

INTL 1100  
Introduction to Global Issues  
Spring 2026  
2:55 – 4:15 MLC 348

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

**Office Hours:** Wednesday, 11:45 -12:45 pm and by appointment  
<https://calendly.com/gulcansaglam/saglam-office-hours>

### **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

I recognize that each of you learns differently, and that matters to me. To provide flexibility and autonomy in the learning process, this course uses a discussion-based format. You'll engage with required readings and videos before class, and class time will focus on applying the material through discussions, case studies, and hands-on activities. This format allows us to prioritize active learning rather than traditional lectures, helping you explore concepts at your own pace in a supportive environment. Both research and my own teaching experience show that students learn significantly more in active learning settings.

- **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 engage in discussions based on the provided guiding questions. This is your chance to deepen your understanding through collaborative learning and focused exploration of the material.
- **Wednesdays will be dedicated to the application of the 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. A module discussion

## 2. A module quiz

To ensure a well-structured and organized learning experience, each module will adhere to a specific schedule. Each topic within a module opens on Monday at 12:00 am and closes the following Sunday at 11:59 pm. Typically, module assignments and quizzes are due on Thursday at 9:00 a.m., following the end of the last topic in a module. Please refer to the Course Schedule for individual module availability and assignment 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 lectures and complete the assigned readings. Moreover, regular attendance in class meetings is vital. Following these guidelines will enhance your learning experience and make the most of this course.

### GRADING

Your course grade is calculated from the following components:

<i>Target Learning Areas</i>	<i>Weight</i>	<i>Assignment Types</i>	<i>Due Dates</i>
<b>Responsible for own learning:</b> Fully independent	10%	Map Test	In class – March 2 <sup>nd</sup>
<b>Process skills:</b> Work completed by students while being exposed to content, potentially with instructor support	15%	<b>Participation In class:</b> Active engagement in group discussions, reflections, simulations, debates, polls, and other in-class learning tasks. These assignments help you build the necessary skills to succeed in the final exam and require genuine effort and presence.	At the end of each class session in which they are assigned
<b>Conceptual Understanding:</b> Any type of assignment completed after extensive exposure to content and/or skills to evaluate students' learning and progress.	25%  20%	6 Module Quizzes  6 Module Discussions	<ul style="list-style-type: none"> <li>• <b>Module 1 (Welcome Module):</b> Jan 22<sup>nd</sup>, 9 am</li> <li>• <b>Module 2:</b> Feb 19<sup>th</sup>, 9:00 am</li> <li>• <b>Module 3:</b> March 19<sup>th</sup>, 9:00 am</li> <li>• <b>Module 4:</b> April 2<sup>nd</sup>, 9:00 am</li> <li>• <b>Module 5:</b> April 16<sup>th</sup>, 9:00 am</li> <li>• <b>Module 6:</b> April 26<sup>th</sup>, 11:59 pm</li> </ul>
<b>Application of Knowledge:</b>	30%	Final Exam	

End-of-semester cumulative assessment or project completed by students after being exposed to the whole class content			Monday, May 4 <sup>th</sup> at 3:30 pm (in-class)
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~ *Class Presence and Participation (15%)* ~

Participation is a core component of this course and supports your development as a critical thinker, communicator, and globally aware student. In-class participation is designed to help you build core conceptual and analytical skills through interactive, collaborative learning. Activities include group discussions, simulations, quick writes, polls, and other structured exercises that reinforce course content.

- Be present and prepared to engage with both material and peers.
- Complete all in-class tasks on time with your name clearly indicated. These papers are due at the end of each class period.
- Contribute meaningfully by offering relevant insights, building on others' ideas, and referencing course concepts.
- Listen actively and respectfully.
- All sessions are essential—each class is designed to build your skills and deepen your understanding of global politics.

~ *Module Quizzes (25%)* ~

Module quizzes assess your comprehension of course material and reinforce your learning. At the end of each module, you will complete a 10-question multiple-choice quiz on eLC. Quizzes are open-note and open-book, but questions are randomly drawn from a large question pool, meaning each attempt will likely feature different questions. Use the quizzes as practice — not just for points, but to build your analytical skills and prepare for the cumulative assessment.

