

INTL 1100
Introduction to Global Issues
Fall 2024
11:30 – 12:20 Candler 214
1:50-2:40 LeConte Hall 221

Instructor: Dr. Gulcan Saglam
E-mail: gsaglam@uga.edu

Office Hours: Wednesday, 12:30 -1:30 pm, and by appointment
Meeting link: <https://calendly.com/gulcansaglam/fall-2024-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.)

Teaching Assistant: Xiaohan Cui
E-mail: xiaohan.cui@uga.edu

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

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 active learning of the material 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 an active learning setting compared to traditional methods.*

- **Mondays will be structured content days.** These sessions are designed for you to actively engage with the key concepts from the module, with the guidance and support of the instructor. You will have the opportunity to work individually or in small groups, exchange reflections, and dive into discussions based on the guiding questions provided. This is your chance to deepen your understanding through collaborative learning and focused exploration of the material.
- **Wednesdays and Fridays will be dedicated to the application of course material.** These days will focus on hands-on, active learning where we'll apply the concepts from the module to historical and current case studies. We'll begin with brief mini-lectures that may cover important concepts from the module, address any misconceptions, or introduce

relevant topics not included in the module. Following this, we'll engage in in-depth discussions around the module's discussion question and participate in practical exercises that allow you to explore and apply the material in real-world contexts.

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 substantive 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:

Target Learning Areas	Weight	Assignment Types	Due Dates
Responsible for own learning: Fully independent	10%	Map Test	Sept 18 th , in-class
Process skills: Work completed by students while being exposed to content, potentially with instructor support	15%	Classwork, eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes, etc.	

	Not graded but visible through class participation	Going over the module content (lectures and readings) before coming to class	
Conceptual Understanding: Any type of assignment completed after extensive exposure to content and/or skills to evaluate student's learning and progress.	30% 25%	Module Quizzes Module Discussions	Five module quizzes and module discussions (one for each module) - Due by Monday at 8:00 am (EST) on the week they are assigned
Application of Knowledge: End of semester cumulative assessment or project completed by students after being exposed to the whole class content	20%	Political Engagement Activity Report <ul style="list-style-type: none"> • 5%- PEA Proposal • 15%- PEA Final Report 	<ul style="list-style-type: none"> • Oct 7, 8:00 am • Nov 18, 8:00 am

~ Class Presence and Participation (15%) ~

Purpose: The objective of participation in this course is to develop critical thinking skills and enhance the ability to communicate complex concepts and ideas effectively. Participation contributes significantly to your final grade and encompasses more than active contributions to discussions; it includes active listening and engagement with both the material and peers.

Task: Your engagement will be evaluated through diverse activities, which include eLC assignments, polls, written papers, group discussions, individual reflection papers, and both announced and unannounced quizzes. These activities aim to:

- Deepen your understanding of essential ideas, concepts, or processes.
- Facilitate both independent and collaborative exploration of relevant issues.
- Expose you to diverse perspectives to enhance your capacity to form well-informed opinions on economic and political development topics.

Criteria

1. **Responsibilities:** Complete all in-class activities punctually. Ensure all submissions are clearly marked with your name and submitted by the end of each class session.
2. **Discussion Participation:** Engage in discussions in a balanced manner, emphasizing the importance of both speaking and active listening as critical components of class

participation. Although not explicitly graded, you will be evaluated on the QUALITY of your contributions and insights. Quality comments possess one or more of the following properties:

- Offers a different and unique, but relevant, perspective
- Contributes to moving the discussion and analysis forward
- Builds on other comments
- Transcends the “I feel” syndrome (unless explicitly asked by the instructor). That is, it includes some evidence, argumentation, or recognition of inherent tradeoffs. In other words, the comment demonstrates some reflective thinking.

3. **Attendance and Engagement:** Active participation necessitates attendance, though it is not graded separately. Presence in class is crucial for engaging in discussions and the overall learning experience. If you must miss a class:

- First, contact your designated classmates ("buddies") for notes and any discussion points you missed.
- If your classmates fail to answer your question or do not know the answer, email me your questions and CC your buddies. This ensures everyone remains informed and engaged.
- Refrain from asking if you missed "anything important" as all classes are integral to the course.

