# ITS 302B: Problems of Non-Western Societies

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Office Hours: MW 3:00–4:00 p.m.                                              Class Hours: MW 1:15–2:35 p.m.
Office: 9 MacMillan Hall                                                      Class Room: 12 Harrison Hall

## Course Description

The Western developed world occupies a small portion of the world's landmass and population. What is life like for those living elsewhere? This course explores life outside of the West by defining and debating the existence of Western and non-Western divisions; identifying challenges facing developing countries, such as corruption, cybersecurity, and public health; and determining solutions to those challenges. Students will learn about these topics through interdisciplinary course readings in the social sciences and humanities, supplemented by films. Assignments in the course will offer students the opportunity to write policy-relevant materials that delve into the lives of those living in the non-Western world.

## Course Objectives

1. Distinguish Western from non-Western societies
2. Identify economic and political challenges facing the developing world
3. Determine grassroots solutions to the developing world's challenges

## Required Readings

All readings available on Canvas or as active links in this syllabus.

## Grading

- **5%** Event Attendance and Report
- **15%** Reading Reactions
- **5%** In-Class Activities
- **55%** Scenario Policy Brief and Components
- **20%** Scenario Policy Brief Presentation

## Grading Scale

| Grade | Minimum % | Grade | Minimum % |
|-------|-----------|-------|-----------|
| A+ | 97% | C | 73% |
| A | 93% | C- | 70% |
| A- | 90% | D+ | 67% |
| B+ | 87% | D | 63% |
| B | 83% | D- | 60% |
| B- | 80% | F | 0% |
| C+ | 77% | | |

# Course Policies

### Class Communications and Lecture Policies

- Lectures and PowerPoints will be posted online, but these slides should be considered an outline of lectures. It is the student's responsibility to take notes.
- Feedback will not be provided on assignments before assignment due date unless otherwise noted.
- Course communications will be sent via Canvas. It is your responsibility to check your Canvas messages to stay updated on announcements, assignments, grades, feedback, and other instructor communications.
- Any concerns with grades should be discussed with the instructor in person during office hours rather than through email.
- Mute all electronic devices and avoid using cell phones during class.
- Studies show that students retain more information when taking notes by hand (e.g. Mueller and Oppenheimer 2014). Nevertheless, laptops may be used in class but only for the purposes of taking notes and other class-related exercises. Students may not use laptops during film screenings.
- Written and typed work submitted as attachments on Canvas or in emails must be in one of the following formats: .pdf, .doc, .docx, or as direct text on a Canvas submission form. Other file formats will not be accepted.

### Attendance Policies

- Students are expected to attend every class unless excused and actively participate in class discussions.
- Students are responsible for making up any missed work, regardless of the reason for their absence. It is also the absentee's responsibility to gather missing notes or materials.
- Students wishing to excuse any absences must let the instructor know the reason for their absence. The instructor reserves the right to accept or deny requests for absence excusals. Permissions granting excused absences include but are not limited to death in the family, serious illness, and religious observances. Other requests for excused absences will be assessed on a case-by-case basis.

### Late Work Submission

- Unexcused late work will receive a deduction of a letter grade for every 24 hours after the deadline.
- In some circumstances, determined by the instructor, late work may be accepted without penalty. Please contact the instructor with a reason for requesting no penalty on a late submission of work.
- Students concerned about their general academic performance or university experience are encouraged to contact the Student Success Center.

## Disabilities

- If you have a physical, learning, medical and/or psychiatric disability and feel that you may need a reasonable accommodation to fulfill the essential functions of the course that are listed in this syllabus, you are encouraged to contact the Miller Center for Student Disability Services at 529-1541 (V/TTY), located in the Shriver Center, Room 304.

## Mental Health

- If you are experiencing mental or emotional distress, you are encouraged to call Student Counseling Service (513-529-4634). For emergencies outside of business hours, the Community and Counseling and Crisis Center (844-427-4747) has a 24-hour hotline.

