PLCY 110H
GLOBAL POLICY ISSUES
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

Course Semester: Fall 2022
Course Time: Tuesdays & Thursdays 12:30-1:45 PM
Course Location: *In Person:* Phillips 220 & *Via Zoom:* https://unc.zoom.us/j/9656259166
Professor Brigitte Seim (she/her)
bseim@ad.unc.edu
Office Hours Location: https://unc.zoom.us/j/9656259166
Office Hours Booking: https://bseim.youcanbook.me/
Office Hours Time: Fridays, 2:30-4:30 PM

DESCRIPTION
Global issues are challenges whose sources, impacts, and solutions extend beyond the borders of any one country. This course introduces students to some of the most pressing issues facing populations around the globe and to possible policy responses.

LEARNING OUTCOMES
There are five primary learning outcomes of the course:
1. Obtain substantive knowledge of contemporary global policy issues;
2. Think critically about the complex causes and consequences of key global issues;
3. Understand the challenges of designing and implementing policy responses at national and international levels;
4. Construct well-reasoned arguments and express them both orally and in writing; and
5. Critically evaluate the credibility of diverse sources of information.

PLCY 110H qualifies as a FC-GLOBAL and FC-KNOWING course under the IDEAS in Action curriculum. The above learning outcomes align with the learning outcomes and questions for students associated with these focus capacities:

Learning Outcomes for Focus Capacity Global Understanding and Engagement:
1. Classify and analyze diverse historical, social, and political exchanges that shape nations, regions, and cultural traditions of the world.
2. Translate among contrasting civic cultures, social values, and moral commitments that characterize differences among peoples and societies, including those beyond the North Atlantic region.
3. Assess ways that political and economic institutions shape contemporary global relations.
4. Explain human and environmental challenges that transcend national borders.

Questions for Students for Focus Capacity Global Understanding and Engagement:
1. What forces connect and distinguish the experiences of peoples, societies, and human organization around the world?
2. How can I understand and compare differing worldviews?

3. What connections and differences exist between particular worldviews, experiences, societies, or power structures?
4. What ideas, approaches, and international sources allow scholars to compare societies?

Learning Outcomes for Focus Capacity Ways of Knowing:
1. Recognize and use one or more approach(es) to developing and validating knowledge of the unfamiliar world.
2. Evaluate ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3. Interrogate assumptions that underlie our own perceptions of the world.
4. Employ strategies to mitigate or adjust for preconceptions and biases.
5. Apply critical insights to understand patterns of experience and belief.

Questions for Students for Focus Capacity Ways of Knowing:
1. What norms and expectations do I take for granted?
2. What categories and concepts frame my assumptions, experiences, and beliefs?
3. What practices of investigation or inquiry best challenge those assumptions and expectations?
4. How can I consider whether my beliefs might be wrong?

In addition, as a course approved to fulfill two Focus Capacity areas, PLCY 110H includes the following Recurring Capacities (see below for more details):
- Writing, totaling at least 10 pages in length or the intellectual equivalent
- Presenting material to the class, smaller groups, or the public through oral presentations, webpages, or other means
- Collaborating in pairs or groups to learn, design, solve, create, build, or research.

FORMAT
Each course meeting will consist of a combination of lecture, large group discussion, and small group work. The course is currently planned to primarily meet in person with some built-in flexibility regarding modality to accommodate course meetings via Zoom for those who prefer to attend virtually (see Policies section below), as scheduled for the whole class (see Course Schedule section below), and if public health conditions change.

MATERIAL
Assigned readings for this course are listed below and are available in the UNC Bookstore and on the course's Sakai site. It is each student's responsibility to obtain and complete the readings in advance of each session, and to integrate the reading content with the lecture and discussion content. The majority of your investment in this course will occur outside of the weekly sessions. You should expect to spend a significant amount of time reading, taking notes on the reading, integrating notes from the reading, lecture, and discussion each week, and working on the assignments.

Required Books
- Banerjee, Abhijit, and Esther Duflo. 2011. *Poor Economics: A Radical Rethinking of the Way to Fight Global Poverty*. PublicAffairs.

