



**“INTERNATIONAL POLITICS, LIKE ALL POLITICS, IS A STRUGGLE FOR POWER” — HANS J. MORGENTHAU**  
**“TODAY THE REAL TEST OF POWER IS NOT CAPACITY TO MAKE WAR BUT CAPACITY TO PREVENT IT” — ANNE O’HARE MCCORMICK**

# **GLOBAL ISSUES & INTERNATIONAL AFFAIRS**

## **IAFS 1000/Spring 2020**

**Instructor: Dr. Gregory D. Young**  
**Office: Ketchum Hall Room 212**

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**Professor’s Office Hours: Tuesdays & Thursdays 2:00-3:00 or Wednesdays by appointment**

**Lecture Times: Tuesday/Thursdays 12:30-1:45pm in Hale 270**

**Direct link to this syllabus: [http://spot.colorado.edu/~gyoung/home/IA\\_1000/1000\\_syl.htm](http://spot.colorado.edu/~gyoung/home/IA_1000/1000_syl.htm)**

### **Course Links**

[Weekly Thought Paper Questions](#)  
[Potential Midterm Exam Questions and Terms](#)  
[Midterm Exam Score Summary](#)  
[Potential Final Exam Questions and Terms](#)  
[Power Point Links](#)

### **Recitation Sections/TA/Locations**

<b>IAFS 1000-101</b>	Max Chernoff	W 5:00PM - 5:50PM, CLUB 4
<b>IAFS 1000-102</b>	Diana Dorman	T 4:00 - 4:50PM, ECKL E1B50
<b>IAFS 1000-103</b>	Max Chernoff	W 9:00AM - 9:50AM, HALE 240
<b>IAFS 1000-104</b>	Diana Dorman	TH 3:30PM - 4:20PM, CASE E250

**[Teaching Assistants/Email/Office/Office Hours/Syllabus Link](#)**

<u>TA/Sections</u>	<u>Office Hours/Office</u>	<u>Email Link</u>	<u>Syllabus Link</u>
Max Chernoff/101 & 103	Tuesday, 2pm-3pm, and Wednesday 10am-11am/ Ketchum 411	<a href="mailto:max.chernoff@colorado.edu">max.chernoff@colorado.edu</a>	<a href="#">Max Syllabus</a>
Diana Dorman/103 & 102	Wed 10:15-12:15/ CLUB A4	<a href="mailto:diana.dorman@colorado.edu">diana.dorman@colorado.edu</a>	<a href="#">Diana Syllabus</a>

### **COURSE OBJECTIVES AND DESCRIPTION**

This course is the introduction for the inter-disciplinary CU major which encompasses political science, anthropology, geography, economics, and history. The major can also include a foreign language component. As an International Affairs major you will begin your studies with a survey of the most compelling global issues of the day and then go on to detailed analysis of international relations and economics. Follow-on courses also focus on problems of international development, the environment, international economic relations and United States foreign policy. Since this is an interdisciplinary course, it is taught by faculty from each of the participating departments and each brings the biases and paradigms of their own backgrounds to the course. This semester the course is taught by a political scientist and therefore, global governance, international relations and their relationship to current world issues will be the primary focus. We will certainly touch upon geography, international political economy and the history of the issues with which we will deal.

### **COURSE REQUIREMENTS**

#### ***Surgeon General's Warning***

Despite the fact that this course bears a 1000 number designation, it is a four-credit course with a substantial workload. In addition to the midterm and final exams, this course requires a substantial amount of writing. Please familiarize yourself with the course requirements. If you are not sure now that you will be able to commit the necessary time and effort to complete the required work, you should consider dropping the course.

#### ***Readings, Attendance and Class Participation***

It is essential that students attend every class on time. Regular attendance and active participation in any class discussion will enhance your understanding of the course material and almost certainly improve your performance on the mid-term and final exams, which are together worth 50% of the course grade. Attendance at lecture and recitation is also a large portion of your 20% Recitation grade. Notifying your TA by email prior to class will constitute an excused absence. In this semester, the required readings range from 60 to 100 pages per week, as set out in the course schedule. Your knowledge and understanding of the required readings will be tested in the mid-term and final exams. Students should come to class having already completed (and thought carefully about) the assigned reading for each class period.

