

PLCY 110: GLOBAL POLICY ISSUES
DEPARTMENT OF PUBLIC POLICY
UNIVERSITY OF NORTH CAROLINA, CHAPEL HILL

Fall 2016 / 3 Units / SS and GL
Professor Brigitte A. Seim (Zimmerman)
Office Hours: Th 1:45-3:45 PM and by appointment

TTh 12:30-1:20 pm / HAC 121
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TEACHING ASSISTANTS

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DESCRIPTION

Global issues are challenges whose sources, impacts, and solutions extend beyond the borders of any one country. This course serves as an introduction to several of the most pressing issues facing populations around the world and the challenges of designing and implementing policies to address these issues. Because we cannot possibly study all such issues in the world today, we will confine our emphasis to a handful of key challenges. Students will learn about each of these issues through assigned reading, individual research, lecture, class discussion, films, and in-class exercises. Emphasis will be placed on students' ability to *critically evaluate* the causes, consequences, and most promising policy responses to each challenge. Come to lecture and recitation section expecting to be challenged, to engage in constructive debates and discussions, to participate in simulations, and to generally be an active contributor to a vibrant learning community. This course is particularly geared for current and prospective public policy majors, though students of all majors are welcome.

OBJECTIVES

This class is less about facts and figures than it is about expanding students' awareness of pressing global issues and exposure to key concepts and themes. Although the breadth of substantive material covered in a course is important, it is equally valuable to learn skills that can be applied across a broad range of contexts.

Upon completing this course, students should be able to demonstrate:

- Substantive knowledge of contemporary global policy issues;
- Critical thinking about the complex causes and consequences of key global issues;
- Understanding of the challenges of designing and implementing policy responses at national and international levels;
- An ability to construct well-reasoned arguments and express them both orally and in writing; and
- An ability to critically evaluate the quality and credibility of diverse sources of information

READING

Academic Texts

The required books for this class are available in the bookstore.

- Collier, Paul. 2008. *The Bottom Billion: Why the Poorest Countries are Failing and What Can Be Done About It*. Oxford: Oxford University Press.
- 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.

A substantial amount of the required reading for this course is from articles, policy briefs, and book excerpts. Links to these readings are provided on Sakai at <https://sakai.unc.edu/portal/site/plcy110fall16>. Outside of class, you should expect to spend approximately six hours per week reading, taking notes on the reading, reviewing your notes from lecture each week, and working on the research paper. All of the assigned reading for the day should be completed before attending lecture.

News

In addition, students will be assigned to a region of the world for which they will be required to:

1. Follow top news stories for countries in that region by regularly (i.e., at least four times a week) reading, watching, and/or listening to at least one of the following news sources:
 - a. National Public Radio WUNC 91.5 Chapel Hill (“Morning Edition,” “BBC News Hour,” “BBC World Service,” “PRI’s The World,” or “All Things Considered”) See <http://wunc.org/schedule> for local schedule or <http://www.npr.org/> for newsfeeds and podcasts to download. Also see <http://www.npr.org/sections/world/> for world news stories.
 - b. *New York Times*
 - c. *Washington Post*
 - d. *Christian Science Monitor*
 - e. *The Economist*
 - f. *Al Jazeera English*
 - g. “The News Hour” on PBS or podcast <http://www.pbs.org/podcasts/>Through the UNC library you have access to all major newspapers and *The Economist*.
2. Be prepared to report on news from countries in your region as it relates to the global issue we are studying during lecture and recitation section meetings. We will call on students without advance notification. If you are called on you will be expected to briefly describe a recent event or development in one or more of the countries in your region. These impromptu reports will partially inform your recitation section final grade.
3. Write a research paper on a policy issue and corresponding policy solutions based on 2-4 countries in your assigned region. *See below for more information on this assignment.*

COURSE COMMUNICATION

Assignments, readings, links to resources, announcements, and your grades can all be accessed on Sakai. You need regular access to the internet to successfully complete this course. To ensure that you receive my emails, have them forwarded to an account you check regularly.

