

HON 115 – 03/04 – Global Issues Syllabus

Course Delivery	Web Live (synchronous)
Meeting Time	HON 115-03 TH 10:00 – 11:15 AM HON 115-04 TH 11:30 – 12:45 PM
Instructor Name	
Instructor Email	
Instructor Phone	
Office Hours	Monday and Wednesday 9:00 – 10:30 on WebEx, or by appointment

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, environmental 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.

Course Objectives

- To introduce students to contemporary issues in modern international relations
- To gain an understanding of how these issues impact politics, economies, and societies around the world
- 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
- 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.

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 directly at the [UNLV Bookstore](#). Additional readings will be put in weekly modules on Canvas.

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.

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.

Syllabus Quiz	10
Reading Presentation	80
Discussions (OP & RP)	350
Project #1	70
Research Topic Proposal	30
Annotated Bibliography	60
Project #2	<u>150</u>
	750 Total

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.

Class Format

This remote live learning class involves a mix of synchronous and asynchronous activities. The asynchronous activities include watching video recordings (e.g., lectures, podcasts, and media videos on related themes), completing course readings, and working on course assignments. The synchronous activities focus on presentations, structured discussions and small group activities that will reinforce and deepen content experienced through asynchronous activities.

Being there plays an essential role in learning. Students are expected to log in on time and have their cameras ON at all times during virtual meetings – not doing so will result in 5 points deduction from the total grade for each occurrence. Attendance is important not only for your learning, but also for our ability to build a community together and maintain a sense of connection. Your presence in our virtual class matters.

Personal Well-being Pass

I also recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. Rather than docking points for absences as I did in pre-pandemic times, I have decided to offer three “Personal Well-being Passes” to each student. This means that you can miss up to three synchronous meetings during the semester without the loss of points for these absences. Each additional absence beyond the three permitted will result in a 20 point deduction from the final grade and only three such absences are permitted. If you accumulate three well-being absences and more than three additional absences, you will automatically receive an F for the course.

Important note: when you are absent for our synchronous meeting and use a Personal Well-Being Pass, you are still responsible to complete all asynchronous activities for that week or you will not receive any points for these assignments. If you are missing from synchronous classes more than the 3 times permitted, 20 points will be deducted automatically from the weekly discussion assignments.

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.

WEEK	TOPICS & READINGS
Week 1	Introductions Introduction to the Course and Syllabus / Personal Introductions Introductions: Chiefs of States and Countries
Week 2	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: <ul style="list-style-type: none"> • 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	The Next Global Pandemic, continued Film: <i>Contagion</i> (2011), dir. Steven Soderbergh DUE: Project #1
Week 4	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: <ul style="list-style-type: none"> • 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	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: <ul style="list-style-type: none"> • 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	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)

	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • 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	<p>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)</p>
	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • 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	<p>Issue # 6 The True Cost of Fashion Readings: Posted on Canvas Film: <i>The True Cost</i> (2016), dir. Andrew Morgan DUE: Research Topic Proposal for Project #2</p>
	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Examine the relationship between globalization and the textile and clothing industry • Understand the impact of the fast fashion industry on environment, the workers, and the consumer society
Week 9	<p>Issue #7 State of Democracy in the Early XXI 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)</p>
	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • 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	<p>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</p>
	<p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Understand the nuances of concepts such as nation, state, nation-state. • Appreciate the changing nature of the sovereign state system. Understand the difference between <i>jus solis</i> and <i>jus sanguinis</i> and how these determine citizenship laws around the world.

Week 11	Issue #9 Armed Conflicts Around the World Case study: Russia's War on Ukraine Readings: Posted on Canvas DUE: Annotated Bibliography
	Learning Outcomes: <ul style="list-style-type: none"> • Identify major conflicts in the XXI century • Distinguish between international and non-international armed conflicts • Examine the role of international institutions in peace keeping
Week 12	Issue #10 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: <ul style="list-style-type: none"> • 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.
Week 13	Issue # 11 Global Climate Change Readings: Posted on Canvas Film: <i>An Inconvenient Sequel: Truth to Power</i> (2017), dir. B. Cohen & J. Shenk Happy Thanksgiving
Week 14	Workshops for Project #2 DUE: Project #2
Week 15	Project #2 Presentations
Week 16	Final Exams Week DUE: Project #2 Critique

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).

Grading Scale

100-95% = A	79-77% = C+	69-67% = D+
94-90% = 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-		

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

UNLV Policies

Public Health Directives

Face coverings are currently optional 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 on our [public health website](#). 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 Student Conduct Code](#), 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](#).

Auditing a Course

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 devices such as pagers and cellular phones, or potentially disruptive activities are only permitted with the prior explicit consent of the instructor. Students are specifically prohibited to record classes without instructor authorization, including online/remote classes (either audio only, or video and audio). 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. Since the COVID-19 pandemic forced most instruction to be delivered remotely starting on March 2020, numerous students have asked instructors to record their synchronous classes, so that they can access them at their convenience. Instructors who agree to record their classes (audio only, or video and audio) should inform students in advance. Recorded lectures may not be broadly released to anyone, but made available exclusively to those students enrolled in the class during the particular academic term. Recorded lectures must be stored securely, and are subject to the Nevada System of Higher Education's Records Retention Policy, meaning that the recordings can only be deleted 120 days after the end of class (i.e., after grades are posted). Once this requirement is met, the recordings should be deleted. Class recordings are protected from disclosure, as they are deemed part of an educational record under the Family Educational Rights and Privacy Act (FERPA).

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.

Disability Resource Center (DRC)

The UNLV [Disability Resource Center](#) (SSC-A, Room 143, 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](#).

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](#), 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](#), 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. 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 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](#). You can also [ask the library staff questions via chat and text message](#).

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 Classwork policy, under Registration Policies](#), on the [Academic Policies webpage](#).

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.

Title IX

UNLV is committed to providing an environment free of all forms of unlawful discrimination including sexual and gender-based discrimination, harassment, and violence like sexual assault, intimate partner violence, and stalking. If you, or someone you know, has experienced or is experiencing these types of behaviors, know that you are not alone.

Resources and support are available. To learn more or to report an incident, please visit the [Office of Equal Employment and Title IX website](#). Please be aware that as an instructor, I am not a confidential resource, and I will need to report incidents of sexual misconduct to UNLV's Title IX Coordinator.

You can also report concerns directly using the [online reporting form](#), or via email at titleixcoordinator@unlv.edu or 702-895-4055. For confidential support in matters of sexual violence, relationship/family violence, or stalking, contact the [Care Center](#) or 702-895-0602.

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](#), 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](#), 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.

988 Free 24/7 Suicide & Crisis Lifeline

In addition to campus resources such as the [Counseling and Psychological Services \(CAPS\) website](#), visiting the [YOU@UNLV website](#), and [Early Alert](#) (for graduate students), you may now call or text 988 or [chat](#) at 988lifeline.org if you or someone you know is in crisis and in need of support.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](#).

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.