

(25999) INTL 1100  
Introduction to Global Issues  
**Spring 2024**  
**9:10 – 10:00 Caldwell 302**

**Instructor:** Dr. Gulcan Saglam  
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**Open Lab Hours:** Monday, 9:10 -10:10 am, and by appointment  
**Meeting link:** <https://zoom.us/my/gsaglam>

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#### **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.

The class is divided into five major sections (1) foundations and principles of global politics, (2) non-state actors and global governance, (3) international law and global governance, (4) global conflict and (in)security, and (5) global economy and sustainability.

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 READINGS

There is no required textbook for this course. All readings will be available free of charge through the eLC course page or the Main Library.

- You are also required to follow international news daily by using the Internet or 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.
- You are expected to complete the course reader listed on the syllabus and/or posted on the eLC course page before coming to class. Your lack of participation during class discussions will be evident if you fail to do the readings.
- Lectures and class discussions are intended to supplement, not duplicate, the readings. Quizzes and assignments will draw upon course reader and class notes.

## COURSE FORMAT

Each of you learns differently. That matters to me. To give you flexibility and autonomy in the learning process, 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 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.
- **On Wednesdays and Fridays**, we will have mini lectures going over important concepts, address the module discussion question, and apply the module content to current events in class.

This course consists of six modules, including a Welcome Module, each covering various topics and learning materials. Each topic within the modules will include the following:

1. Short lecture videos.
2. Required readings.
3. A collection of supplementary materials and video links for further exploration (including lecture slides for note-taking and review).

At the end of each module, students will submit the following:

1. Module discussion board contributions (one original response to the prompt and one response to a classmate)
2. A module quiz (online, open notes, multiple choice)

To ensure a well-structured and organized learning experience, each module will adhere to a specific schedule. Typically, modules will open on a Monday at 9:00 am and remain accessible until all related topics have been covered, with closure on the last Monday at 8:00 am. Please refer to the Course Schedule for individual module availability and due dates.

**Your active engagement with the course material (both online and in class) is crucial for your success in this class.** It is essential to participate in the online lectures and complete the assigned readings. Moreover, regular attendance in class meetings scheduled for Wednesdays and Fridays, is vital. These in-person sessions will offer valuable activities that complement, rather than duplicate, the online content. By following these guidelines, you will enhance your learning experience and make the most of this course.

## GRADING

Your course grade is calculated from the following components:

- 40% - Six module quizzes (one for each module) - Due by Monday at 8:00 am (EST) on the week it is assigned.
- 40% - Six module discussion board contributions (one for each module) - Due by Monday at 8:00 am (EST) on the week it is assigned.
- 10% - Map Test – In class on February 7<sup>th</sup>
- 10% - News Project – Due by February 28<sup>th</sup> at 8:00 am (EST)

### *~ Module Quizzes (40%) ~*

At the end of each module, there will be a short (around 10 questions) multiple-choice quiz for you to complete. These quizzes will be graded automatically within eLC. Reading the required readings, attending the class lectures and activities, watching the short videos, and reviewing the longer set of slides for each module's topics should prepare you for each quiz. The quizzes are open notes and open books.

These quizzes will allow **two attempts** to give students the opportunity to learn from and improve their comprehension of the material. After the final quiz attempt is submitted, the **average attempt score** will be counted toward that student's quiz score. Thus, for example, if a student gets 95% and 85%, the student's quiz score for that quiz will be 90 percent. Please note that if a student chooses to take the quiz only one time, that score will be their final score. Be aware that quiz questions for each attempt are randomly drawn from a large question pool, which means there is a high probability that you will get a completely different set of 10 questions for each quiz attempt. Please also note 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.

*~ Discussion Board Contributions (40%) -*

There will be a discussion board for each module. I will start off the discussion board with some questions about the topics for that week. **For each module, you will contribute at least one thoughtful response (a minimum of 300 words) to the discussion board question referencing the course materials and one response to another student's post.** Your response is to be grounded in the assigned materials. To ensure that everyone has the opportunity to engage with colleagues and consider alternative perspectives, students must also respond to another student's post (so, for each module discussion, you will need to post one original response to the discussion question and one response to a classmate). 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.
- **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.
- You must 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.
- A rubric can be found on eLC.

*~ Map Test (10%) ~*

10% of your final grade will be based on an in-class map test. As this is a global issues class, understanding the locations of countries and their capitals is essential to grasp the issues and conflicts we will explore throughout the semester.

