

POL381W: Global Governance

Mondays and Wednesdays: 4:25 PM – 5:45 PM

3 credit hours

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Office Hours: M, T, W, & F: 10:30am-11:30am or by appointment **via Calendly:**

https://calendly.com/dr_keithpreble/15-minute-meeting

Course Description

This course will introduce students to theories, ideas, and empirical realities of global governance. The United Nations (UN) defines global governance as “...the totality of institutions, policies, norms, procedures and initiatives through which States and their citizens try to bring more predictability, stability and order to their responses to transnational challenges.”

Throughout the semester, we will study how the UN and other international organizations works to provide this predictability, stability, and responses to transnational challenges. We will critically explore when and if these institutions are achieving their respective aims and seek to understand the complex relationships between state and nonstate actors and how these complexities make global governance challenging but also an important avenue for tackling global challenges in the 21st century.

This section of Global Governance has a **“W” designation**, which means that it is also a writing course. Students will develop a global policy memo (8-10 pages) that provides students with an opportunity to practice memo writing and citation skills and develop and improve research skills.

The course will consist of lectures on some days and class discussions/debates on others.

Learning Outcomes

1. Our students will be able to define and explain political science concepts, theories and approaches.
2. Our students will demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument.
3. Our students will be able to identify the appropriate methodology, design and analysis for a given problem and understand the ethical components of research choices.
4. Our students will be able to apply political science knowledge to contemporary political issues and problems and be able to identify and evaluate alternative political science-based solutions.

5. Our students will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens.

Course Outcomes

- Students should develop an understanding of global governance and how it applies to key issue areas in our course, especially the role of cooperation and ways in which institutional design facilitates (and hinders) cooperation.
- Students should become acquainted with issue areas commonly explored in global governance, especially challenges and opportunities.
- Students should develop an understanding of why states create international organizations and the role that they play in global governance.
- Students should become fluent in the basic functions and objectives of the United Nations and its organs.
- Students should develop an understanding that global governance happens at home, too, and is not just something “states do,” working on understanding the role of citizens, interest groups, and other nonstate actors in their ability to influence international politics.

Textbooks and Required Materials

Students should purchase the following books for the course. Note that several copies are also be on reserve in the King Library:

Linda Fasulo (2021). *An Insider's Guide to the UN*. **Fourth Edition**. Yale University Press.

All other readings will be provided by the instructor via Dropbox and/or Canvas.

Course Assessments

- **Attendance, Class Participation, and Discussions (10%):** Our class will be a mixture of **discussion and lecture**. Discussions are indicated in the syllabus where rather than me lecturing, I pose some questions to the class that we answer together to understand conceptual and political issues in key issue areas throughout the course. Students are expected to come prepared. Students will be asked to sign up to make short presentations on key readings on discussion days.

Each class meeting is worth **4 points**. To receive all 10 points toward your final grade, you must attend at least 25 sessions. There are 27 sessions in total, so students can miss two classes without any consequences to their final grade. Keep in mind that sessions related to our simulation are required as they are a key assessment in the course. Absences will be excused for illness, bereavement/deaths in the family, child and/or elder care, university sanctioned events, such as athletics, concerts, field trips (be sure that you get documentation, which most faculty/programs will provide).

- **Online Quizzes & Discussion/Debate Handouts (15%):** There will be reading checks on Canvas to be completed at home; I'll assign these periodically throughout the semester. These are short (3-4 questions), timed activities that should require no more than 15-20 minutes (if you've done the reading). They are *always due by the start of the next schedule class*. Also, during the semester, we will have several discussions and debates on readings and global policy topics. Students will sign up for at least 1 day during the semester (the exact number depends on size of class). Students will provide a short handout that outlines the main arguments of the reading. These students will provide a summary of the readings' main arguments and help lead discussion with the assistance of the the instructor on those days.

