

INTL 1100 (25999)

Introduction to Global Issues

Gilbert Hall 118 / MWF 12:40-1:30

Instructor: Dr. Gulcan Saglam

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Office Hours: Office Hours: Monday 3:00 pm – 4:30 pm and by Appointment

<https://calendly.com/gulcansaglam/office-hours> (Fifteen-minute appointment times 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 two slots (max). If these times do not work for you, please email me and I would be happy to schedule another time.)

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.

LEARNING GOALS ~ Upon completion of this course, you should be (better) 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

We will often discuss contentious political issues and I expect all students to treat each other – and their ideas – with respect, even as we might disagree with each other. You should discredit ideas and arguments, not people. 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.

COURSE STRUCTURE, REQUIREMENTS, AND ASSESSMENT

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

Introduction to Global Politics by John S. Masker, Patricia Owens, Steven L. Lamy, John Baylis and Steve Smith (5th 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.

SUSTAINING A HEALTHY COMMUNITY ~ Covid-19 is not over. There are now several variants of the virus circulating that are extremely contagious and dangerous. Therefore, individual and public health must be a top priority for all of us. Preventing yourself from getting Covid is a huge win; it's linked to all kinds of nasty stuff, including cognitive decline¹ and various long-term health problems². Preventing Covid from transmitting to others protects them from suffering and possible death and helps keep us all safe by reducing the likelihood that new, more dangerous variants will arise.

The University System of Georgia recognizes COVID-19 vaccines offer safe, effective protection and urges all students, faculty, staff, and visitors to get vaccinated either on campus or with a local provider. Additionally, everyone is **strongly encouraged** to wear a mask or face covering while inside campus facilities.

For these reasons, I **STRONGLY URGE** you to do your part to keep yourself and others safe by practicing healthy behavior recommended by public health agencies like:

- getting vaccinated
- wearing a mask when indoors
- staying home when sick – **if you are sick, test positive for Covid-19, or are quarantining, do not come to class. THERE IS NO GRADE FOR ATTENDANCE.**

Let's all do our part to keep ourselves and others safe and healthy. And, let's be in communication about needs and constraints that may arise during the semester and do our best to make this an interesting and useful course.

COURSE FORMAT ~ This semester, there are several priorities I am attempting to balance. First and foremost is the health and safety of our community. The second priority of mine is to maintain the academic rigor of our course 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. Each of you learns differently. That matters to me. To give you flexibility and autonomy in the learning process while balancing all these priorities, we will be using a **discussion-based** course format. You will engage with required readings and videos before coming to class and we will dedicate class time to application of the material through case studies, discussions, and hands-on activities. The discussion-based format allows us to spend class time engaging in activities that enhance your understanding of concepts rather than lecturing. When conducting hands-on case-studies and practicing new skills in class, you will be able to explore new concepts in your own way, at your own pace, in a controlled and

¹ https://www.alz.org/aaic/releases_2021/covid-19-cognitive-impact.asp

² <https://www.mayoclinic.org/diseases-conditions/coronavirus/in-depth/coronavirus-long-term-effects/art-20490351>

supportive environment. **Research and my own teaching show a dramatic increase in student learning in a discussion-based setting compared to traditional methods.**

- **Mondays** will be open lab days, where you are expected to watch the bulk of the lecture videos for the module, complete the required readings alone or in small groups, and work on the module assignments.
- **Wednesdays and Friday**, we will have mini lectures going over important concepts, address the module discussion question, and apply the module content to current events in class.

COURSE OUTLINE ~ 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 discussions 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,
- **Readings:** The required readings for the course include journal articles, book chapters, and newspaper clippings, videos, podcasts, documentaries designed to help you gain the necessary background information about the module topic. 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 an open-note, short multiple-choice quiz for you to complete. These quizzes are intended to ensure that you are actively engaging with the material in and out of the classroom.
- **A module discussion question:** Each module will have a discussion question that all students need to answer (300 words).
 - This discussion question will also form the centerpiece of our class discussion on Wednesdays and Fridays.
 - **In order to earn credit for answering the discussion question, you must submit one original post and one response to a classmate for each discussion question before the end of the module.** This will give everyone the opportunity to engage with colleagues and consider alternative perspectives.

