

GOV 312L: The United States in Global Politics

Unique #38850 — Fall 2021

Instructor Information

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Office: Office hours via Zoom, by appointment

Office Hours: Wednesdays 8:00 AM - 11:00 AM

Class Information

Dates: Tuesdays and Thursdays

Time: 8:00 AM - 9:30 AM

Classroom: PAR 1

Course Overview

This course is designed to provide a broad introduction to conflict and cooperation between countries at the international level, with a focus on the United States. We will trace the role of the United States in building and participating in international organizations, agreements, and institutions through its history, with an emphasis on current and enduring issues. We will investigate the strategic interactions of countries and other transnational actors, the challenges that these actors face in promoting their interests abroad, and the prospects for achieving cooperative solutions to international problems that cannot be solved by one country alone. To this end, we will examine the role of the United States in addressing myriad global issues, including: disease outbreaks, terrorism, transnational crime, war, economic networks, the environment, outer space governance, and more. We will analyze how the United States' policy positions have been formed and assess the power and limitations of international cooperation for dealing with each of these issues. We will conclude by considering the prioritization issues and the future of the United States' power as the international system changes.

There are no prerequisites for this course.

Course Objectives

After this course, you should be able to...

- Understand the historical development and key features of the modern international system.
- Describe how the United States has attempted to shape global politics in pursuit of its national interest, the challenges that the United States has faced in doing so, and ongoing challenges in global politics.
- Discuss problems in international politics and critically analyze proposed solutions.
- Analyze group dynamics with respect to individual incentives, strategic interactions, and probable outcomes.

Course Materials

- Textbook: Peinhardt, Clint and Todd Sandler. 2015. *Transnational Cooperation: An Issues-Based Approach* (TCIBA). Oxford University Press. ISBN 9780199398614.
- **You do not need to purchase the textbook.** The eBook is available here (you must be logged into the UT Library system to access the eBook): https://search.lib.utexas.edu/permalink/01UTAU_INST/apl7st/cdi_askewsholts_vlebooks_9780199398638.
- Supplemental readings and all other course materials are accessible through Modules on the course Canvas site, organized by lecture.

ASSIGNMENTS AND GRADING POLICIES

Participation (10%)

We will often have short assignments to gauge students' comprehension or opinions before class. These will be graded for completion, with 2 points awarded if the student submits a reasonable response, 0 otherwise. Submissions that do not genuinely reflect participation may be awarded 0 or 1 points at the instructor's discretion. Participation assignments will open at 9:15 AM after the class in which each was assigned and will be due at 11:59 PM Monday or Wednesday night, as indicated in the assignment. *There will be 13 participation assignments during the course and the 10 highest will count for your grade.*

Quizzes (30%)

We will have approximately-weekly online quizzes. Quizzes will cover all reading and lecture material since the previous quiz. These will be open-book and open-note. You will have 10 minutes to complete 10 multiple choice questions. Quizzes will open after class on Thursdays at 9:15 AM and will close at 11:59 PM on the following Monday. *There will be at least 13 quizzes offered during the course and the 10 highest will count for your grade.*

Reading Credits (30%)

There will be one reading credit per textbook chapter covered in the course. These provide a low-stakes chance for you to see if you are understanding the course material. These are open-book, open-note, and untimed. You may re-take these as many times as you would like before the deadline, and I will take your highest grade. Reading credits will be due at 11:59 PM the night before the class when the topic will be discussed. *There will be 13 reading credits and your 10 highest will count toward your grade.*

Reaction Entries (30%)

Each special topic (in Modules 13-28) has a related reaction entry prompt. You will be asked to provide your informed opinion about the direction of the United States' policy toward any two of these issues while applying what you have learned in class. You are invited to respond to any two prompts of your choosing. More specific instructions are available in each prompt, found in the Canvas modules. Reaction entry assignments will be due before 11:59 PM on Monday or Wednesday nights, as indicated in the assignment. *There will be approximately 15 reaction entry prompts offered and your 2 highest will count toward your grade.*

Grading

The course grade is determined by the following components:

Participation	10%
Quizzes	30%
Reading Credits	30%
Reaction Entries	30%

Grade Scale

Final grades will be assigned according to the following scale:

A	93 – 100	C+	77 – 79.999
A–	90 – 92.999	C	73 – 76.999
B+	87 – 89.999	C–	70 – 72.999
B	83 – 86.999	D	60 – 69.999
B–	80 – 82.999	F	0 – 59.999

I will not round up in this course. A 92.999 is an A-, just as a 93.0 is an A.

