



UNIVERSITY OF
**NORTHERN
COLORADO**

PSCI 110.001, Global Issues

Syllabus

Fall 2022

Location: Ross Hall 1060

Day/Time: Monday, Wednesday, Friday (MWF) from 10:10am-11:00am

3 credit hours

Instructor Name: Dr. Chelsea Welker

Instructor Contact Information:

- Email: Chelsea.Welker@unco.edu or via Canvas Messenger
- Phone: 970-351-4577
- Office Location: McKee 306

Instructor Student Drop-In (Office) Hours: MWF 1:30pm-2:30pm and by appointment

Course Catalog Description:

An introduction to the major issues facing the global community such as terrorism, environmental depletion and pollution, immigration, pandemics, economic integration, and regional and international security.

Course Attribute: LAB1-Soc&BehSci-EconorPoli Sys and LAIS-International Studies and GT Economics & Political Sys

<https://unco.smartcatalogiq.com/>

Course Description:

Welcome to PSCI 110! This course is designed to introduce you to the politics of global issues on a variety of scales. The scale and scope of global issues is far-reaching and vastly complex. While this course will by no means cover the full range of issues related to global politics, the hope is that you will take away a greater understanding of the variety and scope of global problems facing the world today and will be able to better analyze various solutions to these problems while relating them to your own experiences of political life.

Topics will include war and terrorism, the relationships between states, the global economy, poverty, inequality, human rights, the rise of nationalism, migration, environmental issues, and beyond. Moreover, the course provides timely content related to ongoing events and practices in world politics. Various theories and perspectives from the field of international relations will help you evaluate the importance and implications of these practices and events and what they mean for your own life



Course Learning Objectives:

1. Students will understand a wide range of global issues and their implications.
2. Students will understand course material and be able to critically evaluate course material and its implications for global politics and international relations.
3. Students will understand and be able to critically analyze foundational concepts in the discipline of international relations.
4. Students will be able to participate in class discussions actively and critically. Students should be able to articulate their perspectives on global politics in class discussions.
5. Students will be able to write critically and satisfactorily. Students should be able to articulate their own perspectives on essay exams and in written assignments.
6. Students will understand how to analyze and compare patterns in global politics.

Liberal Arts Curriculum, GT Pathways, & International Studies Designation

This course is a part of the Liberal Arts Curriculum (LAC) at UNC and fulfills [3] credit hours of the Social & Behavioral Sciences: Economic or Political Systems category [LAB1]. The Colorado Commission on Higher Education has approved PSCI 110 for inclusion in the Guaranteed Transfer (GT) Pathways program in the GT-SS1 category. For transferring students, successful completion with a minimum C– grade guarantees transfer and application of credit in this GT Pathways category. For more information on the GT Pathways program, go to <http://highered.colorado.gov/academics/transfers/gtpathways/curriculum.html>

UNC's LAC outcomes in Social & Behavioral Sciences: Economic or Political Systems are aligned with the State of Colorado's GT Pathways student learning outcomes, competencies, and content criteria for SS1. This includes CDHE competencies and student learning outcomes in Civic Engagement and Critical Thinking.

This course also fulfills the 3-credit hour requirement for the International Studies [IS] [LAIS] designation, per LAC requirements.

LAC Economic or Political Systems Learning Outcomes + GTP Competencies & SLOs	Course Mapping
Civic Engagement: Competency in civic engagement refers to actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from Civic Responsibility and Higher Education, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)	2a. Students will connect disciplinary knowledge to civic engagement via the following: + Analyze the role of citizens in addressing issues such as environmental degradation and widespread violence at different levels of society. Examine the multifaceted connections between populations in the Global North and the Global South, which develop through the processes of globalization, and how they affect the ability of citizens in civic life. + Pay attention to current global issues via international news and offer opinions on solutions to these issues.



