

INTL 1100 (42717)

Fall 2022

Introduction to Global Issues

Baldwin Hall 104 / MWF 11:30 -12:20 am

Instructor: Dr. Gulcan Saglam

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Office Hours: Office Hours: Tuesday 10:00 am – 11:00 am 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:

- Snarr, Michael T, and Neil Snarr. 2021. *Introducing Global Issues*. 7th Edition. ISBN: 978-1-62637-967-1

- 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 class participation assignments.
- You need to be able to locate various countries on a map, so make sure you have access to an up-to-date atlas.
- It is expected that you will complete the course reader listed on the syllabus and/or posted on the eLC course page *prior* to coming to class. Should you fail to do the readings it will be evident in your lack of participation during class discussions.
- Lectures and class discussion are intended to supplement, not duplicate, the readings. Exams will draw upon course reader and class notes.

COURSE OUTLINE ~ This class is highly interactive and relies heavily on small group activities and class discussions for instruction and student assessment. The course consists of 6 modules (including the Welcome Module). Each module opens on Sunday (12:01 am) and closes the last Saturday (11:59 pm). For specific due dates for each module quiz and assignment, please see the Course Schedule below. Each module includes:

- **Course reader:** The course reader includes 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 assignment:** Each module will have a module assignment that all students need to answer (300 words). As part of the module assignment, you will be asked to respond to an online discussion prompt, submit homework on the eLC course page, answer a prompt, reflect on current events, reflect on films and documentaries, class readings, etc.
 - **In order to earn credit for answering the discussion question, you must submit one original post and one response to a classmate for each assignment before the end of the due date.** This will give everyone the opportunity to engage with colleagues and consider alternative perspectives throughout the module in and outside of the class.

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

| Assignment | Description | % of Final Grade | Due date |
|-----------------------------|--|------------------|---|
| Module Participation | Announced and unannounced in-class student engagement and active learning activities | 15% | At the end of the class they are assigned |
| Module Assignments | | 25% | Saturday at 11:59 pm (EST) at the end |

| | | | |
|--------------------------------------|----------------------------|-----|---|
| | | | of the week day are assigned |
| Module Quizzes | | 30% | Saturday at 11:59 pm (EST) at the end of each module |
| Current Event Assignment | | 10% | See the rubric for details and due dates |
| Political Engagement Activity | <i>Proposal</i> | 5% | Sept 25 th 11:59 pm (EST) due to eLC Dropbox |
| | <i>Final Report</i> | 15% | Dec 5 th 11:59 pm (EST) due to eLC Dropbox |

Life tokens: Sometimes things happen that get in the way of your best intentions to complete an assignment on time. To account for the unexpected situations in a way that is caring and flexible, I am implementing the use of a “life token,” which means you may miss a weekly assignment without a grade penalty. In other words, ***I will drop the lowest participation, module quiz, and assignment grade.*** You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please get in touch with me or Student Care and Outreach immediately if there are extenuating circumstances that may lead you to miss more than one of these assignments.

Participation– 15% - As one of the objectives of the course is to develop better critical thinking skills and to be able to communicate concepts and ideas more effectively, participation is a significant part of your final grade. Participation will be evaluated via various assignment submissions during class (eLC assignments, polls, paper to be turned in, group discussions, individual reflection papers, announced or unannounced quizzes etc). These active learning tools will help you work through important ideas, concepts, or processes; give you the opportunity to investigate issues on your own and with your peers; be exposed to points of view different from yours; and develop your own opinions on economic and political development.

It is your responsibility to complete the in-class activities on time and make sure I have your assignment with your name on it at the end of the class.

Attendance: Attendance is **NOT** a formal requirement (There is no separate grade for simply showing up to class). However, participation is and you can not participate if you are in the classroom. Engagement is the heart of this course, as it is how we learn the most from each other; therefore, it is imperative that you attend class and actively contribute ideas and reflections unless you are unable to do so (i.e. you’re sick, been exposed to someone who is unwell, etc.)

