

## INTL 1100 (25329)

### Introduction to Global Issues

202 Herty Drive, Room 115 / MWF 1:50-2:40

Instructor: Dr. Gulcan Saglam

E-mail: [gsaglam@uga.edu](mailto:gsaglam@uga.edu)

Office: 202 Herty Drive, Room 216

Office Hours: Office Hours: Monday 11:00 am - 1:00 pm over Zoom and by Appointment

<https://calendly.com/gulcansaglam/office-hours>

#### Special Considerations for Covid-19

- The University of Georgia requires all faculty, staff, students and visitors to wear an appropriate face covering over the nose and mouth while indoors and maintain social distancing (at least six feet). Anyone not using a face covering when required will be asked to wear one or must leave the area. Reasonable accommodations may be made for those who are unable to wear a face covering for documented health reasons.
- If you experience symptoms consistent with Covid-19 or are exposed to someone who has tested positive for Covid-19, **DO NOT ATTEND CLASS**. Report your exposure and any symptoms immediately through UGA's contact tracing app and seek a test as soon as possible.
- It is necessary to meet assignment deadlines in order to actively participate in group activities for this class. However, if you are ill, you might find yourself physically unable to complete your work on time. If you are sick and unable to complete your work on time, **DO NOT PANIC**. Do reach out to me as soon as possible, so we can find a solution and ensure you get credit for your work as you are able to complete it.
- *Attendance is neither required nor necessary*. All the activities and learning material to complete this course successfully (except the textbook) will be fully available online through UGA's eLearning Commons (ELC) portal. You will not be punished in any way for exclusively participating in this class online.
- After Thanksgiving (November 26th), all classes will be held exclusively online.

#### Course Description and Objectives

This course introduces you to contemporary issues in global politics. It is designed for those who have no prior knowledge of international affairs. We will examine some of the most pressing, political, environmental, and economic problems currently facing the global community. The idea is to introduce the issues and discuss different points of view on them so that students can develop and articulate informed views on possible solutions to the world's most pressing problems.

By the end of the semester, you will be able to:

- Identify key global issues and the main actors on the global stage
- Recognize connections between local and global issues

- Discuss major problems facing the world today, including issues related to the environment, nationalism, human rights, security, and economic development
- Compare and contrast key processes of the international system as well as explain how different actors approach global issues differently
- Develop and strengthen analytical and critical thinking skills

### Required Readings

We will use one **required** textbook for the course:

**D'anieri, Paul. International Politics: Power and Purpose in International Affairs (4th Edition)**

- Please Note: You are welcome to use the e-book or an earlier edition of the book if it is easier/more economical for you.
- Additional readings (as posted in the schedule or eLC)
- You are also required to follow international news daily by either using the Internet or by subscribing to a major national daily. Current events questions will be part of quizzes and/or exams.

### Hybrid Course Structure

This semester, there are several priorities I am attempting to balance. First and foremost is the safety of our community. The second priority of mine is to maintain the academic rigor of our course, which provides you the foundation you need to succeed in your upper-level IA courses, while also prioritizing compassion and patience. And third is to provide a format for this course that is flexible enough to adapt to each student's individual situations as well as the ever-changing, global pandemic. In order to balance all of these concerns, I have developed the policies and hybrid course structure below.

### Weekly Schedule

*We will have an asynchronous hybrid course with opportunities to meet face to face.* What it means is that some part of the in-person class time is replaced with asynchronous online learning such as readings, video lectures, online discussions, submitting assignments etc.

- **Mondays** will be “content focused” days for asynchronous learning, where you are expected to watch the bulk of the lecture videos for the module and complete the assigned readings.
- **Monday Office Hours:** In addition to full-class meetings throughout the week, students and I will meet via Zoom on Mondays as well if a student has a more individualized question to ask me one-on-one. Fifteen-minute appointment times can be reserved on <https://calendly.com/gulcansaglam/office-hours> by scrolling to the date and time on the calendar provided and adding your name and the question or topic you would like to discuss in an appointment slot. If you believe your topic requires more than 15 minutes to discuss, please feel free to reserve multiple slots. If these times do not work for you, please email me ([gsaglam@uga.edu](mailto:gsaglam@uga.edu)) and I would be happy to schedule another time.

- **Wednesdays and Friday**, we will have **optional** face to face/remote discussion sessions.
  - On Wednesdays, I will be primarily engaging with the students in the classroom, which means I will not be checking the Zoom livestream regularly. During this time of social-distancing, the Office of the Vice President of Instruction created new maximum capacities for each classroom on campus to ensure the opportunity for all students to keep at least six feet apart while in the classroom. For our course, this means no more than 7 people can join me in the class at one time.