- **Global Policy Memo (45%):** Students will write a global policy memo on a global policy issue we will study during the course. I will provide a list of global policy issues and questions, or you can develop your own. The global policy memo will attempt to replicate policy writing in a professional context, where topics are often directed by government imperatives or donor interests.
 1. *Scaffold 1: Exploratory Memo* (10%): Due Sunday, October 8, 2023, by 11:59 PM. Generate an outline for your project as well as a brief discussion of the problem you plan to write about, how you plan to study it, and what you have learned about the policy problem to date. **750 words.**

 2. *Scaffold 2: Problem Analysis* (10%): Due October 29, 2023, by 11:59 PM. This is the longest part of the memo that seeks to frame the issue that you are addressing by highlighting how and why the problem arose, the current state of the problem, and past efforts at dealing with it. **1250 words.**

 3. *Scaffold 3: Policy Recommendations* (10%): Due November 12, 2023, by 11:59 PM. Once the problem you are studying has been analyzed, policy recommendations must be developed. Remember that "doing nothing" is a policy in and of itself, although doing nothing needs to be justified, too. **You should have no fewer than two recommendations** (I don't recommend more than three). **750 words.**

 4. **Final Draft with executive summary** (20%): A final draft of the policy memo (which now includes an executive summary) is due *before* Thanksgiving Break begins on November 19, 2023 (although you may submit late with no penalty by 11/22). Your final draft should include all the revisions indicated in the previous scaffolds. I'll grade your memo over the holiday and return it to students via Canvas by Monday, November 27. Final draft should contain **2250-2500 words.**
 - **Optional:** **Students may revise the final draft if they wish to get a higher grade (my goal is to provide all feedback and grade them over the Thanksgiving Break).** Note that any revisions made must address **all feedback provided.** Partial revisions will not be accepted.

Revision Policy: Students may revise and resubmit scaffolds 1-3 for a higher grade once. If you submit a revision, all comments and problems indicated in the comments must be addressed. Partial revisions will not be accepted.

- **UN Security Council Simulation (20%) and Debriefing Memo (10%):** Students will participate in a two-week course simulation and gaming activity during class time related to the challenges of climate change, one of the most daunting and pressing global policy issues of our time.

Premise: As members of the UN Security Council, students will develop, as a class, a UN Security Council resolution that addresses many of the issues of climate change being faced by the international community based on scenario devised by the instructor. Students will work in teams as delegates to the US, China, Germany, Zimbabwe, Brazil, and the Maldives. At the end of the simulation (taking place during the last two weeks of the course), students will submit a 2-page **debriefing memo** based on a list of questions (of which the student chooses one). **The debriefing memo is due by the end of the final exam period and serves as our course's final exam.**

Course Format, Schedule, and Readings:

Class sessions will alternate between lectures with some discussions and in-class activities (mostly on the days shaded in gray), class discussions and debates (shaded green, sessions 5, 10, 12, 14, 18, and 19), writing labs/library activities (shaded blue, sessions 6 and 8), and end of semester gaming/simulation (shaded orange, sessions 24-27).

0: Monday, August 28 – Introductions and Syllabus Review

1: Wednesday, August 30 – What is global governance and why does it matter?

- **Reading:**
 - Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles (2014). *International Organization: Politics and Processes of Global Governance*. Lynne Rienner, pp. 1-41.
- **Optional Reading:**
 - Lawrence Finkelstein (1995). "What is global governance?" *Global Governance* 1(3): 367-72.
 - Thomas G. Weiss and Rorden Wilkinson (2014). "Rethinking global governance? Complexity, authority, power, change." *International Studies Quarterly* 58: 207-217.

0: Monday, September 4 – NO CLASS – LABOR DAY HOLIDAY

2: Wednesday, September 6 – Introduction to the United Nations (1)

- **Reading:**
 - Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press.
 - Chapters 1-2 (pp. 1-25)
 - Chapter 14 (pp. 212-223)
 - Chapter 18 (pp. 251-260)
 - UN Charter (available in the appendix of Fasulo or you can find it online)
 - You don't need to memorize it but read through it!
 - UN Committee on Contributions: <https://www.un.org/en/ga/contributions/honourroll.shtml>
 - Council on Foreign Relations (2023). "Funding the United Nations: How Does the US Pay?": <https://www.cfr.org/article/funding-united-nations-what-impact-do-us-contributions-have-un-agencies-and-programs>
 - **Video:** Ukraine: Maintenance of Peace and Security – Security Council Meeting: <https://www.youtube.com/watch?v=k8qRiT5Jhm8> (you don't have to watch the whole thing, but skim a bit; what do you notice? What are they saying?)

