

This syllabus provides an overview of the course policies and schedule as of August 5, 2021. More specific details are provided on the Canvas site including quizzes, assignments, and readings. Students enrolled in the course should follow the Canvas Modules and policies posted on Canvas.

Fall 2021
SPEA, V182
Section 20105 T/R 9:25-10:40 a.m. SPEA (PV) 169
Section 20104 T/R 3:15-4:30 p.m. SPEA (PV) 169
Policy-making Around the World
Comparative & International Policy
Syllabus

Instructor: Susan Siena, Ph.D.

Contact information: 812-856-6775 or e-mail sjsiena@indiana.edu

I respond to messages within 24 hours on weekdays when classes are in session.

Welcome to V182! It is truly a privilege and joy to teach this course, which is designed to introduce you to how governments around the world use public policy to solve problems. You'll get a first look at course content via short, recorded lectures and selected readings. We'll use active learning techniques to go deeper in class discussions. This course design is based on research about how people learn. **If you have any questions or concerns at any time, let us know!**

Office hours: At some point during the semester, you may have questions, concerns, or just want to get acquainted. We can talk after class, but office hours work better for longer conversations. We can meet for office hours in person or via Zoom. Since student schedules vary so widely, I hold office hours by appointment and make a variety of times available every week. To make an appointment, please go to Canvas calendar and click "find an appointment." I will also offer one drop-in "coffee hour" a week – just drop in for a quick chat & feel free to bring your lunch/coffee/etc. – no appointment necessary. Drop-in times will vary and will be listed on the Canvas calendar and announced in class.

Directions to my office: My office is 225 SPEA. Come in through the glass doors labelled 230 next to the elevator, then turn left. Directions with photos are posted on the Canvas homepage.

The Zoom link for office hours is <https://iu.zoom.us/j/360472850>

COURSE DESCRIPTION FROM UNIVERSITY BULLETIN

In this course you'll learn about the fields of comparative and international policy. The first part explores how and why governments around the world make policy choices and how these choices affect their citizens. The second part introduces you to how governments work together with other actors to solve global problems.

COURSE CONTEXT AND OVERVIEW:

If you're thinking about working in the field of public affairs today, you will be expected to function in an international context. To help prepare you for your future career, O'Neill School faculty have designed V182 to introduce you to the policy-making process around the world.

What is the policy-making process? And why study it in an international context? All governments around the world face challenges, and all of them address these challenges by making policy. In this course, we'll begin by exploring how and why different governments make different policy choices. We will also explore how these different policy choices affect citizens. The first part of the course will introduce you to the study of comparative

policy, which can help you better understand other nations as well as your own. For example, we will study how different countries make policy on healthcare, education, and immigration.

In the second half of the course, you will also learn about international policymaking, or policy that is made by groups of national governments working together with other actors to solve global problems. Here, we will examine global problems like infectious disease, climate change, and international trade.

COURSE OBJECTIVES:

By the end of this course, you will be able to do the following:

1. Compare the national-level policy-making process in the U.S. to several other countries with different governmental systems, political philosophies, political cultures, and/or policy actors, including various forms of democratic and authoritarian governments.
2. Explain how these different systems produce different policy outputs, considering issues such as accountability, transparency, and corruption.
3. Explain why government is needed to make policy, describing several rationales (examples include: to respond to market failures, to improve efficiency, to address equity, to meet political interests, etc.).
4. Illustrate one or more policy challenges that transcend national boundaries, including at least one global policy problem, as well as proposed solutions.
5. Identify major organizations and other mechanisms for making, implementing, and enforcing international policy.
6. Illustrate how public and nonprofit sector organizations engage and interact in international policy-making and implementation.
7. Illustrate major differences in the policy problems facing the developed and developing world; explain the significance of these different challenges for national and international policy-making.
8. Use evidence to support a position in writing about a policy topic; include evaluation of counterarguments.
9. Demonstrate understanding of how to use sources of information appropriately to support an argument.

GEN ED LEARNING OUTCOMES:

This course meets the Social Historical component of IU's general education requirements. At the end of the course, you'll be able to

- demonstrate knowledge of human cultures based on an understanding of history, social situations, and social institutions
- demonstrate the ability to think critically and creatively
- demonstrate skills of inquiry and analysis
- demonstrate intercultural and/or civic knowledge

REQUIRED TEXTS AND MATERIALS:

Please DO bring your laptop to class if possible. We will be using laptops to complete in-class activities and module tests. If you don't have a laptop you can bring to class, that's not a problem. You can share a laptop with someone else on your team to complete the team-based participation activities. For tests, we will make other arrangements.