Some of you may wish to take this course completely remotely, while others may wish to attend in person as often as possible. Either way is fine. To ensure as much flexibility and autonomy as possible, we will follow the in-person class rotations below. You will be eligible to come to in-person Wednesday meetings every three weeks based on this schedule if your last name begins with:

**A through Cl:** September 2, September 23, October 14, November 4

**Cz through M:** September 9, September 30, October 21, November 11

**N through Z:** September 16, October 7, October 28, November 18

**Please let me know by Tuesday midnight if you will not be joining that week's Wednesday in-person session.**

- On Fridays, I will be primarily engaging with students joining in through Zoom, which means if you choose to come to class on Fridays, you will need to bring your laptop and join the discussion via Zoom with your mask on. **You also need to register using the sign-up link on ELC by 8 am Friday morning.**
  - Important requirement: You must be **visibly present** for any zoom discussion (no screen saver). The purpose of your participation in the zoom meeting is to be **actively engaged** in the discussion.
- Both Wednesday and Friday sessions will cover the same material to make sure you do not miss any class content regardless of the day or the mode of your class attendance. I will also record and upload the Zoom sessions on eLC in case you might want to view the recordings later.
- This set up ensures that all students, no matter their health status, have the ability to take part in the kinds of active, engaged discussion with peers that are essential to learning in this course. Moreover, these sessions, in addition to office hours, allow students who are unable to attend face-to-face discussions the opportunity to directly engage and get to know me and their colleagues. (Indeed, participating via Zoom may be an easier way to build personal connections as there is no need to be masked or distanced.)

## Outline of Course Material

The course consists of 14 modules (including the Welcome Module). Each module opens on Sunday (12:01 am) and closes the following Saturday (11:59 pm). **All module quizzes and assignments are due before the module closes at 11:59 pm**, unless otherwise noted. Each module includes:

- **Lectures:** Short lecture videos explaining the key concepts of the week,
- **Required Readings and Additional Material:** Includes readings from the textbook, journal and news articles, podcasts, movies, documentaries, etc. and designed to help you gain the necessary background information about the module topic. The readings for each module are crucial for understanding the content in the videos, and you will be held accountable for this information through quizzes. Lectures and class discussion are intended to supplement, not duplicate, the readings.
- **An open-note module quiz:** At the end of each module, there will be a short multiple-choice quiz for you to complete. These quizzes are intended to ensure that you are actively engaging with the online material (See Course Assessment for more detail.)
- **A module discussion question:** Each module will have a discussion question that all students need to answer (approximately 300 words).
  - This discussion question will also form the centerpiece of our in-class/virtual discussion on Wednesday and Fridays. You can choose to participate in the discussion of this question in-person on your assigned Wednesdays, or to participate remotely on Friday (via Zoom during our set class time), or to participate asynchronously (meaning on your own time). If you'd like to attend Friday Zoom session in person, please remember to register for a seat using the sign-up link on our class ELC page by 8 am Friday morning.
  - In order to earn credit for answering the discussion question you must upload one your response to the appropriate discussion board before the end of the module. To ensure that everyone has had the opportunity to engage with colleagues and consider alternative perspectives, you should also respond to another classmate's post. (You are required to submit one original post and one response to a classmate for each discussion question).

### Course Assessment

Student performance will be evaluated based on the following:

- 40% - Module Quizzes - Due by Saturday at 11:59 pm (EST) each week
- 40% - Module Discussion - Due by Saturday at 11:59 pm (EST) each week
- 20% - Political Engagement Report

**Module Quizzes (40% of the final grade):** An important aspect of any course is for students to be able to assess how well they fully understanding the material being presented. To better allow all students the opportunity to engage with the material thoroughly (even as they may not be present in the in-person classroom tri-weekly), I have created quizzes on eLC that encourage students to answer questions about the material presented in the Module and begin practicing using this material to answer both hypothetical and real-world problems. Quizzes will draw on all materials from that module such as lecture videos, assigned readings/podcasts, and any additional materials assigned for the module's discussion question. All quizzes are open-books and open-notes quizzes. These quizzes will be automatically graded to provide immediate feedback for the student.