~ Module Quizzes (30%) ~

Purpose: The purpose of the module quizzes is to assess your comprehension of the material covered in each module and provide you with an opportunity to reinforce your learning.

Task: At the end of each module, you will complete a short multiple-choice quiz consisting of around 10 questions. These quizzes will be available on eLC and graded automatically. To prepare for the quizzes, it is essential to engage with the required readings, short videos, and longer slide sets provided for each module's topics. The quizzes are open note and open book, allowing you to refer to your materials while answering the questions. 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.

Criteria:

1. **Number of Attempts:** Each module quiz will allow for two attempts, giving you the chance to improve your score. Only the highest score from your attempts will be recorded as your final quiz grade.
2. **Preparation:** Ensure that you have thoroughly reviewed the course materials before attempting the quizzes to maximize your chances of success.
3. **Deadline Adherence:** Quizzes must be completed by the deadlines specified in the schedule. Late submissions will not be accepted, so it is crucial to manage your time effectively and start working on them well in advance.

4. **Learning from Feedback:** Use the feedback from your initial quiz attempt to identify areas for improvement and adjust your study strategies accordingly for your second attempt.

~ Discussion Board Contributions (25%) ~

Purpose: The discussion board serves as a platform for engaging with course topics, fostering dialogue, and exploring diverse perspectives. Through thoughtful responses and interactions, students deepen their understanding of the material and develop critical thinking skills.

Task: For each module, students are required to contribute a minimum of one thoughtful response, consisting of at least 300 words, to the discussion board question provided by the instructor. Responses must reference course materials and be grounded in assigned readings, lecture videos, and any required audio or video content. Additionally, students must engage with their peers by responding to at least one classmate's post per module discussion.

Criteria:

1. **Content:** Responses should demonstrate a comprehensive understanding of the topic and engage with course materials effectively. Students are expected to provide well-supported arguments and incorporate relevant citations where necessary.
2. **Interaction:** Active participation in discussions is essential. Students should engage with their peers respectfully, offering constructive feedback and promoting further conversation.
3. **Format and Citations:** Responses must be typed directly into the provided dialogue box on the discussion board. Proper citation of sources, excluding lecture videos, is required. Students are encouraged to use any citation format they are familiar with, ensuring accuracy and consistency throughout their submissions.

A rubric outlining specific grading criteria is available on eLC for reference

~ Map Test (10%) ~

Purpose: The map test, which constitutes 10% of your final grade, is designed to assess your knowledge of geography in the context of global issues. Understanding the locations of countries and their capitals is crucial for comprehending the geopolitical aspects of the topics discussed throughout the semester.

Task: The map test will evaluate your ability to:

- Identify 15 countries.
- Recognize 5 national capitals.
- Point out 10 major physical features of world geography.

These questions will focus on specific regions covered in class or relate to particular topics discussed. To prepare, you should:

- Pay close attention to maps presented during lectures and note any specific countries or regions highlighted.
- Regularly review and practice with an up-to-date atlas, focusing on locating and naming countries on a blank map.
- Familiarize yourself with the names of national capitals, understanding their significance in global discussions.

Criteria

1. Preparation:

- A study guide is available on the eLC course page to help you prepare for the map test.
- You may utilize online resources such as [Lizard Point Geography Quizzes](#) to enhance your geographic knowledge and test readiness.

2. Test Format:

- The test will require identification and location-based questions, emphasizing countries, capitals, and significant physical features.
- Familiarity with both country locations and their corresponding capitals is expected, as capitals often represent their countries in discussions of global issues.

~ Political Engagement Activity Report (20%) ~

Purpose: The Political Engagement Report is a cornerstone assignment designed to immerse you as an informed global citizen in the world of global politics. This assignment constitutes 20% of your final grade and aims to empower you to engage actively and meaningfully with global issues, leveraging your voice and influence to drive change. **The political engagement must take place in the Fall 2024 semester.**

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

1. Political Engagement Proposal (5% of final grade):

- **Due:** October 7, 11:59 PM (EST).
- **Objective:** Develop a proposal that outlines a global issue you are passionate about, its relevance to course themes, background information including diverse perspectives, and your planned political engagement strategy.
- **Submission:** Upload your proposal to the Assignments folder on the eLC course page.