As noted in the Schedule of Classes, I will be teaching this class with IU eTexts. Your copy is available in your Canvas class page. You have already paid for this text and do not need to purchase any additional materials. In the menu at the left of the screen, click on IU e-texts.

For more information about E-texts, go to <https://expand.iu.edu/browse/etexts/courses/the-student-guide-to-iu-etexts>.

Our text is a compilation of readings that I have selected for you:
Policymaking Around the World: A Collection of Readings for V182-Siena (Sage: 2018).

Some required articles will be posted separately as Canvas PDFs.

You will be required to read a free newsletter on international news called *Daily Chatter*. Go here <https://www.dailychatter.com/indiana-oneillschool/> to subscribe.

WORKLOAD:

Please expect that you will have reading and a homework assignment to do before and/or after all class sessions. I have designed these to help you get the most out of the class. If you complete the coursework carefully, you are likely to earn a good or excellent grade. You can expect that this might involve up to two hours study for each class session. This is consistent with university policy; IU Bloomington follows the Carnegie Unit, defined as one hour of faculty instruction and two hours or more of additional work or study each week for approximately 15 weeks (an academic-year semester). IU policy was adopted to be compliant with U.S. policy as established by the Department of Education.

ASSIGNMENTS & GRADES:

Note that for this course Canvas is set to weighted categories. In each category, there is a maximum number of total points; you will get the % possible out of that total # of points. For example, you can earn no more than 50 points for homework. Your final grade will show the % of total possible homework out of 50.

Class Participation: 10%*

Quizzes & Homework: 15%**

Module Tests: 55%

- Module 1 10% - Sept. 9
- Module 2-3 10% - Sept. 28
- Module 4-5 10% - Oct. 14
- Module 6-8 10% - Nov. 4
- Final Exam + Module 9-12 15% - Dec. 14 (time set by university)

Research Project: 20% (multiple due dates, final project due Nov. 18)

*Two lowest scores drop automatically; absences may be made up using one token for each absence and submitting a written assignment. **Two lowest scores drop automatically; quizzes & homework may be submitted late using one token each. See information about tokens below.

Unless otherwise stated, all your work (including homework and quizzes) must be completed by you without assistance from others. Any form of cheating or plagiarism will result in a failing grade on the assignment and may result in a failing grade in the course as well as disciplinary action. Assignments will be screened using Turnitin software, and file formats that are not compatible with Turnitin will not be accepted. Please note that this means we cannot accept assignments in Apple Pages. We will ask you to resubmit materials submitted in an unacceptable file format.

Check the Canvas site to view grades as they are recorded. If possible, grades will be posted a week or less after you have submitted the assignment. More time may be needed for Module Tests, slide decks, and memos.

Total points = Final Course Grade

The instructor may round up if you have three or fewer absences and are within 1-2 points of the next letter grade; all others will receive the letter grade corresponding to the scale below:

980-1000 A+
930-979 A
900-929 A-
870-899B+
830-869 B
800-829 B-
770-799 C+
730-769 C
700-729 C-
670-699 D+
630-669 D
600-629 D-
00-599

ATTENDANCE & PARTICIPATION POLICY:

Beginning in the 2nd week of class, you will be assigned to a team of students for discussion during our class sessions. Teams will submit a written report of their discussion, which will be graded. You may miss two sessions “no questions asked” because the two lowest scores are dropped. **After two sessions, if you are not present, you will receive a zero for that day’s discussion. You may make up missed classes by completing the assignment and using one of your tokens (see below).**

Peer Evaluation and Roles within Teams: Most students have had challenges working in teams at some point in their educational career. CATME is a software designed by Purdue University to help make sure you get the most out of your team experiences. The software measures peer contributions in a team. CATME generates a score of 1.0 for strong team participation and lower for those judged to be underperforming. Three peer evaluations will be conducted and valued at the same total # of points granted to the team. Scores will be figured as follows: Total # of team points * CATME score * % sessions attended. Everyone will be expected to take a turn in serving as note-taker and in reporting out to the class. We’ll maintain a record of who is taking what role each day. Please trade with someone if the time assigned doesn’t work for you.