## Academic Integrity

- Academic integrity is an important component of education and professionalization. Therefore, cheating, plagiarism, fabrication, unauthorized collaboration, misrepresentation, and gaining an unfair advantage on coursework will not be tolerated. Please review Miami University's Student Code of Conduct. You may also see Chapter 5 of the Student Handbook for a list of penalties students face for academic dishonesty.
- Course materials provided to you are copyright protected. You may make copies of course materials solely for your own use. You may not copy, reproduce, or electronically transmit any course materials to any person or company for commercial or other purposes without the faculty member's express permission. Violation of this prohibition may subject the student to discipline/suspension/dismissal under the Miami's Code of Student Conduct or Academic Integrity Policy.

# Graded Materials

## Reading Reactions (15%)

For each class period (unless instructed otherwise), you are expected to write down each of the following:

- Question: one thing you that confused you about the readings or that you did not understand
- Takeaway: one thing that you learned about the readings
- Critique: one thing from the readings with which you disagreed or did not like
- Relevance: one recent piece of news that relates to any of the readings

Amnesty: You're all busy! I get it! I will forgive you for not reading and/or writing a reaction on 3 class days. No excuse needed.

## In-Class Activities (5%)

In-class activities during the semester will offer students opportunities to actively engage with course topics. Students will be awarded up to 5 points for active participation in these activities.

## Event Attendance and Report (5%)

**Final Deadline: May 8**

Students are required to attend one university event (e.g., guest speakers and lectures) and submit a one-page report about that event. A list of events that students may attend and write about for credit will be listed on Canvas under the *Assignments* tab.

### Scenario Policy Brief Topic (5%)

**Meeting Deadline: February 12**

**Submission Deadline: February 14**

By February 12, students must meet with me to discuss their topic and have it approved (1 point). Students may meet with me during office hours or schedule an appointment with me outside of office hours.

By February 14, students must submit a 250-word topic submission that includes a one-sentence description of their topic followed by an elaboration on a proposed argument.

### Scenario Policy Brief Outline (10%)

**Deadline: February 21**

By February 21, students will submit a outline or map of their scenario policy brief in addition to a 500-word argument description that builds on their description from the previous assignment.

The following links describe the expected formats for argument outlines and maps:

- libguides.gatech.edu/c.php?g=54271&p=350394
- philosophy.hku.hk/think/arg/complex.php

### Annotated Bibliography (10%)

**Deadline: March 6**

By March 6, students will submit a 10-item annotated bibliography with 100 words written per item.

Cornell University provides a guide to annotated bibliographies developing annotated bibliographies at guides.library.cornell.edu/annotatedbibliography.

### Scenario Policy Brief Draft (5%)

**Deadline: April 10**

Scenario policy brief drafts, approximately 2,500 words in length, must be submitted by April 10. Feedback will be provided on these drafts.

The Univeristy of Southern California describes policy briefs at libguides.usc.edu/writingguide/policymemo.

Good examples of policy briefs that should help guide your writing can be found at the following links:

- wilsoncenter.org/publications?content_type=393
- brookings.edu/series/policy-brief-series-on-the-new-geopolitics/
- cfr.org/publications
- belfercenter.org/research/publication-type/policybriefs-testimony

### Scenario Policy Brief Slide Submission (5%)

**Deadlines: April 27 and April 29**

Each student will present on their policy briefs. These presentations, totalling about 8-12 minutes each, will be accompanied slides. These slides must submitted on Canvas **one week prior to the date of their presentation**. I will provide feedback on these slides.

If you are scheduled to present on May 4, your slides must be submitted on Canvas by April 27. If you are scheduled to present on May 6, your slides must be submitted on Canvas by April 29.

### Policy Brief Presentation (20%)

### Presentations held on May 4 and May 6

During the last week of classes, students will present their scenario policy brief to their peers for 8-12 minutes, depending on class size.

Tips for effective presentations are available at the following links:

- libguides.usc.edu/writingguide/oralpresentation
- youtube.com/watch?v=Iwpi1Lm6dFo

### Scenario Policy Brief (25%)

### Deadline: May 11

Final scenario policy briefs, approximately 2,500 words in length, must be submitted by May 11.

## Class Schedule

Students are expected to come to class having completed the readings assigned for that day. All readings will be hyperlinked from in the below schedule or made available in the Canvas site's *Files* section. The course schedule and readings are subject to change. Any such changes will be announced in class and/or through email.