Map test questions will typically require you to identify countries within specific regions covered in class or relate to particular topics discussed. To prepare for these quizzes, pay close attention whenever I present maps or mention specific countries, as this indicates the areas of focus.

To excel in the map test, keep up with the various regions we discuss in class and refer to an up-to-date atlas to locate and name countries on a blank map. Additionally, familiarity with the names of national capitals, rather than their precise locations on a map, will be crucial since capitals are often used synonymously when discussing countries.

The map test will require the identification of the following:

- 15 countries.
- 5 national capitals.
- 10 major physical features of world geography.

To aid in your preparation, a study guide for the map test is available on the eLC course page. You can also utilize the following website to test and improve your geographic knowledge:

<http://lizardpoint.com/fun/geoquiz/worldquiz.html>

Engaging in thorough preparation for the map test will not only help you succeed in this assessment but also deepen your understanding of global issues and contribute to your overall success in the course.

*~ News Project (10%) ~*

Follow the news on **the Middle East** each day between **Monday, February 19th, and Sunday, February 25th** on the four websites listed below, and

1. Report on the following  
List the main story or stories covered on each website each day (Under each day state the main story on each of the websites. Make a note of the time you visited each website)
2. On Sunday February 18th choose any one report over this period (2/19-2/25) covered by all four websites and comment on
  - a. Length and depth of report
  - b. Objectivity of report
  - c. Editorial differences in the reporting
  - d. How up to date was each site in terms of latest news.
  - e. Part 2 should be about one page long.
3. Comment on
  - a. Any aspects of the four sources you found interesting or unique or that surprised you.
  - b. Are you planning to change how you look for news because of this exercise, if so, why? If you do not plan to change how you look for news why not?
  - c. Part 3 should be about one page long.
4. Format etc.:  
Label each of the above sections clearly as 1., 2a., 2b., 2c., 2d., 3a., 3b. respectively.

5. Websites to be used:

- Al-Jazeera (Middle East Section) at <http://aljazeera.com> (under news tab go to middle east)
- CNN (Middle East Section) at <https://www.cnn.com/world/middle-east>
- BBC (Middle East Section) [http://www.bbc.co.uk/news/world/middle\\_east/](http://www.bbc.co.uk/news/world/middle_east/)
- Fox News (Middle East news) <https://www.foxnews.com/world>

**The report will be due on Monday, February 28<sup>th</sup> at 8:00 am (EST) on the eLC course page.**

*~ 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, please let me know so that I can help you as much as possible. I cannot help you after deadlines have passed and the semester is over.

A	94 – 100 points		C	73 – 76.99 points
A-	90 – 93.99 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 ELC site announcements page to ensure your question has not been previously addressed.*** ELC problems are no excuse for having missed quizzes or announcements!
- Sign your name as you are enrolled in the course – sometimes UGA email header does not include your name.
- 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>
- During the workweek, I generally respond to emails in a timely manner (usually within 24-48 hours). On weekends, I do not check emails regularly. Please do not expect a response before the beginning of the workweek.

#### *~ Accessing Course ~*

Course materials will be hosted primarily on eLC, though I may use other online tools to communicate with you. If you are traveling, make sure that you have sufficient internet access time and unfettered access to the course site hosted on eLC and relevant services.

*Please note that 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.*

#### *~ The Use of Technology ~*

All phones should be **shut off** or set to **silent** (not vibrate) before arriving at class. The use or interruption of these devices during regular class time will result in a reduction of your final grade, and during test periods will be treated as cheating.

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 arise. In the case of a rare technical problem, please notify me about the technical issue within 15 minutes of a deadline.

#### *~ 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 caring and flexible way, I am implementing a “life token” policy, which means **you may miss one module quiz and one module discussion without a grade penalty. In other words, I will drop the lowest module quiz and module discussion grade.** You can use this as you like (e.g., illness, sports travel, interviews, sleep, conferences). Please contact me or Student Care and Outreach immediately if there are extenuating circumstances that may lead you to miss more than one of these assignments.

#### *~ 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, extensions and make-ups are subject to the UGA class attendance policy, proper documentation, and my discretion.

#### *~ 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](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](#)". 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.

### *~ AI Tools Usage Policy ~*

#### ***Incorporating AI Tools in Assignments***

As part of this course, you are allowed to use AI tools for editing and refining your assignments. However, it is essential to remember that AI tools can carry inherent biases and inaccuracies due to various factors, including biased training data, algorithmic limitations, and potentially outdated information. **Therefore, the primary focus of your assignments should be your original ideas and critical thinking.**

#### ***Understanding AI Tool Biases:***

Data Bias: AI tools learn from datasets that might not be fully representative. Biases present in historical data can influence the content generated by AI.