Module quizzes will allow three attempts for the same quiz, to present students with the opportunity to learn from and improve on their comprehension of the material. After the final quiz attempt is submitted, only the highest attempt score will be counted toward that student's quiz score. Thus, for example, if a student gets an 70%, 85%, and 95%, the student's quiz score for that quiz will be a 95 percent. Please note that, if a student chooses to take the quiz less than three times (i.e. either once or twice), the highest attempt is still counted. This means there is no penalty for not taking it multiple times. As an example, if the student scores a 85% on the first quiz attempt and makes no subsequent attempts, the student will receive an 85%. *Be aware that quizzes in which no attempt was made will not be accepted past the deadlines (mentioned in the schedule below), so please be sure to work well ahead of these deadlines.*

**Module Discussion (40% of the final grade):** Each module will have a discussion question to which you need to write a written response (around 300 words). As the directions above note, your response is to be grounded in the assigned materials and will engage the ideas of other students in the class. In order to earn credit for answering the discussion question you must upload your response to the appropriate discussion board before the end of the module. To ensure that everyone has had the opportunity to engage with colleagues and consider alternative perspectives, students should also respond to a previous student's post in addition to answering the question. You can respond as often as you like, of course...you are not limited to one. The idea is to get a conversation going.

- You should type your assignment directly into the dialogue box provided for the appropriate discussion board, not upload it as a word or google doc. The assignment may require you to refer to class readings, the lecture video, any required audio or video, and/or some outside sources.
- You will need to properly cite any sources you use other than my lecture videos. You may use any citation format you are familiar with as long as you cite your resources properly and correctly.
- We will often discuss contentious political issues and I expect that you will be respectful of each other's perspectives. Interruptions, slurs, or making fun of students or their views will not be tolerated. Responses should be respectful, utilize facts, and include complimentary language as well.
- *You MUST complete the lectures and readings before participating in the discussion on Wednesday or Friday since these sessions will be based on application of the module content to the discussion question at hand.*
- You can find the Rubric for module discussions [here](#).

**Political Engagement Report (20% of the final grade):** 20% of your final grade is based on a political engagement report of no more than 1000 words (less is fine, more will hurt your grade). The purpose of this assignment is for students to take part in global politics as an informed global citizen. You have voice and power in all the issues that we are discussing this semester. You need to start engaging with real-world problems to bring about the change you want to see in global politics. Late submissions of assignments, however, will not be accepted or reviewed. Thus, it is strongly advised to work ahead of each deadline. The course materials, quizzes, class meetings (both in-person and online), and a rubric will all help students to better understand the format for the political engagement report and practice the skills necessary to master this form of writing.

You will identify a global issue that concerns you, and “take action” on the issue in the political community. The scope of that political community is linked to your specific concern. For example, political communities can be conceptualized at the local level when students choose an issue that requires communication with local government officials or non-governmental organizations. The political community moves to a different level when students select broader concerns such as environmental or foreign policy issues, which often requires contact with state, national, and global-level state and non-state actors. The political engagement has to take place in the Fall 2020 semester.

To encourage growth and provide the support and feedback you need, I’ve broken this assignment into two manageable chunks:

The Political Engagement Activity consists of two parts:

- Political Engagement Proposal: 5% of the final grade: You will submit a short proposal for the issue you’d like to take on. The proposal is due on **October 3rd 11:59 pm** (EST) in the Assignments folder.

A more detailed rubric for the [Political Engagement Activity](#) and the [proposal](#) is available under the contents tab.

- Political Engagement Report: 15% of the final grade - Submit maximum 1500 words of double-spaced text summarizing which political issue you chose, why you chose it, which political action you took to address that issue, and how it was related to the material we learned in class, what did you specifically do, and what you learned. The final report is due on **November 21st 11:59 pm** (EST) in the Assignments folder.

A more detailed rubric is available on eLC under Contents → Political Engagement Report → [Political Engagement Instructions and Grading Rubric](#) and [Political Engagement Grading Rubric](#)

### Grading Scale

A	=	94 and higher
A-	=	90 -93
B+	=	87-89
B	=	84-86
B-	=	80-83
C+	=	77-79
C	=	74-76
C-	=	70-73
D	=	60 – 69
F	=	59 and below

Please note that if you have specific grade requirements (for your major, for your scholarship, etc.), you need to make sure you work towards them from the beginning of the semester. Any efforts to get me to change your grade at the end of an assignment or the semester based on your sudden realization that you need a better grade than you actually earned will NOT be accommodated. I am more than happy to work with you throughout the semester. It is, therefore, in your best interest to talk to me early on. If you encounter any problems, you need to let me know so that I can help you as much as possible. I will not be able to help you after deadlines have passed, and the semester is over.