## Course Foundations

### Week 01, 01/27 - 01/31: Course Introduction

### Monday, January 27: Course Introduction

### Wednesday, January 29: Political Economy and Institutions

- North, Douglass. *Institutions, institutional change, and economic performance.* Cambridge University Press. (1990). Pgs. 3-10.
    - Canvas

### Week 02, 02/03 - 02/07: Succeeding in the Course

### Monday, February 3: Strategies for Reading and Finding Sources

- Greengross, Gil, Paul J. Silva, and Emily C. Nusbaum "Sex differences in humor production ability: A meta-analysis." *Journal of Research in Personality.* (2020)
    - Canvas
- Greengross, Gil. "Are men really funnier than women?" *Psychology Today.* (2019)
    - Link: psychologytoday.com/us/blog/humor-sapiens/201910/are-men-really-funnier-women
- Watson, Paul Joseph. "New study finds women aren't as funny as men." *Infowars.* (2019)
    - Canvas

### Wednesday, February 5: Strategies for Writing

- Bayles, Martha. "How not to defend free speech". *Hudson Institute.* (2017)
    - Canvas
    - Also found at hudson.org/research/13451-how-not-to-defend-free-speech
- Hanlon, Aaron R. "The myth of the 'marketplace of ideas' on campus." *The New Republic.* (2017)

- Canvas
- Also found at newrepublic.com/article/141150/myth-marketplace-ideas-campus-charles-murray-milo-yiannopoulos

## Week 03, 02/10 - 02/14: What is the West?

### Monday, February 10: Defining the West

- Trump, Donald. "Remarks by President Trump to the People of Poland."
  - Link: whitehouse.gov/briefings-statements/remarks-president-trump-people-poland/
- Appiah, Kwame Anthony. "There is no such thing as western civilization." *The Guardian.* (2016)
  - Link: theguardian.com/world/2016/nov/09/western-civilisation-appiah-reith-lecture

### Wednesday, February 12: Debating the West

- Said, Edward. "Islam through western eyes." *The Nation.* (1980)
  - Canvas
- *The Stanford Review.* "The case for a western civilization requirement at Stanford."
  - Canvas
  - Also found at stanfordreview.org/the-case-for-a-western-civilization-requirement-at-stanford/
- **Last day to meet with me about policy brief topic**

### FRIDAY, FEBRUARY 14: POLICY BRIEF TOPIC DUE

# Corruption

## Week 04, 02/17 - 02/21: What is Corruption?

### Monday, February 17: Defining Corruption

- Rose-Ackerman, Susan and Bonnie J. Palifka. *Corruption and government: Causes, consequences, and reform.* Cambridge University Press. (2016). Chapter 1.
  - Canvas
- Warren, Elizabeth. "Anti-Corruption and Public Integrity Act."
  - Canvas
- Gessen, Masha. "What 'corruption' means in the impeachment hearings." *The New Yorker.* (2019)
  - Canvas

### Wednesday, February 19: Does Corruption Grease or Sand the Wheels?

- Reyes, Sebastian. "Greasing the wheels: The secret benefits of corruption." *Harvard Political Review.*
  - Link: harvardpolitics.com/world/greasing-wheels-secret-benefits-corruption/

### FRIDAY, FEBRUARY 21: POLICY BRIEF OUTLINE DUE

## Week 05, 02/24 - 02/28: Corruption's Political Manifestations

### Monday, February 24: Kleptocracy and Organized Crime

- Gambetta, Diego. *The Sicilian mafia: the business of private protection.* Harvard University Press. Pgs. 1-11.
  - Canvas
- TraCCC Center. "Kleptocratic regimes and national security: A pervasive threat and how it can be neutralized." Pgs. 1-18.