- Rivoli, Pietra. 2014. *The Travels of A T-Shirt in the Global Economy: An Economist Examines the Markets, Power, and Politics of World Trade*. 2nd Edition. Hoboken, New Jersey: John Wiley & Sons.

WEBSITE
Links to resources, announcements, and your grades can all be accessed on Sakai at https://sakai.unc.edu/portal/site/plcy110hfa22. Please check this site regularly and have notifications from the site forwarded to an email account you check regularly.

EVALUATION

Summary
Final grades will be determined as follows:

20%	Participation
10%	Research Proposal
10%	Peer Proposal Feedback
10%	Literature Review
10%	Graph Presentation
20%	Research Paper
10%	Policy Presentation
10%	Discussant Role

Participation
You are expected to attend all course sessions either in person or via Zoom. This is your opportunity to ask questions, discuss readings and other course material, and engage in activities that will deepen your understanding of course topics. Your participation grade will be based on: 1) attendance (either in person or online); and 2) engaging in class discussion and activities. I expect you to arrive at class meetings on time and to stay for the full duration. I also expect you to come prepared, and to be respectful, attentive, and actively engaged.

Research Project
A significant percentage (80%) of your grade will be based on a semester-long research project. The semester-long research project will consist of several assignments designed to sequentially introduce students to policy-centric research. Detailed assignment prompts are on Sakai.

POLICIES

Honor Code
The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected (see http://honor.unc.edu/).

In order to ensure effective functioning of the Honor System at Carolina, you are expected to:
a. Conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes. If unsure about the limits of group work versus individual work on papers and projects, ask me.
b. Consult with faculty and other sources (e.g., this, this, or this) to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work (and seek guidance from the Writing Center if necessary); and to identify allowable resource materials or aids to be used during completion of any graded work.
c. Treat all members of the University community with respect and fairness.
d. Report any instance in which reasonable grounds exist to believe that a student has given or received unauthorized aid in graded work or in other respects violated the Honor Code. Reports should be made to the office of the Student Attorney General.

Grade Determination
Writing and public speaking are essential to success in many careers. Students will be held to professional standards. Students should not submit first drafts and should carefully proof read all work. The following factors will be considered in grading student assignments:

- **Content:** Responds to the assignment's prompts. Develops and supports a focused argument (or arguments).
- **Clarity and Presentation:** Develops a well-organized argument. Arranges sentences in a logical and coherent manner. Uses correct punctuation, spelling, and grammar. Provides accurate citations in a consistent format.
- **Comprehensiveness:** Reviews the relevant literature and material. Shows an in-depth understanding of the topic. Critiques differing points of view on the topic.
- **Creativity:** Draws the reader/listener in and engages him/her in the topic. Makes an original contribution to the topic. Presents material in an interesting and unique way that elucidates the ideas.
- **Accuracy:** Free of obvious errors. All facts are derived from assigned course material and properly cited.

Grade Definitions
The following definitions of grades were adopted by the University Faculty and are the official basis for assigning and interpreting grades. Note that they are based on performance, not on effort or individual improvement.

Graduate Grading Scale

Letter Grade	Percentage or Points Range	Description
H	95-100	Clear excellence
P	75-94	Entirely satisfactory graduate work
L	60-74	Low pass
F	Below 60	For whatever reason(s), an unacceptable performance

Undergraduate Grading Scale

Letter Grade	Percentage or Points Range	Description
A	90-100	Mastery of course content at the highest level of attainment that can reasonably be expected of students at a given stage of development. The A grade states clearly that the student has shown such outstanding promise in the aspect of the discipline under study that he/she may be strongly encouraged to continue.
B	80-89	Strong performance demonstrating a high level of attainment for a student at a given stage of development. The B grade states that the student has shown solid promise in the aspect of the discipline under study.
C	70-79	A totally acceptable performance demonstrating an adequate level of attainment for a student at a given stage of development. The C grade states that while not yet showing any unusual promise, the student may continue to study in the discipline with reasonable hope of intellectual development.
D	60-69	A marginal performance in the required exercises demonstrating a minimal passing level of attainment for a student at a given stage of development. The D grade states that the student has given no evidence of prospective growth in the discipline; an accumulation of D grades should be taken to mean that the student would be well advised not to continue in the academic field.
F	Below 60	For whatever reason(s), an unacceptable performance. The F grade indicates that the student's performance in the required exercises has revealed almost no understanding of the course content. A grade of F should warrant questioning whether the student may suitably register for further study in the discipline before remedial work is undertaken.