### Course Policies

**Communication and Email:** I will keep you updated about the course and any changes to the syllabus through the “ANNOUNCEMENTS” board on the class ELC page.

- To register for “Announcement Notifications” click on your name in the upper right-hand corner of the class eLC page > Notifications > Scroll down to “Instant Notifications > check the boxes for “Announcements”
- You can choose to have notifications sent to you by email or text message – students in the past have suggested that email is better as the content is incomplete in a text message.

I can respond quickly and effectively to your emails if you clearly identify some important information. Here is what helps:

- Before you email me, please check the syllabus, welcome module, and the announcements page of the ELC site to be sure that your question has not been previously addressed. ELC problems are no excuse for having missed quizzes or announcements!
- Please use appropriate salutations including my name in the opening and your name in the closing (Hint: you can’t go wrong with “Hi Professor Saglam” or “Hi Dr. Saglam”). For further guidance see <http://www.wikihow.com/Email-a-Professor>
- Please use your UGA email account and include your course number in the subject line. (e.g. I am in your MWF INTL 1101 (25329) Intro to Global Issues class. OR I am in your MWF 1:50 Global Issues class.)
- Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- During the workweek, I generally respond to emails in a timely manner (usually within 24 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

**The Use of Technology:** It is important that you have reliable internet service, particularly as some of the assignments are time sensitive. You will also need access to a computer that allows you to engage with audiovisual content, such as YouTube videos. If you experience technical issues, you can contact the EITS Help Desk at: [helpdesk@uga.edu](mailto:helpdesk@uga.edu). Please talk to me immediately if you are expecting to have computer or reliable internet problems this semester.

Finally, you’re responsible for being aware of times when ELC is down for maintenance and for ensuring that all your work is submitted by the times noted (in Eastern Standard Time – which is important for you to note if traveling to a different time zone). As a best practice, please submit

your work well before the deadlines as technical problems do happen. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

**Late Assignments:** The weekly assignments in the course are designed to build a base understanding of key concepts. It is essential that you finish working on earlier modules to comprehend the later ones. As a result, it is especially important to (1) be aware of the deadlines for each assignment and (2) work well ahead of the deadlines. All assignments will automatically lock on eLC after the time at which they are due. No late submission will be accepted unless there is a legitimate excuse.

Late Political Engagement assignments will be penalized 5% of your overall grade for each day late. This means that an accepted assignment submitted anytime within the first 24 hours after the deadline that might have earned a 95 (an A) would instead receive a 90 (an A-) and so forth.

Having said that, I know that we are in the middle of a frigging pandemic and legitimate emergencies will arise during the term. If that happens to be the case, please let me know as early as possible so that we can work out alternative arrangement for you to complete your work within a reasonable period of time. I am fully committed to making sure that you learn everything you were hoping to learn from this class. I will be flexible and lenient. If you tell me you're having trouble, I will not judge you or think less of you. I hope you'll extend me the grace.

You never owe me personal information about your health (mental or physical). You're always welcome to talk to me about things that you are going through, though. If I can't help you, I usually know somebody who can. If you need extra help, or if you need more time with something, or if you feel like you are behind or not understanding everything, **do not suffer in silence**. Talk to me! I will work with you. **I promise**.

**Contested Grades:** Students wishing to contest a grade must wait 24 hours after their assignment/exam has been returned to make an appointment to see me. During that appointment, students should come prepared with (1) a typed explanation of what the best possible response to the prompt would look like, (2) a typed explanation of how their work compares to that best answer, and (3) their class and reading notes. All requests for such meetings must be made within one week of the date the assignment/exam was returned. I shall re-evaluate your work and assign a "new" grade. Note, however, that this process may result in the same grade, a higher grade, or indeed a lower grade for that assignment. You are allowed this one appeal for each graded assignment; the re-grade will then stand.

**Accommodations for Students with Disabilities:** UGA is committed to providing equal access to academic programs and university-administered activities and reasonable modifications to students with disabilities. Students in need of academic accommodations need to request such services from the Disability Resource Center located at 114 Clark Howell Hall (for more information visit [www.drc.uga.edu](http://www.drc.uga.edu) ) and should make an appointment to see me with their appropriate paperwork from the DRC within the first two weeks of classes.



**Netiquette and Policy on Disruptive Behavior:** I will take your viewpoints seriously and want all of us to learn from one another over the course of the semester. In order to make this a successful class, it is important that we create an environment where everyone has an opportunity to learn. To facilitate this goal, I expect students to treat each other with respect, listen to conflicting opinions, and seek to discredit arguments rather than people. (Please, refer to the university policy on disruptive behavior and note that I reserve the right to remove students from class for disruptive and/or disrespectful behavior towards me or other students.)

