



# Global Issues

Professor John Wagner Givens

POLS 2401/02 – Prerequisite: Successful completion of Learning Support or concurrent registration, if required.

2:30 to 3:20 Mondays and Wednesdays, Fridays Online – 3 Credit Hours  
Office Hours: Monday and Wednesdays 11:30 - 2:15 pm and by appointment  
Office: Social Sciences 5059 - Email: [jgiven11@kennesaw.edu](mailto:jgiven11@kennesaw.edu)

## WHAT IS THIS COURSE ABOUT?

Global Issues is an introductory survey course designed to introduce the students to numerous current issues confronting the globe's policy-makers and populations. Specifically, the course provides an opportunity for diversity in the students' educational program and provides information that fosters global understanding and engagement.

## CLASS POLICIES: KEYS FOR SUCCESS

Note: The syllabus is subject to change at any time at the discretion of the professor.

1. **Attendance:** Regularly checking in on the class through D2L is vital. It is a student's responsibility to find out what they missed. Please check the syllabus and ask a classmate before e-mailing the professor to ask what you missed.
2. **Do All the Work:** Students are expected to have completed all the work as laid out on D2L for each module each week.
3. **Check your university email and D2L Announcements:** Important information will come through these sources.
4. **Turn in your assignments on time:** Late work will lose 2.5% per day with a maximum of 50% off. This applies to assignments, such as the regional briefing, not quizzes and tests which cannot be completed once they are closed.
5. **Communicate with the professor:** Office hours and e-mail are preferred. I will respond to e-mail within 36 hours. For technical reasons, messages through D2L are discouraged and may meet with a delayed response
6. **Do your own work:** Do your own work and avoid [plagiarism](#). Plagiarism takes many forms and includes the failure to appropriately cite material that is taken from other sources, copying someone else's work, turning in the same work you did in another course ([self-plagiarism](#)), or too closely paraphrasing from another original text ([patchwriting](#)). If plagiarism is detected, you will earn at least a 0 on the assignment in question and your name will be reported to KSU's SCAI office. At most, you will fail the course and be dismissed from KSU. See me if you ever have a question about plagiarism.

**GroupMe Policy:** In the past, I have had major issues with students cheating on GroupMe. In many cases, students ended up being implicated despite joining with only the

best intentions. Therefore, I will create an official class GroupMe. I will be on it and do my best to answer questions and my presence should dissuade students from getting themselves into trouble and insulate others on the GroupMe from being implicated in cheating. I want the Group Me to be an open forum, so you may say anything you like including complaining about the course and professor as long as it does not violate KSU's Student Codes of Conduct. I would discourage the creation of a separate class GroupMe or similar forum but would encourage the creation of a GroupMe for your regional groups.

## REQUIRED TEXT:



### World Politics: Interests, Interactions, Institutions (Fourth Edition)

By Jeffrey Frieden, David Lake, Kenneth Schultz

You must subscribe to Norton's InQuizitive service (this should be included with your book purchase). Please see this video about using [InQuizitive](#) with D2L. It is really important that you enter InQuizitive through D2L so that your grades will be loaded back into D2L. If you have technical problems with InQuizitive please contact [Norton's Support Services](#) directly.

All other readings will be available through D2L, all material in the D2L environment is required unless it is clearly marked as "optional" in the title/description.

## ASSIGNMENTS

Grades will be posted to the grade book in Desire2Learn. Detailed assignment guides including a rubric for each of these assignments are located in the important documents folder. ***I will return all assignments within 2 weeks (14 calendar days) of its original submission. This includes discussion posts and written assignments for which you are responsible.***

1. InQuizitive Assignments: (20%): Before Monday class every week, students will be expected to have completed the reading and then log into D2L to complete the InQuizitive Assignment.
2. Discussion (10%): Students are expected to regularly participate in online discussions and will be periodically evaluated on how they are doing throughout the semester.
3. In-Class Quizzes and Assignments (10%): While attendance will not be taken, quizzes and other in-class assignments will be given frequently. While these assignments cannot be made up if missed, the lowest three grades will be automatically dropped.
4. Group Regional Briefing Project (20%): Each student will represent one country in the world and will combine with other members of their region to write a briefing about that region and the important issues that it faces. Each student will be responsible both for a specific section on their country and for the overall coverage of the region. The grade will include the student's presentation of their project.
5. Regional Briefing Annotated Bibliography (2.5%): Each student will turn in an annotated bibliography that covers their country for the regional briefing. You may work on them with your group but they must be turned in separately.
6. Exams (12.5% each): Three online multiple-choice exams on the content covered to that point.