Cultural and Linguistic Bias: AI tools may reflect specific cultural or linguistic norms, potentially leading to content that is not universally accurate.

**Societal and Political Bias:** Biases present in society and politics can find their way into AI-generated content, potentially influencing objectivity.

**Confirmation Bias:** Some AI tools learn from existing data, which could result in content that aligns with pre-existing beliefs.

**Misinterpretation of Nuances:** AI tools might struggle with understanding complex nuances, emotions, or sarcasm in language.

**Outdated Information:** Additionally, please note that the information AI tools are trained on might not be up to date. For example, the knowledge ChatGBT has been trained on is current only up until September 2021. Therefore, any developments or changes that have occurred after that date might not be accurately reflected in AI-generated content.

### ***Mitigating Biases:***

To address biases and outdated information in your assignments:

**Critical Evaluation:** Cross-reference AI-generated content with reliable sources to verify accuracy, identify potential biases, and ensure information is current.

**Diverse Sources:** Seek information from various trusted sources to counteract potential bias from a single source, human or AI-generated.

**Contextual Analysis:** Consider the broader context and multiple perspectives to identify and address bias and outdated information.

**Awareness and Education:** Stay informed about AI tool biases and the limitations of outdated information to make informed content decisions.

### ***Guidelines for this course:***

**Independent Thought:** Your assignments should reflect your independent ideas and analysis. AI tools can aid in refining your work, but solutions and arguments should originate from your understanding.

**Bias and Fact-Checking:** Critically evaluate AI-generated content, cross-reference with reliable sources, fact-check for accuracy, and verify the currency of information.

**Citations and References:** Properly cite and reference all sources, including AI-generated content. Relying solely on AI-generated citations is not acceptable as AI tools are known to generate fake citations.

**Fake Citations:** Verify all citations manually to ensure accuracy and legitimacy.

**Academic Integrity:** Uphold academic integrity; AI tools should complement, not replace, your own understanding and analysis.

By considering these guidelines, understanding AI tool biases and potentially outdated information, you will ensure the integrity and reliability of your assignments. Your independent thinking and critical analysis remain vital to your academic success.

*~ 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 (Jan 8 -Jan 15)**

#### **Module 1 Assignments – Due Monday, Jan 15, at 8:00 am**

- Getting to Know You Discussion Post
- Syllabus Quiz

### **Module 2: Foundations and Principles of Global Politics: What Shapes Our World?**

#### **Topic 1: The Westphalian State System (Jan 15 – Jan 22)**

- Lectures
  - Global Politics and Global Issues
  - Global Actors
  - State Sovereignty and Westphalia
  - Anarchy and Collective Action
  - Hot spot: Sovereignty and the Fires in the Amazon
- Readings
  - Tanks, Sanctions, and Separatists: The Various Challenges to Sovereignty
- Additional Material – Lecture slides

#### **Topic 2: Power and Hierarchy in Global Politics (Jan 22 – Jan 29)**

- Lectures
  - Imperialism
  - The Age of Exploration
  - Industrialization and Imperialism
  - Decolonization
- Readings
  - Stuart Hall. The West and the Rest
  - Hot spot: United West, divided from the rest: Global public opinion one year into Russia's war on Ukraine.
- Additional Material – Lecture slides

#### **Topic 3: Nations and Nationalism (Jan 29 – Feb 5)**

- Lectures
  - Nation and Nationalism
  - Hot spot: How a new brand of Hindu extremism is going global
  - Hot spot: Modi's India
- Readings
  - What is causing the rise of today's global far right?
  - Human Rights Watch – Indian Citizenship Report
- Additional Material – Lecture slides

## **Module 2 Assignments – Due Monday, Feb 5th at 8:00 am**

- Module 2 Discussion
- Module 2 Quiz

## **Module 3: Non-State Actors and Global Governance**

### **Topic 4: International Organizations - The United Nations (Feb 5 – Feb 12)**

- Lectures
  - Intergovernmental Organizations
  - The League of Nations
  - The UN
  - UN Principal Organs
  - The UN Veto Power Discussion
  - UN Peacekeeping
- Readings
  - CFR – The UN at 75: How to make it relevant again
- Additional Material – Lecture slides