<p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>2. Civic Knowledge</p> <p>a. Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.</p>	<p>2a. Civic knowledge is fostered and evaluated via the following:</p> <ul style="list-style-type: none">+ Ask questions regarding news stories and how these stories affect their own lives and communities+ Write essays which provide critical solutions to global problems and how those problems affect their own lives and communities+ Connect local and global problems via course readings, concepts, and peer to peer discussions+ Connect international relations and political science disciplinary knowledge to global problems and their proposed solutions+ Instructor will announce college and university civic events seeking participation, especially when they connect to course material and global issues.+ SLOs assessed via in-depth essay exams, pop reading comprehension quizzes, analytic and argumentative paper assignments, in-class debates, and class discussions
<p>Critical Thinking: Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.</p> <p>Student Learning Outcomes (SLOs) <i>Students should be able to:</i></p> <p>1. Explain an Issue</p> <p>a. Use information to describe a problem or issue and/or articulate a question related to the topic.</p> <p>2. Utilize Context</p> <p>a. Evaluate the relevance of context when presenting a position.</p> <p>b. Identify assumptions.</p> <p>c. Analyze one's own and others' assumptions.</p> <p>5. Understand Implications and Make Conclusions</p> <p>a. Establish a conclusion that is tied to the range of information presented.</p> <p>b. Reflect on implications and consequences of stated conclusion.</p>	<p>1a. Critical thinking competencies are fostered and evaluated via the following:</p> <ul style="list-style-type: none">+ Analyze arguments that are used to explain major contemporary global issues including climate change, atrocity crimes in war, refugees, and the roles and responsibilities of states in the international system.+ Describe and analyze global problems and their solutions in depth. <p>+SLOs assessed via in-depth essay exams, pop reading comprehension quizzes, analytic and argumentative paper assignments, in-class debates, and class discussions of course reading material.</p> <p>2a/b/c. Critical thinking competencies are fostered and evaluated via the following:</p> <ul style="list-style-type: none">+ Describe, analyze, and evaluate theoretical, cultural, political, and intellectual controversies and conflicting perspectives around major contemporary global issues.+ Identify the major assumptions that inform the contemporary practice of international politics and the relations between states and other actors in the international system.



	<p>+SLOs are assessed via in-depth essay exams, pop reading comprehension quizzes, analytic and argumentative paper assignments, in-class debates, and class discussions of course reading material.</p> <p>5a/b. Critical thinking competencies are fostered and evaluated via the following:</p> <ul style="list-style-type: none"> + Read and assess, both orally and in writing, a wide variety of scholarly materials related to such complex (and often intractable) global problems as warfare, environmental degradation, refugee crises, atrocity crimes, and pandemics, for instance. + Establish conclusions and arguments (both written and orally) about the above global issues based on disciplinary knowledge and course reading materials (See Course Schedule below for details on specific reading assignments). + Discuss the consequences of these global issues for international relations, global politics, and their own lives with fellow classmates and in written assignments. + SLOs are assessed via in-depth essay exams, pop reading comprehension quizzes, analytic and argumentative paper assignments, in-class debates, and class discussions of course reading material. + + SLOs are also assessed by connecting ongoing global problems with course material in daily class discussions.
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Content Criteria for Economic or Political Systems (GT-SS1)	Course Mapping
<p>Students should be able to:</p> <ul style="list-style-type: none"> a. Demonstrate knowledge of economic or political systems. b. Use the social sciences to analyze and interpret issues. c. Explain diverse perspectives and groups. 	<p>a/b/c.</p> <ul style="list-style-type: none"> + The purpose of the course requires students to understand how international politics operates, including major conceptual, political, and ethical debates within the field of international relations. + Students write two essays and two essay-style exams asking them to analyze and interpret global issues, their proposed solutions, and their own perspectives using disciplinary knowledge reflected in course reading and lecture materials. + Students debate course material with one another in class discussions.