## Key Dates and Weekly Schedule

- For the weekly schedule, consult each week on D2L.
- Drop/Add Ends (11:45 pm on August 19)
- Form Regional Groups (August 29)
- Last Day to Withdraw Without Academic Penalty: (September 11)
- First Exam Due (September 19)
- Regional Briefing Annotated Bibliography Due (October 10)
- Second Exam Due (October 24)
- Regional Briefing Presentation Due (November 7)
- Regional Briefing Due (November 21)
- Third Exam Due (December 12)

## THE GOAL (COURSE OBJECTIVES)

By the end of this course students should be able to:

1. Describe the major
2. Define and explain the political system of our major East Asian cases (China, Japan, and South Korea)
3. Explain how our minor cases (North Korea, Hong Kong, Macau, Taiwan, and Mongolia) fit into the themes of the course
4. Describe and critique the East Asia model of economic development
5. Compare how the East Asia model of development applies in our different cases
6. Contrast how the histories and experiences of our different cases affected their subsequent economic and political development
7. Analyze how the domestic political and economic situations of East Asian countries impact their international relations

## TECHNICAL SKILLS AND OTHER THINGS YOU NEED

You will need basic computer skills. Can you find a website if you are given a web address? Can you send and receive an email? Can you attach files and open attachments? If you can, then you will probably have few problems with the technology in this course. You will also need regular access to a computer and Internet service. You can use the labs on campus if you buy a set of headphones. Right now, write down two backup places that you will go if your preferred email access point fails. For example, if your internet at home won't work, where will you go? Then, if during the class you have trouble, you can go to your backup place. Can you go to the local library? To your Aunt's house? If your internet fails, it may severely hinder your progress in this class.

Email failures, like internet failures, can severely hinder your progress in this course.

For this course, you will also need the ability to record and upload video (cell phone cameras are fine) for your presentations.

You will turn in all assignments in the D2L area unless otherwise assigned. Except for the video assignment, all file must be in a format accepted by Turnitin. For information on which formats are accepted and other details, please consult Turnitin's page [here](#). If you turn in documents in other formats, your work will be counted late until you turn in the assignment in the correct format.

## STUDENT RESOURCES

Your tuition and fees pay for these resources, please take advantage of them.



Each student will represent one country in the world and will combine with other members of their region to write a briefing about that region and the important issues that it faces.

The current list of the countries and regions students represent is available here: [https://docs.google.com/document/d/1wBwAO-P5hj\\_sHXtKhOMRsFgNOeTPlXEOTjCxguKUK8/edit?usp=sharing](https://docs.google.com/document/d/1wBwAO-P5hj_sHXtKhOMRsFgNOeTPlXEOTjCxguKUK8/edit?usp=sharing)

Each student will be responsible both for a specific section on their country and for the overall coverage of the region. The grade will include scaffolding assignments that will help the students craft their briefings (Annotated Bibliography, Presentation)

Because this assignment is relatively short, I expect good concise language and excellent proofreading.

Each student is responsible for contributing approximately a one-page (approximately 350-500 words not including sources or citations) briefing on their country. As a group, you are also responsible for a regional section of the briefing that summarizes major issues for the region as a whole as well as the relationship between states. This section should be approximately 200-300 words per country in your group.

As an overall animating question, this country briefings should help address the question of how each country and the region as a whole is dealing with the tension between national interest and integrating into a globalizing world?

Because every country and region is different there will be a tremendous amount of variation in briefings from region to region and country to country. Briefings on Nordic countries can, for the most part, fail to mention terrorism, whereas those on Iraq, Afghanistan, India, and Pakistan should probably discuss it. A briefing on Brazil should probably cover recent election results, but in China, or Russia those can probably be skipped. At the regional level, Western Europe should talk about France and Germany relationship within the Eurozone whereas in South Asia the possibility of nuclear war between India and Pakistan needs to be addressed. For these reasons, I am willing to be very flexible on the exact content and topics covered, within reason.