COURSE ASSESSMENT ~ Student performance will be evaluated based on the following:

Assignment	Description	% of Final Grade	Due date
Module Quiz		40%	Saturday. at 11:59 pm (EST) each week
Module Discussion		40%	Saturday. at 11:59 pm (EST) each week
Political Engagement Activity	<i>Proposal</i>	10%	Feb 26 th 11:59 pm (EST) due to eLC Dropbox
	<i>Final Report</i>	10%	April 30 th 11:59 pm (EST) due to eLC Dropbox

***We are still in the middle of a global pandemic and all of us need some compassion. That's why **I will drop the lowest module quiz and discussion grade** which allows you to miss **one** weekly assignment (module quiz or discussion) without any grade penalty. You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please get in touch with me immediately if there are extenuating circumstances that may lead you to miss more than one module assignment.

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 understand 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) 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 two 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. 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.
- All quizzes are due before 11:59 pm on the Saturday they are scheduled (see below).
- Late submissions will not be accepted. Thus, it is strongly advised to work ahead of the deadlines.

Module Discussion (40% of the final grade): Each module will have a discussion question to which you need to write a written response (300 words) to the discussion prompt and respond to a classmate in a substantive manner. 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 **MUST** 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.
- The grading rubric for module discussions is available under Contents → Welcome Module → Discussion Boards → Discussion Board Rubric

Political Engagement Report (20% of the final grade): 20% of your final grade is based on a political engagement report of around 1500 words. 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.

Throughout the semester, we will work on identifying problems and possible solutions in global politics. To that end, each student will identify and research a pressing problem in global politics about which they feel strongly. 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 must take place in the Spring 2022 semester.*

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

- **Political Engagement Proposal:** 10% of the final grade: You will submit a short proposal for the issue you’d like to take on. The proposal is due on **February 26th 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:** 10% 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 **April 30th 11:59 pm** (EST) in the Assignments folder.
 - For more details, check [Political Engagement Instructions and Grading Rubric](#) and [Political Engagement Grading Rubric](#)

GRADING SCALE ~ 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.

A	93 – 100 points		C	73 – 76.99 points
A-	90 – 92.99 points		C-	70 – 72.99 points
B+	87 – 89.99 points		D+	67 – 69.99 points
B	83 – 86.99 points		D	63 – 66.99 points
B-	80 – 82.99 points		D-	60 – 62.99 points
C+	77 – 79.99 points		F	59 and below

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 in your emails. 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 XXXX class. OR I am in your MWF 9 o’clock XXXX 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. 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 arise. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

Laptops and cellphones are NOT welcome in class on Wednesdays and Fridays unless I instruct otherwise.

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 module assignments will automatically lock on eLC after the time at which they are due. ***No late submission will be accepted for module quizzes or discussions.***

Late written assignments (i.e. PEA Proposal) 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. Since I will have to read your papers and submit grades in time, **late submission of the Final Simulation Essay will not be accepted or reviewed.**

Medical emergencies: Extensions might only be given in cases of legitimate and documented emergencies depending on instructor discretion. For medical emergencies, it is not enough to just provide a doctor's prescription, a hospital bracelet, or an undated and/or unsigned form letter. Each doctor's note needs to have your name, the doctor's name and office address as well as be precise as to the time and date of the emergency and the time/date has to cover the module period.

Formatting: All written assignments should meet the following formatting requirements: Times New Roman, 12-point font, double spaced, 1" margins, and page number in the bottom right-hand corner.

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) 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.

Prohibition on Recording Lectures: In the absence of written authorization from the UGA Disability Resource Center, students may not make a visual or audio recording of any aspect of this course. Students who have a recording accommodation agree in writing that they:

- Will use the records only for personal academic use during the specific course.
- Understand that faculty members have copyright interest in their class lectures and that they agree not to infringe on this right in any way.
- Understand that the faculty member and students in the class have privacy rights and agree not to violate those rights by using recordings for any reason other than their own personal study.
- Will not release, digitally upload, broadcast, transcribe, or otherwise share all or any part of the recordings. They also agree that they will not profit financially and will not allow others to benefit personally or financially from lecture recordings or other course materials.
- Will erase/delete all recordings at the end of the semester.
- Understand that violation of these terms may subject them to discipline under the Student Code of Conduct or subject them to liability under copyright laws.