**Policy on academic dishonesty:** I take academic honesty VERY seriously. In the interests of fairness and academic integrity, university policies will be strictly enforced. As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: <http://www.uga.edu/honesty>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Any student caught cheating or plagiarizing will be referred to Judicial Affairs, as required by university policy. Make sure that you understand how to avoid charges of academic dishonesty.

#### **Mental Health and Wellness Resources**

UGA has a vast array of resources to support students facing a variety of challenges. Please don't hesitate to come to speak with me or contact these resources directly:

- Office of Student Care & Outreach (coordinate assistance for students experiencing hardship/unforeseen circumstances) – 706-542-7774 or by email [sco@uga.edu](mailto:sco@uga.edu)
- Counseling and Psychiatric Services (CAPS) - 706-542-2273 (during regular business hours)
- After Hour Mental Health Crisis: 706-542-2200 (UGA Police—ask to speak to the CAPS on-call clinician)
- Relationship and Sexual Violence Prevention – 706-542-SAFE (Please note, faculty and staff are obligated to report any knowledge of sexual assault/relationship violence to UGA's Equal Opportunity Office. The advocates at RSVP can provide student confidentiality).

**This syllabus provides a general plan for the course, and deviations may be necessary.**

## Course Schedule

### **Welcome Module: Course Introduction** ***(Aug 21-Aug 29)***

#### Lectures:

- Course Introduction Video

#### Readings:

- Syllabus

#### What is due Aug 29<sup>th</sup> 11:59 pm (EST):

- Syllabus Quiz
- Welcome Module Assignment: Post your introduction to “Getting to Know You” Discussion Board

Everyone should introduce themselves by replying to this discussion board with the information below (and anything else you think might be relevant for us to get to know you).

Your introduction should include:

- The name you prefer to be called (especially if different than the name on my roster)
- Preferred pronouns
- Where you’re from (however you choose to identify that)
- Your year and major(s) at UGA
- What types of IA experiences have you had (i.e. study abroad, internships, CURO research, etc.)?
- Why you are taking this course and what you hope to get out of it?
- Fun facts or hobbies?
- If you could have dinner with one politically relevant person in history (dead or alive) who would it be, why, and what would you get to eat?

Students may upload a video introduction in place of a written one and earn 1-point extra credit toward their final grade as long as they include the required information.

### **SECTION I: Principles and Dynamics of Global Politics**

#### **Module 1: Global Issues, Global Actors** ***(Aug 30<sup>th</sup> – Sept 5<sup>th</sup>)***

#### Lectures:

- What are global issues and who are the global actors?
- What shaped the contemporary international system?
  - Peace of Westphalia
  - Colonialism, Imperialism, and Decolonization

Readings:

- D'anieri Chapter 2 The Historical Evolution of International Politics
- "Palestinians Gaining Momentum in Quest for Statehood" NYT  
<https://www.nytimes.com/2015/01/06/world/middleeast/palestinians-seen-gaining-momentum-in-quest-for-statehood.html>
- "ISIS Transforming into Functioning State that Uses Terror as a Tool" NYT  
<https://www.nytimes.com/2015/07/22/world/middleeast/isis-transforming-into-functioning-state-that-uses-terror-as-tool.html>

What is due Sept 5<sup>th</sup> 11:59 pm (EST):

- Module 1 Quiz
- Module 1 Assignment: In this discussion post you should argue whether Palestine is a state and whether the Islamic State was a state. Then, based on the information in the course videos and readings, argue whether these two entities are/were states. Be sure to cite your sources.

**Module 2: A Tale of Two Systems**  
**(Sept 6<sup>th</sup> – Sept 12<sup>th</sup>)**

*Sept 7<sup>th</sup> – Labor Day*

Lectures:

- Anarchy and Collective Action
- Power and Hierarchy
- Possible Solutions to Collective Action Problems

Reading:

- "The Social Contract" Khan Academy <https://www.youtube.com/watch?v=fl1t0dY5zoc>
- Hierarchy in International Relations (eLC)

What is due Sept 12<sup>th</sup> 11:59 pm (EST):

- Module 2 Quiz
- Module 2 Assignment: Draw global politics or international relations. Don't worry about your artistic ability but think carefully about who and what is emphasized in your drawing, the issues you see as central, and the nature of the international system. What does your drawing say about your worldview? Compare your drawing with (at least) one other classmate's and discuss whether your understanding of how the international system works similar or different.

