



CIEE Global Institute – Santiago (CH)

Course name:	Contemporary Controversies in International Relations
Course number:	(GI) INRE 4007 STCH
Programs offering course:	Santiago de Chile Global Internship/ Open Campus
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2019

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 from Latin America 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 with an emphasis on Latin American perspectives: 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

By the end of this course, students will be able 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 team-work and public speaking skills by preparing and delivering presentations in a group



- Learn to critically evaluate, analyze and compare contemporary controversies in International Relations

Course Prerequisites

Students should have completed a level 3000 class in international politics prior to taking this course.

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.

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	30%
Mid-term quiz	15%
Presentation	20%
Group project	15%
Take home final (essay, max. 5 pages)	20%
TOTAL:	100%

Course Requirements

Homework assignments

There will be a set of graded in-class pieces of homework that students will work on either individually or in small groups. These graded assignments will be about the content explored in the session. These could be a short presentation, one essay question or guided discussions.



Presentation

Due class 3:1

Students will select a topic, relevant to the class subject and they will give a 5 to 7 minutes oral presentation developing their selected topic.

Mid-term quiz

Due class 3:3

Students will have a mid-term quiz on the contents studied during the first 3 weeks of the course. This quiz will consist of two essay questions.

Group project

Due class 4:2

In small groups of 2 or 3 members, students will submit a written project based on a visit to a local organization and related to any of the topics studied and listed in this syllabus. They will create a profile of the organization, provide data, types of projects they oversee and share a reflection on the impact of such an organization in the Latin American region.

Take-home final

Due class 6:3

Students will be given a take-home essay, which will be between 3500 and 4000 words. The professor will assign the topic for this individually and students must complete the task using bibliographical support from the class readings.

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. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom 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 will result in a written warning.

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, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

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 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

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

Class 1:1 Introduction to class.

Class 1.2. In this week students will get a general view of the main issues and controversies present in international relations to the date. This way students will unfold the type of controversies to be explored during the course. In this session the class will review traditional international conflicts in Latam region: a) Ideology, b) Borders and territory, c) Poverty plans

Assignment: Homework Assignment

Readings: Harston, Julian (2015): Introduction to the UN System: Orientation for Serving on a UN. See:

http://cdn.peaceopstraining.org/course_promos/intro_to_un_system/intro_to_un_system_english.pdf



United Nations Development Programme. *Understanding social conflict in Latin America 2013*. See:

<http://www.undp.org/content/undp/en/home/librarypage/crisis-prevention-and-recovery/Understanding-Social-Conflict-in-Latin-America.html>

Class 1.3. In this session, students will review new international conflicts in Latam region: a) Intra-regional immigration, b) drug traffic and c) democracy in the new scenario. These new topics will help students understand the general perspective of the controversies to be explored during the course.

Assignment: Homework Assignment

Readings: Harston, Julian (2015): Introduction to the UN System: Orientation for Serving on a UN. See:

http://cdn.peaceopstraining.org/course_promos/intro_to_un_system/intro_to_un_system_english.pdf

United Nations Development Programme. *Understanding social conflict in Latin America 2013*. See:

<http://www.undp.org/content/undp/en/home/librarypage/crisis-prevention-and-recovery/Understanding-Social-Conflict-in-Latin-America.html>

Week 2: Regional Conflicts in Latin America I

Class 2.1. According to the UNDP, the Latin American countries with greatest numbers of conflicts are those with broad social inequalities and governments with limited capacity to manage unrest. In this session a theoretical and historical framework about the conflicts in the Latin American region will be exposed.

Assignment: Homework Assignment

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

Morgan, Patrick M. (2006). *International Security: Problems and Solutions*, 1st ed. CQ (Chapter to be confirmed)



Class 2.2. According to different reports, despite public discourse about democracy and economic progress, Latin America and the Americas remain as one of the world's most violent and unequal regions. In this session, students will read and analyze different cases of conflicts in the Latin American region, developed in the reports from International Amnesty and Freedom House.

Assignment: Homework Assignment

Readings: Freedom House. *Freedom World Report 2017*. See:

<https://freedomhouse.org/report/freedom-world/freedom-world-2017>

Amnesty International. *Annual Report 2016 / 2017*. See:

<https://www.amnesty.org/en/latest/research/2017/02/amnesty-international-annual-report-201617/>

Class 2:3. Conflict issues are material or immaterial goods pursued by conflict actors via conflict measures. Due to the character of conflict measures, conflict issues attain relevance for the society as a whole – either for the coexistence within a given state or between states. From this perspective, in this session, students will analyze the cases of conflicts in the Latin American region presented in the reading *Conflict Barometer* of the Heidelberger Institut (2016).