Research Project: Early in the semester, you will have the opportunity to identify a topic related to our field of study that you would like to learn more about. If possible, you will be placed on a team of people with similar interests so that you can help each other with your projects. However, all assignments are individual. You will submit a proposal, bibliography, and presentation to your team. The project will culminate in the submission of a 2-page memo summarizing your findings. While this is a short paper, the topics are very challenging, so you’ll want to allow plenty of time to carry out your research.

Module Tests: Tests will have objective & essay portions. Tests will be timed at one hour and offered **in class** via Canvas. Tests must be completed in the window provided; extensions for serious illness or emergency can be arranged. Documentation may be requested. If you know in advance that you have a conflict with a scheduled test, contact me right away by e-mail at sjsiena@indiana.edu.

Final Exam: The last module test will take place during final exam week. This test will have a higher value and will include a cumulative portion.

Quizzes & Homework: Before class, you should watch short videos with embedded quizzes and complete Canvas quizzes on the readings. There will be occasional written homework as well.

Tokens: You may occasionally run into challenges and conflicts throughout the semester such as minor illness or accidents, oversleeping, traffic jams, childcare issues, multiple assignments due at once, court dates, crowded buses, travel plans, family visits or events, etc. This is inevitable, so I would like to give you the flexibility to figure out how to manage those challenges. For this reason, **you have been given 5 free tokens to allow for missing classes (by submitting a make-up assignment) or to allow for late submission of quizzes and homework (by the relevant deadline).**

Once you have used all five tokens, we will not accept late work or make-up assignments unless extenuating circumstances apply (see below). **Think about saving your tokens if you can! Life happens, and you may find you really need them. Or you can earn your tokens back (see below).**

Using Tokens: No need to email us about this. If you submit an assignment late or miss class but complete the makeup work, we will deduct one token. We will try to let you know when you have used up most of your tokens, but it's a good idea to keep track for yourself as well.

Value of Tokens: Each of the first five tokens is worth 2 points at the end of the semester. If you end the semester with 5 tokens, you can get 1% extra credit in the course. If you have more than 5 tokens, you will get 1 point for each token beyond 5 on the final exam. The maximum total number of tokens that will be counted at the end of the semester is ten.

Earning Tokens: Everyone starts with 5 free tokens. Tokens can be earned by submitting a handwritten Daily Chatter chart before a Module Test. They may also be earned by attending pre-approved class-related events on campus and submitting a written report, attending a drop-in coffee hour session, presenting the best slide deck in your team, or other options as announced in class/via Canvas.

Deadlines for Using Tokens: Any make-up or late work must be submitted within 48 hours of the date due or before the next Module Test, whichever comes first.

We cannot guarantee feedback before the Module Tests or Final Exam on assignments submitted late. Tokens may not be used to submit Module Tests, Slide Decks, or Research Memos late. These may only be submitted late in the case of extenuating circumstances (see below). **Since five free tokens along with two dropped in-class assignments and two dropped quiz/homework assignments allows you a lot of flexibility, I am very reluctant to grant exceptions except in very unusual extenuating circumstances (see below).**

Extenuating Circumstances: Exceptions to the attendance policy, use of tokens, or requests for extended deadlines and make-up exams may be granted in rare cases such as religious holidays per IU policy; when students request accommodation approved by DSS in advance using the appropriate form; extended illness, which will require a letter signed by a licensed medical professional stating that extended absence is medically necessary; and possibly extended family emergency, which will also require documentation. Adjustments may also be made for students who reside outside of the mainland U.S. when the instructor is notified of this situation in advance.

Extra Credit: Please note that extra credit is NEVER offered to correct previous poor performance on assignments. You will be able to get extra credit by saving your free tokens and/or by earning tokens (see above).

E-TEXTBOOK CONTENT:

The E-textbook is prepared by Sage custom textbooks contains a variety of materials published by Sage. The original sources are listed in the textbook in the front section, but are also included here for reference:

Adolino, J.R. & Blake, C.H. (2011). Comparing Public Policies: Issues and Choices in Industrialized Countries.

Baker, A. (2014). Shaping the Developing World.

Bowman, J.R. (2014). Capitalisms Compared: Welfare, Work, and Business.

Burns, L.R. & Liu, G.G. Health, Disease, and Medical Care. In Wu, W. & Frazier, M. (eds.) Sage Handbook of Contemporary China. (2018).

