



UNIVERSITY of WISCONSIN
GREEN BAY

Political Science 100: Global Politics & Society

Fall 2022: September 7—October 25 (7 weeks)
Accelerated, online, and asynchronous; 3 credits

Professor Contact Information

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(Political Science and Women's, Gender, and Sexuality Studies)

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Land Acknowledgement

We at the University of Wisconsin–Green Bay acknowledge the First Nations people who are the original inhabitants of the region. The Ho-Chunk Nation and the Menominee Nation are the original First People of Wisconsin and both Nations have ancient historical and spiritual connections to the land that our institution now resides upon. Today, Wisconsin is home to 12 First Nations communities including the Oneida Nation of Wisconsin, Potawatomi Nation, Ojibwe Nation communities, Stockbridge-Munsee Band of the Mohican Nation, and the Brothertown Indian Nation.

We acknowledge the First Nations People of Wisconsin.

Visit with and learn from First Nations elders in an informal setting at the Education Center for First Nations Studies in Wood Hall 410: <https://www.uwgb.edu/education-center-for-first-nations-studies/>

Course Overview & Catalog Description

The course explores political power and human connections on a global scale. The course covers concepts and ideas on the interaction of governments, organizations, and peoples across regions, cultures, and communities. The course helps students develop a global outlook on their future prospects as citizens and professionals in a globalized world.

General Education Designation & Outcomes

This course fulfills UW-Green Bay's Global Culture (GC) general education designation.

Course Learning Outcomes

This course satisfies the following outcomes for Global Culture (1 and 2) and Political Science (3-5):

1. Demonstrate an understanding of and engage in informed judgments regarding global issues and individual and cultural differences outside the United States.
2. Explore issues that cross geographic, political, economic, and/or socio-cultural boundaries outside the United States.
3. Knowledge of and ability to analyze government institutions, political processes, and behavior as well as politics in select countries.
4. To qualify for graduate study in political science, public policy, public administration, law, international affairs, or related fields or to qualify for entry level employment requiring competence in governmental and political processes, or for teaching government.
5. An ability to write clearly and effectively.

By the end of this course, students should:

1. Possess a strong understanding of multiple conceptual frameworks and/or perspectives related to the study of global politics.
2. Be able to link these conceptual frameworks and/or different perspectives with contemporary world politics events.
3. Identify and describe a range of key actors and processes involved in world politics and global policy.
4. Recognize examples of interconnected issues that span geographic and cultural boundaries.
5. Possess a nuanced understanding of the global issues explored in the course.
6. Gain experience evaluating and interpreting sources and/or policies related to global politics and society.

Inclusive & Equitable Learning Environment

We are all responsible for creating an equitable, inclusive, affirming, and supportive learning environment for our peers, especially those of us who are marginalized and underrepresented within higher education institutions. This university supports the right of all students to a full and equal educational opportunity. Below are some initial considerations and I am always eager for feedback on how to create an environment for you to thrive:

- **Access:** If there are ways I can reduce barriers so that you can access this course, I invite you to share these with me. You may wish to self-identify and register with the Student Accessibility Services (SAS) Office to streamline accessibility services in this course and semester, as well as for other courses and semesters. Once you register, your request will be sent electronically to the SAS Office for review, approval, and forwarding to faculty. Then we will work together to ensure you have access. You can contact the SAS office if you have any questions: (920) 456-2841; sas@uwgb.edu; <https://www.uwgb.edu/student-accessibility-services/>.
- **Name and pronouns:** If you have a different name than what appears in SIS that you go by, or if you feel comfortable sharing your pronouns, please feel free to let me and/or your classmates know. If you misgender someone, the best practice is to apologize (concisely) and move on.

- **Observances:** If you have religious, cultural, or community observances that coincide with this class, please honor and celebrate these commitments. If you would like support figuring out how to make up class or assignments, please let me know in advance and/or check in with a classmate so you can find out what you missed.
- **Providing feedback:** I invite you to share feedback with me about the course. There will be surveys throughout the semester to provide you with opportunities to share your thoughts with me, and you can also visit my office hours or contact me over email. I am committed to doing everything within my power to support students and I am always grateful for feedback on how to do this better. If you would feel more comfortable sharing feedback with someone else, you can contact the chair of Democracy & Justice Studies, Professor Jon Shelton (sheltonj@uwgb.edu, MAC A324).

