Objective.
The primary purpose of this course is to review some of the major issues the world is facing today. These issues include national security, global economy, development, and environment. We will look at those issues individually, and also how they relate to each other. We will also examine how those issues affect our lives as the world is more connected than ever before.

Student Learning Outcomes.
A. Compare and contrast the contending perspectives on global issues.
B. Describe the interconnectedness of various aspects of globalization.
C. Describe the way in which global issues could influence one’s quality of life.

Required Textbook.

Supplementary Reading
Feb. 20. First Midterm Exam.

Feb. 27. Religious Extremism. Harf & Lombardi. Ch. 16.*
Mar. 18-22. (Spring Break.) No Class.

Mar. 27. Second Midterm Exam.

Mar. 29 Good Friday. (no class)
Apr. 5. Global Economic Crisis. Harf & Lombardi. Ch. 13.*
Apr. 17. Should Environmentalists Be Alarmists? Harf & Lombardi. Ch. 4.*
May 1. Oil. Harf & Lombardi. Ch. 5.
(*Forum Assignment.)

Grading.  Midterms  40%
Final 30%
Papers 20%
Participation 10%

(A=90 and above, B=80-89, C=70-79, D=60-69, F=59 and below)

Exams. There will be two midterm exams and a cumulative final. Exams may include identifications and short essays. Make-up exams are given only with documented excuses.
Paper.
- Write two 4-5 page papers that compare and contrast the competing views in a pair of articles in *Taking Sides: Clashing Views on Controversial Global Issues*. (See the last page of this syllabus for more detailed instructions on this assignment.)

- The first paper is due on **March 15**, and the second paper is due on **Apr. 26**. You have to turn in the paper on time to get full credit for your work. Grades for late papers will be lowered by one-third of letter grade per class day.

- The papers have to be submitted in the Dropbox of the course website. Your paper should be formatted either in either MS Word (.doc or .docx) or Rich Text File (.rtf).

Participation.
- Your active involvement in the class is highly expected. You should read the assigned readings before the class and actively participate in the discussion.

- After reading each chapter of Taking Sides book, answer the question posted on the Forum page of Class Website. The Forum will close one hour before the class time unless otherwise announced. (These sessions are denoted with an * in the class schedule.)

- Relevant questions and comments during the lecture are also strongly encouraged.

- Forum discussion will make up half of the participation grade. “In-class” participation will make up the other half.

- What you get from this course partly depends on how actively you get involved. The more active you are, the more valuable your learning experience will be. You should have no more than three unexcused absences in order to receive full credit for your in-class participation.

Disabilities. If any student in this class has special needs due to disabilities, please notify the instructor during the first week of the course. We will try to do our best to accommodate your needs. Students may obtain official information about the University's policies and services surrounding physical or learning disabilities from the Office of Disability Services [http://www.semo.edu/ds/index.htm](http://www.semo.edu/ds/index.htm). Students can contact Disability Support Services at 573-651-5927.

Academic Honesty.
Academic dishonesty as defined by Southeast Missouri State University includes "those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty." (p.12) Academic dishonesty includes the acts of plagiarism and cheating. The University's official statement about academic honesty, including plagiarism and cheating, may be accessed at: [http://www.semo.edu/bulletin/pdf/2012_Admissions.pdf](http://www.semo.edu/bulletin/pdf/2012_Admissions.pdf), pp. 20-23. Additional information may be accessed at: [http://www6.semo.edu/judaffairs/](http://www6.semo.edu/judaffairs/).
Withdrawal. The official deadline for dropping this course is April 18. After this date, the university will not accept the drop card except for extraordinary circumstances.

Instruction for the Paper Assignment.

- Choose one of the issues in Taking Sides: Clashing views on Controversial Global Issues.
  - For the first paper assignment, choose one from Issues 9-11, 14-20.
  - For the second paper assignment, choose one from Issues 1-8, 12-13.

- Write a critical review of one of the articles on the issue. In writing the paper, focus on the author’s (1) logical inconsistencies, (2) distortion of evidence, or (3) neglect of relevant information.
  1) This is difficult to find, but could be the most devastating criticism.
  2) If the evidences are distorted or improperly used, explain how alternative interpretation of evidence might change the author’s argument.
  3) If you think relevant information is missing, explain how its inclusion could change the author’s argument.

- Think about how the author would respond to your criticism. And if relevant, try to defend your position against the potential response from the author.

- You could criticize both articles. If you think neither article is convincing enough, and you could make a better argument than both of them, then this should be your choice.

- Which article you choose to criticize is not important. What is important is to give as objective assessment of issue as you can.

- In addition to the content of your paper, the clarity of your writing is also important. Pay close attention to the organization of your paper. Remember what is obvious to you may not be obvious to others. Check any errors in spelling, syntax, or grammar. Those errors give bad impressions at least, and could even lead to misunderstanding. Your use of examples and originality will also be included in the evaluation.

- You should feel free to use other materials either inside or outside of class readings. If you use class materials, simply cite them by the author’s name and the page number. If you use outside sources, identify them by using one of the conventional citations such as APA or MLA. (The amount of sources you cite is not an important criterion of grading.) Try to think (and explain if necessary) why the works you are citing are more convincing than the ones you are criticizing. If you are not familiar with citation formats, refer to one of the following websites.

  http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm
  http://www2.liu.edu/cwis/cwp/library/workshop/citmla.htm

- Special notes on citing internet sources. Use these sources with caution, since many of them are not proofread by others. Especially, be careful about using Wikipedia as your source, since its content can be edited by anyone.