Larry Morton  
Instructor of International Affairs  
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On-line “office” hours: Mondays 7:00 PM - 9:00 PM; Thursdays 8:00 AM – 10:00 AM EDT (or by appointment)  
Note: If you would like to meet in person, let me know and we can arrange a meeting time and place on the Dahlonega campus.

Accessibility Statement: If you need this document in another format, please contact Mr. Andrew Eade (Andrew.eade@ung.edu / 706-864-1628).

This is a fully online course—this course takes place in an online environment ONLY. You MUST ENSURE YOU HAVE FULL ACCESS TO D2L AND UNG EMAIL.  
You are responsible for all of the policies and information provided in this syllabus. Please read the syllabus carefully and direct any questions to me. In addition, you are responsible for all course-related materials, information and announcements sent individually or class-wide through email (either UNG or D2L) and/or posted on D2L.  
The nature of global issues is such that it is not feasible to provide all of the course content in advance; we will have to wait and see how life transpires over the coming months. Therefore, I reserve the right to change the schedule as I deem appropriate and necessary.

IMPORTANT

On-line course “contact” confirmation  
Each student must send me an email from an active and valid email account within 5 days of course start (i.e., on or before 21 Aug). Send the email to larry.morton@ung.edu. I will respond individually to each email I receive to ensure we have basic electronic connectivity with each other. Within the email please include your full name (and nickname if you prefer to use one) and a little background about why you are taking this course and why “on-line”.

NOTE: Students who do not comply with this requirement will be dropped from the course. If you do not get a response to your email within 48 hours, please advise Mr. Andrew D. Eade, Administrative Assistant for the Department of Political Science & International Affairs @ 706-864-1628.
In addition, Module 00 contains an assignment for a posting to the D2L “Discussion Board” that must also be completed on or before noon EDT on Friday 21 Aug. This post is a great way to introduce yourself to your classmates and will confirm for me you have been able to get into D2L.

**COURSE DESCRIPTION**

**Course Objectives**

“Global issues” are challenges whose sources, impacts and solutions extend beyond the borders of any one country. The overall purpose of this three credit hour course is to introduce you to the study of contemporary global issues and provide a foundation for more advanced study within the realm of political science and international relations. The course has two overarching objectives:

The first objective is to provide you the conceptual tools necessary to better understand how the various parts of the international system function and interact with one another in the contemporary environment. To this end, we will explore the fundamental concepts, theories and major themes of international relations.

The second objective is to introduce you to some of the most pressing and important global issues facing our world and help you start to build the analytic and critical thinking skills necessary to gain a better understanding of them. This will be achieved primarily by providing you the opportunity to critically dissect, and then formulate and express in writing your informed opinions in regards to these issues.

As a side-benefit of providing a forum for analyzing and discussing current global issues, this course will promote your understanding of your own role in the world, as well as your understanding and appreciation of other peoples, cultures, and societies.

**Student Learning Objectives**

At the end of this course, you will **be able to:**

- Define, compare and contrast the important themes, concepts, and theories of international relations.
- Describe the types of major actors on the contemporary global stage.
- Describe the fundamental processes in the international system such as competition, conflict, the use of force, and cooperation.
- Describe and critically evaluate the causes and potential consequences of contemporary global issues.
- Describe the viewpoints of the main actors involved in contemporary global issues from their respective positions.
- Evaluate the actions of the various actors involved with contemporary global issues.
- Analyze political, cultural, or socioeconomic interactions among people or organizations (i.e., the main actors) of the world.
- Identify the geographic location of the world’s main state actors.

**Course Overview & Content**

The course consists of three separate blocks of instruction; each one builds upon the previous.

In Block One, “Introduction and Theory” we will discuss the major theoretical ideas that form the basis for the study of international relations. We will begin with defining the terms and concepts used by political scientists, and then look at the major types and categories of actors that are the actual participants in international relations. Next, we will briefly explore the major theories, or paradigms, used by scholars and observers of international relations to try both to describe how the world works as well as how it most
likely will work in the future. Block One concludes with a look into conflict and cooperation -- their causes and explanations.

Block Two is dedicated to “Global Interaction.” We begin with an in-depth look at one of the primary tools used in some form during nearly all interactions -- power. We will explore the major elements that constitute power and where they come from, and then turn our attention to two forms of global interaction. Starting with interactions employing violence, we will look at the functions of force, and the use of terror and weapons of mass destruction. We will then delve into interactions based on cooperation, primarily in the form of international organizations and alliances.

Our final block brings us closer to the course’s title. In Block Three, “Contemporary Global Issues” we will draw upon the theories and concepts from Blocks One and Two to illuminate and investigate several of the major issue areas facing the international community today. These issues are those which you will most likely have to deal with yourselves as future policy makers and actors on the global stage; they include human rights, trade, finance, population, the environment and religion.

**REQUIRED COURSEWORK & GRADES**

*Note: This course is based on a fairly intensive reading and writing program.*

**Reading Assignments**

The assigned readings provide both initial and supplementary information on the topics being covered in the course. Reading and understanding them is the basis for learning in this course.

Reading assignments are drawn from:


- **Current articles and other supplemental reading materials** I will provide and post on D2L (either .pdf or link). Some of the supplemental readings are not posted yet because the world around us is in flux. I will have them posted at least a week prior to the applicable module.

- **Powerpoint presentations** (.pdf format) titled “Module Summary.” These presentations are designed to be an aid to you in understanding the material presented in the formal readings. I use these “slides” to expand on and provide context and depth to the textbook and the supplemental readings. I will spend some time discussing the readings, but will not be a substitute for you reading the assignments yourselves. Some information I’ll review, some I’ll highlight, some I’ll clarify, some I’ll expand on, and some information I’ll present new. Most information you have to pick up on your own. To the degree the world around us cooperates, I will interweave current events into the material.

- **Regular reading of a major daily newspaper** such as the Wall Street Journal (http://online.wsj.com/public/us); the International Herald Tribune (www.iht.com); the Washington Post (http://www.washingtonpost.com); and the New York Times
A word of caution. Note that the reading assignments for many of the Modules are fairly extensive. Do NOT put off reading until the tail end of the Module. I placed a short handout titled “Guide to Effective Reading” in D2L that contains several tips you may find useful.

**Writing Assignments**

One of the sub-goals of this course is to help you build and sharpen your skill in communicating using the written word. Being able to express yourself is an indispensable skill you will need throughout your professional lives, so I will help you work on it now. The writing portion of the course will be conducted online using a combination of written assignments along with “discussions” posted on D2L discussion boards.

**Grades**

Your final grade is a direct reflection of the effort you put in. There is no curve. All excellent work will receive an A. All good and competent work will receive a B. Work with some flaws will receive a C. Work with very significant flaws will receive a D, along with recommendations or requirements to speak with me or any special counseling and advising services as appropriate. Significantly sub-standard work will receive an F.

The following components contribute to your final grade:

- **Chapter Quizzes.** Officially, whether you read or not is your choice – you are adults. That said, you will quickly discover that our overall learning is a direct function of the time you spend reading and digesting the material. To help you get into the reading habit, I have set up a total of six quizzes; these are identified in the Learning Modules and on the course calendar. They cover the assigned reading for the respective subject area. The quizzes are available in D2L and can be completed any time prior to 11:59 pm on the Friday of the applicable Module. There will be 15 questions on each quiz worth 1 point each. You will have two independent attempts for each quiz; I will count the higher score. You will have 30 minutes per attempt once you start and must complete it in one sitting. Although the quiz is open book, I strongly suggest you do your reading before beginning the quiz. The quizzes together are worth 9% of the final grade. Remember, you MUST complete (and submit) the quiz prior to 11:59 pm eastern time of the Friday identified in the Learning Module.

- **Topical Discussions.** During 10 of the 16 weeks of the course you will have the opportunity to share your insights, opinions and questions about topics integral to the week’s Learning Module via D2L discussion boards. These discussion boards provide you a forum and the opportunity to interact with your fellow students and with me in “almost” the same way we could in a physical classroom. For each of the 10 “discussions” you will have one or perhaps several different topics to select from, think about and comment on. Some of the topics may be more factually oriented and others may be more personal opinion oriented. Regardless, your participation in the discussions is an integral part of this course and your learning. We will see how the “discussions” progress as we move along the course. For now, the basic “ground rules” and detailed guidance regarding the submission of and grading of this aspect of the course is in “Discussion General Information” under Module 00 in the D2L Content Browser (as well as in the “Help” section). The discussions together contribute 28% toward your final grade.
**Exams.** There will be three “Block” exams. The exams for Blocks 1 & 3 will be taken on-line and are worth 90 & 105 points respectively. The Block 2 exam will be a 115-point proctored exam requiring your physical attendance on campus, plus a 20-point on-line portion. I have not yet determined the exact date, time and place(s) for the exam, but it will be during Week 10 (the week of 19 Oct). This proctored event is in keeping with the guidelines found in Banner: "Students are expected to participate in at least one proctored activity (e.g. exam). Proctored activities are held on campus by the instructor (free) or at an authorized testing center (for a fee)." For those who cannot physically attend, I will set up a test opportunity via Proctor U in accordance with UNG policy. As soon as I have the details I will pass them on to you. [Note: If you anticipate taking Exam II via the Proctor U method, I highly recommend you visit as soon as possible https://proctoru.com/portal/ung/ in order to learn about the procedures for registering and taking the exam, including technology requirements. I have also placed some information in the “Help” folder in D2L.]