- You are allowed **two attempts** per quiz. Your **highest score** will be recorded as your final grade.
- Review all required readings, videos, and slide sets before attempting the quiz to maximize your success. Use feedback from your first attempt to identify areas for improvement and refine your study strategy for the second attempt, if necessary.
- Complete quizzes by the deadlines specified in the course schedule. Late submissions will **NOT** be accepted, so plan ahead.
- **Questions on the final exam will be drawn from and build on these quizzes.** Students who neglect to take the quizzes seriously often struggle significantly on the final.

~ *Discussion Board Contributions (20%)* -

The discussion board is designed to foster engagement with course topics, encourage dialogue, and explore diverse perspectives. By contributing thoughtful responses and interacting with peers, students deepen their understanding and strengthen their critical thinking skills. For each module:

- Submit one **thoughtful response** (minimum **400 words**) to the discussion board question provided by the instructor.
  - Responses must reference course materials, including readings, lecture videos, or other required content.
- Respond to **at least one classmate's post** to promote meaningful interaction and discussion (minimum **150 words**).
- Responses must be typed directly into the discussion board dialogue box (attachments are not accepted).
- Cite sources accurately and consistently (lecture videos excluded). Use any citation style you are familiar with.

A detailed grading rubric is available on eLC for reference.

~ *Map Test (10%)* ~

The map test, worth 10% of your final grade, is designed to assess your geographical knowledge in the context of global issues. Understanding the locations of countries, capitals, and major physical features is essential for comprehending the geopolitical topics discussed throughout the semester. The map test will evaluate your ability to:

- Identify **15 countries**.
- Recognize **5 national capitals**.
- Point out **10 major physical features** (e.g., rivers, mountains, oceans).

The test will focus on regions and topics highlighted in lectures. To prepare:

- Review maps presented during lectures and note any emphasized countries or regions.
- Use an up-to-date atlas to practice locating countries on a blank map.
- Familiarize yourself with national capitals and understand their geopolitical significance.

A study guide is available on the eLC course page to support your preparation.

**Date & Time:** Monday, March 2<sup>nd</sup>, In-class

~ *Final Exam (30%)* ~

The final exam, which constitutes 30% of your final grade, is designed to evaluate your understanding of the key concepts, theories, and topics covered throughout the course. This *in-person, cumulative exam* will test your ability to synthesize material and apply your knowledge to analyze global issues critically. The exam may consist of a mix of multiple-choice, short-answer, and essay questions to assess both your recall of important information and your ability to think

critically about course topics. The exam will include questions that span all modules, readings, lecture videos, and in-class activities. Be prepared to engage with key concepts, major case studies, and important theories discussed throughout the semester.

**Date & Time:** Monday, May 4<sup>th</sup> at 3:30 pm

*~ 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, one module discussion, as well as your three lowest participation scores.

You may utilize these tokens for any reason—be it illness, competitions, travel for sports or interviews, personal rest, transportation issues, doctor appointments, 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 may cause further absences, please contact 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.

*~ 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/Emaila-Professor>
- During the work week, 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 work week.

~ 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.

with approved accommodation through the Disability Resource Center (DRC) may use laptops or other assistive technologies as needed. You should still bring a device capable of accessing the course page when instructed.

Use of electronic devices during regular class time may result in a reduction of your participation grade. The use of devices during exams will be considered academic dishonesty.

Students are responsible for maintaining reliable internet access and access to a computer that supports audiovisual content, as some assignments are time-sensitive. For technical issues, contact the EITS Help Desk at [helpdesk@uga.edu](mailto:helpdesk@uga.edu), and notify me immediately if you anticipate ongoing access problems.

Students are also responsible for monitoring scheduled eLC maintenance and submitting all work by posted deadlines. To avoid issues, submit assignments well in advance of deadlines.

In the event of a rare technical problem, you must notify me within **15 minutes** of the deadline, include documentation of the issue, and—if the assignment is written, attach the completed work you were attempting to submit.

~ *Assignment Deadlines & Late Work Policy* ~

The due dates in this class are intentional and designed to ensure steady and productive progress toward achieving the course's learning objectives. To succeed, it is important to be aware of all deadlines for assignments and work ahead of deadlines to account for unexpected challenges.

- All module assignments will automatically lock at their designated due date. **No late submissions will be accepted.**
- Submissions not received due to unapproved absences, technical issues, or other unforeseen circumstances may fall under the *life token policy*.
- Beyond the life token policy, extensions and make-ups will only be granted in accordance with the UGA class attendance policy and require proper documentation, and my discretion based on the situation.
- Due to the interactive nature of in-class participation activities, there will be no make-ups for the missed in-class participation activities.