Assignment: Homework Assignment

Readings: HIIK Heidelberger Institut für Internationale Konfliktforschung (2016). *Conflict Barometer*. See:

http://hiik.de/en/konfliktbarometer/pdf/ConflictBarometer_2016.pdf

Week 3: Health & Environment

Class 3:1. The Sustainable Development Goals (SDG) were proposed by the UN in 2016, to emphasise the interconnectedness of development issues, and encourage integrated approaches to addressing those issues. This broad agenda provides opportunities to expand responses to tackle social, economic and environmental determinants of health, and strengthen the health systems and the sustainability of responses. From this perspective, in this session students will analyze the side effects in health and environment in the Latin American region exposed in the report from World Health Organization (2016).



Assignment: Homework Assignment

Readings: World Health Organization. *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

Class 3.2. This session will conduct students into making a reflection of the most relevant problems in health in Latin America. Problems that could become epidemics or pandemics (malaria, typhus, etc). By doing this, students will be able to analyse what the chances are for the region to overcome these challenges.

Assignment: Homework Assignment

Readings: World Health Organization. *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

Class 3.3. This session will conduct students into making a reflection of the most relevant problems in environment in Latin America (desertification, deforestation, climate change, etc). As well as the role of international institutions and their resolutions.

Assignment: Homework Assignment

Due date for Mid-term quiz

Due date for Individual Presentation

Readings: World Health Organization. *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

Week 4: Economy & Human Rights



Class 4.1. For economic growth to lead to the realization of human rights, any growth strategy must be part of a comprehensive set of policies and institutions consciously designed to convert resources into rights. In this class, Students will analyze the global challenge of economy and human rights understanding the difficulties of this challenge, from the point of view of Latin American countries.

Assignment: Homework Assignment

Readings: Bova, Russel (2016). *How the World Works: A Brief Survey of International Relations*. (3rd edition) Pearson.

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

Class 4.2. The global economic outlook is better, but not good enough to sustainably improve citizens' well-being. From this perspective, in this class, students will critically analyze the challenge that global economy presents to the Latin American region and students will reflect on the importance of cooperation.

Assignment: Homework Assignment

Due date for Group project

Readings: OECD. *Global Economic Outlook, June 2017*. See:

<http://www.oecd.org/eco/outlook/Better-but-not-good-enough-press-handout-summary-of-projections-oecd-economic-outlook-june-2017.pdf>

Class 4.3. Human rights exist to protect people from government abuse and neglect. Rights

limit what a state can do and impose obligations for how a state must act. Yet today a new generation of populists is turning this protection on its head. Claiming to speak for “the people,” they treat rights as an impediment to their conception of the majority will, a needless obstacle to defending the nation from perceived threats and evils. This session will explore the importance of human rights in the recent history of the Latin American region as well as the relevance of establishing the rule of law in the countries of the region within a context of cooperation between the states and international organizations.



Assignment: Homework Assignment

Readings: Human Rights Watch (2017). *World Report 2017*. See:

https://www.hrw.org/sites/default/files/world_report_download/wr2017-web.pdf

Week 5: Regional Conflicts in Latin America II

Session 5.1. Computer technology is both a blessing and a curse. Bombs are guided by GPS satellites; drones are piloted remotely from across the world; fighter planes and warships are now huge data-processing centres; even the ordinary foot-soldier is being wired up. Yet growing connectivity over an insecure internet multiplies the avenues for e-attack; and growing dependence on computers increases the harm they can cause. This session will analyze the new framework of conflicts that could be relevant for the Latin American region, such as the ones related to cybersecurity and cyberwar.

Assignment: Homework Assignment

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

The Economist (2010). “*War in the fifth domain*”. See:

<http://www.economist.com/node/%2016478792>

Session 5.2. Following the ideas proposed in the previous session, students will analyze the challenge of cyber security in the Latin American context, as proposed by the Inter-American Development Bank (2016) report.

Assignment: Homework Assignment

Readings: Inter-American Development Bank (2016). *Cybersecurity Are We Ready in Latin America and the Caribbean?* See: <https://publications.iadb.org/bitstream/handle/11319/7449/Cybersecurity-Are-We-Prepared-in-Latin-America-and-Caribbean.pdf>

Session 5.3. Latin America and the Caribbean (LAC) has shown progress in many socioeconomic areas in the last decade. In contrast to these positive developments, however, crime in the region has increased. LAC continues to be the most violent region on earth, and the World Health Organization has deemed



crime and violence in the region to be at epidemic levels. From this perspective, Students in this session will analyze the crime in the Latin American region and its economic costs from the reading Jaitman (2017).

Assignment: Homework Assignment

Readings: Jaitman, Laura (Editor) (2017). *The Costs of Crime and Violence New Evidence and Insights in Latin America and the Caribbean*. Inter-American Development Bank. See:

<https://publications.iadb.org/bitstream/handle/11319/8133/The-Costs-of-Crime-and-Violence-New-Evidence-and-Insights-in-Latin-America-and-the-Caribbean.pdf>

Week 6: Global Governance

Session 6.1. Over the past 20 years, global interdependence has reached unprecedented heights. National sovereignty has concurrently been watered down, and through what we now call 'global governance' both state and non-state actors have started sharing responsibility in coordinating and solving collective action problems. Students in this class will study and reflect on the global challenges of governance in the 21st century from the readings Nye & Welch (2012) and Bova (2016).