#### ***Mid-Term and Final Exams***

The mid-term exam will be held on **Tuesday, March 2<sup>nd</sup>** the usual class meeting time and place. The final exam will be on **Saturday, May 2<sup>nd</sup> from 1:30-4:00pm** in the regular lecture room. The final exam will be comprehensive, but will still focus primarily on the material after the

midterm. Students must write the final exam in order to pass the course. Blue books should be purchased by each student and brought in the class period prior to the midterm and final; 8.5x11 Blue books are preferred. Do not put your name on your Blue book. Make-up exams will not be given unless the instructor has been notified in advance or a doctor's note is provided. There will be a geographic component on both the midterm and final exams related to topics we have discussed in class.

### ***Recitation***

The teaching assistant's assessment of each student's attendance and performance in recitation will count 20% of the final course grade. Recitation syllabi are linked to this syllabus above. You will be expected to participate and to demonstrate familiarity with the contents of the required readings in your recitation discussions.

### ***Current Events***

Several students will present a current event orally in recitation each week. The presentation details will be discussed in detail in recitations. The source should be from a respected news source, be less than one week old and pertain in some way to topical global issues. Each student should try to relate the article to some element of what we have been discussing in class. News reports on the Internet are also acceptable sources. The current event presentation will be part of your 20% recitation grade.

### ***Weekly Thought Papers***

At the end of lecture each Thursday, a thought question will be posed to the class and posted on the course web site. The question will relate to either the topic in Tuesday's or Thursday's lecture. Students will write a two-page, single-spaced (Approximately 900-1000 words) response to the question to turn in electronically on CANVAS the following week to their TA by 5pm Tuesday. **Please include a word count on the first page.** These papers should be properly documented and footnoted using the course readings. Papers will be graded 50% on content and 50% on grammar, punctuation and spelling. Late Papers will not be accepted unless prior arrangements have been made. The electronic copies will be checked for plagiarism. There will be ten questions posted. Each **student must answer at least FOUR of them (including the CWA paper)**. Students completing fewer than four will have zero's averaged in with their grades on the completed papers. Those students completing more than four will only have the four best grades included. These thought papers account for 30% of your final course grade.

### ***Conference on World Affairs***

Also included in the participation grade will be the required attendance at one or more sessions of the [Conference on World Affairs](#) (CWA) from 8-13 April 2019. Each student will turn in a one-page synopsis of the session attended the following week, which will meet the requirement for that week's thought paper. You get one day off from lecture (Thursday, April 11) to compensate for attendance at the CWA. Which of the panels at the conference meet this requirement will be discussed in class.

### ***GRADING CRITERIA***

Mid-term exam	25%
4 Thought Papers (Includes CWA ppr)	30%
Final exam	25%
<u>Recitation (Includes Attendance)</u>	<u>20%</u>

Total

100%

Final Course Grades will be curved unless a straight 90/80/70/60 etc... proves more beneficial to the students (higher overall grade average). If curved, the mean overall average will become the highest C grade, and two standard deviations below the mean will be necessary to fail the course. One standard deviation about the mean becomes the criteria for an A grade. The grading policy will be explained in detail on the first day of class.



**REQUIRED READINGS**

There are no textbooks to purchase for this class. All course readings (and World Atlas) delineated in the course schedule are available at the following online site to which all students will subscribe: <http://www.aatw.me>. This site, *America and the World* (AATW), provides both distribution and reference for this course, but also copyright payment for some of the articles you will read. Access to this website will be purchased for \$49.95. Access will be explained in detail in class. The readings for this course are interdisciplinary, including works from political science, history, econ and geography. All of the readings are required. Other readings may be linked to this syllabus.