Course Components

All learning materials for this course will be provided by the professor on Canvas. There is **no** textbook.

COURSE COMPONENT	ACTIVITIES	PERCENTAGE OF GRADE	DUE DATE
PARTICIPATION & DISCUSSION	<ul style="list-style-type: none"> • Prepare for discussions by studying learning materials for each module • Participate in each module’s discussion forums 	35%: <ul style="list-style-type: none"> • 1-2 discussions per module 	<ul style="list-style-type: none"> • Each module will have a discussion forum for you to participate in by writing an original post and a response post to a classmate
NEWS PROJECT	<ul style="list-style-type: none"> • Contribute to current event discussions • Create a news “broadcast” covering a current event related to your selected module 	30%: <ul style="list-style-type: none"> • Post a current event related to at least 5 modules (5%) • News project (25%) 	<ul style="list-style-type: none"> • Each current event discussion is due with the related module • News projects are due before the last module of the course
ASSESSMENTS	<ul style="list-style-type: none"> • Quizzes for each module • Self-reflection surveys due throughout the course 	35%: <ul style="list-style-type: none"> • 13 quizzes (26%) • 3 Surveys (9%) 	<ul style="list-style-type: none"> • Quizzes due after each module • Surveys available at the beginning, middle, and end of the course

Online asynchronous modality details

The instructional modality for this course is **online and asynchronous**, which [UW-Green Bay describes as](#) not meeting at a particular time or place, but structured around the academic timeframe and requiring class participation several times each week. Each of the twelve modules will have weekly deadlines, but you can also move through the material quicker if you'd like to work ahead. After you complete one module, the next will open up to you.

Here is what you can expect in each module:

Elements of the modules (asynchronous):
<ul style="list-style-type: none"> • Assigned readings and other learning materials (at least one per module) • Lectures (one brief video recording per module) • Additional learning materials (sometimes short videos will accompany lectures and fuel discussions for that module) • Quizzes (one per module) • Self-reflection surveys (three over the course) • News projects (five global current events and one news project)
Office hours (synchronous): I will hold drop-in office hours every week when I will be available on Zoom for two hours (see Canvas for times, sign-up page, and Zoom link). Please contact me to request another time to meet if this window does not work for your schedule.

While all content will be available on Canvas for you to complete on your own time, there are weekly due dates to help keep you on track. Because this is an accelerated course, it is extremely important that you keep up with each module and don't fall behind. If you complete a module before the due date, the next module will automatically unlock so you can work ahead. My recommendation for how to schedule your average week for this course is like this:

DAY OF WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEKLY ACTIVITIES	<p><i>(Take notes on these!)</i></p> <ul style="list-style-type: none"> • Complete assigned readings or other learning materials • Watch lecture • Post on discussion forum 	<ul style="list-style-type: none"> • Review notes and module materials • Post news • Complete quiz • Respond to discussion forum 	<ul style="list-style-type: none"> • <i>Optional:</i> drop in for Zoom office hours with any questions • Begin next module: complete assigned readings or other learning materials • Watch lecture • Post on discussion forum 	<ul style="list-style-type: none"> • Review module materials • Post news • Complete quiz • Respond to discussion forum 	<ul style="list-style-type: none"> • News project due (different deadline for each topic) • Get a headstart on next module?
ONGOING THROUGHOUT SEMESTER	<ul style="list-style-type: none"> • Post current events and work on news project • Complete self-reflection surveys (at beginning, middle, and end of semester) 				

Participation & discussion

Discussion, as explained by [the Discussion Project](#), is not just talking in class, but “focused inquiry” that involves both speaking and listening. It is also purposeful, collaborative, inclusive, and leads to deeper understanding through multiple perspectives. We will be working to achieve this through guided activities and engagement with posted learning materials. I strongly encourage you to reach out to me if you are struggling to keep up with these weekly activities so that we can work out a plan together.