Each of the three end-of-block exams will consist of objective questions (multiple choice; true/false & fill-in-the-blank) plus a short essay section; they will include some questions on basic world geography also, as one cannot understand international relations without having at least a working knowledge of where the world’s countries are in relation to each other. The questions will be based on the information presented and discussed during the applicable Modules and all required readings. The exams together provide 31.5% of the final grade.

**Essays.** During two of the three blocks of instruction I will provide a discussion or research question related to that Block’s subjects; you in turn will provide me a 2-3 page paper with your thoughts. Papers will be submitted via Turnitin.com (class ID: 10107933; password: morton) prior to the designated due date.

I use a 60-point grading scale for each of the papers; half for content and half for communication. Content includes your demonstration of understanding and critical thinking; communication includes structure and grammar. Although this is not an English class, I consider this second part as important as the first – even the best analysis is for naught if you can’t communicate your ideas to others in a coherent and comprehensible way. Each essay is worth 6% of the final grade.

Remember, to some degree the essays have no right or wrong answer, only different answers. I placed several handouts in D2L containing guidance and tips for writing essays.

**Semester Paper.** All students will choose one of several articles provided by me, analyze the article and answer a set of questions designed to help frame your discussion. I will post the articles and the discussion questions in D2L by early October and provide additional guidance at that time.

In completing the paper you should draw from all aspects of the course lectures, discussions, and readings to analyze the selected article and form your response. The paper is due NO LATER THAN 12:00 PM EDT on Friday, 20 November 2015 via Turnitin.com (class ID: 10107933; password: morton).

Your grade for the paper will be based on 80 points for content and 60 points for communication + 10 points for overall impression. The paper constitutes 15% of your final grade.
Note: This assignment is common to all UNG students taking POLS 2401. It addresses the University System of Georgia Learning Outcome II, Global Perspective: Students will analyze political, cultural, or socioeconomic interactions among people and cultures of the world.

More detailed information regarding the grading of written work (including the scoring rubric for the essays and the semester paper) is in D2L along with the respective assignment information. All grading of essays will be done within Turnitin.com using the “grademark” element of the application. You will be able to see the comments to your papers posted in Turnitin.com.

➢ Group Project. The subject for Essay #2 is “Major Religions of the World.” Closely related to that essay is an activity requiring you to work collaboratively with several of your classmates sharing the same assigned religion. The end result of your group’s efforts will be a “presentation” providing an overview of your group’s assigned religion. Your work will be posted on D2L as part of the assigned readings for Learning Module 12. More details regarding this assignment will be passed in a few weeks. This group project is worth 30 pts and comprises 3% of your final grade.

➢ Extra credit. I am a firm believer that there is more to your learning experience than simply reading a textbook or participating in on-line discussions. There may be opportunities to earn credit (maximum of 40 pts) for attending outside lectures/presentations/etc. (up to 15 points per event/3 events max). I will let you know of upcoming events I consider acceptable. You will need to write at least a 2-3 page summary of the event along with your personal observations, critique, etc. If you have additional ideas for events, please let me know in advance and I will evaluate them and include them if appropriate.

Note: You will not receive any extra credit points if you do not complete ALL regular assignments on time (this includes quizzes, weekly module assignments, essays, the semester paper and exams). Any extra credit points that may have been earned prior to a late or missing submission will be removed.

There are 1000 total points available during the course. Your final grade follows the university’s grade distribution:

- A = 900-1000 points (90-100%) – excellent work
- B = 800-899 points (80-89%) – good work
- C = 700-799 points (70-79%) – average work
- D = 600-699 points (60-69%) – below average work
- F = 599 points (59%) and below – failed
LESSON PLAN

This is just a bare-bones version of what you and I will be doing this semester in each of the 16 “Learning Modules” (LM). Details on each individual module, including Learning Objectives, Required Readings and Written Assignments, can be found starting on p. 14 of this syllabus. They are also in the appropriate “Learning Modules” tab in the D2L Content Browser.

FOR SPECIFIC DATE INFORMATION REGARDING THE MODULES and DEADLINES FOR ALL ASSIGNMENTS PLEASE REFER TO D2L CALENDAR.

NOTE: AS I MENTIONED EARLIER, I RESERVE THE RIGHT TO CHANGE THE SCHEDULE AND ASSIGNMENTS AS I DEEM APPROPRIATE AND NECESSARY. ANY SUCH CHANGES WILL BE ANNOUNCED VIA THE D2L “NEWS” TAB AND REFLECTED IN THE D2L CALENDAR.

Week 1 (17 Aug)
LM 00 -- Welcome & Introductions -- Why are we here? Course overview.

Block One: Introduction and Theory

Week 2 (24 Aug)
LM 1 -- IR Terms & Concepts; Actors; Levels of Analysis.

Week 3 (31 Aug)
LM 2 -- Theories of IR

Week 4 (7 Sep)
LM 3 & 4 -- Competition & Conflict: What It Is; Dealing With It

Week 5 (14 Sep) End-of-Block Exam (Exam #1)

Block Two: Global Interaction
LM 5 -- What is “Power”?

Week 6 (21 Sep)
LM 6 -- Applying Power/Instruments of Power

Week 7 & 8 (28 Sep & 5 Oct)
LM 7 -- Functions of Force; War; Terror as a Tactic; WMD

Week 9 (12 Oct)
LM 8 -- International Organizations; Collective Security & Alliances

Week 10 (19 Oct)
End-of-Block Exam (Exam #2) -- [Date & Time TBD]

Block Three: Contemporary Global Issues
LM 9 -- Strategies of the United States

Week 11 (26 Oct)
LM 10 -- Environment & Population

Week 12 (2 Nov)
LM 11 & 12 -- International Law & Human Rights; World Religions

Week 13 (9 Nov)
LM 13 -- North-South Gap; International Development & Aid

Week 14 (16 Nov)
LM 14 -- Trade & Finance & Business

[Semester Paper Due 20 Nov]

Week 15 (23 Nov) Thanksgiving Break

Week 16 (30 Nov)
LM 15 -- Coming Challenges / Course Wrap-up & Review
Week 17 (7 Dec)

End-of-Block Exam (Exam #3)

14 Dec 2015 -- Final Grades Posted
MY PHILOSOPHY
Rule number 1 -- your education is your responsibility; I am just a facilitator. I ascribe to Albert Einstein’s philosophy: “I never teach my pupils, I only attempt to provide the conditions in which they can learn.” In other words, I cannot learn for you, but I will do all I can to help you learn.

Rule number 2 -- You are adults and I will treat you as such; I expect you to act as such in return. I ask you to show respect for your classmates and for me.

Global Issues are sometimes complicated, but also fun. While no prior knowledge of politics or of the international system is necessary to excel in this course, what is necessary is a desire to learn. My intent is to use my posted “lectures” to expand on and provide context and depth to the textbook and the accompanying readings. While I will spend some time discussing the highlights from the readings, those postings cannot substitute for you reading the assignments yourselves. Via directed questions and the various writing assignments I will try to challenge your thinking and your ability to dissect and comprehend what you see and hear about the world around us.

My first goal with respect to this course is to replicate the learning that occurs in the face-to-face version of the course. In other words, this course is not “easier” simply because it is on-line. I expect you to put in the same amount of effort and be just as prepared for the weekly discussions and assignments as those students who take the classroom-based version. This means you need to dedicate at least 12-15 hours on average per week to Global Issues.

Although the idea of “going to college in my pajamas whenever I want” has a major draw conceptually, it is one that very easily works against success. Be careful you do not fall into the trap that often meets students – that online learning gives you freedom to procrastinate an assignment (supposedly in favor of a more convenient time). Do your best to not miss a day or get behind in the material. Remember that you’re on your own as far as being systematic, reading, taking quizzes and posting discussions. You have to get into the habit of consistently checking in online or you will get behind and fail this course. I highly recommend you set up and adhere to a structured schedule (as you would a physical class) to the degree your life allows. You do not necessarily need to follow that schedule rigidly, but having a certain amount of structure to your day/week and your studies will allow you to be a better learner.

Since the course revolves around the discussion of politics, culture, and current events, we will sometimes delve into controversial topics. Please remember to respect the opinions of your classmates, even if you do not agree. When you critique or respond to something, critique or respond to the words, NOT to the person. One of the main lessons I want you to internalize by the end of the semester is that opinions are not right or wrong -- just different!

I take very seriously my responsibility to assist you in both your educational and your life endeavors and am more than happy to provide advice or support to the degree I can. I will talk with you about subjects and issues inside of, as well as, outside the course -- student-related, life-related, future profession-related, etc. I am not, however, in a position to discuss school-related financial issues such as scholarships. If there is something going on in your life that is family-, health-, work-, whatever else-related that is impacting your coursework, get in touch with me as soon as you can. If you don’t communicate with me I can’t work with you or assist you.

