeffrey Sachs, "Can Extreme Poverty Be Eliminated?" in Scientific American Sept 2005. (UWW online library)
William Easterly, "The Ideology of Development" in Foreign Policy Jul/Aug 2007. (UWW online library)

RQ+: What are the consequences of this debate for our thinking about identity and politics - for Rourke's stage?

ALL CLASS CRITICAL THINKING and WRITING EXERCISES
*Make Sachs' and Easterly's arguments, evaluate them, and discuss the consequences for the Rourke stage - and you.

EXAM STUDY GUIDE POSTED TO D2L

12/13 REVIEW FOR EXAM

Exam #3 (including map ID of the Americas)
8a class - Wed, 12/21 7:45a
9:30a class- Tues, 12/20 7:45a
11a class- Tues, 12/20 10a
12:30p class - Tues, 12/20 1p

UWW POLICY STATEMENT:
The University of Wisconsin-Whitewater is dedicated to a safe, supportive, and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details, please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17]

**Grading Scale**

93-100 A
90-92 A-
87-89 B+
83-86 B
80-82 B-
77-79 C+
73-76 C
70-72 C-
67-69 D+
63-66 D
60-62 D-
below 59 F
### Writing Matters: A Guide to UWW Writing Standards

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<thead>
<tr>
<th>Criteria</th>
<th>Accomplished</th>
<th>Competent</th>
<th>Developing</th>
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<tr>
<td><strong>Focus/Thesis</strong></td>
<td>• Explicitly and fully addresses the assignment</td>
<td>• Fully addresses assignment but may be oblique in focus</td>
<td>• Only partially addresses the assignment</td>
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<td>• The central idea/thesis is clear, compelling, original, and complex</td>
<td>• The central idea/thesis is clear but may be simplistic, obvious or superficial</td>
<td>• The central idea /thesis may lack clarity, or be confused or inaccurate</td>
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<td><strong>Analysis/Interpretation</strong></td>
<td>• Demonstrates sophisticated understanding, use and interpretation of material</td>
<td>• Displays adequate understanding of material, but uneven ability to shape and contextualize subject matter</td>
<td>• Shows superficial understanding of material; doesn't move beyond simple summary and description</td>
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<td>• Develops and synthesizes substantive Ideas</td>
<td>• Intelligent but conventional interpretation</td>
<td>• Incomplete or weak interpretation</td>
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<td>• Shows complex engagement of alternative perspectives/context</td>
<td>• Awareness of alternative perspectives/context</td>
<td>• Lack of awareness of alternative perspectives/context</td>
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<td><strong>Organization and Coherence</strong></td>
<td>• Skillful, logical, persuasive support of central idea/thesis</td>
<td>• Generally maintains focus but support of central idea/thesis may be uneven or not fully persuasive</td>
<td>• Shifting or lack of focus; weak argument or logic,</td>
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<td>• Unified paragraphs that effectively develop the central argument</td>
<td>• Generally unified paragraphs with occasional gaps in logic</td>
<td>• Disjointed or confusing presentation of ideas within paragraphs</td>
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<td>• Smooth transitions between ideas at sentence and paragraph level</td>
<td>• Some weak transitions</td>
<td>• Transitions may be missing</td>
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<td>• Both introduction and conclusion are effective, engaging, and thoughtful</td>
<td>• Functional but limited introduction and conclusion</td>
<td>• Truncated or absent introduction; redundant or abrupt conclusion</td>
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<td><strong>Evidence and Documentation</strong></td>
<td>• Sources are used with academic integrity</td>
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<td>• Thesis and ideas are consistently supported by well-chosen evidence</td>
<td>• Thesis and ideas are generally supported, but there may be gaps or use of irrelevant evidence</td>
<td>• Thin, inappropriate, or absent evidence</td>
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<td>• Evidence is smoothly integrated into discussion</td>
<td>• Evidence may be unevenly integrated into argument</td>
<td>• Evidence is poorly integrated (lacks signal phrases and follow-up)</td>
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<td>• Evidence is credible, accurate and presented with an appropriate level of detail</td>
<td>• Evidence may be occasionally inaccurate, too general or too specific</td>
<td>• Evidence is often inaccurate, too general or too specific</td>
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<td>• Documentation follows discipline-specific format</td>
<td>• Documentation follows discipline-specific format with some minor errors</td>
<td>• Minimal, weak or inappropriate sources</td>
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<td><strong>Language Use and Conventions</strong></td>
<td>• Precise word choice and usage, appropriate to audience and purpose</td>
<td>• Appropriate word choice and usage but occasionally inaccurate, repetitive or imprecise</td>
<td>• Errors in documentation reveal lack of awareness of discipline-specific format</td>
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<td>• Complex and varied sentences that convey meaning with clarity and fluency</td>
<td>• Conveys meaning clearly but may lack complexity, fluency or variety</td>
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<td>• Closely adheres to rules of Standard Written English-grammar,punctuation,spelling</td>
<td>• Mostly adheres to rules of Standard Written English but may include some errors</td>
<td>• Sometimes meaning is impeded due to awkward or non-idiomatic sentences</td>
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<td>• Frequent errors in Standard Written English that may impede meaning</td>
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Avoiding Academic Misconduct