2. Political Engagement Activity Report (15% of final grade):

- **Due:** November 18, 11:59 PM (EST).

- **Objective:** Submit a detailed report of 1000-1500 words that describes the issue you addressed, your chosen political action, its alignment with course content, specific activities you undertook, and the insights you gained.
- **Submission:** Upload your final report to the Assignments folder on the eLC course page.

Criteria:

- **Engagement and Analysis:** Your work should reflect deep engagement with the chosen issue and demonstrate your ability to apply course concepts to real-world settings. Critical analysis and reflection on the impact of your actions and their broader implications are essential.
- **Timeliness and Preparation:** Adherence to submission deadlines is crucial; late submissions of the final report will not be accepted. Utilize all available course resources, including materials, quizzes, and rubric guidelines, to prepare effectively.
- **Active Participation:** Engage with the political community relevant to your issue, which may range from local to global actors. This real-world interaction is vital for the authenticity and depth of your report.
- **Documentation and Communication:** Ensure all submissions are well-documented, clearly written, and include all required elements as outlined in the detailed rubric and assignment instructions available under the contents tab 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 the reduction of your participation grade, and during test periods will be treated as cheating.

It is important that you have a 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.

~ 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, one module discussion, and three in-class participation activities without a grade penalty. In other words, I will drop the lowest scores for one module quiz and one module discussion, along with your three lowest participation scores.**

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, or attending conferences. It's important to note that this policy is designed to cover typical unforeseen circumstances, and no additional individual exceptions will be granted beyond these tokens. If you encounter severe or extenuating circumstances that might cause further absences, please reach out to me or Student Care and Outreach promptly to discuss your situation. This proactive communication helps ensure that we manage your course commitments effectively while addressing your personal challenges.

~ 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” that is not counted towards your final grade.

The Political Engagement Proposal may 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 80 (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.**

Beyond the 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) 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 ~

The use of Generative AI (GAI) tools is not generally permitted in this course but may be permitted for editing and refining your assignments. **The primary focus of your assignments should be your original ideas and critical thinking.**

Please note that you may not represent output generated by a GAI tool as your own work. Any such use of GAI output must be appropriately cited or disclosed, including quotation marks and in-line citations for direct quotes. **Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case.** Suspected unauthorized assistance, plagiarism, or other violations of UGA's "A Culture of Honesty," will be reported to the Office of Academic Honesty. For full details on how to properly cite AI-generated work, please see the APA Style article, How to Cite ChatGPT.

If you are unsure where the line is between collaborating with GAI and copying from GAI, I recommend that you do not have your assignment and the GAI tool open on your device at the same time. Instead, take notes in your own words while you interact with the GAI tool, then use your notes to remind you of what you've learned and to inform your work. **Never copy output from GAI tools into your assignment.** Instead, use your interaction with the tool as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your improved understanding. (Sidenote: This advice extends to AI assistants that are directly integrated into a composition environment or grammar modulation tool.) Finally, GAI is highly vulnerable to inaccuracy and bias. You should assume GAI output is wrong unless you either know the answer or can verify it with another source. It is your responsibility to assess the validity and applicability of any GAI output used.

Finally, GAI is highly vulnerable to inaccuracy and bias. **You should assume GAI output is wrong unless you either know the answer or can verify it with another source.** It is your responsibility to assess the validity and applicability of any GAI output used.

~ 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 confidentiality).

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

COURSE SCHEDULE

Welcome Module (Aug 14-Aug 19)

Welcome Module Assignments – Due Monday, Aug 19, at 8:00 am

- Getting to Know You

Module 1: Foundations and Principles of Global Politics: What Shapes Our World?