– Canvas
- **Last day to meet with me about policy brief topic**

## Wednesday, February 26: Money Laundering

- Weber, Alexander, Boris Groendahl, and Nicholas Comfort. "Money to launder? Here's how (Hint: Find a bank)." *Bloomberg*. (2019)
  – Link: [bloomberg.com/news/articles/2019-03-09/money-to-launder-here-s-how-hint-find-a-bank-quicktake](bloomberg.com/news/articles/2019-03-09/money-to-launder-here-s-how-hint-find-a-bank-quicktake)
- Harding, Luke. "What are the Panama Papers? A guide to history's biggest leak." *The Guardian*. (2016)
  – Link: [theguardian.com/news/2016/apr/03/what-you-need-to-know-about-the-panama-papers](theguardian.com/news/2016/apr/03/what-you-need-to-know-about-the-panama-papers)

# Cybersecurity

## Week 06, 03/02 - 03/06: The Internet and Us

### Monday, March 2: Did the Internet Change Everything?

- Navarria, Giovanni. "How the Internet was born: from the ARPANET to the Internet." *The Conversation*. (2016)
  – Link: [theconversation.com/how-the-internet-was-born-from-the-arpanet-to-the-internet-68072](theconversation.com/how-the-internet-was-born-from-the-arpanet-to-the-internet-68072)
- Watch at home: Intelligence Squared Debate, "When It Comes To Politics, The Internet Is Closing Our Minds."
  – Link: [intelligencesquaredus.org/debates/when-it-comes-politics-internet-closing-our-minds](intelligencesquaredus.org/debates/when-it-comes-politics-internet-closing-our-minds)

### Wednesday, March 4: Everyday Cybercrimes

- Nicas, Jack. "Facebook Connected Her to a Tattooed Soldier in Iraq. Or So She Thought." *The New York Times*. (2019)
  – Link: [nytimes.com/2019/07/28/technology/facebook-military-scam.html](nytimes.com/2019/07/28/technology/facebook-military-scam.html)
- Listen to: Warner, Gregory. "The mind of Mark." *Rough Translation*.
  – Link: [npr.org/2019/07/29/746407667/the-mind-of-the-mark](npr.org/2019/07/29/746407667/the-mind-of-the-mark)

### FRIDAY, MARCH 6: ANNOTATED BIBLIOGRAPHY DUE

## Week 07, 03/09 - 03/13: Political Cybercrimes

### Monday, March 9: Cyberwarfare

- Cornish, Paul and David Livingstone, Dave Clemente, and Claire Yorke. "On cyber warfare." *Chatham House*. (2010)
  – Canvas
- Zetter, Kim. "An unprecedented look at Stuxnet, the world's first digital weapon." *Wired*. (2014)
  – Canvas
  – Also available at [wired.com/2014/11/countdown-to-zero-day-stuxnet/](wired.com/2014/11/countdown-to-zero-day-stuxnet/)

### Wednesday, March 11: Hacktivism

- Scherer, Michael. "The geeks who leak." *Time*. (2013)
  – Canvas
- Levy, Steven. "The hacker ethic" in *Hackers: Heroes of the computer revolution*. Anchor Press/Doubleday. (1984)
  – Canvas

# Healthcare

## Week 08, 03/16 - 03/20: Creating Healthcare

### Monday, March 16: Designing Healthcare Systems

- Porter, Dorothy. "Health, civilization, and the state." *Routledge*. (1999). Chapter 1.
    - Canvas
- Reid, T.R. "Four basic models of healthcare." *The Change Agent*. (2009)
    - Canvas

### Wednesday, March 18: Push and Pull Factors in Global Healthcare

- Trevino, Julissa. "Medical tourism is booming in Mexico." *Pacific Standard*. (2018)
    - Link: psmag.com/economics/medical-tourism-is-booming-in-mexico
- Schulman, Susan. " 'Worse off than a war zone': Inside Venezuela's healthcare crisis." *The New Humanitarian*. (2018)
    - Link: thenewhumanitarian.org/news-feature/2018/10/25/worse-war-zone-inside-venezuela-s-healthcare-crisis