EVALUATION

Summary

Final grades will be determined as follows:

10%	Research Proposal
25%	Research Paper
10%	Quizzes
15%	Midterm Exam
20%	Final Exam
20%	Recitation Section

Research Proposal

The first assignment will be a one-page research proposal. It will mimic the format of the project summary document that often accompanies first-round grant proposals. The proposal will overview the primary components of a potential research project that could form the basis of your research paper. Proposals must be submitted on Sakai by 9 AM on September 12, 2016. Papers turned in after this time will incur a grade penalty of 10% immediately and 5% each additional day after the deadline. I do not accept late assignments more than one week after the original deadline.

Research Paper

Students will be assigned one region of the world to follow over the course of the semester and will write a 10-page research paper on a policy issue affecting this region and the corresponding policy solutions. Further exploration of one of the policy issues highlighted in the course is encouraged but not required. Writing this paper will require additional research beyond reading the texts for the course. The paper (which will be structured to mimic a policy brief) will overview the policy issue in the context of the region, analyze one of more policy solutions that have been attempted in the region, determine the comparative effectiveness of these solutions, and provide a logical argument and quantitative and qualitative evidence to support the argument. Papers must be submitted on Sakai by 9 AM on November 16, 2016. Papers turned in after this time will incur a grade penalty of 10% immediately and 5% each additional day after the deadline. I do not accept late assignments more than one week after the original deadline.

Quizzes

There will be three unannounced, unscheduled quizzes over the course of the semester. The quizzes will be administered at the end of lecture and will cover the assigned reading and lecture material for that day. If you do the reading and attend lecture, you can reasonably expect to perform well on these quizzes. I will not schedule make-up quizzes. I will use your best two quiz grades in determining your Quizzes grade (worth 10% of the total).

Midterm and Final Exams

There will be a midterm exam during lecture on October 13, 2016. The course final exam will be given in compliance with UNC final exam regulations on December 9, 2016 from 12-3 PM. The midterm will cover material from the first seven weeks of the course and the final will cover the entire course. Example exam questions will be distributed in advance of both exams. Both exams are open book, open notes, and open internet, and will be administered on Qualtrics. Per university requirements, in-person attendance at the exam room is still required.

Recitation Section

You are expected to attend all recitation section meetings. 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 in a small group setting. Your recitation section grade will be based on: 1) attendance at your recitation section; and 2) the quality of your participation in section (including discussing progress on your research paper). We expect students to come to recitation section prepared, and to be respectful, attentive, and actively engaged in section. The purpose of recitation is not simply (or even primarily) preparing for tests. The discussions and activities you participate in during recitation are an integral part of this course, intended to be additional learning opportunities. Your contribution to your recitation section and participation in discussion and other activities will be evaluated by your TA as a separate component of your grade for the course.

Lecture

Attending all lectures is highly recommended and considered essential to do well in the course. Much of the material that we will cover in lecture *will not* be in the readings. If you must miss a class, it will be *your* responsibility to get lecture notes, assignment instructions, and other materials from a classmate. If you have further questions, you may then come to office hours or make an appointment with the professor or TAs. *Anything* that takes place in class (lecture and recitation sections), including material from films and class discussions, is fair game for the quizzes and exams.

Three Guidelines for In-Class Time (Lecture or Section):

Be present. By choosing this course, you are making a commitment to your classmates, yourself, and me to be an active and engaged participant in our academic community. You have something unique to contribute; class can go on without you, but everyone's learning will suffer from your absence. That said, the TAs and I understand that other things are happening in your life besides this class. If you cannot come to lecture or section or cannot come to lecture or section sufficiently prepared, you should let me or your TA know *prior* to our class session (either by email or a quick comment upon entering class). Per university policy, only some absences will be counted as "excused," which means that we will work with you to make up what you missed.

Be punctual. I am fully aware of the fact that this class begins quite early in the morning, but as part of your commitment, you are expected to arrive in class on time. If you arrive late to class, you may miss a quiz (which can not be made up) or announcement. If you are more than 20 minutes late without an acceptable excuse, you will be asked to leave for the day. If you must leave class early for some reason, you must notify me or your TA beforehand.

Be prepared. I expect you to arrive at class prepared and without technological distractions. You should read the assigned readings prior to coming to class and be willing and able to contribute your thoughts about them to discussion. I may call on you for a contribution to discussion at any time.

CLASS 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, students 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 the instructor. Do not guess.
- b. Consult with faculty and other sources to clarify the meaning of plagiarism; to learn the recognized techniques of proper attribution of sources used in written work; and to identify allowable resource materials or aids to be used during completion of any graded work.
- c. Sign a pledge on all graded academic work certifying that no unauthorized assistance has been received or given in the completion of the work.
- d. Treat all members of the University community with respect and fairness.
- e. 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.