+ Students read, explain, and analyze diverse perspectives on human rights, the responsibility to protect, sovereignty, global ongoing conflicts, refugee crises, and other global issues. (See Course Schedule for details).

International Studies Competency:

As part of a Liberal Arts Curriculum, the International Studies (IS) competency refers to students' ability to analyze complex, interdependent global systems (natural, physical, social, cultural, economic, technological and/or political, etc.) in order to identify sources of and strategies for addressing conflict, cooperation, inequity, and/or competition in a global context. Courses designated IS introduce students to variations in a range of human constructions including perspectives, ethics, cultures, discipline-based application of knowledge, and intellectual traditions. By building an awareness of the interconnectedness of global systems, courses with the IS designation reveal to students the impact of countries, regions, or non-state actors on global systems individual identities, communities, and the potential for planetary sustainability.

IS SLO #	RESPRESENTATIVE RELEVANT TEXTS/READINGS	RESPRESENTATIVE ASSESSMENT/S
SLO 1. Discuss global political, economic, cultural, social, ecological, and/or technological challenges from a perspective other than their own national and/or cultural context.	+ See Townsend's <i>Terrorism: A Very Short Introduction</i> and Elgindy + See Evans and Sahnoun, Barnett, Straus, and the <i>Ghosts of Rwanda</i> film + See Haugen and Boutros, Kamusella, <i>BBC's</i> "Who Are the Kurds"	+ Students write papers and essay exams that require them to consider, analyze, and interpret these various perspectives and positions. + For example, in Weeks 3-5- discuss and debate different perspectives on terrorism and the Israeli/Palestinian conflict (including the Palestinian and Israeli perspectives). In Week 6, discuss different perspectives on atrocity crimes, including the Rwandan Genocide and on liberal methods of solving global conflict. + In Weeks 7-15- Discuss different perspectives (including the perspectives of those directly affected by these issues) on human rights, environmental problems/climate change, refugees, and nationalism. + Students are required to share their own opinions, backed with evidence in addition to analyzing



		<p>arguments counter to their own perspectives.</p> <p>+See Midterm Exam, Final Exam, and the Responsibility to Protect Essay listed below.</p> <p>+ For example, one final exam essay question asks students to discuss the benefits and pitfalls of the human rights regime and offer their own opinion on the concept of “human rights” in the context of international relations (and to relate this opinion to solving a particular global problem discussed in class).</p>
<p>SLO 2. Apply discipline-based approaches to analyze complex, interdependent global systems and legacies (for example, natural, physical, social, cultural, economic, and/or political) and their implications for people's lives and/or the earth's sustainability.</p>	<p>+ See Evans and Sahnoun, Straus, Barnett, Padilla</p> <p>+See Paarlberg's <i>Food Politics</i>, and Sengupta, Haugen and Boutros</p>	<p>+ Students are required to write an essay on the Responsibility to Protect that fully explains the concept in the context of disciplinary knowledge and analyze its utility for contemporary global politics.</p> <p>+ For example, in weeks 1-7- Analyze key concepts in international relations and global politics, including sovereignty and the responsibility to protect, for example.</p> <p>+ Students are required to analyze proposed solutions to contemporary global problems including climate change, the refugee crisis, and authoritarianism, and debate/discuss these proposals with classmates.</p> <p>+ For example, in weeks 8-15- Analyze human rights through the lens of intergovernmental organizations and the processes that inform the operation of international politics.</p>