<b>IAFS 1000 – Introduction to International Affairs Course Schedule Spring 2019</b>		
<b>Day/Date</b>	<b>Topic</b>	<b>Assigned Reading</b>
Tues 14 Jan	Course Introduction & Administration	None
Thurs 16 Jan	Introduction to International Relations	<ul style="list-style-type: none"> <li>• Van Belle &amp; Mash <i>A Novel Approach to Politics</i>, Ch. 12</li> </ul>
Tues 21 Jan	U.S. Foreign Policy: Not leading the world anymore?	<ul style="list-style-type: none"> <li>• Fareed Zakaria “What Bush Got Right” <i>Newsweek</i>, Mar. 14, 2005</li> <li>• Bruce Russett, <i>Grasping the Democratic Peace: Principles for Peace in the Post-Cold War World</i>, 1997 (pp. 3-42)</li> <li>• Cooper &amp; Malcomson, “Welcome to my World, Barack”, <i>Sunday Magazine New York Times</i>, 16 Nov 08</li> <li>• James Mann (2012), <i>The Obamians: The Struggle inside the White House to Redefine American Power</i>. New York: Viking (Excerpts)</li> <li>• Martin S. Indyk et al, "Scoring Obama's Foreign Policy" (<i>Foreign Affairs</i> May/June 2012)</li> </ul>
Thurs 23 Jan	The GWOT - Wars in Iraq & Afghanistan: I thought we were done!  <b>Thought Paper #1 Assigned</b>	<ul style="list-style-type: none"> <li>• Global Issues Afghanistan On the Brink 2010</li> <li>• <i>The Economist</i>, “The Next Surge”, 20 Dec 09</li> </ul>

		<ul style="list-style-type: none"> <li>· <i>The Economist</i>, “After smart weapons, smart soldiers”, 25 Oct 07</li> <li>· Filkins, “Right at the Edge”, Sunday Magazine <i>New York Times</i>, 7 Sep 08</li> <li>· Rubin, “In the Land of the Taliban”, Sunday Magazine <i>New York Times</i>, 22 Oct 06</li> <li>· Gordon, “Strategy Shift for Afghan War poses stiff Challenge for Obama”, <i>New York Times</i>, Tues 2 Dec 08</li> <li>· Stewart, “The ‘Good War’ isn't worth Fighting”, <i>New York Times</i>, Sun 23 Nov 08</li> <li>· Rumsfeld, “One Surge does not fit all”, <i>New York Times</i>, Sun 23 Nov 08</li> <li>· Bacevich, “Petraeus Doctrine”, <i>The Atlantic</i>, Oct 08</li> <li>Johnson &amp; Mason, “All counterinsurgency is local”, <i>The Atlantic</i>, Oct 08</li> </ul>
Tues 28 Jan	<p>Radical Islamic Terror</p> <p>Thought Paper #1 Due</p>	<ul style="list-style-type: none"> <li>· Bergen &amp; Reynolds “Blowback Revisited” <i>Foreign Affairs</i>, November/December 2005</li> <li>· Christian Caryl “Why They Do It” <i>The New York Times Review of Books</i>, Sept 22, 2005</li> <li>· Osama bin Laden, "Speech to the American People"</li> <li>· Robert Kaplan et al, Osama’s Dead, But How Much Does It Matter?” <i>Foreign Policy</i>, May 2, 2011</li> <li>· "Al Qaeda is down, but far from out: jihadist Terrorism" (<i>The Economist</i> April 21, 2012)</li> </ul>
Thurs 30 Feb	<p>Drones: The GWOT Silent Killer</p>	<ul style="list-style-type: none"> <li>· Cronin, “Why Drones Fail: When Tactics Drive Strategy”, <i>Foreign Affairs</i>, Jul/Aug 2013</li> <li>· Byman, “Why Drones Work: The Case for Washington’s Weapon of Choice”, <i>Foreign Affairs</i>, Jul/Aug 2013</li> </ul>
Tues 4 Feb	<p>The Arab Spring?: Tunisia, Egypt &amp; Libya</p> <p>Excerpts from the movie: “The Square”</p> <p>No Thought Paper Due</p>	<ul style="list-style-type: none"> <li>· <i>The Telegraph</i>, “Arab Spring: Timeline of the African and Middle East rebellions”, October 21, 2011</li> <li>· Lisa Anderson, “Demystifying the Arab Spring”, <i>Foreign Affairs</i>, May/June 2011</li> <li>· <i>The Economist</i>, “Everywhere on the rise, The success of Egypt’s Islamists</li> </ul>