UGA COVID Information for Students:

- ***Any student with a positive COVID-19 test is required to report*** the test in DawgCheck (<https://dawgcheck.uga.edu/>) and should self-isolate immediately. Students should not attend classes in-person until the isolation period is completed. Once you report the positive test through DawgCheck, UGA Student Care and Outreach will follow up with you.
- ***Students showing COVID-19 symptoms should self-isolate*** and schedule an appointment with the University Health Center by calling 706-542-1162 (Monday-Friday, 8 a.m.-5p.m.). Please DO NOT walk- in. For emergencies and after-hours care, see, <https://www.uhs.uga.edu/info/emergencies>.
- ***Students who are not fully vaccinated and have been directly exposed to COVID-19 but are not showing symptoms should self-quarantine for 10 days.*** Those quarantining for 10 days must have been symptom-free throughout the monitoring period and continue self-monitoring for COVID-19 symptoms for a total of 14 days. You should report the need to

quarantine on [DawgCheck \(https://dawgcheck.uga.edu/\)](https://dawgcheck.uga.edu/), and communicate directly with your faculty to coordinate your coursework while in quarantine. If you need additional help, reach out to Student Care and Outreach (sco@uga.edu) for assistance.

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:

- If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.
 - If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
 - 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 confidentially).

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

COURSE SCHEDULE

<p>Welcome Module: <i>Course Introduction</i> <i>(Jan 10-Jan 15)</i></p>
<p>Lectures:</p> <ul style="list-style-type: none"> • Course Introduction
<p>Readings:</p> <ul style="list-style-type: none"> • Syllabus
<p>What is due Jan 15th 11:59 pm (EST):</p> <ul style="list-style-type: none"> • Syllabus Quiz • Welcome Module Assignment: Post your introduction to “Getting to Know You” Discussion Board <p>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).</p> <p>Your introduction should include:</p>

- The name you prefer to be called (especially if different than the name on my roster)
- 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: The Evolution of Global Politics (Jan 16 – Jan 22)

Jan 17 – MLK Day No class

Lectures:

- What shaped the contemporary international system?
 - Peace of Westphalia
 - Different conceptualizations of sovereignty
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/what-sovereignty>
 - Challenges to sovereignty
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/tanks-sanctions-and-separatists-various>
 - Sovereignty in a Global Era
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/reimagining-sovereignty-global-era>

Readings:

- Textbook Chapter 2 The Evolution of Global Politics
- CFR – The US War in Afghanistan (eLC)
- Who are the Taliban? (eLC)

*** If you're a bit lost about World History, these [Crash Course World History](#) videos on YouTube might be very helpful, especially episodes 35-40. You can also check out this [free online course on World History](#). Of course, these two resources are not required reading, but might be helpful.

What is due Jan 22nd 11:59 pm (EST):

- Module 1 Quiz

- Module 1 Assignment: In this discussion post, you should argue whether Afghanistan is still a state based on the information in the course videos and readings. Why or why not? Be sure to cite your sources.

Module 2: Power and Hierarchy in Global Politics (Jan 23 - Jan 29)

Lectures:

- Anarchy and Collective Action
- Power and Hierarchy
- “The Social Contract” Khan Academy
- Listen to Scene on Radio Podcast, Season 2 (Seeing White) Episode 2: How Race Was Made <https://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/>

Reading:

- Textbook Chapter 4 Making Foreign Policy
- Stuart Hall. *The West and the Rest* (eLC)

What is due Jan 29th 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, the nature of the international system, and how these actors solve collective action problem. 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* (Jan 30 – Feb 5)

Lectures

- Nations and Nationalism
- National Identity is made up
<https://youtu.be/F9qF6FvwrHI>
- How Self Determination Shaped the World
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/how-self-determination-shaped-modern-world>
- The Rise of Ultra-nationalism
 - Far right in Brazil
<https://open.spotify.com/episode/3FsLG0F4sej4PHOr5G2MS7?si=HL4so69jRf-GTVXZLmkerA>
 - Golden Dawn and Far right Politics in Greece
https://open.spotify.com/episode/4SiLy8HpqQGz1uMmcCfc0p?si=g_bjIsnRT2Wd_2KhCWTeWg

Reading:

- Nationalism in Snarr&Snarr (eLC)
- Cas Mudde. “What is Causing the Rise of Today’s Global Far Right?” The Globe
<https://theglobepost.com/2019/12/04/far-right-today/>

What is due Feb 5th 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 Brazil or Greece.
 - 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.
 - Compare your group to a classmate's. Discuss the similarities and differences in their main ideology, organization, resources, strategies, etc.