3: Monday, September 11 – Theoretical Foundations of Global Governance

- Reading:
 - Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles (2014). *International Organization: Politics and Processes of Global Governance*. Lynne Rienner, pp. 43-74.

4: Wednesday, September 13 – Norms and rules in global governance

- **In-class Activity: Norm Brainstorm**
- Reading:
 - Michelle E. Jurkovich (2019). "What isn't a norm? Redefining the conceptual boundaries of 'norms' in the human rights literature." *International Studies Review*, pp. 1-19.
 - Martha Finnemore and Kathryn Sikkink (1998). "International norm dynamics and political change." *International Organization* 52(4): 887-917.

5: Monday, September 18 – **Debate/Discussion #1: Gender Equality in Global Governance IO** Focus: **UN WOMEN**

- Reading:
 - Cynthia Enloe (2014). *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Berkeley: UC Press, Chapter 1 ("Gender makes the world go round: where are the women?")
 - Catherine Green et al. (2013). "Gender-based violence and the Arms Trade Treaty: reflections from a campaigning and legal perspective." *Gender and Development* 21(3): 551-62.
 - Paul Kirby and Laura J. Shepherd (2016). "Reintroducing women, peace and security." *International Affairs* 92(2): 249-54.

6: Wednesday, September 20 – Writing Lab: Brainstorming, Citations, and Writing

- Reading:
 - *No reading* – come prepared to work on some in-class activities to begin working on the global policy memo.

7: Monday, September 25 – Introduction to the UN (2)

- Reading:
 - Margaret P. Karns, Karen A. Mingst, and Kendall W. Stiles (2015). *International Organizations: The Politics and Processes of Global Governance*. Lynne Rienner, Chapter 1 (Introduction), pp. 8-19.
 - Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press.
 - Chapter 3: Secretary-General and the Secretariat, pp. 25-41
 - Chapter 4: The American Ambassador, pp. 43-54
 - Chapter 6: UN General Assembly, 84-98
 - **Video:** President Joseph Biden's full remarks at the UN General Assembly: <https://www.youtube.com/watch?v=U4ITiV083OI> (Watch what you can/feel

like; you can also read the full remarks here:

<https://www.whitehouse.gov/briefing-room/speeches-remarks/2022/09/21/remarks-by-president-biden-before-the-77th-session-of-the-united-nations-general-assembly/#:~:text=We%20chose%20principles%20to%20which,way%20of%20th at%20is%20Russia.>)

8: Wednesday, September 27 – Compulsory Library Instructional Session in King Library
(compulsory)

- Reading: *None* but do come prepared to learn about library resources.
- The library activity will take place from 4:25-5:25; at the end of the session, I'll talk about memo writing for the last 20 minutes.

9: Monday, October 2 – Global and Regional Security in Global Governance

- IO Focus: **UN Security Council, NATO, ECOWAS**
- Reading:
 - Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press, Chapter 5 (pp. 56-83) and Chapter 9 (pp. 137-53).
 - David Malone (2004). "The UN Security Council: From the Cold War to the 21st Century," David Malone ed., pp. 1-13.
 - Julian Lindley-French (2015): *The North Atlantic Treaty Organization: The Enduring Alliance*. New York: Routledge. Introduction (pp. 1-7) and Chapter 6 (pp. 106-126).

10: Wednesday, October 4 – **Debate/Discussion #2: Is NATO Responsible for Russia's Invasion of Ukraine?**

- Reading:
 - Mearsheimer, John J. (2014). "Why the Ukraine crisis is the West's fault: the liberal delusions that provoked Putin." *Foreign Affairs* 93(5): 77-84; 85-89. <https://www.jstor.org/stable/24483306>
 - "Why does Russia want Ukraine?" *Q&A with Hein Goemans* (University of Rochester) <https://www.rochester.edu/newscenter/putin-russia-invading-ukraine-explained-512642/>
 - Chotiner, Isaac (2022). "Why John Mearsheimer blames the U.S. for the crisis in Ukraine?" <https://www.newyorker.com/news/q-and-a/why-john-mearsheimer-blames-the-us-for-the-crisis-in-ukraine>

11: Monday, October 9 – Global Governance of Trade

- IO Focus: **World Trade Organization (WTO), GATT**
- Reading:
 - Cathleen D. Cimino-Isaacs (2022). "World Trade Organization." *Congressional Research Service*: <https://crsreports.congress.gov/product/pdf/IF/IF10002/33> (pp. 1-2).