**Module 3: The "Nation" State**  
**(Sept 13<sup>th</sup> – Sept 19<sup>th</sup>)**

Lectures

- Nations and Nationalism
- The Rise of Ultra-nationalism
  - White Nationalism
  - Hindu Nationalism

Reading:

- “Nationalism and the Clash of Identities” Snarr & Snarr (eLC)
- “How Neo-Nationalism Went Global” The Conversation <http://theconversation.com/how-neo-nationalism-went-global-74095>

What is due Sept 19<sup>th</sup> 11:59 pm (EST):

- Module 3 Quiz
- Module 3 Assignment: Find an example of an ultra-nationalist movement in a country or region other than the USA and India.
  - What are the most important defining features of their “nation”? (i.e. is the religion, race, ethnicity etc.)
  - Explain how your example is similar or different from the two cases in this module.
  - Make sure to cite your outside resources and refer to module readings and lectures when necessary.

**Module 4: Nation State, Citizenship, and Migration: Who Belongs?**  
**(Sept 20<sup>th</sup> – Sept 26<sup>th</sup>)**

Lectures:

- Citizenship and Statelessness
- What is the difference between refugee vs migrant? Why does it matter?

Reading:

- 1951 Convention and its 1967 Protocol (eLC)
- Modern Day Slavery  
<https://youtu.be/ielKBf5Jp6E>
- Amnesty International - Key facts about the migrant and refugee caravans making their way to the US  
<https://www.amnesty.org/en/latest/news/2018/11/key-facts-about-the-migrant-and-refugee-caravans-making-their-way-to-the-usa/>
- What’s Causing the Central American Migration Crisis?  
<https://www.youtube.com/watch?v=Ybs3Zn086a0&feature=youtu.be>

What is due Sept 26<sup>th</sup> 11:59 pm (EST):

- Module 4 Quiz
- Module 4 Assignment: Forced migration from El Salvador, Honduras, Guatemala—the Northern Triangle of Central America—has in considerable measure been caused by grinding poverty in the region. But in recent years in particular, it has also become quite apparent that for many tens of thousands of Central Americans migration is fueled by well-founded fears of women and of children about serious abuses of their human rights, particularly fear of being targeted and threatened with death or severe harm by criminal gangs, and in the case of women as a result of domestic violence. And the evidence of this is overwhelming.”

At the height of the migration crisis at the US border. then Attorney General Jeff Sessions told immigration judges that “Crimes such as domestic violence and gang-

related attacks, as "vile and reprehensible" as they are, don't automatically ensure their victims can obtain asylum in the United States. Session claimed that his decision "restored sound principles of asylum and long-standing principles of immigration law."

Watch this short clip on "[The Causes of the Central American Migration Crisis](#)" and discuss whether these people were refugees or migrants based on the International Refugee Protection Regime standards. In short, does the International Refugee Protection Regime support Jeff Session's claim?

## ***SECTION II: Global Cooperation***

### **Module 5: International Organizations: The UN** **(Sept 27<sup>th</sup> -Oct 3<sup>rd</sup>)**

#### Lectures:

- Global governance and international organizations
- Purposes and the principles of the UN
- Organization of the UN
- Is the UN effective?

#### Reading:

- D'Anieri Chapter 7 International Organizations and Transnational Actors (pages 194-207)
- "70 years and half a trillion dollars later: what has the UN achieved?" (eLC)
- "Not perfect, but it is effective: UN from the point of view of its staff" (eLC)

#### What is due Oct 3<sup>rd</sup> 11:59 pm (EST):

- Political Engagement Activity Proposal is due.
- Module 5 Quiz
- Module 5 Assignment: Suppose you were asked to recommend changes in the structure of the UN Security Council (especially in the permanent membership and the veto.) What changes would you recommend, if any? Based on what logic?

### **Module 6: Regional Organizations and the European Union** **(Oct 4<sup>th</sup> – Oct 10<sup>th</sup>)**

#### Lectures:

- Historical Evolution of the EU
- Organization of the EU
- Problems and Prospects for the EU

#### Reading:

- D'Anieri Chapter 7 International Organizations and Transnational Actors (pages 185-198)
- The EU is in Trouble and Ursula von der Leyen is the Wrong Person to Rescue it

<https://www.opendemocracy.net/en/can-europe-make-it/eu-trouble-and-ursula-von-der-leyen-wrong-person-rescue-it/>

- Why the European Union is not doomed to fail (eLC)
- Is populism killing the EU?