1. Per UGA guidelines, faculty are to accommodate students who get COVID just as they normally would have accommodated ill students before the pandemic.
2. In order to make sure you are not falling behind due to a missed class for any reason (COVID or not):

- Send me an email. There is a good chance that I can direct you to online content that you can go over outside of class. **DO NOT** ask me whether we covered anything important on a day you missed. All classes are important.
- Be sure you get the name and contact information for **at least two other students** in this class to get notes from days that you miss.
- Once you're feeling better, please make an appointment to meet with me during office hours if you have any remaining questions.

Module Assignments (25%): Each module will have a module assignment to which you need to write a written response (300 -500 words) to the 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 assignment you must upload your response to the appropriate discussion board before the announced due date. To ensure that everyone has 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 (unless otherwise instructed). 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.
- All module assignments are due before 11:59 pm on the Saturday they are scheduled (see below). They will automatically lock on eLC after the time at which they are due, and no late submissions will be accepted or even reviewed. Thus, it is strongly advised to work ahead of any deadlines (details in the schedule below).
- The grading rubric for module assignments is available under Contents → Welcome Module → Module Assignments → Module Assignment Rubric

Module Quizzes (30% 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 assignment.

- All quizzes are open-books and open-notes quizzes. These quizzes will be automatically graded to provide immediate feedback for the student.
- By the nature of the course, the quizzes will be cumulative.
- 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.

For the second attempt, students can only answer the questions they had incorrect. The final points for this quiz assignment will be the average of the two quiz scores (so be aware when you choose to complete the quiz twice).

- All quizzes are due before 11:59 pm on the Saturday they are scheduled (see below).
- All quizzes will automatically lock on eLC after the time at which they are due, and no late submissions will be accepted or even reviewed. Thus, it is strongly advised to work ahead of any deadlines (details in the schedule below).

Current Event Assignment (10% of the final grade): 10% of your final grade is based on a current event assignment. One of the main objectives of this class is to develop your ability to apply the concepts and principles of international affairs and global politics to the daily flow of events and to specific global issues. It is therefore important that you stay informed. Your ability to take the news of the day and view it through the lens of what you are learning will be a vital component of your success in this class.

For this assignment, you will have the requirement to present **one** throughout the semester on a global current event of your choosing (it might be the same issue you are engaging in for your PEA). It is important to note that you should bring in events that are of high interest as this assignment is designed to dig deeper into areas of personal interest for yourself and to expose your classmates to new events or topics.

A more detailed rubric and the sign-up sheet can be found on the eLC course page.

Political Engagement Report (20% of the final grade): 20% of your final grade is based on a political engagement report of around 1000 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 Fall 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:** 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 **September 25th 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 **December 5th 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 points |
| A- | 90 – 92 points | | C- | 70 – 72 points |
| B+ | 87 – 89 points | | D+ | 67 – 69 points |
| B | 83 – 86 points | | D | 63 – 66 points |
| B- | 80 – 82 points | | D- | 60 – 62 points |
| C+ | 77 – 79 points | | F | 59 and below |

COURSE POLICIES ~

Course Format and Covid-19 Adjustments: This class will operate as an in-person class with face-to-face instruction unless otherwise announced on the syllabus or the eLC course page. We will follow UGA policy on any COVID-19-related adjustments that may be necessary throughout the semester.

- **If you feel sick, test positive for Covid-19, or are quarantining, DO NOT COME TO CLASS.**
- If you have specific concerns or expect specific challenges that will affect your class performance, please get in touch with me as soon as possible.

Note that the guidance referenced in this syllabus is subject to change based on recommendations

from the Georgia Department of Public Health, the University System of Georgia, or the Governor's Office. For the latest on UGA policy, you can visit coronavirus.uga.edu.

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/Emaila-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: All cell phones and other devices that make noise must be turned off or put on silent – not vibrate- upon entering the classroom. Repeated unnecessary disruptions of class caused by such devices may negatively affect a student's participation grade.

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.