		marks a trend throughout the region.” December 10, 2011
Thurs 6 Feb	The Arab Spring?: Syria <b>Thought Paper #2 Assigned</b>	<ul style="list-style-type: none"> <li>· <i>The Economist</i>, “Gaining ground: Syria’s opposition, though fractious, is making headway against the regime.” December 17, 2011</li> <li>· <i>Foreign Policy</i>, “ The Syrian Stalemate”</li> <li>· <i>Foreign Policy</i>, “ The General’s Gambit”</li> <li>· <i>Foreign Policy</i>, “Holding Civil Society Workshops while Syria Burns”, 2012</li> <li>· <i>Washington Post</i>, “A War chest for Syria's Rebels”</li> <li>· <i>Washington Post</i>, How Obama Bungled the Syrian Revolution”</li> <li>· <i>The Economist</i>, “Gaining ground: Syria’s opposition, though fractious, is making headway against the regime.” December 17, 2011</li> </ul>
Tues 11 Feb	The Rise & Fall of ISIS, ISIL or Daesh, Syria and the Kurds  <b>Thought Paper #2 Due</b>	<ul style="list-style-type: none"> <li>· <i>The Economist</i> - The Islamic State of Iraq &amp; Greater Syria</li> <li>· <i>The Economist</i> - The War Against Islamic State</li> <li>· <i>Foreign Affairs</i> - The Myth of the Caliphate</li> <li>· Orient Advisory Group, “Egypt’s ABM Declares Allegiance to ISIL, while Al Nusra Joins ISIL Alliance in Syria”</li> <li>· Arango “Backed by U.S. Airstrikes, Kurds Reverse an ISIS Gain” <i>New York Times</i>, Dec, 18, 2014</li> </ul>
Thurs 13 Feb	Nuclear Proliferation/WMDs: Good Deal with Iran?  <b>Thought Paper #3 Assigned</b>	<ul style="list-style-type: none"> <li>· Jeffrey Goldberg, “The Point of No Return” <i>The Atlantic</i>, September, 2010</li> <li>· <i>The Economist</i>, “Ignore us at your peril” Nov 27<sup>th</sup> 2010</li> <li>· Seymour Hirsch “The Deal” <i>The New Yorker</i>, Mar. 8, 2004.</li> <li>· Kenneth M. Pollack “Spies. Lies and Weapons: What Went Wrong. <i>The Atlantic</i>, Jan/Feb 2004</li> <li>· William Langewiesche, “The Wrath of Khan”, <i>The Atlantic</i>, Jan/Feb 2005</li> <li>· <i>The Economist</i>, “What to do with a vision of zero”, 15 Nov 08</li> <li>· Broad, “Hidden Travels of the Bomb”, <i>New York Times</i>, Tues 9 Dec 08</li> </ul>

		<ul style="list-style-type: none"> <li>· Global Issues 2010: U.S. Policy on Iran</li> <li>· Cowell &amp; Gladstone, "Iran Reports Killing of Nuclear Scientist in 'Terrorist' Blast". <i>New York Times</i>, 12 Jan 12</li> <li>· Matthew Kroenig, "Time To Attack Iran" <i>Foreign Affairs</i> Jan/Feb 2012</li> <li>· Colin H. Kahl, "Not Time to Attack Iran" <i>Foreign Affairs</i> Mar/Apr 2012</li> </ul>
Tues 18 Feb	<p>Kim Jong Un and North Korean nuclear weapons</p> <p>Thought Paper #3 Due</p>	<ul style="list-style-type: none"> <li>● Sanger &amp; Broad, "How U.S. Intelligence Agencies Underestimated North Korea" <i>New York Times</i>. 6 Jan 18</li> <li>● Broad, "A Giant Nuclear Blast, but a Hydrogen Bomb? Too Soon to Say" <i>New York Times</i>. 3 Sep 17</li> <li>● Broad, Grondahl, Keller, Parlapiano, Singhvi &amp; Yourish, "This Missile Could Reach California. But Can North Korea Use It With a Nuclear Weapon?" <i>New York Times</i>. 3 Sep 17</li> <li>● Rich &amp; Sanger, "Motives of North Korea's Leader Baffle Americans and Allies", <i>New York Times</i>. 3 Sep 17</li> <li>● Fisher, "Seven Critical Truths About North Korea" <i>New York Times</i>. 29 Nov 17</li> <li>● Sanger, "Washington Eyes a Cold War Strategy Against North Korea", <i>New York Times</i>. 29 Nov 17</li> </ul>
Thurs 20 Feb	<p>The Pentagon Papers, North Korean Hacking, Wikileaks, &amp; Snowden: The New WMD: Privacy in a World of Big Data</p> <p>Thought Paper #4 Assigned</p>	<ul style="list-style-type: none"> <li>· <i>Washington Post</i> - Is Wikileaks the Pentagon Papers Part Two?</li> <li>· <i>Wall Street Journal</i> - Why Wikileaks is Unlike the Pentagon Papers</li> <li>· Democracy Now! - New Pentagon Papers</li> <li>· <i>New York Times</i> - Cables From American Diplomats Portray U.S. Ambivalence on Tunisia</li> <li>· <i>New York Times</i> - Burglars Who Took on FBI Abandon Shadows</li> <li>· <i>Time</i> - Edward Snowden, the Dark Prophet</li> <li>· <i>New York Times</i> - British Intelligence Chief Says Leaks by Snowden Hurt Security</li> </ul>