One last bit of information. Like you, I have a life beyond the immediate confines of the classroom and this course. I plan on being “on-line” at least on Mondays from 7 - 9 PM and Thursdays from 8 - 10
AM Eastern time. If you need to meet with me at some other time, please contact me and I will try to accommodate your schedule (either physically or virtually). In addition to these specific times I will generally check my e-mail twice a day and will try to answer your e-mails within 24 hours M-F; do not expect a reply on the weekends (though I may surprise you). In addition, I will do my best to have written assignment and exam scores posted within a week following the respective activity.
ADMINISTRIVIA

➢ UNG GENERAL EDUCATION LEARNING OUTCOMES.
This course addresses the following outcomes. The student will:
   1. Communicate effectively using multiple literacies and forms of expression;
   2. Demonstrate analytic, contextual, and holistic thinking;
   3. Engage in integrative learning;
   4. Reflect critically and take informed action individually as citizens;
   5. Analyze ethical interactions in local and global communities

➢ INFORMATION LITERACY STATEMENT.
The research, writing, and discussion activities at UNG are designed to create an information literate student, one who can effectively and efficiently read, access, weigh and apply information within the moral, social, cultural and economic context given.

What exactly is Information Literacy (IL)? Information literacy, the topic of North Georgia’s Quality Enhancement Plan, is the ability to know when information is needed and to access, evaluate and use information effectively and ethically. Information literacy, with its focus on definable skills and critical thinking, supports and extends the institution's overall learning outcomes. Please read and think about the statements below as you complete your work for this course.

Information Literacy Learning Outcomes:*
   1. The information literate student determines the nature and extent of the information needed. (Know)
   2. The information literate student accesses needed information effectively and efficiently. (Access)
   3. The information literate student evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value system. (Evaluates)
   4. The information literate student, individually or as a member of a group, uses information effectively to accomplish a specific purpose. (Use)
   5. The information literate student understands many of the economic, legal, and social issues surrounding the use of information and accesses and uses information ethically and legally. (Ethical/Legal)
*Learning Outcomes adapted from the Association of College and Research Libraries (ACRL) standards.

➢ ATTENDANCE POLICY
It is very important for you to be “visible” and active throughout the semester, and interact with your classmates and with me in the online environment. Your presence and participation is vital for understanding and learning the material covered in this course. Since this is a web-based course, there is no regular attendance that is required for this class. You work on your own time and focus on getting the assignments in on time. That said, there is one mandatory session (Exam 2) currently scheduled for the week of 19 October 2015; exact date and time will be determined later. Attendance at this proctored event is a course requirement. Failure to attend will result in “failure” of the course.

➢ TECHNOLOGY REQUIREMENTS

NOTE: You are responsible for making sure your D2L and UNG email is working without a problem. Technical glitches are not my fault and will not be considered a valid reason for missing information or for missing deadlines.
There are several aspects of technology you need to understand in order to effectively participate in this class. If you have issues or problems with any of these elements please contact me, the UNG Helpdesk (http://www.northgeorgia.edu/helpdesk) and/or the GA View 24/7 Help Center (https://d2lhelp.view.usg.edu/georgia_kb_search.do).

1. Ability to use email and attachments
2. Ability to use and submit materials via Microsoft word or in PDF format
3. Ability to sign into and navigate D2L
4. Ability to sign into and submit written work via Turnitin.com

One thing you do need to watch for when working with D2L is pop up blockers. Make sure when you are in D2L that your pop up blocker is turned off.

If you anticipate taking Exam II via Proctor U, there are some specific technology requirements you will need to meet; I highly recommend you visit https://proctoru.com/portal/ung/ as soon as possible to ensure you are prepared.

➢ INSTRUCTOR-STUDENT COMMUNICATION
I will use D2L for the majority of the communications regarding course content, assignments, deadlines, etc. However, I prefer to use the regular UNG email system (not D2L email) for normal communication. Please check email and announcements in both systems daily to make sure you are up to date on all new developments in the course and any changes to this syllabus or to the Learning Modules.

➢ EXAM MAKE-UP POLICY
If you cannot attend the proctored Block II exam you will have an extremely limited opportunity to take a make up. You must have a valid reason why you missed the test and be able to offer proof to support your position. Employment conflicts or just not feeling up to it are not valid excuses. If at all possible you must contact me prior to the test -- send me an email and notify Mr. Andrew D. Eade, Administrative Assistant for the Department of Political Science & International Affairs @ 706-864-1628. If you completely miss this exam you will fail the course.

➢ LATE ASSIGNMENTS POLICY

**NO LATE ASSIGNMENTS WILL BE ACCEPTED!!!!!**

The two essays and the semester paper must be uploaded to Turnitin.com no later than the specified time and date. **I WILL NOT** accept late papers. The on-line quizzes, exams and the discussion posts cannot be submitted after the designated close-out time and date. It is your responsibility to make sure your submissions get to me. Last minute computer problems and technology failures are seldom, if ever, a valid excuse for missing a deadline.

I try very hard to be fair and consistent. Almost everyone works hard and carries many burdens around here. Flexibility may be possible ahead of time; very little is possible after the fact. I urge you to try to complete assignments ahead of the deadline. Given the fact you do not have to be in a classroom at a particular time and can do your work at any time, the responsibility falls squarely on your own shoulders to make sure your work gets turned in. Believe it or not, there is absolutely nothing wrong with completing and turning in an assignment ahead of time!
Bottom Line -- Get used to meeting deadlines as most bosses in the real world will demand you do so, and rather than your course grade, your continued paycheck may be riding on it.

- **ACADEMIC INTEGRITY POLICY**
  The UNG honor policy will be strictly enforced. The Integrity Code reads as follows:
  "On my honor, I will not lie, cheat, steal, plagiarize, evade the truth or tolerate those who do.”
  
  (Honor Code, Undergraduate Bulletin, pp. 81-84)

  Suspected violations of the Academic Integrity policy should be referred by students to me. If I conclude a violation of the Academic Integrity policy has occurred, I will either (at my discretion) penalize you and file an incident report with the Academic Integrity Council or refer the matter directly to the Academic Integrity Council. If I intend to file an incident report, I will review the completed report with you and will request you sign the report as an indication you are aware of the contents of the report.

- **PLAGIARISM**
  **DO NOT CHEAT. YOUR WORK MUST BE YOUR OWN.** Any instance of plagiarism or cheating will result in a zero grade for the assignment and/or a failing grade for the course (“F”) depending on the severity of the offense as determined by me.

- **TUTORING**
  Tutor.com is an on-line tutoring service available to students seven days/week, 5:00 PM to 12:00 midnight. UNG students can access Tutor.com from any PC or Mac by:
  - From UNG Homepage, click on Current Students and Cadets
  - Scroll down and click on Academic Support Programs
  - Find and click on Tutoring Services
  - Click on the Tutor.com icon

  If you prefer individual face-to-face tutoring, please contact Melissa Lach for a peer-tutor in any and all subjects. For more information contact Melissa Lach at mjlach@northgeorgia.edu or call 706-864-1433.

- **SUPPLEMENTAL INFORMATION**
  Refer to the UNG [SUPPLEMENTAL SYLLABUS](#) for the following information:
  - Academic Success Plan Program
  - Students with Disabilities
  - Academic Integrity Policy
  - Disruptive Behavior Policy
  - Class Evaluations
  - Academic Exchange
  - Inclement Weather
  - Course Grades and Withdrawal Process
LEARNING MODULES
Module 00

I. Title

*Global Issues – Introduction to & Overview of the Course*

II. Overview

This module comprises your introduction to POLS 2401, On-Line Section B. As I mentioned in my introductory e-mail to you, this initial week will be busy as you adjust to a new semester and for some of you, an initial foray into the realm of asynchronous distance learning (i.e., no physical classroom time). During this first week you will get a short introduction to this course, each other, and (what I consider) the fascinating world of *Global Issues*.

Your assignments for the week consist of several readings and an initial posting on the “Discussion Board.” The first several readings listed below are designed to give you some general course guidance. The second set will provide you a brief introduction to the basic topic of this course.

Included in this module is a short “quiz.” I like to call it my “This is what I don’t know today but will by semester’s end” quiz. Take the time to print it out and give it a shot. Since it is for your own edification there is no need to turn it in. However, I recommend keeping it and filling it out as you progress through the coming weeks – it will provide a handy review tool.

The discussion assignment for this week is fairly simple and is designed first off to ensure the functionality of D2L and your ability to participate on the Discussion Boards. More importantly, it is designed to provide you an opportunity to introduce yourself to your classmates and them to you – since we are not physically meeting we will do so electronically.

If you have any questions or issues this first week let me know right away.