		+ See Midterm Exam, Final Exam, and the Responsibility to Protect Essay listed below.
SLO 3. Identify sources of and strategies to address conflict, cooperation, inequity, and/or competition in a global context.	+ See Elgindy, Townsend, Padilla, de Chatel, <i>BBC</i> Timelines on the Israeli-Palestinian Conflict	+ Students are required to debate and discuss proposed solutions to conflict with their classmates and in written assignments. + For example, in Weeks 2-7- Discuss ongoing global conflicts (the Israeli-Palestinian Conflict, the Syrian Civil War, the Yemen Civil War, and the Russia/Ukraine conflict), their potential solutions, and the current ways they are being dealt with by the international community. + For instance, one midterm essay exam question asks students to analyze and offer an opinion on the Israeli-Palestinian conflict.
SLO 4. Discuss discipline-based theoretical, cultural and/or intellectual perspectives within a global context.	+ See Straus, Townsend, Padilla, Evans and Sahnoun, Barnett, and de Chatel + See Paarlberg, Sengupta, Human Rights Declarations, Reid et al, Payne, <i>Freedom House</i> , Kendell-Taylor et al	+ Reading comprehension quizzes are designed to help students understand course material in order to discuss it in greater detail with classmates and in their essay exams and written papers. For example, quizzes will ask students to identify and explain the causes of global events, including from theoretical perspectives such as realism and liberalism. + Weeks 2-7: Discuss and debate critical international relations concepts such as politics, the responsibility to protect, sovereignty, anarchy, terrorism, liberalism, and atrocity crimes. + Weeks 8-15: Discuss and debate human rights, hunger, poverty, inequality, refugees, nationalism, democracy, and other global issues. Readings listed in the course schedule incorporate diverse disciplinary, cultural,



		<p>and/or personal perspectives on these issues.</p> <p>+ The midterm essay exam asks students to analyze theoretical perspectives on global issues through the lens of liberalism, for example. The Global Issues Short Essay asks students to research, analyze, and propose a solution to a global problem discussed in depth using disciplinary knowledge.</p>
<p>SLO 5. Apply multiple disciplinary perspectives (for example, cultural, historical, scientific, etc.) to examine the impact of countries, regions, or non-state actors on global systems (man-made and/or natural).</p>	<p>+ See Paarlberg, Sengupta, Human Rights Declarations, Reid et al, Payne, <i>Freedom House</i>, Kendell-Taylor et al, Townsend, Evans and Sahnoun, Haugen and Boutros, Frelick and Lynch</p>	<p>+ All written assignments (including essay exams) ask students to assess various disciplinary perspectives in light of their utility for addressing and/or solving ongoing global issues that affect the relationships between states and global environmental, social, and cultural systems.</p> <p>+ Weeks 1-15: Compare and contrast government, private sector, and civil society responses and proposed solutions to global issues from different states (countries).</p> <p>+ For example, the Midterm Exam asks students to evaluate various perspectives on the role of powerful countries in enforcing and violating sovereignty norms. The Responsibility to Protect Essay asks students to assess various perspectives on the roles of states in halting human rights violations and atrocity crimes like genocide. The Final Exam asks students to assess the role of the United Nations in fostering national cooperation between countries, based on various</p>



		academic assessments of the United Nations.
SLO 6. Assess one's own sense of identity, community, ethics, perspective, and/or impact in the context of a world composed of interdependent yet often inequitable systems.	+ See Evans and Sahnoun, Kamusella, Straus, Barnett, and Townsend	+ All written assignments, including papers and essay exams ask students to contextualize global politics and its' accompanying inequities in relation to their own lives and personal perspectives. + Weeks 1-15: Discuss personal and political identity (including nationalist identity) in the larger context of global issues and politics. Scale up community-level issues to the global level. Assess, debate, and discuss the moral, ethical, and practical implications of inequality between states and peoples (including inequalities between the Global North and the Global South).

Required Text/ Course Materials:

Books (Available in the UNC Bookstore or from any book retailer- Physical copies not required/ E-books are acceptable) and Other Course Materials

- *Terrorism: A Very Short Introduction* by Charles Townshend
ISBN: 978-0198809098
Edition, 3rd, 2018
Publisher: Oxford University Press
***Referred to as *Terrorism: AVSI* in course schedule
- *Food Politics: What Everyone Needs to Know* by Robert Paarlberg
ISBN: 978-0199322381
Edition: 2nd, 2013
Publisher: Oxford University Press
***Referred to as *Food Politics* in course schedule
- Canvas Readings (Posted under "Canvas Modules" throughout the semester) and labelled "[CANVAS]" on the course schedule.