Assignment: Homework Assignment

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

Morgan, Patrick M. (2006). *International Security: Problems and Solutions*, 1st ed. CQ (Chapter to be confirmed)

Session 6.2. In this class, students will analyze the UNDP (2013) report form conflict in Latin America; according to which, Bolivia, Peru, and Argentina were the countries with the highest number of social conflicts (over 200 each), while those with the lowest levels of unrest were Costa Rica, Chile, and El Salvador, with an average of 58 conflicts each. From this perspective, students will discuss the pending challenges in the Latin American region in terms of social conflicts



Assignment: Homework Assignment

Readings: United Nations Development Programme. *Understanding social conflict in Latin America 2013*. See:

<http://www.undp.org/content/undp/en/home/librarypage/crisis-prevention-and-recovery/Understanding-Social-Conflict-in-Latin-America.html>

Session 6.3. Students in this class will discuss the current scenario of the Latin American region in relation to global economy and the challenges in governance from the reports World Bank, World Economic Forum Davos, World Trade Organization y de la OECD.

Assignment: Homework Assignment

Due date for Take-home final

Readings: World Bank. *Annual Report*. See:

<http://www.worldbank.org/en/about/annual-report>

World Economic Forum Davos. *The Global Risks Report 2017*. See:

http://www3.weforum.org/docs/GRR17_Report_web.pdf

World Trade Organization. *World Trade Report 2016*. See:

https://www.wto.org/english/res_e/booksp_e/anrep_e/anrep16_e.pdf

Readings

1. Amnesty International. *Annual Report 2016 / 2017*. See:

<https://www.amnesty.org/en/latest/research/2017/02/amnesty-international-annual-report-201617/>

2. Bova, Russel (2016). *How the World Works: A Brief Survey of International Relations*. (3rd edition) Pearson.



3. Dearden, Lizzie (2017). *World heading towards 'permanent cyber war'*, France warns. See: <http://www.independent.co.uk/news/world/europe/cyber-war-world-warning-france-criminals-extremists-russia-countries-guillaume-poupard-anssi-a7767886.html>
4. Freedom House. *Freedom World Report 2017*. See: <https://freedomhouse.org/report/freedom-world/freedom-world-2017>
5. Goldin, Ian & Mike Mariathasan (2014). *The Butterfly Defect: How Globalization Creates Systemic Risks, and What To Do About It*. Princeton University Press.
6. Harston, Julian (2015): Introduction to the UN System: Orientation for Serving on a UN. See: http://cdn.peaceopstraining.org/course_promos/intro_to_un_system/intro_to_un_system_english.pdf
7. HIIK Heidelberger Institut für Internationale Konfliktforschung (2016). *Conflict Barometer*. See: http://hiik.de/en/konfliktbarometer/pdf/ConflictBarometer_2016.pdf
8. Human Rights Watch (2017). *World Report 2017*. See: https://www.hrw.org/sites/default/files/world_report_download/wr2017-web.pdf
9. Inter-American Development Bank (2016). *Cybersecurity Are We Ready in Latin America and the Caribbean?* See: <https://publications.iadb.org/bitstream/handle/11319/7449/Cybersecurity-Are-We-Prepared-in-Latin-America-and-Caribbean.pdf>
10. Jaitman, Laura (Editor) (2017). *The Costs of Crime and Violence New Evidence and Insights in Latin America and the Caribbean*. Inter-American Development Bank. See: <https://publications.iadb.org/bitstream/handle/11319/8133/The-Costs-of-Crime-and-Violence-New-Evidence-and-Insights-in-Latin-America-and-the-Caribbean.pdf>
11. Morgan, Patrick M. (2006). *International Security: Problems and Solutions*, 1st ed. CQ

12. Nye, Joseph S. Jr. & David A. Welch (2012). *Understanding Global Conflict and Cooperation: An Introduction to Theory and History*. (9th ed.). Pearson.
13. OECD. *Global Economic Outlook, June 2017*. See: <http://www.oecd.org/eco/outlook/Better-but-not-good-enough-press-handout-summary-of-projections-oecd-economic-outlook-june-2017.pdf>
14. Singer, Peter Warren & Allan Friedman, (2014) *Cybersecurity and Cyberwar*. Oxford University Press.
15. The Economist (2010). "War in the fifth domain". See: <http://www.economist.com/node/%2016478792>
16. United Nations Development Programme. *Understanding social conflict in Latin America 2013*. See: <http://www.undp.org/content/undp/en/home/librarypage/crisis-prevention-and-recovery/Understanding-Social-Conflict-in-Latin-America.html>
17. World Health Organization. *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
18. World Bank. *Annual Report*. See: <http://www.worldbank.org/en/about/annual-report>
19. World Economic Forum Davos. *The Global Risks Report 2017*. See: http://www3.weforum.org/docs/GRR17_Report_web.pdf
20. World Trade Organization. *World Trade Report 2016*. See: https://www.wto.org/english/res_e/booksp_e/anrep_e/anrep16_e.pdf