III. Session Dates

Week 01 *(17 Aug – 24 Aug)*

IV. Learning Objectives

Be able to:

• Understand the primary objectives of the course
• Know the administrative details associated with POLS 2401 OLB
• Navigate those aspects of D2L required to participate in POLS 2401 OLB
• Know the basic components of the field of International Relations

V. Required Reading

• Course syllabus
• “Intro to the Course” [.pdf attached]
• “Using LMs and LOs” [.pdf attached]
• “Discussions General Information” [.pdf attached]
• “Guidance for online quizzes” [.pdf attached]"
• G&P Chap 1; pp.1-11
• “Session 00_Intro to IR” [.pdf attached]
VI. Quiz Information
   “What Do I Know Quiz” [.pdf attached]

VII. Discussion Topic
    Topic #00 – Self Introduction

VIII. Essay Information
      None.

IX. Special Information
    Please be sure to send me an email from an active and valid email account on or before 21 Aug to my UNG address. I will respond individually to your email to ensure we have basic electronic connectivity with each other. This also provides me notice that you intend to continue with the course past the drop/add period. If I do not receive an e-mail from you I will presume you are not interested in continuing and you will be dropped from the course. If you do not get a response to your email within 48 hours, please advise Mr. Andrew D. Eade, Administrative Assistant for the Department of Political Science & International Affairs @ 706-864-1628.
Learning Module 1

I. Title
International Relations – Introduction and Overview

II. Overview
This module is the first of four in Block One – “Introduction and Theory.” The purpose of this module is to provide you some basic, introductory information regarding the field of international relations (IR). You will start by learning what IR is and the definitions of some of the primary terms used when discussing IR and global issues. We will then discuss the major actors that play roles on the contemporary global stage. The module concludes with a discussion of various “Levels of Analysis” that together provide a set of lenses through which global issues can be viewed and analyzed and hopefully, better understood.

Your reading in the textbook will set the foundation for the rest of the course by introducing the core principles of international relations (IR), describing state and nonstate actors in IR and discussing four levels of analysis by which to explain events that occur on the world stage. The text also discusses the geographical context of IR and presents the historical context of IR since the beginning of the 20th century. Stephen Walt’s article helps explain why policy makers (which many of you eventually will be) should have a good understanding of the theoretical aspects of IR – exposure to this information is not just an academic exercise to take up time.

The optional readings expand on the textbook. If you have the time, Cohn and Smith discuss a ‘non-traditional’ actor, and Singer provides an alternative (compared to the textbook) framework to view the world and the field of international relations. When you read Singer’s piece, do not concern yourself with the substantive discussion of ‘causes of conflict’ (we’ll save that for a later session) but rather how he discusses Waltz’ use of various levels of analysis.

III. Module Dates
Week 2 (24 Aug – 31 Aug)

IV. Learning Objectives
Be able to:
- Understand and apply core principles and models of international relations
- Define key terms used in the field of IR
- Distinguish between various types of actors in international relations and their influences
- Describe various levels of analysis through which global issues can be viewed and analyzed
- Identify the location of global actors and the impact of geography on international relations

V. Required Reading
- G&P Chap 1; pp.1-11 (review)
- G&P Chap 1; pp.12-end
- G&P Chap 2; pp 49-52
- Moisés Naim, “Hollowed-Out Sovereignty” [.pdf attached]
• Stephen Walt. “The relationship between theory and policy in international relations.”
• Week 02_IR Terms, Actors, LoA [.pdf attached]

Optional Reading
• Theodore Cohn and Patrick Smith, “Subnational Governments as International Actors”
  (read pp 1-10; skim remainder) [.pdf attached]
• David Singer, “International Conflict: Three Levels of Analysis.”

VI. Quiz Information
   None.

VII. Discussion Topic
    Discussion Topic #1 NLT 08:00 31 Aug.

VIII. Essay Information
    None.

IX. Special Information
    None.
I. Title  
**Theories of International Relations**

II. Overview
The purpose of this module is to provide you an overview of the major theories (also known as paradigms) practitioners and scholars of international relations employ to try to explain and in some cases, predict the actions and underlying rationales and motivations of the actors on the global stage.

During this module you will receive a basic introduction to several theories of international relations, but we will explore only three in depth -- realism, liberalism and constructivism. We will look first at realism -- the theory that has long dominated the field of international relations and that holds a fairly pessimistic view of the nature of man and the world. We will then turn our attention to alternative paradigms that have arisen to challenge the realist view in terms of explanatory power and value. As opposed to realism, which focuses on dominance solutions to collective-goods problems, these alternatives generally focus on the principles of reciprocity and identity. The alternative theories, especially the liberal and constructivist theories which will be our main focus, also tend to hold a more optimistic view about the prospects for global peace. The textbook will introduce these theories to you; the readings by Bova provide further explanation. (Bova’s articles are in D2L attached to this LM). Walt’s article may sound familiar at first to his article from LM 1, but use this one to start to gain a better grasp of the various IR theories. Snyder takes another look at Walt’s descriptions, and modifies them with his own ideas. The optional reading by Doyle provides an expanded look at liberalism for your consideration.

III. Module Dates
**Week 03 (31 Aug – 8 Sep)**

IV. Learning Objectives
Be able to:
- State the purpose of a theory or paradigm.
- Name the primary historical theory of IR.
- Name the major alternative theories of IR.
- Describe the main tenets and basic assumptions of the realist, liberalist & constructivist theories/paradigms of IR.
- Identify which theory/paradigm forms the basis for a given actor's decisions and actions taken in regards to a contemporary global issue.
V. Required Reading
- G&P Chap 2; pp. 42-45; 75-79
- Bova “Realism”
- G&P Chap 3; pp. 84-96
- Bova “Constructivism”
- G&P Chap 3; pp. 96-end
- Jack Snyder, “One World, Rival Theories.” [.pdf attached]
- Stephen Walt, “International Relations: One World, Many Theories.” [.pdf attached]
- Week 03_Theories of IR [.pdf attached]

Optional Reading
  http://nobelprize.org/nobel_prizes/peace/articles/doyle/

VI. Quiz Information
Quiz 1 closes 11:59 pm eastern time 4 Sep and includes all required readings.

VII. Discussion Topic
Discussion Topic #2 NLT 0800 eastern time 8 Sep. [Note: Due date shifted to Tuesday since Monday is a holiday.]

VIII. Essay Information
None.

IX. Special Information
None.
Learning Module 3

I. Title  
**Competition & Conflict**

II. Overview  
This module explores questions related to why international actors come into conflict with each other. The textbook authors provide a useful two-category paradigm for describing types of international conflict. One category is for intangible, identity-based conflicts of ideas such as ethnic, religious, and ideological conflicts. The second category holds tangible, material-based conflicts of interest such as territorial border disputes, conflict over who controls national governments, and economic conflicts (including those associated with drug and human trafficking).

The linked readings provide some examples of current and/or potential conflicts, as do the two additional articles attached to this LM in D2L. These come from the 2009 edition of *SAISPHERE*, a publication of the Johns Hopkins University School of Advanced International Studies, found at [http://www.sais-jhu.edu/pressroom/publications/saisphere/2009/index.htm](http://www.sais-jhu.edu/pressroom/publications/saisphere/2009/index.htm). Although somewhat dated, the messages presented by the authors are still quite valid.

As you read the various articles, try to look at each of them using the levels of analysis and attempt to fit them into the textbook author’s paradigm. Something to think about – does using the levels of analysis construct help you understand the underlying causes and various aspects of the particular issue?

III. Module Dates  
**Week 04 (7 Sep – 14 Sep)**

IV. Learning Objectives  
Be able to:
- Compare and contrast the various paradigms and theories that describe why and how conflicts arise
- Describe the causes of conflict in terms of time
- Describe the nature of so-called conflicts of ideas, including the different types of such conflicts, their causes, consequences, and possible solutions.
- Describe the nature of so-called conflicts of interest, including the different types of such conflicts, their causes, consequences, and possible solutions.
- Categorize contemporary issues by type of conflict.

V. Required Reading  
- G&P Chap 5: pp. 160-end
- Download .pdf from: [http://media.sais-jhu.edu/saisphere/content/saisphere-2009-religions-grasp-world-affairs](http://media.sais-jhu.edu/saisphere/content/saisphere-2009-religions-grasp-world-affairs) and read:
  - Eliot Cohen, “Religion and War”
  - P. Terrence Hopmann, “Group Think: Religion, Identity and Violent Conflict”
[If the above link does not work, you can find the readings in the "Additional Readings" tab.]
• David Stern, "Receding Aral Sea Offers Fertile Ground for Conflict"
• Thomas Homer-Dixon, "Terror in the Weather Forecast"
• “UN official warns climate change could lead to conflicts over resources”
• Washington Post, “Violence In Pakistani City Exposes Deep Divides”
• LM 03_Causes of Conflict [.pdf attached]

Optional Readings
• David Victor, “What Resource Wars?”
• Thomas Homer-Dixon, “On the Threshold: Environmental Changes as Causes of Acute Conflict”
  http://www.jstor.org.libproxy.ung.edu/stable/2539061?seq=1 (pp. 76-88 & 104-end; skim remainder)
• Rafael Reuveny, “Economic Growth, Environmental Scarcity, and Conflict”

VI. Quiz Information
Quiz 2 closeout 11:59 PM eastern time 11 Sep.

VII. Discussion Topic
Discussion Topic #2 NLT 08:00 eastern time 8 Sep.
Discussion Topic #3 NLT 08:00 eastern time 14 Sep.

VIII. Essay Information
None.

IX. Special Information
Note: Expect to be busy as BOTH LM 3 AND LM4 are being covered in tandem this week. See LM 4’s “Module Overview” for information regarding the Block I exam.
Learning Module 4

I. Title
   Dealing with Competition and Conflict

II. Overview
   In Module 3 we explored a number of causes of international conflict and developed a couple paradigms to assist in categorizing and understanding them. In this module we will take a brief look at how international actors respond to the competition and conflict they face on the global stage. We will look at why some actors chose cooperation-based strategies to manage conflict and resolve issues, while others often seek resolution via violence and war.

