



## **CIEE Global Institute – Berlin**

<b>Course name:</b>	Contemporary Controversies in International Relations
<b>Course number:</b>	(GI) INRE 4007 BRGE
<b>Programs offering course:</b>	Berlin Open Campus (International Relations and Political Science Track)
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2018

### **Course Description**

The course provides an overview of important international conflicts of our time, their causes, main agents, and recent developments. Investigating a number of case studies will allow us to not only identify and learn in detail about different areas of international controversy, but also to study models of international cooperation. Course participants are to analyze a variety of current conflicts by diagnosing the conflict, providing an outlook for the medium-term future, and proposing solutions. Classroom content is supplemented and enhanced by debate meetings with experts and practitioners from different organizations and institutions. The course addresses the following and other questions: In which policy domains do we find contemporary / future international controversies? What are the ways in which these controversies are diffused and settled? What are existing obstacles to the resolution and settlement of international conflicts? What major multilateral forums exist? Is global governance a realistic and desirable goal? What could possible forms look like?

### **Learning Objectives**

This course will allow students the opportunity to:

- Acquire a basic knowledge of international politics and international conflicts



- Acquire practice in addressing pointed and critical questions to politicians and members of government bureaucracies.
- Further develop critical thinking and communications skills by regularly debating political topics of current significance – in writing and in class
- Improve your team-work and public speaking skills by preparing and delivering presentations in a group
- To critically evaluate, analyze and compare contemporary controversies in International Relations

### **Course Prerequisites**

None.

### **Methods of Instruction**

The methodology will be characterized by lectures, presentations and class discussions based on the assigned readings. Lectures will be enhanced by PowerPoint presentations whenever these are helpful to explain international conflicts and controversies. The class debates will be prepared and conducted in such a way that they can serve as preparation for discussions and meetings with politicians, civil servants, NGO representatives as well as independent experts (e.g. the Germany Society for Foreign Policy - DGAP).

Classroom activities will include individual, partner and group work and will be complemented by homework exercises.

### **Assessment and Final Grade**



The final grade will be made up of the following components:

- Participation and homework assignments (including "power briefings") 30%
- Mid-term (oral test) 20%
- Presentations (3) 30%
- Final paper (ca. 2,000-2,500 words) 20%

### **Course Requirements**

#### **Participation and homework assignments (including "power briefings")**

TBA

#### **Mid-term (oral test)**

TBA

#### **Presentations (3)**

TBA

#### **Final paper**

TBA

#### **Participation**

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged



with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

### **Attendance Policy**

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.



Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

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### Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

- Week 1** Introduction: Global Risks & Threats
- Week 2** Global Actors: UNO & G 20
- Week 3** Areas I: EMEA
- Week 4** Areas II: Asia, Pacific and Arctic
- Week 5** Issues: from cyberwar to pandemics, from clean energy to space militarization



**Week 6** Concepts of Global Governance | Rise of Unilateralism | Future World Scenarios

### **Readings**

Amnesty International. *Annual Report 2015*. See:

<https://www.amnesty.org/en/documents/pol10/2552/2016/en/>

Bova, Russel (2016). *How the World Works: A Brief Survey of International Relations*. (3<sup>rd</sup> ed.). Pearson.

European Parliament (2014): Cyber defence in the EU. Preparing for cyber warfare? *EP Briefing*. See: <http://www.europarl.europa.eu/EPRS/EPRS-Briefing-542143-Cyber-defence-in-the-EU-FINAL.pdf>

Freedom House. *Freedom World Report 2016*. See:

<https://freedomhouse.org/report/freedom-world/freedom-world-2016>

Goldin, Ian & Mike Mariathasan (2014). *The Butterfly Defect: How Globalization Creates Systemic Risks, and What To Do About It*. Princeton University Press.

ETH Zürich, Center for Security Studies. *Strategic Trends 2015*. See:

<http://www.css.ethz.ch/content/dam/ethz/special-interest/gess/cis/center-for-securities-studies/pdfs/Strategic-Trends-2015.pdf>

Harston, Julian (2015): Introduction to the UN System: Orientation for Serving on a UN Field Mission. Peace Operations Training Institute. See:



[http://cdn.peaceopstraining.org/course\\_promos/intro\\_to\\_un\\_system/intro\\_to\\_un\\_system\\_english.pdf](http://cdn.peaceopstraining.org/course_promos/intro_to_un_system/intro_to_un_system_english.pdf)

IIK Heidelberger Institut für Internationale Konfliktforschung (2015). *Conflict Barometer*.

See: [http://www.hiik.de/de/konfliktbarometer/pdf/ConflictBarometer\\_2015.pdf](http://www.hiik.de/de/konfliktbarometer/pdf/ConflictBarometer_2015.pdf)

Human Rights Watch (2016). *World Report 2016*. See:

[https://www.hrw.org/sites/default/files/world\\_report\\_download/wr2016\\_web.pdf](https://www.hrw.org/sites/default/files/world_report_download/wr2016_web.pdf)

Morgan, Patrick M. (2006). *International Security: Problems and Solutions*, 1st ed. CQ Press.

NATO (2015). *The Secretary General's Annual Report 2015*. See:

[http://www.nato.int/nato\\_static\\_fl2014/assets/pdf/pdf\\_2016\\_01/20160128\\_SG\\_AnnualReport\\_2015\\_en.pdf](http://www.nato.int/nato_static_fl2014/assets/pdf/pdf_2016_01/20160128_SG_AnnualReport_2015_en.pdf)

Nye, Joseph S. Jr. & David A. Welch (2012). *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. (9th ed.). Pearson.

OECD. *Global Economic Outlook and Interim Economic Outlook*. See:

<http://www.oecd.org/eco/outlook/economicoutlook.htm>

Reporters without Borders (2015) *World Press Freedom Index*. See:

<http://index.rsf.org/#/>

Shimeall, Timothy et al. (2001). "Countering Cyber War". In: *NATO Review*. See:

<http://www.nato.int/docu/review/2001/Combating-New-Security-Threats/Countering-cyber-war/EN/index.htm>



Singer, Peter Warren & Allan Friedman, (2014) *Cybersecurity and Cyberwar*. Oxford University Press.

The Economist (2010a). "Cyber war2. See: <http://www.economist.com/node/16481504>

The Economist (2010b). "War in the fifth domain". See: <http://www.economist.com/node/16478792>

The Economist (2015). "Crisis in Ukraine". See: <http://www.economist.com/blogs/graphicdetail/2015/06/ukraine-graphics>

WHO. *Accelerating progress on HIV, tuberculosis, malaria, hepatitis and neglected tropical diseases - A new agenda for 2016-2030*. See: [http://apps.who.int/iris/bitstream/10665/204419/1/9789241510134\\_eng.pdf?ua=1](http://apps.who.int/iris/bitstream/10665/204419/1/9789241510134_eng.pdf?ua=1)

World Economic Forum Davos. *Annual Report 2014-2015*. See: [http://www3.weforum.org/docs/WEF\\_Annual\\_Report\\_2014\\_15.pdf](http://www3.weforum.org/docs/WEF_Annual_Report_2014_15.pdf)

World Bank. *Annual Report*. See: <http://www.worldbank.org/en/about/annual-report>

World Trade Organization. *World Trade Report 2015*. See: [https://www.wto.org/english/res\\_e/booksp\\_e/world\\_trade\\_report15\\_e.pdf](https://www.wto.org/english/res_e/booksp_e/world_trade_report15_e.pdf)