- Amrita Narlikar (2005). *The World Trade Organization: A Very Short Introduction*, Chapters 1 (pp. 1-21).
- Jessie Poon and David L. Rigby (2017). *International Trade: The Basics*. Routledge, Chapter 1 (Introduction), pp. 1-11.

12: Wednesday, October 11 – Discussion #3 – Food for Thought – Regulating GMOs or Solving Hunger? Key Issues in a Complex Debate

- IO Focus: **IFAD, FAO, WFP**
- Reading:
 - Robert Faulkner (2006). “International Politics of Genetically Modified Food,” Chapter 1 (Introduction), pp. 1-13.
 - Robert Vos (2015). “Thought for Food: Strengthening Global Governance of Food Security.” Background Paper, pp.1-20.
https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/bp2015_29.pdf
 - Michelle Jurkovich (2020). *Feeding the hungry: Advocacy and Blame in the Global Fight Against Hunger*. Cornell University Press. Chapter 1, Introduction.

13: Monday, October 16 – Global Governance and International Development

- IO Focus: **IMF, World Bank**
- Reading:
 - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 13, pp. 190-211.
 - Congressional Research Service (2022): In Focus: The International Monetary Fund. <https://crsreports.congress.gov/product/pdf/IF/IF10676/10>
 - Congressional Research Service (2023): In Focus: The World Bank. <https://crsreports.congress.gov/product/pdf/IF/IF11361>

14: Wednesday, October 18 – **Debate/Discussion #4: Does aid work and do celebrities help or hinder development?**

- Reading:
 - Dambisa Moyo (2009). *Dead Aid: Why Aid is not Working and How There is a Better Way for Africa*. New York: Farrar, Strauss, and Giroux.
 - Selections
 - Tanja R Müller (2013). “The Long Shadow of Band Aid Humanitarianism: revisiting the dynamics between famine and celebrity.” *Third World Quarterly* (34)3, 470-484.
 - Alexandra Cosima Budabin, Louise Mubanda Rasmussen & Lisa Ann Richey (2017). “Celebrity-led development organisations: the legitimating function of elite engagement.” *Third World Quarterly* 38:9, 1952-1972
 - **Video:** Lionel Richie and Michael Jackson (composers); Quincy Jones and Michael Omartian (producers) (1985). “[USA For Africa – We are the World.](https://www.youtube.com/watch?v=s3wNuru4U0I)”

- **Video:** Bob Geldof and Midge Ure (composers), and Band Aid (super group) (1984). "[Do they know it's Christmas?](#)"

15: Monday, October 23 – Rational Design of International Institutions

- Reading:
 - Barbara Koremenos et al. (2001). "The Rational Design of International Institutions." *International Organizations* 55(4): 761-99.
- **In-class Activity: IO Design Workshop**

16: Wednesday, October 25: Human Rights in Global Governance

- IO Focus: **Human Rights Council, Office of the High Commissioner**
- Reading:
 - Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press, Chapter 10 (pp. 154-172).
 - Philip Alston (2006). "Reconceiving the UN Human Rights Regime: Challenges confronting new UN human rights council." *Melbourne Journal of International Law. Focus on pp. 186-198*.

17: Monday, October 30: Humanitarian Interventions

- IO Focus: **UN Peacekeeping**
- Reading:
 - Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press, Chapter 8 (pp. 154-172).
 - Linda Fasulo (2021). *An Insider's Guide to the UN*. Yale University Press, Chapter 12 (pp. 180-188).
 - Mateja Peter (2015). "Between doctrine and practice: the UN Peacekeeping Dilemma." *Global Governance* 21: pp. 351-370.