Extensions & Late Assignments: Our due dates in this class are not arbitrary. The course's pacing is designed to help you make steady and productive progress toward the learning

objectives. 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 after the time at which they are due and no late submission will be accepted. Submissions that are not received because of unapproved absence, technical problems, etc., will be a part of the “life token” or one freebie that is not counted towards your final grade.

Beyond the one life token you are allowed to, extensions and make-ups are subject to the UGA class [attendance policy](#) and my discretion.

Written assignments will be accepted up to four days late, with a 10% penalty 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 90 (an A-) would instead receive a 85 (a B-) and so forth. Due to the time constraint at the end of the semester, **late submission of the PEA Final Report will also not be accepted or reviewed.**

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](#)”. 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.

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

MODULE 1: WELCOME MODULE

Week 1: Course Introduction (Aug 17-20)

Course Reader:

- Syllabus
- [Global Era Issues](#)

What is due Aug 20th 11:59 pm (EST):

- MODULE 1 QUIZ (SYLLABUS QUIZ)
- Module 1 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)
- 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.

MODULE 2: FOUNDATIONS AND PRINCIPLES OF GLOBAL POLITICS

Week 2: The Evolution of Global Politics (Aug 21 – Aug 27)

Course reader:

- Snarr & Snarr Chapter 1: Exploring Global Issues
- 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 Aug 27th at 11:59 pm (EST):

Week 3: Power and Hierarchy in Global Politics
(Aug 28 - Sept 3)

Course Reader

- Stuart Hall. *The West and the Rest* (eLC)
- 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/>
- Sovereignty and the fires in Amazon

What is due Sept 3rd at 11:59 pm (EST):

- MODULE 2 QUIZ
- Module 2 Assignment: TBA

MODULE 3: POPULATION, MIGRATION, AND POLITICS

Week 4: The “Nation” State: Who Belongs?
(Sept 4 – Sept 10)

Sept 5 - Labor Day No Class

Course Reader:

- Snarr & Snarr Chapter 4: Nationalism and the Clash of Identities
- Cas Mudde. “What is Causing the Rise of Today’s Global Far Right?” The Globe <https://theglobepost.com/2019/12/04/far-right-today/>
- 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

What is due Sept 10th 11:59 pm (EST):

- 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.

Week 5: Nation State, Citizenship, and Migration: Who does not belong?
(Sept 11 – Sept 17)

Course Reader:

- Snarr & Snarr Chapter 12: Challenges of Population Growth and Migration
- 1951 Convention and its 1967 Protocol (eLC)
- Modern Day Slavery
<https://youtu.be/ielKBf5Jp6E>

What is due Sept 17th 11:59 pm (EST):

- MODULE 3 QUIZ

MODULE 4: GLOBAL AND REGIONAL GOVERNANCE

Week 6: The UN
(Sept 18 – Sept 24)

Course Reader:

- Go over the <https://www.un.org/en/about-us> website. Make sure to read the sections below:
 - History
 - Main Bodies
 - UN System
 - UNSC Veto Power
 - UN Peacekeeping
- Elizabeth Good. May 2021. The World Health Organization and the Response to the COVID-19 Pandemic: How the WHO failed and why it doesn't matter
<https://wccias.northwestern.edu/documents/elizabeth-good-covid-who.pdf>

What is due: Sept 24th 11:59 pm (EST):

- PEA PROPOSAL

Week 7: The European Union
(Sept 25 – Oct 1)

Course Reader:

- The World's Biggest Sovereignty Experiment
<https://world101.cfr.org/how-world-works-and-sometimes-doesnt/building-blocks/european-union-worlds-biggest-sovereignty>
- 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/>

- Europe's Pandemic Failure
<https://www.europenowjournal.org/2021/07/25/europes-pandemic-failure/>

What is due: Oct 1st 11:59 pm (EST):

- Module 4 Assignment 1: In 1971, Joseph Nye wrote a book called *Peace in Parts*. His theory was that if we develop more effective regional organizations, we might be able to prevent conflicts and address critical problems. Do you think having more comprehensive regional organizations might be better than trying to reform the United Nations system? In your opinion, which governance principle – intergovernmentalism or supranationalism – is more effective in tackling these critical problems more effectively? Why?

