Global Issues

NEW VERSION OF HON 115 (sections 1001, 1002, 1004, 1005)

Political & Cultural Geographer

Fall 2020

1. Course Instructor

2. Course Description

We live in an interconnected world where people, ideas, technology, and power intersect and produce varying outcomes in different places. The purpose of this course is to introduce students to many of the global issues we face today and to the different patterns and ideas that help explain how governments and the international system evolved and operate. In an online format, the assigned readings, news links, TedTalks, discussions, and assignments will encourage critical thinking about many of the political, social, economic, and security issues we face as both Americans and members of the international community. The course will contrast the similarities and differences in the variety of human experiences and aim to assist students in developing observational and analytical skills needed to draw cross-cultural comparisons.

3. Course objectives:

1) to introduce students to contemporary issues in modern international relations
2) to gain an understanding of how these issues impact politics, economies, and societies around the world
3) to give students the opportunity to study a specific global issue of interest and apply what they learn to a deeper understanding how that issue, directly or indirectly, impacts their lives
4) to encourage students to read the international news, become aware of bias in national and global media, and become more informed, involved citizens

The course objectives and assignments are designed to meet specific UNLV UULOs:
Intellectual Breadth and Life-Long Learning: Students will compare and contrast key ideas and ethical issues drawn from different cultures across the world.
Inquiry and Critical Thinking: Students will read and critically analyze primary and secondary texts.
Communication: Students will effectively communicate ideas and opinions through writing & creative expression.
Global/Multicultural: Students will identify and analyze major global issues and how they impact diverse communities at home and abroad.
Citizenship/Ethics: Students will prepare themselves to serve as active, thoughtful decision-makers in their homes and communities.

4. Required Course Readings

Taking Sides: Clashing Views on Global Issues, edited by James Harf and Mark Owen Lombardi. McGraw Hill Education, 10th edition, 2019.

The textbook can be purchased at the UNLV Bookstore:

http://unlv.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&langId=-1&storeId=19074

Additional readings will be put in weekly modules on Canvas.

5. Readings and Expectations

All the readings have been carefully selected to maximize the students' learning experience. However, you – as a student – hold the key to success in this course in your hands. You determine your final grade through your effort, attention to detail, and thoughtfulness. Reading EVERY assigned piece carefully, and thinking about it critically, will enable you to participate meaningfully in class. Please complete the readings in a timely manner. You will enjoy the class more if you have done the work.

6. Graded Requirements

All graded work is due on the dates specified in the weekly modules on Canvas. Below is a breakdown of assignments and their point value. For detailed guidelines and due dates, please see the Assignment Guidelines & Submissions Module on Canvas.

1. Reading Presentation   50
2. Discussions (OP & RP)   300
3. Project #1   100
4. Research Topic Proposal   10
5. Annotated Bibliography   40
6. Project #2   150
                           650 Total

7. Turning in Assignments & Late Assignments Policy

All assignments are to be turned in online by the due dates specified on Canvas. It is very important you complete the work in a timely manner. If you fail to submit the projects and/or post the Original Posts (OP) by the due date, you will receive a 20% penalty per late assignment, provided it is submitted within 24 hours of the deadline. If you forget to respond in a timely manner (RP), the discussion will close and you will no longer be able to post and will get no credit. Please read the Weekly Preview in each module to get a heads up on what is expected in a given week and plan accordingly.

8. Class Schedule

The Global Issues class is designed around three themes based on issues related to population/society, global politics, and global health & economy. The following is a weekly schedule of themes and readings. For detailed descriptions, instructions, and specific due dates, please see the weekly modules on Canvas.