18: Wednesday, November 1: **Debate/Discussion #5: When should the international community intervene (if ever)?**

- Reading:
 - Alan J. Kuperman (2000). "Rwanda in retrospect." *Foreign Affairs* Jan/Feb (79:1), pp. 94-118.
 - S. Neil Macfarlane, Carolin Thielking, and Thomas Weiss (2004). "The responsibility to protect: is anyone interested in humanitarian intervention?" *Third World Quarterly* 25(5): 977-992.
 - Jon Western and Joshua S. Goldstein (2011). "Humanitarian Intervention Comes of Age: Lessons from Somalia to Libya." *Foreign Affairs* Nov/December (90:6), 48-50; 51-58; 59.

19: Monday, November 6 – **Debate/Discussion # 6: UN Reform: Pipe Dream or Reality?**

- Reading:
 - Natalino Ronzitti (2012). “The reform of the UN Security Council.” *The EU, The UN, and Collective Security*. Routledge. Chapter 4
 - Thomas G. Weiss (2003). “The Illusion of UN Security Council Reform.” *The Washington Quarterly* 26(4): 147-61.
 - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 17 (pp. 243-249).

20: Wednesday, November 8 – Financial Governance and Soft Law

- IO Focus: **Financial Action Task Force (FATF)**
- Reading:
 - Mark T. Nance (2018). “The regime that FATF built: an introduction to the Financial Action Task Force.” *Crime, Law, and Social Change* 69: 109-129.
 - Mark T. Nance (2015). “Naming and Shaming in Financial Regulation: Explaining Variation in the Financial Action Task Force on Money Laundering.” *The Politics of Leverage in International Relations*, Palgrave MacMillan, pp. 123-42.

21: Monday, November 13 – European Union

- IO Focus: **European Union, OSCE, OECD**
- Readings:
 - Christophe Crombez (2003). “The democratic deficit in the European Union: Much ado about nothing?” *European Union Politics* 4(1): 101-120.
 - Katharina Holzinger and Thomas Sommerer (2011). “‘Race to the Bottom’ or ‘Race to Brussels’? Environmental competition in Europe.” *Journal of Common Market Studies* 49: 315-339.

22: Wednesday, November 15 – Alternatives to the International Liberal Order

- IO Focus: **liberal international order, AIIB, OBOR, BRICS**
- Reading:
 - G. John Ikenberry (2019). “The end of liberal international order?” *International Affairs* 94(1): 7-23.
 - Matthew Stephen and David Skidmore (2019). “[The AIIB in the liberal international order.](#)” SSOAR.
 - Sudip Chakraborty (2018). “Significance of BRICS: Regional power, global governance, and the roadmap for multipolar world.” *Emerging Economy Studies* 4(2): 182-191.

23: Monday, November 20 – Climate Change Policy & Simulation Preparation

- Reading:
 - Shyam Saran (2009). “Global governance and climate change.” *Global Governance* 15, pp. 457-60.
 - Ross Mittiga (2021). “Political legitimacy, authoritarianism, and climate change.” *American Political Science Review*, pp. 1-14.
 - Linda Fasulo (2021). *An Insider’s Guide to the UN*. Yale University Press, Chapter 15 (pp. 225-234).
 - Each group should also begin reading their country packets; please complete your reading by the start of the simulation day on 11/27.

0: Wednesday, November 22 – NO CLASS – THANKSGIVING DAY HOLIDAY

24: Monday, November 27 – **Simulation Day 1**: UNSC Climate Change Dilemma (1)

- Identifying state interests, challenges, and opportunities
- Each group will share their position and understandings on the issues presented.

25: Wednesday, November 29 – **Simulation Day 2**: UNSC Climate Change Dilemma (2)

- Each country group will respond to the US resolution (this is the pre-simulation resolution composed by me that sets the stage for the simulation). Your group should vote based on the interests, opportunities, and challenges identified in Day 1.

26: Monday, December 4 – **Simulation Day 3**: UNSC Climate Change Dilemma (3)

- Each state will work on offering amendments to the US resolution (including the US).
- Groups will work within their country and among the country groups to develop a resolution.
- How will groups resolve differences? Can these differences be resolved?