Topic 1: The Westphalian State System (Aug 19-Aug 26)

- Lectures
 - Global Politics and Global Issues
 - Global Actors
 - State Sovereignty and Westphalia
 - Anarchy and Collective Action
 - Hotspot Taiwan: A lot of internal sovereignty, not much external sovereignty

- Readings
 - Tanks, Sanctions, and Separatists: The Various Challenges to Sovereignty
 - Hotspot Palestine: A lot of external sovereignty, not much internal sovereignty
- Additional Material – Lecture slides

Topic 2: Power and Hierarchy in Global Politics (Aug 26-Sept 2)

- Lectures
 - Imperialism
 - The Age of Exploration
 - Industrialization and Imperialism
 - Decolonization
 - Hotspot: China's New World Order | Bigger than Five
- Readings
 - Stuart Hall. The West and the Rest
 - Hot spot: Global South: The "Rest" vs the West?
- Additional Material – Lecture slides

Topic 3: Nations and Nationalism (Sept 2-Sept 9)

- 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

Topic 4: Nation-state, Citizenship, and Migration: Who Belongs? (Sept 9-Sept 16)

- 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 1 Assignments – Due Monday, Sept 16th at 8:00 am

- Module 1 Discussion
- Module 1 Quiz

Module 2: Non-State Actors and Global Governance

Topic 4: International Organizations- The United Nations (Sept 16-Sept 23)

- 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 (Sept 23-Sept 30)

- 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 (Sept 30- Oct 7)

- 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 2 Assignments – Due Oct 7th at 8:00 am

- Module 2 Discussion
- Module 2 Quiz

Module 3: International Law and Global Governance

Topic 7: International Law (Oct 7-Oct 14)

- Lectures
 - International Law: Principles and Sources
 - Human Rights Law

- Understanding International Humanitarian Law: The Laws Governing Armed Conflict
- Readings
 - Is international law really law?

Topic 8: Enforcement of HR Law (Oct 14-Oct 21)

- Lectures
 - HR Enforcement
 - The ICJ and the ICC
- Readings
 - Hotspot: How Russia's invasion of Ukraine tested the international legal order
 - Hotspot: Will International Humanitarian Law Survive the Israel-Hamas Conflict?
- Additional Material – Lecture slides

Module 3 Assignments – Due Oct 21st at 8:00 am

- Module 3 Discussion
- Module 3 Quiz

Oct 21 - Withdrawal Deadline

Module 4: Global Conflict and (In)Security

Topic 10: International Security and Conflict (Oct 21-Oct 28)

- 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 2024
- Additional Material – Lecture slides

Topic 11: Violence by Non-State Actors and Asymmetric Warfare (Oct 28-Nov 4)

- Lectures
 - Conventional vs asymmetric warfare
 - Terrorism
 - Guerilla warfare
 - Hot spot: What's happening in Sudan?
 - Hot spot: What's happening in DRC?
- Readings
 - Intrastate conflict

- Additional Material – Lecture slides

Topic 12: Contemporary Security Challenges (Nov 4-Nov 11)

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

Module 4 Assignments – Due on Nov 11th at 8:00 am

- Module 4 Discussion
- Module 4 Quiz

Module 5: Global Economy and Sustainability

Topic 13: Globalization of Trade (Nov 4-Nov 11)

- Lectures
 - Globalization of Trade
 - Why trade? Absolute vs comparative advantages
 - How the world is restructuring trade without the US
 - Hotspot: The US-China Trade War
- 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 and Development (Nov 11-Nov 18)

- Lectures
 - Absolute poverty
 - Relative poverty
 - New ways of looking at poverty
 - What is global development?
 - How has technology increased human development?
 - Foreign aid
- Readings
 - The foreign aid paradox
 - Understanding the last fifty years of global development
- Additional Material – Lecture slides

Topic 15: Sustainable Development, and Climate Change (Nov 18-Nov 25)

- Lectures
 - Who is responsible for climate change and who needs to fix it
 - Why have politicians failed to tackle climate change?
 - What is the tragedy of the commons?
 - Sustainable development goals
- Readings
 - The Paris Agreement
 - Cassidy – Can we have prosperity without growth?
 - Hot spot: How can AI combat climate change?
- Additional Material – Lecture slides

Module 5 Assignments – Due on Nov 25th at 8:00 am

- Module 5 Discussion
- Module 5 Quiz

Nov 25 – Dec 2: Thanksgiving Break