Cape, D. Transnational Crime. In Caballero-Anthony, M. (ed) An Introduction to Non-Traditional Security Studies: A Transnational Approach. (2016).

Chernotsky, H.I. & Hobbs, H.H. (2013). Crossing Borders: International Studies for the 21st Century.

Gutner, T. (2017). International Organizations in World Politics.

Hansen, M.E. China's Education System: Loved and Hated. In Wu, W. & Frazier, M. (eds.) Sage Handbook of Contemporary China. (2018).

Haynes, J., Hough, P., Malik, S., & Pettiford L. (2017) World Politics.

Kelemen, R.D. Introduction: Why Look to Europe for Lessons? In Keleman, R.D. (ed) Lessons from Europe? What Americans Can Learn from European Public Policies? (2015).

Ornstein, M.A. Pensions: Who is Learning from Whom? In Keleman, R.D. (ed) Lessons from Europe? What Americans Can Learn from European Public Policies? (2015).

Phillips, D.R. & Feng, Z. Demographics and Aging. In Wu, W. & Frazier, M. (eds.) Sage Handbook of Contemporary China. (2018).

Schain, M.A. Immigration: A Transatlantic Comparison. ? In Keleman, R.D. (ed) Lessons from Europe? What Americans Can Learn from European Public Policies? (2015).

Selin, H. and VanDeveer, S.D. Global Climate Change Governance: Where to Go After Paris? In Vig, N.J. & Kraft, M.E. (eds.) Environmental Policy: New Directions for the Twenty-First Century. (2019).

Tobin, R.J. Environment, Population, and the Developing World. ? In Vig, N.J. & Kraft, M.E. (eds.) Environmental Policy: New Directions for the Twenty-First Century. (2019).

Letters of Recommendation and References: Many students ask me to write letters of recommendation for scholarships, special programs, or graduate school. I am happy to help with this as long as I know you well enough to describe you as a unique individual. Please give me at least a week's notice if you need a letter of recommendation or reference.

OTHER IMPORTANT POLICIES:

Questions about your grade:

Grading errors do sometimes occur, and we are happy to correct these. The best way to address this is to start with an email so that you have a record of your request and we have time to look over the issue. TAs are not allowed to change grades; all changes must go through Professor Susan Siena for approval. Due to federal privacy laws, individual grades will not be discussed in the classroom. Please send an e-

mail stating your reason for concern; you will receive a careful review and a written reply. If you still have questions, I am very happy to discuss further during office hours.

Civility:

Pursuant to the Indiana University Student Code of Conduct, disorderly conduct which interferes with teaching or other university activities will not be tolerated and will be immediately reported to the Office of The Dean of Students for appropriate disposition which may result in disciplinary action including possible suspension and/or expulsion from the university. (Source: SPEA Academic Policies)

O’Neill School expectations of civility and professional conduct: ¹

The O’Neill School takes matters of honesty and integrity seriously because O’Neill is the training ground for future leaders in government, civic organizations, health organizations, and other institutions charged with providing resources for the public, and for members of society who are vulnerable and who are lacking in power and status. Precisely because O’Neill graduates tend to rise to positions of power and responsibility, it is critical that the lessons of honesty and integrity are learned early. O’Neill requires that all members of its community – students, faculty, and staff – treat others with an attitude of mutual respect both in the classroom and during all academic and nonacademic activities outside the classroom. A student is expected to show respect through behavior that promotes conditions in which all students can learn without interruption or distraction. These behaviors foster an appropriate atmosphere inside and outside the classroom:

- Students are expected to attend class regularly and to be prepared for class.
- Students must be punctual in their arrival to class and be present and attentive for the duration of the class. Eating, sleeping, reading the newspaper, doing work for another class, wandering in and out of the classroom, and packing up or leaving class early are not civil or professional behaviors.
- Students must abide by the course policy regarding use of electronic devices in the classroom.
- Students must responsibly participate in class activities and during team meetings.
- Students must address faculty members, other students, and others appropriately and with respect, whether in person, in writing, or in electronic communications.
- Students must show tolerance and respect for diverse nationalities, religions, races, sexual orientations, and physical abilities.
- Students must not destroy or deface classroom property nor leave litter in the classroom.