Typically, you will be provided a numerical grade. Numerical grades will be translated to letter grades using the rubric below. When a course grade falls between integers, I apply a standard rounding procedure: any point total that ends in .0 to .49 will be rounded down to the nearest whole number, while any point total that ends in .50 to .99 will be rounded up.

	A	B	C	D
+		88-89	78-79	68-69
Base	92-100	82-87	72-77	60-67
-	90-91	80-81	70-71	

Grade Appeals
I take the evaluation and grading of your assignments very seriously because I know that most of you take the preparation and writing of your assignments very seriously. If you think you deserve a higher grade on an assignment, you may write a memo and explain why you would like to

appeal the grade. Before making an appeal, you should review your work and course material. A memo for an assignment should be submitted via email to me *between 48 hours and 14 days after notification of the original grade*. After I receive your memo, I will re-read your work within one week. Depending on my re-reading, your grade may stay the same, be raised, or be lowered. This system is designed to minimize frivolous grade appeals and to ensure that you have carefully examined and reflected on the quality of your work before deciding to initiate a grade appeal. It is also to ensure equitable grading standards across students. Students should keep copies of the assignments they turn in until they receive their final course grade.

Course Changes
UNC faculty and staff are committed to provide an engaging, collaborative, and safe learning environment, independent of the mode of teaching. Due to the uncertainty of the current health environment, guidelines and modes of instruction might change during the semester. Please understand that any changes during the ongoing term are made with your safety and health in mind, as well as the safety of UNC faculty and staff. It is important to actively read and observe any communication that is sent from UNC or your instructors, so you can adjust as needed and not miss any class time. Please also email me if anything changes on your end.

Attendance
Each student is encouraged to attend each course meeting in person when possible. If you are ill (with COVID-19 or any other illness), please do not attend class in person and instead attend via Zoom. When you attend a course meeting via Zoom, you are encouraged to keep your camera on so that we can more effectively engage with you. If you are unable to attend class either in person or via Zoom, please review the lecture slides for the course meeting(s) you missed. Your grade will not be affected by one or two absences over the course of the semester.

University Policy: As stated in the University's Class Attendance Policy, no right or privilege exists that permits a student to be absent from any class meetings, except for these University Approved Absences:
1. Authorized University activities
2. Disability/religious observance/pregnancy, as required by law and approved by Accessibility Resources and Service and/or the Equal Opportunity and Compliance Office (EOC)
3. Significant health condition and/or personal/family emergency as approved by the Office of the Dean of Students, Gender Violence Service Coordinators, and/or the Equal Opportunity and Compliance Office (EOC).

Optional Mask Use Statement
UNC-Chapel Hill is committed to the well-being of our community – not just physically, but emotionally. The indoor mask requirement was lifted for most of campus on March 7, 2022. If you feel more comfortable wearing a mask, you are free to do so. There are many reasons why a person may decide to continue to wear a mask, and we respect that choice.

Acceptable Use Policy
By attending the University of North Carolina at Chapel Hill, you agree to abide by the University of North Carolina at Chapel Hill policies related to the acceptable use of IT systems and services. The Acceptable Use Policy (AUP) sets the expectation that you will use the University's

technology resources responsibly, consistent with the University's mission. In the context of a class, it's quite likely you will participate in online activities that could include personal information about you or your peers, and the AUP addresses your obligations to protect the privacy of class participants. In addition, the AUP addresses matters of others' intellectual property, including copyright. These are only a couple of typical examples, so you should consult the full Information Technology Acceptable Use Policy, which covers topics related to using digital resources, such as privacy, confidentiality, and intellectual property.

Additionally, consult the University website "Safe Computing at UNC" for information about the data security policies, updates, and tips on keeping your identity, information, and devices safe.

Late Assignments
I aim to be flexible yet have clear and equitable deadlines. If you are experiencing significant hardship (related to COVID-19 or not) and need additional flexibility, please email me at least 24 hours before the due date. In fairness to all students, I will not accept graded items after the ultimate deadline except under extenuating circumstances.