		<i>New York Times</i> - Obama to Place Some Restraints on Surveillance
Tues 25 Feb	Middle East Peace: The Arab/Israeli <b>Thought Paper #4 Due</b>	<ul style="list-style-type: none"> <li>· Hussein McMahon Correspondence</li> <li>· Sykes-Picot Agreement</li> <li>· Balfour Declaration</li> <li>· T.E. Lawrence, "Blowing up a Train"</li> <li>· Oslo Declaration of Principles</li> </ul>
Thurs 27 Feb	Middle East Peace: The Israeli Palestinian Dispute (Part II)	<ul style="list-style-type: none"> <li>· Robert Baer "The Fall of the House of Saud" <i>The Atlantic</i>, May 03</li> <li>· David Samuels "Grand Illusions" <i>The Atlantic</i>, June 07</li> <li>· Thomas Friedman, From Beirut to Jerusalem (Excerpts)</li> <li>· <i>The Economist</i>, "Pummelling the Palestinians", 3 Jan 09</li> <li>· <i>The Economist</i>, "What can we do", 3 Jan 09</li> <li>· <i>The Economist</i>, "Proportional to what?" 3 Jan 09</li> <li>· Hammer, "Getting away with murder", <i>The Atlantic</i>, Dec 08</li> <li>Goldberg, "Unforgiven", <i>The Atlantic</i>, May 08</li> </ul>
Tues 3 Mar	Midterm Exam <b>No Thought Paper Due</b>	Review
Thurs 5 Mar	The European Union: Expansion or BREXIT <b>Thought Paper #5 Assigned</b>	<ul style="list-style-type: none"> <li>• <i>New York Times</i>, "Should the EU Hang Together?"</li> <li>• <i>The Economist</i>, "Fit at 50" Special Report</li> <li>• <i>The Economist</i> "The Politics of Anger" 2 Jul 16 pp. 9-10.</li> </ul>
Tues 10 Mar	<b>Thought Paper #5 Due</b> Turkey, Cyprus and the EU Go over midterm exam	<ul style="list-style-type: none"> <li>• <i>The Economist</i>, "Anchors Away: A survey of Turkey"</li> <li>• Gregory D. Young, "Cyprus, The Struggle for Independence"</li> </ul>
Thurs 12 Mar	Turkey - NATO Democratic Ally or Authoritarian Islamist Regime: 2016 Cour D'etat <b>Thought Paper #6 Assigned</b>	<ul style="list-style-type: none"> <li>• <i>The Economist</i>, "Erdogan's Revenge" July 23, 2016 pp. 7-8</li> <li>• <i>The Economist</i>, "After the Coup, the Counter-coup" July 23, 2016, pp. 14-15</li> <li>• Arango &amp; Yeginsu, "Turks Agree on One Thing: The US was behind the Failed Revolt." <i>New York Times</i>, August 3, 2016, p. A6</li> </ul>
Tues 17 Mar	International Political Economy: Globalization <b>Thought Paper #6 Due</b>	<ul style="list-style-type: none"> <li>· Thomas Friedman "It's a Flat World After All"</li> <li>· Richard Florida "The World is Spiky"</li> </ul>