### Scaffolding Assignments (Annotated Bibliography and Presentation)

The grade also reflects the constituent assignments that will help the student create a successful paper, specifically:

1. Annotated Bibliography (if you don't know how to write one, go here: [https://sites.umgc.edu/library/libhow/bibliography\\_tutorial.cfm](https://sites.umgc.edu/library/libhow/bibliography_tutorial.cfm))
2. Presentation of your section of the briefing (video uploaded to D2L maximum of 5 minutes, can be recorded with your phone or computer, voice-over Powerpoint, or any other reasonable format)

The ultimate goal of posting your topic, the Annotated Bibliography and Presentation is to function as [scaffolding assignments](http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Documents/Handouts/Scaffolding%20Assignments.pdf) (<http://www.ucdenver.edu/academics/colleges/CLAS/Centers/writing/resources/Documents/Handouts/Scaffolding%20Assignments.pdf>). These are small assignments that help ensure that you are working on the paper throughout the semester and therefore write the best possible paper and get the best possible grade. Their main purpose is to be useful to the student and because they are only meant to be a final product but help the assignment be completed successfully. Whatever form proves most useful to you is fine with me. The annotated bibliography is graded separately while the presentation grade is included with the briefing.

The Annotated Bibliography will be graded as per the following rubric:

Criteria	Excellent 5 points	Good 4 points	Needs Improvement 1 point	
Identifies relevant sources	Student selects sources that relate to their country and issues that are important to their country. Student is able to articulate how their sources relate to their country and why they selected a source Student selects a variety of sources	Student selects sources that relate to their country and issues that are important to their country. Student is unable to articulate how their sources relate to their country and why they selected a source Student lacks a variety of sources	Student selects sources that aren't appropriate for the country or the assignment Student fails to explain how their sources relate to their topic or why sources were chosen	/ 5

Additionally, if the final paper does not turn out very well, but the scaffolding assignments show good effort it will help soften the damage to your grade. If, however, the final paper does not turn out very well and it appears that you put very little effort into the scaffolding assignments that will look bad.

You may work as a group on the scaffolding assignments, but they are meant to be turned in individually.

Please consult the syllabus for the exact due dates for this assignment and its constituent parts.

### Frequently Asked Questions

#### How Long Should the Paper Be?

Abraham Lincoln supposedly said that a man's legs should be: "long enough to reach from his body to the ground." Likewise, your briefing should be as long as it needs to be. If you *MUST* have a word count, however, you can use approximately one page (350-500 words not including sources or citations) briefing on each individual country and approximately 200-300 words per country in your group.

**What citations style should I use?**

Use whichever of the major citation styles you are most comfortable with: APA, Chicago, or MLA. Whichever style you choose it should be obvious and used *correctly*. Personally, I recommend the free software [Zotero](#) as an excellent citation management system (it is not perfect however, you will still need to double check and correct its mistakes).

**How many sources do I need**

Remember what Lincoln said about a man's legs? The number of sources you need will vary dramatically based on your topic, the length, complexity, and relevance of the sources. For example, 4 short newspaper articles are not nearly enough, but 4 lengthy academic books are more than enough.

**Why aren't you giving us more specific instructions?**

Because this is a college course and I am trying to prepare you for the post-undergrad world where you will often get assignments with little or no instruction.

**Rubric**

The Regional Briefing will be graded as per the following rubric:

Criteria	Excellent	Good	Poor
<b>Knowledge of Country</b>	10 points Demonstrates excellent knowledge of the country the student is representing, including the country's current major issues and challenges	8 points Demonstrates sufficient knowledge of the country the student is representing, including some of the country's current major issues and challenges	3 points Demonstrates an inadequate knowledge of the country the student is representing and may overlook the country's major issues and challenges
<b>Knowledge of Course Content</b>	10 points Demonstrates significant knowledge of the content and methods of the course	8 points Demonstrates some knowledge of the content and methods of the course	3 points Demonstrates little knowledge of the content and methods of the course
<b>Regional Section (completed as a group)</b>	10 points Demonstrates excellent knowledge of the region the students are representing, including current major issues and challenges	8 points Demonstrates sufficient knowledge of the region the students are representing, including current major issues and challenges	3 points Demonstrates a lack of knowledge of the region the students are representing, overlooking current major issues and challenges
<b>Grammar, Style, and Proof Reading</b>	10 points The paper is entirely (or almost entirely) free from typos as well as errors in grammatical, spelling, and punctuation. Excellent proofreading is evident.	8 points The paper is largely free from typos as well as errors in grammatical, spelling, and punctuation. Adequate proofreading is evident.	3 points The paper has too many typos and/or errors in grammatical, spelling, and punctuation. Insufficient proofreading is evident.
<b>Presentation</b>	10 points The presentation demonstrates excellent knowledge of your country which is well-presented in a manner that is logical, intelligible, and interesting. It demonstrates substantial progress towards the final briefing.	8 points The presentation demonstrates a good knowledge of your country which is acceptably presented in a manner that is mostly logical, intelligible, and interesting. It demonstrates progress towards the final briefing.	3 points The presentation fails to demonstrate knowledge of your country. It is presented in a manner that is not entirely logical, intelligible, or interesting. It fails to demonstrate progress towards the final briefing.
<b>Overall Score</b>	<b>Good 42.5 or more</b>	<b>Satisfactory 35 or more</b>	<b>Poor 0 or more</b>