WEEKS	TOPICS, READINGS & LEARNING OUTCOMES
Week 1: Aug. 24	**Introductions**
	Introduction to the Course and Syllabus / Personal Introductions
	Introductions: Chiefs of States and Countries / Broader Historical Context
Week 2: Aug. 31	**Issue #1 The Next Global Pandemic… Is Here!**
	Readings: Will the International Community Be Able to Successfully Address the Next Global Pandemic? (103) US CDC and the Global Health Security Agenda (107) Seven Reasons We're at More Risk than Ever of a Global Pandemic (115)
	Learning Outcomes: * Describe the history of major global pandemics. * Understand the evolution of the international community's response to global pandemics in general * Describe the major reasons experts say that the world is at more risk than ever of a global pandemic.
Week 3: Sept. 7	**The Next Global Pandemic, continued**
	Monday, Sept. 7 - Labor Day
	DUE: Project #1
Week 4: Sept. 14	**Issue #2 World Population and Aging**
	Readings: Is Global Aging a Major Problem? (19) Global Aging and the Outlook for Growth and Stability in the Developing World (23) Golden Aging: Prospects for Healthy, Active, and Prosperous Aging in Europe & Central Asia (29)
	Learning Outcomes: * Gain an understanding of why the 2020s are said to be an upcoming decade of global population aging and population decline * Appreciate how a global aging and declining population affect economic growth, living standards, and the shape of the world order * Understand how future demographic conditions will impact the developing world differently than the developed world.
Week 5: Sept. 21	**Issue #3 Human Trafficking**
	Readings: Do Adequate Strategies Exist to Combat Human Trafficking? (121) Meeting the Global Challenge: Effective Strategies to Prevent Human Trafficking (124) Global Report on Trafficking in Persons 2016 (130)
	Learning Outcomes: * Gain an understanding of the nature of human trafficking and its underlying conditions * Describe and evaluate the 3P Paradigm as a strategy against global human trafficking

	* Examine the progress made through raising awareness about the issue among governments and societies around the world
Week 6: Sept. 28	**Issue #4 Global Food Security**
	Readings: Will the World Be Able to Feed Itself in the Foreseeable Future? (36) Progress, Uncertainty, and Rising Antiglobalism (40) The State of Food Security and Nutrition in the World (43)
	Learning Outcomes: * Gain an understanding of the extent of undernourishment and hunger globally * Evaluate progress made in addressing global undernourishment in the past 25 years * Understand how the prevalence of conflicts throughout the globe and increasing climate-related shocks adversely affect the global food system
Week 7: Oct. 5	**Issue #5 Global Water Shortage**
	Readings: Can the Global Community Successfully Confront the Global Water Shortage? (54) The UN World Water Development Report 2018 (58) Global Water Crisis (65)
	Learning Outcomes: * Understand the evolution of the global community's concern about global water issues. * Understand the many dimensions and factors associated with the global water demand and crisis * Examine the relationship between water and sustainable development
Week 8: Oct. 12	**Research Workshops**
	DUE: Research Topic for Project #2
Week 9: Oct. 19	**Issue #6 State of Democracy in the Early XXI Century**
	Readings: Is Authoritarianism on the Rise or Will Democracy Endure? (186) Democracy Under Stress. Is Representative Government in Retreat Worldwide? (188) Liberal Democracy Is Stronger than Trump's Populism? (201)
	Learning Outcomes: * Understand the evolution of democracy and authoritarianism in the past 30 years. * Evaluate the challenges to democracy over the past decade. * Identify the populist elements that appear to be challenging democracy in the Western world today.
Week 10: Oct. 26	**Issue #7 The Power of Social Media in the World**
	Readings: Is the Power of Social Media Undermining Democracy? (208) How Social Media Helps Dictators (210) Of Course Social Media Is Transforming Politics (212)
	Learning Outcomes: * Understand the pervasiveness and growth of social media in the political and social world.

	* Understand that as a tool it can be used by governments, people, movements, religions, and any other social construct for any purpose. * Understand it is now being manipulated as a tool for propaganda to influence attitudes, policies, elections, and societies.
	DUE: Annotated Bibliography
Week 11: Nov. 2	**Issue #8 Cultures & Societies Around the World**
	Special focus: Class United Nations
	Readings: Dia de los Muertos/Day of the Dead by Octavio Paz Citizenship Laws of the World
	Learning Outcomes: * Understand the nuances of concepts such as nation, state, nation-state. * Appreciate the changing nature of the sovereign state system. * Understand the difference between jus solis and jus sanguinins and how these determine citizenship laws around the world.
Week 12: Nov. 9	**Issue #9: Artificial Intelligence**
	Readings: Is Artificial Intelligence a Threat to Humanity? (150) Artificial Intelligence: 'We're Like Children Playing with a Bomb' (152) Benefits and Risks of Artificial Intelligence (157)
	Wednesday, Nov. 11 Veterans' Day
	Learning Outcomes: * Understand the growing emergence of artificial intelligence (AI) as a force in our daily lives * Evaluate both the potential positive and negative consequences of the development of AI. * Appreciate the short-term ramification of AI for human interaction and economics.
Week 13: Nov. 16	**Artificial Intelligence, continued**
	Workshops for Project #2
Week 14: Nov. 23	**Project #2 Presentations**
	DUE: Project #2
Week 15: Nov. 30	**Project #2 Presentations**
Week 16: Dec. 7	**Final Exams Week**
	There is no Final Exam in our HON 115 course. Good luck with all your finals!