- All assignments have a due date and time.
- Assignments submitted within 24 hours after the due date and time are subject to a maximum grade of 90%. Assignments submitted between one and seven days late are subject to a maximum grade of 80%. Assignments submitted between seven and 21 days late are subject to a maximum grade of 50%. Except under extenuating circumstances, assignments cannot be turned in later than three weeks after the due date and time.
- Students get five "flex days" that can be used across the assignments that will waive the late penalty. These flex days can be distributed across assignments or used all at once. To use a flex day, students must write how many "days" they are using on the top of their assignment.
- Twenty-four hours before assignments are due, I reserve the right to stop responding to emails with questions or concerns. Please prepare in advance of this window.

Diversity, Inclusivity, Accessibility
In this course, you will encounter people with different perspectives. Students in this class come from a variety of personal and academic backgrounds which leads to a variety of worldviews. Having multiple viewpoints makes our discussions interesting and will allow us to learn from each other. No student's grade will be affected by their personal views.

My goal is to create learning environments that are equitable, inclusive, and welcoming for all students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. If there are aspects of this course that result in barriers to your inclusion, please let me know.

The Office of Accessibility Resources & Service provides services and reasonable accommodations to currently enrolled undergraduate and graduate/professional students with disabilities. ARS can be reached at SASB (Student and Academic Services Building), Suite 2126, 450 Ridge Road, 919-962-8300 or ars@unc.edu.

The University is committed to providing an inclusive and welcoming environment for all members of our community and to ensuring that educational and employment decisions are based on individuals' abilities and qualifications. Consistent with this principle and applicable laws, the University's Policy Statement on Non-Discrimination offers access to its educational programs and activities as well as employment terms and conditions without respect to race, color, gender, national origin, age, religion, genetic information, disability, veteran's status, sexual orientation, gender identity or gender expression. Such a policy ensures that only relevant factors are considered and that equitable and consistent standards of conduct and performance are applied. See this blog post for a discussion regarding one form of prevalent in-classroom discrimination to which I will be particularly sensitive.

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable in doing so. This will enable me to provide any relevant resources that I may possess. Here is a link to a local food pantry if you are facing food insecurity.

Counseling and Psychological Services
UNC-Chapel Hill is strongly committed to addressing the mental health needs of a diverse student body. The Heels Care Network website is a place to access the many mental resources at Carolina. CAPS is the primary mental health provider for students, offering timely access to consultation and connection to clinically appropriate services. Go to their website https://caps.unc.edu/ or visit their facilities on the third floor of the Campus Health building for an initial evaluation to learn more. Students can also call CAPS 24/7 at 919-966-3658 for immediate assistance. Two other centers that provide services and resources are:

Carolina Women's Center: 919-962-8305
LGBTQ Center: 919-843-5376

Title IX Resources
Any student who is affected by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Reports can be made online to the EOC at https://eoc.unc.edu/report-an-incident/. Please contact the University's Title IX Coordinator (Elizabeth Hall, titleixcoordinator@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Undergraduate Testing Center
The College of Arts and Sciences provides a secure, proctored environment in which exams can be taken. The center works with instructors to proctor exams for their undergraduate students who are not registered with ARS and who do not need testing accommodations as provided by ARS. In other words, the Center provides a proctored testing environment for students who are unable to take an exam at the normally scheduled time (with pre-arrangement by your instructor). For more information, visit http://testingcenter.web.unc.edu/.

Learning Center

Want to get the most out of this course or others this semester? Visit UNC's Learning Center at http://learningcenter.unc.edu to make an appointment or register for an event. Their free, popular programs will help you optimize your academic performance. Try academic coaching, peer tutoring, STEM support, ADHD/LD services, workshops and study camps, or review tips and tools available on the website.

Writing Center

UNC has a Writing Center that provides one‑on-one assistance to students free of charge. To make an appointment, browse the Writing Center's online resources, or submit a draft online. They have additional useful information, such as handouts on how to cite sources.