		<ul style="list-style-type: none"> <li>· Daniel Drezner “Globalizers of the World, Unite!” <i>Washington Quarterly</i> (Winter 1998)</li> <li>· Stiglitz, Joseph (2002) “Globalism’s Discontents” from Chap. 3, <i>Governing the Economy in Readings</i> in Kesselman, Mark &amp; Krieger, Joel, <i>Comparative Politics: Political Challenges and Changing Agendas</i>. Houghton Mifflin Co</li> <li>· Paul Krugman “For Richer” <i>New York Times Magazine</i>, Oct 20, 2003</li> <li>· Thomas M. Callaghy “Globalization and Marginalization: Debt and the International Underclass.” <i>Current History</i>, November 1997</li> </ul>
Thurs 19 Mar	International Political Economy: The Global Debt Crisis	<ul style="list-style-type: none"> <li>· <i>The Economist</i>, “Staring into the Abyss: Special Report: Nov 12, 2011 (7 parts)</li> <li>· Vivian A. Schmidt, “Saving the Euro will mean worse trouble for Europe.” <i>Foreign Affairs</i>, November 28, 2011</li> <li>· Daley, “Greek Patience With Austerity Nears Its Limit.” <i>New York Times</i>, Dec 29, 2014</li> </ul>
Tues 24 Mar	Spring Break	• No Class
Thurs 26 Mar	Spring Break	• No Class
Tues 30 Mar	Poverty and Global Development  No Thought Paper Due	<ul style="list-style-type: none"> <li>· United Nations, Millennium Development Report (Read the two summaries, skim the rest)</li> <li>· Jeffrey Sachs “The End of Poverty” <i>Time</i> March 6, 2005</li> <li>· Amartya Sen (1999), <i>Development as Freedom</i>; Chapter 4, “Poverty as Capability Deprivation” pp. 87- 110. Oxford University Press</li> <li>· Thomas J. Bollyky, "Developing Symptoms" (<i>Foreign Affairs</i> May/June 2012)</li> </ul>
Thurs 2 Apr	International Political Economy: The Immigration Crisis  Thought Paper #7 Assigned	<ul style="list-style-type: none"> <li>· Douglas Massey - Theories of Migration</li> <li>· Chris Rudolph - National Security &amp; Immigration</li> <li>· Trafficking in Persons Report</li> <li>· Luke Mogelson - The Dream Boat</li> </ul>
Tues 7 Apr	The UN and Peacekeeping Thought Paper #7 Due	<ul style="list-style-type: none"> <li>· Roland Paris “Peacebuilding and the Limits of Liberal Internationalism” <i>International Security</i> (Fall, 1997)</li> </ul>

	Conference on World Affairs – Attend at least one panel related to international affairs.	<ul style="list-style-type: none"> <li>· Paul Diehl “Peacekeeping: How Should We Measure Success?” <i>Mershon International Studies Review</i>, Oct 1994</li> <li>· James Traub, “Never Again, No Longer” <i>New York Times Magazine</i>, July 18, 2004</li> <li>· <i>The Economist</i>, “A chance for a safer world &amp; Mission Impossible”, 6 Jan 07</li> <li>The Economist, "First do no harm: the UN in Haiti" , April 28, 2012</li> </ul>
Thurs 9 Apr	Conference on World Affairs Compensation Day  Thought Paper #8 Assigned	<ul style="list-style-type: none"> <li>• No Class</li> </ul>
Tues 14 Apr	Resurgent Russia I Thought Paper #8 Due	<ul style="list-style-type: none"> <li>· <i>The Economist</i>, “Russia Resurgent”, 16 Aug 08</li> <li>· <i>The Economist</i>, “A Scripted War”, 16 Aug 08</li> <li>· Ellen Barry, “Russian President sends Obama warnings on European Missile system”, <i>New York Times</i>, Thurs, 6 Nov 08</li> <li>· <i>The Economist</i>, "In Search of Detente, Once Again"</li> <li>· <i>The Economist</i>, “Frost at the Core”, Dec 11<sup>th</sup>, 2010</li> <li>Nicholas Eberstadt, "The Dying Bear" (Foreign Affairs Nov/Dec 2011)</li> </ul>
Thurs 16 Apr	Resurgent Russia II – Ukraine Revolution/Crimea Annexation Thought Paper #9 Assigned	<ul style="list-style-type: none"> <li>· <i>Foreign Affairs</i> - Drop Your Weapons</li> <li>· <i>Foreign Affairs</i> - Russia's Latest Land Grab</li> <li>· <i>Foreign Affairs</i> - Why the Ukraine Crisis Is the West's Fault</li> <li><i>Foreign Affairs</i> - Ukraine's Orange Revolution</li> </ul>
Tues 21 Apr	China: Developing Country or Global Force? The impact of Hong Kong on China Thought Paper #9 Due	<ul style="list-style-type: none"> <li>· <i>The Economist</i>, “The second Long March”, 13 Dec 08</li> <li>· Fallows, “Be Nice to Countries that Lend you Money”, <i>The Atlantic</i>, Dec 08</li> <li>· Fallows, “Their own worst enemy”, <i>The Atlantic</i>, Nov 08</li> </ul> <p>Articles to be added</p>
Thurs 23 Apr	The world’s response to climate change and its impact on poverty, conflict and disease Thought Paper #10 Assigned	Articles to be added