The Instrument of Student Judicial Governance requires that you sign a pledge on all written work. Please type the following on ALL your work and sign your name next to it: **“On my honor, I have neither given nor received unauthorized aid on this assignment.”**

Plagiarism

You are encouraged to form study groups to review course material and discuss general approaches for assignments. However, you are expected to write papers and take quizzes and exams entirely independently. Plagiarism of published work is a violation of the honor code. Any two papers or exams that are submitted containing the same sentences will be considered a breach of the honor code. In written work (including overheads or handouts used in presentations), words drawn from others should be indicated by quotation marks and ideas drawn from others should refer to their source. If you are unsure about what needs to be cited, please talk with me or ask for assistance from the writing center. Plagiarism is a serious offense, which can result in failure of the course and suspension from the University. To make sure that you understand what plagiarism is, please read <http://writingcenter.unc.edu/handouts/plagiarism/>. Also see the following link for an engaging animated tutorial on plagiarism: <http://www2.lib.unc.edu/instruct/plagiarism/>.

Grade Determination

Writing and public speaking are essential to success in public policy and in many other careers. Students will be held to professional standards in the field of public policy. Students should not submit first drafts and should carefully proof read all work. The following factors will be considered in evaluating student assignments:

- **Content:** Responds to the assignment’s questions. Develops and supports a central

thesis. Provides a focused argument throughout the essay/talk.

- **Clarity and Presentation:** Writes/speaks clearly by: developing a coherent, well-organized argument; arranging sentences in a logical and coherent manner; using correct punctuation, spelling, and grammar; and providing correct citations in the APA format.
- **Comprehensiveness:** Reviews the relevant literature and material, shows an in-depth understanding of the topic, and 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 undergraduate grades. Note that they are based on performance, not on effort or individual improvement.

- A - *Mastery* of course content at the *highest* level of attainment that can reasonably be expected of students at a given stage of development
- B - *Strong* performance demonstrating a *high* level of attainment for a student at a given stage of development
- C - A totally *acceptable* performance demonstrating an *adequate* level of attainment for a student at a given stage of development
- D - A *marginal* performance demonstrating a *minimal passing* level of attainment for a student at a given stage of development
- F - For whatever reasons, 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

Grade Appeals

I take the evaluation and grading of your exams very seriously because I know that most of you take the preparation and writing of your exams very seriously. If you think you deserve a higher grade on a paper or exam, you may write a letter and explain why you would like to appeal the grade. Before making an appeal, you should review your work and course material. After I receive your letter, I will re-read your paper or exam within 1-2 class periods. 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.

Communication¹

- **Mind Your Manners:** Think of the basic rules you learned growing up, like saying please and thank you. Only address someone by first name if they imply it is acceptable to do so. You should address me as Professor or Dr. Seim in your emails, just as you would in person.

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/>

- **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, friendly, and approachable. Please avoid coming across as curt or 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.
- **Be Professional:** Stay away from abbreviations and don't use emoticons. Don't use a cute or suggestive e-mail address for professional communication.
- **Use Correct Spelling and Proper Grammar:** Use a dictionary or a spell checker. While you can write in a conversational tone (contractions are okay), pay attention to basic rules of grammar and use complete sentences. This means that you totes can't brb or lol.
- **Be Prompt:** Bring an issue to my attention or the TAs' attention as soon as it becomes an issue. This includes conflicts with assignments and last minute illnesses.
- **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 try to invent an acceptable reason to have 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. In brief, we can detect any fudging or lying a mile away. If you have a conflict or need to admit that you made a mistake, 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. For example, it is not reasonable to ask me the definition of genocide. It is reasonable to ask how the definition of genocide I've been using in class might differ from that in a reading. 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.

Discrimination and Harassment

Any form of violence or harassment, including sexual assault, relationship violence, and stalking is unwelcome at the University. If you or someone you know has been harassed or assaulted, you can find the appropriate UNC resources at <http://sexualassaultanddiscriminationpolicy.unc.edu/>. See [this blog post](#) for a discussion regarding one form of prevalent in-classroom discrimination to which I will be particularly sensitive.