Communication[1]

- **Mind Your Manners:** Think of the basic rules you learned growing up, like saying please and thank you.
- **Watch Your Tone:** Merriam-Webster defines tone as an "accent or inflection expressive of a mood or emotion." It is very difficult to express tone in writing. Please attempt to come across as respectful, and please attempt to avoid coming across as demanding.
- **Be Concise but Complete:** Get to the point of your e-mail as quickly as possible, but don't leave out important details that will help your recipient answer your query. Be sure to include your full name and the course name in every email.
- **Use Correct Spelling and Proper Grammar:** Use a dictionary or a spell checker. While you can write in a conversational tone, pay attention to basic rules of grammar and use complete sentences. Stay from abbreviations and emoticons.
- **Be Prompt:** Bring an issue to my attention as soon as it becomes an issue. This includes conflicts with assignments and attendance.
- **Don't Make Excuses:** Everyone (including professors and TAs) knows what it is like to procrastinate or to prioritize other things before school assignments. We also know what it is like to make an excuse for having done so. Further, we read many, many emails from students in a semester. To top it off, I study corruption, which is fundamentally about skirting procedures and towing the line of acceptability to serve one's own interests. If you have a conflict or need to take responsibility for something, be up front and honest.
- **Ask Reasonable and Appropriate Questions:** Attempt to evaluate whether your question or request is reasonable and appropriate before you send me an email. Check the syllabus and Google for an answer first. Also, please feel free to email me to set up an appointment to meet if the topic is too sensitive to raise in an email.

I reserve the right to delete any emails or refuse to speak to individuals that do not follow these guidelines.

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[1] See also: http://www.wikihow.com/Email-a-Professor and http://chrisblattman.com/2010/11/08/students-how-to-email-to-your-professor-employer-and-professional-peers/

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT*
August 16	Introduction	
August 18	International Policy System	Banerjee and Duflo Ch. 10 *Readings on Sakai*
August 23	*Research Workshop:* DiD Design	*Readings on Sakai*: ONLY Ch. 1-3 and 6!
August 25	*Research Workshop:* Policy Issues	*Readings on Sakai*
August 30	*Research Workshop:* Case Selection	*Readings on Sakai*
September 1	Poverty	Banerjee and Duflo Ch. 1-2 & 4
September 6	*NO CLASS*	
September 7	**Research Proposal Due on Sakai at 11:59 PM**	
September 8	Poverty	Banerjee and Duflo Ch. 6 & 7 *Readings on Sakai*
September 12	**Peer Proposal Feedback Due on Sakai at 11:59 PM**	
September 13	*Research Workshop:* Peer Review	*Readings on Sakai*
September 15 *VIA ZOOM*	Health	Banerjee and Duflo Ch. 3 & 5
September 20 *VIA ZOOM*	Health	*Readings on Sakai*
September 22	*Research Workshop:* Literature Review	*Readings on Sakai*
September 27 *VIA ZOOM*	Refugees	*Readings on Sakai*
September 29 *VIA ZOOM*	Refugees	*Readings on Sakai*
October 4	*Research Workshop:* Data and Analysis	NO READING
October 6 *VIA ZOOM*	Governance and Corruption	*Readings on Sakai*
October 10	**Literature Review Due on Sakai at 11:59 PM**	

October 11	Governance and Corruption	*Readings on Sakai*
October 13	*Research Workshop:* Policy Implications	*Readings on Sakai*
October 18	Climate Change	*Readings on Sakai*
October 20	**NO CLASS**	
October 25	Climate Change	*Readings on Sakai*
October 27	Gender Inequality	*Readings on Sakai*
November 1	*Research Workshop:* Graph Presentations	<u>NO READING</u>
November 3	Gender Inequality	*Readings on Sakai*
November 8	Trade and Globalization	Rivoli Part I and Part II
November 10	Trade and Globalization	Rivoli Part IV
November 14	**Research Paper Due on Sakai at 11:59 PM**	
November 15	Policy Presentations	
November 17	Policy Presentations	
November 22 VIA ZOOM	Policy Presentations	
November 24	**NO CLASS**	
November 29	Policy Presentations	

* This course schedule is a general plan for the course. The course content and assignments will be revised and updated regularly. The most up-to-date syllabus will always be posted on Sakai. Please check Sakai each week for additional assigned readings posted in article form.