## Week 09, 03/23 - 03/27: SPRING BREAK (NO CLASS)

## Week 10, 03/30 - 04/03: The Novel Coronavirus

### Monday, March 30: How We Got to the Novel Coronavirus

- McCay, Betsy. "What to know about the new Chinese coronavirus." *Wall Street Journal*. (2020)
    - Link: wsj.com/articles/what-we-know-about-the-wuhan-virus-11579716128
- Wee, Sui-Li. "In China, desperate patients smuggle drugs. Or make their own." *The New York Times*. (2018)
    - Link: nytimes.com/2018/09/30/business/china-health-care-doctors.html
- Wee, Sui-Li. "China's health care crisis: Lines before dawn, violence and 'no trust'." *The New York Times*. (2018)
    - Link: nytimes.com/2018/09/30/business/china-health-care-doctors.html

### Wednesday, April 1: Societal Responses to the Novel Coronavirus

- Yeung, Jesse. "As the coronavirus spreads, fear is fueling racism and xenophobia." *CNN*. (2020)
    - Link: cnn.com/2020/01/31/asia/wuhan-coronavirus-racism-fear-intl-hnk/index.html
- Taylor, Josh. "Bat soup, dodgy cures and 'diseasology': the spread of coronavirus misinformation." *The Guardian*. (2020)
    - Link: theguardian.com/world/2020/jan/31/bat-soup-dodgy-cures-and-diseasology-the-spread-of-coronavirus-bunkum
- Lynteris, Christos and Lyle Fearnley. "Why shutting down Chinese 'wet markets' could be a terrible mistake." *The Conversation*. (2020)
    - Link: theconversation.com/why-shutting-down-chinese-wet-markets-could-be-a-terrible-mistake-130625 # What Can People Do?

## Week 11, 04/06 - 04/10: Elite-Driven Change

### Monday, April 6: International Pressure

- Way, Lucan Ahmad and Steven Levitsky. "International linkage and democratization." *Journal of Democracy*. (2005)

- – Canvas
- Carothers. Thomas. "International democracy support: Filling the leadership vacuum." *Carnegie Endowment for International Peace.* (2019)
  - – Canvas

## Wednesday, April 8: Internal Change

- Tsai, Kellee S. "Adaptive informal institutions and endogenous institutional change in China." *World Politics.* (2006)
  - – Canvas

## FRIDAY, APRIL 10: SCENARIO POLICY BRIEF DRAFT DUE

## Week 12, 04/13 - 04/17: Scenario Policy Brief Workshop

## Monday, April 13: Scenario Policy Brief Workshop

## Wednesday, April 15: NO CLASS

## Week 13, 04/20 - 04/24: Mass Mobilization

## Monday, April 20: Protests and Revolutions

- Laignee, Baron " 'I will absolutely not back down.' Meet the young people at the heart of Hong Kong's rebellion." *Time.* (2019)
  - – Link: time.com/longform/hong-kong-portraits/
- Hessler, Peter. "Egypt's failed revolution." *The New Yorker.* (2017)
  - – Canvas
  - – Also available at: newyorker.com/magazine/2017/01/02/egypts-failed-revolution

## Wednesday, April 22: Freedom of Speech and Press

- Vick, Karl. "The guardians and the war on truth." *Time Magazine.* (2018)
  - – Link: time.com/person-of-the-year-2018-the-guardians/
- Marantz, Andrew. "Free speech is killing us." *The New York Times.* (2019)
  - – Canvas

## Week 14, 04/27 - 05/01: Voting and Presentation Workshop

## Monday, April 27: Presentation Workshop

- **Slides due for May 4 presentations**

## Wednesday, April 29: Voting

- Schedler, Andreas. "Elections without democracy: The menu of manipulation." *Journal of Democracy.* (2002)
  - – Canvas
- Illing, Sean. "Two eminent political scientists: The problem with democracy is voters." *Vox.* (2017)
  - – Link: vox.com/policy-and-politics/2017/6/1/15515820/donald-trump-democracy-brexit-2016-election-europe
- **Slides due for May 6 presentations**

**Week 15, 05/04 - 05/08: Presentations**

**Monday, May 4: Scenario Policy Brief Presentations**

**Wednesday, May 6: Scenario Policy Brief Presentations**

**FRIDAY, MAY 8: LAST DAY TO SUBMIT EVENT ATTENDANCE REPORTS**

**Week 16, 05/11 - 05/15: Finals Week**

**MAY 11: SCENARIO POLICY BRIEF DUE**