### **Topic 5: Regional Organizations - The European Union (Feb 12 – Feb 19)**

- Lectures
  - The history of the EU
  - The European Union
  - The European Union Explained
  - EU Law making: The Ordinary Legislative Procedure
  - Deepening and widening
- Readings
  - The EU: The world's biggest sovereignty experiment
- Additional Material – Lecture slides

### **Topic 6: Transnational Actors (Feb 19 – Feb 26)**

- Lectures
  - Nongovernmental Organizations
  - Multinational Corporations
  - Hot spot: Protests in France
- Readings
  - Who is more powerful: states or corporations?
  - The global crackdown on civil society organizations
- Additional Material – Lecture slides

## **Module 3 Assignments – Due Feb 26 at 8:00 am**

- Module 3 Discussion
- Module 3 Quiz

## **Module 4: International Law and Global Governance**

### **Topic 7: International Law (Feb 26 – March 11)**

- Lectures
  - International Law: Principles and Sources
  - Human Rights Law
- Readings
  - Is international law really law?

### **Topic 8: Enforcement of HR Law (March 11 – March 18)**

- Lectures
  - Types of HR Enforcement
  - The use of force: Responsibility to Protect
  - Permanent courts: The International Criminal Court
- Readings
  - Hot spot: Is China committing genocide against the Uyghurs?
  - Hot spot: The roadblocks to holding Putin and his high command accountable for war crimes in Ukraine
- Additional Material – Lecture slides

### **Topic 9: International Law and Migration: Who belongs? (March 18 – March 25)**

- Lectures
  - How are nationality, citizenship, and immigration connected?
  - How do we use others to shape our own national identities?
  - Refugees vs Asylum Seekers vs Migrants
  - Human Trafficking vs Slavery
  - Hot spot: Media bias – Who gets to be a refugee deserving our sympathy and protection?
- Readings
  - Modern day slavery – Full Episode
  - UNHCR – Figures at a glance 2022
- Additional Material – Lecture slides

### **Module 4 Assignments – Due March 25 at 8:00 am**

- Module 4 Discussion
- Module 4 Quiz

### **March 21 - Withdrawal Deadline**

## **Module 5: Global Conflict and (In)Security**

### **Topic 10: International Security and Conflict (March 25 – Apr 1)**

- Lectures

- Whose security? (State vs human security)
  - Interstate Conflict
  - Conventional military strategies: Defense vs Deterrence
  - Nuclear proliferation
  - Nuclear deterrence
- Readings
  - Hot spot: Ukraine – Conflict at the Crossroads of Europe and Russia
  - 10 conflicts to watch in 2023
- Additional Material – Lecture slides

### **Topic 11: Violence by Non-State Actors and Asymmetric Warfare (Apr 1 – Apr 8)**

- Lectures
  - Conventional vs asymmetric warfare
  - Terrorism
  - Guerilla warfare
  - Hot spot: What's happening in Sudan?
- Readings
  - Intrastate conflict
- Additional Material – Lecture slides

### **Topic 12: Contemporary Security Challenges (Apr 8 – Apr 15)**

- Lectures
  - Climate change and global security
  - Water security
  - Food security
  - Cyber security
  - Hot spot: El Nino 2023
- Readings
  - Human insecurity: Understanding international migration from a human security perspective
- Additional Material – Lecture slides

### **Module 5 Assignments – Due on Apr 15<sup>th</sup> at 8:00 am**

- Module 5 Discussion
- Module 5 Quiz

### **Module 6: Global Economy and Sustainability**

#### **Topic 13: Globalization of Trade (Apr 15 – Apr 22)**

- Lectures
  - Globalization of Trade
  - How the world is restructuring trade without the US
  - Hotspot: The US-China Trade War
  - The Foreign Aid Paradox
- Readings

- Gulcan Saglam and Charles Hankla – Politics, Economics, and Trade
  - What happened when China joined the WTO?
- Additional Material – Lecture slides

#### **Topic 14: Global Poverty, Sustainable Development, and Climate Change (Apr 22 – Apr 29)**

- Lecture
  - What is development?
  - Who is responsible for climate change and who needs to fix it
  - Why have politicians failed to tackle climate change?
- Readings
  - The Paris Agreement
  - Cassidy – Can we have prosperity without growth?
- Additional Material – Lecture slides

#### **Module 6 Assignments – Due on April 29 at 8:00 am**

- Module 6 Discussion
- Module 6 Quiz