News project

One of the goals of this course is that you will gain skills in finding, evaluating, and analyzing news sources. This course gives you the opportunity to develop habits around reading and listening to the

news on a regular basis. As you are beginning to build this routine and figuring out which forms and outlets of news you will listen to more regularly, you may start to make connections between the various themes we're covering and current events. Each module will have a discussion forum for current events for you to post and organically discuss as you find them. You will be expected to post a current event news story under **at least 5** of the modules, about half of the modules in the course.

The purpose of the news project is to provide an opportunity for you to explore global current events outside of the course, to apply core concepts from the course to better understand what's happening around the world right now, and to practice using digital literacy skills. The broader goal of this project is to equip you with skills and knowledge that will help you make sense of the news beyond this class and critically evaluate information about the world in your daily life. You will choose one current event to focus on and use 3 news articles to analyze it. You will create a 5-minute recording (video broadcast or audio podcast) that responds to the prompts posted on the Canvas assignment page.

Grading System

The purpose of grades in this course are to reward you for your own growth and learning throughout the semester. My philosophy in general is that grades should not be punitive. Below is a brief overview of the grading system for this course.

Late assignment submission

One strategy for success in this class and in the rest of your time at UWGB is **proactive communication**. If life happens and something outside of your control prevents you from doing your best work on an assignment, reach out to me as soon as possible so we can come up with a plan together. If you need to submit an assignment late for other reasons (you may have heard of the "[procrastination monkey](#)"), **10%** will be automatically deducted for each day that the assignment is late. The purpose of this policy is to allow you some flexibility as things may arise throughout the course that are outside of your control, and also to incentivize you to keep up with the modules so you do not fall behind. The last opportunity to turn in all assignments for this course is the last day of the course, after which the late penalty does not apply.

Questions about feedback and grades

I strongly encourage you to visit my office hours to check in about how you're doing in the class. If these hours do not work for your schedule, send me an email and I'll gladly work with you to find another time to meet virtually or in person. I prefer to have conversations about grades and course content in real time instead of over email, so save substantive questions for our meeting. I especially appreciate it when you are proactive and reach out early and often, instead of waiting until the end of the semester.

Letter-grade scale	
GRADE	PERCENT
A	92%-100%
AB	91%-89%
B	88%-82%
BC	81%-79%
C	78%-72%
CD	71%-69%
D	68%-60%
F	<60%

Information on university policies

For University policies on enrollment and grades, please refer to these links: [incomplete grades](#), [pass/no credit enrollment](#), [withdrawal](#), [course drops](#), and [bereavement](#).

Academic integrity

Academic integrity usually consists of two parts: completing your own work, and properly citing others' work. Like almost all of the topics we will focus on in this seminar, academic integrity is a skill that can be developed. Several class meetings will be devoted to practicing how to use our own words, paraphrase and quote others' ideas, and properly cite sources. This guide is a great resource for understanding what plagiarism is, how to avoid it, and the university's policy:

<https://libguides.uwgb.edu/plagiarism>. This is another good page to bookmark with an overview of how to cite sources: <https://libguides.uwgb.edu/CiteYourSource>.

Course Materials & Schedule

Learning materials

Instead of a traditional textbook, this course uses Open Educational Resources (OER), including:

- a combination of freely available resources;
- research, articles, and chapters supplied by the UWGB Libraries;
- and fair use of traditionally copyrighted materials.

These materials are copyrighted by their creators and freely available on the internet, unless content is provided by the UWGB Libraries or used under the principles of Fair Use (noted in parentheses where applicable and [see more information on Fair Use here](#)). Where indicated, "CC" stands for "Creative Commons" ([see more information on Creative Commons here](#)). This syllabus also carries a CC BY-NC-SA license.

How do you access these materials? You can access all readings, videos, quizzes and other activities through our course site on Canvas. These materials were created and assembled by Kaden Paulson-Smith and funded by UWGB's OER Program. By using these kinds of materials, it is my intention to increase access to the resources you need to successfully complete assignments and meet the learning outcomes for the course.