- Writing Center: [writingcenter.kennesaw.edu](http://writingcenter.kennesaw.edu)
- Academic Support Services: [kennesaw.edu/stu\\_dev/msrs/academic.html](http://kennesaw.edu/stu_dev/msrs/academic.html)
- Student Disability Services: [kennesaw.edu/stu\\_dev/dsss/welcome.html](http://kennesaw.edu/stu_dev/dsss/welcome.html)
- ESL Study and Tutorial Center:  
[uc.kennesaw.edu/academicinitiatives/docs/Guide\\_to\\_the\\_ESL\\_Center.pdf](http://uc.kennesaw.edu/academicinitiatives/docs/Guide_to_the_ESL_Center.pdf)
- Counseling and Psychological Services: [kennesaw.edu/studentssuccessservices/cps/services.php](http://kennesaw.edu/studentssuccessservices/cps/services.php)

## CAMPUS POLICIES

- Confidentiality and Privacy Statement: [web.kennesaw.edu/scai/content/ksu-student-code-conduct](http://web.kennesaw.edu/scai/content/ksu-student-code-conduct)
- Students Rights Statement: [enrollmentservices.kennesaw.edu/training/ferpa.php](http://enrollmentservices.kennesaw.edu/training/ferpa.php)
- Sexual Harassment Statement: [catalog.kennesaw.edu/content.php?catoid=27&navoid=2263](http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263)
- Course Accessibility Statement (ADA statement): [scai.kennesaw.edu/codes.php](http://scai.kennesaw.edu/codes.php)
- Concealed Carry of Firearms: [sss.kennesaw.edu/sds/institutional-policies.php](http://sss.kennesaw.edu/sds/institutional-policies.php)

**Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, especially Academic Integrity:**

[web.kennesaw.edu/scai/content/ksu-student-code-conduct](http://web.kennesaw.edu/scai/content/ksu-student-code-conduct)



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### [Contribute - Introduce Yourself](#)

Discussion Topic



Use this discussion board to introduce yourself to the class. Tell us about yourself. What you are hoping to get from the class and what country in the world you might be interested in representing in our class or learning more about.

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## Important Documents

### [Syllabus](#)

Web Page



### [Group Regional Briefing Project \(including Annotated Bibliography and Presentation\)](#)

Web Page



## Online Discussion Assignments

Web Page



## Student Resources: Tech Support, Advising, Accessibility, KSU Policies & Privacy Statements

### Tech Help



[Need Technical Support? Click here!](#)

Link



### Accessibility & Disability Services



[Adobe Accessibility Policy](#)

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[Apple Accessibility Policies \(for Safari & Chrome browsers\)](#)

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[Blackboard Collaborate Accessibility](#)

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[D2L Accessibility Statement](#)[Link](#)[Firefox Accessibility](#)[Link](#)[Google \(YouTube's parent company\)  
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[Other KSU Policies & Procedures](#)

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**Privacy Statements**[D2L Privacy Statement](#)

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[YouTube Privacy Policy](#)

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## Week 1: Introduction

 Due Aug 19, 2019 2:00 PM[Watch - Hans Rosling's 200 Countries, 200 Years, 4 Minutes](#)

Link

[Read - The Syllabus](#)

Link

[Watch - Professor's Introduction](#)

Link

[Contribute - Introduce Yourself](#)

Discussion Topic



Use this discussion board to introduce yourself to the class. Tell us about yourself. What you are hoping to get from the class and what country in the world you might be interested in representing in our class or learning more about.