Course Grades/ Assignments/ Important Due Dates:

- 1) Midterm Exam (**DUE MONDAY, OCTOBER 3rd via Canvas**) (25%)
- 2) Responsibility to Protect Argumentative Essay (**DUE FRIDAY, OCTOBER 21st by 11:59pm via Canvas**) (15%)



- 3) Global Issues Critical Essay (**DUE MONDAY, NOVEMBER 21st by 11:59pm via Canvas**) (15%)
- 4) Final Exam (**DUE MONDAY, DECEMBER 5th by 11:59pm**) (25%)
- 5) 5 Pop Reading Comprehension Quizzes (Due dates vary and will be announced in class) (20%)

* Please note, quizzes will be taken in person.

* Please note, essays and the midterm and final exams will be due online via Canvas.

Course Policies, Assignment Descriptions, and Important Information:

Course Reading Assignments and PowerPoints:

- Please complete the readings **prior to the date they appear on the syllabus**. You will be expected to participate in class and discuss the readings with your classmates on the days they are listed on the syllabus.
- While we may not discuss every reading on every day, you are responsible for understanding the readings, for utilizing them for reading comprehension pop quizzes, and for recalling them during the midterm and final exams.
- Readings will come from required books or will be posted on Canvas under the **“Modules”** section for the given week. Please refer to the course schedule for details.
- PowerPoints for each class period will be posted to Canvas Modules **AFTER** class that day.

Drop-In/Office Hours:

- Office hours will be held via Zoom during the times listed above or by appointment. The link for Zoom office hours can be found on the Canvas Home Page.

Midterm and Final Essay Exams (25% each of Final Grade):

- The midterm and final essay exams will be taken on Canvas. These exams require critical analysis of course material and strong argumentation on the part of students. More details and study guides will be posted to Canvas and discussed in class at least one week prior to each exam. These exams will be in essay format. The final exam is NOT cumulative and only covers material from after the midterm.

Pop Reading Comprehension Quizzes (20% of Final Grade):

- Throughout the semester, 5 “pop” **reading comprehension** quizzes will be taken during class time. These quizzes will be announced in advance **but will not be able to be made up**.
- Quizzes will be in multiple choice format and consist of 5-10 questions each, over the assigned readings for a given week. The reading that each quiz covers will also be announced in advance of the Quiz on Canvas and in class lecture.
- Students who do not read the reading in advance and take notes, in my experience, do not do well on these quizzes.

Essay Expectations (15% of Final Grade each, respectively):

- All written assignments should be typed in 12-point font and double-spaced.
- Papers should be submitted via Canvas.
- All written work should be legible, proofread, and polished. Vericite will be used to check for plagiarism.



- An essay turned in late will be given a grade lower for every day that goes by after the due date. (For example, if your paper is due Tuesday, and I receive it on Wednesday, the highest grade you can get is a B+. Weekend days count as late days). Instructor may also deduct points for papers that are turned in via Canvas **any time** after the posted deadline.
- Both sets of essay instructions will be distributed a few weeks into the semester.

Attendance and Participation:

- Attendance is required for this course. You are expected to attend class regularly and participate in class discussions.
- Though attendance will not be taken daily in our course, the instructor will (from time to time) require participation from the class in discussion and group activities.
- If you are unable to attend class in-person, please contact the instructor as soon as possible to make up class material. Zoom sessions will NOT be offered if in-person class is taking place. Please contact your peers to retrieve missed notes. Valid excuses to miss class include a Covid-19 diagnosis, illness, family or travel emergency (i.e. car trouble), religious holiday, or university sanctioned-activity.
- If you have an issue and cannot attend class, it is ALWAYS better to email me as soon as possible so that I am aware of your situation.
- Poor attendance and participation will negatively affect final course grades.