Module 4: Nation State, Citizenship, and Migration: Who Belongs?
(Feb 6 – Feb 12)

Lectures:

- How are nationality, citizenship, and immigration connected?
- How do we use others to shape our own identities?
- Refugees vs Asylum seekers vs Migrants
- Human Trafficking and Modern Slavery

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 Feb 12th 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.”

Discuss with specific references to lectures and readings whether these people were refugees based on the International Refugee Protection Regime standards. Does the International Refugee Protection Regime support Jeff Session's claim? How does American nation define who belongs? Who are the significant others for this nation? How do these conceptualizations shape our response to refugees and migrants?

Don't forget to respond to another friend's post in a substantive manner to get the full credit.

SECTION II: GLOBAL COOPERATION

Module 5: International Organizations: The UN **(Feb 13 – Feb 19)**

Lectures:

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

Reading:

- Textbook Chapter 5 Global and Regional Governance (p. 164-188)
 - Is the UN effective? (eLC)
- Not perfect, but its is effective: UN from the view of its staff (eLC)

What is due

Feb 19th 11:59 pm (EST):

- Module 5 Quiz
- Module 5 Assignment: Write a 300-word proposal for reforming the United Nations.

The proposal should answer the following questions:

1. How should UN Security Council members be chosen? Should there be requirements, such as for regional balance?
2. Should there be permanent members? If so, which countries should they be?
3. Should any countries have a veto? If so, which ones?

4. How many votes should be required to take action?
5. Should there be other limitations or requirements?

Module 6: Regional Organizations and the European Union
(Feb 20 – Feb 26)

Lectures:

- The World's Biggest Sovereignty Experiment
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/european-union-worlds-biggest-sovereignty>
- Historical Evolution of the EU
- Organization of the EU
- Problems and Prospects for the EU

Reading:

- Textbook Chapter 5 Global and Regional Governance (p. 188-193)
- 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: Feb 26th 11:59 pm (EST):

- PEA proposal
- 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
(Feb 27 – March 5)

Lectures:

- What are transnational Actors?
- MNCs
- INGOs

Reading:

- Textbook Chapter 5 Global and Regional Governance (p. 193-211)
- Who is more powerful? States or Corporations? (eLC)
- The Global Crackdown on Civil Society Organizations (eLC)
- Top 20 Most Powerful NGOs in 2019 (eLC)

What is due March 5th 11:59 pm (EST):

- Module 7 Quiz

- Module 7 Assignment: Find an INGO, answer the questions below, and compare it with a classmate’s response.
 - Which INGO did you pick? What is their main global concern?
 - What kind of tools or methods are they using to make an impact in global politics?
 - What are the sources/forms of their power?
 - The increasing importance of international organizations and transnational actors, combined with the broader process of globalization, has led some analysts to argue that the Westphalian state system has eroded significantly, and states are no longer the primary actors in global politics. Do you agree with this argument?
 - If yes, in what ways are international organizations and transnational actors are undermining the Westphalian state system?
 - If no, what makes states immune to the influences of non-state actors in global politics?

March 6 – March 12 Spring Break

Module 8: International Law and Human Rights (March 13 – March 19)

Lectures:

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

Reading

- Textbook Chapter 7 Human Rights and Human Security
- CFR. The Rise and Fall of the R2P
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/rise-and-fall-responsibility-protect>
- Sersso. 2013. “The International Criminal Court’s Africa Problem”
<http://www.aljazeera.com/indepth/opinion/2013/06/201369851918549.html>
- 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: March 19th 11:59 pm (EST):

- Module 8 Quiz
- Module 8 Assignment: Watch one of the two the Frontline documentaries below and answer the discussion question. After posting your initial response, look for other discussion posts that are about the documentary you did not pick. Respond to their post and compare and contrast how their case is similar or different from yours.
 - “Ghosts of Rwanda" using your UGA ID and password.
<https://www.kanopy.com/product/ghosts-rwanda-0>