Please plan ahead, stay on top of deadlines, and communicate proactively if you encounter any issues.

~ *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* ~

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

Key Guidelines:

1. Original Work: You may not present GAI-generated output as your own work. Your assignments must reflect your personal analysis, interpretation, and understanding.
2. Proper Citation: Any use of GAI output must be appropriately cited or disclosed. Direct quotes require quotation marks and in-line citations. Uncited or misrepresented GAI-generated content will be treated as academic misconduct and reported to the Office of Academic Honesty in line with UGA's "*A Culture of Honesty*".
  - For proper citation guidelines, refer to the APA Style article: *How to Cite ChatGPT*.
3. Best Practices for Using GAI:
  - Do not have both your assignment and the GAI tool open at the same time.

- Take notes in your own words while interacting with the tool, then use those notes to inform your assignment.
  - Never copy and paste GAI output directly into your work. Treat it as a learning tool to deepen your understanding.
4. Accuracy and Bias: GAI tools are highly prone to errors and bias. Assume GAI output is incorrect unless you can verify it through a reliable source. It is your responsibility to critically assess the validity and relevance of any GAI content you engage with.
  5. AI-Integrated Tools: The advice above applies equally to AI assistants integrated into grammar, composition, or other writing tools.

Final Note:

If you are uncertain about whether a particular use of GAI is appropriate, err on the side of caution and ask for clarification. This course prioritizes your critical thinking and original contributions. **Any uncited use of AI will be considered plagiarism.**

*~ 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

### Module 1: Welcome Module (JAN 12- JAN 19)

#### 1.1 Course Introduction

#### Module 1 (Welcome Module) Assignments – Due Thursday, January 22<sup>nd</sup>, at 9:00 am

- Module 1 Quiz
- Module 1 Discussion

## MODULE 2: FOUNDATIONS AND PRINCIPLES OF GLOBAL POLITICS: WHAT SHAPES OUR WORLD?

### 2.1 The Westphalian State System (Jan 19 – Jan 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

### 2.2 Power and Hierarchy in Global Politics (Jan 26 – Feb 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

### 2.3 Nations and Nationalism (Feb 2 – Feb 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

### 2.4 Nation-state, Citizenship, and Migration: Who Belongs? (Feb 9 – Feb 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 2 Assignments – Due Monday, February 19th at 9:00 am

- Module 2 Discussion
- Module 2 Quiz

## MODULE 3: NON-STATE ACTORS AND GLOBAL GOVERNANCE

### 3.1 International Organizations- The United Nations (Feb 16 – February 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

### 3.2 Regional Organizations- The European Union (February 23 – March 2)

- 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

### 3.3 Transnational Actors (March 2 – March 9)

- 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 March 19th at 9:00 am

- Module 3 Discussion
- Module 3 Quiz

### **MARCH 9 – MARCH 16 SPRING BREAK**

## MODULE 4: INTERNATIONAL LAW AND GLOBAL GOVERNANCE

### 4.1 International Law (March 16 – March 23)

- Lectures
  - International Law: Principles and Sources
  - Human Rights Law
  - Understanding International Humanitarian Law: The Laws Governing Armed Conflict
- Readings
  - Is international law really law?

### 4.2 Enforcement of HR Law (March 23 – March 30)

- 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 4 Assignments – Due April 2nd at 9:00 am

- Module 4 Discussion
- Module 4 Quiz

### MODULE 5: GLOBAL CONFLICT AND (IN)SECURITY

#### 5.1 International Security and Conflict (March 30 – April 6)

- 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

#### 5.2 Violence by Non-State Actors and Asymmetric Warfare (Apr 6 – Apr 13)

- 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

#### Module 5 Assignments – Due on April 16th at 9:00 am

- Module 5 Discussion
- Module 5 Quiz

### Module 6: Global Economy and Sustainability

#### 6.1 Globalization of Trade (April 13 – April 20)

- 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?
- The foreign aid paradox
  
- Additional Material – Lecture slides

## 6.2 Sustainable Development and Human Security (Apr 20 – Apr 27)

- Lectures
  - Human security
  - Climate change and global security
  - Poverty and Development
  - 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
  - Human insecurity: Understanding international migration from a human security perspective
  - The Paris Agreement
  - Cassidy – Can we have prosperity without growth?
- Additional Material – Lecture slides

## Module 6 Assignments – Due on Sunday, April 26th at 11:59 pm

- Module 6 Discussion
- Module 6 Quiz