<https://www.youtube.com/watch?v=BJ3SGOnznL4>

What is due: Oct 10<sup>th</sup> 11:59 pm (EST):

- Module 6 Quiz
- Module 6 Assignment: Suppose you happened to be chatting with Ursula von der-Leyen, who is complaining about the rise of populist parties and growing anti-EU sentiment among the public. What advice would you give to address the resentments that many European citizens or governments feel against the EU?

### **Module 7: Transnational Actors** **(Oct 11<sup>th</sup> – Oct 17<sup>th</sup>)**

Lectures:

- What are transnational Actors?
- MNCs
- NGOs

Reading:

- D’Anieri Chapter 7 International Organizations and Transnational Actors (pages 205-215)

What is due Oct 17 11:59 pm (EST):

- Module 7 Quiz
- Module 7 Assignment: TBA

### **Module 8: International Law and Human Rights** **(Oct 18<sup>th</sup> – Oct 24<sup>th</sup>)**

Lectures:

- International Law and Human Rights
- Humanitarian Intervention and R2P
- International Crimes and International Courts
- ICC

Reading

- D’anieri Chapter 13 International Law, Norms, and Human Rights
- “Have Human Rights Treaties Failed?” NYT  
<https://www.nytimes.com/roomfordebate/2014/12/28/have-human-rights-treaties-failed>
- Sersso. 2013. “The International Criminal Court’s Africa Problem”  
<http://www.aljazeera.com/indepth/opinion/2013/06/201369851918549.html>
- 8 Stages of Genocide (eLC)
- Aidan Hehir. 2017. Myanmar: The Responsibility to Protect is Working Exactly as it was Supposed To. Duck of Minerva Blog: <http://duckofminerva.com/2017/09/31229.html>

What is due on Oct 24<sup>th</sup> 11:59 pm (EST):

- Module 8 Quiz
- Module 8 Assignment: Watch the Frontline Documentary “Myanmar’s Killing Fields”  
<https://www.pbs.org/video/myanmars-killing-fields-wwdvdvm/>
  - Answer the following prompts:
    1. Identify the 8 stages of genocide and give examples of each stage from the documentary
    2. Were the actions of the international community to end the genocide effective?
    3. What do these case study say for the effectiveness of the international system to stop genocide (or international crimes in general)?
    4. What steps are necessary to prepare the international community to deal with a similar situation in Myanmar?
    5. What can you personally do to challenge genocide at each of its 8 stages should you see it developing in your part of the world?

### **SECTION III: Global Conflict**

#### **Module 9: International (in)security** **(Oct 25<sup>th</sup> – Oct 31<sup>st</sup>)**

Oct 27<sup>th</sup> – Withdrawal Deadline

Oct 30<sup>th</sup> – Fall Break – NO CLASS

#### **Lectures:**

- Traditional security concerns
- Human Security
- Nuclear Deterrence and Weapons Proliferation

#### **Reading:**

- D’anieri Chapter 8 International Insecurity and the Causes of War and Peace
- Council on Foreign Relations – Yemen in Crisis (eLC)
- “Birds of Different Feathers: Why the North Korea and Iran problems require distinct solutions” European Council on Foreign Relations (eLC)

What is due on Oct 31<sup>st</sup> 11:59 pm (EST):

- Module 8 Quiz
- Module 8 Assignment: Watch this short documentary from the Foreign Policy Association  
<https://youtu.be/lpPpXM7hSXk>
  - Who are the key players?
  - How did the war start?
  - What is the role of the United States in this war?
  - What can we do as global citizens to address this issue?
  - Prepare a short video (max 60 seconds) and explain the Yemen conflict from a human security perspective. Be creative. (Tiktok videos are perfectly fine.) In your video, please answer these questions:

## **Module 10: Conflicts of Ideas**

**(Nov 1<sup>st</sup> – Nov 7<sup>th</sup>)**

### Lectures:

- Asymmetric Warfare
- Guerrilla Wars
- Terrorism

### Reading:

- D'anieri Chapter 9 The Use of Force (pages 270-283)
- "The Escalating Terrorism Problem in the United States" Center for Strategic and International Studies (eLC)
- UN Security Council Counter Terrorism Committee Executive Directorate Report on Extreme Right-Wing Terrorism (eLC)

### What is due on Nov 7<sup>th</sup> 11:59 pm (EST):

- Module 10 Quiz
- Module 10 Assignment: *All the cases below are true, but the names of countries and peoples have been changed.*
  - Come up with YOUR definition of terrorism (at the beginning of the lecture video)
  - According to YOUR definition, which, if any, of the activities below should be considered terrorism?
  - Who are the terrorists?
  - What more would you need to know to be more sure of your answer?