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[Read - World Politics, Fourth Edition: Introduction](#)[Link](#)

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[Watch - Hans and Ola Rosling: How not to be ignorant about the world](#)[Link](#)

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[Take - The Factfulness Quiz](#)[Link](#)

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[Review - Introduction](#)[Link](#)

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## Week 2: Thinking about the World Analytically

 Due Aug 26, 2019 2:00 PM

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[Review - Chapter 1](#)[Link](#)

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[Read - World Politics, Fourth Edition: Chapter 1](#)[Link](#)

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[How to Use InQuizitive](#)

External Learning Tool



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[Chapter 00: Introduction](#)

External Learning Tool



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[Chapter 01: What Shaped Our World? A Historical Introduction](#)

External Learning Tool



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[Watch - The Khan Academy explain sampling](#)[Link](#)

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**Read - Statistics Essentials Dummies: Chapter 10**

PDF document



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**Watch -TED-Ed on Misleading Graphs**

Link



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**Read - Intermediate Statistics for Dummies: Chapter 10**

PDF document



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**Review - Week 2 Statistics and Thinking Empirically**

PowerPoint Presentation



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**Watch - TED-Ed on How Statistics can be Misleading**

Link



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## Week 3: Interests, Interactions, and Institutions

Due Sep 2, 2019 2:00 PM

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**Watch: Hans Rosling - Numbers are boring, people are interesting (long but worth it)**

Link



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**Chapter 02: Understanding Interests, Interactions, and Institutions**

External Learning Tool



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**Review: Chapter 2 Slides**

Link



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## Week 4: Why are there Wars?

Due Sep 9, 2019 2:00 PM

## Chapter 03: Why Are There Wars?

External Learning Tool



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## Review - Google Slides, Why are there Wars?

Link



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## Week 5: Domestic Politics, War, and the Rise of China

 Due Sep 16, 2019 2:00 PM

## Watch - Prof. Katada explain What Makes a Superpower

Link



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## Read - David Dollar on China's Rise

PDF document



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## Watch - Prof. Shambaugh talk about China's changing global footprint

Link



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## Watch - Prof. Liu explain What Makes a Superpower

Link



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## The Rise of China

PowerPoint Presentation



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## Watch - Prof. Hall explain What Makes a Superpower

Link



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## Chapter 04: Domestic Politics and War

External Learning Tool



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## Week 6: International Institutions and War

 Due Sep 23, 2019 2:00 PM

## Chapter 05: International Institutions and War

External Learning Tool



## Review Chapter 5 Slides

Link



## Week 7: Civil War and Terrorism

 Due Sep 30, 2019 2:00 PM

## Watch: Prof. Pape explain The Strategic Logic of Suicide Terrorism

Link



## Read - Lemieux asks What is terrorism? What do terrorists want?

Link



## Read - Prof. Tures asks Does Terrorism work?

Link



## Read - Prof. LaFree on why stopping worldwide terrorism is so challenging

Link



## Read - Prof. Perliger on far right terrorism in the US

Link



## Read - Prof. Wolfendale on on what constitutes terrorism

Link



## Read - Prof. Seib on Mainstream Coverage of Terrorism

Link



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[Read - Prof. Schuster-Craig on how terrorism impacts German politics](#)[Link](#)

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[Review - Terrorism and Civil War](#)[Link](#)

---

[Terrorism](#)

Discussion Topic



Look into the country you have selected to represent. Does it have any historical relationship with terrorism (as a target, supporter, base, or otherwise)? Does it have any current relationship with terrorism? Were you surprised to learn this?

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[Chapter 06: Violence by Nonstate Actors: Civil War and Terrorism](#)

External Learning Tool



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[Review - Slides on Terrorism and Civil War](#)[Link](#)

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## Week 8: Globalism, Nationalism, and International Trade

Due Oct 7, 2019 2:00 PM

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[Watch - Nationalism vs. globalism: the new political divide | Yuval Noah Harari](#)[Link](#)

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[Watch - How nationalism and globalism can coexist | Wanis Kabbaj](#)[Link](#)

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[Rodrik - Globalization Paradox Chapters 1 and 3](#)

PDF document



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[Globalism and Nationalism \\_ Foreign Affairs](#)

PDF document



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**Complete - InQuizitive Chapter 07: International Trade**

Link



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**Chapter 07: International Trade**

External Learning Tool



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**Review - Free Trade**

Link



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**Week 9: International Financial Institutions and Inequality**

Due Oct 14, 2019 2:00 PM

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**Watch - Thomas Piketty: New thoughts on capital in the twenty-first century**

Link



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**Read - King's Summary of Critical Views of Pikkety**

PDF document



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**Read - Piketty on What People miss about Capital in the Twenty-First Century**

PDF document



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**The Economist explains Pikkety**

PDF document



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**Review - Google Slides on Inequality**

Link



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**Watch - PBD Newshour Debating Pikkety's theories on 'Capital' and inequality**

Link



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**Inequality**

Discussion Topic



Thomas Piketty's best-selling book *Capital in the Twenty-First Century* argues that:

1) The rate of return on capital ( $r$ ) is greater than the rate of economic growth ( $g$ ) over the long term. Therefore, unless measures (most likely government redistribution) are taken to correct it, the result is the concentration of wealth.