   Think back to the concept of collective-goods and the three principles for solving global issues we discussed in LM 1. How any particular actor chooses to deal with conflict is ultimately a function of how that actor views and prioritizes these three principles. Actors who adhere primarily to the ‘dominance’ principle tend also to be firm believers in using various types and levels of violence, including war, to resolve issues. Chapter 5 in the textbook provides a broad overview of various causes of war classified according to levels of analysis. But as you know, not all issues end in war. In fact, the majority of global issues arguably are resolved via cooperation. Actors looking more at cooperation as a solution to global issues tend to rely heavily on the principles of ‘reciprocity’ and ‘identity’.

   These two principles, reciprocity and identity, underlie the increasing movement toward globalization and global integration. However, while many people espouse the virtues of globalization and integration as a (or for some, ‘the’) way to solve the world’s ills, there is not universal agreement. The trend toward integration showcases the struggle between the contradictory forces of nationalism and supranationalism; by its very nature integration undermines sovereignty as it has been traditionally understood. This is not always acceptable to some actors. The reading from Chapter 10 will introduce you to the concept of integration, serving up the underlying theories and a short history lesson on disintegration. It presents the past, current and future of the European Union (EU), which is quite useful as a case study for exploring more closely international integration. Katz’s article discusses the on-going ‘conflict’ between Japan and the People’s Republic of China and its possible (probable?) future course. What type or types of conflict are evident? What theory of international relations do you recognize in Katz’s discussion?

   Note: As you read Hardin’s article, I do not want you to get overly involved with his primary topic of ‘over-population’ – that is for another day and another course. What I do want you to try to understand are his arguments regarding “the commons” – reasons why, in his view at least, cooperation is a necessity and why it is often so difficult.
III. Module Dates

Week 04 (7 Sep – 14 Sep)

IV. Learning Objectives

Be able to:

• Distinguish between the different types of “goods” generally at stake in most global issues.
• Describe what factors can cause an international actor to go to war.
• Describe the main features of various non-violent conflict-management strategies using the principles of IR.
• Describe how international law and IGOs serve as vehicles for managing conflict and promoting cooperation, and their effectiveness at doing so.
• Define transnationalism and globalization.
• Explain how and to what extent transnationalism and globalization cause and/or help resolve international conflict.
• Explain why some international conflicts are resolved with violence while others are resolved via peaceful means.
• List the advantages and disadvantages integration into a supranational organization such as the EU creates for individual member states.

V. Required Reading

• G&P Chap 1 (pp. 4-10 (review))
• G&P Chap 5 (pp. 157-160)
• Richard Katz, “Mutual Assured Production”
• Garrett Hardin, “The Tragedy of the Commons”
  http://www.sciencemag.org/content/162/3859/1243.full
• G&P Chap 10 (pp. 354-371 and 379-381)
• LM 04_Dealing with Conflict [.pdf attached]

Optional reading

VI. Quiz Information

Quiz 2 closeout 11:59 PM eastern time 11 Sep.

VII. Discussion Topic

Discussion Topic #2 NLT 08:00 eastern time 8 Sep.
Discussion Topic #3 NLT 08:00 eastern time 14 Sep.

VIII. Essay Information

None.

IX. Special Information
Reminder, LM 3 AND LM4 are being covered in tandem this week.

LM 04 is the last module before the end-of-block exam (Exam I). The Block I end-of-block exam is an on-line exam in D2L and consists of two parts – one part focused on world geography and the other focused on the content of the Block I learning modules.

Both parts will be accessible as of noon eastern time on 14 Sep and will close on 18 Sep at 11:59 PM. [NOTE: Take into account D2L maintenance downtime!!]
Learning Module 5

I. Module Title

What is “Power”?

II. Overview

This module is the first of four in Block Two -- Global Interaction. The Block has two parts. In Part A we will discuss the term power; in Part B we will discuss various cooperative and violent strategies actors use when interacting on the global stage.

The purpose of Module 5 is to provide you some basic, introductory information regarding the term power in the context of international affairs. We have already talked a fair amount about power. But we never discussed what exactly power is, what its components are, nor how it plays out on the world stage. As you learned in LM 2, power is considered one of the three major aspects of the realist paradigm and is central in the effort to secure state interests. However, you should not make the common mistake of viewing power only as a concept and tool for realists. This module will provide you some definitions, as well as some ways to think about what power is and what it is not, how to measure it, and what some of its building blocks are. In addition, you will get a chance to see an example of the role of power in the contemporary environment via Rosecrance’s article on China.

III. Module Dates

Week 05 (14 Sep – 21 Sep)

IV. Learning Objectives

Be able to:

• Define the term “power”
• Describe the basic purpose or use (i.e., its role in IR) of power as viewed by the different IR theories
• Describe from where and/or from what any given actor’s power stems
• Describe some possible methods available to measure power and some of the problems encountered when trying to do so
• Define the terms balance of power, polarity and hegemony

V. Required Reading

• G&P Chap 2 (pp. 45-49; 52-63)
• Jeffrey Hart, “Three Approaches to Measuring Power”
  http://www.jstor.org.libproxy.ung.edu/stable/2706260
• Richard Rosecrance, “Power and International Relations: The Rise of China and Its Effects”
• Week 05_What is “Power”? [.pdf attached]

Optional Readings

• Michael Barnett and Raymond Duvall, “Power in International Politics”
  http://www.jstor.org.libproxy.ung.edu/stable/3877878

VI. Quiz Information
None.

VII. Discussion Topic
Discussion Topic #3 NLT 0800 eastern time 14 Sep.
Discussion Topic #4 NLT 0800 eastern time 21 Sep.

VIII. Essay Information
Essay #1 due NLT 11:59PM eastern time 25 Sep.
Assignment information and Topics are in D2L under “Writing Assignments.” Please also take a look at “Essay Writing Tips” in D2L under “Help.”

IX. Special Information
End-of Block Exam is also due this week (NLT 11:59PM eastern time 25 Sep).
Learning Module 6

I. Module Title

Applying National Power

II. Overview

In Learning Module 5 we defined the term *power* and what forms the basis for a given actor’s amount of power. What we didn’t discuss, however, is what instruments (or levers) state A has at its disposal to ‘get state B to do what it would not otherwise have done’ and avoid state B being able to do the same to state A. This module will help fill that void.

The main body of the report from the Center for Strategic & International Studies (CSIS) lays out a strategy for how to implement a smart power strategy, and I recommend reading the entire document. However, the Foreword (optional) and Introduction (assigned) describes what smart power is, preceded by a brief overview of hard and soft power. Within the hard/soft power construct we will discuss several sets of “tools” all states, and to varying degrees, all actors, have at their disposal to wield power and try to advance their particular agenda or cause. The DIME paradigm, a well-known construct in the US Defense Department and many parts of the US government, provides us an easy way to categorize these toolsets. Bay’s article provides a quick introduction into DIME. If you have the time and inclination, de Lisle’s article presents a case study of ‘soft power in action’.

The textbook provides a useful discussion of two instruments of power – information and the military. Information (the “I” in DIME) as an instrument of power is arguably ascendant in utility and use in today’s world. Information can be used as a tool of government power and also as a tool against governments; both are discussed in the text. Information is also a major force propelling international interdependence. Chapter 6 of the textbook provides you an overview of the military instrument (the M in DIME). The use of diplomacy and economics are the other two instruments we will look at.

During this module we also will take a look at “coercive diplomacy” – a particular application of the instruments of power. The reading from Art & Cronin’s book provides a good overview. For a deeper look at coercive diplomacy read Bruce Jentleson’s and Poyueh Wang Hsu’s case studies. Poyueh Wang Hsu’s viewpoints are particularly interesting as she was a part-time lecturer at Tamkang University, Taiwan at the time she wrote the article.

III. Module Dates

Week 06 (21 Sep – 28 Sep)

IV. Learning Objectives

Be able to:

- Describe the difference between the concepts of hard power and soft power and their relationship to IR theories
- Identify which category of power (hard or soft) is in use given a contemporary global issue
- Describe the concept of “smartpower”
- Define “coercive diplomacy”
- Describe the primary characteristics of the four instruments of power represented in the DIME construct
• Describe the relative utility and efficacy of the various instruments of power
• Identify which instrument(s) of power is(are) in use given a contemporary global issue
• Explain the impact of global communication on governments, groups, and individuals around the world, including the concepts of global culture and cultural imperialism.