- “Myanmar’s Killing Fields”

<https://www.pbs.org/video/myanmars-killing-fields-wwdvdm/>

Answer the following prompts:

1. Is this a case of genocide? Why? Why not?
2. Identify the 8 stages of genocide (as many as possible) and give examples of each stage from the documentary
3. Were the actions of the international community to end the genocide effective?
4. What do these case study say for the effectiveness of the international system to stop genocide (or international crimes in general)?
5. What steps are necessary to prepare the international community to deal with a similar situation in Rwanda/Myanmar?
6. 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

(March 20 – March 26)

March 24 – Withdrawal Deadline

Lectures:

- Traditional security concerns
- Human Security
- CFR What is Interstate Conflict?
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/conflict/what-interstate-conflict>
- War in Yemen <https://youtu.be/lpPpXM7hSXk>
- CFR Nuclear Proliferation Module
<https://world101.cfr.org/global-era-issues/nuclear-proliferation>

Reading:

- Textbook Chapter 6 Global Security, Military Power, and Terrorism (p. 214-217) & (p. 214-240)

What is due March 26th 11:59 pm (EST):

- Module 9 Quiz
- Module 9 Assignment: Fill out the CFR Nonproliferation Tools Graphic Organizer and consider the following:
 - Which policy tools have been used most often in nonproliferation efforts?
 - Which policy tools seem most effective in limiting proliferation and why?
 - Can these policies tools get us to a world free of nuclear weapons?

- Based on your answers to the questions above, write a short policy memo advising the Biden Administration on their stance against Iran's nuclear program.

**Module 10: Asymmetric Warfare
(March 27 – April 2)**

Lectures:

- Asymmetric Warfare
- Intrastate Conflict
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/conflict/understanding-intrastate-conflict>
- The Civilian Consequences of Conflict
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/conflict/civilian-consequences-conflict>
- Cyberspace and Cybersecurity
<https://world101.cfr.org/global-era-issues/cyberspace-and-cybersecurity>
- Terrorism

Reading:

- Textbook Chapter 6 Global Security, Military Power, and Terrorism (p. 240-259)

What is due April 2nd 11:59 pm (EST):

- Module 10 Quiz
- Module 10 Assignment: 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: A government routinely "disappears," tortures, and murders civilians as well as political and military leaders whom it suspects of opposing the regime.

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
(April 3 – April 9)**

Lectures:

- Why Trade?
- Globalization of Trade and Finance
- Protectionism
- Global Trade Governance: WTO
- <https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-world-trade-organization>

Reading:

- Textbook Chapter 8 Global Trade and Finance (p. 301-321)

What is due April 9th 11:59 pm (EST):

- Module 11 Quiz
- Module 11 Assignment: Watch <https://youtu.be/zEf66tDHZZs> and read <https://thediplomat.com/2020/01/parsing-the-economic-damage-from-the-japan-south-korea-dispute/>
Discuss domestic and international groups/actors that might be benefiting or hurting from protectionist policies of the South Korea and Japan.

Module 12: Global Poverty and Sustainable Development (April 10 – April 16)

Lectures:

- Defining and Measuring Poverty
- Historical Roots of Poverty
- Development
<https://world101.cfr.org/global-era-issues/development>

Reading:

- Textbook Chapter 9 Poverty, Development, and Hunger

What is due April 16th 11:59 pm (EST)

- 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?

Module 13: Environmental Challenges (April 17 – April 23)

Reading:

- Textbook Chapter 10 Environmental Issues
- 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

Lectures:

- CFR Module on Climate Change
<https://world101.cfr.org/global-era-issues/climate-change/what-climate-change>
- Sustainable Development Goals

- The Tragedy of the Commons
- COVID-19 and Global Issues
- <https://world101.cfr.org/global-era-issues/covid-19>

What is due April 23rd 11:59 pm (EST):

- Module 13 Quiz
- Module 13 Assignment: Complete the ecological footprint exercise and calculate your ecological footprint <https://www.footprintcalculator.org/>

Discuss: 1. What parts of your life have the biggest impact on climate change? 2. What changes would have the most impact in lowering your carbon footprint? 3. What changes would you be willing to make? Not make?

Module 14: PEA Workshop

(April 24 – April 30)

April 30th 11:59 pm – Political Engagement Activity Final Report