Week 8: The Growth of Global Civil Society (Oct 2 – Oct 8)

Course Reader:

- Who is more powerful? States or Corporations? (eLC)
- The Global Crackdown on Civil Society Organizations (eLC)
- Top 20 Most Powerful NGOs in 2021 (eLC)

Week 9: International Law and Human Rights (Oct 9 – Oct 15)

Course Reader:

- Snarr & Snarr Chapter 5: Ensuring Human Rights
- "Ghosts of Rwanda" using your UGA ID and password.
<https://www.kanopy.com/product/ghosts-rwanda-0>
- Amnesty International. China's Mass Internment, Torture and Persecution of Muslims in Xinjiang. Read:
<https://xinjiang.amnesty.org/>
 - The Executive Summary
 - International Legal Framework

What is due on: Oct 15th 11:59 pm (EST):

- MODULE 4 QUIZ
- Module 4 Assignment 2: On January 19, 2021, the (then) Secretary of State Michael Pompeo declared that the Chinese oppression and treatment of Uyghurs amounted to genocide. (Please read the press release below). Based on the lectures and readings in this module, do you agree with this assessment of the situation in Xinjiang? Why or why not?
<https://2017-2021.state.gov/determination-of-the-secretary-of-state-on-atrocities-in-xinjiang/index.html>

MODULE 5: GLOBAL (IN)SECURITY

Week 10: International (in)security

(Oct 16 – Oct 22)

Course Reader:

- Snarr & Snarr Chapter 2: Global Security in the Twenty First Century
- Snarr & Snarr Chapter 3: The continuing Threats of Weapons Proliferation
- War in Yemen <https://youtu.be/lpPpXM7hSXk>
- Territorial disputes in the South China Sea

Week 11: Contemporary Security Challenges

(Oct 23 – Oct 29)

Oct 24 – Withdrawal Deadline

Oct 28 – Fall Break No Class

Course Reader:

- Snarr & Snarr Chapter 8: Conflict Over Natural Resources
- Cyberspace and Cybersecurity
<https://world101.cfr.org/global-era-issues/cyberspace-and-cybersecurity>

What is due Oct 29th 11:59 pm (EST):

- MODULE 5 QUIZ
- Module 5 Assignment: “State security” offers the most valid approach to global security today. Discuss with reference to lectures and readings in Module 4.

MODULE 6: GLOBAL ECONOMY AND SUSTAINABILITY

Week 12: Globalization, Protectionism, and Trade

(Oct 30 – Nov 5)

Course Reader:

- Snarr & Snarr Chapter 10: Politics, Economics, and Trade
- Global Trade Governance: WTO
- <https://world101.cfr.org/how-world-works-and-sometimes-doesnt/global-governance/what-world-trade-organization>
- Japan-South Korea trade Dispute: <https://thediplomat.com/2020/01/parsing-the-economic-damage-from-the-japan-south-korea-dispute/>

Week 13: Global Poverty and Development
(Nov 6 – Nov 12)

Course Reader:

- Snarr & Snarr Chapter 11: Strategies for Development in a Globalized World
- Snarr & Snarr Chapter 13: Women's Equality and Development

What is due Nov 12th 11:59 pm (EST)

- Module 6 Assignment 1: 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?

Week 14: Climate Change and Sustainable Development
(Nov 13 – Nov 19)

Course Reader:

- Snarr & Snarr Chapter 14; Pathways to Sustainable Development
- Snarr & Snarr Chapter 15: Seeking Solutions to Climate Change

What is due Nov 19th:59 pm (EST):

- MODULE 6 QUIZ

NOV 21- NOV 25 – THANKSGIVING BREAK

Week 15: PEA Workshop
(Nov 29 – Dec 3)

December 5th 11:59 pm – Political Engagement Activity Final Report