Tues 28 Apr	Iran, the JCPOA and Weapons of Mass Destruction <b>Thought Paper #10 Due</b>	Articles to be added
Thurs 30 Apr	Catch up day, review for final examination	None
Sat 2 May	Final Examination (1:30-4:00pm)	Study, Study and Study

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**ADMINISTRATIVE INFORMATION:**

**CELLULAR TELEPHONE/LAPTOP COMPUTER POLICY**

Needless to say, all cellular phones must be turned off and put away at the beginning of each class meeting. Classes failing to comply will be issued a stern warning on the first occasion of a phone ringing during class time. The entire class will have a pop quiz over the previous reading assignments/lectures on the second and subsequent occurrences. Phones will not be out on desks or used during any quiz or examination.

Laptop computers have been allowed in my classes for the 20 years that I have been teaching at CU, beginning this semester however they will not be allowed to be out or open in class. I still believe that they can assist learning in the classroom, but significant new research shows that taking notes by hand increases learning. Also, a new study shows that laptops open and displaying non-class materiel are distracting not only to the user, but the students in view of the laptop and inhibit learning. Students can apply for exceptions for reason of disability or a proven track record of in class note-taking on the computer. Here is a link to an article about laptop impact on education: [“Laptops Are Great. But Not During a Lecture or a Meeting”, New York Times Op Ed, By SUSAN DYNARSKI NOV. 22, 2017](#)

**Boulder Provost’s Disability Task Force recommended syllabus statement:**

If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](http://www.colorado.edu/disabilityservices/students) (www.colorado.edu/disabilityservices/students). Contact Disability Services at 303-492-8671 or [dsinfo@colorado.edu](mailto:dsinfo@colorado.edu) for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website and discuss your needs with your professor.

**Recommended religious observances syllabus statement:**

Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, as stated earlier in this syllabus for normal class days, students need only email their instructor/TA in advance to procure an excused absence. However, for examinations, in-class presentations or debates, students must arrange for a makeup in advance of their absence.

**Office of Institutional Equity and Compliance (OIEC) recommended syllabus statement:**

The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the [OIEC website](#).

**The HONOR CODE recommended syllabus statement:**

All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to [the academic integrity policy](#). Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council ([honor@colorado.edu](mailto:honor@colorado.edu); 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as well as academic sanctions from the faculty member. Additional information regarding the academic integrity policy can be found at the [Honor Code Office website](#).

The development of the Internet has provided students with historically unparalleled opportunities for conducting research swiftly and comprehensively. The availability of these materials does not, however, release the student from appropriately citing sources where appropriate; or applying standard rules associated with avoiding plagiarism. Specifically, the instructor will be expecting to review papers written by students drawing ideas and information from various sources (cited appropriately), presented generally in the student's words after careful analysis, synthesis, and evaluation. An assembly of huge blocks of other individuals' existing material, even when cited, does not constitute an appropriate representation of this expectation. Uncited, plagiarized material shall be treated as academically dishonest, and the paper will be assigned an 'F' as a result. Papers submitted by any student, written in part or in whole by someone other than that student, shall be considered to constitute fraud under the University Honor Code, and result in the assignment of an 'F' for the entire course. If the student is confused as to what constitutes plagiarism, he/she should review the CU Honor Code on this topic. If you have any questions regarding proper documentation in your writing, please discuss it with your instructor.

**Recommended classroom behavior syllabus statement:**

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my

records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Please arrive on time and do not leave early. If you absolutely must leave early, please let me know at the beginning of class and sit near a door so you do not cause too much disruption. Similarly, if arriving late, please take a seat as quickly and quietly as possible. **Take care of all your business before class begins; do not leave and return during class as this creates a disturbance to others.**

**Taking this course signifies acceptance of the terms and conditions stated in this syllabus.**