2) This unequal distribution of wealth causes social and economic instability.

Do you find either or both of these arguments compelling? Why or why not?

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## Chapter 08: International Financial Relations

External Learning Tool




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## Review - International Finance

Link




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## Week 10: International Monetary Relations

Due Oct 21, 2019 2:00 PM

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## Review - East Asian Model of Development

PowerPoint Presentation




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## Watch - Jessica Barnes explain East Asia Development Strategies

Link




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## Read - KSU's own Jong H. Park on the East Asian Model of Economic Development

PDF document




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## Watch - Politics in the Animal Kingdom Part I: The Problems With First Past The Post Voting

Link




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## Read - Prof. Horowitz Electoral Systems: A Primer for Decision Makers

PDF document



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<a href="#">Watch - Politics in the Animal Kingdom Part II: The Alternative Vote</a>	✓
Link	
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<a href="#">Read - Patrick Alexander's Comic on Preferential Voting</a>	✓
PDF document	
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<a href="#">Watch - Politics In The Animal Kingdom Part IV: Mixed-Member Proportional Representation</a>	✓
Link	
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<a href="#">Watch - Politics in the Animal Kingdom Part V: Single Transferable Vote</a>	✓
Link	
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<a href="#">Review - Democratic Systems Slides</a>	✓
Link	
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<a href="#">Read - Electoral Systems Today: A Global Snapshot</a>	✓
PDF document	
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<a href="#">Read - Princeton's Page on Voting Theory</a>	✓
Link	
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<a href="#">Chapter 09: International Monetary Relations</a>	✓
External Learning Tool	

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## Week 11: The State and Economic Development

 Due Oct 28, 2019 2:00 PM

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<a href="#">Review - Google Slides on the State and Economic Development</a>	✓
Link	
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<a href="#">Watch - The Nation on why People in Denmark Are Much Happier Than People in the United States</a>	✓
Link	

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[Read - The Nation's Polanyi In Our Times](#)[Link](#)

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[Watch - Prof. David Runciman on the definition of Social Democracy](#)[Link](#)

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[Watch - professor Torger Reve on the secrets of the Nordic Model](#)[Link](#)

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[Read - Prof. Hodgson's What the world can learn about equality from the Nordic model](#)[Link](#)

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[Chapter 10: Development: Causes of the Wealth and Poverty of Nations](#)[External Learning Tool](#)

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## Week 12: International Law

Due Nov 4, 2019 2:00 PM

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[Chapter 11: International Law and Norms](#)[External Learning Tool](#)

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## Week 13: Human Rights

Due Nov 11, 2019 2:00 PM

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[Watch - Watch: Prof. Evans Discuss the Responsibility to Protect \(R2P\)](#)[Link](#)

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[Watch - Prof. Al Attar's video on Humanitarian Intervention](#)[Link](#)

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<a href="#">Read - Prof. Cornescu on Generations of Human Rights</a>	✓
PDF document	

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<a href="#">Read - Scott International Law Chapter 1</a>	✓
PDF document	

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<a href="#">Watch - The Economists' Short Film about the First Trials of the International Criminal Court</a>	✓
Link	

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<a href="#">International Law and Human Rights</a>	✓
PowerPoint Presentation	

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<a href="#">Chapter 12: Human Rights</a>	✓
External Learning Tool	

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## Week 14: The Global Environment

 Due Nov 18, 2019 2:00 PM

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<a href="#">Read - The Intergovernmental Panel on Climate Change's Report</a>	✓
PDF document	

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<a href="#">Read - Map the interactions between Sustainable Development Goals</a>	✓
PDF document	

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<a href="#">Watch - What if climate change is real?   Katharine Hayhoe</a>	✓
Link	

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<a href="#">Watch - Radical Design for Sustainability: Professor Stuart Walker at TEDxBrum</a>	✓
Link	

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<a href="#">Review - Climate Change and Sustainability</a>	✓
Link	

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## Chapter 13: The Global Environment

External Learning Tool



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## Week 15: Looking Forward and Review

 Due Dec 2, 2019 2:00 PM

## Chapter 14: Challenges to the Global Order

External Learning Tool