V. Required Reading
• Report of the CSIS Commission On Smart Power (Introduction)( Foreword optional) 
• Amy Zalman, "How Power Really Works in the 21st Century: Beyond Soft, Hard & Smart" 
• G&P Chap 6 (pp. 193-204; 222-226)
• G&P Chap 10 (pp. 370-381)
• Austin Bay, “The DIME Ballet,”
  http://www.strategypage.com/on_point/2005524.aspx
• 2014 Quadrennial Defense Review (pp. 3-9)
• Lester Brown, “The New Geopolitics Of Food,” Foreign Policy, May/Jun 2011
• Art & Cronin, ed., “The United States and Coercive Diplomacy” (Chap 1: Introduction)
  http://books.google.com/books?id=k0XhXp3EcM8C&pg=PA259&lpg=PA259&dq=coercive+diplomacy+definition&source=bl&ots=10-6Gt2m5i&sig=BuXCdlHWdmboPQzi44OK6yJFnnc&hl=en&ei=J3JrTvD-HqatsQKrroyQCQ&sa=X&oi=book_result&ct=result&resnum=10&ved=0CFgQ6AEwCQ#v=onepage&q&f=false
• LM 06a_Types of “Power” [.pdf attached]
• LM 06b_Instruments of “Power” [.pdf attached]

Optional Readings
• Jacques deLisle, “Soft Power in a Hard Place: China, Taiwan, Cross-Strait Relations and U.S. Policy,”
• Ken Adelman, “Not-So-Smart Power,”
  http://www.foreignpolicy.com/articles/2011/04/18/not_so_smart_power?page=0.0
• Joseph Nye, “The War on Soft Power,”
  http://www.foreignpolicy.com/articles/2011/04/12/the_war_on_soft_power?page=0.0
• Bruce W. Jentleson, Coercive Diplomacy: Scope and Limits in the Contemporary World,” .pdf available at
  http://www.stanleyfoundation.org/resources.cfm?ID=57
• Poyueh Wang Hsu, “US Coercive Diplomacy in the North Korean Crisis”
• Matthew Harwood, “Treasury Evolves to Fight Terrorist Financing,”
• Michael Flynn & Simone Ledeen, “Pay for Play: Countering Threat Financing,”

VI. Quiz Information
   Quiz 3 closeout 11:59 PM eastern time 25 Sep.

VII. Discussion Topic
    Discussion Topic #4 NLT 0800 eastern time 21 Sep.

VIII. Essay Information
      Essay #1 due NLT 11:59PM eastern time 25 Sep.

IX. Special Information
    None.
Learning Module 7

I. Module Title

Strategies based on Violence

II. Overview

This module is the first of two in Part B of the Block “Global Interaction.” In Block I we looked at the origins of conflict and discussed why actors in some conflicts turn to violence for resolution. In the previous two modules we discussed the term ‘power’, along with some of the elements that provide it and some of the ways it can be used. In this module we will combine the two to some degree and take a much more in-depth look at how some actors apply specific instruments and tools of power and employ violent means in pursuit of their goals. We will begin at a general level with a discussion of the uses (or functions) of force and transition into types of wars. We will pay particular attention to just and unjust wars; preventive and preemptive wars; interventions; and especially to so-called “holy wars”. Although placing warfare and similar violent acts into discrete categories may perhaps be a somewhat arbitrary distinction, such categorization nevertheless permits us to better understand the term ‘war’. This, in conjunction with a look at what perhaps “war” is not, can help us better grasp some of the nuances surrounding contemporary events and lead to better, more informed responses.

The second part of Module 7 consists of a deep look at two specific categories of tools used by actors on the global stage today – terrorism and weapons of mass destruction (WMD). Both of these particular manifestations of force have historical roots that all “informed global citizens” need to be acquainted with. In addition to discussing what terrorism and WMD are and what their use can potentially achieve, we will also spend some time discussing what they are not. We conclude the module with a look toward the future, and a discussion regarding the degree to which terrorism and WMD are or are not useful for solving contemporary global issues, and the extent to which the mere existence of terrorism and WMD constitute global issues in and of themselves.

As you work your way through the readings in this module, do two things. First, start trying to integrate some of the concepts and ideas you learned in Block I and Module 6 with the subject of ‘violence-based strategies.’ Hopefully, you will begin to see and appreciate their analytic utility. Second, start evaluating in your own mind where “we” (as a country and as a global society) are headed in regard to the issues and ideas presented in this module.

Note: Many of the readings in this module are intended to get you to think and to question! They are not intended to be exercises in memorization. Pay particular attention to Goldstein’s, Kurzman’s and Mueller’s articles in this regard. Think about whether, and to what degree, you agree or disagree with their respective central premises.

III. Module Dates

[Note: This is one of our few two-week modules.]

**Week 07 (28 Sep – 5 Oct)**

**Week 08 (5 Oct – 12 Oct)**
IV. Learning Objectives

Be able to:
- Name the basic functions of force
- Identify various types of wars
- Describe the difference between various types of wars
- Know the origins and basic precepts of the “just war doctrine”
- Discuss the pros and cons of military interventions
- Identify a former Chairman of the Joint Chiefs of Staff’s two principles regarding the proper use of modern military forces
- Define the term “terrorism”
- Describe what terrorism is, and what it is not
- Know what is meant by the term “weapon of mass destruction”
- Identify categories and types of weapons of mass destruction
- Describe various efforts to control the use and/or spread of WMD, both historical and current
- Discuss the utility of force and violence, including the use of war, terrorism and WMD, on the contemporary, and future, global stage

V. Required Reading

Functions of Force & Types of War (Week 7)

- G&P Chap 5 (pp153-156)
- G&P Chap 7 (pp263-264)
- Charles Kimball, Chap 6 “Holy War” [.pdf attached]
- Eliot Cohen, “Religion and War” [.pdf attached]( review from LM 3)
- P. Terrence Hopmann, “Group Think: Religion, Identity and Violent Conflict” [.pdf attached]( review from LM 3)
- Week 07a_ Functions of Force [.pdf attached]
- Week 07b_ Types of War [.pdf attached]

Terrorism (Week 8)
• G&P Chap 6 (pp204-209) (plus “Policy Perspective” p. 202)
• David Rapoport, “The fourth wave: September 11 in the history of terrorism,”
accountid=12774
• Robert Pape, “The Strategic Logic of Suicide Terrorism,”
accountid=159965
• Charles Kurzman, "Why Is It So Hard to Find a Suicide Bomber These Days?" Foreign Policy, Sept/Oct 2011.
accountid=12774
• John Mueller, “Terrorphobia: Our False Sense of Insecurity.”
ue&db=a9h&AN=32009719&site=ehost-live
• Week 08a_ Terror as a Tactic [.pdf attached]

WMD (Week 8)

• G&P Chap 6 (pp209-222) (plus “Debate” pp. 230-231)
• Scott Sagan, “The Causes of Nuclear Proliferation,”
  http://search.proquest.com.libproxy.northgeorgia.edu/docview/200727806/fulltextPDF/131
10B62B6E19E46CAF/4?accountid=12774
• Stephen Rosen, “After Proliferation: What to Do If More States Go Nuclear,”
accountid=159965
• Week 08b_ WMD [.pdf attached]

Optional Readings

• Dominika Svarc, “Military Response to Terrorism and the Jus ad Bellum”
  http://www.coedat.nato.int/publications/datr/03.Dominika%20SVARC.pdf
• Bobby Ghosh, “Inside the Mind of an Iraqi Suicide Bomber,”
  http://www.time.com/time/magazine/article/0,9171,1077288,00.html
• John Mueller, “Is There Still a Terrorist Threat?: The Myth of the Omnipresent Enemy,”
accountid=159965
• Walter Pincus, “Counterterrorism On A Budget,”
accountid=12774
• David Rapoport, “Fear and Trembling: Terrorism in Three Religious Traditions,”
  http://www.jstor.org.libproxy.northgeorgia.edu/stable/1961835
• “A World Wide Web of Terror,”
ue&db=a9h&AN=25773850&site=ehost-live
• Laurie Garrett, “The Nightmare of Bioterrorism,”
accountid=159965
• Paul Walker, “Nunn-Lugar at 15: No Time to Relax Global Threat Reduction Efforts,”
  http://www.armscontrol.org/print/2047
• “Bombs Away,”
  ue&db=a9h&AN=25847616&site=ehost-live
  Terrorism” (.pdf attached)

 VI. Quiz Information
    Quiz 4 closeout 11:59PM 2 Oct. [Note: Quiz includes only Week 7 readings.]

 VII. Discussion Topic
    Discussion Topic #5 NLT 0800 eastern time 12 Oct.

 VIII. Essay Information
        None.

 IX. Special Information
     None.
I. Module Title

   Intergovernmental Organizations (IGO)

II. Overview

   International organizations (IO), in particular intergovernmental organizations (IGO), are one
   of the primary examples of cooperation between state actors, as well as one of the primary
   forums for cooperation. As you remember from Block I, one of the three main tenets of
   Immanuel Kant’s “Blueprint for Peace” and a key aspect of the liberalist theory of international
   relations are international institutions and organizations (a.k.a. Liberal Institutionalism). This
   module has two parts where we will look at cooperation via IGOs.

   In the first part of the module we will briefly discuss IGOs in general, but most of our focus
   will be on perhaps the preeminent IGO – the United Nations. This first part will consist of an
   introduction to the UN, including its history and structure and component parts. Following
   that, we will look at the UN as an actor on the contemporary global stage and discuss its
   efficacy and usefulness in dealing with various global issues.

   The second part of the module is dedicated to a discussion of collective security. As stated in
   the textbook, collective security is quite simply the “banding together of states to stop an
   aggressor.” In this part of the module we will explore formal alliances and other IGOs that are
   designed, either in whole or in part, to advance the security of their members. As part of this
   exploration we will discuss what these IGOs provide their members and their value and
   effectiveness. Finally, we will look specifically at NATO, perhaps the paramount alliance for
   the United States, and attempt to determine its future efficacy and utility. Closely related to
   thinking about the future of NATO is thinking about the future of “security” writ large. To
   help you, I have included an OpEd piece by Clemens Wergin, the foreign editor of the German
   newspaper group Die Welt. In his piece he presents several different aspects of the current
   issue of global security and America’s & Europe’s respective roles in leading and/or
   maintaining that security. Please read it with a critical eye both to what Mr. Wergin claims and
   to what he proposes, and think about where you stand and what you would do if you were ‘in
   charge’.