27: Wednesday, December 6 – **Simulation Day 4**: UNSC Climate Change Dilemma (4)

- Final inter-group and within-group discussions on the amendment.
- Voting on the resolution
- Class discussion: Why did the resolution pass/fail? Why did your country vote the way it did?

Ground Rules for the Simulation

- The Simulation will take place in class on Sessions 26-29. You must be present at all sessions.
- The only work you need to do is the reading *prior to the start of the simulation* is the packet reading for your assigned country; feel free to split to work among group members. No work needs to be completed outside of class save for the short, final debriefing memo due on the last day of the exam period.
- The key to getting a good grade is being engaged and working in your groups.

- **Attendance at all four sessions is mandatory.** If you miss a session, there will be a significant penalty on your simulation grade. I will evaluate and waive any penalty **on a case-by-case basis and** only in exceptional circumstances (documented illness, death in the family, or some other extremely extenuating circumstance).

Course Policies:

Academic Accommodation:

If you are a student with a disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to connect with Student Disability Services (SDS). SDS provides accommodations and services for students with a variety of disabilities, including physical, medical and psychiatric disabilities. You are encouraged to contact SDS to learn more about the affiliation process and procedures for requesting accommodations.

Oxford Campus: SDS@MiamiOH.edu

Hamilton Campus: MUHODS@MiamiOH.edu

Middletown Campus: MUMDC@MiamiOH.edu

Current SDS affiliated students should request accommodations according to SDS procedure. You are strongly encouraged to request and discuss your accommodations needs during the first 1-2 weeks of the semester.

Academic Integrity:

All instances of academic dishonesty will be reported to the university. Please make sure you have read and abide by Miami University's academic integrity policy, which can be found in Chapter 5 of the Student Handbook. All incidents of academic misconduct including but not limited to plagiarism and cheating will be reported. **Students will be required to use Turn It In** services to check their work for plagiarism and other irregularities. It is understood that students have read and are familiar with the policy: https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html?_ga=2.115620422.1393791235.1690212589-287438523.1671213312

If you are unsure of what you are doing with respect to citations or worry about engaging in plagiarism, you should reach out to me after class, via email, or come to office hours for guidance. My job is to help you become the best scholar you can be, and I can't do that if you don't ask for help when you do not understand something.

Attendance:

Each class period is worth 4 points unless otherwise noted. There are 29 sessions, meaning that you can miss three classes without affecting your final grade. **Days labeled "Debate/Discussions" in the syllabus are required; these are in-class activities that count toward your participation grade.** Please note that **attendance counts for 10% of your final grade.** After you miss three classes, each absence will lower your final grade by 0.35%. On a 100-point scale, the most you can lose on your final grade is 10%.

If you miss a significant amount of class, the university recommends that professors drop students from the roster, which I may do. Also, because this class is very hands on, excessive absences are likely to harm your final grade. There is also the required in-class/in-person

simulation activity in class, as well, which will have an immense impact on your final grade if you skip it or fail to participate.

Do I need documentation for my excused absence? If you are out sick, you should provide a doctor's note indicating that you should be absent from class or showing you visited a doctor. I'll typically excuse absences related to illness, although students that are frequently missing class for illnesses may be asked to provide documentation. Please note that students who miss class are responsible for completing all work. Extensions are not automatic and must be requested. Students who are out sick are responsible for initiating make-up quizzes/activities as necessary.

I have a cold and don't think I need to go to student health, but I also don't want to come to class and get everyone else sick. What should I do? There is a built-in buffer in the attendance policy for you to miss no more than three classes. These are no-questions-asked types of absences.

Do I need documentation for a funeral? No; if someone in your family passes or you need to be away, just send me a short email letting me know. In the past, students have sent pictures of open caskets, pictures of them attending funerals, or, in one case, a student taking selfies from hospice with their loved one in the background. *Please do not send me such pictures. I also do not want pictures of relatives who have fallen as you wait for an ambulance or pictures of yourself or relatives in the hospital or of injuries.*

I missed a few classes, but I haven't received any make-up directions. Per the make-up policy, students must take the initiative and reach out and contact the instructor about make-up opportunities.