Grading Scale:

A	→	94-100
A-	→	93-90
B+	→	87-89
B	→	86-84
B-	→	83-80
C+	→	79-77
C	→	76-74
C-	→	73-70
D+	→	69-67
D	→	66-64
D-	→	63-60
F	→	59 and below

Expectations for Outside Work:

- Students should expect to do at least 2 hours of outside work (reading, studying, writing, etc) for each class hour.

Academic Integrity and Class Conduct:

- You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.
- UNC's policies and recommendations for academic misconduct will be followed. For additional information, please see the Student Code of Conduct, available at <http://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/>



- Students may use laptop computers to take notes, but cell phones, headphones, and other devices must be put away and placed on silent during class.
- Students should refrain from disruptive behavior during class and are expected to interact respectfully with fellow classmates and the instructor.
- Cheating, frequent class disruption, and disrespectful behavior may all result in significant grade penalties.
- This class is about politics. Politics is messy and controversial. Respect the opinions and experiences of your fellow students.

Disability Accommodations and Support:

- It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.
- Office: (970) 351-2289, Michener Library L-80. Students can learn more here:
www.unco.edu/disability-resource-center

Covid-19 Policies:

- It is possible that UNC will change Covid-19 policies during the course of the semester if circumstances require, including the possibility of requiring masks. You will be expected to follow all UNC policies related to quarantine/isolation/masks.
- UNC's current Covid-19 policies can be found in these locations online:
<https://www.unco.edu/coronavirus/> and <https://www.unco.edu/coronavirus/messages/fall-mask-update.aspx>

COURSE SCHEDULE- FALL 2022- PSCI 110.001- 10:10am-11am

Instructor reserves the right to change course schedule, if necessary. Changes will be announced in-class and on Canvas. Please refer to Syllabus posted on Canvas under the Syllabus tab to access the full course schedule and important dates.

Monday, August 22: Course Introduction and Syllabus Distribution

- No Assigned Reading

Wednesday, August 24: Introduction to Global Politics

- Assigned Reading: Please read the following webpage and read about at least **eight** of the different problems listed on the page that interest you: <https://www.un.org/en/global-issues>

Friday, August 26: Sovereignty and the State

- Assigned Reading: "Sovereignty and Peace," *Foreign Affairs*, Ezequiel Padilla [CANVAS]



Monday, August 29: Introduction to War and Conflict

- Assigned Reading: “Summary of the Geneva Conventions of 1949 and Their Additional Protocols,” Red Cross [CANVAS]

Wednesday, August 31: Conflict, continued: Introduction to Terrorism

- Assigned Reading: Townsend, *Terrorism: AVSI*, Ch. 1, “The Trouble with Terrorism” (p. 1-21), and Ch. 2, “Crusaders and Conspirators” (p. 22-38).

Friday, September 2: Conflict, continued: Terrorism

- Assigned Reading: Townsend, *Terrorism: AVSI*, Ch. 2, “Crusaders and Conspirators” (p. 22-38).
- Assigned Reading: Townsend, *Terrorism: AVSI*, Ch. 6, “Religious Terror” (p. 95-113).

Monday, September 5: NO CLASS/ LABOR DAY HOLIDAY

- No class/ no assigned reading

Wednesday, September 7: Terrorism & Ongoing Conflicts: Syria

- Assigned Reading: Francesca de Chatel (2014) “The Role of Drought and Climate Change in the Syrian Uprising: Untangling the Triggers of the Revolution,” from *Middle Eastern Studies* [CANVAS]

Friday, September 9: Terrorism/ Syria, continued

- Assigned Reading: NO ASSIGNED READING TODAY/ CATCH-UP

Monday, September 12: Ongoing Conflicts: Israel/Palestine

- Assigned Reading: Read the following timeline from *BBC News*:
 - Israel Historical Timeline:
 - <http://www.bbc.com/news/world-middle-east-29123668>