III. Module Dates

   Week 09 (12 Oct – 19 Oct)

IV. Learning Objectives

   Be able to:
   • Describe the purpose and role of intergovernmental organizations (IGOs) in international
     relations
   • Name the major organizations of the United Nations
   • Describe the purpose of the United Nations and the purposes of its major organizations
   • Describe the historical evolution of the United Nations
   • Describe some of the limitations of IGOs in general, and the UN in particular, as forums for
     solving (or resolving) global issues
   • Define the term “collective security”
   • Describe the evolution of the concept of “collective security”
• Understand the purpose(s) of various types of alliances, particularly their role in providing collective security
• Identify the pros and cons of collective security and alliance arrangements in general
• Describe current issues facing NATO and possible ways ahead

V. Required Reading
• G&P Chap 7 (pp. 233-254)
• G&P Chap 3 (pp 92-94)
• G&P Chap 2 (pp 63-71)
• “Future of NATO” (numerous news sources) (.pdf attached)
• LM 08_IGOs & Security [.pdf attached]

Optional Readings
• Robert Keohane, "International Institutions: Can Interdependence Work?"
• Robert Jervis, “Theories of War in an Era of Leading-Power Peace,”

VI. Quiz Information
Quiz 5 closeout 11:59PM 16 Oct.

VII. Discussion Topic
None.

VIII. Essay Information
None.

IX. Special Information
This module closes out Block II. The Block II end-of-block exam will have a similar format as the Block I exam, with an on-line “map” portion, but with the “Learning Module” portion being a face-to-face event vice on-line. The on-line “map” portion will be available in D2L starting at noon on 19 Oct; the exam will “close” at 11:59 pm Eastern time on Oct 23rd. The in-class portion will take place in several locations during Week 10 as announced and coordinated via e-mail.
Note that LM 9, belonging to Block III, also takes place during Week 10.

PLAN ACCORDINGLY!
Learning Module 9

I. Module Title
   Strategies of the United States

II. Overview
In Block II we took an in-depth look at the instruments a state can apply in order to solve or address global issues and hopefully, achieve its objectives. In Block III we will look at several of these issues. But before we do, it is worth a look at how our own government intends to apply the instruments of power of the United States in furtherance of US objectives. The purpose of this module is to provide you an overview of several of the documents produced by the US Government. These documents lay out the Government’s ‘game plan’ and describe the strategies it currently follows in attempting to deal with the contemporary global issues facing our country.

Note: The intent of the readings is to provide you a rudimentary overview of the current US strategies, NOT to make you strategy “experts.” Therefore, read them with the intent of becoming acquainted with the contents, not memorizing the contents. If you do so, these will provide you a fascinating look into the United States as a global actor.

III. Module Dates
   Week 10 (19 Oct – 26 Oct)

IV. Learning Objectives
Be able to:
   • Identify the fundamental purpose of each of the major documents guiding US international action
   • Name the four enduring American interests stated in the 2010 National Security Strategy (NSS)
   • Identify the region of the world currently receiving priority handling by the US Government
   • Identify the seven “Policy Principles” outlined in the Department of State’s Quadrennial Diplomacy and Development Review (QDDR)
   • Identify the four “National Military Objectives” outlined in the 2011 National Military Strategy (NMS)

V. Required Reading
   • National Security Strategy 2015
     http://content.govdelivery.com/attachments/USSTATEBPA/2015/02/06/file_attachments/362727/2015%2BNational%2BSecurity%2BStrategy.pdf
   • Priorities for 21st Century Defense (President’s & SecDef’s letters plus pp. 1-3)
   • 2014 Quadrennial Defense Review (pp. 11-22)
• LM 09_ Strategies [.pdf attached]

**Optional Readings**
• National Strategy for Counterterrorism 2011 (pp. 4-8) [http://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf](http://www.whitehouse.gov/sites/default/files/counterterrorism_strategy.pdf)
• International Strategy for Cyberspace (pp. 7-15) [http://www.whitehouse.gov/sites/default/files/rss_viewer/international_strategy_for_cyberspace.pdf](http://www.whitehouse.gov/sites/default/files/rss_viewer/international_strategy_for_cyberspace.pdf)
• Remaining portions of all required-reading documents.

**VI. Quiz Information**
None.

**VII. Discussion Topic**
Discussion Topic #6 NLT 8 am Eastern time 26 Oct.

**VIII. Essay Information**
Essay 2 must be submitted via Turnitin.com by 23:59 pm on Oct 30th.

**IX. Special Information**
This Module belongs to Block III.
The Block II end-of-block exam takes place this week.
Learning Module 10

I. Module Title

Environment & Population

II. Overview

Beginning our look at current global issues, this module covers a discussion of two issues which many people maintain require a ‘unified’ global effort to address. One, you will explore issues and concerns related to global threats to the natural environment. Many of these issues and concerns harken back to our earlier discussion on “the global commons” and the “Tragedy of the Commons” as actions taken by one state often affects the access other states have to natural resources and to the benefits of a healthy environment. Solving many, if not all, of the environmental collective-goods problems is based on achieving shared benefits that depend on overcoming conflicting interests – a prime example of growing interdependence. Two, with the world having fairly recently passed the “7 billion person” threshold, now is an opportune time to take a close look at the world’s population and the impact its near-exponential growth rate has on international relations in general and on the environment in particular. You will also get a chance to explore the opposite side of the population “growth-rate” coin – the declining growth rate in many countries and what that portends for the future, as well as a think-piece concerning food.

III. Module Dates

Week 11 (26 Oct – 2 Nov)

IV. Learning Objectives

Be able to:

- Name the major international efforts addressing environmental collective-goods issues
- Explain the difficulty and necessity of global responses to specific environmental and pollution problems, as well as approaches to managing such global cooperation
- Discuss the managing of natural resources (renewable and nonrenewable) as a bargaining problem in the context of countries’ dependency on such resources
- Discuss the impact of population growth on global environmental and security issues, as well as the role of governments in policy-making about population growth

V. Required Reading

- G&P Chap 11
- Phillip Longman, “Global Aging.”
- [Review from LM 3] “UN official warns climate change could lead to conflicts over resources” http://www.msnbc.msn.com/id/43836312/ns/us_news-environment
- LM 10_ Environment & Population [.pdf attached]
VI. Quiz Information
   None.

VII. Discussion Topic
   Discussion Topic #6 NLT 0800 eastern time 26 Oct.
   Discussion Topic #7 NLT 0800 eastern time 2 Nov.

VIII. Essay Information
   Essay #2 is to be uploaded onto Turnitin.com not later than 23:59PM on Friday, 30 Oct.

IX. Special Information

   Submit the Group Project presentation to me via attachment to UNG e-mail NLT noon eastern time on Friday, 30 Oct. I will post each group’s submission as part of LM 12 readings.
I. Module Title
   **International Law and Human Rights**

II. Overview
   This module is another stop in our look at international cooperation, this time with a discussion of international law and of human rights. We have touched upon international law previously, and discussed in general terms the origins of international law and some of the limitations associated with trying to create and enforce a body of law applicable for all actors on the global stage. We have also briefly touched upon human rights, in particular in regards to interventions and as a reason for setting aside the principle of state sovereignty.

   In this module we will look at international law and human rights together. These two topics, though seemingly disparate, are covered in this one module mostly due to the fact that a good portion of the laws we will discuss are related in some fashion to human rights. As you progress through the readings, think about the relationship between international law and individual state sovereignty and the implicit tension (perhaps even conflict) between them. What, in your mind, should be the position of the United States people and their government?

III. Module Dates
   **Week 12 (2 Nov – 9 Nov)**

IV. Learning Objectives
   Be able to:
   - Describe in general terms the historical development and current status of international law, including the primary institutions that create and uphold it
   - Explain the major differences between international law and national (domestic) law
   - Discuss the tensions between state sovereignty and international organizations, international law, and individual human rights
   - Describe the concept of “universal human rights” and the issues surrounding it
   - Describe the pros and cons of the global community creating and following a body of international law
   - Discuss the efficacy of current international efforts to protect human rights

V. Required Reading
   - G&P Chap 7 (pp. 254-end)
   - G&P Chap 5 (pp. 166-168)
   - Thomas Franck, "Are Human Rights Universal?"
   - “The Decline of Human Rights” [pdf. attached]
   - LM 11_ Intl Law & HR [.pdf attached]
Optional Readings

- Elizabeth Rubin, "If Not Peace, Then Justice." [URL]
- Brett Schaefer, “The U.S. Should Pursue an Alternative to the U.N. Human Rights Council” [URL]

VI. Quiz Information
Quiz 6 closeout 11:59 PM 6 Nov.

VII. Discussion Topic
Discussion Topic #7 NLT 0800 eastern time 2 Nov.
Discussion Topic #8 NLT 0800 eastern time 9 Nov.

VIII. Essay Information
Continue working on your Semester Paper (due 20 Nov). (due 13 Nov)

IX. Special Information
Note: LM 11 AND LM12 are being covered in tandem this week.
Learning Module 11

I. Module Title

**International Law and Human Rights**

II. Overview

This module is another stop in our look at international cooperation, this time with a discussion of international law and of human rights. We have touched upon international law previously, and discussed in general terms the origins of international law and some of the limitations associated with trying to create and enforce a body of law applicable for all actors on the global stage. We have also briefly touched upon human rights, in particular in regards to interventions and as a reason for setting aside the principle of state sovereignty.