Make-Up Assignments, Late Work, Extra Credit, and Final Exam

There will be no extra credit opportunities in this course. There is no final exam.

I do not typically allow make-up assignments or late work. There are substantial flexibilities built into the grading policy for this course. I drop several of your lowest grades for each assignment type, no questions asked, and allow you to choose which two reaction entries to complete.

There are a few possible exceptions to this no late work policy. I will allow extensions *with prior approval* for university-approved events, disability accommodations, and religious holidays. For these, *the student must inform the instructor and provide proper documentation at least fourteen days prior to the deadline* so that we can make alternative arrangements.

I will also provide accommodations for students with emergencies on a case-by-case basis. Any student facing severe difficulties during the semester should take advantage of Student Emergency Services (SES), which helps to coordinate between the student and the student's professors (SES: deanofstudents.utexas.edu/emergency, <https://deanofstudents.utexas.edu/emergency/absencenotificationrequest.php> or 512-471-5017; 24/7 Behavior Concerns and COVID-19 Advice Line [BCCAL]: <https://safety.utexas.edu/behavior-concerns-advice-line> or 512-232-5050). Once a student meets with SES, SES will contact the student's professors on the student's behalf. However, note that SES involvement puts the professor under no obligation to provide special accommodations for a student. Thus, I will provide special accommodations for students using SES on a case-by-case basis. Please see the "University Resources for Students" section of this syllabus for additional information about how the university can help to support students.

TENTATIVE SCHEDULE

All instructions, assignments, readings, rubrics and essential information will be on the Canvas website at <https://utexas.instructure.com>. Changes to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced.

Part I: Introduction and Historical Background

Date	Topic	Required Reading
Thurs, Aug 26	Introduction to the Course	Syllabus
Tues, Aug 31	From Founding to WWI	Washington's "Farewell Address"
Thurs, Sept 2	WWI - WWII	Wilson's "Fourteen Points"
Tues, Sept 7	The Cold War	X "The Sources of Soviet Conduct"
Thurs, Sept 9	The Post-Cold War Period and Beyond	"Beyond the Post-Cold War World"

Part II: Theoretical Foundations of the course

Date	Topic	Required Reading
Tues, Sept 14	Introduction to Collective Action Theory	Chapter 1
Thurs, Sept 16	Principles of Collective Action	Chapter 2
Tues, Sept 21	Market Failures	Chapter 3
Thurs, Sept 23	Transnational Public Goods	Chapter 4
Tues, Sept 28	Sovereignty	Chapter 5
Thurs, Sept 30	Leadership and US Hegemony	Chapter 5

Part III: Issues related to Global Economic Integration and Freedom of Movement

Date	Topic	Required Reading
Tues, Oct 5	Foreign Aid	Chapter 6
Thurs, Oct 7	Diseases & Public Health	Chapter 6
Tues, Oct 12	Trade	Chapter 7
Thurs, Oct 14	International Finance	Chapter 8
Tues, Oct 19	Foreign Direct Investment	See Module 16
Thurs, Oct 21	Globalization and Indigenous Politics	See Module 17
Tues, Oct 26	Global Tax Havens	"Twilight of the Tax Haven"
Thurs, Oct 28	Migration	See Module 19

Part IV: Issues related to Collective Security

Date	Topic	Required Reading
Tues, Nov 2	Drug Trafficking & Money Laundering	Chapter 9
Thurs, Nov 4	Alliances	"...NATO Burden Sharing"
Tues, Nov 9	Civil Wars & Humanitarian Intervention	Chapter 10
Thurs, Nov 11	Terrorism	Chapter 10
Tues, Nov 16	Rogue States	Chapter 11
Thurs, Nov 18	Failed and Fragile States	Chapter 11
Tues, Nov 23	Environment	Chapter 12
Thurs, Nov 25	Thanksgiving Break - No Class	No Reading
Tues, Nov 30	Outer Space Governance	See Module 27
Thurs, Dec 2	Prioritizing Issues & The Future of U.S. Power	Chapter 13