Case 1: The Tobian government is very unhappy with the government of Ambar, whose leaders came to power in a revolution that threw out the former Ambar dictator. Tobian decides to overthrow the new Ambar leaders. It begins funding a guerrilla army that attacks Ambar from another country next door. Tobian also builds army bases in the next-door country and allows the guerrilla army to use these bases. Tobian supplies almost all of the weapons and equipment of the guerrilla army fighting Ambar. The guerrillas generally try to avoid fighting Ambar's army. Instead, they attack clinics, schools, and cooperative farms. Sometimes they mine the roads. Tobian-supported guerrillas kill and maim many, many civilians. The guerrillas raid Ambar and then retreat into the country next door where Tobian has military bases.

Case 2: Religious militants attack members of the government, including an assassination attempt on the president. The government responds by sending in troops and destroying an urban area where the religious militants are based, killing more than 10,000 people in the process, including many civilians.

Case 3: A paramilitary group seeking independence blows up the military headquarters of the occupying force. The group's warning that there will be a bombing is ignored, and many people, civilian as well as military, are killed.



## **SECTION V: International Political Economy**

### **Module 11: Global Trade and Finance** **(Nov 8<sup>th</sup> – Nov 14<sup>th</sup>)**

#### Lectures:

- Why Trade?
- Globalization of Trade and Finance
- Protectionism

#### Reading:

- D'anieri Chapter 10 Fundamentals of International Political Economy (pages 287-300)
- D'anieri Chapter 11 Globalization of Trade and Finance

#### What is due on Nov 14<sup>th</sup> 11:59 pm (EST):

- Module 11 Quiz
- Module 11 Assignment:
  - Watch Frontline Documentary "Trump's Trade War"  
<https://www.pbs.org/wgbh/frontline/film/trumps-trade-war/>
  - Discuss domestic and international groups/actors protectionism might be benefiting or hurting.

### **Module 12: Global Poverty and Sustainable Development** **(Nov 15<sup>th</sup> – Nov 21<sup>st</sup>)**

#### Lectures:

- Defining and Measuring Poverty
- Historical Roots of Poverty
- The Development Debate

#### Reading:

- D'anieri Chapter 12 The problem of Global Inequality (pages 351-381)

#### What is due on Nov 21<sup>st</sup> 11:59 pm (EST)

- Political Engagement Activity Final Report is due.
- Module 12 Quiz
- Module 12 Assignment:
  - Watch the mini film "The Foreign Aid Paradox"  
<https://wetheeconomy.com/films/the-foreign-aid-paradox/>
  - What are some goals of foreign aid? How is foreign aid good for the donor country? How can we successfully aid other countries without destabilizing their markets?

***Nov 25<sup>th</sup> – Nov 27<sup>th</sup> – Thanksgiving Break – NO CLASSES***

### **Module 13: Environmental Challenges** **(Nov 29<sup>th</sup> – Dec 5<sup>th</sup>)**

Lectures:

- Can global environmental protection succeed?
- Pandemics, Climate Change, and Global Economy: Did economic globalization crowd out global cooperation on health, the environment, and other areas?

[https://harvard.zoom.us/rec/play/65MpdOur\\_Go3HtXH4wSDA\\_YtW460J\\_6sgHAWrAEnkqxV3QGY1HyNLobautCBAxkEqnqq94YMw4FyBWV?continueMode=true](https://harvard.zoom.us/rec/play/65MpdOur_Go3HtXH4wSDA_YtW460J_6sgHAWrAEnkqxV3QGY1HyNLobautCBAxkEqnqq94YMw4FyBWV?continueMode=true)

Reading:

- D'anieri Chapter 14 The Global Environment and International Politics
- Rosenthal - Biggest obstacle to global climate deal may be how to pay for it (eLC)
- Broder – As time runs short for global climate treaty, nations may settle for interim steps (eLC)

What is due Dec 5<sup>th</sup> 11:59 pm (EST):

- Module 13 Quiz
- Module 13 Assignment: Considering the Tragedy of the Commons is a specific type of a collective action problem, discuss a solution that will be the most effective in addressing challenges we face for sustainability and climate change.

***Dec 7th – Extended Office Hours (10:30am – 1:00pm)***