Why might you care? Using [open educational resources \(OER\) can help students perform better in courses](#) because they have access to the learning materials on day one. Using OER also decreases financial barriers. I've also intentionally selected materials that highlight diverse authors and perspectives to help you see yourself within this disciplinary field and increase your sense of belonging, [which directly impacts whether students remain enrolled at the university](#).

What do you think? I welcome feedback on the materials we will study and discuss in this course. Please ask questions and use your digital literacy skills to critically evaluate all sources, share other materials you think might help you and your classmates learn, and contribute to a welcoming environment and engaging experience for us all.

Course schedule

1 INTRODUCTIONS
2 STATES
<p>Required learning materials:</p> <ul style="list-style-type: none">• "The Problem With Africa's Borders": https://youtu.be/LvKONiRHgkU• "Sovereignty" (World History Project): https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Origins/Era6/Sovereignty• "The Making of the Modern World" (<i>International Relations</i>, Ringmar in McGlinchey 2016: https://www.e-ir.info/2016/12/26/the-making-of-the-modern-world/) (CC-BY-NC 4.0) <p>Optional supplemental materials:</p> <ul style="list-style-type: none">• "Student Feature – The Evolution of the Nation-State": https://www.e-ir.info/2018/01/12/student-feature-the-evolution-of-the-nation-state/ (CC-BY-NC 4.0)• Student Feature – Theory in Action: Indigenous Perspectives and the Buffalo Treaty (in <i>IR Theory</i>): https://www.e-ir.info/2019/09/22/student-feature-theory-in-action-indigenous-perspectives-and-the-buffalo-treaty/ (CC-BY-NC 4.0)• "The erasure of Indigenous thought in foreign policy" (Hayden King): https://opencanada.org/erasure-indigenous-thought-foreign-policy/
3 CIVIL SOCIETY
<p>Required learning materials:</p> <ul style="list-style-type: none">• "US: Treatment of Haitian Migrants Discriminatory" (Human Rights Watch 2021): https://www.hrw.org/news/2021/09/21/us-treatment-haitian-migrants-discriminatory• "George Floyd Protests Around the World Are Calling for Racial Justice": https://www.youtube.com/watch?v=jlYnQXheup4• "Global Civil Society" (<i>International Relations</i>, Marchetti in McGlinchey 2016: https://www.e-ir.info/2016/12/28/global-civil-society/) (CC-BY-NC 4.0) <p>Optional supplemental materials:</p> <ul style="list-style-type: none">• "Global Civil Society" online resources: https://www.e-ir.info/2022/03/28/global-civil-society-2/ (CC-BY-NC 4.0)
4 SOCIAL IDENTITIES AND CULTURE
<p>Required learning materials:</p> <ul style="list-style-type: none">• "Social Identity: Reflecting on Social Justice Foundational Concepts": https://lo.library.wisc.edu/DEI_foundations/lesson_1.html• "#APeoplesJourney: African American Women and the Struggle for Equality" (The National Museum of African American History and Culture 2017): https://youtu.be/X5H80Nhm20• Choose one of the following TEDTalks to view (they are each about 20 minutes):<ul style="list-style-type: none">○ "The Danger of a Single Story": https://youtu.be/D9lhs241zeg (CC-BY-NC-ND 4.0)○ "Nationalism or Global Identity?": https://youtu.be/tacXlQptaUA (CC-BY-NC 4.0)○ "The Urgency of Intersectionality": https://youtu.be/akOe5-UsQ2o (CC-BY-NC 4.0)