CLASSROOM POLICIES

Attendance

Class attendance in itself does not contribute to your grade in this course. If you miss a class, I assume you have a good reason for doing so, and you do not need to contact me to explain an absence. It is your responsibility to know what happens in lecture and to keep up with assignments and other course content. If you do not attend a class, you are expected to be self-motivated in watching Lectures Online without prompting from the instructor. If you do attend class, the university requires me to keep an attendance log and seating chart for this class to facilitate contact tracing. *You will be asked to sign in and sit in your assigned seat when attending lecture.*

Due to ongoing uncertainty surrounding COVID-19, there may be changes to policies during the semester as circumstances, rules, and guidelines change. These are most likely to pertain to in-person attendance but may impact any aspect of the course. We will adapt the course as necessary. Please check your email and Canvas announcements regularly for updates.

Lectures Online

This class is using the Lectures Online recording system. This system records the audio and video material presented in class for you to review after class. Links for the recordings will appear in the Lectures Online tab on the Canvas page for this class. You will find this tab along the left side navigation in Canvas.

To review a recording, simply click on the Lectures Online navigation tab and follow the instructions presented to you on the page. You can learn more about how to use the Lectures Online system at: <http://sites.la.utexas.edu/lecturesonline/students/how-to-access-recordings>.

You can find additional information about Lectures Online at: <https://sites.la.utexas.edu/lecturesonline>.

Office Hours via Zoom, by Appointment Only

Office hours are held online and are available by appointment only. Please use the Bookings and Zoom links in the Canvas site to make an appointment and attend office hours.

Classroom Safety and COVID-19

To help preserve our in person learning environment, the university recommends the following:

- Adhere to [university mask guidance](#).
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.
- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- Visit protect.utexas.edu for more information.

Students with special circumstances including COVID-19 symptoms should submit the [Student Emergency Services absence notification request form](#).

Class Discussions

Global politics often involves the discussion of contentious subjects. For some, these discussions involve highly-emotional issues, and these issues are almost always complex. We will work together to build an inclusive and effective learning environment in which all students have opportunities to engage in discussions that promote critical thinking. This requires balancing the need to create a safe space in which all students have opportunities to engage in discussion and the need to allow for conflicting perspectives to be voiced and discussed for their merits. All perspectives, regardless of popularity, should be evaluated for validity and disabused of misconceptions or false information. Respectfully managing conflicting perspectives is an essential skill in life, and when dissenting opinions are silenced this may present the illusion of a safe space when the environment is actually quite dysfunctional.

We will work together to set ground rules for discussions on the first day of class. We will develop a set of ethical guidelines and adopt rules for class discussion, and we will hold each other to this social contract in all discussions. Abiding by and enforcing these ground rules is not only my responsibility as an instructor, but also your responsibility as a student.

Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.
- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.
- You are responsible for abiding by, monitoring, and enforcing the ethical guidelines and rules for class discussions that we establish during the first day of class.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources>). I will gladly honor your request to

address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

UNIVERSITY RESOURCES FOR STUDENTS

Services for Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD's website for contact and more information: <http://diversity.utexas.edu/disability>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Counseling and Mental Health Center

The Counseling and Mental Health Center serves UT's diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students' well-being, academic and life goals. To learn more about your counseling and mental health options, call CMHC at (512) 471-3515.

If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slcc> or call 512-471-3614 (JES A332).

Additional University Resources

- Undergraduate Writing Center: <http://uwc.utexas.edu/>
- Libraries: <http://www.lib.utexas.edu/>
- Information Technology Services: <https://its.utexas.edu/>
- Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

IMPORTANT SAFETY INFORMATION

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

Please familiarize yourself with recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at: <http://www.utexas.edu/emergency>

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's relevant policies.

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee.

If you would like to speak with someone who can provide support or remedies without making an official report to the university, you may make an appointment to speak with an advocate at https://deanofstudents.utexas.edu/emergency/advocate_appointment.php. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as unprofessional or inappropriate conduct of a sexual nature, including the

types of conduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

Emergency Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>

UNIVERSITY POLICIES

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." Plagiarism is taken very seriously at UT. Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Sharing of Course Materials is Prohibited

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recording

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.