In this module we will look at international law and human rights together. These two topics, though seemingly disparate, are covered in this one module mostly due to the fact that a good portion of the laws we will discuss are related in some fashion to human rights. As you progress through the readings, think about the relationship between international law and individual state sovereignty and the implicit tension (perhaps even conflict) between them. What, in your mind, should be the position of the United States people and their government?

III. Module Dates

**Week 12 (2 Nov – 9 Nov)**

IV. Learning Objectives

Be able to:

- Describe in general terms the historical development and current status of international law, including the primary institutions that create and uphold it
- Explain the major differences between international law and national (domestic) law
- Discuss the tensions between state sovereignty and international organizations, international law, and individual human rights
- Describe the concept of “universal human rights” and the issues surrounding it
- Describe the pros and cons of the global community creating and following a body of international law
- Discuss the efficacy of current international efforts to protect human rights

V. Required Reading

- G&P Chap 7 (pp. 254-end)
- G&P Chap 5 (pp. 166-168)
- Thomas Franck, "Are Human Rights Universal?"
- “The Decline of Human Rights” [pdf. attached]
- LM 11__ Intl Law & HR [.pdf attached]
Optional Readings

- Elizabeth Rubin, "If Not Peace, Then Justice." [link]

- Brett Schaefer, “The U.S. Should Pursue an Alternative to the U.N. Human Rights Council” [link]


VI. Quiz Information
Quiz 6 closeout 11:59 PM 6 Nov.

VII. Discussion Topic
Discussion Topic #7 NLT 0800 eastern time 2 Nov.
Discussion Topic #8 NLT 0800 eastern time 9 Nov.

VIII. Essay Information
Continue working on your Semester Paper (due 20 Nov).

IX. Special Information
Note: LM 11 AND LM12 are being covered in tandem this week.
Learning Module 13

I. Module Title
   **International Development and Aid**

II. Overview

Continuing our look at cooperation, this module covers a discussion of international development and aid. This module has two main areas of focus.

One, you will explore issues and concerns related to the disparities in wealth and power between the industrialized countries in the global North and the more typically less-industrialized countries in the global South.

Two, you will take a close look at development, and in particular, the role, purpose and success of efforts by the “haves” of the world (the more wealthy countries) to help the “have nots” of the world via development assistance and aid.

Two major issues to keep in mind during this module. First, think about not only the “role” developed countries should play, but also what “responsibility” to help they have. Second, consider whether, if and when one country (for example, the United States) offers to spend its taxpayers' money to assist another country, the giving country has any right to then tell the assisted country how to manage its (the recipient’s) internal affairs and how to spend the money just provided.

III. Module Dates

   **Week 13 (9 Nov – 16 Nov)**

IV. Learning Objectives

Be able to:

- Describe the state of the global South compared to the global North, particularly in terms of development, hunger, conflict and human rights
- Describe factors that contribute to the differences between the global South and the global North
- Explain the role, in general, of foreign assistance in providing capital for economic development
- Name the major IOs associated with international development and aid, and their origins
- State the purpose and roles of the major IOs associated with international development and aid, including the IMF and the World Bank
- Discuss the pros and cons of foreign investment in general as a means of fostering economic development
- Identify the major aspects of the current US development and aid policy
- Discuss the value (pro and con) and future direction of US development and aid programs

V. Required Reading
- G&P Chap 12 (pp 425-439)
- G&P Chap 13 (pp 461-493)
- “US cuts funding for UNESCO after Palestinian vote” [.pdf attached]
- LM 13_ N-S Gap_Dev&Aid [.pdf attached]

VI. Quiz Information
None.

VII. Discussion Topic
Discussion Topic #8 NLT 0800 eastern time 9 Nov.
Discussion Topic #9 NLT 0800 eastern time 16 Nov.

VIII. Essay Information
Continue working on Semester Paper; due 20 November.

IX. Special Information
None.
I. Module Title

**International Trade, Finance and Business**

II. Overview

This is our final look at international cooperation, although in this context, one can question the use of the term “cooperation” as issues of trade, finance and business are not always congenial and conflict-free. The purpose of this module, as has generally been the case with prior Learning Modules, is not to make you an expert in what is commonly known as “international political economy” (IPE). Rather, the module will provide you an introductory overview of the key terms and the primary theories that try to explain IPE, as well as some of the institutions and regimes associated with international trade, finance and business. Part of the module will be a review of subjects covered in our discussions of the North-South gap and international development. This LM should help you become better informed of some of the IPE issues that drive both cooperation and conflict between actors on the contemporary global stage. Note: The reading assignment is rather extensive. Please do not get bogged down in specifics, but rather read the text to gain a general acquaintanceship with the topic.

III. Module Dates

**Week 14 (16 Nov – 20 Nov)**

IV. Learning Objectives

Be able to:

- Identify and describe the main theories of international political economy
- Define the key terms associated with international trade, finance and business
- Describe the origins and role of the major international economic organizations and trade regimes
- Discuss the pros and cons of free trade for the global community in general and for the United States in particular
- Describe the role in the world economy of multinational business in general, and multinational corporations in particular
- Discuss the pros and cons of MNCs becoming increasingly powerful global actors

V. Required Reading

- G&P Chap 8 (skim well)
- G&P Chap 9 (skim well)
- LM 14_Trade_Finance & Business [.pdf attached]

VI. Quiz Information

None.

VII. Discussion Topic

Discussion Topic #9 NLT 0800 eastern time 16 Nov.
Discussion Topic #10 NLT 5 pm eastern time 20 Nov.
VIII. Essay Information
Semester Paper is to be uploaded onto Turnitin.com not later than 12:00 PM (noon) on Friday, 20 November.

IX. Special Information.
This is a “short” module due to the upcoming Break.
Note the non-standard due date for this week’s Discussion!
Learning Module 15

I. Module Title

**Coming Challenges**

II. Overview

This is our final look at global issues in this course – but as I have reiterated many times, most likely NOT the final time you will meet these issues in your life.

This module is intended to provide you a brief overview of several issues that have either recently arisen or that probably will arise in the near-term future and with which you will have to grapple as actors and participants on the global stage in the coming years.

The module presents two main topics. The first topic deals with China and its growing role as an international actor. Although Zakaria’s article is several years old, the points he illuminated then are still quite valid today and should provide good food for thought. Dr Joesph Nye provides a brief revisit to several aspects of "power" that he and we have discussed many times during the course, this time specifically in the context of US-China relations. Former Secretary of State Clinton’s article highlights the direction of the current US response to many of the issues discussed by Zakaria.

Norm Chomsky, Stephen Walt and Robert Kagan present the second topic: various aspects of the future global order. (The optional readings also contribute to this topic; take a look at them if you have the time.) These articles are intended to encourage you to put on your ‘critical thinking cap’. You may agree with some of the points made by the authors and you may find several of them somewhat controversial. Use the ideas of these writers as a jumping-off point for trying to come up with your own predictions and explanations of what the coming years may have in store for the United States and for the world community, and especially for you as global citizens and leaders.

The final two listed readings are specifically targeting to get you to think about the future of the United States – the one you will be in charge of before you know it.

III. Module Dates

**Week 16 (30 Nov – 4 Dec)**

IV. Learning Objectives

Be able to:
- Describe the basic components of China’s increasing global role
- Describe the basic reasons behind the US Government’s shift in emphasis toward the Asia-Pacific region
- Describe your view of the contours of the future global order

V. Required Reading
- Fareed Zakaria, “Does the Future Belong to China” [pdf attached]
• Hillary Clinton, “America's Pacific Century”,
  accountid=159965
• Joseph Nye, “Meeting China Halfway” [.pdf attached]
• Noam Chomsky, “Is the World Too Big to Fail? The Contours of Global Order,”
  http://www.huffingtonpost.com/noam-chomsky/us-global-power_b_851992.html?ir=Yahoo
  http://libproxy.northgeorgia.edu/login?url=http://search.proquest.com/docview/920884369?
  accountid=159965
• Stephen Walt, “The Myth of American Exceptionalism”
  accountid=159965
• Arshad Mohammed and Lesley Wroughton, “Kerry decries 'new isolationism','’ [.pdf
  attached]
• LM 15_Coming Challenges [.pdf attached]

Optional Readings
• Gerald Seib, “Few Good Choices” [.pdf attached]
• Thanassis Cambanis, “Hidden Threats” [.pdf attached]

VI. Quiz Information
None.

VII. Discussion Essay Information
“Bonus”

VIII. Special Information
This module concludes our course. The Block III end-of-block exam is an on-line exam in
D2L and consists of two parts – one part focused on world geography (map) and the other focused on
the content of the Block III learning modules (modules 9-15). Both parts will be accessible as of noon
eastern time on Dec 6 and will close at noon eastern time on the 10th.

➢ There is no separate “Final Exam” for Global Issues OLA.