	<p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • "How to Understand Power": https://youtu.be/c_Eutci7ack • "How The US Suppressed Native American Identity": https://youtu.be/FFAQBUCNEtg • "What Is Racism?": https://connect.springerpub.com/content/book/978-0-8261-8557-0/chapter/ch02 • "White Privilege: Unpacking the Invisible Knapsack": https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf
5	GLOBAL INEQUALITY
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • "Joseph Stiglitz warns on 'free' trade deals": https://youtu.be/e6bn_gSedOY • Jubilee Debt Campaign website: https://data.jubileedebt.org.uk/ • <i>Life and Debt</i> (documentary) (available through UWGB library website – link with login here) <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • "Haiti's Troubled Path to Development" (Council on Foreign Relations 2021): https://www.cfr.org/backgroundunder/haitis-troubled-path-development • "Global Political Economy" (<i>International Relations</i>, Walzenbach in McGlinchey 2016: https://www.e-ir.info/2016/12/29/global-political-economy/) (CC-BY-NC 4.0) • More learning materials in this syllabus, especially under "Unit 5: Nation-building, sovereignty, and inequality": https://caribbean-syllabus.wordpress.com/caribbean-syllabus/
6	DEVELOPMENT
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • "Global Poverty and Wealth" (<i>International Relations</i>, Arvanitakis and Hornsby in McGlinchey 2017: https://www.e-ir.info/2017/01/15/global-poverty-and-wealth/) (CC-BY-NC 4.0) <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • Sustainable Development Goals readings (for discussion): https://sdgs.un.org/goals; https://unstats.un.org/sdgs/dataportal/analytics/GlobalRegionalTrends; https://country-profiles.unstatshub.org/ • "Five reasons to think twice about the UN's Sustainable Development Goals" (LSE Blog, 2015): https://blogs.lse.ac.uk/africaatlse/2015/09/23/five-reasons-to-think-twice-about-the-uns-sustainable-development-goals/ (CC-BY-NC-ND 2.0)
7	DEMOCRACY AND REPRESENTATION
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • "Democracy under Siege" (Freedom House 2021): https://freedomhouse.org/report/freedom-world/2021/democracy-under-siege • Global Freedom map: https://freedomhouse.org/explore-the-map

	<ul style="list-style-type: none"> • "The Global Expansion of Authoritarian Rule" (Freedom House 2022): https://freedomhouse.org/report/freedom-world/2022/global-expansion-authoritarian-rule <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • Background readings on democracy (https://courses.lumenlearning.com/boundless-sociology/chapter/democracy/) and forms of government (https://courses.lumenlearning.com/boundless-politicalscience/chapter/forms-of-government/) (CC-BY-SA 4.0) • Data on democracy (Project X): https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Project-X/Data-Exploration-Democracy • United Nations democracy issue page (https://www.un.org/en/global-issues/democracy) and article on "Strengthening democratic resilience in the face of future crises" (https://www.un.org/en/observances/democracy-day) • "On July Fourth, how Americans see their country and their democracy" (Pew Research Center 2022): https://www.pewresearch.org/fact-tank/2022/06/30/how-americans-see-their-country-and-their-democracy/
8	HUMAN RIGHTS
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • "The UN Universal Declaration of Human Rights": https://www.un.org/en/about-us/universal-declaration-of-human-rights • "Protecting the People" (<i>International Relations</i>, McGlinchey 2022: https://www.e-ir.info/publication/beginners-textbook-international-relations/) (CC-BY-NC 4.0) <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • "The Forgotten Crucible: The Latin American Influence on the Universal Human Rights Idea" (Glendon 2003) (not OER; quoted excerpts will be provided with attribution)
9	WAR AND CONFLICT
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • "War and Conflict" (<i>International Relations from the Global South</i>, Tickner 2020) (not OER; book chapter provided through interlibrary loan; Fair Use) <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • "10 Conflicts to Watch in 2022" (International Crisis Group 2021): https://www.crisisgroup.org/global/10-conflicts-watch-2022 • "10 Conflicts to Worry About in 2022" (ACLEDD 2022): https://acleddata.com/10-conflicts-to-worry-about-in-2022/ • Resources on the war in Ukraine: https://libguides.uwgb.edu/UkraineWar
10	MIGRATION
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • "Missing Migrants Project": https://missingmigrants.iom.int/data (CC-BY-NC 4.0) • "Wisconsin families lending hand to Afghan refugees": https://youtu.be/Xe7zvkiYdk