9. **Communication and Netiquette (Online Etiquette)**
    In accordance with UNLV policies as stated in the Student Handbook, it is my expectation that all communications that take place in any of our classroom forums will be presented in a professional manner, will be written with appropriate language and a collaborative tone, and will demonstrate

respect for the viewpoints and values of all class members even, and especially, if they do not coincide with your own.

Keep in mind that when writing on our discussion boards, things may not always be perceived in the manner in which we think they will be. With this in mind, I invite you to practice the following:

* Present your best professional self. Be positive.
* Choose your words carefully when posting your ideas and writing your responses. Since the context usually derived from eye contact, facial expression, tone of voice, etc., is not available to the reader, you want to make sure you get your "intended" point across.
* Be professional in your online correspondence - avoid using inflammatory remarks (ALL CAPS or "FLAMING") and e-mail slang (abbreviations such as "thru" instead of "through" or no capitalization in sentences, etc.).
* Be open-minded as you read your classmates' reflections, just as you would if this were a discussion in a traditional classroom. We are all here to learn new things from the course materials and one another.
* I expect formal college-level writing at all times, that means brush up on grammar, stylistics, citations, etc (please see The Art of College Writing module for helpful presentations).

10. Final Grade Scale

100-93% = A	79-77% = C+	69-67% = D+
92-90% = A-	76-73% = C	66-63% = D
89-87% = B+	72-70% = C-	62-60% = D-
86-83% = B		59-00% = F
82-80% = B-		

11. Letter Grade Description
The following standards supplement the Grading System for Undergraduate Students as listed in the current Undergraduate Catalog:

A Superior: Represents comprehensive excellence. Not only does the work fulfill all requirements in an excellent and professional manner but goes beyond the given requirements aiming at standards higher than requested. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of thoughtful work on a regular basis. This work is of a quality that is instructive to the teacher and exemplary to the rest of the class and sets a standard for the exercise and/or the course.

B Above Average: Represents work that can be distinguished as being of truly "good" quality. The work is free of significant flaws, is comprehensive in scope and exceeds all minimum requirements. The student is an active and engaged participant in all class activities and intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. This work is of a quality that is exemplary for the exercise and/or the course.

C Average: Represents satisfactory and average performance. The work is free of major flaws, is comprehensive in scope, and meets all minimum requirements. Intellectual progress and development have been demonstrated by the timely preparation of work on a regular basis. The student and instructor can take "satisfaction" in the average resolution of the exercise and/or course.

D-F Failing: Represents substandard work that is not passable. The work has not fulfilled requirements, or has not been completed on time, or does not appropriately address the issues raised by the exercise and/or course and is unacceptable.

I Incomplete: The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

THE ABOVE SCHEDULE AND PROCEDURES IN THIS SYLLABUS ARE SUBJECT TO CHANGE.

OTHER UNLV POLICIES

Public Health Directives
Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at https://www.unlv.edu/coronavirus/health-requirements. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Code of Student Conduct, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct
Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the Student Conduct Code, https://www.unlv.edu/studentconduct/student-conduct.

Auditing Classes
Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct
Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright
The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at https://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A, Room 143, https://www.unlv.edu/drc, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated

as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations
The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, https://www.unlv.edu/registrar/calendars.

Identity Verification in Online Courses
All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas. UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, https://www.unlv.edu/studentconduct/misconduct/policy, which states that "acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment" is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades
The grade of "I" (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student's control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. If course requirements are not completed within the period indicated, a grade of "F" will be recorded, and the student's GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the "I" grade.

Library Resources
Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries' Research Consultation website, https://guides.library.unlv.edu/appointments/librarian. You can also ask the library staff questions via chat and text message at https://ask.library.unlv.edu/.

Missed Classwork
Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the Academic Policies webpage, https://catalog.unlv.edu/content.php?catoid=29&navoid=7326.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a "Drop one" option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate's policy, and an infringement on the student's right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail
Rebelmail is UNLV's official email system for students and by University policy, instructors and staff should only send emails to students' Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the ASC website, https://www.unlv.edu/asc, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, https://writingcenter.unlv.edu/, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Links to UNLV policies:
Academic Policies: https://catalog.unlv.edu/content.php?catoid=29&navoid=7326
Student Services & Activities: https://catalog.unlv.edu/content.php?catoid=29&navoid=7331
University Policies: https://catalog.unlv.edu/content.php?catoid=29&navoid=7332
University Community & Libraries: https://catalog.unlv.edu/content.php?catoid=29&navoid=7322