Academic integrity and honesty are critical values at UW-Whitewater. Adopting such integrity enriches your education and demonstrates the kind of person you are. More importantly, committing academic misconduct has serious penalties and could get you suspended or expelled from all schools in the UW System. Think about the impact that would have on your future! Even if your punishment is not that severe now, future employers will certainly think twice about hiring a cheater. That being said, many students have not thought about academic misconduct or how to avoid it.

According to the UW System Academic Misconduct code, the following behaviors constitute academic misconduct:

1. **Seeking to claim credit for the work or efforts of another without authorization or citation.** This may include:
   * buying a term paper from another person or from a website
   * submitting another’s work without proper citation (ask your faculty member!)
   * “cutting and pasting” material from websites or other sources
   * submitting any work or papers (or portions of work) done by anyone other than yourself without proper citation
   * writing part of a paper or project by yourself and using part of someone else’s work without proper citation
   * submitting even the ideas or another without proper citation. Even if you change the words around, it’s still plagiarism.

2. **Using unauthorized materials or fabricated data in any academic exercise.** This may include:
   * Submitting a paper or project in one class that you submit in another class or “recycling” your papers or projects
   * Making up data in a paper or project
   * Using notes or cheat sheets
   * Working on a paper or project with other people

3. **Forging or falsifying academic documents or records.** This may include:
   * Putting your name on academic work that you did not do
   * Submitting work that contains false or “made up” information
   * Lying or providing false information on any departmental or university form, or signing another person’s name
   * Signing into a class or exam for another student or having another student do so for you

4. **Impeding or damaging the academic work of others.** This may include:
   * Changing someone else’s academic work (papers, answers, lab work, computer work, etc.)
   * Accessing another person’s computer work
   * Accessing or damaging another person’s computer, accounts or files
   * Stealing or damaging another person’s papers, books, computer disks or work

5. **Engaging in conduct aimed at making false representation of a student’s academic performance,** which may include:
   * Taking a test for another person
   * Having another person take a test for you
   * Submitting a paper or project that is not completely your work (without proper citation)
   * Working on a paper or project for someone else
   * Working on a paper or project with someone else
   * Copying another person’s work or answers
   * Using “cheat sheets”, notes, electronic devices or other methods or unauthorized information
   * Providing test questions to another person
   * Obtaining test questions from another person
   * Stealing examination or course materials

6. **Assisting other students in any of these acts.** This means that even if YOU are not the person who turns in the inappropriate work, you may be held responsible for being involved in another’s academic misconduct.

You are responsible for your own academic integrity and “I didn’t know” is not an excuse. If you’re not sure about something, ask your faculty member about it before doing it.

Make your UW-Whitewater education the most it can be.
Choose to take the high road.
Choose to make a difference!