Wednesday, September 14: Ongoing Conflicts: Israel/Palestine

- Assigned Reading: Reading the following timeline from *BBC News*:
 - Palestinian Territories Historical Timeline:
 - <http://www.bbc.com/news/world-middle-east-29362505>

Friday, September 16: Ongoing Conflicts: Israel/Palestine

- No Assigned Reading Today
- Watch the following film entitled “Settlers, Olives, and Occupation: Voices from the West Bank” from *Vice News* in class and discuss: <https://www.youtube.com/watch?v=uc3hYl8aGwc>



Monday, September 19: Ongoing Conflicts: Israel/Palestine

- Assigned Reading: “Palestine Goes to the UN: Understanding the New Statehood Strategy,” from *Foreign Affairs*, Khaled Elgindy [CANVAS]

Wednesday, September 21: Ongoing Conflicts: Israel/Palestine

- No Assigned Reading Today/ Discuss and debate the conflict in class. Come prepared to share your opinions in depth.

Friday, September 23: Responsibility to Protect

- Assigned Reading: “The Responsibility to Protect,” from *Foreign Affairs*, Evans and Sahnoun, 2002 [CANVAS]

Monday, September 26: Genocide and Atrocity Crimes

- Assigned Reading: “Darfur and the Genocide Debate,” *Foreign Affairs*, Scott Straus, 2005 [CANVAS]

Wednesday, September 28: Genocide and Atrocity Crimes

- Finish Lecture/ Watch *Ghosts of Rwanda*
- Assigned Reading: Barnett (1997), “The UN Security Council, Indifference, and the Genocide in Rwanda” from *Cultural Anthropology* [CANVAS]

Friday, September 30: NO IN-PERSON CLASS: Midterm Review, Extra Office Hours on Thurs/Friday

- No in person class today
- Extra Office Hours/ Help with midterm exam held on Thursday, Sept. 29th from 9am-2pm and on Friday from 7:30am-9am in addition to regular office hours
- Use Canvas office hours link to join!

Monday, October 3: Midterm Exam Due

- See midterm instructions on Canvas under “Assignments”

Wednesday, October 5: Human Rights/ Discuss R2P Essay

- Assigned Reading: The U.N. Universal Declaration of Human Rights [CANVAS]

Friday, October 7: Human Rights, continued

- Assigned Reading: International Covenant on Economic, Social, and Cultural Rights, *United Nations* [CANVAS]

Monday, October 10: Human Rights, continued

- Assigned Reading: “And Justice for All,” *Foreign Affairs*, Haugen and Boutros (2010) [CANVAS]



Wednesday, October 12: Introduction to Food Politics

- Assigned Reading: Ch 1 “An Overview of Food Politics” in *Food Politics*
- Assigned Reading: Ch. 2 “Food Production and Population Growth” in *Food Politics*

Friday, October 14: Food Politics, continued

- Assigned Reading: Ch. 4 “The Politics of Chronic Hunger and Famine” in *Food Politics*

Monday, October 17: Food Politics, continued

- Assigned Reading: Ch. 5 “Food Aid and Agricultural Development Assistance” in *Food Politics*

Wednesday, October 19: Food Politics, continued

- Assigned Reading: Ch. 6, “The Green Revolution Controversy” in *Food Politics*

Friday, October 21: Finishing up Food Politics/ R2P ESSAY DUE

- Assigned Reading: Ch. 14 “Who Governs the World Food System?” in *Food Politics*
- Discussion of Ukraine/Russia War in relation to food politics
- **RESPONSIBILITY TO PROTECT ESSAY DUE VIA CANVAS BY 11:59pm**