Accessibility Resources and Services

The Office of Accessibility Resources & Services provides services and reasonable accommodations to currently enrolled students with disabilities. Their mission is to provide students with disabilities equal access to the services, programs and activities of University so that they may, as independently as possible, meet the demands of University life. For more information, see <https://accessibility.unc.edu/>. Students with disabilities who require individualized testing or other accommodations should discuss this with me within as soon as possible.

Other Resources

Need help with writing? See a tutor at The Writing Center - writingcenter.unc.edu

Need help with structuring study time or taking tests? Learning Center - learningcenter.unc.edu

Other Policies

- Computer, tablet, and cell phone use is strongly discouraged in class. . Please plan on taking notes by hand or on a tablet that doesn't allow multitasking. Cell phones should be silenced (and vibrate is *not* silent) and put away when class begins. This policy will ensure the best possible learning environment, encourage active participation by all students, and minimize distractions.² However, if you strongly prefer using a computer or have a medical reason that necessitates it, you are allowed to do so. Please note that if I see a computer, phone, or tablet, I will assume you are ready to be called on to participate in discussion.
- Students should keep copies of the assignments they turn in and retain graded quizzes and papers until they receive their final course grade.
- If any problems that will affect your performance in this class arise during the course of the semester, please come see me as soon as possible. I can do more to help you if you let me know what is happening before you miss a test or deadline.
- Twenty-four hours before the paper is due or the final exam occurs, I reserve the right to stop responding to emails with questions or concerns. Please prepare in advance of this window. I have informed the TAs that they have the right to stop responding at this point as well.
- Be respectful of the TAs. They are attempting to help you learn the material and succeed in the course. Please keep respect and courtesy in mind when you make requests of them and when you participate in section discussion.
- Be respectful of others' points of view. You are encouraged to disagree with one another, but do not make personal attacks.

² Sana, Faria, Tina Weston, and Nicholas J. Cepeda. 2013. "[Laptop multitasking hinders classroom learning for both users and nearby peers.](#)" *Computers & Education*. 62:24-31. There are dozens of other research articles that find the same thing.

SCHEDULE

DATE	TOPIC	ASSIGNMENT*
August 23	Introduction	
August 25	International Policy System	<i>Readings on Sakai</i>
August 30	Poverty	Collier Ch. 1 <i>Readings on Sakai</i>
September 1	Poverty	<i>Readings on Sakai</i>
September 6	<i>Paper Preparation: Research Design</i>	<i>Readings on Sakai</i>
September 8	Poverty	Collier Ch. 7 <i>Readings on Sakai</i>
September 12		RESEARCH PROPOSAL DUE, 9 AM
September 13	Health	<i>Readings on Sakai</i>
September 15	Health	<i>Readings on Sakai</i>
September 20	Health	<i>Readings on Sakai</i>
September 22	Refugees	<i>Readings on Sakai</i>
September 27	Refugees	<i>Readings on Sakai</i>
September 29	Governance and Corruption	Collier Ch. 5 <i>Readings on Sakai</i>
October 4	Governance and Corruption	<i>Readings on Sakai</i>
October 6	Governance and Corruption	<i>Readings on Sakai</i>
October 11		NO CLASS - UNIVERSITY DAY
October 13		MIDTERM
October 18	Climate Change	<i>Readings on Sakai</i>
October 20		NO CLASS - FALL BREAK
October 25	Climate Change	<i>Readings on Sakai</i>
October 27	Climate Change	<i>Readings on Sakai</i>
November 1	Gender Inequality	<i>Readings on Sakai</i>
November 3	Gender Inequality	<i>Readings on Sakai</i>
November 8	Gender Inequality	<i>Readings on Sakai</i>
November 10	<i>Paper Preparation: Writing Workshop</i>	<i>Readings on Sakai</i>
November 15	Labor	Rivoli Part I
November 16		RESEARCH PAPER DUE, 9 AM
November 17	Labor	Rivoli Part II
November 22	Labor	Rivoli Part III
November 24		NO CLASS - THANKSGIVING
November 29	Trade	Rivoli IV
December 1	Trade	Collier Ch. 6 and 10
December 6	Conclusion	<i>Readings on Sakai</i>
December 9		FINAL EXAM, 12-3 PM

* This course syllabus is a general plan for the course. The course outline 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.