	<ul style="list-style-type: none"> • “Brown County organizations offer to resettle nearly 50 Afghan refugees, call for volunteers and donations to assist”: https://www.greenbaypressgazette.com/story/news/2021/08/30/brown-county-organizations-offer-resettle-50-afghan-refugees/5616192001/ • "Immigration and Immigrant Policy: Barriers and Opportunities for Families": https://open.lib.umn.edu/immigrantfamilies/part/chapter-1-policy/ (CC-BY-NC 4.0) <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • The Migration Policy Institute: https://www.migrationpolicy.org/ • Podcast, <i>Displaced</i>: https://www.rescue.org/displaced • “Afghanistan’s Recognition Problem” (<i>Reveal</i> podcast 2022): https://revealnews.org/podcast/afghanistans-recognition-problem/ (CC BY-NC-ND 3.0 US)
11	GLOBAL HEALTH
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • “The Inequality Virus” (read p. 1-19) (Oxfam International 2021): https://oxfamilibrary.openrepository.com/bitstream/handle/10546/621149/bp-the-inequality-virus-250121-en.pdf <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • “Proposed Legislation Aims to Address Racial Disparities in Maternal Health Care” (Wisconsin): https://www.wpr.org/proposed-legislation-aims-address-racial-disparities-maternal-health-care • "COVID-19 has changed global politics" (AsiaGlobal Voices hosts related opinion articles, columns, and editorials form across Asia): https://www.asiaglobalonline.hku.hk/asia-global-voices/covid-19-has-changed-global-politics (CC-BY-NC-ND 4.0)
12	CLIMATE CHANGE
	<p>Required learning materials:</p> <ul style="list-style-type: none"> • “Tuvalu Minister Delivers COP26 Speech Standing Knee-Deep in Seawater”: https://youtu.be/mZshNjBLCww • “6 Takeaways from the 2022 IPCC Climate Change Mitigation Report” (WRI 2022): https://www.wri.org/insights/ipcc-report-2022-mitigation-climate-change • “The Environment” (<i>International Relations</i>, Pacheco-Vega in McGlinchey 2017): https://www.e-ir.info/2017/01/19/the-environment/ (CC BY-NC 4.0) <p>Optional supplemental materials:</p> <ul style="list-style-type: none"> • Read more about the Intergovernmental Panel on Climate Change (IPCC) (https://www.ipcc.ch/about/) and view the sixth IPCC report (2021) (https://www.ipcc.ch/report/ar6/wg1/#SPM) • Global climate models and interactive simulations: https://interactive-atlas.ipcc.ch/ • “‘Cop26 is a failure’: Greta Thunberg rallies climate activists in Glasgow”: https://youtu.be/pHLVDIb6rCU • <i>Braiding Sweetgrass</i> chapter: “The Sacred and The Superfund” (Kimmerer 2013) (eBook available through the UWGB library – linked here)

Current UWGB COVID-19 Policy and Resources

Specific COVID-19 guidelines may change during the semester based on current public health conditions and level of community transmission and will be announced via email by the Chancellor's Office. If you are experiencing COVID-19 symptoms, get tested for COVID-19 and **do not come to class**. This is the case for all symptomatic individuals, regardless of vaccination status. Please contact [the Wellness Center](#) for more information about testing, quarantining, and getting vaccinated or boosted.

- Wisconsin Department of Health Services: <https://www.dhs.wisconsin.gov/covid-19/index.htm>
- CDC: <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/index.html>

Student Resources & Services

Campus Services

- [Phoenix Cares](#): includes resources for academic support, childcare, crisis and mental health, financial resources, food resources, housing options, sexual violence and prevention, social support, and Wisconsin support services.
- [Scholarship Portal](#): this is a new website for degree-seeking students to apply for funding.
- [Career Services](#)

Technology Tools

- [UWGB IT student resources](#)
- [How to use Canvas guides](#)
- Microsoft Office 365 Suite ([UWGB Link](#))
– students have access to download/install Office)
 - Useful notetaking application:
[Microsoft OneNote](#)
- [Noodle Tools Citation Manager](#)
- [Zotero Citation Manager](#)
- [Google Drive](#)
- [List of free word processors](#)
(alternatives to Microsoft Word)
- [Paul-Elder Critical Thinking Framework](#)
- [Grammarly](#) (Chrome extension)
- [Evernote](#) (note-taking app)
- [ToDoist](#) (to-do list app and extension)
- List of software available to UWGB students: [here](#) and [here](#)