Copyright for Class Materials:

Unless otherwise noted, Professor Siena holds the copyright to all materials posted on Canvas including videos. *These materials may not be shared with anyone outside the class for which they are provided or be posted to another website without express written permission from the instructor. Any unauthorized use, copying, or distribution of class materials may result in disciplinary action and may also lead to civil or criminal penalties.*

Note Selling: Several commercial services have approached students regarding selling class notes/study guides to their classmates. Selling the instructor’s notes/study guides in this course is not permitted. Violations of this policy will be reported to the Dean of Students as academic misconduct (violation of course rules). Sanctions for

¹ These expectations are excerpted from the O’Neill School Honor Code which can be found at: <https://students.oneill.indiana.edu/doc/ugrad-doc/ugrd-student-honor-code.pdf>

academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, or a failing grade in the course, among other possibilities. Additionally, you should know that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, or via Canvas may also constitute a violation of IU information technology and IU intellectual property policies; additional consequences may result.

Online Course Materials: The faculty member teaching this course holds the exclusive right to distribute, modify, post, and reproduce course materials, including all written materials, study guides, lectures, assignments, exercises, and exams. While you are permitted to take notes on the online materials and lectures posted for this course for your personal use, you are not permitted to re-post in another forum, distribute, or reproduce content from this course without the express written permission of the faculty member. Any violation of this course rule will be reported to the appropriate university offices and officials, including to the Dean of Students as academic misconduct.

Canvas notifications: Students control their own Canvas notifications. Since I set up Canvas assignments on a weekly basis, you may receive a notification each time I post or revise an assignment. To reduce the number of notifications, adjust your Canvas settings. Consider using Boost to set up reminders. (More information below).

Plagiarism and Academic Dishonesty:

SPEA faculty do not tolerate cheating, plagiarism, or any other form of academic misconduct. Please read the Indiana University student code of ethics at <http://www.iu.edu/~code> so that you will be sure to understand what these terms mean and what penalties can be issued for academic dishonesty. Academic dishonesty can result in a grade of F for the class, and an F for academic dishonesty cannot be removed from your transcript. Faculty members are required to report academic dishonesty to the Dean of Students and disciplinary action can be taken by the Dean. Significant violations of the Code can result in expulsion from the university. Academic dishonesty includes cheating in any form on the team project, homework and quizzes, tests, and the final exam.

Incompletes:

The grade of Incomplete used on the final grade reports indicates that the work is satisfactory as of the end of the semester but has not been completed. The grade of Incomplete may be given only when the completed portion of a student's work in the course is of passing quality. Instructors may award the grade of Incomplete upon a showing of such hardship to a student as would render it unjust to hold the student to the time limits previously fixed for the completion of his/her work. (<http://policies.iu.edu/policies/categories/academic-faculty-students/academic-student-affairs/incompletes.shtml>) In this course, Incompletes will be considered only with documentation of very serious extenuating circumstances. If an Incomplete grade is recorded, the student must agree in writing to complete missing work according to a written schedule provided by the instructor. Per IU policy, Incompletes revert to an F if not corrected within one year.

Late Withdrawal:

Withdrawal after the automatic withdrawal period requires approval by the instructor and SPEA's Director of Undergraduate Studies and must be based on dire circumstances relating to extended illness or equivalent distress (IU Enrollment and Student Academic Information Bulletin). Requests to drop due to a failing grade will not be approved. You must be passing the course at the time of withdrawal. Contact your advisor.

Boost: Students in this class are invited to use Boost, a free smartphone app developed at IU that provides notifications and reminders about schoolwork in Canvas. It is designed to help students keep track of assignment

deadlines, important announcements, and course events all in one easy to-use app. For more information, see <https://kb.iu.edu/d/atud> or <https://boost.iu.edu>.

Counseling and Psychological Services

For information about services offered to students by CAPS:
<http://healthcenter.indiana.edu/counseling/index.shtml>.

Religious Observation

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the following website: <https://policies.iu.edu/policies/aca-59-accommodation-religious-observances/index.html>.

Disability Services for Students

Securing accommodations for a student with disabilities is a responsibility shared by the student, the instructor and the DSS Office. For information about support services or accommodations available to students with disabilities, and for the procedures to be followed by students and instructors: <https://studentaffairs.indiana.edu/student-support/disability-services/index.html>.