I don't know what to do with my situation... If you aren't sure about whether you can/should miss class, just email me and ask.

Canvas:

Canvas, the learning management system (LMS), will be used to store the syllabus, assignment prompts, readings and submit assignments. I will have a mirror site on my Dropbox account that will contain all the course readings beyond the textbook, assignment prompts, final exam questions as we develop them over the semester, and the syllabus. Please note that the "total grade" reported on Canvas may not be your actual grade but is just an approximation.

Cell Phones and Technology:

You may use a computer in class to take notes or use your notes. Phones should not be used during class.

Email:

I can be reached at prebleka@miamioh.edu. I will respond as quickly as possible. Please note that I am engaged with several conferences over the semester, may be traveling, or engaged in research projects. It is requested that students put the course number -- POL381W -- and a brief reason for the email in the subject line (example: POL381W -- extension request).

Grading:

A+: 97-100	A: 93-96	A-: 90-92
B+: 87-89	B: 83-86	B -: 80-82
C+: 77-79	C: 73-76	C-: 70-72
D+: 67-69	D: 63-66	D-: 60-62
F: 59 and below		

Late Penalties:

Scaffolded writing assignments: 5-points per day with a maximum deduction of 30 points. Students can avoid late penalties by requesting extensions and discussing difficulties with the instructor.

Quizzes: Quizzes are due *before* the start of the next class meeting when they are assigned. Quizzes will be re-opened at the discretion of the instructor for students with legitimate reasons for missing the quiz. It is important to pay attention to the calendar on Canvas and announcements in class.

Discussion Handouts and in-class Facilitation: These need to be provided on the day we have debates, so your classmates have time to review/peruse them. If you fail to provide them, you will receive a zero. If you miss a discussion, you'll need to sign up for another one offered in the semester to replace the zero.

Simulation: The simulation is a required assessment and attendance is compulsory. If you miss a session, you'll need to coordinate with your group. I'll excuse absences for documented illnesses and other extenuating circumstances on a case-by-case basis.

Make-Up Opportunities:

Make-up opportunities are guaranteed for students celebrating religious holidays. Make-up opportunities will be provided for students with illnesses and other extenuating circumstances (please note that documentation may be required). In all instances, students must initiate the make-up process by reaching out to the instructor for guidance and assistance.

Title IX: Confidentiality and Responsible Employee Statement:

Miami University faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. Miami University strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct. You may contact the Deputy Title IX Coordinator at titleix@miamoh.edu or learn more by visiting <https://www.miamioh.edu/student-life/office-of-dean/support-services/title-ix/index.html>.

Please be aware that under Title IX of the Education Amendments of 1972, I am required to disclose information about such misconduct to the Deputy Title IX Coordinator (for sexual misconduct involving students) and to the Title IX Coordinator (for sexual misconduct involving faculty and staff). Title IX Coordinators will reach out to offer information on resources, rights, and procedural options after receiving a report.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Student Counseling Service at 513-529-4634 to schedule an appointment. For more information about reporting options and resources at Miami University and in the community, please visit <https://www.miamioh.edu/campus-safety/sexual-assault/resource-guide/index.html>.

Writing Assignments and Research:

You may use any Word processing software you wish to compose your assignments (please keep in mind that the work must be yours and not done by AI or other algorithm), but it is requested that you export your assignment for grading as a Word document, which allows me to grade your assignment electronically where I will give detailed feedback. Students should use proper citations, preferably the Chicago Style. Policy memos will be using footnotes.

Please note that the final paper has a source requirement (you must use no fewer than 10 unique sources). **Wikipedia, Investopedia, Ballotpedia, and other online encyclopedias should not be cited.** *You may use these sources to help you understand a topic, but they should not be used as sources or cited in your policy memo.*

Students who need help with writing and writing-related assignments should seek out the Writing Center on campus for assistance. There is also a writing center for multilingual students (this is a great service). Please do not hesitate to reach out to these offices if you need writing assistance, especially if you are having trouble getting started.