Monday, October 24: Covid-19, Human Rights, and Global Health

- Assigned Reading: “Global Health” by Richard J. Payne (2013) [CANVAS] – Please read parts 1 & 2 (Part 1 is only two pages, Part 2 is the remainder of the chapter...I had trouble with the home-scanner). [CANVAS]

Wednesday, October 26: Covid-19, Human Rights, and Global Health

- Assigned Reading: Reid M, Abdool-Karim Q, Geng E, Goosby E (2021) How will COVID-19 transform global health post-pandemic? Defining research and investment opportunities and priorities. PLoS Med 18(3): e1003564. <https://doi.org/10.1371/journal.pmed.1003564> [CANVAS]

Friday, October 28: Nationalism

- Assigned Reading: Townsend, *Terrorism: AVSI*, Chapter 5, “Nationalism and Terror” (p. 74-94)

Monday, October 31: Nationalism

- Assigned Reading: From the *BBC*, read the web page entitled “Who are the Kurds” from October 31, 2017 at <http://www.bbc.com/news/world-middle-east-29702440>

Wednesday, November 2: Nationalism, Wrap-Up

- Assigned Reading: Kamusella (2017), “Civic and Ethnic Nationalism: A Dichotomy?” in *Minority Policies in Central and Eastern Europe in Comparative Perspective*.



Friday, November 4: Refugees and Migration

- Assigned Reading: Read pages 1-26 of “The 1951 Convention Relating to the Status of Refugees and Its 1967 Protocol” by UNHCR, available at <http://www.unhcr.org/3b66c2aa10>

Monday, November 7: Refugees and Migration

- Assigned Reading: Frelick, B. & Lynch, M. “Statelessness: A Forgotten Human Rights Crisis.” in *Forced Migration Review* (2005). [CANVAS]

Wednesday, November 9: Refugees, continued

- No Assigned Reading/ Watch film in class and discuss/debate refugee crises with classmates

Friday, November 11: International Law and the United Nations

- Assigned Reading: Sengupta, S. (2016). “The United Nations Explained: Its Purpose, Power and Problems” in *The New York Times* [CANVAS]

Monday, November 14: International Law and the United Nations

- Assigned Reading: Sengupta, S. (2016). “Examining the U.N.’s Record on Urgent Global Challenges” in *The New York Times* [CANVAS]

Wednesday, November 16: The Global Environment

- Assigned Reading: Joseph Romm, “Climate Science Basics” in *Climate Change* (2016), pp. 1-30 [CANVAS]

Friday, November 18: The Global Environment

- Assigned Reading: Dunlap and McCright, “Organized Climate Change Denial” from *The Oxford Handbook of Climate Change and Society* (2011) [CANVAS]

Monday, November 21: The Global Environment

- Assigned Reading: “Protecting Climate Refugees: The Case for a Global Protocol” by Biermann and Boas (2008) [CANVAS]

Wednesday, November 23-Friday, November 25: Thanksgiving Break, No Class

- No Class

Monday, November 28: Democracy and Authoritarianism

- Assigned Reading: “Promoting Democracy,” excerpt from *Global Issues* by Richard J. Payne (2013) [CANVAS].

Wednesday, November 30: Democracy and Authoritarianism



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- Assigned Reading: Read the “Executive Summary” from *Freedom House* “Breaking Down Democracy: Goals, Strategies, and Methods of Modern Authoritarians” (2017) located at <https://freedomhouse.org/report/special-reports/breaking-down-democracy-goals-strategies-and-methods-modern-authoritarians>
- Assigned Reading: Kendall-Taylor, Frantz, and Wright (2020)- “The Digital Dictators.” From *Foreign Affairs* (March/April 2020). [CANVAS]

Friday, December 2: Review for Final Exam

- No Assigned Reading

FINAL EXAM: DUE MONDAY, DECEMBER 5th by 11:59pm via Canvas Assignments/ No in-person final exam will be held.

*The remainder of the course schedule will be posted shortly in this document on our Canvas homepage.