Sexual Harassment

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

If you are seeking help and would like to talk to someone confidentially, you can make an appointment with:

1. The Sexual Assault Crisis Service (SACS) at 812-855-8900
2. Counseling and Psychological Services (CAPS) at 812-855-5711
3. Confidential Victim Advocates (CVA) at 812-856-2469
4. IU Health Center at 812-855-4011

For more information about available resources: <http://stopsexualviolence.iu.edu/help/index.html>. It is also important to know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit <http://stopsexualviolence.iu.edu/help/index.html> to learn more.

Commitment to Diversity: Find your home and community at IU

Asian Culture Center

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Address: 807 East Tenth Street, Bloomington, IN 47408
Phone: 812-856-5361
Email: acc@indiana.edu
Website: <https://asianresource.indiana.edu/index.html>

First Nations Educational & Cultural Center

Address: 712 E 8th St., Bloomington, IN 47408
Phone: 812-855-4814
Email: fnecc@indiana.edu
Website: <https://firstnations.indiana.edu/contact/index.html>

LGBTQ+ Culture Center

Address: 705 E 7th St., Bloomington, Indiana 47408
Phone: 812-855-4252
Email: gltbtserv@indiana.edu
Website: <https://lgbtq.indiana.edu/contact/index.html>

La Casa Latino Culture Center

Address: 715 E 7th St., Bloomington IN, 47408
Phone: 812-855-0174
Email: lacasa@indiana.edu
Website: <https://lacasa.indiana.edu/>

Neal Marshall Black Culture Center

Address: 275 N Jordan Ave Bloomington, Indiana 47405
Phone: 812-855-9271
Email: nmgrad@indiana.edu
Website: <https://blackculture.indiana.edu/index.html>

Note: All test and assignment due dates, readings, and the course schedule are subject to change at the instructor's discretion; students will be given reasonable notice in class of any changes; in addition, changes will be posted as announcements in Canvas. It is your responsibility to check the Canvas site and your IU e-mail before each class session. Specific assignments are listed in the relevant Module on Canvas.

Date	Module # & Project Deadlines
Aug. 24	Getting Started – Introduction to course material
Aug. 26	Module 1.1 Comparative Policy, American Exceptionalism Student Survey Due with Personalized Learning Outcomes
Aug. 31	Module 1.2 How Countries Vary – Institutions Teams assigned
Sept. 2	Module 1.3 How Countries Vary - Development
Sept. 7	Module 1.4 Policy Process
Sept. 9	Module 1 Test
Sept. 14	Module 2.1 Welfare State in Developed Countries Midterm feedback due
Sept. 16	Module 2.2 Welfare State in Developing Countries
Sept. 21	Module 3.1 Family Policy in Developed Countries

	Discuss topics in teams
Sept. 23	Module 3.2 Family Policy in Developing Countries Topic proposals due
Sept. 28	Modules 2-3 Test CATME feedback due
Sept. 30	Module 4.1 Education in Developed Countries Research How To Quiz due
Oct. 5	Module 4.2 Education in Developing Countries Bibliographies due
Oct. 7	Module 5.1 Healthcare in Developed Countries
Oct. 12	Module 5.2 Healthcare in Developing Countries
Oct. 14	Modules 4-5 Test
Oct. 19	Module 6.1 Pensions Progress reports due
Oct. 21	Module 7.1 Immigration
Oct. 26	Module 8.1 Globalization CATME feedback due
Oct. 28	Slide Deck Presentations – required presentation
Nov. 2	Modules 8.2 & 8.3 History of Global Governance & Types of International Organizations
Nov. 4	Module 6-8 Review & Test
Nov. 9	Module 9.1 Introduction to Global Trade Draft memos due
Nov. 11	Module 9.2 Global Trade Part II Peer feedback on draft memos due
Nov. 16	Module 10 Refugees & Migration
Nov. 18	Module 11.1 Global Health, Part I Final Memos Due = 100 points
Nov. 23 Nov. 25	NO CLASS, Thanksgiving Break
Nov. 30	Module 11.2 Global Health, Part II – COVID in 2021
Dec. 2	Module 12.1 Climate Governance
Dec. 7	Module 12.2 Climate Simulation
Dec. 9	Module 12.3 Wrap Up & Evaluations CATME feedback due
Dec. 14 FINAL EXAM	If you are enrolled in Section 20105, which meets T/R 9:25-10:40 a.m., your final exam is 7:45-9:45 a.m., Tues., December 14 If you are enrolled in Section 20104, which meets T/R 3:15-4:30 p.m., your final exam is 12:35-2:35 p.m., Tues., December 14 Final Exams are scheduled by university registrar.